



BOARD OF TRUSTEES STURGEON PUBLIC SCHOOLS

Public Board Meeting

AGENDA

Date: January 29, 2025 **Start Time:** 10:00 a.m.

Location: Virtual Meeting
[Join the meeting now](#)
Meeting ID: 255 056 767 020
Passcode: X2V2Hq

1. [Call to Order](#)
2. [Land Acknowledgement](#) - Trustee Murray-Elliott
3. [Approval of Agenda](#)
4. [Approval of Minutes](#)
 - 4.1 Approval of the Minutes of the Regular Board Meeting of December 18, 2024
 - 4.2 Approval of the Minutes of the Special Board Meeting of January 9, 2025
 - 4.3 Approval of the Minutes of the Special Board Meeting of January 15, 2025
 - 4.4 Approval of the Minutes of the Special Board Meeting of January 17, 2025
 - 4.5 Approval of the Minutes of the Special Board Meeting of January 22, 2025
5. [Business Arising From The Minutes](#)
6. [Presentations/Delegations](#)
 - 6.1 S.H.I.N.E Beyond Limits
7. [Action Items](#)

8. Administrative Reports

- 8.1 Quarterly Financial Report and Forecast - January 2025
- 8.2 Counselling and Wellness Plans
- 8.3 Supporting Safe and Respectful Learning Environments
- 8.4 Literacy Report
- 8.5 Council of School Councils' Summary Report - October Meeting
- 8.6 Communications Report - December 2024 & January 2025
- 8.7 Superintendent Report
- 8.8 Administrative Procedure 445: Time-in-Lieu: Central Office Staff GEC

9. Reports from Trustees and Standing Committees

- 9.1 Chair's Report
 - 9.1.1 Letter Regarding Survey Design and Accurate Data
 - 9.1.2 Letter for CASA Mental Health Classrooms Funding
- 9.2 Trustees' Reports
- 9.3 Committee of the Whole Report
- 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

Table of Contents

	<u>Resolution #</u>
Approval of Agenda	094
Approval of Minutes	095
Motions	
Bylaw 02-2024: To Require Criminal Record Checks for Trustee Nominations	096/097/098/099
CASA Classroom Targeted Funding Advocacy Letter	100

DRAFT

MINUTES OF THE PUBLIC BOARD MEETING

Meeting held at the Frank Robinson Education Centre
Boardroom, in Morinville, Alberta
On Wednesday, December 18, 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
Dan Stephen, Division Principal
Shelley Greenwood, Director, Learning Services
Rita Raposo, Director, Human Resources
Michelle Wilde, Recording Secretary

Left meeting at 11:07 a.m.
Left meeting at 10:50 a.m.
Left meeting at 10:50 a.m.

*Online Attendance

Call to Order

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

Land Acknowledgement

Trustee Gibbons read the Land Acknowledgement Statement.

Approval of Agenda

[094/2024 - Moved by Trustee Briggs](#) that the agenda be approved as presented.

CARRIED UNANIMOUSLY

Approval of Minutes

[095/2024 - Moved by Trustee Dwyer](#) that the minutes of the Regular Meeting of November 27, 2024, be approved as presented.

CARRIED UNANIMOUSLY

Business Arising From The Minutes

No business arising from the minutes.

Presentations/Delegations

Ochre Park - A Place to Study and Outdoor Learning presentation by Jenaia G. (Principal), Deb V. (Educational Assistant), Everett O. (Grade 1), Rhett L. (Grade 2), Maycee B. (Grade 2/3), Oliver H. (Grade 3/4) and Fynni S. (Grade 4).

Action Items

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

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.

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

096/2024 - Moved by Chair Oatway-McLay 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.

CARRIED UNANIMOUSLY

097/2024 - Moved by Chair Oatway-McLay 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.

CARRIED UNANIMOUSLY

098/2024 - Moved by Chair Oatway-McLay 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.

CARRIED UNANIMOUSLY

099/2024 - Moved by Chair Oatway-McLay 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.

CARRIED UNANIMOUSLY

Administrative Reports

Alternative Programs Report - December 2024

Dan Stephen, Division Principal, presented the Alternative Programs Report for December 2024.

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.

Mental Health in School (MHIN) Pilot Project - Final Report

Shelley Greenwood, Director, Learning Services presented the Mental Health in School (MHIN) Pilot Project - Final Report.

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.

Workplace Safety Report

Rita Raposo, Director Human Resources and Lisa Lacroix, Associate Superintendent Human Resources presented the Workplace Safety Report.

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.

Transition to Windows 11 for Enhance Security and Learning

Jonathan Konrad, Deputy Superintendent, Education Services presented the Transition to Windows 11 for Enhanced Security and Learning report.

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.

Building Futures

Dan Stephen, Division Principal, presented the Building Futures Report.

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 Nicolaidis 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.

School Education Plans

Jonathan Konrad, Deputy Superintendent, Education Services presented the School Education Plans report.

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.

Communications Report - November & December 2024

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

2024-2025 Superintendent Discretionary Fund

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

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.

Superintendent Report

Shawna Warren, Superintendent presented the Superintendent Report.

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

Shawna Warren, Superintendent presented a new Administrative Procedure 206: School Attendance Areas and Requests to Attend a School Outside of the Designated Attendance Area.

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.

Administrative Procedure 464: Fees

Sean Nicholson, Associate Superintendent, Corporate Services presented an update to Administrative Procedure 464: Fees.

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.

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 (*Dec. 13*)
- Committee of the Whole (*Dec. 4 & Dec. 18*)
- Gibbons Community Engagement (*Dec. 3*)
- Guthrie School Deliveries (*Dec. 13*)
- Meeting with Dale Nally (*Dec. 13*)
- Namao School Activity (*Dec. 13*)
- Namao School Deliveries (*Dec. 13*)
- Public Board Meeting (*Dec. 18*)

Trustees' Reports

Below are the submitted Trustee Reports.

Trustee Briggs (Bon Accord/Legal)

Trustee Briggs reported that she attended:

- Bon Accord Community School Christmas Concert (*Dec. 19*)
- Bon Accord School Visit Christmas Crafting (*Dec. 17*)
- Christmas Lunch at Lilian Schick School (*Dec. 19*)
- Christmas Visit Lilian Schick, Bon Accord and Oak Hill Schools (*Dec. 13*)
- Committee of the Whole (*Dec. 4 & Dec. 18*)
- December Public Board Meeting (*Dec. 18*)
- Gibbons Community Engagement (*Dec. 3*)
- Landing Trail Winter Carnival (*Dec. 5*)
- Legal Public School Council Meeting (*Dec. 19*)
- Legal Public School Visit with MLA Dale Nally (*Dec. 13*)
- Lilian Schick Christmas Concert (*Dec. 10*)
- Lilian Schick Visit (*Dec. 3*)
- Lilian Schick Visit (Knighthood Awards) (*Dec. 10*)
- Meeting with MLA Dale Nally in Morinville (*Dec. 13*)

- Pinewood Hall Coffee and pie (Cancelled)
- Sturgeon Composite High School Winter Concert (Dec. 5)

Trustee Buga (Morinville Area)

Trustee Buga reported that she attended:

- Agenda Review Meeting (Dec. 13)
- ASBA PD Session (Dec. 2)
- ASBA Zone 2/3 (Dec. 6)
- Committee of the Whole (Dec. 4 & Dec. 18)
- Four Winds Christmas Concert (Dec. 12)
- Gibbons Community Engagement (Dec. 3)
- Learning Centre Christmas Open House (Dec. 13)
- MPS School Council (Dec. 9)
- Public Board Meeting (Dec. 18)
- SCHS Winter Showcase (Dec. 5)

Trustee Dwyer (Alcomdale/Villeneuve Area)

Trustee Dwyer reported that he attended:

- Camilla School Christmas Concert
- Colony School Christmas Concert
- Committee of the Whole Meeting (Dec. 4 & Dec. 18)
- Rotary Meetings
- Public Board Meeting (Dec. 18)

Trustee Gibbons (Gibbons/Lamoureux)

Trustee Gibbons reported that she attended:

- 1:1 Meeting with the Superintendent (Dec. 13)
- Committee of the Whole (Dec. 4 & Dec. 18)
- Community Engagement - Gibbons (Dec. 3)
- Gibbons School Christmas Concert (Dec. 17)
- Landing Trail Winter Carnival (Dec. 5)
- Meeting with Hon. Dale Nally (Dec. 13)
- Public Board Meeting (Dec. 13)

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

Trustee Murray-Elliott reported that she attended:

- Committee of the Whole Meeting (Dec. 4 & Dec. 18)
- Community Engagement, Gibbons School (Dec. 3)
- Distribute Holiday Cards and Cookies, SCHS (Dec. 13)
- Distribute Holiday Cards and Cookies, Sturgeon Heights (Dec. 12)
- Festive Lunch, Sturgeon Heights School (Dec. 19)
- Public Board Meeting (Dec. 18)

- SCHS Winter Concert and Art Walk (Dec. 5)
- Sturgeon Heights School Winter Concert (Dec. 5)

Trustee Pequin (Redwater/Coronado Area)

Trustee Pequin reported that she attended:

- Committee of the Whole (Dec. 18)
- Ochre Park Christmas Concert (Dec. 19)
- Ochre Park School Council (Dec. 5)
- Public Board Meeting (Dec. 18)
- Redwater School Christmas Concert (Dec. 12)

Committee of the Whole

The Board of Trustees received as information, the approved minutes of the meeting from the November 27, 2024, Committee of the Whole meeting and the unapproved minutes of the meeting from the December 4, 2024, Committee of the Whole meeting.

CASA Classroom Targeted Funding Advocacy Letter

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.

[100/2024 - Moved by Chair Oatway-McLay](#) 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.

CARRIED UNANIMOUSLY

Letter Regarding Survey Design and Accurate Data

A draft letter was provided to the Board of Trustees for review and discussion. Additional individuals were added to the cc' list for the letter.

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.

Unfinished Business

No unfinished business.

Comment and Question Period

No comments or questions from the public.

In Camera

[101/2024 - Moved by Trustee Briggs](#) that the Board of Trustees move to In Camera at 11:49 a.m.

CARRIED UNANIMOUSLY

Meeting recessed for break at 11:49 a.m. Meeting resumed at 11:59 a.m.

Meeting recessed for lunch at 12:18 p.m. Meeting resumed at 12:28 p.m.

102/2024 - Moved by Trustee Gibbons that the Board of Trustees revert to a public meeting at 1:49 p.m.

CARRIED UNANIMOUSLY

Adjournment

Trustee Briggs adjourned the meeting at 1:50 p.m.

Chair

Date

Associate Superintendent,
Corporate Services

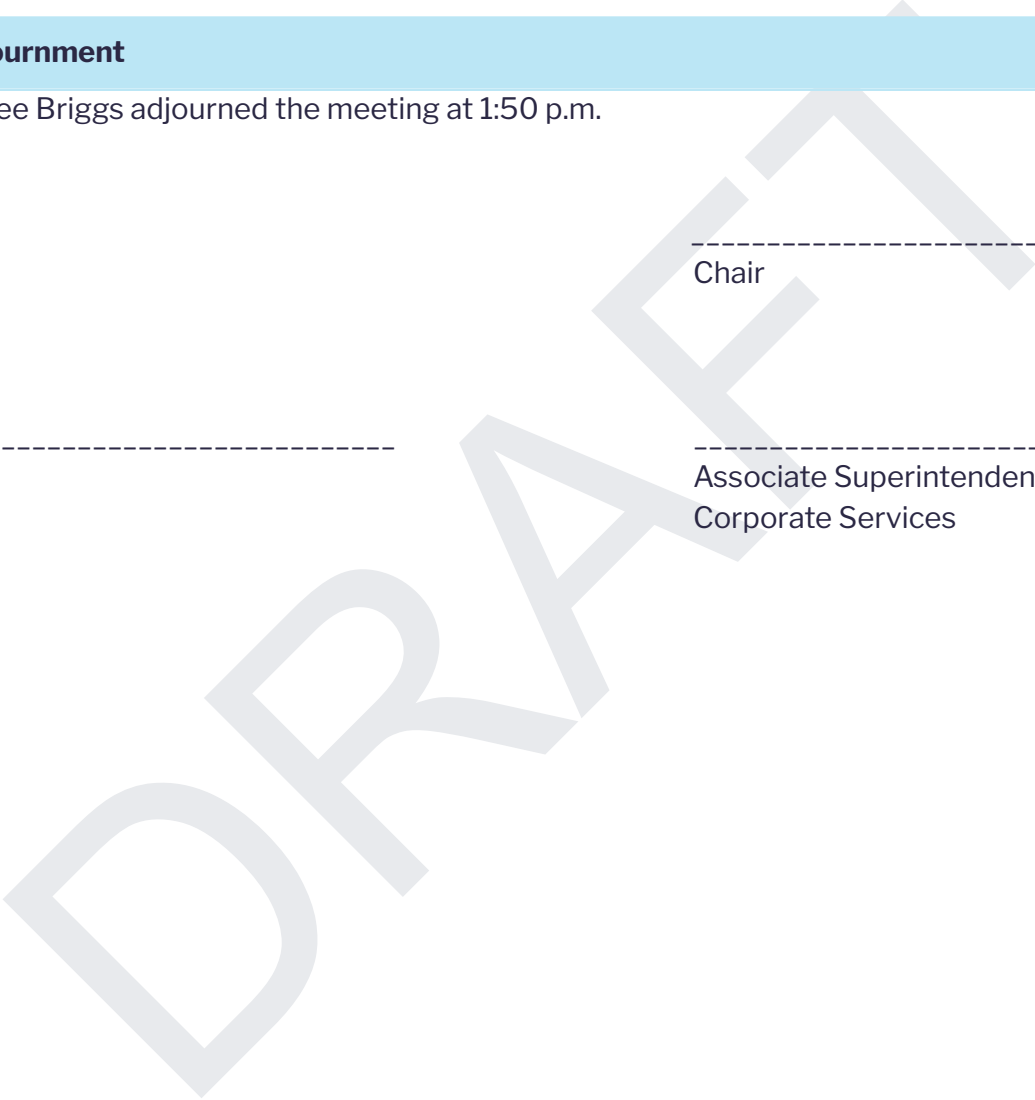




Table of Contents

	<u>Resolution #</u>
Motions	
CUPE Job Action	S-03
Committee of the Whole Meeting - January 15, 2025 - Cancelled	S-04

DRAFT



**Sturgeon
Public Schools**

**MINUTES OF THE
SPECIAL BOARD MEETING**

Virtual Meeting

Frank Robinson Education Centre

On Thursday, January 9, 2025, at 4:30 p.m.

