

**Date:** August 27, 2025 **Agenda Item:** 8.3  
**To:** Board of Trustees  
**From:** Shawna Warren, Superintendent  
**Originator(s):** Shawna Warren, Superintendent  
**Subject:** **Superintendent Report**

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**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.

**Board Goals for the Superintendent**

As part of the Superintendent's 2024–2025 Evaluation Summary, presented on February 12, 2025, the Board of Trustees established three key goals. These goals, set by the Board, are intended to guide and focus the Superintendent's leadership throughout the school year.

- **Goal 1** ▾ : It is essential that a positive culture be maintained and enhanced in the coming years.
- **Goal 2** ▾ : Student Learning must be a focus, especially in the areas of literacy and numeracy.
- **Goal 3** ▾ : The Board and Superintendent must be “first team”. This is the responsibility of both the Board and the Superintendent.

Throughout the Superintendent's Report, coloured tabs will indicate where specific items align with each of the goals established by the Board.

## 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.

- ★ On June 27, the Superintendent, Board Chair Oatway-McLay, Vice Chair Buga and Trustees Gibbons and Murray-Elliott attended the Sturgeon Composite High School graduation ceremony, celebrating the accomplishments of students and demonstrating their ongoing support for school community events.



- ★ In August, the Superintendent communicated with Principals and Vice Principals, requesting they share with ATA staff information about teaching opportunities in Europe through the Department of National Defence. These positions, located in Belgium and the Netherlands, are open for application between September 1 and November 1, 2025. The Superintendent included a letter from the Director of Children’s Education Management and a recruitment poster to support awareness and encourage teacher participation in the CAF Overseas Schools initiative.
- ★ **Goal 1** - On August 25 & 26, the Senior Executive Team conducted a Division-wide Road Show, visiting each school to connect directly with staff and school leaders. These visits

provided an opportunity to build relationships, share key priorities for the upcoming year and offer visible, supportive leadership across the system.

- ★ **Goal 1** - On August 25, the Superintendent hosted the first Central Office staff meeting of the 2025-26 school year. This meeting served to reconnect staff after the summer break, provided important updates, outlined Staff Expectations to ensure coherence across departments and shared strategic priorities and initiatives for the year ahead.
- ★ The Superintendent holds monthly 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.
- ★ **Goal 1** - 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.
- ★ **Goal 1** - The Superintendent has continued an initiative introduced in January 2023 aimed at recognizing Central Office staff members' birthdays each month.
- ★ **Goal 1** - 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.
- ★ **Goal 1** - The Superintendent continues to write personalized thank you cards to various Division staff members for their contributions and celebrations occurring throughout the Division.
- ★ **Goal 3** - 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.

- ★ **Goal 1** - The Superintendent continues the leadership and central office staff engagement meetings from 2022-2023 to support collaboration and professional development in 2025-2026.
  - Bi-Monthly Principal meetings, grouped by school type, with the Superintendent and the Education Services leadership team.
  - Weekly Senior Executive Committee meetings.
  - Regular meetings with direct reports to focus on mentorship and growth.
  - 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.

- ★ **Goal 2** - The Superintendent shared a provincial update on the June 2025 administration of assessments, highlighting the continued implementation of the digital assessment platform, early years screening update, and participation in diploma exams and PATs. Key enhancements included teacher dashboard improvements, field testing, digital marking and upcoming professional learning opportunities to support the digital transition. Security protocols and professional conduct expectations were also emphasized. Teachers and/or school-based leaders from our Division participated in marking or related professional learning.
- ★ From August 13-15, the Superintendent attended the CASS/ASBOA Summer Learning Conference, a premier professional development event for education and school business leaders across Alberta. The conference featured six CASS Continuing Education Program (CEP) courses and sessions for ASBOA members, each designed to strengthen leadership capacity in the evolving landscape of system education and operations. The Superintendent was joined by the Deputy Superintendent, Associate Superintendents of Human Resources and Corporate Services and Directors from the Division, emphasizing a shared commitment to professional learning and leadership excellence.
  - The Superintendent participated in the “Providing Instructional Leadership” course. This interactive, research-informed session focused on enhancing the capacity of central office leaders to support and develop school principals as effective instructional leaders. The course provided opportunities to share best practices, engage in deep professional reflection and collaborate with colleagues from across the province. Key learning outcomes included: developing and modeling system-wide instructional leadership practices, utilizing collaborative professional learning

structures, prioritizing organizational conditions that enable effective instructional leadership, and using appropriate data sets to measure impact, set direction, and determine leadership priorities. Pre-course work supported participants in engaging meaningfully with these concepts during the session.

