

**Date:** June 18, 2025 **Agenda Item:** 8.4

**To:** Board of Trustees

**From:** Shawna Warren, Superintendent

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

**Subject:** **Stakeholder Engagement Summary 2024-2025**

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**Background:**

Sturgeon Public Schools gathers and uses stakeholder voice and performance data to inform strategic direction. While all referenced materials have previously been shared with the Board, this memo, along with the attached and linked reports, consolidates that information and reinforces the Division's transparent and responsive approach to assurance and planning.

It also complements the 2025–2028 Education Plan, approved by the Board at the May 28, 2025, Public Board Meeting, by summarizing the provincial and local engagement activities and measures that informed its development.

The Plan reflects extensive consultation with students, parents, staff and community partners and is structured around three strategic goals: Empowered Learning, Healthy School Communities and Future Readiness.

**Timeline for Engagement and Board Reporting**

The following Board meetings included updates, presentations and review of the measures and engagement processes that informed the development of the Education Plan:

- **May 18, 2024 – Public Board:** Stakeholder Engagement Plan presented as part of Education Plan.
- **November 6, 2024 – Committee of the Whole:** Draft AERR (2023–2024) presented.
- **November 27, 2024 – Public Board:** AERR approved; provincial results formally shared.
- **March 5, 2025 – Committee of the Whole:** Stakeholder Engagement Plan adjustments.
- **March 19, 2025 – Public Board:** Engagement timelines confirmed.
- **April 9, 2025 – Committee of the Whole:** Business & Community Engagement event planning.
- **May 14, 2025 – Committee of the Whole:** Draft Education Plan presented with preliminary engagement findings.

- **May 28, 2025 – Public Board:** Education Plan approved; summary engagement results presented for public reporting.

## Engagement and Measures Informing the 2025–2028 Education Plan

The following provincial and local data sources were used to develop the 2025–2028 Education Plan:

### *Provincial Measures*

- Alberta Education Assurance (AEA) Survey
- Provincial Achievement Tests and Diploma Exams
- High School Completion, Drop Out and Rutherford Scholarship Rates

### *Local Division and School Measures*

- Student Survey – Education Plan Goal Questions
- Parent and Guardian Survey – Education Plan Goal Questions
- Staff Survey – Education Plan Goal Questions
- Staff Professional Learning Survey
- In-Person Engagement – Business and Community Event (April 15, 2025)
- In-Person Engagement – Student Advisory Committee
- In-Person Engagement – Student-Led Engagement Conversations in Schools
- Review – School Education Plans
- Feedback – Leadership Development Teams (Admin Council, VP Cohorts, SALT)

## Participation Summary

To support both the AERR and the development of the 2025–2028 Education Plan, the Division gathered feedback from a large cross-section of stakeholders over two school years:

	2023-2024 Provincial	2023-2024 Local Measures	2024-2025 Spring Local Measures
Students	1044	2506	2323
Parents	246	370	460
Staff	324	395	327

While full provincial results are detailed in the 2023/24 AERR, early analysis of Spring 2025 local engagement helped shape the Plan’s final strategies and reflected the lived experience and priorities of students, families and staff across the Division.

### **Transparency and Use of Feedback**

The Division's approach to assurance includes intentional engagement, collaborative reflection, and visible action based on feedback. This cycle is ongoing and embedded in system-wide and school-based planning.

*When we connect:*

- Provincial surveys in the Fall
- Local surveys and engagements in the Spring
- In-person opportunities throughout the year

*When we report:*

- Draft findings shared with Committee of the Whole
- Final data and analysis presented at Public Board
- Summary engagement themes integrated into the Education Plan and AERR

*How we act:*

- Feedback informs strategic goals, system-level planning and school-level priorities
- Themes are discussed by school leaders, central services and community partners

*How we close the loop:*

- Detailed results are shared publicly each November in the AERR, posted on the Division website
- Education Plan summaries (including engagement highlights) are posted annually in May
- A summary of themes from the April 15 Business & Community Engagement event was shared directly with participants on May 27, 2025
- Local survey results have been shared with school principals, who are reviewing and incorporating the data into School Education Plans for 2025–2026

### **Conclusion**

Each engagement and data source provides insight into how Sturgeon Public Schools is currently meeting the needs of students, staff and families and how it can continue to improve. The Division remains committed to transparent, collaborative planning that reflects the voices of its community. A full report of results will continue to be shared annually through the AERR in November.

