



BOARD OF TRUSTEES STURGEON PUBLIC SCHOOLS

Public Board Meeting

AGENDA

Date: May 22, 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 Murray-Elliott
3. Approval of Agenda
4. Approval of Minutes
5. Business Arising From The Minutes
6. Presentations/Delegations
7. Action Items
 - 7.1 2024 - 2025 Council of School Councils' Meetings
8. Administrative Reports
 - 8.1 Career and Technology Report
 - 8.2 Communications Report - April & May 2024
 - 8.3 2023-2024 Superintendent Discretionary Fund
 - 8.4 Superintendent Report
 - 8.5 Administrative Procedure 235: Operational School Year and Calendar
 - 8.6 Administrative Procedure 255: Inclement Weather and Outdoor Air Quality Decisions for Schools

8.7 Administrative Procedure 871: Use of Personal Mobile Device for Division Business

9. Reports from Trustees and Standing Committees

9.1 Chair's Report

9.1.1 The Role of the Trustee

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

**MINUTES OF THE
PUBLIC BOARD MEETING**

Meeting held at the Frank Robinson Education Centre
Boardroom, in Morinville, Alberta
On Wednesday, April 24, 2024, at 9:00 a.m.

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**MINUTES OF THE
PUBLIC BOARD MEETING**

Meeting held at the Frank Robinson Education Centre
Boardroom, in Morinville, Alberta
On Wednesday, April 24, 2024, at 9:00 a.m.

Attendance:

Irene Gibbons, Board Chair
Cindy Briggs, Vice Chair
Janine Pequin, Trustee
Joe Dwyer, Trustee
Stacey Buga, Trustee
Tasha Oatway-McLay, Trustee
Trish Murray-Elliott, Trustee
Shawna Warren, Superintendent
Jonathan Konrad, Deputy Superintendent, Education Services
Lisa Lacroix, Associate Superintendent, Human Resources
Sean Nicholson, Associate Superintendent, Corporate Services
Michelle Wilde, Recording Secretary

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

028/2024 - Moved by Trustee Oatway-McLay that the agenda be approved as amended with the addition below:

11.1 - Transportation Route C11

CARRIED UNANIMOUSLY

Approval of Minutes

029/2024 - Moved by Trustee Murray-Elliott that the minutes of the Regular Meeting of March 20, 2024, be approved as presented.

CARRIED UNANIMOUSLY

Business Arising From The Minutes

No business arising from the minutes.

Presentations/Delegations

No presentations.

Action Items

2024-2025 Budget Assumptions

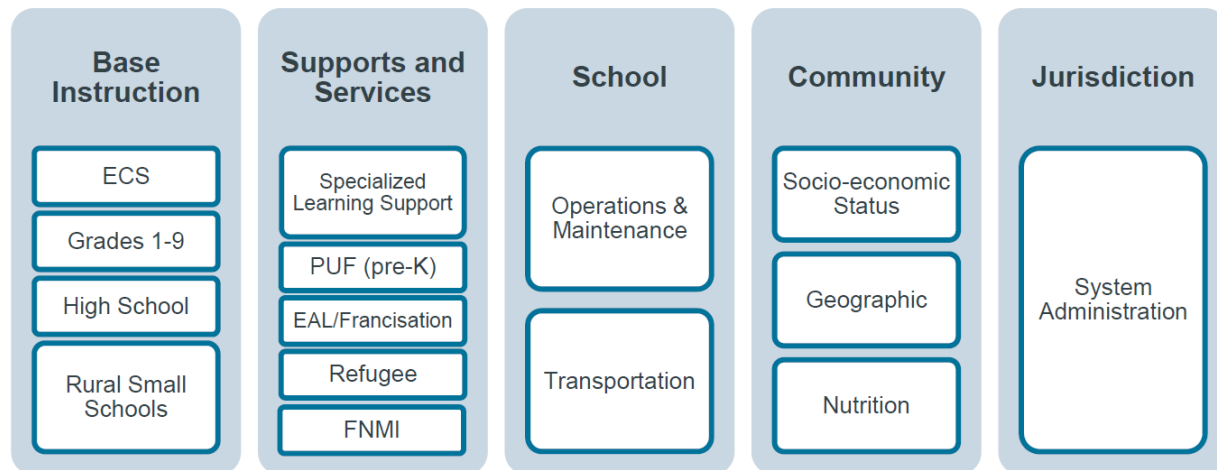
Governance Implication

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

Alberta Education Funding:

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

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



Transportation Funding:

Transportation is centrally managed by Transportation Services. Funding for the 2024-2025 school year is currently based on estimates from the division 2023-2024 grant submission. Funding for the 2024-2025 school year will be updated when the 2024-2025 application is complete and approved by Alberta Education.

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

Facility Operations and Maintenance Funding:

The Operations and Maintenance (O&M) Grant is provided to school authorities to address the authority's responsibility for the operation and maintenance, safety and security of all school buildings, including costs relating to the supervision of this program (Funding Manual 2024-2025).

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

1. Operations and Maintenance (**O&M**) grant.
2. Infrastructure, Maintenance and Renewal grant (**IMR**).
3. Capital Maintenance and Renewal (**CMR**) grant.
 - 2024-2025 funding amount: \$870,644 (2023-2024: \$355,263).

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

Centrally Managed Instructional Programs:

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

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

A Board may provide an early childhood services program consistent with the goals and standards adopted or approved by the Minister and the Education Act (Education Act, Section 21).

The Early Childhood Services (ECS) Program Unit Funding (PUF) Grant is provided to school authorities for children with a severe disability or severe language delay who require additional supports beyond that offered in a regular ECS program (Funding Manual 2024-2025).

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

- **Specialized Learning Supports (SLS):**

A Board, as a partner in education, has the responsibility to provide a continuum of supports and services to students that is consistent with the principles of inclusive education (Education Act Section 33(1)(e)).

The Specialized Learning Support (SLS) Grant provides additional funding for the entire school jurisdiction to provide a continuum of supports and services to children/students in an inclusive learning environment. School jurisdictions are responsible for ensuring their SLS funding is disbursed based on child/student needs related to supports required for learning (Funding Manual 2024-2025).

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

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 (Policy 105 Vision, Mission and Values).

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

- **Alternative Programming:**

A board, as a partner in education, has the responsibility to deliver appropriate education programming to meet the needs of all students enrolled in a school operated by the board and to enable their success (Education Act Section 33(a)).

The Board values learning choices, believing that one size does not fit all. The Board recognizes that to prepare students for their futures, we must meet their diverse needs along the way (Board Policy 105 Vision, Mission and Values).

Funding is allocated centrally to ensure the maintenance of specialized programming at the school level such as the CASA Mental Health Service Classrooms, Learning

Centres (Outreach Programming, Alternative Programming, Summer School and Home Education) and Specialized Programming.

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

A board, as a partner in education, has the responsibility to collaborate with municipalities, other boards and community-based service agencies in order to effectively address the needs of all students and manage the use of public resources (Education Act Section 33 (1)(f)).

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

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

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

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

- **Mental Health in Schools Pilot Grant (MHIN Two Year Pilot Program Grant):**

A board, as a partner in education, has the responsibility to establish and maintain governance and organizational structures that promote student well-being and success and monitor and evaluate their effectiveness (Education Act Section 33 (1)(h)).

The Mental Health in Schools Pilot Grant is provided to school authorities to support the development of a school-based services model to integrate and expand access to mental health services for children and youth from elementary to high school (Funding Manual 2024-2025).

Funding is allocated to support the delivery of a continuum of supports and services in schools. Alberta Education announced a two-year pilot project, focusing on supporting the mental health of students in schools. 2024-2025 is year two of the pilot.

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

A board, as a partner in education, has the responsibility to collaborate with municipalities, other boards and community-based service agencies in order to

effectively address the needs of all students and manage the use of public resources (Education Act Section 33 (1)(f)).

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

- **Jordan's Principle:**

Is centrally managed and allocation is based on application to the federal government for funding to support First Nations students.

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

The First Nations, Métis and Inuit (FNMI) Grant is allocated to assist school authorities in providing system, program and instructional supports while adhering to Assurance Framework requirements. School authorities must plan and monitor education outcomes for First Nations, Métis and Inuit students. The FNMI Grant enables school authorities to drive the closure of the systemic education gap. The FNMI Grant supports the implementation of Truth and Reconciliation Commission recommendations (Funding Manual 2024-2025).

Funding is allocated to support Indigenous students across the Division.

- **Curriculum & Instruction:**

The Board envisions a well-rounded education where students are motivated and supported to pursue their unique path to future success (Policy 105 Vision, Mission and Values).

Optimal Learning for all Students is the priority for Sturgeon Public Schools. The domains of Teaching and Leading, Learning Supports and Governance support this priority and integrate local context to ensure students of Sturgeon Public Schools meet, and excel at, the challenges presented by the global community (Education Plan 2023-2026).

Funding to support the implementation of the new curriculum in grades 4 to 6 is not captured in the jurisdiction profile but is outlined in the 2024-2025 Funding Manual. The Curriculum Learning and Teaching Resources Grant is provided to school authorities for learning and teaching resources to support the implementation of the new curriculum in grades 4 to 6. The Curriculum Professional Learning and Collaboration Grant is provided to school authorities to support teachers in implementing the new curriculum. Grant funding will be calculated using the actual September count date enrolments for the current school year.

Funding is allocated to:

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

2023-2026 Education Plan

- **School Leadership Support**

The Board values excellence in teaching (Policy 105 Vision, Mission and Values).

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

Funding is allocated to ensure teaching and leadership excellence occurs in all schools for the success and high achievement of students. This includes providing professional development opportunities and working alongside school Principals in the development of instructional practice, supervision of staff and scheduling and planning for the successful operation of a school facility. This also includes creating opportunities for Vice Principals and aspiring Sturgeon Public leaders to build capacity and community in alignment with the Division's vision and values.

- **Technology Services:**

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

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

School Allocation:

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

- **Equity:** The Board allocates resources equitably to all schools based on the learning needs of all students.

- School principals are learning leaders and are responsible for utilizing allocated funds in a prudent and effective manner to deliver learning services.
- The basis of allocation is primarily enrolment driven recognizing the value of a strong basic allocation rate.
- Additional support is provided for unique student learning needs, including English as an Additional Language (EAL) and students with complex learning needs.
- The basis of allocation to schools and allocation rates will be reviewed and updated annually based on available funding from Alberta Education.

This is a funding allocation model only; the allocation factors below do not represent targeted spending. Each school can utilize its funding allocation, with proper consultation within its community, in the best way possible to meet student needs so that the goals of the Board can be achieved.

- **Certificated Staff Allocation:**
Funding allocation to schools based on the Weighted Moving Average (**WMA**) derived from the planned class size and the standard cost for teachers. Allocations are based on the funded enrolments and the WMA.
- **School Support Staff Allocation:**
Funding allocation to schools is based on a per-student rate derived from the support staff FTEs per student. Allocations are based on the funded WMA only and the projected standard cost of school-based support staff.
- **Finance Clerk Allocation:**
Each school is provided an allocation to support a Finance Clerk position to handle the financial needs of each school.
- **School Principal Allocation:**
Each school is allocated a Full-Time Equivalent (FTE) for principal administration time. Removing teaching assignments allows more time for Principals to build their capacity to be instructional leaders. Principals, however, with permission from the Superintendent, may choose to teach classes.
- **School Vice Principal Allocation:**
Each school is provided an allocation for Vice Principal administration time based on the WMA of the school. These allocations range from 0.50 to 2.00 depending on the school size.
- **Operating Budget Allocation:**
Each school is allocated an operating budget (Supplies Budget) of four to eight per cent of the above allocations for operational expenses.

- **School Counselor/Social Worker Allocation:**
Each school is provided a base allocation to support counseling/social work in the schools and the allocation increases with the WMA of the school.
- **Learning Support Lead (LSL) Allocation:**
Funding is allocated to schools to support teachers, parents and students to ensure Individual Program Plans, Learning Plans, student assessment and program coordination are in place for students with additional learning needs. This allocation is based on the number of needs identified in the school by the Learning Services Team in collaboration with the school principal.
- **Other Allocation:**
Other Allocations may be provided for items such as Nutrition Programs, School Council Engagement and Dual Credit as funding is received based on students or application for funding.

030/2024 - Moved by Trustee Buga that the Board of Trustees approve Budget Assumptions for 2024 - 2025 as presented at the April 24, 2024, Public Board Meeting.

CARRIED 4/3
Opposed: Trustee Briggs
Trustee Dwyer
Trustee Murray-Elliott

School Name Change: Morinville Public School

A board, as a partner in education, has the responsibility to provide, where appropriate, for the engagement of parents in board matters (Education Act Section 33(1)(c)). The Board provides overall direction and leadership to the Division and exercises its authority through a democratic process (Policy 225 Role of the Board).

Morinville Public School has had multiple, informal name changes over the years. The legal name registered with Alberta Education, however, has always been and continues to be Morinville Public School.

The following is a summary of informal name changes since 2012:

- When the school opened in 2012, it was named Morinville Public Elementary School.
- September 2014, the school was renamed Morinville Public School to reflect the addition of Junior High classes with the first group of Grade 7 students.
- September 2019, Morinville Public School split into two schools: Morinville Public Elementary School and Four Winds Public School. Both schools were housed in the same building awaiting the new 5-9 school build.

- Morinville Public Elementary School was renamed École Morinville Public School by Board Motion on September 25, 2019.

The Division has expanded French Immersion programming a grade each year beginning with Kindergarten in 2012. French Immersion programming is now offered in three different schools, Morinville Public School, Four Winds Public School and Sturgeon Composite High School, Kindergarten through High School.

