

---

# Public Board Meeting Agenda

May 25, 2022

4:00 P.M.

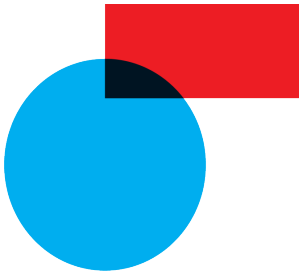
Meeting will be live streamed at:

[https://teams.microsoft.com/l/meetup-join/19%3ameeting\\_NWFiODcxMzctMTNhMy00Nzc5LWFmZDktNGFjY2M5ZmJkMDgx%40thread.v2/0?context=%7b%22Tid%22%3a%22edfb9876-5027-4b93-a551-95984679e286%22%2c%22id%22%3a%2242e271b0-058f-4b22-a718-69419c492b15%22%7d](https://teams.microsoft.com/l/meetup-join/19%3ameeting_NWFiODcxMzctMTNhMy00Nzc5LWFmZDktNGFjY2M5ZmJkMDgx%40thread.v2/0?context=%7b%22Tid%22%3a%22edfb9876-5027-4b93-a551-95984679e286%22%2c%22id%22%3a%2242e271b0-058f-4b22-a718-69419c492b15%22%7d)



**Sturgeon  
Public Schools**

Dare to reimagine learning

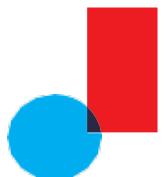


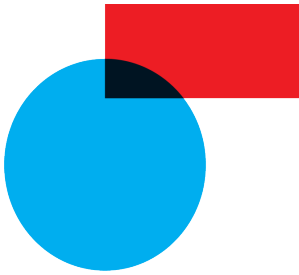
# AGENDA

BOARD

May 25, 2022

1. CALL TO ORDER
2. CONSIDERATION OF AGENDA
  - 2.1 Additions/Deletions to Agenda
  - 2.2 Approval of Agenda
3. APPOINTMENTS
4. READING AND APPROVING OF MINUTES
  - 4.1 Approval of the Minutes of the Regular Meeting of April 27, 2022
5. PRESENTATIONS
6. REPORTS FROM SENIOR EXECUTIVE
  - 6.1 2022 ThoughtExchange Summary Report
  - 6.2 AP496 – Complementary Learning Resources Fee - Rescinded
  - 6.3 Communications Report
  - 6.4 Monthly Financial Report – April 2022
  - 6.5 Monthly IT Report - April 2022
7. REPORTS FROM TRUSTEES AND STANDING COMMITTEES
  - 7.1 Chair’s Report
  - 7.2 Trustees Report
  - 7.3 Advocacy Committee
    - 7.3.1 Student Advisory Committee Co-Chair Report
  - 7.4 Building and Maintenance Committee
  - 7.5 Finance and Human Resources Committee
  - 7.6 Policy Committee
  - 7.7 Transportation Committee



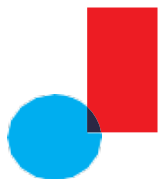


# AGENDA

BOARD

May 25, 2022

8. REPORTS FROM SPECIAL COMMITTEES/TASK GROUPS
  - 8.1 Alberta School Boards Association Representative
  - 8.2 Public School Boards Association of Alberta Representative
9. NEW BUSINESS
  - 9.1 2022-2023 Draft Budget
  - 9.2 2022 Borrowing Resolution
  - 9.3 Sturgeon Public Schools DRAFT Education Plan 2022-2025
  - 9.4 Religious Education and Instruction or Character Education at Sturgeon Heights School
  - 9.5 Policy 410 – Fees
10. UNFINISHED BUSINESS
11. NOTICES OF MOTION
12. INFORMATION
13. COMMENT & QUESTION PERIOD
  - 13.1 ATA; CUPE
  - 13.2 Community Members
  - 13.3 Media
14. REQUESTS FOR INFORMATION
15. IN CAMERA; LABOUR
16. ADJOURNMENT





**Sturgeon  
Public Schools**

**Minutes of the Meeting of  
The Board of Trustees of  
The Sturgeon Public School Division  
Held at Morinville on April 27, 2022**

---

**Table of Contents**

|  | <b>Resolution #</b> |
|--|---------------------|
| Approval of Agenda .....                             | 034                 |
| Approval of the Minutes of the Regular Meeting ..... | 035                 |
| New Business   |                     |
| 2022/2023 Complementary Learning Resource Fees ..... | 036                 |
| 2022/2023 Book Award Rate.....                       | 037                 |
| 2022/2023 Transportation Fees.....                   | 038/039             |
| 2022/2023 Non-Funded Student Fee Schedule .....      | 040                 |
| 2021/2022 Capital Projects .....                     | 041                 |
| New School – Town of Legal .....                     | 044                 |



**Sturgeon  
Public Schools**

**Minutes of the Meeting of  
The Board of Trustees of  
The Sturgeon Public School Division  
Held at Morinville on April 27, 2022**

---

**PRESENT**

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

**CALL TO ORDER**

The Chair called the meeting to order at 4:00 p.m.

**APPROVAL OF AGENDA**

#034/2022 – Moved by Ms. Trish Murray-Elliott that the agenda be approved as presented.

CARRIED UNANIMOUSLY

**APPOINTMENTS**

**APPROVAL OF MINUTES**

Amendment – Policy Committee date to be corrected from April 13, 2022, to April 14, 2022.

#035/2022 – Moved by Mrs. Tasha Oatway-McLay that the minutes of the Regular Meeting of March 23, 2022, be approved as amended.

CARRIED UNANIMOUSLY

**PRESENTATIONS**

**Learning Supports and First Nation, Métis, and Inuit Success**

Mr. Jonathan Konrad, Acting Deputy Superintendent, Education Services, presented on Learning Supports and First Nation, Métis, and Inuit Success.

## **REPORTS FROM SENIOR EXECUTIVE**

### **Bus Status App**

Ms. Liliana LeVesconte, Associate Superintendent, Corporate Services, brought forward as information, a report on the bus status app.

Sturgeon Public School Division has released the new Bus Status App powered by Box Clever.

This app will allow anyone to download the app and get notifications sent right to their phone for the status of buses that affect them. The Bus Status App allows the subscriber to keep track of any transportation delays or cancellations and receive push notifications for subscribed bus routes. Notifications will reflect the updates posted directly to the website. This app replaces the MyStop App which was previously released to some school locations.

### **Communications Report**

Ms. Shawna Walter, Acting Superintendent, brought forward as information, the Communications Report for April 2022.

Communications in April has been focused on:

- Social media posting and engagement – focus on sharing content created and shared from schools in Sturgeon Public;
- Board of Trustees Transportation Letter to the Minister of Education on April 1;
- ThoughtExchange 2022 ran between April 8-20;
- K-6 Curriculum Announcement April 13;
- April is the Month of the Military Child:
  - April 14, 2022, Purple Up!;
  - April 28, 2022, Teal Up! (Canadian recognition).
- April 22, 2022, Earth Day;
- April 27, Administrative Professional Day;
- Prep work for Budget 2022-2023 communication has begun;
- Ongoing Summer School Registration; and
- Ongoing Registration postings for the 2022-2023 School Year.
  
- Sturgeon Public in the Media:
  - April 8, 2022 – Camilla Grand Opening & Ribbon Cutting Ceremony:
    - Morinville Online: Camilla School holds its ribbon-cutting ceremony
    - The Free Press (Page 1): Congratulations to the Sturgeon Public SchoolsDivision
  - April 11, 2022 – 2022 Skills Canada Alberta Competition:
    - St. Albert Today: St. Albert and Sturgeon put Skills to the test
  - Gibbons School:
    - The Free Press (Page 8): Disney musicals at Gibbons School
  - Redwater School:
    - The Review (Page 1): Redwater youth train at a fitness centre

Upcoming Events:

- National Volunteer Week – April 24-30, 2022;
- Education Week – May 2-6, 2022; and
- Hats on! for Mental Health – May 4, 2022.

### **Mental Health Capacity Building (MHCB) Program Extension**

Mr. Jonathan Konrad, Acting Deputy Superintendent, Education Services brought forward as information, an update on the mental health capacity building program extension.

Alberta Health Services (AHS) has extended the Agreement for Provision of Addiction and Mental Health Services with The Sturgeon Public School Division for an additional 17 months (April 1, 2022, to August 31, 2023).

The Mental Health Capacity Building Program (MHCB) will continue as Redwater HYPE (Helping Young People Excel) which provides universal, targeted, and indicated supports for students at school and in the community. This program promotes strong Mental Health, connects the Division with community partners and engages students to develop strong community connections. Funding amounts will remain the same in 2022-2023 as in the 2021-2022 school year however, we have moved from a restricted funding agreement to an operational funding agreement. The MHCB Supervisor will be connecting with Finance to create a budget that coincides with MHCB's needs.

### **Monthly Financial Report**

Ms. Liliana LeVesconte, Associate Superintendent, Corporate Services, brought forward as information, the February 2022 Board Financial Report for the month ending March 31, 2022.

The Year-to-Date Division's actual financial results are tracking ahead of budget on both the revenues and expenses sides.

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

- K - 12 Revenue is higher than budgeted mainly due to the Targeted Funding(\$380k) announced after the budgeting cycle, COVID Mitigation/ Hold Harmless funding (\$1.033M) adjustment announced in August 2021, regular instructional funds advanced prior to their schedule due to Alberta Education year-end on March 31, 2022 (\$921k), and fees collected at the beginning of the school year rather than every month.
- Board approved operating and capital projects intended to be funded from the COVID Mitigation/ Hold Harmless funds have been started but not completed, and funds have not been moved to the Operations and Maintenance budget yet.
- System Administration is tracking slightly below budget mainly due to Alberta Education advance payment due to their year-end (\$80k).

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

- Operations and Maintenance are overspent by \$413k mainly due to the costs related to the Modular Project at École Morinville Public (\$524k) offset by lower than budgeted utilities (\$48k).
- Student Transportation is slightly overspent by \$283k mainly due to the one-time payment to the Bus Contractors and greater than budgeted ridership, which resulted in additional incurred distance costs to the Division. Also, the funding from the government is spread over 12 months, while most of our expenses are incurred in the first 10 months of the school year.
- External services are tracking below budget by \$38k, mainly due to a reduction in our secondments.

### **Monthly IT Report**

Ms. Liliana LeVesconte, Associate Superintendent, Corporate Services, brought forward as information, the monthly IT Report for March 2022.

Chromebook evergreening is complete for all schools for the 2021-2022 school year. This month, we experienced two power outages due to faulty equipment. The equipment has been replaced and power was restored the same day.

### **Pride Week 2022**

Mr. Jonathan Konrad, Acting Deputy Superintendent, Education Services brought forward as information, a report on pride week 2022.

Sturgeon Public Schools is committed to maintaining safe and caring schools that respect diversity and foster a sense of belonging for all students and staff, including those who identify as sexual or gender minorities.

Since 2017 Sturgeon Public School Division has celebrated Pride Week to honour diversity and uniqueness. Pride Week will be 4 days this year as Monday, June 6, 2022, is a PD Day and will run from June 7 to June 10, 2022. Each grade in each school historically has a daily classroom activity that celebrates individuality and promotes equity, respect, acceptance, acknowledgement and inspiration for self and others.

Examples of pride themed activities across the Division have historically included:

| <b>Grades K-4</b>   | <b>Grades 5-9</b>   | <b>Grades 10-12</b>   |
|---|---|---|
| <ul style="list-style-type: none"> <li>• Writing and painting inspirational words on rocks</li> <li>• Tye dye shirts, socks, bandanas</li> <li>• Celebrate with colorful goodies</li> <li>• Door Pride Theme decorating contest</li> <li>• Bracelet making using beads or string and inspirational words</li> </ul> | <ul style="list-style-type: none"> <li>• Painting rocks expressing their own identity.</li> <li>• Going on a family colour walk with their family (share photos)</li> <li>• Pride Lane: Sidewalk Chalk Walk, leave a message on "Pride Lane"</li> <li>• Door word theme decorating contest</li> </ul> | <ul style="list-style-type: none"> <li>• Pride cake walk (version of musical chairs)</li> <li>• Pride Lane: Sidewalk Chalk Walk, leave a message on "Pride Lane"</li> <li>• Read a story about uniqueness and diversity.</li> </ul> |

### **Student Resource Officer (SRO) Update**

Mr. Jonathan Konrad, Acting Deputy Superintendent, Education Services brought forward as information, an update on the student resource officer.

April 4, 2022, Morinville RCMP Detachment advised The Sturgeon Public School Division that, due to medical reasons, the current Student Resource Officer (SRO) would not be available for the remainder of the school year. As such, the position of SRO will remain vacant for the remainder of the 2021-2022 school year and a replacement Student Resource Officer will be assigned to the schools at the beginning of the 2022-2023 school year.

### **SOGI 123 Partnership Update**

Mr. Jonathan Konrad, Acting Deputy Superintendent, Education Services brought forward as information, an update on the SOGI 123 partnership.



SOGI 123 was created by ARC Foundation in collaboration with the BC Ministry of Education; BC Teachers' Federation; school districts across BC; UBC Faculty of Education; education partners; and various local, national, and international 2SLGBTQ+ community organizations. SOGI 123 helps educators make schools inclusive and safe for students of all sexual orientations and gender identities.

In Alberta, SOGI 123 is working with six school districts to enhance the SOGI Educator Network as an innovative pilot project: Edmonton Public School Board, St. Albert Public Schools, Sturgeon Public Schools, Elk Island Public Schools, Aspen View Public School Division, and Fort McMurray School District.

SOGI 123 supports these pilot school divisions to improve inclusive policies, environments and teaching resources. In Alberta, the Ministry of Education is responsible for the creation of the Alberta curriculum. SOGI 123 can support the implementation of this curriculum by helping teachers ensure their lessons and the classroom environment treats everyone with respect and dignity. All students need to see themselves and their families reflected in lessons, language, and practices.

Sturgeon Public Schools partnered with SOGI 123 and the Alberta Teachers' Association Local No. 27 in 2016 to ensure each school has a Safe Contact. A Safe Contact is a staff member knowledgeable in supporting all students, respecting diversity and promoting inclusion.

## **REPORTS FROM TRUSTEES AND STANDING COMMITTEES**

### **CHAIR'S REPORT**

A verbal and written report was provided.

#### **Chair Dwyer (Alcomdale/Villeneuve Area)**

Chair Dwyer reported that he attended:

- Book Study: The Governance Core (*April 27*)
- Building and Maintenance Committee Meeting (*April 13*)
- Camilla School Grand Opening & Ribbon Cutting Ceremony (*April 8*)
- Committee of the Whole Meeting (*April 13*)
- Finance and Human Resources Committee Meeting (*April 27*)
- Meeting with the Town of Bon Accord (*April 13*)
- Meeting with the Town of Gibbons Mayor and CAO (*April 1*)
- Public Board Meeting (*April 27*)
- Rotary Club Meetings
- Town Hall Meeting with MLA Shane Getson (*April 13*)
- Transportation Committee Meeting (*March 30*)
- Various Meetings with Central Office Administration

### **TRUSTEES' REPORTS**

Verbal and written reports were provided.

#### **Trustee Briggs (Bon Accord/Legal)**

Trustee Briggs reported that she attended:

- Camilla School Grand Opening & Ribbon Cutting Ceremony (*April 8*)
- Committee of the Whole Meeting (*April 13*)

- Bon Accord Community School, School Council and Program Support Society Meeting (April 26)
- Building and Maintenance Committee Meeting (April 13)
- Lilian Schick School Council and Room Parent Association Meeting – Virtual Attendance (April 25)
- Meeting with the Town of Bon Accord (April 13)

#### **Trustee Buga (Morinville Area)**

Trustee Buga reported that she attended:

- ASBA Zone 2/3 Meeting (April 22)
- ASCA Conference (April 22-23)
- Book Study: The Governance Core (April 27)
- Building and Maintenance Committee Meeting (April 13)
- Camilla School Grand Opening & Ribbon Cutting Ceremony (April 8)
- Committee of the Whole Meeting (April 13)
- École Morinville Public, School Council Meeting (April 4)
- Finance and Human Resources Committee Meeting (April 27)
- Four Winds Public School, School Council Meeting (April 7)
- Lifestyle Expo Tradeshow with SPVA (April 8-9)
- Meeting with the Town of Bon Accord (April 13)
- Policy Committee Meeting (April 14)
- Public Board Meeting (April 27)
- Purple Up! Celebration at Guthrie School (April 14)
- Sturgeon Public Virtual Academy/Learning Centres School Advisory Meeting (April 19)

#### **Trustee Gibbons (Gibbons/Lamoureux)**

Trustee Gibbons reported that she attended:

- Book Study: The Governance Core (April 27)
- Camilla School Grand Opening & Ribbon Cutting Ceremony (April 8)
- Finance and Human Resources Committee Meeting (April 27)
- Find your Village – Bingo (April 27)
- Gibbons School Jr High Drama Production “Disney Descendents” (April 22)
- Gibbons School, School Council Meeting (April 4)
- Meeting with the Town of Bon Accord (April 13)
- Policy Committee Meeting (April 14)
- Public Board Meeting (April 27)
- Purple Up! Celebration at Guthrie School (April 14)

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

Trustee Murray-Elliott reported that she attended:

- Book Study: The Governance Core (April 27)
- Building and Maintenance Committee Meeting (April 13)
- Camilla School Grand Opening & Ribbon Cutting Ceremony (April 8)
- Finance and Human Resources Committee Meeting (April 27)
- Policy Committee Meeting (April 14)
- PSBC Dinner and Speaker (April 6)
- PSBC Professional Learning (April 7)
- Public Board Meeting (April 27)

- Sturgeon Composite High School, School Council Meeting (*April 19*)
- Sturgeon Heights School, School Council Meeting (*April 25*)
- Sturgeon Heights School, Read to Grades Twos (*April 26*)
- Town Hall Meeting with MLA Shane Getson (*April 13*)
- Transportation Committee Meeting (*March 30*)
- Visit with the Acting Superintendent (*March 30*)

#### **Trustee Oatway-McLay (Cardiff/Garrison)**

Trustee Oatway-McLay reported that she attended:

- Committee of the Whole Meeting (*April 14*)
- Finance and Human Resources Committee Meeting (*April 27*)
- Guthrie School, School Council Meeting (*April 4*)
- Meeting with the Town of Bon Accord (*April 14*)
- Namao School, School Council Meeting (*April 25*)
- PSBA (*April 6, 8 and 9*)
- Public Board Meeting (*April 27*)

#### **Trustee Pequin (Redwater/Coronado Area)**

Trustee Pequin reported that she attended:

- ASBA Zone 2/3 Meeting (*April 22*)
- Book Study: The Governance Core (*April 27*)
- Camilla School Grand Opening & Ribbon Cutting Ceremony (*April 8*)
- Finance and Human Resources Committee Meeting (*April 27*)
- Ochre Park School Awards Ceremony (*March 24*)
- Meeting with the Town of Bon Accord (*April 13*)
- Public Board Meeting (*April 27*)
- Redwater School, School Council Meeting (*April 11*)

#### **ADVOCACY COMMITTEE**

A verbal report was provided.

A Student Advisory Committee meeting is scheduled for April 28, 2022.

#### **BUILDING AND MAINTENANCE COMMITTEE**

A verbal and written report was provided.

This summary is from the Building and Maintenance Committee Meeting that was held on April 13, 2022.

There were three items highlighted under New Business that were discussed:

- Additional Capital Projects 2021-2022
  - A proposal for additional projects was presented to the committee for consideration to bring forward to the Board for discussion and approval
- Board Funded Capital Projects 2022-2023
  - A proposal for capital projects for 2022-2023 was presented to the committee for consideration to include in the 2022-2023 Budget Package

- Spring-Summer Ongoing Exterior Maintenance Schedule
  - A verbal update was provided with respect to grounds maintenance during the spring and summer months

A Building and Maintenance Committee meeting is scheduled for May 25, 2022.

### **FINANCE AND HUMAN RESOURCES COMMITTEE**

A verbal report was provided.

The Finance and Human Resources Committee met on April 27, 2022, to review the preliminary budget.

### **POLICY COMMITTEE**

A verbal and written report was provided.

The Policy Committee held a meeting on April 14, 2022. The following is a summary of the meeting:

- The following policies with amendments received their second reading:
  - Policy 110 – Equity, Diversity, Inclusion and Human Rights
  - Policy 115 - Sexual Orientation, Gender Identity and Gender Expression
- The related Administrative Procedures were also discussed:
  - AP711 Employee Conduct Equity Diversity Inclusion and Human Rights
  - AP712 Employee Conduct Sexual Orientation Gender Identity and Gender Expression

Both policy 110 and policy 115 were recommended for a third reading at the Policy Committee meeting on May 11th, 2022

- The following policies received their first reading:
  - Policy 100 - History of The Sturgeon Public School Division
  - Policy 435 - Technology Equipment for Trustees
  - Policy 605 - Use of School Buildings

Policies 100, 435, and 605 were recommended for a second reading with amendments by Administration at the Policy Committee meeting on May 11th, 2022.

A Policy Committee meeting is scheduled for May 11, 2022.

### **TRANSPORTATION COMMITTEE**

A verbal and written report was provided.

This summary is from the Transportation Committee Meeting held on March 30, 2022.

There were 3 items highlighted under New Business that were discussed:

- 2022-2023 Transportations Fees
  - Discussion about various options lead to 4 options that were brought forward for further review at CoW on April 13, 2022
- Letter to Government on behalf of Chair Dwyer

- The letter was reviewed and recommendations for suggestions were provided. The letter was released on April 1, 2022
- Catchment Boundaries
  - Current Catchment boundaries were presented with a few minor adjustments to be discussed at CoW on April 13, 2022

## **REPORTS FROM SPECIAL COMMITTEES**

### **ALBERTA SCHOOL BOARDS ASSOCIATION REPRESENTATIVE**

A verbal report was provided.

### **PUBLIC SCHOOL BOARDS ASSOCIATION OF ALBERTA REPRESENTATIVE**

A verbal report was provided.

## **NEW BUSINESS**

### **2022/2023 Complementary Learning Resource Fees**

Regulation 95 was introduced in 2019, as a result of Bill 1, which was intended to prohibit schools from charging fees for instructional purposes. The Regulation stated that the following supplies and materials cannot be charged:

- Textbooks – A textbook rental fee can no longer be collected, unless it is a fundable deposit.
- Workbooks – If used for instructional purposes in the classroom, no fee can be charged. This includes workbooks that are sold individually or in combination with other supplies.
- Photocopying and printing – Fees for printing and/or photocopying cannot be charged. Printing/photocopying paper cannot be included on supply lists.
- Common/blanket fees – Fees categorized as ‘Program Fees’, ‘Kindergarten Fees’, ‘Registration fees’, cannot be charged. The name of the fee should inform users exactly what the fee is for.

Currently, Sturgeon Public School Division has two types of school fees:

1. School-directed fees – these fees must be identified, have a specific purpose and be used in the year it was charged to the family. School fees must be discussed with the School Council. Schools fees are intended for:
  - a. Alternative program fees (not to include workbooks or paper/ photocopying) – Fee charged for a program that emphasizes a specific culture, religion, or subject matter.
  - b. Optional (complementary) course fees – Fee for enrolment in non-core courses (Band, Fine Arts, CTS).
  - c. Offsite Activity fees – Fees associated with curriculum activities.
  - d. Extracurricular fees – Fees associated with clubs, sports teams, intramurals.
  - e. Non-curricular fees – locks, agendas, graduation fees (not tickets), student union fees etc.
  - f. Non-curricular travel (travel not connected to a specific curricular course) – Fees charged for travel, accommodation and admissions related to athletics, extended overnight trips or arts.

- g. Other sales and services types of fees – Cafeteria/hot lunch, special events, optional goods/services (yearbook, school clothing), lost/ damaged replacement fees, sale of bulk ordered school supplies.
  - h. Other fees – Cautionary fees (i.e.: refundable textbook deposits).
2. Board-directed - called Complementary Learning Resource (CLR) Fees. These fees were intended to cover costs as explained above in the school-directed fees, but are not specifically incurred for one specific event, and are more trivial in nature, yet overall adding to a significant cost over the school year. These could be a guest speaker, art or science consumables, whiteboard markers, etc.

The fees that require board approval are Board-directed fees, and they are listed in Exhibit 1, Policy 410. For 2020-2021 and 2021-2022 these fees were as listed below, however, the Board approved the waiving of these fees for the past two school years:

Complementary Learning Resources  
Fee Schedule

|                         | Fee     |
|-------------------------|---------|
| Kindergarten            | \$44.00 |
| Grade 1 - 6             | \$66.00 |
| Grade 7 - 9             | \$77.00 |
| Grade 10-12 (/semester) | \$60.50 |

On April 20, 2022, at the Administrative Council, the Senior Executive Team met with Principals to discuss the clarity, transparency, and accountability of the Board-directed fees. Furthermore, Administration researched other school divisions and concluded that since the implementation of Regulation 95, the majority of school Divisions in the province eliminated Board-directed fees, and maintained only school-directed fees.

Therefore, Administration is recommending Option a) over the other two options. By choosing Option a), the Division ensures that Regulation 95 is implemented and accounted for as required. Furthermore, Option a) prevents the Division from being audited and deemed non-compliant, as the administration of the Board-directed fees is difficult to manage and matched with the expenditures that are eligible. In addition, any unutilized portion of these fees becomes refundable.

Should the Board decide to implement Option b), these are the fees that the Division would collect from families:

| School                         | Kindergarten     | Grade 1 - 6       | Grade 7 - 9      | Grade 10 - 12     | Total             |
|--------------------------------|------------------|-------------------|------------------|-------------------|-------------------|
|                                | \$ 44.00         | \$ 66.00          | \$ 77.00         | \$ 121.00         |                   |
| Alternate Learning             | \$ -             | \$ 1,056          | \$ 2,772         | \$ 11,253         | \$ 15,081         |
| Bon Accord Community School    | \$ 1,408         | \$ 10,560         | \$ -             | \$ -              | \$ 11,968         |
| Camilla School                 | \$ 1,496         | \$ 18,282         | \$ 11,781        | \$ -              | \$ 31,559         |
| Ecole Morinville Public School | \$ 4,268         | \$ 24,288         | \$ -             | \$ -              | \$ 28,556         |
| Four Winds Public School       | \$ -             | \$ 12,870         | \$ 19,866        | \$ -              | \$ 32,736         |
| Gibbons School                 | \$ -             | \$ 6,534          | \$ 12,243        | \$ -              | \$ 18,777         |
| Guthrie School                 | \$ 1,012         | \$ 8,976          | \$ 5,313         | \$ -              | \$ 15,301         |
| Lilian Schick School           | \$ -             | \$ 6,468          | \$ 10,164        | \$ -              | \$ 16,632         |
| Landing Trail                  | \$ 3,124         | \$ 17,556         | \$ -             | \$ -              | \$ 20,680         |
| Morinville Colony School       | \$ 176           | \$ 1,716          | \$ 1,155         | \$ -              | \$ 3,047          |
| Namao School                   | \$ 1,980         | \$ 15,378         | \$ 10,010        | \$ -              | \$ 27,368         |
| Ochre Park School              | \$ 1,584         | \$ 11,550         | \$ -             | \$ -              | \$ 13,134         |
| Redwater School                | \$ -             | \$ 3,960          | \$ 6,545         | \$ 10,043         | \$ 20,548         |
| Sturgeon Composite High School | \$ -             | \$ -              | \$ -             | \$ 94,743         | \$ 94,743         |
| Sturgeon Heights School        | \$ 2,552         | \$ 19,602         | \$ 8,624         |                   | \$ 30,778         |
| <b>Total</b>                   | <b>\$ 17,644</b> | <b>\$ 158,862</b> | <b>\$ 88,550</b> | <b>\$ 116,160</b> | <b>\$ 380,908</b> |

#036/2022 – Moved by Mr. Joe Dwyer that the Board of Trustees eliminate the Complementary Learning Resource Fees from the Division moving forward as presented at the April 27, 2022, Public Board meeting.

