

**Date:** April 23, 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  
Shaylene Hobbs, Coordinator, Learning Services

**Subject:** **Learning Services Report 2024/25**

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**Background:**

The 2024–2025 Learning Services Report provides an overview of how Sturgeon Public Schools continues to operationalize its commitment to inclusive education, mental health and wellness, and collaborative service delivery. The report highlights key developments from the past year, including expanded therapeutic supports, enhanced coaching models for staff, innovative programming such as CASA Classrooms, and system-wide trauma-informed practices like TCIS. Data-informed planning, family partnerships, and community collaborations remain central to the division’s approach in supporting students from Pre-Kindergarten through Grade 12.

The Learning Services team coordinates resources and agencies with schools and SPSD families to facilitate a variety of programming and support services. This work is grounded in the principles and obligations outlined in the Education Act and guided by the standards for inclusive education in Alberta.

Specific to Learning Services, the Education Act outlines the Board’s responsibilities 33(1) as follows: 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. 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,
- c. provide a continuum of supports and services to students that is consistent with the principles of inclusive education,
- d. collaborate with municipalities, other boards and community-based service agencies in order to effectively address the needs of all students and manage the use of public resources.

The vision for student learning in Alberta, as per the Ministerial Order on Student Learning, is that “students will gain the knowledge and skills to form the foundations for successful and fulfilling lives, and make meaningful contributions to their communities and the world.”

In addition to the Education Act and the Ministerial Order on Student Learning, we are guided by the Standards for Special Education (2004) and the Six Principles of Inclusive Education as outlined by Alberta Education:

- Anticipate, value and support diversity and learner differences
- High expectations for all learners
- Understand learners’ strengths and needs
- Remove barriers within learning environments
- Build capacity
- Collaborate for success.

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

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

|  |  |
|--|--|
| <b>COMPETENCY:</b><br><b>INDICATORS:</b> | (1) Building Effective Relationships<br>a. collaborating with community and provincial agencies to address the needs of students and their families; and<br>e. establishing constructive relationships with students, staff, school councils, parents/guardians, employee organizations, the education ministry and other stakeholder organizations.   |
| <b>COMPETENCY:</b><br><b>INDICATORS:</b> | (4) Leading Learning<br>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<br>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. |
| <b>COMPETENCY:</b><br><b>INDICATORS:</b> | (7) Supporting Effective Governance<br>c. ensuring that all students in the school authority have the opportunity to meet the standards of education set by the Minister of Education.   |

**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
- (d) ensure that each student enrolled in a school operated by the board and each staff member employed by the board is provided with a welcoming, caring, respectful and safe learning environment that respects diversity and fosters a sense of belonging
- (e) provide a continuum of supports and services to students that is consistent with the principles of inclusive education
- (f) collaborate with municipalities, other boards and community-based service agencies in order to effectively address the needs of all students and manage the use of public resources

**Ministerial Order 005/2024 - Student Learning**

A ministerial order to adopt or approve goals and standards applicable to the provision of education in Alberta.

**Standards for Special Education**

Requirements contained in this document apply to grades 1-12 special education in public and separate school boards, including Francophone regional education authorities, but excluding charter schools, in accordance with Ministerial Order 015/2004 and are effective September 1, 2004. Standards for Special Education, Amended June 2004 supports Alberta Learning's Business Plan goal to have high quality learning opportunities that ensure the learning system meets the needs of all learners and society.

**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 is committed to providing environments that support the positive mental health of students and staff and reflect research informed practices related to trauma sensitivity and strength-based approaches to teaching and learning.

**Policy 225: Role of the Board****Supports and Services**

- 17. Supports the removal of barriers with learning partners and within learning environments; and

18. Develops ongoing relationships with government, school and system leaders, families and community partners to strengthen and renew their understanding, skills and abilities to create flexible and responsive learning environments

[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 535: Learning Support Services](#)

Sturgeon Public Schools recognizes the right of all students to have access to educational programming in accordance with the Education Act and accepts responsibility for the provision of educational services and programs.

Administration is prepared to respond to questions at the April 23, 2025, Public Board meeting.

**Attachment(s):**

1. Learning Services Report and Presentation





# Student Supports and Services Report 2024/25

## Introduction

Sturgeon Public Schools (SPS) is committed to providing a comprehensive and responsive model of support for students, staff, and families. Grounded in evidence-based practices and guided by a vision of inclusive, safe, and caring schools, the Learning Services team works collaboratively to build capacity across the division. This report outlines current supports and services, highlighting key initiatives and evolving practices that reflect SPS's commitment to student success and well-being.

## Vision and Approach

The vision of Learning Services is to “put the pieces together” for student success. This is represented through a puzzle framework that reflects interconnected supports for students, staff, families, mental health and programming. The work is guided by collaboration, creativity and a consistent focus on student-centered service delivery.

## Data-Informed Practice: Gaps Analysis

A previous internal Gaps Analysis conducted by Learning Services continues to guide practice for the 2023–2024 and 2024–2025 school years. Analysis of service delivery revealed the following:

- Mental Health: 12%
- Direct Service: 18%
- Building Teacher Capacity: 16%
- Divisional Supports: 15%
- Behaviour Supports: 14%
- Programming: 12%
- EA Supports: 3%
- Family Supports: 4%
- Trauma-Focused Supports: 6%

Reframed through the vision puzzle:

- Staff Supports: 32%
- Student Supports: 27%
- Family Supports: 13%
- Mental Health: 13%
- Programming: 15%





This data underscores the importance of a holistic and responsive approach that meets the evolving needs of students, staff, and families. It continues to shape divisional priorities and capacity-building efforts in pursuit of safe, caring and respectful learning environments for all.

## Student Supports

School-Based Teams play a central role in responding to the needs of students, celebrating successes, and identifying areas for growth. These teams, comprised of administrators, Learning Support Leads (LSLs), teachers and support staff, share responsibility for:

- 1372 students supported through the IPPs or Learning Plans
- 142 students supported through Behaviour Plans
- 67 students supported through Safety Plans

This collaborative model ensures students are met where they are, relationships are nurtured, and multiple adults are invested in their success. School-Based Teams coordinate therapeutic and academic services, implement accommodations and build internal staff capacity to serve diverse student needs.

Learning Services provides a wide range of therapeutic supports through both internal staff and contracted specialists, including Occupational Therapists, Speech-Language Pathologists, Psychologists and Behaviour Consultants. These services are timely, student-centered and aligned to a cohesive model of care.

## Staff Supports

Learning Services prioritizes staff capacity-building and well-being through a variety of initiatives:

- Cohorts for Learning Support Leads (LSLs), counsellors, behaviour consultants, and therapists
- A Professional Development (PD) Menu aligned to staff roles and needs
- The HUB: a centralized platform for consent forms, referral processes and resources

Recognizing a gap in support for Educational Assistants and other support staff, the Division has expanded its coaching model through the roles of EA Coaches and the Inclusive Programming Coach. These coaches provide mentorship, implementation support, modeling, and direct in-classroom assistance, enhancing the skills of support staff and improving student learning experiences.





These roles are grounded in a continuous-reflection model focused on what is best for students. Additional PD opportunities are in development for 2025–2026, including a division-wide Support Staff PD Day and kickoff event.

## Programming

Inclusive programming at SPS reflects a commitment to belonging, inclusion and student safety. Programs are designed to meet a range of student needs, including:

- Specialized programming for students with complex needs
- Knowledge and Employability (K&E) programs that support career readiness
- Early intervention programs, including Pre-K

Inclusive programming is supported through:

- Individualized learning plans and accommodations
- Collaboration across multidisciplinary teams
- Flexible learning environments
- Engagement of student voice and parent partnership

This approach ensures students are supported in the most enabling environments, including their community schools when appropriate and reflects SPS's commitment to inclusion and success for all learners.