The school has never had a permanent name sign on the outside of the building. To date, it continues to have a large vinyl sign hanging above the front doors to the school. To support the Board to make an informed decision regarding the forward facing name of the school that considered community values and represented the interests of the entire Division, the Principal engaged parents in a survey to gather feedback on the name change. 113 parents responded to the survey. 76/133 (67%) parents supported having the legal name of Morinville Public School as the forward facing name.

031/2024 - Moved by Trustee Buga that the Board of Trustees approve the renaming of École Morinville Public School to Morinville Public School.

CARRIED UNANIMOUSLY

Board Policy 305: School Councils

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.

Policies provide direction and signal the major intentions and priorities of the board of trustees. Directional policy is expressed in the board goals and strategic directions and is clearly aligned with government priorities. Directional policies signal long-term institutional commitments to student achievement and well-being, to values and to fairness.

The content of *Policy 305: School Councils* is captured in the legislation that governs the responsibilities of the Board through the Education Act and the School Councils Regulation and is captured in three current Board policies; Policy 221, 225 and Policy 700.

Policy 305: School Councils was brought to the March 6, March 20 and April 10, 2024, Committee of the Whole meetings for review.

A new Administrative Procedure, *AP211 School Councils* was created to outline the legislative operational requirements, responsibilities and role of school councils. School Councils are an important link between the Division and school communities. School Councils bring forward critical perspectives about education, the needs of schools and concerns of the community.

The Superintendent recognizes that community support of schools enhances the quality of learning outcomes for students and School Councils have the potential to foster such community support. The Superintendent supports the required establishment of school councils in a manner consistent with the Education Act, the School Councils Regulation and the Alberta School Councils Resource Guide.

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

Administration has reviewed and recommends rescinding *Board Policy 305: School Councils*.

032/2024 - Moved by Trustee Pequin that the Board of Trustees rescind *Board Policy 305: School Councils* as recommended at the April 24, 2024, Public Board meeting.

CARRIED UNANIMOUSLY

Board Policy 225: Role of the Board

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.

Policies provide direction and signal the major intentions and priorities of the board of trustees. Directional policy is expressed in the board goals and strategic directions and is clearly aligned with government priorities. Directional policies signal long-term institutional commitments to student achievement and well-being, to values and to fairness.

The Education Act, Board Policy 105: Vision, Mission and Values, Board Policy 225: Role of the Board, Board Policy 240: Policy Development and Board Policy 700: Superintendent of Schools capture the governance role of the Board of Trustees for school based decision making.

Policy 300: School Based Decision Making was brought to the March 6, 2024, Committee of the Whole for review.

A new Administrative Procedure has been developed, *AP210: Role of School Administration*, to replace existing *AP210: School Based Decision Making* to ensure that Principals and Vice Principals have a clear procedure outlining their responsibilities.

Administration has reviewed and recommends rescinding *Board Policy 300: School Based Decision-Making*.

[033/2024 - Moved by Trustee Briggs](#) that the Board of Trustees approve revised Board Policy 225: *Role of the Board* with recommended changes as presented at the April 24, 2024, Public Board meeting.

CARRIED UNANIMOUSLY

Administrative Reports

2024 First Nation, Métis, and Inuit Education Gathering

Jonathan Konrad, Deputy Superintendent, Education Services presented a report on the 2024 First Nation, Métis, and Inuit Education Gathering.

In partnership with Alberta Education, CASS (College of Alberta School Superintendents) will be hosting the First Nation, Métis, and Inuit Education Gathering on April 24 - 26, 2024 at the Fantasyland Hotel, Edmonton. The theme is **Kinship Relations for Student Success**.

To encourage kinship and continue learning together CASS requested school divisions nominate Elders, working in schools, to attend this gathering. The selected Elders represent nominations from a diverse range of school authorities, which include:

1. Alexander First Nation
2. Aspen View Public Schools
3. Battle River School Division
4. Canadian Rockies Public Schools
5. Edmonton Public Schools
6. Elk Island Catholic Schools
7. High Prairie School Division
8. Kainai Board of Education
9. Siksika Board of Education
10. Sturgeon Public Schools

In total, 26 nominations were received, demonstrating the strong relationships that school authorities have established and continue to foster.

Sturgeon Public School Division was informed that the nomination of Elder Adam North-Peigan was chosen to be sponsored as a guest of CASS at this event. Elder Adam has accepted the invitation to attend. This will be an exciting opportunity for Elder Adam to engage in cultural conversations and explore how kinship ties can enhance academic achievement and holistic well-being. Sturgeon Public Schools will also have several leaders attend this event. The delegation will bring back strategies to Sturgeon schools for building kinship and deepening Indigenous ways of knowing to support spiritual, academic, emotional and physical growth and success.

Communications Report - March & April 2024

Jonathan Konrad, Deputy Superintendent, Education Services presented the Communications Report - March & April 2024.

Deputy Superintendent, Education Services Report

Jonathan Konrad, Deputy Superintendent, Education Services presented the Deputy Superintendent, Education Services Report.

2023-2024 Superintendent Discretionary Fund

Shawna Warren, Superintendent, presented an update on the 2023-2024 Superintendent Discretionary Fund.

March 14, 2024, to April 17, 2024, the following additional staffing FTE and resources have been allocated to schools using Superintendent Discretionary Fund dollars:

- \$11,000.00 for 1.0 Teacher FTE to cover a returning teacher at Ochre Park School to ensure consistency for students.
- \$9,743.00 for a 1.0 FTE Educational Assistant for the remainder of the school year at Namao School to support a new student with complex needs.

2023-2024 Superintendent Discretionary				Total Budget	\$ 600,000	
As at April 8, 2024				Total Committed to Student Success	\$ 531,495	
				Total Available	\$ 68,505	
Budget Item Description	Date	# FTE	# of months	Cost	Budgeted	Available
Direct staffing to schools (K-12)				\$ 245,856	\$ 500,000	\$ 254,144
Teachers Avg Cost: \$110,000	Totals:	3.08		\$ 152,240		
Guthrie School	Oct 10, 2023	0.20	8.50	\$ 18,700		
Namao School	Nov 01, 2023	0.38	8.00	\$ 33,440		
Landing Trail School	Nov 01, 2023	0.10	8.00	\$ 8,800		
Landing Trail School	Dec 11, 2023	0.40	7.00	\$ 30,800		
Redwater School	Jan 29, 2024	1.00	4.50	\$ 49,500		
OP	Apr 08, 2024	1.00	1.00	\$ 11,000		
CUPE Avg Cost: \$43,300	Totals:	4.31		\$ 93,616		
EA Colony	May 16, 2023	1.00	10.00	\$ 43,300		
Vocational EA at SCHS	May 25, 2023	-1.00	10.00	\$ (43,300)		
EA at SCHS	Nov 16, 2023	0.61	7.00	\$ 18,490		
EA at LT	Dec 11, 2023	0.50	7.00	\$ 15,155		
EA at BACS	Dec 22, 2023	1.00	6.00	\$ 25,980		
EA at LPS	Jan 11, 2024	0.20	5.50	\$ 4,763		
EA at BACS	Feb 15, 2024	1.00	4.50	\$ 19,485		
EA at Namao	Apr 08, 2024	1.00	2.50	\$ 9,743		
Other (Emergent Priorities staff, non-staff and resources)				\$ 285,639	\$ 100,000	\$ (185,639)
Social Worker SCHS Success Centre	Sep 28, 2023	0.60		\$ 36,498		
Child and Youthcare Workers	Aug 31, 2023	7.00		\$ 78,470		
Child and Youthcare Worker	Dec 11, 2023	1.00		\$ 39,830		
Child and Youthcare Worker	Dec 11, 2023	1.00		\$ 39,830		
Child and Youthcare Worker	Dec 11, 2023	1.00		\$ 9,520		
Child and Youthcare Worker	Dec 11, 2023	1.00		\$ 9,520		
Social Worker Division-Wide	Dec 11, 2023	1.00		\$ 56,200		
STEAM Professional Development	Jan 09, 2024			\$ 13,031		
STEAM Refund	Mar 11, 2024			\$ (599)		
TCIS Resources	Jan 19, 2024			\$ 839		
SPS Division Drumline Jr High Training Camps	Jan 30, 2024			\$ 2,500		

Superintendent Report

Shawna Warren, Superintendent, presented the Superintendent Report.

Administrative Procedure 211: School Councils

Shawna Warren, Superintendent, presented a new Administrative Procedure 211: School Councils.

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 Agenda Review (Apr. 9)
- Committee of the Whole Meeting (Apr. 10)
- Creative Arts Festival (Apr. 18)
- Gibbons School Council Meeting (Apr. 8)
- Landing Trail School Council and PIA AGM (Apr. 9)
- Meeting with Greater St. Albert Catholic Schools Board of Trustees (Apr. 24)
- Namao School Council Meeting
- Public Board and Committee of the Whole Agenda Review (Apr. 19)
- Public Board Meeting (Apr. 24)
- Redwater Mayoral Breakfast (Apr. 5)
- Services Business Lunch (Apr. 12)
- Sturgeon Night of Music (Apr. 22)
- Teal Up at Guthrie (Apr. 12)
- Zone 2/3 Meeting (Apr. 19)

Trustees' Reports

Below are the submitted Trustee Reports.

Trustee Briggs (Bon Accord/Legal)

Trustee Briggs reported that she attended:

- Agenda Review Meeting (Apr. 9 & Apr. 19)
- Bon Accord Community School Council Meeting (Apr. 23)
- Committee of the Whole Meeting (Apr. 10)
- Legal Public School Council Meeting (Apr. 18)
- Meeting with Greater St. Albert Catholic School Board (Apr. 24)
- Public Board Meeting (Apr. 24)
- Public School Board Association Supper and Speaker (Apr. 11)
- Sturgeon Night of Music (Apr. 22)

Trustee Buga (Morinville Area)

Trustee Buga reported that she attended:

- Alternate Learning School Advisory (Apr. 9)
- ASBA Speaker's Corner (Apr. 15)
- Committee of the Whole (Apr. 10)
- ÉMPS School Council (Apr. 8)
- ÉMPS Spring Concert (Apr. 17)
- Four Winds School Council (Apr. 11)
- Meeting with GSACRD (Apr. 24)
- Meeting with Principal (Apr. 3)
- Morinville Chamber Luncheon (Apr. 3)
- Public Board Meeting (Apr. 24)
- Redwater Mayor's Breakfast (Apr. 5)
- Sturgeon Creative Arts Festival (Apr. 18)
- Teal Up Day at Guthrie (Apr. 12)

Trustee Dwyer (Alcomdale/Villeneuve Area)

Trustee Dwyer reported that he attended:

- School Council Meeting

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

Trustee Murray-Elliott reported that she attended:

- Committee of the Whole Meeting (Apr. 10)
- ICE Presentation, Sturgeon Heights School (Apr. 10)
- Meeting with GSACRD (Apr. 24)
- Morinville Chamber of Commerce, Speaker MLA Dale Nally (Apr. 3)
- PSBC Council Meeting (Apr. 12)
- PSBC PD Sessions (Apr. 11)
- Public Board Meeting (Apr. 24)
- Sturgeon Heights School Open House (Apr. 11)
- Sturgeon Night of Music (Apr. 22)

Trustee Oatway-McLay (Cardiff/Garrison)

Trustee Oatway-McLay reported:

- Report to be submitted
- Guthrie has a request to have Society for Fundraising
- Namao AG Society needs volunteers for May 23-24 Casino night

Trustee Pequin (Redwater/Coronado Area)

Trustee Pequin reported that she attended:

- Committee of the Whole (Apr. 10)
- Ochre Park School Council (Apr. 11)

- Public Board Meeting (Apr. 24)
- Sturgeon Creative Arts Festival (Apr. 18)

Committee of the Whole

The Board of Trustees received as information, the approved minutes of the meeting from the March 20, 2024, and the unapproved minutes of the meeting from the April 10, 2024, Committee of the Whole meetings.

Rotary Report

Trustee Dwyer shared a verbal report.

- May 9 meeting to welcome new Interact group as part of the Rotary Club.
- April 24 there was a vote to pay to send 3 students to Ripen - weekend of leadership training.
- Interact is quite an involved group.
- Funds are set aside to start Student Exchange. Challenge with finding host homes.

Health Break at 10:12 a.m. Meeting resumed at 10:22 a.m.

Reports from Special Committees/Task Groups

Alberta School Boards Association Representative

Chair Gibbons and Trustee Buga shared a verbal report.

Public School Boards Associate of Alberta Representative

Trustee Murray-Elliott presented a written report.

PSBAA Gift Basket Info – other boards considering \$150 range, suggested themed baskets, not swag. For example, Movie In / Movie Out or Games Night.

April 2024 PSBC – PD sessions were very interesting.

PSBC Meeting:

Starting to work on Election Readiness. Will be referring to it as PEP (Promote, Elevate and Protect) Have improvements over last Election Readiness to encourage more uptake:

Non-partisan

Earlier timing and distribution of materials

PSBAA will work more closely with Divisions' Communications teams to provide more info ahead of time including how to utilize the materials given and how to customize to fit needs of each Board

Budget - PSBC is recommending a 5% increase in membership rates for 2025.

Would like land acknowledgements from students for future meetings.

PSBAA Spring General Assembly 2024 in Calgary, May 30 – June 1.

Summer PSBC meeting August 7 – 9 in Grande Prairie.

Unfinished Business

Transportation Route C11

Trustee Dwyer shared a verbal update regarding concerns about Transportation Route C11.

Comment and Question Period

No comments or questions from the public.

In Camera

034/2024 - Moved by Trustee Oatway-McLay that the Board of Trustees move to In Camera at 10:35 a.m.