Attendance:

*Tasha Oatway-McLay, Board Chair

*Stacey Buga, Vice Chair

*Cindy Briggs, Trustee

*Irene Gibbons, Trustee

*Janine Pequin, Trustee

*Joe Dwyer, Trustee

Arrived at 4:44 p.m.

*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

**Attended Meeting Virtually*

Call to Order

Board Chair Oatway-McLay called the meeting to order at 4:31 p.m.

CUPE Job Action

S-01/2025 - Moved by Trustee Buga that the Board of Trustees move to In Camera at 4:31 p.m.

CARRIED UNANIMOUSLY

S-02/2025 - Moved by Trustee Murray-Elliott that the Board of Trustees revert to a public meeting at 4:49 p.m.

CARRIED UNANIMOUSLY

S-03/2025 - Moved by Trustee Buga that the Board of Trustees give the Superintendent of Schools the authority to apply to lock out the CUPE Local.

CARRIED UNANIMOUSLY

S-04/2025 - Moved by Chair Oatway-McLay that the Board of Trustees cancel the January 15, 2025, Committee of the Whole meeting.

CARRIED UNANIMOUSLY

Close of the Meeting

The meeting adjourned at 4:50 p.m.

Chair

Date

Associate Superintendent,
Corporate Services

DRAFT



**Sturgeon
Public Schools**

**MINUTES OF THE
SPECIAL BOARD MEETING**

Virtual Meeting

Frank Robinson Education Centre

On Wednesday, January 15, 2025, at 4:30 p.m.

UNAPPROVED DRAFT

Table of Contents

Motions

Resolution #

DRAFT



**Sturgeon
Public Schools**

**MINUTES OF THE
SPECIAL BOARD MEETING**

Virtual Meeting
Frank Robinson Education Centre
On Wednesday, January 15, 2025, at 4:30 p.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
- *Attended Meeting Virtually*

Call to Order

Board Chair Oatway-McLay called the meeting to order at 4:31 p.m.

Labour Action Update

S-05/2025 - Moved by Trustee Briggs that the Board of Trustees move to In Camera at 4:32 p.m.

CARRIED UNANIMOUSLY

S-06/2025 - Moved by Trustee Briggs that the Board of Trustees revert to a public meeting at 5:32 p.m.

CARRIED UNANIMOUSLY

Close of the Meeting

The meeting adjourned at 5:32 p.m.

Chair

Date

Associate Superintendent,
Corporate Services



**Sturgeon
Public Schools**

**MINUTES OF THE
SPECIAL BOARD MEETING**

Virtual Meeting
Frank Robinson Education Centre
On Friday, January 17, 2025, at 4:30 p.m.

UNAPPROVED DRAFT

Table of Contents

	<u>Resolution #</u>
Motions	
Format Public Board Meetings	S-09

DRAFT



**Sturgeon
Public Schools**

**MINUTES OF THE
SPECIAL BOARD MEETING**

Virtual Meeting
Frank Robinson Education Centre
On Friday, January 17, 2025, at 4:30 p.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
**Attended Meeting Virtually*

Call to Order

Board Chair Oatway-McLay called the meeting to order at 4:31 p.m.

Labour Action Update

S-07/2025 - Moved by Trustee Briggs that the Board of Trustees move to In Camera at 4:34 p.m.

CARRIED UNANIMOUSLY

S-08/2025 - Moved by Trustee Briggs that the Board of Trustees revert to a public meeting at 4:59 p.m.

CARRIED UNANIMOUSLY

S-09/2025 - Moved by Trustee Buga that the Board of Trustees approve a shift to an online format for Public Board meetings during CUPE Labour Action.

CARRIED UNANIMOUSLY

Close of the Meeting

The meeting adjourned at 4:59 p.m.

Chair

Date

Associate Superintendent,
Corporate Services

DRAFT



**Sturgeon
Public Schools**

**MINUTES OF THE
SPECIAL BOARD MEETING**

Virtual Meeting

Frank Robinson Education Centre

On Wednesday, January 22, 2025, at 4:30 p.m.

UNAPPROVED DRAFT

Table of Contents

Motions

Resolution #

DRAFT



**Sturgeon
Public Schools**

**MINUTES OF THE
SPECIAL BOARD MEETING**

Virtual Meeting
Frank Robinson Education Centre
On Wednesday, January 22, 2025, at 4:30 p.m.

Attendance:

- *Tasha Oatway-McLay, Board Chair
- *Stacey Buga, Vice Chair
- *Cindy Briggs, Trustee Arrived at 4:36 p.m.
- *Irene Gibbons, Trustee
- *Janine Pequin, Trustee Arrived at 4:34 p.m.
- *Joe Dwyer, Trustee
- *Trish Murray-Elliott, Trustee
- Shawna Warren, Superintendent
- Jonathan Konrad, Deputy Superintendent, Education Services
- Lisa Lacroix, Associate Superintendent, Human Resources
- *Attended Meeting Virtually*

Call to Order

Board Chair Oatway-McLay called the meeting to order at 4:36 p.m.

Labour Action Update

S-10/2025 - Moved by Trustee Pequin that the Board of Trustees move to In Camera at 4:37 p.m.

CARRIED UNANIMOUSLY

S-11/2025 - Moved by Trustee Gibbons that the Board of Trustees revert to a public meeting at 5:12 p.m.

CARRIED UNANIMOUSLY

Close of the Meeting

The meeting adjourned at 5:12 p.m.

Chair

Date

Associate Superintendent,
Corporate Services

Date: January 29, 2025 **Agenda Item:** 8.1

To: Board of Trustees

From: Shawna Warren, Superintendent

Originator(s): Sean Nicholson, Associate Superintendent, Corporate Services
Franco Maisano, Executive Director, Corporate Services

Subject: **Quarterly Financial Report and Forecast - January 2025**

Background:

The board annually approves a budget based on projected enrolments, revenues and expenses. The budget plots a course for the Board to provide education services in its jurisdiction and to address local priorities. Responsible fiscal management requires the Board to monitor the Division's financial results to ensure that the organization operates according to its plan and to adjust operations if necessary.

The fiscal year for The Sturgeon Public School Division (SPS) is September 1 to August 31. Administration will be providing three quarterly financial reports and an annual financial report as follows:

- First Quarterly Report (January)
- Second Quarterly Report (April)
- Third Quarterly Report (June)
- Audited Financial Statement (November of the subsequent school year)

The "Schedule of Revenues and Expenses" shows revenues and expenses from the Spring Budget, Quarter One (Q1) Forecast, Year to Date as of November 30, 2024, and percentage comparisons of Year to Date to Spring Budget and Quarter One Forecast.

The Division on November 30, 2024, should expect revenues and expenses between 25% (3/12 months) & 30% (3/10 months). Overall actual revenues are at 25% of the Q1 Forecasted budget, while expenses are at 24% of the Q1 Forecasted budget.

- Year-to-date revenues as of November 30, 2024: \$20.1 million or 25 per cent of total forecasted revenues.
- Year-to-date expenses as of November 30, 2024: \$19.8 million or 24 per cent of total forecasted expenses.
- Year-to-date operating surplus as of November 30, 2024: \$0.3 million
- The Quarter 1 projected operating deficit goes to \$0.8 million versus Spring Budget operating deficit of \$1.2 million.

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: 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.

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;
e. ensuring that the board's fiscal and resource management is in accordance with all statutory, regulatory and board requirements;
f. supporting the board in the fulfilment of its governance functions in the fiduciary, strategic and generative realms; and 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

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

Policy 220: Trustee Code of Conduct

2.3.5 Trustees must be mindful of the fact that they are accountable to exercise the powers and discharge the duties of their office honestly and in good faith. To this end, Trustees shall exercise the degree of care, diligence and skill that a reasonably prudent person would exercise in comparable circumstances.

Policy 225: Role of the Board

Resource Stewardship

The Board shall ensure effective stewardship of the Board's resources [Education Act s. 33(1)(i)].

[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.

[Administrative Procedure 400: Budget Development](#)

The allocation of funds is a consultative process that is key to the system and its schools operating in an effective and efficient manner. The appropriate distribution of funds is a necessity for a healthy school division. Involvement by stakeholders in the development of the budget process is key to having the final budget understood, accepted and properly administered.

Administration is prepared to respond to questions at the January 29, 2025, Public Board meeting.

Attachment(s):

1. Sturgeon Public School Division Quarterly Report for Q1 ending November 30, 2024

Schedule of Revenues and Expenses

2024-2025

For the quarter ending November 30, 2024

In Thousand's

Percentage of Fiscal Year Completed

25%

REVENUES	Spring Budget	Q1 Forecast	Year to Date as at Nov 30, 24	% Actual to Spring Budget	% Actual to Q1 Forecast
Alberta Education	\$ 69,224	\$ 70,489	\$ 17,252	25%	24%
Alberta Infrastructure	3,321	3,321	831	25%	25%
Other - Government of Alberta	1,404	1,598	420	30%	26%
Federal Government and First Nations	2,134	2,348	257	12%	11%
Other Alberta school authorities	40	50	20	50%	40%
Fees	2,050	2,150	823	40%	38%
Sales of services and products	240	224	60	25%	27%
Investment income	450	450	125	28%	28%
Gifts and donations	334	407	178	53%	44%
Rental of facilities	119	134	43	36%	32%
Fundraising	135	147	71	53%	48%
Gains on disposal of tangible capital assets	-	-	0	-	-
Other Revenues	71	477	42	59%	9%
TOTAL REVENUES	\$ 79,522	\$ 81,795	\$ 20,122	25%	25%

EXPENSES BY CATEGORY	Spring Budget	Q1 Forecast	Year to Date as at Nov 30, 24	% Actual to Spring Budget	% Actual to Q1 Forecast
Certificated salaries	\$ 31,579	\$ 31,574	\$ 7,814	25%	25%
Certificated benefits	8,140	8,159	1,594	20%	20%
Non-certificated salaries and wages	14,500	14,862	3,969	27%	27%
Non-certificated benefits	4,640	4,744	1,083	23%	23%
SUB - TOTAL	\$ 58,859	\$ 59,338	\$ 14,460	25%	24%
Services, contracts and supplies	\$ 16,949	\$ 18,367	\$ 4,119	24%	22%
Amortization of Capital	4,902	4,919	1,221	25%	25%
Other interest and finance charges	57	55	22	39%	40%
Losses on disposal of tangible capital assets	-	-	-	-	-
Other expense	-	-	-	-	-
TOTAL EXPENSES	\$ 80,767	\$ 82,679	\$ 19,822	25%	24%
Annual Operating Surplus (Deficit)	\$ (1,245)	\$ (884)	\$ 300		

EXPENSES BY PROGRAM OPERATION	Spring Budget	Q1 Forecast	Year to Date as at Nov 30, 24	% Actual to Spring Budget	% Actual to Q1 Forecast
Instruction: ECS	\$ 3,716	\$ 3,766	\$ 874	24%	23%
Instruction: Grades 1 to 12	57,424	59,284	14,011	24%	24%
Operations & Maintenance	10,461	10,362	2,513	24%	24%
Transportation	5,863	5,948	1,619	28%	27%
System Administration	2,886	2,948	719	25%	24%
External Services	417	371	86	21%	23%
TOTAL EXPENSES	\$ 80,767	\$ 82,679	\$ 19,822	25%	24%
Annual Operating Surplus (Deficit)	\$ (1,245)	\$ (884)	\$ 300		

Revenues By Month

2024-2025

In Thousand's

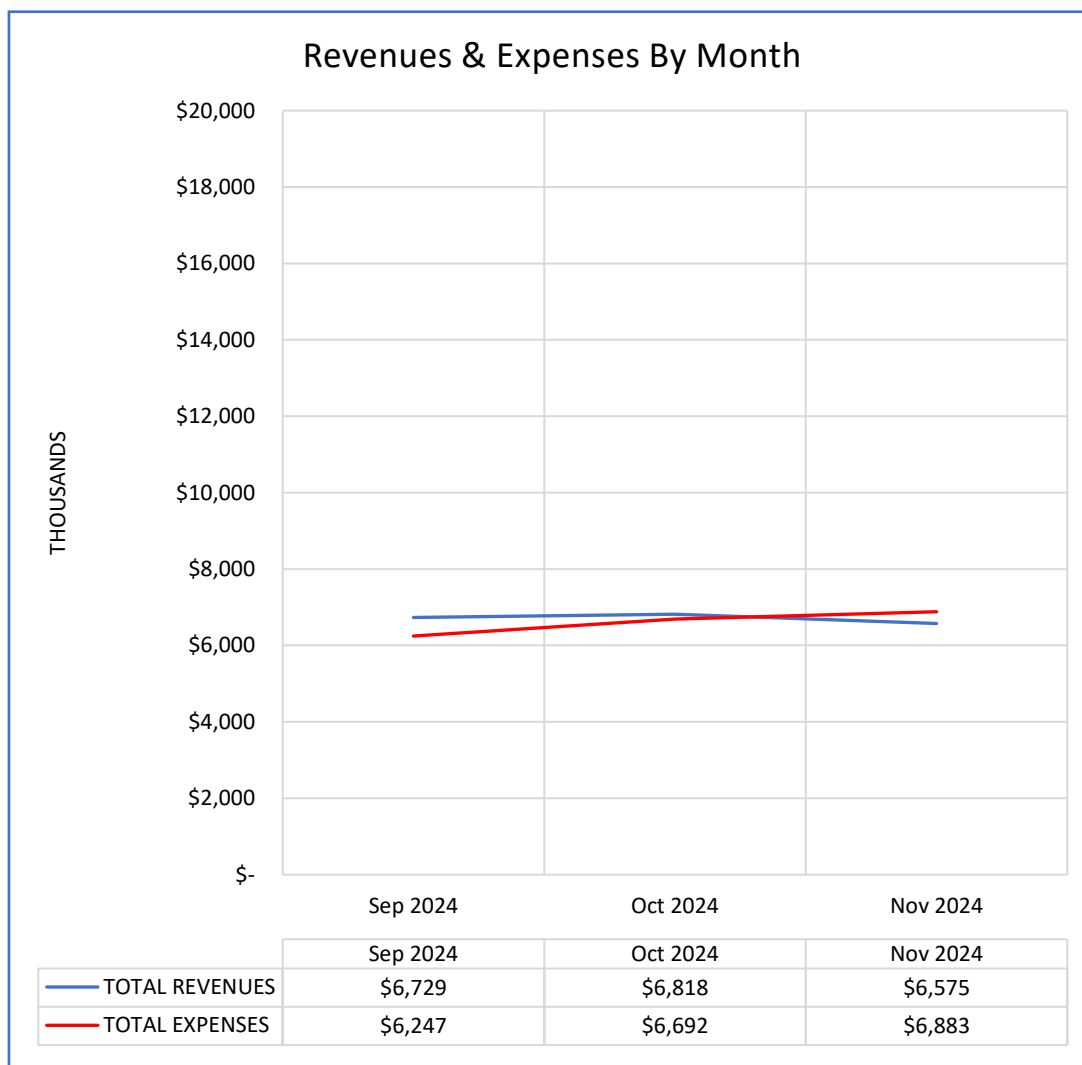
Revenues	Sep 2024	Oct 2024	Nov 2024	Totals
Alberta Education	\$ 5,617	\$ 5,879	\$ 5,756	\$ 17,252
Alberta Infrastructure	277	277	277	831
Other - Government of Alberta	126	157	137	420
Federal Government and First Nations	88	92	77	257
Other Alberta school authorities	1	15	4	20
Fees	446	229	148	823
Sales of services and products	16	23	21	60
Investment income	42	46	37	125
Gifts and donations	55	75	48	178
Rental of facilities	15	9	19	43
Fundraising	7	14	50	71
Gains on disposal of tangible capital assets	-	-	-	-
Other Revenues	39	2	1	42
TOTAL REVENUES	\$ 6,729	\$ 6,818	\$ 6,575	\$ 20,122