## Family Supports

Sturgeon Public Schools recognizes that strong family partnerships are essential to student success. Learning Services offers a variety of supports and initiatives that engage families directly and foster community connection:

- Community Connections – partnerships with FCSS and other agencies
- Pre-K Hub and Pre-K Portal – family learning opportunities through live-streamed and recorded sessions with therapists
- Transition to Adulthood Fair – a collaborative event supporting families in navigating post-secondary transitions and accessing disability supports
- Division Social Work – direct support for students and families across all schools

This year, the Pre-K Portal was introduced to provide families with direct access to expert-led learning opportunities, both live and asynchronous. Additionally, a family engagement event—the Pre-K Puppet Show—offered children and caregivers an interactive and educational experience.





The Transition to Adulthood Fair, hosted in rotation with partner school divisions, connects students and families with community organizations, government services, and post-secondary institutions. Sturgeon Public Schools will host the event in 2025–2026.

## **Social Work Services**

Division Social Workers play a critical role in supporting families, responding to 91 referrals this year. Areas of support include:

- Recent diagnoses and support coordination (e.g., FSCD, SHINE)
- Custody and immigration challenges
- Parenting capacity and in-home supports
- Navigation of legal, health, and educational systems
- School-related concerns (absenteeism, behavioural needs, transitions)
- Mental health connections (e.g., AHS referrals, local counselling)
- High-level concerns (e.g., violence in the home, addictions, grief)
- Application support (e.g., AISH, Jordan's Principle, Alberta Works)

Social Workers also serve as key members of the Crisis Response Team, providing support within and beyond the division. All schools are represented in the referral data, with the exception of Oak Hill and The Colony schools.

Charts included in this section illustrate:

- Referral types
- Referrals by school
- Referrals by grade

## **Therapeutic Crisis Intervention for Schools (TCIS)**

TCIS continues to expand as a trauma-informed framework for creating safe, supportive, and inclusive school environments. The model emphasizes emotional regulation, de-escalation, and relationship-building.

### **To date:**

- 194 staff trained
- 20 certified TCIS trainers
- 39 additional staff trained in the current year

SPS is recognized as a provincial leader in TCIS implementation. Divisions such as Calgary Board of Education, Winnipeg School Division, and Medicine Hat Public Schools have





consulted with SPS trainers. The Division has also shared practices with Cornell University, the developers of the TCIS model.

**Upcoming plans include:**

- May 2025: TXT Recertification for all TCIS Trainers
- August 2025: 3-hour refresher for all staff and 6-hour overview for new staff
- October 2025 & January 2026: Two new training cohorts
- Staff PD Days: Safety intervention training for CUPE support staff

## CASA Classrooms

Sturgeon Public Schools proudly supports CASA Classrooms at both Guthrie School (Grades 7–9) and Sturgeon Composite High School (Grades 10–12) through a strong partnership with CASA Mental Health. These classrooms offer integrated academic and mental health supports for students requiring intensive intervention.

**Guthrie School (Grades 7–9):**

- Originally developed as segregated classrooms, now integrated into the broader school community
- Emphasizes peer interaction and social-emotional learning (SEL)
- Incorporates flexible reintegration planning, with transitions beginning as early as six weeks
- Includes hybrid models for therapeutic access alongside participation in regular classes

**Sturgeon Composite High School (Grades 10–12):**

- Transitioned from a traditional classroom to a Mental Health Hub
- Centrally located in the school's Learning Commons for visibility and accessibility
- Offers rolling registration to ensure responsive entry
- Supports school-wide awareness and mental health education
- Enables peer connection and academic engagement in inclusive environments

These evolving models reflect SPS's leadership in reducing stigma, fostering inclusion, and improving access to mental health supports in rural settings.

## Mental Health and Wellness

Mental health and wellness supports in SPS are structured around six dimensions of well-being: social, emotional, spiritual, mental, physical, and environmental. Using the CASEL





5 framework and a tiered intervention model, supports are delivered collaboratively by school counsellors and Mindful Mentors.

- **Tier I – Universal Supports:**  
Led by Counsellors and Mindful Mentors, these include classroom-based wellness promotion, school-wide activities, and proactive strategies. Mindful Mentors currently serve five schools.
- **Tier II – Targeted Supports:**  
Small group interventions and targeted support from school counsellors to promote social-emotional wellness.
- **Tier III – Individualized Supports:**  
Intensive services for students experiencing crisis or urgent needs, including assessments and referrals to external providers.

SPS continues to leverage the Mental Health Capacity Building (MHCB) initiative (in partnership with Alberta Health Services) and the Mental Health in Schools (MHIN) Grant to strengthen mental health programming.

As of June, the Mindful Mentors will conclude their work with SPS. Their legacy includes lasting school-community partnerships and expanded awareness of wellness strategies across the division.

Redwater HYPE, originally based at Redwater, has expanded outreach to Guthrie, Four Winds Public School, Morinville Public School and Sturgeon Composite High School—extending its positive mental health messaging and community engagement across more division communities.

## Looking Ahead

Learning Services remains committed to responsive, student-centered support across the division. Key priorities for the 2025–2026 school year include:

- **Reflection and Renewal:**  
Conduct a follow-up to the 2023–2024 Gaps Analysis, evaluating changes in service delivery and identifying new opportunities based on current context, climate, and culture.
- **Division-Wide TCIS Integration:**  
Continue implementing TCIS as a system-wide framework that supports safe, respectful, and caring learning and working environments.





- **Inclusive Programming and Family Learning:**  
Expand family engagement through the Pre-K Portal and other expert-led opportunities that increase access to therapeutic strategies and tools.
- **Student-Centered Service Delivery:**  
Maintain high-quality, timely support for students with a focus on continual improvement and equitable access to learning.
- **Least Restrictive Environments:**  
Support inclusive education by ensuring students can access meaningful learning opportunities in community schools, when appropriate.
- **Collaboration with School-Based Teams:**  
Deepen partnerships with school teams to ensure shared understanding of student needs and coordinated access to supports.
- **Mental Health Promotion:**  
Remain responsive to the increasing need for mental health prevention and wellness initiatives that serve the whole school community.
- **Community Partnerships:**  
Sustain and grow collaborative relationships with external partners to ensure students have access to holistic, community-based supports.

## Conclusion

Learning Services at Sturgeon Public Schools continues to lead with compassion, evidence-informed practice, and a belief in every student's potential. Through a robust network of supports, inclusive programming, mental health initiatives and staff capacity-building, the division remains focused on creating safe, supportive, and equitable learning environments.

Guided by data, strengthened by collaboration, and grounded in a student-first philosophy, Learning Services is proud of the progress made and committed to ongoing growth in service of students, staff and families.

## Advocacy Points

1. Sustained and Predictable Funding for Mental Health in Schools

**Current Challenge:** Mental health programming across Alberta remains reliant on short-term or pilot-based funding (e.g., MHIN grants), which limits the ability of





school divisions to build sustainable, long-term supports for student wellness and crisis prevention.

**Advocacy Ask:** Advocate for long-term, predictable provincial funding for school-based mental health programming, enabling divisions to retain staff, deepen partnerships, and provide continuous support for students and families.

## 2. Expansion of Therapeutic Supports in Rural Areas

**Current Challenge:** Access to specialized therapeutic services (e.g., speech-language, psychology, occupational therapy) in rural divisions is limited by both funding and availability of professionals, placing additional strain on internal staff and limiting timely interventions for students.

**Advocacy Ask:** Encourage Alberta Education and Alberta Health to increase investment in rural service access—whether through mobile teams, shared-service models, or incentive programs for specialists—to reduce wait times and increase student access to vital supports.

