



# BOARD OF TRUSTEES STURGEON PUBLIC SCHOOLS

## Public Board Meeting

# AGENDA

**Date:** January 24, 2024                      **Start Time:** 9:00 a.m.

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

1. Call to Order
2. Land Acknowledgement - Trustee Pequin
3. Approval of Agenda
4. Approval of Minutes
5. Business Arising From The Minutes
6. Presentations/Delegations
7. Action Items
  - 7.1 Edwin Parr Selection Committee
  - 7.2 Board Policy 315: Opening Exercises, Flag Protocol and Recognition of Dignitaries
  - 7.3 Board Policy 400: Financial Accountability and Audit
8. Administrative Reports
  - 8.1 Alternative Programming Report
  - 8.2 Literacy Report
  - 8.3 Workplace Safety Report
  - 8.4 Communications Report - December 2023 & January 2024

- 8.5 Deputy Superintendent, Education Services Report
- 8.6 2023-2024 Superintendent Discretionary Fund
- 8.7 Superintendent Report
- 8.8 Administrative Procedure 335: Protocols for Opening Exercises, Flags and Recognition of Dignitaries

## 9. Reports from Trustees and Standing Committees

- 9.1 Chair's Report
- 9.2 Trustees' Reports
  - 9.2.1 [Board Strategic Work Plan](#)
- 9.3 Committee of the Whole Report
- 9.4 Rotary Report

## 10. Reports from Special Committees/Task Groups

- 10.1 Alberta School Boards Association Representative
- 10.2 Public School Boards Association of Alberta Representative

## 11. Unfinished Business

## 12. Comment & Question Period

## 13. In Camera

## 14. Adjournment

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| Memorandum of Agreement of Agreement Between Sturgeon Public Schools and The<br>Alberta Teachers' Association ..... | 096                        |
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DRAFT

## MINUTES OF THE PUBLIC BOARD MEETING

Meeting held at the Frank Robinson Education Centre  
Boardroom, in Morinville, Alberta  
On Wednesday, December 20, 2023, at 9:00 a.m.

### Attendance:

Irene Gibbons, Board Chair

Cindy Briggs, Vice Chair

Joe Dwyer, Trustee

\*Stacey Buga, Trustee - Electronic

Tasha Oatway-McLay, Trustee

Trish Murray-Elliott, Trustee

Shawna Warren, Superintendent

Lisa Lacroix, Associate Superintendent, Human Resources

Sean Nicholson, Associate Superintendent, Corporate Services

Michelle Wilde, Recording Secretary

*left at 10:45 a.m.*

Daniel Shaw, Tech Support

*left at 10:05 a.m.*

Christina Dafoe, Presenter

*left at 9:45 a.m.*

Konnor Wood, Presenter

*left at 9:45 a.m.*

\*Janet Westworth, Local ATA President

*arrived at 9:30 a.m.*

*left at 9:45 a.m.*

*\*Attended meeting virtually*

### Regrets:

Janine Pequin, Trustee

Jonathan Konrad, Deputy Superintendent, Education Services

### Call to Order

Board Chair Gibbons called the meeting to order at 9:00 a.m.

### Land Acknowledgement

Board Chair Gibbons read the Land Acknowledgement Statement.

### Approval of Agenda

**094/2023 - Moved by Trustee Oatway-McLay** that the agenda be approved as presented.

**CARRIED UNANIMOUSLY**

### Approval of Minutes

**095/2023 - Moved by Trustee Murray-Elliott** that the minutes of the Regular Meeting of November 29, 2023, be approved as presented.

### **Business Arising From The Minutes**

No business arising from the minutes.

### **Presentations/Delegations**

#### STEAM Presentation

Christina Dafoe and Konnor Wood presented on STEAM.

#### ATA Report

Janet Westworth, Local ATA President provided an update.

### **Action Items**

#### Memorandum of Agreement Between Sturgeon Public Schools and The Alberta Teachers' Association

Please find below a summary of the proposed changes with detailed wording contained in the attachment:

#### **Service outside of Operational Days (3.8)**

- Teachers directed to work outside the operational school year shall be compensated 1/200th of their annual salary per full day or 1/400th for half day.

#### **Paid Leave for Principals and Vice Principals (4.7.1 and 4.7.2):**

- Principals: three (3) paid leave days per school year.
- Vice Principals: two (2) paid leave days per school year.

#### **Administrative Allowance Responsibilities (4.7.3):**

- Acknowledges professional responsibility for site operationality on the opening day.
- Allows flexibility in developing a schedule for administrators with schools open before the school year with submission to the Superintendent or designate.

#### **Substitute Teacher Booking System (5.6):**

- Division commits to maintaining a reliable system for booking substitute teachers.

#### **Job Share Initiative (6.5):**

- Division maintains a list of teachers expressing an interest in job sharing.

### **Temporary Leave of Absence (12.2.1):**

- Central Office may grant a temporary leave of absence, with pay, due to unsafe road conditions.

### **Communication of External Postings (16.7):**

- All positions for the new school year are posted externally and communicated to currently employed teachers with an active Division email account.

### **Letter of Understanding XX - Professional Development for Substitute Teachers:**

- Substitute teachers with 50 or more full days in 2023/24, who have attended one school based professional development day, may receive one full day of substitute teacher salary provided they have been granted permission to attend by the Principal.

### **Letter of Understanding X - Distributed Education Conditions of Practice:**

- Information provided to the Association before June 30th, 2024, for Morinville Learning Center, Sturgeon Learning Center, and Sturgeon Public Virtual Academy includes:
  - Number of students, credits, courses, or subject areas a teacher may be assigned.
  - Amount of course design and development expected.
  - Class composition and complexity.
  - Amount of non-instructional time for teachers.
  - Processes for incomplete courses.
  - Processes and timing for enrolling students in courses or programs.

**096/2023 - Moved by Trustee Oatway-McLay** that the Board of Trustees approve the Memorandum of Agreement Between Sturgeon Public Schools and The Alberta Teachers' Association as presented at the December 20, 2023, Public Board meeting.

**CARRIED 5/1**

**Abstained: Trustee Dwyer**

*As per Section 8(2)(b) of the Board Procedures Regulation, Trustee Dwyer abstained from the vote on this question due to a pecuniary interest in the matter as required by section 88(1) of the Education Act.*

### March Public Board Meeting

In line with the decisions made during the Organizational Meeting on August 23, 2023, and in adherence to Policy 235: Board Operations, the Board established a schedule for regular meetings, including the Public Board meeting slated for March 27, 2024. However, this date falls within spring break, a crucial time for students, staff and families, many of whom may have vacation plans. In an effort to ensure maximum participation and inclusivity, it is proposed that the Public Board meeting be rescheduled to March 20, 2024. This adjustment would also necessitate moving the Committee of the Whole meeting, originally scheduled for March 13th, to March 6th. These changes aim to align to the 2023-2024 school year calendar.

**097/2023 - Moved by Chair Gibbons** that the Board of Trustees approve that the March Public Board meeting be moved from March 27, 2024, to March 20, 2024.

**CARRIED 5/1**  
**Against: Trustee Dwyer**

### Policy 205: Operational School Year

The role of the Board in determining the School Year Calendar is clearly defined in the Education Act, Section 60, “a board shall determine and make publicly available for each school year the days, dates and number of days of school operation”. The Education Act also clearly defines school year requirements to provide sufficient instructional days to attend to the hours of instruction required by Alberta students.

The Board’s Policy 225: Role of the Board states “*The Board shall carry out any other matters that the Minister prescribes (Education Act s.33(1)(n)). Specifically the Board:*

*Performs Board functions required by governing legislation and Ministerial directives.”*

**098/2023 - Moved by Trustee Murray-Elliott** that the Board of Trustees rescind Policy 205: Operational School Year as presented at the December 20, 2023 Public Board meeting.

**CARRIED UNANIMOUSLY**

## **Administrative Reports**

### Class Size Information Survey Reporting

Shawna Warren, Superintendent, brought forward as information, a report on Class Size Information Reporting.

September 2019, Alberta Education discontinued the Class Size Information Survey initiative and reporting by school jurisdictions. Administration continues to track class size data to provide a Division snapshot and trend analysis. Class Size Information is gathered using the same criteria as the previous *Alberta Education Class Size Information Survey* initiative:

- A class is defined as a group of students with ONE teacher for 50% or more of the instructional time devoted to a subject.
- A multi-grade classroom with one teacher is counted as one class.
- Multi-graded classrooms are included in the higher-grade level. i.e. Grade 3/4 combined class would be included in the Grade 4 category.
- For High School, only first semester courses are included in this report.
- Only core courses are included – Language Arts, Social Studies, Math and Science. Irregular classes such as Work Experience and Distance Learning are not included.
- Outreach Programs, the Hutterite Colony, Oak Hill, and Legal Public School are not included in the report.
- Data reported in this survey is as of September 29, 2023.

#### Summary of Programs Currently Available Across Sturgeon Public School Division

Shawna Warren, Superintendent, brought forward as information, a Summary of Programs Currently Available Across Sturgeon Public School Division.

Every child is unique. In Sturgeon Public School Division, families have access to a wide array of programs designed to meet the diverse interests and needs of all students while following Alberta's program of study.

#### **Programs of Choice and Alternative Programming**

Programs of choice provide students access to unique educational experiences such as French Immersion and Christian (LOGOS) Education. Alternative programming allows students to learn in alternate settings such as outreach and distance learning, or with modified outcomes, such as Knowledge and Employability.

- Adult Education
- French Immersion
- Home Education
- Knowledge & Employability Courses
- LOGOS Christian Program
- Open Air Kindergarten
- Off-Campus Education
- Outreach Programming
- Various Academies, including:
  - Hockey



- Performing Arts
- Animal Wellness
- STEAM
- Innovate
- CISCO Networking
- Recreation
- Sports (Various names)
- Virtual Learning at SPVA

### **Specialized Programs**

More than 600 students within Sturgeon Public School Division have been diagnosed with special needs. The Division provides a full range of specialized programs\* that serve students with behavioral, communication, intellectual, learning and physical disabilities.

Wherever possible, first consideration is given to serving students with special needs through reasonable accommodations in a regular classroom setting in their designated catchment school. All students identified with learning or developmental needs are supported through the development of an Individualized Program Plan (IPP), implemented primarily by classroom teachers in cooperation with the child's parents.

- Pre-Kindergarten Programming
- Specialized Programming in K to 12
- CASA Classroom

\*All specialized programs are accessed by referral to Learning Services.

### Transportation Services Department Report

Sean Nicholson, Associate Superintendent, Corporate Services, brought forward as information, the Transportation Services Department Report.

### Communications Report - November & December 2023

Shawna Warren, Superintendent, brought forward as information, the Communications Report for November & December 2023.

### Quarterly Financial Report

Sean Nicholson, Associate Superintendent, Corporate Services, brought forward as information, the Quarterly Financial Report.

### 2023-2024 Superintendent Discretionary Fund

Shawna Warren, Superintendent, brought forward as information, the 2023-2024 Superintendent Discretionary Fund report.

## Superintendent Report

Shawna Warren, Superintendent, brought forward as information, the Superintendent Report.

## **Reports from Trustees and Standing Committees**

### Chair's Report

Below is the Chair's submitted report.

#### Chair Gibbons (Gibbons/Lamoureux)

Chair Gibbons reported that she attended:

- Committee of the Whole (Dec. 6)
- Gibbons Pancake Breakfast (Dec. 15)
- Gibbons School Christmas Concert (Dec. 20)
- Meeting with the Superintendent (Dec. 15)
- Meeting with the Town of Bon Accord (Dec. 13)
- Member of Parliament Visit Social 30-1 Class Presentation at SCHS (Dec. 18)
- National School Board Association Rural Education Virtual Summit (Dec. 13)
- Public Board Meeting (Dec. 20)

### Trustees' Reports

Below are the submitted Trustee Reports.

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

Trustee Briggs reported that she attended:

- Bon Accord Community School Christmas Concert (Dec. 21)
- Committee of the Whole (Dec. 6)
- Lilian Schick School Christmas Concert (Dec. 13)
- Lilian Schick School Christmas Lunch (Dec. 20)
- NSBA Rural Education PD Session (Dec. 13)
- Oak Hill School Visit and Legal School Visit (Dec. 20)
- Public Board Meeting (Dec. 20)
- SCHS Christmas Concert at the Arden Theatre (Dec. 14)
- Town of Bon Accord Meeting (Dec. 13)

#### Trustee Buga (Morinville Area)

Trustee Buga reported that she attended:

- Alternate Learning Christmas Luncheon (Dec. 15)
- ASBA Speaker's Corner (Dec. 11)
- ASBA Zone 2/3 (Dec. 1)
- Committee of the Whole (Dec. 6)
- ÉMPS Fringe (Dec. 21)

- NSBA Rural Summit (*Dec. 13*)
- Public Board Meeting (*Dec. 20*)
- Sturgeon Heights Christmas Celebration (*Dec. 7*)

Trustee Dwyer (Alcomdale/Villeneuve Area)

Trustee Dwyer reported that he attended:

- Camilla School Pancake Appreciation
- Camilla School Christmas Concert
- Morinville Colony School Christmas Concert
- Namao School Christmas Concert
- Rotary Meetings

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

Trustee Murray-Elliott reported that she attended:

- Committee of the Whole (*Dec. 6*)
- Four Winds School Outcome Based Reporting Info Session (*Dec. 6*)
- MP Dane Lloyd at SCHS (*Dec. 18*)
- NSBA Rural Education Summit (*Dec. 13*)
- Public Board Meeting
- Staff Appreciation Cards to SCHS and Sturgeon Heights (*Dec. 15*)
- Sturgeon Heights Winter Concert (*Dec. 7*)

Trustee Oatway-McLay (Cardiff/Garrison)

Trustee Oatway-McLay reported that she attended:

- Committee of the Whole (*Dec. 6*)
- Guthrie School Council (*Dec. 11*)
- Guthrie Winter Concert (*Dec. 20*)
- Public Board Meeting (*Dec. 20*)
- SCHS Winter Concert (*Dec. 14*)

Board Strategic Work Plan

MLAs Shane Getson and Dale Nally accepted the Boards' invitation to meet and will be meeting individually in January 2024.

Committee of the Whole

The Board of Trustees received as information, the unapproved Minutes of the meeting from the December 6, 2023, Committee of the Whole meeting.

Rotary Report

Trustee Dwyer shared his report.

## Reports from Special Committees/Task Groups

### Alberta School Boards Association Representative

No update provided.

### Public School Boards Association of Alberta Representative

Trustee Murray-Elliott brought forward as information, the Public School Boards Association of Alberta report.

Advocate Newsletter was emailed to everyone on December 15, 2023.

Highlights: Going forward, only one newsletter per month as of January, 2024, at end of each month.

Info on upcoming PSBC events in February, April and 2024 Spring General Assembly and links to register.

Link to Alberta Budget 2024 Consultation Survey.

Notice that National Congress on Rural Education in Canada is ending due to steady decline in attendance and participation.

Virtual Holiday Card emailed December 14, 2023.

## Unfinished Business

No unfinished business.

## Comment and Question Period

No comments or questions from the public.