- ★ **Goal 1** - On Wednesday, August 20, administrative assistants and school office staff gathered at Camilla School for a full-day professional learning session. The event, designed to equip participants with the tools and knowledge needed for a successful school year, featured sessions led by various departments, including Technology Services, Corporate Services and Education Services. Topics ranged from year start-up tasks and Alberta Education reporting requirements to PowerSchool's new user interface and Google tools. The day fostered cross-departmental collaboration, open dialogue and practical support, culminating in a Q&A and collaborative troubleshooting session.
- ★ Math August 21, 2025, select teachers and teacher leaders across the division who indicated interest in being the Math Lead in their school for 2025-2026 participated in a day of professional learning to introduce a newly designed Mathematics learning plan. This Math Learning Plan emphasizes collaborative leadership and instructional consistency across all grade levels. Lead teachers will co-develop and deliver professional development sessions during PD days, focusing on integrating Math Up for K-6 and aligned instructional strategies for Grades 7-12. Key components include effective use of pre-assessments, strategies for using math manipulatives, and ongoing professional collaboration supported by scheduled release time. This initiative aims to deepen pedagogical understanding and enhance student learning outcomes across the division.
- ★ Wednesday, August 27, 2025, all Division staff will participate in 3 hours of Therapeutic Crisis Intervention in Schools (TCIS) Professional Development.

### **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.

- ★ The Superintendent subscribes to the monthly Pendulum Law newsletter. Each month, Pendulum Law shares interesting education law cases relevant to different professional environments.
  - The June 2025 edition featured recent education law cases across Canada, focusing on student behaviour, teacher negotiations, administrative procedures and broader systemic issues. Key cases include the dismissal of a civil claim following a student's expulsion for repeated misconduct, a court requiring more evidence before approving a bullying-related settlement, binding arbitration in Saskatchewan addressing teacher salaries and classroom complexity, a review affirming police



authority to interview students in suspected abuse cases and a tribunal decision affirming a student athlete's dependency under his sister's insurance policy.

- The July special issue of *Pendulum Law* confronts a deeply concerning trend: a significant number of recent Canadian legal cases involving sexual misconduct, exploitation and abuse of students by teachers, coaches and school staff. It highlights multiple criminal convictions and class actions, including cases of educators engaging in sexual relationships with current or former students, often facilitated through social media. These cases involve serious breaches of trust, exploitation of vulnerable youth (including LGBTQ2+ students) and failures by institutions to prevent or respond appropriately. The publication calls on school boards, leaders and professional associations to address this ongoing problem through clear policy, education, accountability and preventative strategies to protect students and rebuild trust in the education system.

### **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.

- ★ **Goal 1** - The first Administrative Council meeting of the school year was held on August 22, bringing together principals, vice principals, directors, managers and the senior executive team. The meeting served as an important opportunity to align leadership across the Division, set the tone for the upcoming school year and engage in collaborative planning and dialogue.
  - Key topics included:
    - Walking through all new Policies and Administrative Procedures that were developed over the summer in response to new government legislation and discussing best practices for communicating out to all schools staff and implementation.
    - Connection – Deepening understanding of the Division's direction
    - Business – Department conversations and the impact of new Administrative Procedures
    - Culture – Strengthening Positive Behaviour Supports across schools
    - Skill Building – Exploring what's new in Google tools
    - Book Study – Introducing *The Anxious Generation*
    - Community – Unplugged Division in Western Canada
  
- ★ **Goal 1** - To reinforce common understanding, the Superintendent's weekly "From the Desk of the Superintendent" always includes a tailored message informed by research on effective learning, teaching and leadership that reinforces the Division's vision, mission and values.

