



**Date:** January 24, 2024 **Agenda Item:** 8.7

**To:** Board of Trustees

**From:** Shawna Warren, Superintendent

**Originator(s):** Shawna Warren, Superintendent

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

**Additional Reference:** *Education Act: Sections 8, 11(1), 52-53, 222, 223, 224*  
*Freedom of Information and Protection of Privacy Act*  
*Superintendent of Schools Regulation 98/2019*  
*Superintendent Leadership Quality Standard*

**Assurance Domain:** Student Growth & Achievement  
Teaching & Leading  
Learning Supports  
Governance  
Local & Societal

## **Superintendent Leadership Quality Standard (SLQS)**

SLQS Competencies ([SLQS](#) / [Board Policy 700](#)):

- Building Effective Relationships
- Modeling Commitment to Professional Learning
- Visionary Leadership
- Leading Learning
- Ensuring First Nations, Métis, and Inuit Education for All Students
- School Authority Operations and Resources
- Supporting Effective Governance

**Subject:** **Superintendent Report**

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### **Purpose:**

For information.

### **Background:**

A superintendent of schools, as referred to in the Education Act, as chief executive officer of the board and chief education officer of the school authority, provides the board with information, advice and support required for the fulfillment of its governance role, and reports to the Minister on all matters required of the superintendent as identified in the Education Act and other provincial legislation (SLQS). Quality superintendent leadership occurs when the superintendent's ongoing analysis of the context, and the superintendent's decisions about what leadership knowledge and abilities to apply, result in quality school leadership, quality teaching and optimum learning for all students in the school authority.

The Alberta government has a system for schools and school authorities to consistently assess progress and demonstrate success called the Assurance Framework. The framework has 5 assurance areas with related performance measures that enable schools and school authorities to show their communities how they are performing each year.

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

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

### **Building Effective Relationships**

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

- ★ The Alberta government has a system for schools and school authorities to consistently assess progress and demonstrate success called the Assurance Framework. As part of that Assurance Framework, school authorities are expected to engage students, parents, staff and community members in the planning process to establish key priorities and other elements of their education plan. The dates for key Parent Engagements were communicated to parents, aiming to raise awareness and encourage the promotion of these in-person events. Alongside the Alberta Education Assurance (AEA), Student, Parent and Staff surveys, these engagements provide valuable insights into the communities and their experiences, contributing to ongoing improvements in Sturgeon Public Schools. The scheduled evening community engagement events for 2023-2024 will take place during the months of January, February and March, with sessions at various schools, such as Camilla, Sturgeon Heights, SCHS, Guthrie, ÉMPS, FWPS, Redwater, Ochre Park, Bon Accord, Legal, Lilian Schick, Gibbons, and Landing Trail. Each session offers a platform for valuable dialogue and feedback from our parents to enhance the overall educational environment.
  
- ★ Two Pre-Kindergarten (Pre-K) and Kindergarten (K) Expos were conducted to promote Sturgeon Public Schools programming prior to the 2024-2025 Registration Blitz and Spring Open Houses. The first expo took place at Redwater School on January 16th, followed by another at Four Winds Public School on January 17th. The expos provided an overview of the programs, shared information on criteria for qualification for Pre-K programming and had information booths set up for different departments and school specific fact sheets were

shared along with Open House dates. The Superintendent attended in person and provided welcoming remarks at both events.

- ★ In January, the Superintendent commenced the second round of school tours, continuing her commitment to deeply engage with staff, students and the general school community. These tours, scheduled to conclude in February, emphasize the Superintendent's dedication to directly sharing in the successes of our schools and addressing the evolving needs and challenges of each school. Revisiting the schools reinforces earlier connections with teachers and students and provides the opportunity to assess the progress made since the initial visits. Consistent interaction allows for a more dynamic and responsive approach to educational leadership, ensuring that the concerns and feedback of the school communities are not only heard but actively integrated into future strategies and decisions.
  
- ★ Career Fairs
  - On January 22nd, members from the Human Resources department attended the University of Alberta's Education Career Fair, a notable bilingual event combining the Education Career Fair and Foire d'emploi en éducation. This gathering was an excellent opportunity to meet a diverse group of participants, including students and alumni from the Faculty of Education, students from Campus Saint-Jean, and French-speaking and French immersion students from various Edmonton institutions such as the University of Alberta, Concordia University, and Kings.
  - Looking ahead, the HR team and the Superintendent are also planning to attend future career fairs. These include Concordia University's Faculty of Education career fair on February 1st, specifically aimed at Education program students graduating in Spring, and the Norquest College career fair on March 5th. This will mark their first attendance at Norquest College's event, a comprehensive full-day affair open to all students. Norquest's wide-ranging programs, which include Administrative Studies, Autism Spectrum Disorder Studies, Child and Youth Care, and Social Work, offer a broad spectrum of potential candidates for various roles.
  
