

Agenda



Regular Council Meeting Agenda
Monday, September 8, 2025 at 5:00 p.m.
Town of Stony Plain Council Chambers
4905 – 51 Avenue

1. **Call to Order**
2. **Adoption of Agenda**
3. **Public Input Session**
4. **Presentations and Delegations**
 - 4.1 Member of Parliament, Sturgeon River – Parkland
5. **Statutory Public Hearing – NIL**
6. **Adoption of Council Minutes**
 - 6.1 Regular Council Meeting – August 25, 2025
7. **Council Board & Committee Minutes – NIL**
8. **Bylaws**
 - 8.1 Bylaw 2727/AS/25 – Assessment Review Board Bylaw – 1st, 2nd, and 3rd Reading
9. **Business Items**
 - 9.1 Engaging Youth Strategy
 - 9.2 Snow Removal and Ice Control Policy
 - 9.3 External Board and Committee Member Appointment Policy
 - 9.4 Policy Repeal
10. **Council Discussion**
11. **Closed Meeting - NIL**
12. **Adjournment**

Public Input Session

PUBLIC INPUT SESSION

The intent of the Public Input Session is to allow the public to address Council on matters of interest that are not already being addressed in the Council meeting or other boards and commissions of which Council is a member.

The Public Input Session will run from 5:00 p.m. to 5:15 p.m., following the adoption of the agenda.

It is strongly recommended that people pre-register for this session.

Procedure for Pre-registration

Members of the public wishing to address Council during the Public Input Session may:

1. register online prior to 12:00 p.m. the day of the Council meeting by filling out the registration form online on the Town of Stony Plain website:
<https://www.stonyplain.com/en/town-hall/address-council.aspx>.



Presentations & Delegations

**PRESENTATION
PUBLIC SESSION****GOVERNANCE & PRIORITIES COMMITTEE MEETING****MEETING DATE:** September 8, 2025**SUBJECT:** Member of Parliament, Sturgeon River-Parkland

EXECUTIVE SUMMARY

Federal government Member of Parliament Dane Lloyd will provide an update to Council.

BACKGROUND

Dane Lloyd is the Government of Canada Member of Parliament (MP) for Sturgeon River-Parkland. Mr. Lloyd was elected as the MP in a by-election in 2017 and re-elected in 2019, 2021 and 2025. This June, MP Lloyd was appointed as a committee member on Public Safety and National Security.

STRATEGIC ALIGNMENT & KEY ACTIONS

Stony Plain Strategic Plan 2025-2028:

- Governance & Partners
 - We embrace and foster partnerships and relationships that support community values, collaborative leadership, and sustainable growth.

COMMUNICATION

This item will be included in the Council Highlights news release.

Prepared by: Sheridan Johannsen, Municipal Intern

Reviewed by: Brenda Otto, General Manager, Strategic Services

Approved by: Tom Goulden, Chief Administrative Officer

END OF ITEM



Statutory Public Hearing

Adoption of Council Minutes

**TOWN OF STONY PLAIN
PROVINCE OF ALBERTA
AUGUST 25, 2025 MINUTES OF THE
REGULAR COUNCIL MEETING
HELD IN THE TOWN OF STONY PLAIN
COUNCIL CHAMBERS AT 5:00 PM**

PRESENT:

Mayor:	William Choy
Deputy Mayor:	Melanie Loyns
Councillors:	Justin Anderson
	Justin Laurie
	Pat Hansard
	Eric Meyer
	Harold Pawlechko
Chief Administrative Officer:	Tom Goulden
General Manager, Community & Protective Services:	Karl Hill
General Manager, Community & Social Development:	Lisa Gilchrist
General Manager, Corporate Services:	Ann Laing
General Manager, Planning & Infrastructure:	Brett Newstead
General Manager, Strategic Services:	Brenda Otto
Manager, Planning & Development:	Miles Dibble
Manager, Infrastructure Operations:	Paul Simons
Acting Manager, Legislative Services:	Christina Michaud
Legislative Clerk:	Jessica Marsden

OTHERS PRESENT:

Decker Properties:	Murray Kulak
Managing Director, Heritage Agricultural Society:	Melissa Hartley
Members of the Public:	

1. CALL TO ORDER

Mayor William Choy called the August 25, 2025 Regular Council Meeting to order at 5:00 p.m.

2. ADOPTION OF AGENDA

Agenda Adoption
153/08/25/SP

Moved that Town Council adopt the August 25, 2025 Regular Council Meeting agenda as presented.

CARRIED UNANIMOUSLY

3. PUBLIC INPUT SESSION

4. PRESENTATIONS & DELEGATIONS

4.1 Heritage Agricultural Society

Managing Director Melissa Hartley presented an overview of the 2025 operations of the Red Brick Common including a facility improvement project.

5. STATUTORY PUBLIC HEARING

5.1 Park West R8 – Land Use Bylaw Amendment

Mayor William Choy explained the process of the Public Hearing.

