



BOARD OF TRUSTEES STURGEON PUBLIC SCHOOLS

Public Board Meeting

AGENDA

Date: December 18, 2024

Start Time: 10:00 a.m.

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

1. [Call to Order](#)
2. [Land Acknowledgement](#) - Trustee Gibbons
3. [Approval of Agenda](#)
4. [Approval of Minutes](#)
5. [Business Arising From The Minutes](#)
6. [Presentations/Delegations](#)
 - 6.1 Ochre Park - A Place to Study and Outdoor Learning
7. [Action Items](#)
 - 7.1 Bylaw 02-2024: To Require Criminal Record Checks for Trustee Nominations
8. [Administrative Reports](#)
 - 8.1 Alternative Programs Report - December 2024
 - 8.2 Mental Health in Schools Pilot Project - Final Report
 - 8.3 Workplace Safety Report
 - 8.4 Transition to Windows 11 for Enhanced Security and Learning
 - 8.5 Building Futures
 - 8.6 School Education Plans

- 8.7 Communications Report - November & December 2024
- 8.8 2024-2025 Superintendent Discretionary Fund
- 8.9 Superintendent Report
- 8.10 Administrative Procedure 206: School Attendance Areas and Requests to Attend a School Outside of the Designated Attendance Area
- 8.11 Administrative Procedure 464: Fees

9. Reports from Trustees and Standing Committees

- 9.1 Chair's Report
- 9.2 Trustees' Reports
- 9.3 Committee of the Whole Report
 - 9.3.1 CASA Classroom Targeted Funding Advocacy Letter
 - 9.3.2 Letter Regarding Survey Design and Accurate Data
- 9.4 Policy Committee Report

10. Reports from Special Committees/Task Groups

- 10.1 Alberta School Boards Association Representative
- 10.2 Public School Boards Association of Alberta Representative
- 10.3 Rotary Report
- 10.4 Chamber of Commerce Meetings
- 10.5 Community Services Advisory Board

11. Unfinished Business

12. Comment & Question Period

13. In Camera

14. Adjournment

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MINUTES OF THE PUBLIC BOARD MEETING

Meeting held at the Frank Robinson Education Centre
Boardroom, in Morinville, Alberta
On Wednesday, November 27, 2024, at 10:00 a.m.

Attendance:

Tasha Oatway-McLay, Board Chair
Stacey Buga, Vice Chair
Cindy Briggs, Trustee
Irene Gibbons, Trustee
Janine Pequin, Trustee
Joe Dwyer, 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
*Benji Waser, MNP
Franco Maisano, Executive Director, Corporate Services
Shannon Campbell Requa, Director, Education Planning
Steven Holkham, Director, Facility Services

Left Meeting at 10:33 a.m.

Left Meeting at 11:00 a.m.

Left Meeting at 11:00 a.m.

Left Meeting at 11:43 a.m.

Arrived at 11:16 a.m.

*Online Attendance

Call to Order

Board Chair Oatway-McLay called the meeting to order at 10:00 a.m.

Land Acknowledgement

Trustee Dwyer read the Land Acknowledgement Statement.

Approval of Agenda

Trustee Buga added to the agenda:
10.6 Rural Caucus Update

084/2024 - Moved by Trustee Briggs that the agenda be approved as amended.

CARRIED UNANIMOUSLY

Approval of Minutes

085/2024 - Moved by Trustee Buga that the minutes of the Regular Meeting of October 23, 2024, be approved as presented.

CARRIED UNANIMOUSLY**Business Arising From The Minutes**

No business arising from the minutes.

Presentations/Delegations

Benji Waser from MNP presented the 2023-2024 Audited Financial Statements.

Action Items**2023-2024 Reserve Transfer Approval**

The two tables attached provide a summary and a breakdown of both the Operating and Capital reserves as presented in the Audited Financial Statements for the year end August 31, 2024.

A summary of the transfer is outlined below:

- Net increase to Operating Reserves equals \$825,389
 - Program Surplus Deficit: \$ (3,567,380)
 - Amortization of Asset Retirement Obligation: \$167,005
 - Transfers between Operating reserves: \$4,225,765

- Net transfers decrease of Capital Reserves equal \$(250,266)
 - Unsupported Amortization: \$400,000
 - Board Funded Tangible Capital Assets: \$(650,266)

The Board's approval is required for the completion of the Audited Financial Statement for the year ending August 31, 2024. Operating Reserves are surplus Funds set aside for future operating purposes but may be re-purposed at the Board's discretion. Capital Reserves are surplus funds set aside for future replacement of capital assets; however, repurposing of Capital Reserves requires the Minister of Education's pre-approval.

Alberta school divisions are allowed to accumulate surplus in the form of operating or capital reserves to meet future operating and capital needs. Accumulated surplus from operations is a key financial health indicator that the Department of Education monitors on a regular basis.

As of August 31, 2024, the accumulated surplus from operations is \$3.9 million. This is composed of:

- | | |
|----------------------------|---------------|
| 1. Operating Reserves: | \$3.9 million |
| 2. School Generated Funds: | \$0.7 million |

Total accumulated surplus from operations less school generated funds, is approximately \$3.2 million. The Division's reserve operating reserve limit is estimated to be \$3.1 M. Therefore the Division is over its operating reserve limit by less than \$0.1 million

In order to meet future operating and capital obligations, the Board of Trustees should allocate accumulated surplus to operating and capital reserves as recommended by administration.

086/2024 - Moved by Trustee Murray-Elliott that the Board of Trustees approve the transfer of operating and capital reserves for the year ending August 31, 2024, as outlined on:

- Table 1: Operating Reserves Balance August 31, 2024
- Table 2: Capital Reserves Balance August 31, 2024

CARRIED UNANIMOUSLY

2023-2024 Audited Financial Statements

The Education Act, Part 6: Section 139, specifies that school boards are responsible for preparing financial statements and Section 141 specifies an auditor will provide a report on the financial statements. The Committee of The Whole is required by the Board of Trustees to review financial reporting and compliance with legislation and regulatory requirements.

On Wednesday, November 20, 2024, the Committee of the Whole reviewed the Draft 2023-2024 Audited Financial Statement, presented by MNP, for the year ending August 31, 2024.

The Financial Statements, including the notes, have been prepared in accordance with Generally Accepted Accounting Standards (GAAP) and Canadian Public Sector Accounting Standards (PSAS), and by following the financial statement guidelines and format prescribed by Alberta Education.

The auditors provided an unqualified report. The statements present fairly, in all material aspects the financial position of The Sturgeon Public School Division. After discussion with administration and the external auditors, the Committee recommended that the Board of Trustees approve The Sturgeon Public School Division's Audited Financial Statements for the fiscal year ending August 31, 2024, at the Public Board Meeting on November 27, 2024.

The attached report supports these fiscal responsibilities and provincial reporting requirements.

087/2024 - Moved by Trustee Briggs that the Board of Trustees approve the 2023-2024 Audited Financial Statements for the year ending August 31, 2024, as presented at the November 27, 2024 Public Board Meeting.

CARRIED UNANIMOUSLY

Draft Sturgeon Public Schools Annual Education Results Report (AERR) - November 2024
Attached for Trustee review is the DRAFT Annual Education Results Report (AERR) for November 2024.

The Division's Annual Education Results Report (AERR) provides information on results for all required provincial measures and local measures Sturgeon Public Schools chooses to include. The report highlights the successes and challenges of the past year and is prepared each year in November for the Board of Trustees to review. The attached AERR specifically reports on progress towards achieving the goals and outcomes of the May 2023 - 2026 Education Plan which was approved by the Board in May 2023.

An overview of the Division's financial results, once approved, will be included in the AERR.

088/2024 - Moved by Trustee Murray-Elliott that the Board of Trustees approve the Sturgeon Public Schools Annual Education Results Report (AERR).

CARRIED UNANIMOUSLY

Sturgeon Public Virtual Academy Closure

The initiation of virtual schools during the COVID-19 pandemic was a response to the unprecedented circumstances, aiming to prioritize safety while ensuring continuity and accessibility of education for students and families. The Division opened Sturgeon Public Virtual Academy (SPVA) as an alternative education choice for families who had concerns that needed to be met through a virtual education platform. Most students have returned to in-person learning and that has led to low enrolment numbers at SPVA.

In response, the Division is changing the format of education programming to model what is in place in the learning centres. Students will be able to complete all academic programming for grades 8 through 12 with asynchronous online learning and in-person support at the learning centre locations. Students are welcome to come and engage in school work at any time at either learning centre location.

Staff will be available for questions and guidance, and students can book specific times for direct instructions or help whenever needed. The Division will continue to strive to meet the diverse needs of students who may not thrive in a traditional school environment and to provide them with the resources and support they need to reach their full potential.

089/2024 - Moved by Trustee Gibbons that the Board of Trustees approve the closure of Sturgeon Public Virtual Academy after June 30, 2025.

CARRIED UNANIMOUSLY

Policy 700: Superintendent of Schools

Administration would like the Board to consider integrating *Administrative Procedure 729: Evaluation of the Superintendent of Schools* as an appendix to *Policy 700: Superintendent of Schools*.

Incorporating *Administrative Procedure 729: Evaluation of the Superintendent of Schools* and its appendices and noted changes in the policy provides a clear and consistent framework for evaluating the Superintendent. This acknowledges the Board's unique role and responsibility in evaluating the Superintendent as their sole employee.

This policy has undergone thorough review and consideration. It was initially placed on the May 22, 2024, Committee of the Whole agenda but was deferred and not discussed. It reappeared on the August 28, 2024, Committee of the Whole agenda and was referred to the Policy Committee. Following a review on September 9, 2024, the Policy Committee recommended further discussion. On October 11, 2024, it was brought back to the Policy Committee and subsequently sent to a Committee of the Whole meeting for comprehensive Board review. After discussion at the October 23, 2024, Committee of the Whole meeting, the policy was referred to the November 27, 2024, Public Board meeting for final consideration by the Board of Trustees.

090/2024 - Moved by Trustee Pequin that the Board of Trustees approve Policy 700: Superintendent of Schools as presented at the November 27, 2024 Public Board meeting.

CARRIED UNANIMOUSLY

Administrative Reports

Holiday Artwork Selection

Board Chair Oatway-McLay presented the Holiday Artwork Selections and announced the winners by grade category.

The Board is proud to unveil the winners of this year's Holiday Artwork Contest.

Following thoughtful review and consideration, the Board of Trustees selected these exceptional pieces to be featured on the cover of the annual Holiday cards. We extend heartfelt congratulations to the talented student artists whose creativity will be showcased in this special way.

We also want to express our gratitude to all the students who participated. Your imaginative and creative submissions were a joy to see and made for difficult decisions.

Holiday Card Artwork Winners:

- K-3 Aubrie Church - Kindergarten (out of 14 entries)
- 4-6 Lexi Rigler - Grade 4 (out of 7 entries)
- 7-9 Cara Mumby - Grade 9 (out of 2 entries)
- 10-12 Zeda Lameman - Grade 11 (out of 3 entries)

Sturgeon Public Schools Scholarships 2023-2024

Jonathan Konrad, Deputy Superintendent, Education Services presented the Sturgeon Public Schools Scholarships 2023-2024.

Sturgeon Public School Division graduates are prepared to excel at post-secondary institutions and in their future careers. To aid in financing post-secondary education, Sturgeon Public Schools manages and promotes four local scholarships for students who enroll in a full-time program for post-secondary studies or apprenticeship within 15 months of graduation.

Sturgeon Public Schools Scholarship

A scholarship of \$1,000 will be awarded to all grade 12 students who have attended Sturgeon Public Schools, earned at least 30 Grade 12 credits, and maintained an average of 80% across 25 credits, following published guidelines.

Sturgeon Public Schools Bursary

A bursary of \$500 will be awarded annually to one student from Redwater School and one student from Sturgeon Composite High School who exhibit exemplary effort to attain their level of achievement and have strong participation in co and extracurricular activities at school and in the community.

Frank Robinson Memorial Scholarship

The scholarship of \$500 will be awarded annually to one student from Redwater School and one student from Sturgeon Composite High School who has met or exceeded specified achievement and enrolment criteria and who is deemed to have provided the greatest amount of support to the school.

Konica Minolta Scholarship

This scholarship of \$250 is awarded to one student from Redwater School, one student from Sturgeon Composite High School, and one student from Sturgeon Learning Centre/Morinville Learning Centre who has demonstrated exemplary work habits and an interest in technology and advancing technology in their education.

For the 2023 - 2024 school year, the following scholarships were awarded by Sturgeon Public Schools:

	<u>Redwater High School</u>	<u>Sturgeon Composite High School</u>	<u>MLC/SLC</u>
Sturgeon Public Schools Scholarship (\$1,000 each)	3	20*	n/a
Sturgeon Public Schools Bursary (\$500 each)	n/a	1	n/a
Frank Robinson Memorial (\$500)	1	1	n/a
Konica Minolta Scholarship (\$250 each)	1	1	n/a

The total value of the above-awarded scholarships is \$25,000.

*Of these 20 students, 17 students have met the conditions for the SPS Scholarship, and 6 students have yet to submit their confirmation of enrolment in a post-secondary institution (students have 15 months after high school graduation to enroll in post-secondary). Of these 17 students, 1 student graduated in the 2022 - 2023 school year. Due to the continued residual effects of the COVID-19 Pandemic on student learning, this student claimed their scholarship for the 2023 - 2024 school year.

Snow Removal and Temperature Monitoring Process

Steven Holkham, Director, Facility Services presented the Snow Removal and Temperature Monitoring Process report.

A Board request for information was placed at the Committee of the Whole on October 26, 2024, for information on the snow removal and temperature monitoring process for the 2024-2025 school year.

Snow Removal Process

In 2022-2023 the Division contracted out the entire snow removal process at all schools. In the 2023-2024 year, the Facility Services Department shifted to a new process where the facilities team and the custodians were responsible for sidewalks at all schools, while contractors took care of the parking lots division-wide.

For the 2024-2025 year, the Facility Services Department has established the following plan:

- Contracts secured parking lots for five schools closest to St. Albert (Sturgeon Heights, Namao, SCHS, Guthrie and Camilla).
- The Facilities team will be out to assist the custodian with the initial sidewalk snow removal after a snowfall.
- Custodians will be responsible for clearing the sidewalks throughout the day.
- The Facilities team will manage the parking lots at (MPS, Lilian Schick, Bon Accord, Gibbons, Landing Trail, Redwater and Ochre Park).

Temperature Monitoring Process

The Division has the following items in place to assist with the monitoring of temperature in all Division-owned buildings:

- Buildings are all monitored 24-7 through the Building Monitoring System.
- Various team members physically visit all schools regularly over extended breaks. Custodians will also be in schools over breaks to help monitor the buildings.
- During operational hours, if the temperature drops to 17 degrees the system will trigger an alert to facilities. Custodian staff are also tasked with identifying temperature issues throughout the day. When an issue is identified they will create a work order and email the office.
- At the beginning of each day, the facility team members log in and check that the systems are all running efficiently and look for issues at each school.
- There is also a facilities team member on call who will regularly check the building monitoring system.
- Temperature issues below 17 are considered an emergent issue.

IMR/CMR Report

Sean Nicholson, Associate Superintendent, Corporate Services and Steven Holkham, Director, Facility Services presented the IMR/CMR Report.

Sturgeon Public School Division serves approximately 70,000 Square Meters across 14 sites that span parts of St. Albert, the majority of Sturgeon County, Morinville, Bon Accord,

Gibbons, Redwater and Legal. The Division has four sites that we do not manage the maintenance of. The majority of the Division's schools were built from 1950 to 1980.

The Division receives both Infrastructure Maintenance and Renewal (IMR) & Capital Maintenance and Renewal (CMR) funding to help maintain and repair these buildings.

As per the Funding Manual, IMR and CMR are both targeted grants that may only be used for the purpose for which it is intended. School Jurisdictions may use the funding to:

- A. Ensure school facilities meet all regulatory requirements, particularly as they pertain to providing a safe and healthy learning environment.
- B. Preserve and improve the quality of the learning environment by:
- C. Meet the requirements of children/students requiring specialized supports and services; or
- D. Replace or upgrade building components to improve energy conservation and efficiency to achieve cost savings as a result.

CMR can be spent on similar items but is focused on large scale projects that meet the criteria for capitalization such as whole system replacements or substantial building component replacements.

The report is broken down into three sections:

1. Infrastructure Maintenance and Renewal (**IMR**) & Capital Maintenance and Renewal (**CMR**) Funding
2. Infrastructure Maintenance and Renewal (IMR) Update
3. Capital Maintenance and Renewal (CMR) Update
4. Facility Service IMR & CMR Challenges

Infrastructure Maintenance and Renewal (IMR) & Capital Maintenance and Renewal (CMR) Funding

The IMR program is annual funding based on the school year (**September 1 to August 31**), and CMR the Government of Alberta fiscal year (**April 1st to March 31st**) which is allocated to school jurisdictions on a formula basis. IMR/CMR plans address critical maintenance and renewal projects in the Division's facilities.

1. IMR statement of final costs must be submitted to Alberta Education by November 30, of each school year
2. CMR statement of final costs must be submitted to Alberta Education by June 30 of each school year.

The Government of Alberta changed Infrastructure Maintenance Renewal (IMR) funding allocations in 2021-2022 by dividing the total amount of funds received into IMR and Capital Maintenance Renewal (CMR) funding. Below is a list of the funding received over the last five years

School Year	IMR	CMR	Total
2020 - 2021	\$749,737	\$926,844	\$1,676,581
2021 - 2022	\$718,661	\$779,217	\$1,497,878
2022 - 2023	\$700,368	\$483,829	\$1,184,197
2023 - 2024	\$695,683	\$355,263	\$1,050,946
2024 - 2025	\$688,143	\$879,614	\$1,567,757

IMR and CMR funding has declined drastically over the last four years but has increased by over half a million dollars for the 2024-2025 school year.

Infrastructure Maintenance and Renewal (IMR) Update

The Division spent \$622,459 in IMR in the 2023-2024 school year. Provided as an attachment for information is the 2023-2024 Infrastructure Maintenance and Renewal (IMR) Expenditures.

The Division has an opening balance for the 2024-2025 school year of \$401,114 and has been approved for funding in the amount of \$688,143, for a total of \$1,089,257 available for planning.

The Facility Services Team is planning on focusing the IMR funding towards the following project areas:

<u>Project Type</u>	<u>Status</u>	<u>Location</u>	<u>Estimated Costs</u>
PA System Repairs	In Progress	Various Schools	\$175,000
Mechanical Equipment Repairs	Planning	Various Schools	\$95,000
Electrical & Security System Repairs	Planning	Various Schools	\$75,000
Painting	In Progress	Various Schools	\$100,000
Flooring Repairs	Planning	Various Schools	\$100,000
Concrete/Asphalt Repairs	Planning	Various Schools	\$150,000

Minor Exterior Repairs	Planning	Various Schools	\$50,000
Minor Interior Repairs	Planning	Various Schools	\$20,000
Contingency for Emergent Needs	Planning	Various Schools	\$100,000
Total Estimated Costs:		Total	\$865,000

This will leave the Division with a remaining balance of \$224,263 in IMR funding at the end of 2024-2025 if all projects are completed.

Capital Maintenance and Renewal (CMR) Update

The Division spent \$991,641 in CMR in the 2023-2024 school year (**April 1, 2023 to March 31, 2024**). Provided as an attachment for information is the 2023-2024 Capital Maintenance and Renewal (CMR) Expenditures as reported to the Government of Alberta.

The Division has an opening balance for the 2024-2025 school year of \$611,289 and has been approved for funding in the amount of \$879,614, for a total of \$1,490,903 available for planning.

The Facility Services Team is planning on focusing the CMR funding towards the following project areas.

<u>CMR Project Type</u>	<u>Status</u>	<u>Location</u>	<u>Estimated Costs</u>
PA System Replacements	In Progress	Various Schools	\$125,000
Roofing Replacements	Planning	Various Schools	\$250,000
Mechanical System Replacements	Planning	Various Schools	\$175,000
Electrical System Replacements	In Progress	Various Schools	\$75,000
Concrete/Asphalt Replacements	In Progress	Various Schools	\$150,000
Camera Replacement Pilot Project	Planning	Various Schools	\$50,000
Dry System Replacement	In Progress	Guthrie	\$75,000
Contingency	Planning	Various Schools	\$100,000
Total Estimated Costs:			\$1,000,000

This will leave the Division with a remaining balance of \$490,903 in CMR funding at the end of 2024-2025 if all projects are completed.

Facility Service IMR & CMR Challenges

Funding and Construction Cost Increase

From 2021 to 2024, the Division saw a decrease in IMR/CMR funding of \$625,635. This decrease was during a time when construction costs were on the rise and inflation rates were at an all-time high. Recently for the 2024-2025 school year, the Division did see an increase in funding of \$516,811 but this does not even return the Division IMR/CMR funding to the same level as in 2020-2024. This Division's IMR/CMR funding for the 2024-2025 school year is \$1.6M, which is still lower than what was received in 2020-2021 of \$1.7M, despite cost increases.

Age of Infrastructure

Sturgeon Public School Division is experiencing challenges with the amount of funding received annually for the IMR/CMR programs and the Division's needs. The majority of the buildings in the Division were built between the 1950s and 1980s, these buildings require more maintenance and upkeep than newer buildings. Many of our buildings are aging, the electrical/mechanical systems are close to end of life. Aging buildings and systems create a strain on the operations staff and resources by leading to more work orders. Our older buildings require more resources to maintain but the funding does not consider the age of our buildings and we get the same funding for both a new building and an older building.

Capital Project Approval and Utilization

The Division getting a capital project approved would help with the resource drain of our older building. However, this is a large challenge every school division is faced with because each division is competing with one another for capital project approval. In a climate where schools across the province are over capacity, aging buildings with lower utilization are a challenge to get approval. Underutilized buildings still have a certain amount of square meters that the Facility Services team needs to maintain and service. Utilization affects funding but it doesn't consider the fact that these buildings still need to be operated despite low utilization.

Communications Report - October & November 2024

Jonathan Konrad, Deputy Superintendent, Education Services presented the Communications Report - October & November 2024.

2024-2025 Superintendent Discretionary Fund

Shawna Warren, Superintendent presented the 2024-2025 Superintendent Discretionary Fund report.

October 17, 2024, to November 20, 2024, no additional staffing FTE or resources were allocated to schools using the Superintendent Discretionary Fund.

Superintendent Report

Shawna Warren, Superintendent presented the Superintendent Report.

Administrative Procedure 315: Volunteers

Shawna Warren, Superintendent presented an update to Administrative Procedure 315: Volunteers.

Administrative Procedures are the written directives, procedures and assignment of responsibilities established and approved by the Superintendent that direct the implementation of and achievement of desired outcomes of Board policy, Division Vision, Mission and Values, and the effective operation of the Division ([AP 205 Developing Administrative Procedures](#)).

Administrative Procedures are reviewed and developed on a regularly scheduled basis.

Administrative Procedure 315: Volunteers, has been reviewed and updated as part of the regular review schedule. The Administrative Procedure and new Exhibit were brought to the October Administrative Council meeting to gather input from all Principals.