Expenses By Month

2024-2025

In Thousand's

Expenses	Sep 2024	Oct 2024	Nov 2024	Totals
Certificated salaries	\$ 2,563	\$ 2,643	\$ 2,608	\$ 7,814
Certificated benefits	551	553	490	1,594
Non-certificated salaries and wages	1,359	1,298	1,312	3,969
Non-certificated benefits	370	362	351	1,083
SUB - TOTAL	\$ 4,843	\$ 4,856	\$ 4,761	\$ 14,460
Services, contracts and supplies	\$985	\$1,423	\$1,711	4,119
Amortization of Capital	407	407	407	1,221
Other interest and finance charges	12	6	4	22
Losses on disposal of tangible capital assets	-	-	-	-
Other expense	-	-	-	-
TOTAL EXPENSES	\$ 6,247	\$ 6,692	\$ 6,883	\$ 19,822



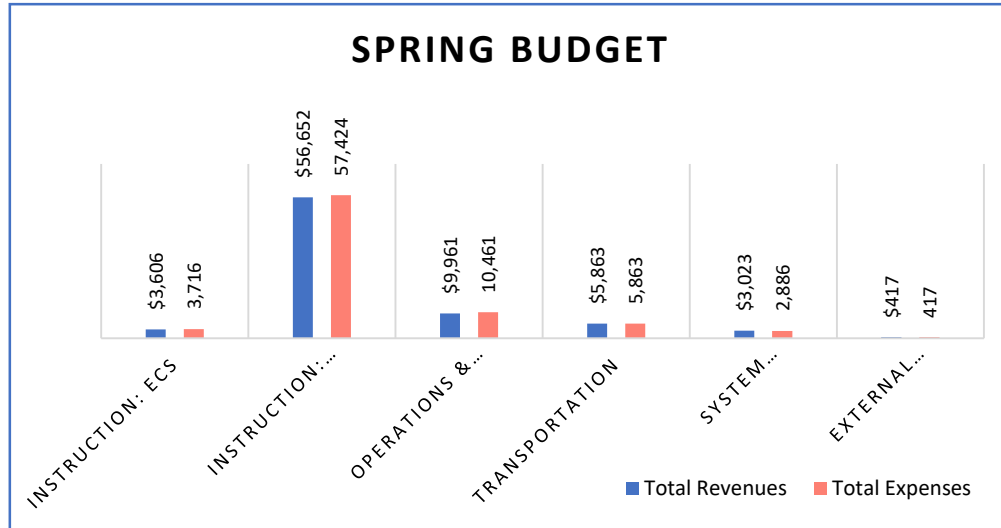
SUMMARY BY PROGRAM OPERATIONS

2024-2025

SPRING BUDGET SUMMARY

The Spring Budget Summary shows the total revenues and expenses by program operations as taken from the Spring Budget approved by the Board of Trustees on May 28, 2024.

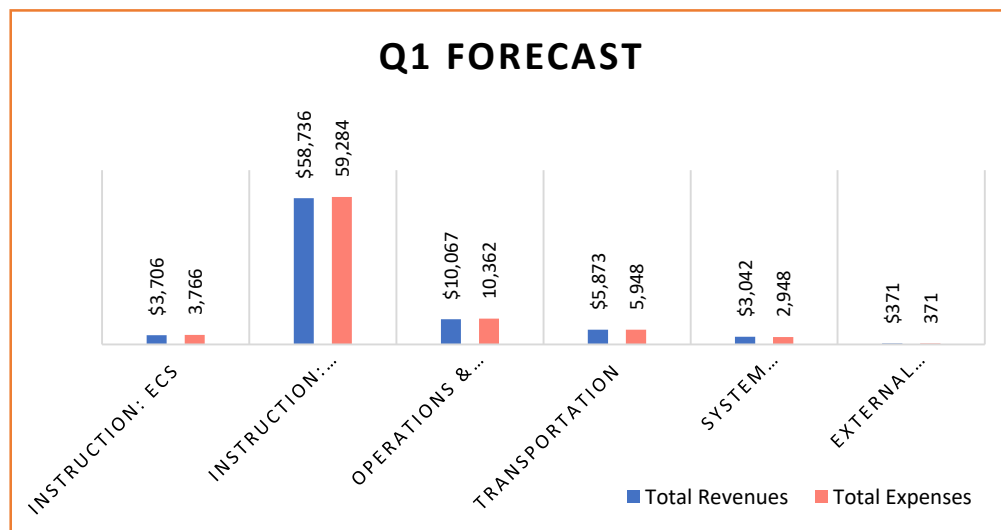
Spring Budget	Instruction: ECS	Instruction: Grades 1 to 12	Operations & Maintenance	Transportation	System Administration	External Services	TOTALS
Total Revenues	\$ 3,606	\$ 56,652	\$ 9,961	\$ 5,863	\$ 3,023	\$ 417	\$ 79,522
Total Expenses	3,716	57,424	10,461	5,863	2,886	417	80,767
Annual Operating Surplus (Deficit)	\$ (110)	\$ (772)	\$ (500)	\$ -	\$ 137	\$ -	\$ (1,245)



QUARTER 1 FORECAST SUMMARY

The Quarter 1 Forecast Summary shows the total revenues and expenses by program operations as forecasted.

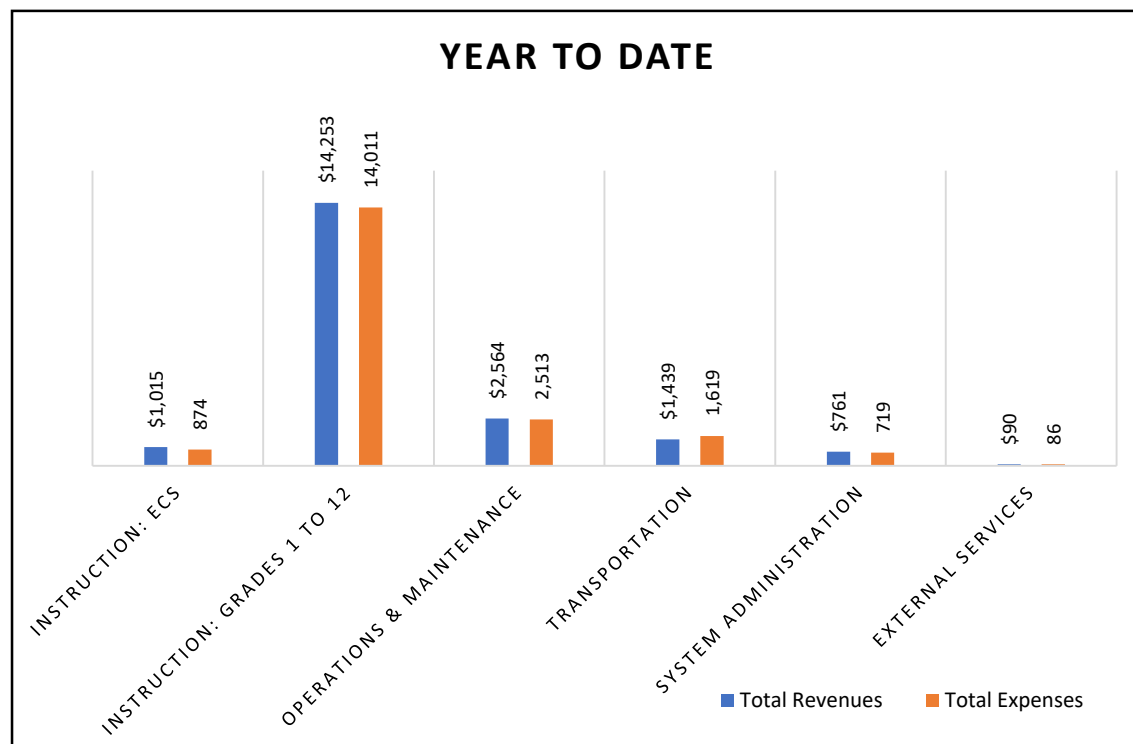
Q1 Forecast	Instruction: ECS	Instruction: Grades 1 to 12	Operations & Maintenance	Transportation	System Administration	External Services	TOTALS
Total Revenues	\$ 3,706	\$ 58,736	\$ 10,067	\$ 5,873	\$ 3,042	\$ 371	\$ 81,795
Total Expenses	3,766	59,284	10,362	5,948	2,948	371	82,679
Annual Operating Surplus (Deficit)	\$ (60)	\$ (548)	\$ (295)	\$ (75)	\$ 94	\$ -	\$ (884)



YEAR TO DATE AS AT NOV 30, 24 SUMMARY

The Year to Date Summary shows the total revenues and expenses as recorded in the Division's financial system at the end of the this quarter.

Year to Date as at Nov 30, 24	Instruction: ECS	Instruction: Grades 1 to 12	Operations & Maintenance	Transportation	System Administration	External Services	TOTALS
Total Revenues	\$ 1,015	\$ 14,253	\$ 2,564	\$ 1,439	\$ 761	\$ 90	\$ 20,122
Total Expenses	874	14,011	2,513	1,619	719	86	19,822
Annual Operating Surplus (Deficit)	\$ 141	\$ 242	\$ 51	\$ (180)	\$ 42	\$ 4	\$ 300



Date: January 29, 2025 **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: **Counselling and Wellness Plans**

Background:

Aligned with the Division’s vision to support students in pursuing their unique paths to future success, each school in Sturgeon Public Schools has developed a comprehensive Counselling and Wellness Plan. These plans integrate the principles of safe, caring, respectful and inclusive environments and reflect the six dimensions of wellness: mental, physical, emotional, environmental, social and spiritual.

The Counselling and Wellness Plans are guided by the Alberta Government’s Assurance Framework Areas of Learning Supports and Local and Societal Context, with specific strategies addressing social-emotional and mental health needs. Grounded in the Comprehensive School Health model, this approach ensures that students are supported holistically through developmental preventative activities and timely interventions, fostering positive outcomes in achievement, attendance, social-emotional learning, and overall well-being.

These plans are developed collaboratively by school counsellors, staff and community partners and align with the Division’s shared mission and guiding values, emphasizing mutual respect, belonging, and shared responsibility.

Information

The Counselling and Wellness Plans for each school are now online for parents and stakeholders to review. They have also been shared at each School Council. These plans exemplify our commitment to fostering environments where students thrive both academically and personally.

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.

Governance Implications:**Education Act**

Board responsibilities

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

(d) ensure that each student enrolled in a school operated by the board and each staff member employed by the board is provided with a welcoming, caring, respectful and safe learning environment that respects diversity and fosters a sense of belonging,

(2) A board shall establish, implement and maintain a policy respecting the board's obligation under subsection (1)(d) to provide a welcoming, caring, respectful and safe learning environment that includes the establishment of a code of conduct for students that addresses bullying behaviour.

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 115: Sexual Orientation and Gender Identities

The Board believes in the importance of and is committed to establishing and maintaining a welcoming inclusive, equitable safe and healthy learning and working environments that respect diversity and foster a sense of belonging for members of the school community.

Administrative Procedure 211: School Councils

3. The Principal is responsible for reporting the following to the School Council:

3.3 Counselling and Wellness Plans (annually)

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 January 29, 2025, Public Board meeting.

Attachment(s) Or Links to the Plans:

1. [Bon Accord Community School Counselling and Wellness Plan](#)

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



Date: January 29, 2025 **Agenda Item:** 8.3

To: Board of Trustees

From: Shawna Warren, Superintendent

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

Subject: **Supporting Safe and Respectful Learning Environments**

Background:

The Board of Trustees, as stated in the Education Act, section 33 (1), “as a partner in education, has the responsibility to:

d) ensure that each student enrolled in a school operated by the board and each staff member employed by the board is provided with a welcoming, caring, respectful and safe learning environment that respects diversity and fosters a sense of belonging”.

The Supporting Safe and Respectful Learning Environments Report provides an overview of the Division’s system-wide approach to fostering positive student behaviour and conduct. This approach emphasizes proactive, restorative, and collaborative strategies to ensure that all students and staff experience a welcoming, caring, and safe environment conducive to learning and growth.

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;
 - b. employing team-building strategies and using solution focused processes to resolve challenges;
 - 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: (2) Modeling Commitment to Professional Learning
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: a. fostering in the school community equality and respect with regard to rights as provided for in the *Alberta Human Rights Act* and the *Canadian Charter of Rights and Freedoms*;
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: 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;
d. ensuring that the board's plans, resource allocations, strategies and procedures lead to the achievement of its goals and priorities;
f. supporting the board in the fulfilment of its governance functions in the fiduciary, strategic and generative realms; and
h. ensuring the support, ongoing supervision and evaluation of all staff members in relation to their respective professional responsibilities.

Governance Implications:

[Education Act](#)

Board responsibilities

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

d) ensure that each student enrolled in a school operated by the board and each staff member employed by the board is provided with a welcoming, caring, respectful and safe learning environment that respects diversity and fosters a sense of belonging.

[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 900: Student Conduct and Discipline](#)

The Board believes that each student and staff member has the right to learn and work in an environment that promotes: equity, diversity, inclusion and human rights.

The Board believes that to maintain a welcoming, caring, respectful and safe learning and working environment, students must attend school regularly, be punctual, diligent in their studies, and be respectful and considerate to everyone in the school community.

The Board believes that parents and guardians are partners in education and expects that they will support the schools in ensuring a welcoming, caring, respectful and safe working and learning environment.