*Meeting recessed for break at 10:39 a.m.*

*Meeting resumed at 10:46 a.m.*

## In Camera

**099/2023 - Moved by Trustee Oatway-McLay** that the Board of Trustees move to In Camera at 10:46 a.m.

**CARRIED UNANIMOUSLY**

[100/2023 - Moved by Trustee Oatway-McLay](#) that the Board of Trustees revert to a public meeting at 11:45 a.m.

**CARRIED UNANIMOUSLY**

**Adjournment**

Trustee Murray-Elliott adjourned the meeting at 11:45 a.m.

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Chair

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Date

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Associate Superintendent,  
Corporate Services

DRAFT



**Date:** January 24, 2024 **Agenda Item:** 7.1  
**To:** Board of Trustees  
**From:** Shawna Warren, Superintendent  
**Originator(s):** Jonathan Konrad, Deputy Superintendent, Education Services  
**Governance Policy:** [Policy 225: Role of the Board](#)  
[Policy 700: Superintendent of Schools](#)  
**Assurance Domain:** Governance

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

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

Building Effective Relationships  
Modeling Commitment to Professional Learning  
Visionary Leadership  
Leading Learning

**Subject:** **Edwin Parr Selection Committee**

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### **Purpose:**

For approval. Motion required.

### **Recommended Motion:**

THAT the Board of Trustees review the submissions for the Edwin Parr Teacher Award at the February 14, 2024, Committee of the Whole, and make their selection for nomination at the February 28, 2024, Public Board meeting.

### **Background:**

The Board is responsible for adhering to the Board’s Annual Work Plan. The Edwin Parr Selection Committee recommendation is in support of this responsibility.

Edwin Parr homesteaded in the Meanook area near Athabasca in 1920. Prior to 1925, he began his long career in educational affairs as a member of the board of the George Lake School District. He served as Chair of the Board with the Athabasca School Division and was on the Council of the County of Athabasca from its formation in 1959 until his death in January 1963. Edwin Parr was President of the Alberta School Trustees’ Association from 1956 to 1962. Ed Parr, as he was known to all, instituted an “Annual Teacher Award” in his school system. Each year, a member of the teaching staff was chosen to receive a gold watch and an appropriate certificate for long and meritorious service.



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

Criteria:

- Any first year Kindergarten - Grade 12 teacher is eligible for nomination
- A minimum of 100 full-time equivalent days of teaching within the current school year is required (ie. September 2023 to June 20, 2024)
- May have up to 120 days of teaching service prior to signing a full-time contract.

The Board's nomination for the Edwin Parr Teacher Award is required to be submitted by March 18, 2024.

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

**Attachment(s):**

Not applicable.



**Date:** January 24, 2024 **Agenda Item:** 7.2

**To:** Board of Trustees

**From:** Shawna Warren, Superintendent

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

**Governance Policy:** [Board Policy 105: Vision, Mission and Values](#)  
[Board Policy 225: Role of the Board](#)  
[Board Policy 700: Superintendent of Schools](#)  
[Board Policy 701: Board Delegation of Authority](#)  
[Board Policy 315: Opening Exercises, Flag Protocol and Recognition of Dignitaries](#)

**Additional Reference:** Education Act: *Sections 16, 58*  
Remembrance Day Act  
Alberta Act, 1905: *Section 17*  
School Ordinance of the Northwest Territories, 1901; *Sections 137 and 138*  
Constitution Act, 1867: *Section 93*  
Alberta Human Rights Act: *Sections 11.1(1) and (2)*

**Assurance Domain:** Governance  
Local & Societal

**Superintendent Leadership Quality Standard (SLQS)**

SLQS Competencies ([SLQS](#) / [Board Policy 700](#)):  
Building Effective Relationships  
School Authority Operations and Resources  
Supporting Effective Governance

**Subject:** **Board Policy 315: Opening Exercises, Flag Protocol and Recognition of Dignitaries**

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**Purpose:**  
For approval. Motion required.

**Recommended Motion:**  
THAT the Board of Trustees rescind *Board Policy 315: Opening Exercises, Flag Protocol and Recognition of Dignitaries* as recommended at the January 24, 2024 Public Board meeting.

**Background:**  
The [Remembrance Day Act](#) clearly defines the legislative responsibilities of the Board for Remembrance Day ceremonies:



1. A board, as defined in the Education Act, shall on Remembrance Day, with respect to each of its schools,
  - a. arrange for a remembrance ceremony that will encompass at least the time period from 11:00 a.m. to 11:05 a.m., or
  - b. ensure the observance of 2 minutes' silence from 11:00 a.m. to 11:02 a.m.
2. If a ceremony referred to in subsection (1)(a) is held at a school, all pupils shall either attend the ceremony or remain in the school, silent, during the ceremony.
3. If Remembrance Day falls on a day on which the school is not open, the board shall comply with subsection (1) on the school day immediately preceding Remembrance Day.

A board, as a partner in education, has the responsibility to entrust the day-to-day management of the school division to the staff through the superintendent (33 (1)(j)).

[Board Policy 240: Policy Development](#) states, “at any time, the Board may delete or suspend a policy and subsequently delegate to the Superintendent authority over a particular area (2.5)”.

Administration has created a new Administrative Procedure, *AP335 - Protocols for Opening Exercises, Flags and Recognition of Dignitaries*, using feedback from Trustees, administration and two respected teacher leaders with longstanding experience with Remembrance Day Ceremonies protocols who have a military background.

This new Administrative Procedure, which includes an Appendix for Remembrance Day ceremonies and a Remembrance Day Ceremony handbook for SPS staff, is specific, detailed and focused. It will enable all areas of the organization to fulfill day-to-day responsibilities to students, employees and the public regarding protocols for special events.

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

**Attachment(s):**

1. Board Policy 315: Opening Exercises, Flag Protocol and Recognition of Dignitaries.

## **Policy 315 - Recommendation to Rescind Policy and Replace with new AP335**

# **Opening Exercises, Flag Protocol and Recognition of Dignitaries**

## **1.0 POLICY**

The Board believes in the promotion of a sense of pride in our country, province and community. The Board believes that students should be provided with opportunities in school to participate in patriotic exercises in order to acquire knowledge and develop skills and attitudes that will prepare them to be responsible and productive citizens. The Board believes, the acknowledgement of and respect for religious diversity, the maintenance of inclusive environments in its schools, and the provision of appropriate opportunities for students to give expression to their religious beliefs. The Board believes that the local community should have an opportunity for input into the opening exercises that the Board authorizes for individual schools.

## **2.0 GUIDELINES**

### **2.1 National Anthem**

2.1.1 In accordance with the Education Act, the Board may prescribe the conducting of patriotic exercises for students. Schools are expected to provide education to students regarding the appropriate protocol and conduct during patriotic exercises or events. Protocol for Remembrance Day Services shall be as per Royal Canadian Legion Guidelines.

2.1.2 The playing of O Canada should be conducted at all schools (K - 12) at the commencement of each day and shall be conducted at the commencement of all patriotic activities.

2.1.3 As per the Education Act, Section 58, a student may be excused from any patriotic exercise upon written request of the student's parent or guardian.

### **2.2 Lord's Prayer**

2.2.1 In accordance with the Education Act, the Alberta Act, the School Ordinance of the Northwest Territories and the Constitution of Canada, the Board may prescribe that a school include recitation of the Lord's Prayer as part of its opening exercises.

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

2.2.3 Whenever parents/guardians request that the recitation of the Lord's Prayer be part of a school's opening exercises, the Principal shall advise the Superintendent, who will advise the Board of Trustees.

2.2.4 The Board of Trustees may, through the Superintendent, direct the Principal to undertake to obtain a consensus of parent/guardian opinion around such request through surveys, meetings or any other appropriate means of gathering information,

and establish a timeframe for such undertaking.

2.2.5 The Principal shall present information obtained, including the rationale for the request for recitation of the Lord's Prayer to be part of the school day opening, the determined degree of parent interest in the request, and proposed method of practice to the Board and seek Board prescription of such recitation.

2.2.6 The Board shall consider the rationale presented, including the tradition and culture of the school community, as well as the determined degree of parent interest and may prescribe the recitation of the Lord's Prayer to be a part of the school day opening at that school.

2.2.7 When the Lord's Prayer is part of the school day opening exercises, the Principal shall ensure that parents are informed of the practice at the time of registration each year.

2.2.8 The Principal shall annually ensure that written approval is provided for students whose parents/guardians wish them to participate in recitation of the Lord's Prayer as part of the school's opening exercises.

## **2.3 Flags**

2.3.1 The Canadian flag, the Alberta flag and the Sturgeon Public Schools flag shall be displayed at each Division site as per established protocol and maintained in good condition. (Reference: Canada Heritage Website.)

2.3.2 A Canadian flag of proportionate size and quality shall be appropriately displayed in all classrooms.

2.3.3 Display of flags at assemblies and the lowering of flags (e.g. half-masting) shall follow the protocol established on the Canadian Heritage Website. Where there is no established protocol, such as for the death of a Sturgeon Public student or staff member, the school principal shall consult with the Superintendent to determine appropriate procedures.

## **2.4 Recognition of dignitaries at school events**

### **2.4.1 School Personnel**

2.4.1.1 School Council Chairs or designate

2.4.1.2 School principal, vice-principal(s) (if school is hosting event)

2.4.2 Division Personnel At events organized or sponsored by the school board or its schools, introductions of trustees and other dignitaries shall be in the following order:

2.4.2.1 Board Chair

2.4.2.2 Vice-Chair

2.4.2.3 Local Trustee, Trustees in attendance

2.4.2.4 "Greetings/regrets" from Trustees not in attendance

2.4.2.5 Superintendent, Deputy and/or Associate Superintendents

## **2.5 Other dignitaries Other elected officials and dignitaries attending (highest to lowest rank):**

2.5.1 Members of the Senate representing Alberta

2.5.2 Members of Parliament (Cabinet Ministers first)

2.5.3 Members of the Legislative Assembly of Alberta (Cabinet Ministers first)

2.5.4 Mayors, Reeves

2.5.5 Other municipal Councilors

2.5.6 Special guests from the community (if invited and in attendance)

## **2.6 Royal Visits**

2.6.1 While rare, school boards or schools occasionally may be included in royal visits (including those of Canada's Governor-General and/or Alberta's Lieutenant Governor);

visits by the Prime Minister or Premier; senior Cabinet Ministers; Ambassadors; or other prominent dignitaries. In such circumstances, the formal protocol of either the Government of Canada or Province of Alberta takes precedent. Information on proper protocol in these special circumstances can be obtained from the Government of Alberta.

2.6.2 In these circumstances, it is expected local event organizers will ensure local Trustees are properly recognized and included in the event as is appropriate to their positions as local politicians.

#### References:

Education Act: Sections 16, 58 ,61

Alberta Act, 1905: Section 17

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

Constitution Act, 1867: Section 93

Alberta Human Rights Act: Sections 11.1(1) and (2)

#### Websites:

Canadian Heritage: <https://www.canada.ca/en/canadian-heritage.html>

Royal Canadian Legion: <https://www.legion.ca/>

#### **History**

2019 Mar 27 Initial Approval

2019 Oct 23 Amended

2020 Jan 29 Amended

2021 Oct 27 Reviewed



**Date:** January 24, 2024 **Agenda Item:** 7.3

**To:** Board of Trustees

**From:** Shawna Warren, Superintendent

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

**Governance Policy:** [Board Policy 221: Role of the Trustee](#)  
[Board Policy 225 : Role of the Board](#)  
[Board Policy 701: Board Delegation of Authority](#)  
[Board Policy 700: Superintendent of Schools](#)

**Additional Reference:** Education Act  
[AP420 - Financial Accountability & Audit](#)

**Assurance Domain:** Governance

**Superintendent Leadership Quality Standard (SLQS)**

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

School Authority Operations and Resources  
Supporting Effective Governance

**Subject:** **Board Policy 400: Financial Accountability and Audit**

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**Purpose:**

For approval. Motion required.

**Recommended Motion:**

THAT the Board of Trustees rescind Board *Policy 400: Financial Accountability and Audit* as recommended at the January 24, 2024 Public Board meeting.

**Background:**

The Board of Trustees is responsible for reviewing Board Policies on an ongoing basis in order to adhere to the requirements necessary to provide excellence in public education and comply with the Education Act and provincial, as well as federal, legislation. The Board, as elected officials of the community, provides overall direction and leadership to the Division.

Administration has reviewed and recommends rescinding *Board Policy 400: Financial Accountability and Audit*. The *Education Act* (section 137) clearly defines the term “auditor” and mandates each board to appoint an auditor (section 138). The fiscal year of a board is set as September 1 to the following August 31, unless otherwise specified by the Minister. The board shall in each year submit an annual budget for the upcoming fiscal year, along with financial statements, the auditor’s report, and any written communications between the auditor and the board regarding internal control systems and accounting procedures (section 139). Additional requirements related to financial statements, authority to disclose



personal information, the Auditor's report, the Audit Committee, and the application of funds are all outlined in the *Education Act* (sections 140-143).

The Board's role in ensuring financial accountability and audit requirements is captured in *Board Policy 225: Role of the Board*, which is in accordance with the *Education Act* and corresponding regulations.

The Board shall annually review and approve the budget and audited financial statements as part of the budget process to ensure effective stewardship of the Board's resources [Education Act s. 33(1)(i)].

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

**Attachment(s):**

1. Policy 400 - Financial Accountability and Audit

**Policy 400 Recommend to rescind**. Clearly defined in the [Education Act](#) and Policy 225.

Education Act Section 138: Auditor - Each board shall appoint an auditor.

Section 139: Financial reporting to the Minister

Sections 140 - 143

Pages pictured below.

Financial Accountability covered in [Policy 225: Role of the Board](#) sections 38-50.

## **Financial Accountability and Audit**

### **1.0 POLICY**

The Board believes that the independent professional audit of its financial operation is essential for establishing credibility and financial accountability for tax dollars spent on education.

The Board also believes that the audit of individual school financial records is necessary.

The Board shall appoint an auditor for a term of three to five years.

References:

Administrative Procedure: [AP420 – Financial Accountability and Audit](#)

Education Act: Part 6, Division 1, Finance

### **History**

2019 Apr 24 Initial Approval

2020 Sep 23 Amended

2021 Oct 27 Reviewed

2021 Dec 22 Amended

## **Part 6 Finance and Property**

### **Division 1 Finance**

#### **Definition**

**137** In this Part, “auditor” means a professional accounting firm registered under the *Chartered Professional Accountants Act* and authorized to perform an audit engagement.

2012 cE-0.3 s137;2014 cC-10.2 s174

#### **Auditor**

**138** Each board shall appoint an auditor.

#### **Financial reporting to the Minister**

**139(1)** The fiscal year of a board is September 1 to the following August 31, unless otherwise specified by the Minister.

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

- (a) on or before May 31, or another date specified by the Minister, prepare and submit to the Minister a budget for the fiscal year beginning on the following September 1;
- (b) on or before November 30, or another date specified by the Minister, submit to the Minister, in the form prescribed by the Minister, copies of
  - (i) the board’s financial statements,
  - (ii) the auditor’s report on the board’s financial statements, and
  - (iii) any written communications between the auditor and the board respecting the systems of internal control and accounting procedures of the board.