CARRIED UNANIMOUSLY

### 2022/2023 Book Award Rate

As per Policy 905 – Awards Policy Students, the Board approves all costs associated with the Awards Program as part of the budget process. AP 860 further details that:

- A book is presented to the most deserving student in each homeroom in Grades K-9. The award can be customized to each student's preference i.e., a book or books, DVDs, digital apps (iTunes card), educational computer games, etc.

The School Book Award rate per class has been \$50 since 2009.

#037/2022 – Moved by Mrs. Tasha Oatway-McLay that the Board of Trustees approve the 2022-2023 Book Award Rate of \$50 per homeroom as presented at the April 27, 2022, Public Board meeting.

CARRIED UNANIMOUSLY

### 2022/2023 Transportation Fees

Transportation Fees are in place to offset a portion of the expenses incurred with transportation activities and provide for a reserve. Reserves should be maintained at a level that supports the fluctuation in business operations and capital reinvestment.

Administration analyzed the projected funding and expenses for the 2022-2023 school year and has calculated six options for the Transportation Fees for 2022-2023.

#038/2022 – Moved by Mrs. Tasha Oatway-McLay that the Board of Trustees approve the recommended Option 5 for the 2022-2023 Transportation Fees as presented at the April 27, 2022, Public Board meeting.

DEFEATED 4/3

Opposed: Mrs. Stacey Buga

Mrs. Janine Pequin

Ms. Irene Gibbons

Ms. Trish Murray-Elliott

#039/2022 – Moved by Ms. Irene Gibbons that the Board of Trustees approve Option 4 for the 2022-2023 Transportation Fees as presented at the April 27, 2022, Public Board meeting.

CARRIED 4/3

Opposed: Mr. Joe Dwyer

Mrs. Cindy Briggs

Mrs. Tasha Oatway-McLay

### 2022/2023 Non-Funded Student Fee Schedule

In agreement with the Education Act Section 4(1)(8), Policy 310 requires that the Board maintains a schedule of non-funded student tuition fees. Non-funded students will only be accepted by the school, subject to the school having space, programming, and resources available.

#040/2022 – Moved by Mrs. Tasha Oatway-McLay that the Board of Trustees approve the 2022-2023 Non-Funded Student Fee Schedule as presented at the April 27, 2022, Public Board meeting.

CARRIED UNANIMOUSLY

### 2021/2022 Capital Projects

Subsequent to the 2021-2022 capital projects approved in February 2022, the Division is anticipating having a balance of \$2,604,222 in Capital Reserves on August 31, 2022.

With the Funding Profile and Manual announcement on March 24, 2022, and the lack of capital renewal funding allocated to Divisions across the province, Administration is proposing to advance two priority capital projects in 2021-2022:

| PROJECT NAME                                  | ANTICIPATED COMPLETION | COST ESTIMATE |
|---|------------------------|---------------|
| SCHS FIELD HOUSE REPLACEMENT                  | Fall 2022              | \$125,000     |
| ROOFS REPLACEMENT OCHRE PARK & LILIAN SCHICK* | Summer 2022            | \$1,149,460   |
|   |                        | \$1,274,460   |

\*These projects were approved as eligible for CMR. Between April 2021 and April 2023, the Division has over \$7M of approved eligible projects, however, we have only received a little over \$1.2M of the funding, leaving these projects in need of access to Boardfunded reserves.

#041/2022 – Moved by Mrs. Cindy Briggs that the Board of Trustees approve the additional 2021-2022 Capital Projects as presented at the April 27, 2022, Public Board meeting.

CARRIED UNANIMOUSLY

## UNFINISHED BUSINESS

### NOTICES OF MOTION

There were no Notices of Motion.

### INFORMATION

### COMMENT & QUESTION PERIOD

#### ATA

A verbal report was provided.

#### CUPE

A verbal report was provided.

#### COMMUNITY MEMBERS

No questions were noted from community members.

#### MEDIA

No report was provided.



## REQUESTS FOR INFORMATION

### IN CAMERA

#042/2022 – 6:27 p.m. – Moved by Mrs. Tasha Oatway-McLay that the Board go in camera.

CARRIED UNANIMOUSLY

Meeting recessed at 6:27 p.m. for a dinner break.

Meeting resumed at 6:56 p.m.

#043/2022 – 7:27 p.m. – Moved by Mrs. Tasha Oatway-McLay that the Board revert to public.

CARRIED UNANIMOUSLY

#044/2022 – Moved by Mrs. Cindy Briggs that the Board of Trustees approve the formation of a new school in the town of Legal as presented at the April 27, 2022, Public Board meeting.

CARRIED UNANIMOUSLY

#045/2022 – 7:27 p.m. – Moved by Mrs. Tasha Oatway-McLay that the Board go in camera.

CARRIED UNANIMOUSLY

#046/2022 – 8:05 p.m. – Moved by Mrs. Tasha Oatway-McLay that the Board revert to public.

CARRIED UNANIMOUSLY

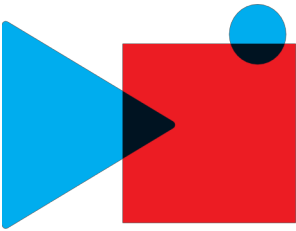
### ADJOURNMENT

The Chair adjourned the meeting at 8:05 p.m.

\_\_\_\_\_  
Chair

\_\_\_\_\_  
Date

\_\_\_\_\_  
Associate Superintendent,  
Corporate Services



**B O A R D**  
MEMORANDUM

**Date:** May 25, 2022  
**To:** Board of Trustees  
**From:** Shawna Warren, Acting Superintendent  
**Originator(s):** Jonathan Konrad, Acting Deputy Superintendent, Education Services  
**Subject:** 2022 ThoughtExchange Summary Report

---

**Purpose:**

For information.

**Background:**

At the May 11, 2022 Committee of the Whole Meeting, the Board of Trustees was presented information with respect to the 2022 ThoughtExchange Summary Report. Between April 7<sup>th</sup> and April 20<sup>th</sup> Administration hosted the division-wide ThoughtExchange Engagement with all Stakeholders. Our question was similar to last year to help continue the conversation on improving student learning and achievement.

**2022 Question**

*What are the most important things that Sturgeon Public Schools are doing or should consider doing to improve student learning in our schools next year?*

The ThoughtExchange platform allows all stakeholders to share their ideas and then to vote or star on ideas that they believe are most important. In this way, the strongest or most supported thoughts rise to the top for everyone to see and for Administration to consider while building our Education Plan.

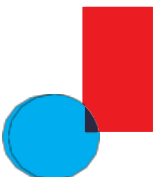
Each thought provided by stakeholders is read and reviewed by Senior Administration. Thoughts are tagged and organized into the five assurance domains; Student Growth & Achievement, Learning Supports, Teaching & Leading, Governance, and Local & Societal Context. The results of the ThoughtExchange inform the annual Education Plan, the annual budget, and are further reviewed by each school Administration team to inform areas of improvement for next year. Attached you will find the ThoughtExchange Summary Report from April 2022. (The 2021 ThoughtExchange Summary Report from April 2021, is also included as information and can be found on the [Division website](#)).

Administration is prepared to respond to questions at the May 25, 2022, Public Board meeting.

Sincerely,

Shawna Warren, M. Ed.  
Acting Superintendent

Attachment



# Exchange Summary

Sturgeon School Division No. 24  
April 6, 2022

What are the most important things that Sturgeon Public Schools are doing or should consider doing to improve student learning in our schools next year?



## PARTICIPATION

Breakdown of Participation



### April 2022 Exchange:



605  
Participants



474  
Thoughts



13,179  
Ratings

### April 2021 Exchange:



566  
Participants



520  
Thoughts



5,886  
Ratings



**PARTICIPATION**

Breakdown of Participation

| %   | Person Icon | Answer                                  |
|-----|-------------|---|
| 4%  | (25)        | Bon Accord Community School             |
| 10% | (61)        | Camilla School                          |
| 13% | (77)        | École Morinville Public School          |
| 9%  | (51)        | Four Winds Public School                |
| 7%  | (40)        | Gibbons School                          |
| 5%  | (29)        | Guthrie School                          |
| 7%  | (42)        | Landing Trail School                    |
| 3%  | (18)        | Lilian Schick School                    |
| 1%  | (5)         | Morinville or Sturgeon Learning Centres |
| 7%  | (44)        | Namao School                            |
| 1%  | (3)         | Oak Hill School                         |
| 5%  | (27)        | Ochre Park School                       |
| 6%  | (36)        | Redwater School                         |
| 15% | (88)        | Sturgeon Composite High School          |
| 6%  | (38)        | Sturgeon Heights School                 |
| 1%  | (7)         | Sturgeon Public Virtual Academy         |



**PARTICIPATION**

Breakdown of Participation

All Participant Groups



PreK to Gr 4



Grade 5 to 9



Grade 10 to 12





**PARTICIPATION**

Breakdown of Participation: What best describes your role within your school Community?



April 2022 Exchange:



| %   | Person Icon | Answer                |
|-----|-------------|-----------------------|
| 52% | (306)       | Parent or Guardian    |
| 38% | (222)       | Teacher               |
| 2%  | (13)        | Educational Assistant |
| 4%  | (20)        | Administration        |
| 4%  | (24)        | Other Staff           |
| 0%  | (2)         | Community Member      |

April 2021 Exchange:



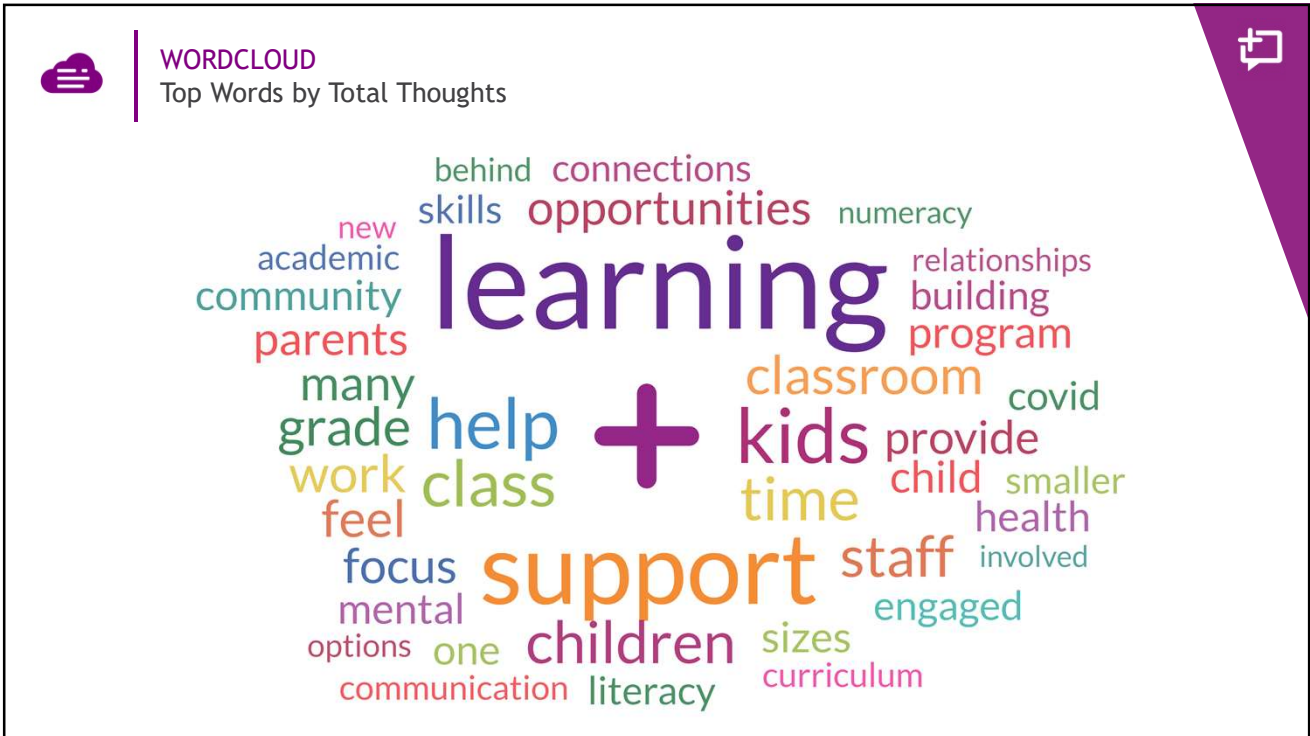
| %   | Person Icon | Answer                |
|-----|-------------|-----------------------|
| 80% | (411)       | Parent or Guardian    |
| 11% | (59)        | Teacher               |
| 2%  | (9)         | Educational Assistant |
| 4%  | (19)        | Administration        |
| 1%  | (8)         | Other Staff           |
| 2%  | (9)         | Community Member      |



**WORDCLOUD**

Top Words by STAR VALUE





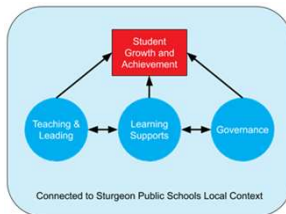
**THOUGHTS**  
Key Thoughts by STAR Rating

|  |     |            |                   |
|--|-----|------------|-------------------|
| Maintain reasonable class sizes. Reduce demands on teachers time. Teachers need time to adequately and effectively respond to the needs of individuals and whole class. With large classes this is very difficult. | 4.4 | ★★★★☆ (22) | Ranked #1 of 474  |
| Smaller class sizes, ea support in each class, literacy support Individual student success   | 4.4 | ★★★★☆ (17) | Ranked #2 of 474  |
| Staffing. We need more staff allocated to each school. VP time and EA time are our hot spots. We need more manpower We have more needs than we have staff to manage them. We are just constantly putting out fires | 4.3 | ★★★★☆ (43) | Ranked #3 of 474  |
| Additional Support for literacy for grades 2-5 Covid has had significant impact on childrens early learning  | 4.3 | ★★★★☆ (39) | Ranked #6 of 474  |
| Teacher Wellness When teachers are healthy they will perform better  | 4.3 | ★★★★☆ (35) | Ranked #10 of 474 |



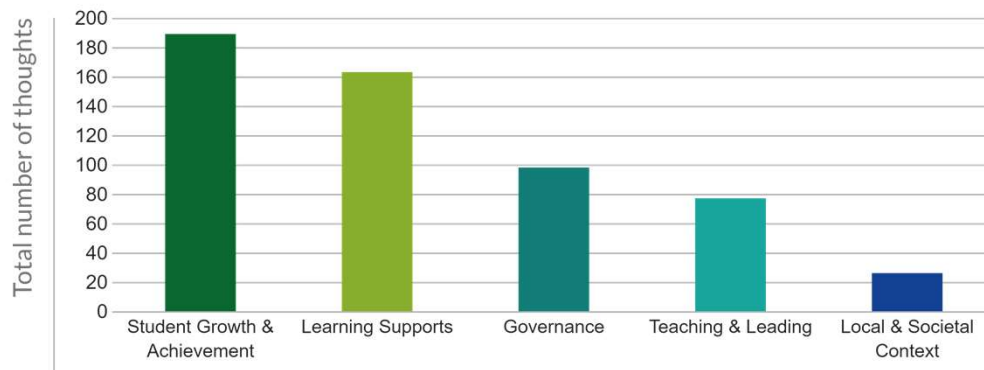
### Assurance Domains

Thoughts were organized into the five Alberta Education Assurance Domains  
Then themes were recognized within each domain and ranked.



### ASSURANCE/ED PLAN THEMES

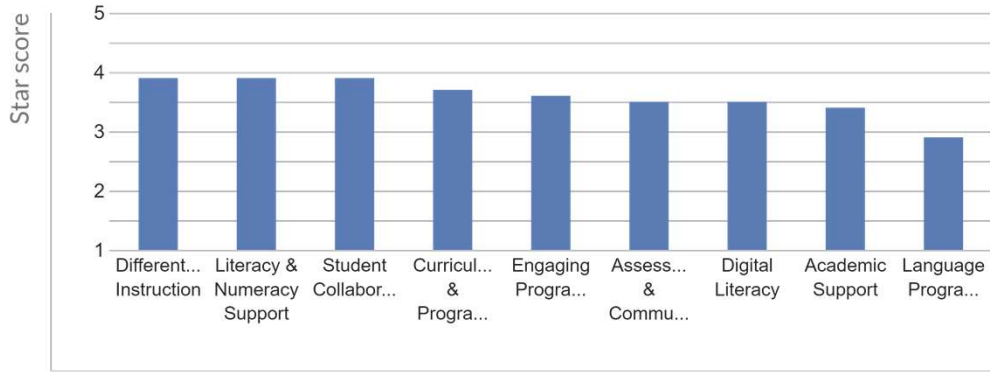
Summary themes by total thoughts





### STUDENT GROWTH & ACHIEVEMENT

Top Themes by star score



### THOUGHTS

Student Growth & Achievement / Differentiated Instruction



**Our teachers are great and provide many different opportunities for our students to learn.** All students have different ways they connect to the curriculum

4.1 ★★★★★ (20 👤)

**Schools should not just teach to the lowest academic levels, but challenge the more advanced students as well. There should be growth at all levels.** When students are 'bored' in class they can become disruptive. But when engaged, it can create a more positive classroom experience.

4.0 ★★★★★ (37 👤)

**Learning coach/literacy coach has been helpful** guide and support both teacher and student to improve literacy instruction and supportive learning.

4.0 ★★★★★ (20 👤)





**THOUGHTS**

**Student Growth & Achievement / Literacy & Numeracy Support**



- Additional Support for literacy for grades 2-5** Covid has had significant impact on childrens early learning 4.3 ★★★★★ (39)
- Having more support for students who struggle with math and literacy and need extra support.** If these students don't get the support they need now they will struggle as they move forward towards grade 12. 4.2 ★★★★★ (41)
- Consider the possibility of Literacy Numeracy intervention/coaching program for primary.** To help close in learning gaps from the pandemic. To support teachers in promoting balanced literacy programs in their classrooms. 4.2 ★★★★★ (19)
- Focusing on Literacy and Numeracy and using intervention with our at risk students** Students who are at risk need this extra help now before they fall further behind 4.2 ★★★★★ (15)



**THOUGHTS**

**Student Growth & Achievement / Student Collaboration**



- Opportunities for different grades and ages to interact and learn together, and from one another.** Increases collaboration, communication skills, community and relationship building 4.0 ★★★★★ (41)
- collaborative learning opportunities** Students thrive off working together and when given the opportunity, they can bounce ideas off each other and create meaningful projects. 3.9 ★★★★★ (30)
- Covid protocols have been tough on students - we need to encourage cross-grade initiatives and learning opportunities.** Nuture an environment where students are learning from eachother: leadership develops naturally and students across grades will connect positively 3.9 ★★★★★ (29)
- Continue to offer collaborative learning opportunities to foster connection and peer interaction.** Some of our once 'outgoing children' have become accustomed to working completely interdependently and now feel less comfortable in groups. 3.6 ★★★★★ (34)



THOUGHTS

Student Growth & Achievement / Curriculum & Programming



- Giving time to implement the new curriculum** To help support teachers 4.1 ★★★★★ (30 👤)
- Proactive with "new" curriculum** Attempting to be proactive with the new curriculum to ensure that our students receive the best possible education. 3.6 ★★★★★ (29 👤)
- Lobby the gov't to sort out their dumpster fire of a draft curriculum** The amount of time teachers will have to spend preparing for this piece of garbage is ridiculous and puts more pressure on them than they deserve 3.6 ★★★★★ (9 👤)
- Support for new curriculum** The new grade 4-6 curriculum for LA and Math has not been posted, but it would be good to prepare early and often, rather than waiting for next spring 3.4 ★★★★★ (20 👤)



THOUGHTS

Student Growth & Achievement / Engaging Programming



- Continue to make student learning hands on, fun and engaging.** Students will achieve more when they feel deeply connected and engaged with their school. 4.1 ★★★★★ (40 👤)
- Real field trips. Less virtual. More in person!** 4.0 ★★★★★ (41 👤)
- Continue to provide exciting and thought provoking learning experiences for our kiddos** 3.9 ★★★★★ (40 👤)
- Student engagement initiatives** There is a noticeable increase in lagging social skills, and students depend on their devices. Structured, intentional activities help. 3.9 ★★★★★ (29 👤)
- I love that some schools have started nature based learning. It gives students an opportunity to see what all is provided by our earth.** Traditional knowledge 3.8 ★★★★★ (40 👤)



**THOUGHTS**

Student Growth & Achievement / Assessment & Communication



- My child's academic progress is effectively communicated through PowerSchool, through grades, assignment descriptions and comments.** It's important for me to take an active role in my child's education. Part of this is being informed and knowing how to navigate PowerSchool. 4.0 ★★★★★ (34 👤)
- I am grateful schools are minimizing the weight on final examinations during this time.** High-stakes exams were never very good assessment practice to begin with. And with the pandemic, we have to support and teach the students we have now 3.8 ★★★★★ (35 👤)
- revise manner of communicating student's levels and progress** powerschool needs to be more user-friendly as it answers parents' questions about how their child is doing and how well their skills are improving 3.8 ★★★★★ (20 👤)
- Communication between parents and teachers regarding what students are learning (copy of weekly agendas?)** Parents/children can have meaningful conversations about 'what did you do at school today'. Parents can help guide good study habits from home. 3.6 ★★★★★ (38 👤)



**THOUGHTS**

Student Growth & Achievement / Digital Literacy



- Cyber security, digital awareness, virtual footprint and online awareness.** In a constantly changing digital environment, we NEED to teach these kids more about these things. The scammers, phishers and predators don't care. 3.8 ★★★★★ (42 👤)
- Increase student knowledge about digital literacy and safety** The internet plays a huge role in everyones lives. Kids need guidance to navigate it in a safe and useful way 3.7 ★★★★★ (40 👤)
- Move away from personal devices at school.** Students are distracted by their devices and need encouragement to interact face-to-face. 3.5 ★★★★★ (30 👤)
- Makerspace and technology spaces** Learn skills for the future 3.4 ★★★★★ (40 👤)



**THOUGHTS**

Student Growth & Achievement / Academic Support



- Provide adequate staffing to support students in smaller, single-subject classes with access to Educational Assistant support.** One educator in a large class of complex learning styles and/or multiple grades faces could do so much more with support and collaboration.

4.1 ★★★★★ (37 👤)
- We need pull out programs to meet the needs of our struggling readers.** Inclusion does not work for all, especially in overcrowded classrooms.

3.9 ★★★★★ (39 👤)
- Giving supports for those children who are below average.** Once a child is behind, catching up is so hard.

3.9 ★★★★★ (29 👤)
- School should strive to reach or exceed academic grade levels and not just approach them.** I have concerns the early programming isn't doing enough to ensure academic success. Use an enrichment approach for all grades!

3.6 ★★★★★ (35 👤)



**THOUGHTS**

Student Growth & Achievement / Language Programming



- I am not a fan of a teacher who does not teach French teaching French.** Students need to learn proper pronunciation and students who can speak French are not challenged.

3.2 ★★★★★ (31 👤)
- French Immersion support** Our French Immersion students, across all grades, need help with language (though we have started to have amazing help this year from our VP!)

3.1 ★★★★★ (12 👤)
- My child was not given a fair opportunity for continuing in French. Both my child & myself feel he was robbed of his love to learn and grow in French.** He has taken French for 6 years and it was not his choice to move. There is also not even a FSL program available at his school which is a shame.

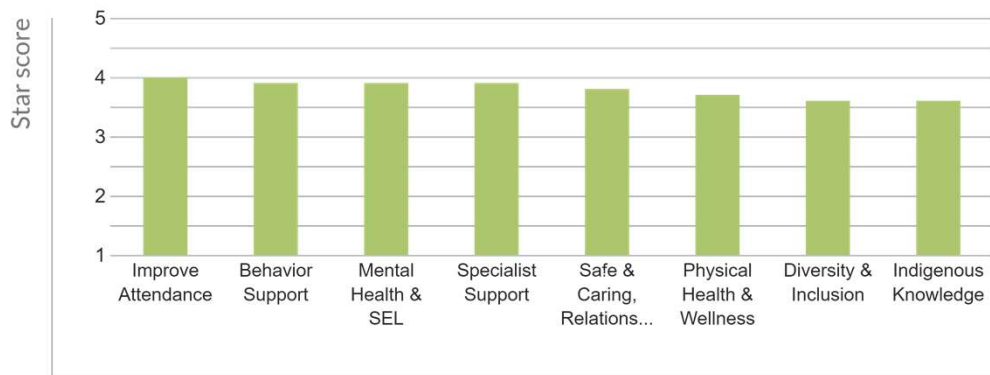
3.0 ★★★★★ (35 👤)
- Having French Immersion and teachers that connect with the students**

2.6 ★★★★★ (36 👤)



## LEARNING SUPPORTS

Top Themes by star score



## THOUGHTS

Learning Supports / Improve Attendance



**Student attendance** It's imperative students have good attendance to succeed.

4.1 ★★★★★ (22 👤)

**Student attendance** Students learn best when in class

3.9 ★★★★★ (22 👤)

**Increased resources to help with student mental wellness that focuses on attendance and homework hesitancy.** There seems to be an increase in anxiety regarding homework completion. I also see a feeling of hopelessness about the importance of education.

3.8 ★★★★★ (30 👤)



## THOUGHTS

### Learning Supports / Behavior Support



**1. Tier 3 students need to come with support and plans in place the minute they walk through the door in September.** September sets the tone for year and routines and procedures are put in place the first three weeks of school. Super important behaviour kids!