[Administrative Procedure 901: Student Conduct](#)

Sturgeon Public Schools recognizes its responsibility to maintain a welcoming, caring, respectful and safe learning and working environment in schools.

Administration is prepared to respond to questions at the January 29, 2025, Public Board meeting.

Attachment(s):

1. Supporting Safe and Respectful Learning Environments Report



Supporting Safe and Respectful Learning Environments

January 2025

Presented to the Board of Trustees

Jonathan Konrad, Deputy Superintendent

Shelley Greenwood, Director of Learning Services

BACKGROUND

Our Vision

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

Sturgeon Public Schools, as per the *Education Act*, Policy 110 and Policy 900, is committed to maintaining a welcoming, caring, respectful, and safe learning environment that respects diversity and fosters a sense of belonging. This report outlines how these commitments are operationalized through discipline practices, interventions like Therapeutic Crisis Intervention for Schools (TCIS), and data-driven decision-making.

Code of Conduct

Section 33 of *the Education Act*, establishes the requirement for a Code of Conduct for all students. All schools develop a Code of Conduct, applicable to individual school needs (age, grades, etc.). These Codes of Conduct are established under Administrative Procedure (AP) [901: Student Conduct](#).

Each school is required to:

- Develop a written School Code of Student Conduct consistent with Board Policy 900 Student Conduct and Discipline and in consultation with students, parents/guardians, the School Council and staff. The School Code of Student Conduct shall be reviewed annually with any revisions communicated to the Deputy Superintendent Education Services.
 - Make copies of the School Code of Student Conduct available to students, parents/guardians and staff, on the school's website and in print if requested.
 - Review the School Code of Student Conduct with the School Council annually.
 - Review the School Code of Student Conduct with all students annually.
-





Student Discipline

AP 901: Student Conduct outlines the procedures for discipline, including suspension and expulsion, in accordance with **Policy 900**. The primary purpose of discipline is to foster safe and respectful learning environments conducive to student success.

The following principles guide disciplinary actions:

- A. Discipline focuses on learning and growth, not punishment. It is preferred to teach students positive behaviours rather than impose rules about what not to do.
- B. Student safety is paramount; decisions and actions may require careful consideration and time.
- C. Parents or guardians are informed about disciplinary actions involving their child while ensuring the privacy of others.
- D. Corrective discipline maintains the dignity of all students and is conducted privately when possible.
- E. School and division codes of conduct are written positively to emphasize expectations and values.
- F. All disciplinary actions take into account the unique needs and circumstances of each student, including special needs, as outlined in **AP 901: Procedure 11**.

Disciplinary Actions

Discipline at Sturgeon Public Schools emphasizes corrective learning that builds foundational behaviours and habits contributing to individual success and well-being. Interventions may include:

- Teaching problem-solving skills;
- Increased supervision or monitoring;
- Restorative practices;
- Temporary removal of privileges;
- Behavioural contracts or positive behaviour support plans;
- Counselling or pro-social skills training;
- Referrals to external agencies or supports; and
- Additional assessment or support services, as needed.

Suspension

Suspension procedures align with **Policy 900 (Section 3.9)** and the **Education Act**. As per **AP 901 (Procedures 12.8-12.11)**, suspensions may include:

- Suspension from riding the school bus;
- Suspension from a specific class by a teacher;





- Suspension from school-related activities; or
- Suspension from school for up to five (5) days by the principal.

Suspensions are formally documented and communicated to parents. The Division office tracks suspensions for consistency, analysis of trends, and improvements to procedures.

Discipline Hearings and Expulsion

The *Education Act* and PSD Procedure allow for a **Discipline/Expulsion Hearing**. Under section 37(1) of the *Education Act*, the Board may expel the student if:

- The student has displayed an attitude of willful, blatant, and repeated refusal to comply with section 31;
- The student has displayed an attitude of willful, blatant, and repeated refusal to comply with the Code of Conduct established under Section 33;
- The student's conduct, whether or not the conduct occurs within the school building or during the school day, is injurious to the physical or mental well-being of others in the school;

Discipline Hearings are established under **Policy 900: Student Conduct** and **Policy 230: Appendix B - Student Discipline Committee**.

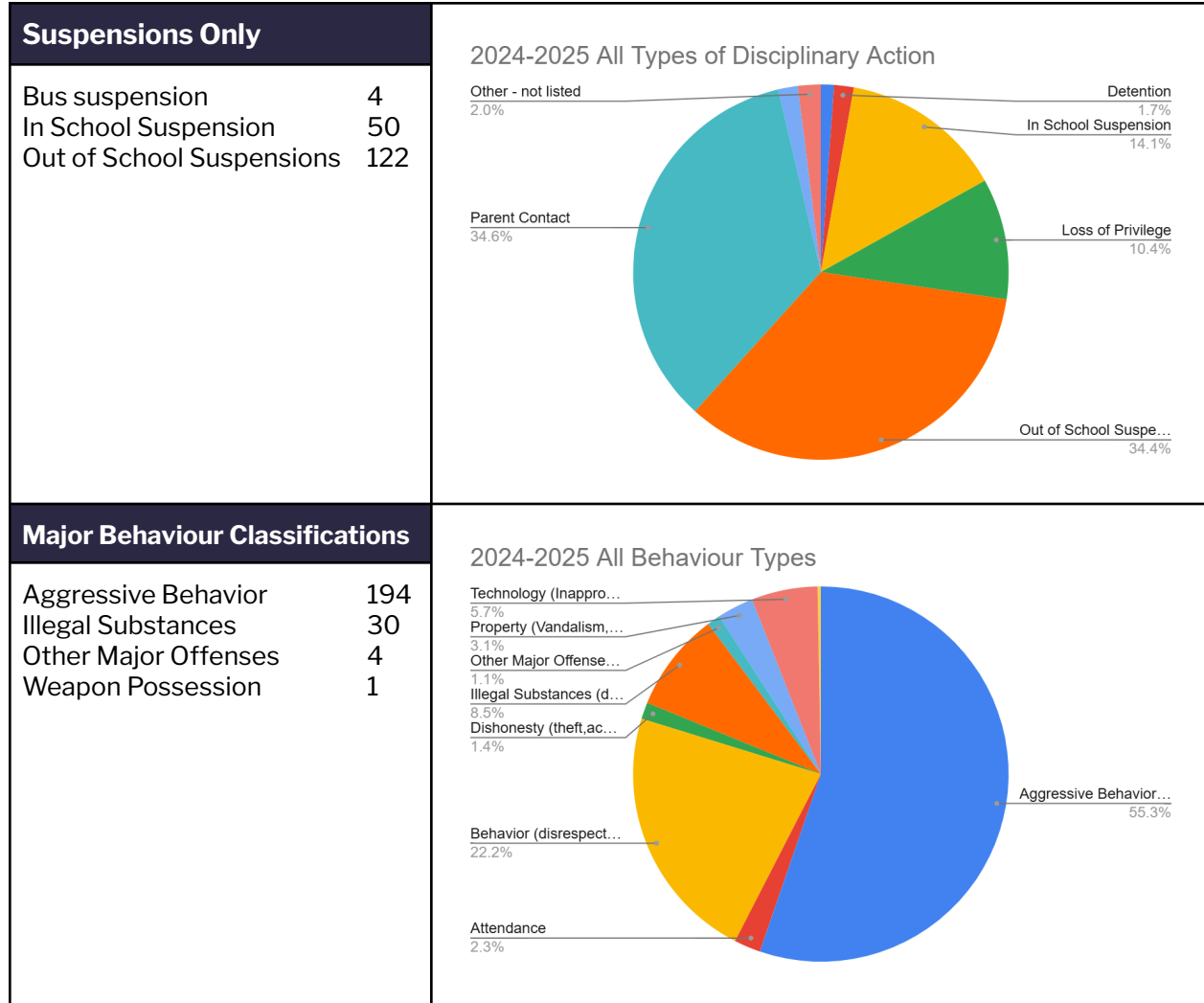




STUDENT DISCIPLINE DATA AND TRENDS

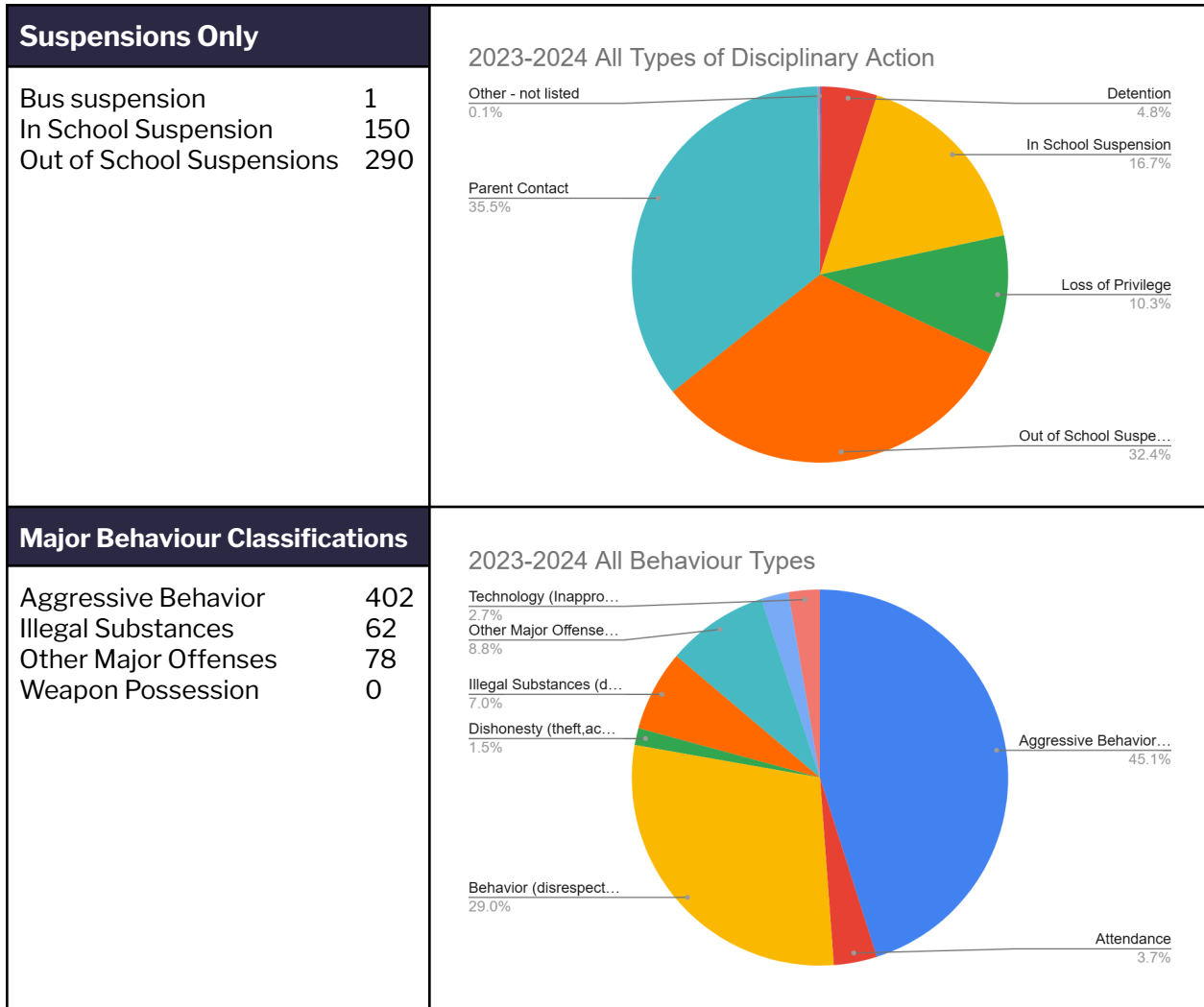
Suspensions and Other Discipline

2024 - 2025 (Up to November 29, 2024)

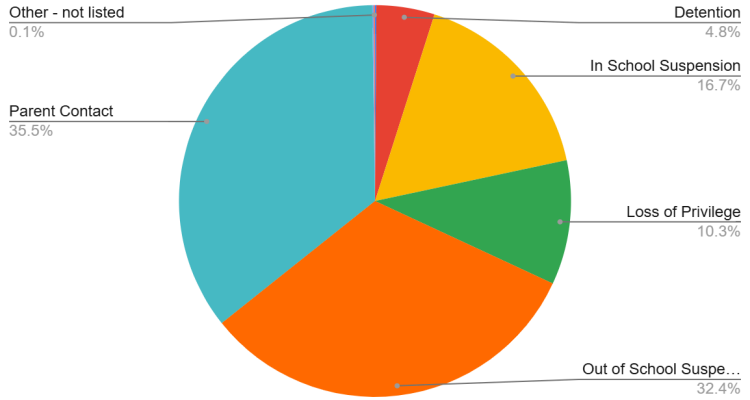




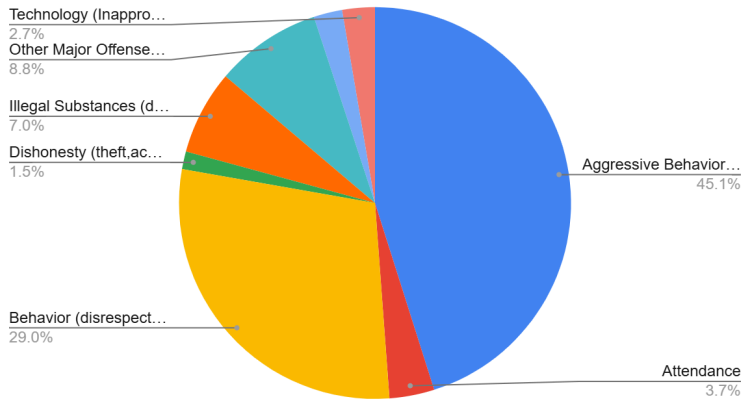
2023 - 2024



2023-2024 All Types of Disciplinary Action



2023-2024 All Behaviour Types



Discipline Hearings and Expulsion

So far in 2024 - 2025, two (2) Discipline Hearings have been conducted, and in 2023 - 2024, two (2) were conducted, which was down from four (4) in 2022 - 2023. All hearings in the past three years have been for significant Aggressive Behaviours.





ASSESSMENT AND INTERVENTION

Violent Threat Risk Assessment (VTRA) Protocol

Sturgeon Public Schools uses the **VTRA Protocol** to assess and address risks collaboratively, involving community partners like Child and Family Services and the RCMP.