Mayor William Choy opened the Public Hearing for Bylaw 2726/LUO/25 at 5:49 p.m.

The Manager of Planning & Development gave an overview presentation of Bylaw 2726/LUO/25.

Council asked questions for clarity and understanding.

Murray Kulak spoke on behalf of the applicant.

There were no members of the public present to speak in favour of Bylaw 2726/LUO/25.

There were no members of the public present to speak in opposition of Bylaw 2726/LUO/25.

There were no members of the public present to make general comments regarding Bylaw 2726/LUO/25.

Murray Kulak declined to make closing comments.

Mayor William Choy closed the Public Hearing for Bylaw 2726/LUO/25 at 6:25 p.m.

6. ADOPTION OF COUNCIL MINUTES

6.1 Regular Council Meeting Minutes – July 14, 2025

RCM Minutes
154/08/25/SP

Moved that Town Council approve the July 14, 2025 Regular Council Meeting minutes as presented.

CARRIED UNANIMOUSLY

7. COUNCIL BOARD & COMMITTEE MINUTES

- 7.1 Meridian Housing Foundation – April 24, 2025
7.2 Planning Advisory Committee – May 22, 2025

MHF, and PAC
Minutes
155/08/25/SP

Moved that Town Council receive the Council Board &
Committee minutes for information.

CARRIED UNANIMOUSLY

Mayor William Choy called a break at 6:30 p.m.

Mayor William Choy called the Regular Council Meeting back to order
at 6:44 p.m.

8. BYLAWS

- 8.1 Park West R8 – Land Use Bylaw Amendment

Park West R8 –
LUB Amendment
2nd Reading
156/08/25/SP

Moved that Town Council give second reading to Bylaw
2726/LUO/25, a bylaw to amend Land Use Bylaw 2719/LUO/25.

CARRIED UNANIMOUSLY

Park West R8 –
LUB Amendment
3rd Reading
157/08/25/SP

Moved that Town Council give third reading to Bylaw
2726/LUO/25.

CARRIED UNANIMOUSLY

- 8.2 Solid Waste Management Bylaw Amendment

The Manager of Infrastructure Operations gave an overview of the
bylaw.

Solid Waste
Bylaw Amend
1st Reading
158/08/25/SP

Moved that Town Council give first reading to Bylaw 2730/S/25,
a bylaw to amend Solid Waste Management Bylaw 2627/S/19.

CARRIED UNANIMOUSLY

Solid Waste
Bylaw Amend
2nd Reading
159/08/25/SP

Moved that Town Council give second reading to Bylaw
2730/S/25.

CARRIED UNANIMOUSLY

Solid Waste
Bylaw Amend
Unan. Consent
160/08/25/SP

Moved that Town Council give unanimous consent to consider
third reading to Bylaw 2730/S/25.

CARRIED UNANIMOUSLY

Solid Waste
Bylaw Amend
3rd Reading
161/08/25/SP

Moved that Town Council give third reading to Bylaw 2730/S/25.

CARRIED UNANIMOUSLY

8.3 Fees & Charges Amending Bylaw – Solid Waste Carts

The General Manager of Corporate Services gave an overview of the bylaw.

Fees & Charges
Amending Bylaw
1st Reading
162/08/25/SP

Moved that Town Council give first reading to Bylaw 2729/G/25, a bylaw to amend Fees and Charges Bylaw 2709/G/24.

CARRIED UNANIMOUSLY

Fees & Charges
Amending Bylaw
2nd Reading
163/08/25/SP

Moved that Town Council give second reading to Bylaw 2729/S/25.

CARRIED UNANIMOUSLY

Fees & Charges
Amending Bylaw
Unan. Consent
164/08/25/SP

Moved that Town Council give unanimous consent to consider third reading to Bylaw 2729/S/25.

CARRIED UNANIMOUSLY

Fees & Charges
Amending Bylaw
3rd Reading
165/08/25/SP

Moved that Town Council give third reading to Bylaw 2729/S/25.

CARRIED UNANIMOUSLY

8.4 Land Use Bylaw Amendment – Old Town School Site

The Manager of Planning & Development gave an overview of the bylaw.

LUB Amend
Old Town School
Site
1st Reading
166/08/25/SP

Moved that Town Council:

1. give first reading to Bylaw 2728/LUO/25, a bylaw to amend Land Use Bylaw 2719/LUO/25; and
2. that a public hearing be scheduled for September 22, 2025.

CARRIED UNANIMOUSLY

9. **BUSINESS ITEMS**

9.1 Heritage Agricultural Society

Heritage Ag
Society
167/08/25/SP

Moved that Town Council accept the Heritage Agricultural Society update for information and direct Administration to consider the funding request during the 2026-2028 Corporate Plan.

CARRIED UNANIMOUSLY

10. COUNCIL DISCUSSION

11. CLOSED SESSION

Closed Session
168/08/25/SP

Moved that Town Council move into Closed Session at 8:35 p.m. to discuss:

11.1 Land Matter – *Protection of Privacy Act, Section 29*

CARRIED UNANIMOUSLY

Mayor William Choy called a break at 8:35 p.m.