(3) The Minister in the Minister's discretion may publish or otherwise disseminate all or any of the items submitted to the Minister pursuant to subsection (2)(b).

**Contents of financial statements and authority to disclose personal information**

**140(1)** The financial statements referred to in section 139(2)(b) must include the following information in respect of the board:

- (a) the remuneration, the benefits, the allowances and the expenses paid to or on behalf of the members of the board, each shown as a separate figure and shown separately for each member;
- (b) the remuneration, the benefits, the allowances, the expenses and the performance bonuses and other monetary incentives paid to or on behalf of the superintendent, each shown as a separate figure;
- (c) the remuneration, the benefits, the allowances, the expenses and the performance bonuses and other monetary incentives paid to or on behalf of the secretary-treasurer or the secretary and the treasurer appointed by the board, as the case may be, each shown as a separate figure;
- (d) the total of the remuneration, the total of the benefits and the total of the allowances paid to or on behalf of the persons in each of the following groups:
  - (i) teachers employed by the board;
  - (ii) non-teaching employees of the board.

(2) The board has the authority to disclose the information listed in subsection (1) notwithstanding any other Act or any provision of any agreement that purports to prohibit the disclosure of that information.

**Auditor's report**

**141(1)** An auditor shall, in accordance with the Canadian Auditing Standards, perform the auditor's examination of, and prepare the auditor's report on, the financial statements prepared pursuant to this Act and submit the report to the board.

(2) Board employees must give the auditor access to all records, documents, books of account and vouchers of the board at all times, and the auditor is empowered to request and receive from the board and any employee of the board any information and

explanations that in the auditor's opinion may be necessary to enable the auditor to report as required by subsection (1).

**Audit committee**

**142(1)** Each board shall establish an audit committee to

- (a) recommend external auditors to the board,
- (b) review the annual financial statements and report to the board, and
- (c) attend to other matters as the board may determine in the establishment of the audit committee.

**(2)** The audit committee shall comprise at least 5 individuals and shall include 2 members who are not trustees.

2012 cE-0.3 s142:2020 c11 s13

**Application of funds**

**143(1)** Subject to subsections (3) and (4), any money of a board that is accumulated or acquired for the purpose of capital expenditures must be used only for capital expenditures.

**(2)** Subject to subsections (3) and (4), any money of a board that is accumulated or acquired for a capital expenditure by borrowing or in any other manner must be used only for the capital expenditure for which it was acquired.

**(3)** The Minister, on any conditions that the Minister prescribes,

- (a) may permit a board, or
- (b) may require a board

to use money referred to in subsection (1) or (2) for a particular capital expenditure or a particular capital project or for any other expenditure or project whether or not the expenditure or project is one for which the money was accumulated or acquired.

**(4)** Notwithstanding subsections (1) and (2), a board may effect a temporary transfer of capital funds for a period of not more than 365 days to an account for operating expenses and, on the transfer of the capital funds, the funds may be applied during that period toward operating expenses.

**143.1** Repealed 2012 cE-0.3 s143.1.



**Date:** January 24, 2024 **Agenda Item:** 8.1

**To:** Board of Trustees

**From:** Shawna Warren, Superintendent

**Originator(s):** Jonathan Konrad, Deputy Superintendent, Education Services  
Kari Morgan, Division Principal

**Governance Policy:** [Board Policy 225: Role of the Board](#)  
[Board Policy 700: Superintendent of Schools](#)

**Additional Reference:** [AP815: Outreach Programs](#)  
[AP855: Alternate Programming and Learning Opportunities](#)

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

**Superintendent Leadership Quality Standard (SLQS)**  
SLQS Competencies ([SLQS](#) / [Board Policy 700](#)):  
Building Effective Relationships  
Visionary Leadership  
School Authority Operations and Resources  
Supporting Effective Governance

**Subject:** **Alternative Programming Report**

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**Purpose:**  
For information.

**Background:**  
Off-Campus, Work Experience, Dual-Credit, Green Certificate, Outreach and Online programming allow students to learn in alternate settings and through experiences that align with their needs and interests. Offering these programs aligns with the Board’s mission to provide a well-rounded education and the value of ensuring learning choices exist for all students. This also aligns with the *Choice in Education Act* amendments to the *Education Act* in June 2020.

The Alternative Programming Report provides an overview of the strong variety of program options that students may access in Sturgeon Public Schools.



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

**Attachment(s):**

1. Alternative Programming Report - January 2024



# Alternative Programming Report

[Off-Campus - WE/RAP](#)

[Connection with Careers The Next Generation](#)

[Dual Credit](#)

[Successes with Dual Credit](#)

[Green Certification](#)

[Program Expansion and Partnership Growth](#)

[Community Outreach Plan](#)

[Off-Campus Program Expansion](#)

[Summer School \(2023\)](#)

[Sturgeon and Morinville Learning Centres with Sturgeon Public Virtual Academy](#)

## Off-Campus - Work Experience (WE)/Registered Apprenticeship Program (AP)

Students can earn credits while they are employed during the school year, and in the summer months. Students register with the off-campus coordinator for work experience credits when they have secured employment. Together with the employer, and student, the coordinator develops the learning plan for the student. The employer provides mentoring, guidance and supervision for the student while they learn on the job.

The Registered Apprenticeship Program (RAP) is an excellent option for students interested in a career in the trades. RAP allows high school students to begin an apprenticeship training program as early as Grade 10. These students earn credit toward a high school diploma and an apprenticeship program at the same time.

### Program Staffing

- 0.5 FTE Off-Campus School Coordinator at SCHS, enrolments from the Learning Centres are supervised through SCHS
- 0.3 FTE Off-Campus School Coordinator at RW
- 0.2 FTE Off-Campus Division Coordinator at Learning Centres

### Current Off-Campus Enrolment

- 110 students during the year
- 67 students during Summer School

There are varying types of job placements throughout the county and municipalities. (ie: mechanic shops, hair stylists, restaurants, grocery stores, landscaping, butcher shops,





industries including Pembina, Dow, golf courses, hospitals, family farms, oil change shops, and recreation centers)

## Connection with Careers The Next Generation

Off-campus coordinators work closely with the Division Principal to facilitate student RAP placements and career internships.

### **Secondment**

The Division Principal is on a 0.2 FTE, part-time secondment to Careers The Next Generation. Through this partnership, Sturgeon Public School Division (SPS) has access to training, communities of practice, Workforce Website - which contains placements for students posted by employers throughout the province. A student can register on the website and should a placement come up, then the school works in coordination with the Careers coordinator, and the student to ensure the student submits an application and is well suited for the position. Students compete for these jobs with other students from the region including Fort Saskatchewan and St. Albert.

### **Junior High Programming**

FWPS has created opportunities for students to learn in alternate environments within the community, to assist with job skill development and to provide specific students with a successful program when the regular classroom is not the optimal learning environment for the student. This is supported through a Child and Youthcare worker.

## Dual Credit

Sturgeon Public Schools students can earn high school credits and post-secondary education credits while attending high school. The Division is excited to partner with Olds College, Lakeland College, Northern Alberta Institute of Technology (NAIT), Northern Lakes College, and most recently a renewed agreement with Norquest College for programming in the 2024-25 school year. The Division is offering Dual Credit courses where students can take part in live online instruction and/or self-paced learning with college instructors.

Taking a post-secondary course in high school gives students many advantages going forward in their educational journey. It gives students the confidence and motivation to transition from high school to post-secondary education. Dual Credit instruction gives students opportunities to try potential post-secondary programs with little or no risk in the familiarity of their high school. This helps in career development and life-long learning.

### **Alberta Education Dual Credit Grants**

There are two types of grants available for Dual credit funding.

1. Dual Credit Start Up Grant (program specific)





2023-24 SPS received \$50,000 - this goes to pay tuition and facilitate implementation of the new program (Educational Assistant - Northern Lakes College). If not used in the first year, the remaining funds are carried over to continue growth in the program.

2. Dual Credit Enhancement Grant - purchase of new equipment or upgrade facilities to meet industry standards and better connect students to today's workforce. 2023-24 SPS received \$75,000 - a large portion to be used to enhance the welding lab at SCHS, as well as continue the Dual credit Welding 1000 program through NAIT, and support student tuition for courses within the current agreements.

## Successes with Dual Credit

### **Partnership with NAIT and Welding Cohort**

The first cohort began in February of the 2022-23 school year. The cohort has continued through this school year and the 3rd group of students will start on February 1. This will mean the program will have had 45 students thus far registered in the cohort (six from another school division who registered with SPS).

### **Collaboration with Other School Divisions**

Through inquiries and connections made through Careers and community engagements, the Division has connected with two neighbouring school divisions (St. Albert Public and Elk Island Public) to broaden the course offerings for students in each division.

## Green Certification

SPS offers the Green Certificate program for students interested in agriculture business. Offered at the high school level, students can acquire the attitudes, skills and knowledge needed to be successful in the agricultural sector. Students learn through actively participating under the direction of experienced farm personnel. Students may earn a level 1 (Technician) Green Certificate and up to 16 credits by completing a series of three courses in one of the following areas:

- Bee Keeper Production
- Cow-Calf Beef Production
- Dairy Production
- Equine Certificate
- Feedlot Beef Production
- Irrigated Field Crop Production
- Field Crop Production
- Greenhouse Production
- Sheep Production





- Swine Production

Enrolment: last school year, two students enrolled in the Green Certificate Program. The off-campus team has been working on ways to entice students into enrolling. External testing takes place with this certificate. The Division is connected with Lakeland College which is assigned to the region for the testing. Most of the testing takes place in Westlock.. Parents commit to ensuring transportation for this.

Students who are in 4-H can also register in the Green Certificate 4H Projects each fall. The program is flexible and students can register at any time during the school year. There are ample opportunities for high school credit with this program and we will work to make it more accessible to students.

## Program Expansion and Partnership Growth

### Community Outreach Plan

The Division Principal and the Outreach Principal are working together to improve and expand the Off-Campus program. This includes internships and apprenticeships. To ensure connections with local businesses and communities, they are engaged in attending Chamber of Commerce groups, and in seeking meetings with Mayors and municipality representatives. Past or planned meetings:

- November - St. Albert Chamber, Mayor Hnatiw, Sturgeon County
- December - Morinville - Presentation at Chamber of Commerce
- January - February 2024 - meetings with Redwater, Gibbons, Bon Accord, and Legal - Mayors and representatives are scheduled. Chamber meeting presentations are to be arranged.

### Off-Campus Program Expansion

#### **Aviation Training**

Offering aviation training would be an exciting addition to Sturgeon Public Schools. To better understand the communities interest in this possibility, as well as what partnerships may be available, the team has embarked on several meetings and activities:

- Visited Edmonton Public Schools aviation program at J.Percy Page High School;
- Joined the Superintendent and Deputy Superintendent to connect virtually with the Superintendent of Prairie Rose School Division. Prairie Rose runs a robust flight school;
- Connected with Elevate Aviation, and local flying clubs;
- A visit to Villeneuve Airport is to be scheduled, as well as a meeting with Military personnel at the Edmonton Garrison;







- Exploring the possibility of training through Air Cadets; and
- Currently reviewing curriculum and locally developed courses to determine what will fit the Division's needs.

### **Building Futures - Coventry Homes**

Planned site visit in Spruce Grove and Parkland School Division. They currently have a program where students attend school off-site for one semester and work with various trades while they build a home. Classes are set up in the garage for core subjects and students work in groups with tradespeople on site.

With the growth in north Edmonton and the projected growth in the communities throughout the county, a similar program may be possible.

## Summer School (2023)

Sturgeon Public Schools offers a robust summer school program each year. Students may choose to take courses during the summer for a variety of reasons, including to improve academic results, achieve needed credits toward graduation, or create room for other courses during the year. All courses are done through modules and Google Classroom, with students able to connect with teachers at Sturgeon Composite High School for support. An exception to this is the Physical Education offerings, which are in-person and field trip-based. In 2023, the Division saw increased enrolment and course completion.

### **Student Enrolment**

|           | <b>End of April</b> | <b>End of May</b> | <b>June 14</b> | <b>Total Number</b> |
|-----------|---------------------|-------------------|----------------|---------------------|
| 2022-2023 | 206                 | 246               | 277            | 336                 |
| 2021-2022 |                     |                   |                | 244                 |
| 2020-2021 |                     |                   |                | 319                 |

### **Student Course Enrolment**

|           | <b>End of April</b> | <b>End of May</b> | <b>June 14</b> | <b>Total Number</b> | <b>Total Credits Earned</b> |
|-----------|---------------------|-------------------|----------------|---------------------|-----------------------------|
| 2022-2023 | 277                 | 310               | 336            | 499                 | 1592                        |
| 2021-2022 |                     |                   |                | 377                 | 1252                        |
| 2020-2021 |                     |                   |                | 536                 | 1640                        |

Planning for Summer School 2024 is underway





# Sturgeon and Morinville Learning Centres with Sturgeon Public Virtual Academy

## Learning Centres

Outreach Programs cater to students who may feel that traditional school offerings do not adequately address their requirements. Sturgeon Public Schools offers two campuses or Learning Centres offering Outreach programming, encouraging students to continue through school and earn their high school diploma. In addition to academic assistance, the Learning Centres delivers supplementary services including personal and career counseling, conflict resolution, anger management techniques, time management and study skills. These initiatives are aimed at ensuring a well-rounded and supportive environment for students to thrive academically and personally.

## Sturgeon Public Virtual Academy

Online learning offers a valuable option for many junior high students, providing various benefits such as access to a broader array of courses and the flexibility to learn at their own speed. It's essential for parents to recognize the distinctions between online and traditional face-to-face learning and to ensure that their children possess the necessary skills and tools for success before deciding on online education.

## Enrolment for 2023 - 2024

|             |      |  |
|-------------|------|--|
| SLC         | - 51 | (Grade 8 - 2, Grade 9 - 2, Grade 10 - 9, Grade 11 - 12, Grade 12 - 26) |
| MLC         | - 55 | (Grade 10 - 5, Grade 11 - 8, Grade 12 - 42)                            |
| SPVA        | - 17 | (Grade 7 - 6, Grade 8 - 8, Grade 9 - 3)                                |
| Home School | - 19 |  |

## Concurrent Enrolment in Learning Centres

Students who are in need of a course at Redwater High School or Sturgeon Composite High School can arrange to register at either learning centre. Students may require courses for varying reasons for example, the student did not complete the course successfully in the previous term or year, conflicts in scheduling, personal matters (away from school for medical reasons, bereavement, involved in a high level of sports) Current concurrent registration:

- Redwater
  - 29 students with a total of 32 course enrollments (21 unique courses)
- SCHS
  - 73 students with a total of 88 course enrollments (36 unique courses)

## Staffing Program Staffing

1 Administrative Assistant  
1 Educational Assistant

4.5 Teachers  
1 Counselor





## 1 Principal

### **Successes**

The program focuses on establishing strong relationships with students, staff, and families as a foundation for success. Surveys consistently show that students experience a high sense of belonging, leading to reduced anxiety levels. The Division provides a valuable opportunity for adult students to complete high school courses, offering an alternative learning environment tailored to those facing challenges in traditional schools, including medical concerns, behavioral issues, mental health considerations, and demanding athletic schedules.