Sturgeon Public Schools recognizes the contributions made by volunteers through assisting, supporting and enhancing school programs. Volunteering in schools is a privilege and not a right, and therefore the Principal or designate may deny or revoke permission for a volunteer to work in school(s). The Division has a legal obligation to ensure a level of Duty of Care and Standard of Care to take reasonable measures to care for and to protect all students to an appropriate level or standard.

Volunteers must maintain the strictest confidentiality about students, staff, parents and the school. This reflects not only the need for volunteers to follow ethical practices but also privacy provisions under the Freedom of Information and Protection of Privacy Act (FOIP). This responsibility is captured in the section 1(e) of the Act:

“employee”, in relation to a public body, includes a person who performs a service for the public body as an appointee, volunteer, or student or under a contract or agency relationship with the public body.

Volunteers have the same duties and responsibilities as regular employees in relation to privacy issues. This means that Sturgeon Public Schools has a responsibility to inform volunteers about our expectations relating to the protection of personal information and privacy.

Volunteers have the same duties and responsibilities as regular employees regarding sexual, physical and psychological harassment or abuse. In addition to the legal mandate above, it is important that volunteers and school staff realize their general responsibilities in the areas of ethics and confidentiality. Volunteers receive the trust of the students, parents, teachers and administrators of the schools in which they work. An important part of that trust is related to ethics and confidentiality.

Administrative Procedure 315: Volunteers has been updated to include an Exhibit which is an online form that all Volunteers will fill out each year to ensure all volunteers understand their responsibilities and expectations. Historically, it has been the Principal's responsibility to walk all volunteers through expectations, establish guidelines and ensure that school level practices adhere to legislation, all Division policies and administrative procedures. By adding an online form that all volunteers are required to read and consent to each year, the goal is to ensure clear, consistent and concise communication and foster safe, caring and welcoming learning and working environments across the Division.

Administrative Procedure 720: Teacher Staffing, Certification and Placement

Lisa Lacroix, Associate Superintendent, Human Resources presented an update to Administrative Procedure 720: Teacher Staffing, Certification and Placement.

Administrative Procedures are the written directives, procedures and assignment of responsibilities established and approved by the Superintendent that direct the implementation of and achievement of desired outcomes of Board policy, Division Vision, Mission and Values, and the effective operation of the Division ([AP 205 Developing Administrative Procedures](#)).

Administrative Procedures are reviewed and developed on a regularly scheduled basis.

The revisions to Administrative Procedure 720: Teacher Staffing, Certification, and Placement were undertaken as part of the regular review schedule. These changes enhance clarity, streamline processes, and ensure transparency and consistency in teacher staffing, certification, and placement procedures. They are aimed at aligning administrative procedures with current operational needs, ensuring compliance with relevant laws, and maintaining fairness and efficiency within the Division's human resources practices.

Additionally, with the introduction of MyBudgetFile, the processes for yearly staff planning have been slightly modified, and these updates are reflected in the revised Administrative Procedure 720: Teacher Staffing, Certification, and Placement.

Meeting recessed for lunch at 11:59 a.m. Meeting resumed at 12:45 p.m.

Reports from Trustees and Standing Committees

Chair's Report

Below is the Chair's submitted report.

Chair Oatway-McLay (Cardiff/Garrison)

Chair Oatway-McLay reported that she attended:

- Agenda Review Meeting (Nov. 21 & Nov. 29)
- ASBA FGM (Nov. 18 & Nov. 19)
- Audit Committee Meeting (Nov. 20)
- Committee of the Whole (Nov. 6 & Nov. 27)
- Guthrie School Council (Nov. 4)
- Guthrie School Remembrance Day Ceremony (Nov. 8)
- Public Board Meeting (Nov. 27)
- St. Albert Chamber of Commerce (Nov. 13)

Trustees' Reports

Below are the submitted Trustee Reports.

Trustee Briggs (Bon Accord/Legal)

Trustee Briggs reported that she attended:

- Audit Committee Meeting (Nov. 20)
- Bon Accord School Council Meeting (Nov. 26)
- Committee of the Whole (Nov. 6 & 27)
- Lilian Schick School Council Meeting (Nov. 27)
- Meeting Bon Accord Community School (Nov. 25)
- Meeting at Legal Public (Nov. 5)
- Morinville Traffic Lights Activation (Nov. 22)
- Public Board Meeting (Nov. 27)
- Redwater Awards Ceremony (Nov. 7)
- Sturgeon County Division 5 and 6 Community Meeting (Nov. 20)

Trustee Buga (Morinville Area)

Trustee Buga reported that she attended:

- Agenda Review Meeting (Nov. 29)
- ASBA Awards Night (Nov. 17)
- ASBA FGM (Nov. 18 & Nov. 19)
- ASBA Learning Session (Nov. 26)
- Audit Committee Meeting (Nov. 20)
- Committee of the Whole (Nov. 6 & Nov. 27)
- Four Winds School Council (Nov. 5)
- Learning Centre Advisory Committee (Nov. 27)

- MPS Winter Concert (Nov. 28)
- MPS School Council (Nov. 4)
- Public Board Meeting (Nov. 27)
- Redwater Awards (Nov. 7)
- Remembrance Day MPS/Four Winds (Nov. 8)
- Rural Caucus Meeting (Nov. 17)
- SCHS Awards Ceremony (Nov. 21)
- SCHS School Council (Nov. 25)

Trustee Dwyer (Alcomdale/Villeneuve Area)

Trustee Dwyer reported that he attended:

- Audit Committee Meeting (Nov. 20)
- Camilla Volleyball Championships
- Committee of the Whole (Nov. 6 & Nov. 27)
- Morinville Traffic Lights Activation (Nov. 22)
- Public Board Meeting (Nov. 27)
- Remembrance Day Ceremony at Camilla School (Nov. 8)
- Rotary Meetings

Trustee Gibbons (Gibbons/Lamoureux)

Trustee Gibbons reported that she attended:

- Audit Committee Meeting (Nov. 20)
- Committee of the Whole (Nov. 6 & Nov. 27)
- Gibbons School, School Council Meeting (Nov. 4)
- Public Board Meeting (Nov. 27)
- Remembrance Day - Gibbons School and Landing Trail School (Nov. 8)
- SCHS Awards Ceremony (Nov. 21)

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

Trustee Murray-Elliott reported that she attended:

- Audit Committee, Financial Statements Review (Nov. 20)
- Committee of the Whole Meeting (Nov. 6 & Nov. 27)
- PSBC - Council Meeting (Nov. 16)
- PSBC - PD (Nov. 15)
- Public Board Meeting (Nov. 27)
- Redwater School Awards Ceremony (Nov. 7)
- Remembrance Day Ceremony, Sturgeon Heights School (Nov. 8)
- School Council, Sturgeon Composite High School (Nov. 25)
- School Council, Sturgeon Heights School (Nov. 18)
- Sturgeon Composite High School Awards Ceremony (Nov. 21)

Trustee Pequin (Redwater/Coronado Area)

Trustee Pequin reported that she attended:

- ASBA FGM (Nov. 17-19)
- Audit Committee Meeting (Nov. 20)
- Committee of the Whole (Nov. 6 & Nov. 27)
- Ochre Park School Council (Nov. 5 & Nov. 14)
- Public Board Meeting (Nov. 27)
- Redwater School Awards Ceremony (Nov. 7)
- Redwater School, School Council (Nov. 19)

Committee of the Whole

The Board of Trustees received as information, the approved minutes of the meeting from the October 23, 2024, Committee of the Whole meeting and the unapproved minutes of the meeting from the November 6, 2024, and November 20, 2024, Committee of the Whole meetings.

Policy Committee

No update was provided.

Reports from Special Committees/Task Groups

Alberta School Boards Association Representative

Trustee Buga shared a verbal report.

Public School Boards Associate of Alberta Representative

Trustee Murray-Elliott shared a verbal report.

Rotary Report

Trustee Dwyer shared a verbal report.

Chamber of Commerce Meetings

Trustee Buga and Chair Oatway-McLay shared verbal reports.

Community Services Advisory Board

Trustee Briggs shared a verbal report.

Rural Caucus Update

Trustee Buga shared a verbal report.

Unfinished Business

No unfinished business.

Comment and Question Period

No comments or questions from the public.

In Camera

[091/2024 - Moved by Trustee Briggs](#) that the Board of Trustees move to In Camera at 1:07 p.m.

CARRIED UNANIMOUSLY

Meeting recessed for break at 1:07 p.m. Meeting resumed at 1:13 p.m.

Meeting recessed for break at 2:40 p.m. Meeting resumed at 2:48 p.m.

[092/2024 - Moved by Trustee Briggs](#) that the Board of Trustees revert to a public meeting at 3:02 p.m.

CARRIED UNANIMOUSLY

[093/2024 - Moved by Trustee Buga](#) that the Board of Trustees approve the Trustee Membership for the CUPE Negotiations Committee for the remainder of the 2024-2025 school year to: Trustee Murray-Elliott, Trustee Briggs and Trustee Gibbons.

CARRIED UNANIMOUSLY

Adjournment

Trustee Gibbons adjourned the meeting at 3:03 p.m.

Chair

Date

Associate Superintendent,
Corporate Services



Date: December 18, 2024 **Agenda Item:** 7.1

To: Board of Trustees

From: Shawna Warren, Superintendent

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

Subject: **Bylaw 02-2024: To Require Criminal Record Checks for Trustee Nominations**

Recommended Motion:

THAT the Board of Trustees approve the proposed Bylaw 02-2024 - to Require Criminal Record Checks for Trustee Nominations, at the first readings in this meeting in order to Require Criminal Record Checks for Trustee Nominations.

THAT the Board of Trustees approve the proposed Bylaw 02-2024 at the second readings in this meeting in order to Require Criminal Record Checks for Trustee Nominations.

THAT the Board of Trustees approve the third reading of proposed Bylaw 02-2024 to Require Criminal Record Checks for Trustee Nominations at this meeting.

THAT the Board of Trustees approve the proposed Bylaw 02-2024 at the third readings in this meeting in order to Require Criminal Record Checks for Trustee Nominations.

Background:

The *Municipal Affairs Statutes Amendment Act* (Bill 20) came into force on October 31, 2024. One of the amendments to the *Local Authorities Election Act* made in the *Municipal Affairs Statutes Amendment Act* allows for boards to require criminal record checks. An elected authority, by a bylaw passed prior to December 31 of the year before a year in which a general election is to be held, may require a person seeking to be nominated as a candidate to provide a criminal record check.

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

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

- COMPETENCY:** (6) School Authority Operations and Resources
- INDICATORS:** a. providing direction on fiscal and resource management in accordance with all statutory, regulatory and school authority requirements.



COMPETENCY: (7) Supporting Effective Governance
INDICATORS: e. ensuring that the board’s fiscal and resource management is in accordance with all statutory, regulatory and board requirements.

Governance Implications:

[Education Act](#)

Elections and Trustees
Procedure for elections
73 ALL

(b) Votes on bylaws or money bylaws

Held pursuant to this Act are to be governed by this Act and the *Local Authorities Election Act*.

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

As elected representatives of the community, the Board of Trustees is held accountable through the Education Act. The Board provides overall direction and leadership to the Division. The Board is a corporate entity and exercises its authority through a democratic process and always models a culture of respect and integrity.

Administration is prepared to respond to questions at the December 18, 2024, Public Board meeting.

Attachment(s):

1. Bylaw 02-2024 - Require Criminal Record Checks for Trustee Nominations

THE STURGEON PUBLIC SCHOOL DIVISION

BYLAW NO. 02-2024

A BYLAW TO REQUIRE CRIMINAL RECORD CHECKS FOR TRUSTEE NOMINATIONS

Preamble

Section 21.1 of the *Local Authorities Election Act* allows an elected authority to, by bylaw passed prior to December 31 of the year before a year in which a general election is to be held, require a person seeking to be nominated as a candidate to provide a criminal record check;[MS2]

Section 28 of the *Local Authorities Election Act* provides that

- (a) a returning officer shall not accept for filing a nomination that is not accompanied with a criminal record check required by bylaw,
- (b) at any time after the commencement of the nomination period until the term of office to which the filed nomination papers relate has expired, a person may request to examine the filed nomination papers during regular business hours and in the presence of the returning officer, deputy, or secretary, and
- (c) a filed nomination paper must be made available in a partial or redacted form as necessary, but the results of the criminal record check must not be withheld or redacted except to ensure that the mailing address of the candidate and of the candidate's official agent is not disclosed;[MS3]

The Board of Trustees of The Sturgeon Public School Division deems it advisable to require a person seeking to be nominated to provide a criminal record check with their nomination;[MS4]

The Board of Trustees of The Sturgeon Public School Division enacts:

Title

1. This bylaw may be cited as the "Criminal Record Check Bylaw."

Definitions

- 2.

(1) Unless otherwise specified, words used in this bylaw will have the same meaning as defined in the *Local Authorities Election Act*.

(2) In this bylaw:

(a) “criminal record check” means a check conducted by a police service in Alberta^[MS6], which must include results of both local and national records including charges and convictions.^[MS7]

Criminal Record Check

3. Every nomination of a candidate for the office of trustee must be accompanied with a criminal record check issued no earlier than 90 calendar days prior to the date the nomination is submitted.

Effective Date

4. This bylaw comes into force on the day it is passed.

Read a first time on December 18, 2024;

Read a second time on December 18, 2024;

Read a third time on December 18, 2024;

SIGNED AND PASSED December 18, 2024.

BOARD CHAIR

ASSOCIATE SUPERINTENDENT
CORPORATE SERVICES



Date: December 18, 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

Subject: **Alternative Programs Report - December 2024**

Background:

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

The Alternative Programs Report provides an overview of the wide variety of program options that students may access through the Sturgeon Public School Division.

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

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

COMPETENCY: (3) Visionary Leadership
INDICATORS: a. ensuring that the vision is informed by research on effective learning, teaching and leadership;
 b. promoting innovation and continuous improvement by building structures and developing strategies to support staff in professional collaboration; and
 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; and
 f. respecting cultural diversity and appreciating differing perspectives expressed in the school community.

COMPETENCY:	(7) Supporting Effective Governance
INDICATORS:	c. ensuring that all students in the school authority have the opportunity to meet the standards of education set by the Minister of Education; and d. ensuring that the board's plans, resource allocations, strategies and procedures lead to the achievement of its goals and priorities.

Governance Implications:[Education Act](#)

Preamble

WHEREAS the Government of Alberta recognizes the importance of enabling high quality and socially engaging learning opportunities with flexible timing and pacing through a range of learning environments to meet diverse student needs and to maximize student success.

Diversity and respect

16(1) All courses or programs of study and instructional materials used in a school must reflect the diverse nature and heritage of society in Alberta, promote understanding and respect for others and honour and respect the common values and beliefs of Albertans.

Alternative programs

19 (4) A board that offers an alternative program shall continue to offer an education program consistent with the requirements of this Act and the regulations to those students not enrolled in the alternative program.

Off-campus education programs

22(1) A board may provide off-campus education programs for its students.

Board responsibilities

33(1) A board, as a partner in education, has the responsibility to
(a) deliver appropriate education programming to meet the needs of all students enrolled in a school operated by the board and to enable their success.

[Policy 105: Vision, Mission and Values](#)

VISION

Sturgeon Public School Division: where, through a well-rounded education, students are motivated and supported to pursue their unique path to future success.

VALUES

Learning choices. One size does not fit all. We recognize that to prepare students for their futures, we must meet their diverse needs along the way.

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

The Board believes in the importance of, and is committed to, establishing, and maintaining a welcoming, inclusive, equitable, safe, and healthy environment that respects diversity and fosters a sense of belonging.

The Board believes that all members of the school community, including students, staff members, and community members, have the right to learn, work and volunteer in environments that respect: equity, diversity, inclusion, and human rights. Such environments create the conditions where everyone can prosper.

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

Education Planning and Programming

The Board shall deliver appropriate education programming to meet the needs of all students enrolled in a school operated by the Board and to enable their success.

Stakeholder Engagement and Communication

8. Make informed decisions that consider community values and represent the interests of the entire Division.

9. Promote the schools' programs which reflect the needs and desires of the community.

[Administrative Procedure 845: Off-Campus Education](#)

PURPOSE

Sturgeon Public Schools supports and promotes off-campus education programs and believes that school/community partnerships provide opportunities for students to gain practical workplace experiences that enable successful transition from school to careers.

[Administrative Procedure 855: Alternate Programming and Learning Opportunities](#)

PURPOSE

While the instructional needs for most students are accommodated within the Division's schools, the learning needs of some students may be provided in an alternate learning environment or program.

Decisions regarding student placement shall involve the parent/guardian and student, teacher, the school Principal and the Director, Learning Support, and shall consider, but not be limited to, the following:

- Programming needs of the student;
- Programming options available, and
- Student and parent/guardian preferences.



Administration is prepared to respond to questions at the December 18, 2024, Public Board meeting.

Attachment(s):

1. Alternative Program Report December 2024



Alternative Programming Report 2024

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

[Connection with Careers The Next Generation](#)

[Dual Credit](#)

[Successes with Dual Credit](#)

[Green Certification](#)

[Program Expansion and Partnership Growth](#)

[Community Outreach Plan](#)

[Off-Campus Program Expansion](#)

[Summer School \(2024\)](#)

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

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

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

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

Program Staffing

- 0.3 FTE Off-Campus School Coordinator at SCHS

Current Off-Campus Enrolment

- 57 Work Experience students during the year so far.
- 17 RAP students so far

These numbers will increase in the second semester

Summer School Off-Campus Enrolment

- 49 students (32 - Work Experience, 17 RAP)





There are varying types of job placements throughout the county and municipalities. (ie: mechanic shops, hair stylists, restaurants, grocery stores, landscaping, butcher shops, industries including Pembina, Dow, golf courses, hospitals, retail shops, family farms, oil change shops, and recreation centers)

Connection with Careers The Next Generation

Secondment

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

Dual Credit

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

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

Alberta Education Dual Credit Grants

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

1. Dual Credit Start Up Grant (program specific)
2024-25 SPS received \$50,000 - this goes to pay tuition and facilitate implementation of new programming (Culinary Arts - SAIT). If not used in the first year, the remaining funds are carried over to continue growth in the program.
2. Dual Credit Enhancement Grant - purchase of new equipment or upgrade facilities to meet industry standards and better connect students to today's workforce.





2024-25 SPS received \$100,000 - a large portion to be used to enhance the Automotives shop at SCHS, as well as continue the Dual credit Welding 1000 program through NAIT, and support student tuition for courses within the current agreements.

Successes with Dual Credit

Partnership with NAIT and Welding Cohort

The first cohort began in February of the 2022-23 school year. The cohort has continued through this school year and the 5th group of students will start on February 4th. This will mean the program will have had 75 students thus far registered in the cohort.

Collaboration with Other School Divisions

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

Green Certification

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

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

Enrolment: Last year, there were 4 students enrolled in Green Certificate. So far this year, there are five students enrolled in the Green Certificate Program. The off-campus team has been working on ways to entice students into enrolling. External testing takes place with this certificate. The Division is connected with Lakeland College which is assigned to the region for the testing. Most of the testing takes place in Westlock. Parents commit to ensuring transportation for this.

Students who are in 4-H can also register in the Green Certificate 4H Projects each fall.





The program is flexible and students can register at any time during the school year. There are ample opportunities for high school credit with this program and we will work to make it more accessible to students.

Program Expansion and Partnership Growth

Community Outreach Plan

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

- September - St. Albert Chamber
- November 2024 February 2025 - meetings with the Town of Redwater, Sturgeon County, and regional businesses either directly or through career fairs.

Off-Campus Program Expansion

Building Futures Foundation of Alberta

Building Futures Foundation of Alberta is a not-for-profit organization that works with schools and home builders to allow students to experience a variety of trades through the construction of a house from start to finish. Classes are set up in the garage for core subjects and students work in groups with tradespeople on site. Currently, the program is in operation in Rocky View School Division, Parkland School Division and St. Albert Public Schools.

Building Future Foundation of Alberta has been able to find a builder to partner up with Sturgeon Public Schools for this exciting venture. Recruitment for the program will start in January 2025 with the first cohort of students starting in September 2025. The plan is for 24 Sturgeon Public Students to be completing their Grade 10 school year on site while building a home.

Summer School (2024)

Sturgeon Public Schools offers a robust summer school program each year. Students may choose to take courses during the summer for a variety of reasons, including to improve academic results, achieve needed credits toward graduation, or create room for other courses during the year. All courses are done through modules and Google Classroom, with students able to connect with teachers at Sturgeon Composite High School for support. An





exception to this is the Physical Education offerings, which are in-person and field trip-based.

Student Enrolment

Year	Total Number
2023-2024	354
2022-2023	336
2021-2022	244

Student Course Enrolment

Year	Total Number	Total Credits Earned
2023-2024	561	1416
2022-2023	499	1592
2021-2022	377	1252

Sturgeon Learning Centres and Sturgeon Public Virtual Academy

Learning Centres

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

Sturgeon Public Virtual Academy

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



**Enrolment for 2024 - 2025**

SLC - 132 (Grade 8 - 1, Grade 9 - 2, Grade 10 - 11, Grade 11 - 23, Grade 12 - 95)
SPVA - 7 (Grade 8 - 3, Grade 9 - 4)
Home School - 19

Concurrent Enrolment in Learning Centres

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

- Redwater
 - 12 students with a total of 14 course enrolments (13 unique courses)
- SCHS
 - 19 students with a total of 20 course enrolments (15 unique courses)

These numbers usually increase in the second semester

Staffing Program Staffing

1 Administrative Assistant	3.75 Teachers
0.8FTE Educational Assistant	0.3 Counselor
	1 Principal

Successes

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

Staff undergoes continuous development, receiving training in Universal Design for Learning, and outcome-based reporting. The flexibility of programming allows for one-on-one meetings with students and parents at their convenience, though the team acknowledges the challenge posed by the significant ratio of students to staff. The Division takes pride in its adaptability, ensuring that the flexible programming meets students where they are in their academic journey.

Challenges

A significant hurdle is managing the number of courses assigned to each teacher, spanning both junior high and high school levels. Staff assignments become a complex task due to the fluctuating number of courses and students, requiring careful tracking of concurrent students and the handling of bulk submissions.



**Other Comments on Learning Centres:**

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

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

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





Date: December 18, 2024 **Agenda Item:** 8.2

To: Board of Trustees

From: Shawna Warren, Superintendent

Originator(s): Jonathan Konrad, Deputy Superintendent, Education Services
Shelley Greenwood, Director, Learning Services

Subject: **Mental Health in Schools (MHIN) Pilot Project - Final Report**

Background:

The Mental Health in Schools Pilot Project, funded by Alberta Education, aimed to enhance student mental health and well-being through a \$50 million investment in 79 two-year initiatives across the province. The project supported school authorities in strengthening a continuum of mental health supports, emphasizing prevention, early intervention and collaboration with community partners to ensure barrier-free access to services.

Sturgeon Public Schools participated in this initiative, supporting 1,107 students across five schools in Bon Accord, Legal and Gibbons. The pilot focused on daily Social Emotional Learning (SEL) lessons, structured regulation activities, positive playgroups, and school-wide initiatives to foster mental wellness. Community collaborations and out-of-school programming during breaks were integral to the project, offering safe and inclusive opportunities for students and families.