The purpose of VTRA is to promote a common language and understanding of threat assessment, make use of the expertise of community partners, and encourage a multidisciplinary approach to violence prevention. **It is important to note that the VTRA process is not disciplinary in nature, although at times there is a parallel discipline process that occurs simultaneously based on each unique situation.**

VTRA is considered a supportive process where teams engage in a detailed analysis of what is happening in a student's life in collaboration with families. Trained VTRA teams work from the perspective that serious violence is an evolutionary process. The role of the VTRA team is to determine why there was an increase or change in the baseline behaviour and whether the individual poses a risk to self or others. After the analysis is completed, the team identifies and develops strategies and interventions to reduce identified risk enhancers that exist and support families to implement a plan to improve trajectory.

This protocol is founded on the work of Kevin Cameron and the Center for Trauma-Informed Practice (CTIP) (formerly the North American Center for Threat Assessment and Trauma Response) and as such, reflects research and evidence-based practices from the fields of medical and mental health, law enforcement, threat management and more.

Traditional crisis response in schools, colleges, and universities is typically a short-term intervention immediately following the incident. The approaches to understanding and intervening from a multi-disciplinary systems perspective is one factor that makes the CTIP approach truly pioneering. It is the process of deliberately trying to “connect the dots” or data that paints the picture that someone is moving on a pathway toward serious violence before the violent act occurs.

The multi-disciplinary approach to VTRA has four basic steps:

1. Identify worrisome or threatening behaviour;
2. Use a multi-disciplinary team to conduct a violence threat risk assessment;
3. Determine if a threat-maker poses a risk and the potential level of risk; and
4. Intervene appropriately.

There are two VTRA stages:

Threat Assessment (Stage 1 VTRA): Is the process of determining if a threat-maker actually poses a risk to the target or targets they have threatened. Partners are engaged to





rapidly gather data about the situation and identify the level of risk around a specific incident. Intervention plan is typically focused on the interventions required in the immediate environment where the threats occurred.

Risk Assessment (Stage 2 VTRA): Is the process of determining if an individual may pose a further risk to a known or unknown target or targets in an unknown period of time. Partners are engaged to gather more specific information and data around the threat and develop a multi disciplinary plan to intervene and address risk enhancers present in the student's life.

Not all Stage 1 Threat Assessments result in a Stage 2: Several cases are resolved at Stage 1 when:

- the incident proves to either be a moment in time, bad judgment call by the threat maker that is low risk,
- information resulted in the activation of Stage 1 proves to be unsubstantiated, or
- as in most of our cases, adequate interventions are able to be put into place under the direction of a team that addresses the needs of the threat maker and target.

VTRA Conducted

So far in 2024-2025, there has been one (1) VTRA level 1 conducted. In 2023 - 2024, there were five (5) VTRA level 1 conducted. There have been no VTRA level 2 initiated by Sturgeon Public schools in the past two years.

Through partnerships with the RCMP and Child and Family Services, VTRA interventions have successfully de-escalated high-risk situations, fostering safer school environments. The integration of VTRA with TCIS and Behavior Plans ensures a cohesive approach to student support and risk management





TCIS, COMPLEX BEHAVIOURS AND IN SCHOOL INCIDENTS

Therapeutic Crisis Intervention for Schools (TCIS) is a comprehensive system designed to equip school staff with the skills needed to manage emotional and behavioural challenges effectively, ensuring safe and supportive learning environments for all students. TCIS aligns with **Policy 900: Student Conduct and Discipline** and **AP 901: Student Conduct**, emphasizing proactive and restorative practices.

What is TCIS?

TCIS provides a framework for:

- Proactively preventing and de-escalating challenging situations.
- Creating environments where students and staff feel safe.
- Managing high-stress situations in a structured, planned way, including the use of physical intervention when absolutely necessary to reduce risks of harm.

Staff trained in TCIS are equipped to:

- Recognize behaviours as signals of underlying needs.
- Respond with strategies that support co-regulation and emotional growth.
- Build trusting relationships with students to foster resilience and self-regulation.

How Does TCIS Work?

TCIS operates through proactive and responsive interventions that focus on:

- **Managing the environment** to reduce triggers.
- Using strategies like prompting, redirection, and giving choices to guide behaviour.
- Implementing active listening and crisis co-regulation to support students during emotional dysregulation.
- Employing the **Life Space Interview (LSI)** to help students process events, clarify what occurred, and practice self-regulation skills.

Impact on Students and Classrooms

Following incidents where TCIS is applied, staff:

- Facilitate restorative conversations to repair relationships and reinforce shared responsibilities.
- Guide students back to their routines and classrooms with strategies for sustained success.
- Collaborate with parents to ensure a cohesive approach to supporting the student.





Alignment with Division Practices

While TCIS is focused on growth and co-regulation, consequences for behaviour may still be applied when necessary, in accordance with the School Code of Conduct and the division's discipline policies. These measures are separate from the TCIS framework but are implemented transparently with input from students and families.

Behaviour and Safety Plans in Schools

Behaviour Plans and Safety Plans are integral components of Sturgeon Public Schools' commitment to creating safe, inclusive, and supportive learning environments, in alignment with **Policy 110: Welcoming Inclusive, Safe, and Healthy Environments** and **Policy 900: Student Conduct and Discipline**.

Behaviour Plans

Behaviour is a form of communication, signalling that a student has unmet needs. Behaviour Plans are designed to address these needs through:

- Proactive Strategies: Identifying triggers and reducing environmental stressors.
- Skill Development: Teaching lagging skills to help students navigate challenges.
- Positive Connections: Building trusting relationships to foster emotional growth and engagement.

These plans emphasize meeting students at their developmental level and ensuring they feel safe and connected, as the brain prioritizes safety before learning can occur. Predictability, consistency, and calm responses from adults are crucial for the effectiveness of a Behaviour Plan.

Safety Plans

When a student is at risk of harming themselves or others, a Safety Plan is implemented to prioritize the physical safety of all individuals involved. Safety Plans work in conjunction with Behaviour Plans, focusing on:

- Proactively addressing potential risks.
- Responding to situations with calm, clear protocols.
- Ensuring the safety of students, classmates, and staff while maintaining the dignity of the student.

Purpose and Impact

Both plans aim to create environments where students can thrive by addressing their individual needs and challenges. They reflect the division's emphasis on restorative practices, trauma-informed approaches, and collaborative problem-solving. Staff work

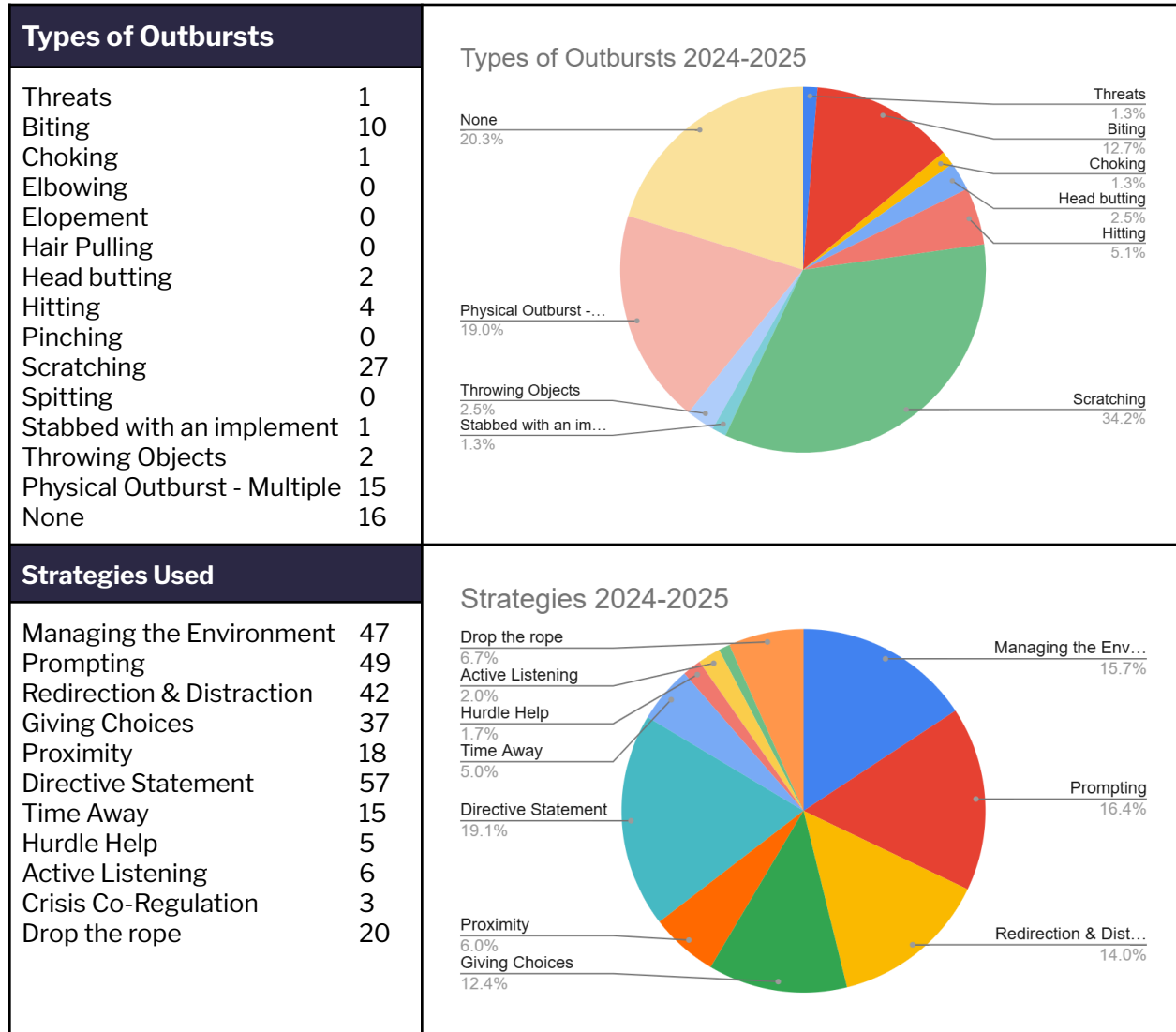




closely with students and families to develop and review these plans, ensuring consistency and shared understanding.

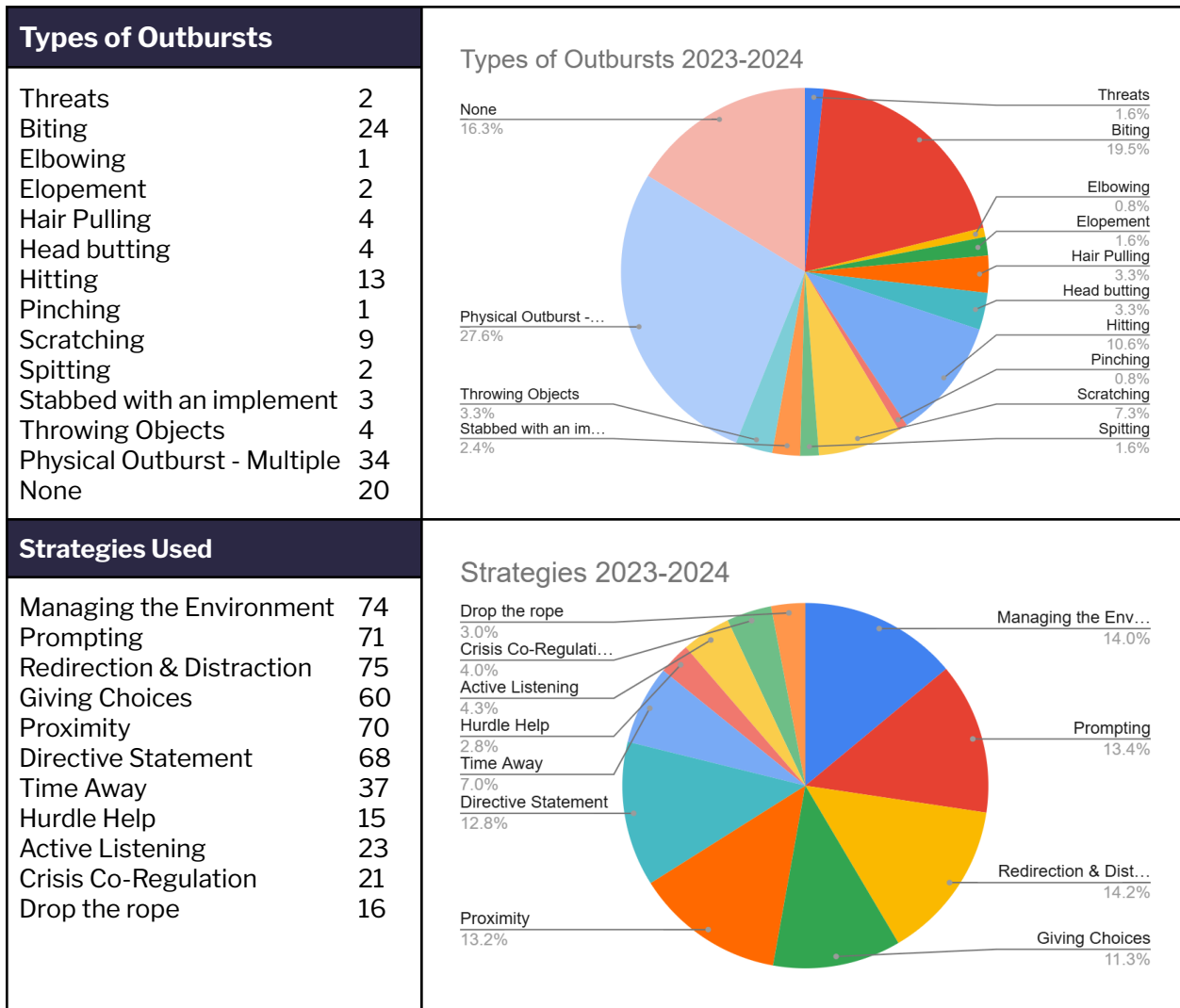
Behaviour Incidents in School, Outbursts and Strategies Data