Staff undergoes continuous development, receiving training in Universal Design for Learning, outcome-based reporting, and the utilization of the new learning management system, "Schoology." Additionally, specialized programming such as K&E and Steam is offered to SPVA students. The flexibility of programming allows for one-on-one meetings with students and parents at their convenience, though the team acknowledges the challenge posed by the significant ratio of students to staff. The Division takes pride in its adaptability, ensuring that the flexible programming meets students where they are in their academic journey.

### **Challenges**

Running two programs and three locations with the same administration and staff creates several challenges related to course planning and management. A significant hurdle is managing the number of courses assigned to each teacher, spanning both junior high and high school levels. Staff assignments become a complex task due to the fluctuating number of courses and students, requiring careful tracking of concurrent students and the handling of bulk submissions. The use of the PowerSchool Student Information System further complicates matters, as the Division currently operates three separate schools on the same platform. This redundancy increases the workload, particularly for teachers working in multiple locations, as they must create identical course structures within each school.

### **Other comments on learning centres:**

The Division proudly celebrates the achievements of graduates, recognizing the substantial impact of earning a high school diploma or certificate of high school achievement with Sturgeon Public Schools. While the graduation rates are modest, these milestones are significant for each individual.

The Learning Centres are the preferred choice for many high school students, offering a range of options, from the entire high school experience to specific grades or semesters. Sturgeon Public Schools provide a unique style of education in a safe and inclusive environment, accommodating diverse needs.

The Division understands the challenges some students face, such as those with sports commitments or adult learners looking to complete their high school education while working. Sturgeon Public's commitment is to create a positive and empowering learning environment, making a real difference in the lives of students.





**Date:** January 24, 2024 **Agenda Item:** 8.2

**To:** Board of Trustees

**From:** Shawna Warren, Superintendent

**Originator(s):** Jonathan Konrad, Deputy Superintendent, Education Services  
Shannon Requa, Director of Education Planning

**Governance Policy:** [Policy 225: Role of the Board](#)  
[Policy 700: Superintendent of Schools](#)

**Additional Reference:** [Mission, Vision and Values Statement](#)

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

**Superintendent Leadership Quality Standard (SLQS)**  
SLQS Competencies ([SLQS](#) / [Board Policy 700](#)):  
Modeling Commitment to Professional Learning  
Visionary Leadership  
Leading Learning

**Subject:** **Literacy Report**

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**Purpose:**  
For information.

**Background:**  
Literacy has traditionally been thought of as reading and writing. Although these are essential components of literacy, today our understanding of literacy encompasses much more. Literacy is a lifelong journey that commences with language acquisition from infancy, and its acquisition is influenced by ongoing instruction and practice. Alberta Education defines literacy as *the ability, confidence and willingness to engage with language to acquire, construct and communicate meaning in all aspects of daily living*. Through effective teaching methods and timely assessments, coupled with purposeful interventions, nearly every child can master the skills of reading and writing.

The attached “Literacy Assessment, Instruction and Support Report” provides detailed information on the Division’s literacy assessment tools, results and support initiatives for the 2023/2024 school year, including the allocation of funds to hire intervention teachers to aid grade 4 and 5 students based on screening data and teacher recommendations.



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

**Attachment(s):**

1. Literacy Assessment, Instruction and Support Report January 2024



# Literacy Assessment, Instruction and Support Report

## Literacy Assessments 2023/24

Division and provincial benchmark and screening assessment tools help teachers better understand students' current or developing literacy skills. They allow teachers to program more accurately and design review and support materials for student growth and success. They are not considered as evidence for grading. In 2023/24 the Division introduced a new comprehension screening tool for grades 5-12 called the *Reading Comprehension Assessment Tool (RCAT)*. In grades K-4 the Division continues the use of the provincial screeners (LeNS & CC3) as well as Fountas and Pinnell benchmarking.

### Available but Optional - Quick Phonological Awareness Screening (QPAS)

Students in Kindergarten can complete the QPAS in October and May to help understand a student's development of phonological awareness (Optional).

### Letter Name-Sound (LeNS)

The LeNS is designed to ensure that a child has the foundational phonics skills that are needed to develop into an independent reader.

### Castles and Coltheart (CC3)

The CC3 assessment tests the key processes in single word reading, which are phonological decoding and whole word recognition. The assessment is designed to help identify the nature of a child's reading difficulties and can provide direction for next steps.

### Alberta Education Numeracy Screener

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

### Fountas and Pinnell (F&P)

F&P is a useful assessment to examine the reading behaviors of a child such as rate, prosody, decoding fluency and comprehension. Assessments can support the choice of appropriate texts.

### Reading Comprehension Assessment (RCAT)

This tool assesses reading comprehension levels and growth in 5 pillars of reading comprehension skills.





## Literacy Assessment Timeline 2023/24

| Sep                  | Oct                                 | Nov | Dec | Jan             | Feb                                 | Mar | Apr | May                                  | Jun |
|----------------------|-------------------------------------|-----|-----|-----------------|-------------------------------------|-----|-----|--------------------------------------|-----|
| LeNS<br>(Gr. 2)      |                                     |     |     | LeNS<br>(Gr. 1) |                                     |     |     | LeNS<br><b>POST</b><br>(Gr.1 &<br>2) |     |
| CC3<br>(Gr<br>2,3,4) |                                     |     |     | CC3<br>(Gr. 1)  |                                     |     |     | CC3<br><b>POST</b><br>(Gr 1-4)       |     |
| RCAT<br>(5-12)       |                                     |     |     | RCAT<br>(5-12)  |                                     |     |     | RCAT<br>(5-12)                       |     |
|                      | Fountas & Pinnell<br>(F&P)<br>(1-4) |     |     |                 | Fountas & Pinnell<br>(F&P)<br>(1-4) |     |     | Fountas & Pinnell<br>(F&P)<br>(1-4)  |     |

## Formative Literacy Data - September 2023

| Grade | Assessment     | Percentage at Risk | Percentage Not-at-Risk |
|-------|----------------|--------------------|------------------------|
| 2     | LeNS - English | 23.4               | 76.6                   |
| 2     | CC3 - English  | 27.2               | 72.2                   |
| 3     | CC3 - English  | 28.8               | 69.9                   |
| 4     | CC3 - English  | 20.4               | 76.8                   |

## Formative Literacy Data French Immersion - September 2023

| Grade | Assessment    | Percentage at Risk | Percentage Not-at-Risk |
|-------|---------------|--------------------|------------------------|
| 2     | LeNS - French | 78.3               | 21.7                   |
| 2     | CC3 - French  | 82.6               | 12.5                   |
| 3     | CC3 - French  | 39.3               | 60.7                   |
| 4     | CC3 - French  | 40                 | 60                     |

## RCAT Data - Fall 2023

| Grade             | 5     | 6     | 7     | 8     | 9     | 10    | 11   | 12    |
|-------------------|-------|-------|-------|-------|-------|-------|------|-------|
| Average Score (%) | 57.96 | 59.16 | 62.47 | 50.48 | 56.98 | 47.94 | 55.4 | 57.62 |





### Teaching and Leading: Implemented Support for Improved Literacy

This year the Division continued to provide multiple opportunities for teachers and administrators to build their understanding of literacy development and how to use this understanding to impact student learning. This is done primarily through the support of the *Layers of Literacy* work of Dr. Miriam Ramzy and Michelle Bence.

Supports in place include:

- *Layers of Reading Grades 4-8*, including 4 videos, 4 ½ day sessions and a full day of instructional rounds at Four Winds school.
- *Layers of Reading Kindergarten-Grade 3*, including 5 videos to be viewed in collaborative school groups
- ½ day professional development session with Dr. Miriam Ramzy and Michelle Bence for administrators.
- Education Planning support to interpret literacy screening results and plan for responsive teaching.
- New Curriculum PD Menu has several sessions that support the components of a structured literacy program. Teachers choose one or more of these sessions as part of their new curriculum professional development.
- Education Planning team and Edu-Best support for schools implementing the RCAT as this is the first year of implementation for all schools.

### Planned Support

- K-9 Learning Coaches in each school to coordinate and support ongoing attention to literacy improvement.
- French Immersion working group to develop rubrics and consistencies with administering screeners and assessments.
- Universal screeners to detect and identify specific areas to focus literacy instruction on in whole group and small group settings.
- Ongoing data analysis of assessment data to inform instruction at classroom, small group and individual levels.
- Review and implement effective structures for ongoing Division-level mentoring for new teachers, coaches and school leaders.
- Collaborate with Principals to explore opportunities within literacy programming in schools.

### Literacy Intervention

For the 2023/24 school year, Sturgeon Public Schools (SPS) received just over \$100,000 through the Alberta Education Learning Interruption Grant. With this money, SPS will hire three Literacy/Numeracy Intervention teachers to provide daily instruction for up to 5-6 weeks to grade 4 and 5 students in a small group pull-out model. Students will be chosen for this extra support based on literacy screening data and classroom teacher recommendations.







**Date:** January 24, 2024 **Agenda Item:** 8.3

**To:** Board of Trustees

**From:** Shawna Warren, Superintendent

**Originator(s):** Lisa Lacroix, Associate Superintendent, Human Resources  
Rita Raposo, Director, Human Resources

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

**Additional Reference:** [AP245: Health and Safety](#)  
Alberta Occupational Health and Safety Act, Code and Regulations  
Alberta Workers Compensation Board Regulations

**Assurance Domain:** Learning Supports  
Governance

**Superintendent Leadership Quality Standard (SLQS)**

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

Building Effective Relationships  
School Authority Operations and Resources  
Supporting Effective Governance

**Subject:** **Workplace Safety Report**

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**Purpose:**

For information.

**Background:**

Section 33 of the Education Act, states that “(1) A board, as a partner in education, has the responsibility to (d) ensure that each student enrolled in a school operated by the board and each staff member employed by the board is provided with a welcoming, caring, respectful and safe learning environment that respects diversity and fosters a sense of belonging”.

The Occupational Health and Safety Act defines the Board's legislative duty to take all reasonable and practical measures to safeguard the health, safety and welfare of employees. Additionally, the Act mandates the Board to ensure that workers involved in the employer's tasks receive adequate training in all aspects necessary to carry out their work in a healthy and safe manner.

The Alberta Workers' Compensation Board Regulations stipulate that the Board has a responsibility to work collaboratively with employees to prevent workplace injuries. In the event of workplace injuries, it is mandated that they be reported promptly. Furthermore, the

Board is obligated to reinstate the employee either to their original position or an alternative job following a workplace injury, ensuring a secure and supportive return to work.

Sturgeon Public School Division (SPS) is committed to building and preserving a safe, productive and healthy working environment for staff, students and school community and is responsible for ensuring the legislative requirements of the Education Act and the Occupational Health and Safety (OHS) Act are followed in Sturgeon Public School Division. The following report is in response to this commitment and these responsibilities.

**Report Summary:**

SPS complies with regulations set forth in the legislative requirements and has enacted measures to ensure the safety of students, employees and community at all SPS facilities. The following report is a summary of programs, practices and statistical information for SPS staff and students.

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

**Attachment(s):**

1. Workplace Safety Report



## Workplace Safety Report

### Occupational Health and Safety (OHS)

The province of Alberta continues to emphasize the significance of occupational health and safety, expecting employers to adhere to these standards to safeguard employees, students and visitors from workplace incidents.

The Occupational Health and Safety Act states:

2 The purposes of this Act are

- (a) the promotion and maintenance of the highest degree of physical, psychological and social well-being of workers,
- (b) to prevent work site incidents, injuries, illnesses and diseases,
- (c) the protection of workers from factors and conditions adverse to their health and safety, and
- (d) to ensure that all workers have
  - (i) the right to be informed of work site hazards and the means to eliminate or control those hazards,
  - (ii) the right to meaningful participation in health and safety activities pertaining to their work and work site, including the ability to express health and safety concerns,
  - (iii) the right to refuse dangerous work, and
  - (iv) the ability to work without being subject to disciplinary action for exercising a right or fulfilling a duty imposed by this Act, the regulations or the OHS Code.

Joint Worksite Occupational Health and Safety Committee:

The Joint Worksite Health and Safety Committee is mandated by the Occupational Health and Safety Act. This committee aims to ensure safety compliance and provide Occupational Health and Safety (OHS) recommendations to the Superintendent. The Act permits school divisions to form divisional Joint Worksite Occupational Health and Safety Committees, replacing the previous model of site-based committees at individual schools/work sites.

Membership in the committee is diverse, including representatives from all Union and Employee groups (ATA, CUPE, GEC), as well as members representing various employee roles within the division. The Occupational Health and Safety Act ensures equal representation on the Joint Worksite Occupational Health and Safety Committee.

The committee members are:

Lisa Lacroix - Employer Co-Chair  
Jennifer Brimacombe - Employee Co-Chair  
Rita Raposo - Secretary  
Paul Froese - ATA Representative

Frank Robinson Education Centre  
9820-104 Street, Morinville, AB T8R 1L8

P: 780.939.4341  
F: 780.939.5520

TF: 1.888.459.4062  
E: [frec@sturgeon.ab.ca](mailto:frec@sturgeon.ab.ca)





Kelly Salisbury - CUPE Representative  
Kathy Huculak - GEC Representative

**Complaints to Joint Worksite Health and Safety Committee (JWHSC) Members:**

Employees report potential safety issues to the site's Occupational Health and Safety Representative who forwards on to school administrators, and work orders are subsequently submitted to facilities for resolution. Workers may also refer a complaint directly to the school administrator.

Workers may also report complaints to their local union representative or directly to any member of the Joint Worksite Health Safety Committee.

**OHS Complaints:**

Filing a complaint differs from reporting unsafe work. Filing a complaint is a formal process. A complaint results in a government investigation of workplace hazards. Filing a complaint means you are reporting unhealthy or unsafe hazards to Alberta OHS. Reporting unsafe work is a school-based process. Alert your School Representative or Principal to unsafe or harmful hazards at school.

Workers and visitors at work sites in Alberta have the option to directly submit complaints to Occupational Health and Safety (OHS) if the concerns have not been resolved at the school level. Complainants can choose to remain anonymous or disclose their contact details. An OHS Officer, along with representatives from the Division and the school conducts an investigation without revealing the complainant's identity, regardless of whether they opted to remain anonymous.

**Anonymous OHS Investigations:**

In instances where an anonymous Occupational Health and Safety (OHS) complaint is lodged, OHS encounters limitations in conducting a specific investigation. The OHS Officer, under such circumstances, examines Sturgeon Public School Division Policies, Procedures, processes, protocols, and relevant documents such as safety manuals and training materials. Upon the conclusion of the investigation, a comprehensive written report is generated. These reports are shared with both SPS and the Worker Co-chair.

**OHS Investigation:**

When a specific complaint is filed, providing detailed information including the date, incident description, and individuals involved, the OHS Officer initiates a comprehensive review. This includes an examination of SPS Policies, Procedures, processes, protocols, safety manuals, and training materials. The investigation also involves a scrutiny of Accident/Incident reports and other pertinent documentation related to the incident, along with a review of prior Accident/Incident reports. Staff members may be interviewed as necessary. Following the completion of the investigation, a detailed written report is produced. Similar to anonymous investigations, these reports are shared with both SPD and the Worker Co-chair, and may include recommendations.





