

Date: September 24, 2025 **Agenda Item:** 8.1

To: Board of Trustees

From: Shawna Warren, Superintendent

Originator(s): Jonathan Konrad, Deputy Superintendent, Education Services
Erin Murphy, Director, Education
Maxine Hildebrandt, Coordinator, Indigenous Education

Subject: **Indigenous Student Success**

Background:

National Truth and Reconciliation Week, Orange Shirt Day and Supporting Activities:

From September 23rd to 29th, all Sturgeon Public School (SPS) students will have the opportunity to engage in activities which acknowledge the histories, impact and truth of residential schools, and honour the survivors, their families and communities.

- Division-wide daily activity guides will be created and shared with elementary and secondary teachers. This includes vetted and linked resources and is intended as minimum expectations with the opportunities for teachers to leverage their previous learning into activities and lessons.
- Orange Shirt Day will be acknowledged throughout SPS on September 29th.
- Permanent Tipis remain in place at Sturgeon Composite High School, Four Winds School and Camilla School. A wide variety of learning experiences, as well as cultural teachings, have transpired in these school communities. The Tipi at the Frank Robinson Education Center will be moved to Lilian Schick School for further school based access to these resources and learning.

Strategic Planning For 2025 - 2026

The Division continues to focus on multiple research informed targets to support Indigenous Student Success and system improvement. Beyond academic achievement and attendance, the Division strives to create learning opportunities where Indigenous students see themselves and their culture represented in empowered learning and are meaningfully part of safe and healthy communities. Interesting opportunities for leadership and student voice create space for students to engage with their learning, culture and school communities.

By focusing on strength-based intercultural exchange, all students are exposed to foundational knowledge, Indigenous worldview, truth and history. As the Division continues

to prioritize and build community connections, all students benefit from intergenerational teaching, experiential and land-based learning and local and diverse Indigenous wisdom, language and culture. The Division continues to make concerted efforts to strengthen relationships with Alexander First Nation and Kipohtakaw Education Center (KEC), seeking opportunities for reciprocal connections. We also continue to foster a relationship with Elder Adam North Peigan, President of the Legacy of Hope Foundation.

Many of the key strategies outlined for the upcoming year represent a continuation of the groundwork initiated last year.

Goals, Strategies and Measures of Success for 2025/2026:

Goal 1: Enhancing Local Community Partnerships and Intergenerational Connections

Strategy: Establish and strengthen partnerships with local Indigenous community members, Elders and Knowledge Keepers to promote cultural exchange, support learning experiences and deepen connections between schools and Indigenous communities.

Measurable Data:

- Number of partnerships and collaborations formed with local Indigenous community members.
- Number of meaningful connections with Elders and Knowledge Keepers.
- Regular meetings between KEC, Camilla and Sturgeon Composite High School.
- Evidence of contributions to KEC/ Alexander First Nation.

Goal 2: Strengthening Community and Family Engagement

Strategy: Create opportunities for Indigenous families to engage with schools through events, advisory committees and collaborative initiatives, fostering a supportive environment for Indigenous student success.

Measurable Data:

- Number of opportunities for support for schools interested in engaging with parent and family nights and programming.
- Continuation of the Indigenous Parent Advisory Committee.
- Collaborative initiatives and partnerships with local organizations and research projects. The Division is continuing to explore a joint project with Kipohtakaw Education Center and a research team out of the University of Calgary.
- The Division is working with Legacy of Hope to display exhibits for students, school staff and community members to experience, learn from and explore.

Goal 3: Promoting Indigenous Student Academic Success and Graduation

Strategy: Improve academic achievement, attendance and graduation rates among Indigenous students by providing culturally responsive and supportive educational environments. The Division has obtained an Indigenous Peoples Atlas of Canada. This resource will be used with the Call to Action Cohorts and with Social Studies teachers. Each school will have an opportunity to have this resource in their schools to leverage student learning and engagement.

Measurable Data:

- Improved academic performance, attendance and graduation rates among Indigenous students.
- Positive feedback from Indigenous students, families and community members through survey data and conversation.
- The number of school engagements with the Indigenous Peoples Atlas of Canada.