### **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.

★ Expectations for All Schools:

- Provide time during school-based staff meetings for TQS 5 and Call to Action.
- Cohort Leads to share information regarding monthly themes and resources.
- Recognize September 29, 2025: Truth and Reconciliation and Orange Shirt Day - TRC Resources & sign-up, SPS Indigenous Education Hub.
- Recognize Nov 17-21, 2025: Métis Week celebrations.
- Recognize June as National Indigenous Peoples Month.
- Recognize June 19, 2026: National Indigenous Peoples Day.
- Monthly Themes for teaching and learning:
  - September - History and Legacy of Residential Schools
  - October - Indigenous Role Models/Leaders
  - November - Métis Culture and History
  - December - Treaties/Land Agreements
  - January - Inuit Culture and History
  - February - Indigenous Authors and Literature
  - March - Nehiyawak (Cree) Culture
  - April - Connections to the Land
  - May - Missing and Murdered Indigenous Peoples
  - June - National Indigenous Peoples Month

### **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.

- ★ The Director of Learning Services shared an important transportation update for CASA Classrooms at the end of June, noting that the previous restriction preventing "school of choice" riders from receiving fee waivers has been lifted. This change eliminates financial barriers for CASA students requiring transportation, provided proof of need is submitted. The registration process has also been simplified; families now only need to register once for their home school, supporting smoother transitions and reducing administrative burden. Coordination with bus contractors and dual registration for both home and Guthrie Schools will be managed internally to ensure seamless service.
- ★ The Sr. Team has been working throughout August to finalize the Division's Labour Action Contingency Plan in preparation for potential ATA labour action. A [dedicated webpage](#) has also been created to keep families informed with timely updates and important information.

- ★ At the beginning of July, the IT Department completed the Division's transition from Microsoft Office to the Google platform. All staff are now operating within the Google Suite, enabling improved collaboration, cloud-based access and streamlined communication across schools and departments. This shift reflects a strategic move toward modern, efficient digital tools that support both instructional and operational effectiveness.
- ★ A temporary staff member has been hired in the Transportation Services Department to provide extra support during their busiest period. For the next month, this new team member will assist with managing the increased workload, ensuring smooth operations and timely responses to transportation needs across the Division. This temporary staffing will enhance the department's efficiency and help maintain a high level of service during this critical time.
- ★ **Goal 1** Throughout the summer, the Superintendent participated in interviews for new staff members across the Division. This involvement reflects a continued commitment to ensuring high-quality hiring practices and selecting candidates who align with the Division's values, priorities and focus on student success.
- ★ The Superintendent's office has been actively working over the summer to transition existing administrative procedures to align with the G-Tech model adopted by the Board of Trustees for Board policies. The work is still ongoing and any proposed contextual changes to Administrative Procedures (other than simple reference and/or numbering updates due to policy renumbering) will be brought to the Public Board as information.
- ★ Over the summer, the south parking lot of Central Office underwent significant maintenance with a full repaving project. The work was completed to improve safety, accessibility and the overall condition of the lot, ensuring a smoother and more durable surface for staff and visitors.
- ★ The Senior Team worked collaboratively to update policies, administrative procedures and supporting documentation in alignment with the new Ministerial Orders, ensuring they were in place for the start of the school year.
- ★ A training session was scheduled for August 26 to review the enhanced user interface of the PowerSchool SIS for identified central office users. Feedback on the new interface has been positive and user input has contributed to the development of support documentation available on the Office Hub.



### 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.

- ★ **Goal 3** ▾ Over the summer months, the Superintendent and Board of Trustees have engaged in a comprehensive review of governance policies to ensure alignment with Division goals, current government legislation and best practices in educational leadership. This work supports clarity, consistency and strategic focus in governance. The updated policies are being finalized in preparation for the incoming Board following the October 2025 election, ensuring a strong foundation for effective leadership and decision-making moving forward.
- ★ 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.
- ★ **Goal 3** ▾ The Superintendent has initiated planning for the Board Orientation scheduled for October 2025. This process includes coordinating with appropriate consultants to ensure a well-structured and informative experience that will support the incoming Board of Trustees in gaining a clear understanding of their governance role. The orientation will focus on building a strong foundation for effective collaboration, informed decision-making and alignment with the Division's goals and responsibilities under the Education Act.
- ★ **Goal 3** ▾ 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.
- ★ **Goal 3** ▾ The Superintendent created a new/updated "Big Rocks" list for 2025-2026, highlighting key strategic planning items. These will be standing agenda item topics at each Committee of the Whole meeting, once the new Board is in place, 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.

- ★ The Superintendent provides “Trustee Speaking Points” to all Trustees on a monthly basis, right after the Public Board meeting, to support trustees in engagement with stakeholders and/or share the Board’s work summary at School Council meetings.

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

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

<b>COMPETENCY:</b>	(7) Supporting Effective Governance
<b>INDICATORS:</b>	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).

[Board Policy 10: 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

[Board Policy 11: 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.

Administration is prepared to respond to questions at the August 27, 2025, Public Board meeting.

**Attachment(s) and/or link(s):**

Not applicable.