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

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

- |                    |   |
|--------------------|---|
| <b>COMPETENCY:</b> | (1) Building Effective Relationships  |
| <b>INDICATORS:</b> | 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; and d. ensuring that the vision expressed in the school authority's education plan is responsive to the ongoing review of the school authority's achievements, meets all requirements identified in provincial legislation and incorporates the school community's perspectives.
<b>COMPETENCY:</b>	(6) School Authority Operations and Resources
<b>INDICATORS:</b>	e. establishing data-informed strategic planning and decision-making processes that are responsive to changing contexts.
<b>COMPETENCY:</b>	(7) Supporting Effective Governance
<b>INDICATORS:</b>	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

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

Values

Communication. To do the challenging work of educating the next generation, we must keep the communication channels open. We value open, honest and timely communications.

[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.
9. Promote the schools' programs which reflect the needs and desires of the community.
10. Report Division outcomes to the community annually.

#### Collaboration

19. Promotes positive community engagement within the Division;
20. Represents the community's needs, hopes and desires for education;
21. Supports the schools' programs, needs and desires to the community;
22. Acts as an advocate for public education and the Division.
23. Identifies issues for advocacy on an ongoing basis.

Administration is prepared to respond to questions at the June 18, 2025, Public Board meeting.

#### **Attachment(s):**

1. **Business and Community Engagement Summary – April 15, 2025**  
This report outlines themes and recommendations from 26 community partners to support innovative, career-connected learning
2. **Spring 2025 Local Stakeholder Engagement – Early Summary**  
This document summarizes feedback from over 3,100 student, parent and staff responses aligned to Division priorities.
3. **Alberta Education Assurance Results Report (AERR) – 2023–2024**  
This publicly available report includes PAT and Diploma Exam results, provincial survey findings and longitudinal performance metrics  
[Annual Education Results Report \(AERR\) 2023 - 2024](#)
4. **Division Education Plan 2023 - 2028**  
Aligned with the Board's Mission, Vision, and Values, this publicly available plan articulates the Board's approved outcomes, measures and strategies to meet our priority of Student Success and Division Wellness.  
[Division Education Plan 2023 - 2028](#)



# Business and Community Engagement Report

## Overview

On April 15, 2025, Sturgeon Public Schools hosted a Business and Community Engagement Evening at the Morinville Community Cultural Centre. The event brought together 26 partners representing local businesses, agricultural leaders, social service organizations, post-secondary institutions (such as NAIT), municipal representatives, and public corporations with local ties. Also in attendance were three school board trustees, one consultant, and four members of the Central Office team.

The evening aimed to move beyond the question, “What kind of graduates do you want to see?” Instead, participants were invited to explore how we can collaborate now—during students’ K–12 education—to provide real-world experiences that prepare them for future success in trades, agriculture, aviation, and other emerging fields.



Guests were encouraged to connect with others, enjoy refreshments, and engage in meaningful dialogue about expanding and strengthening partnerships between schools and the broader community.

## Evening Highlights

The evening began with a welcome from Board Vice-Chair Stacey Buga and a land acknowledgement, followed by remarks from Deputy Superintendent Jonathan Konrad outlining the goals of the evening and the broader direction of Sturgeon Public Schools.

A keynote presentation by Division Principal Dan Stephen highlighted the Division’s growing focus on career-connected learning. This included:

- Dual credit opportunities and partnerships with post-secondary partners, such as NAIT to provide high school students with experiential, post-secondary experiences (e.g., Saturday Heavy Equipment Technician sessions).
- The Building Futures program in partnership with San Rufo Homes, where 28 Grade 10 students complete core subjects while also building a house alongside skilled tradespeople.
- A developing aviation pathway at Villeneuve Airport, where students engage in flight training and industry exploration in partnership with Elevate Aviation and Centennial Flight School.







Following this, attendees participated in a World Café–style dialogue. Each table responded to three core questions about student readiness and partnership opportunities, recorded their thoughts, then rotated to build on other tables’ ideas. In the final round, each group refined and pitched their best “blue sky” idea—a bold vision for doing education differently in Sturgeon.



## Themes from the Evening

- **Employment Readiness and Essential Skills**  
Participants emphasized the importance of preparing students with essential professional skills such as resume writing, interview techniques, financial literacy, digital literacy, workplace communication, and understanding employer expectations (e.g., punctuality, no cell phone use, dress code). Many business partners also identified a need for soft skill development—confidence, teamwork, problem solving, and etiquette.

