

**Date:** October 23, 2024 **Agenda Item:** 8.9  
**To:** Board of Trustees  
**From:** Shawna Warren, Superintendent  
**Originator(s):** Shawna Warren, Superintendent  
**Subject:** **Superintendent Report**

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**Background:**

The Superintendent 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.

As per Ministerial Order 003/2020 (AMENDED 2023), the Superintendent Leadership Quality Standard applies to superintendents. All superintendents are expected to meet the Superintendent Leadership Quality Standard throughout their careers. The superintendent of schools as referred to in the Education Act is accountable for the demonstration of all of the competencies identified in the Superintendent Leadership Quality Standard.

**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.

- ★ At Four Winds Public School, a project was initiated to build a "rock snake" as a symbol of community, unity and individuality. Each rock painted by staff and students was meant to represent a unique contribution, coming together to form something larger. Four Winds Public School reached out to Central Office to see if they would also participate. The Superintendent participated in the project, contributing her own painted rock on September 25th. However, after feedback from students regarding the cultural connotations of a snake in some Indigenous cultures, the project was renamed "The Firebird Community Unity Initiative." This shift maintains the original theme of resilience and unity while reflecting growth and communication within the community.
- ★ On October 2, the Division celebrated National Custodian Day, expressing gratitude to custodians across the Division. Facility Services hosted an event, which began with a special

video presentation. The Director of Facilities and leadership team shared their thanks and hosted a lunch. The Superintendent also stopped by to personally deliver her thanks to the custodial staff for their hard work and dedication.

- ★ The [Sturgeon Public Scoop](#), the Division newsletter, is back up and running for the 2024-2025 school year, with its first issue sent out on Tuesday, October 2. This marks the return of the newsletter, providing important updates and information to the Division's communities.
- ★ On October 3, 2024, the Superintendent and Trustee Briggs, Trustee Buga, Trustee Dwyer and Trustee Murray-Elliott attended the event "A Stronger Sturgeon County: Building Connections, Strengthening Our Community." Hosted by Mayor Alanna Hnatiw and the Sturgeon County Council, the event focused on communication, transparency and collaboration within the community. During the 2024 State of the County Address, Mayor Hnatiw reflected on her seven years of leadership and outlined the path forward for Sturgeon County. Attendees had the opportunity to engage directly with decision-makers, discuss key initiatives and explore ways to build stronger, more resilient communities.
- ★ Meeting with the ATA Local on October 10th.
- ★ The Superintendent has decided to continue the "Woot Woot Wagon" initiative for the 2024-2025 school year. Once a month, a Senior Executive team member will guide the wagon through Central Office, offering treats to staff as a way to foster a positive work environment.
- ★ The Superintendent continues to connect monthly with neighbouring division Superintendents. These regular meetings promote collaboration, the sharing of best practices and the discussion of common challenges, strengthening relationships and fostering regional cooperation among school divisions.
- ★ On October 31, MPS students, staff and parent volunteers will visit Central Office as part of a Halloween Costume Parade and food donation drive. Students will first deliver their donations to the Morinville Food Bank, then parade at FREC. Grades 3 and 4 students will collect additional donations from Central Office staff during the parade, which will also be donated to the Food Bank.
- ★ The Superintendent has continued an initiative introduced in January 2023, aimed at recognizing Central Office staff members' birthdays each month.
- ★ The Superintendent continues to write personalized thank you cards to various Division staff members for events and celebrations occurring throughout the Division.

- ★ The Superintendent fosters transparency by sending the "Superintendent Week-at-a-Glance" calendar every Friday to the Board, school leadership and Central Office leadership. This practice will continue through the 2024-2025 school year.
- ★ The Superintendent continues the leadership and central office staff engagement meetings from 2022-2023 to support collaboration and professional development in 2024-2025.
  - Monthly Principal meetings, grouped by school type, with the Superintendent and the Education Services leadership team.
  - Weekly Senior Executive Committee meetings.
  - Regular 1:1 meetings with direct reports to focus on mentorship and growth.
  - A new monthly Central Office leadership meeting will focus on strategic planning and clear roles and responsibilities across departments.