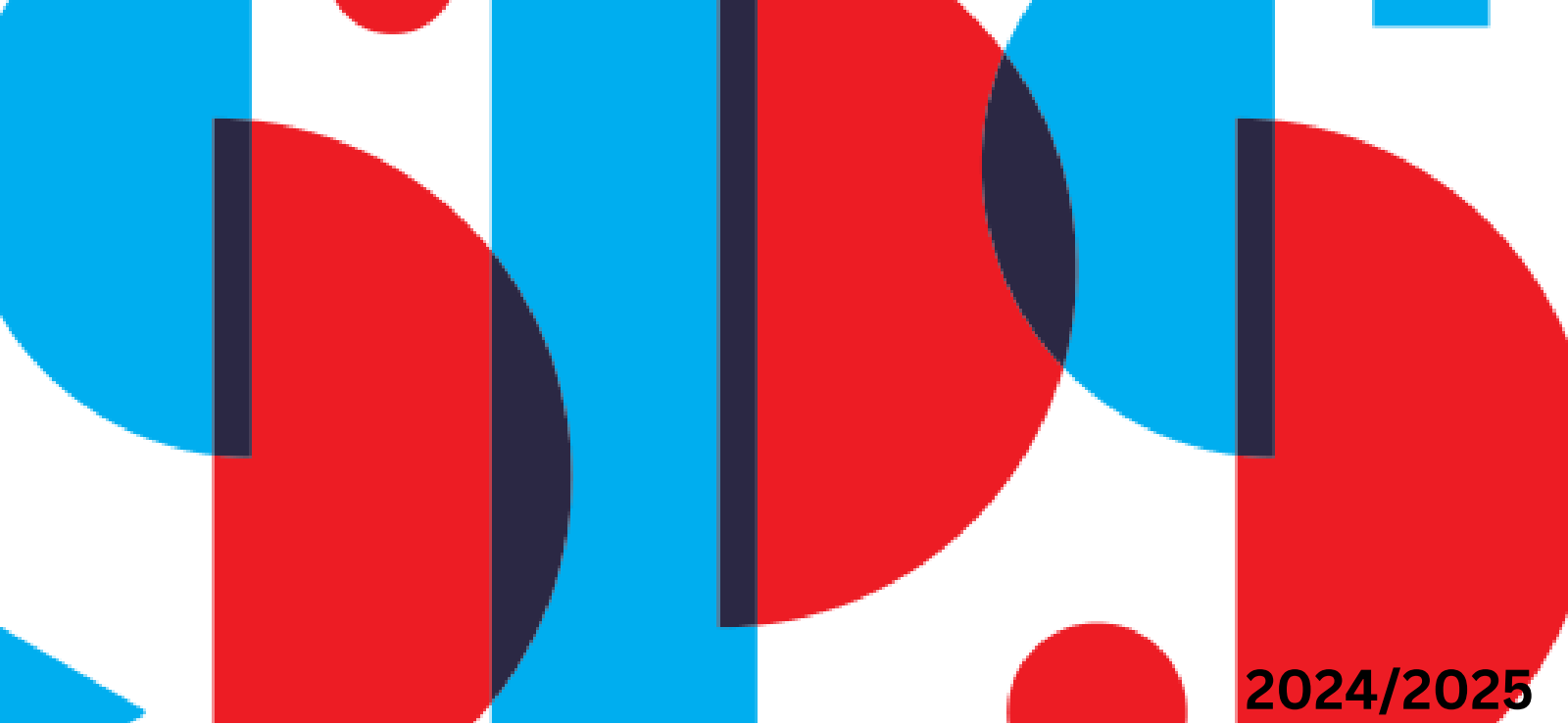
## 3. Re-establishment of Regional Collaborative Service Delivery (RCSD) Framework

**Current Challenge:** Since the discontinuation of dedicated RCSD funding and formal structures, rural school divisions have faced increasing difficulty coordinating timely, equitable access to cross-ministry supports—particularly in the areas of health, mental health, and social services. The absence of a formal framework has contributed to inconsistent collaboration and barriers to integrated service delivery for students and families.

**Advocacy Ask:** Encourage the Government of Alberta to re-establish a Regional Collaborative Service Delivery model—bringing together school authorities, Alberta Health Services, Children’s Services, and community agencies under a funded and regionally coordinated structure. This would enhance access, reduce duplication, and improve outcomes for children and youth across systems.







2024/2025

1372

IPPS & LPs  
232 in Pre-K and Kinder  
1140 in grades 1-12

824

Students with AB Code  
232in Pre-K and K  
606 in Grades 1-12

23

CASA Students  
14 Gibbons, 9 SCHS

2

VTRAs

1

Crisis Response

98%

Students in Specialized  
Programming are learning in  
an inclusive setting

43

Students currently  
accessing Specialized  
Programming

328

Students on the Learning  
Services Caseload

91

Referrals to Division Social  
Workers

61

Students accessing supports  
through Jordan’s Principle

167

Students accessing  
Pre-Kindergarten

252

Students/Families serviced  
through Crisis Response

101

New Social Worker  
Referrals

STAFF TRAINING

182

TCIS Trained Staff  
20 Certified Trainers



65

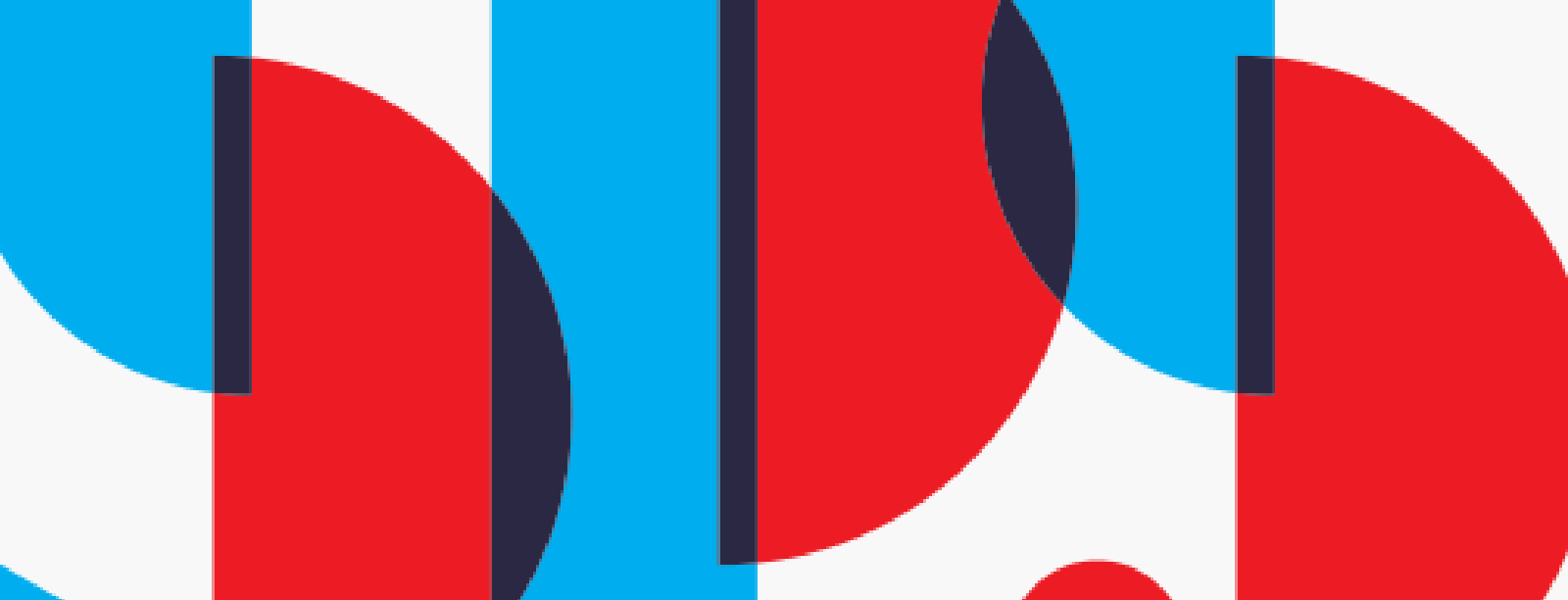
Staff are VTRA Trained

34

Staff are ASIST Trained

23

Participated in the VTRA  
1 Refresher Training



## STUDENT SUPPORTS

- Registered Nurse
- Vision Consultant
- Deaf and Hard of Hearing Consultant
- Occupational Therapists and OTAs
- Speech Language Therapists and SLPAs
- Physiotherapists
- Social Workers
- EA Coaches
- Psychologists
- Autism Consultant
- Inclusive Programming Coach
- Inclusive Behaviour Advisor
- Behaviour Consultants

