



**DATE:** May 24, 2023

**TO:** Board of Trustees

**FROM:** Shawna Warren, Superintendent

**ORIGINATOR:** Jonathan Konrad, Deputy Superintendent, Education Services

**GOVERNANCE POLICY:** [Policy 225 – Board Responsibility and Conduct](#)  
[Policy 700 – Superintendent of Schools](#)

**ADDITIONAL REFERENCE:** [Policy 221 – Role of the Trustee](#)  
[Policy 405 – Budget Development and Transparency](#)  
[AP241 – Annual Education Results Report](#)  
[AP242 – Three-Year Education Plan](#)  
[AP243 – School Education Plans and Annual Results Report](#)  
Assurance Domain – Learning Supports

**SUBJECT:** Sturgeon Public Schools DRAFT Education Plan 2023 – 2026

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**PURPOSE:**

For approval. Motion required.

**RECOMMENDED MOTION:**

That the Board of Trustees approve the DRAFT Sturgeon Public School Division Education Plan for 2023 – 2026 as presented at the May 24, 2023, Public Board meeting.

**BACKGROUND:**

At the May 10, 2023, Committee of the Whole Meeting, the Board of Trustees reviewed the DRAFT Education Plan 2023 - 2026. Following that meeting Trustees had the opportunity to provide comments and revision requests to Administration which have been reviewed and incorporated into the current DRAFT.

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.

The Division’s Education Plan articulates the Board’s approved outcomes, measures, and strategies to meet our priority of optimal student learning. The Education Plan uses key insights from the 2022 Annual Education Results Report, along with consideration of contextual information and input from stakeholder engagement. The key priority, outcomes and strategies direct the work in schools and at a system level to advance Sturgeon Public School’s Mission, Vision, and Values.

The Education Plan outlines 14 outcomes and 19 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 24, 2023, Public Board meeting.

**ATTACHMENT(S):**

1. Sturgeon Public Schools DRAFT Education Plan 2023 – 2026



**Sturgeon  
Public Schools**  
Dare to reimagine learning

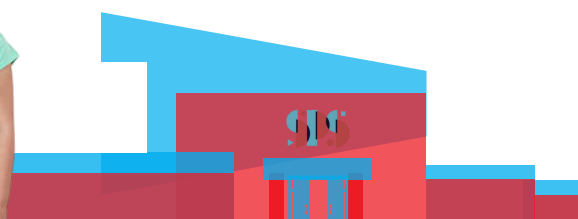


# Draft Education Plan 2023-2026

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Dare to  
**Reimagine**  
Learning



# Message from the Board

The Board of Trustees is pleased to share with our stakeholders the Education Plan for 2023 to 2026. We are proud of our staff as they consistently demonstrate professionalism, dedication, and hard work in their commitment to our Mission, Vision, and Values. We applaud and celebrate the successes we have achieved together.

One of the key strengths of our Division is the positive working relationship we have established with our parents, staff, students, and the wider community. We believe that collaboration and cooperation are essential in creating a supportive and enriching educational experience for our students. We value the input and involvement of all stakeholders.

Furthermore, we are committed to providing innovative and diverse educational opportunities for growth and development to prepare our students for a bright and successful future.

-Irene Gibbons,  
Chair  
Board of Trustees,  
Sturgeon Public  
Schools



Trustees for Sturgeon Public Schools. (L to R, Janine Pequin, Irene Gibbons, Tasha Oatway-McLay, Joe Dwyer, Cindy Briggs, Trish Murray-Elliott, Stacey Buga.)

## Accountability Statement

The Education Plan for Sturgeon Public Schools commencing August 31, 2023 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 2023 - 2026 on May \_\_\_\_\_

# 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



## Largest Employer

Sturgeon Public Schools is the largest employer in Sturgeon County with more than 320 teachers and 250 support staff.



## 5,060 Students

Pre-Kindergarten to Grade 12.



## Rural Public Schools

Sturgeon Public School Division has a total of 17 schools.



## Unique Programming

Specialized, innovative programs tailored to meet the diverse needs of our students.



## Animal Wellness Academy

Highlights the mental, social, and emotional benefits of working with animals and learning in nature.



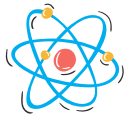
## Fine Arts Academy

Grants students the freedom to explore their creative selves through painting, sculptures, architecture, drama, digital arts, music and dance.



## Hockey Academy

Offers students the opportunity to have hockey training and skills development within the school environment.



## STEAM Academy

Hands-on learning opportunities and specialized instruction in the areas of Science, Technology, Engineering, Art & Mathematics.