*Students need to understand the ‘rules’ of work—how to show up, how to behave, and how to contribute meaningfully.*

- **Confidence, Leadership, and Mentorship**  
Building confidence and leadership capacity in students emerged as a clear priority. Many groups encouraged ongoing mentorship opportunities between students and professionals in agriculture, trades, tourism, and other sectors. Interactions like guest speaking, shadowing, and collaborative projects with community leaders were seen as key to helping students envision successful futures.

*Mentorship should start early—junior high at the latest—to build trust, excitement, and personal connections to work and community.*

- **Broadening Career Pathways Beyond Traditional Trades**  
While skilled trades remain a core focus, attendees stressed the importance of exposing students to a wider array of industries—especially agriculture, tourism, small business, entrepreneurship, and arts. Sturgeon’s unique economy and rural setting offer rich career possibilities that should be celebrated and embedded in learning.





*We need students to see that farming, tourism, and small business ownership are not only valid—they're vital to our region's success.*

- **Real-World, Out-of-the-Box Experiential Learning Experiences**

Innovative, hands-on programs such as school-run businesses, farm placements, mock villages, and greenhouses were championed across all groups. These immersive experiences help students build confidence, apply their learning, and understand responsibility in a meaningful context.

*Students gain pride and purpose when they see the direct impact of their work—whether feeding animals or growing produce for their own cafeteria.*

- **Early Exposure and Community Connection**

A recurring theme was the need to begin career exploration and community connection much earlier—well before high school. Suggestions included elementary mentorships, volunteering at events, and scaffolded exposure to different careers and community roles. Community partners also expressed a desire for better mechanisms to partner with schools and access key planning contacts.

*Let's start early. Give kids a glimpse of what's possible—then keep opening doors all the way through high school.*







# Stakeholder Engagement Local Summary Report 2025

## Overview

In Spring 2025, Sturgeon Public Schools (SPS) undertook a division-wide stakeholder engagement process to gather feedback from students, parents, school staff, and central office staff. Building on the previous year’s structure, the 2025 engagement used online surveys and an in-person Business and Community Engagement Evening, which gathered input from industry, municipal, and post-secondary partners on real-world learning and career readiness. While distinct from the Education Plan-aligned surveys, this feedback provides valuable insight into future direction and program planning. This combined analysis draws on over 3,110 survey responses and numerous qualitative insights. The results are organized to align with the division's 2024–2025 strategic goals: Empowered Student & Staff Learning, Healthy, Safe, School Communities, and Responsible Leadership & Opportunity.

### Engagement in Spring Local Surveys by Group

Stakeholder	Format	Number of Responses
Students (Gr. 4-12)	Online Survey	2,323
Parents	Online Survey	460
School and CO Staff	Online Survey	327

### Survey Design and Analysis Approach

The 2024–2025 student, staff, and parent surveys were organized around Sturgeon Public Schools’ three strategic priorities: Empowered Student & Staff Learning, Healthy, Safe, School Communities, and Responsible Leadership & Opportunity. These goals are closely aligned with the Alberta Education Assurance Domains: Student Growth and Achievement, Teaching and Leading, Learning Supports, and Governance and Local Context.

Each section of the survey included a set of Likert-scale questions, followed by open-ended prompts for additional input. This report mirrors that structure by presenting quantitative findings (including areas of strength and areas for growth) and illustrative quotes that represent key themes. Visual charts summarize the highest and lowest agreement levels across stakeholder groups to support planning and accountability.





## Empowered Student & Staff Learning

*Key metrics showing high levels of staff efficacy and parent satisfaction are shown below.*

### Strengths

- 75% of students agreed they are successful at school.
- 58% of students find their learning useful.
- 80% of parents are satisfied with numeracy education; 79% with overall education.
- 79% of students say teachers treat them kindly; 76% say fairly.
- 98% of staff believe they directly impact student learning.
- 96% of staff feel confident in planning instruction and 91% feel capable of supporting inclusive classrooms.