4.1 ★★★★★ (42)

**There needs to be more supports in place to help children with behavioral issues.** It's important as the teachers and support staff are either not available to these children and therefore takes away from the whole learning experien

4.1 ★★★★★ (42)

**Provide further whole class, small group and one on one behavioural supports** Providing students with tools to self-regulate, solve their own problems, control their impulses and executive functioning would be very beneficial.

4.1 ★★★★★ (38)



## THOUGHTS

### Learning Supports / Mental Health & SEL



**Continuing to advocate for more support in the classroom.** I believe coming out of a pandemic, we as a community have more anxiety and dysregulation then before.

4.3 ★★★★★ (15)

**Focus on mental health of all. Students, staff, parents** When the community of learners is well, progress is possible. If the community is not well, anger and frustration will prevail

4.2 ★★★★★ (22)

**Our students need to be supported in their learning and their mental/social-emotional health. Supports are necessary in schools to achieve this.** Mental health support directly in schools, EA support, offering interventions for reading and math, smaller class sizes, and teacher wellness focus.

4.1 ★★★★★ (39)



**THOUGHTS**

Learning Supports / Specialist Support



**More time with specialists in Kindergarten and beyond.** Seeing a student with significant speech delays once a week for 15 minutes is not enough. Specialists are promised but not present enough. 4.2 ★★★★★ (41)

**A speech pathologist or someone equivalent to attend the school and help students that are in need of extra help.** Reading and writing are the basic tools needed for education. When a child struggles with their speech, this slows down their entire process of learning 4.2 ★★★★★ (39)

**1. Tier 3 students need to come with support and plans in place the minute they walk through the door in September.** September sets the tone for year and routines and procedures are put in place the first three weeks of school. Super important behaviour kids! 4.1 ★★★★★ (42)



**THOUGHTS**

Learning Supports / Safe & Caring, Relationship



**Connecting with kids. Make a relationship with all students.** Students need connections to be able to learn. 4.3 ★★★★★ (31)

**continue to support staff making connections with students- building relationships** until students know you care, they won't keep trying when things get hard 4.1 ★★★★★ (31)

**As high as possible teacher to student ratio** Relationships and time with students improves learning outcomes 4.1 ★★★★★ (18)



**THOUGHTS**

Learning Supports / Physical Health & Wellness



**Continue breakfast club. Continue with mental health initiatives.** Having our students fed and connected at the start of the day has improved student learning in our school. Mental health is so important right now.

4.0 ★★★★★ (26 👤)

**The use of rocking chairs and standing desks available to keep my child engaged in classroom learning without being confined to a chair and table.** Some kids can't sit still and need the freedom to move around, in order to focus and learn properly. I love that Landing Trails offers these!

3.9 ★★★★★ (41 👤)

**More daily physical activity to get them moving. We know Grade 5 & 7 don't have daily gym this year.** Everyone needs breaks and need to be physical. Many studies show that daily physical activity increases ability to focus and learn.

3.9 ★★★★★ (34 👤)



**THOUGHTS**

Learning Supports / Diversity & Inclusion



**Keeping everything inclusive. Keeping an eye out for bullying.** All kids should feel comfortable going to school every day.

4.0 ★★★★★ (42 👤)

**Providing students with the knowledge surrounding the ideas that our community is diverse, and there's many different opportunities and experiences.** Students grow up knowing that we live and work in a multicultural society where everyone is included and accepted.

3.9 ★★★★★ (28 👤)

**More needs to be done to transition high needs students to the next classroom such as inservice, training and teacher observation.** Language and strategies are important and it's best to build on the good work done previously.

3.8 ★★★★★ (41 👤)





## THOUGHTS

### Learning Supports / Indigenous Knowledge



- Providing students with the knowledge surrounding the ideas that our community is diverse, and there's many different opportunities and experiences. Students grow up knowing that we live and work in a multicultural society where everyone is included and accepted.

3.9 ★★★★★ (28 👤)
- I love that some schools have started nature based learning. It gives students an opportunity to see what all is provided by our earth. Traditional knowledge

3.8 ★★★★★ (40 👤)
- We need to provide more outdoor learning spaces/ environments for children Access to fresh air and safe space for learning sheltered from elements (ie: gazebos), comfortable seating, access to greenspace/ gardens

3.8 ★★★★★ (30 👤)
- Provide resources and contact information for indigenous knowledge holders so that teachers can reach out to these individuals. It is hard to engage people in the community if we don't know who these people are.

3.8 ★★★★★ (25 👤)
- Very pleased with our indigenous learning! Please continue and build upon. Truth and reconciliation. Vitality important


3.6 ★★★★★ (41 👤)



## TEACHING & LEADING


### Top Themes by star score












**THOUGHTS**

Teaching & Leading / Classroom Support




  
  

|  |   |
|--|---|
| <p><b>Staffing. We need more staff allocated to each school. VP time and EA time are our hot spots. We need more manpower</b> We have more needs than we have staff to manage them. We are just constantly putting out fires</p>                 | <p>4.3  (43 )</p> |
| <p><b>I believe the school board should look at hiring more EA to have in each class.</b> I know that this is a dream but with the last few years being a dumpster fire, I think alot of teachers and students could benefit from extra help</p> | <p>4.3  (41 )</p> |
| <p><b>I agree with so many comments. Give us our support staff back.</b> The school and the school board can only do so much without adequate government funding</p>   | <p>4.3  (40 )</p> |









**THOUGHTS**

Teaching & Leading / Staff Mental Health & Wellness



|  |   |
|--|---|
| <p><b>Teacher Wellness</b> When teachers are healthy they will perform better</p>  | <p>4.3  (35 )</p> |
| <p><b>Focus on mental health of all. Students, staff, parents</b> When the community of learners is well, progress is possible. If the community is not well, anger and frustration will prevail</p> | <p>4.2  (22 )</p> |
| <p><b>Consider staff mental health</b> The last few years have been survival years teaching through COVID. It has been challenging for staff and students.</p>                                       | <p>4.2  (21 )</p> |



**THOUGHTS**

Teaching & Leading / Professional Development & Collaboration



- Time for teachers to collaborate** Some of our best work comes from sharing ideas and professional knowledge. 4.1 ★★★★★ (20)
- Having more subject-specific PD instead of umbrella topics so teachers can focus in specifically on what they are teaching.** 4.0 ★★★★★ (29)
- Provide time during the work day for collaboration within division groups. This could be with our learning coaches as well.** We can do so much together but finding time is hard. Teachers are busy and we are all trying to balance life and work to stay healthy and positive. 3.9 ★★★★★ (36)



**THOUGHTS**

Teaching & Leading / Administration Support



- Staffing. We need more staff allocated to each school. VP time and EA time are our hot spots. We need more manpower** We have more needs than we have staff to manage them. We are just constantly putting out fires 4.3 ★★★★★ (43)
- It might be nice to see some more staff - teachers, EA's, administration and volunteers** It would be nice to re-establish connections and communication between teachers, students and parents. 4.1 ★★★★★ (35)
- We are small school. In the last 10 years we've had 6 very fine principals. That's too many. We need more consistency.** A principal sets the tone for the school. The school and community needs experience, wisdom, communication and consistency for student success. 4.0 ★★★★★ (41)



## THOUGHTS

### Teaching & Leading / Lifelong Learning

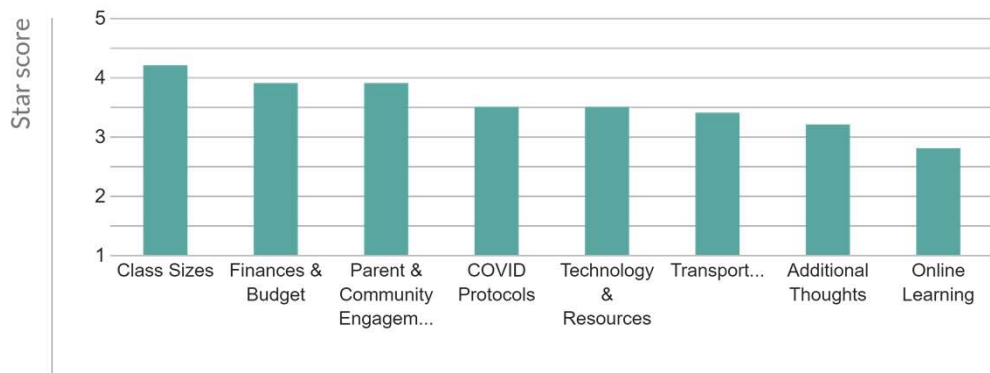


- Don't just say it, but actively demonstrate that academia is important.** We need to see that it is taken seriously, for all levels and areas of study. 3.9 ★★★★★ (16 👤)
- Helping students see how current grades effect future paths.** To be able to recognize now that current actions/grades dictate your future 3.6 ★★★★★ (18 👤)
- Parents needs to have some level of accountability when it comes to there child's learning and needs. I am reading comments about low literacy rates a COVID induced issues.** Learning starts at home and school supplements it. A publicly funded education system has its limits. 3.6 ★★★★★ (17 👤)



## GOVERNANCE

### Top Themes by star score





**THOUGHTS**  
Governance / Class Sizes



- Maintain reasonable class sizes. Reduce demands on teachers time.** Teachers need time to adequately and effectively respond to the needs of individuals and whole class. With large classes this is very difficult. 4.4 ★★★★★ (22 👤)
- Smaller class sizes, ea support in each class, literacy support** Individual student success 4.4 ★★★★★ (17 👤)
- Smaller class sizes will help us better meet our students diverse needs.** It's difficult to provide the extra instruction that so many of our students need right now. 4.3 ★★★★★ (38 👤)



**THOUGHTS**  
Governance / Finances & Budget



- Push the gov't for more funding so there are adequate numbers of staff..EA's, office admin., teachers.** Kids are falling through cracks...emotionally and intellectually. Classrooms and playgrounds need more staff to supervise and support ALL students 4.1 ★★★★★ (10 👤)
- What good is a new building but not enough staff? Shame on the UCP for firing EA's. Shame on them for pulling funding for noon busses. FUND schools!** Our kids futures depend on curriculums designed by educators and proper staff funding. Our kids deserve supports! 4.0 ★★★★★ (41 👤)
- Funding increases for children's learning. Children with special needs and require funding should not suffer because there is lack of proper funding.** The more help children get at a younger age betters their chance at a successful future. 3.9 ★★★★★ (40 👤)



**THOUGHTS**

Governance / Parent & Community Engagement



**Clearer communication with parents on school year objectives, responsibilities, and role** Parents want to feel engaged in their children's education. By creating clear expectations through a collaborative approach kids are better supported 3.8 ★★★★★ (37)

**I would like to see the school help foster activities that engage parents in discussion and action around bullying and healthy peer interactions.** Parents and teachers need to feel empowered to create change around how we define and deal with unhealthy peer interactions - no more silos. 3.8 ★★★★★ (33)

**Sturgeon Public Schools are doing a great job communication with parents through there weekly new letters and seesaw portals.** I feel this is easy access and a reference guide to keeping up with programming, fundraising and evolving guidelines. 3.8 ★★★★★ (18)




**THOUGHTS**

Governance / COVID Protocols




**Should be allowing the kids to get back to normal play and lessons. Stop using covid as an excuse to restrict the playground into zones. Concerts too** need to learn how to play in groups of all ages in order to learn how to treat and respect others. need to do plays to work on public speaking. 3.5 ★★★★★ (38)




**THOUGHTS**

Governance / Technology & Resources




  

|  |                         |
|--|-------------------------|
| <p><b>Provide additional resources for teachers and students in the classroom when they are required.</b> To support teachers and maximize learning for the students.</p>  | <p>4.1 ★★★★★ (40 👤)</p> |
| <p><b>For our learning centres, it has been time consuming to find resources and set-up courses for our online learning environment after ADLC closed.</b> Allow time during the school year for teachers to develop online Google Classrooms for subjects. Pre-made resources are good, but we need more.</p> | <p>3.9 ★★★★★ (6 👤)</p>  |
| <p><b>More counselling time for students, more united technology, easier avenue for sharing and lesson planning.</b> To ensure students emotional needs are met, to streamline this for teachers and educational assistants.</p>   | <p>3.4 ★★★★★ (40 👤)</p> |




**THOUGHTS**

Governance / Transportation




  

|  |                         |
|--|-------------------------|
| <p><b>Continue offering transportation services</b> In order for many students and families to access education within Sturgeon County, in town and rural, they are dependent on transportation services.</p>                | <p>3.8 ★★★★★ (38 👤)</p> |
| <p><b>Don't cancel pre k busing</b> Many parents/ guardians and day home providers rely on this service to get their children to school, for some it's an essential service.</p>   | <p>3.8 ★★★★★ (26 👤)</p> |
| <p><b>Mid day bussing should not be canceled for pre k/headstart</b> Many families rely on daycare and bussing is the only way they can have children attend pre k, which could be crucial support for their development</p> | <p>3.7 ★★★★★ (30 👤)</p> |










**THOUGHTS**

Governance / Additional Thoughts




  
  

|  |   |
|--|---|
| <b>Do everything possible to reject the UCP curriculum.</b> It in itself will cripple future learning. Anything else we suggest will be counterproductive  | 3.7  (41  ) |
| <b>there needs to be a boundary with staff and parents there are things said about other kids to parents that's not okay foip</b> I don't care what type of underlying issue a child has they should never be talked about from a teacher to another students parent ever. | 3.7  (22  ) |
| <b>Facilitate appropriate spaces for asynchronous students to learn and work.</b> Back rooms of schools and former board rooms in adult-focused building are not appropriate for students who already have aversion to school buildings.                                   | 3.7  (6  )  |







**THOUGHTS**

Governance / Online Learning



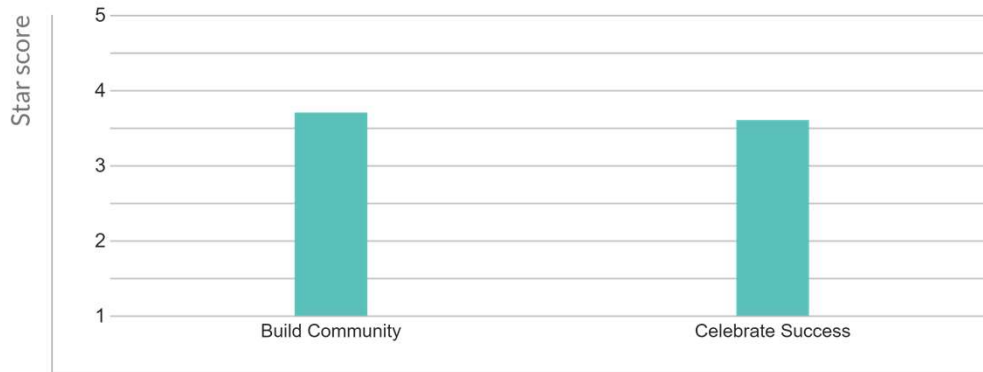
|  |   |
|--|---|
| <b>Access to online learning as well as in school</b> With covid numbers still being high in schools, my child misses out when she has to stay home                                    | 2.8  (40  ) |
| <b>Online after school help</b> Some teachers after additional help after school but for children who don't drive and cannot get a ride, this should be offered electronically as well | 2.7  (30  ) |





## LOCAL & SOCIETAL CONTEXT

Top Themes by star score



## THOUGHTS

Local & Societal Context / Build Community



- It might be nice to see some more staff - teachers, EA's, administration and volunteers It would be nice to re-establish connections and communication between teachers, students and parents. 4.1 ★★★★★ (35 👤)
- Implement a targeted one on one intervention program for reading, using parent volunteers. Edm Catholic and Public boards both run programs like this. It could alleviate workload from the teachers. We need much more community involvement. 4.0 ★★★★★ (26 👤)
- Positive Events that will motivate students - science fairs, outdoor classrooms, nickle drives, etc. Community involvement, invites parents and families back into the schools, allows kids to take pride in their work and public speak. Challenges Knowle 3.8 ★★★★★ (36 👤)



## THOUGHTS

### Local & Societal Context / Celebrate Success



- Love to see group pics of events happening in the junior high classrooms and during their options .** Let's showcase our amazing junior high students and acknowledge what they accomplish through the year. Children will feel valued and acknowledged 3.9  (35 👤)
- Positive Events that will motivate students - science fairs, outdoor classrooms, nickle drives, etc.** Community involvement, invites parents and families back into the schools, allows kids to take pride in their work and public speak. Challenges Knowle 3.8  (36 👤)
- Having activities again** Having activities this helps inspire school spirit and enjoyment in your school. Having 'spirit week' is particularly enjoyable as you get to dress up 3.6  (35 👤)

# Exchange Summary

Jonathan Konrad, Sturgeon School Division No. 24  
April 8, 2021

What are the most important things that Sturgeon Public Schools are doing or should consider doing to improve student achievement in our schools next year?



## PARTICIPATION

### Breakdown of Participation



566

Participants



520

Thoughts



5,886

Ratings


---



## PARTICIPATION

### Breakdown of Participation

Please choose the grade level your thoughts are most closely connected to:

| %   |  | Answer           |
|-----|--|------------------|
| 1%  | (8)  | Pre-Kindergarten |
| 6%  | (29)   | Kindergarten     |
| 7%  | (37)   | Grade 1          |
| 7%  | (39)   | Grade 2          |
| 9%  | (45)   | Grade 3          |
| 8%  | (41)   | Grade 4          |
| 8%  | (44)   | Grade 5          |
| 7%  | (39)   | Grade 6          |
| 10% | (52)   | Grade 7          |
| 8%  | (41)   | Grade 8          |
| 4%  | (20)   | Grade 9          |
| 6%  | (29)   | Grade 10         |
| 5%  | (24)   | Grade 11         |
| 4%  | (23)   | Grade 12         |
| 10% | (52)   | n/a              |



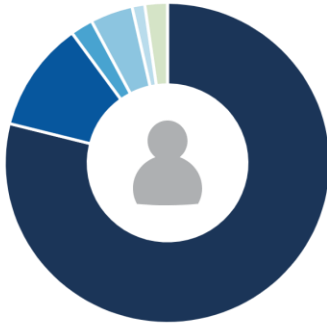









## PARTICIPATION

### Breakdown of Participation



What best describes your role within your school community?



| %   |  | Answer  |
|-----|---|---|
| 80% | (411)   |  Parent or Guardian    |
| 11% | (59)  |  Teacher               |
| 2%  | (9)   |  Educational Assistant |
| 4%  | (19)  |  Administration        |
| 1%  | (8)   |  Other Staff           |
| 2%  | (9)   |  Community Member      |



WORDCLOUD  
Top Rated





## THOUGHTS

### Key Thoughts



**Menta Health for Teachers** Teachers need healthy bodies and minds to help support our students. It's challenging to pour from an empty cup.

4.4 ★★★★★ (14 👤)  
Ranked #1 of 520

**Promoting a well-rounded approach to education such as community projects, wellness activities, outdoor classroom, etc.** This helps engage students in their learning and builds a connection to our community.

4.3 ★★★★★ (23 👤)  
Ranked #2 of 520

**Give teachers more support.** Students are at so many different levels and need extra help to help all students succeed.

4.3 ★★★★★ (21 👤)  
Ranked #3 of 520

**The class sizes ensure each child gets the assistance they need. A very positive environment where each child is encouraged to blossom.** Elementary teachers play a huge role in shaping how our kids feel about learning for the rest of their lives. I appreciate the our teachers.

4.3 ★★★★★ (20 👤)  
Ranked #4 of 520

**Adequate communication with parents to ensure parents know when there are project due. Or if a student is struggling with a concepts.** If support and time is not available in class, parents can step up and help at home or get extra help outside school.

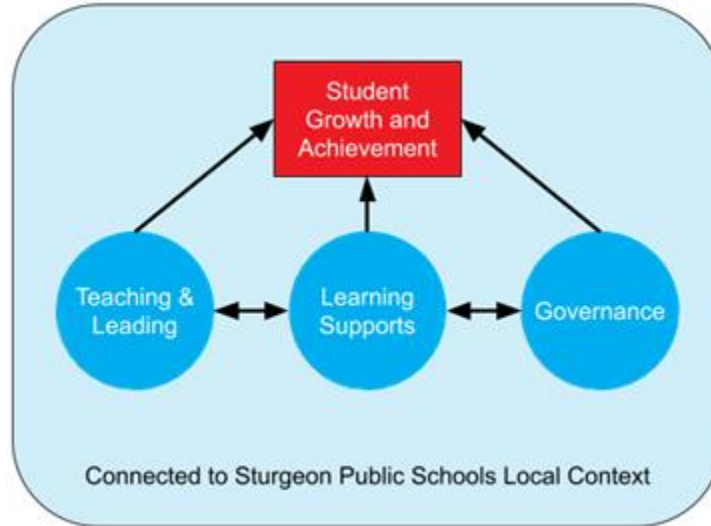
4.3 ★★★★★ (19 👤)  
Ranked #5 of 520





## Assurance Domains

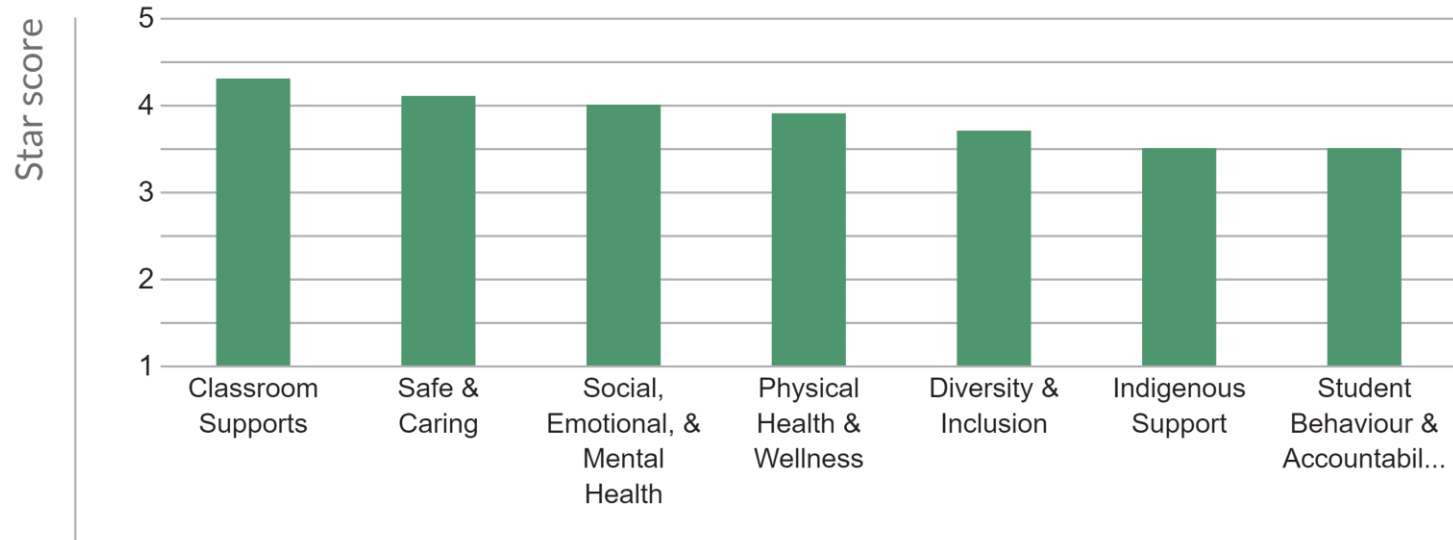
Thoughts were organized into the five Alberta Education Assurance Domains  
Then themes were recognized within each domain and ranked.





## LEARNING SUPPORTS

Top Themes by star score



Domain:  
Learning  
Supports



## THOUGHTS

### Theme: Classroom Supports



**Give teachers more support.** Students are at so many different levels and need extra help to help all students succeed.

4.3 ★★★★★ (21 👤)

**Opportunities for students who are below grade level to get extra support from a support teacher or EA** Having a small groups work on individual needs is beneficial to student learning.

4.3 ★★★★★ (19 👤)

**Additional Supports** This will ensure all students are reached in large classes of 28+ students with 6+ IPPs/LPs/Behavioural Plans

4.3 ★★★★★ (15 👤)

Domain:  
Learning  
Supports



## THOUGHTS

Theme: Safe & Caring



**The class sizes ensure each child gets the assistance they need. A very positive environment where each child is encouraged to blossom.** Elementary teachers play a huge role in shaping how our kids feel about learning for the rest of their lives. I appreciate the our teachers.

4.3 ★★★★★ (20 👤)

**During covid the school has gone above and beyond with their teaching whether it be online or in person** It's important for kids to feel safe in their learning environment and to know their teacher(s) are looking out for them.

4.2 ★★★★★ (19 👤)

**SPS continues to have caring staff that are dedicated to working with their students to be successful.** Relationships with students, getting to know their strengths and areas of need, and knowing how to work with students at their needs is crucial.

4.2 ★★★★★ (8 👤)

Domain:  
Learning  
Supports



## THOUGHTS

### Theme: Social, Emotional, & Mental Health



**More inclusivity & mental health check in's needs to remain on the forefront even more through this pandemic.** Mental Health is declining in young students and not only are teachers,parents burnt out but students are lost.

4.3 ★★★★★ (15 👤)

**I think it important to highlight mental health in our school** Now more than every student needs the mental health support and strategies to build their resiliency for now and the future

4.1 ★★★★★ (12 👤)

**When planning classes for next year I believe it will be important to consider placing friend groups in the same class cohort.** The mental health of our children is fragile, especially now, and having the comfort of a few good friends in their cohort is important.

4.1 ★★★★★ (12 👤)

Domain:  
Learning  
Supports



## THOUGHTS

Theme: Physical Health & Wellness



**Get outside** It's safer and great for kids to move freely

4.1 ★★★★★ (19 👤)

**School Sports** students need school sports to be able to release energy

4.1 ★★★★★ (14 👤)

**More time spent outside** Fresh air and less time in front of screens

4.0 ★★★★★ (23 👤)

Domain:  
Learning  
Supports



## THOUGHTS

### Theme: Diversity & Inclusion



- Diverse needs** The children need more EA support in the classroom especially those with diverse needs. They also need more support from the CLT to meet their goals 4.1 ★★★★★ (10 👤)
- Anti-Racism Education** In a rural, majority-white district, it can be difficult for BIPOC students who face prejudice and bullying in schools every day. We could do more 3.8 ★★★★★ (13 👤)
- Inclusion matters** Inclusion promotes mental health by building relationships,creating safe environments,connection&building confidence.Confidence builds preformance. 3.8 ★★★★★ (13 👤)

Domain:  
Learning  
Supports



## THOUGHTS

### Theme: Indigenous Support



**First Nation, Métis, and Inuit supports** Indigenous students tend to achieve below white students, and the Indigenous community has hesitancy about Eurocentric public education.

