



Date: October 23, 2024 **Agenda Item:** 8.7

To: Board of Trustees

From: Shawna Warren, Superintendent

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

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

Background:

In alignment with the Division's Mission, Vision, Values, and goals of Sturgeon Public Schools, the Deputy Superintendent for Education Services collaborates with the Superintendent to fulfill the responsibilities outlined in the Education Act and Board policy. The Deputy Superintendent plays a critical leadership role by fostering safe, respectful, and collaborative learning environments that empower students and staff to excel. This leadership spans curriculum and instruction, educational planning, Indigenous student success, and student support services while ensuring technology integration, innovation, and inclusive learning environments that align with our division's commitment to continuous improvement and lifelong learning.

This report highlights recent events, projects, and meetings attended by the Deputy Superintendent, directly contributing to educational advancement and the fulfillment of the Board's mission and values. By sharing this information, the Board gains insights necessary for effective governance.

Curriculum and Instruction

Providing leadership and vision in implementing professional development to equip educators with the knowledge and skills to deliver research-based approaches in literacy, numeracy, and other key disciplines. Creating learning environments that meet diverse student needs, foster real-world connections, and empower lifelong learning and Indigenous knowledge integration, ensuring excellence in teaching across the Division.

- The Education Planning team facilitated the rollout of Science 4-6 curriculum implementation, supported by opportunities to learn from Karen West (U of A), focusing on Indigenous knowledge integration.
- The Writing Cohort created assessment tools, including single-point rubrics, and worked on writing exemplars across grades, under the direction provided for maintaining consistency in assessments.
- Teams ensured that updated screeners for K-9 were added to assessment plans, aligning with provincial expectations, under guidance to maintain accurate and relevant data for student assessments.
- Supported the continuation of the Reading Comprehension Assessment Tool (RCAT), ensuring alignment with reading comprehension strategies across grades 5-12.

- The first assessment cohort is scheduled for November 1st, with representation from every school to discuss best practices and strategies for student assessments.
- The process of hiring an intervention teacher for Grade 4 residencies is underway, with the anticipated start in November to support targeted learning interventions.

Educational Planning

Providing leadership and vision in analyzing achievement metrics and stakeholder input at both the division and school levels. This process informs the development of educational strategies that align with the Board of Trustees' Mission, Vision, and Values, ensuring empowered student and staff learning and responsible leadership. The division's planning efforts are designed to enhance outcomes and foster growth, creating optimal learning environments for all students.

- School leaders refined their School Education Plans, aligning with Division priorities and preparing Board presentations with strategic guidance on key focal points.
- The Literacy and Numeracy planning teams analyzed mid-year data, using collaborative support to adjust strategies for addressing student needs.
- New Curriculum (Social Studies Pilot): The rollout of the new K-6 Social Studies curriculum includes Division-supported days, with a focus on Indigenous perspectives and history. Staff participation in this pilot ensures alignment with provincial standards and Division goals for inclusive education.
- Research Grant Conference: Several team members will be attending a research grant conference in Kananaskis, furthering professional development and research integration within the Division.

Indigenous Student Success

Leading initiatives that foster well-being, participation, and engagement among Indigenous students, while supporting all educators to apply foundational First Nations, Métis, and Inuit knowledge. The goal is to cultivate a school community committed to reconciliation, with strong local Indigenous partnerships and a focus on respectful learning environments that honour the diverse strengths and contributions of all students.

- The Indigenous Education Hub provided resources on Indigenous Role Models, enhancing student engagement with Indigenous perspectives, under the ongoing support for incorporating cultural understanding into classrooms.
- The Truth and Reconciliation Week events, including Orange Shirt Day, were coordinated by staff, with guidance provided to ensure participation from students, staff, and community leaders, fostering meaningful engagement.
- The Call to Action Cohort connected schools with elders and community leaders, integrating Indigenous knowledge into classrooms, supported by leadership in building strong, sustainable relationships.
- Attended the Truth and Reconciliation event hosted by Alexander First Nation, walking with others in a show of support, and learning from survivors of Residential

schools the trauma and ongoing harm done in order to understand the truth of Indigenous experience in Canada.