CARRIED UNANIMOUSLY

035/2024 - Moved by Trustee Oatway-McLay that the Board of Trustees revert to a public meeting at 12:02 p.m.

CARRIED UNANIMOUSLY

Adjournment

Trustee Oatway-McLay adjourned the meeting at 12:03 p.m.

Chair

Date

Associate Superintendent,
Corporate Services



Date: May 22, 2024 **Agenda Item:** 7.1

To: Board of Trustees

From: Shawna Warren, Superintendent

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

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

Additional Reference: [AP211: School Councils](#)
[Alberta School Board Association Guidelines](#)

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: **2024 - 2025 Council of School Councils' Meetings**

Purpose:

For approval. Motion required.

Recommended Motion:

THAT the Board of Trustees approve that the 2024 - 2025 Council of School Councils' meetings will take place in person on Wednesday, October 23, 2024, and Wednesday, March 5, 2025.

Background:

The Council of School Councils' (COSC) is an informal gathering of the Chair and/or Vice Chair of each school council for the purpose of sharing information, building connections between the school councils and facilitating communication between the Board of Trustees, school councils and the Division's administrative team.

As per *Policy 225 - Role of the Board; School Council*, section 11, the Board of Trustees is to "meet at least annually with the Council of School Councils or School Council Chairs". Each year, the Board of Trustees hosts the first meeting of the Sturgeon Public Schools' Council of School Councils. The first meeting is usually held in late October or early November in order to give all Sturgeon Public schools the opportunity to have their first school council meeting to elect their chair and vice chair positions.



In addition, there are no individual school council meetings on the dates provided, and consideration has also been given to avoid Parent Teacher Interview evenings.

Administration will bring a Memo before the Board in the Fall of 2024, requesting further direction regarding venue location and choice of meals or refreshments.

Administration is prepared to respond to questions at the May 22, 2024, Public Board meeting.

Attachment(s):

Not applicable.



Date: May 22, 2024 **Agenda Item:** 8.1

To: Board of Trustees

From: Shawna Warren, Superintendent

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

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

Additional Reference: [Alberta Programs of Study - Career and Technology Foundations](#)
[Alberta Programs of Study - Career and Technology Studies](#)

Assurance Domain: Student Growth & Achievement
Learning Supports
Local and Societal Context

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

Subject: **Career and Technology Report**

Purpose:
For information.

Background:
Sturgeon Public School Division is committed to providing meaningful experiences for students. Career exploration begins in grades 1 to 3, with programming experiences beginning in grades 5 to 9 with Career and Technology Foundations and maturing with Career and Technology Studies, Registered Apprenticeship, Green Certification, Work Experience and Dual Credit in High School.

This Career and Technology Report provides an overview of experiences available to Sturgeon Public students. Focused in grades 5 to 12, but beginning in grade 1, the Division is committed to ensuring students are motivated and supported to pursue their unique path to future success.

Administration is prepared to respond to questions at the May 22, 2024, Public Board meeting.



Attachment(s):

1. Career and Technology Report



Career and Technology Report

BACKGROUND

Career and Technology Foundations (CTF) Courses and Career and Technology Studies Courses (CTS) enable Sturgeon Public Schools teachers to provide students with meaningful learning experiences and support the development of many of the habits of learning required for success in school and the world of work. As stated in the CTF Program of Studies, CTF: “...provides students in grades 5 to 9 the opportunity to explore their interests within various occupational areas and technologies” (Alberta Education). Similarly, the Career and Technology Studies (CTS) program is: “designed for high school students so they can explore their interests and career options. CTS offers students opportunities to develop skills that can be applied in their daily lives and improve their employability following high school” (Alberta Education). The intent of Career and Technology programs, whether foundational or specifically aligned to trades, enable students to plan, design, create and implement solutions for relevant real-life problems. As students engage in vocational training and hands-on learning, they develop social, interpersonal, life and work skills as well as practical knowledge about various industries, issues and technologies.

CAREER AND TECHNOLOGY FOUNDATIONS (CTF)

The Alberta Education Program of Studies for CTF, notes that “Career and Technology Foundations is an optional program that allows students to explore their interests and passions as they learn about various career possibilities and occupational areas”.

The CTF Learning Process

The Career and Technology Foundations (CTF) curriculum supports learning experiences that allow students to explore occupational areas common to Career and Technology Studies (CTS), through challenges or tasks. CTF is not a prerequisite for high school courses.

Through the learning outcomes, the CTF learning process promotes the development of literacy and numeracy and competencies, while exploring a variety of occupational areas belonging to the five clusters:

- Business
- Communication
- Human Services
- Resources, and
- Technology





CTF challenges or tasks that integrate at least two occupational areas, provide students with an opportunity to experience the interconnectedness of skills, knowledge and technologies associated with various occupational areas.

Students engaging in CTF challenges or tasks, alternate between the processes of planning, creating, appraising and communicating in a non-linear manner:

- **Plan:** to follow a process that identifies problems, generates ideas and encourages empathy and evaluation when designing a solution to a task or challenge.
- **Create:** to make a product, performance or service, by using one's own thought or imagination.
- **Appraise:** to use ongoing assessment to guide decision making and learning.
- **Communicate:** to share or receive information in order to express ideas and gain understanding.

Courses Offered for CTF

The variety and breadth of Career and Technology Foundations (CTF) courses found within Sturgeon Public Schools are as diverse as the schools themselves. Courses align with prescribed Clusters of: Business, Resources, Technology and Human Services.

Courses such as Art and Design, Industrial Arts (Woodworking), Foods, Photography, Drama, Robotics and Film Studies are common throughout most Sturgeon Public Schools and are just a few of the opportunities available to SPS students.

CTF courses are generally selected and offered to students based on a variety of factors including, but not limited to:

- teacher expertise,
- availability of necessary resources, including facilities,
- student interest,
- alignment with the five clusters, and
- cost.

Course Selection and Scheduling

In general, once courses have been selected by school administration and teachers, communication is provided to parents with a description of the courses being offered, any associated costs, and when students will be selecting courses so that parents can discuss this programming with their students.

The flexibility within the Program of Studies for CTF courses allows for creativity in scheduling these courses in the various school communities within Sturgeon Public Schools. Generally speaking, most schools offer CTF courses in separate terms that align with the Report Card dates at each individual school.





While the frequency and duration of CTF courses may vary within Sturgeon Public Schools, most schools offer students two unique CTF courses (usually 60 min/class) two times per week in each term.

MOVING FORWARD WITH CTF

While anecdotal information reported by parents, students and staff suggests that satisfaction with the diversity of CTF courses within Sturgeon Public Schools is generally high, the Division remains committed to ensuring these courses align with the prescribed curriculum of Alberta Education and the preferences of students and parents.

Each year, schools review their offering of CTF courses. Amongst the considerations within these reviews are:

- The level of satisfaction with the variety of courses being offered in SPS as measured by the Assurance Survey Results from grade 7 students and parents;
- The alignment of CTF courses offered within SPS to the Occupational Clusters outlined in the Program of Studies;
- The alignment of CTF courses with the Career and Technology Studies (CTS) being offered in Sturgeon Public High Schools; and
- Sharing of best practices of CTF courses and programming.

CAREER AND TECHNOLOGY STUDIES (CTS)

CTS courses are competency-based courses that bridge the gap between students' interests and abilities and occupational areas such as business, communication, resources, technology and human services.

The Career and Technology Studies program is divided into five clusters:

- Business Administration, Finance and Information Technology (BIT)
- Health, Recreation and Human Services (HRH)
- Media, Design and Communication Arts (MDC)
- Natural Resources (NAT)
- Trades, Manufacturing and Transportation (TMT)

CTS and CTF Alignment

Sturgeon Public Schools continue to work towards providing alignment between Career and Technology Foundations (CTF) courses offered in grades 7-9 to the Career and Technology Studies (CTS) courses offered within High Schools. Examples of this alignment can be found in the table below.





Career and Technology Studies (CTS) at High School			Jr. High CTF Alignment
CLUSTER	DESCRIPTION	COURSE EXAMPLES	COURSE EXAMPLES
Business, Administration, Finance and Information Technology (BIT)	The focus of the BIT cluster is for students to develop and apply important knowledge, skills and attitudes so they can implement efficient systems and strategies of management and marketing and use electronic technologies to collect, structure, manipulate, retrieve and communicate information within individual, family, workplace, community and global contexts.	<ul style="list-style-type: none"> • Computer Science • Enterprise and Innovation • CISCO Networking • Information Processing 	<ul style="list-style-type: none"> • Stop Motion Animation • Robotics • Photography • Entrepreneurship • Coding
Health, Recreation and Human Services (HRH)	The focus of the HRH cluster is for students to develop and apply important knowledge, skills and attitudes so they can provide care and services for individuals and groups in a variety of industries, such as health care, recreation, cosmetology, the food industry and the legal system.	<ul style="list-style-type: none"> • Sports Medicine • Foods • Health Care Aide • Health Pathways • Legal Studies • Recreational Leadership • Tourism • Cosmetology 	<ul style="list-style-type: none"> • Cosmetology • Recreational Leadership • Chef Wars • Leadership /Mentorship • Sports Medicine • Animal Health and Wellness
Media, Design and Communication Arts	The focus of the MDC cluster is for	<ul style="list-style-type: none"> • Design Studies • Communication 	<ul style="list-style-type: none"> • Digital Design • Sewing





Career and Technology Studies (CTS) at High School			Jr. High CTF Alignment
(MDC)	students to develop and apply important knowledge, skills and attitudes so they can provide well designed and aesthetically effective communication solutions.	Technology • Fashion Studies	• 3D Design • Game Development
Natural Resources (NAT)	The focus of the NAT cluster is for students to develop and apply the knowledge, skills and attitudes to work individually and collectively, as private citizens and as members of the workforce, toward the conservation and responsible use of energy and natural resources.	• Agriculture • Forestry • Wildlife	• Outdoor Education • Wildlife Technology
Trades, Manufacturing and Transportation (TMT)	The focus of the TMT cluster is for students to develop and apply important knowledge, skills and attitudes relative to the manufacture and assembly of products from individual components and the processing of raw materials into products.	• Construction • Fabrication • Mechanics	• Industrial Arts • Building Construction • STEAM • CO2 Dragsters





CTS Courses provide an opportunity for students and schools to work together to create CTS Pathways. These pathways are flexible and allow students to:

- Explore an occupation or an interest area;
- Gain an occupational or a specialized skill set required in the workplace; and
- Apply relevant learning from academic courses to real-life situations.

Sturgeon Public students are extremely fortunate to have a wide variety of CTS Courses offered in SPS high schools.

Some of the Courses available to SPS students are in the areas of:

- Business
- Sports Medicine
- Mechanics
- Early Learning and Child Care
- Construction Technology
- Cosmetology
- Communication Technology
- Sports Performance
- Fashion Studies
- Fabrication
- Food Studies
- Design Studies
- Computer Science
- Forensics
- Web Design

Due to prerequisite module requirements, not all modules in these courses grant credits at the same grade level as the course. For example, an advanced 30-level course meant for Grade 12 students may contain modules at the intermediate 20-level, and completion of such modules will result in a student earning Grade 11 (not Grade 12) credit.

CAREER PATHWAYS LEARNING

Teaching career education from grades 1 through 12 is vital for several reasons. Early exposure or discussions can assist in connecting their education to their occupation in adulthood. It may steer students in a direction of interest where they can further develop skills and competencies, and gain understanding.

Choosing a career path can be overwhelming for some students and the gradual introduction can alleviate this stress and empower students with the knowledge and resources they need to make confident decisions about their future. Career education can also play a crucial role in addressing inequality by providing all students regardless of their background, with equal access to information and resources to pursue their career aspirations.

Lastly, in today's changing job market, adaptability is essential. Teaching career education from an early age instills in students the importance of lifelong learning and the ability to adapt to new technologies and industry trends throughout their careers.





GRADE-BY-GRADE CAREER EXPLORATION

Grades 1-3	CAREER EXPLORATION <ul style="list-style-type: none"> • Talk about careers and have conversations about different types of jobs, including those in the trades. • Make examples of the people around them and their jobs, like family & friends.
Grades 4-6	IDENTITY EXPLORATION <ul style="list-style-type: none"> • Talk about who they are, what their interests are, what skills they have or would like to develop, and what they value most in life. • Helping students get to know who they are and what they like can help them think about what careers or jobs they may enjoy most.
Grades 7-8	TRAINING EXPLORATION <ul style="list-style-type: none"> • Talk about apprenticeship training and what might be required for different trades. • Exploring different CTF courses, careers, and occupations in various fields.
Grade 9	CAREER EXPLORATION <ul style="list-style-type: none"> • Talk about trade areas that they are most interested in. <ul style="list-style-type: none"> ◦ Don't have to pick a specific career, but get a sense of what area they are most interested in (ie. construction trades, automotive trades, service trades) • Get concrete information of the amount of apprenticeship training required. • Make a plan to ensure they get the correct high school courses...ideally the "Recommended Courses" identified by AIT or other post secondary training.
Grade 10	IDENTITY EXPLORATION <ul style="list-style-type: none"> • Delve deeper into what their areas of interest are and what skills and requirements they need in order to have the type of career they want. • Help students to see the "big picture" and how their school courses can support them. • Encourage them to try different experiences in high school to help identify areas of interest (dual credit, work experience, etc).
Grade 11	TRAINING EXPLORATION <ul style="list-style-type: none"> • Narrow down the training and institutions they are most interested in. • Ensure they are on-track for the AIT requirements needed. • Encourage students to try Dual Credit courses to see how they perform at that level. • Identify important dates and deadlines relating to apprenticeship registration, scholarships, etc.