**Complaints and Investigations Update:**

As of January 2024, one Occupational Health and Safety (OHS)/Joint Worksite Health and Safety complaint has been received.

Extreme temperature variations within the IT Department Offices. To address this issue, the Facilities Department has initiated an investigation to determine the root cause and is actively developing a mitigation plan. In instances where temperatures fall below a comfortable working range, employees have been temporarily transitioned to remote work arrangements to ensure their well-being and productivity.

**Annual Inspections:**

Human Resources is currently working with the Facilities Department to create an annual inspection template for inspections to be consistent in the Division.

Reported Employee Incidents

|             |     |
|-------------|-----|
| 2021 - 2022 | 123 |
| 2022 - 2023 | 127 |





**Date:** January 24, 2024 **Agenda Item:** 8.4

**To:** Board of Trustees

**From:** Shawna Warren, Superintendent

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

**Governance Policy:** [Board Policy 225: Role of the Board](#)  
[Board Policy 700: Superintendent of Schools](#)

**Additional Reference:** [AP220: Communications](#)

**Assurance Domain:** Local & Societal Context

**Superintendent Leadership Quality Standard (SLQS)**  
SLQS Competencies ([SLQS](#) / [Board Policy 700](#)):  
Building Effective Relationships  
Visionary Leadership

**Subject:** **Communications Report - December 2023 & January 2024**

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**Purpose:**

For information.

**Background:**

Aligning with the Board’s value of Communication, the Superintendent is committed to ensuring open, transparent, positive internal and external communications are developed and maintained. In accordance with this commitment, the Superintendent directs the creation and review of an annual Communication Plan to establish and maintain effective Division and school communication.

Attached is the Communications Report on activities for December 2023 and January 2024.

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

**Attachment(s):**

1. Communications Report for December 2023 & January 2024

# Board Memorandum

December 2023 & January 2024



**Sturgeon  
Public Schools**

Dare to reimagine learning

Communications  
Report

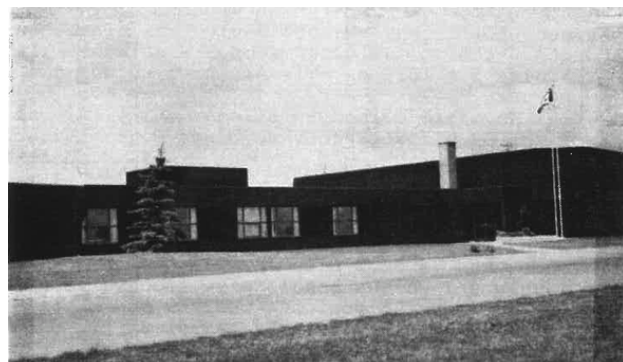
# OVERVIEW OF GOALS

Connecting with the School Community

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## GOAL #1: WEBSITE ENHANCEMENT

Objective: Improve website content and visuals to increase site visits and provide reliable, up-to-date information.



## GOAL #2: KINDERGARTEN EXPO

Objective: Increase Pre-Kindergarten and Kindergarten enrolment by hosting informative Expos.

## GOAL #3: GRADE 9 RETENTION

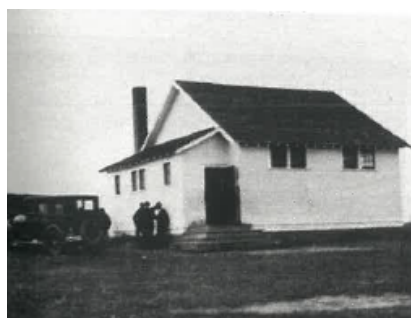
Objective: Build a sense of community to retain grade 9 students transitioning to Sturgeon Composite High School.

## GOAL #4: FRENCH IMMERSION GROWTH

Objective: Increase enrolment in the new French Immersion program at Sturgeon Composite High School.

## GOAL #5: COMMUNITY COLLABORATION

Objective: Strengthen community connections by being more visible in school communities.





# Communications in December & January has been focused on:

## Aligns with Marketing Goals 2 & 4

- Organizing the Pre-K & Kindergarten Expo. This month, Communications developed informative infographic sheets for each program showcased at the Expo, including French Immersion, STEAM/Makerspace, Outdoor Learning and LOGOS. The team also crafted unique fact sheets for every elementary school, highlighting their respective Open House dates, programs, school values, etc. This ensures that families attending the Expo are well-informed about when these Open House events are scheduled, as well as all of the great things our schools have to offer.

## Aligns with Marketing Goal 2

- Producing the "Dear Future SPS Graduate" Video for the Expo. Communications compiled footage from each elementary school to craft a video that vividly illustrates the essence of Early Learning in the Division, emphasizing hands-on, collaborative and play-based approaches. This project also provided an opportunity to integrate the "Dear Future SPS Graduate" theme. To further this connection, the team created special buttons for each attending child, proudly proclaiming them as "Future SPS Graduates."



Show me

# Communications in December & January has been focused on:

## Aligns with Marketing Goal 5

- Preparing for Parent Engagement. In preparation for the upcoming parent engagement events, the goal was to clearly show stakeholders that their feedback is highly valued and instrumental in guiding decision-making. Communications collaborated with each department to gather statistics and notes on the enhancements implemented over the past four years, directly influenced by stakeholder input. This information was synthesized into an easily digestible infographic, which was then distributed to all families and staff members.

## What do we do with your feedback?



Annually, we diligently incorporate insights gathered from stakeholder engagement surveys, forums and other interactions. Reflecting on the period from 2019 to 2023, here's an overview of the significant improvements the Division has implemented to better serve you, our valued stakeholders.

### Parental Feedback

#### Challenges with Transportation

- ✗ Long ride times, high transportation costs, and challenges in receiving timely bus status updates during winter months.



#### Challenges Regarding Student Behaviour and Citizenship

- ✗ Need for enhanced supports to ensure a focused and inclusive learning environment for all students.



1

### The Outcome

#### Transportation Improvements

- ✓ Increase in the number of transportation routes to effectively decrease ride times.
- ✓ Bus Status App for real-time updates.
- ✓ Significant Reduction in Transportation Fees for the 2023/2024 school year:

1. Eligible Riders: Fees reduced from \$259.00 in 2022/2023 to \$130.00 in 2023/2024.
2. Pre-K and Kindergarten Riders: Fees lowered from \$150.00 in 2022/2023 to \$75.00 in 2023/2024.
3. Choice Riders: Fees decreased from \$345.00 in 2022/2023 to \$276.00 in 2023/2024.

2

#### Increase in Supports

- ✓ Creation of the Behaviour Lead Team
- ✓ Staff have been trained in Therapeutic Crisis Intervention, equipping them with effective methods to assist children in managing and resolving challenges.
- ✓ Schools now have access to:
  - Mental Health and Wellness Coaches
  - Learning Support Leads
  - Mindful Mentors
  - Child and Youth Care Workers

### Desire for More Resources

- ✗ Need for mental health support, technology, and teacher supports.



### Desire for More Hands-On Learning

- ✗ Requests for experiential learning opportunities.



### Communication Gaps

- ✗ Need for communication between Division and parents.
- ✗ Desire for more information on daily activities and strategic direction.



3

### Resource Enhancement

- ✓ CASA Mental Health classrooms available to junior and high school students.
- ✓ HYPE and SHINE organizations for student and family support.
- ✓ Student-device ratio of 6:10; 60% classrooms with smartboards.
- ✓ Enhanced wifi with more access points and supernet upgrade.
- ✓ Reduced number of split classes.
- ✓ 300% increase in number of Social Workers on staff
- ✓ Increased availability of Counsellors in all schools

4

### Expansion of Experiential Learning

- ✓ STEAM Academies introduced in Gibbons School, Sturgeon Heights School, and Four Winds Public School.
- ✓ Makerspace in Elementary Schools.
- ✓ First Division in Alberta to partner with NAIT and offer Dual Credit courses such as Welding 1000.
- ✓ Outdoor classrooms and kindergartens in multiple schools.

5

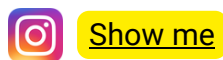
### Enhanced Communication Channels

- ✓ Updated websites with calendars, blogs, and current information.
- ✓ Regular newsletters from the Division and schools.
- ✓ School Messenger announcements for urgent information.
- ✓ Active social media presence (Facebook, Instagram, TikTok, X).
- ✓ Display of Division Mission, Vision and Values in all schools.

# Communications in December & January has been focused on:

## Aligns with Marketing Goal 5

- Coordinating Communication for Upcoming Parent Engagement Events. To ensure effective communication with stakeholders about the forthcoming engagement events, a series of emails are scheduled for each school community. These emails will be dispatched two weeks and then one week before each event. They serve as personal invitations, encouraging parents to participate and share their feedback. Additionally, the team has launched a series of social media posts to promote the various engagement dates. All these dates have been prominently listed on the Division website and the websites of each school, ensuring maximum visibility and accessibility.

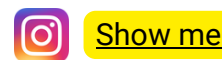


1

## Parental Feedback

### Challenges with Transportation

- ✗ Long ride times, high transportation costs, and challenges in receiving timely bus status updates during winter months.



## Aligns with Marketing Goal 5

- Developing Promotional Materials for HR. In support of the Human Resources team's participation in Career Fairs at various colleges and universities this month, Communications aimed to equip them with an array of effective materials. The team designed informative brochures, updated presentations, and a promotional video. Each piece emphasizes the distinct excellence of Sturgeon Public Schools, aiming to attract potential staff members by showcasing the Division's unique strengths and opportunities.

# Sturgeon Public in the Media

## Aligns with Marketing Goal 5

- January 10, 2024 — St. Albert gets ready for Kindergarten  
**St Albert Gazette**
- January 12, 2024 — Most school buses in St. Albert cancelled due to cold  
**St. Albert Gazette**
- January 15, 2023 — Global TV covered the Make your Mark project at Guthrie School

## Upcoming Events

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- Parent Engagement Evenings
  - Feb 5: SCHS Learning Commons, (Namao / Sturgeon Comp / Guthrie)
  - Feb 15: Four Winds Dance Hall / Atrium, (Four Winds / ÉMPS)
  - Feb 22: Redwater Hub, (Redwater / Ochre Park)
  - Feb 27: BACS Gym, (BACS / Legal / Lilian Schick)
  - Mar 5: Gibbons Gym, (Landing Trail / Gibbons)
- Pink Shirt Day: February 28, 2024



**Date:** January 24, 2024 **Agenda Item:** 8.5

**To:** Board of Trustees

**From:** Shawna Warren, Superintendent

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

**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:** **Deputy Superintendent, Education Services Report**

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### **Purpose:**

For information.

### **Background:**

In alignment with the Division's mission, vision, values and goals, the Deputy Superintendent for Education Services collaborates with the Superintendent to accomplish the overarching and specific responsibilities outlined in the Education Act and Board policy. The Deputy Superintendent reports directly to the Superintendent and plays a pivotal role within Sturgeon Public Schools, providing leadership and support in areas such as curriculum and instruction, educational planning, Indigenous student success, student and learning support services, information technology, marketing and communications, as well as leadership and program development.

The Deputy Superintendent must meet all the requirements of the provincial Leadership Quality Standards (LQS). Quality leadership by the Deputy Superintendent occurs when their ongoing analysis of the context, and decisions about what leadership knowledge and abilities to apply, result in quality teaching and optimum learning for all school students.

This report provides an overview of recent events, project work and meetings attended, that directly supported the educational areas outlined above to advance the Board's mission, vision and values. Sharing this work of the Deputy Superintendent with the Board aims to provide the board with information required for the fulfillment of its governance role.

### **Curriculum and Instruction**

Providing leadership and vision in implementing professional development to equip teachers and leaders with the knowledge and skills to deliver research proven approaches to teaching literacy, numeracy, science, social studies, financial and computer literacy. Ensuring excellence in teaching across the Division.

- Supported the creation of a New Curriculum Resource purchase program. Facilitated through the Coordinator of Curriculum, resources aligned with the new curriculum along with the funding allocation were shared with each school. Schools have until March 31, 2024, to complete their New Curriculum spending.
- Layers of Reading continues to be the supported approach to teaching Literacy within Sturgeon Public Schools. All schools have received guides for video lessons and discussions for teachers. In addition, timelines for use within annual school professional learning plans have been provided.
- Choice in PD continues to be offered for all teachers teaching the new curriculum. Organized by the Coordinator of Curriculum and supported by the Director of Education Planning, teachers can choose recommended PD sessions and have up to 3 half-days covered by the New Curriculum grant from Alberta Education.
- Board report on Outcome Based reporting to support the Board in their role of governance to understand the foundation of Outcome Based reporting and what it currently looks like across Sturgeon Public School Division. This continues to evolve as more teachers and leaders see the value in reporting achievement aligned with Alberta Learning Outcomes, especially in grades with a new curriculum.
- Provincial Achievement Tests weighting has been standardized across the Division.
  - Grade 7-9, a maximum of 10% weighting for a final exam
  - Grade 6, a maximum of 5% weighting for a final exam
- The province has implemented a new digital platform to facilitate Provincial Achievement Tests and Diploma Examinations. All Sturgeon students will use this new platform, Vretta, to write the written response component of these exams. Support has been provided to all schools and teachers through the Education Technology Lead, and directly to administrators.

- Significant support has been provided through the Coordinator of Curriculum to Learning Coaches, teachers and principals of grade 1 classrooms to ensure a smooth round of completing the LeNS (letters and sounds screener), CC3 (Castle & Colheart 3) this month.

### **Educational Planning**

Providing leadership and vision in the examination of achievement metrics and input from stakeholders, both at the division and school levels, to shape and establish effective educational strategies that enhance outcomes and align with the Board of Trustees mission, vision, and values, creating optimal learning for all students.

- Supported the building, presentation and publication of the Annual Education Results Report.
- Met with the Principal at each school and reviewed the school Education Plan, clarifying goals and encouraging alignment of strategies with division supports.
- Supported the analysis of student achievement trends by including five year data within the Education Plan document for each school Principal with provincial standardized exams.
- Reviewed Class sizes with each school administration, analyzed trends and considered supports where individual schools experienced significantly higher sizes than the division average.
- Continue to support School Presentations to the Board. The Director of Education Planning meets regularly with each Principal, preparing their presentations and ensuring they are able to tell their schools' story within the timeframe allowed.
- Met with the Superintendent and all leaders within Education Services to continue five year strategic planning. The conversation focused on sustainable supports within schools.

### **Indigenous Student Success**

Providing leadership and vision in supporting Indigenous student success by promoting well-being, participation, engagement and achievement. Teachers and administrators are supported through professional development to apply foundational knowledge about First Nations, Métis and Inuit for the benefit of all students.

- Cree Language teachings have been developed by Helen Arcand, the Indigenous Student Counselor. These teachings are regularly shared with Call to Action leads and administrators to bring to staff and discuss how to engage students with these. Honoring language builds a strong culture of belonging and respect.
- Supported the Learning Services team in building a Group Application for Jordan's Principle. 20 Students now have direct support from an Educational Assistant or a Child and Youth Care Worker. These 20 students are in nine different schools across the Division.
- In December, Principals and Vice Principals engaged in physical learning with Lyndon Suntjens at the Morinville Leisure Centre. Together they engaged in Indigenous Games and learned how to use these in schools to create a deeper sense of belonging and to improve the physical and mental wellness of students.
- The Call to Action Cohort continues to meet monthly and often bi-monthly to connect with Elders and Knowledge Keepers including Bob Cardinal, Dr. Dwayne Donald and Etienna

Moostoos-Lafferty. The team has recently been focusing on considering the teaching and the schools through honouring mind, body, heart and spirit. What parts of learning could authentically be sacred?