Mayor William Choy called the Regular Council Meeting back to order at 8:45 p.m.

In addition to Council, the following attended the Closed Session:

- Tom Goulden, Chief Administrative Officer
- Ann Laing, General Manager, Corporate Services
- Brenda Otto, General Manager, Strategic Services

Open Session
167/08/25/SP

Moved that Town Council move out of Closed Session at 9:50 p.m.

CARRIED UNANIMOUSLY

12. ADJOURNMENT

Mayor William Choy declared the August 25, 2025 Regular Council Meeting adjourned at 9:51 p.m.

Mayor William Choy

Ann Laing
General Manager, Corporate Services

END OF ITEM



Council Board & Committee Minutes

Bylaws

**REQUEST FOR DECISION
PUBLIC SESSION****REGULAR COUNCIL MEETING****MEETING DATE:** September 8, 2025**SUBJECT:** Assessment Review Board Bylaw

EXECUTIVE SUMMARY

Administration has updated the Assessment Review Board Bylaw to align with current sections of the *Municipal Government Act* (MGA) and relevant criteria as defined within the Regulation.

RECOMMENDATION

That Town Council:

1. give first reading to Bylaw 2727/AS/25, a bylaw to establish the Assessment Review Boards;
2. give second reading to Bylaw 2727/AS/25;
3. give unanimous consent to consider third reading to Bylaw 2727/AS/25;
4. give third reading to Bylaw 2727/AS/25.

BACKGROUND

Administration has undertaken a review of the Town's register of bylaws which have been adopted by Council and indexed over the years. The original purpose of this bylaw remains, however amendments within the MGA and references to the regulations have been updated and aligned with standardized internal procedures regarding bylaws. The purpose of this bylaw is to establish the Assessment Review Boards.

Relevant Statutes/Master Plans/Documents

Municipal Government Act

STRATEGIC ALIGNMENT & KEY ACTIONS

Stony Plain Strategic Plan 2025-2028:

- Governance & Partners
 - Cultivating a strong organizational structure and the processes that deliver effective and efficient service

COMMUNICATION

This item will be included in the Council Highlights news release.

ATTACHMENTS

1. Bylaw 2727/AS/25 – Red-Line
2. Bylaw 2727/AS/25 – Clean

Prepared by: Tricia Loughheed, Revenue Services Supervisor

Reviewed by: Teri Stewart, Manager, Financial Services

Reviewed by: Ann Laing, General Manager, Corporate Services

Approved by: Tom Goulden, Chief Administrative Officer

BYLAW 2727623/AS/2519

**BEING A BYLAW OF THE TOWN OF STONY PLAIN IN THE PROVINCE OF ALBERTA
FOR THE PURPOSE OF ESTABLISHING ASSESSMENT REVIEW BOARDS AND THE
APPOINTMENT OF A DESIGNATED OFFICER TO ACT AS CLERK OF THE ASSESSMENT
REVIEW BOARDS**

WHEREAS Section 454 of the *Municipal Government Act*, RSA 2000, c. M-26 and amendments thereto, requires that Council must by bylaw establish a Local Assessment Review Board and a Composite Assessment Review Board; and

WHEREAS Section 456 of the *Municipal Government Act*, RSA 2000, c. M-26 and amendments thereto, requires that Council must appoint a Designated Officer to act as the Clerk of the Assessment Review Boards having jurisdiction in the Municipal District of the Town of Stony Plain;

NOW THEREFORE, the Council ~~for of~~ the Town of Stony Plain in the Province of Alberta, duly assembled, hereby enact as follows:

1.0.0 Title

1.1.0 This bylaw may be cited as the “Assessment Review Boards Bylaw”.

2.0.0 Definitions

In this bylaw:

2.1.0 “Act” means the *Municipal Government Act*, RSA 2000, c. M-26 and amendments thereto;

2.2.0 “Assessment Review Board (ARB)” means either the Local Assessment Review Board (LARB) or the Composite Assessment Review Board (CARB);

2.32.0 “Clerk” means the Designated Officer appointed as the Clerk of the Assessment Review Boards pursuant to to Section 456 of the Act; Municipal Government Act who is accredited by the Municipal Government Board to act as the Clerk of the Assessment Review Boards for the Town of Stony Plain;

2.43.0 “Commission” means Capital Region Assessment Services Commission;

2.54.0 “Composite Assessment Review Board (CARB)” means a board established pursuant to Section 454 of the Municipal Government Act to hear and make decisions on complaints pursuant to the Act; referred to in Section 460.1(2) of the Municipal Government Act;

2.65.0 “Council” means the duly elected Council of the Town of Stony Plain;

2.76.0 “Local Assessment Review Board (LARB)” means a board established pursuant to the section 454 of the Municipal Government Act to hear and make decisions on complaints referred to in section 460.1(1) of the Municipal Government Act; pursuant to the Act;