### **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.

- ★ From October 7-11, the Division celebrated Read In Week with guest speakers invited to schools to read books to various classes. The Superintendent actively participated by visiting four schools and reading to different classes throughout the week, joining in the efforts to promote literacy and a love of reading across the Division.
- ★ On October 17 and October 23, the Curriculum Working Groups for Science (Grades 4-6 and K-3) met to collaborate on developing year plans that integrate Indigenous perspectives and seasonal connections into the curriculum. The teams also focused on creating assessment tools, including single-point rubrics and identifying valuable resources to enhance Division-supported plans for science instruction.
- ★ On October 21, the Writing Cohort met to work on developing writing exemplars and rubrics for each grade. Each member brought a class set of writing samples, all based on the same prompt, to ensure consistency in the process. This work will continue in the spring when the group plans to revisit and further refine the exemplars and rubrics.
- ★ A new foundational training program for all Educational Assistants (EAs) is being launched to ensure consistency and support their evolving roles, especially in fostering an inclusive environment. Starting next year, new hires will complete at least 4 hours of training, with current staff also participating. The program covers Inclusion, Behaviour, Independence and Belonging, with flexible delivery options and resources available through the Hub. Emphasizing collaboration and practical application, the training aims to enhance EAs' impact on student success.

- ★ At the end of September, an email was shared with school leadership teams highlighting Media Literacy Week, taking place from October 21 to 25, with Digital Citizen's Day on October 23. Teachers were provided with lessons from MediaSmarts and CommonSense, compiled on the Ed Tech Hub, to use in their classrooms. These activities, organized by grade division from K to 12, corresponded with daily themes. Leadership teams were encouraged to share the links for the 2024 Media Literacy Week lessons and activities from previous years with their staff.

### **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.

- ★ September 27-30, 2024, the Superintendent read two books;
  - *The Five Dysfunctions of a Team* by Patrick Lencioni; and
  - The corresponding Field Guide Book - *Overcoming The Five Dysfunctions of a Team* by Patrick Lencioni.
- ★ Oct 7 - Beginning Teacher Cohort - The Superintendent opened the afternoon with greetings, sharing her personal experience as a beginning teacher and offering insights, learnings and advice to foster the success of our beginning teachers.
- ★ In October, the first Therapeutic Crisis Interventions for Schools (TCIS) cohort of the 2024-2025 school year will complete their training. Participants, including principals and other staff, will engage in three full-day sessions on October 8th, 22nd, and 29th, covering essential crisis intervention strategies such as active listening, crisis communication and post-crisis response. The training requires full attendance to qualify for certification, with pre-reading and participation in practical activities to enhance skills in supporting students during crises.
- ★ The Superintendent is registered to participate in the CASS course titled "Modeling a Commitment to Professional Learning – Learning & Teaching is Leading," scheduled for October 22, 29 and November 5 and 12. This course focuses on the concept that professional learning is a continuous practice rather than a subject to study. Participants will explore how to model professional learning personally and gain access to resources and strategies that can be applied immediately in their divisions. The sessions will cover topics such as aligning professional learning with research, building effective communities of practice, and evaluating leadership styles based on current educational trends. This course will contribute towards the required 30 Continuing Education Program (CEP) credits that must be attained annually to maintain her professional designation (SLQS certification) as a system education leader. Leaders must meet accreditation requirements under the SLQS by earning 30 CEP credits annually and completing five courses in five years.

### **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 Superintendent has asked Principals to schedule student or staff presentations for upcoming Public Board Meetings, highlighting student achievements or school programs. Presentations can be recorded, virtual or in-person, with past examples including Drumline and STEAM initiatives.
- ★ Principals were expected to submit their Professional Growth Plans (PGPs) to the Superintendent by October 15th. Following the submission, meetings were scheduled from mid-October through early November to discuss their PGPs. In addition, a Team Goal for Principal and Vice Principal teams was requested, with discussions about these goals scheduled to take place during the same meetings.
- ★ October Admin Council, Principals and central office leaders spent dedicated time to:
  - What Makes a Leader Great
  - Setting Meeting Norms
  - Reviewing two Administrative Procedures to provide feedback (AP 315 and AP 206 (New))
  - Financial Strategic Planning
  - Career and Education Vision Update
- ★ The afternoon of the October 16 Admin Council meeting, Principals spent the afternoon working through Leadership Professional Learning - LQS 2, 3, & 5
  - School Management
    - Proactive & effective community and parent communication
  - Instructional Leadership
    - Place Study: Leading opportunities for Indigenous Pedagogy in science education
    - Collaborative data analysis and School Education Plan Feedback and sharing
- ★ Leadership Strategic Planning Meeting is scheduled for October 30(held monthly). Agenda:
  - Big Rocks by Department
  - Who is Impacted?
  - Who is the Most Responsible Party (MRP)?
  - How each Department is Improving