## Academies



## Dance Academy

Develops students as athletes using the technical aspects of various styles of dance.



## Innovate 360 Academy

Allows students to explore their own interests and ideas with collaboration and project based learning.



## Sport & Recreation Academies

Provides students a range of diverse and exciting sports-related opportunities.

# Programs

## Elementary & Junior High School

### Pre-Kindergarten

Supports developmental needs of children aged 2 years 8 months to 4 years 7 months, laying the foundation for future success.

### Kindergarten

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.

### LOGOS

Non-denominational Christian program that teaches the Alberta curriculum in a faith-based environment to students in Kindergarten to Grade 9.

### Learning Farm

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

### Breakfast/Nutrition Programs

Provides our students with healthy and nutritious food choices.

### Virtual Academy

Offering regular, teacher to student instruction online, grades 7 to 9 students can excel in their learning from any location.

## High School

### Dual Credit

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

### 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.

### Registered Apprenticeship

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

### Green Certificate

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

### Paving Healthy Pathways

Students work toward post-secondary certification in occupations including healthcare, daycare and sports medicine.

## All Grades

### French Immersion

Teaches fluency in a second language while achieving all the objectives of the regular school program. Available from Kindergarten to Grade 12.

## Inclusive Learning & Supports

### Differentiated Learning

Inclusive education practice based on the Universal Design for Learning (UDL) which 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 is an interactive approach that aids students in developing emotional management skills, which are crucial social-emotional learning competencies.

### Specialized Programming

Specialized Programming is a flexible model designed to support students with complex learning needs related to significant cognitive delays. Specialized Programming is accessible across all schools in the division but also has congregated settings to offer tier 2 and 3 support as needed.

### CASA Mental Health Classrooms

Sturgeon Public Schools is leading the way provincially and working alongside CASA to provide two CASA classrooms within Sturgeon to assist with meeting the Mental Health needs of students.



# Measures and Stakeholder Voice

The following Provincial and local engagements were utilized to support the development of the Education Plan. Detailed results can be found in the [2022 Annual Education Results Report \(AERR\)](#) report.

## Provincial

- Alberta Education Assurance (AEA) Survey
- Provincial Achievement Tests and Diploma Exam Results
- High School Completion, Drop Out, and Rutherford Rates

## Local and School

- OurSchool Student Survey
- Parent/Guardian Stakeholder Engagement Survey
- Student Led Student Engagement Conversations
- Professional Learning Survey and Requests
- School Education Plans
- Leadership Development Opportunities and Feedback



Primary measures and data are reported in the 2022 AERR. Data from early analysis of feedback from engagements in the spring of 2023 has also been considered.

## Alignment with Ministry Business Plan - Education

The Sturgeon Public School Division Education Plan was developed in alignment with the Alberta Education 2023 - 2026 Business Plan, including the following provincial outcomes:



### Outcome 1

Alberta's students are successful

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### Outcome 2

First Nations, Métis, and Inuit students in Alberta are successful

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### Outcome 3

Alberta has excellent teachers, school leaders and school authority leaders

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### Outcome 4

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

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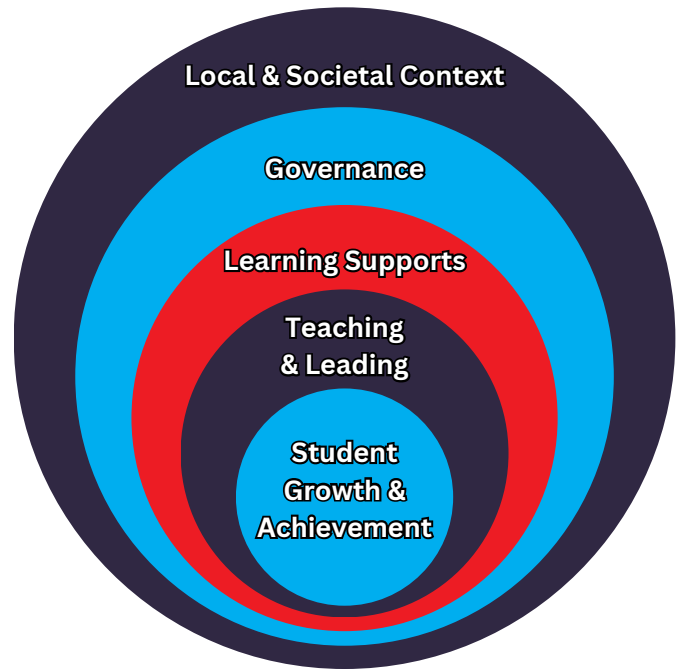
# Priority - Optimal Student Learning