2.7.0 “Municipal Government Act” means the *Municipal Government Act*, RSA 2000, c. M-26 and amendments thereto;

2.8.0 “Panellist” means an individual ~~who is accredited by the Alberta Municipal Government Board to hear assessment complaints and who will be appointed by~~ appointed by Council to the Assessment Review Boards pursuant to the Act; and

2.9.0 “Town” means the Town of Stony Plain.;

3.0.0 General

3.1.0 Council hereby establishes the following boards:

3.1.1 Local Assessment Review Board; and

3.1.2 Composite Assessment Review Board.

Duties and Authorities

- 3.2.0 The Assessment Review Boards shall carry out the duties and responsibilities as set out in the ~~Municipal Government~~ Act and its regulations.
- 3.3.0 Annually, Council shall by resolution appoint:
- 3.3.1 the list of Panellists;
 - 3.3.2 the names of the Chair of the LARB and CARB; and
 - 3.3.3 the Clerk provided to the Town by the Commission.
- 3.4.0 All Panellists and the Clerk serve at the pleasure of Council and may be removed by resolution of Council where, in the opinion of Council, removal is warranted.

Fees

- 3.5.0 Compensation payable to the Commission for its performance including annual fees, hearing fees, Panelist fees, and Clerk fees will be outlined in a Memorandum of Agreement between the Commission and the Town.
- 3.6.0 Filing a Complaint
- 3.6.1 Upon receipt of an assessment complaint, the Town shall provide to the Commission a completed Assessment Review Complaint form and supporting documentation in a timely manner.
 - 3.6.2 A complaint must be accompanied by the appropriate fee as established by Council in the Fees and Charges Bylaw.

4.0.0 Effectiveness and ReviewSeverability

- 4.1.0 If any portion of this bylaw is declared invalid by a court of competent jurisdiction, then the invalid portion must be severed, and the remainder of the bylaw is deemed valid.

~~4.2.0 Bylaw 2607/AS/19 and amendments thereto are hereby repealed.~~

5.0.0 Review

- ~~45.31.0~~ This bylaw shall be reviewed within its fifth year, being ~~2024~~2030, or as deemed necessary.

6.0.0 Repeal

~~46.21.0 Bylaw 2662307/AS/19 and amendments thereto are is hereby repealed.~~

7.0.0 Effective Date

- ~~47.41.0~~ This bylaw shall take full force and effect ~~upon passage of third and final reading in accordance with Section 213, Municipal Government Act, RSA 2000, c. M-26 and amendments thereto. on the date it is passed.~~

Read a first time this ~~25th~~ day of ~~November~~, AD ~~2019~~2025.

~~Mayor William Choy~~

~~Jen Boleski, CPA, CA~~
~~General Manager, Corporate Services~~

Read a second time this ~~9th~~ day of ~~December~~, AD ~~2025~~19.

Read a third time this ~~9th~~ day of ~~December~~, AD ~~2025~~19.

Mayor William Choy

~~Jen Boleski, CPA, CA~~Ann Laing
General Manager, Corporate Services

BYLAW 2727/AS/25

BEING A BYLAW OF THE TOWN OF STONY PLAIN IN THE PROVINCE OF ALBERTA FOR THE PURPOSE OF ESTABLISHING ASSESSMENT REVIEW BOARDS AND THE APPOINTMENT OF A DESIGNATED OFFICER TO ACT AS CLERK OF THE ASSESSMENT REVIEW BOARDS

WHEREAS Section 454 of the *Municipal Government Act*, RSA 2000, c. M-26 and amendments thereto, requires that Council must by bylaw establish a Local Assessment Review Board and a Composite Assessment Review Board; and

WHEREAS Section 456 of the *Municipal Government Act*, RSA 2000, c. M-26 and amendments thereto, requires that Council must appoint a Designated Officer to act as the Clerk of the Assessment Review Boards having jurisdiction in the Municipal District of the Town of Stony Plain;

NOW THEREFORE, the Council of the Town of Stony Plain in the Province of Alberta, duly assembled, hereby enact as follows:

1.0.0 Title

1.1.0 This bylaw may be cited as the “Assessment Review Boards Bylaw”.

2.0.0 Definitions

In this bylaw:

2.1.0 “Act” means the *Municipal Government Act*, RSA 2000, c. M-26 and amendments thereto;

2.2.0 “Assessment Review Board (ARB)” means either the Local Assessment Review Board (LARB) or the Composite Assessment Review Board (CARB);

2.3.0 “Clerk” means the Designated Officer appointed as the Clerk of the Assessment Review Boards pursuant to the Act;

2.4.0 “Commission” means Capital Region Assessment Services Commission;

2.5.0 “Composite Assessment Review Board (CARB)” means a board established pursuant to the Act to hear and make decisions on complaints pursuant to the Act;

2.6.0 “Council” means the duly elected Council of the Town of Stony Plain;

2.7.0 “Local Assessment Review Board (LARB)” means a board established pursuant to the Act to hear and make decisions on complaints pursuant to the Act;

2.8.0 “Panellist” means an individual appointed by Council to the Assessment Review Boards pursuant to the Act; and

2.9.0 “Town” means the Town of Stony Plain.