2024 - 2025





2023 - 2024



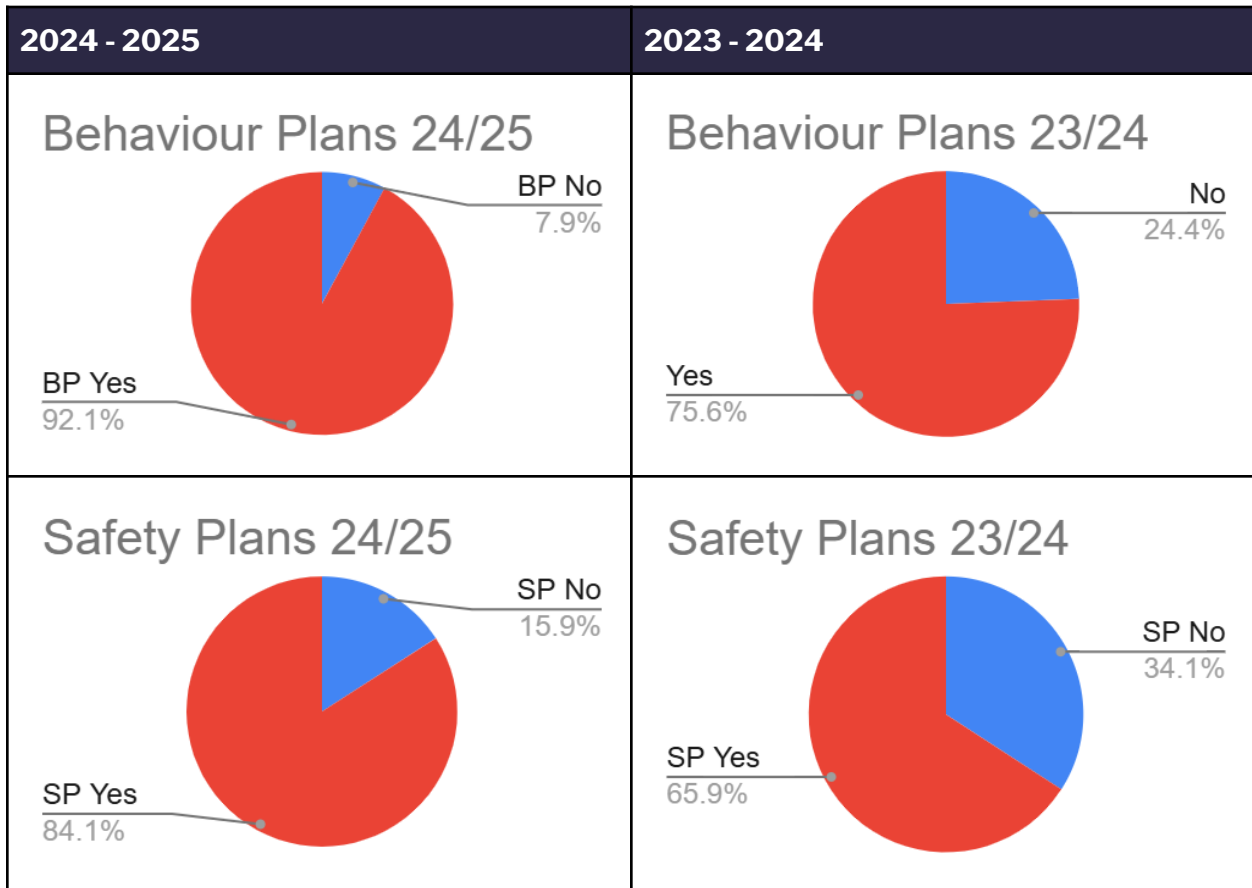
The frequent use of 'Managing the Environment' and 'Prompting,' as shown in the strategy data, highlights the alignment of TCIS principles with everyday practices. The increased use of proactive strategies like 'Redirection and Distraction' correlates with a decrease in physical outbursts, as shown in year-over-year comparisons. To date, over 181 staff members have been trained in TCIS, ensuring consistent application of its principles across schools.





Outbursts with Behaviour or Safety Plans Data

The following data illustrates how Behaviour and Safety Plans are applied in response to specific types of incidents. A Safety Plan implemented for a student exhibiting aggressive behaviour resulted in a significant reduction in outbursts, demonstrating the effectiveness of proactive strategies.



CONCLUSION

Sturgeon Public Schools remains committed to fostering environments where all students can thrive. The Division continually reviews and adapts its practices in line with evolving challenges and legislative requirements.





REFERENCES

- Policy 110: Welcoming Inclusive, Safe, and Healthy Environments
- Policy 900: Student Conduct and Discipline
- AP 901: Student Conduct
- Education Act: Sections 31-37





Date: January 29, 2025 **Agenda Item:** 8.4

To: Board of Trustees

From: Shawna Warren, Superintendent

Originator(s): Jonathan Konrad, Deputy Superintendent, Education Services
Shannon Requa, Director of Education Planning
Nicole Farwell, Curriculum Coordinator

Subject: **Literacy Report**

Background:

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

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

- (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,
- (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,

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

Working together as a team of trustees, parents, community, staff and students, we create safe, respectful and collaborative learning environments where students are prepared to meet and excel at the challenges presented by the global community.

[225: Role of the Board](#)

The Board shall be accountable and provide assurances to students, parents, the community and the Minister for student achievement of learning outcomes

- 4. Develops and implements a reporting and accountability system on any matter the Minister prescribes

Administration is prepared to respond to questions at the January 29, 2025, Public Board meeting.

Attachment(s):

1. Literacy Assessment, Instruction and Support Report January 2025



Literacy Assessment, Instruction and Support Report

Literacy Assessments 2024/25

Division and provincial benchmark and screening assessment tools help teachers better understand students' current or developing literacy skills. Literacy screeners allow teachers to program more accurately and design learning materials for student growth and success. They are not used for grading purposes. In 2024/25 the Division removed Fountas and Pinnell as a division wide assessment in response to the growing number of screeners required by Alberta Education.

Phonological Awareness Screening Test (PAST) /Teste de Dépistage de la Conscience Phonologique (TDCP)

- Students in Kindergarten can complete the PAST in January to help understand a student's development of phonological awareness.

Random Automatized Naming (RAN)/Dénomination Rapide Sérielle (DRS)

- Students in kindergarten and grade 1 complete the RAN/DRS in order to understand a student's speed and automaticity (fluency).

Letter Name-Sound (LeNS)/NSIe

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

Castles and Coltheart (CC3)

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

Reading Comprehension Assessment (RCAT)

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





Literacy Assessment Timeline 2024/25

Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun
LeNS/ NSle (Gr.1,2)				LeNS/ NSle (K, Gr. 1)				LeNS/ NSle POST (Gr.1,2)	
PAST/TD CP (gr.1)				PAST (K)					
RAN /DRS (gr1)				RAN (K)					
CC3 (Gr 2-4)				CC3 (Gr. 1-4)				CC3 POST (Gr 1-4)	
RCAT (5-12)				RCAT (5-12)				RCAT (5-12)	

Formative Literacy Data September 2024		
Grade	Assessment	Percentage Requiring Additional Support 2024
1	LeNS - English	26.4
1	PAST - English	29.4
1	RAN - English	35.8
2	LeNS - English	23.7
2	CC3 - English	25.1
3	CC3 - English	28.5
4	CC3 - English	15.2

Formative Literacy Data French Immersion September 2024		
Grade	Assessment	Percentage Requiring Additional Support 2024
1	NeS	15.8
1	PAST	42.1
1	RAN	57.9
2	LeNS - French	38.5
2	CC3 - French	15.4
3	CC3 - French	66.7
4	CC3 - French	3.7

RCAT Data - Fall 2024

Grade	5	6	7	8	9	10-1	10-2	20-1	20-2	30-1	30-2
Average Score (%)	53.5	58.1	69.5	57.5	54.8	58.5	51.2	72.2	49.1	52.8	43.5





Empowered Learning for Teachers and Students: Implemented Support for Improved Literacy

This year the Division has continued to provide multiple opportunities for teachers and administrators to build their own understanding of literacy development and how to use this understanding to impact student learning. In the 2024/25 school year, we are building our own understanding after having the support of Dr. Miriam Ramzy and Dr. Michelle Bence. Supports in place include:

- Education Planning team support to interpret literacy screening results and plan for responsive teaching.
- New Curriculum PD Menu has several sessions that support the components of a structured literacy program. Teachers are able to choose one or more of these sessions as part of their new curriculum professional development.
- Education Planning team and Edu-Best staff support for schools implementing the RCAT as this is the second year of implementation for all schools.
- French Immersion K-8 teachers are attending 3 full day PD sessions with Edmonton Catholic French Immersion teachers at ECSD.
- K-9 Learning Coaches in each school to coordinate and support ongoing attention to literacy improvement.
- data analysis of assessment data to inform instruction at classroom, small group and individual levels.

Planned Support

- Support ongoing Video on-demand literacy PD for Sturgeon Public Schools educators.
- Building SPS literacy kits that will engage Indigenous knowledge alongside literacy skills. Teachers will be able to sign these kits out for two weeks at a time.
- Review and implement effective structures for ongoing Division-level mentoring for new teachers and school leaders.
- Collaborate with principals to explore opportunities within literacy programming in schools.
- Build an administrative team “look for” list when doing classroom walkthroughs, to support the recognition and coaching of strong literacy instruction in all teachers.

Learning Interruption Grant - Literacy Intervention

For the 2024/25 school year, Sturgeon Public Schools received just over \$30,000 through the Learning Interruption Grant. With this money, SPS has hired a half time Literacy/Numeracy Intervention teacher to provide daily small group instruction for up to 5-6 weeks to grade 4 students in a pull-out model. This teacher will move between three schools with the highest number of students requiring additional support. Students will be chosen for this extra support based on literacy screening data and classroom teacher recommendations. The conclusion of the intervention at our first school has demonstrated





growth in literacy skills both in terms of reading words and understanding the meaning behind the text.

Empowered Learning for Teachers and Students

This year, alongside implementing structured literacy initiatives and professional development opportunities, our division has navigated the challenges associated with government-mandated screeners. These assessments, while offering valuable insights into student needs, have posed significant logistical and financial pressures on schools.

To address these challenges, administration encourages the Board to advocate for:

- Extended testing windows at the beginning of the year to facilitate relationship building and ensure effective administration during critical instructional periods.
- Additional funding for substitute teacher coverage to minimize disruptions to classroom learning.
- Streamlined data entry processes to reduce the administrative burden on teachers and school leaders.

These advocacy efforts, in collaboration with Alberta Education, aim to balance the benefits of the mandated screeners with the practical realities of classroom instruction, ultimately prioritizing student and staff wellbeing while maintaining high-quality learning environments.





Date: January 29, 2025 **Agenda Item:** 8.5

To: Board of Trustees

From: Shawna Warren, Superintendent

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

Subject: **Council of School Councils’ Summary Report - October 2024 Meeting**

Background:

The Council of School Councils (COSC) serves as an informal gathering of school council chairs and/or vice-chairs to facilitate communication, build connections and share information between school councils, the Board of Trustees and the Division’s administrative team. The October 23, 2024, meeting provided a platform for meaningful discussions on engagement strategies, fostering respect, celebrating successes and addressing challenges within school councils.

Overview of Parent Feedback:

- **Engagement:** Clear communication, personal invitations and inclusive events such as assemblies and casual gatherings strengthen participation.
- **Respect:** Parents value visible follow-up on concerns and genuine collaboration.
- **Challenges:** Misunderstandings about school council roles and logistical concerns like playground maintenance and screen time were noted.
- **Successes:** Councils are building positive school environments through recognition events and improved communication.

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

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

COMPETENCY: (1) Building Effective Relationships
INDICATORS: 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: (7) Supporting Effective Governance
INDICATORS: k. supporting the board in its engagement with the school community to develop a vision of a preferred future for student success; and

I. facilitating ongoing public communication about the board's operations and the achievement of its goals and priorities.

Governance Implications:

Education Act

School council

55(1) For each school operated by a board, a school council must be established in accordance with the regulations.

Policy 225: Role of the Board

The Board of Trustees believes that school councils provide valuable advisory assistance to the school principal and to the Board [Education Act s.55, the School Councils Regulation, and the Alberta School Councils Resource Guide]. Specifically, the Board:

11. Meet at least annually with the Council of School Councils or School Council Chairs.

Administrative Procedure 211: School Councils

5. A Council of School Councils (COSC) provides an opportunity for the Division's school council membership to meet and share strategies and experiences. COSC enables effective communication among the School Councils, the Division, the Superintendent and the community. As per Board Policy 225: Role of the Board, COSC will meet at least once annually.

Administration is prepared to respond to questions at the January 29, 2025, Public Board meeting.

Attachment(s):

1. Summary of Questions and Comments from COSC – October 23, 2024



Summary of Questions and Comments from COSC – October 23, 2024

The evening's discussions provided valuable insights into how School Councils can build engagement, foster respect, celebrate successes, and address challenges. Below is a summary of key themes and takeaways.

1. Recognizing the Purpose and Impact of School Councils

Parents emphasized **clear, consistent communication** and engaging strategies:

- Relentless outreach through grade reps, teachers, and social media.
 - **Visible, accessible information:** updates in newsletters, pre-shared agendas, and meeting summaries posted online.
 - Innovative ideas like **infographics** and child-friendly meetings (e.g., bringing kids along).
 - Personal recognition of parent contributions fosters a sense of value and purpose.
-

"A personal email invite makes all the difference."

2. Opportunities That Foster Parent Engagement

What keeps parents engaged? Meaningful **connections** and impactful opportunities:

- Feeling heard and involved through **information exchange** and open dialogue with teachers and staff.
- Positive shifts post-COVID, with parents welcomed back into schools.
- Events like **assemblies**, food trucks, and casual "pop-ins" allow for relationship building.
- **Clarity in asks** (time commitments, specific roles) and personalized invitations encourage participation.

"Bring kids to meetings so parents will come too!"





3. Fostering Mutual Respect

“Close the loop ‘I hear you, what do you need from us?’”

Parents value respect when:

- Conversations lead to **visible actions and follow-ups** (“close the loop”).
 - Communication methods improve, ensuring transparency and inclusion.
-
- **Authenticity** and genuine collaboration occur, especially on challenging topics.
 - Consistent efforts to make everyone feel welcome and essential to their child’s education.
-

4. Successes to Celebrate

- Councils are fostering positive school environments: assemblies (e.g., 7 Sacred Teachings awards) and parent involvement in activities.
- Successes like parent-friendly events and stronger council communication were highlighted.

“Assemblies where every child gets recognized bring parents in and build connections.”

5. Challenges Faced by School Councils

Key obstacles identified include:

- **Misunderstanding of roles:** Parents often confuse School Councils with fundraising groups (e.g., “Pancake Breakfast” association).
 - Overemphasis on **fundraising efforts** detracts from advocacy and the Council’s broader purpose.
 - Concerns over issues like **playground maintenance** and practices such as screen time during lunch, which may impact student well-being.
-

Key Takeaway

The discussions revealed parents’ desire for **authentic partnerships** and clearer distinctions between fundraising and School Council roles. By fostering mutual respect, amplifying communication, and celebrating successes, councils can drive greater impact and purpose.





Date: January 29, 2025 **Agenda Item:** 8.6

To: Board of Trustees

From: Shawna Warren, Superintendent

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

Subject: **Communications Report December 2024 & January 2025**

Background:

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

Attached is the Communications Report on activities for December 2024 and January 2025.