**Grade
12****MAKING IT HAPPEN**

- Finalize plans for work placements and technical training.
- Take advantage of work experience/RAP opportunities to try a career before you start your training, just to make sure it's a good "fit".
- Apply for Financial Aid and FREE MONEY!
- Make plans for living arrangements (residence) if moving away from home is required.
- Enjoy the final year of high school knowing you've set yourself up for a successful transition to a career or apprenticeship training!





Date: May 22, 2024 **Agenda Item:** 8.2

To: Board of Trustees

From: Shawna Warren, Superintendent

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

Governance Policy: [Policy 225: Role of the 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 - April & May 2024**

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 April and May 2024.

Administration is prepared to respond to questions at the May 22, 2024, Public Board meeting.

Attachment(s):

1. Communications Report for April and May 2024

Board Memorandum

April & May 2024



**Sturgeon
Public Schools**

Dare to reimagine learning

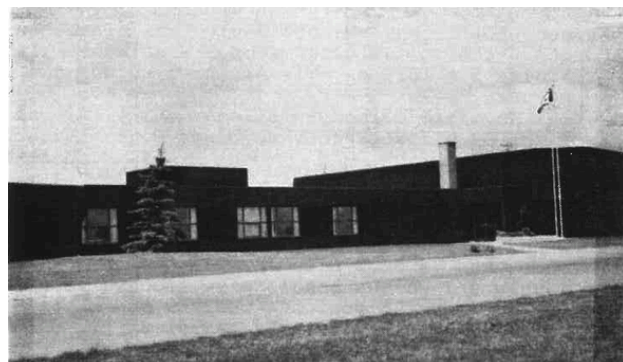
Communications
Report

OVERVIEW OF GOALS

Connecting with the School Community

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 April & May has been focused on:

Aligns with Marketing Goal 5

- Highlighting the Sturgeon Night of Music and the Creative Arts Festival. We effectively engaged our school community through social media by sharing short-form videos and photos of our students' performances. Additionally, our promotional strategy through social media and email communications about the 50/50 raffle was highly successful, leading to a sold-out draw for the second consecutive year.



Show me



Show me



Show me

Communications in April & May has been focused on:

Aligns with all Marketing Goals

- Showcasing our Division's programming. We submitted an article to the Rural Caucus of Alberta School Boards detailing our innovative Dual Credit partnership with NAIT, allowing our high school students to earn credits in Welding 1000. The Rural Caucus subsequently shared this story on their website, broadening its reach.



The screenshot shows a social media post from 'School Division Submission' dated April 25, with a 2-minute read time. The title of the post is 'Welding Futures: Sturgeon Public Schools' Dual Credit Program Sparks Pathways to Success'. Below the title is a photograph of two students in a workshop, one wearing a blue protective suit and mask, and another in a black protective suit and mask, both working on a metal piece. To the right of the photo is a short paragraph of text. Below the photo and text is another paragraph of text. At the bottom of the screenshot is a globe icon and a yellow button that says 'Show me'.

School Division Submission · Apr 25 · 2 min read

Welding Futures: Sturgeon Public Schools' Dual Credit Program Sparks Pathways to Success



In the heart of Sturgeon Public Schools, a pioneering spirit ignited a transformative journey for high school students in grades 10, 11, and 12. This journey wasn't just about earning credits; it was a pathway to unlocking potentials and shaping futures within the familiar halls of their education sanctuary.

Introducing the Dual Credit program in collaboration with the esteemed Northern Alberta Institute of Technology (NAIT), Sturgeon Public Schools embarked on a mission to redefine educational boundaries. The program, now in its third semester since its inception in February 2023, offers students a unique opportunity to register for the Advanced Welding 1000 course, a gateway to both high school

 [Show me](#)

Aligns with Marketing Goal 5

- Creating a lighthearted Staff Recognition video. This engaging role-reversal piece featured staff members portraying students and students portraying staff, adding a fun and creative twist to our appreciation initiative.

Communications in April & May has been focused on:

Aligns with all Marketing Goals

- Celebrating excellence among our staff and students. We featured Ms. Samantha Ur, a Four Winds teacher, on our website blog and through a series of social media posts, in recognition of her selection as one of only 35 Grosvenor Teacher Fellows by the National Geographic Society. Additionally, we highlighted Simon Erdman, a former student of Redwater School, who earned the prestigious Edward Futterer Scholarship for his achievements in Mine Engineering at the University of Alberta.



Show me



Show me

Sturgeon Public in the Media

Aligns with Marketing Goal 5

- Samantha Urr was featured on CBC Radio last month for being selected as one of only 35 Grosvenor Teacher Fellows by the National Geographic Society and Lindblad Expeditions.
- April 16, 2024 — Camilla School Cutting Footloose in Morinville
Morinville News
- April 24, 2024 — Alberta teachers off to Antarctica, Costa Rica as part of fellowship program
Calgary Herald
- April 25, 2024 — Four Winds Teacher Samantha Ur Chosen for National Geographic Fellowship
Morinville News
- May 7, 2024 — Sturgeon Comp roboticists wrangle syrup at Skills
St. Albert Gazette
- May 15, 2024 — Young Artists Featured in Redwater
Redwater Review
- May 15, 2024 — Sturgeon Composite graphic artist wins gold at Skills
St. Albert Gazette

Upcoming Events

- Pride Week: June 3-7
- National Indigenous Peoples Day: June 21
- Last Day of Classes: June 27



Date: May 22, 2024 **Agenda Item:** 8.3

To: Board of Trustees

From: Shawna Warren, Superintendent

Originator(s): Shawna Warren, Superintendent

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

Additional Reference: [Board Policy 220: Appendix A - Code of Ethics](#)
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**

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's Discretionary budget.

During the October 25, 2023, Public Board meeting, it was reported that the Superintendent's 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's 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.

During the January 24, 2024, Public Board meeting, it was reported that the Superintendent's Discretionary spending for the period of December 14, 2023 - January 17, 2024, included an 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 with 0.3FTE coming out of the Specialized Learning Supports (SLS) Grant Budget and funding of STEAM PD to build capacity for STEAM programming across the Division; supporting 10 teacher leaders across the Division to attend.

During the February 28, 2024, Public Board meeting, it was reported that the Superintendent's Discretionary spending for the period of January 18 to February 21 included resources for Therapeutic Crisis Intervention in Schools (TCIS), additional funding



for STEAM PD, funding to support Division Drumline Jr. High Training Camp, 1.0 teacher FTE at Redwater School and 1.0 FTE allocation for an EA at BACS.

During the March 20, 2024, Public Board meeting, it was reported that the Superintendent's Discretionary spending for the period of February 22 to March 13 included a refund of \$599 returned to the budget.

During the April 24, 2024, Public Board meeting, it was reported that the Superintendent's Discretionary spending for the period of March 14, 2024, to April 17, 2024, included a 1.0 Teacher FTE at Ochre Park for one month coverage and 1.0 EA FTE at Namao School for the remainder of the school year.

Update:

April 17, 2024, to May 15, 2024, the following additional staffing FTE and resources have been allocated to schools using Superintendent Discretionary Fund dollars:

- \$68,505.00 to cover the top up costs of Therapeutic Crisis Intervention for Schools training for Sturgeon Public Staff for the 2023-2024 school year.

2023 -2024 Superintendent Discretionary						Total Budget	\$600,000
As at April 20, 2024						Total Committed to Student Success	\$600,000
						Total Available	\$0
Budget Item Description	Date	# FTE	# of months	Cost	Budgeted	Available	
Direct staffing to schools (K-12)				\$ 245,856	\$ 500,000	\$ 254,144	
Teachers	Avg Cost: \$110,000		Totals:	3.08	8.50	\$ 152,240	
Guthrie School	Oct10, 2023	0.20	8.50	\$ 18,700			
Namao School	Nov 01, 2023	0.38	8.00	\$ 33,440			
Landing Trail School	Nov 01, 2023	0.10	8.00	\$ 8,800			
Landing Trail School	Dec 11, 2023	0.40	7.00	\$ 30,800			
Redwater School	Jan 29, 2024	1.00	4.50	\$ 49,500			
OP	Apr 08, 2024	1.00	1.00	\$ 11,000			
CUPE				4.31	10.00	\$ 93,616	
Avg Cost: \$43,300							
EA Colony	May 16, 2023	1.00	10.00	\$ 43,300			
Vocational EA at SCHS	May 25, 2023	(1.00)	10.00	\$ (43,300)			
EA at SCHS	Nov 16, 2023	0.61	7.00	\$ 18,490			
EA at LT	Dec 11, 2023	0.50	7.00	\$ 15,155			
EA at BACS	Dec 22, 2023	1.00	6.00	\$ 25,980			
EA at LPS	Jan 11, 2024	0.20	5.50	\$ 4,763			
EA at BACS	Feb 15, 2024	1.00	4.50	\$ 19,485			
EA at Namao	Apr 08, 2024	1.00	2.50	\$ 9,743			
Other (Emergent Priorities staff, non-staff and resources)				\$ 354,144	\$ 100,000	\$ (254,144)	
Social Worker SCHS Success Centre	Sep 28, 2023	0.60		\$ 36,498			
Child and Youthcare Workers	Aug 31, 2023	7.00		\$ 78,470			
Child and Youthcare Worker	Dec 11, 2023	1.00		\$ 39,830			
Child and Youthcare Worker	Dec 11, 2023	1.00		\$ 39,830			
Child and Youthcare Worker	Dec 11, 2023	1.00		\$ 9,520			
Child and Youthcare Worker	Dec 11, 2023	1.00		\$ 9,520			
Social Worker Division-Wide	Dec 11, 2023	1.00		\$ 56,200			
STEAM Professional Development	Jan 09, 2024			\$ 13,031			
STEAM Refund	Mar 11, 2024			\$ (599)			
TCIS Resources	Jan 19, 2024			\$ 839			
SPS Division Drumline Jr High Training Camps	Jan 30, 2024			\$ 2,500			
TCIS Implementation 2023-2024	Apr 20, 2024			\$ 68,505			



As of the May 22, 2024, Public Board meeting, the Superintendent Discretionary Fund for the 2023-2024 school year has been fully utilized. Therefore, this report will no longer come forward for the remainder of the 2023-2024 school year, indicating that the Division has exhausted the allocated budget for this purpose.

Administration is prepared to respond to questions at the May 22, 2024, Public Board meeting.

Attachment(s):

Not applicable.



Date: May 22, 2024 **Agenda Item:** 8.4

To: Board of Trustees

From: Shawna Warren, Superintendent

Originator(s): Shawna Warren, Superintendent

Governance Policy: [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**

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.

- ★ On April 29, the Superintendent made a special appearance at the end of the year meeting for the PowerSchool user group professional development session to express gratitude. The PSUG meeting, regularly attended by school administrative assistants and some office clerks, was an ideal setting for acknowledging their hard work and dedication throughout the school year. This gesture highlighted the Superintendent's appreciation for the essential role of our school office staff.

- ★ Call with the Office of the Minister's Chief of Staff, James Johnson and the Board Chair on May 3. The call was initiated by the Office of the Minister to introduce their new Chief of Staff. Mr. Johnson wanted to hear about the realities of our school division; our challenges and our successes.

- ★ Since the last report, monthly Principal meetings, organized by school groupings (K-4; K-9, 5-9, and 10-12), have continued to effectively bring together school-based leadership along with the Superintendent and the Education Services leadership team. These sessions have been instrumental 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.

- ★ On May 3, the Joy Squad distributed Tim Hortons Smile Cookies and juice, bringing a “smile” to the day to all our central office staff. This gesture was to enhance the sense of community and well-being.
- ★ During the week of May 6th, a new approach was taken to show appreciation for bus operators based on feedback received from the previous year's bus driver appreciation event. This year, the plan included providing Tim Horton's gift cards along with custom SPS thank you cards to the bus operators. The initiative was managed by Transportation Services, which ensured the timely distribution of these cards to school locations on Bus Driver Appreciation Day (Monday, May 6). Additionally, a secondary appreciation program was introduced, involving the purchase of more Tim Horton's gift cards that would be sent to bus operators whenever they received commendations for their exceptional work. This additional incentive is aimed to encourage and recognize their continued dedication and excellence throughout the school year.
- ★ On May 9th, the Superintendent attended the Rotary Interact Club Charter Event and Celebration at Sturgeon Composite High School. The event focused on empowering young people ages 12-18 to develop leadership skills and understand the importance of Service Above Self. It highlighted the values of taking action, building international understanding, and fostering new friendships around the world, emphasizing that serious leadership can also be seriously fun. We are very proud of this group of strong, motivated, SCHS student leaders who want to make a difference and contribute to the betterment of society as a whole. Our students are fortunate to have Rotary sponsor this Interact Club.
- ★ On May 17th, the Board of Trustees hosted the Annual Staff Recognition ceremony at SCHS to honour long-serving employees and retirees.
- ★ *2nd Annual Transition to Adulthood Fair* May 23, 2024, 6:00-8:30pm at Bellerose Composite High School - The Transition Fair is a shared event that has come about as a result of three school divisions working together positively - Sturgeon Public Schools, St. Albert Public and Greater St. Albert Catholic School Division. The Fair provides Sturgeon Public families with the opportunity to see what is out there for their children. Many families do not know how much independence their children can really have or what is even out there for options after school. For students who will access Assured Income for the Severely Handicapped (AISH) and need potential guardianship/trusteeship, it is a hard decision and takes many years to complete the application process. The *Transition to Adulthood Fair* event gives not only information but also access to people in the community who have been through it and the support needed. This is a representation from post-secondary programming to supportive living coming to the event.

Goals beyond information sharing: To create an event of learning and volunteering experiences for all students who would like to take part. Some SPS students are making

prizes, some will be at the event handing things out and there is a poster contest, just to name a few. The Division is also showcasing the special Sturgeon Public things we have to offer like Find Your Village, who will be running some activities for our students during the event.