3.0.0 General

3.1.0 Council hereby establishes the following boards:

- 3.1.1 Local Assessment Review Board; and
- 3.1.2 Composite Assessment Review Board.

Duties and Authorities

3.2.0 The Assessment Review Boards shall carry out the duties and responsibilities as set out in the Act and its regulations.

3.3.0 Annually, Council shall by resolution appoint:

- 3.3.1 the list of Panellists;
- 3.3.2 the names of the Chair of the LARB and CARB; and
- 3.3.3 the Clerk provided to the Town by the Commission.

3.4.0 All Panellists and the Clerk serve at the pleasure of Council and may be removed by resolution of Council where, in the opinion of Council, removal is warranted.

Fees

3.5.0 Compensation payable to the Commission for its performance including annual fees, hearing fees, Panelist fees, and Clerk fees will be outlined in a Memorandum of Agreement between the Commission and the Town.

3.6.0 Filing a Complaint

- 3.6.1 Upon receipt of an assessment complaint, the Town shall provide to the Commission a completed Assessment Review Complaint form and supporting documentation in a timely manner.
- 3.6.2 A complaint must be accompanied by the appropriate fee as established by Council in the Fees and Charges Bylaw.

4.0.0 Severability

4.1.0 If any portion of this bylaw is declared invalid by a court of competent jurisdiction, then the invalid portion must be severed and the remainder of the bylaw is deemed valid.

5.0.0 Review

5.1.0 This bylaw shall be reviewed within its fifth year, being 2030, or as deemed necessary.

6.0.0 Repeal

6.1.0 Bylaw 26623/AS/19 is hereby repealed.

7.0.0 Effective Date

7.1.0 This bylaw shall take full force and effect on the date it is passed.

Read a first time this day of , AD 2025.

Read a second time this day of , AD 2025.

Read a third time this day of , AD 2025.

Mayor William Choy

Ann Laing
General Manager, Corporate Services

END OF ITEM



Business Items

**REQUEST FOR DECISION
PUBLIC SESSION****REGULAR COUNCIL MEETING****MEETING DATE:** September 8, 2025**SUBJECT:** Engaging Youth Strategy

EXECUTIVE SUMMARY

The Engaging Youth Strategy outlines how Stony Plain will foster an environment where youth feel valued, empowered to lead, and supported in belonging. This strategy was developed through youth development research, youth engagement and stakeholder collaboration.

RECOMMENDATION

That Town Council accept the Engaging Youth Strategy for information.

BACKGROUND

Since the early 1990's, the municipality of Stony Plain has had a focus on supporting youth and helping them to be active, engaged community members through programs and initiatives. The Stony Plain Youth Centre, established as a physical location in 2004, continues to provide space for youth ages 11-17 to engage, participate, and lead activities that matter to them. These efforts have formed a collaborative approach to youth development, with a focus on meaningful opportunities for belonging, empowerment, and leadership.

FOCUS AREAS: BELONGING, EMPOWERMENT, LEADERSHIP

The focus areas for the Engaging Youth Strategy prioritize belonging, empowerment, and leadership. Belonging emphasizes safe, inclusive environments where youth feel connected and valued. Empowerment ensures young people have voice, choice, and opportunities to build confidence through community engagement and self-advocacy. Leadership strengthens interpersonal and decision-making skills, equipping youth to take initiative and influence positive change. Together, these focus areas foster resilience and help young people contribute meaningfully to Stony Plain.

STRATEGIC ALIGNMENT & KEY ACTIONS

Stony Plain Strategic Plan 2025-2028:

- Community Development
 - Fostering a sense of community belonging and inclusion.
 - Involve youth and future generations as valued members of our community.

COMMUNICATION

This item will be included in the Council Highlights news release.

ATTACHMENTS

1. Engaging Youth Strategy
2. Developmental Assets Profile Report
3. Youth Speaks Summit What We Heard Report
4. Engaging Youth Strategy Presentation

Prepared by: Lara Stadnyk, Community Development Officer

Reviewed by: Lisa Gilchrist, General Manager, Community and Social Development

Approved by: Tom Goulden, Chief Administrative Officer



Town of Stony Plain

Engaging Youth

Strategy

2025-2027



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Executive Summary

Youth are the cornerstone of a thriving community, representing the possibilities of tomorrow. As emerging leaders, their perspectives, ideas, and engagement are critical for addressing social challenges, fostering innovation, and ensuring the sustainability of community development. When youth are valued, supported, and provided with opportunities to grow, they develop the skills and confidence needed to lead, contribute, and thrive.