3.8 ★★★★★ (12 👤)

**Indigenous Education** Following the TQS for inclusion of FNMI content into curriculum is an important part of truth and reconciliation

3.1 ★★★★★ (12 👤)

Domain:  
Learning  
Supports





## THOUGHTS

### Theme: Student Behaviour & Accountability



**Make students more accountable** Because that's how life works

3.9 ★★★★★ (22 👤)

**I think that having students being more accountable for having their assignments handed in on time.** I think students should be held accountable daily to show what they accomplished in the block rather than doing nothing.

3.8 ★★★★★ (7 👤)

**I believe cell phones are distracting many students with social media and gaming during the day, and should not be allowed in our school buildings.** Phones are often a source of cyber bullying. Gaming distracts students during instruction and impedes appropriate class participation.

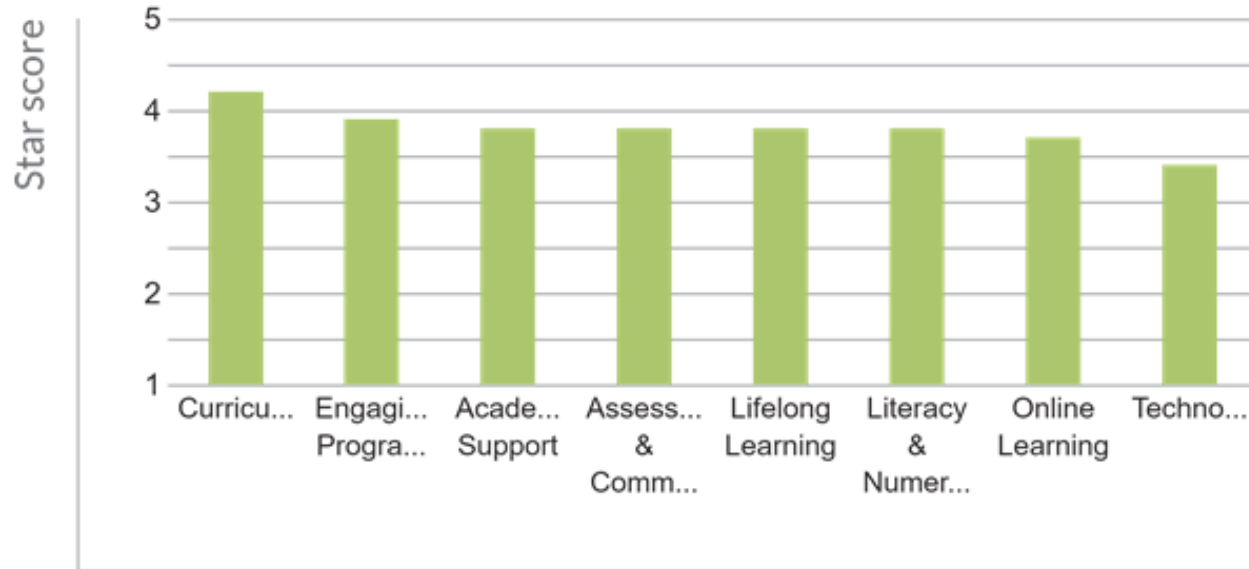
3.7 ★★★★★ (16 👤)

Domain:  
Learning  
Supports



## STUDENT GROWTH & ACHIEVEMENT

Top Themes by star score



Domain:  
Student Achievement



## THOUGHTS

### Theme: Curriculum



**Not participating in the curriculum pilot was a wise decision.** This would have been an added stress on students, parents and teachers that was unnecessary.

4.3 ★★★★★ (15 👤)

**Schools should not be imposing political ideologies at primary and elementary grade levels.** Children should be taught the 4 core subjects of math, english, science, and social studies (history/geography) without a political bias.

4.1 ★★★★★ (16 👤)

**I think the curriculum should be child-appropriate.** It is important to ensure that our children's minds are not traumatized or skewed by developmentally inappropriate materials.

4.1 ★★★★★ (15 👤)

Domain:  
Student Achievement



## THOUGHTS

### Theme: Engaging Programming



I love that Namao School spends time outdoors. It was a thing pre COVID with walks, run-athons, lose parts play ground. Now with increased regulations or restrictions the children get to spend more time outdoor with gym classes, and regular classes expanding out doors

4.3 ★★★★★ (16 👤)

Stick to strong academic principles. Provide innovative programs. Create a strong community environment.

4.3 ★★★★★ (16 👤)

Hands on learning opportunities and projects Engaging for students

4.3 ★★★★★ (13 👤)

Domain:  
Student Achievement



## THOUGHTS

Theme: Academic Support



**Need more help for kids that are on the cusp of failing** Success is important for all

4.1 ★★★★★ (13 👤)

**Extra help for my child.**

3.9 ★★★★★ (14 👤)

**More support for kids** I would like to see more support for kids who are struggling with reading and numeracy, like small groups with a teacher where they learn basic skills

3.8 ★★★★★ (19 👤)

Domain:  
Student Achievement



## THOUGHTS

### Theme: Assessment & Communication



**Adequate communication with parents to ensure parents know when there are project due. Or if a student is struggling with a concepts.** If support and time is not available in class, parents can step up and help at home or get extra help outside school.

4.3 ★★★★★ (19 👤)

**More access for parents since Covid has been a good thing** Prior to closures/online learning I only had a vague idea what my child was learning. Now I can access my child's work online & make sure it's done.

4.2 ★★★★★ (12 👤)

**communication with home** keep parents connected to what's happening at school

4.0 ★★★★★ (21 👤)

Domain:  
Student Achievement



## THOUGHTS

### Theme: Lifelong Learning



**Better prepare students for University** The difference in the workload between a high school student and a university student is astronomical! My daughter was completely overwhelmed

4.1  (23 )

**CTF courses designed to help students grow their own passions** Develop life long learners

4.0  (13 )

**Students should have more career exploration.** Helps motivate them to do well in class when they have a goal or purpose. Having career insight allows them to see the means to an end!

3.9  (14 )

Domain:  
Student Achievement



## THOUGHTS

### Theme: Literacy & Numeracy



- Provide targeted interventions for literacy instruction.** Students that are far below grade level in their reading and writing need additional support to enable them the opportunity to catch up to grade level 4.1 ★★★★★ (22 👤)
- Guided math** learning math through centres and games 4.1 ★★★★★ (10 👤)
- Help students become strong readers as soon as possible** Because this sets kids up for success. 4.0 ★★★★★ (23 👤)

Domain:  
Student Achievement





## THOUGHTS

### Theme: Online Learning



**SPS has provided great options for learners unable to be in a regular classroom.** This is important because these options may fit a learner or family better than more traditional options.

4.1 ★★★★★ (8 👤)

**I feel one important thing Sturgeon School Division is taking care of student learning through synchronous online learning platform.** This is important as it helps to keep students on track, attending and staying on top of their learning day by day.

4.1 ★★★★★ (7 👤)

**For some of my children this online form has been an eye opener in understanding what type of learners they are.** My children having the ability to learn in a quiet environment, less noise and distraction. Their mental and physical health greatly improved

4.0 ★★★★★ (7 👤)

Domain:  
Student Achievement



## THOUGHTS

### Theme: Technology



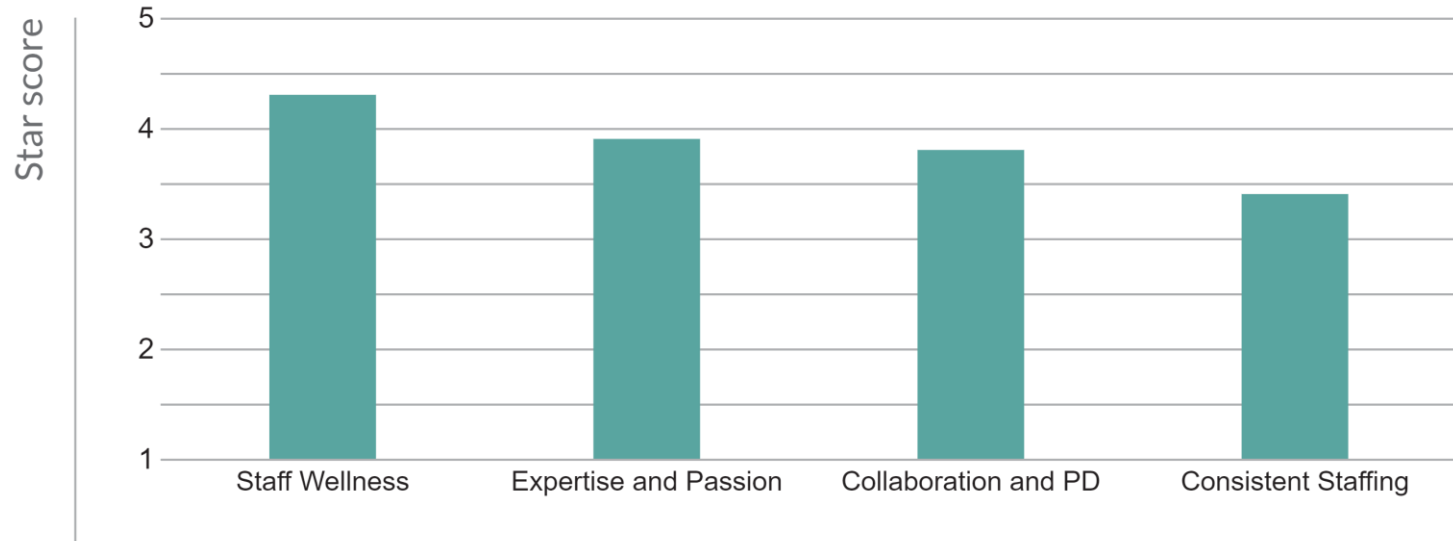
- Technology Reliability** Technology needs to work well and efficiently if it is going to be an asset. We can't be trouble shooting problems in the middle of class. 4.3 ★★★★★ (15 👤)
- Chromebooks** Especially this year it was important to have technology easily accessible for students. We are almost at a 1:1 ratio for our population. 3.9 ★★★★★ (13 👤)
- Promethean boards are out of date and quickly dying.** We appreciate the support and plan in replacing and updating tech in the classrooms so that students can see and hear the material being presented. 3.9 ★★★★★ (12 👤)

Domain:  
Student Achievement



## TEACHING & LEADING

Top Themes by star score



Domain:  
Teaching and  
Leading



## THOUGHTS

### Teaching & Leading / Staff Wellness



- Menta Health for Teachers** Teachers need healthy bodies and minds to help support our students. It's challenging to pour from an empty cup. 4.4 ★★★★★ (14 👤)
- Staff and support team wellness should be at the top of the list of priorities for the division.** Teachers and support staff are the only constant part of the equation for student achievement. Well cared for staff will lead to student achievement. 4.2 ★★★★★ (10 👤)
- If you want student achievement, start by taking care of your teachers. If you do this, the students will succeed.** Teacher burnout, cutbacks, lack of support, and a lack of respect all add up to stress, illness, and teachers thinking about leaving the profession. 4.1 ★★★★★ (10 👤)





## THOUGHTS

### Theme: Expertise and Passion



**Ensuring teachers that have both expertise and passion for the subject are teaching the subject.** It's awesome to hear my child come home and share stories that show the teacher's passion for the subject. It makes kids more engaged

4.1 ★★★★★ (10 👤)

**Train, support, and maintain quality staff.**

3.8 ★★★★★ (12 👤)

**They should hire fresh new teachers who want to teach. Those teachers who have a lower grade average overall due to lack of teaching should retire.** It's important for students overall.

3.2 ★★★★★ (14 👤)

Domain:  
Teaching and  
Leading



## THOUGHTS

### Teaching & Leading / Collaboration and PD



**collaboration between teachers** improves teaching and learning in the classroom

3.9 ★★★★★ (10 👤)

**Staff work very well together - there is lots of collaboration and sharing of assignments and units.** Sharing is a part of learning and being a team player. These are skills that can be applied to future grades and later, jobs.

3.9 ★★★★★ (8 👤)

**Self-assess regularly** Some things are going to work beautifully and some things are not. Be open to that. Strive to improve, modify, add to, change as needed.

3.8 ★★★★★ (8 👤)





## THOUGHTS

### Theme: Consistent Staffing



- Consistency** Consistency of staff is important to achievement. The board needs to stop shuffling administrators between schools **3.8** ★★★★★ (10 👤)
- Continuity of administration in schools.** Turn over every year is stressful for students and staff. It does not create a positive atmosphere when everyone is waiting for the next change **3.5** ★★★★★ (8 👤)
- Maintain the staff currently in our Headstart Program** The team working at Ochre Park are absolutely the reason I have seen so much improvement in my son's speech and social skills. **3.2** ★★★★★ (6 👤)

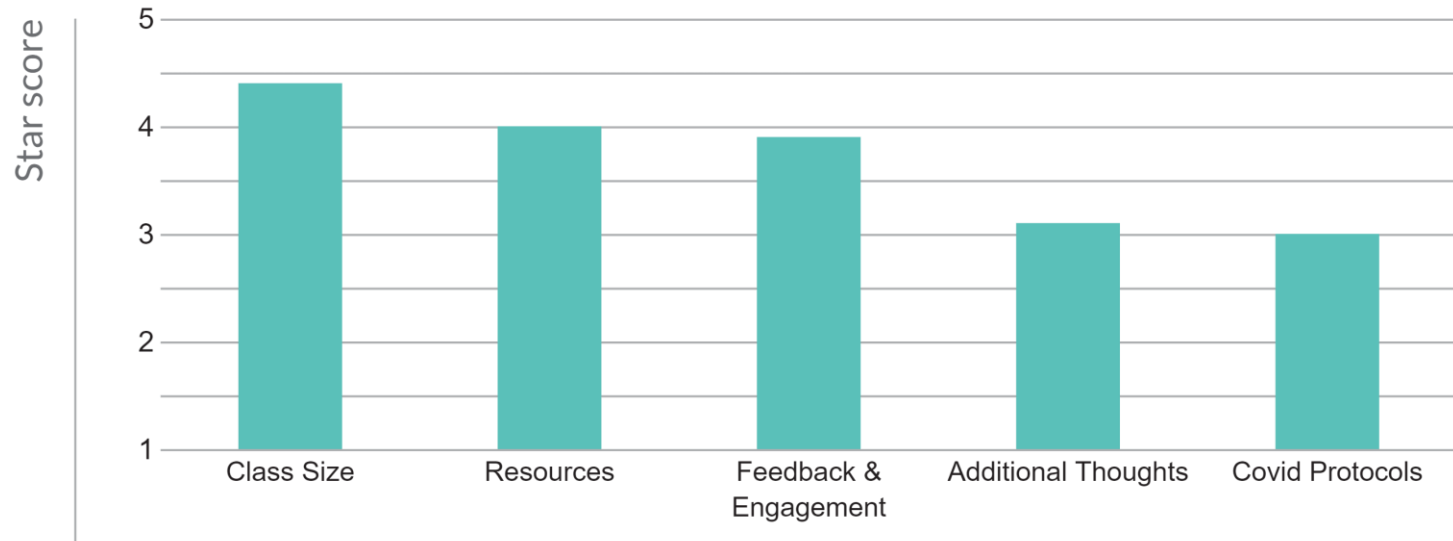


Domain:  
Teaching and  
Leading



## GOVERNANCE

### Top Themes by star score



Domain:  
Governance





## THOUGHTS

### Theme: Class Size



**Keep kids classes at manageable sizes so teachers can properly assess the students.**

Students will slip through the cracks if concept understanding is not checked.

4.3 ★★★★★ (18 👤)

**Small class sizes.** Teachers cannot provide additional supports to students when there are 30 students in a class. It is also impossible to maintain social distancing.

4.3 ★★★★★ (14 👤)

**Small class sizes continued** Large class sizes result in cluttered classroom environments which does not facilitate learning and is overwhelming for students.

4.2 ★★★★★ (14 👤)

Domain:  
Governance



## THOUGHTS

Theme: Resources



**Focus should be in classroom, not cutting budgets. Public school is for the kids, and the people who teach them. Take care of our teachers, and they** Will take care of our kids.

4.2 ★★★★★ (16 👤)

**More money for help, for all staff from EA'S , office staff to the custodians, they are the slaves who work hard and are not paid for it enough !!!** Those staff do it all those schools would not run without them, they go above and beyond what there job descriptions are and they are taken advantage

4.1 ★★★★★ (13 👤)

**Providing more access to resources and ideas to help with students achievement success.** When teacher's have access to good resources it makes it easier for them to plan and have a students learning more knowledge.

4.0 ★★★★★ (15 👤)





## THOUGHTS

### Theme: Feedback & Engagement



**Thank you for asking for parental feedback!** Nothing is more important to me than my child's education: these are her stepping stones for the future. I appreciate you asking for our comments:)

4.2 ★★★★★ (11 👤)

**Requesting Teacher Feedback** It would be beneficial to the students if teachers were able to provide meaningful feedback (like this!) to improve future years.

3.9 ★★★★★ (15 👤)

**Thanks for inviting [dialogue.it](#)'s appreciated.** It's important to be able to discuss these things openly, rationally and critically.

3.6 ★★★★★ (6 👤)





## THOUGHTS

### Theme: Additional Thoughts



**SSD should continue to provide transportation services to rural students who have attended Sturgeon Public Schools their entire student lives.** Many will have no option but to uproot our children from the only community and peers they've ever known, AND while experiencing a pandemic. Disgusting

3.4 ★★☆☆☆ (2 👤)

**Focus on general ideas instead of ideology in school.** I think it's important that kids learn how to think rather than what to think. I think that teaching kids this will help them.

3.3 ★★☆☆☆ (3 👤)

**Improve ranking** Fraser Institute: EMPS was rated 2.8/10 vs Camilla which was 7.4/10. EMPS has had a downward trend for several years

3.1 ★★☆☆☆ (12 👤)



Domain:  
Governance



## THOUGHTS

### Theme: Covid Protocols



**A thoughtful, well laid out, well executed plan to begin the the year! A superb job handling tracing and cases. Excellent communication.** Helped with determining our family direction.

3.8  (12 )

**When a classroom is isolated, siblings who go into isolation should be offered the same learning opportunities as the isolated class.** When siblings are kept home, to prevent potential spread to other classrooms, they are not given equal education, and aren't marked as self-isolated.

3.5  (16 )

**Find ways to allow for activities and events for the kids around potential restrictions**

With everything else so restricted there it would be nice if there were options for clubs during lunch (lego,dance, art, etc)

3.5  (6 )

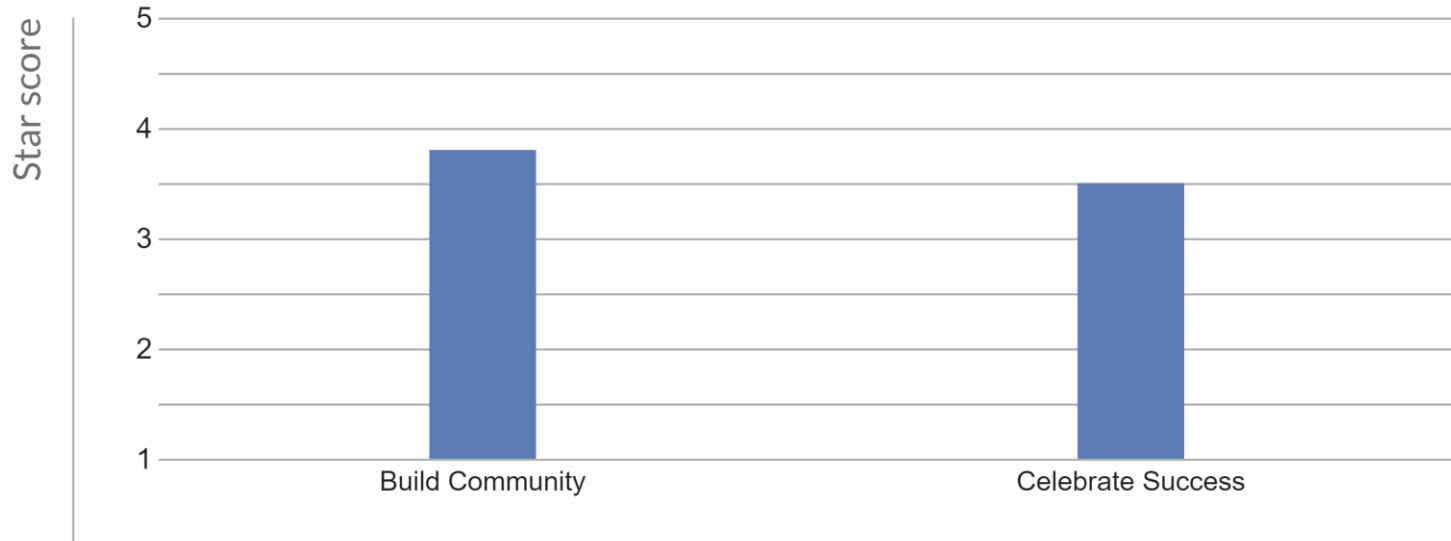


Domain:  
Governance



## LOCAL & SOCIETAL CONTEXT

Top Themes by star score



Domain:  
Local & Societal



## THOUGHTS

### Theme: Build Community



**Promoting a well-rounded approach to education such as community projects, wellness activities, outdoor classroom, etc.** This helps engage students in their learning and builds a connection to our community.

4.3  (23 )

**I think it is important to allow parent volunteers, student teachers and practicum students into the schools to help the teachers. Especially in** light of a reduction of teaching staff, an increase in students per class, and budget cuts. The schools and teachers need all the help they can get

4.1  (13 )

**Community Connections** allows students to feel a part of something bigger than just their home or there school, that they can all be connected in some way

3.7  (14 )

Domain:  
Local & Societal



## THOUGHTS

### Theme: Celebrate Success



**Celebrate student GROWTH** Each child grows and develops at a different rate. We need to celebrate learner growth, not just "grades"

4.0  ( 18 👤 )

**Celebrate ALL learning styles and successes** Student achievement isn't simply receiving high marks in the core subjects. We need to celebrate the arts, STEAM, creativity, etc.

3.9  ( 18 👤 )

**Rewards and recognition for effort and improvement** . Not all kids will be able to achieve a certain academic standard, however, everyone is capable of improvement and this should be celebrated.

3.8  ( 19 👤 )

Domain:  
Local & Societal

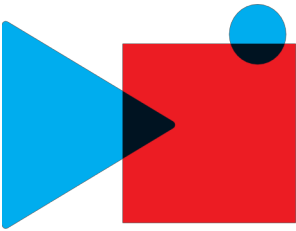




WRAP UP  
Next Steps

Thanks for participating





**BOARD**  
MEMORANDUM

**Date:** May 25, 2022  
**To:** Board of Trustees  
**From:** Shawna Warren, Acting Superintendent  
**Originator(s):** Liliana LeVesconte, Associate Superintendent, Corporate Services  
**Subject:** AP496 – Complementary Learning Resources Fee - Rescinded

---

**Purpose:**  
For information.

**Background:**

At the April 27<sup>th</sup> Public Board meeting, the Board of Trustees made the following motion:

*#036/2022 – Moved by Mr. Joe Dwyer that the Board of Trustees eliminate the Complementary Learning Resource Fees from the Division moving forward as presented at the April 27, 2022, Public Board meeting.*

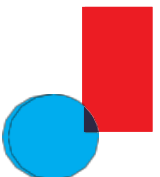
CARRIED UNANIMOUSLY

Accordingly, Administrative Procedure 496 - Complementary Learning Resources Fee has been rescinded.

Administration is prepared to respond to questions at the May 25, 2022, Public Board meeting.

Sincerely,

Shawna Warren M.Ed  
Acting Superintendent





# 496: Complementary Learning Resources Fee

---

**Date: January 30, 2020**

**Responsible Administrator: Associate Superintendent  
Corporate Services**

## **PURPOSE**

The Board assesses Complementary Learning Resources Fee to provide needed materials to students to enhance their educational opportunities.

## **PROCESS**

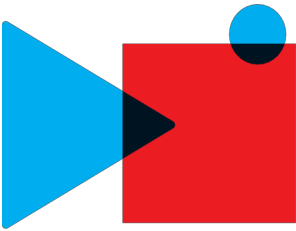
At the start of each year's budget process, the Board determines the Complementary Learning Resources Fee for the following year.

## **References:**

Board Policy: 410 Fees

---

**Administrative Procedures IV. Business Administration (Fees)**



**BOARD**  
MEMORANDUM

**Date:** May 25, 2022  
**To:** Board of Trustees  
**From:** Shawna Warren, Acting Superintendent  
**Originator(s):** Office of the Superintendent  
**Subject:** Communications Report

---

**Purpose:**

For information.

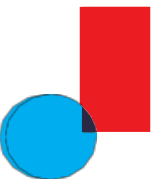
**Background:**

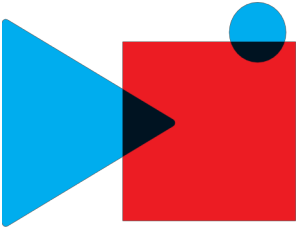
The Communications Report for the month of May is included for Trustee information.

Administration is prepared to respond to questions at the May 25, 2022, Public Board meeting.

Sincerely,

Shawna Warren, M.Ed  
Acting Superintendent





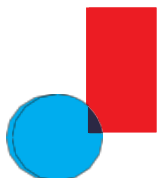
## Communications Report

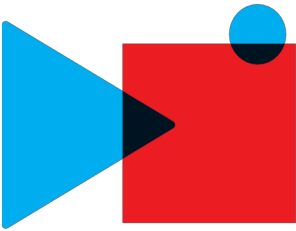
Communications in May has been focused on:

- Social media posting and engagement – focus on sharing content created and shared from schools in Sturgeon Public;
- Prep work for Budget 2022-2023 communication is ongoing;
- West Country Hearth Attack returning and registration open;
- Ongoing Summer School Registration; and
- Ongoing Registration postings for the 2022-2023 School Year.

### Upcoming Events:

- Sturgeon Heights 50<sup>th</sup> Anniversary Celebration – June 1, 2022;
- Pride Week – June 7, 2022;
- National Indigenous Peoples Day - June 21, 2022;
- Graduation Celebrations;
- Grade 9 Farewell Celebrations
- Bus Registration Commences;
- School Spotlight videos; and
- Schools' Out for Summer – June 29, 2022.





## BOARD MEMORANDUM

**Date:** May 25, 2022  
**To:** Board of Trustees  
**From:** Shawna Warren, Acting Superintendent  
**Originator(s):** Liliana LeVesconte, Associate Superintendent, Corporate Services  
**Subject:** Monthly Financial Report – April 2022

---

**Purpose:**

For information.

**Background:**

The Board Financial Report for the month ending April 30, 2022, is included for your information.