The Division hired four full-time mental health coaches, known as Mindful Mentors, one for each of the schools, with two of the smallest schools sharing a mental health coach between them in the communities of Bon Accord and Legal. Mindful Mentors focus on promoting positive mental health while teaching skills to prevent mental health crises. They provide sessions during Professional Learning Days, Fall and Spring Break and Summer vacation. During these times, they connect with community supports through Family Community Support Services (FCSS) and community recreation coordinators to build relationships with partners, enhancing the sustainability of mental health supports post-pilot. These partnerships have been crucial for advancing positive mental health in rural areas. Mindful Mentors link our communities with surrounding areas for further support, such as the Families First Society, Boys and Girls Clubs and other agencies that promote safety and mental health. Establishing these supports in our communities is essential for developing sustainable programs for families and youth.

Despite challenges such as limited rural resources, transient populations and the residual effects of COVID-19, the pilot has successfully demonstrated the value of integrated mental health supports. Continued investment in such initiatives is essential to sustaining progress

and addressing ongoing needs. This pilot project ends in June 2025. The attached report provides further details and outcomes for the Board's review.

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; and
e. establishing constructive relationships with students, staff, school councils, parents/guardians, employee organizations, the education ministry and other stakeholder organizations. |
| COMPETENCY: | (4) Leading Learning |
| INDICATORS: | b. providing learning opportunities, based on research informed principles of effective teaching, learning and leadership, to support building the capacity of all members of the school community to fulfill their educational roles; and
e. ensuring that staff have access to resources, programs and expertise to support them in meeting their professional responsibilities and in addressing the learning needs of all students. |
| COMPETENCY: | (6) School Authority Operations and Resources |
| INDICATORS: | a. providing direction on fiscal and resource management in accordance with all statutory, regulatory and school authority requirements; and
e. establishing data-informed strategic planning and decision-making processes that are responsive to changing contexts. |
| COMPETENCY: | (7) Supporting Effective Governance |
| INDICATORS: | b. ensuring that all students and staff are provided with a welcoming, caring, respectful and safe learning environment that respects diversity and fosters a sense of belonging. |

Governance Implications:

[Education Act](#)

Board responsibilities

33(1) A board, as a partner in education, has the responsibility to

- (a) deliver appropriate education programming to meet the needs of all students enrolled in a school operated by the board and to enable their success,
- (b) be accountable and provide assurances to students, parents, the community and the Minister for student achievement of learning outcomes,
- (c) provide, where appropriate, for the engagement of parents, students, staff and the community, including municipalities and the local business community, in board matters, including the board's plans and the achievement of goals and targets within those plans,
- (d) ensure that each student enrolled in a school operated by the board and each staff member employed by the board is provided with a welcoming, caring, respectful and safe learning environment that respects diversity and fosters a sense of belonging,
- (e) provide a continuum of supports and services to students that is consistent with the principles of inclusive education,
- (f) 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,

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

The Board believes in the importance of, and is committed to, establishing, and maintaining a welcoming, inclusive, equitable, safe, and healthy environment that respects diversity and fosters a sense of belonging.

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

Stakeholder Engagement and Communication

- 7. Establish processes to engage the community and stakeholders in a dialogue about Division programs and future planning.
- 8. Make informed decisions that consider community values and represent the interests of the entire Division.

Supports and Services

- 17. Supports the removal of barriers with learning partners and within learning environments; and
- 18. Develops ongoing relationships with government, school and system leaders, families and community partners to strengthen and renew their understanding, skills and abilities to create flexible and responsive learning environments

[Administrative Procedure 716: Comprehensive School Health](#)

Comprehensive School Health is an integrated approach that provides students and staff with opportunities to observe and learn positive health attitudes and behaviours. It includes a broad spectrum of programs, activities, partnerships and services that take place in

schools and communities in order to enhance health and build productive and satisfying relationships across their community.

Administration is prepared to respond to questions at the December 18, 2024, Public Board meeting.

Attachment(s):

1. Final Report - Submitted to Alberta Education on November 29, 2024.



Mental Health in Schools Pilot First Call Final Report

Due: December 1st, 2024

Name of Primary Organization: **Sturgeon Public School Division**

Name of Partner Organization: n/a

Name of Person Completing the Report: Shelley Greenwood

Contact Information (Email and Phone): sgreenwo@sturgeon.ab.ca | 780-939-4341

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Instructions

- The Mental Health in Schools Pilot Final Report is **due on or before December 1st, 2024**.
- The Final Report is your opportunity to share your progress in the pilots including key learnings and impacts of this work.
- Please ensure that all sections of the form are completed. Please use your proposal submission as a guide to inform progress.
- Please ensure all data and relevant report information is within this document. Do not include reporting information or data in attachments. This document is expected to contain all relevant information and data from your pilot. If you need more space, add additional information to the end of the document. Materials, videos, and/or photos that may support your Final Report can be submitted as attachments, provided they do not contain reporting information.
- Please submit your report as a Microsoft Word document. If it is easier for e-signatures, you can also attach a PDF version with those signatures. However, please ensure there is a copy submitted as a Microsoft Word Document.
- The report should be completed and signed by the authorized representative listed on the original conditional grant agreement or designate.
- Should you require assistance with completing your report, or if you have any related questions, please contact: EDC.MHInSchoolPilot@gov.ab.ca.
- Once completed, please submit your report via email to: EDC.MHInSchoolPilot@gov.ab.ca.

Directions: All sections of the Final Report must be completed. In doing so, multiple means of action and expression may be used to share information (i.e. written, storyboards, pictures, videos, etc.). If means of expression other than writing is used, clearly identify which question(s) asked below are being addressed in the alternate expression.

As stated in the Funding Manual for School Authorities, “School authorities are responsible for ensuring that students have access to a continuum of supports and services, including specialized supports and services, consistent with the principles of inclusive education.” To demonstrate it is meeting this responsibility, the school authority must:

- Identify and report results from related local measures; or
- Provide a succinct description of the related processes and strategies it has implemented and their impact.”

Comprehensive school mental health systems document the provision *and* impact of service and supports.

Section 1: Project Details

1. Provide a succinct description of the supports and services provided to in your Mental Health in Schools Pilot.

1. Promote Mental Wellness in schools through daily interactions with students, weekly Social Emotional Learning (SEL) lessons, positive playgroup programming, daily structured regulation activities, quarterly school wide initiatives and programming during school breaks to promote social emotional skills and mental wellness.
2. Classroom Social Emotional Learning (SEL) presentations
3. SEL groups to further support identified students. These groups target specific social emotional learning skills as identified by teachers, school counselors, admin etc. If necessary, further support is provided/requested. Community collaborations with other agencies to foster healthy relationships among families and promote positive mental wellness and overall wellbeing for students



2. Identify what staff were hired in your Mental Health in Schools Pilot and the FTE and/or any human resources required but not able to be accessed and the reason why.

	On-call	Regularly scheduled	Not available	Option to connect virtually	
				Yes	No
Psychologist	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Social worker	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Mental health therapist	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Child and youth worker	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Designated school authority senior leader responsible for mental health ¹	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Regulated mental health leader ²	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Navigator ³	<input type="checkbox"/>	<input checked="" type="checkbox"/> 2.0 FTE	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Wellness/Learning coaches ⁴	<input type="checkbox"/>	<input checked="" type="checkbox"/> 2.0 FTE	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Elders and knowledge keepers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other professional or paraprofessional (please specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

¹ School authority leaders in this position are senior leaders who engage in continuous learning in supporting mental health in schools and are responsible for the strategic planning, provision and reporting of a mental health continuum of supports and services.

² Mental Health Leader: A regulated mental health professional that coordinates the development and implementation of the board mental health strategy and action plan with the school authority leader.

³ Navigators: To build collaborative relationships with community partners to support barrier free access to available community resources that can provide additional mental health supports to students and their families.

⁴ Wellness/Learning Coaches: Provide support for teachers in moving training to action and continue to build the capacity of staff in universal practices to support mental health.

Section 2: System Impact

Please include responses that will reflect the findings that have occurred over the duration of the project to date.

4. Indicate how much you agree with the following statement:

Your school authority's mental health continuum of supports and services has been enhanced by the pilot?

Agree Somewhat Agree Neutral Somewhat Disagree Disagree

If your answer was *disagree*, *somewhat disagree* or *neutral*, explain why.

Click or tap here to enter text.

If you answer is *agree* or *somewhat agree* please place a check in the box(es) that represents what element was enhanced and at what point of the continuum. (Please refer to [Implementing a Continuum of Supports and Services: A Resource Guide for School and School Authority Leaders](#)).

Elements within a Continuum	Universal (for all students)	Targeted (for some students)	Individualized (for a few students)
Improved Collaborative Structures and Systems	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Improved Assessment Structures and Systems	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Improved Approaches, Interventions and Supports	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Improved Transitions	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Improved Pathways to, through and from services	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Improved Processes and Protocols	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Improved Resources (i.e. Human Resources, Material Resources, etc.)	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

Section 3: Individual Level Impact

5. Thinking about the impact of your pilot on stakeholders (i.e. students, staff, leaders, parents, community):
 - a. Succinctly state the impact of your implemented strategies.
 - b. Identify and report results from related local measures to provide evidence for your statement of impact. Include qualitative and quantitative provincial measures (i.e. AEAM's) if they are appropriate measures of your intended outcome.
 - i. Quantitative data is the value of data in the form of counts or numbers. This data is any quantifiable information that can be used for analysis. Such data may include, but is not limited to, attendance data, referral data, discipline data, survey data, violent threat risk assessment data, etc.
 - ii. Qualitative data is a type of data that is collected and analyzed in a non-numerical form, such as words, images, or observations. It is generally used to gain an in-depth understanding of complex phenomena, such as human behavior, attitudes, and beliefs.
 - c. Succinctly state the impact of your implemented strategies on students, staff, leaders, parents and/or community.

A. Succinctly state the impact of your implemented strategies.

Our Mental Health in Schools Project was centered around 3 communities where students, families and schools indicated significant support was needed to shift from a model of mental illness to a model of mental wellness. The quantitative data, as shown below, shows a very marginalized impact. This is partly because of our data set. The Our School Survey results informed our identification of need in this area, but we did not continue to use the Our School Survey to inform our data past 2023, therefore, as a result, the data shows limited impact.

The Division AEAM results do span the project for 2022-2024, though the final impact will be more accurate in the spring of 2025, which cannot be captured in this final report. What this data informs is the need for continued mental health supports in our communities as an ongoing focus of health. Our schools and communities have benefited from the work of this project and a gap will be evident at the conclusion of this project.

The following illustrates some of the many opportunities our communities experienced through the Mental Health in Schools Project:

1. Increased mental health wellness and awareness;
2. Improved community, school and family relationships through community programming and events;
3. Improved student productivity in school by building relationships, supporting regulation and changing expectations while following a trauma informed approach;
4. Strong collaborations have been created with other agencies supporting a similar population. These collaborations help ALL agencies provide more community activities and events that promote overall well being and foster stronger relationships;
5. Out of school programming has been provided in our communities during school breaks. No other programming was offered in the town of Bon Accord for Fall Break '24 and none will be offered Spring break '25. These programs have provided youth with a positive outlet and opportunities to spend time with peers during school breaks. Programs have been well received;
6. Diverse populations in the community and school are welcomed, respected and engaged in programming; and
7. Students recognize our Mental Health Coaches as a Safe adult in the school and community thereby reinforcing their feelings of being included and accepted.

Contextual Information

Total number of students and schools the pilot supports:

- 1107 students in 5 schools and 3 communities

Town of Bon Accord

- Bon Accord Community School
- Lilian Schick School

Town of Legal:

- Legal Public School*

Town of Gibbons

- Gibbons School
- Landing Trail School

*Legal Public School recently opened and does not have a population large enough to consider the results of their surveys as evidence of their school population - n=1

Age and grade level of students that will receive support and/or service.

- PreK - gr. 9
- 2.8yrs - 15 yrs

B. Identify and report results from related local measures to provide evidence for your statement of impact. Include qualitative and quantitative provincial measures (i.e. AEAM's) if they are appropriate measures of your intended outcome.

Discussed under "D" Below

C. Succinctly state the impact of your implemented strategies on students, staff, leaders, parents and/or community.

All outcomes have been addressed and will continue to evolve with the Mental Health Coaches for the remainder of the 2024-2025 school year:

- Students have strong Mental Health with a low level of anxiety and depression.
- Students treat each other with respect, demonstrating fairness and equity.
- Students feel safe, included, and are connected to caring adults.
- Parents understand what supports and programming are available for their children and students regularly access them to help their learning.
- Students, staff and parents have improved awareness of mental health issues and increased access to evidence informed in-school programming and activities.
- Students, staff and parents understand how to access mental health supports, clinical pathways and mental health services in a timely manner
- Diverse populations in the school and in the community are welcome, respected and engaged in all programming
- Healthy adult-youth connections exist both in school and in the community
- Collaboration is evident between schools, mental health service providers and community partners
- A wrap-around continuum of support is evident in the school and community, identifying and addressing student mental health and wellness needs, including universal and targeted approaches.

- d. How do you know? What evidence supports this? Identify and report results from related local measures to provide evidence for your statement of impact. Include qualitative and quantitative provincial measures (i.e. AEAM's) if they are appropriate measures of your intended outcome.

Qualitative Evidence

- Mental Wellness Support for a grade 7 student has increased motivation and effort. Mental Health Coach does a morning check in to see how the evening was and how the student is feeling at that moment. If needed, student will take a regulation break prior to classes beginning. The student regulates in the gym with mental health for 20 minutes prior to afternoon classes - student has been more successful in the afternoon and is spending less time in the office for disruptive behaviors. Other students have been joining regulation time which has resulted in positive peer interactions and potential for mentorship with elementary students.
- Mental Wellness Support for a grade 5 student has improved time spent in classroom and also arrival time to school in the morning. Implemented a break system - Two 5 minute breaks in the day - one in the morning and one in the afternoon. Initially break spent with Mental Health Coach, but now student takes the 5 minute breaks independently. Student is not asking to go to the bathroom as much, which was resulting in student being away from class 10+ minutes at a time. Student has been late to school all year, but has been arriving on time or close to the bell for consecutive days in November.
- Mental Wellness Support offered to a grade 7 student who needed support to advocate for herself. Student was being verbally and physically bullied by two students. The Mental Health Coach (MHC) spoke with the student and encouraged her to speak to the administration. MHC sat with the student in the first meeting then the student was able to meet with administration alone for the follow up meeting. MHC followed up and discussed how the student was able to overcome her fear and advocate for herself which was an important skill.
- Several students who are feeling overwhelmed, frustrated and/or anxious are taught various regulation strategies depending on the situation.
- Several students at Landing Trail School (K-4) have named MHC as a safe person - an adult in the school that they can always trust and feel comfortable with no matter what. Research shows that children who have a stable and consistent connection to at least one caring adult have better mental health outcomes in the future. Having this safe person acts as a protective factor and reduces the negative impact of various stressors.



Quantitative Evidence

Small Targeted Groups

Program Period	Location	Participants	Notes
Summer 2023	Gibbons M&M	26/week	Many time slots reached the limit of 25 per session.
Summer 2024	Gibbons M&M	61/week	Collaboration with partners led to more elaborate programs.
Summer 2023	Bon Accord (BACS)	43 total	No collaboration with the Town of Bon Accord.
Summer 2024	Bon Accord (BACS)	61 total	Vendors and activities like clown acts, yoga, and pottery were included.
Summer 2023	Legal Public (LPS)	25 total	Partnership with Town of Legal provided free program space.



Social-Emotional Learning (SEL) Programs

Year	School	Details
2023–2024	Landing Trail (LT)	14 Gr. 1–4 classes participated in SEL groups, with 257 students total.
2024–2025	Landing Trail (LT)	Expanded to 16 K–4 classes, reaching 326 students total.
2023–2024	BACS & LPS	Universal supports provided to 10 classrooms (214 students) weekly.
2024–2025	BACS & LPS	37 weekly visits for small groups targeting friendship skills, regulation, anxiety, and social skills (approx. 13 additional participants).

Growth in Out-of-School Programs Participation

School	Program Focus	Participants	Additional Details
LPS	Friendship skills, anxiety regulation	3 students/group	8 groups held in 2023–2024.
BACs	Social skills and regulation groups	144 total	Includes additional 13 students in 2024–2025 due to increased demand.

Community Engagement Events

Event Name	Date	Location	Participants	Description
GLOW Event	Fall 2024	BACs	80	Collaborative event with HYPE and SHINE for parents, children, and staff.
Clown Around Community Day	July 2024	Bon Accord	33 children with many adults	Engaged kids, caregivers, and staff through interactive sessions.
Summer Wrap-Up Event	August 2024	Bon Accord & Legal	100 Bon Accord, 26 Legal	Partnered with various agencies like Zoo 2 U, HYPE, and Families First Society.

Positive Play and Morning Regulation Activities

Activity	Frequency	Participants/Session	Notes
Positive Playgrounds	93 sessions (2023–24)	12 daily	Focused on lunchtime activities to enhance peer interactions.
Morning Regulation	76 sessions (2023–24)	18 daily (average)	Drop observed in participation this year.

Community Programs Impact

Program/Event	Frequency	Participants	Notes
ROCK & Talk Lunch Recess	Weekly (2023–2024)	9 students	Focused on fostering peer connections.
Community Supper & Game Nights	Bi-annual (2024)	15 families	Included a diverse audience ranging from children to elderly participants.



Local Measures Considered in the Pilot – OUR SCHOOL STUDENT SURVEY

- anxiety

Colour Key for the Data Change Below

Increase

No Change

Decrease <5%

Decrease >5%

2022 Data	2023 Comparison Data - our Division did not do the Our School Survey in Spring of 2024 for comparison data
<p>February 2022 OurSchool Survey Results on Anxiety</p> <p>Canadian Norms for Anxiety from 2017-2018 Grades 4-6</p> <ul style="list-style-type: none"> • 22% of students had moderate to high levels of anxiety. • 26% of girls and 18% of boys report moderate to high levels of anxiety. <p>Grades 7-12</p> <ul style="list-style-type: none"> • 26% of students had moderate to high levels of anxiety. • 35% of girls and 16% of boys report moderate to high levels of anxiety. <hr/> <p>Division Results for Grades 4 to 6</p> <ul style="list-style-type: none"> • 36% of students in this district had moderate to high levels of anxiety. • 56% of the girls and 21% of the boys in this district had moderate to high levels of anxiety. <p>Division Results for Grades 7 to 12</p> <ul style="list-style-type: none"> • 41% of students in this district had moderate to high levels of anxiety. • 56% of the girls and 21% of the boys in this district had moderate to high levels of anxiety. <p>Bon Accord School Results Grade 4</p> <ul style="list-style-type: none"> • 21% of students in this school had moderate to high levels of anxiety. 	<p>February 2023 OurSchool Survey Results on Anxiety</p> <p>Canadian Norms for Anxiety from 2017-2018 Grades 4-6</p> <ul style="list-style-type: none"> • 22% of students had moderate to high levels of anxiety. • 26% of girls and 18% of boys report moderate to high levels of anxiety. <p>Grades 7-12</p> <ul style="list-style-type: none"> • 26% of students had moderate to high levels of anxiety. • 35% of girls and 16% of boys report moderate to high levels of anxiety. <hr/> <p>Division Results for Grades 4 to 6</p> <ul style="list-style-type: none"> • 34% of students in this district had moderate to high levels of anxiety. • 41% of the girls and 24% of the boys in this district had moderate to high levels of anxiety. <p>Division Results for Grades 7 to 12</p> <ul style="list-style-type: none"> • 44% of students in this district had moderate to high levels of anxiety. • 61% of the girls and 23% of the boys in this district had moderate to high levels of anxiety. <p>Bon Accord School Results Grade 4</p> <ul style="list-style-type: none"> • 43% of students in this school had moderate to high levels of anxiety.