## Assurance Domains and Student Success

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

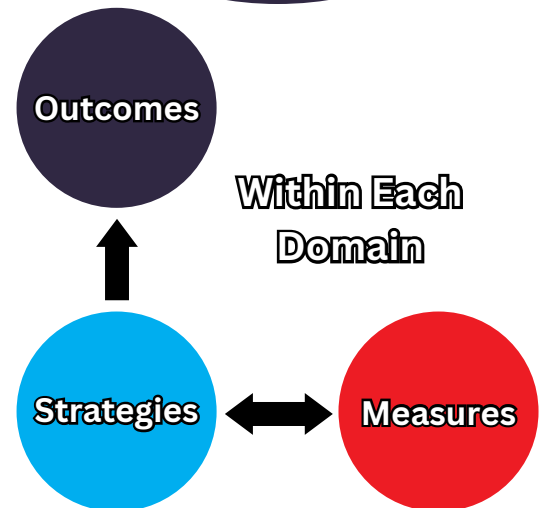
- Student Growth and Achievement;
- Teaching and Leading;
- Learning Supports;
- Governance; and
- Local and Societal Context.

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



## 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.




# Sturgeon Public School Outcomes



## Student Growth & Achievement

AB Ed.  
Outcome  
1 & 2


1. Students achieve provincial learning outcomes, demonstrating strength in literacy and numeracy within real-world applications.
2. Students demonstrate citizenship and respect the uniqueness of all learners.
3. First Nations, Métis and Inuit students experience academic achievement at rates comparable to non-indigenous peers.



## Learning Supports

AB Ed.  
Outcome  
1

7. Public School Communities are safe, caring, respectful and inclusive.
8. Mental Health supports are recognized as critical components to overall student success and wellbeing.
9. All students achieve within communities committed to truth and reconciliation with understanding of foundational Indigenous knowledge.



## Teaching & Leading

AB Ed.  
Outcome  
3

4. Teachers and leaders use a range of data to implement effective assessment and evaluation practices.
5. Teachers and leaders believe in their ability to impact student learning, plan effectively, and design inclusive environments.
6. Continuous leadership development is prioritized division wide.



## Governance

AB Ed.  
Outcome  
4

10. Students, families, staff and community are committed to a shared vision for optimal learning, with opportunities for all to be involved.
11. Resources are allocated and managed in the interests of ensuring student success.



## Local & Societal

12. Students demonstrate respect for themselves and others and show pride in their accomplishments and in their community.
13. Schools implement student volunteer opportunities in their communities and encourage participation in division wide events.
14. Partnerships with external agencies are in place and used to enhance the conditions required for student achievement.

# Domain: Student Growth & Achievement

## Assurance:

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

## Key Measures and Data

2022 AERR Highlighted Results for Growth	2018	2019	2020	2021	2022
Provincial Achievement Tests: Acceptable Standard	78.0	76.3	n/a		67.3
Provincial Achievement Tests: Standard of Excellence	18.9	17.0			14.5
Diploma Examinations: Acceptable Standard	75.3	84.6			70.5
Diploma Examinations: Standard of Excellence	11.7	17.3			8.5
Indigenous Students PAT: Acceptable Standard	65.9	64.0	n/a		51.5
Indigenous Students PAT: Standard of Excellence	11.3	11.0			9.2
Indigenous Students Diploma: Acceptable Standard	82.4	69.1			66.7
Indigenous Students Diploma: Standard of Excellence	18.7	10.6			10.3
Learning Engagement: Student	n/a			66.9	68.2
OurSchool: Interest and Motivation 4-6	82	80	81	77	73
OurSchool: Interest and Motivation 7-12	36	32	35	32	31
Citizenship: Overall	77.6	79.4	82.2	80.5	79.5

2022 AERR Highlighted Results for Growth	2017	2018	2019	2020	2021
3 Year High School Completion Rate	82.0	78.5	76.3	83.5	76.2
Indigenous 3 Year Completion Rate	92.0	73.4	71.0	74.9	70.2

"We need parent volunteers at all levels. It is important to have parents in the school. It shows we are open, transparent and people can see the good work we do with students."



-Staff Survey, 2023

### Outcome 1

Students achieve provincial learning outcomes, demonstrating strength in literacy and numeracy within real-world applications.

### Outcome 2

Students demonstrate citizenship and respect the uniqueness of all learners.