### **Student and Learning Support Services**

Providing leadership and vision in implementing professional development to equip teachers and leaders in establishing and sustaining inclusive learning environments where diversity is embraced and every student is welcomed, cared for, respected and safe. Ensuring all students' needs are met with programming aligned to ensure success.

- Continued to support school leaders in understanding and implementing the Therapeutic Crisis Intervention approach in schools. Became certified in TCIS, through participation with 30 other staff in a three day, intensive training and practical workshop.
- Attended the monthly CASA Classroom Leadership Meeting for Gibbons and Sturgeon Composite High School to support the Learning Services team and school administration in improving this program for students.
- During the Fall Break, four Mental Health coaches took part in the Mental Health in Schools Pilot (Mindful Mentors) offered during Fall Break Programming at Landing Trail School and Bon Accord Community School. Students who registered and attended enjoyed their daily sessions.
- Under the leadership of the Coordinator of Mental Health and Wellness, all school counselors have completed the school Counselling and Wellness plan. Support has been provided to school administrators to share these with all school councils before spring.
- Worked with the team to resolve a discrepancy between enrolment numbers and reported numbers of students who are English as an Additional Language Learners (EAL). The team established clearer expectations and communication to ensure reported numbers are accurate and the funding received, supports these learners within their schools.
- Supported School Administration through a Student Discipline process to ensure clear communication was completed at all levels, and all the processes for the hearing were timely and fair for all parties involved.
- Supported the Learning Services team in creating and implementing a Division framework for addressing challenging student behaviour. This framework outlines three tiers of action at the school level and two tiers at the divisional level. Each level had specific actions, responsibilities and supported resources to ensure success in reducing the frequency of challenging behaviour and improving desired outcomes for the student.
- All Educational Assistants will attend a Professional Development and Appreciation Day on January 31, 2024. This one day conference has been set up by the Learning Services team with support from all departments.

### **Information Technology**

Providing leadership and vision in implementing professional development to equip teachers and leaders to use innovative technology to engage students, meet unique learning needs, and inspire



new ways of teaching and learning. Ensuring resources are allocated across the Division in a fair and equitable manner for all students.

- STEAM education across Sturgeon Public continues to grow. Under the coordination of the Education Technology Lead, teachers are meeting to discuss common approaches, standardized software and hardware, and opportunities for schools to connect. Recently school-based STEAM teachers created a vision for professional development and team building, which included attendance at the Plug Into Learning Conference in Canmore. The Superintendent has provided financial support and together with Education Planning, created a framework for these teachers to bring back learning and ensure continued collaboration beyond this event.
- Computer Science Education Week occurred from December 4th to the 8th, 2023. Teachers were supported to engage in Hour of Code activities and to explore AI and Minecraft through lesson plans and a website set up by the Educational Technology Lead.
- Planning for the STEAM Games on May 23, 2024, is well underway. Under the leadership of the Educational Technology Lead, teachers have met several times to discuss challenges and propose a competitive framework for students to showcase their abilities.
- Collaboration to define the roles and responsibilities within the Technology Services Department. Defining roles and responsibilities around addressing Technical Debt, Maintaining High Standards and Planning for Improvement.
- The Educational Assistant Chromebook Rollout has begun. Four Winds Public School received Chromebooks for each of their EAs. Using their feedback, the Director of Technology will expand this implementation to include about half of the division schools, with the balance being completed next year. It is important to ensure all division employees have quick and secure access to communication through email and collaboration within the Google suite of applications.
- Completed the Multi Factor Authentication (MFA) implementation for both Google Identification and Microsoft Identification in all schools and departments. Completing this has highlighted the need for a single authentication system.

### **Marketing and Communications**

Providing leadership and vision in promoting and enhancing the Division's reputation by spotlighting the outstanding educational programs within each school and the remarkable success stories of Sturgeon Public Schools' students. Building a profile in the media with a positive narrative, including community connection and celebrating our students' achievements.

- Collaborated with school administration and division leadership to clarify early learning, alternative, specialized and optional programming across Sturgeon Public Schools. Currently working with schools to further refine Academy programming, and enhance school specialty options, Dual Credit, Internship and Apprenticeship opportunities.
- Supported communication between school leaders and central office to ensure information was available for the enhancement and improvement of School websites. This work is

ongoing, with the Communications team working to equip staff within the schools to address changes for school websites and school posts on social media.

- Supported Communications and Learning Services to host the two Pre-K & Kindergarten Expos. These were in the Redwater and Morinville communities. They highlighted the excellent programming across Sturgeon Public Schools and provided parents with key information regarding enrolment, transportation, and supports that are available for their children.

### **Leadership and Program Development**

Providing leadership and vision in creating opportunities for teachers and school leaders to develop leadership capacity and to support staff in fulfilling their educational roles. Ensuring all schools develop and implement innovative programming to motivate students to pursue their unique path to succeed in the global community.

- Attended all monthly Principals' meetings and supported the Superintendent in engaging school leaders in discussing the successes and challenges they face within their schools and community.
- Attended all Senior Executive meetings and supported the Superintendent and Senior Executive colleagues in understanding current and future challenges across the school division and planning strategically to address these challenges. These meetings improve communication and collaboration across departments.
- Continued to hold 1:1 meetings each month with all direct reports to discuss current initiatives and support the work of each department. These meetings also play a key role in developing leadership and improving connection with each team member.
- Developed and hosted the monthly Education Services meetings. These allow for leaders to discuss plans and seek ways for each department to collaborate and support the achievement of the Education Plan Outcomes.
- Continued to support the Sturgeon Public Aspiring Leaders Team (SALT) and Vice Principal Cohorts as they meet and discuss dimensions of the Leadership Quality Standards (LQS) and current challenges from within their schools. SALT members are beginning their administration job shadow this month, where they have the opportunity to spend a day with a Principal at a different school. Conversations when they come back have been rich in demonstrating growth and a deeper understanding of the demands of leadership.
- Planned and hosted the monthly Administrative Council meetings. Except for December, due to illness. These facilitate conversations between central office leadership and school leadership. In the afternoon, under the direction of the Director of Education Planning, Principals and Vice Principals engage in professional learning opportunities. November focused on Assessment, December on Indigenous Games with Lyndon Suntjen, and January on supporting Layers of Literacy as a school leader with Dr. Miriam Ramzy and Michelle Bence.

### **Program Enhancement and Development**

Providing leadership, vision, and support to division and school leaders to develop and enhance a wide variety of programming choices for students. These programs build engagement and ensure all students can find their own, unique path to success.

- Supported the expansion of the Dual Credit program to include a partnership with Elk Island Public and St. Albert Public. Now, students from each of these divisions will be able to register for Dual credit courses, such as Welding through NAIT, and Sturgeon Public School students will be able to access their programs.
- Attended several meetings regarding the registration process for 2024-2025. Coordinated timelines, roles and responsibilities across Student Information Systems, Communications, and school leadership.
- Met to begin the organization of Summer School programming for 2024. The previous Summer School was highly successful in student enrolment and course completion. This will support the current planning with understanding staff, communication, and programming needs.
- Supported several meetings and currently engaged in a planning process to reduce the PowerSchool redundancy for the Learning Centres and SPVA. With a single staff and administration, it would create significant efficiencies to have the Student Information for all three sites in one location in PowerSchool.
- Supported several meetings exploring the possibility of an aviation school or similar program within Sturgeon Public. Prairie Rose School Division and several others have been successful in helping students obtain a private pilot's license or complete ground training or related training toward a career in aviation.

### **Stakeholder Assurance**

Provide leadership in engaging stakeholders, analyzing feedback, and providing assurance of continuous improvement. This includes thoughtful, considerate, and respectful dialogue with Division Stakeholders - Parents, Staff, Community - in order to improve programming, resolve student behaviour incidents, and strengthen parent/guardian and community connection.

- Ensured 34 students completed their Division scholarship applications, met the requirements, and were recognized by their schools for exceptional achievement. A total value of \$30,500 was earned by students in 2022-2023 an increase over last year's achievement.
- Supported school leaders to prepare their stakeholders for a successful administration of the Alberta Education Assurance Survey (AEA) in January and February. Schools will work at communicating the good work they are doing to address areas of concern and continue growth and improvement within their school communities.
- Answered regular, daily phone calls from principals and vice principals regarding student discipline, parent concerns, field trip considerations, and staff interactions. This time of year

involves staff evaluations and many leaders appreciate being able to discuss options for supporting staff growth and development that have been successful in the past.

- Directly engaged with Stakeholder concerns and phone calls. Over the past three months, there have been another 16 issues that have required support. The majority of these are related to student discipline.
- Supported hosting the first Council of School Councils' on November 15, 2023. This event encourages collaboration across School councils, allows Trustees to meet directly with the Chairs and Vice Chairs, and shares good ideas for councils to consider within their communities. To support better collaboration and communication, a website and email have been created for [School Council members](#).
- Under the leadership of the Director of Education Planning, the first Student Advisory Committee meeting was held at SCHS on November 18, 2023. Students shared their ideas on what they loved or would like to change about their school. They also had the opportunity to share why they thought some students did not follow the rules and how they could encourage good citizenship in the school and how to help people in our communities.
- Attended a Meeting with FCSS to begin clearer communication and collaboration among SHINE, HYPE, Mental Health in Schools Pilot, Social workers, and the FCSS departments of all the municipalities within Sturgeon Public Schools.
- Supported the planning and hosting of the Division Stakeholder engagement plan. Participated in the engagement on January 16, 2024, at Camilla School with 16 parents, 6 staff and 2 Trustees in attendance.

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

**Attachment(s):**

Not applicable.



**Date:** January 24, 2024 **Agenda Item:** 8.6  
**To:** Board of Trustees  
**From:** Shawna Warren, Superintendent  
**Originator(s):** Shawna Warren, Superintendent  
**Governance Policy:** [Board Policy 405: Budget Development and Transparency](#)  
[Board Policy 700: Superintendent of Schools](#)  
**Additional Reference:** *Education Act: Section 139(1)(2)*  
*Freedom of Information and Protection of Privacy Act*  
**Assurance Domain:** Learning Supports  
Governance

**Superintendent Leadership Quality Standard (SLQS)**

SLQS Competencies ([SLQS](#) / [Board Policy 700](#)):  
School Authority Operations and Resources

**Subject:** **2023-2024 Superintendent Discretionary Fund**

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**Purpose:**

For information.

**Background:**

The expenditure of school funds is a public trust and the Board must ensure that all such funds are expended efficiently, economically and in the best interest of the students and electors of the Division (Policy 220: Appendix A - Code of Ethics).

The Superintendent strategically allocates resources in the interests of all students and ensures effective alignment of human resources with the Division’s goals and priorities (SLQS #6).

As part of the budget process, a certain amount of dollars are allocated annually in a budget section titled “Superintendent Discretionary”. For the 2023-2024 school year, the total budgeted dollar amount allocated in the Superintendent’s Discretionary Fund is \$600,000; \$500,000 for staffing and \$100,000 for non-staffing emergent priorities.

The Superintendent Discretionary Fund is a dollar amount set aside to support schools with additional staffing and/or resource requirements that arise after the budget has been approved. At the August 23, 2023, Public Board meeting, May 2023 to July 2023 Superintendent Discretionary spending was reported which included recovering 1.0 FTE

Educational Assistant from Sturgeon Composite High School and allocating 1.0 FTE Educational Assistant to Morinville Colony school. Allocated budget remained at \$600,000.

During the September 27, 2023, Public Board meeting, it was reported that Superintendent Discretionary spending for the period of August 16 to September 20 included the addition of 0.5FTE Social Worker at Sturgeon Composite High School to support the Student Success Centre. This is a full-time position which includes 0.5FTE being funded by the Mental Health Capacity Building (MHCB) Grant (HYPE), with a total cost of \$28,256 against the Superintendent Discretionary budget.

During the October 25, 2023, Public Board meeting, it was reported that the Superintendent Discretionary spending for the period of September 20 to October 18 included the addition of 0.1FTE to the full time Social Worker position at Sturgeon Composite High School to support the Student Success Centre at an additional cost of \$8,242 against the budget.

During the November 29, 2023, Public Board meeting, it was reported that the Superintendent Discretionary spending for the period of October 19 to November 22 included additional funds (retroactive to August 31) required to cover the actual cost of the 7.0FTE Child and Youthcare Workers for the 2023-2024 school year and additional teacher FTEs at Guthrie School, Namao School and Landing School for an additional cost of \$139,410 against the budget.

During the December 20, 2023, Public Board meeting, it was reported that the Superintendent Discretionary spending for the period of November 23 to December 13 included 1.1FTE for Educational Assistants at SCHS and Landing Trail, 4.0FTE for Child and Youthcare Workers at Lilian Schick and Redwater (2 full time and 2 positions requiring cost top up funds), 0.4FTE Teacher at Landing Trail and 1.0FTE Social Worker Division wide for an additional cost of \$200k against the budget.