Investing in young people through programs that nurture their strengths, address vulnerabilities, and create spaces for connection and belonging, not only enhances their individual development but also strengthens the entire community. Stony Plain has seen that engaged youth are more likely to participate in civic activities, champion inclusivity, and promote positive change, ensuring a ripple effect that benefits all generations. Recognizing their potential and empowering them as active contributors fosters resilience, equity, and collaboration, building a foundation for a future driven by their innovation and leadership.

By prioritizing youth engagement, Stony Plain affirms youth's role as integral members of society and ensures they have the tools and support needed to shape a world that reflects their values, hopes, and aspirations. Their success is our success, making youth empowerment not just an investment in the future, but a critical strategy for thriving communities today.

Belonging is a fundamental developmental need for youth, essential for their ability to thrive and reach their full potential. It plays a critical role in positive brain development, fostering emotional regulation, resilience, and social connections. Creating an environment where youth feel a genuine sense of belonging requires empowering their voices, granting them agency, and involving them in meaningful decision-making processes. When young people are active participants in shaping their surroundings, they are more likely to feel valued and respected, reinforcing their sense of community and purpose. This holistic approach to belonging not only supports healthy development but also equips youth with the confidence and skills they need to navigate and contribute positively to the world.

The development of this strategic plan will build on over two decades of progress, with a focus on leveraging data-driven insights and continuous engagement to create meaningful opportunities for youth. By combining developmental asset principles with innovative programming, Stony Plain is fostering a supportive, inclusive environment where young people are empowered to lead, grow, and contribute to the well-being of their community. This comprehensive approach reflects a commitment to nurturing the potential of every young person while strengthening the social fabric of Stony Plain.

Background

Youth Services in Stony Plain

Since the early 1990s, the municipality of Stony Plain has had a focus on supporting youth and helping them to be active, engaged community members. Activities took place to engage youth in conversation and encourage them to step into leadership roles related to planning community events, supporting each other in peer support models, and giving back to the community. Youth participated in the Teens in Action summer volunteer program to support work experience skills development. Stony Plain youth have participated in workshops and programs delivered in community spaces and educational settings with a goal to enhance self-esteem and empowerment, improve communication skills, and develop resiliency towards bullying. Over the years, those programs have included Chillaxing for Anger Management, Rock Solid for anti-bullying, and Heroes for resiliency. The Stony Plain Youth Team, which still functions today, began in 2003 as a way to provide youth with formal mechanisms to design the services and supports which mattered to them.

The Stony Plain Youth Centre, established as a physical location in 2004 in response to a youth-identified need, has been a hub for young people aged 11-17 for the past two decades. It is a space designed by youth to ensure it reflects their unique needs, interests, and aspirations. As a youth-focused space, it prioritizes creating an environment where young people feel welcomed, valued, and seen as a vital part of the community. It provides a space for youth to engage, participate, and lead activities, events, and initiatives that matter to them.

While the physical space of the Youth Centre serves as a home base for planning and coordinating activities, many activities take place out in community. These activities have included hosting inclusive events, intergenerational celebrations, and summer trips (providing opportunity to participate in activities that may otherwise be less accessible). Regular engagement continues to reveal a strong desire among youth to contribute to creating inclusive communities by fostering connections, advocating for others, ensuring safe spaces, and reducing risks for individuals. This intentional focus on youth empowerment and connection helps youth to thrive.

In 2018, a partnership was established with WestView Primary Care Network which has included supported referrals to the Youth Mental Health Clinic and related programming. A Community Connector works directly with youth within the Youth Centre and continues to be active in engaging with youth-led activities in coordination with Stony Plain team members.

Building on this rich history of youth engagement and support, the Town of Stony Plain continues to prioritize programs and partnerships that respond to the evolving needs of its young residents. The collaborative efforts initiated in the 1990s and early 2000s have grown into a comprehensive approach to youth development, focusing on creating meaningful opportunities for empowerment, skill-building, and connection. By blending traditional programming with innovative initiatives, the Town has reinforced its commitment to fostering an inclusive environment where youth can thrive.

Today, the integration of evidence-based practices, such as the Developmental Asset Framework, ensures that programs are intentional and aligned with the strengths and needs of youth. This ongoing

dedication to empowering young people reflects Stony Plain's belief in the value of youth as leaders and contributors, creating a legacy of engagement and growth that continues to inspire future generations.

As Stony Plain grows towards a population of 30,000 residents, understanding the needs of youth will continue to be important. Within the municipality, the Community and Social Development department will continue to review, implement, and evaluate actions related to the youth services with the intent of formalizing a comprehensive Youth Strategy.

Building a Youth Strategy

It is important to involve youth in opportunities for programs and services as part of the Town of Stony Plain commitment to fostering a sense of community belonging and inclusion. As seen in the Town's Strategic Plan ***Youth will feel a greater sense of belonging in Stony Plain and will be recognized as valued members of the community.*** Regular and ongoing youth engagement will ensure the Town's Youth Strategy is relevant, effective and meaningful and that young people will be able to see their voices and contributions included in the development of a youth strategy.