### **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.



- ★ The focus of October's Indigenous Hub was "Indigenous Role Models." Resources highlighted included educational activities centered on Indigenous Sports Heroes, offering insights into Indigenous Ways of Knowing and Being and supporting Education for Reconciliation. Extension activities for K-12 classrooms were provided to complement these lessons. The hub featured "Indigenous History Month Posters," created by Megan Tipler, which celebrate living Indigenous figures and their accomplishments. Additionally, "Indigenous Role Model" slides were made available to inspire classroom research. Schools were also encouraged to explore the graphic novel anthology *This Place: 150 Years Retold*, available in school libraries, along with its companion podcast. A documentary about Mary Two-Axe Earley, a Mohawk woman who fought against sex discrimination in the Indian Act, was shared as a key resource for learning about Indigenous women's rights.
  
- ★ On September 27, the Division was honoured to participate in Truth and Reconciliation and Orange Shirt Day with Alexander First Nation. The day commenced with a pipe ceremony, followed by the arrival of dignitaries and guests. The opening prayer, drum song and honour song for survivors set a respectful and reflective atmosphere. At 10 a.m., the community march took place, followed by moving speeches from dignitaries and heartfelt stories from survivors. During the lunch break, attendees took part in a mini round dance, with a special guest appearance by DerRic Starlight. The Division sent several representatives to the event, including Trustee Buga, who joined community members in commemorating the day.



(Left to Right: Trustee Stacey Buga; Nicole Farwell, Coordinator, Curriculum; Shannon Campbell Requa, Director, Education Planning; and Nisha Patel, Executive Assistant, Education Services)

- ★ October 20-23 - The Director of Education Planning and the Principal of Morinville Public School attended the **Language and Culture Teacher Gathering & Indigenous Youth Leading Intercultural Exchanges** event. This gathering brought together educators, knowledge-keepers, Elders and youth committed to language and culture revitalization in Alberta. This event offered a valuable opportunity to connect with like-minded individuals developing programs and activities to support Indigenous youth.

### **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.

- ★ The Joint Worksite Health and Safety Committee (JWHSC) held a meeting on September 24, where they reviewed the committee's terms of reference and discussed strategies to enhance member engagement. Key topics included ways to involve committee members more actively and the role of school representatives in promoting safety. The committee also focused on training for members and the implementation of Public School Works, an online safety program. In addition, a report on incidents and injuries revealed that 31 reports had been submitted for this school year, highlighting ongoing safety concerns and the importance of vigilance.
- ★ The Superintendent provides a monthly report, "2024-2025 Superintendent Discretionary Fund," detailing strategic resource allocation to align with Division goals and priorities, ensuring staffing and resources are directed to schools for optimal student success.

### **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 October 4, the Superintendent, Executive Director and Trustee Buga attended the ASBA virtual session on the Municipal Affairs Statutes Amendment Act, 2024 (Bill 20). This session provided insights into the amendments to the Local Authorities Election Act, which affect locally-elected school boards. Key topics included criminal record checks for candidates, revisions to nomination papers, changes in campaign contributions and financial reporting requirements. Michael Solowan from Kingsgate Legal facilitated the session, which included a question-and-answer period.
- ★ The Superintendent, along with the Trustees, attended the "2024 Fall Conference and AGM" from October 16 to October 18. This event marked 35 years of the Public School Boards' Association of Alberta (PSBAA) supporting public education. On Thursday, attendees

participated in several professional development sessions, including discussions with Infrastructure Panels, a Board Panel, an ADM Panel and a session led by Jordan Tinney. The evening featured the Lois Hole Dinner, with keynote speaker Sandra B. Woitas, one of Edmonton's 100 most influential figures. On Thursday night, participants enjoyed "Musicians Gone Wild: Nashville Music City" at the Mayfield Dinner Theatre. The conference concluded on Friday with the Annual General Meeting, where members voted on important decisions.