**Update:**

December 14, 2023 - January 17, 2024, the following additional staffing FTE and resources have been allocated to schools using Superintendent Discretionary Fund dollars:

- Additional 1.0FTE for an Educational Assistant to support two grade 1 classes at Bon Accord Community School.
- Additional 0.2FTE for an Educational Assistant at Legal Public School for a new pre-kindergarten student with complex needs. 0.3FTE coming out of the Specialized Learning Supports (SLS) Grant Budget.
- Funding of STEAM PD to build capacity for STEAM programming across the Division. Supporting 10 teacher leaders across the Division to attend.



| 2023 -2024 Superintendent Discretionary                           |              |                  |                |                                      | Total \$600,00.00   |
|---|--------------|------------------|----------------|--------------------------------------|---------------------|
|   | \$ 500,000   |                  |                |                                      |                     |
| Budget Item Description   | # FTE        | Avg Salary & Ben | Cost           | Date                                 | Totals              |
| <b>Direct staffing to schools (K- 12)</b>                         |              |                  |                |                                      |                     |
| Teachers  |              | \$ 110,000.00    |                |                                      |                     |
| Guthrie School  | 0.20         |                  | \$ 18,700      | Tuesday, October 10, 2023            |                     |
| Namao School  | 0.38         |                  | \$ 33,440      | Wednesday, November 1, 2023          |                     |
| Landing Trail School  | 0.10         |                  | \$ 8,800       | Wednesday, November 1, 2023          |                     |
| Landing Trail School  | 0.40         |                  | \$ 30,800      | Monday, December 11, 2023            |                     |
| <b>Total</b>  | <b>1.08</b>  |                  |                |                                      | <b>\$91,740.00</b>  |
| <b>Direct staffing to schools (K- 12)</b>                         |              |                  |                |                                      |                     |
| CUPE (EA Avg \$43,300)  |              | \$ 43,300.00     |                |                                      |                     |
| EA Colony   | 1.0          |                  | \$ 43,300.00   | Tuesday, May 16, 2023                |                     |
| Vocational EA at SCHS   | -1.0         |                  | \$ (43,300.00) | Thursday, May 25, 2023               |                     |
| EA at SCHS  | 0.6          |                  | \$ 18,489.10   | Thursday, November 16, 2023          |                     |
| EA at LT  | 0.5          |                  | \$ 15,155.00   | Monday, December 11, 2023            |                     |
| EA at BACS  | 1.0          |                  | \$ 25,980.00   | Friday, December 22, 2023            |                     |
| EA at LPS   | 0.2          |                  | \$ 4,763.00    | Thursday, January 11, 2024           |                     |
| <b>Total</b>  | <b>2.31</b>  |                  |                |                                      | <b>\$64,387.10</b>  |
| <b>Other (Emergent Priorities staff, non-staff and resources)</b> |              |                  |                |                                      |                     |
|   | \$ 100,000   |                  |                |                                      |                     |
| Social Worker SCHS Success Centre                                 | 0.60         |                  | \$ 36,498.00   | Thursday, September 28, 2023 updated |                     |
| Child and Youthcare Workers                                       | 7.00         |                  | \$ 78,470.00   | Thursday, August 31, 2023            |                     |
| Child and Youthcare Worker  | 1.00         |                  | \$ 39,830.00   | Monday, December 11, 2023            |                     |
| Child and Youthcare Worker  | 1.00         |                  | \$ 39,830.00   | Monday, December 11, 2023            |                     |
| Child and Youthcare Worker  | 1.00         |                  | \$ 9,520.00    | Monday, December 11, 2023            |                     |
| Child and Youthcare Worker  | 1.00         |                  | \$ 9,520.00    | Monday, December 11, 2023            |                     |
| Social Worker Division-Wide                                       | 1.00         |                  | \$ 56,200.00   | Monday, December 11, 2023            |                     |
| STEAM Professional Development                                    |              |                  | \$11,650.00    | Tuesday, January 9, 2024             |                     |
| <b>Total</b>  | <b>12.60</b> |                  |                |                                      | <b>\$281,518.00</b> |
| <b>Total Costs</b>  |              |                  |                |                                      | <b>\$437,645.10</b> |
| <b>Total budget remaining</b>                                     |              |                  |                |                                      | <b>\$162,354.90</b> |

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

**Attachment(s):**

Not applicable.



**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.



**Date:** January 24, 2024 **Agenda Item:** 8.8

**To:** Board of Trustees

**From:** Shawna Warren, Superintendent

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

**Governance Policy:** [Board Policy 105: Vision, Mission and Values](#)  
[Board Policy 225: Role of the Board](#)  
[Board Policy 700: Superintendent of Schools](#)  
[Board Policy 701: Board Delegation of Authority](#)

**Additional Reference:** *Remembrance Day Act*  
*Education Act: Sections 16, 58, 61*  
*Remembrance Day Act*  
*Alberta Act, 1905: Section 17*  
*School Ordinance of the Northwest Territories, 1901: Sections 137 and 138*  
*Constitution Act, 1867: Section 93*  
*Alberta Human Rights Act: Sections 11.1(1) and (2)*  
*Websites: Canadian Heritage & Royal Canadian Legion*

**Assurance Domain:** Governance  
Local & Societal

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

SLQS Competencies ([SLQS](#) / [Board Policy 700](#)):  
Building Effective Relationships  
Visionary Leadership  
School Authority Operations and Resources  
Supporting Effective Governance

**Subject:** **Administrative Procedure 335: Protocols for Opening Exercises, Flags and Recognition of Dignitaries**

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### **Purpose:**

For information.

### **Background:**

The [Remembrance Day Act](#) clearly defines the legislative responsibilities of the Board for Remembrance Day ceremonies:

1. A board, as defined in the Education Act, shall on Remembrance Day, with respect to each of its schools,
  - a. arrange for a remembrance ceremony that will encompass at least the time period from 11:00 a.m. to 11:05 a.m., or

- b. *ensure the observance of 2 minutes’ silence from 11:00 a.m. to 11:02 a.m.*
2. *If a ceremony referred to in subsection (1)(a) is held at a school, all pupils shall either attend the ceremony or remain in the school, silent, during the ceremony.*
3. *If Remembrance Day falls on a day on which the school is not open, the board shall comply with subsection (1) on the school day immediately preceding Remembrance Day.*

Board Policy 105, defines the Division’s Vision, Mission and Values: “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”. Public education is a critical institution for preparing students to be responsible global citizens who have a sense of pride in our country, our province and our community.

Administration has created a new Administrative Procedure, *AP335: Protocols for Opening Exercises, Flags and Recognition of Dignitaries*, using feedback from Trustees, administration and two respected teacher leaders with longstanding experience with Remembrance Day Ceremonies protocols who have a military background.

This new Administrative Procedure, which includes an Appendix for Remembrance Day ceremonies and a Remembrance Day Ceremony handbook for SPS staff, is specific, detailed and focused. It will enable all areas of the organization to fulfill day-to-day responsibilities to students, employees and the public regarding protocols for special events.

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

**Attachment(s):**

1. Administrative Procedure 335: Protocols for Opening Exercises, Flags and Recognition of Dignitaries

# **Protocols for Opening Exercises, Flags and Recognition of Dignitaries**

**Responsible Administrator: Superintendent**

## **PURPOSE**

Public education is a critical institution for preparing students to be responsible global citizens and contributors to the community. Public school Trustees, as locally elected stewards of public education, should be recognized at public events for the important public office they hold and the role they play in developing tomorrow's citizens. Recognition of public school Trustees at public events not only raises the profile of public education but also emphasizes its importance to the community at large.

Protocol for recognizing public officials varies from situation to situation, depending on the people involved and the specific event. As elected public officials, Trustees should be introduced at events when they are present. School Division staff and organizers of community functions shall be made aware of the proper protocols.

The Board believes in the promotion of a sense of pride in our country, province and community. The Board believes that students should be provided with opportunities in school to participate in patriotic exercises in order to acquire knowledge and develop skills and attitudes that will prepare them to be responsible and productive citizens.

The Superintendent has the responsibility to ensure positive internal and external communications and processes are developed and maintained. It is expected that all staff follow consistent and appropriate protocol, involving etiquette based on hospitality and citizenship, with respect to events and visiting dignitaries.

## **PROCEDURE**

### **Visiting Royal Dignitaries:**

1. While rare, school boards or schools occasionally may be included in royal visits (including those of Canada's Governor-General and/or Alberta's Lieutenant Governor); visits by the Prime Minister or Premier; senior cabinet ministers; ambassadors; or other prominent dignitaries.

- 1.1 In such circumstances, the formal protocol of either the Government of Canada or Province of Alberta takes precedent.
- 1.2 Information on proper protocol in these special circumstances shall be obtained from the Government of Alberta.
- 1.3 The Superintendent must be contacted in these instances.
- 1.4 Local event organizers shall ensure Trustees are properly recognized and included in the event whenever possible.

**Special Visitors and Notable Dignitaries:**

2. The Division, in recognizing its responsibilities to share educational experiences, welcomes visitors to the school system; staff shall adhere to the following:
  - 2.1 Clarity in communication is essential for a successful visit; schools and senior administration shall receive as much notification as is possible with respect to any event.
  - 2.2 Visits to schools by persons from outside the school system shall be arranged by such officials as the Superintendent may appoint, and in consultation with the Principals and teachers concerned.
  - 2.3 Invitations to Trustees are to be issued by school administration and will include a carbon copy to the Superintendent.
    - 2.3.1 The Superintendent shall be contacted if a speaker is required at the Board or Division level.
    - 2.3.2 The role and expectation of Trustees shall be defined in the invitation;
    - 2.3.3 Trustees shall be notified, when possible, at least two (2) weeks prior to the event.
  - 2.4 Provision shall be made for Trustees and other important guests to be greeted by staff or students.

**General Visitors:**

3. All visitors to a school are expected to make their presence known to the Principal or designate.
4. Signs indicating this expectation, and the direction to the school office, shall be posted at each unlocked entrance, and at other visible points in the school.

5. All guests shall be afforded hospitality and warm regard by staff and students.

### **Event Protocol - Introductions**

6. Public events shall respect an order of introductions that honours the most significant dignitaries first, as defined by the [Government of Canada's Table of Precedence for Canada](#).

7. Notwithstanding the primary use of the Table of Precedence for Canada, the following order of introductions shall be implemented:

7.1 The Board Chair,

7.2 The Board Vice Chair, and

7.3 Other Sturgeon Public Board Trustees in attendance:

7.3.1 Trustees are to be introduced at all times;

7.3.2. When a Trustee is not able to attend, the MC shall express regrets on behalf of the Board.

8. Following the introduction of Trustees, the following order of introductions shall be implemented:

8.1 Superintendent and/or Division Senior Administration,

8.2 School Administration (as prudent to do so),

8.3 Mayors,

8.4 Reeves,

8.5 First Nations' Chiefs,

8.6 First Nations' Elders and/or notable dignitaries,

8.7 Councilors,

8.8 Other Dignitaries, notably:

8.8.1. Individuals who have received a special invitation to attend an event due to their role or responsibility

8.9. Heads of other organizations (as prudent to do so),

8.10. Prominent community members (as prudent to do so), and



8.11. Event MCs and organizers (as prudent to do so)

## **Event Planning and Organization Considerations**

### 9. Consideration of Location:

9.1. Seating shall be sufficient for the number of guests expected;

9.2. Passageways to an event location shall be clean, well-represented in appearance, and feature student examples of learning as prudent to do so;

9.3. Proper protocols for fire and safety shall be observed.

### 10. Consideration of Invitations:

10.1. Invitations shall be intentional with respect to the invited individual's role and reason for attending an event;

10.2. Invitations to event guests shall be distributed in a timely manner; and

10.3 All Trustees should be invited to all events.

### 11. Consideration of Hosts:

11.1. School administration shall consider the value of student hosts as prudent to do so; and

11.2. Hosts shall be selected as representative ambassadors to their school and shall be appropriately trained to provide relevant information to guests.

### 12. Consideration of Signage:

12.1. Signage for parking, seating and relevant directions shall be clearly visible; and

12.2. Additional signs that direct guests to washrooms may be required.

### 13. Consideration of Photographs and Media:

13.1. Opportunities for photographs of or with guests shall be considered in advance of the event with a predetermined location that contributes to the presentation of the photo; and

13.2. Guests shall be notified in advance that a photo opportunity is desired.

13.3 The school shall communicate and coordinate with the Division Communications Manager.

#### 14. Flags:

- 14.1. The Canadian flag, the Alberta flag and the Sturgeon Public Schools flag shall be displayed at each Division site as per established protocol and maintained in good condition. (Reference: [Canada Heritage Website](#))
- 14.2 A Canadian flag of proportionate size and quality shall be appropriately displayed in all classrooms.
- 14.3 The Superintendent will provide direction to the Division regarding the lowering of flags to half-mast.
- 14.4 When flags are lowered, the Superintendent will communicate with Trustees.
- 14.5 Display of flags at assemblies and the lowering of flags (e.g. half-masting) shall follow the protocol established on the Canadian Heritage Website. Where there is no established protocol, such as for the death of a Sturgeon Public student or staff member, the principal shall consult with the Superintendent to determine appropriate procedures.

#### 15. Consideration of the National Anthem:

- 15.1. In accordance with the Education Act, the Board may prescribe the conducting of patriotic exercises for students. Schools are expected to provide education to students regarding the appropriate protocol and conduct during patriotic exercises or events.
- 15.2 Protocol for Remembrance Day Ceremonies shall follow Appendix A: Remembrance Day Protocol.
- 15.3 The playing of O Canada should be conducted at all schools (K-12) at the commencement of each day and shall be conducted at the commencement of all patriotic activities.
- 15.4 As per the Education Act, Section 58, a student may be excused from any patriotic exercise upon written request of the student's parent or guardian.

#### 16. Consideration of Treaty Acknowledgment:

- 16.1. The Board of Trustees, administrators and school staff shall acknowledge Treaty No. 6 Territory with appropriate Treaty Acknowledgment Statements at all board meetings and hosted public and/or community events, celebrations and gatherings as deemed prudent to do so; specifically, at those events where the National Anthem is played.
- 16.2 The acknowledgment shall be made at any appropriate time during the Opening Remarks.

17. Consideration of Seating:

17.1. Dignitaries that require introduction (above) shall have predetermined seating at or near the front of the presentation; and

17.1.1. Dignitary seating areas shall be clearly marked and assigned.

18. Consideration of Parking:

18.1. Dignitaries may require an established parking location that is clearly marked.

19. Consideration of Resource Stewardship:

19.1. Event planning shall consider an effective use of resources as prudent to do so.

20. Consideration of Review Process:

20.1. A process may be established at the completion of an event to determine improvements that may be made prior to the next, similar event.

## **Appendix A - Remembrance Day Protocol**

### **References:**

[Remembrance Day Act](#)

Education Act: Sections 16, 58, 61

Alberta Act, 1905: Section 17

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

Constitution Act, 1867: Section 93

Alberta Human Rights Act: Sections 11.1(1) and (2)

Websites:

Canadian Heritage: <https://www.canada.ca/en/canadian-heritage.html>

Royal Canadian Legion: <https://www.legion.ca/>

A Guide to Commemorative Ceremonies:

<https://www.veterans.gc.ca/eng/remembrance/people-and-stories/get-involved/guide-to-commemorative-services>

## **Appendix A: Remembrance Day Protocol**

[Sturgeon Public Schools Remembrance Day Handbook for SPS Staff](#)

### **Order of the Remembrance Day Ceremony**

*All Stand*

1. Entry of the Color Party (flag bearers) and entrance of Guests and Dignitaries

*Be Seated*

2. Welcome and Land Acknowledgment  
Acknowledgement of Guests and Dignitaries (*regrets noted*)

Order of Introduction

- School Trustee/Trustees
- School Administration
- Central Office Representatives
- RCMP Members
- Town/City Dignitaries
- Guests of Honour (and Military Police)
- Legion Members

*All Stand*

3. O'Canada

*Be Seated*

4. Opening Remarks
5. Guest speaker(s) and the recitation of poems and special presentations
6. Placement of Wreaths
  - Classroom Representatives
  - School Administration (if applicable)
  - Special Guests (if applicable)
  - Military Personnel (if applicable)

*All Stand*

7. Last Post, Two Minutes of Silence and Rouse
8. Act of Remembrance
  - a. The Act of Remembrance is normally recited by a Veteran (if one is present)([A Guide to Commemorative Ceremonies](#)).
9. Commitment to Remember
  - a. The Commitment to Remember is normally recited by a young person ([A Guide to Commemorative Ceremonies](#)).

*Be Seated*

10. Concluding Remarks
  - a. The MC may wish to thank everyone for their attendance, especially the special guests and the organizers. In traditional ceremonies, the MC will invite everyone to sing God Save the King prior to the departure of the dignitaries and the marching out of the Colour Party and military parade([A Guide to Commemorative Ceremonies](#)).