## STAFF SUPPORTS

- PD Menu
- TCIS Training
- Safe Contact Cohort
- Behaviour Lead Cohort
- LSL Cohort
- Specialized Programming Cohort
- ABLLS-R Cohort
- Counsellor Cohort
- HUB
- PD for Teachers
- PD for Educational Assistants
- EA Training PD Days

## PROGRAMMING SUPPORTS

- Specialized Programming
- Knowledge & Employability (K&E)
- Pre-K
- ABLLS-R and AFLS
- EAL- English as an Additional Language
- Inclusive Programming Coach

## MENTAL HEALTH AND WELLNESS SUPPORTS

- Counsellors
- Social Workers
- Mental Health Capacity Building - HYPE
- Safe Contact
- Mindful Mentors

## FAMILY SUPPORTS

- S.H.I.N.E
- Family Learning Nights
- Mental Health and Wellness Supports
- Social Workers
- Transition to Adulthood Fair
- Pre- K Advisor
- Pre - K EXPO



# Learning Services in Sturgeon Public



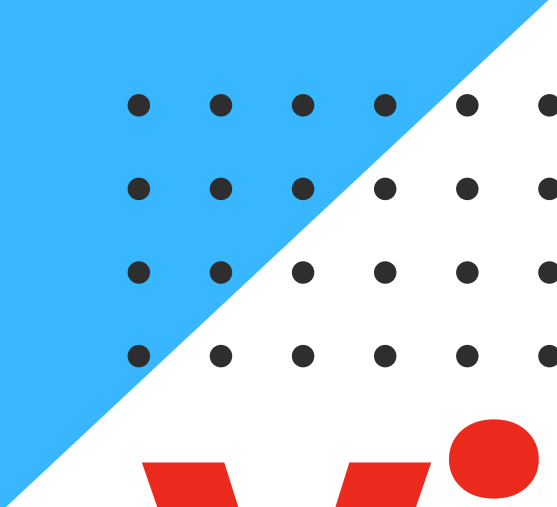
PRESENTED BY:

**Shelley Greenwood:** Director of Learning Services

**Putting the Pieces Together: Student Supports in Sturgeon Public Schools**

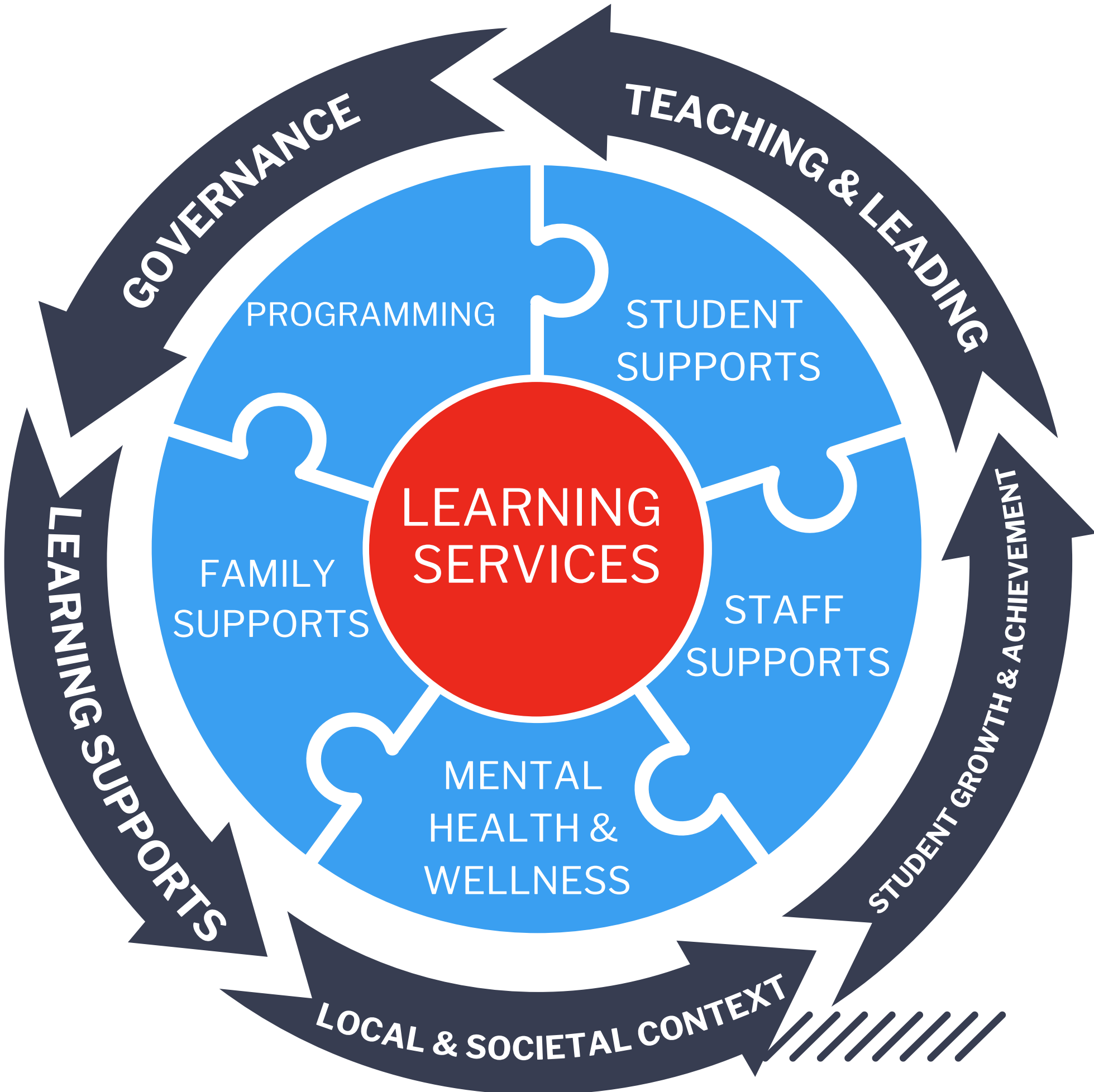






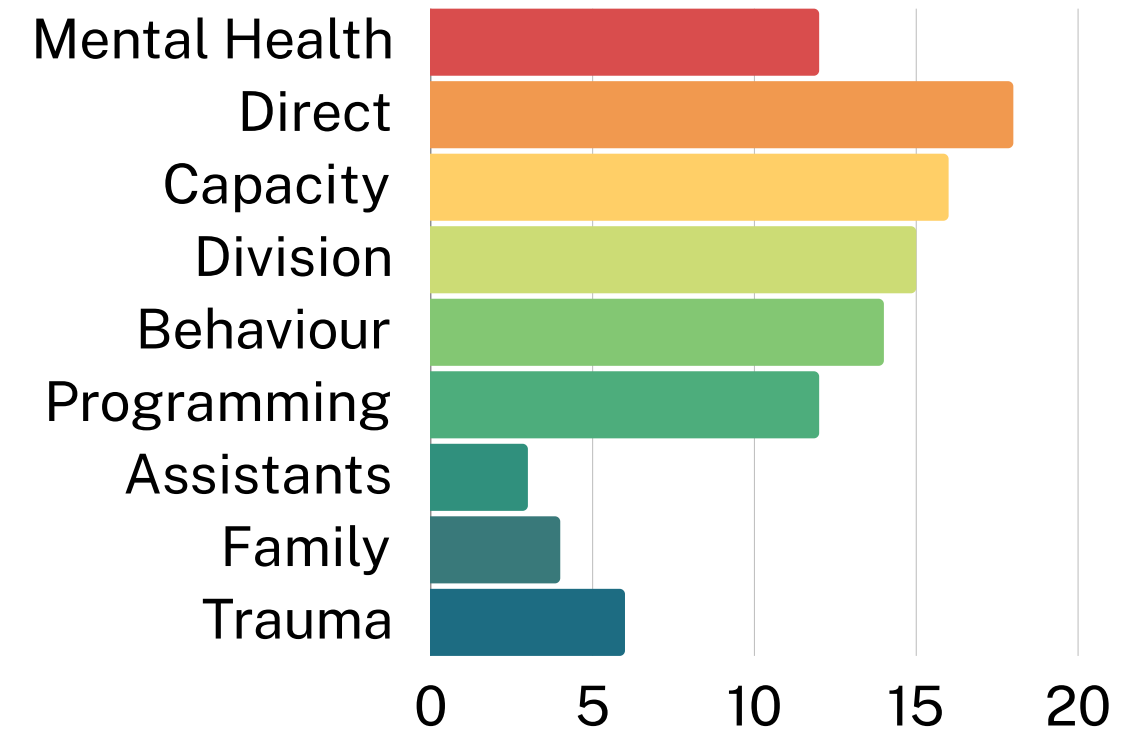
# Our Vision

A Cohesive Model of Support

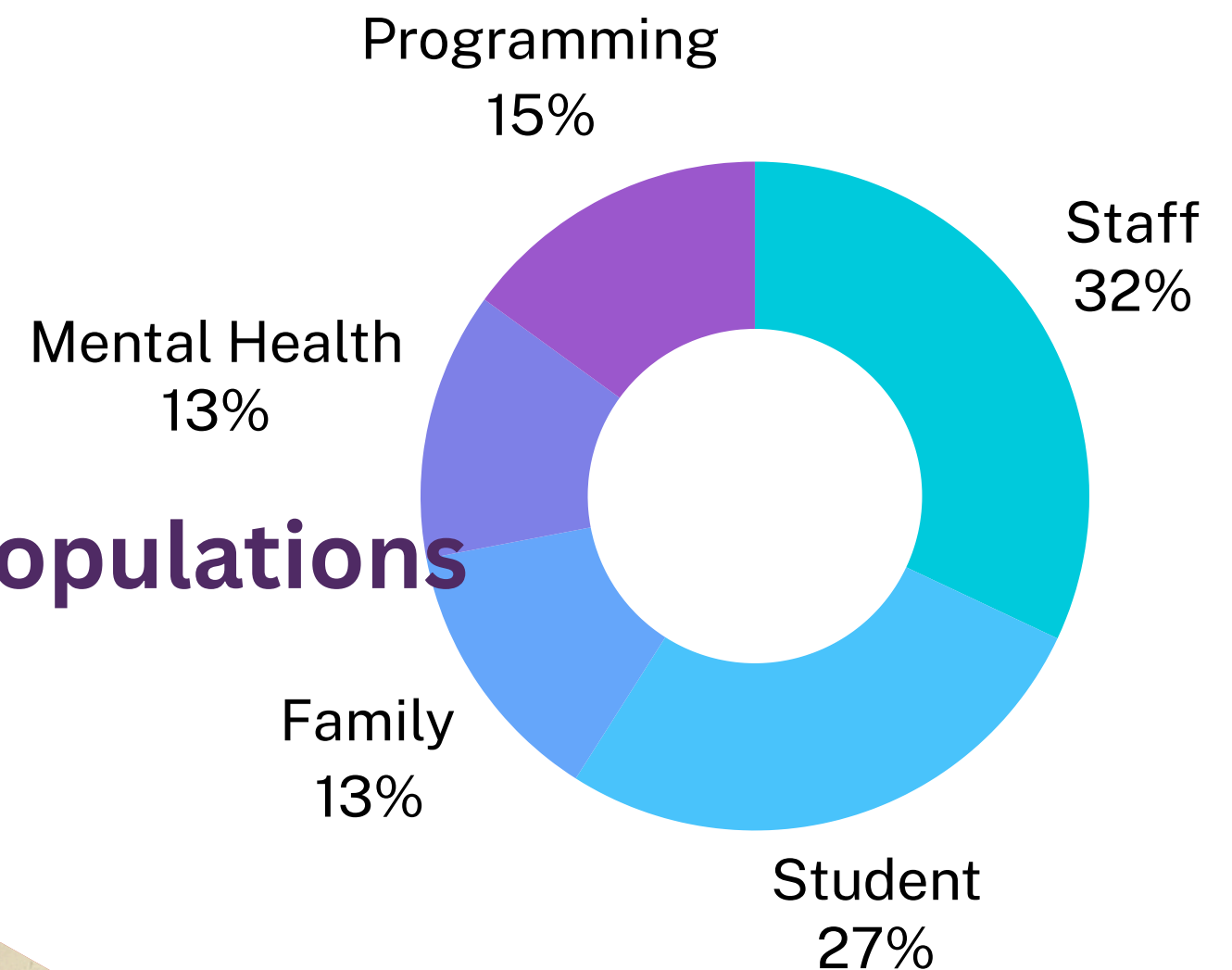


# How our Gaps Analysis has Informed our Practice from 2023-2025

## Support Types



## Target Populations



# Student Supports

## Shared Responsibility: Responsive and Critical

- School Based Teams
  - Learning Support Leads (LSLs), administrators, teachers, support staff
- Divisionally supporting:
  - 1372 students who have IPPs or Learning Plans
  - 142 students who have Behaviour Plans
  - 67 students who have safety Plans



# Student Supports

## Therapists and Specialists: Cohesive Service:

- Registered Nurse
- Vision and Deaf and Hard of Hearing Consultants
- Occupational Therapists
- Speech Language Therapists
- Physiotherapists
- Social Workers
- EA Coaches
- Psychologists
- Behaviour Consultants
- Trauma Consultants

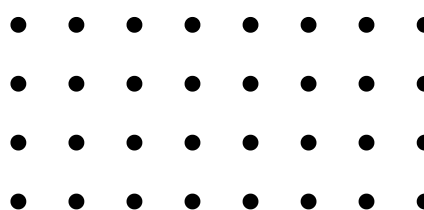




# Staff Supports – Lifting Up Staff: Building Capacity and Confidence

- PD Menu
- Teacher Capacity Building & Cohorts
- HUB
- PD for Teachers
- PD for Support Staff
- Staff Coaching

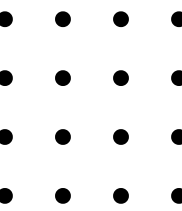
**"The Learning Hub is a centralized location for all  
information that creates a clear focus and structure"**  
~ Admin Member during the Gaps Analysis





# Programming with Purpose: Inclusion, Belonging, Equity

- Specialized Programming
- Flexible Models
- Knowledge & Employability (K&E)
- Pre-K