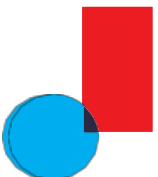
The Year-to-Date Division's actual financial results are tracking slightly ahead of budget on both the revenues and expenses sides.

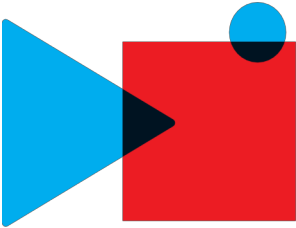
When compared to the budget, the actual revenues by program:

- K-12 revenue is higher than budgeted mainly due to the Targeted Funding (\$380k) announced after the budgeting cycle, COVID Mitigation/ Hold Harmless funding (\$1.180M) adjustment announced in August 2021, and fees collected at the beginning of the school year rather than every month, offset by funds allocated to the Board approved projects that are completed (\$511k).
- Board approved operating and capital projects intended to be funded from the COVID Mitigation/ Hold Harmless funds have been started but not all completed, and not all funds have been moved to the Operations and Maintenance budget yet.
- System Administration is tracking a slightly higher budget mainly due to Alberta Education's advance payment due to their year-end (\$60k) and higher than budgeted investment income (\$20k).

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

- Operations and Maintenance are overspent by \$94k mainly due to the costs related to the Board approved projects in progress (not funded yet), and lower than budgeted utilities.





**B O A R D**  
MEMORANDUM

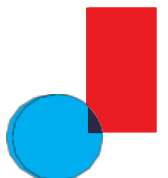
- Student Transportation is overspent by \$389k mainly due to the one-time payment to the Bus Contractors and greater than budgeted ridership, which resulted in additional incurred distance costs to the Division. Also, the funding from the government is spread over 12 months, while most of the expenses are incurred in the first 10 months of the school year. It's anticipated that the department will break even.
- External services are tracking below budget by \$45k, mainly due to a reduction in secondments.
- System Administration is slightly underspent due to the timing of software implementation (\$50k).

Administration is prepared to respond to questions at the May 25, 2022, Public Board meeting.

Sincerely,

Shawna Warren, M.Ed  
Acting Superintendent

Attachment



The Sturgeon School Division  
2021-2022 School Year

As At April 30, 2022  
Target Percentage 66.67%

| REVENUES                                    | Instruction      |                          | Operations & Maintenance | Transportation | System Administration | External Services | TOTAL         |
|---|------------------|--------------------------|--------------------------|----------------|-----------------------|-------------------|---------------|
|   | Pre Kindergarten | Kindergarten to Grade 12 |                          |                |                       |                   |               |
| Alberta Education                           | \$ 2,821,623     | \$ 33,118,908            | \$ 3,616,881             | \$ 2,973,794   | \$ 1,792,683          |                   | \$ 44,323,889 |
| Alberta Infrastructure & Amortization       |                  |                          | \$ 2,600,488             |                | \$ 44,637             |                   | \$ 2,645,125  |
| Other - Government of Alberta               |                  | \$ 798,263               |                          |                |                       | \$ 298,942        | \$ 1,097,205  |
| Federal Government and First Nations        |                  | \$ 351,749               |                          |                |                       |                   | \$ 351,749    |
| Fees  | \$ 38,653        | \$ 758,132               |                          | \$ 546,568     |                       | \$ 1,565          | \$ 1,344,919  |
| Sales of services and products              |                  | \$ 141,544               |                          |                | \$ 586                | \$ 71,283         | \$ 213,412    |
| Investment income                           |                  |                          | \$ -                     |                | \$ 102,378            |                   | \$ 102,378    |
| Gifts and donations                         |                  | \$ 135,044               |                          |                |                       |                   | \$ 135,044    |
| Rental of facilities                        |                  | \$ 5,018                 | \$ 333                   |                |                       | \$ 29,509         | \$ 34,860     |
| Fundraising                                 |                  | \$ 80,394                |                          |                |                       |                   | \$ 80,394     |
| Other                                       |                  | \$ 6,741                 | \$ 138,606               |                |                       |                   | \$ 145,347    |
| <b>TOTAL REVENUES</b>                       | \$ 2,860,277     | \$ 35,395,792            | \$ 6,356,309             | \$ 3,520,362   | \$ 1,940,284          | \$ 401,299        | \$ 50,474,322 |
| <b>Approved Budget Revenues</b>             | \$ 4,363,674     | \$ 51,447,004            | \$ 9,035,748             | \$ 5,031,137   | \$ 2,770,896          | \$ 646,149        | \$ 73,294,608 |
| <b>Percent Collected of Budget Received</b> | 65.55%           | 68.80%                   | 70.35%                   | 69.97%         | 70.02%                | 62.11%            | 68.86%        |

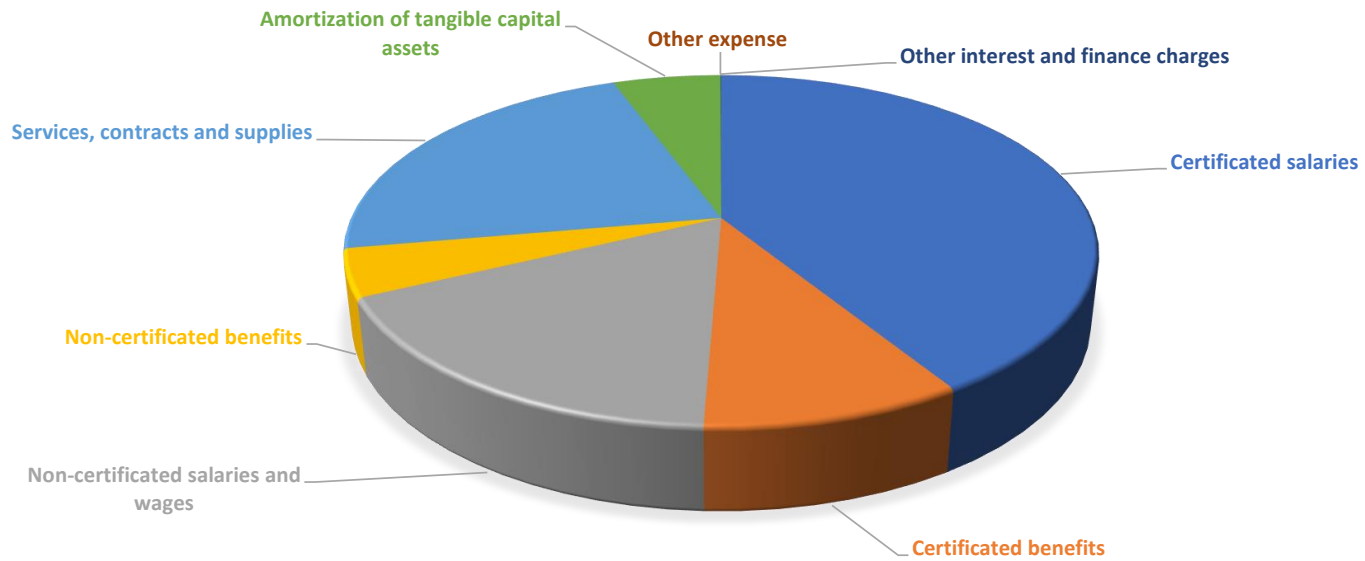
EXPENSES

|   |              |               |              |              |              |            |               |
|---|--------------|---------------|--------------|--------------|--------------|------------|---------------|
| Certificated salaries                   | \$ 877,207   | \$ 19,173,755 |              |              | \$ 245,065   | \$ 303,172 | \$ 20,599,199 |
| Certificated benefits                   | \$ 119,020   | \$ 4,565,897  |              |              | \$ 26,186    | \$ 33,717  | \$ 4,744,820  |
| Non-certificated salaries and wages     | \$ 1,504,527 | \$ 4,993,649  | \$ 1,192,390 | \$ 96,451    | \$ 831,211   | \$ 10,565  | \$ 8,628,793  |
| Non-certificated benefits               | \$ 376,946   | \$ 1,258,713  | \$ 344,747   | \$ 22,947    | \$ 186,947   | \$ 2,730   | \$ 2,193,031  |
| Services, contracts and supplies        | \$ 102,920   | \$ 4,509,883  | \$ 2,216,807 | \$ 3,790,281 | \$ 489,222   | \$ 5,665   | \$ 11,114,779 |
| Amortization of tangible capital assets |              | \$ 54,671     | \$ 2,696,722 |              | \$ 20,784    |            | \$ 2,772,177  |
| Other interest and finance charges      |              | \$ 15,828     |              |              | \$ 331       |            | \$ 16,159     |
| Other expense                           |              |               |              |              |              |            | \$ -          |
| <b>TOTAL EXPENSES</b>                   | \$ 2,980,620 | \$ 34,572,397 | \$ 6,450,666 | \$ 3,909,679 | \$ 1,799,746 | \$ 355,850 | \$ 50,068,958 |
| <b>Approved Budget Expenses</b>         | \$ 4,363,674 | \$ 51,177,400 | \$ 9,035,748 | \$ 5,031,137 | \$ 2,770,898 | \$ 613,574 | \$ 72,992,431 |
| <b>Percent Spent of Budget</b>          | 68.31%       | 67.55%        | 71.39%       | 77.71%       | 64.95%       | 58.00%     | 68.59%        |

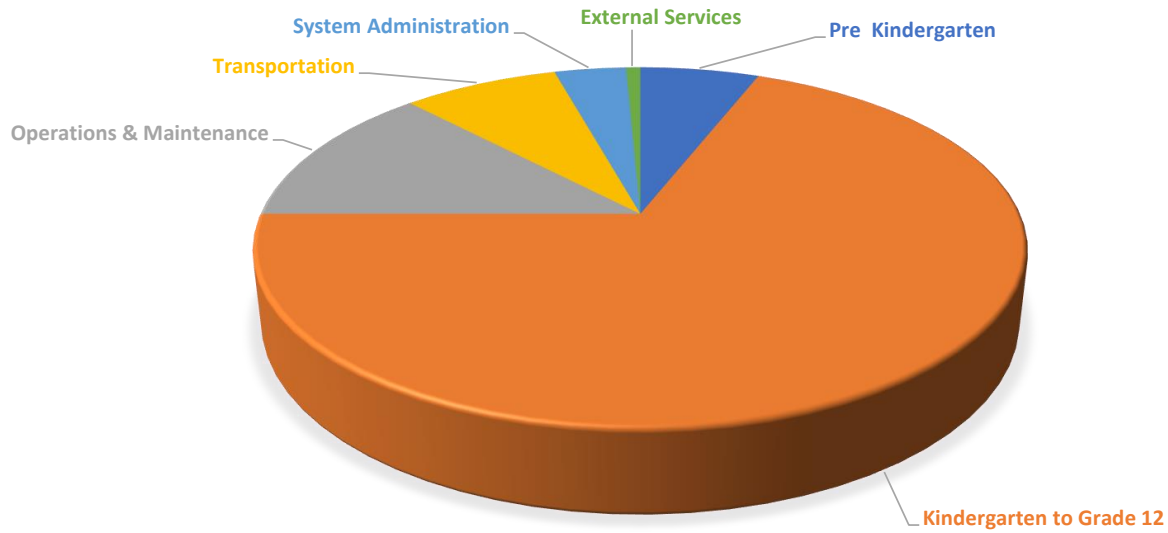
|                                    |              |            |             |              |            |           |            |
|------------------------------------|--------------|------------|-------------|--------------|------------|-----------|------------|
| <b>OPERATING SURPLUS (DEFICIT)</b> | \$ (120,344) | \$ 823,396 | \$ (94,357) | \$ (389,317) | \$ 140,538 | \$ 45,449 | \$ 405,365 |
|------------------------------------|--------------|------------|-------------|--------------|------------|-----------|------------|

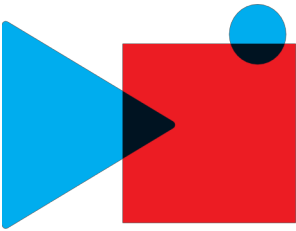


### ACTUAL EXPENSES BY OBJECT



### ACTUAL EXPENSES BY PROGRAM





**BOARD**  
MEMORANDUM

**Date:** May 25, 2022  
**To:** Board of Trustees  
**From:** Shawna Warren, Acting Superintendent  
**Originator(s):** Liliana LeVesconte, Associate Superintendent, Corporate Services  
Steve Schick, Director, Technology Services  
**Subject:** Monthly IT Report – April 2022

---

**Purpose:**

For information.

**Background:**

Find attached a written IT Report for April 2022.

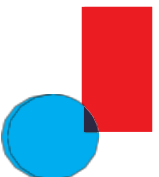
Chromebook evergreening is complete for all schools for the 2021-2022 school year. This month, the Division experienced two planned outages to implement security patches. The updates were successful and all systems were restored the same day.

Administration is prepared to respond to questions at the May 25, 2022, Public Board Meeting.

Sincerely,

Shawna Warren, M.Ed  
Acting Superintendent

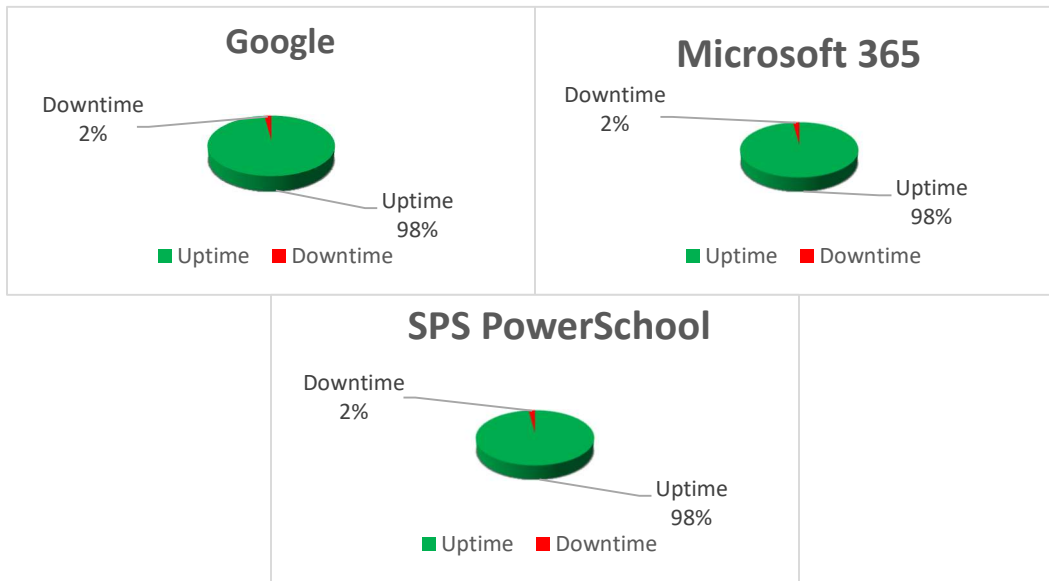
Attachment



# Monthly Technology Services Report

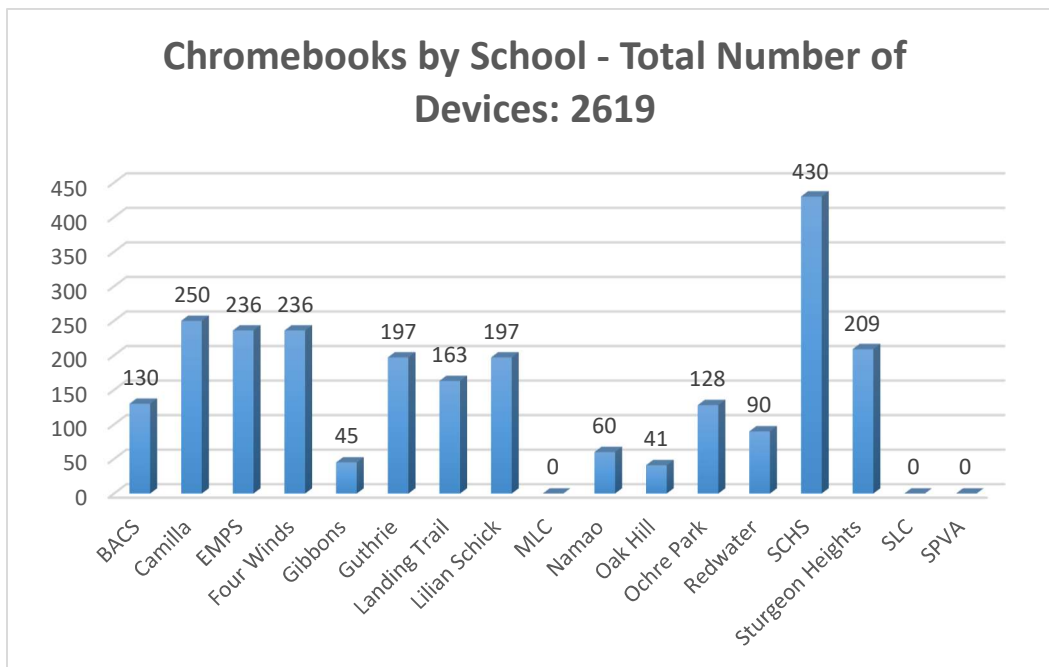
April 1 to April 30, 2022

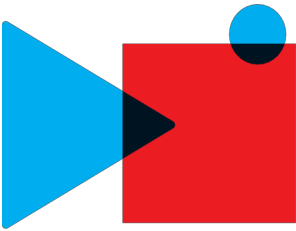
## Connectivity Checks



*Outage Details: There were two planned outages to implement security patches resulting in downtime during this period*

## Chromebook Information





**BOARD**  
MEMORANDUM

**Date:** May 25, 2022  
**To:** Board of Trustees  
**From:** Stacey Buga, Advocacy Committee Chair  
**Originator(s):** Shawna Warren, Acting Superintendent  
Jonathan Konrad, Acting Deputy Superintendent, Education Services  
**Subject:** Student Advisory Committee

---

**Purpose:**

For information.

**Background:**

The Student Advisory Committee met on April 28, 2022 in person at Namao School. Approximately 22 students from grades 7 to 12 met with the Trustees and the Senior Admin team to talk about their experience in schools. The conversation was led by student Co-Chair Jayce Cornelius from Redwater, and was focused around three questions,

- What great student activities are happening in your school?
- Which activities are student led or student organized?
- How do students have a voice in activities or with school administration?

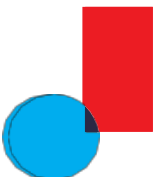
In addition, the Advisory Committee asked student representatives to share ideas on how to better inform parents about learning and activities in school.

The Student Advisory Committee Co-Chair is prepared to respond to questions at the May 25, 2022, Public Board meeting.

Sincerely,

Shawna Warren, M. Ed.  
Acting Superintendent

Attachment





# Student Advisory Summary Thursday, April 28, 2022

## Committee Membership

Pairs or teams from 10 different schools with a total of approximately 22 students from grades 7 to 12 in attendance.



## Questions

Jayce Cornelius led discussion on the following core questions with the following results:

### What great student activities are happening in your school?

- Purple up
- School store
- Clubs (board game, knitting, guitar, cricut, archery)
- Field trips (Mama Mia)
- Spirit/special event days
- School wide challenges (Wordle, Who Done It, advent activities)

### Which activities are student led or student organized?

- Bake Sales
- School challenges
- Student Council or Leadership events

### How do students have a voice in activities or with school administration?

- Through Teachers, admin, counsellors,
- Leadership classes
- Surveys
- Idea box or Talk box
- Participating in morning announcements

## Agree or Disagree Activity

Jayce also led an activity to visualize the degree to which students agreed or disagreed with four statements about how administrators in schools listened and supported student voice.





|                    | Admin is accessible to collaborate   | Your ideas are supported by admin                         | Your voice is being heard by admin   | You have confidence to approach admin   |
|--------------------|--|---|--|---|
| Range of Agreement | All students agree or strongly agree   | A few strongly agree, with the majority agreeing          | Most strongly agree, with 6 agreeing, and 2 disagreeing  | Wider range of agree/disagree   |
| Comments           | Admin is very friendly, does check ins; Small school makes it easy to talk; admin wants to hear our ideas and improvements | Ideas are heard and validated, but not always implemented | Hearing and supporting are different; They listen but not always support; They say “sure” then forget or disregard | Can be intimidating to talk to adults; who to go to and what is the right question to ask?; Who can help?; Some people are just more confident in general |

## How to Engage Parents

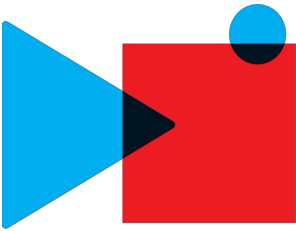
Working in small groups, students suggested the following ideas to inform and engage parents about the life of students in schools

- Create a Parent Google Classroom and ensure access to student Google Classrooms so parents are aware of what is being taught and when assignments are due.
- Bring your parent to school day- Walk in a student’s shoes for a day/Day in the life
- Promote Social Media apps for parents at parent targeted events – Share school apps, QR code for simple access.
- More frequent parent nights for both students and parents; Open house, P/T interviews, Meet the Teacher night, Activity nights.

## Ideas for Student Advisory in the Future

- Share, highlight, celebrate our schools. Potentially build a video for each school.
- Take time to dive deeper into topics.
- Ensure at least 3 in person meetings, and consider adding virtual meetings in-between.
- Promote division wide clubs – not just sports related. Consider, D&D or music related clubs and activities.
- More ALL school activities like Sturgeon Night of Music and Fine Arts (SNOMFA).





**BOARD**  
MEMORANDUM

**Date:** May 25, 2022  
**To:** Board of Trustees  
**From:** Shawna Warren, Acting Superintendent  
**Originator(s):** Liliana LeVesconte, Associate Superintendent, Corporate Services  
**Subject:** 2022 Borrowing Resolution

---

**Purpose:**

For approval. Motion required.

**Motion:**

That the Board of Trustees approve the 2022 Borrowing Resolution as presented at the May 25, 2022, Public Board meeting.

**Background:**

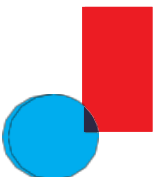
On an annual basis, our bank requires a borrowing resolution to be duly passed by the Board of Trustees. The details of the Borrowing Resolution are explained in the attachment.

Administration is prepared to respond to questions at the May 25, 2022, Public Board meeting.

Sincerely,

Shawna Warren, M.Ed  
Acting Superintendent

Attachment



## **BORROWING RESOLUTION**

WHEREAS The Board of Trustees of The Sturgeon Public School Division (the “Board”) considers it necessary to borrow certain sums of money from time to time to meet current operating expenditures;

NOW THEREFORE, be it resolved that:

1. The Board do borrow from any bank (“the Banks”) incorporated pursuant to the provisions of the Bank Act, sums of money from time to time as required to meet current expenditures of the Board, provided that the total principal amount owed to the Banks at any one time shall not exceed the sum of THREE MILLION FIVE HUNDRED THOUSAND (\$3,500,000) DOLLARS.

2. Any two of the following Officers:

Acting Superintendent

Associate Superintendent, Human Resources

Associate Superintendent, Corporate Services

(the “Officers”)

Be and are hereby authorized for and on behalf of the Board:

- (a) to apply to the Banks for the aforesaid loan to the Board and to negotiate rates of interest; and
- (b) to obtain advance of monies from the Banks by way of overdraft on the Board’s account or pursuant to promissory notes, loan agreements or other evidence of indebtedness from the Banks , as maybe permitted or required by the Banks ; and
- (c) to execute on behalf of the Board such bills, promissory notes or similar or other forms of obligation as the Banks may require as evidence of and security for all sums borrower hereunder,

and each document executed as aforesaid shall be valid and binding upon the Board according to its tenor and the Banks shall never be bound to inquire whether such officers are observing the limitations on their authority as set forth in this resolution.

3. All sums borrower pursuant to paragraph 1 hereof or so much thereof as from time to time remains unpaid shall bear interest at rates per annum as mutually agreed between the Board and the Banks from time to time.

4. As security for repayment of money borrowed pursuant to paragraph 1 hereof, the Board hereby charges to and in favor of the Banks all the revenues of whatever nature and kind by such security documentation as the Banks may require in respect to the foregoing charge. The said charge shall be collateral to the obligation of the Board to repay with agreed interest on all sums borrowed from the Banks. The Banks shall not be



bound to recover any such requisitions or other monies before being entitled to repayment from the Board.

5. The Banks shall be furnished with a certified copy of this resolution and a list of the Officers together with specimens of their signatures, and this resolution and the said list shall be binding on the Board until notice to the contrary or of any changes therein shall be given to the Manager of the Banks.

**CERTIFICATE**

*By signing below, our officers certify for the Board that:*

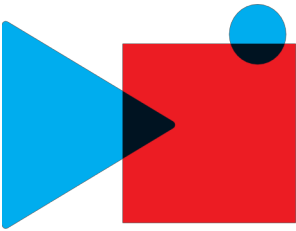
- *there are no provisions in our incorporating documents or by-laws which impair in any way the powers of our trustees or officers to borrow money or grant security.*
- *Our trustees have full power to pass this Resolution and to bind the Board in all respects*
- *The above resolution was properly passed by the Board of Trustees in compliance with all applicable legislation and continues in effect.*

WE HEREBY CERTIFY that the foregoing resolution was duly passed by the Board of Trustees of the Board at a duly and regularly constituted meeting thereof held on the \_\_\_\_ day of \_\_\_\_\_, of \_\_\_\_ at which a quorum was present and that the said resolution is in full force and effect.

WITNESS our hands and the seal of the Board this \_\_\_\_ day of \_\_\_\_\_, \_\_\_\_\_.

Signature: \_\_\_\_\_  
Title:

Signature: \_\_\_\_\_  
Title:



## BOARD MEMORANDUM

**Date:** May 25, 2022  
**To:** Board of Trustees  
**From:** Shawna Warren, Acting Superintendent  
**Originator(s):** Jonathan Konrad, Acting Deputy Superintendent, Education Services  
**Subject:** Sturgeon Public Schools DRAFT Education Plan 2022 – 2025

---

**Purpose:**

For approval. Motion required.

**Motion:**

That the Board of Trustees approve the DRAFT Sturgeon Public School Division Education Plan for 2022 – 2025.

**Background:**

At the May 11, 2022 Committee of the Whole Meeting, the Board of Trustees reviewed the DRAFT Education Plan 2022 - 2025.

The Education Plan must be approved by the Board of Trustees and posted on the Division website by May 31<sup>st</sup> of each year.

Attached is the DRAFT Education Plan 2022 – 2025.

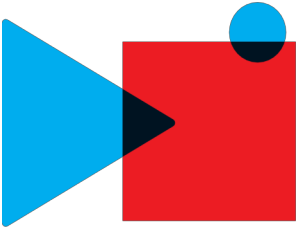
The Division's Education Plan articulates the Board's approved outcomes, measures and strategies to meet our priority of student achievement. The Education Plan uses key insights from the Annual Education Results Report, along with consideration of contextual information and input from stakeholder engagement processes to inform the key priorities, outcomes and strategies that direct the work in schools and at a system level.