- ★ The “Superintendent Week-at-a-Glance” continues to play a pivotal role in fostering transparency and trust within the school community. Initially launched in the 2022-2023 school year, this initiative involves the weekly distribution of the Superintendent's calendar, providing insights into the upcoming week's activities to the Board, school-based leadership and central office leadership. This practice has not only been sustained but also embraced throughout the past six months, demonstrating its effectiveness in enhancing transparency, communication and collaboration.
  
- ★ Monthly Principal meetings, organized by school groupings (K-4, K-9, 5-9, and 10-12), effectively bring together Principals along with the Superintendent and the Education Services Leadership Team. These sessions serve as a vital platform for engaging in meaningful discussions, exchanging ideas and developing innovative strategies aimed at

enhancing the success and well-being of both students and staff. Agenda items: what is going well, challenges, any questions of the CO team and updates from the CO team.

- ★ Over the past six months, the Weekly Senior Executive meetings have continued to play a vital role in streamlining decision-making processes and ensuring effective responses to the ever-evolving challenges in education. These focused meetings enable the Executive Team to align efforts, ensuring that leadership across the school system is both effective and cohesive. This consistent meeting platform has allowed for efficient handling of immediate educational needs, while fostering long-term strategic planning. These collaborative meetings have improved coordination and communication within the leadership team, contributing to the overall success and adaptability of the Division as a whole.
- ★ The Superintendent's initiative of holding regular 1:1 meetings with direct reports has continued to be a key element in fostering personalized communication and mentorship within the leadership team. These meetings have proven invaluable as a platform for meaningful dialogue, focusing on professional development and growth opportunities. They have contributed to the cultivation of a strong, cohesive leadership team, dedicated to the success of our Division. Through these meetings, Sr. Executives receive targeted guidance and support, enhancing their ability to contribute effectively to their roles. This ongoing practice underscores the commitment to nurturing a leadership culture that is both supportive where we can challenge each other and focused on continuous improvement.
- ★ Since its introduction at the start of the 2023-2024 school year, the "Joy Squad" initiative has been making significant strides in promoting a positive working environment in the Central Office. This innovative team has successfully distributed a variety of surprises each month, aimed at enhancing the overall work atmosphere and fostering team spirit. Highlights have included a hot cinnamon bun breakfast, advent calendars and special treats during Thanksgiving, all of which have been warmly received by staff. The enthusiasm and appreciation generated by these activities are palpable and there's a growing sense of anticipation for more creative and uplifting activities planned for the coming months. The Joy Squad's efforts are a testament to our commitment to fostering a positive and healthy work environment.
- ★ The Superintendent recently forwarded an inspiring message to all school leadership teams, highlighting the exceptional opportunity presented by the Immigration, Refugee, and Citizenship Canada (IRCC) to host citizenship ceremonies. The message shared the Superintendent's personal experience of attending such a ceremony, underscoring its profound impact and significance as a student experience. Accompanying this was an email from Ellicia Vieira, the ceremony supervisor for IRCC at the Edmonton office, inviting the schools to partner in hosting future citizenship ceremonies. Vieira emphasized the memorable nature of these in-person ceremonies for new citizens and expressed eagerness to collaborate with schools in celebrating this pivotal moment in the lives of new Canadians.

The message concluded with an invitation for interested schools to respond and nominate a point of contact, opening a pathway for them to play a meaningful role in these momentous occasions.

- ★ Child and Youth Care workers are a new position introduced in the Division this year. The Child and Youth Care Worker Community of Practice, to be held on January 31st, 2024, is a significant event, bringing together our Child and Youth Care Workers (CYCs) and other educational leaders. Hosted at the Central Office, the gathering focuses on sharing and building the CYC community. Key topics include collaboration with Social Workers, effective documentation practices, engaging in extracurricular activities and integrating positive behavior supports. Special emphasis is placed on the roles and responsibilities of CYCs, highlighting their independence in decision-making and the importance of connecting with families and school staff. The meeting will also address operational aspects such as insurance, transportation and community connections, emphasizing the broad scope of the CYCs' roles. This session serves as a vital platform for exchanging ideas and fostering a sense of belonging to ensure our CYCs feel connected to the Sturgeon Public Team and the Division as a whole.