<ul style="list-style-type: none"> • 20% of the girls and 19% of the boys in this school had moderate to high levels of anxiety. <p>Landing Trail School Results Grade 4</p> <ul style="list-style-type: none"> • 21% of students in this school had moderate to high levels of anxiety. • 17% of the girls and 26% of the boys in this school had moderate to high levels of anxiety. <p>Lilian Schick School Results Grades 5-6</p> <ul style="list-style-type: none"> • 39% of students in this school had moderate to high levels of anxiety. • 50% of the girls and 27% of the boys in this school had moderate to high levels of anxiety. <p>Lilian Schick School Results Grades 7-9</p> <ul style="list-style-type: none"> • 53% of students in this school had moderate to high levels of anxiety. • 72% of the girls and 31% of the boys in this school had moderate to high levels of anxiety. <p>Gibbons School Results Grades 5-6</p> <ul style="list-style-type: none"> • 40% of students in this school had moderate to high levels of anxiety. • 58% of the girls and 23% of the boys in this school had moderate to high levels of anxiety. <p>Gibbons School Results Grades 7-8</p> <ul style="list-style-type: none"> • 42% of students in this school had moderate to high levels of anxiety. • 56% of the girls and 23% of the boys in this school had moderate to high levels of anxiety. 	<ul style="list-style-type: none"> • 31% of the girls and 42% of the boys in this school had moderate to high levels of anxiety. <p>Landing Trail School Results Grade 4</p> <ul style="list-style-type: none"> • 37% of students in this school had moderate to high levels of anxiety. • 40% of the girls and 36% of the boys in this school had moderate to high levels of anxiety. <p>Lilian Schick School Results Grades 5-6</p> <ul style="list-style-type: none"> • 34% of students in this school had moderate to high levels of anxiety. • 35% of the girls and 31% of the boys in this school had moderate to high levels of anxiety. <p>Lilian Schick School Results Grades 7-9</p> <ul style="list-style-type: none"> • 38% of students in this school had moderate to high levels of anxiety. • 63% of the girls and 14% of the boys in this school had moderate to high levels of anxiety. <p>Gibbons School Results Grades 5-6</p> <ul style="list-style-type: none"> • 36% of students in this school had moderate to high levels of anxiety. • 46% of the girls and 27% of the boys in this school had moderate to high levels of anxiety. <p>Gibbons School Results Grades 7-8</p> <ul style="list-style-type: none"> • 43% of students in this school had moderate to high levels of anxiety. • 68% of the girls and 24% of the boys in this school had moderate to high levels of anxiety.
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AEAM Considered in the Pilot

- welcoming, caring, respectful and safe (WCRSLE).
- access to the appropriate supports and services at school

Key for the Data Change Below

Increase

No Change

Decrease <5%

Decrease >5%

Results - SPRING 2022	Results - SPRING 2024
<p>Spring 2022 Results for the Alberta Education Assurance Measures (AEAMs)</p> <p>Provincial results for the percentage of teachers, parents and students who agree that their learning environments are welcoming, caring, respectful and safe (WCRSLE).</p> <ul style="list-style-type: none"> • 90.6% 4-6 Parents • 85.0% 7-9 Parents • 82.2% 10-12 Parents • 80.9% 4-6 Students • 76.4% 7-9 Students • 75.9% 10-12 Students • 95.3% 4-6 Teachers • 91.2% 7-9 Teachers • 90.9% 10-12 Teachers <p>Division results for the percentage of teachers, parents and students who agree that their learning environments are welcoming, caring, respectful and safe (WCRSLE).</p> <ul style="list-style-type: none"> • 90.0% 4-6 Parents • 88.5% 7-9 Parents • 71.8% 10-12 Parents • 80.7% 4-6 Students • 75.3% 7-9 Students • 69.5% 10-12 Students • 96.9% 4-6 Teachers • 92.2% 7-9 Teachers • 83.8% 10-12 Teachers <p>Bon Accord School Results</p> <ul style="list-style-type: none"> • 96.2% Parents • 81.7% Students • 94.3% Teachers 	<p>Spring 2024 Results for the Alberta Education Assurance Measures (AEAMs)</p> <p>Provincial results for the percentage of teachers, parents and students who agree that their learning environments are welcoming, caring, respectful and safe (WCRSLE).</p> <ul style="list-style-type: none"> • 89.5% 4-6 Parents • 83.2% 7-9 Parents • 80.4% 10-12 Parents • 77.8% 4-6 Students • 72.6% 7-9 Students • 75.3% 10-12 Students • 93.3% 4-6 Teachers • 88.9% 7-9 Teachers • 90.1% 10-12 Teachers <p>Division results for the percentage of teachers, parents and students who agree that their learning environments are welcoming, caring, respectful and safe (WCRSLE).</p> <ul style="list-style-type: none"> • 88.7% 4-6 Parents • 77.1% 7-9 Parents • 75.7% 10-12 Parents • 83.2% 4-6 Students • 67.8% 7-9 Students • 75.2% 10-12 Students • 96.5% 4-6 Teachers • 90.4% 7-9 Teachers • 88.3% 10-12 Teachers <p>Bon Accord School Results</p> <ul style="list-style-type: none"> • 85.0% Parents • 87.1% Students • 98.1% Teachers

<p>Landing Trail School Results</p> <ul style="list-style-type: none"> ● 88.1% Parents ● 70.4% Students ● 99.2% Teachers <p>Lilian Schick School Results</p> <ul style="list-style-type: none"> ● 95.2% Parents ● 66.5% Students ● 98.9% Teachers <p>Gibbons School Results</p> <ul style="list-style-type: none"> ● 76.6% Parents ● 73.0% Students ● 91.2% Teachers <p>-----</p>	<p>Landing Trail School Results</p> <ul style="list-style-type: none"> ● 92.6% Parents ● 84.4% Students ● 95.0% Teachers <p>Lilian Schick School Results</p> <ul style="list-style-type: none"> ● 69.6% Parents ● 59.6% Students ● 91.0% Teachers <p>Gibbons School Results</p> <ul style="list-style-type: none"> ● 69.4% Parents ● 71.9% Students ● 95.2% Teachers <p>-----</p>
<p>Provincial results for the percentage of teachers, parents and students who agree that students have access to the appropriate supports and services at school.</p> <ul style="list-style-type: none"> ● 77.7% 4-6 Parents ● 76.9% 7-9 Parents ● 77.4% 10-12 Parents ● 81.9% 4-6 Students ● 79.7% 7-9 Students ● 78.5% 10-12 Students ● 86.0% 4-6 Teachers ● 88.3% 7-9 Teachers ● 91.2% 10-12 Teachers 	<p>Provincial results for the percentage of teachers, parents and students who agree that students have access to the appropriate supports and services at school.</p> <ul style="list-style-type: none"> ● 75.2% 4-6 Parents ● 74.9% 7-9 Parents ● 76.3% 10-12 Parents ● 79.8% 4-6 Students ● 77.3% 7-9 Students ● 79.1% 10-12 Students ● 83.5% 4-6 Teachers ● 87.4% 7-9 Teachers ● 91.0% 10-12 Teachers
<p>Division results for the percentage of teachers, parents and students who agree that students have access to the appropriate supports and services at school.</p> <ul style="list-style-type: none"> ● 70.6% 4-6 Parents ● 77.0% 7-9 Parents ● 64.3% 10-12 Parents ● 84.9% 4-6 Students ● 81.8% 7-9 Students ● 76.9% 10-12 Students ● 86.4% 4-6 Teachers ● 94.5% 7-9 Teachers ● 91.9% 10-12 Teachers 	<p>Division results for the percentage of teachers, parents and students who agree that students have access to the appropriate supports and services at school.</p> <ul style="list-style-type: none"> ● 77.0% 4-6 Parents ● 62.8% 7-9 Parents ● 69.7% 10-12 Parents ● 86.5% 4-6 Students ● 74.4% 7-9 Students ● 81.5% 10-12 Students ● 97.4% 4-6 Teachers ● 97.1% 7-9 Teachers ● 92.2% 10-12 Teachers

<p>Bon Accord School Results</p> <ul style="list-style-type: none"> • 79.2% Parents • 81.9% Students • 89.3% Teachers <p>Landing Trail School Results</p> <ul style="list-style-type: none"> • 57.3% Parents • 81.3% Students • 94.7% Teachers <p>Lilian Schick School Results</p> <ul style="list-style-type: none"> • 84.2% Parents • 80.4% Students • 100.0% Teachers <p>Gibbons School Results</p> <ul style="list-style-type: none"> • 56.7% Parents • 87.1% Students • 97.8% Teachers 	<p>Bon Accord School Results</p> <ul style="list-style-type: none"> • 85.0% Parents • 87.1% Students • 98.1% Teachers <p>Landing Trail School Results</p> <ul style="list-style-type: none"> • 77.6% Parents • 89.2% Students • 78.2% Teachers <p>Lilian Schick School Results</p> <ul style="list-style-type: none"> • 55.2% Parents • 77.6% Students • 98.8% Teachers <p>Gibbons School Results</p> <ul style="list-style-type: none"> • 65.9% Parents • 82.4% Students • 99.0% Teachers
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e. Indicate how many of the intended outcomes you met as identified in your proposal.

All Most A Few None

If you answered “A Few” or “None”, what would have supported you in achieving the remaining outcomes?



Section 4: Unintended Impacts

Part D: Unintended Impacts

6. Research shows leaders paying attention to and addressing side effects and/or leveraging side effects can be integral to supporting mental health. Unintended impacts are the unexpected outcomes that may accompany an initiative’s main outcomes. They can be positive, negative or neutral. For example, partners providing additional service beyond what was intended can be a positive unintended impact.

List any unintended impacts and identify if they are positive, negative or neutral.

Unintended Impacts	Positive	Negative	Neutral
For children falling in the 11-12 age range, out of school programs have provided an opportunity for developing leadership skills by acting as team leaders and supporting the younger children of the group in activities. On this basis, programs have served to benefit older students in an unexpected way, while also having a positive impact on the group as a whole. This impact was unintended as it was not planned for, but came about organically.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
School Staff changes in attitude toward mental wellness and including those “teachable moments” in their classes, addressing mental health practices	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Community supports following the lead of the Mental Health Coaches in providing programming that addresses positive mental health outcomes and identifying how their programming addresses mental and physical health	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Families having children who come home and discuss their mental wellness opening conversations at home to improve the family dynamic	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Students becoming ambassadors of mental health and championing programming in their schools, requesting programming and outlining the positive impact it will provide	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Community partnerships that were established with other organizations that will be ongoing at the end of this pilot	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Students gaining such confidence in self-advocacy that they have changed the course of their junior high experience through the support of the Mental Health Coaches	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

<p>The clear gap that will be present when the mental health coaches have completed their projects - it takes far more time to build impact and momentum for continuation of programming beyond the lead of the mental health coaches. We have not had enough time for these practices to be embedded in our schools and communities</p>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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Section 5: Promising Practices and Challenges

7. Share one or two key learnings (i.e. promising practices) in relation to your Mental Health in Schools Pilot project.

<ol style="list-style-type: none"> 1. Mindfulness practice in classrooms and in small groups; 2. Open conversations about mental wellness to reduce stigma; 3. Collaborating with school counsellors and Child and Youth workers to ensure wraparound support for students; and 4. Collaboration with other agencies for community events allowed youth to connect with other youth in Sturgeon County, outside of their hometown. These events helped youth build relationships and friendships outside of their own communities. For example, Mental Health Coaches in Bon Accord collaborated with the town of Bon Accord, Redwater Hype Team and Shine for a foam party/glow party event.

8. Share any key challenges or problems of practice you have not been able to successfully overcome. Please state any suggestions you may have on what may be helpful in addressing these challenges.

<ol style="list-style-type: none"> 1. Supporting students in a rural community that were raised with different ideologies (racism, lgbtq2s examples); 2. Limited mental wellness resources and programming in rural communities. 3. Transient population dealing with high levels of trauma, difficulty building strong relationships due to this transiency, limited impact. 4. Residual effects of COVID- this is not just affecting their academics, but their social emotional skills are lacking. 5. Technology- lack of reality, empathy, social skills in our younger children. Continuing to encourage parents to limit screen time, encourage children to practice safe screens, balance screen time/ other activities; and 6. Increased class sizes and budget cuts have added additional stress to schools, staff and students.
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9. Share any other information you feel is important for Alberta Education to know.



Connect

A program for parents and caregivers

Connect is for parents of pre-teens and teens struggling with significant behavioural and mental health issues. It is an opportunity to build a better relationship with your 8-18 year old youth.
Join us for this free 10 week program!



TUESDAY EVENINGS OCT 08- DEC 10
NO PROGRAM NOV 12

SUPPER 5:00- 5:30 PM PROGRAM 5:30-7:00 PM

BON ACCORD COMMUNITY SCHOOL:
HIGHWAY 28, RANGE ROAD 240

FOR MORE INFO PLEASE CALL 780-998-5595 EXT. 221
INTERESTED FAMILIES WILL HAVE AN INTAKE TO SEE IF CONNECT IS A GOOD FIT

FREE MEAL INCLUDED, CHILDCARE AVAILABLE



Section 6: A Shared Responsibility

10. How might the System Support and Policy Branch, Alberta Education, support you in your continued work in enhancing mental health in schools?

Permanently implementing proactive mental health supports in schools, such as mental health coaches. Prevention is more cost effective and sustainable when compared to intervention.

While both prevention and intervention are necessary, investing more in preventative measures is often more cost-efficient in the long run, reducing the need for and costs associated with intensive intervention.

Continued funding for mental health initiatives and mental health coaches is crucial in addressing the mental health issues in society today. Early intervention in mental wellness and Social-Emotional Learning (SEL) is essential because it helps children and young adults develop the skills, they need to manage their emotions, build positive relationships, and make responsible decisions. We must continue to support this early learning in mental wellness to prevent more serious issues from developing later in life. Our work is helping to normalize mental wellness, remove the stigma associated with mental health and create safe, welcoming learning environments. Funding is being used to support intervention with students grade 4 and up, however, we must continue to support our younger students in developing these important skills through these universal supports in school thereby removing the need to have such a large need for individualized servicing.

July 2023, the Premier tasked ministries to work collaboratively. Two of the deliverables in the mandate letter dated July 25th to Minister Nicolaidis were:

- work with the Minister of Seniors, Community, and Social Services to improve testing and educational supports for children with complex needs including children with autism; and
- collaborate with the Minister of Mental Health and Addiction, who is the lead, to expand access to young people struggling with severe mental illness to expand prevention and early intervention mental health support for children and youth that are integrated within schools and communities.

Teachers, School counselors, Administrators, RSW's, CYC's are overwhelmed with the needs of students and families. The mental health crisis we are seeing in this province needs a true team approach – a wrap around approach from multiple agencies, ministries and levels of government. We are on the ground actively trying to foster those collaborations and have seen some progress; however, the leadership of this collaboration needs to come from the government. The government needs to reevaluate the completion of this funding to schools and connect with the other ministries to find shared resources and funds as the need for continued support is still very much required. Curriculum requirements keep increasing, class sizes continue to grow as do the mental health issues with students.

11. Thank you for your commitment in supporting mental health in schools. We welcome any additional comments that would be important to know to strengthen mental health in schools in Alberta.

Community connections were possible with the addition of a mental health coach. They became the school connection for outside agencies that provided additional programming in our communities. Teachers, counselors and administration are unable to make these regular connections because their plates are already full, or in most cases overflowing. Our positions allowed for positive collaborations in our communities for youth and families. Community connections built by the Mental Health Coaches boosted mental wellness for students by improving relationships within their community, providing access to programming and services not readily available in rural communities, and by providing volunteer opportunities.

Thank you for taking the time to complete your Final Report.

As outlined in Section 12(2) of the conditional grant agreement:

Ownership of any Intellectual Property which is developed or produced under this Agreement by the Grant Recipient, its employees or agents, ("New Intellectual Property") shall vest in the Grant Recipient. At termination or conclusion of this Agreement, the Grant Recipient grants a license to the Ministry to use the New Intellectual Property, at no cost to the Ministry.

Ministry use of New Intellectual Property will be limited to:

- a. Copies as needed for Ministry records and accountability purposes.
- b. Internal Ministry use in communications regarding the Project.
- c. Use of New Intellectual Property to inform future or ongoing Ministry activities.

Please share materials, videos, stories and/or photos that may support your Final Report.



Section 7: Statement of Accountability

The statement of accountability for the Mental Health in Schools Final Report is to be signed by the authorized representative listed on the original conditional grant agreement.

As the authorized representative, I hereby declare that all reported activities and budget contained in this Mental Health in Schools Pilot Final Report are true to the best of my knowledge and belief.

Name: Click or tap here to enter text.

Role: Click or tap here to enter text.

Organization: Click or tap here to enter text.

Signature: _____
Authorized representative (primary applicant)

Date: _____

Date: December 18, 2024 **Agenda Item:** 8.3
To: Board of Trustees
From: Shawna Warren, Superintendent
Originator(s): Lisa Lacroix, Associate Superintendent Human Resources
Rita Raposo, Director Human Resources
Subject: **Workplace Safety Report**

Background:

In Section 33 of the Education Act, school boards are required to ensure that each student enrolled in a school operated by the board and each staff member employed by the board is provided with a welcoming, caring, respectful and safe learning environment that respects diversity and fosters a sense of belonging.

The *Occupational Health and Safety (OHS) Act* outlines the Board's obligation to take all reasonable and practical steps to protect the health, safety and welfare of employees. This includes ensuring employees receive adequate training to perform their duties safely and in compliance with health and safety standards.

Similarly, the *Alberta Workers' Compensation Board (WCB) Regulations* mandate the Board to work proactively with employees to prevent workplace injuries. In the event of workplace injuries, the Board is to report promptly and facilitate the employee's safe return to work in either their original position or a suitable alternative.

Sturgeon Public School Division (SPS) is dedicated to fostering a safe, inclusive and healthy working environment for staff, students and the broader school community. Sturgeon Public Schools is committed to adhering to the legislative requirements of both the *Education Act* and the *Occupational Health and Safety (OHS) Act*.

Report Summary:

SPS remains compliant with all relevant legislative requirements and has implemented various programs and practices to maintain the safety and well-being of students, employees and community members across its facilities. The following report provides an overview of these measures and practices that contribute to the safe and supportive environment SPS strives to maintain.

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

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

COMPETENCY: (6) School Authority Operations and Resources

INDICATORS: a. providing direction on fiscal and resource management in accordance with all statutory, regulatory and school authority requirements; and
h. implementing programs and procedures for the effective management of human resources in support of mentorship, capacity building and succession planning.

COMPETENCY: (7) Supporting Effective Governance
INDICATORS: b. ensuring that all students and staff are provided with a welcoming, caring, respectful and safe learning environment that respects diversity and fosters a sense of belonging.

Governance Implications:

Occupational Health and Safety Act

The OHS Act sets out the framework for health and safety in Alberta's workplaces.

Workers' Compensation Regulation

This Regulation contains detailed provisions regarding application of the Workers' Compensation Act.

Policy 110: Welcoming Inclusive, Safe and Healthy Environments

The Board believes in the importance of, and is committed to, establishing, and maintaining a welcoming, inclusive, equitable, safe, and healthy environment that respects diversity and fosters a sense of belonging.

Policy 225: Role of the Board

Safe, Caring, Respectful and Healthy Environments

The Board shall ensure that each student enrolled in a school operated by the Board and each staff member employed by the Board is provided with a welcoming, caring, respectful and safe learning environment that respects diversity and fosters a sense of belonging [Education Act s. 33(1)(d)].

Administrative Procedure 245: Health and Safety

Sturgeon Public Schools recognizes its responsibility for providing services and facilities that will maintain, if not enhance, the physical well-being of students and staff; and awareness of and compliance with the Alberta Occupational Health and Safety Act, Code, and Regulations.

Administration is prepared to respond to questions at the December 18, 2024, Public Board meeting.

Attachment(s):

1. Workplace Safety Report



Workplace Safety Report

Occupational Health and Safety (OHS)

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

The Occupational Health and Safety Act states:

2 The purposes of this Act are

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

Joint Worksite Health and Safety Committee

The Joint Worksite Health and Safety Committee is mandated by the Occupational Health and Safety Act. This committee aims to ensure safety compliance and provide Occupational Health and Safety (OHS) recommendations to the Superintendent.

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



This year the Joint Workplace Health & Safety Committee has 4 new members. The committee consists of:

- Lisa Lacroix - Employer Co-Chair (returning)
- Meagan Kuik - Employee Co-Chair (new)
- Rita Raposo - Secretary (returning)
- Janet Westworth - ATA Representative (new)
- Marguerite Rushworth- CUPE Representative (new)
- Brett Hansen - GEC Representative (new)

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

Each school has at least one Health & Safety Representative. Employees report potential safety issues to the School Health and Safety Representative who forwards on to school administrators, and work orders are subsequently submitted to facilities for resolution. Workers may also refer a complaint directly to the school administrator.

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

OHS Complaints:

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

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

In instances where an anonymous Occupational Health and Safety complaint is lodged, OHS encounters limitations in conducting a specific investigation. The OHS Officer, under such circumstances, examines Sturgeon Public School Division Policies, Procedures, processes, protocols, and relevant documents such as safety manuals and training materials. Upon the conclusion of the investigation, a



comprehensive written report is generated. These reports are shared with both SPS and the Worker Co-chair.

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

Complaints and Investigations Update

We haven't received any complaints/investigations since our last report.

Workers Compensation Board

All work-related injuries must be documented and reported to Human Resources. Any staff member, excluding most teachers, who experiences a work-related injury requiring medical attention, modified duties, or resulting in lost wages, must complete and submit a WCB Report of Injury. Modified duties are available to accommodate staff whenever possible.

WCB Statistics from September 1, 2023 to August 31, 2024

	Employee Injury Reports	WCB – New Claims	OIS Clinic Visits	WCB Employer Claim Costs
ATA	39	1		\$0.00
CUPE	56	10		\$24,469
GEC	10	3		\$418
TOTAL	105	18	0*	\$53,438



All employee injury reports that involve a student are shared with the Director of Learning Services for review and investigation.

We are seeing improvements with our WCB rates, but have a long way to go. Claims affect our rates for three years (ie - claim in 2019 will affect our rates for 2021, 2022 and 2023.)

	2023 Calendar Year	2024 Calendar Year
Ranking	64/64	57/64
Surcharge	90%	23.29%
SPS Rate	\$2.05	\$1.45
Industry Rate	\$1.08	\$1.18
SPS Annual Premiums	\$325,553	\$258,638
Industry Annual Premiums	\$171,511	\$210,478
SPS Claim Costs	\$277,867	\$160,755
Industry Claim Costs	\$106,605	\$109,678

PublicSchoolWORKS

We are currently implementing PublicSchoolWORKS, an online platform designed for safety training, compliance and comprehensive risk management for school staff. This training meets the standards set out by the Alberta Occupational Health & Safety Code.



Date: December 18, 2024 **Agenda Item:** 8.4

To: Board of Trustees

From: Shawna Warren, Superintendent

Originator(s): Jonathan Konrad, Deputy Superintendent, Education Services
Robert Litchfield, Director, Technology Services

Subject: **Transition to Windows 11 for Enhanced Security and Learning**

Background:

In alignment with the Division’s Mission to create safe, respectful and collaborative learning and working environments, this memo outlines the proactive approach to address the upcoming end of support for Windows 10 on October 14, 2025. Unsupported operating systems pose significant security risks, potentially jeopardizing the Division’s efforts to maintain healthy environments where students feel safe, connected and supported in their learning.

To ensure that teaching and learning remain uninterrupted and protected, the team will upgrade all Division devices running Windows to Windows 11. This transition reflects a commitment to excellence in teaching by equipping staff with secure, modern tools that inspire engagement and connection.

Implementation Plan

Recognizing a shared responsibility to provide a strong educational foundation, the Division will implement a structured upgrade schedule. Each location will receive a comprehensive list of devices prior to their scheduled date, allowing for seamless preparation and communication.

Schedule of Upgrades

- **January 12 - 16:** Morinville Public School
- **January 19 - 23:** Camilla School
- **January 26 - 30:** Bon Accord Community School / Oak Hill School
- **February 2 - 4:** Legal Public School/Morinville Colony School
- **February 23 - 27:** Four Winds Public School
- **March 2 - 6:** Gibbons School
- **March 10 - 13:** Legal Public School
- **March 16 - 19:** Ochre Park School
- **March 30 - April 10:** Sturgeon Composite High School
- **April 20 - 24:** Guthrie School
- **April 27 - May 1:** Landing Trail School
- **May 4 - 8:** Lilian Schick School

- **May 11 - 14:** Learning Centres
- **May 19 - 22:** Namao School
- **May 25 - 29:** Redwater School
- **June 2 - 5:** Sturgeon Heights School
- **June 8 - 12:** Central Office and Trustees

Next Steps

Aligned with the Division's Value of communication, the team will provide timely and open updates to staff and administrators throughout the process. An IT team member will be at the school site and available during the Windows upgrade to ensure smooth implementation, minimize disruptions, and address concerns promptly.

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

This report aligns with the [SLOS](#) 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;
e. establishing constructive relationships with students, staff, school councils, parents/guardians, employee organizations, the education ministry and other stakeholder organizations; and
f. facilitating the meaningful participation of members of the school community and local community in decision-making.

COMPETENCY: (6) School Authority Operations and Resources
INDICATORS: a. providing direction on fiscal and resource management in accordance with all statutory, regulatory and school authority requirements;
e. establishing data-informed strategic planning and decision-making processes that are responsive to changing contexts; and
h. implementing programs and procedures for the effective management of human resources in support of mentorship, capacity building and succession planning.

COMPETENCY: (7) Supporting Effective Governance
INDICATORS: b. ensuring that all students and staff are provided with a welcoming, caring, respectful and safe learning environment that respects diversity and fosters a sense of belonging;
j. building the capacity of the board and staff to predict,

communicate and respond to emergent circumstances, including emergency readiness and crisis management, and to political, social, economic, legal and cultural contexts and trends; and
I. facilitating ongoing public communication about the board's operations and the achievement of its goals and priorities.

Governance Implications:[Policy 105: Vision, Mission and Values](#)**MISSION**

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 110: Welcoming Inclusive, Safe and Healthy Environments](#)

The Board believes in the importance of, and is committed to, establishing, and maintaining a welcoming, inclusive, equitable, safe, and healthy environment that respects diversity and fosters a sense of belonging.