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

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

COMPETENCY: (1) Building Effective Relationships
INDICATORS: a. collaborating with community and provincial agencies to address the needs of students and their families.

COMPETENCY: (3) Visionary Leadership
INDICATORS: c. promoting in the school community a common understanding of and support for the school authority’s goals, priorities and strategic initiatives.

COMPETENCY: (6) School Authority Operations and Resources
INDICATORS: e. establishing data-informed strategic planning and decision-making processes that are responsive to changing contexts.

COMPETENCY: (7) Supporting Effective Governance
INDICATORS: 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 January 29, 2025, Public Board meeting.

Attachment(s):

1. Communications Report for December 2024 and January 2025

Communications Report

December & January, 2024/25



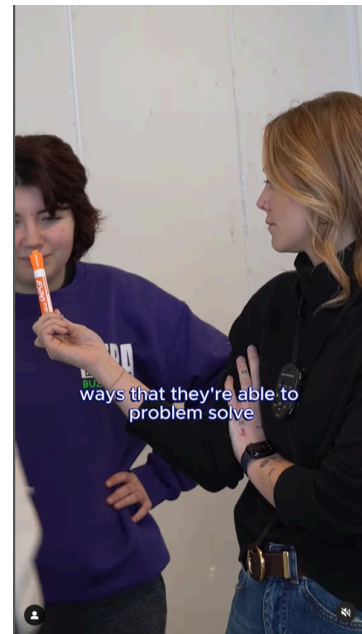
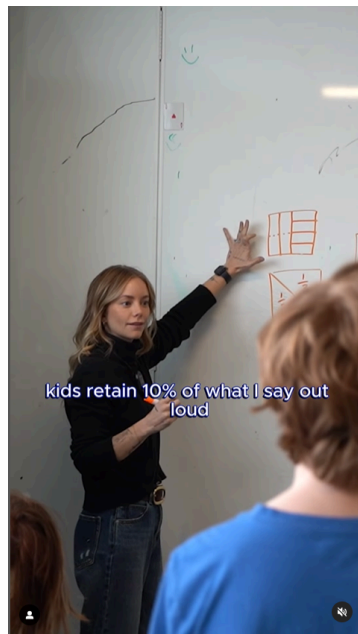
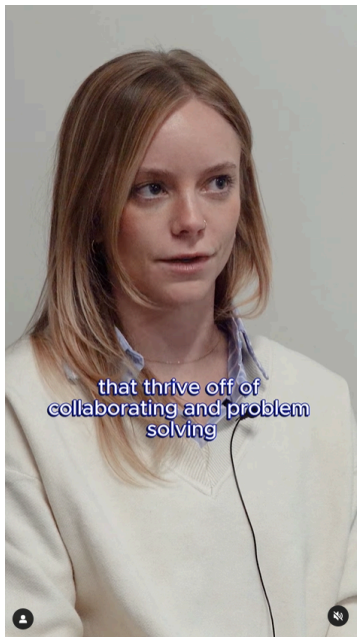
Overview of Goals

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 December & January has been focused on:

Aligns with Marketing Goal #1

- Showcasing excellence in mathematics across the Division. We featured Four Winds Public School teacher Lacey Pasemko, highlighting her efforts to implement "thinking classrooms" with her junior high students. These innovative classrooms promote collaborative, problem-solving-based learning, fostering deeper engagement and critical thinking skills.



Aligns with Marketing Goals #2 & #3

- Updating school websites across the Division. Each school website now features its 2025/26 Counselling and Wellness Plan. Additionally, the [Gibbons School](#) and [Landing Trail School](#) websites have been updated to include new information and community engagement feedback regarding the proposed K-9 school. On the Division website, we created a landing page consolidating all [Open House](#)

information, as well as a dedicated page outlining key details for the [2025 Trustee Elections](#).

Aligns with Marketing Goals #1, #4, & #5

- Promoting the now-canceled Pre-K & Kindergarten Expo by developing a comprehensive marketing campaign that included promotional videos, a radio ad, billboards, digital ads, and more. Following the event's cancellation, we are redirecting registered participants to their individual catchment schools' open houses. Additionally, we will be repurposing some of the marketing materials to promote individual school open houses, particularly for schools planning to introduce supplemental Kindergarten programs for the 2025/26 school year.

Aligns with Marketing Goals #1 & #4

- Supporting [Guthrie School](#) and [Morinville Public School](#) in launching their supplemental Kindergarten programs for the 2025/26 school year. To assist with these efforts, we developed an online registration form for each program, created a landing page with detailed information on each of their school websites, designed program flyers to be distributed to prospective parents at each school's open house, and produced digital advertisements, including videos, to promote both programs.

Aligns with Marketing Goal #5

- Publishing the January edition of the [Sturgeon Public Scoop](#), featuring a variety of highlights and updates. This edition included coverage of Christmas Concerts and Holiday celebrations, information on the Pre-K & Kindergarten Expo, Transportation reminders, and more exciting stories from across our schools.

Sturgeon Public in the Media

- January 9, 2025 — PowerSchool hack sweeps through St. Albert
[St. Albert Gazette](#)
- January 10, 2025 — Sturgeon Schools support staff poised for strike this Monday
[St. Albert Gazette](#)
- January 13, 2025 — UPDATE: Sturgeon Schools strike goes full day
[St. Albert Gazette](#)
- January 13, 2025 — Thousands of St. Albert students exposed in PowerSchool hack
[St. Albert Gazette](#)
- January 13, 2025 — Sturgeon Schools support staff on strike
[St. Albert Gazette](#)
- January 10, 2025 — Sturgeon County school support staff on strike
[Heartland News](#)
- January 15, 2025 — Why Sturgeon Public Schools support staff are on strike
[CBC News](#)
- January 15, 2025 — Striking school support staff make 'such a difference,' says parent
[CTV News](#)
- January 14, 2025 — School support workers at Sturgeon Public School Division go on strike
[Global News](#)

-
- January 12, 2025 — Picket lines going up at Edmonton and Sturgeon schools as educational support workers walk out

[Edmonton Journal](#)

Upcoming Events:

- Pink Shirt Day: February 26

Date: January 29, 2025 **Agenda Item:** 8.7
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.

- ★ In January, the SCHS admin team visited local schools to answer questions, promote programs and welcome future high school students. Recognizing the need for additional coaching and discussion to support the transition to high school, the team scheduled afternoon visits to multiple schools, grouped by location, to maximize their outreach. These visits provided an opportunity to connect with students, address their concerns and ensure a smooth transition to SCHS. A virtual meeting was also offered for the Learning Centre, with flexibility for Oak Hill to choose their preferred format.

- ★ On January 23rd, the Sturgeon Heights School Council hosted a presentation featuring "[Unplugged](#)" St. Albert, an initiative dedicated to raising awareness about the negative effects of early smartphone and social media exposure. Parents from neighbouring schools, including those in the St. Albert Public and GSACRD divisions are also joining for the

presentation. The event highlighted the importance of promoting healthier childhoods and encouraged community engagement on this critical topic.

- ★ The Superintendent holds bi-weekly meetings with the Communications Team to ensure strategic and effective communication across the Division. These meetings focus on aligning messaging and marketing with divisional goals, addressing emerging issues and fostering transparent and consistent engagement with stakeholders, including staff, students, families and the broader community.
- ★ 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. This new format includes a blog post and key information items from the government.

- ★ 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.

- ★ In September, a request was sent to High School Principals regarding the nomination of teachers to mark the January 2025 Diploma Exams. They were asked to complete the nomination process using an attached spreadsheet and submit their school's nominations by September 20, 2024, to receive approval from the Superintendent. Alberta Education emphasized the need for a sufficient number of qualified teachers, especially those able to mark French language exams, and provided detailed guidelines and timelines for the process.
- ★ The Superintendent established a subcommittee of Principals, Vice Principals and central office staff to develop a *Parent Conversation Progression Framework* focused on addressing challenging student behaviour. This collaborative effort aims to create a structured approach for engaging with parents. Using Legislative responsibilities as defined in the Education Act and Human Rights Legislation, this framework aims to ensure consistent and effective communication strategies that support positive student outcomes and safe and caring learning and working environments across the Division.

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.

- ★ January 1-3, 2025, the Superintendent read the Book *Adapt or Perish! How to Survive the Firestorm of Change in Business, Leadership, and Careers* (Hall et al., 2011).
 - The book is written by eight expert authorities on business, leadership and career transitions, who guide the reader through the constant fundamental changes taking place in today's economy that affect everybody's businesses and careers. They share their experiences and advice on how to use the new technologies that appear almost daily, and how to navigate through an economy in which jobs have become more

temporary and job search more entrepreneurial. Adapt or Perish takes the reader behind the scenes in business, leadership and careers to show you which strategies will succeed and which will not. It will make you aware of new ideas, new possibilities, new ways of thinking, and new ways to become the new leaders of tomorrow.

- ★ January 5-8, 2025, the Superintendent read the book *The School Board Member's Guidebook, Becoming a Difference Maker for Your District* by Ryan Donlan and Todd Whitaker.
 - The book provides practical strategies to help school board members navigate the complexities of governance and make meaningful contributions to their school divisions. The book emphasizes the importance of effective collaboration with superintendents, building consensus among board members, and accurately representing community interests. It offers guidance on strategic planning, conducting productive meetings and leveraging individual strengths for the benefit of the board and the division. Each chapter provides actionable insights and real-world scenarios to empower board members to drive positive change and foster cohesive, student-focused leadership.

- ★ The Superintendent confirmed her interest in continuing as the Primary Contact for her Community of Practice (CoP) group at the upcoming March CASS Annual Learning Conference. The CoP group focuses on supporting Chief Superintendents in building knowledge, sharing experiences and engaging in continual learning to strengthen their leadership and governance-related practices. She also verified the accuracy of the group's purpose statement.

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 January 8, Sturgeon Public Schools shared an exciting update on the Rural Caucus of Alberta School Boards website about [Sturgeon Composite High School's new Aviation - Flight 15 program](#). This innovative course allows students to explore the fundamentals of aviation, gain real-world experience through hands-on activities like a Discovery Flight event and earn credits toward their education. Aligned with Transport Canada standards, the program equips students with the knowledge and skills to pursue future careers in aviation, showcasing the Division's commitment to providing unique learning opportunities for students.

Ensuring First Nations Métis and Inuit Education for all Students

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

- ★ In May 2025, Sturgeon Composite High School will host a grand opening ceremony to unveil two impactful exhibits borrowed from the Legacy of Hope Foundation. These exhibits aim to raise awareness about the lasting impacts of the Indian Residential School System. The event will feature special guests and serve as a meaningful collaboration between SPS and the Legacy of Hope Foundation, fostering education and understanding within the community.
- ★ A request was made for release time for Tara Draper, Vice Principal SCHS, to attend the Alberta Teachers' Association's wîcihtotân mentorship program for Indigenous teachers and school leaders. Named in Cree by Elder Mary Cardinal Collins, wîcihtotân means "let's help each other" and reflects a spirit of mutual support and community. This program creates a space for Indigenous educators to connect, share experiences and engage in professional development within a culturally affirming environment. The gatherings, held three times per year (two online and one in person), provide opportunities for mentorship, dialogue, knowledge exchange and collective growth.
- ★ A meeting was held on January 7th with the Parent Co-chair, to plan the upcoming Indigenous Parent Advisory Committee meetings. Proposed meeting dates included February 11, March 11, April 8 (optional quilting gathering) and April 22. Based on group feedback, meetings will include child-friendly activities during the business portions. The February 11th agenda features cultural teachings, smudging, a circle and discussions on family engagement initiatives and a Legacy of Hope quilt project. Parents and students will collaboratively create quilt squares to represent their families. Indigenous games will also be organized for students and led by community volunteers.
- ★ January's focus is on Inuit Culture and History, offering a deep dive into the lifestyle and beliefs of the Inuit people before European contact. This period saw the Inuit as completely self-sufficient, living in small, independent, nomadic groups and relying heavily on hunting, fishing, and gathering for survival. Their society was governed by customary law, notable for its informal nature, adaptability, and the use of social pressures to guide appropriate behaviour. The Inuit had a rich material culture primarily rooted in their hunting and fishing technologies. Spirituality played a significant role, with beliefs centered around animal and human-like spirits, including those of deceased relatives. Their lives were also influenced by various taboos that impacted many aspects of daily life, and a complex mythology that provided explanations for both the natural and supernatural worlds.

School Authority Operations and Resources

A superintendent directs school authority operations and strategically allocates resources in the interests of all students and in alignment with the school authority's goals and priorities.

- ★ In January, Sturgeon Public Schools introduced a new process document, *Managing Student Data Access: Roles and Responsibilities*, to align with Administrative Procedure 520: *Student Records Management*. The document outlined clear roles, timelines and responsibilities for principals, central office staff and HR personnel in managing and reviewing student data access. Highlights included annual and biannual reviews, role-specific access levels and collaboration with IT and HR for timely updates and security compliance. This initiative ensures adherence to FOIP standards and supports the Division's commitment to safeguarding student information effectively.
- ★ On January 8, 2024, Sturgeon Public Schools informed families about a [cybersecurity incident involving PowerSchool](#), the Division's provider of student and staff information systems. This breach impacted school divisions globally, including Sturgeon Public Schools. In a communication sent to families, it was confirmed that no financial or banking information, Social Insurance Numbers, or evidence of ongoing unauthorized activity had been compromised. PowerSchool engaged cybersecurity experts and law enforcement, including the FBI, to investigate and contain the breach, while Sturgeon Public Schools collaborated with PowerSchool and its insurance teams to ensure system security. Despite the incident, there was no disruption to school operations or classroom instruction. Families were assured of the Division's commitment to protecting personal information and were promised updates as further details became available.
- ★ Sturgeon Public Schools is proud to announce the launch of the [Building Futures Program](#) in Fall 2025, aligning with Alberta's focus on expanding career education opportunities. This innovative program integrates academic instruction with hands-on experiential learning, enabling students to actively participate in the construction of a residential home while earning high school credits. Aligned with Alberta Education's priorities and the Division's mission to foster engaging and collaborative learning environments, the program addresses workforce needs in skilled trades, promotes career exploration, and supports post-secondary transitions. Key benefits include the opportunity to work alongside trades professionals, acquire practical skills, earn up to 75 credits in a year and experience the pride of contributing to a tangible project. To ensure success, partnerships with industry leaders like San Rufo Homes have been established and preparations for logistics and recruitment are underway. The Division Principal visited Grade 9 classrooms during the week of January 20, 2025, to promote the program, engage with families and generate interest. This initiative underscored the Division's commitment to delivering impactful educational experiences that contribute to student success and Alberta's economic growth.