### **Leading Learning**

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

- ★ In the upcoming months, the SCHS team is set to embark on a proactive initiative to facilitate a smooth transition for students advancing to high school. This endeavor involves the team visiting various local schools to meet with grade 8 and 9 students, guiding them through the course selection process for their upcoming term at SCHS. By providing in-person, hands-on assistance and ensuring that students, parents and teachers are involved in the decision-making, the SCHS staff aims to make this critical educational transition as seamless and informed as possible, laying a solid foundation for the student's future academic success.
- ★ The Learning Coaches received a sign-up sheet for the "Layers of Writing Professional Learning" series, which was tailored primarily for K-6 teachers. The series included four half-day sessions and one full day of release time, scheduled between January and the end of May. A key feature of the full-day session was two instructional rounds, where teachers had the chance to observe Dr. Miriam Ramzy and Michelle Bence teaching a division 1 and a division 2 class. Each school was allowed to nominate up to two teachers for the series, ideally a literacy champion and a partner who were eager to collaborate and bring the learning back to their school.

- ★ Admin Council professional development for January was focused on two areas:
  - Instructional Leadership - how is your instructional leadership going?
    - Optimal Learning - Progress in Literacy
    - How is literacy practice living in your building?
    - How is your Learning Coach supporting instructional leadership?
    - What are the strengths you wish to celebrate?
    - What are the opportunities?
  - Optimum Learning/Comprehensive Literacy/Data-driven Leadership
    - Evidence of effective practice:
      - New Curriculum
      - Aligned and thoughtful student data collection (RCAT)
      - Effective Pedagogy: Layers of literacy (reading and writing)
      - Instructional leadership for literacy touchpoint
      - Examining School-based RCAT, F&P, and AB Ed. Screening data
  
- ★ Vice Principal Cohort met in January. The topics for professional learning were building personal and collective professional capacities and expertise in FNMI Foundational Knowledge and building the capacity to support First Nations, Métis and Inuit student Achievement. The VP Cohort is intended for Vice Principals who are in their first or second year of their position. The goals of this cohort are:
  - To provide Leadership development and support to vice principals within their first two years of appointment
  - To develop the skills and knowledge of vice principals as instructional leaders
  - To create a professional learning community which values and models collaboration and cooperation
  - To facilitate a balanced approach to professional growth and learning.
  - Each session covers domains in instructional leadership as well as school management
  
- ★ Call to Action Cohort which includes a lead teacher from each school site, Indigenous Education Team (including Indigenous EAs) meet bimonthly to participate in experiential professional learning, planning and collaboration. The cohort strives to amplify Indigenous voices and perspectives at each meeting and invite community members to participate and advise each meeting. The Call to Action Cohort ½ day Professional Learning for January:
  - Sharing circle
  - Guest introduction
    - Marion Stone
    - Joe Cardinal (Four Directions teachings)
  - Learning through Relationship
  - Intergenerational Learning



- ★ Learning Support Leads ½ day Professional Learning for January:
  - Learning Disabilities and Psych Assessments
  - Presentation by Psychologist to understand how to read results from a WISC/WIAT/BASC
  - PD provided on how to move forward with recommendations from a report
  - Understanding Behaviour Assessments in Psych Ed
  
- ★ Sturgeon Aspiring Leaders Team (SALT) met on January 18th. SALT creates opportunities for aspiring leaders to build capacity and community in alignment with the Division vision, mission and values. The topic was *Addressing Difficult Conversations*. In a school there are many important stakeholders that play a role in the success of the school. At times, difficult conversations will need to be had with students, parents, staff and other community members. This session walked participants through different scenarios and how to make these difficult conversations not only successful but purposeful and meaningful.
  - A unique opportunity is being extended to the 15 participants of the SALT program, where they will have the chance to shadow a school principal for a day. As part of the initiative, each participant is required to arrange a one-day shadowing session with a school principal in the Division. This experiential learning component allows SALT participants to observe the daily responsibilities and challenges faced by school administrators. The program emphasizes the importance of direct engagement and practical learning, aiming to foster leadership skills in an authentic context. Participants must schedule their shadowing day with the chosen principal before the deadline of May 15.
  
- ★ In January, Alberta Education mandated the completion of grade one literacy and numeracy screeners. The required assessments included the LeNS (letters and sounds screener), CC3 (Castle & Colheart 3), and the Alberta Education Numeracy Screener, scheduled between January 15th and 26th. Classroom teachers were responsible for completing these assessments and entering the data. They were also instructed to arrange a meeting with Learning Coaches by February 9th to review the data and develop a response plan at a tier 1 level. Additionally, guardians were to be sent a letter regarding the assessments and teachers could apply for exemptions for students deemed unsuitable for the assessments.