### Outcome 3

First Nations, Métis and Inuit students experience academic achievement at rates comparable to non-indigenous peers.

### Strategies:

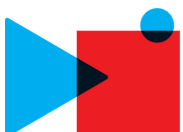
- Teachers will co-create programming with parents, students and leadership to meet student's individual needs in engaging, responsive and active learning environments.
- Learning Coaches and Learning Support Leads will work with teachers to apply in-depth curriculum knowledge and support equitable and inclusive instruction.
- Teachers, Learning Coaches, and division leaders will leverage classroom-based evidence to develop learning environments, rich in evidence-based literacy and numeracy instruction, across subjects and grade levels.
- Teachers, school staff, Mental Health and Wellness Coaches, Counselors, Mental Health Therapists, and school leadership will support students in comprehending and displaying the attributes of good citizenship
- Student Success Coaches, Indigenous School Counsellor, and Lead teachers will work directly with students to support holistic success, family engagement and academic achievement.

### 2023 - 2026 Implementation

Students learn best when the learning is relevant to their lives and builds on their interests. Educators in Sturgeon Public Schools will increase student engagement with real-life, relevant activities that include hands-on projects and outdoor learning experiences through community partnerships. Learning Coaches will continue to support this work by supporting Professional Learning Communities in their school that focus on understanding Universal Design for Learning as a tool for boosting student engagement.

Students in Sturgeon Public Schools benefit from a divisional focus on numeracy and literacy development. The division will develop numeracy and literacy frameworks, based on research, to provide proven teaching methods across schools. This will support optimal learning and foster stronger skills and understanding in students, which will result in improved achievement in provincial measures.

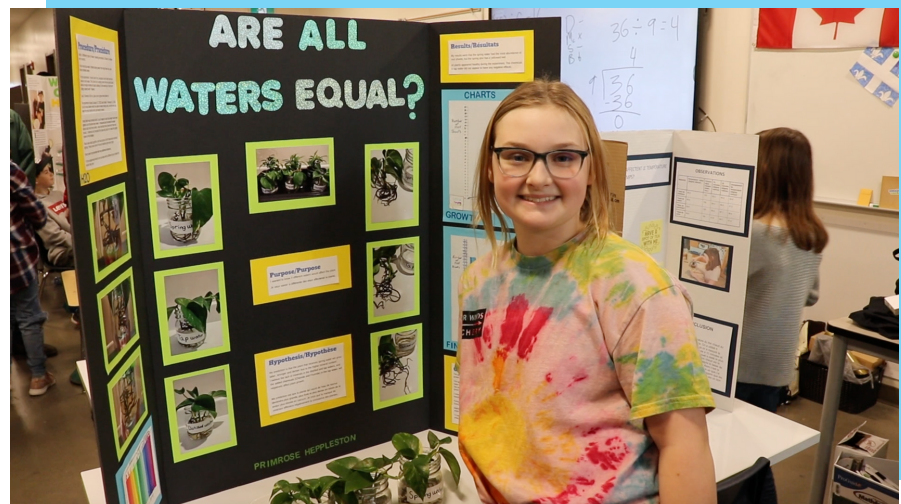
In classrooms, students benefit from learning opportunities that meet their specific learning needs. Effective literacy and numeracy instruction incorporates learning progressions and high-impact, evidence-based learning activities. In-class, small group instruction is a focus for students in kindergarten to grade three and allows teachers to address diverse learning needs within complex classrooms. Divisional foci for literacy instruction will include phonics



instruction, phonological awareness, a comprehensive word study, and continued focus on comprehension and fluency through guided reading. In division 3 & 4, disciplinary literacy will be used as a model to grow literacy practices across disciplines. Divisional Mathematics instruction will continue to incorporate visible learning and thinking classrooms and will introduce Graham Fletcher's progressions of learning and Fact Fluency kits.

Optimal learning in schools is achievable when students respect each other, the school, and participate in the school community. Through collaboration between teachers, counselors, Mental Health and Wellness Coaches, and school leadership, a whole school approach to understanding the attributes of good citizenship will be promoted. This collaboration will emphasize strength building and resilience, and lead to positive mental health within respectful school environments.

By employing staff members that work directly with First Nation, Métis, and Inuit students, students and families are supported through relationships. Individualized support is designed based on specific needs and students' individual contexts are recognized and celebrated.