- ★ A Central Office employee had proposed celebrating Mental Health Week, which the Superintendent fully endorsed. The week, observed from May 6th to May 10th, featured daily themed activities to promote mental wellness among staff. The activities included "Mindful Monday," where staff anonymously posted sticky notes with things they were grateful for and an ice cream sundae station on Tuesday. "Hats on for Mental Health Wednesday" saw staff participating in a creative hat contest, and "Colour Me Happy Thursday" involved staff engaging in coloring activities. These activities were displayed in the office, creating a vibrant and supportive environment to celebrate the week.
- ★ The Superintendent will commence the third and final round of School Tours/ Superintendent Visits for the 2023-2024 school year at the end of May and continue into June. This series of visits aims to connect with each school within the Division, reinforcing the commitment to collaboration, student success and inclusive environments.
- ★ Learning Services will be running a Parent Engagement Night for parents of students in Specialized Programming scheduled for June 5th, from 6:30-7:30 pm at SCHS. The event is organized in response to feedback from previous sessions.
- ★ Upcoming Support for Pride Week (June 3-7) focuses on providing resources to schools to create an inclusive atmosphere during Pride Week. Initiatives include monitoring school social media accounts to maintain a positive online environment. There will also be social media management training to teach how to manage comments on platforms like Instagram and Facebook effectively. A customizable letter template will be available to help schools communicate with parents about the significance and activities of Pride Week. Additionally, Rainbow-themed branding materials, such as school logos, will be provided for use during the event.
- ★ The Senior Executive Weekly Meetings, an established practice within the organization, bring together key figures including the Superintendent, Deputy Superintendent of Education Services, Associate Superintendent of Corporate Services and Associate Superintendent of Human Resources. The agenda covers Public Board Meeting Presentations, Public Board Meetings and Committee of the Whole Agendas, upcoming Alberta Education Deadlines and any pressing issues that require a collaborative approach. Additionally, the meetings serve as a platform for addressing feedback received from stakeholders or schools that necessitate a team response and reviewing task lists or action items stemming from Board Meetings.

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.

- ★ The afternoon of the Admin Council on May 15th was focused on land-based learning with facilitators from Fearless in the Forest. It was a time for principals and division leaders to connect and engage in light outdoor activities, complemented by a picnic lunch. This event was aimed at supporting valuable learning in relation to Leadership Quality Standard (LQS) 5 and 6, with a focus on planning for the next year scheduled for a working meeting in June.
- ★ On Wednesday, May 1, 2024, school principals attended their final Principal Community of Practice gathering, marking the end of a series of enriching sessions designed for educational leadership development. The event commenced at 2:30 PM with a guided tour of Camilla School, offering attendees a firsthand look at the innovative practices and environments within. Following the tour, principals were provided with valuable insights by a guest speaker from the Alberta Teachers' Association, who presented "What Administrators Ask of Teacher Employment Services". This session aimed to enhance understanding and collaboration between principals and teacher employment services. Additionally, the gathering focused on the competency of Leading a Learning Community, further equipping the leaders with knowledge and strategies to foster a conducive learning atmosphere in their schools. The session not only served as a platform for learning and sharing but also as an opportunity for principals to network and reflect on their collective experiences in school leadership.
- ★ May 2, 2024 - Learning Services led out the first meeting with Pre-K teachers to introduce ABLLS. ABLLS-R is the assessment of basic language and learning skills. This is a skills tracking system based on criterion-reference skills for children with developmental disabilities. This assessment integrates expertise from multiple professionals including teachers, Speech Language Pathologists and Occupational Therapists.
- ★ The Counselling and Mental Health and Wellness meeting on May 9th focused on evaluating and planning for the upcoming year. During the meeting, participants celebrated past achievements and strategized for the future, particularly regarding School Counselling and Wellness Plans. The discussions aimed to chart a path for supporting growth in the 2024-2025 school year.
- ★ Therapeutic Crisis Intervention for Schools (TCIS) Cohort 6, the last cohort for the 2023-2024 school year, held a series of meetings throughout May, convening on the 6th, 13th, 23rd, and 29th, to focus on the implementation of the Therapeutic Crisis Intervention for Schools (TCIS). This system helps create a trauma-sensitive environment in schools where both students and adults feel safe. The meetings aimed to proactively prevent and

deescalate potential crisis situations, manage crises therapeutically, and intervene physically if necessary to reduce harm.

- ★ On May 16, the Vice Principal cohort met to discuss several key topics aimed at enhancing school leadership and culture. The agenda focused on engaging in collegial relationships while modeling and promoting open and collaborative dialogue. Discussions delved into building and maintaining both positional and relational trust, identifying, mentoring, and empowering leadership within their teams. Additionally, the meeting covered vital administrative aspects such as teacher supervision and evaluation, handling human resources issues including contracts and interviews, and establishing effective meeting structures. The cohort also explored strategies for fostering a positive school culture.
- ★ In May, the Superintendent conducted year-end online meetings for the 2023-2024 school year with Principals and Vice Principals to review their Professional Growth Plans (PGPs) and Team Goal(s). These meetings were crucial in assessing the progress made toward the goals that were set at the start of the school year. The discussions provided an opportunity for reflective feedback and strategic planning, ensuring that leadership teams are aligned and focused on continuous improvement for the upcoming school year. Each year, the Superintendent writes individual feedback letters to all Principals and Vice Principals. The first letter is in the fall after the initial meeting when PGPs and Team Goals are due and then again in May after the meeting to unpack the progress made over the course of the school year.
- ★ The third round of literacy and numeracy intervention for grade 4-5 students across the Division is nearing completion. The second round of intervention commenced after Spring Break.
- ★ As part of our stakeholder engagement platforms, in May, schools organized several in-person student engagement events. These events provided valuable opportunities for students to interact directly with their peers and educators, fostering a collaborative and immersive learning environment. The benefits of these gatherings were notable, including enhanced communication skills, increased engagement in school activities and a stronger sense of community among students. Such events are crucial in supporting the educational and social development of students.
- ★ An agreement has been finalized with the Southern Alberta Institute of Technology (SAIT) to expand off-campus education and dual credit opportunities. Efforts are underway to boost enrolment in the Green Certificate program, including a scheduled visit from the regional coordinator to schools in May. Preparations are also being made to advertise all dual credit courses for the upcoming fall. Additionally, new resources have been developed, including a Dual Credit Handbook and a Registered Apprenticeship Program (RAP) Handbook, both set

for release in Fall 2024. These initiatives aim to enhance educational opportunities and career readiness for students.

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.

- ★ On May 10, the CASS Zone 2/3 meeting was held with updates from the CASS Board presented by the President, CEO and Director, followed by a break and the introduction of new members. Alberta Education representatives, including Assistant Deputy Minister Kindy Joseph and Director Maureen Melnyk, addressed the attendees. A presentation on the Human Rights Education Program by the Alberta Civil Liberties Research Centre took place and various information reports were delivered by representatives from Alberta Education, ARPDC, Women in Leadership and more. The meeting included calls for nominations for the Zone 2/3 Secretary for 2024-2025 and concluded with the announcement of upcoming meeting dates for the 2024-2025 school year.

- ★ On May 21, the Superintendent attended a webinar titled "The Power of a Core Set of Teaching Techniques." This free webinar explores why having a school-defined repertoire of core techniques can be a powerful way to support teaching practices in a school. It examines how to create a shared language and understanding of key instructional strategies, using Teaching Walkthrus as an example. The discussion also covers the process school leaders might undertake to decide which techniques to include, addressing the learning problems they identify in their school or specific learning areas.

- ★ STEAM Games May 23, 2024 - Sturgeon Public Schools will be hosting the fifth STEAM Games event at Sturgeon Composite High School. Students in Grades 1 to 12 will compete in tasks rooted in science, technology, engineering, arts and math. The event is designed to celebrate and challenge students demonstrating interest and skill in STEAM. Competing in teams, students will create prototypes, design solutions, and test devices for authentic challenges, specifically focused on outer space. The STEAM Games encourages students to work collaboratively, think critically, and design creatively. 223 students are attending. A hot dog lunch for students and coaches is being sponsored by Sturgeon County and there are many activities available for students to participate in when they are not competing. [The STEAM Games website](#). The Superintendent and Deputy Superintendent will serve as judges for the day.

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.

- ★ The Communications Team crafted and shared a compelling post on the Rural Caucus of Alberta School Boards website, detailing the transformative journey of the Dual Credit program titled “[Welding Futures: Sturgeon Public Schools’ Dual Credit Program Sparks Pathways to Success](#)”. Delving into the program's inception, structure and impact, the post illuminated how it ignited pathways to success for high school students. Through vivid storytelling and insightful interviews, the blog showcased the collaborative efforts between the Division and NAIT, underscoring the program's significance in redefining educational boundaries and preparing students for post-secondary success.
- ★ Building on recent successes, TAVE successfully organized the 2024 Trades and Technologies Summit held on May 14-15, 2024, an event that brought together industry leaders, education professionals, policymakers and students. The summit focused on the evolving landscape of trades and technologies in Alberta, aiming to shape the future of these sectors. Attendees engaged in dynamic discussions, gained valuable insights, and experienced innovative approaches that are defining success pathways in these fields. The summit's impressive scope attracted significant attention, including from Premier Danielle Smith, who attended and shared remarks during the event. Sturgeon Public leaders attended this conference.
- ★ In a proactive move to enhance agricultural awareness in schools, a principal is collaborating with Sturgeon County, facilitated by Mayor Hnatiw. The principal is spearheading the development of a Sustainable Resources Development Program aimed at educating students about agriculture. At this initial planning stage, the principal is seeking partnerships and insights from key stakeholders to enrich the program.
- ★ Throughout May, the Education Services team has been diligently building the 2024-2027 Education Plan, with the Superintendent actively assisting and reviewing the process. The plan was shared with all Principals at the May Admin Council to seek their feedback. The plan was also presented to Trustees at the May 9th Committee of the Whole meeting for initial review and will be brought back to the May 22 Committee of the Whole for further discussion before seeking final approval at the May 28 Special Board meeting.

Ensuring First Nations Métis and Inuit Education for all Students

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

- ★ In May, the Indigenous Education Hub's focus was on "Recognizing and Honouring Missing and Murdered Indigenous Peoples," highlighting the significance of Red Dress Day on May 5th and Moosehide Campaign Day on May 11th. Red Dress Day, inspired by Métis artist Jaime Black's REDress Project, serves to commemorate and raise awareness about the disproportionate violence faced by Indigenous women, girls and two-spirit people in Canada, using empty red dresses as a poignant symbol of those who have been taken.

Moosehide Campaign Day further emphasizes the collective responsibility to address violence, particularly against women, and involves men and boys in the conversation and action toward change. The hub provided educators with resources to engage students across all age groups, including a comprehensive Student and Youth Engagement Guide by Charlene Bearhead for the National Inquiry into Missing and Murdered Indigenous Women and Girls, lesson plans for the Moosehide Campaign, and a presentation for creating red dress art. These materials aimed to foster understanding, research, and supportive actions among students, contributing to a broader awareness and honouring of missing and murdered Indigenous peoples.

- ★ In a significant educational gathering, Sturgeon Public Schools staff, along with Elder Adam North-Peigan, participated in the First Nation, Métis, and Inuit Education Gathering hosted by CASS in partnership with Alberta Education. Held from April 24-26, 2024, at the Fantasyland Hotel in Edmonton, the gathering focused on the theme "Kinship Relations for Student Success." Elder Adam, representing SPS and sponsored by CASS, engaged in cultural discussions and explored the role of kinship in enhancing both academic achievement and holistic well-being. The event aimed to provide strategies for building kinship and deepening Indigenous ways of knowing, which are now being integrated into SPS's educational framework to support students' spiritual, academic, emotional, and physical growth. The Superintendent and Deputy Superintendent met with Elder Adam North-Peigan and the team on the first morning of the conference to offer protocol.



- ★ KEC meeting on May 14th - The Superintendent, Deputy Superintendent and Director of Education Planning met with the Kipohkawk Education Center (KEC) Leadership team to review our current collaborative opportunities that occurred over the course of the 2023-2024 school year, the goals and vision for KEC/SPS relationship and opportunities for collaboration in 2024/2025.

- ★ Jordan's Principle is a child-first principle aimed at ensuring that First Nations children in Canada can access the services they need when they need them. It ensures that governmental disputes over jurisdiction do not delay or prevent children from receiving necessary services, such as healthcare, education and social supports. The Division's funding application through Jordan's Principle has been approved, securing vital support for the next school year.

- ★ Plans are underway for the upcoming National Indigenous Peoples Day celebrations on June 21. Central support is being coordinated for a significant event at SCHS, which will include participation from students at Camilla and Four Winds Schools, ensuring a day of meaningful celebration and learning.

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.

- ★ Alberta Education contacted the Division, among others who received the MHIN Pilot Grant, to feature the Division's initiatives in a series of interviews and videos. Their communications team planned to visit various schools in the Division to film key activities. These included Morning Regulation Routines, Positive Playgrounds tailored for structured recess, Social Emotional Learning with Kimochis and Community Connections involving local organizations such as the Boys and Girls Club and FCSS. The aim was to compile these insights into a concise two-minute video.

The video, showcasing the collaborative efforts across the divisions involved, will highlight the positive impact of the MHIN Pilot Grant on schools.