*All Stand*

11. The Color Party exits the gym followed by the procession of Guests and Dignitaries
12. Staff and students exit the gym



**Date:** January 24, 2024  
**To:** Board of Trustees  
**From:** Cindy Briggs, Ward 2  
**Governance Policy:** [Board Policy 235: Board Operations](#)  
**Subject:** Trustee Report - January

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**Purpose:**  
For information.

**Background:**

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

- January 10, 2024 Committee of the Whole Meeting
- January 10, 2024 MLA Meeting with Dale Nally
- January 16, 2024 Pre-K & Kindergarten Expo Redwater School
- January 18, 2024 Legal Public School Council
- January 22, 2024 Lilian Schick School Council and Room Parent Association
- January 23, 2024 CUPE Negotiations
- January 23, 2024 Bon Accord School Council and Program Support Society
- January 24, 2024 Public Board Meeting
- January 24, 2024 MLA Meeting with Shane Getson
- January 24, 2024 Family Night at Lilian Schick School



**Date:** January, 2024  
**To:** Board of Trustees  
**From:** Joe Dwyer, Ward 3  
**Governance Policy:** [Board Policy 235: Board Operations](#)  
**Subject:** Trustee Report

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**Purpose:**

For information.

**Background:**

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

|              |                              |
|--------------|------------------------------|
| Jan 10, 2024 | Committee of Whole meeting   |
| Jan 16, 2024 | Stakeholder input at Camilla |
| Jan 23, 2024 | CUPE Negotiations            |
| Jan 24, 2024 | Public Board meeting         |

**Attachment(s):**

Not applicable.



**Date:** January 24, 2024  
**To:** Board of Trustees  
**From:** Trish Murray-Elliott, Ward 4  
**Governance Policy:** [Board Policy 235: Board Operations](#)  
**Subject:** Trustee Report

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**Purpose:**

For information.

**Background:**

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

- January 10, 2024 CoW Meeting
- January 10, 2024 Meeting with MLA Dale Nally
- January 15, 2024 School Council, Sturgeon Heights School
- January 16, 2024 Community Engagement Session, Camilla School
- January 22, 2024 School Council, Sturgeon Composite High School
- January 23, 2024 CUPE Negotiations
- January 24, 2024 Public Board Meeting
- January 24, 2024 Meeting with MLA Shane Getson





**Date:** January 24, 2024  
**To:** Board of Trustees  
**From:** Stacey Buga, Ward 5  
**Governance Policy:** [Board Policy 235: Board Operations](#)  
**Subject:** Trustee Report

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**Purpose:**  
For information.

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

| Date      | Event  |
|-----------|--|
| 16-Jan-24 | Alternate Learning Advisory Committee                        |
| 22-Jan-24 | ASBA Speaker's Corner  |
| 19-Jan-24 | ASBA Zone 2/3 - online                                       |
| 10-Jan-24 | Committee of the Whole                                       |
| 8-Jan-24  | ÉMPS School Council  |
| 11-Jan-24 | Four Seasons of Reconciliation Webinar - Robin Wall Kimmerer |
| 11-Jan-24 | Four Winds School Council                                    |
| 24-Jan-24 | Four Winds Winter Showcase                                   |
| 17-Jan-24 | Pre-K & Kindergarten Expo in Morinville                      |
| 19-Jan-24 | Lilian Schick performance by Tammy Rae                       |
| 24-Jan-24 | Public Board   |



**Date:** January 24, 2024 **Agenda Item:** 9.3

**To:** Board of Trustees

**From:** Shawna Warren, Superintendent

**Originator(s):** Committee of the Whole  
Senior Administrative Team

**Governance Policy:** [Board Policy 230: Board Committees](#)  
[Board Policy 700: Superintendent of Schools](#)

**Additional Reference:** [Board Policy 230: Appendix A - Committee of the Whole](#)  
Education Act: Sections 51, 52(1)(b)  
Board Procedures Regulation 82/2019

**Assurance Domain:** Governance  
Local & Societal

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

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

Building Effective Relationships  
School Division Operations and Resources  
Supporting Effective Governance

**Subject:** **Committee of the Whole Report**

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#### **Purpose:**

For information.

#### **Background:**

The Board believes that the work of the Board may be facilitated through committees, both standing and ad hoc, task groups, and/or other structures as determined from time to time (Policy 230). The Board may delegate responsibilities and duties to such committees and task groups while retaining Board governance regarding any or all decisions or recommendations made by these committees. The Committee of the Whole is established pursuant to Section 52 (1) (b) of the Education Act.

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

deeper level of understanding prior to the consideration of the matter at a Regular Board Meeting (Policy 230, Appendix A).

On January 10, 2024, the Committee of the Whole met to discuss a number of topics chosen in advance by both the Board of Trustees and the Senior Administrative Team. The following report attached is a record of this meeting.

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

**Attachment(s):**

1. Unapproved Minutes of the Meeting - January 10, 2024 (To be brought forward for approval at the February Committee of the Whole).

## MINUTES OF THE COMMITTEE OF THE WHOLE

Meeting held at the Frank Robinson Education Centre Boardroom, in  
Morinville, Alberta

On Wednesday, January 10, 2024, at 9:00 a.m.

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### Attendance:

Irene Gibbons, Board Chair

Cindy Briggs, Vice Chair

Janine Pequin, Trustee *arrived at 9:02 a.m.*

Joe Dwyer, Trustee

Stacey Buga, Trustee

Tasha Oatway-McLay, Trustee

Trish Murray-Elliott, Trustee

Shawna Warren, Superintendent

Jonathan Konrad, Deputy Superintendent, Education Services

Sean Nicholson, Associate Superintendent, Corporate Services

Lisa Lacroix, Associate Superintendent, Human Resources

Michelle Wilde, Recording Secretary

*left meeting at 2:10 p.m.*

*left meeting at 2:10 p.m.*

### Presentation Attendees:

Darwin Krips, Principal *arrived at 11:28 a.m.*

*left meeting at 12:06 p.m.*

Tara Draper, Vice Principal *arrived at 11:28 a.m.*

*left meeting at 12:06 p.m.*

Darryl Paziuk, Vice Principal *arrived at 11:28 a.m.*

*left meeting at 12:06 p.m.*

Christy Filgate, Principal *arrived at 1:00 p.m.*

*left meeting at 1:36 p.m.*

Kevin Dorosh, Vice Principal *arrived at 1:00 p.m.*

*left meeting at 1:36 p.m.*

Shannon Requa, Director, Education Planning *arrived at 11:28 a.m.*

*left meeting at 12:26 p.m.*

*arrived at 1:00 p.m.*

*left meeting at 1:36 p.m.*

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### 1. Call to Order

Vice Chair Briggs called the meeting to order at 9:01 a.m.

### 2. Approval of the Agenda

Moved by Trustee Briggs that the Board of Trustees accept the agenda with the following changes below as presented.

Addition of 8.1 - Government of Alberta Rates for Mileage

Shifting of all of 10.0 Governance to accommodate:

Addition of 10.1 - Parent Engagement Sessions

Addition of 10.7 - Staff Recognition Ideas

**CARRIED UNANIMOUSLY**

### 3. Approval of the Committee Minutes

Moved by Chair Gibbons that the Board of Trustees accept the Committee Meeting Minutes of December 6, 2023, with the following amendments.

Spelling errors -

8.2 Council, and

8.4 Minister Demetrio Nicolaides

**CARRIED UNANIMOUSLY**

#### **4. Presentations**

**4.1 Sturgeon Composite High School:** Darwin Krips, Principal, Tara Draper, Vice Principal and Darryl Paziuk, Vice Principal presented.

**4.2 Redwater School:** Christy Filgate, Principal and Kevin Dorosh, Vice Principal presented.

#### **5. Policy**

**5.1 Policy 120: Harassment Policy:** Lisa Lacroix, Associate Superintendent, Human Resources recommended that this policy be rescinded and replaced with an Administrative Procedure.

##### **Comments and Questions by the Committee:**

- Trustees would like to see a governance statement from policy 120 potentially added to policy 110.
- Trustees would also like more time to compare to policies in other Divisions.

Policy 120: Harassment Policy as well as Policy 110: Welcoming Inclusive, Safe and Healthy Environments will be brought to the February 14, 2024, Committee of the Whole Meeting for further discussion.

**5.1.1 AP717: Workplace Violence and Harassment:** Lisa Lacroix, Associate Superintendent, Human Resources, presented the administrative procedure that will replace Policy 120: Harassment Policy.

##### **Comments and Questions by the Committee:**

- Trustee Pequin - Would like to have Volunteers and Stakeholders, including the definitions added to the AP before the Board considers rescinding policy 120.

AP717: Workplace Violence and Harassment as well as Policy 110: Welcoming Inclusive, Safe and Healthy Environments will be brought to the February 14, 2024, Committee of the Whole Meeting for further discussion.

- 5.2 Policy 400: Financial Accountability and Audit:** Sean Nicholson, Associate Superintendent, Corporate Services recommended that this policy be rescinded as the expectation is clearly defined in the Education Act and covered in Policy 225: Role of the Board sections 38-50.

Policy 400: Financial Accountability and Audit will be brought to the January 24, 2024, Public Board meeting.

- 5.3 Policy 315: Opening Exercises, Flag Protocol and Recognition of Dignitaries:** Shawna Warren, Superintendent recommended that this policy be rescinded and replaced with an Administrative Procedure.

**Comments and Questions by the Committee:**

- Trustee Pequin - Requested that there be a Grade 12 Grad Best Practice added as an appendix to the new AP.
- Requested changes to Handbook for SPS Staff to be *Local School Trustee*.
- Superintendent Warren - Directed that Administration review other divisions' procedures.

Policy 315: Opening Exercises, Flag Protocol and Recognition of Dignitaries will be brought to the January 24, 2024, Public Board meeting.

- 5.3.1 AP335: Protocols for Opening Exercises, Flags and Recognition of Dignitaries:** Shawna Warren, Superintendent presented the administrative procedure that will replace Policy 315: Opening Exercises, Flag Protocol and Recognition of Dignitaries.

AP335: Protocols for Opening Exercises, Flags and Recognition of Dignitaries will be brought to the January 24, 2024, Public Board meeting.

- 5.4 2023-2024 Board Policy Tracker:** Shawna Warren, Superintendent shared as information.

- 6. Capital Projects and Facility Services** - Shawna Warren, Superintendent, brought a brief update regarding school modulars for Landing Trail and Redwater School.

**Comments and Questions by the Committee:**

- Trustee Murray-Elliott - inquired when will the Trustee boardroom be moved?
  - Superintendent Warren - Either spring break or summer. This move is not a priority and will be when best for students.

## 7. Advocacy

### 7.1 ASBA

- Meeting on February 21. Topic-Virtual Engagement Session regarding Federal Funding Initiatives impacting education.
- Speakers corner is February 22 at 6 pm .
- Engagement Session in February.

### 7.2 PSBAA

- Next meeting in February.
- Trustee Murray-Elliott- Does the division have time and staff able to participate in the PSBAA survey?  
Shawna Warren, Superintendent - The Division is working on it and will bring it back to the Trustees as information at the February 14, 2024, Committee of the Whole meeting.

#### 7.2.1 PSBAA Research Paper

The Board reviewed a confidential PSBAA Research Paper.

*Meeting recessed for break at 10:02 a.m.*

*Meeting resumed at 10:30 a.m.*

### 7.3 Meeting with MLA Dale Nally, Morinville-St. Albert

The Board of Trustees will be meeting with MLA Dale Nally, Morinville-St. Albert at 3:00 p.m. Agenda items were discussed.

*Meeting recessed for at 11:20 a.m.*

*Meeting resumed at 11:28 a.m.*

### 7.4 Upcoming School Events/Trustee Attendance

The Board of Trustees reviewed upcoming school events.

Alberta Rural Education Symposium at River Cree March 3-5:

-Trustee Oatway-McLay, Trustee Pequin and Trustee Buga attending.

PSBA February 8-9 - Trustee Murray-Elliott, Vice Chair Briggs attending.

### 7.5 2023-2024 Board Strategic Plan

The Board of Trustees reviewed and discussed the 2023-2024 Board Strategic Plan.

## 8. **Audit, Finance and Human Resources**

### 8.1 **Government of Alberta Rates for Mileage**

Moving forward all SPS staff will be moving from CRA rates to the Government of Alberta (GOA) rates. Policy 235: Board Operations will be brought to February 14, 2024, Committee of the Whole to discuss Trustee mileage rates.

## 9. **Transportation** - No update

## 10. **Governance**

### 10.1 **Parent Engagement Overview**

Shannon Requa, Director, Education planning presented The Board of Trustees the Parent Engagement Overview and included the Trustees' role.

*Meeting recessed for lunch at 12:26 p.m.*

*Meeting resumed at 12:59 p.m.*

### 10.2 **2024-2025 Board Meeting Schedule**

The Board of Trustees reviewed options for the 2024-2025 Board Meeting Schedule.

#### **Comments and Questions by the Committee:**

- Superintendent Warren - For February 14, 2024, Committee of Whole, Administration will include options of future Committee of the Whole meeting schedules to review all of the options together.

### 10.3 **Walk Through of Discipline Hearing Process / Committee Role**

The Board of Trustees walked through the Discipline Hearing Process and the Committee's role.

*Associate Superintendent, Corporate Services - Left meeting at 2:10 p.m. and returned at 2:45 pm*

### 10.4 **PSBAA Professional Development**

Agenda item deferred.

### 10.5 **Trustee Handbook Review - 2023-2024**

Agenda item deferred.

### 10.6 **Board Meeting Procedures Review - Robert's Rule of Order - Board Meeting in Slow Motion.**

Agenda item deferred.



**10.7 Staff Recognition Ideas**

The Board of Trustees discussed the 2024 Staff Recognition event.

**11. In Camera:**

No in camera needed.

**12. Adjournment**

Trustee Oatway-McLay adjourned the meeting at 4:10 p.m.

**Next meeting:** Wednesday, February 14, 2024, at 9:00 a.m. (**FULL DAY**)

DRAFT



**Date:** January 24, 2024  
**To:** Board of Trustees  
**From:** Trish Murray-Elliott, Trustee  
**Originator(s):** Trish Murray-Elliott, Trustee, PSBAA Representative  
**Subject:** **PSBAA Update, January 2024**

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**Purpose:**

For information.

**Background:**

PSBAA webinar, Friday February 2, 2:30 to 4:00, presenting Choice in Alberta Education Paper. The Boardroom in Central Office has been booked for viewing.

PSBC at DoubleTree in Edmonton on February 8 and 9. PSBAA has recently added some additional options to attend including Speaker/Dinner event and single day options.

**Action Item:** The Environmental Scan is asking each division: What are the greatest challenges your school division is currently facing? What are some possible solutions and what strategies are you using or developing to address these challenges?

On January 16, PSBAA sent an email to all Trustees with info about their 2024 Special Recognition Awards in the categories of:

- Advancing Association Business and Initiatives
- Dick Baker Legacy Award
- Special Contribution to Public Education
- Special Contribution to Public Education: Media
- Promoting and Advancing One or More of the Calls to Action of the Truth and Reconciliation Commission of Alberta

**Action Item:** Does the Division want to make a nomination in any of the above categories?  
Deadline for nominations: Friday, March 31, 2024.

Next PSBC is scheduled for April 11 and 12.

**Attachment(s):**

Not applicable.