[Policy 225: Role of the Board](#)**Education Planning and Programming**

The Board shall 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 s. 33(1)(a)].

Resource Stewardship

The Board shall ensure effective stewardship of the Board's resources.

[Administrative Procedure 865: Information and Communication Technology](#)

To ensure technology is used in the service of learning and supports efficient system administration and operations.

2. The Deputy Superintendent Education Services shall be responsible for the oversight and monitoring of the Division Technology Funding and Evergreening Plan.
 - 2.1 Technology purchases, deployment, installation and associated costs included in the Division's Technology Budget and Evergreening plan are the responsibility of the Division's Technology Services Department.
 - 2.2 The Division's Evergreening Plan includes computing technology for students, teachers, administrators, administrative support and system software.



Administration is prepared to respond to questions at the December 18, 2024, Public Board meeting.

Attachment(s):

Not applicable.

Date: December 18, 2024 **Agenda Item:** 8.5

To: Board of Trustees

From: Shawna Warren, Superintendent

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

Subject: **Building Futures**

Background:

The Government of Alberta has emphasized the importance of enhancing career education opportunities to prepare students for success in Alberta’s growing economy. With significant investments, including \$21.5 million to support the start-up and expansion of career-focused programs, the province is enabling school divisions to align educational initiatives with workforce needs in industries such as skilled trades, aviation, technology and engineering. Minister of Education Demetrios Nicolaides highlighted this priority, stating, *“The demand students have for hands-on, experiential career education programming is growing. Our commitment to expand collegiate programming across the province will connect more students to rewarding career pathways while giving them the skills and abilities they need to be successful after graduation.”*

In response to these provincial priorities, Sturgeon Public Schools is proud to introduce the Building Futures Program in the Fall of 2025. This initiative represents a strategic enhancement of educational offerings, aligning closely with the Division’s mission, vision, values and the goals outlined in our Education Plan.

Program Overview

The Building Futures Program is an innovative educational model that combines academic instruction with experiential learning. Through active participation in the construction of a residential home, students will acquire both practical skills and academic credits necessary for high school graduation. The program is designed to foster critical thinking, collaboration, and problem-solving, offering students real-world applications of their learning within a supportive and structured environment.

Highlights from Similar Programs

Research into comparable programs has demonstrated their effectiveness in engaging students and inspiring career exploration. Notable benefits include:

- A unique opportunity for students to work alongside professional tradespeople, developing practical skills that are transferable to both personal and professional contexts.

- Increased interest in trades-related careers, with a significant proportion of participants pursuing further education or apprenticeships in the construction industry.
- The ability to earn up to 75 credits in a single academic year, providing students with enhanced flexibility in their Grade 11 and 12 schedules.
- A sense of pride and accomplishment among students, as they contribute to the tangible outcome of constructing a home.

Alignment with Provincial and Division Priorities

The Building Futures Program is well-aligned with the Division’s mission to create collaborative and engaging learning environments and its vision of motivating students to pursue their unique paths to success. Additionally, it complements Alberta Education’s career education priorities, such as providing experiential learning opportunities and addressing workforce shortages in skilled trades. By integrating academic instruction with practical experiences, this initiative supports student transitions to post-secondary education and workforce entry, thereby contributing to Alberta’s economic development.

Implementation Plan

Preparations for the program’s launch are underway. Key steps include:

- Recruitment of Grade 9 students and their families, commencing in early 2025, through targeted presentations and communications.
- Establishing partnerships with San Rufo Homes and other industry stakeholders to ensure access to quality learning environments.
- Finalizing logistics such as transportation arrangements and site management to support seamless program delivery.

The introduction of the Building Futures Program is anticipated to provide significant benefits to students and the broader community, enhancing educational outcomes while addressing workforce needs in the trades sector. This initiative underscores our commitment to delivering innovative and impactful educational experiences while aligning with both provincial priorities and divisional goals. Further updates will be provided as implementation progresses.

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

This report aligns with the [SLOS](#) 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; and
f. facilitating the meaningful participation of members |

of the school community and local community in decision-making.

COMPETENCY: (3) Visionary Leadership
INDICATORS: a. ensuring that the vision is informed by research on effective learning, teaching and leadership; and
c. promoting in the school community a common understanding of and support for the school authority's goals, priorities and strategic initiatives.

COMPETENCY: (4) Leading Learning
INDICATORS: c. ensuring that all instruction in the school authority addresses learning outcomes outlined in programs of study; and
e. ensuring that staff have access to resources, programs and expertise to support them in meeting their professional responsibilities and in addressing the learning needs of all students.

COMPETENCY: (6) School Authority Operations and Resources
INDICATORS: a. providing direction on fiscal and resource management in accordance with all statutory, regulatory and school authority requirements; and
e. establishing data-informed strategic planning and decision-making processes that are responsive to changing contexts.

Governance Implications:

[Education Act](#)

Preamble

WHEREAS the Government of Alberta recognizes the need to smooth the transition for students between secondary education and post-secondary education or entry into the workforce.

Off-campus education programs

22(1) A board may provide off-campus education programs for its students.

(2) A board may enter into an agreement with a person to provide a workplace for students who are participating in an off-campus education program.

[Policy 105: Vision, Mission and Values](#)

VALUES

Learning choices. One size does not fit all. We recognize that to prepare students for their futures, we must meet their diverse needs along the way.

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

Education Planning and Programming

The Board shall 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 s. 33(1)(a)].

[Administrative Procedure 215: Community Partnerships](#)

Strong community partnerships are integral to building strong schools and strong communities.

[Administrative Procedure 845: Off-Campus Education](#)

Sturgeon Public Schools supports and promotes off-campus education programs and believes that school/community partnerships provide opportunities for students to gain practical workplace experiences that enable successful transition from school to careers.

Administration is prepared to respond to questions at the December 18, 2024, Public Board meeting.

Attachment(s):

1. [Charting Career Pathways for Students \(September 3, 2024\)](#)
2. [Career Education Empowers Students' Futures \(November 20, 2024\)](#)



Date: December 18, 2024 **Agenda Item:** 8.6

To: Board of Trustees

From: Shawna Warren, Superintendent

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

Subject: **School Education Plans**

Background:

As part of our commitment to continuous improvement and public assurance, each school within Sturgeon Public Schools has developed its annual Education Plan. These plans align closely with the Division's Three-Year Education Plan and reflect our shared mission to create safe, respectful, and collaborative learning environments that prepare students for success in a global community.

School Education Plans serve as foundational documents to articulate school collective goals, evidence-informed strategies, and measures of success for the year ahead. They are developed with input from school councils and community stakeholders, ensuring alignment with local and division-wide priorities.

In adhering to the requirements outlined by Alberta Education, these plans demonstrate our schools' focus on student growth and achievement while fostering environments of belonging and inclusivity.

The Education Plans for each school are now available online for parents and stakeholders to review. They have been shared at each School Council and will be reviewed by staff at the end of the academic year for effectiveness in achieving the school goals.

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

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

COMPETENCY: (1) Building Effective Relationships
INDICATORS: f. facilitating the meaningful participation of members of the school community and local community in decision-making.

COMPETENCY: (3) Visionary Leadership
INDICATORS: d. ensuring that the vision expressed in the school authority's education plan is responsive to the ongoing review of the school authority's achievements, meets all requirements identified in provincial legislation and incorporates the school community's perspectives.

COMPETENCY: (4) Leading Learning
INDICATORS: e. ensuring that staff have access to resources, programs and expertise to support them in meeting their professional responsibilities and in addressing the learning needs of all students.

COMPETENCY: (7) Supporting Effective Governance
INDICATORS: b. ensuring that all students and staff are provided with a welcoming, caring, respectful and safe learning environment that respects diversity and fosters a sense of belonging.

Governance Implications:

Education Act

Board responsibilities

33(1) A board, as a partner in education, has the responsibility to

- (a) deliver appropriate education programming to meet the needs of all students enrolled in a school operated by the board and to enable their success,
- (b) be accountable and provide assurances to students, parents, the community and the Minister for student achievement of learning outcomes,
- (c) provide, where appropriate, for the engagement of parents, students, staff and the community, including municipalities And the local business community, in board matters, including the board's plans and the achievement of goals and targets within those plans

School council

55(4) A school council may, at its discretion,

- (a) advise the principal and the board respecting any matter relating to the school

Accountability of board

67(1) A board shall develop and implement a reporting and accountability system on any matter the Minister prescribes.

School Council Regulation

Responsibilities of board

12(1) A board must provide the school council with an opportunity to provide advice on the development of the school's

- (c) annual education plan and annual results report required by the Minister to be reported under section 67 of the Act

[Policy 105: Vision, Mission and Values](#)

MISSION

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 110: Welcoming Inclusive, Safe and Healthy Environments](#)

The Board believes in the importance of, and is committed to, establishing, and maintaining a welcoming, inclusive, equitable, safe, and healthy environment that respects diversity and fosters a sense of belonging.

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

Education Planning and Programming

The Board shall 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 s. 33(1)(a)]. Specifically, the Board:

1. Review and approve the vision for the Division.
2. Annually review and approve education goals including the Annual Education Plan.

Assurance and Accountability

The Board shall be accountable and provide assurances to students, parents, the community and the Minister for student achievement of learning outcomes [Education Act s. 33(1)(b)]. Specifically, the Board:

4. Develops and implements a reporting and accountability system on any matter the Minister prescribes;
5. Disseminates any information, in the reports and accounts produced, under the reporting and accountability system to students, parents, electors and/or the Minister in the manner the Minister prescribes;

Stakeholder Engagement and Communication

The Board shall provide, where appropriate, for the engagement of parents, students, staff and the community, including municipalities and the local business community, in Board matters, including the Board's plans and the achievement of goals and targets within those plans [Education Act s. 33(1)(c)]. Specifically, the Board:

7. Establish processes to engage the community and stakeholders in a dialogue about Division programs and future planning.

[Administrative Procedure 243: School Education Plans and Annual Results Report](#)

PURPOSE

All Principals are required to prepare annual school education plans that are in alignment with the Division's Three-Year Education Plan.

PROCEDURE

3. School plans and results reports, aligned with the Division Three-Year Education Plan, are to be submitted to the Superintendent and posted on the school website by November 30th of each year.

Administration is prepared to respond to questions at the December 18, 2024, Public Board meeting.

Attachment(s) Or Links to the Plans:

1. [Bon Accord Community School Education Plan](#)
2. [Camilla School Education Plan](#)
3. [Four Winds Public School Education Plan](#)
4. [Gibbons School Education Plan](#)
5. [Guthrie School Education Plan](#)
6. [Landing Trail School Education Plan](#)
7. [Legal Public School Education Plan](#)
8. [Lilian Schick School Education Plan](#)
9. [Morinville Public School Education Plan](#)
10. [Namao School Education Plan](#)
11. [Oak Hill School Education Plan](#)
12. [Ochre Park School Education Plan](#)
13. [Redwater School Education Plan](#)
14. [Sturgeon Composite High School Education Plan](#)
15. [Sturgeon Heights School Education Plan](#)
16. [Learning Centres & Sturgeon Public Virtual Academy Education Plan](#)



Date: December 18, 2024 **Agenda Item:** 8.7

To: Board of Trustees

From: Shawna Warren, Superintendent

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

Subject: **Communications Report - November & December 2024**

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 November and December 2024.

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

This report aligns with the [SLOS](#) 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:** l. facilitating ongoing public communication about the board’s operations and the achievement of its goals and priorities.

Governance Implications:**Education Act**

Board responsibilities

33(1) A board, as a partner in education, has the responsibility to

- (b) be accountable and provide assurances to students, parents, the community and the Minister for student achievement of learning outcomes,
- (c) provide, where appropriate, for the engagement of parents, students, staff and the community, including municipalities and the local business community, in board matters, including the board's plans and the achievement of goals and targets within those plans,

Policy 225: Role of the Board

Stakeholder Engagement and Communication

The Board shall provide, where appropriate, for the engagement of parents, students, staff and the community, including municipalities and the local business community, in Board matters, including the Board's plans and the achievement of goals and targets within those plans [Education Act s. 33(1)(c)]. Specifically, the Board:

- 7. Establish processes to engage the community and stakeholders in a dialogue about Division programs and future planning.
- 8. Make informed decisions that consider community values and represent the interests of the entire Division.
- 9. Promote the schools' programs which reflect the needs and desires of the Community.
- 10. Report Division outcomes to the community annually.

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.

Administrative Procedure 220: Communications

The development of a strategic communication plan facilitates timely and coordinated sharing of information regarding the priorities and operation of the school division. As such, it is an important component in the process of increasing awareness, understanding and support of public education and the division.

- 3. Preparation of the strategic communications plan shall be coordinated by the Superintendent or designate and will be provided to the Board as information.



Administration is prepared to respond to questions at the December 18, 2024, Public Board meeting.

Attachment(s):

1. Communications Report for November and December 2024

Communications Report

November & December, 2024



Overview of Goals

1. Highlight Staff Expertise & Excellence
 2. Consistency in Communication and Messaging
 3. Building Staff Capacity
 4. Improve Broad Public Perception
 5. Improve Division Wide Communication
-

Communications in November & December has been focused on:

Aligns with Marketing Goal #4

- This month, Communications focused on enhancing the Division's broad public perception through Google reviews. We launched the "Google Reviews Contest," providing each school with a gift card to award to an SPS parent/guardian who left a positive review. A bonus entry was offered for those who also left a positive review for the Division.

The impact of this initiative has been significant. Here are the improvements in Google star ratings and review counts for each school from September to December 10th:

School	September	December 10th
Bon Accord Community School	4.2 stars (5 reviews)	4.8 stars (24 reviews)
Camilla School	3.8 stars (4 reviews)	4.8 stars (22 reviews)
Four Winds Public School	3.4 stars (21 reviews)	4.2 stars (41 reviews)
Gibbons School	3.1 stars (12 reviews)	4.1 stars (27 reviews)
Guthrie School	3.9 stars (24 reviews)	4.5 stars (39 reviews)
Landing Trail School	4.5 stars (11 reviews)	4.9 stars (35 reviews)
Legal Public School	5 stars (2 reviews)	4.8 stars (5 reviews)

Lilian Schick School	2.6 stars (23 reviews)	3.5 stars (33 reviews)
Morinville Public School	3.6 stars (16 reviews)	4.5 stars (44 reviews)
Namao School	3.9 stars (22 reviews)	4.4 stars (44 reviews)
Ochre Park School	No reviews	4.9 stars (19 reviews)
Redwater School	1 star (4 reviews)	3.3 stars (16 reviews)
Sturgeon Composite High School	2.9 stars (23 reviews)	4 stars (46 reviews)
Sturgeon Heights School	4.1 stars (26 reviews)	4.5 stars (42 reviews)
Sturgeon Public Schools	2.9 stars (7 reviews)	4.7 stars (91 reviews)

Aligns with Marketing Goals #2 & #5

- Executing the community engagement workshop for the proposed new K-9 school in Gibbons. A comprehensive communication plan—including print, digital, and email outreach—was developed and implemented to inform the community and encourage attendance at the event.
- To support the event, an RSVP form was created, allowing families to register and receive reminders leading up to the workshop.
- For the workshop itself, three detailed program overviews were prepared: one highlighting the current offerings at Landing Trail School, another showcasing Gibbons School, and a third providing an overview of programs across the entire Division. These materials were designed to give community members a clear understanding of existing programs and to inspire ideas and meaningful feedback during the engagement session.

Aligns with Marketing Goal #4

- Celebrating student excellence by recognizing the student athletes named 2024 ISC Volleyball All-Stars. A social media campaign was launched featuring their photos alongside quotes from their coaches, spotlighting their achievements and contributions.



QUOTE FROM THE COACH

London is an amazing setter. She is great at organizing her teammates, demonstrating leadership, and being a positive role model on the team. She is always talking and encouraging others to do their best. She also has an extremely hard and consistent serve. Great season London!

TEAM ALLSTAR
LONDON MILLER

JAMAO ROYLES

The graphic features a dark blue background with a circular logo for Jamao Royles in the top right corner. On the right side, there are three blue upward-pointing chevrons. At the bottom, there is a blue banner with the text 'TEAM ALLSTAR' and 'LONDON MILLER'. A photo of London Miller, a young woman with long blonde hair wearing a blue and black volleyball jersey, is positioned in the bottom right corner.



QUOTE FROM THE COACH

Quinlan was a cornerstone of the Knights, showcasing remarkable versatility as both a middle blocker and setter. His towering blocks and smart net play consistently turned the tide in critical moments. Known for his positive attitude and unmatched coachability, Quinlan was always eager to learn and adapt, taking on any role needed to help his team succeed. His dedication, versatility, and relentless work ethic leave a lasting impression on the Knights and serve as an example of true all-star.

TEAM ALLSTAR
QUINLAN MULLIGAN

KNIGHTS

The graphic features a dark blue background with a circular logo for the Knights in the top right corner. On the right side, there are three blue upward-pointing chevrons. At the bottom, there is a black banner with the text 'TEAM ALLSTAR' and 'QUINLAN MULLIGAN'. A photo of Quinlan Mulligan, a young man with brown hair wearing a red and white volleyball jersey, is positioned in the bottom right corner.

Aligns with Marketing Goal #3

- The third round of school visits, focusing on Gibbons School, Landing Trail School, Four Winds Public School, Morinville Public School, Sturgeon Composite High School, Namao School, Ochre Park School, and Redwater School. During these visits, we supported staff with website updates, assisted with Open House planning, and captured classroom activities and school events to showcase academics and positive school culture.



Aligns with Marketing Goal #5

- Publishing the December edition of the [*Sturgeon Public Scoop*](#), featuring a variety of highlights and updates. This edition included coverage of Métis Week and Remembrance Day celebrations across our schools, details on entering the Google Reviews contest, information about the Gibbons Community Workshop, and more.

Sturgeon Public in the Media

- December 1, 2024 — St. Albert brothers pilot new odd-jobs app

[St. Albert Gazette](#)

- November 28, 2024 — Sturgeon High music students team up for Songs of the Season

[St. Albert Gazette](#)

Upcoming Events:

- Christmas Break: December 23 - January 5
- Educational Assistants' Appreciation Day: January 17



Date: December 18, 2024 **Agenda Item:** 8.8
To: Board of Trustees
From: Shawna Warren, Superintendent
Originator(s): Shawna Warren, Superintendent
Subject: **2024-2025 Superintendent Discretionary Fund**

Background:

As part of the budget process, a certain amount of dollars are allocated annually in a budget section titled “Superintendent Discretionary”. For the 2024-2025 school year, the total budgeted dollar amount allocated in the Superintendent’s Discretionary Fund is \$312,510 for staffing and 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 28, 2024, Public Board meeting, June 2024 to August 2024 Superintendent Discretionary spending was reported which included additional administrative allowance funding to add a second VP at Four Winds Public School and 0.17FTE Learning Support Lead teacher at BACS.

During the September 23, 2024, Public Board meeting, it was reported that the Superintendent’s Discretionary spending between August 21 and September 16 included a 0.5 FTE EA2 at Legal Public School (to be reviewed in December), adjustments to office staff at Sturgeon Heights, additional FTE for a teacher covering partial leave, a 1.0 FTE EA at Namao School for increased student needs and tuition/transportation for a new student requiring specialized services outside the Division.

During the October 23, 2024, Public Board meeting, it was reported that the Superintendent’s Discretionary spending between September 17 and October 16 included a Vice Principal FTE for Legal Public School (LPS) leadership support and teacher FTE for Landing Trail School to support the Principal taking over a second school (LPS).

There was no update to provide at the November 27, 2024, Public Board meeting.

Update:

November 21, 2024, to December 11, 2024, the following additional staffing FTE has been allocated to schools using the Superintendent Discretionary Fund:

- 0.75FTE for additional teaching staff at SCHS for semester 2 to support increased enrolment numbers.



2024 -2025 Superintendent Discretionary				Budget	\$312,510
				Total Committed to Student Success	\$312,510
As at December 5, 2024				Total Available	\$0
Budget Item Description	Date	# FTE	# of months	Cost	
Direct staffing to schools (K- 12)				\$	259,510
Teachers Avg Cost: \$111,067	Totals:	1.57		\$	187,206
Four Winds - additional VP Allowance	May 29, 2024			\$	15,000
BACS - additional 0.17 FTE support	Jul 05, 2024	0.17	10.00	\$	18,881
Sturgeon Heights - Teacher Support	Sep 09, 2024			\$	14,400
Legal School - Leadership Support	Oct 02, 2024		3.00	\$	42,381
LT - Teacher Coverage for Legal School Coverage	Oct 02, 2024	0.40	9.00	\$	38,874
Sturgeon Composite - Teacher Support for Semester Two	Dec 05, 2024	1.00	5.00	\$	57,670
CUPE Avg Cost: \$45,188	Totals:	1.50		\$	72,304
Legal Public Schools - EA2 Sep - Dec 31	Sep 03, 2024	0.50	4.00	\$	9,038
Namao School (SLS) - EA Oct - Jun	Sep 13, 2024	1.00	9.50	\$	42,929
Sturgeon Heights - Staffing Supports	Sep 09, 2024			\$	9,450
Fourwinds - Finance Clerk Support	Sep 18, 2024			\$	10,887
Other (Emergent Priorities staff, non-staff and resources)				\$	53,000
S&S - Student Programming	Sep 09, 2024			\$	53,000
TOTAL Superintendent Discretionary Spend Committed to Student Success				\$312,510	

As of the December 18, 2024, Public Board meeting, the Superintendent Discretionary Fund for the 2024-2025 school year has been fully utilized. Therefore, this report will no longer come forward for the remainder of the 2024-2025 school year, indicating the Division has exhausted the allocated budget for this purpose.

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

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

- COMPETENCY:** (3) Visionary Leadership
- INDICATORS:** b. promoting innovation and continuous improvement by building structures and developing strategies to support staff in professional collaboration.

- COMPETENCY:** (6) School Authority Operations and Resources
- INDICATORS:**
- a. providing direction on fiscal and resource management in accordance with all statutory, regulatory and school authority requirements;
 - b. ensuring effective alignment of the school authority's human resources to achieve the school authority's education plan; and
 - e. establishing data-informed strategic planning and decision-making processes that are responsive to changing contexts.

Governance Implications:

Education Act

Board responsibilities

33(1) A board, as a partner in education, has the responsibility to

- (i) ensure effective stewardship of the board's resources,
- (j) recruit the superintendent and entrust the day-to-day management of the school division to the staff through the superintendent,

Superintendent of schools

(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:

- (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;

Policy 220: Appendix A - Code of Ethics

2.0 I will recognize that the expenditure of school funds is a public trust and I will support policies and practices which ensure that all such funds are expended efficiently, economically and in the best interest of the students and electors of the Division.

Policy 700: Superintendent of Schools

6.1 The Superintendent directs school division operations and strategically allocates resources in the interests of all students and in alignment with the school division's goals and priorities.

Policy 701: Board Delegation of Authority

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 December 18, 2024, Public Board meeting.

Attachment(s):

Not applicable.