# Domain: Teaching and Leading

## Assurance:

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

## Key Measures and Data

2022 AERR Highlighted Results for Growth	2018	2019	2020	2021	2022
Education Quality: Overall	87.0	90.5	89.9	86.8	88.0
Student: Grade 10 "Students at your school clearly understand what they are expected to learn at school"	88.0	86.0	88.0	84.0	81.0
Student: Grade 10 "My School work is interesting"	70.0	70.0	60.0	56.0	57.0
Teacher Survey PD Priority: Support the mental health and wellness of students				61.5% Vote	
Teacher Survey PD Priority: Engaging programming and learning activities for all students				46.2% Vote	

### Outcome 4

Continuous leadership development prioritized division-wide.

### Strategies:

- Continuous leadership development will be sustained through formal mentorship, division principal support, and focused professional development for all levels of leadership.
- Instructional leaders will engage all stakeholders annually, create meaningful, measurable school goals, and use data to inform progress towards identified goals.
- Teachers will use a range of student data to inform effective assessment practices including co-create learning goals, responding to individualized needs, and providing effective feedback.
- Staff will participate in meaningful professional development and collaboration to build learning environments, rich in evidence-based literacy and numeracy instruction, across subjects and grade levels.
- Early successful experiences (mastery experiences) for teachers, staff and students will be planned for and celebrated.

### Outcome 5

Teachers and leaders believe in their ability to impact student learning, plan effectively, and design inclusive environments.

### Outcome 6

Teachers and leaders use a range of data to implement effective assessment and evaluation practices.

## 2023 - 2026 Implementation

To guarantee high-quality education and robust instructional leadership, Sturgeon Public Schools will establish the Sturgeon Public Schools Leadership Development Continuum. The continuum includes professional learning for Learning Coaches as informal instructional leaders. Prospective leaders will continue to have the opportunity to develop through the Sturgeon Aspiring Leadership Team (SALT). This cohort includes a two year rotation and is focused on developing the key characteristics for leaders in Sturgeon Public Schools. From SALT, the continuum focuses on the Vice Principals. Designed around the Leadership Quality Standard (LQS), this cohort focuses on the practices and procedures that are required for effective leadership. The final step in the continuum is Principal / Division Leader Professional Learning. This stage of the continuum serves to strengthen support and collaboration between leaders. This group focuses on both emergent leadership themes and foundational leadership skills. Sturgeon Public School's Leadership development continuum will scaffold leadership succession from within the school division. This continuum will ensure aspiring, new and seasoned leaders build skills, form effective relationships and create opportunities for optimum learning.

School leaders will be provided support to design and implement School Education Plans that identify specific, measurable goals and are aligned with high-impact learning strategies and leverage inter-school collaboration to measure and support students' academic growth and improve graduation rates. Divisional and school-based professional development plans explicitly address literacy, numeracy and Indigenous student success while recognizing individual school contexts and needs.

An assessment lead team will be assembled to guide division work around promoting progressive, evidence-based, responsive assessment practice. Teachers and leaders will create an overview that will guide growth and development in assessment practice division-wide. Effective assessment practices create clarity around student learning outcomes and will positively impact our results around learning expectations.

Sturgeon Public Schools recognizes the value of shared learning experiences and the value of early successful experiences in building powerful learning environments for students and teachers. Teachers in Sturgeon Public Schools will continue to benefit from opportunities to gather together to engage in collective learning and grade level collaboration. Collective learning will ground teaching practices in highly engaging, evidence-based, literacy and numeracy rich experiences, while collaboration time allows teachers to celebrate the successes and share methods that will allow other teachers to experience similar successes. In addition, each grade level will continue to look at shared resources across subjects. These resources will create a shared language between schools and allow for increased collaboration between schools. Sharing best practice will directly positively impact students' perspectives of engagement and rigor and teachers' skills around offering active and visible learning activities. New curriculum is a focus of all educators kindergarten

**"There (are) some excellent teachers and administrators within the Division; it feels like they really care and help us feel like we're in a collaborative partnership.**



**-Parent Survey, 2023**



to grade 6 and is an opportunity to engage in new learning for educators. Therefore, Learning Coaches in Sturgeon Public Schools will collaborate with grade teams to build optimal learning environments that include strong foundational teaching practices in all curriculum, with a focus in literacy and numeracy across the disciplines. Data will be used as an effective tool to drive planning while using evidence based best practices to continue to ensure that all students make academic gains throughout the year.