- ★ On April 30 and May 2, online staffing meetings were conducted with each school principal to strategically plan for the 2024-2025 school year. These sessions were pivotal in aligning school-specific needs with broader educational goals and ensuring that resources were appropriately allocated. The discussions facilitated a collaborative approach to addressing challenges and leveraging opportunities for the upcoming academic year, setting a proactive framework for effective staffing and educational excellence.
- ★ The Transportation Manager proactively reached out to the managers and secretary treasurers of the Francophone Board and GSACRD to discuss the possibility of sharing transportation routes for the 2024-2025 school year. In their communication, the manager highlighted the goal of optimizing efficiency and fostering collaboration between the school divisions. The proposal focused on jointly reviewing and potentially combining transportation routes to serve both Sturgeon and Francophone students more effectively.
- ★ The "Safely on Board" program will remain available for Pre-K and Kindergarten classes in the 2024-2025 school year. Supported by Transportation Services and offered at no cost to the schools, this program will continue to be a valuable resource. The program coordinator has been informed of its continuation and will be reaching out to schools directly to coordinate schedules.
- ★ For the 2023-2024 school year, resource purchasing is now complete. The first-year purchase of math manipulatives arrived in buildings last week. Each math class in grades K-6 now has a class set of pattern blocks, unifix cubes and Canadian money, as the Division had expected.

- ★ In August, Sturgeon Public Schools will consolidate its various digital platforms into a single system by adopting Google Workspace. This transition will streamline document creation, storage and online meeting capabilities, while also standardizing email and calendar functions across the Division. By switching to Google Workspace, the Division aims to enhance collaboration, improve accessibility and reduce operational complexities. This unified approach is expected to boost efficiency and support a more integrated digital environment for all staff and students.

- ★ Ongoing Weekly Budget Meetings - since the end of February, the Superintendent has been holding regular weekly meetings with the Senior Team, focusing on strategically and proactively planning resource allocation for the 2024-2025 school budgets. This initiative began in anticipation of and continued after, the release of the Division's funding profile and the Funding Manual on March 28, 2024. The objective behind these ongoing discussions is to ensure that the decisions made reflect the best interests of Sturgeon Public students, with an emphasis on directing financial resources effectively into classrooms.

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.

- ★ On May 8th, the Board participated in a full day professional learning session with Brian Callahan on Governance. The Board dedicated a day to learning about the role of School Boards, the role of a trustee, the legislation that guides their work, roles and responsibilities.

- ★ The Superintendent provided Trustees with the monthly speaking points for School Council meetings and Stakeholders in general to support effective governance. Topics included:
 - Standing Items
 - Trustee Talk
 - Board Meetings are recorded and online
 - Focused and Effective Communication
 - New Items
 - Parent Engagement Evening Feedback
 - Transition to Adulthood Fair
 - AP211 School Councils
 - Budget Assumptions 2024-2025
 - Budget Cuts 2024-2025

- ★ On the morning of May 16th, the Board Chair and Superintendent met with Honourable Minister Nicolaides, Education Minister and MLA Shane Getson at the Legislature Building to discuss several key educational topics. The agenda included Sturgeon Public Schools' capital plan priorities, educational initiatives in the Town of Legal and the positive impact of the Mental Health in Schools Grant in the Division. This important meeting provided an opportunity to align on priorities and advocate for continued support and resources to enhance the educational and mental health services offered to students within Sturgeon Public Schools.
- ★ On May 23, Trustees Buga and Murray-Elliott will serve as judges at the STEAM Games, an event that celebrates science, technology, engineering, arts and mathematics. Their participation highlights the commitment of the Board to foster innovation and excellence in education.
- ★ The "Superintendent Week-at-a-Glance" initiative, which was launched in the 2022-2023 school year, continues to play a crucial role in enhancing transparency and trust within the school community. This ongoing effort involves sharing the Superintendent's weekly schedule with the Board, school-based leaders and central office leadership, providing insights into the Superintendent's planned activities for the upcoming week. This practice is instrumental in promoting transparency and improving communication.
- ★ The Board Chair, Vice Chair and the Superintendent continue to hold regular agenda review meetings for the Committee of the Whole and Public Board sessions, demonstrating their commitment to thorough preparation and strategic foresight. Conducted prior to each meeting, these reviews run through the agenda package to ensure administration is well-prepared to address all topics and provides the required information to support the Board's governance role.
- ★ The Superintendent remains committed to ensuring the continuous creation and distribution of the "Trustee Talk" newsletter on a monthly basis, reflecting an ongoing effort to maintain open and effective communication within the Division. This initiative involves not only the distribution of the newsletter throughout the Division but also its publication on both the Division's website and the web pages of all schools. By doing so, the Superintendent facilitates a transparent sharing of information, updates and insights from the Trustees, ensuring that all members of the school community are informed.

Administration is prepared to respond to questions at the May 22, 2024, Public Board meeting.

Attachment(s):

Not applicable.



Date: May 22, 2024 **Agenda Item:** 8.5

To: Board of Trustees

From: Shawna Warren, Superintendent

Originator(s): Lisa Lacroix, Associate Superintendent, Human Resources

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

Additional Reference: [AP235: Operational School Year and Calendar](#)
Education Act: Section 60
Education Plan
Guide to Education ECS to Grade 12

Assurance Domain: Teaching & Leading
Learning Supports
Governance

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

Subject: **Administrative Procedure 235: Operational School Year and Calendar**

Purpose:

For information.

Background:

To ensure comprehensive consultation and alignment with the needs and preferences of the Sturgeon Public Division communities, *Administrative Procedure 235: Operational School Year and Calendar* approval process has been amended.

The approval in principle date has been amended to November 1, one full school year preceding the operational school year. Additionally, the final approval date has been amended to April 1, one full school year preceding the operational school year. These changes align with current practice.

Administration is prepared to respond to questions at the May 22, 2024, Public Board meeting.

Attachment(s):

1. Administrative Procedure 235: Operational School Year and Calendar - Tracked Changes

235: Operational School Year and Calendar

Responsible Administrator: Associate Superintendent, Human Resources

PURPOSE

A board shall determine and make publicly available for each school year the days, dates and number of days of school operation (Education Act Section 60).

PROCESS

The Associate Superintendent Human Resources will be responsible for the process of establishing the operational school year.

DEFINITIONS

- a) Instructional Day: A day during the school year when students receive instruction.
- b) Instructional Time: Assigned time of instruction to students.
- c) Non-instructional Day: A day when school staff have duties assigned by the Board, but students do not attend.
- d) Non-operational Day: A day that students and staff do not attend, including but not limited to Fall, Winter, Spring and Summer Breaks and general holidays.
- e) Operational Day: A day on which teachers provide instruction and/or have other duties assigned by the Board (includes both instructional and non-instructional days).
- f) School Calendar: Includes instructional, non-instructional and operational days.

PROCEDURE

Approval in Principle

1. An operational school year calendar, which includes the School Operational Calendar Day Count and Details, shall be prepared for approval in principle by the Board on or before ~~April~~ **November** 1 one full school year preceding the operational school year through a formal process that includes:

- 1.1 Senior Executive initial review;
- 1.2 Committee of the Whole initial review, and
- 1.3 Board approval.

Final Approval

2. The operational school year calendar shall be prepared for final approval by the Board on or before ~~November~~ **April 1 one full school year** of the preceding ~~the~~ operational school year through a formal process that includes:

2.1 Senior Executive final review;

2.2 Committee of the Whole final review;

2.3 Administrative Council review;

2.4 Teacher-Board Advisory Committee (TBAC) review

2.5 Canadian Union of Public Employees Local 4625;

2.6 School Council review, and

2.7 Board final review and approval

3. The school year shall meet the requirements as set out in the Education Act and will generally provide for sufficient instructional days to attend to the hours of instruction required by Alberta students.

4. The first day of operation in the school year shall be established to ensure that:

4.1 students at all grade levels have access to at least the minimum hours of instruction specified by Alberta Education

4.1.1 Early Childhood Services (ECS): 475 per school year

4.1.2 Grades 1 through 9: 950 hours per school year

4.1.3 Grades 10 through 12: 1000 hours per school year (500 per semester)

4.2 teachers have access to any professional development activity deemed necessary at the Division or school level, and

4.3 school staff have time deemed necessary for school year start-up.

5. The following shall be classified as non-operational periods:

5.1 Labour Day

5.2 National Day for Truth and Reconciliation Day

5.3 Thanksgiving Day

5.4 Remembrance Day

5.5 Family Day

5.6 Good Friday

5.7 Easter Monday

5.8 Victoria Day

5.9 Summer Break

5.10 Christmas Break

5.11 Spring Break

5.12 Fall Break

6. There shall be two (2) days in each school year for Teachers' Convention.

7. The Board may approve operational, non-instructional days for some or all of the following purposes:

7.1 Parent/teacher conference – two (2) days

7.2 Opening and closing of schools at the beginning and the end of the school year
7.3 Professional Development days

References:

Policy 225: Role of the Board
School Operational Year Calendar Details
School Operational Year Calendar Day-Count
School Operational Year Calendar
Three Year Educational Plan
Education Act: Section 60
Guide to Education ECS to Grade 12

History

2020 Jan 29 Initial Approval

2022 Mar 23 Amended
2023 Dec 20 Amended
2024 Xxx xx Amended



Date: May 22, 2024 **Agenda Item:** 8.6

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 320: Inclement Weather](#)

Additional Reference: [Policy 700 - Superintendent of Schools](#)

Assurance Domain: Governance
Local & Societal

Superintendent Leadership Quality Standard (SLQS)

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

Subject: **Administrative Procedure 255: Inclement Weather and Outdoor Air Quality Decisions for Schools**

Purpose:

For information.

Background:

Attached for Trustee information is *Administrative Procedure 255: Inclement Weather and Outdoor Air Quality Decisions for Schools*.

In order to support the Board’s belief in the safety and well-being of all Sturgeon Public students at school during inclement weather, AP255 has been reviewed and additional wording has been added to address Outdoor Air Quality.

Administration is prepared to respond to questions at the May 22, 2024, Public Board meeting.

Attachment(s):

1. Administrative Procedure 255: Inclement Weather and Outdoor Air Quality Decisions for Schools - Tracked Changes

Administrative Procedure 255

Inclement Weather and Outdoor Air Quality Decisions for Schools

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

PURPOSE

Careful planning is necessary to ensure the safety and well-being of all Sturgeon Public students at school during inclement weather.

PROCESS

The Principal or designate shall be responsible for determining the need for suspension of recess and/or other student activities as a result of inclement weather.

PROCEDURE

1. The Principal or designate is responsible during inclement weather to ensure they act in a reasonable manner and with full regard for the safety and well-being of all students.
2. The lowest temperature at which students will be required to go outside shall be -25 Degrees Celsius including wind chill and as determined by the Weather Network **for the town/community**.
3. The Principal shall establish provisions for students at school during inclement weather conditions. The provisions shall include:
 - 3.1 The designation of an area for students who are outdoors to use for periodic shelter when needed.
 - 3.2 Students will at all times be permitted access to washroom facilities.
 - 3.3 Sufficient adult supervision is provided to ensure student safety.
4. During instructional days when the Superintendent or designate suspends school bus transportation services **as per Board Policy 320: Inclement Weather**, the following procedures will apply:
 - 4.1 Teachers will not conduct examinations, nor introduce new learning outcomes.
 - 4.2 Student absences shall be deemed excusable and shall not affect the granting of credit in High School courses.
 - 4.3 Principals may change the school schedule and delegate duties to staff according to the number of students that arrive at school.
5. **During instructional days when all of the buses are cancelled for a specific school, but not the entire division, the following procedures will apply:**
 - 5.1 **Teachers in the affected schools will not conduct examinations.**
 - 5.2 **Student absences shall be deemed excusable and shall not affect the granting of credit in High School courses.**

5.3 Principals may change the school schedule and delegate duties to staff according to the number of students that arrive at school.

5.4 Transportation for events involving students from the affected schools shall be canceled. This includes the Jr High Interschool Sports Committee (ISC) sponsored events and competitions, even if other schools have buses running.

6. When the Air Quality Health Index (AQHI) value reaches 7 or greater, as reported by Environment Canada for the region closest to the school, all strenuous outdoor activities shall be cancelled. When the AQHI value reaches a 9 or 10, all outdoor activities shall be cancelled and windows closed.
7. When the outdoor temperature exceeds 30 degrees celsius, the principal shall monitor, and alter if need be, all outdoor activities. When the humidex reaches 45, all outdoor activities shall be cancelled.
8. The Principal of each school shall ensure that staff, students and parents are familiar with the provisions for keeping students safe during inclement weather.
9. The Principal shall include a copy of the provisions for keeping students safe during inclement weather in their school newsletter no later than November 1st of each school year.

References:

Board Policy: [320 Inclement Weather](#)

Admin Procedure: [305 SPS Emergency Preparedness Response Plan](#)

History

2020 Jan 29 Initial Approval

2022 Jan 12 Amended

2024 May 22, 2024



Date: May 22, 2024 **Agenda Item:** 8.7

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](#)

Additional Reference: [Administrative Procedure 470: Cell Phone Provision](#)

Assurance Domain: Governance

Superintendent Leadership Quality Standard (SLQS)

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

Building Effective Relationships
School Authority Operations and Resources
Supporting Effective Governance

Subject: **Administrative Procedure 871: Use of Personal Mobile Device for Division Business**

Purpose:

For information.

Background:

Attached for Trustee information is *Administrative Procedure 871: Use of Personal Mobile Device for Division Business*.

In order to support the Board's commitment to fiscal responsibility, Administrative Procedure 871 has been revised to more accurately reflect Staff use of Personal Mobile devices for conducting Sturgeon Public business.

Administration is prepared to respond to questions at the May 22, 2024, Public Board meeting.