The Education Plan outlines key priorities, outcomes and strategies in the following Assurance Domains:

1. Student Growth and Achievement;
2. Teaching and Leading
3. Learning Supports
4. Governance; and,
5. Local and Societal Context

Administration is prepared to respond to questions at the May 25, 2022, Public Board meeting.



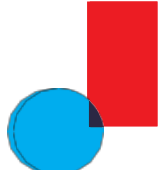


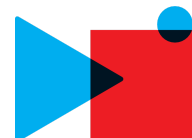
**B O A R D**  
MEMORANDUM

Sincerely,

Shawna Warren, M.Ed.  
Acting Superintendent

Attachment

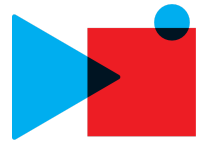




# Education Plan

2022 - 2025

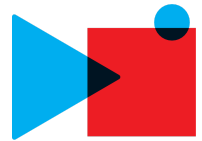




## Table of Contents

|  |    |
|--|----|
| Message from the Board   | 3  |
| Accountability Statement                                       | 4  |
| Foundational Statements  | 5  |
| Division Profile   | 6  |
| Measures and Stakeholder Voice                                 | 9  |
| Priority - Student Learning and Success                        | 11 |
| Domain: Student Growth & Achievement                           | 12 |
| Domain: Teaching and Leading                                   | 13 |
| Domain: Learning Supports                                      | 14 |
| Indigenous Student Success and Applying Foundational Knowledge | 15 |
| Domain: Governance   | 16 |
| Domain: Local and Societal Context                             | 17 |
| Sturgeon Public Schools Community Partnerships                 | 18 |
| Sturgeon Public Schools' Budget and Capital Plans              | 19 |





## Message from the Board

The Board of Trustees is very pleased to share with our stakeholders the Sturgeon Public Schools' Education Plan for 2022 to 2025. We believe this plan reflects the wisdom and interests of the students, staff and communities that we are privileged to serve.

The Board of Trustees is proud of our staff and the work that they undertake each day across our Division. The positive working relationships that our Sturgeon family enjoy enable Sturgeon Public Schools to provide our students with many opportunities to achieve success.

On behalf of the Board of Trustees, thank you for your continued commitment to and support of Public Education.



[Signature when approved]

Joe Dwyer, Chair  
Board of Trustees,  
Sturgeon Public  
Schools

(L to R, Trish Murray-Elliott, Stacey Buga, Irene Gibbons, Joe Dwyer, Janine Pequin, Tasha Oatway-McLay, Cindy Briggs)

Janine Pequin, Ward 1  
*Redwater / Coronado Area*

Cindy Briggs, Ward 2  
*Bon Accord / Legal*

Joe Dwyer, Ward 3, Chair  
*Alcomdale / Villeneuve Area*

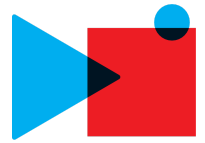
Trish Murray-Elliott, Ward 4  
*Sturgeon Valley / West St. Albert Area*

Stacey Buga, Ward 5  
*Morinville Area*

Tasha Oatway-McLay, Ward 6  
*Cardiff / Garrison Area*

Irene Gibbons, Ward 7, Vice-Chair  
*Gibbons / Lamoureux Area*



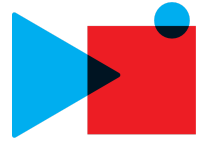


## Accountability Statement

The Education Plan for Sturgeon Public Schools commencing September 1, 2022 was prepared under the direction of the Board in accordance with the responsibilities under the *Education Act* and the *Fiscal Planning and Transparency Act*. This plan was developed in the context of the provincial government's business and fiscal plans. The Board has used its performance results to develop the plan and is committed to implementing the strategies contained within the plan to improve student learning and results.

The Board approved the Education Plan for 2022 - 2025 on May XX,XXXX





## Foundational Statements

### WHO WE ARE

# Our Mission

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

### WHAT WE STRIVE FOR

# Our Vision

Sturgeon Public Schools: where, through a well-rounded education, students are motivated and supported to pursue their unique path to future success.



### GUIDING PRINCIPLES

# Our Values

#### **Excellence in teaching**

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

#### **Shared responsibility**

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

#### **Mutual respect**

Students, staff and parents all deserve to be treated with respect. By fostering reciprocal respect within our system, we will all be able to reach our full potential.

#### **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 choice**

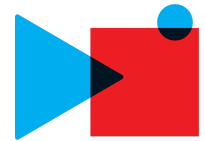
One size does not fit all. We recognize that to prepare students for their future, we must meet their diverse needs along the way.

#### **Communication**

To do the challenging work of educating the next generation, we must keep the communication channels open. We value open, honest and timely communications.







## Division Profile

Sturgeon Public Schools has a long history of providing quality rural public education in Sturgeon County and bordering municipalities. Sitting on Treaty 6 Territory and starting in a two-classroom school house, the Division has grown to serve 5000+ students in 17 schools, encompassing Pre-K and grades K-12.



**SP Virtual Academy**

- CISCO Networking Academy
- Dual Credit | Child Care
- Construction | Welding | Mechanics
- French Immersion
- Knowledge & Employability
- Outdoor Classrooms
- Computing Science | Game Design

**UNIQUE PROGRAMMING**

## Sturgeon Public Schools At-A-Glance

### Breakfast / Nutrition Programs

BACS/OP. Supplemental Lunch program at ÉMPS. Most of our schools have strong nutrition programs to feed our students.

### Pre-Kindergarten Programming

Designed for children aged 2 years 8 months to 4 years 7 months who need developmental support and provides a foundation for later success.

### Kindergarten Programming

Helps children prepare for the transition to school and Grade 1. Many schools now offer Open Air Kindergarten to encourage healthy experiences and connection to our environment.

### Academies

In the areas of STEAM, Dance, Sport, and Hockey, students can ignite their passion and build unique skills toward careers and better lives.

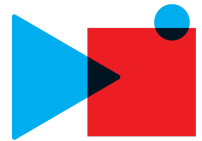
### French Immersion

Teaches fluency in a second language while achieving all the objectives of the regular school program.

### Cisco Networking Academy

Students learn needed skills in programming and computer networking and earn credits toward industry certifications.





### **Differentiated Learning**

Inclusive education practice based on Universal Design for Learning (UDL) ensures all children can access the curriculum, and demonstrate their learning.

### **Social Emotional Learning**

Social emotional learning competencies are an important part of education and human development. One of the programs implemented is the Kimochis program (Primary) which helps students grow and learn skillfully how to handle their emotions in a fun and interactive way with cuddly critters.

### **Online Virtual Academy**

Offering regular, teacher to student instruction online, grades 5 to 9 students can excel in their learning from any location.

### **LOGOS Program**

Non-denominational Christian-based program that teaches the Alberta curriculum in a faith-based environment.

### **Learning Farm**

ÉMPS raises chickens and sells the eggs to develop understanding of animal science, connect with our agricultural community and develop financial literacy.

### **Work Experience**

Students gain practical workplace experience related to life skills and career opportunities by participating in off-campus education learning experiences delivered through school-community partnerships.

### **Dual Credit Programming**

Students have the opportunity to earn both high school and post-secondary credits for the same course.

### **Paving Health Pathways Programs**

Students work toward postsecondary certification in occupations including healthcare, daycare and sports medicine.

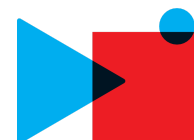
### **Green Certificate Program**

Students interested in agriculture business, with courses on field crops, bee keeping and much more.

### **Registered Apprenticeship**

Allows high school students to begin apprenticeship training while completing their high school course work.





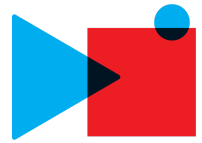
## Sturgeon Public Schools

9820- 104 Street, Morinville, AB T8R 1L8

Telephone: 780.939.4341 Website: sturgeon.ab.ca

| Community   | Grades Served  | Telephone  |
|---|--|--|
| TOWN OF BON ACCORD<br><a href="#">Bon Accord Community School</a><br><a href="#">Lilian Schick School</a><br><a href="#">Oak Hill School</a>                                      | Pre-K to Grade 4<br>Grade 5 to Grade 9<br>Grade 3 to Grade 10                                    | 780.921.3559<br>780.921.2200<br>780.921.3011                 |
| TOWN OF GIBBONS<br><a href="#">Gibbons School</a><br><a href="#">Landing Trail School</a><br><a href="#">Sturgeon Learning Centre</a><br><a href="#">Sturgeon Virtual Academy</a> | Grade 5 to Grade 9<br>Pre-K to Grade 4<br>Grade 10 to 12, Adult Learning<br>Grade 5 to 9, Online | 780.923.2240<br>780.923.2898<br>780.939.4341<br>780.939.4341 |
| LANCASTER PARK MILITARY BASE<br><a href="#">Guthrie School</a>  | Pre-K to Grade 9   | 780.973.3111   |
| TOWN OF MORINVILLE<br><a href="#">École Morinville Public School</a><br><a href="#">Four Winds Public School</a><br><a href="#">Morinville Learning Centre</a>                    | Pre-K to Grade 4<br>Grade 5 to Grade 9<br>Grade 10 to 12, Adult Learning                         | 780.939.3445<br>825.349.0021<br>780.939.4341                 |
| HAMLET OF RIVIÈRE QUI BARRE<br><a href="#">Camilla School</a><br><a href="#">Colony School</a>  | Pre-K to Grade 9<br>Pre-K to Grade 9   | 780.939.2074<br>780.939.2012                                 |
| HAMLET OF NAMAQ<br><a href="#">Namao School</a><br><a href="#">Sturgeon Composite High School</a>   | Pre-K to Grade 9<br>Grade 10 to Grade 12   | 780.973.9191<br>780.973.3301                                 |
| TOWN OF REDWATER<br><a href="#">Ochre Park School</a><br><a href="#">Redwater School</a>  | Pre-K to Grade 4<br>Grade 5 to Grade 12  | 780.942.2901<br>780.942.3625                                 |
| CITY OF ST. ALBERT<br><a href="#">Sturgeon Heights School</a>   | Pre-K to Grade 9   | 780.459.3990   |





## Measures and Stakeholder Voice

### Provincial

#### *Alberta Education Assurance (AEA) Survey*

Each year, the government sends surveys to teachers, students and parents or guardians. All teachers receive the survey, as well as students in Grades 4, 7 and 10, and their parents. The survey was conducted in the spring of 2022 with 220 parents, 850 students, and 253 teachers having submitted a response.

Measures include:

- Provincial Achievement Test results
- Diploma Exam results
- High School Completion results
- Citizenship and Student Learning Engagement
- Welcoming, Caring, Respectful and Safe Learning Environment
- Access to Supports and Services
- Parent Involvement
- Education Quality
- Teachers professional development

### Local

#### *OurSchool Student Survey*

Each year, Sturgeon Public Schools asks all students from grade 4 to 12 to provide feedback across a variety of measures to help improve student achievement and support in schools. In the spring of 2022, 1076 grade 4 to 6 students, and 1553 grade 7 to 12 students responded.

Measures include:

- Interest and Motivation
- Anxiety
- Rigor
- Advocacy at School
- Positive Teacher-Student Relations
- Expectations for Success

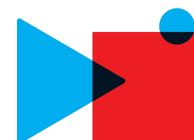
#### *Division Staff Survey*

Teachers, Principals, and Educational Assistants are asked each year to reflect on the division's professional development days and the school specific professional learning days.

Measures include:

- Relevance to specific teaching or student assignments.
- Likelihood of recommending sessions to colleagues.
- Needed topics for continued improvement of teaching and leadership.
- Degree of improving Indigenous Foundational knowledge.
- Usefulness for inclusion of Indigenous approaches to learning.
- Relevance for improving First Nations, Métis and Inuit student success.



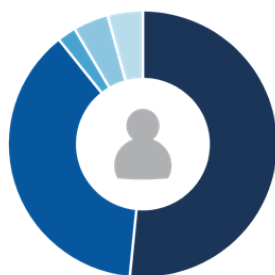


### Stakeholder ThoughtExchange

In 2021 and 2022 all parents, guardians, and staff were invited to provide and rate key thoughts on improving student learning. The question for 2022 was:

*“What are the most important things that Sturgeon Public Schools are doing or should consider doing to improve student learning in our schools next year?”*

Breakdown of Participation for spring of 2022:



| %   | Person Icon | Answer                  |
|-----|-------------|-------------------------|
| 52% | (306)       | ■ Parent or Guardian    |
| 38% | (222)       | ■ Teacher               |
| 2%  | (13)        | ■ Educational Assistant |
| 4%  | (20)        | ■ Administration        |
| 4%  | (24)        | ■ Other Staff           |
| 0%  | (2)         | ■ Community Member      |

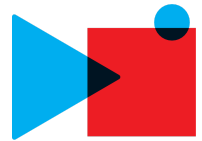
### Key Insights for 2022 - 2025 Education Plan

The results from the Provincial and Local measures are reported each year in November as part of the Division’s [Annual Education Results Report \(AERR\)](#) and inform the Division Education Plan. The 2021 - 2022 results have reaffirmed the inclusion of the following focus areas;



- Increase student engagement with relevant activities that include hands-on and outdoor learning experiences.
- Improve the quality of early literacy and numeracy teaching and learning.
- Build strong instructional leaders to support teachers in improving the quality of education across grade levels and schools.
- Foster relationships across schools and build collaborative working environments.
- Support the mental health and wellness of students and staff.
- Deepen Indigenous Foundational knowledge of staff and bring lessons into all classrooms.
- Promote active citizenship and build welcoming, inclusive, equitable, safe, and healthy learning communities.
- Improve access to a continuum of behaviour and learning supports in schools.
- Strengthen education programs for First Nations, Métis and Inuit students.
- Respond to increased student needs by reducing class sizes and increasing classroom and administration support.
- Increase opportunities for parents to volunteer and be involved in education decisions.
- Strengthen community partnerships and develop opportunities for students to volunteer and support local activities.





## Priority - Student Learning and Success

### Assurance Domains and Student Success

Assurance in the education system occurs when community members, system stakeholders and education partners engage across five domains:

- Student Growth and Achievement;
- Teaching and Leading;
- Learning Supports;
- Governance; and
- Local and Societal Context.

Student success is the priority for Sturgeon Public Schools. The domains of Teaching and Leading, Learning Supports and Governance support this priority and integrate local context to ensure students of Sturgeon Public Schools meet, and excel at, the challenges presented by the global community.



### Domains and Outcomes

Each domain is interconnected and part of a complete system supporting student success. Within each domain outcomes are identified to illustrate what will be happening consistently and strategies are outlined to describe how Sturgeon Public Schools will reach those outcomes. Measures are used and communicated to all stakeholders as part of our Annual Education Results Report (AERR) to illustrate success and inform the next cycle of improvement.



### Alignment with Ministry Business Plan - Education

The Sturgeon Public School Division Education Plan was developed in alignment with Alberta Education 2022 - 25 Business Plan, including the following provincial outcomes:

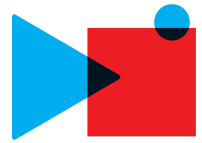
Outcome 1: Alberta's students are successful

Outcome 2: First Nations, Métis, and Inuit students in Alberta are successful

Outcome 3: Alberta has excellent teachers, school leaders and school authority leaders

Outcome 4: Alberta's K-12 education system is well governed and managed





## Domain: Student Growth & Achievement

### Assurance occurs:

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

#### Outcome 1

Students achieve provincial learning outcomes and solve problems with real-world applications.

#### Outcome 2

Students use assessment feedback to identify strengths and areas of need and set learning goals.

### Strategies

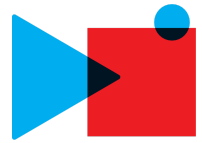
- Teachers will co-create programming with parents, students and leadership to meet student's individual needs in hands-on and active learning environments.
- Learning Coaches will work with teachers to apply in-depth curriculum knowledge and support differentiated instruction in the classroom.
- Teachers, Learning Coaches, and division leaders will leverage classroom-based evidence to develop strong approaches to building literacy and numeracy skills.
- Teachers will communicate achievement of outcomes to students and families using digital technologies to illustrate learning and areas of improvement.

### 2022 - 2025 Key Insights aligned to Domain

Conversation with stakeholders and performance across measures for student engagement indicate a strong need to focus on active, hands-on, and outdoor learning. With COVID restrictions lifting, teachers will be able to meet this need with more project based, inquiry and cross-graded activities. Sturgeon Public Schools will continue building engaging academies, with many schools adding STEAM and Outdoor or physically active programs to ignite student passion and interest in lifelong learning.

The learning disruptions experienced by students as a result of the COVID pandemic and the release of Alberta's new curriculum has created a strong need to address literacy and numeracy skills. Using new early learning assessment tools, with support from Learning Coaches, teachers will build lessons that develop accurate, expressive reading and writing skills with strong phonological awareness. Ensuring learning is active and visible engages students, and enhances success. Building on current research, such as work from Peter Liljedahl and Jo Boaler, teachers will enhance the foundational math skills in the new curriculum with lessons and activities that help students participate in math and demonstrate their thinking skills.





## Domain: Teaching and Leading

### Assurance occurs:

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

#### Outcome 3

Teachers and principals use a range of data and evidence to co-create student specific learning activities to build achievement.

#### Outcome 4

Teachers and leaders attend to individual student learning and local school needs with skill and competence in leadership.

### Strategies

- Instructional leaders engage all stakeholders annually and use data to inform planning, student learning and achieve success.
- Staff participate in professional development and collaborate to address division and local goals.

### 2022 - 2025 Key Insights aligned to Domain

A high quality education begins with excellence in teaching and strong instructional leaders. Sturgeon Public Schools remains committed to developing leaders who are present in classrooms, connected to the community, focused on improvement, and are passionate about student learning. The Learning Coach, Sturgeon Aspiring Leadership Team (SALT), Vice Principal and Principals cohorts will continue to reflect on data, share practice, learn from research and develop strategies to improve teaching in all schools. This renewed commitment

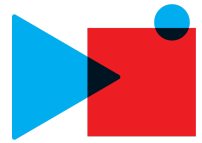
to instructional leadership will address the lagging measure of education quality observed in provincial measures.

Beginning in the spring of 2022, teachers across Sturgeon Public Schools have been meeting virtually and in person to understand changes with the new Alberta curriculum. Their work has focused on aligning the new and current learning outcomes, reviewing resources, and designing bridging activities for students entering out-of-sequence learning. This work will continue, with support from Alberta Education, and address the need to renew assessment practice and collaboratively build new unit plans and lessons.

For the second year, the Division Staff survey has indicated the continued desire for staff to develop First Nations, Métis and Inuit Foundational Knowledge, build relationships across schools, and enhance the wellbeing of staff and students. This coming year, schools will team up to share activities on curriculum, Indigenous success, and health and wellness. In addition, Division professional development will continue to host local Indigenous leaders to support all staff and schools.







## Domain: Learning Supports

### Assurance occurs:

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

#### Outcome 5

Public School Communities are safe, caring, respectful and inclusive.

#### Outcome 6

First Nations, Métis and Inuit students achieve and succeed as part of a community committed to understanding foundational Indigenous perspectives and knowledge.

#### Outcome 7

Partnerships with external agencies are in place and used to enhance the conditions required for student achievement.

### Strategies

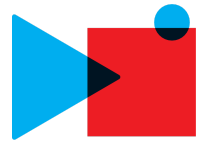
- Schools foster welcoming learning environments and implement supports for physical, social, mental and emotional wellness in students.
- Schools provide diverse programming to ensure the success of all students in an inclusive learning environment.
- Schools implement and improve strategic plans to ensure understanding of Indigenous perspectives and knowledge.
- Sturgeon Public Schools will ensure that partnerships are developed and maintained to support student health and wellness.

### 2022 - 2025 Key Insights aligned to Domain

Our schools are celebrated for the diverse and rich environments we share with our students daily. Our commitment to public education is evident in the experiences and opportunities our students engage in throughout the year. Our students develop their skills in Social Emotional Learning (SEL) supported by our Mental Health and Wellness initiative. Our students see themselves in their learning because culture and history is infused in learning objectives. Public education also celebrates inclusion; programming which includes all students in our schools, accessing outcomes and objectives presented through a Universal Design for Learning model.

Our students benefit from experienced staff who have foundational knowledge in Collaborative Proactive Solutions (CPS), Positive Behaviour Supports (PBS), Neurosequential Model in Education (NME), Webs of Support, and mental health supports. Firm foundations in these approaches meet students where they are at and build their competence and ability to access learning opportunities in school.





Citizenship and development of skills in social emotional awareness help teach restorative approaches to conflict resolution and develop skills in seeing others' perspectives. School-based Counselling and Wellness Plans encompass domains to support students and staff in developing skills and strategies spiritually, emotionally, mentally, physically, environmentally, and socially. This holistic approach engages students in developing themselves and gaining a better understanding of others.

Our Mental Health and Wellness initiative provides direct teaching and learning in classrooms across the division from Pre-K through grade 9 supporting students in developing skills socially and emotionally. Our teachers are gaining experiences embedding mental health lessons in all curricular areas.

### Indigenous Student Success and Applying Foundational Knowledge

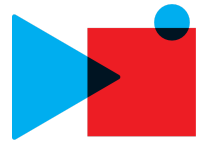
Sturgeon Public Schools continues its commitment to Indigenous student success and deepening Indigenous foundational knowledge for all students and staff. The Indigenous and Métis Learning Coaches work with teaching staff and school administrators to honour and naturalize Indigenous approaches to learning within all classrooms and schools. 2022 - 2023, the coaches will guide the Indigenous lead teacher cohort to build meaningful student activities for Truth and Reconciliation Week, Métis Week, and throughout the year.

Indigenous students will continue to be supported by the Indigenous High School Student Coach, Indigenous Student Counselor, and six Educational Assistants who work to reduce barriers for families, and improve drivers of student achievement. Building inclusive and supportive schools and classrooms is critical for the success of all students, and in the coming years, Sturgeon Public Schools will continue the purchase of Indigenous literacy and numeracy resources for Kindergarten to Grade 6 classrooms. These resources are written by Indigenous authors using cultural stories and historical perspectives to support reading and math development.



It has been inspirational to work with local Indigenous Elders and Knowledge Keepers on several professional development days this past year, and next year these relationships will continue to grow and support staff and students. Each school will dedicate time during their site based professional development days to share lessons for understanding Truth, seek acts of Reconciliation and honour Indigenous knowledge. Support for students and staff to access outdoor learning and land based learning sites will continue, and teachers will have the opportunity to attend the Treaty 6, 8, and 9 First Nations Educators Conference.





## Domain: Governance

### Assurance occurs:

Public assurance occurs when Sturgeon Public Schools' engages openly with stakeholders with a focus on student achievement and demonstrates stewardship of system resources.

#### Outcome 8

Students, families, staff and community members are committed to a shared vision for student achievement.

#### Outcome 9

Resources are allocated and managed in the interests of ensuring student success.

### Strategies

- Division leadership, in partnership with schools, plan and implement annual stakeholder engagement to assess progress and inform decision-making.
- The Board of Trustees approves a budget aligned with division priorities and in accordance with all statutory, regulatory and disclosure requirements.

### 2022 - 2025 Key Insights aligned to Domain

Sturgeon Public Schools is committed to creating supportive, inclusive, and engaging learning environments. The results from the 2022 ThoughtExchange strongly indicate that financial resources should support classroom learning and school based activities. In 2022, central leadership will work with school

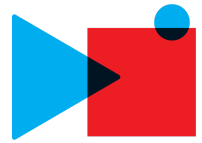
based administration to ensure programs and staffing allocation meet the needs of schools.

With the lifting of COVID restrictions, Sturgeon Public Schools will be seeking opportunities for parents/guardians and community members to volunteer in schools and attend evening activities. In the past, parents have read alongside struggling students, challenged computational thinking on Math days, and supported countless classroom activities when teachers have asked. Working together with parents and families will ensure students are supported, celebrated, and encouraged to continue lifelong learning.

Hearing directly from stakeholders and working in our communities to build relationships and develop partnerships with shared vision for student success is critical to supporting student success. In 2022 Sturgeon Public Schools will seek to engage stakeholders in a variety of ways, including in-person events that will allow for rich conversations.

Our Student Advisory Committee is an active and thought provoking group of students from each grade 7 to 12 school in the division. This group enlightens us, engages with us, and is a driving force in our teaching and learning practice. It is exciting to hear their ideas and plan forward to have more relevant, engaging, and rigorous learning experiences for all of our students.





## Domain: Local and Societal Context

### Assurance occurs:

Public assurance occurs when Sturgeon Public Schools respond proactively to local and societal contexts or concerns. Learning in Sturgeon Public Schools includes local context in educational programming.

#### Outcome 10

Students demonstrate respect for themselves and others and show pride in their accomplishments and in their community.

#### Outcome 11

Schools implement student volunteer opportunities in their communities and encourage participation in division-wide events.

### Strategies

- Schools celebrate student and community achievement in local and division-wide events such as Indigenous celebrations, athletic finals, Band Festivals, STEAM and CTS Skills competitions.
- Schools implement student volunteer opportunities in their communities and encourage participation in division-wide events.

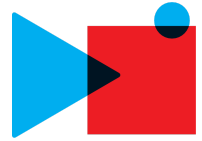
### 2022 - 2025 Key Insights aligned to Domain

Leadership opportunities for students provide them with a sense of purpose and engagement as well as a sense of belonging. When teachers and school leaders foster relationships throughout our schools and cross collaboratively with multiple school sites, Sturgeon Public Schools gain a stronger sense of community. This community spirit grows competence in leadership as students learn to work with dynamic people with diverse ideas and experiences.

Our celebrations of student achievement will focus on diverse opportunities for students to show and share their strengths and talents academically, vocationally, and socially. Furthermore, students will be acknowledged for exemplifying good character and demonstrating strong personal values.

Schools have unique opportunities to serve their communities. Focusing on volunteerism and leadership, the schools will connect with towns to support community members, partner with multiple generations, and complete service projects. Our students will cook and bake with community seniors, share their musical and theatrical talents at community events, volunteer for community clean-ups, and welcome neighbouring communities schools to cross country runs, track meets, and learning opportunities.



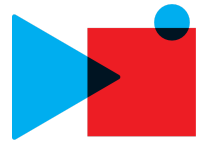


## Sturgeon Public Schools Community Partnerships

Sturgeon Public Schools values its many partnerships that develop student entrepreneurship, cultural understanding and sustain wellness. This value permeates through Sturgeon Public Schools as individual schools develop local connections to encourage students to understand local contexts. Getting involved with local businesses, community groups and government builds ethical citizens, expands opportunities for supporting students and parents and creates diverse and resilient communities.