Fostering youth engagement requires creating meaningful experiences that resonate with their life stage, interests, passions, and lived experiences. When young people see their values and priorities reflected in the opportunities offered, they are more likely to invest their energy and creativity. This approach not only builds their confidence and competencies but also empowers them to take on leadership roles in ways that feel authentic and relevant, laying a foundation for lifelong engagement and contribution.

Structured program scaling is important for providing developmentally appropriate leadership opportunities, capacity building, and skill development for youth. By tailoring opportunities to align with different stages of growth and readiness, these services can ensure that every young person is supported in developing their unique potential. Programs and services that prioritize development, skill building, and capacity enhancement play a vital role in empowering youth and promoting equitable opportunities. By focusing on reducing barriers—whether social, economic, or structural—these initiatives create pathways for all young people to succeed.

Conversations take place through the planning cycle to understand what youth need. Youth discussions during programs, workshops, and community events, provide perspective into the range of options that youth would like to explore. During 2023 engagement sessions, youth shared that their sense of belonging is strongest in moments when they feel accepted and understood, such as being around people with shared experiences, not being judged for being themselves, seeing minority groups included, and celebrating culture and diversity. These insights underscore the importance of nurturing belonging and inclusion among young people.

Mentorship and Support

Effective service for youth relies heavily on components of mentorship and relationship building. Creating relationships with youth is an essential part of showing them they are valued and worthy of a time commitment. Adults in the community play a crucial role in fostering this sense of belonging by

building strong, trusting relationships with the youth. Acting as mentors, role models, and reliable resources, they provide guidance and support during pivotal moments in young people's lives. Adult role models include volunteers who attend programs to teach skills or share their hobbies, staff, and community partners. With Stony Plain's proximity to the City of Edmonton and several post-secondary institutions which offer programs related to youth, children, and social services, Stony Plain youth have benefited from practicum students and interns who have led creative activities to engage youth.

The Stony Plain Kinsmen provide funding towards programs and support youth projects to increase intergenerational connections. Individual Rotarians have provided funding towards projects and the Rotary Club of Stony Plain is contributing funding for the Community Helpers Program for 2024 and 2025. Within the municipality, programs such as the Shikaoi Exchange offer opportunities for global travel and cultural exchange, while local sports associations and recreational organizations promote physical activity, teamwork, and personal growth. Together, these efforts create a rich network of support that nurtures life skills, broadens horizons, and strengthens the social fabric for youth in Stony Plain.

Youth Engagement

Youth engagement centers on creating meaningful opportunities for young people to share their voices, develop skills, and strengthen their connection to the community. Regular and ongoing engagement, coupled with formalized opportunities for involvement, plays a crucial role in fostering youth development and ensuring sustained participation in community initiatives. By providing consistent avenues for young people to connect with their peers, mentors, and community leaders, these opportunities help to deepen their sense of belonging and investment in their communities.

Informal engagement, such as ongoing conversations and regular check-ins, is essential for ensuring that youth perspectives remain central in shaping future programs and opportunities. By maintaining open lines of communication with young people, communities can stay attuned to their evolving needs, interests, and concerns. Informal engagement allows for flexible, real-time feedback that can be quickly integrated into program design and decision-making processes. These interactions, whether through casual discussions, peer groups, or one-on-one check-ins, create a space where youth feel comfortable sharing their ideas and experiences in a less structured, more approachable setting. This continuous dialogue helps to ensure that programs are relevant, responsive, and reflective of the youth's voices, fostering a sense of ownership and participation. It also strengthens the relationship between youth and adult leaders, reinforcing trust and collaboration. Ultimately, informal engagement is a powerful tool for sustaining meaningful youth involvement, ensuring that their perspectives guide the development of programs that truly meet their needs and aspirations.

Formalized opportunities, such as structured youth councils, advisory boards, and volunteer programs, offer a clear framework through which youth can actively contribute and develop leadership skills. These settings not only facilitate meaningful engagement but also provide youth with a platform to influence decisions that impact their lives, fostering a sense of agency and empowerment. When engagement is ongoing, it allows youth to build long-term relationships and refine their skills in a supportive environment. Regular participation also reinforces the importance of commitment and accountability, helping youth to develop resilience and adaptability.

Together, regular informal engagement and formalized opportunities create a foundation for youth to become active, confident, and responsible members of their communities, prepared to take on leadership roles and contribute to collective well-being.

Developmental Asset Framework

Leveraging knowledge of developmental assets is key to creating environments where youth strengths are recognized, celebrated, and consistently supported, while vulnerabilities are identified and addressed with care. Acknowledging the profound relational tie between a sense of belonging and the presence of developmental assets highlights the importance of fostering both (Scales & Leffert, 2004). When these elements are lacking, the community feels the ripple effects through disengagement, missed opportunities, and diminished outcomes for youth. By working collectively to bolster assets, strengthen relationships, and create inclusive spaces where every young person feels valued, communities can cultivate resilience, enhance well-being, and improve outcomes (Benson et al., 2011). This shared commitment not only enriches the lives of youth but also creates a stronger, more vibrant society for all.