Attachment(s):

1. Administrative Procedure 871: Use of Personal Mobile Device for Division Business - Tracked Changes
2. Administrative Procedure 871: Use of Personal Mobile Device to Access Division Services Agreement - Exhibit 1 - Tracked Changes
3. Administrative Procedure 871: Use of Personal Mobile Device to Access Division Services Agreement - Accepted Changes

Administrative Procedure 871

Use of Personal Mobile Device for Division Business

Responsible Administrator:

Deputy Superintendent, Education Services

PURPOSE

This procedure is part of the Division's Responsible Use of Technology strategy. For eligible staff members, an alternative to a Division provided mobile device is a monthly reimbursement to the employee.

Security of information, and the tools that create, store and distribute that information are vital to the long-term health of our organization.

The reimbursement is intended to cover the following:

- Business portion of the mobile device plan through a service provider
- A portion of the monthly reimbursement is to be considered for future physical device replacement/upgrade

This procedure applies to all employees who have been identified as requiring a mobile phone for the purpose of conducting business on behalf of the Division. These employees are identified by the Associate Superintendent, Corporate Services.

This procedure provides rules for the acceptable use of personally owned devices on the corporate network.

PROCESS

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

PROCEDURE

1. Principals and Supervisors shall review the following documents with all school-based employees and employees that require a cell phone to conduct School Division business:

- 1.1 this Administrative Procedure.
- 1.2 Use of Personal Mobile Device for Division Business Agreement (Exhibit 1).
- 1.3 AP870 - Responsible Use of Technology Services.

2. The Use of Personal Mobile Device for Division Business Agreement (Exhibit 1) will be reviewed and signed by interested parties annually.

3. Technology resources shall not be used to campaign, canvass for support, debate, or in any other manner encourage Division employees to take political action.

4. Technology resources shall not be used to promote positions in conflict with Division policies, programs, or other operational guidelines or directives.

5. Sturgeon Public Schools monitors network activity. If the Division discovers activities that do not comply with applicable law or Division policy, records will be retrieved in accordance with due process.

6. Users that wish to access the Division's network using their personally owned device may do so using only authorized software and only with the approval of the user's supervisor and the Technology Services department. Users must follow the same rules when ~~accessing~~~~access~~ the network from both corporate-issued equipment and personally owned devices. When connected to the Division's network, the user will NOT:

- 6.1 Use the service as part of violating the law
- 6.2 Attempt to break the security of any computer network or user
- 6.3 Attempt to send junk email or spam to anyone
- 6.4 Attempt to send a massive amount of email to a specific person or system to flood their server

7. The Division will provide a ~~\$75/monthly~~~~month~~ monthly allowance ~~from the site based, team or department budget~~ for ~~the use 75% to 99%~~ use of personally owned mobile phone devices for the purpose of conducting business on behalf of the Division. The Division is not responsible for any additional costs associated with learning, administering, repairing, or installing of these devices.

Administration will use the following schedule to determine the appropriate allowance:

- Minimal use (30% to 49% business use) - \$25/ month
- Moderate use (50% to 74% business use) - \$50/month
- Heavy use (75% to 99% business use) - \$75/month

[Exhibit 1](#)

References: [AP300 - Security of Personal and Division Information](#)
[AP721 - Teachers and Professional Development](#)
[AP727 - Support Staff and Professional Development](#)
[AP865 - Information and Communication Technology](#)
[AP870 - Technology Resources Responsible Use SPS Staff Exhibit 1](#)

History

2022 Aug 22 Initial Approval

2024 May 22 Amended



PURPOSE

Sturgeon Public Schools provides staff with either the Mobile technology to support teaching, learning or administrative operations, or a monthly stipend to use a pPersonally owned mobile device to complete this work.

PRINCIPLES OF USE

The Sturgeon Public School Division recognized that personally owned equipment can play a valuable role in convenience, efficiency, and productivity of its employees.

This agreement provides rules for the acceptable use of personally owned devices on the corporate network.

CONDITIONS OF USE

Reimbursement

- The Division will provide a ~~monthly \$75/month~~ allowance ~~from the site based, team or budget~~ for the ~~75% to 99%~~ use of personally owned mobile phone devices for the purpose of conducting business on behalf of the Division. ~~The monthly allowance is based on the amount of business use.~~ The Division is not responsible for any additional costs associated with learning, administering, repairing, or installing of these devices.

Registering Devices

~~All personally owned devices that receive an allowance must be registered with the Technology Services department.~~

Authorization of Devices

~~Technology Services will determine the level of network access for each personally owned device. The user could be granted full, partial or guest access.~~

~~Technology Services will install a digital certificate on each personally owned device, which will authenticate the user.~~

References: [AP300 – Security of Personal and Division Information](#)
[AP721 – Teachers and Professional Development](#)
[AP727 – Support Staff and Professional Development](#)
[AP865 – Information and Communication Technology](#)



Required Software for Devices

- ~~• The user will be required to allow Technology Services to load security software on each device.~~
- ~~• The user will be required to allow Technology Services to install remote wiping software on each device for the purpose of wiping Sturgeon Public's Intellectual property from the device~~
- The user will be required to use specific software, determined by Technology Services, to access Division communication or digital files. ~~For example, Microsoft Outlook for division email correspondence.~~
 - Outlook is required for Microsoft Exchange Email
 - Teams is required for Microsoft Teams communication
 - Using the Official Gmail from Google is required for Gmail

End-User Support

Users of personally owned devices will not use or request corporate technology resources to support the regular use of their equipment or software. Users are responsible for learning, administering, installing, and setting up their personally owned devices.

Technology Services will support personally owned devices as follows:

- Provide basic instruction on how to connect to the network with the access level determined as appropriate by Technology Services.

Device Security

The user must follow the required security practices including:

- Password protecting all personally owned devices.
- Not leaving personally owned devices unattended.
- Notifying Technology Services immediately if the device gets lost or stolen.

Third-Party Applications on Devices

Technology Services reserves the right to block or limit the use of certain third-party applications, such as those that probe the network or share files illegally, that may harm the corporate network.

References: [AP300 – Security of Personal and Division Information](#)
[AP721 – Teachers and Professional Development](#)
[AP727 – Support Staff and Professional Development](#)
[AP865 – Information and Communication Technology](#)



Remote ~~Wiping-Removal of Data Access~~

While the Division does not own the device, they do own all division data. Therefore, The Sturgeon Public School Division reserves the right to remotely ~~remove the ability to access Sturgeon Public School division data on a personal device. wipe this data from the user's personally owned device at any time. While it will be the intent to only wipe all Division owned data, the user's personal data could be lost as well. The user must understand and accept this risk.~~

The user must agree to a full removal of all Sturgeon Public School Division data from the personally owned device if they leave the Division. ~~This will be confirmed by the user to the department of Human Resources upon leaving the Division.~~

Reporting Security Concerns

The user agrees to report the following to their immediate supervisor and Technology Services immediately:

- If the device is lost or stolen.
- If the device has been attacked with malware, a virus or any other suspicious attack.
- Any other security concern with regards to company data.

ACKNOWLEDGEMENT

Prior to using personal devices for Division's business purposes, each employee is expected to have read the entire Personal Use of Mobile Device Procedure and the Responsible Use of Technology Resources Procedure.

The request for a monthly stipend to use a personally owned mobile device to complete Division work should be made annually.

If you have any uncertainty regarding the content of these policies, you are required to consult your supervisor. This should be done prior to signing and agreeing to the Personal Use of Mobile Device procedure.

References: [AP300 – Security of Personal and Division Information](#)
[AP721 – Teachers and Professional Development](#)
[AP727 – Support Staff and Professional Development](#)
[AP865 – Information and Communication Technology](#)



Release of Liability and Disclaimer to Users

I, _____ hereby acknowledge that the use of personally owned devices in connection with Division services carries specific risks, for which I, as the end user, assume full liability.

In the case of litigation, the Division may request access to a user’s personally owned device.

I have read and understand the Personal Use of Mobile Device Procedure, and I understand the requirements and expectations of me as an employee.

Staff Member (Print): _____

Staff Member Signature: _____

Personal Mobile Device Phone Number: _____

Date: _____

Administration will use the following schedule to determine the appropriate allowance:

- Minimal use (30% to 49% business use) - \$25/ month
- Moderate use (50% to 74% business use) - \$50/month
- Heavy use (75% to 99% business use) - \$75/month

Supervisor Use Only

Supervisor Name (Print): _____

Supervisor Signature _____

Date Approved: _____

Allowance Approved _____ GL Code to cover expense: _____

References: [AP300 – Security of Personal and Division Information](#)
[AP721 – Teachers and Professional Development](#)
[AP727 – Support Staff and Professional Development](#)
[AP865 – Information and Communication Technology](#)



PURPOSE

Sturgeon Public Schools provides staff with either the Mobile technology to support teaching, learning or administrative operations, or a monthly stipend to use a personally owned mobile device to complete this work.

PRINCIPLES OF USE

The Sturgeon Public School Division recognized that personally owned equipment can play a valuable role in convenience, efficiency, and productivity of its employees.

This agreement provides rules for the acceptable use of personally owned devices on the corporate network.

CONDITIONS OF USE

Reimbursement

- The Division will provide a monthly allowance from the site based, team or budget for the use of personally owned mobile phone devices for the purpose of conducting business on behalf of the Division. The monthly allowance is based on the amount of business use. The Division is not responsible for any additional costs associated with learning, administering, repairing, or installing of these devices.

Required Software for Devices

- The user will be required to use specific software, determined by Technology Services, to access Division communication or digital files.
 - Outlook is required for Microsoft Exchange Email
 - Teams is required for Microsoft Teams communication
 - Using the Official Gmail from Google is required for Gmail

End-User Support

Users of personally owned devices will not use or request corporate technology resources to support the regular use of their equipment or software. Users are responsible for learning, administering, installing, and setting up their personally owned devices.

References: [AP300 – Security of Personal and Division Information](#)
[AP721 – Teachers and Professional Development](#)
[AP727 – Support Staff and Professional Development](#)
[AP865 – Information and Communication Technology](#)



Technology Services will support personally owned devices as follows:

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The user must follow the required security practices including:

- Password protecting all personally owned devices.
- Not leaving personally owned devices unattended.
- Notifying Technology Services immediately if the device gets lost or stolen.

Third-Party Applications on Devices

Technology Services reserves the right to block or limit the use of certain third-party applications, such as those that probe the network or share files illegally, that may harm the corporate network.

Remote Removal of Data Access

While the Division does not own the device, they do own all division data. Therefore, The Sturgeon Public School Division reserves the right to remotely remove the ability to access Sturgeon Public School division data on a personal device. The user must agree to a full removal of all Sturgeon Public School Division data from the personally owned device if they leave the Division. This will be confirmed by the user to the department of Human Resources upon leaving the Division.

Reporting Security Concerns

The user agrees to report the following to their immediate supervisor and Technology Services immediately:

- If the device is lost or stolen.
- If the device has been attacked with malware, a virus or any other suspicious attack.
- Any other security concern with regards to company data.

References: [AP300 – Security of Personal and Division Information](#)
[AP721 – Teachers and Professional Development](#)
[AP727 – Support Staff and Professional Development](#)
[AP865 – Information and Communication Technology](#)




ACKNOWLEDGEMENT

Prior to using personal devices for Division’s business purposes, each employee is expected to have read the entire Personal Use of Mobile Device Procedure and the Responsible Use of Technology Resources Procedure.

The request for a monthly stipend to use a personally owned mobile device to complete Division work should be made annually.

If you have any uncertainty regarding the content of these policies, you are required to consult your supervisor. This should be done prior to signing and agreeing to the Personal Use of Mobile Device procedure.



References: [AP300 – Security of Personal and Division Information](#)
[AP721 – Teachers and Professional Development](#)
[AP727 – Support Staff and Professional Development](#)
[AP865 – Information and Communication Technology](#)



Release of Liability and Disclaimer to Users

I, _____ hereby acknowledge that the use of personally owned devices in connection with Division services carries specific risks, for which I, as the end user, assume full liability.

In the case of litigation, the Division may request access to a user’s personally owned device.

I have read and understand the Personal Use of Mobile Device Procedure, and I understand the requirements and expectations of me as an employee.

Staff Member (Print): _____

Staff Member Signature: _____

Personal Mobile Device Phone Number: _____

Date: _____

Administration will use the following schedule to determine the appropriate allowance:

- Minimal use (30% to 49% business use) - \$25/ month
- Moderate use (50% to 74% business use) - \$50/month
- Heavy use (75% to 99% business use) - \$75/month

Supervisor Use Only

Supervisor Name (Print): _____

Supervisor Signature _____

Date Approved: _____

Allowance Approved _____ GL Code to cover expense: _____

References: [AP300 – Security of Personal and Division Information](#)
[AP721 – Teachers and Professional Development](#)
[AP727 – Support Staff and Professional Development](#)
[AP865 – Information and Communication Technology](#)

Date: May 22, 2024 **Agenda Item:** 9.1.1
To: Board of Trustees
From: Irene Gibbons, Board Chair
Governance Policy: [Board Policy 221: Role of the Trustee](#)
Additional Reference: [Board Policy 700: Superintendent of Schools](#)
Education Act: Sections 33 (1)(j)
Assurance Domain: Governance

Superintendent Leadership Quality Standard (SLQS)

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

Building Effective Relationships
School Division Operations and Resources
Supporting Effective Governance

Subject: The Role of The Trustee

Trustees have responsibilities similar to those of directors of any other corporation, including a common law “fiduciary duty” or “fiduciary responsibility”. Fiduciary duty of trustees may be described as: a duty of loyalty, an obligation to act in a manner that puts the Division’s interest ahead of all other interests and a duty to act honestly and in good faith with a view to the best interests of the Division.

A trustee, as a partner in education, has the responsibility to fulfill the responsibilities of the board as set out in section 33 of the Education Act and comply with the Board’s code of conduct (Education Act Section 34).