Goal 4: Fostering Safe, Representative, Healthy School Communities:

Strategy: Create school environments that reflect Indigenous culture, values and perspectives, ensuring that Indigenous students feel represented, safe and cared for. The Indigenous Education team will work with schools to establish student leadership to give opportunities for student voice and engagement with activities.

Measurable Data:

- Evidence of Indigenous representation, art and literature in schools.
- Feedback from Indigenous students, including representation in learning within a safe and caring environment.
- Number of times lead team members support school teams in weaving Indigenous Pedagogy and worldview throughout learning experiences.
- Number of engagements with student leadership teams in the schools to establish representation and community.

Goal 5: Driving Systemic Change Through Professional Development

Strategy: Implement systemic changes that embed Indigenous history, culture and ways of knowing into school practices through targeted professional development for teachers and staff.

Measurable Data:

- Number of professional development activities focusing on Teacher Quality Standard (TQS) and Leadership Quality Standard (LQS) 5; training teachers and staff on Indigenous history, culture and ways of knowing.

- Number of staff participating in additional optional PD offerings.
- Survey feedback from PD offerings.
- Creation of school based structures ensuring Call to Action Cohort leads share information and learning with school teams.
- The Indigenous Education Team will be doing a book study on Wayi Wah! Indigenous Pedagogies by Jo Chrona. This book was introduced at a College of Alberta School Superintendents (CASS) Summer Conference session and will help the team to bring further depth of understanding into practice.

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

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

COMPETENCY: INDICATORS:	(1) Building Effective Relationships c. building and sustaining relationships with First Nations, Métis, and Inuit parents/guardians, Elders, local leaders, and community members; and f. facilitating the meaningful participation of members of the school community and local community in decision-making
COMPETENCY: INDICATORS:	(3) Visionary Leadership c. promoting in the school community a common understanding of and support for the school authority's goals, priorities and strategic initiatives.
COMPETENCY: INDICATORS:	(4) Leading Learning 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: INDICATORS:	(5) Ensuring First Nations, Métis, and Inuit Education for All Students a. supporting staff in accessing the professional learning and capacity building needed to meet the learning needs of First Nations, Métis, Inuit and all other students; b. engaging and collaborating with neighbouring First Nations and Métis leaders, organizations and communities to optimize learning success and development of First Nations, Métis, Inuit and all other students;

- d. aligning school authority resources and building organizational capacity to support First Nations, Métis and Inuit student achievement; and
- e. pursuing opportunities and engaging in practices to facilitate reconciliation within the school community.

COMPETENCY:
INDICATORS:

- (6) School Authority Operations and Resources
- f. respecting cultural diversity and appreciating differing perspectives expressed in the school community.

COMPETENCY:
INDICATORS:

- (7) Supporting Effective Governance
- i. facilitating collaboration among the board, staff and First Nations, Métis and Inuit leaders, organizations and communities to establish strategic policy directions in support of First Nations, Métis and Inuit student achievement and development.

Governance Implications:

Education Act

Diversity and respect

16(1) All courses or programs of study and instructional materials used in a school must reflect the diverse nature and heritage of society in Alberta, promote understanding and respect for others and honour and respect the common values and beliefs of Albertans.

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 19: Welcoming, Caring, Respectful, Inclusive, Safe and Healthy Environments

The Board is committed to establishing and maintaining a welcoming, caring, respectful, inclusive, equitable, safe, and healthy learning and working 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.

The Board believes all members of the school community deserve opportunities to connect to their culture. Sturgeon Public School Division celebrates the diversity of our students and

communities and is committed to collaborating with community and cultural leaders to build and promote cultural connections.

Policy 2: Role of the Board

Safe, Caring, Respectful and Healthy Environments

The Board shall 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 [Education Act s. 33(1)(d)]. Specifically, the Board:

15. Develop culturally appropriate protocols to guide the Division.
16. Establish plans for collaborative work between the Division and First Nations.

Administration is prepared to respond to questions at the September 24, 2025, Public Board meeting.

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

1. [Legacy of Hope Website and Information](#)
2. [Indigenous Peoples Atlas of Canada Information](#)
3. ["Wayi Wah! Indigenous Pedagogies" Book Overview](#)
4. [TRC Secondary Schedule Planner.pdf](#)
5. [TRC Elementary Schedule Planner.pdf](#)