- Pioneer Trails North Foundation to improve and promote outdoor education.
- Alberta Schools' Athletic Association for High Schools to provide the opportunity for teams to compete provincially.
- SOGI 123 to support sexual and gender diverse students and staff.
- Alberta Health Services, Military Family Resources Centre (MFRC) and Sturgeon County in sustaining a comprehensive school health program in all schools.
- Partnerships with Alberta Health Services, Probations, Children and Family Services, RCMP, City of St. Albert, Towns of Gibbons, Bon Accord, Redwater, Morinville, Sturgeon County and CFB Lancaster Park, to participate in the Violence Threat Risk Assessment (VTRA) protocol and ensure the safety and well-being of the schools' communities.
- Partnerships with organizations and businesses in Redwater and Alberta Health Services to promote better mental health and wellness in the community and in our schools through the creation of HYPE (Helping Young People Excel).
- Partnership with Dr. Sonnenberg to meet the needs of our youngest students querying Autism Spectrum Disorder (ASD) diagnoses through the Autism Assessment for Preschoolers with Language Element Sequence (AAPLES) assessment.
- Sturgeon Disability Services provide a wealth of community connection related to Families Support for Children with Disabilities – connecting parents to community partners, therapists, and consultants within Sturgeon County who can provide families with a variety of supports or avenues for further assessment. This group also connects with Sturgeon Public School therapists to provide consistent and appropriate support to children across their environments.





## Sturgeon Public Schools' Budget and Capital Plans

### Budget Report Documents

For information on Sturgeon Public School's Budget and Financial Statements, see our website at:

[www.sturgeon.ab.ca/division/plans-reports-documents](http://www.sturgeon.ab.ca/division/plans-reports-documents)

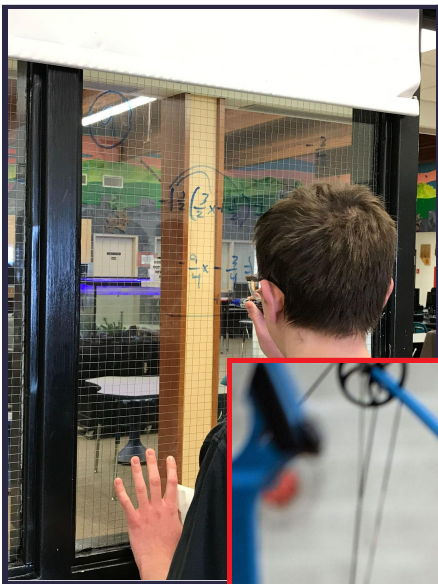
### Capital Planning

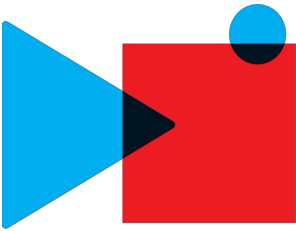
For Information on Sturgeon Public School's IMR and Capital Plan see our website at:

[www.sturgeon.ab.ca/division/plans-reports-documents](http://www.sturgeon.ab.ca/division/plans-reports-documents)

For additional  
information please  
contact:

Corporate  
Services  
780.939.4341





**B O A R D**  
MEMORANDUM

**Date:** May 25, 2022  
**To:** Board of Trustees  
**From:** Shawna Warren, Acting Superintendent  
**Originator(s):** Jonathan Konrad, Acting Deputy Superintendent, Education Services  
Aaron Chute, Principal Sturgeon Heights School  
**Subject:** Religious Education and Instruction or Character Education at  
Sturgeon Heights School

---

**Purpose:**

For approval. Motion required.

**Motion:**

- a) That the Board of Trustees continue to prescribe the recitation of the Lord's Prayer each morning and continue to prescribe the Religious Education courses at the end of each week at Sturgeon Heights School.

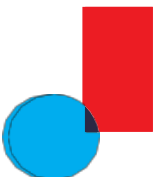
Or

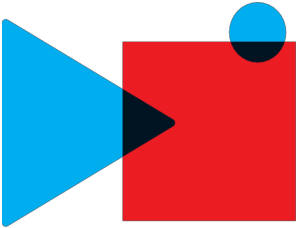
- b) That the Board of Trustees remove the prescription for the recitation of the Lord's Prayer each morning and remove the prescription for Religious Education courses at the end of each week at Sturgeon Heights School.

**Background:**

Historically Sturgeon Heights School has offered all students the opportunity to participate in the Lord's Prayer and Religions Instruction. At the beginning of the 2011-12 school year, playing the Lord's Prayer over the school public address system was suspended. The Board of Trustees initiated a review in 2012 which resulted in allowing parents/guardians to choose the option of enrolling their children in the Lord's Prayer or wellness activities. In accordance with Policy 315 and Policy 800, the Board of Trustees directed Sturgeon Heights School to ask parents/guardians annually if they would like their child(ren) to participate in the Lord's Prayer or wellness activities each morning and Religious Education and Instruction or Character Education on Friday afternoons.

Over the past few years, there has been a documented trend demonstrating a decrease in interest from parents/guardians in enrolling their children in the recitation of the Lord's Prayer in the morning and Religious Education and Instruction on Friday afternoons.





## BOARD MEMORANDUM

At both the March 9, 2022, and May 11, 2022, Committee of the Whole Board meetings, Principal Chute presented background information and requested that the Board of Trustees provide direction to obtain parent/guardian and staff feedback related to Opening Exercises and Religious Education at Sturgeon Heights School.

Following the March Committee of the Whole, the Administration engaged parents and staff in the following activities:

- At the March 21, 2022, School Council meeting, parents/guardians were apprised of information trends and invited to participate in a survey to gather feedback on programming choices.
  - See Appendix 1 - March 21: School Council Agenda.
- 2022/2023 Programming Options for Grades 1 to 6 survey was electronically administered to families from April 11 until April 24, 2022.
  - See Appendix 2 - Parent/Guardian Survey.
- The SHS Staff Survey: 2022/2023 Programming Options survey was electronically administered on April 19, 2022.
  - See Appendix 3 - SHS Staff Survey: 2022/2023 Programming Options.
- At the April 25, 2022, School Council Meeting, Principal Chute presented compiled survey results and invited discussion.
  - See Appendix 4 - April 25: School Council Agenda.

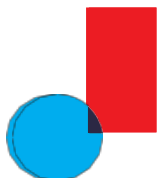
Following this work, the Administration at Sturgeon Heights prepared the attached report to inform the Board of Trustees of the level of parent/guardian interest in a daily opening prayer and religious instruction courses.

Administration is prepared to respond to questions at the May 25, 2022, Public Board meeting.

Sincerely,

Shawna Warren, M. Ed.  
Acting Superintendent

Attachment







**Sturgeon Heights School**  
50 Hogan Road, St. Albert, AB T8N 3X7  
Ph: (780) 459-3990  
sheights@sturgeon.ab.ca www.sturgeonheights.ca



## **Programming Options for Grades 1 to 6 at Sturgeon Heights School**

### **History Since 2012**

#### **Programming**

Sturgeon Heights School offers 2 different programs for students in grades 1-6 that align with Policy 315 and Policy 800.

- 1) **Policy 315 alignment - Opening Exercises** - parents/guardians have had the choice to enroll their child(ren) in 1 of 2 options each morning. Based on their choice, students move to a different room to:
  - a) Engage in wellness activities to prepare students for the day.
  - b) Recite the Lord's Prayer before classes start for the day.

Singing or Listening to O'Canada and the daily announcements also occurs during these opening exercises.

- 2) **Policy 800 alignment - Religious Education and Instruction** - parents/guardians have the choice to enroll their child(ren) in one of two programs every Friday during the last block of the day. Religious Instruction or Character Education (RICE) is offered to all students and based on their choice, students move to a different room to:
  - a) Participate in a Character Education class to learn about topics such as self-discipline, conflict resolution, personal goals, responsibility, and citizenship.
  - b) Participate in a Religious Instruction class which covers the same topics as the Character Education class but with religious themed discussions and religion based resources.

#### **Parent/Guardian Information and Trends**

Historically Sturgeon Heights School offered all students an opportunity to participate in the Lord's Prayer and Religious Instruction. At the beginning of the 2011-12 school year, playing the Lord's Prayer over the school public address system was suspended. The Board of Trustees initiated a review in 2012 which resulted in allowing parents/guardians to choose the option of enrolling their children in the Lord's Prayer or wellness activities. In accordance with Policy 315 and Policy 800, the Board of Trustees directed Sturgeon Heights School to ask parents/guardians annually if they would like their child(ren) to participate in the Lord's Prayer or



**Sturgeon Heights School**  
 50 Hogan Road, St. Albert, AB T8N 3X7  
 Ph: (780) 459-3990

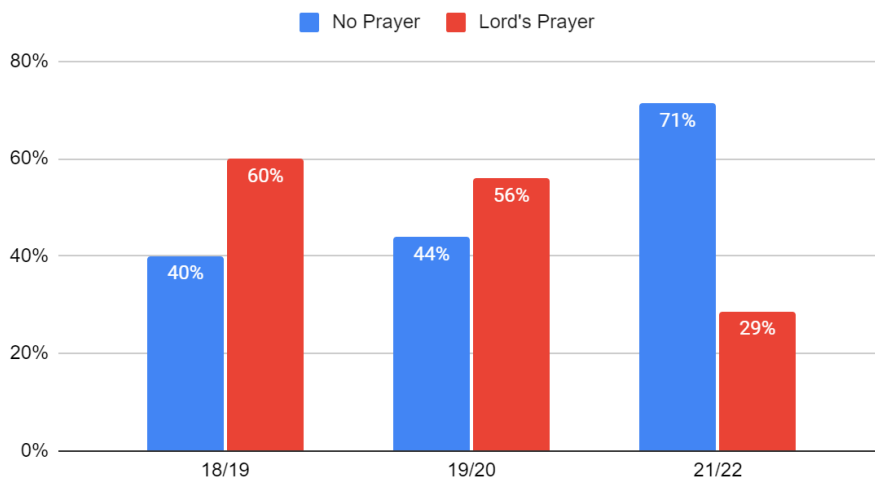
sheights@sturgeon.ab.ca www.sturgeonheights.ca



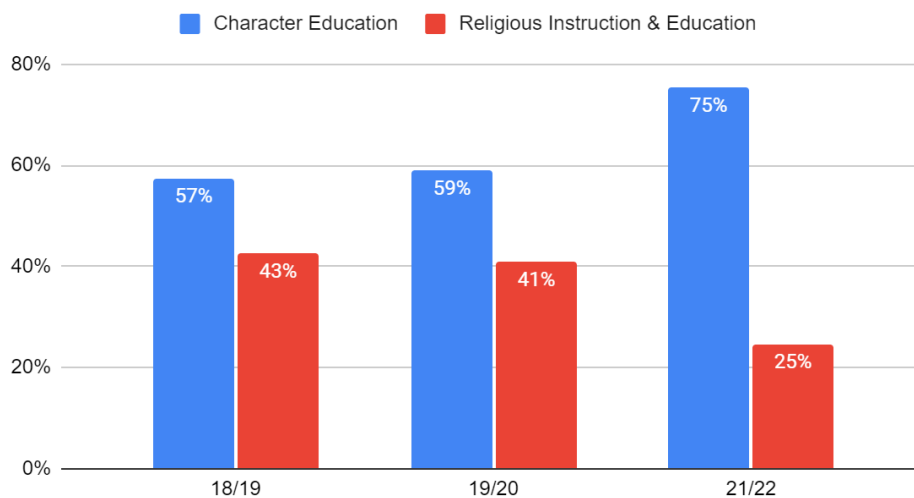
wellness activities each morning and Religious Education and Instruction or Character Education on Friday afternoons.

Over the past few years there has been a documented trend demonstrating a decrease in interest from parents in enrolling their children into recitation of the Lord's Prayer in the morning and Religious Education and Instruction on Friday afternoons.

### Daily Opening Exercises



### RICE (Religious Instruction or Character Education)





**Sturgeon Heights School**  
50 Hogan Road, St. Albert, AB T8N 3X7  
Ph: (780) 459-3990  
sheights@sturgeon.ab.ca www.sturgeonheights.ca



### **Action related to Policy 315 and Policy 800**

At the March 9, 2022 Committee of the Whole Board Meeting, Principal Chute presented background information and requested that the Board of Trustees provide direction to obtain parent/guardian opinion related to Opening Exercises and Religious Education and Instruction.

As per Policy 315 and Policy 800, Board of Trustee direction was provided to pursue community stakeholder engagement to gain deeper understanding of the needs of the school community and be able to create a programming plan.

At the March 21, 2022 School Council meeting, parents/guardians were apprised of information trends and invited to participate in a survey to gather their feedback on programming choices. See Appendix 1 - March 21: School Council Agenda.

The 2022/2023 Programming Options for Grades 1 to 6 survey was electronically administered from April 11 until April 24, 2022.  
See Appendix 2 - Parent/Guardian Survey.

The SHS Staff Survey: 2022/2023 Programming Options survey was electronically administered on April 19, 2022.  
See Appendix 3 - SHS Staff Survey: 2022/2023 Programming Options.

At the April 25, 2022 School Council Meeting, Principal Chute presented compiled survey results and invited discussion.  
See Appendix 4 - April 25: School Council Agenda.



## 2022/2023 Survey Data Synthesis

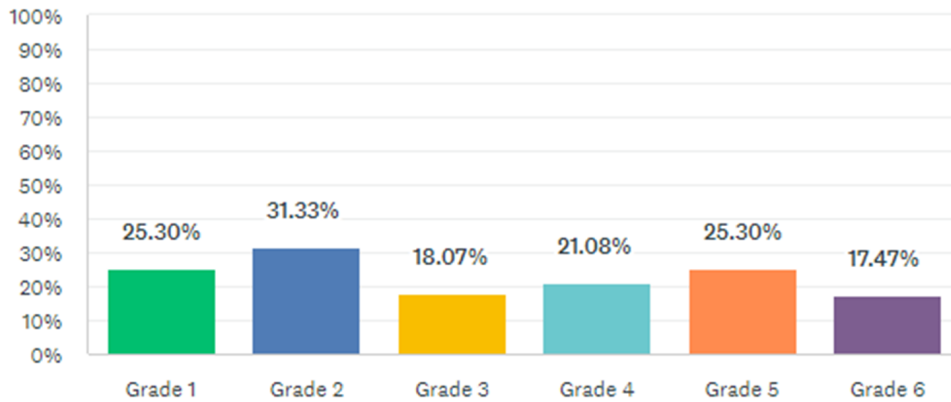
### Parent/Guardian Survey

#### Demographics

- 215 surveys were issued
- 166 responses collected
- **Response rate of 77%**

#### Survey Results

**Q1.** What grade(s) will your child(ren) be in for the 2022/2023 school year?



| Grade 1 | Grade 2 | Grade 3 | Grade 4 | Grade 5 | Grade 6 | <b>TOTAL</b> |
|---------|---------|---------|---------|---------|---------|--------------|
| 42      | 52      | 30      | 35      | 42      | 29      | <b>230</b>   |

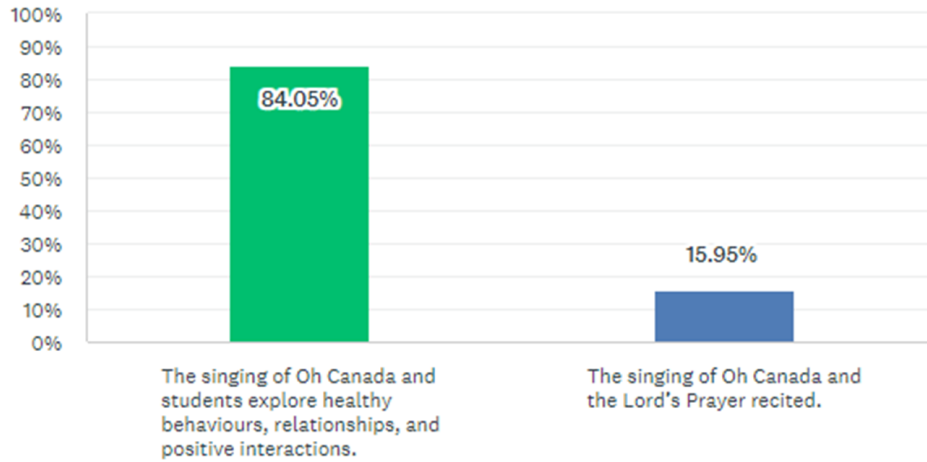


**Sturgeon Heights School**  
 50 Hogan Road, St. Albert, AB T8N 3X7  
 Ph: (780) 459-3990

sheights@sturgeon.ab.ca www.sturgeonheights.ca



**Q2.** Indicate the Daily Opening Exercise you would prefer your child(ren) to participate in beginning the 2022/2023 school year.



|                            | Grade 1 | Grade 2 | Grade 3 | Grade 4 | Grade 5 | Grade 6 | TOTAL      |
|----------------------------|---------|---------|---------|---------|---------|---------|------------|
| <b>Wellness Activities</b> | 35      | 45      | 28      | 26      | 38      | 21      | <b>193</b> |
| <b>Lord's Prayer</b>       | 6       | 7       | 2       | 9       | 4       | 8       | <b>36</b>  |

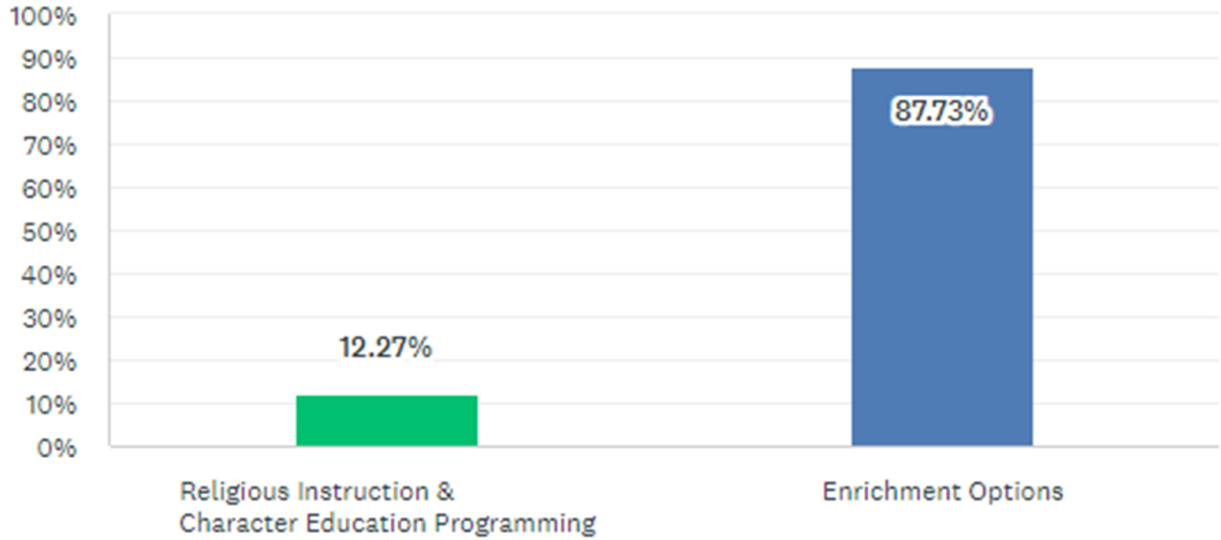


**Sturgeon Heights School**  
 50 Hogan Road, St. Albert, AB T8N 3X7  
 Ph: (780) 459-3990

sheights@sturgeon.ab.ca www.sturgeonheights.ca



**Q3.** Please select the learning opportunity choice that you would like offered at Sturgeon Heights School for Grade 1 to 6 students.



|                           | Grade 1 | Grade 2 | Grade 3 | Grade 4 | Grade 5 | Grade 6 | TOTAL      |
|---------------------------|---------|---------|---------|---------|---------|---------|------------|
| <b>RICE</b>               | 8       | 5       | 1       | 7       | 4       | 3       | <b>28</b>  |
| <b>Enrichment Options</b> | 34      | 47      | 29      | 28      | 38      | 26      | <b>202</b> |

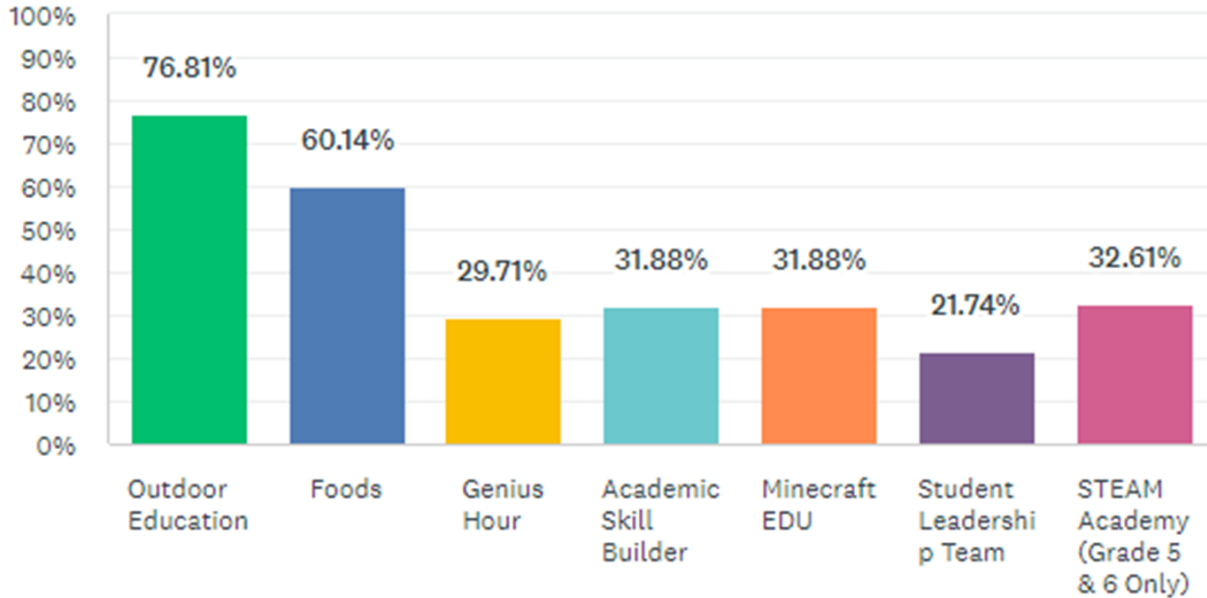


**Sturgeon Heights School**  
 50 Hogan Road, St. Albert, AB T8N 3X7  
 Ph: (780) 459-3990

sheights@sturgeon.ab.ca www.sturgeonheights.ca



**Q4.** From the possible options below, please select the top three enrichment opportunities you would prefer.



| Outdoor Education | Foods | Genius Hour | Academic Skill Builder | Minecraft EDU | Student Leadership Team | STEAM Academy |
|-------------------|-------|-------------|------------------------|---------------|-------------------------|---------------|
| 106               | 83    | 41          | 44                     | 44            | 30                      | 45            |

**NOTE:** Parents/Guardians had the opportunity to indicate their top three priorities.

**Q5.** Please provide any additional comments related to this survey.

NOTE: 33 parent/guardian comments were provided. Comments are available upon request.



Staff Survey

Demographics

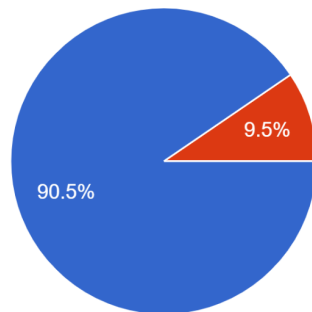
- 31 surveys were issued
- 21 responses collected
- **Response rate of 68%**

Survey Results

**Question 1:**

Indicate the Daily Opening Exercise you would prefer child(ren) to participate in beginning the 2022/2023 school year:

21 responses

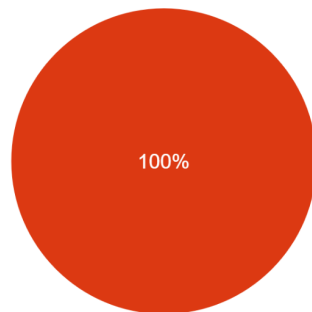


- The singing of Oh Canada and students explore healthy behaviours, relationships, and positive interactions.
- The singing of Oh Canada and the Lord's Prayer recited.

**Question 2:**

Please select the learning opportunity choice that you would like offered at Sturgeon Heights School for Grade 1 to 6 students.

21 responses



- Religious Instruction & Character Education Programming
- Enrichment Options (For example: Grade 5 & 6 STEAM Academy, Foods, Genius Hour, Academic Skill Builder, Minecraft EDU, Student Leadership Team, Outdoor Education)

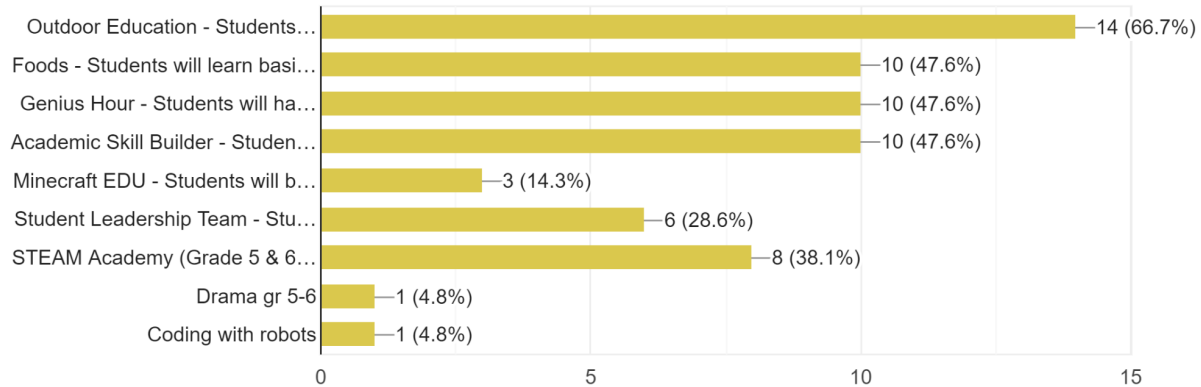




**Question 3:**

From the possible options below, please select the top three enrichment opportunities you would prefer.

21 responses



**NOTE:** Staff had the opportunity to indicate their top three priorities.

School Council Response

Demographics

- March 21, 2022 meeting - 10 attendees
- April 25, 2022 meeting - 10 attendees

Comments/questions from April 25, 2022 meeting

- Good opportunity for change - if the population feels like it needs to change
- Engaged parents - high number of responses
- It wasn't even close - to offer Lord's Prayer
- Lots of opportunities - foods for instance - parents excited about the choices
- This would be the last school offering Lord's Prayer within Sturgeon Public Schools
- Are we concerned about families leaving if we don't offer religious instruction
  - No one has connected with Principal Chute regarding this
- Would we offer clergy or religious support?