# Domain: Learning Supports

## Assurance:

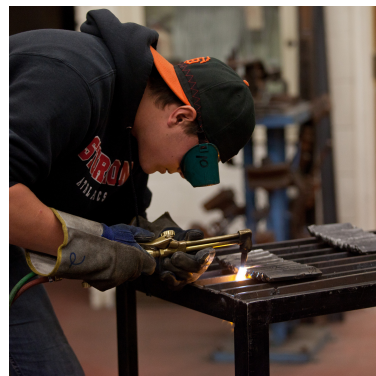
Public assurance occurs when Sturgeon Public teachers and leaders demonstrate all dimensions of the Teaching or Leadership Quality Standard in a collaborative culture of learning.

## Key Measures and Data

2022 AERR Highlighted Results for Growth	2018	2019	2020	2021	2022
Welcoming, Caring, Respectful and Safe Learning Envi.	n/a			84.9	84.9
Parent: Access to Supports and Services	n/a			73.6	71.4
OurSchool: Anxiety 4-6	27.0	27.0	27.0	29.0	36.0
OurSchool: Anxiety 7-12	27.0	32.0	39.0	40.0	41.0
At 44%, Elementary girls were a demographic that reported the highest number of students who have intense feelings of fear, intense anxiety, or worry about particular events or social situations in elementary school					
OurSchool: Advocate 4-6	6.2	6.3	5.9	6.3	6.0
OurSchool: Advocate 7-12	2.6	2.8	2.7	2.8	2.8
Teacher Survey PD Priority: Support the mental health and wellness of students				61.5% Vote	
Teacher Survey PD Priority: Indigenous Foundational Knowledge into all Classrooms				47.3% Vote	

## 2023 Early Stakeholder Feedback | Parent Survey

The support and resources available at my child's school meet the diverse needs of all students	Strongly or somewhat disagree	23.6%
Discipline matters are dealt with in a reasonable and timely manner by school staff	Strongly or somewhat disagree	17.6%



### Outcome 7

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

### Outcome 8

Mental Health Supports are recognized as critical components to student success and wellbeing.

### Outcome 9

All students achieve within communities committed to truth and reconciliation with understanding of foundational Indigenous Knowledge.

### Strategies:

- Schools will foster welcoming learning environments and implement supports for physical, social, mental and emotional wellness in students with the support of Learning Support Leads.
- Schools will provide diverse programming to ensure the success of all students in an inclusive learning environment.
- Schools will communicate available programming and school supports clearly with parents and collaborate to build effective learning plans to meet student needs.
- Sturgeon Public Schools will ensure that partnerships are developed and maintained to support student health and wellness.
- Schools will implement and improve strategic plans to ensure understanding of Indigenous perspectives and knowledge.

"Our climate & culture is changing back to one of transparency, support, collaboration and community. It hasn't been an instant change, but the efforts to repair the relationship between CO & teachers & families is a noticeable, and appreciated one."



-Staff Survey, 2023

### 2023 - 2026 Implementation

Students in Sturgeon Public Schools benefit from experienced and knowledgeable staff who have a foundation in Collaborative Proactive Solutions (CPS), Positive Behaviour Supports (PBS), Neurosequential Model in Education (NME), Webs of Support and Therapeutic Crisis Intervention (TCI). Through these best practices schools will foster welcoming learning environments and provide physical, social, mental and emotional wellness to students. We will continue to provide our staff with access to the most current and up to date research based information and tools that support the work they do and align with current best practices. Building on the foundational understanding that all students will do well if they can, will allow staff to meet students where they are at and provide our students and families with the support needed to ensure a feeling of safety and belonging. Strategies Support Classrooms will reflect this work and provide students with teaching and support around regulation, meeting social emotional needs of students.

Learning Services recognizes the value in providing students with programming that is at each student's individual level and meets their academic, social, emotional, and physical needs. Sturgeon Public Schools is committed, through differentiation, Universal Design for Learning (UDL) and inclusive opportunities, to offer a robust and comprehensive level of programming that aims to provide meaningful inclusion, independence, build relationships and create opportunities for strategic and explicit instruction. Specialized Programming will continue to be a

flexible model that is responsive to support students with complex learning needs related to significant cognitive delays. Specialized Programming will be accessible across all schools in the division but will also have congregated settings to offer tier 2 and 3 support as needed. Programming and goals will be determined based on the individual student, the family priorities and work towards inclusion and independence.

Sturgeon Public Schools will continue to support the mental health and wellness of both staff and students. Using the SEL framework, School Counsellors, Mental Health Coaches, Mental Health Therapists and Social Workers will aim to provide our students and families with the necessary tools, knowledge and skills to help them to overcome and thrive in today's society. Through a partnership with CASA, Sturgeon Public Schools has introduced two CASA classrooms to deliver mental health care within the classroom and will continue to address the need for services closer to students by bridging a child's mental health and school needs.