- Lionsheart Education Centre: Coordination continues with Lionsheart, particularly in areas of transportation and support for students with complex needs. This work involves collaboration between Learning Services and Transportation to ensure appropriate services are in place.
- Discussions around VTRA (Violent Threat Risk Assessment) training from an Indigenous lens are ongoing, ensuring staff across multiple schools are trained to consider cultural perspectives in threat assessments.

Student and Learning Support Services

Leading efforts to establish and sustain inclusive learning environments where diversity is embraced, and every student feels welcomed, cared for, respected, and safe. Professional development equips educators and leaders with the skills necessary to meet the needs of all students, ensuring healthy, safe school communities and promoting success for every learner through aligned programming.

- Learning Services coordinated efforts to verify and enter student codes into PowerSchool by the September 27th deadline, ensuring coding accuracy for students requiring support plans.
- Educational Assistants received foundational training designed to support inclusive environments, with oversight ensuring consistency and relevance to their evolving roles.
- Admin. Council reviewed and enhanced the Division's approach to Media Literacy Week, with leadership providing the resources and structure needed for teachers to effectively implement the initiative.
- Therapeutic Crisis Intervention in Schools (TCIS) and Violent Threat Risk Assessment (VTRA): Ongoing certification for TCIS training involves regular monthly 30-minute safety sessions, ensuring continuous development in crisis prevention and intervention. Additionally, schools have been identified for further VTRA training, with a plan to complete this within the year. This required additional support regarding the process, given the reduction of a Coordinator in Learning Services.
- The rollout of the ABLLS-R/AFLS training for inclusive programming was initiated, with an ongoing focus on integrating specialized tools to support diverse learning needs.
- Participated in monthly CASA Classroom Leadership meetings, ensuring that student and staff experiences in specialized programs were regularly reviewed and improved.
- The first meeting of the Behaviour Leads group took place in October, setting the stage for ongoing collaboration and support in managing challenging student behaviours.

- Specialized programming support continues with an IPP Planning Day scheduled for October 28th, providing focused development for educators working with students requiring individualized plans.

Information Technology

Providing leadership and vision in the integration of innovative technology to engage students, address diverse learning needs, and inspire new methods of teaching and learning. Resources are allocated in a fair and equitable manner across the Division to ensure that students and educators have the tools needed to thrive in a technology-driven world, supporting empowered learning through the effective use of digital tools.

- The IT team adapted the Chromebook rollout for Educational Assistants to a group-based model, following a collaborative review process that incorporated feedback from staff.
- The team is managing significant workload pressures due to password resets for students and staff, particularly in lower grades (K-3). Discussions are ongoing about shifting some responsibilities to schools to alleviate the strain on the technology team.
- Digital citizenship resources and Media Literacy Week activities were updated and distributed to schools, with leadership support ensuring consistent messaging and engagement with responsible technology use.
- The student device program was reviewed, aligning it with the Division's goals for equitable access under strategic direction.
- A project to streamline the student registration process has begun, focusing on improving data interoperability between Rycor forms and PowerSchool SIS.
- PowerSchool SIS user interface enhancements are in development, and user groups are being finalized to improve navigation and functionality for school office staff.

Marketing and Communications

Leading efforts to promote the Division's reputation by highlighting the exceptional educational programs and student success stories across Sturgeon Public Schools. Communication strategies aim to strengthen community connections and celebrate student achievements while supporting the Division's vision of empowered learning and responsible leadership through transparent and positive narratives in the media.

- The relaunch of the Sturgeon Public Scoop newsletter provided clear communication of Division successes, guided by leadership focus on transparency and engagement.
- School websites were audited, with the communication team ensuring updates were made to provide engaging content, supported by leadership in maintaining consistency across the Division.
- Annual events were coordinated by teams in collaboration with community groups, with leadership helping to align these efforts with the Division's broader goals for stakeholder engagement.