## STURGEON HEIGHTS SCHOOL COUNCIL MEETING

Agenda – Monday, March 21, 2022  
5:30 p.m.  
Virtual & In-Person

---

### AGENDA

- 1) Call to order/Introductions (email addresses of attendees)
- 2) Land Acknowledgement
- 3) Additions to Agenda
- 4) Approval of Agenda
- 5) Approval of Minutes for February 2022
- 6) Administrative Report – Aaron Chute
  - a) Religious Programming & Opening Exercises
- 7) Trustee Report – Trish Murray-Elliott
- 8) PFA Report – Crystal Belanger
  - a) Current Fundraisers
  - b) Current spending projects
- 9) Teacher Report
- 10) Old Business
- 11) New Business
- 12) Classroom Reports
  - a) Kindergarten Rep – Mary Darling
  - b) Primary Rep – Sara Townsend
  - c) Elementary Rep – Lisa Rosales
  - d) Jr Height Rep – Greg Hebb
- 13) Next Meeting is Monday, April 25, 2022 at 5:30PM
- 14) Adjournment

***ALL PARENTS ARE INVITED TO ATTEND***



## 2022/2023 Programming Options for Grade 1 to 6

**Sturgeon Heights School is currently reviewing programming options available for Grade 1 to 6 students in the 2022/2023 school year. Our staff has explored increased programming opportunities, such as enrichment options, but needs to be mindful of the time available for programming. The following survey will help inform our programming options for 2022/2023. (A reminder that this survey applies to Grade 1 to 6 programming only.)**

**Survey responses will be accepted until noon April 24, 2022. All survey responses are confidential and anonymous. Survey highlights will be shared at the April 25, 2022 School Council meeting.**

### **Demographics**

What grade(s) will your child(ren) be in for the 2022/2023 school year?

- Grade 1
- Grade 2
- Grade 3
- Grade 4
- Grade 5
- Grade 6



## 2022/2023 Programming Options for Grade 1 to 6

**At Sturgeon Heights School, parents/guardians have the choice to enroll their child(ren) in two choices of Daily Opening Exercises.**

**Providing a choice for Daily Opening Exercises involves students leaving their homeroom classrooms to move to pre-assigned locations to participate in exploring healthy behaviours, relationships, and positive interactions or the recitation of the Lord's Prayer. Once the Daily Opening Exercise is completed, students return to their homeroom classroom to begin academic work.**

Indicate the Daily Opening Exercise you would prefer your child(ren) to participate in beginning the 2022/2023 school year:

- The singing of Oh Canada and students explore healthy behaviours, relationships, and positive interactions.
- The singing of Oh Canada and the Lord's Prayer recited.



2022/2023 Programming Options for Grade 1 to 6

## **Programming Options**

Currently, Sturgeon Heights School offers Religious Instruction and Character Education (RICE) programs on a weekly basis. In reviewing programming options for the upcoming school year, our staff has identified enrichment opportunities that may be of interest to families. Recognizing the limited time available for enrichment programming in Grade 1 to 6, we are asking parents/guardians if they would prefer to maintain the current RICE programming or introduce new enrichment options.

## **Religious Instruction and Character Education**

At Sturgeon Heights School, parents/guardians have the choice to enroll their child(ren) in a weekly Religious Instruction Program or a Character Education Program.

The Religious Instruction and Character Education Programs address eight central themes. The themes include:

- 1. Self-Discipline**
- 2. Conflict Resolution**
- 3. Personal Goals**
- 4. Respect**
- 5. Relationships**
- 6. Positive Attitude**
- 7. Responsibility**
- 8. Citizenship**

The difference between the two programs is how the content is approached.

## **Enrichment Options**

Beginning the 2022/2023 school year, a variety of options could be available to students including:

- **Outdoor Education** - Students will participate in a variety of outdoor activities which may include winter walks, snowshoeing, skating, snow sculptures, and Indigenous games.
- **Foods** - Students will learn basic food preparation and safety using the school foods lab.
- **Genius Hour** - Students will have the opportunity to develop a personal interest or idea and explore what it takes to make it come to life.
- **Academic Skill Builder** - Students will enhance their numeracy and literacy

**learning experiences through a variety of games and activities.**

- **Minecraft EDU - Students will build science, technology, engineering, and math skills, unleash creativity, and collaborate with classmates while using Minecraft to complete various challenges.**
- **Student Leadership Team - Students will plan, organize, and implement various activities and events to elevate school spirit.**
- **STEAM Academy - Challenge-based learning with real-world, globally relevant applications gives our students hands-on learning opportunities and specialized instruction in the areas of Science, Technology, Engineering, Art & Math. Please note there will be a cost for the Academy and it runs for the full year.**

Please select the learning opportunity choice that you would like offered at Sturgeon Heights School for Grade 1 to 6 students.

- Religious Instruction & Character Education Programming
- Enrichment Options (For example: Grade 5 & 6 STEAM Academy, Foods, Genius Hour, Academic Skill Builder, Minecraft EDU, Student Leadership Team, Outdoor Education)



## 2022/2023 Programming Options for Grade 1 to 6

From the possible options below, please select the top three enrichment opportunities you would prefer.

- Outdoor Education** - Students will participate in a variety of outdoor activities which may include winter walks, snowshoeing, skating, snow sculptures, and Indigenous games.
- Foods** - Students will learn basic food preparation and safety using the school foods lab.
- Genius Hour** - Students will have the opportunity to develop a personal interest or idea and explore what it takes to make it come to life.
- Academic Skill Builder** - Students will enhance their numeracy and literacy learning experiences through a variety of games and activities.
- Minecraft EDU** - Students will build STEM skills, unleash creativity, and collaborate with classmates while using Minecraft to complete various challenges.
- Student Leadership Team** - Students will plan, organize, and implement various activities and events to elevate school spirit.
- STEAM Academy (Grade 5 & 6 Only)** - Challenge-based learning with real-world, globally relevant applications gives our students hands-on learning opportunities and specialized instruction in the areas of Science, Technology, Engineering, Art & Math. Please note there will be a cost for the Academy and it runs for the full year.



2022/2023 Programming Options for Grade 1 to 6

Please provide any additional comments related to this survey.

If you have any questions about this survey, please contact the school principal, Mr. Chute, at 780.459.3990 or [aaron.chute@sturgeon.ab.ca](mailto:aaron.chute@sturgeon.ab.ca).



# SHS Staff Survey - 2022/2023 Programming Options

Sturgeon Heights School is currently reviewing programming options available for Grade 1 to 6 students in the 2022/2023 school year. The school has explored increased programming opportunities, such as enrichment options, but needs to be mindful of the time available for programming. The following survey will help inform our programming options for 2022/2023. (A reminder that this survey applies to Grade 1 to 6 programming only.)

Survey responses will be accepted until noon April 24, 2022. All survey responses are confidential and anonymous. Survey highlights will be shared at the April 25, 2022 School Council meeting.

## \* Required

### Opening Exercises

At Sturgeon Heights School, parents/guardians have the choice to enroll their child(ren) in two choices of Daily Opening Exercises.

Providing a choice for Daily Opening Exercises involves students leaving their homeroom classrooms to move to pre-assigned locations to participate in exploring healthy behaviours, relationships, and positive interactions or the recitation of the Lord's Prayer. Once the Daily Opening Exercise is completed, students return to their homeroom classroom to begin academic work.

1. Indicate the Daily Opening Exercise you would prefer child(ren) to participate in beginning the 2022/2023 school year: \*

*Mark only one oval.*

The singing of Oh Canada and students explore healthy behaviours, relationships, and positive interactions.

The singing of Oh Canada and the Lord's Prayer recited.

## Programming Options

Currently, Sturgeon Heights School offers Religious Instruction and Character Education (RICE) programs on a weekly basis. In reviewing programming options for the upcoming school year, our staff has identified enrichment opportunities that may be of interest to families. Recognizing the limited time available for enrichment programming in Grade 1 to 6, we are asking if staff would prefer to maintain the current RICE programming or introduce new enrichment options.

### Religious Instruction and Character Education

At Sturgeon Heights School, parents/guardians have the choice to enroll their child(ren) in a weekly Religious Instruction Program or a Character Education Program.

The Religious Instruction and Character Education Programs address eight central themes. The themes include:

- Self-Discipline
- Conflict Resolution
- Personal Goals
- Respect
- Relationships
- Positive Attitude
- Responsibility
- Citizenship

The difference between the two programs is how the content is approached.

### Enrichment Options

Beginning the 2022/2023 school year, a variety of options could be available to students including:

- Outdoor Education - Students will participate in a variety of outdoor activities which may include winter walks, snowshoeing, skating, snow sculptures, and Indigenous games.
- Foods - Students will learn basic food preparation and safety using the school foods lab.
- Genius Hour - Students will have the opportunity to develop a personal interest or idea and explore what it takes to make it come to life.
- Academic Skill Builder - Students will enhance their numeracy and literacy learning experiences through a variety of games and activities.
- Minecraft EDU - Students will build science, technology, engineering, and math skills, unleash creativity, and collaborate with classmates while using Minecraft to complete various challenges.
- Student Leadership Team - Students will plan, organize, and implement various activities and events to elevate school spirit.
- STEAM Academy - Challenge-based learning with real-world, globally relevant applications gives our students hands-on learning opportunities and specialized instruction in the areas of Science, Technology, Engineering, Art & Math. Please note there will be a cost for the Academy and it runs for the full year.

2. Please select the learning opportunity choice that you would like offered at Sturgeon Heights School for Grade 1 to 6 students. \*

*Mark only one oval.*

- Religious Instruction & Character Education Programming
- Enrichment Options (For example: Grade 5 & 6 STEAM Academy, Foods, Genius Hour, Academic Skill Builder, Minecraft EDU, Student Leadership Team, Outdoor Education)

### Enrichment Options

3. From the possible options below, please select the top three enrichment opportunities you would prefer. \*

*Check all that apply.*

- Outdoor Education - Students will participate in a variety of outdoor activities which may include winter walks, snowshoeing, skating, snow sculptures, and Indigenous games.
- Foods - Students will learn basic food preparation and safety using the school foods lab.
- Genius Hour - Students will have the opportunity to develop a personal interest or idea and explore what it takes to make it come to life.
- Academic Skill Builder - Students will enhance their numeracy and literacy learning experiences through a variety of games and activities.
- Minecraft EDU - Students will build STEM skills, unleash creativity, and collaborate with classmates while using Minecraft to complete various challenges.
- Student Leadership Team - Students will plan, organize, and implement various activities and events to elevate school spirit.
- STEAM Academy (Grade 5 & 6 Only) - Challenge-based learning with real-world, globally relevant applications gives our students hands-on learning opportunities and specialized instruction in the areas of Science, Technology, Engineering, Art & Math. Please note there will be a cost for the Academy and it runs for the full year.
- Other: \_\_\_\_\_

### Final Comments

4. Please provide any additional comments related to this survey.

---

---

---

---

---

---

This content is neither created nor endorsed by Google.

**Google Forms**



## STURGEON HEIGHTS SCHOOL COUNCIL MEETING

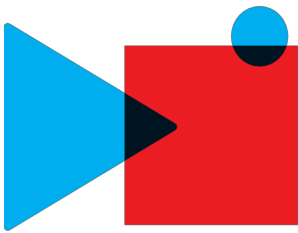
Agenda – Monday, April 25, 2022  
5:30 p.m.  
Virtual & In-Person

---

### AGENDA

- 1) Call to order/Introductions (email addresses of attendees)
- 2) Land Acknowledgement
- 3) Additions to Agenda
- 4) Approval of Agenda
- 5) Approval of Minutes for March 2022
- 6) Administrative Report – Aaron Chute
  - a) Results of Survey
- 7) Trustee Report – Trish Murray-Elliott
- 8) PFA Report – Crystal Belanger
- 9) Teacher Report
- 10) New Business
  - a) ASCA AGM – Stephanie Cordova
  - b) Preparing for our AGM in September
- 11) Classroom Reports
  - a) Kindergarten Rep – Mary Darling
  - b) Primary Rep – Sara Townsend
    - i) Parking lot supervision at recess bell
    - ii) Literacy Support post COVID for Primary Students
    - iii) Fundraiser Spending Strategy (this will also be at the SHFA meeting)
  - c) Elementary Rep – Lisa Rosales
  - d) Jr Height Rep – Greg Hebb
- 12) Next Meeting is Monday, May 16, 2022 at 5:30PM
- 13) Adjournment

***ALL PARENTS ARE INVITED TO ATTEND***



**B O A R D**  
MEMORANDUM

**Date:** May 25, 2022  
**To:** Board of Trustees  
**From:** Shawna Warren, Acting Superintendent  
**Originator(s):** Liliana LeVesconte, Associate Superintendent, Corporate Services  
**Subject:** Policy 410 – Fees

---

**Purpose:**

For approval. Motion required.

**Motion:**

That the Board of Trustees approve Policy 410 – Fees as presented at the May 25, 2022, Public Board meeting.

**Background:**

At the April 27<sup>th</sup> Public Board Meeting, the Board of Trustees approved the following motion:

*#036/2022 – Moved by Mr. Joe Dwyer that the Board of Trustees eliminate the Complementary Learning Resource Fees from the Division moving forward as presented at the April 27, 2022, Public Board meeting.*

CARRIED UNANIMOUSLY

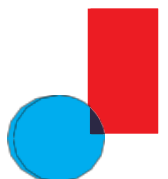
Accordingly, Administration has reviewed and updated Policy 410 – Fees, removing Complementary Learning Resource Fees.

Administration is prepared to respond to questions at the May 25, 2022, Public Board meeting.

Sincerely,

Shawna Warren, M.Ed  
Acting Superintendent

Attachment



## Fees

EFFECTIVE: March 27, 2020

REVISED: May 2022

REVIEW: 2024-2025

---

### 1.0 POLICY

The Board ensures financial accountability annually through the development and oversight of the budget which includes the assessment, review and approval of administrative fees.

The Board enables, within the context of each school and based upon students' interests and needs, a variety of programs and services that are classified as curricular, co-curricular and extra-curricular activities.

The Board recognizes the need for individual schools to levy fees at a reasonable rate for curricular, co-curricular and extra-curricular activities.

The Board assesses Transportation Fees to provide the service.

### 2.0 DEFINITIONS

**2.1** A co-curricular activity is an activity that may require specialized materials or that is outside of the regular classroom activities and that supplements regular instruction; this includes project work, offsite activity, dramatic productions, musical performances, etc.

**2.2** An extra-curricular activity is an activity that is normally outside of the regular school day, which allows a student to explore a particular skill, talent or interest; these can include sports, music, drama and theatre, debating, and publishing. Participation in an extra-curricular activity is on a voluntary basis.

**2.3** School directed fees include consumable supplies and resources that enhance and support learning during either curricular, co-curricular or extra-curricular activities.

**2.4** Transportation Fees are applied to students accessing transportation services.

### 3.0 GUIDELINES

**3.1** Fees are reviewed and approved by the Board, on an annual basis, as part of the budget process.

**3.2** Approval Process

---

References: *Policy 245- Appeals*  
*Exhibit 1: Transportation Fee Schedule*  
*Exhibit 2: Fee Waiver Application Form*  
*Education Act*  
*School Fees Regulation 95/2019*

---

## **Fees**

EFFECTIVE: March 27, 2020

REVISED: May 2022

REVIEW: 2024-2025

---

- 3.2.1 In consultation with the school staff, the Principal will identify those curricular, co-curricular and extra-curricular activities that will be scheduled for the coming school year.
- 3.2.2 The schedule will include a plan for the funding of each activity.
- 3.2.3 The Principal will present the completed schedule of curricular, co-curricular and extra-curricular activities to the School Council, indicating the means for funding the activities. The Principal will take into consideration advice received from the School Council subsequent to the presentation.
- 3.2.4 The schedule of curricular, co-curricular and extra-curricular activities, once complete with a clear indication as to fees to be levied to parents/guardians, shall be forwarded to the Superintendent on or before April 30<sup>th</sup>.
- 3.2.5 For any new fees or fees increased by an amount that exceeds 5% of the fee or cost set out in the Division's current fee schedule, the Principal shall provide a rationale to justify the proposed implementation of a new fee or a proposed increase to the existing fees. This does not apply to offsite activities and extra-curricular travel.
- 3.2.6 The Principal shall ensure that a student shall not be penalized because of an inability to meet the financial requirements of a given curricular, co-curricular or extra-curricular activity (excluding academies, extended student trips or tours not necessary to meet the learning expectations of a grade or course).

### **3.3 Parent Notification**

Once the fees are approved, schools shall notify parents of the fee schedules for the subsequent school year and the processes for payment plans, refunds and waiving of fees, if applicable.

### **3.4 Supplementing Funding**

---

References: *Policy 245- Appeals*  
*Exhibit 1: Transportation Fee Schedule*  
*Exhibit 2: Fee Waiver Application Form*  
*Education Act*  
*School Fees Regulation 95/2019*

---



## Fees

EFFECTIVE: March 27, 2020

REVISED: May 2022

REVIEW: 2024-2025

---

Funding for curricular, co-curricular and extra-curricular activities can be supplemented through means other than the charging of fees to parents/guardians with the support of students, staff, parents and/or the School Council.

### 3.5 School directed fees

3.5.1 At the start of the annual budget process Schools, in consultation with School Councils, will determine fees for the following school year.

### 3.6 Transportation Fees

3.6.1 At the start of the annual budget process the Board will determine the Transportation Fees for the following school year.

### 3.7 Collection of Fees

3.7.1 The Associate Superintendent, Corporate Services will be responsible for ensuring the collection of fees.

3.7.2 If a student joins the Division mid-year, annual fees will be pro-rated accordingly.

3.7.3 Curricular, co-curricular and extra-curricular fees are due for payment within 30 days after being invoiced. Schools shall send notice to parents who have not submitted payments and request such fees.

3.7.4 School directed fees are due for payment within 30 days after being invoiced.

3.7.5. Transportation Fees are due upon registration. Students will be provided with Bus Passes for the school year when the Transportation Fees are paid, or a payment plan has been established.

### 3.8 Delinquent Accounts

3.8.1 In December and March, a notice will be sent to parents with delinquent accounts.

---

References: *Policy 245- Appeals*  
*Exhibit 1: Transportation Fee Schedule*  
*Exhibit 2: Fee Waiver Application Form*  
*Education Act*  
*School Fees Regulation 95/2019*

---

## Fees

EFFECTIVE: March 27, 2020

REVISED: May 2022

REVIEW: 2024-2025

---

3.8.2 Outstanding accounts, other than those on payment plans or approved requests for waived fees, may be placed with a collection agency.

### 3.9 Waiver of Fees

3.9.1 In cases of genuine hardships, parents may submit a fee waiver application to the Principal.

3.9.1.2 A fee waiver application will not be considered for non-resident students or families with children attending School of Choice.

3.9.2 All fee waiver applications will be reviewed and approved by the Associate Superintendent, Corporate Services.

### 3.10 Refunds

3.10.1 Annual fees will be partially refunded only when a student leaves the Division within the first month of registration.

3.10.2 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.

### 3.11 Fees for Damaged Goods

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

### 3.12 Appeals

Any concerns and disputes regarding the school fees will follow the process as outlined in Policy 245 - Appeals.

---

References: *Policy 245- Appeals*  
*Exhibit 1: Transportation Fee Schedule*  
*Exhibit 2: Fee Waiver Application Form*  
*Education Act*  
*School Fees Regulation 95/2019*

---

## Fees

EFFECTIVE: March 27, 2020

REVISED: ~~May~~ February 2022

REVIEW: 2024-2025

---

### 1.0 POLICY

The Board ensures financial accountability annually through the development and oversight of the budget which includes the assessment, review and approval of administrative fees.

The Board enables, within the context of each school and based upon students' interests and needs, a variety of programs and services that are classified as curricular, co-curricular and extra-curricular activities.

The Board recognizes the need for individual schools to levy fees at a reasonable rate for curricular, co-curricular and extra-curricular activities.

The Board assesses ~~Complementary Learning Resources Fees to provide needed materials to students to enhance educational opportunities, and~~ Transportation Fees to provide the service.

### 2.0 DEFINITIONS

2.1 A co-curricular activity is an activity ~~which that~~ may require specialized materials or that is outside of the regular classroom activities and that supplements regular instruction; this includes project work, offsite activity, dramatic productions, musical performances, etc.

2.2 An extra-curricular activity is an activity that is normally outside of the regular school day, which allows a student to explore a particular skill, talent or interest; these can include sports, music, drama and theatre, debating, and publishing. Participation in an extra-curricular activity is on a voluntary basis.

2.3<sup>[MW1]</sup> ~~Complementary Learning Resources~~ School directed fees include consumable supplies and resources that enhance and support learning during either curricular, co-curricular or extra-curricular activities.

2.4 Transportation Fees are applied to students accessing transportation services.

### 3.0 GUIDELINES

---

References: *Policy 245- Appeals*  
~~*Exhibit 1: Complementary Learning Resources Fee Schedule*~~  
~~*Exhibit -21: Transportation Fee Schedule*~~  
*Exhibit 2: Fee Waiver Application Form*  
*Education Act*  
*School Fees Regulation 95/2019*

---

## Fees

EFFECTIVE: March 27, 2020

REVISED: ~~May~~ February 2022

REVIEW: 2024-2025

---

- 3.1 Fees are reviewed and approved by the Board, on an annual basis, as part of the budget process.
- 3.2 Approval Process
- 3.2.1 In consultation with the school staff, the Principal will identify those curricular, co-curricular and extra-curricular activities that will be scheduled for the coming school year.
- 3.2.2 The schedule will include a plan for the funding of each activity.
- 3.2.3 The Principal will present the completed schedule of curricular, co-curricular and extra-curricular activities to the School Council, indicating the means for funding the activities. The Principal will take into consideration advice received from the School Council subsequent to the presentation.
- 3.2.4 The schedule of curricular, co-curricular and extra-curricular activities, once complete with a clear indication as to fees to be levied to parents/guardians, shall be forwarded to the Superintendent on or before April 30<sup>th</sup>.
- 3.2.5 For any new fees or fees increased by an amount that exceeds 5% of the fee or cost set out in the Division's current fee schedule, the Principal shall provide a rationale to justify the proposed implementation of a new fee or a proposed increase to the existing fees. This does not apply to offsite activities and extra-curricular travel.
- 3.2.6 The Principal shall ensure that a student shall not be penalized because of an inability to meet the financial requirements of a given curricular, co-curricular or extra-curricular activity (excluding academies, extended student trips or tours not necessary to meet the learning expectations of a ~~particular~~ grade or course).
- 3.3 Parent Notification

---

References: *Policy 245- Appeals*  
~~*Exhibit 1: Complementary Learning Resources Fee Schedule*~~  
~~*Exhibit 21: Transportation Fee Schedule*~~  
*Exhibit 2: Fee Waiver Application Form*  
*Education Act*  
*School Fees Regulation 95/2019*

---

## Fees

EFFECTIVE: March 27, 2020

REVISED: ~~May~~ February 2022

REVIEW: 2024-2025

Once the fees are approved, schools shall notify parents of the fee schedules for the subsequent school year and the processes for payment plans, refunds and waiving of fees, if applicable.

### 3.4 Supplementing Funding

Funding for curricular, co-curricular and extra-curricular activities can be supplemented through means other than the charging of fees to parents/guardians with the support of students, staff, parents and/or the School Council.

### ~~3.5 Complementary Learning Resources~~ School Directed Fees

3.5.1 At the start of the annual budget process ~~the Board~~ Schools, in consultation with School Councils, will determine ~~the Complementary Learning Resource~~ Fees for the following school year ~~[MW2]~~.

### 3.6 Transportation Fees

3.6.1 At the start of the annual budget process the Board will determine the Transportation Fees for the following school year.

### 3.7 Collection of Fees

3.7.1 The Associate Superintendent, Corporate Services will be responsible for ensuring the collection of fees.

3.7.2 If a student joins the Division mid-year, annual fees will be pro-rated accordingly.

3.7.3 Curricular, co-curricular and extra-curricular fees are due for payment within 30 days after being invoiced. Schools shall send notice to parents who have not submitted payments and request such fees.

~~3.7.4 Complementary Learning Resource Fees~~ School directed fees are due for payment within 30 days after being ~~invoiced~~ [MW3].

---

References: *Policy 245- Appeals*  
~~*Exhibit 1: Complementary Learning Resources Fee Schedule*~~  
~~*Exhibit 2: Transportation Fee Schedule*~~  
*Exhibit 2: Fee Waiver Application Form*  
*Education Act*  
*School Fees Regulation 95/2019*

---

## Fees

EFFECTIVE: March 27, 2020

REVISED: ~~May~~ February 2022

REVIEW: 2024-2025

---

3.7.5. —Transportation Fees are due upon registration. Students will be provided with Bus Passes for the school year when the Transportation Fees are paid, or a payment plan has been established.

### 3.8 Delinquent Accounts

3.8.1 In December and March, a notice will be sent to parents with delinquent accounts.

3.8.2 Outstanding accounts, other than those on payment plans or approved requests for waived fees, may be placed with a collection agency.

### 3.9 Waiver of Fees

3.9.1 In cases of genuine hardships, parents may submit a fee waiver application to the Principal.

3.9.1.2 A fee waiver application will not be considered for non-resident students or families with children attending School of Choice.

3.9.2 All fee waiver applications will be reviewed and approved by the Associate Superintendent, Corporate Services.

### 3.10 Refunds

3.10.1 Annual fees will be partially refunded only when a student leaves the Division within the first month of registration.

3.10.2 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.

### 3.11 Fees for Damaged Goods

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

---

References: *Policy 245- Appeals*  
~~*Exhibit 1: Complementary Learning Resources Fee Schedule*~~  
~~*Exhibit 21: Transportation Fee Schedule*~~  
*Exhibit 2: Fee Waiver Application Form*  
*Education Act*  
*School Fees Regulation 95/2019*

---



## Fees

EFFECTIVE: March 27, 2020

REVISED: ~~May~~ February 2022

REVIEW: 2024-2025

---

### 3.12 Appeals

Any concerns and disputes ~~of~~ regarding the school fees will follow the process as outlined in Policy 245 - Appeals.

---

References: *Policy 245- Appeals*  
~~*Exhibit 1: Complementary Learning Resources Fee Schedule*~~  
~~*Exhibit 21: Transportation Fee Schedule*~~  
*Exhibit 2: Fee Waiver Application Form*  
*Education Act*  
*School Fees Regulation 95/2019*

---