As outlined in Policy 221 - Role of the Trustee, it is explicitly stated:

2.1.7 Respect and support the authority of the Superintendent to direct the work of administration and staff.

*2.2 Trustees shall not attempt to exercise individual authority over the organization and/or schools; the Superintendent; or any member of the staff.
In particular:*

2.2.1 Individual Trustees will not assume personal responsibility for resolving operational problems or complaints. Any such complaints will be referred forthwith to the Superintendent for investigation and resolution

2.2.2 Trustees shall not encourage direct communication with employees and members of the public who attempt to bypass school or Central Office Administration but shall encourage employees and members of the public to utilize reporting lines at the school level or within Central Office Administration to bring concerns to the Board

2.2.3 Trustees shall comply with their fiduciary duty to inform Administration of concerns brought to their attention

Additionally, the Education Act, Section 33(1)(j) emphasizes the responsibility of the board in relation to the Superintendent:

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

Trustees are reminded to adhere to legislation and policy. Bypassing the Superintendent by contacting employees directly with requests is in breach of Trustee Code of Conduct. Such actions undermine the established structure and impede the effective management of the school division.

The Superintendent is the primary point of contact for all operational matters and any concerns or requests shall be communicated through the appropriate channels to ensure consistency and respect for the roles within the organization.

The Board Chair is prepared to respond to questions at the May 22, 2024, Public Board meeting.

Attachment(s):

Not applicable.



Date: May 2024
To: Board of Trustees
From: Irene Gibbons, Ward 7
Governance Policy: [Policy 235: Board Operations](#)
Subject: Trustee Report

Purpose:

For information.

Background:

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

- May 1, 2024 May 8 Presentation Review with Board Consultant
- May 3, 2024 Virtual Meeting with Chief of Staff James Johnson
- May 6, 2024 Gibbons School School Council
- May 7, 2024 Landing Trail School Council
- May 8, 2024 Board Governance PD
- May 8, 2024 MLA Zone 2/3 MLA Engagement Night
- May 9, 2024 Committee of the Whole
- May 11, 2024 MFRC Gala
- May 15, 2024 Agenda Review Meeting with Superintendent
- May 16, 2024 Sturgeon Strides
- May 16, 2024 Meeting with Minister Nicolaides
- May 17, 2024 Staff Recognition
- May 22, 2024 Public Board Meeting/Committee of the Whole Meeting
- May 24, 2024 Zone 2/3 Meeting
- May 24, 2024 Edwin Parr and Friends of Education Awards Banquet
- May 28, 2024 Student Advisory Committee Meeting
- May 28, 2024 Special Board Meeting
- May 31, 2024 Gibbons School Fine Arts Performance
- May 31, 2024 Agenda Review Meeting

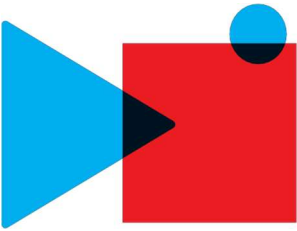


Date: April 24, 2024
To: Board of Trustees
From: Janine Pequin, Ward 1
Governance Policy: [Policy 235: Board Operations](#)
Subject: Trustee Report

Purpose:
For information.

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

- May 8, 2024 Board PD
- May 9, 2024 COW
- May 9, 2024 Ochre Park School Council
- May 17, 2024 Staff Recognition
- May 21, 2024 Board PD follow up
- May 21, 2024 Redwater School Council
- May 22, 2024 Public Board Meeting
- May 24, 2024 Zone 2/3
- May 28, 2024 Student Advisory
- May 28, 2024 Special Board Meeting
- May 29, 2024 Redwater School Musical Theatre



B O A R D
MEMORANDUM

Date: May 22,2024
To: Board of Trustees
From: Cindy Briggs, Trustee Ward 2
Subject: Trustee Report –May 2024

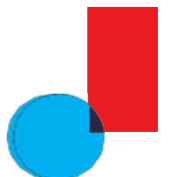
Purpose:

For information. Negotioations discussion

Background:

The following are committee meetings and functions attended within Sturgeon Public Schools:

- May 3,20024-CUPE Negotiations
- May 6,2024-Lilian Schick School Councila and Room Parent Association
- May 7,2024-Bon Accord Community School Tea
- May 8,2024-Board PD
- May 8,2024-MLA Engagement
- May 9,2024-CoW Meeting
- May 16,2024-Legal Block Party
- May 17,2024- Staff Recognition SCHS
- May 22,2024 May Public Board Meeting
- May 24,2024- Edwin Parr Banquet
- May 28,2024-Special Board Meeting Budget Discussion
-





Date: May 22, 2024
To: Board of Trustees
From: Trish Murray-Elliott, Ward 4
Governance Policy: [Policy 235 :Conduct of Board Meetings](#)
Subject: Trustee Report

Purpose:
For information.

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

- May 3 CUPE Negotiations
- May 8 CoW Meeting / Board Evaluation
- May 9 CoW / Budget Meeting
- May 13 School Council, Sturgeon Heights School
- May 15 Senator Paula Simons Speaks to Grade 12 Social Studies
- May 15 Phone Meeting with Board Evaluation Consultant
- May 16 Sturgeon Strides
- May 17 Staff Recognition
- May 22 Public Board Meeting / CoW Meeting
- May 23 STEAM Games
- May 24 Edwin Parr Awards Ceremony
- May 27 School Council, SCHS
- May 28 Student Advisory Committee
- May 28 Special Board Meeting
- May 30 PSBAA SGM
- May 31 PSBAA SGM



Date: May 22, 2024
To: Board of Trustees
From: Stacey Buga, Ward 5
Governance Policy: [Board Policy 235: Board Operations](#)
Subject: Trustee Report

Purpose:
For information.

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

<u>Date</u>	<u>Event</u>
6-May-24	MPS School Council
8-May-24	Committee of the Whole/PD
8-May-24	Zone 2/3 MLA Event
9-May-24	Committee of the Whole - online
9-May-24	Four Winds School Council
13-May-24	Phone Interview - Board Evaluation
14-May-24	Student Advisory Agenda Meeting
14-May-24	Alternate Learning Advisory Committee
16-May-24	Sturgeon Strides
16-May-24	Four Winds Welcome Night
17-May-24	Staff Recognition
22-May-24	Public Board Meeting
23-May-24	STEAM Games
23-May-24	Inspire Gala
28-May-24	Student Advisory Committee
28-May-24	Special Board Meeting
29-May-24	Mean Girls
30-May-24	PSBAA



Date: May 22, 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**

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 April 24, 2024, and May 9, 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 reports attached are a record of those meetings.

The Board Chair is prepared to respond to questions at the May 22, 2024, Public Board meeting.

Attachment(s):

1. Approved Minutes of the Meeting - April 24, 2024
2. Unapproved Minutes of the Meeting - May 9, 2024 (To be brought forward for approval at the May 22, 2024, Committee of the Whole).

Attendance:

Irene Gibbons, Board Chair
Cindy Briggs, Vice Chair
Janine Pequin, Trustee
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
Michelle Wilde, Recording Secretary

1. Call to Order

Chair Gibbons called the meeting to order at 2:07 p.m.

2. Approval of the Agenda

Moved by Trustee Briggs that the Board of Trustees accept the agenda as amended with the additions below:

- 6.1 Potholes and Parking Lots
- 6.2 School Cleanliness

CARRIED UNANIMOUSLY

3. Approval of the Committee Minutes

Moved by Trustee Murray-Elliott that the Board of Trustees accept the Committee Meeting Minutes of April 10, 2024, as presented.

CARRIED UNANIMOUSLY

4. Audit, Finance and Human Resources

- 4.1 2024-2025 Preliminary Budget:** Sean Nicholson, Associate Superintendent, Corporate Services provided information on the 2024-2025 Preliminary Budget and Budget. Discussion ensued.

Special Board Meeting scheduled on May 28, 2024, at 5:00 p.m. to discuss and approve Budget 2024-2025.

4.2 Trustee Monthly Expense Report: Sean Nicholson, Associate Superintendent, Corporate Services provided the Trustee Monthly Expense Report.

5. Policy: no update.

6. Capital Projects and Facility Services

6.1 Potholes and Parking Lots

Trustees discussed locations of concern regarding potholes and parking lots.

[Information to be brought to the May 22, 2024, Committee of the Whole meeting.](#)

6.2 School Cleanliness

One Trustee brought forward a concern regarding the cleanliness of one school.

[Information to be brought to the May 22, 2024, Committee of the Whole meeting.](#)

7. Advocacy

7.1 Stakeholder Engagement Early Analysis Spring 2024

Shannon Campbell-Requa, Director Education Planning, presented the Stakeholder Engagement Early Analysis Spring 2024 for discussion.

7.2 Agenda - Student Advisory Committee - May 28, 2024

Trustees discussed agenda items for the Student Advisory Committee meeting on May 28, 2024.

7.3 MLA Nally/MLA Getson Follow-Up Meeting

Trustees discussed sending follow-up emails to MLA Nally, MLA Getson and MP Lloyd regarding action items discussed during the in-person meetings held earlier in the year.

7.4 Alberta Education Cell Phone in Schools Survey

Trustees discussed the Alberta Education Cell Phone in Schools Survey and if the board had an appetite to strengthen the language in policy 900 around cell phones. Policy 900 will come for annual review June 2024.

7.5 ASBA

Chair Gibbons and Trustee Buga provided an update from the ASBA Zone 2/3 meeting.

7.5.1 Position Statement on Vaping

Trustees discussed the position statement on vaping.

7.6 PSBAA

Trustees further discussed the update provided by Trustee Murray-Elliott in the Public Board meeting.

7.7 Upcoming School Events/Trustee Attendance

Agenda item deferred.

7.8 2023-2024 Board Strategic Plan

Agenda item discussed at the Public Board meeting.

8. Transportation: no update.

9. Governance

9.1 2024-2025 Board Meeting Schedule

Trustees discussed options for the 2024-2025 Board Meeting Schedule.

9.2 Professional Development/Evaluation - Consultant

Chair Gibbons brought forward information from the Consultant for Professional Development/Evaluation.

9.3 Trustee Handbook Review - 2023-2024

Agenda item deferred.

9.4 Board Meeting Procedures Review - Robert's Rule of Order - Board Meeting in Slow Motion.

Agenda item deferred.

10. Adjournment

Chair Gibbons adjourned the meeting at 4:58 p.m.

Next meeting: Wednesday, May 9, 2024, 1:00pm - 4:00pm.

MINUTES OF THE COMMITTEE OF THE WHOLE

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

On Wednesday, May 9, 2024, at 1:30 p.m.

Attendance:

Irene Gibbons, Board Chair

Cindy Briggs, Vice Chair

Janine Pequin, Trustee

Joe Dwyer, Trustee

*Stacey Buga, Trustee

*Tasha Oatway-McLay, Trustee

left meeting at 3:45 p.m.

Trish Murray-Elliott, Trustee

Shawna Warren, Superintendent

Jonathan Konrad, Deputy Superintendent, Education Services

Sean Nicholson, Associate Superintendent, Corporate Services

Michelle Wilde, Recording Secretary

**Attended meeting virtually*

1. Call to Order

Chair Gibbons called the meeting to order at 1:34 p.m.

2. Approval of the Agenda

Moved by Trustee Briggs that the Board of Trustees accept the agenda as presented.

CARRIED UNANIMOUSLY

3. Approval of the Committee Minutes

Moved by Trustee Oatway-McLay that the Board of Trustees accept the Committee Meeting Minutes of April 24, 2024, as presented.

CARRIED UNANIMOUSLY

4. Advocacy

- 4.1 Draft 2024-2027 Education Plan:** Jonathan Konrad, Deputy Superintendent, Education Services provided the Draft 2024-2027 Education Plan. Discussion ensued. The document will remain open to Trustees to provide feedback and ask questions.

[Draft 2024-2027 Education Plan will be brought to the May 22, 2024, Committee of the Whole meeting for further discussion.](#)

Meeting recessed for break 2:15 p.m.

Meeting resumed at 2:22 p.m.

5. Audit, Finance and Human Resources

5.1 Draft 2024-2025 Preliminary Budget: Sean Nicholson, Associate Superintendent, Corporate Services provided information on the Draft 2024-2025 Preliminary Budget. Discussion ensued. Trustees will email questions/feedback to the Superintendent and the other Board members over the course of the next two weeks leading into the next Committee of the Whole discussion.

Draft 2024-2025 Budget will be brought to the May 22, 2024, Committee of the Whole meeting for further discussion.

6. Policy: no update.

7. Capital Projects and Facility Services: no update.

8. Transportation: no update.

9. Governance: no update.

10. Adjournment

Chair Gibbons adjourned the meeting at 4:12 p.m.

Next meeting: Wednesday, May 22, 2024, after Public Board.



Date: May 22, 2024
To: Board of Trustees
From: Trish Murray-Elliott, Trustee
Originator(s): Trish Murray-Elliott, Trustee, PSBAA Representative
Subject: **PSBAA Update, May 2024**

Purpose:
For information.

Background:

PSBAA Gift Basket Info - Theme for SPS gift basket is Summer Fun Outdoor Activities. Thanks to Tasha for doing most of the shopping.

At the 2024 ASCA Conference, PSBAA was awarded The Friend of ASCA Award, which recognized PSBAA's strong support for ASCA, its commitment to nurturing supportive school environments and family engagement in education and empowering students to achieve their full potential.

PSBAA Spring General Assembly 2024 in Calgary, May 30 – June 1. The theme this year is: "Navigating our Future: Transformative Governance and Leadership."

Summer PSBC meeting August 7 – 9 in Grande Prairie. Contact me for details.

Reminder to ask for Student Land Acknowledgements for future PSBAA meetings.

Attachment(s):
Not applicable