Date: December 18, 2024 **Agenda Item:** 8.9
To: Board of Trustees
From: Shawna Warren, Superintendent
Originator(s): Shawna Warren, Superintendent
Subject: **Superintendent Report**

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.

- ★ School leadership received information to share with parents about Connect Parent, a free 10-week program designed for parents and caregivers of pre-teens and teens aged 8-18 who are experiencing significant behavioural and mental health challenges. The program aims to help parents build stronger relationships with their youth and runs on Tuesday evenings from January 14 to March 18 at Bon Accord Community School. A [poster](#) with additional details and registration information is available for reference.

- ★ On December 3, the Superintendent, Sr. Leadership, central office staff and the two school principals of LT and Gibbons facilitated an engagement evening in the Town of Gibbons to discuss Sturgeon Public Schools' proposal for a new K-9 school. The event brought together families and community members to explore the potential amalgamation of Landing Trail School and Gibbons School into a new state-of-the-art facility designed to meet the needs

of students and the community. Attendees engaged in discussions about their concerns and their hopes for the future of education programming.

- ★ On the evening of December 5, the Superintendent attended Sturgeon Composite High School's Art Walk and Christmas Concert at the Arden Theatre in St. Albert along with Vice Chair Buga, Trustee Briggs and Trustee Murray-Elliott. The event showcased the artistic and musical talents of SCHS students, featuring a display of creative artwork and a festive concert performance.
- ★ December 9, the Superintendent and Division Principal met online with the CAO and the Land Use Economic Development Officer from the Town of Redwater to discuss potential collaboration and work experience/RAP/Dual Credit opportunities for our students.
- ★ December 20, the Superintendent and the Division Principal will meet with the Manager of Protective Services, Sturgeon County, to discuss potential future opportunities for our students.
- ★ The [Sturgeon Public Scoop](#) is the Division's newsletter, providing important updates and information to the school community. It serves as a key communication tool, sharing news, events and essential resources with staff, students and families throughout the school year.
- ★ The Superintendent continues the "Woot Woot Wagon" initiative throughout the school year. Each month, a Senior Executive team member brings the wagon through Central Office, offering treats to staff as part of an ongoing effort to promote a positive and supportive work environment.
- ★ The Superintendent continues to connect monthly with neighbouring school division Superintendents. These regular meetings promote collaboration, the sharing of best practices and the discussion of common challenges, strengthening relationships and fostering regional cooperation.
- ★ The Superintendent has continued an initiative introduced in January 2023, aimed at recognizing Central Office staff members' birthdays each month.
- ★ The Superintendent writes a "Welcome to the Sturgeon Public Team" card to all new staff who join Central Office. This gesture reflects the Superintendent's commitment to fostering a welcoming workplace culture.
- ★ The Superintendent continues to write personalized thank you cards to various Division staff members for their contributions and celebrations occurring throughout the Division.

- ★ The Superintendent transitioned her “Superintendent Week-at-a-Glance” to a weekly newsletter titled, “From the Desk of the Superintendent” that is shared every Friday with the Board of Trustees, school leadership and Central Office leadership.
- ★ 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.

- ★ On November 22, the Assessment & Reporting Lead Team met at Central Office to discuss key goals for the year, including making a division-wide grade scale recommendation and establishing guidelines for Outcomes-Based Assessment (OBA). The agenda focused on identifying committee goals, exploring core beliefs about effective assessment and reporting, understanding proficiency scales, and reviewing various grade scales from other divisions. The team also addressed change management strategies and began designing a preliminary implementation plan.
- ★ In November, school leadership received an email announcing the Think Globally Collage Contest as part of International Education Week 2024. Open to Alberta’s K-12 students, including those in internationally accredited schools, the contest invites participants to create a collage answering the question, “In my school, how do I interact with the world?” The initiative encourages students to reflect on their school experiences, highlighting language and culture learning, sharing perspectives and values, and fostering international and intercultural relationships. By exploring the benefits of international education, students can develop global competencies, respect for cultural diversity, and awareness of international connections. A [poster](#) and [guide](#) were provided to share this opportunity with students.
- ★ The Division proudly shared the story of the "[Spirit Rover](#)" from the Robotics Club at Sturgeon Composite High School with the Rural Caucus of Alberta School Boards Flourishing Stories. This innovative project, designed to assist city park cleanup crews by detecting and removing hazardous materials, highlights the power of STEAM education in solving real-world challenges.

- ★ Computer Science Education Week took place from December 9 to 15, 2024, providing teachers with a range of engaging activities to use in their classrooms. Resources from Hour of Code, Scratch, Google and Minecraft were made available on the Ed Tech Hub, with additional activities added throughout the week. Teachers also had access to resources from previous years to enhance their lessons and promote computer science education.

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 December 6, the Superintendent attended the virtual CASS Zone 2/3 meeting, which featured updates from the CASS Board, including reports from the CASS President, CEO, and Director. Alberta Education representatives, ADM Kindy Joseph and ADM Carla Johnson, provided insights during the morning session. Following a wellness break, the meeting continued with information reports on key initiatives such as APLC, Women in Leadership, the First Nation, Métis, and Inuit Action Committee and more. The session concluded with role-alike breakout discussions for regulated members.
- ★ In December 2024, an excellent opportunity was offered to Principals and staff to participate in Violent Threat Risk Assessment (VTRA) Level 1 training at a significantly reduced cost compared to standard rates. Hosted by our neighbouring VTRA partners, St. Albert Public and Greater St. Albert Catholic Schools, the training took place on December 16-17, 2024.

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.

- ★ On December 2, the Superintendent, Deputy Superintendent and Director of Learning Services met with the CEO, Director and other members of the CASA team to discuss successes, challenges and opportunities for improvement to the CASA Classrooms.
- ★ On December 3, the Superintendent attended a virtual collegiate schools workshop hosted by Alberta Education. The session focused on the revised application process for collegiate schools for the 2025/26 school year, highlighting improvements based on stakeholder feedback. Key updates included solidifying the role of industry as a crucial partner alongside schools and public post-secondary institutions. The workshop provided an overview of the application package, discussion opportunities and guidance on submitting applications by January 31, 2025.

- ★ December Admin Council, Principals and central office leaders spent dedicated time to:
 - Bill 27 & 29 and Educational Act Amendments
 - Enrolment Projections for Planning
 - Collegiate & Career Vision for Sturgeon Public Schools - Role of Leadership
 - MyBluePrint
 - Google First

- ★ December 10, the Superintendent, Deputy Superintendent, Division Principal and the Principal of Guthrie School met with Colonel Dove and other military leaders of the CAF to discuss future collaboration opportunities.

- ★ December 10, the Superintendent, Deputy Superintendent and Division Principal met with the leadership from Lionsheart to collaborate on how to access additional supports to ensure the success of all students attending the program with their parent(s).

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 December focus for the Indigenous Education Supports for Truth and Reconciliation is "Treaties and Land Agreements." This emphasis reflects a commitment to enhancing understanding of the historical and contemporary importance of treaties and land agreements within Indigenous education. By providing access to Treaty Lesson Plans for all ages, the initiative seeks to deepen awareness of the relationships between Indigenous communities and broader society, highlighting the cultural, legal and social dimensions of these agreements.

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.

- ★ On December 9 and 10, the Associate Superintendent of Corporate Services attended the ASBOA Annual Issues Forum. This professional development event brought together members and stakeholders from Alberta Education to discuss and address current issues related to school business operations. The forum provided valuable insights and opportunities for collaboration on key topics impacting school divisions across the province.

- ★ 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 November 22, Trustee Briggs and Trustee Dwyer represented the Board at the activation of the new traffic lights at Grandin Drive and 100 Avenue in Morinville. The event marked the launch of the fully operational lights, which enhance safety for students using the controlled crosswalks while walking to and from school.
- ★ At the beginning of December, the Division resent the message previously shared with all staff and parents/guardians via SchoolMessenger, informing them that the Board of Trustees had given initial approval to the draft 2026/2027 school year calendar. The message invited feedback through a [survey](#), with a deadline of December 20, 2024, to help finalize the calendar.
- ★ On December 2, the Superintendent and Associate Superintendent of Corporate Services attended an ASBA virtual session on the Municipal Affairs Statutes Amendment Act, 2024 (Bill 20), which covered key changes to the Local Authorities Election Act, including criminal record checks for candidates, updates to nomination papers and revised campaign contribution and financial reporting requirements.
- ★ On December 13, the Superintendent and Board members met with the Honourable Dale Nally. The discussion focused on two topics: the Board's #1 Capital Plan priority and the Legal Public School. This meeting provided an opportunity to advocate for the best interests of students, families and communities and strengthen collaboration with the government to support the priorities of Sturgeon Public Schools.
- ★ 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 drafted two Advocacy letters in the Month of December for the Board to consider in their advocacy role: CASA Classroom Targeted Funding Advocacy Letter and

a letter in support of Wolf Creek School Board's letter "Reflection of Skewed Data and Timely Provincial Data".

- ★ 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 [SLQS](#) in the following way:

COMPETENCY:	(7) Supporting Effective Governance
INDICATORS:	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 December 18, 2024, Public Board meeting.

Attachment(s):

Not applicable.



Date: November 27, 2024 **Agenda Item:** 8.10
To: Board of Trustees
From: Shawna Warren, Superintendent
Originator(s): Shawna Warren, Superintendent
Jonathan Konrad, Deputy Superintendent, Education Services
Sean Nicholson, Associate Superintendent, Corporate Services
Subject: **Administrative Procedure 206: School Attendance Areas and Requests to Attend a School Outside of the Designated Attendance Area**

Background:

Administrative Procedures are the written directives, procedures and assignment of responsibilities established and approved by the Superintendent that direct the implementation of and achievement of desired outcomes of Board policy, Division Vision, Mission and Values and the effective operation of the Division ([AP 205 Developing Administrative Procedures](#)).

Administrative Procedures are reviewed and developed on a regularly scheduled basis.

Administrative Procedure 206: School Attendance Areas and Requests to Attend a School Outside of the Designated Attendance Area is a new Administrative Procedure which includes two Exhibits: AP 206 Exhibit 1 – School of Choice Application and AP 206 Exhibit 2 - Non-Resident Agreement. This new Administrative Procedure and Exhibits were developed in response to a request from school-based administration to have an administrative procedure to support school leaders with non-resident student enrolment requests and resident student School of Choice requests. Historically, this procedure has been embedded practice, however, with the ministry’s shift to a strong emphasis on parent choice, there is a need to put these practices into an administrative procedure to clearly outline legislation around residency and school attendance areas.

The Division is committed to providing appropriate educational programs to resident students and recognizes the right of parents to request their children attend schools outside their designated attendance area. This new administrative procedure outlines the process for such requests, ensuring transparency and alignment with the Education Act and Board Policy.

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: (2) Modeling Commitment to Professional Learning
INDICATORS: f. engaging teachers, principals, school jurisdiction leaders, school community and local community members to establish a shared understanding of current trends and priorities in the education system.

COMPETENCY: (6) School Authority Operations and Resources
INDICATORS: a. providing direction on fiscal and resource management in accordance with all statutory, regulatory and school authority requirements; and
e. establishing data-informed strategic planning and decision-making processes that are responsive to changing contexts.

COMPETENCY: (7) Supporting Effective Governance
INDICATORS: b. ensuring that all students and staff are provided with a welcoming, caring, respectful and safe learning environment that respects diversity and fosters a sense of belonging; and
g. implementing board policies and supporting the regular review and evaluation of their impact.

Governance Implications:

Education Act

Right of access to education

3(1) Every person

- (a) who at September 1 in a year is 6 years of age or older and younger than 19 years of age,
- (b) who is a resident of Alberta, and
- (c) who has a parent who is a resident of Canada,

is entitled to have access in that school year to an education program in accordance with this Act.

Resident student

4(1) Subject to this section, a student is a resident student of the board of the school division in which the student's parent resides.

(8) If each parent is a resident of a different school division,

- (a) the parents must choose in writing one of those school divisions,
- (b) the student is a resident student of the board of the chosen school division,
- (c) the student must attend the school the student is directed to attend by the board of the chosen school division in accordance with section 10, and
- (d) the board of either school division may require that the choice of the parents remains in effect during the school year in respect of which it is made.

Enrolment in school operated by board

10(1) Subject to subsection (2), a board shall direct a resident student of the board to enrol in and attend a particular school operated by the board.

Responsibility to students

11(1) A board shall ensure that each of its resident students is provided with an education program consistent with the requirements of this Act and the regulations.

[Policy 200: Attendance Areas](#)

Resident students and students enrolled under an Education Services Agreement are designated to attend schools in attendance areas as established by the Board.

[Policy 500: Student Transportation Services](#)

The Board establishes and operates a student transportation system to provide service to students who reside within the boundaries of the Sturgeon Public School Division to attend their designated school.

[Administrative Procedure 855: Alternate Programming and Learning Opportunities](#)

Sturgeon Public Schools provides programming that meets the educational needs of resident students as outlined in the Education Act.

While the instructional needs for most students are accommodated within the Division's schools, the learning needs of some students maybe provided in an alternate learning environment or program.

Decisions regarding student placement shall involve the parent/guardian and student, teacher, the school Principal and the Director, Learning Support, and shall consider, but not be limited to, the following:

- Programming needs of the student;
- Programming options available, and
- Student and parent/guardian preferences.

Administration is prepared to respond to questions at the November 27, 2024, Public Board meeting.

Attachment(s):

1. AP206: School Attendance Areas and Requests to Attend a School Outside of the Designated Attendance Area - [Website Version](#)
2. AP206: Exhibit 1 - School of Choice Application - [Website Version](#)
3. AP206: Exhibit 2 - Non-Resident Agreement - [Website Version](#)



206: School Attendance Areas and Requests to Attend a School Outside of the Designated Attendance Area

Purpose

The Sturgeon Public School Division is committed to providing appropriate educational programs to resident students and recognizes the right of parents to request their children attend schools outside of their designated attendance area. This procedure outlines the process for such requests, ensuring transparency and alignment with the Education Act and Board Policy.

Resident students and students enrolled under an Education Services Agreement are designated to attend schools in attendance areas as established by the Board.

All students are encouraged to attend the designated school determined by the student's home location in their attendance area. However, the Division recognizes parental rights to request that their children attend a school other than the designated school within their established attendance area.

As per Section 10 of the Education Act, a board shall enrol a resident student of the board in the school operated by the board that is requested by the parent of the student if, in the opinion of the board asked to enrol the student, there are sufficient resources and facilities available to accommodate the student

A resident student of a board who resides in the attendance area for the school must be given priority over a student who does not reside in the attendance area (s. 10.3 Education Act).

Definitions

Resident Student

Student residing within The Sturgeon Public School Division jurisdiction.

Non-Resident Student

Student residing outside The Sturgeon Public School Division jurisdiction (outside the Division's boundary).

Designated School

Shall refer to the Board assigned school for a specific, geographic catchment area, and as per s. 10(1) of the Education Act.

School of Choice

Shall refer to any school that is outside the assigned geographic catchment area, as per s.10(1) of Education Act and Policy 200.

Selection Procedure

A student by student enrolment process used when requests exceed available space and resources.

Procedure

Resident Student

Initial Request Process

Parents, who are residents of Sturgeon Public Schools, requesting to register their child(ren) in a Requested School must communicate with the Principal of their Designated School and the Principal of the Requested School. Parents are encouraged to begin this process before April 30th of the upcoming school year.

Communication Between Schools

The Requested School Principal shall contact the Designated School Principal prior to accepting the registration of a resident student from outside their attendance area and before finalizing *AP 206 Exhibit 1 – School of Choice Application*.

Factors for Approval

Resident Student Requested School applications shall be reviewed by the Principal of the Requested School and, when possible, the Principal of the Designated School. The following factors shall be considered:

- Availability of space, resources and programs
- Availability of teaching and support staff
- Projected school enrolment
- The suitability of programs offered to meet student needs

Completion of AP 206 Exhibit A – Requested School Application

The Requested School will not accept the registration of a student from outside of their

attendance area until *AP 206 Exhibit 1 – School of Choice Application* has been completed and approved.

Annual Renewal

AP 206 Exhibit 1 – School of Choice Application must be completed each year by April 30 for the upcoming school year, unless otherwise specified for continuing enrolment at the school. Exceptions include families who are new to the Division after this date, in which case they may apply during the school year.

Transportation Responsibility

When a resident student attends a school outside of their designated attendance area, transportation becomes the responsibility of the parent(s)/guardian(s)/independent student. The Division does not guarantee transportation for students attending a non-designated school, however, transportation services **may** be provided if there is space available on an existing route and if there is no significant diversion from regular routing.

In the event that a resident student becomes a non-resident student, the Division shall not assume responsibility to provide transportation for the student.

Non-Resident Student

AP 206 Exhibit 2 - Non-Resident Agreement

By March 31, Principals shall inform parents of non-resident students (those living outside Sturgeon Public School Division jurisdiction) in writing about the availability of space, resources and programming for the upcoming school year.

Priority for Enrolment

Enrolment priority will be determined in the following order:

- Students who reside in the attendance area
- Resident students who reside in another attendance area
- Non-resident students
- In the event that demand exceeds capacity, a selection process will be used in accepting students from outside the attendance area. This will be based on sufficient resources and facilities available to accommodate the student as determined by the Principal.

Transportation Responsibility

Non-Resident transportation services **may** be provided if there is space available on an existing route, if there is no significant diversion from regular routing and the parent/guardian has completed the Transfer of Student Transportation Funding Parent Declaration Form prior to October 31.

In the event that a resident student becomes a non-resident student, the Division shall not assume responsibility to provide transportation for the student.

Appeals Process for Resident Students Only - School of Choice

School of Choice appeals for resident students shall follow *Board Policy 245: Appeals Regarding Student Matters*.

Mid-Year Transfers

A parent of a student enrolled in a school operated by a board shall not request that the student be enrolled in another school during the school year unless the board operating the other school consents, as stated in Section 10(7) of the Education Act.

Directed Attendance

The Deputy Superintendent, Education Services, or designate, may direct a student to attend a school outside of their designated attendance area if necessary due to educational or programming needs, as outlined in Board Policy 200, Section 2.5.

References

Policy 200: Attendance Areas

Policy 245: Appeals Regarding Student Matters

Policy 500: Student Transportation Services

AP 206 Exhibit 1 – School of Choice Application

AP 206 Exhibit 2 - Non-Resident Agreement

AP 855: Alternate Programming and Learning Opportunities

Transfer of Student Transportation Funding Parent Declaration Form

Alberta Education Funding Manual for School Authorities

Education Act: Sections 3(1), 4(1)(8), 7(1), 10, 11(1), 12, 13(1)

History

2024 Dec 09 Procedure Established

Administrative Procedures II. School Board Governance and Operations



AP 206 Exhibit 1 – School of Choice Application

(Sturgeon Public Schools Resident Student(s) Only)

Reference: Administrative Procedure 206: School Attendance Areas and Requests to Attend a School Outside of the Designated Attendance Area

Designated School:

The designated school is the school that is assigned to the area in which you currently reside.

School-of-Choice:

The requested school is the school-of-choice in which you are requesting future enrolment for your child or children.

Name of Student(s) (Last, First)	Current Grade:	Alberta Education ID:

Address

City/Town	
Postal Code:	

Mailing Address (if different)

City/Town	
Postal Code:	

The applicant shall be a Parent (or Guardian) as defined in the Family Law Act of the Province of Alberta, or an Independent Student as defined in the Education Act.





Reason for Request:

Please complete the applicant acknowledgement statement on the reversed side of this form:

Applicant Name:

Phone:

BE ADVISED

A student is not enrolled until APPROVED by the Principal of the School-of-Choice requested.

Prior to enrolment acceptance, parents, guardians or independent students shall acknowledge the following:

- School of Choice registration may only be possible **IF** sufficient space and resources are available. A school’s population may change year to year. By legislation **THERE IS NO GUARANTEE THAT ENROLMENT AND/OR TRANSPORTATION MAY CONTINUE AFTER THE CURRENT ENROLMENT YEAR**. If a grade in a school-of-choice reaches capacity, students who do not live in the school’s attendance area may be directed back to their designated school for September of the following year.
- Regarding transportation: Sturgeon Public School Division will not guarantee the availability of transportation services for school-of-choice students. Parent may request transportation to a school-of-choice with an understanding that:
 - Transportation services may be unavailable between your residence and a school-of-choice.
 - The provision for transportation services, if available, may be delayed until after the commencement of the school term and only after all the eligible students are assigned to busing.
 - Transportation services may be provided **IF** there is room on an established transportation route.
 - Transportation services will not divert significantly from a regular route to provide school-of-choice registration service.
 - Transportation services will carry an additional fee for school-of-choice registration as outlined in [Board Policy 500 Student Transportation Services](#) and [Policy 464: Exhibit 1 - Fees](#)

The applicant signs this form to acknowledge **full** understanding of the statements above.

Applicant Signature:		Date:	
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Regarding the timeline for acceptance: A Principal shall be responsible for resource stewardship and, therefore, may need to delay acceptance or denial of registration for the school year until late into August. This review process ensures that the school has sufficient space and resources available for all of its resident (designated) students.



This form is for school-of-choice permission only. Other applicable registration forms shall be required upon approval (i.e., school registration, transportation). This form shall be retained by Sturgeon Public School Division for the duration of the enrolment of the student in the school-of-choice. Accepted school-of-choice registration shall remain in place until and unless directed back to the designated school. A new form shall be required when transitioning to a new school-of-choice.

APPEAL PROCESS

A request for appeal of placement decisions may be directed to the Office of the Superintendent. Appeals shall not be reviewed for those schools or school grades that are declared by the Division to be at, or nearing capacity.

INTERNAL USE ONLY

The **Principal of the Designated School** (the home/catchment area school) signs this form to acknowledge the request and that an opportunity to speak with the family requesting the change has occurred – if desired and prudent to do so.

Principal's Signature:		Date:	
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The **Principal of the Request School** signs this form to confirm that space and resources are available, and that the placement of the student(s) shall be supported until such time as there are no longer spaces or resources in the student's grade. For retention – upload to "Supplemental Documentation" in the document management system.

Principal's Signature:		Date:	
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AP 206 Exhibit 2 - Non-Resident Agreement

I, the parent/guardian of or Independent Student _____ (First and Last Name of Student) understand that the above named student **may** be eligible for programming from Sturgeon Public Schools for the academic year of 2025-2026 in accordance with the Alberta Education qualifications.

However, I understand that as a resident of _____ (Town/City/Country) above named student is not a resident of Sturgeon Public School Division and is **not** guaranteed programming, transportation or placement in any Sturgeon Public School Division school.

A non-resident student will only be considered for acceptance if there is space and resources available to provide appropriate programming. A discussion with the school principal must take place by April each year to determine if programming is available the following year.

Sturgeon Public School Division reserves the right to deny registration of any non-resident student from school year to school year.

Printed Name of Parent/Guardian/Independent Student

Signature of Parent/Guardian/Independent Student

Date

References: Education Act
[Policy 200 - Attendance Areas](#)

CC: Parent/Guardian/Independent Student
Digital Student Record

In accordance with the Freedom of Information and Protection of Privacy Act (FOIP), The Sturgeon Public School Division is authorized and required under the provisions of the Education Act and its regulations to collect, use and disclose personal information that is necessary to provide educational programming and ensure a safe and secure school environment for students.