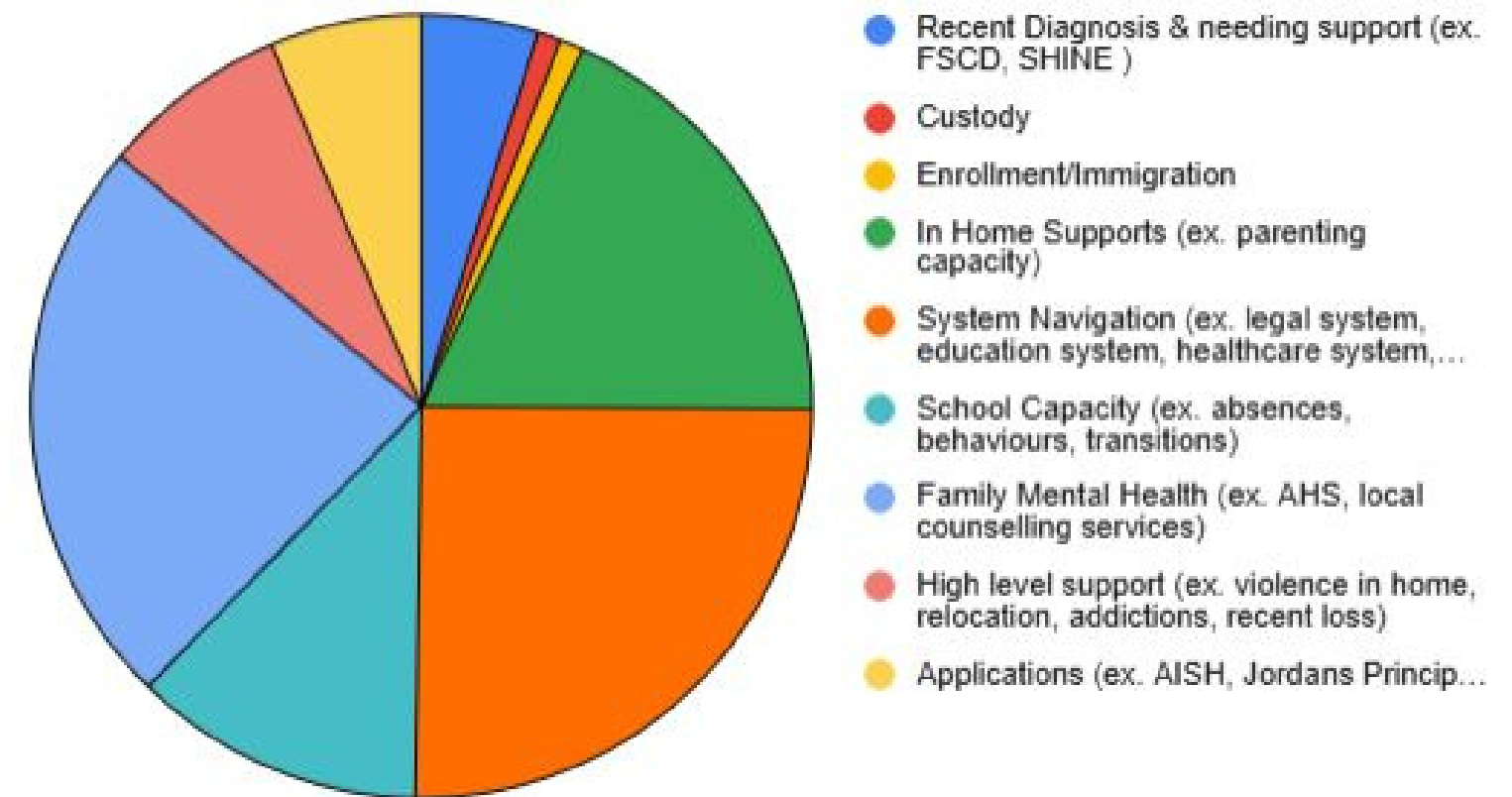


# Family Supports- Removing Barriers

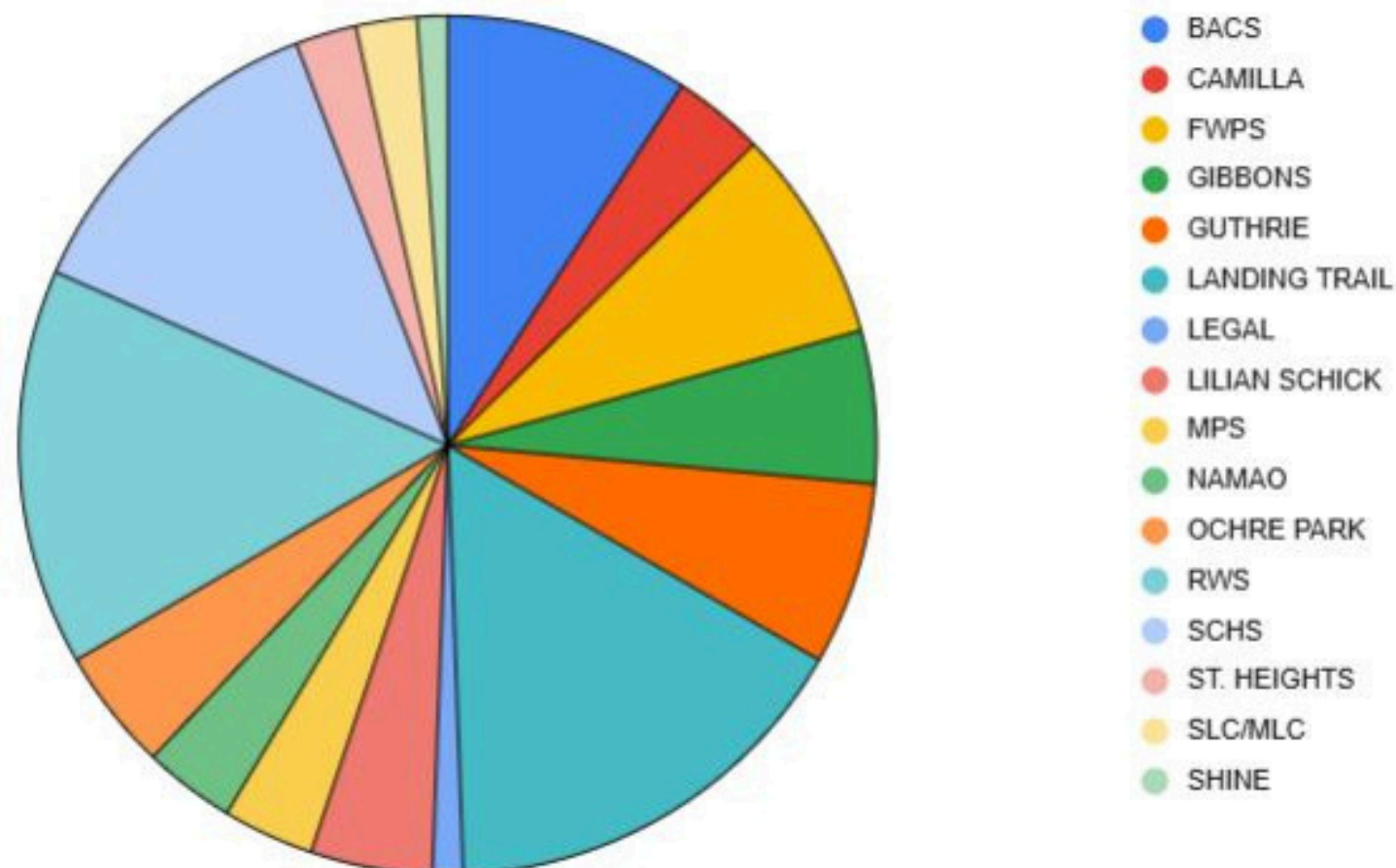
- Community connections – FCSS
- Family Learning – Pre-K Portal
- Transition to Adulthood Fair
- Division Social Workers