- Plans are underway to celebrate staff expertise in upcoming newsletters, aligning with the Division's goal to recognize and honour staff contributions.
- Efforts continue to improve Google Reviews for each school by engaging with satisfied families, with support offered to school councils to promote this initiative during meetings.
- School visits emphasize proactive communication with teachers to capture academic achievements and innovative teaching methods. Plans are in place to collaborate with teachers to showcase engaging classroom activities during these visits.
- Morinville Public School will be visiting the Central Office on Halloween. Several staff have created a special walkthrough and challenged CO to join the school in bringing food to support our community. The event will engage students and foster community connections.

Leadership and Program Development

Providing leadership in developing opportunities for educators and school leaders to enhance their capacity, thereby supporting the development of innovative programs across all schools. These programs ensure students have access to diverse learning paths, fostering empowered learning and encouraging students to pursue success in a global community.

- The School Administration Support Hub continued to evolve, with teams providing resources and tools to assist school leadership, guided by leadership focus on improving task management and support.
- Admin. Council and Education Services Leadership meetings facilitated strategic discussions and collaboration, with regular guidance provided to align initiatives with Division priorities.
- Sturgeon Aspiring Leadership Team (SALT) Connection: The SALT cohort continues to focus on inclusive education, with an upcoming session on Indigenous perspectives at the Musée Heritage Museum on October 24th, enhancing leadership development in inclusive practices.
- The Student Advisory Committee will be hosted at Four Winds School on October 29th, giving students the opportunity to share insights on their school experience and inform future Division initiatives.

Program Enhancement and Development

Leading the development and enhancement of a wide range of programs tailored to meet student needs and interests. These initiatives are designed to foster engaged learning and responsible leadership, ensuring students can pursue their individual paths to success while the division supports their growth through diverse educational offerings.

- Dual Credit grants for Automotive and Culinary Arts were successfully secured, and purchasing for these programs has begun, providing students with hands-on learning experiences.

- Multiple overnight field trips were organized, including music and outdoor education experiences, with leadership ensuring these trips were aligned with student engagement and learning objectives.
- Regular Education Services Leadership and 1:1 meetings were held with direct reports, providing ongoing developmental feedback and support for leadership growth, as guided by leadership priorities.
- Program Planning Committees explored new initiatives, such as aviation programs, under leadership that supported the alignment of these programs with broader Division objectives. The Aviation Discovery Flights are scheduled for October 19th, with many students signed up.

Stakeholder Reassurance

Providing leadership in engaging stakeholders, analyzing feedback, and offering assurance of continuous improvement. This involves fostering respectful and inclusive dialogue with parents, staff, and the community to address programming challenges, student behaviour concerns, and strengthen parent and community involvement. These efforts align with the Division's commitment to healthy school communities and responsible leadership.

- School administration worked to address stakeholder concerns, re-engaging parents in productive dialogue, with leadership support ensuring consistent and effective communication.
- Supported school administration and Trustees in a Student Discipline Committee hearing, ensuring relevant information was provided and, afterward, helped the family secure appropriate educational programming for the student.
- Provided support to high schools as they plan to host their annual Awards Ceremonies, recognizing achievements in academics, sports, and career programs.

Status & Relationship to Superintendent Leadership Quality Standard (SLQS):

This report aligns with the [SLQS](#) in the following way:

COMPETENCY:	(1) Building Effective Relationships
INDICATORS:	a. collaborating with community and provincial agencies to address the needs of students and their families.
COMPETENCY:	(3) Visionary Leadership
INDICATORS:	c. promoting in the school community a common understanding of and support for the school authority's goals, priorities and strategic initiatives.
COMPETENCY:	(6) School Authority Operations and Resources
INDICATORS:	e. establishing data-informed strategic planning and decision-making processes that are responsive to changing contexts.

COMPETENCY:	(7) Supporting Effective Governance
INDICATORS:	I. facilitating ongoing public communication about the board's operations and the achievement of its goals and priorities.

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

The Superintendent directly reports to the Board of Trustees and is accountable to the Board of Trustees on behalf of students and the public, for the total operation of the school system in a manner that is consistent with the requirements of the Education Act, Alberta Education regulations, the Superintendent Leadership Quality Standard, Board policies, Division vision, mission and values, and the Education Plan goals.

Administration is prepared to respond to questions at the October 23, 2024, Public Board meeting.

Attachment(s):

Not applicable.