- ★ The first Council of School Councils (COSC) meeting for the 2024-2025 school year will be held on the evening of October 23, 2024, at the Morinville Rendez Vous Centre, with a meal served at 5:30 p.m. This meeting brings together the chairs and vice chairs of each school council to share information, build connections and facilitate communication between school councils, the Board of Trustees and the Division's administrative team. The next COSC meeting is scheduled for March 5, 2025.
- ★ The Board will hold a professional development day on October 28 to review their Board Work Plan for the 2024-2025 school year and the Division's Strategic Plan. This session will provide an opportunity for the Board to align their priorities and strategies for the upcoming year.
- ★ The first Student Advisory Committee meeting of the 2024-2025 school year will be held on October 29 at Four Winds Public School. This meeting provides the opportunity for student representatives to engage in dialogue and gain knowledge and understanding about public education and Sturgeon Public Schools (Policy 231).
- ★ The Superintendent meets with the Board Chair and Vice Chair to review agenda packages before the Committee of the Whole and Public Board meetings, as per Board policy.
- ★ The Superintendent provides Trustees with the monthly speaking points for School Council meetings and Stakeholders in general to support effective governance.
- ★ The Superintendent created a "Big Rocks" list for 2024-2025, highlighting key strategic planning items. These are standing agenda item topics at each Committee of the Whole meeting to support the Board's governance role.
- ★ The Superintendent remains committed to creating and distributing the "Trustee Talk" newsletter on a monthly basis, ensuring transparent communication across the Division. The newsletter is shared throughout the Division and published on the website and school web pages, providing updates and insights from the Trustees to keep the school community informed.

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



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

<b>COMPETENCY:</b>	(7) Supporting Effective Governance
<b>INDICATORS:</b>	a. establishing and sustaining a productive working relationship with the board, based on mutual trust, respect and integrity; c. ensuring that all students in the school authority have the opportunity to meet the standards of education set by the Minister of Education; d. ensuring that the board's plans, resource allocations, strategies and procedures lead to the achievement of its goals and priorities; e. ensuring that the board's fiscal and resource management is in accordance with all statutory, regulatory and board requirements; and h. ensuring the support, ongoing supervision and evaluation of all staff members in relation to their respective professional responsibilities.

**Governance Implications:**

[Education Act](#)

Superintendent of schools

222 (1.1) Unless otherwise authorized under this Act, a board must appoint as a superintendent of schools only a teacher who holds a superintendent leadership certificate prescribed by the regulations and issued under this Act.

(3) The superintendent is the chief executive officer of the board and the chief education officer of the school division.

(4) The superintendent shall carry out the duties assigned to the superintendent by the board.

(5) The superintendent shall supervise the operation of schools and the provision of education programs in the school division, including, but not limited to, the following:

- (a) implementing education policies established by the Minister;
- (b) ensuring that students have the opportunity in the school division to meet the standards of education set by the Minister;
- (c) ensuring that the fiscal management of the school division by the treasurer or secretary-treasurer is in accordance with the terms or conditions of any grants received by the board under this Act or any other Act;
- (d) providing leadership in all matters relating to education in the school division.

[Superintendent of Schools Regulation](#) (Alberta Regulation 98/2019)

Qualifications

2(1) No individual may be appointed as a superintendent unless the individual has a superintendent leadership certificate issued under the *Certification of Teachers and Teacher Leaders Regulation* (AR 84/2019).

[Policy 700: Superintendent of Schools](#)

The Superintendent of Schools, as referred to in the Education Act, is the Chief Executive Officer of the Board of Trustees and Chief Education Officer of the Division. 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. The Superintendent of Schools provides the Board with information, advice, and support required for the fulfillment of its governance role. The Superintendent plays a critical and collaborative role in supporting the leadership of the Board by advising, informing, and supporting the Board to address current and emerging issues. Specific Areas of Responsibility:

[Policy 701: Board Delegation of Authority](#)

The Superintendent is the Chief Executive Officer of the Board and the Chief Education Officer of the Division and is accountable to the Board of Trustees for the conduct and operations of the Division. All authority delegated to the staff of the Division is delegated through the Superintendent.

The Superintendent plays a critical collaborative role in supporting the leadership of the Board by advising, informing, and supporting the Board by recommending actions to address current and emerging issues in alignment with the mission, vision, and value statements of the Division

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

**Attachment(s):**

Not applicable.