## Social Work Highlight

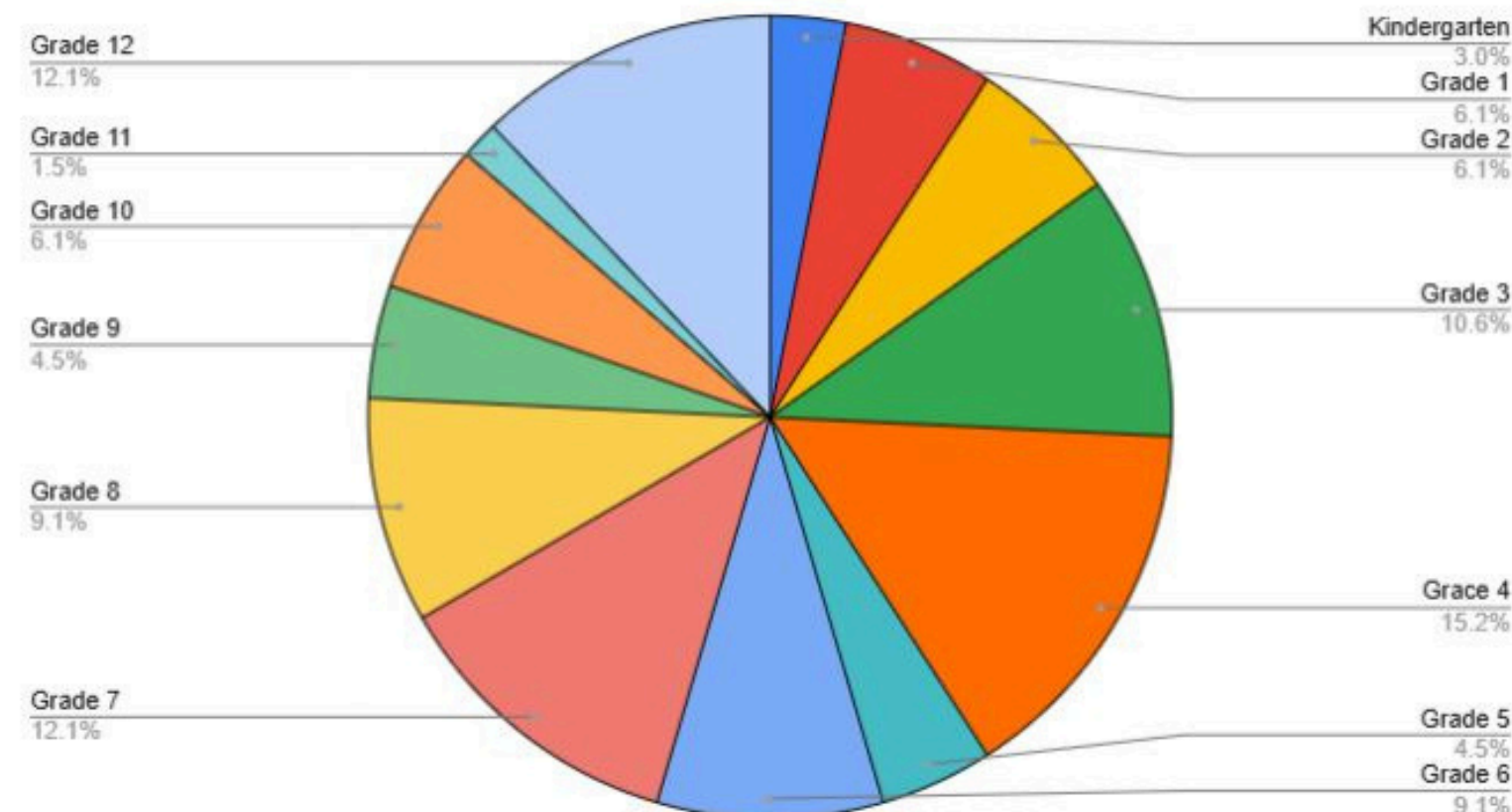
Referral Type



Referrals by School



Referrals by Grade





Trained: 194 staff

Train the Trainers

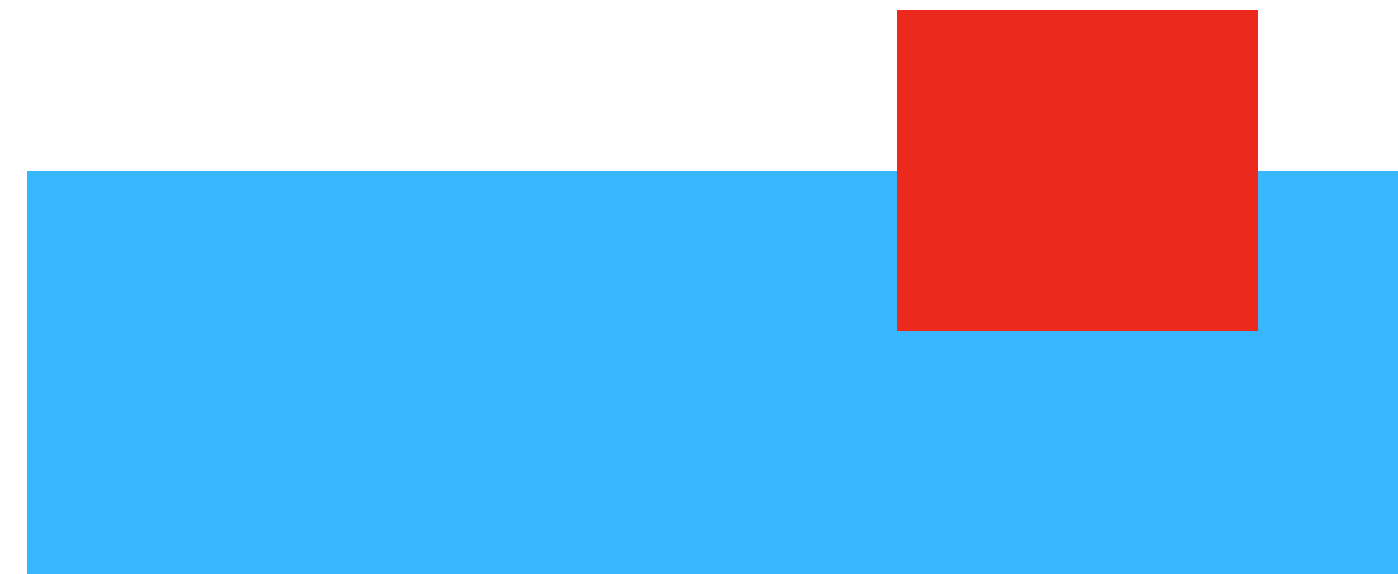
Divisionally - 20

Yearly Projected Growth - 40-  
60 Staff fully trained!

