



**Date:** March 19, 2025 **Agenda Item:** 8.4

**To:** Board of Trustees

**From:** Shawna Warren, Superintendent

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

**Subject:** **Stakeholder Engagement Adjustment**

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**Background:**

The purpose of this memo is to inform the Board of an adjustment to one element of the Stakeholder Engagement commitments outlined in the 2024–2027 Education Plan.

Within the Education Plan, under Measures and Stakeholder Voice, the Division committed to various engagement strategies to gather feedback from students, parents, staff and community members. One of these planned strategies was to host in-person School Council Guided Conversations, designed to ensure direct input from parents and guardians.

However, due to the current Labour Action, many School Councils have been suspended, or have been inactive for several months during the 2024–2025 school year. As a result, the Division has been unable to proceed with School Council Guided Conversations as originally intended for this year.

**Adjustment to the Engagement Plan**

While the School Council Guided Conversations will not occur this year, the Division remains committed to gathering parent voice through the following:

- Alberta Education Assurance (AEA) Survey – provincially administered.
- Sturgeon Public Schools' Annual Parent and Guardian Survey – our locally developed survey.

Together, these surveys will ensure that parents and guardians continue to have opportunities to share their perspectives, which will inform Division planning and continuous improvement efforts.

In addition, the Division will continue to host the in-person Business and Community Engagement evening, as originally planned, to ensure meaningful dialogue with local businesses, industry partners and community members. This event is designed to gather valuable insights on how schools and the Division can strengthen partnerships that support student success, including questions such as: *Where are there additional opportunities to partner with local businesses?* and *How can business partners help*

*prepare students for success?* The evening will also include table conversations, collaborative discussions and recorded feedback using a World Café format, inviting participants to share what has been missed and what they would like the Division to know. The engagement will provide opportunities for networking and relationship building, while shaping the Division’s understanding of how to best prepare students for the future in partnership with the community.

### **Summary of 2024–2025 Engagements (As Adjusted)**

- Survey – Student (including AEA and Division local survey)
- Survey – Parent and Guardian (including AEA and Division local survey)
- Survey – Staff Professional Learning (including AEA and Division local survey)
- In-Person – Business and Community Engagement (Planned for April 15, 2025)
- In-Person – Student Advisory Committee
- Review – School Education Plans
- Feedback – Leadership Development Teams (Admin Council, VP Cohort, Learning Coaches, SALT)

Despite the temporary pause in School Council meetings, the Division continues to provide multiple robust avenues for parent and community engagement, ensuring a diversity of perspectives are included in Division planning. The Division remains committed to relationship building and continuous improvement as key elements of educational leadership and governance.

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

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

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|--------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>COMPETENCY:</b> | (1) Building Effective Relationships                                                                                                                                                                                                                                                                                                                                                                                                    |
| <b>INDICATORS:</b> | a. collaborating with community and provincial agencies to address the needs of students and their families;<br>e. establishing constructive relationships with students, staff, school councils, parents/guardians, employee organizations, the education ministry and other stakeholder organizations; and<br>f. facilitating the meaningful participation of members of the school community and local community in decision-making. |
| <b>COMPETENCY:</b> | (3) Visionary Leadership                                                                                                                                                                                                                                                                                                                                                                                                                |
| <b>INDICATORS:</b> | 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:** f. respecting cultural diversity and appreciating differing perspectives expressed in the school community.

**COMPETENCY:** (7) Supporting Effective Governance  
**INDICATORS:** a. establishing and sustaining a productive working relationship with the board, based on mutual trust, respect and integrity;  
k. supporting the board in its engagement with the school community to develop a vision of a preferred future for student success; 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

(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.

General powers and duties of boards

53(1) A board shall

(c) in co-operation with school councils, provide for parental and community engagement in schools

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

Stakeholder Engagement and Communication

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

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

Collaboration

19. Promotes positive community engagement within the Division.

20. Represents the community's needs, hopes and desires for education.

[Administrative Procedure 215: Community Partnerships](#)

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

Sturgeon Public Schools believes that community partnerships encourage schools to:

- Cooperate with community agencies in the development of programs and services.
- Establish and maintain close communication with families in the neighbourhood.
- Reflect on Division and Community Values.
- Contribute to a strong community in support of public education.

[Administrative Procedure 241: Annual Education Results Report](#)

3. The AERR will contain the results on mandatory and optional measures gathered throughout the year as on-going reviews, evaluations, surveys, planning sessions and professional development activities.

Administration is prepared to respond to questions at the March 19, 2025, Public Board meeting.

**Attachment(s):**

Not applicable.