December 2024





Date: December 18, 2024 **Agenda Item:** 8.11

To: Board of Trustees

From: Shawna Warren, Superintendent

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

Subject: **Administrative Procedure 464: Fees**

Background:

Administrative Procedures are the written directives, procedures and assignment of responsibilities established and approved by the Superintendent that direct the implementation of and achievement of desired outcomes of Board policy, Division Vision, Mission and Values, and the effective operation of the Division ([AP 205 Developing Administrative Procedures](#)).

Administrative Procedures are reviewed and developed on a regularly scheduled basis.

Fees are assessed to students to offset the cost of providing educational and transportation services. Fees shall be utilized for the purpose for which it was obtained. The revisions to Administrative Procedure 464: Fees as well as Administrative Procedure 464: Exhibit 2 - Fee Waiver Application were undertaken as part of the regular review schedule. These changes enhance clarity, streamline processes and align the Administrative Procedure with the Fee Waiver Application.

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

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

COMPETENCY: (6) School Authority Operations and Resources

INDICATORS:

- a. providing direction on fiscal and resource management in accordance with all statutory, regulatory and school authority requirements;
- b. ensuring effective alignment of the school authority’s human resources to achieve the school authority’s education plan; and
- c. delegating responsibility to staff, where appropriate, to enhance operational efficiency and effectiveness.

COMPETENCY: (7) Supporting Effective Governance

INDICATORS:

- d. ensuring that the board’s plans, resource allocations, strategies and procedures lead to the achievement of its goals and priorities; and

g. implementing board policies and supporting the regular review and evaluation of their impact.

Governance Implications:**Education Act**

Board responsibilities

33(1) A board, as a partner in education, has the responsibility to

(i) ensure effective stewardship of the board's resources

School Fees Regulation

The School Fees Regulation sets out the requirements and limitations related to the fees that a school board is authorized to charge parents of students.

School Transportation Regulation

The School Transportation Regulation sets out the requirements respecting student transportation and limits on transportation fees.

Policy 225: Role of the Board

The Board shall annually approve the type and amount of fees that may be charged by the Division as part of the budget process to ensure effective stewardship of the Board's resources [*Education Act* s. 33(1)(i)].

Policy 500: Student Transportation Services

The Board establishes and operates a student transportation system to provide service to students who reside within the boundaries of the Sturgeon Public School Division to attend their designated school.

4.1 Student transportation fees shall be reviewed and approved annually by the Board.

4.4 A waiver process shall be in place for transportation fees to the designated school.

Administrative Procedure 205: Developing Administrative Procedures

Administrative Procedures are the written directives, procedures and assignment of responsibilities established and approved by the Superintendent that direct the implementation of and achievement of desired outcomes of Board policy, Division Vision, Mission and Values, and the effective operation of the Division.

Administration is prepared to respond to questions at the December 18, 2024, Public Board meeting.



Attachment(s):

1. AP464: Fees - [Website Version](#)
2. AP464: Exhibit 2 - Fee Waiver Application
3. AP464: Fees - Tracked Changes

Administrative Procedure 464

Fees

1692638100

Responsible Administrator: Associate Superintendent Corporate Services

PURPOSE

Fees are assessed to students to offset the cost of providing educational and transportation services. Fees shall be utilized for the purpose which it was obtained

DEFINITIONS

School Fees: shall refer to fees charged by the schools to enhance student learning opportunities; including field trip fees, event fees, student union fees, middle and high school option courses and instrument fees.

Transportation Fees: shall refer to fees that are charged for bus services for transportation to and from school.

Adult Fees: shall refer to fees charged to a student who is 20 years of age or older by the start of the school year. The Alberta Government will no longer fund education for students who are 20 years of age as outlined in the 2023-2024 Funding Manual and those wishing to acquire a high school diploma (or equivalent) must cover the cost of their education.

Extra-curricular Fees: shall refer to fees, charged on a cost recovery basis, for non-curricular items such as sports, clubs, travel, and other non-curriculum programs. Participation in an extra-curricular activity is on a voluntary basis.

Non-resident Tuition Fees: shall refer to tuition fees, with respect of an individual who attends a school operated by the board, and who is not a resident student of the board or any other board or the Government, and as legislated in the *Education Act* s. 13(2).

Designated School: shall refer to the school, assigned by the Board to a specific geographical area, and as legislated by the *Education Act* (S.10): "Enrolment in school operated by board".

Eligible Rider - any Pre-K to Grade 6 student/child who lives 1.0 km or farther from their designated school and attends their designated school, and any Grade 7 to 12 student who lives 2.0 km or farther from their designated school and attends their designated school.

Choice Rider - any student who attends a school other than their designated school.

- This **excludes** French Immersion and Redwater students enrolled in CTS programming at Sturgeon Composite High School, not offered at Redwater. These students will be assessed an Eligible Rider fee.

Ineligible Rider - any Pre-K to Grade 6 student/child who lives less than 1.0 km from their school of attendance and any Grade 7 to 12 student who lives less than 2.0 km from their school of attendance.

Supplemental Bus - any student who is accessing an additional bus to an alternate address.

Outside Boundary Rider - any student who lives outside of the Sturgeon Public School Division boundary and attends a Sturgeon Public School.

PROCESS

The Board shall annually approve the type and amount of fees that may be charged by the Division as part of the budget process to ensure effective stewardship of the Board's resources [*Education Act* s. 33(1)(i)].

No parent shall pay a fee to offset basic educational services, or that is prohibited under provincial legislation, the *Alberta School Fees Regulation*, and the *Alberta School Transportation Regulation*.

The Principal shall ensure the return of any underutilized fees as specifically levied for an activity or event as prudent to do so.

The Principal may assign fees at the school within the limits set by the Board on a cost recovery basis. Prior to charging the fee, the Principal shall consult with the School Council on the amount and the reason for the fee. This consultation shall:

- Ensure the fees are on the School Council agenda to provide all parents with the opportunity to ask questions and provide feedback; and
- Provide sufficient information as to the purpose of the fee and its intended use.

School Fee schedules shall be posted on each school's website and shall clearly define Division Fees and School Fees, in addition to mandatory versus optional fees.

The Fee Schedule shall be posted electronically on the Division website.

A student transferring in after the start of the school term or out prior to the end of the school term, may have fees prorated or refunded as applicable. Requests for refunds from families transferring out of the Division during the school year will be assessed based on fee type, usage, and time of year.

Collection of Fees

The school Principal is responsible for ensuring the collection of fees.

All fees are due within 30 days of receipt. Overdue notices will be sent to parents who have not submitted payments. A payment plan may be established for transportation fees. Once Transportation Fees are paid, Bus Passes shall be obtained.

In December and March, a notice will be sent to parents with delinquent accounts. Outstanding accounts, other than those on payment plans or approved requests for waived fees, may be placed with a collection agency.

Waiver of Fees

An *Application for Waiver of Fees* shall be made available, based on income level or extenuating circumstances of **all parents** as defended by s. 47 of the *Family Law Act* unless there is a court order that directs financial responsibility.

The *Application for Waiver of Fees* shall be completed, the final decision for such waiver rests with the Associate Superintendent, Corporate Services.

An *Application for Waiver of Fees* will not be considered for Choice Rider, Ineligible Rider, non-resident students, supplemental bus, or other fees such as Academies, Textbook/Library Fines. Some special program fees may not be waived at the discretion of the principal.

Fees for Damaged Goods

Principals shall be responsible for ensuring that all curricular, co-curricular and extra-curricular goods are returned by students and the appropriate charges are assessed for lost or damaged goods.

References:

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

[Board Policy: 500 Student Transportation Services](#)

[Education Act: Sections 13, 57, 59](#)

[School Fees Alberta Regulation 95/2019](#)

[School Transportation Alberta Regulation 96/2019](#)

[Exhibit 1 - Fees for 2024-2025](#)

[Exhibit 2 - Fee Waiver Application](#)

History

2023 August 23

2024 November 22

464: Exhibit 2 - Fee Waiver Application

To support parents who encounter financial hardship, the division can reduce fees as outlined in Administrative Procedure 464 - Fees . Please Refer to AP 464 – Fees for more detailed information. When completing the form:

- Both Section A and Section B must be completed and submitted with supporting documentation to be reviewed.
- Waiver of Fees does not cover fees related to students Choice Rider, Ineligible Rider, non-resident students, supplemental bus, extra-curricular activities (including Sports Fees), or other fees such as Academies, Textbook/Library Fines, Summer Schools, and Options.
- Completed Fee Waiver form and supporting documents should be forwarded to the Principal of the student’s school

SECTION A: Application Information (Parent, Guardian, Independent Student)	
Last name: _____	First name: _____
Street _____	City: _____
Address: _____	Postal Code: _____
Province: _____	Cell phone: _____
Home phone _____	_____
Email: _____	_____
Number of people residing in household: _____ Adults _____ Children	

Name of Student	School(s) Attending	Grade	Description of Fees to be Waived (school fees, transportation fees, etc)	Fee Amount

_____ Signature of Applicant	_____ Date
_____ Signature of Principal or Transportation Manager	_____ Date
_____ Signature of Associate Superintendent Corporate Services	_____ Date

SECTION B Confidential Financial Information (Please Check One)

<input type="checkbox"/>	I have attached a copy of a 2023 Proof of Income statement from the Canada Revenue Agency for ALL PARENTS as defined by the S47 of the Family Law Act, unless there is a court order. If Proof of Income statement is not provided for ALL PARENTS, this option will not be considered. To obtain a Proof of Income Statement, call the Canada Revenue Agency 1-800-959-8281.
<input type="checkbox"/>	I have attached a copy of a valid Social Services Health Benefits card (must list dependent student(s)).
<input type="checkbox"/>	I have attached a copy of my Alberta Works Health benefit card WITH proof of eligibility letter (must list dependent student(s)).
<input type="checkbox"/>	I have attached a cheque stub for Employment Insurance Benefits (Name and amount received must be visible)

Instructions

Please complete both section A and B, sign and submit the completed application form with supporting document(s) to your school if school fees are being waived. If transportation fees are included with school fees, the school will submit to Corporate Services once reviewed.

If students from multiple schools are listed on the form signatures are required from both school principals.

If **only** Transportation Fees are being requested to be waived, please submit the completed form to SPSDtransportation@sturgeon.ab.ca

It is important to note: Until you have been notified that your request for a waiver has been approved, you are liable for your assessed fees. It is our goal to process waiver of fees applications within 3 weeks of their receipt. If you submitted a waiver of fees application and have not heard back within this time frame, please contact our office.

Fee Waiver Income Guidelines

The following chart from Statistic Canada of family income levels will be used to determine fee waivers.

Number in Family	100% Waiver	50% Waiver
1 Person	<\$26,662	\$26,662 - \$35,461
2 Persons	<\$32,830	\$32,830 - \$43,664
3 Persons	<\$40,359	\$40,359 - \$53,678
4 Persons	<\$49,003	\$49,003 - \$65,174
5 Persons	<\$55,579	\$55,579 - \$73,920
6 Persons	<\$62,685	\$62,685 - \$83,371
7 or more Persons	<\$69,789	\$69,789 - \$92,820

Administrative Procedure 464

Fees

~~1692638100~~

Responsible Administrator: Associate Superintendent Corporate Services

PURPOSE

Fees are assessed to students to offset the cost of providing educational and transportation services. Fees shall be utilized for the purpose which it was obtained

DEFINITIONS

School Fees: shall refer to fees charged by the schools to enhance student learning opportunities; including field trip fees, event fees, student union fees, middle and high school option courses and instrument fees.

Transportation Fees: shall refer to fees that are charged for bus services for transportation to and from school.

Adult Fees: shall refer to fees charged to a student who is 20 years of age or older by the start of the school year. The Alberta Government will no longer fund education for students who are 20 years of age as outlined in the 2023-2024 Funding Manual and those wishing to acquire a high school diploma (or equivalent) must cover the cost of their education.

Extra-curricular Fees: shall refer to fees, charged on a cost recovery basis, for non-curricular items such as sports, clubs, travel, and other non-curriculum programs. Participation in an extra-curricular activity is on a voluntary basis.

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Designated School: shall refer to the school, assigned by the Board to a specific geographical area, and as legislated by the *Education Act* (S.10): "Enrolment in school operated by board".

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Choice Rider - any student who attends a school other than their designated school.

- This **excludes** French Immersion and Redwater students enrolled in CTS programming at Sturgeon Composite High School, not offered at Redwater. These students will be assessed an Eligible Rider fee.

Ineligible Rider - any Pre-K to Grade 6 student/child who lives less than 1.0 km from their school of attendance and any Grade 7 to 12 student who lives less than 2.0 km from their school of attendance.

Supplemental Bus - any student who is accessing an additional bus to an alternate address.

Outside Boundary Rider - any student who lives outside of the Sturgeon Public School Division boundary and attends a Sturgeon Public School.

PROCESS

The Board shall annually approve the type and amount of fees that may be charged by the Division as part of the budget process to ensure effective stewardship of the Board's resources [*Education Act* s. 33(1)(i)].

No parent shall pay a fee to offset basic educational services, or that is prohibited under provincial legislation, the *Alberta School Fees Regulation*, and the *Alberta School Transportation Regulation*.

The Principal shall ensure the return of any underutilized fees as specifically levied for an activity or event as prudent to do so.

The Principal may assign fees at the school within the limits set by the Board on a cost recovery basis. Prior to charging the fee, the Principal shall consult with the School Council on the amount and the reason for the fee. This consultation shall:

- Ensure the fees are on the School Council agenda to provide all parents with the opportunity to ask questions and provide feedback; and
- Provide sufficient information as to the purpose of the fee and its intended use.

School Fee schedules shall be posted on each school's website and shall clearly define Division Fees and School Fees, in addition to mandatory versus optional fees.

The Fee Schedule shall be posted electronically on the Division website.

A student transferring in after the start of the school term or out prior to the end of the school term, may have fees prorated or refunded as applicable. Requests for refunds from families transferring out of the Division during the school year will be assessed based on fee type, usage, and time of year.

Collection of Fees

The ~~Associate Superintendent, Corporate Services~~ school Principal is responsible for ensuring the collection of fees.

All fees are due within 30 days of receipt. Overdue notices will be sent to parents who have not submitted payments. A payment plan may be established for transportation fees. Once Transportation Fees are paid, Bus Passes shall be obtained.

In December and March, a notice will be sent to parents with delinquent accounts. Outstanding accounts, other than those on payment plans or approved requests for waived fees, may be placed with a collection agency.

Waiver of Fees

An *Application for Waiver of Fees* shall be made available, based on income level or extenuating circumstances of **all parents** as defended by s. 47 of the *Family Law Act* ~~Act unless~~ *Act unless* there is a court order that directs financial responsibility.

The *Application for Waiver of Fees* shall be completed, the final decision for such waiver rests with the Associate Superintendent, Corporate Services.

An *Application for Waiver of Fees* will not be considered for ~~non-resident students or families with children attending a School of Choice~~. Choice Rider, Ineligible Rider, non-resident students, supplemental bus, or other fees such as Academies, Open-Air Kindergarten, Textbook/Library Fines. Some special program fees may not be waived at the discretion of the principal.

Fees for Damaged Goods

Principals shall be responsible for ensuring that all curricular, co-curricular and extra-curricular goods are returned by students and the appropriate charges are assessed for lost or damaged goods.

~~Appeals ¶~~

~~Any concerns and disputes regarding the fees will follow the process as outlined in Policy 245~~

~~Appeals. ¶~~

References:

[Board Policy: 225 Board Responsibility and Conduct](#)

[Board Policy: 500 Student Transportation Services](#)

[Education Act: Sections 13, 57, 59](#)

[School Fees Alberta Regulation 95/2019](#)

[School Transportation Alberta Regulation 96/2019](#)

[Exhibit 1 - Fees for 2023-2024](#)

[Exhibit 2 - Fee Waiver Application](#)

History

2023 August 23





Date: December 18, 2024 **Agenda Item:** 9.3
To: Board of Trustees
From: Shawna Warren, Superintendent
Originator(s): Committee of the Whole
Senior Administrative Team
Subject: **Committee of the Whole Report**

Background:

On November 27 and December 4, 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 these meetings.

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

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

- COMPETENCY:** (3) Visionary Leadership
INDICATORS: a. ensuring that the vision is informed by research on effective learning, teaching and leadership;
b. promoting innovation and continuous improvement by building structures and developing strategies to support staff in professional collaboration; and
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: a. providing direction on fiscal and resource management in accordance with all statutory, regulatory and school authority requirements;
b. ensuring effective alignment of the school authority’s human resources to achieve the school authority’s education plan;
c. delegating responsibility to staff, where appropriate, to enhance operational efficiency and effectiveness; and
e. establishing data-informed strategic planning and decision-making processes that are responsive to changing contexts.
- COMPETENCY:** (7) Supporting Effective Governance
INDICATORS: a. establishing and sustaining a productive working relationship with the board, based on mutual trust, respect and integrity;

- b. ensuring that all students and staff are provided with a welcoming, caring, respectful and safe learning environment that respects diversity and fosters a sense of belonging;
- 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; and
- m. promoting constructive relations between the board and staff, as well as provincial authorities, post-secondary institutions and education stakeholder organizations.

Governance Implications:**Education Act**

Delegation of power

52(1) Subject to subsections (4) and (5), a board may authorize

(b) a committee of the board or a committee established by the board, or

to do any act or thing or exercise any power that the board may do or exercise or is required to do or exercise.

Policy 230: Board Committees

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: Appendix A - Committee of the Whole

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, review and develop Board policies 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 221: Role of the Trustee

2.4 Trustees shall be prepared for Board deliberations by attending in person or by electronic means:

2.4.1 All regularly scheduled or special meetings of the Board of Trustees and any committee meetings to which they are assigned, on a regular and punctual basis.

The Board Chair is prepared to respond to questions at the December 18, 2024, Public Board meeting.



Attachment(s):

1. Approved Minutes of the Meeting - November 27, 2024.
2. Unapproved Minutes of the Meeting - December 4, 2024 (To be brought forward for approval at the December 18, 2024, Committee of the Whole).

Attendance:

Tasha Oatway-McLay, Board Chair

Stacey Buga, Vice Chair

Cindy Briggs, Trustee

Irene Gibbons, Trustee

Janine Pequin, Trustee

Joe Dwyer, Trustee

Trish Murray-Elliott, Trustee

Shawna Warren, Superintendent

Lisa Lacroix, Associate Superintendent, Human Resources

Arrived at 3:03 p.m.

Sean Nicholson, Associate Superintendent, Corporate Services

Arrived at 3:03 p.m.

1. Call to Order

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

2. Approval of the Agenda

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

CARRIED UNANIMOUSLY

3. Approval of the Committee Minutes

Moved by Trustee Murray-Elliott that the Board of Trustees accept the Committee Meeting Minutes of November 6, 2024, as presented.

CARRIED UNANIMOUSLY

Moved by Trustee Dwyer that the Board of Trustees accept the Committee Meeting Minutes of November 20, 2024, as presented.

CARRIED UNANIMOUSLY

4. Environmental Scan

A roundtable discussion ensued where Trustees shared local concerns.

5. Governance

5.1 Judging: Holiday Artwork Cards

The Board of Trustees reviewed the Holiday Artwork submissions and chose one winning card from each of the following grade categories (K-3, 4-6, 7-9, and 10-12).

Winners were announced at the November 27, 2024, Public Board meeting. Process for distribution to SPS staff along with Christmas treat delivery finalized.

5.2 PSBAA Professional Development

The agenda item will remain as a standing item.

5.3 Trustee Handbook Review

Agenda item deferred.

Meeting recessed for the Public Board meeting at 9:48 a.m. Meeting resumed at 3:03 p.m.

5.4 Work Plan 2024-2025

Agenda item deferred.

5.5 Policy 220: Trustee Code of Conduct

Agenda item deferred.

6. Advocacy

6.1 2024-2025 Big Rocks

Shawna Warren, Superintendent brought updated information to some of the 2024-2025 Big Rocks for discussion.

6.2 ASBA

Agenda item deferred.

6.3 PSBAA

Agenda item deferred.

6.4 Alberta Education and the Use of Screeners in the Classroom

Agenda item deferred.

6.5 Correspondence Review

Agenda item deferred.

6.6 Upcoming School Events/Trustee Attendance

Agenda item deferred.

7. Audit, Finance and Human Resources

7.1 2024-2025 Budget Assumptions

Agenda item deferred.

7.2 Budget Retrenchment Plan

Agenda item deferred.

7.3 Trustee Monthly Finance Report

Agenda item deferred.

8. Capital Projects and Facility Services

8.1 Capital Plan

Agenda item deferred.

9. Transportation - no update.

10. Adjournment

Trustee Buga adjourned the meeting at 3:10 p.m.

Next meeting: Wednesday, December 4, 2024

MINUTES OF THE COMMITTEE OF THE WHOLE

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

On Wednesday, December 4, 2024, at 9:02 a.m.

Attendance:

Tasha Oatway-McLay, Board Chair

Stacey Buga, Vice Chair

Cindy Briggs, Trustee

*Irene Gibbons, Trustee

Joe Dwyer, Trustee

Trish Murray-Elliott, Trustee

Shawna Warren, Superintendent

Jonathan Konrad, Deputy Superintendent, Education Services

Lisa Lacroix, Associate Superintendent, Human Resources

Left at 10:19 a.m.

Sean Nicholson, Associate Superintendent, Corporate Services

Michelle Wilde, Recording Secretary

Shelley Greenwood, Director, Learning Services

Left at 9:52 a.m.

* *Online Attendance*

Regrets:

Janine Pequin, Trustee

1. Call to Order

Vice Chair Buga called the meeting to order at 9:02 a.m.

2. Approval of the Agenda

Moved by Trustee Dwyer that the Board of Trustees accept the agenda as amended with the addition of the following:

4.3 PSBAA Trustee Murray-Elliott will speak to the student Land Acknowledgement.

CARRIED UNANIMOUSLY

3. Approval of the Committee Minutes

Moved by Trustee Oatway-McLay that the Board of Trustees accept the Committee Meeting Minutes of November 27, 2024, as presented.

CARRIED UNANIMOUSLY

4. Advocacy

4.1 2024-2025 Big Rocks

Shelley Greenwood, Director, Learning Services, Sean Nicholson, Associate Superintendent, Corporate Services and Shawna Warren, Superintendent brought updated information to some of the 2024-2025 Big Rocks for discussion.

Meeting recessed for break at 10:19 a.m. Meeting resumed at 10:31 a.m.

4.2 ASBA

The Board of Trustees discussed ASBA.

4.3 PSBAA

The Board of Trustees discussed PSBAA. Trustee Murray-Elliott spoke about the request for Student Land Acknowledgements.

4.4 Correspondence Review

The Board of Trustees reviewed letters sent to the Minister of Education from different boards.

4.5 Upcoming School Events/Trustee Attendance

Agenda item deferred.

5. Governance

5.1 Google Professional Development with Deputy Superintendent

Jonathan Konrad, Deputy Superintendent, Education Services provided the Board of Trustees with a Google professional development session.

Meeting recessed for lunch at 12:00 p.m. Meeting resumed at 12:15 p.m.