### **Modeling Commitment to Professional Learning**

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

- ★ The Superintendent on January 18th attended virtual Professional Development through the Alberta Regional Professional Development Consortia (ARPDC). Topic - Play and Mental Health with Dr Ozlem Cankaya and guest. Staff Wellness - How can play benefit staff mental health? Student Wellness - How does play benefit children's mental health? Community Wellness - How can we promote play in our communities?
- ★ January 23rd, the Superintendent attended a virtual meeting with Superintendents, Alberta Education and education leaders from across the province for an engagement session to share feedback on the scope and sequence for the draft Kindergarten to Grade 6 social studies curriculum. Feedback opportunities:
  - What are the strengths of the draft Kindergarten to Grade 12 Social Studies Scope and Sequence?
  - What shifts would you recommend to strengthen the draft Kindergarten to Grade 12 Social Studies Scope and Sequence?
- ★ On January 31, an Educational Assistant Appreciation and Professional Development (PD) Day will be hosted by Learning Services at Namao School, specifically tailored for Educational Assistants (EAs). The event is organized by a committee that includes the Division EA Coaches and representatives from across the Division, ensuring an impactful and insightful experience for attendees.
- ★ In a recent approval for Professional Development, the Superintendent authorized the allocation of \$11,650.00 from the Superintendent Discretionary Fund to support STEAM education. This funding is specifically designated for the attendance and presentation of teachers and leaders at the Plug Into Learning Conference in Canmore, scheduled for March 15-16th, 2024. The conference, focusing on STEAM (Science, Technology, Engineering, Arts, and Mathematics) education, aims to enhance skills and build capacity within the Division. The conference's agenda includes sessions on productivity and creativity tools, artificial intelligence, virtual reality, and robotics, aligning well with the integration of technology in Alberta's new curriculum. Post-conference, these teacher leaders are expected to contribute to the Division's foundational resources plan for STEAM and take active roles in division-wide STEAM Games, including planning, hosting events and engaging with volunteers and participants. This allocation of resources aims to not only advance STEAM understanding and teacher confidence within Sturgeon Public Schools but also to position the division as a leader in STEAM education province-wide.



- ★ The Superintendent personally wrote a letter of support for Christina Dafoe's nomination for the Prime Minister's Award for Teaching Excellence in STEM. Over the past twelve years, Christina Dafoe has played a pivotal role in fostering an innovative culture of STEAM education within the division. Her exceptional skills as a master teacher and her deep impact on the educational community have been profoundly acknowledged in this nomination. The Superintendent's letter underscores Ms. Dafoe's professionalism, dedication and care towards her students, the school and the division, highlighting her significant contributions. The nomination of Christina Dafoe for this prestigious award is a well-deserved recognition of her commitment and excellence in STEM education.
- ★ Therapeutic Crisis Intervention for Schools (TCIS) - since the start of the 2023-2024 school year, the Division has provided training to five different cohorts of employees across all schools. The fifth and latest cohort was recently invited to participate in the "Therapeutic Crisis Intervention for Schools" training session. This comprehensive program, spanning four days, focused on crucial topics like the TCIS system, crisis communication, behavior support techniques and the Life Space Interview. To be eligible for certification, attendance is mandatory across all main training days, with an additional session dedicated to Physical Interventions. The training emphasizes active listening, fostering caring school environments and mastering effective crisis management strategies. Participants are also required to complete preparatory reading from the TCIS Workbook ahead of the training and pass an exam at the end of training.

### **Visionary Leadership**

A superintendent engages with the school community in implementing a vision of a preferred future for student success, based on common values and beliefs.

- ★ January 12th - Collaboration Meeting FCSS - Gibbons/Morinville/County/Municipalities - help facilitate meetings and build relationships between SHINE, HYPE, the Division and community services. The Board Chair, Superintendent, Deputy Superintendent, Director of Learning Services, SHINE Coordinator and the Town of Gibbons Manager of Family and Support Services met virtually to discuss services, how to collaborate to do what is best for our children and families, efficiently share resources and eliminate duplication. Next meeting will be held January 25th online. All Managers of Family and Support Services from all municipalities will be invited to attend.
- ★ January 12, 2024, the Superintendent, Associate Superintendent Corporate Services, Director of Facilities and Facilities Coordinator met with the Town of Gibbons CAO virtually to discuss operational requirements from both the Town and the Division to begin to build the Draft 3-Year Capital Plan to be presented to the Board of Trustees for consideration this spring.