*A systems approach to understanding ourselves and others*



**TCIS: Belonging,  
Safety, and Caring  
Environments**





# CASA Classroom: Mental Health Meets Inclusion

Guthrie School- Gr. 7-9



SCHS - Gr. 10-12

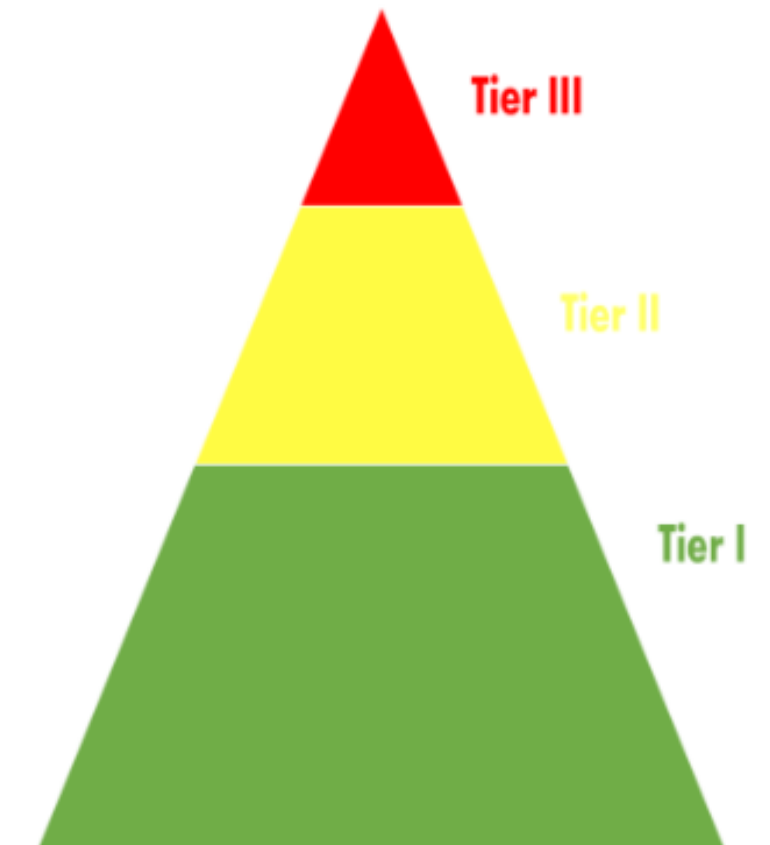
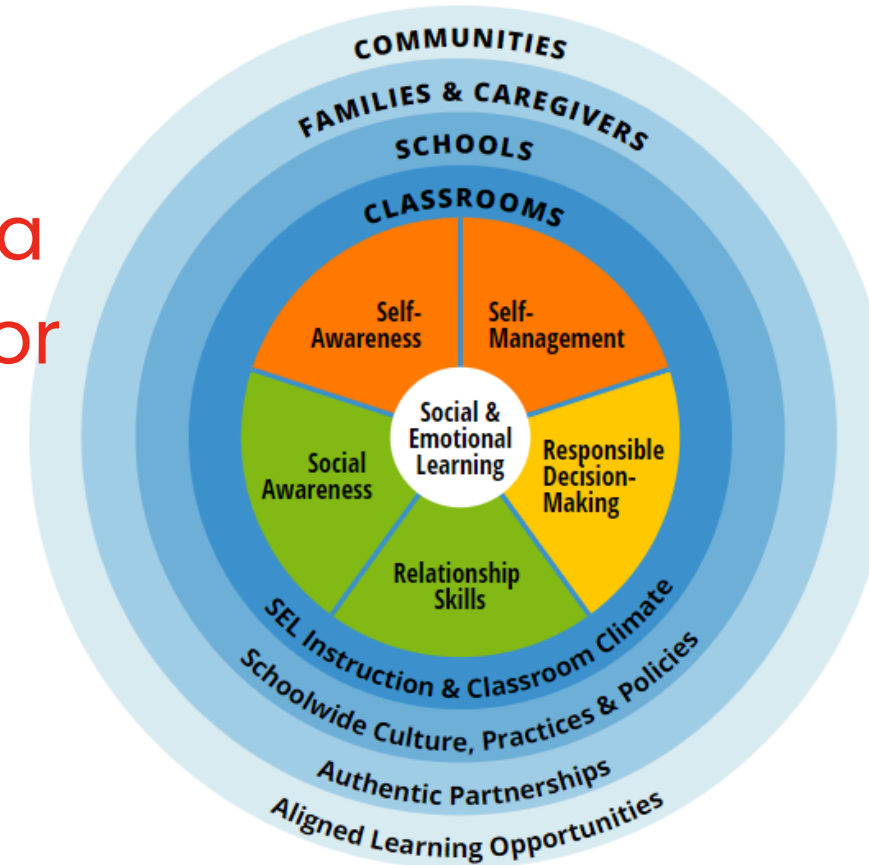


# Mental Health & Wellness

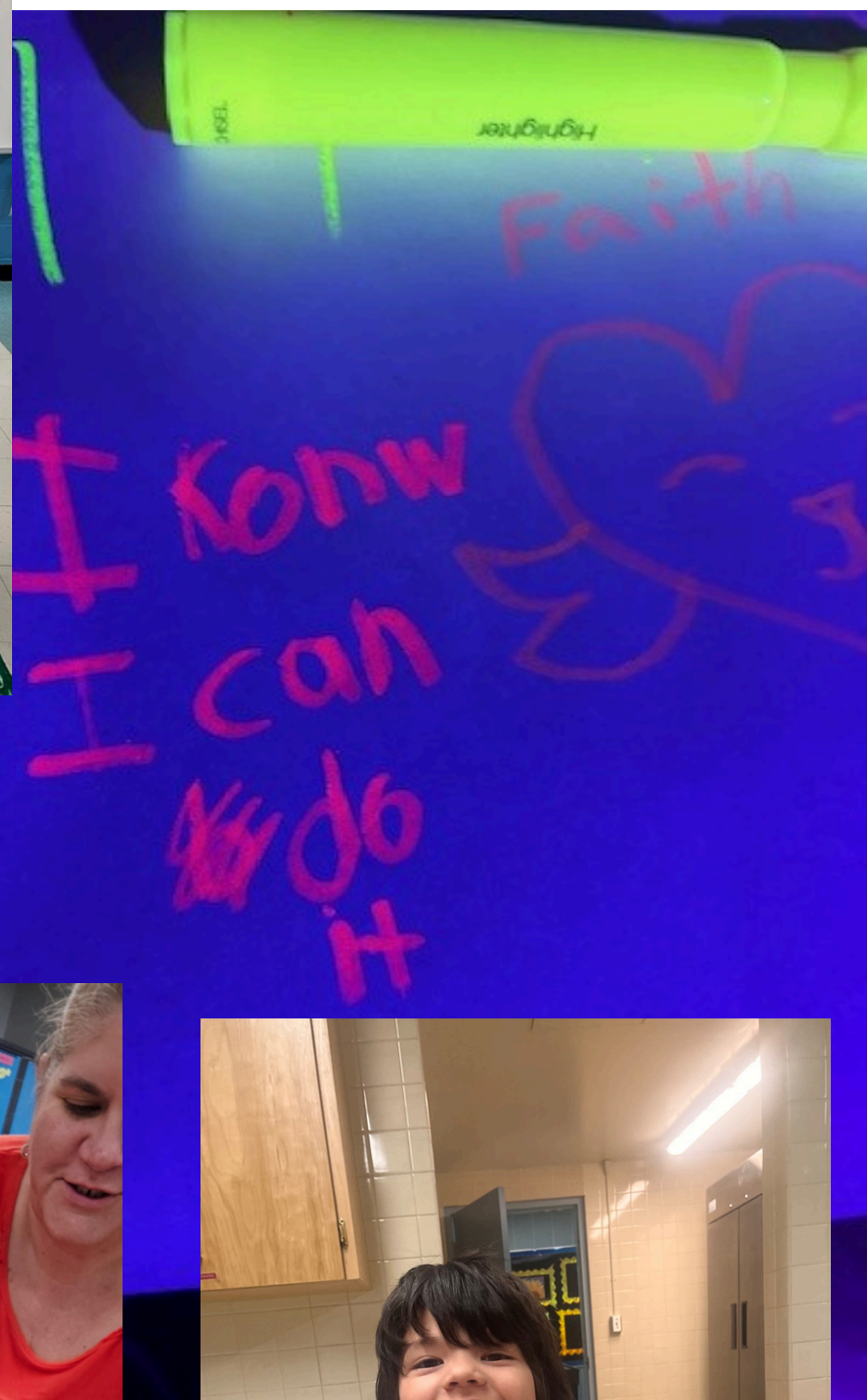
- Counsellors
- Mental Health Capacity Building – HYPE
- Mental Health in Schools – (MHIN) M&Ms

"The Mental Health and Wellness Initiative has provided resources and opportunities to create a collaborative, supportive learning environment for staff, students and parents around social emotional wellness."

~ SPS Counsellor & Mental Health and Wellness Coach







# Looking Ahead





**Thank You!**