5.2 PSBAA Professional Development

The agenda item will remain as a standing item.

5.3 Trustee Handbook Review

Agenda item deferred.

5.4 Work Plan 2024-2025

The Board of Trustees reviewed their Work Plan 2024-2025. Trustee Buga requested a memo come to the Public Board regarding CASA Classrooms.

Meeting recessed for break at 2:34 p.m. Meeting resumed at 2:44 p.m.

5.5 Policy 220: Trustee Code of Conduct

Agenda item deferred.

6. Environmental Scan

A roundtable discussion ensued where Trustees shared local concerns.

- 6.1 Bill Updates**
Agenda item deferred.
- 6.2 Alberta Education and the Use of Screeners in the Classroom**
The Board of Trustees reviewed the information provided on Alberta Education and the Use of Screeners in the Classroom.
- 6.3 Christmas Cards/Cookie Organization**
The Board of Trustees made arrangements for Christmas Cookies until they can be delivered to school staff.
- 7. Agenda Review - December Public Board Meeting**
The Board of Trustees reviewed the current agenda for the Public Board meeting on December 18, 2024.
- 8. Audit, Finance and Human Resources**
- 8.1 2024-2025 Budget Assumptions**
The agenda item will remain as a standing item. The Board of Trustees discussed the budget assumptions and requested a memo be brought to the Public Board regarding Building Futures.
- 8.2 Budget Retrenchment Plan**
The agenda item will remain as a standing item. The Board of Trustees requested information from Administration to be brought back at a future Committee of the Whole meeting.
- 9. Capital Projects and Facility Services**
- 9.1 Capital Plan**
Agenda item deferred.
- 10. Transportation** - no update.
- 11. Adjournment**
Trustee Buga adjourned the meeting at 3:08 p.m.

Next meeting: Wednesday, December 18, 2024



Date: December 18, 2024 **Agenda Item:** 9.3.1
To: Board of Trustees
From: Shawna Warren, Superintendent
Originator(s): Committee of the Whole
Shawna Warren, Superintendent
Subject: **CASA Classroom Targeted Funding Advocacy Letter**

Recommended Motion:

THAT the Board of Trustees directs the Superintendent to work with CASA to draft an advocacy letter for the Board to advocate for targeted funding for the teacher FTE in the CASA Classrooms effective 2025-2026.

Background:

On July 28, 2022, the Government of Alberta announced an additional investment of \$87 million over three years to enhance child and youth addiction and mental health supports and pediatric rehabilitation services. This new funding will enhance the wide variety of supports and services already available in schools.

In partnership with the Government of Alberta, community partners and school divisions, CASA Mental Health has committed to delivering mental health care in classrooms. CASA Classrooms address the need for services closer to students by bridging a child’s mental health and school needs.

The first 2 classrooms in the province were opened in Sturgeon Public Schools:

Opened February 2023:

Sturgeon County: Gibbons School (Grades 7 to 9)

Sturgeon County: Sturgeon Composite High School (Grades 10 to 12)

August 2024, the Jr. High Program was moved to Guthrie School because CASA was struggling to find medical professionals willing to drive out to Gibbons. Guthrie School, being closer to Edmonton, helped to address that barrier.

One of the challenges for the Division since the opening of the CASA classrooms has been the cost incurred for the teacher in each classroom. CASA is responsible for all other staffing costs to support the students in the classroom, but school divisions are responsible for the cost of the teacher. It is expensive to have a teacher assigned to a low enrolment classroom. CASA classroom enrolment numbers - maximum number of students is 12. The Division has yet to reach 12 students in a class.

- [CASA Classrooms Publication](#) (updated February 2024)
- [Information for Physicians and Primary Care Networks](#) (updated February 2024)
- [Information for Families](#) (updated February 2024)
- [CASA Classrooms Caregiver Handbook](#) (updated August 2024)

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; and e. establishing constructive relationships with students, staff, school councils, parents/guardians, employee organizations, the education ministry and other stakeholder organizations.
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:	(4) Leading Learning
INDICATORS:	e. ensuring that staff have access to resources, programs and expertise to support them in meeting their professional responsibilities and in addressing the learning needs of all students.
COMPETENCY:	(6) School Authority Operations and Resources
INDICATORS:	a. providing direction on fiscal and resource management in accordance with all statutory, regulatory and school authority requirements; and e. establishing data-informed strategic planning and decision-making processes that are responsive to changing contexts.
COMPETENCY:	(7) Supporting Effective Governance
INDICATORS:	d. ensuring that the board's plans, resource allocations, strategies and procedures lead to the achievement of its goals and priorities; and k. supporting the board in its engagement with the school community to develop a vision of a preferred future for student success.

Governance Implications:**Education Act**

Responsibility to students

(4) Subject to section 40, a student who is determined by a board to be in need of specialized supports and services is entitled to have access to those supports and services in an education program provided in accordance with this Act that will give the student the opportunity to meet the standards of education set by the Minister.

Board responsibilities

33(1) A board, as a partner in education, has the responsibility to

- (a) deliver appropriate education programming to meet the needs of all students enrolled in a school operated by the board and to enable their success,
- (f) 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,

Policy 225: Role of the Board

Collaboration

- 20. Represents the community's needs, hopes and desires for education;
- 21. Supports the schools' programs, needs and desires to the community;
- 23. Identifies issues for advocacy on an ongoing basis.

Policy 700: Superintendent of Schools

The Superintendent of Schools provides the Board with information, advice, and support required for the fulfillment of its governance role.

Administrative Procedure 716: Comprehensive School Health

Comprehensive School Health is an integrated approach that provides students and staff with opportunities to observe and learn positive health attitudes and behaviours. It includes a broad spectrum of programs, activities, partnerships and services that take place in schools and communities in order to enhance health and build productive and satisfying relationships across their community.

Administration is prepared to respond to questions at the December 18, 2024, Public Board meeting.

Attachment(s):

1. Public Board Memo: August 22, 2022
2. Public Board Memo: December 21, 2022



DATE: August 24, 2022

TO: Board of Trustees

FROM: Shawna Warren, Superintendent

ORIGINATOR: Superintendent's Office

GOVERNANCE POLICY: [Policy 110 – Welcoming Inclusive, Safe and Healthy Environments](#)

ADDITIONAL REFERENCE: [AP525 – Counselling Services](#)
[AP711 – Welcoming Inclusive, Safe and Healthy Environments](#)
[AP716 – Healthy School Communities](#)

SUBJECT: Mental Health Service Classrooms February 2023

PURPOSE:

For information.

BACKGROUND:

July 28, 2022, the Government of Alberta announced an additional investment of \$87 million over three years to enhance child and youth addiction and mental health supports and pediatric rehabilitation services. This new funding will enhance the wide variety of supports and services already available in schools.

An investment of \$14 million per year for three years will integrate and expand child and youth recovery-oriented addiction and mental health supports in schools and communities. Child, Adolescent and Family Mental Health (CASA), along with other partners, is supporting the development of a school-based services model to integrate and expand access to addiction and mental health services for children and youth from elementary to high school. The integrated services model will offer clear connections to existing community resources to make it easier for Alberta's families and children to access the services they need.

Sturgeon Public School Division and Edmonton Public School Division have been selected to participate in the mental health in schools pilot, which will see \$10 million per year for 2022/23 and 2023/24 to pilot the delivery of new and innovative supports and services through collaboration between community mental health providers and school authorities.

CASA has chosen Sturgeon Composite High School and Four Winds Public School as the sites to pilot Mental Health Services Classrooms beginning February 2023.

CASA's plan for mental health services in classrooms will include:

- Embedded classroom teams with a mental health therapist, classroom behavioural therapist, and psychiatrist. Support teams with a social worker, nurse, assessment psychologist, occupational therapist, and speech and language therapist.



- Ongoing services will include: evaluation and assessments to inform care plans; individual and group therapy; medication trials and management; family therapy and parenting support; and consultation, education, observation, and recommendations for transitions.

Sturgeon Public Schools is honoured to be selected to partner with CASA in this pilot to bring mental health services closer to Sturgeon Public students and families.

Administration is prepared to respond to questions at the August 24, 2022, Public Board meeting.

ATTACHMENT(S):

1. CASA – Mental Health Service Classrooms Announcement

CASA CHILD, ADOLESCENT AND FAMILY MENTAL HEALTH

QUOTES FOR MEDIA MATERIALS

Bonnie Blakley, CEO

“CASA Child, Adolescent and Family Mental Health is pleased to partner with government to bring mental health services closer to Albertan Kids,” says CASA Chief Executive Officer Bonnie Blakley. “CASA has delivered specialized mental health treatment to kids aged three to 18 for more than 30 years. Expanding these services aligns with our vision of a community where all kids have access to timely care and are empowered to thrive.”

Janet Hancock, Board Chair

“As a lifelong educator, I’m grateful the province is making mental health service in classrooms possible,” says CASA Board Chair Janet Hancock. “In my career I was able to pioneer mental health classrooms with wraparound services. I have lived their effectiveness to support children and families. I have seen firsthand how specialized mental health services such as those provided by CASA can save young lives.”

ABOUT CASA’S PLAN FOR MENTAL HEALTH SERVICES IN CLASSROOMS

- By removing barriers to access, intervening early, educating and up-skilling our partners, and providing step-up from community-based services, we aim to prevent more intensive services later in life. Providing a step-down from intensive services, we will also address gaps and issues in the mental health system for more seamless and easier-to-navigate services.
- Three to six classrooms will launch February 2023, including in Edmonton and Sturgeon County. The goal is for 20 operational mental health service classrooms serving 360 children per year by 2024.
- Classrooms will be a mix of elementary, junior high and high schools.
- Embedded classroom teams will include a mental health therapist, classroom behavioural therapist, and a psychiatrist. Support teams will include a social worker, nurse, assessment psychologist, occupational therapist, and speech and language therapist.
- Ongoing services will include: evaluation and assessments to inform care plans; individual and group therapy; medication trials and management; family therapy and parenting support; and consultation, education, observation and recommendations for transitions.



CASA

Child, Adolescent and Family
Mental Health

ABOUT CASA

CASA is an Edmonton-based non-profit organization that has delivered holistic, culturally safe wrap-around mental health services to children (age three to 18) and their families for more than 30 years in Alberta. We do this through a team of specialized mental health professionals who are trauma experts committed to delivering outcomes-based programming in collaboration with community partners. CASA's vision is a community where all children, youth and their families are provided timely mental health care and empowered to thrive.

OUR FIVE-YEAR ROADMAP (2022-2027)

CASA will focus on the following areas over the next five years:

1. Leaders in delivering child-centred, family-inclusive mental health services.
2. Programming efficacy and relevance.
3. Financial health.

HOW IS CASA LEVELING UP SERVICES TO KIDS AND FAMILIES?

- Expanding services in our own footprints and moving to evening, weekend and summer programming;
- Enhancing online services;
- Going to where kids are, by working with community partners to find spaces in their facilities and organizations to provide service.

Learn more about CASA programs at casaservices.org.



CASA

Child, Adolescent and Family
Mental Health



DATE: December 21, 2022

TO: Board of Trustees

FROM: Shawna Warren, Superintendent

ORIGINATOR: Superintendent’s Office

GOVERNANCE POLICY: [Policy 110 – Welcoming Inclusive, Safe and Healthy Environments](#)

ADDITIONAL REFERENCE: [AP525 – Counselling Services](#)
[AP711 – Welcoming Inclusive, Safe and Healthy Environments](#)
[AP716 – Healthy School Communities](#)
Assurance Domains – Learning Supports, Governance & Local and Societal Context

SUBJECT: Mental Health Service Classrooms Update

PURPOSE:

For information.

BACKGROUND:

At the August 24, 2022, Public Board Meeting, the Superintendent shared information about Mental Health Service Classrooms coming to Sturgeon in February 2023.

Background - On July 28, 2022, the Government of Alberta announced an additional investment of \$87 million over three years to enhance child and youth addiction and mental health supports and pediatric rehabilitation services. This new funding will enhance the wide variety of supports and services already available in schools.

An investment of \$14 million per year for three years will integrate and expand child and youth recovery-oriented addiction and mental health supports in schools and communities. Child, Adolescent and Family Mental Health (CASA), along with other partners, is supporting the development of a school-based services model to integrate and expand access to addiction and mental health services for children and youth from elementary to high school. The integrated services model will offer clear connections to existing community resources to make it easier for Alberta’s families and children to access the services they need.

Sturgeon Public School Division, Edmonton Public School Division and Edmonton Catholic School Division were selected to participate in the mental health in schools project, which will see \$10 million per year for 2022/2023 and 2023/2024 to launch the delivery of new and innovative supports and services through collaboration between community mental health providers and school authorities.

Originally, CASA had chosen Sturgeon Composite High School and Four Winds Public School as the sites to launch Mental Health Services Classrooms beginning February 2023, however, due to increased enrolment at Four Winds and lack of space, the program is now going to be moved to Gibbons School. Gibbons School was the alternate choice in the original proposal.



CASA's plan for mental health services in classrooms will include:

- Embedded classroom teams with a mental health therapist, classroom behavioural therapist, and psychiatrist. Support teams with a social worker, nurse, assessment psychologist, occupational therapist, and speech and language therapist.
- Ongoing services will include: evaluation and assessments to inform care plans; individual and group therapy; medication trials and management; family therapy and parenting support; and consultation, education, observation, and recommendations for transitions.

Sturgeon Public Schools is honoured to be selected to partner with CASA to bring mental health services closer to Sturgeon Public students and families.

Administration is prepared to respond to questions at the December 21, 2022, Public Board meeting.

ATTACHMENT(S):

1. Letter to Stakeholders CASA Classrooms



December 2, 2022

Hello,

I am writing to provide you with information on the Government of Alberta's recent announcement regarding the additional investment of \$87 million over three years for child and youth health supports under the Child and Youth Health Services Initiative. This funding includes \$14 million annually to enhance addiction and mental health supports for children and youth, including students, in the province. Please find attached frequently asked questions and a fact sheet about the addiction and mental health component of this initiative for your information. The annual investment of \$14 million is being allocated to CASA Child, Adolescent and Family Mental Health and the Calgary Police Youth Foundation (CPYF) to implement recovery-oriented, school-based supports in high priority communities across the province.

CASA will be implementing new and expanded specialized clinical services, including CASA Classroom Teams that will be supported by a team consisting of a mental health therapist, psychiatrist or physician with mental health training, and a classroom behavioural specialist, and supported by an allied health team of a nurse, social worker, educational psychologist, speech and language therapist and occupational therapist.

The CPYF will be implementing an expansion of its Integrated Schools Support Program (ISSP), which is a comprehensive health model that provides children and youth with prevention and early intervention supports in elementary schools. These supports include access to a mental health professional, as well as other community supports such as meal programs, after school care, and structured physical education based on resources in the school community.

This initiative also includes improving access to mental health and additional services for communities across the province by supporting additional mental health pathways through Alberta 211 and other community networks so that children, youth and families can more easily connect to existing services and resources in the community.

The CASA Classroom Teams and ISSP will be implemented in select high priority communities across the province over the next two years. Planning for the initial communities in the Edmonton and Calgary Zones is underway and we may be reaching out to you to discuss opportunities or to solicit your advice regarding the implementation of these new supports. Final decisions on selected communities will be made by the Ministry of Mental Health and Addiction (formerly Alberta Health) and Alberta Education.

We look forward to working with new and existing partners on this important initiative.

Sincerely,

Dena Pedersen

Dena Pedersen, Clinical Director

Enclosures:

CYHSI FAQ

Overview of CASA CT ISSP

FACT SHEET

DESCRIPTION OF ISSP AND CASA CLASSROOM TEAMS

BACKGROUND

Child and Youth Health Services Initiative Funding: Addiction and Mental Health

The Ministry of Mental Health and Addiction (formerly Alberta Health) announced \$87 million over three years to expand and improve the accessibility of child and youth mental health and addiction services and pediatric rehabilitation supports through a new initiative, the Child and Youth Health Services Initiative (CYHSI).

Almost half of this funding includes an annual investment of \$14 million which will go towards integrating and expanding child and youth recovery-oriented addiction and mental health supports in schools and communities. These supports include the introduction of new and expanded clinical services and supports, including CASA Classroom Teams, to be implemented by CASA Child, Adolescent and Family Mental Health and the expansion of the Calgary Police Youth Foundation's Integrated School Support Program (ISSP).

Initial implementation will commence in the Edmonton and Calgary Zones, as part of the plan to scale up and expand these services across the province over the next two years.

CASA Classroom Teams

CASA's Classroom Teams support students with intensive or specialized treatment needs who require more help to succeed than a regular classroom with added mental health supports can provide.

CASA Classroom Teams will be supported by a team consisting of a mental health therapist, psychiatrist and classroom behavioral specialist, with support from an allied health team of a nurse, social worker, educational psychologist, speech and language therapist and occupational therapist.

The Classroom Teams are designed as a 'step down' service from more intensive supports, such as residential treatment, and a 'step up' service from what is currently offered in some schools. The classroom-based services will be available to students in a geographic area from a range of school authorities and not just a particular school community.

Initial Classroom Teams are expected to begin operations by February 2023.

Integrated School Support Program (ISSP)

ISSP is a comprehensive health model that provides children in elementary schools with prevention and early intervention wraparound supports such as meal programs, after school care, structured physical education, access to a mental health professional, and other community supports including police, social workers and health care professionals.

The new investment will fund mental health professionals in the ISSP. The other supports in the program will be provided by the school/community based on existing or new resources.

The initial expansion of ISSP programming is anticipated to be in place by fall 2022. The ISSP supports children in schools that are located in higher need communities.

Child and Youth Health Services Initiative Funding: Addiction and Mental Health

The Ministry of Mental Health and Addiction (formerly Alberta Health) announced \$87 million over three years to expand and improve the accessibility of child and youth mental health and addiction services and pediatric rehabilitation supports through a new initiative, the Child and Youth Health Services Initiative (CYHSI).

Almost half of this funding includes an annual investment of \$14 million which will go towards integrating and expanding child and youth recovery-oriented addiction and mental health supports in schools and communities. These supports include the introduction of new and expanded clinical services and supports, including CASA Classroom Teams, to be implemented by CASA Child, Adolescent and Family Mental Health, and the expansion of the Calgary Police Youth Foundation's Integrated School Support Program (ISSP).

Questions and Answers:

How is this funding being allocated?

Child and Youth Health Services Initiative (CYHSI) funding is allocated over the next three years as follows:

- \$15 million annually to enhance pediatric rehabilitation services and programs. For more information, visit ahs.ca/pedrehab.
- \$14 million annually to enhance recovery-oriented school-based mental health and addiction supports and services.
 - \$10 million annually is being provided to CASA to support the introduction of new and expanded clinical mental health services and supports for school-aged children and youth, most notably CASA Classroom Teams.
 - \$4 million annually is supporting the expansion of the Calgary Police Youth Foundation's (CPYF) ISSP to provide school-based prevention supports for children and youth in elementary schools, including access to a mental health professional.

What services will be provided through CASA Classroom Teams?

CASA Classroom Teams will support students with intensive or specialized treatment needs who require more help to succeed than a regular classroom with added mental health supports can provide.

Mental health classrooms will be supported by a team consisting of a mental health therapist, psychiatrist and classroom behavioral specialist, with support from an allied health team of a nurse, social worker, educational psychologist, speech and language therapist and occupational therapist.

The classroom teams are designed as a 'step down' service from more intensive supports, such as residential treatment, and a 'step up' service from what is currently offered in some schools. The classroom-based services will be available to students in a geographic area from a range of school authorities and not just a particular school community.

Are CASA Classroom Teams currently operating in Alberta?

Although CASA has existing experience and success in the delivery of mental health services to students, the concept of bringing coordinated clinical mental health supports to community classrooms is new and innovative. Initial classrooms are expected to begin operations by February 2023.

What services will be provided through ISSP?

ISSP is a comprehensive health model that provides children in elementary schools with prevention and early intervention wraparound supports such as meal programs, after school care, structured physical education, access to a mental health professional, and other community supports including police, social workers and health care professionals.

The ISSP supports children in schools that are located in higher need communities.

The new investment will fund mental health professionals in the ISSP. The other supports in the program will be provided by the school/community based on existing or new resources.

Is ISSP currently operational in Alberta?

Yes, ISSP has been operating successfully in two schools in Calgary and will be expanding provincially with this funding.

When will the ISSP expansion and CASA Classroom Teams become operational?

The initial expansion of ISSP programming is anticipated to be in place by fall 2022 and CASA Classroom Teams by February 2023 for the initial implementation phase of this initiative.

What communities will these CASA Classroom Teams and ISSP be available in?

The CASA Classroom Teams will initially be established in the Edmonton zone, and planning is underway for the Calgary and Central zones, followed by North and South zones.

The ISSP is currently operating in Calgary. The program will be initially expanded within the Calgary zone, as part of the plan to scale up and expand these services across the province over the next two years.

It is anticipated that the ISSP and the CASA Classroom Teams will be expanded to all zones in the province by September 2024.

How were communities and schools selected to receive CASA Classroom Teams or the ISSP?

Communities were selected based on identified need that was informed, in part, by data from government ministries and others. A provincial implementation committee was established by the Ministry of Mental Health and Addiction to support the identification of potential communities.

Provincial Implementation Committee partners include:

- Ministries of Education, Children’s Services, Seniors, Community and Social Services, and Justice
- CASA Child, Adolescent and Family Mental Health
- Calgary Police Youth Foundation
- Alberta 211 (Canadian Mental Health Association, Edmonton Region)
- Alberta Health Services
- Central Alberta Child Advocacy Centre and;
- Kickstand.

CASA and CPYF will work collaboratively with school authorities to identify schools within the selected high priority communities.

Impact of CASA Classroom Teams and ISSP

How many children and youth will school-based supports help annually?

It is anticipated that 8,000 children, youth and families will be supported annually in addition to those already being served by ISSP and CASA.

How will these school-based supports improve health system navigation?

These services are a key part of an integrated service delivery model that strengthens and supports clear and accessible pathways so that children, youth and families can easily navigate and connect to the services they need.

Improving mental health pathways will also increase awareness and knowledge of mental health and addiction supports through Alberta 211 and other community networks, as well as ensure 'warm referrals' to services and support smooth transitions between services.

How will these school-based supports address increased mental health service wait times caused by the COVID-19 pandemic?

This initiative supports the introduction of new services and the expansion of existing services and supports in the province to help meet the increased demand for service.

It will also support enhancing existing local capacity through training, tools and resources, thereby enabling children and youth to access services closer to home.

The expansion of services will align with other recently announced provincial initiatives, including virtual and in-person counselling services through [Family Resource Networks](#) and [Counselling Alberta](#), as well as Education's new funding for [Mental Health in Schools Pilot Project](#) to improve the delivery of mental health supports and services for students, and tools training and resources for the school community.

Will rural Albertans be supported through school-based supports?

Yes, the ISSP and CASA Classroom Teams will be implemented in all zones across the province, and include rural communities.

Will these school-based services support high need groups such as Indigenous communities?

Yes, programming includes targeted supports for under served youth populations, such as youth who are in care, homeless, Indigenous, LGBTQ2S+ and new to Canada.