### **Ensuring First Nations Métis and Inuit Education for all Students**

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

- ★ January's focus is on Inuit culture and history, offering a deep dive into the lifestyle and beliefs of the Inuit people before European contact. This period saw the Inuit as completely self-sufficient, living in small, independent, nomadic groups and relying heavily on hunting, fishing, and gathering for survival. Their society was governed by customary law, notable for its informal nature, adaptability, and the use of social pressures to guide appropriate behavior. The Inuit had a rich material culture primarily rooted in their hunting and fishing technologies. Spirituality played a significant role, with beliefs centered around animal and human-like spirits, including those of deceased relatives. Their lives were also influenced by various taboos that impacted many aspects of daily life, and a complex mythology that provided explanations for both the natural and supernatural worlds.

### **School Authority Operations and Resources**

A superintendent directs school authority operations and strategically allocates resources in the interests of all students and in alignment with the school authority's goals and priorities.

- ★ Senior Administration and the Director of Facility Services have initiated bi-weekly capital planning meetings as part of a focused effort to develop a comprehensive three-year capital plan, which is due for submission to the government at the end of March. These meetings are crucial for ensuring a thorough and collaborative approach to capital planning, allowing for regular updates, detailed discussions, and strategic decision-making. The bi-weekly schedule ensures consistent progress and accountability, as the team works towards finalizing a plan that effectively addresses the infrastructure needs and growth projections of the educational institution. This diligent preparation is vital for securing the necessary approvals and funding from the government, ensuring that the educational facilities are well-equipped to meet future challenges and opportunities.
- ★ To enhance operational efficiency and effectiveness and establish data-informed strategic planning and decision-making processes that are responsive to changing contexts, the Superintendent has been meeting with the Education Services Team to provide their input on an allocation based formula for the request for a needs based model for allocating FTE for student supports. Their input will ensure effective alignment of human resources to achieve the Division's Education Plan by effectively distributing FTE for Learning Support Leads, Counseling and Low Enrolment Targeted intervention FTE. It may also serve to effectively allocate Educational Assistants, Child and Youth Care workers.
- ★ The Transportation Services department informed families about measures to manage potential bus cancellations and delays due to extreme weather conditions. They emphasized

monitoring temperatures in line with the [inclement weather policy](#) and working with contractors to ensure student safety. Families were advised to check the Bus Status page on the school's website and a mobile app for timely updates, with a commitment to provide information by 6:30 am in adverse conditions.

### **Supporting Effective Governance**

A superintendent of schools as referred to in the Education Act, as chief executive officer of the board and chief education officer of the school authority, provides the board with information, advice and support required for the fulfillment of its governance role, and reports to the Minister on all matters required of the superintendent as identified in the Education Act and other provincial legislation.

- ★ The Board of Trustees and Senior Administration recently hosted meetings with the two local Members of the Legislative Assembly (MLAs). This gathering was a strategic step in fostering a collaborative relationship between the educational leaders and local government representatives. The involvement of the MLAs underscores the commitment to aligning educational initiatives with broader community and legislative goals. This interaction provided an invaluable platform for discussing key educational issues, exchanging ideas, and exploring potential support and resources from the legislative perspective. Such meetings are essential in ensuring that educational policies and practices are well-informed and effectively address the needs of the communities they serve.
  
- ★ The Superintendent provided Trustees with the monthly speaking points for School Council meetings and Stakeholders in general to support effective governance. Topics include:
  - Standing Items
    - Trustee Talk
    - Board Meetings are recorded and online
    - Division Newsletter
    - Focused and Effective Communication
  - New Items
    - 2023/24 Alberta Education Assurance (AEA) Survey
    - March Public Board Meeting Date Change
    - Pre-Kindergarten/Kindergarten Expos
    - In-Person Stakeholder Engagement Sessions in SPS Communities
    - Important Sections of the Education Act for Trustee Reference
  
- ★ The Board of Trustees recently sent a letter of invitation to the St. Albert Public Board of Trustees and their Senior Administration team. The purpose of this meeting is to foster collaboration, discuss educational strategies and address any mutual concerns or opportunities for partnerships. This gesture signifies a proactive approach towards building a stronger relationship and enhancing the educational experience for students within both school divisions.

- ★ An opportunity was extended to the Superintendent for participating in the CASS CEP Course Development advisory team. This role involves the development of a second course in Supporting Effective Governance. Building on previous engagement in this domain and following the development of an initial course, the Superintendent was invited to contribute to this advisory team. The invitation was accepted, ensuring the Superintendent's involvement in shaping the upcoming course. Further details regarding the project's progression and collaboration with the course developer will be communicated after January 19, demonstrating the Superintendent's ongoing commitment to enhancing effective governance education.

Administration is prepared to respond to questions at the January 24, 2024, Public Board meeting.

**Attachment(s):**

Not applicable.