## Indigenous Education and Student Success

Sturgeon Public Schools continues its commitment to Indigenous student success, deepening Indigenous foundational knowledge, and taking action towards truth and reconciliation. The Indigenous Lead Teacher and Métis Learning Coaches work with teaching staff and school administrators to honour and naturalize Indigenous approaches to learning within all classrooms and schools. In addition to division-wide acknowledgement of Truth and Reconciliation Week, Métis Week, and National Indigenous Peoples Day, staff are supported with vetted and timely resources throughout the school year. By focusing on monthly themes, continuous and robust support is organized and accessible to all teachers. Support for students and staff to access outdoor learning and land based learning sites continues through our partnership with local, historically relevant, outdoor learning opportunities. Staff and students continue to have opportunities to participate in blanket exercises, and cultural learning experiences.

Indigenous student success continues to be a divisional priority. Indigenous Student Success Coaches, Indigenous School Counselor, and six Educational Assistants work to reduce barriers for students and families and improve drivers of student achievement. By focusing on strengthening belonging, seeing Indigenous worldview and role models in their learning, and creating supports for academic success and graduation, all students benefit. The introduction of Indigenous Family Nights was well received, and will continue next year to further build welcoming and connected relationships with students and their families. With support from our Student Success Coach, an Indigenous Student Chief and Council has been established. Student leaders are celebrated and given opportunities to hone their leadership skills. Students have chosen to engage in organizing events and creating opportunities to build awareness and connection within their school community. Additionally, we have engaged in a Research Project,

supported by Alberta Education and led by Dr. Emily Milne, to examine First Nations, Métis, and Inuit student course selection and academic pathways within Sturgeon Public Schools. Learning from the perspectives of Indigenous students and their families, and meaningfully engaging with their feedback, guides effective support for student success.

We continue to host a Call to Action Cohort for Staff. Leaders at each school site attend bimonthly meetings to build foundational knowledge and worldview, understand historical context, learn from elders and knowledge keepers and build learning opportunities that support equity and diversity. Leads share their learning using a cascade model during school-based professional learning opportunities. They are also available to support staff and teachers throughout the school year. Teachers will have the opportunity to attend the Treaty 6, 8, and 9 First Nations Educators Conference and the CASS First Nations, Métis & Inuit Education Gathering.



# Domain: Governance

## Assurance:

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

## Key Measures and Data

2022 AERR Highlighted Results for Growth	2018	2019	2020	2021	2022
Overall: Parental Involvement in Education	77.0	81.7	82.5	77.4	78.2
Thoughtexchange: "Maintain reasonable class sizes. Reduce demands on teachers time"					
Thoughtexchange: "Staffing. We need more staff allocated to each school. VP time and EA time"					

2023 Early Stakeholder Feedback   Parent Survey	
How to involve parents?	Continue to improve and streamline communication
What does involvement look like?	Provide additional opportunities for parents to volunteer in classrooms and at school

### Outcome 10

Students, families, staff and community are committed to a shared vision for optimal learning, with opportunities for all to be involved.

### Outcome 11

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

## Strategies

- Division leadership, in partnership with schools, will plan and implement annual stakeholder engagement to assess progress and inform decision-making.
- The Board of Trustees approves a budget advancing the Mission, Vision and Values of Sturgeon Public Schools, in accordance with all statutory, regulatory and disclosure requirements.

"Continue to be transparent. SPS have come a long way in the last year or 2 to be more transparent, which is nice to see."



-Parent Survey, 2023

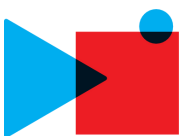
## 2023 - 2026 Implementation

It is important to hear from everyone involved in our children's education in order to work together within our community to ensure students succeed. In 2023, Sturgeon Public Schools will reach out to stakeholders through surveys and events or opportunities to talk in-person. Survey data, moving forward, will be more closely aligned with our Mission, Vision and Values and the Outcomes expressed in the Education Plan. We will continue the direct Parent survey started this year, and seek opportunities through School Councils or events to have direct conversations for

growth. Active student voice is critical in ensuring our values of belonging, respect, and shared responsibility in education are supported. The Board continues to support our Student Advocacy Committee made up of grade 7 to 12 students from schools across the division. This student leadership group will meet three times each year, bringing together student leaders from across the division. Students participate in leadership activities, provide feedback directly to School Board Trustees and engage in planning around school-based activities that promote connection, wellbeing and school spirit.