### Areas for Growth

- Engagement in core subjects is a concern: 50% of students do not look forward to Language Arts, and 49% do not look forward to Math.
- Staff responses reflect a desire for more support around student behaviour and new curriculum implementation

### Qualitative Themes

- Parents and students emphasized gratitude for staff effort
- Concerns included curriculum demands, screen time, academic rigor, and assessment consistency

*“Thank you for the work all staff members do here. I just wanted to show my gratitude.” – Student*

*“Thank you for everything you have done. All of my kids have had a very good experience with extra-curriculars, field trips, and learning.” – Parent*





## Healthy, Safe, School Communities

*This section reflects strong perceptions of care, inclusion, and safety among students, parents, and staff.*

### Strengths

- 80% of parents agree their school community is caring.
- 79% of parents say their school is safe.
- 82% of students report learning about First Nations, Métis and Inuit perspectives.
- 80% of students say they learn about residential schools.
- 91% of staff say their school fosters inclusive practices.
- 93% of staff say their school is committed to Truth and Reconciliation.

### Areas for Growth

- 17% of students disagreed that it's okay to be different at their school, indicating a need for stronger inclusion and belonging.  
13% of students feel their principal or vice principal does not care about them, suggesting an opportunity to strengthen leadership-student relationships.
- 29% of parents responded neutrally regarding access to mental health support, and 9% disagreed, showing uncertainty or gaps in visibility.
- Central Office staff emphasized the importance of accessible wellness supports and professional learning opportunities across schools.

### Qualitative Themes

- Student feedback cited noise and privacy issues in washrooms
- Parents noted a need for more supports for diverse learners
- Desire for greater inclusion and emotional safety in classrooms

*“We can see how much you care. Keep fostering an environment of inclusion and community.” – Parent*

*“People are really kind and welcoming. It makes me feel safe and happy to come to school.” – Student*

*“I like how everyone is included. You can just be yourself here.”  
– Student*





## Responsible Leadership & Opportunity

*Key indicators in this section demonstrate stakeholder involvement and leadership support across the division.*

### Strengths

- 71% of students say their parents play a big role in their education
- 85% of parents agree they have opportunities to be involved
- 73% of parents feel community and volunteer involvement is encouraged
- 93% of staff agree their school supports Truth and Reconciliation meaningfully

### Areas for Growth

- 18% of parents disagreed that SPS is preparing their child for life after school, highlighting the need for stronger focus on career readiness and life skills.
- 24% of students have not volunteered at school, and 21% have not participated in leadership opportunities, indicating a need to expand access and encouragement for student involvement.
- Staff and Central Office feedback identified opportunities to improve communication clarity, role alignment, and support systems across schools and departments.

### Qualitative Themes

- Community values identified across school sites include: respect, inclusion, communication, accountability, and care
- Parents want more active, outdoor learning and reduced passive screen time
- Staff and parent feedback emphasized the importance of leadership accessibility, student voice, and practical readiness for future opportunities

*“My kids have adored the teachers at both schools. I’m so thankful for the support we receive as a whole family.” — Parent*

*“Students need more real-world learning and guidance for what comes next.” — Staff*

These staff sentiments were echoed in the division’s April 2025 Business and Community Engagement Evening. Partners emphasized the need for career-connected learning, mentorship, and real-world experiences—from agriculture





to aviation. Their feedback revealed strong community interest in expanding beyond traditional trades and embedding out-of-the-box learning experiences such as student-run businesses, municipal internships, or micro-society models.

## Next Steps

Looking Ahead: Informing Future Readiness This evidence strengthens the division's decision to evolve from the previous goal of Responsible Leadership & Opportunity toward a forward-looking focus on Innovative Learning and Future Readiness, as outlined in the 2025–2026 Education Plan.

While the 2025 surveys were designed to align with the previous year's goals, key indicators in the responses also support the division's shift toward the new 2025–2026 goal of Innovative Learning and Future Readiness. Early indicators include:

- 18% of parents expressing concern about life preparedness
- Staff interest in career education and leadership development
- Qualitative feedback highlighting the need for real-world learning, reduced screen time, and improved transitions to post-secondary or the workforce

This shift is further reinforced by the Business and Community Engagement Evening, where partners proposed immersive models like career academies, greenhouses, student-run villages, and mentorship pipelines. These ideas highlight not only the appetite for deeper collaboration but also the alignment between community priorities and the division's future-focused direction.

Five key themes from the Business and Community Engagement Evening further underscore this direction: a shared emphasis on employment readiness skills; growing student confidence through mentorship; expanding beyond traditional trades; offering out-of-the-box learning experiences; and fostering early exposure and stronger connections with community partners.

These responses will help shape strategies under the new goal and guide implementation of innovative programs and partnerships in the year ahead.