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.

- ★ A dedicated website has been designed to provide comprehensive information and resources for the [Trustee Election - 2025](#). This user-friendly platform offers guidance for prospective candidates, key election details and insights into the role of a Trustee. Additionally, a [Trustee Election Handbook](#) has been created to support individuals interested in running for election. The handbook serves as an essential resource, outlining the responsibilities, expectations and contributions of Trustees in shaping the future of education within the Division. Together, the website and handbook aim to inform and inspire candidates while promoting transparency and engagement in the election process.
- ★ The Superintendent meets with the Board Chair and Vice Chair to review agenda packages before the Committee of the Whole and Public Board meetings, as per Board policy.
- ★ The Superintendent provides Trustees with the monthly speaking points for School Council meetings and Stakeholders in general to support effective governance.
- ★ The Superintendent created a "Big Rocks" list for 2024-2025, highlighting key strategic planning items. These are standing agenda item topics at each Committee of the Whole meeting to support the Board's governance role.
- ★ The Superintendent remains committed to creating and distributing the "Trustee Talk" newsletter on a monthly basis, ensuring transparent communication across the Division. The newsletter is shared throughout the Division and published on the website and school web pages, providing updates and insights from the Trustees to keep the school community informed.

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

This report aligns with the [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 January 29, 2025, Public Board meeting.

Attachment(s):

Not applicable.



Date: January 29, 2025 **Agenda Item:** 8.8
To: Board of Trustees
From: Shawna Warren, Superintendent
Originator(s): Lisa Lacroix, Associate Superintendent Human Resources
Subject: **Administrative Procedure 445: Time-in-Lieu: Central Office Staff GEC**

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 445: Time-in-Lieu: Central Office Staff GEC, has been reviewed and updated as part of the regular review schedule. Updates to the timelines in which the time-in-lieu must be used by preventing excessive carryover and promoting work-life balance. These timelines also include clear procedures for advance notice and supervisor approval to ensure operational planning. The changes are intended to ensure consistency and fairness.

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;
 - 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.

Governance Implications:

[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 January 29, 2025, Public Board meeting.

Attachment(s):

1. AP445: Time-in-Lieu: Central Office Staff GEC - [Website Version](#)
2. AP445: Time-in-Lieu: Central Office Staff GEC - Tracked Changes

445: Time-in-Lieu: Central Office Staff GEC

Responsible Administrator: Associate Superintendent Human Resources

PURPOSE

At times it may be necessary that GEC staff work longer than their regularly scheduled hours to meet the timelines surrounding a specific task. When this is required, a plan may be created by Senior Executive, in concert with the appropriate director and/or manager, to compensate the employee.

PROCESS

The Associate Superintendent Human Resources will be responsible for maintaining and communicating a process for time-in-lieu and overtime for Central Office.

PROCEDURE

1. The Superintendent will set parameters for scheduling office hours.
2. Scheduling of regular hours worked in the day is the decision of the Department Lead in consultation with the Superintendent.
3. With the prior approval of ~~his/her~~their direct supervisor, an employee may work more than ~~their his/her~~ regular hours and accumulate time-in-lieu owed to the employee to a maximum of 25 days per school year. This time-in-lieu will be banked as per Alberta Employment Standards. In extenuating circumstances, employees may be granted permission to accumulate additional time-in-lieu with advance written approval from the Superintendent.
4. Time-in-lieu of hours owed to the employee must be earmarked for specific time off and will be scheduled with the employee on an hour-for-hour basis.
5. All time-in-lieu earned ~~in a school year from September through December~~ must be used by August 31 for 12-month employees or by June 30 for 10-month employees ~~December 31~~ of the same school year it was incurred. ~~All time-in-lieu earned from January through August must be used by August 31 of the school year it was incurred.~~
6. All extra hours worked and time-in-lieu utilized must be recorded in Employee Self Service and approved by the direct supervisor on a weekly basis.

References:

General Employment Conditions

History

2020 Jan 29 Initial Approval

2020 Nov 25 Amended

[2025 Jan 29 Amended](#)

December 19, 2024



Honourable Demetrios Nicolaides
Minister of Education
423 Legislature Building
10800-97 Avenue
Edmonton, AB T5K 2B6

Dear Minister Nicolaides,

On behalf of the Board of Trustees for Sturgeon Public School Division, we are writing to echo the concerns and recommendations shared by Wolf Creek Public Schools regarding the provincial data collection and reporting process. We concur with Wolf Creek that the data could be improved to be of more use to school divisions to track successes and continuously improve the quality of education for students.

As Wolf Creek Public Schools has noted, the utility of the data provided through Provincial Achievement Tests (PATs), Diploma exams and parent/staff/student surveys could be greatly enhanced by addressing several challenges in the current processes. For instance:

- **Survey Design:** The inclusion of a "don't know" option in the parent surveys has presented challenges for interpreting results. For example, in the 'Access to Supports and Services' measure, parents who selected 'don't know' often skew results downward. This is particularly evident when a majority of families have not accessed specialized services, making it difficult to discern whether results reflect service quality or lack of need. We support Wolf Creek's suggestion to replace "don't know" with "not applicable" and exclude those responses from the calculation of results.

Similarly, the 'Parental Involvement' measure asks parents about their satisfaction with their level of involvement in school decisions. However, the question assumes a baseline understanding of school decision-making processes, which many parents may not have. This lack of awareness can lead to lower satisfaction ratings that do not necessarily reflect the quality or frequency of engagement opportunities provided. Refining this question to include examples or clarifications could improve the reliability and usefulness of the data.

- **Survey Distribution and Accessibility:** In our Division, we also see low participation rates among parents. Low participation rates are a concern because they do not provide valid data. We support the suggestion to modernize survey distribution by enabling schools to send electronic access codes directly to families, which we believe could improve parent participation.





- **Data Timeliness and Relevance:** The delay in receiving PAT and Diploma data remains a critical issue. For example, in the fall of 2024 school divisions did not receive our PAT and Diploma data from the spring of 2024 until near the end of October 2024. This is challenging then for schools and divisions to plan accordingly for the current year when we receive the data two months after the school year has begun. We also know AERR reports are due to Alberta Education by the end of November, which adds to the challenge. This delay limits our ability to analyze and respond to trends in a timely manner, particularly as we prepare our Annual Education Results Reports (AERR).
- **Data Interpretation:** Like Wolf Creek Public Schools, we have noted challenges in how data trends are presented, including instances where minor fluctuations are marked as "significant." One example from the 2024 results is the 'Student Learning Engagement' measure. While the overall result declined slightly from 83.1% to 81.3%, it was categorized as a significant decline. This presentation can create unnecessary alarm, despite the changes being statistically minor and within normal variation. Clearer thresholds for significance would enhance understanding.

Additional Challenges:

One persistent challenge is the suppression of data due to low participation rates, particularly for demographic groups such as Indigenous families or families of English as an Additional Language (EAL) students. For example, results for Indigenous student outcomes are often unavailable because the sample size is too small. This makes it difficult to track progress on equity initiatives and improve services for underrepresented groups. Improving accessibility to surveys, perhaps through multiple languages or simplified formats, could help mitigate this issue and ensure all voices are represented in the data.

We appreciate the attention and care Wolf Creek Public Schools has brought to this matter and respectfully urge Alberta Education to take steps to address these concerns. A more refined data collection and reporting process would enhance our ability to support continuous improvement for students, staff, and families.

Thank you for your time and consideration.

Sincerely,

Tasha Oatway-McLay
Board Chair

cc Honourable Dale Nally, MLA, Morinville-St. Albert
Shane Getson, MLA, Lac Ste. Anne-Parkland
Marilyn Dennis, ASBA President
Dennis MacNeil, PSBAA President
School Board Chairs



January 23, 2025

Honourable Demetrios Nicolaides
Minister of Education
423 Legislature Building
10800-97 Avenue
Edmonton, AB T5K 2B6

Dear Minister Nicolaides,

On behalf of Sturgeon Public Schools, I write to highlight the funding challenges associated with CASA Classroom programming and seek the Government of Alberta's support for enhanced funding to school boards for the classroom teacher FTE in these targeted, low-enrolment classrooms.

Context

Sturgeon Public Schools' partnership with CASA Mental Health began in 2022. In March 2023, the Division launched the first two CASA Classrooms in the province, while other School Boards postponed their opening because they felt they were not ready. Our Board, however, felt that the need was too great and it was in the best interest of our students to get the CASA Classrooms up and running.

CASA Classrooms are essential for supporting students with mental health challenges, offering specialized programming in small group settings. Sturgeon Public Schools hosts two such classrooms serving children living in the Sturgeon County area: one at Guthrie School with 7 students and one at Sturgeon Composite High School (SCHS) with 6 students, both with a maximum capacity of 12 students. These programs are part of a broader network, including 53-60 classrooms across Alberta, with Sturgeon falling within the "donut" region around Edmonton.

CASA Classrooms address the need for services closer to students by bridging a child's mental health and school needs. In CASA Classrooms, students receive individual and group therapy, psychiatric care, medication and schooling according to their individual needs. This is provided by a team of mental health professionals, a specialized teacher and support staff. Students remain in the program for approximately half the school year, followed by another half-year of transition support.





Key Challenge: Teacher FTE Funding

The School Board hosting the CASA Classroom is responsible for the cost of the classroom teacher while CASA is responsible for the costs of the other staff associated with the classroom. Low enrolment classrooms are expensive to operate. School Boards receive no additional funding from Alberta Education for the full-time teacher required in CASA classrooms. The enrolment-based funding model does not account for these targeted, high-need programs, making the current model unsustainable for school divisions.

- a. Our Board has to cut another \$1.4M from the 25-26 budget (loss of Stabilization Grant). Over the past two years, the Sturgeon Public School Division has been able to use reserves to provide additional support to schools. To do this, the Division has been running a budget deficit. As we move into more fiscally constrained times, this is something we will not be able to continue as our planned reserve levels are being exhausted. A Stabilization Funding Grant of \$5.7M, which replaced the Bridge Funding Grant in 2023-2024 to subsidize an otherwise cut in our grant allocations, is being reduced by 25% (\$1.4M) per year beginning this 2024-2025 school year. This grant will continue to decrease yearly until it ends in 2027-2028.

Proposed Solution

We request targeted funding from Alberta Education to cover the cost of the 2 full-time teacher allocations for the CASA classrooms hosted by Sturgeon Public Schools which serve students in the Sturgeon County area.

Conclusion

Targeted teacher FTE funding will ensure the sustainability of CASA programming and its ability to support students effectively.

I welcome the opportunity to discuss this request further and explore strategies to strengthen CASA programming in Sturgeon Public Schools and across Alberta.

Sincerely,

Tasha Oatway-McLay
Board Chair

cc Honourable Dale Nally, MLA, Morinville-St. Albert
Shane Getson, MLA, Lac Ste.Anne-Parkland
Marilyn Dennis, ASBA President
Dennis MacNeil, PSBAA President
School Board Chairs





Date: January 29, 2025 **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 December 18, 2024, the Committee of the Whole met to discuss a number of topics chosen in advance by both the Board of Trustees and the Senior Administrative Team. The following report attached is a record of this meeting.

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 January 29, 2025, Public Board meeting.



Attachment(s):

1. Unapproved Minutes of the Meeting - December 18, 2024 (To be brought forward for approval at the January 29, 2025, Committee of the Whole).

**MINUTES OF THE
COMMITTEE OF THE WHOLE**

Meeting held at the Frank Robinson Education Centre
Boardroom, in Morinville, Alberta
On Wednesday, December 18, 2024, at 9:00 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

Left meeting at 1:57 p.m.

Lisa Lacroix, Associate Superintendent, Human Resources

Left meeting at 1:57 p.m.

Sean Nicholson, Associate Superintendent, Corporate Services

*Online Attendance

1. Call to Order

Vice Chair Buga called the meeting to order at 9:00 a.m.

2. Approval of the Agenda

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

CARRIED UNANIMOUSLY

3. Approval of the Committee Minutes

Moved by Chair Oatway-McLay that the Board of Trustees accept the Committee Meeting Minutes of December 4, 2024, as presented.

CARRIED UNANIMOUSLY

4. Environmental Scan

A roundtable discussion ensued where Trustees shared local concerns.

4.1 Bill Updates

Shawna Warren, Superintendent provided an update on Bill 27 and Bill 29.

4.2 Alberta Education and the Use of Screeners in the Classroom

The agenda item will remain as a standing item.

4.3 Official Re-Grand Opening of Kipohtakaw Education Centre

The Board of Trustees discussed delaying the January 15, 2024, Committee of the Whole meeting in order to attend the Official Re-Grand Opening of Kipohtakaw Education Centre.

Meeting recessed for Public Board at 9:51 a.m. Meeting resumed at 1:57 p.m

5. Governance

5.1 PSBAA Professional Development

Agenda item deferred.

5.2 Trustee Handbook Review

Agenda item deferred.

5.3 Work Plan 2024-2025

Agenda item deferred.

5.4 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: Legal Public School, CASA Classrooms, Collegiate and Career Pathway Vision and Trustee Election Fall 2025 (ASBA Handbook uploaded).

6.2 ASBA

The Board of Trustees discussed ASBA. Trustee Buga provided information regarding ASBA's approved budget and another School Board's position statement on "fly-byes" of rural school buses.

6.3 PSBAA

The Board of Trustees discussed PSBAA. Trustee Briggs and Trustee Murray-Elliott provided information on recent communications sent by PSBAA.

6.4 Correspondence Review

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

6.5 Upcoming School Events/Trustee Attendance

Alberta Rural Education Symposium registration is now open for March 2-4, 2025.

7. Audit, Finance and Human Resources

7.1 2024-2025 Budget Assumptions

The agenda item will remain as a standing item. The Board of Trustees reviewed the new additions to the document.

7.2 Budget Retrenchment Plan

Agenda item deferred.

7.3 Monthly Trustee Report

Agenda item deferred.

7.4 Funding Manual Survey

Sean Nicholson, Associate Superintendent, Corporate Services provided an update to the Board of Trustees regarding the Funding Manual Survey.

7.5 Sturgeon Composite Field House

Sean Nicholson, Associate Superintendent, Corporate Services provided an update to the Board of Trustees regarding the SCHS Field House.

8. Capital Projects and Facility Services

8.1 Capital Plan

Agenda item deferred.

9. Transportation

9.1 School Transportation Amendment Regulation

Sean Nicholson, Associate Superintendent, Corporate Services provided a verbal update on the School Transportation Amendment Regulation.

10. Adjournment

Chair Oatway-McLay adjourned the meeting at 2:30 p.m.

Next meeting: Wednesday, January 15, 2025, at 12:30 p.m.