Optimal student learning occurs within supportive, inclusive and equitable environments. The findings of the 2022 ThoughtExchange clearly indicate financial resources should prioritize classroom learning and school oriented events. Central leadership will continue to collaborate with school administration to ensure the distribution of programs and staffing aligns with the needs of each school and community.

Sturgeon Public Schools will continue to provide chances for parents/guardians and members of the community to volunteer in schools and participate in school events or activities. Historically, parents have shared with students on career days, read to classes during literacy week, and played card games or logic games with students during numeracy challenges. Attending events hosted at school also helps build relationships and a positive community. This coming year schools will continue to support parents with information and discussion evenings on current needs, such as Online safety, and building Mental health in children. Collaborating with families and parents will guarantee that students receive support, recognition, and inspiration to pursue lifelong learning.



# Domain: Local and Societal Context

## Assurance:

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.

## Key Measures and Data

### 2022 AERR Highlighted Results for Growth

Thoughtexchange:  
“Re-establish connections and communication between teachers, students, and parents”

Thoughtexchange:  
“Positive events that will motivate students - science fairs, outdoor classrooms, etc.”

### Outcome 12

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

## Strategies

- Schools celebrate student and community achievement in local, division-wide, and regional 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.

### Outcome 13

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

## 2023 - 2026 Implementation

Schools are engaging students in a variety of Science, Technology, Engineering, Art, and Math (STEAM) challenges throughout the year. Students and teacher coaches work together to create projects that meet specific challenge criteria. #SPS Maker Month allows students and staff to share their work and celebrate the accomplishments of all students involved. This activity allows students to participate in activities that showcase their learning and collaboration skills.

### Outcome 14

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

Based on insight from the Student Advisory Committee, new events around Literacy and Numeracy across the division will be promoted. These events will be anchored in existing school events, and seek ways to bring students together across schools. Sturgeon Public has a proud history of competition and collaboration within athletics. Student athletes, student leaders, and student volunteers work together to support sporting events. These students build skills that support growth across educational and interpersonal dimensions. Schools receive support from the Manager of Marketing and Communications to create and share school



celebrations in a way that is relevant to today's youth and families. In-person events are captured and shared through pictures and video to connect our communities to the great work that is happening within Sturgeon Public Schools.

Schools are working toward strengthening community partnerships and developing opportunities for students to volunteer and support local activities. Schools connect with community organizations and have students actively participate in local markets, celebrations, and other community events.

SPS receives excellent support from the business community throughout the school division, hiring our students in both Work Experience and Registered Apprenticeship Programs (RAP). Students can receive credit toward high school graduation through working with these employers. Students may also receive their first year apprenticeship in the trades while working through RAP.

"Parental involvement means parents being aware of their child's grades and feelings throughout the school year."



-Student, 2023



# 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 helps to build ethical citizens, expands opportunities for supporting students and parents and creates diverse and resilient communities.

- Fearless in the Forest and 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.
- 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.
- 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).
- S.H.I.N.E (Supporting Hope and Independence in Natural Environments) 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.
- Dr. Chandra Lebenhagen founder of Including Autism supports our staff by bringing the most relevant and evidence based research to support our Autistic Students.
- CASA Mental Health to deliver mental health care in classrooms to address the need for services closer to students by bridging a child's mental health and school needs.

- Therapeutic Crisis Intervention (TCI) through Cornell University to create a trauma-sensitive environment where students and adults are safe and feel safe.
- Qi Creative provides Speech Language Therapy, Occupational Therapy and Trauma Supports to some of our most complex students. Sturgeon Public Schools work together to address one or more of the 5 areas of need: Cognitive Development, Communication and Socialization, Physical Motor, Behaviour, and Self-Help and Adaptive Functioning, to overcome challenges and create success.
- Kipohtakaw Education Center, and partners at Alexander First Nation Education are close educational allies. We value and honor their leadership and insight and work together to support all students including those supported through our education services agreement.
- Alberta Education, MacEwan University, Dr. Emily Milne is leading a research project to uncover insights around course selection and course pathways for First Nations, Métis, and Inuit students in Sturgeon Public Schools.
- Agreements with several post secondary institutions for high school students to achieve dual credit in courses prior to graduation. Students receive high school credit as well as credit for the course at the post secondary level. Currently, students from across the school division are working with NAIT in their welding program.
- Schools work in collaboration with Sturgeon County recruiting students for the summer JET program - Job Experience Training. High School students may receive work experience credits for this training.
- Numerous local businesses provide work experience placements and partner with schools in Registered Apprenticeship Programs.

# 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,  
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**780-939-4341**