In January 2025, a Developmental Asset Profile was conducted for Stony Plain to establish a baseline of data on youth development. This snapshot in time helped identify areas of strength and potential vulnerabilities within the community. The Developmental Asset Framework, created by the Search Institute, is a globally recognized model for positive youth development, grounded in extensive research on resilience and prevention (Search Institute, 2005). This framework identifies 40 critical supports and strengths young people need to thrive. Half of these assets are external, focusing on relationships and opportunities provided by families, schools, and communities, while the other half are internal, emphasizing social-emotional strengths, values, and personal commitments. Research shows that the presence of more developmental assets correlates with increased likelihood of resilience and thriving and reduced engagement in high-risk behaviors (Scales et al., 2000).

By understanding the developmental assets in Stony Plain, the community can create targeted strategies to strengthen supports and foster positive youth outcomes. Leveraging these insights allows programs to focus on building external assets, such as nurturing relationships and creating safe, engaging environments, while also enhancing internal assets, like fostering empathy, resilience, and purpose. When programs align with these strengths and needs, they not only support community engagement and civic mindedness but also empower youth to take an active role in shaping their lives and surroundings. This holistic approach ensures that youth are equipped with the tools and opportunities to thrive, creating a ripple effect that benefits the entire community.

Conducting the Developmental Asset Profile provided a baseline understanding of youth strengths and vulnerabilities, informing targeted programming to enhance areas of vulnerability and promote areas of strength. Volunteerism and civic engagement initiatives promote empowerment by helping youth feel valued and develop a sense of purpose, while workshops and public recognition foster positive values such as caring and responsibility. Youth development initiatives equip youth with entrepreneurial skills, addressing social competencies, like planning and decision-making and promoting positive values, like integrity and equality. Leadership programs support positive identity and amplify youth voices through platforms like advisory boards and youth-led initiatives. Social skill programs enhance interpersonal competence and conflict resolution, helping youth form meaningful connections

and navigate challenges. This comprehensive approach ensures youth are empowered, resilient, and equipped to contribute meaningfully to their communities.

Focus Areas for the Youth Strategy

Together, these focus areas reflect a comprehensive and intentional approach to youth development, ensuring young people are supported in building meaningful connections, fostering self-esteem, and gaining the skills and confidence needed to succeed. By aligning with the strengths and aspirations of youth, the strategy creates a foundation for long-term positive outcomes for individuals and the broader community. Each of these areas aim to build upon existing strengths and talents, recognizing the unique abilities each young person brings to their community. By fostering these strengths, the strategy enhances individual capacity, equipping youth with the skills and confidence needed to pursue meaningful opportunities and navigate challenges effectively. Through intentional programming, the strategy promotes a strong sense of belonging, ensuring that all youth feel valued, supported, and connected to their communities

Belonging

Ensure that young people feel connected, supported, and valued.

The focus areas for youth strategy development prioritize fostering a sense of belonging, building resilience, and empowering young people to thrive as active contributors within the community. Key activities include conducting a baseline assessment to identify strengths and vulnerabilities, facilitating volunteerism and civic engagement to develop skills and confidence, and supporting social enterprise initiatives to promote entrepreneurial and problem-solving capabilities. Leadership opportunities and youth-led initiatives amplify youth voices and enhance their self-esteem and decision-making abilities. Additionally, social and skill development programs aim to strengthen emotional regulation, communication, and relationship-building. Through these priority activities, youth are supported in developing critical internal and external assets, meaningful connections, and long-term positive outcomes for both individuals and the broader community. These activities provide meaningful opportunities for young people to connect with their communities, build relationships, and contribute to causes that matter to them. Together, these experiences promote a sense of belonging by affirming their value and impact, helping them feel integrated into a larger community, and equipping them with the confidence and skills to thrive.

Empowerment

Empowering youth through participation and service to others.

Youth empowerment is essential for equipping young people with the skills, confidence, and opportunities to lead meaningful change and share their voices, perspectives, and ideas. Leadership programs that emphasize self-advocacy, critical thinking, decision-making, and public speaking provide a foundation for youth to navigate challenges and take initiative. Establishing platforms such as advisory boards and consultations ensures youth have opportunities to contribute their opinions in ways that are developmentally appropriate and aligned with their interests. Supporting youth-led initiatives enhances

empowerment by providing resources for projects that reflect their passions and priorities, fostering agency and ownership. By fostering leadership and agency, youth not only develop critical life skills but also become active participants in shaping their communities and future.

These programs focus on building critical skills such as decision-making, communication, collaboration, and problem-solving, equipping youth with the tools needed to navigate complex situations with confidence. By providing structured opportunities to lead projects, participate in advisory boards, or mentor peers, leadership programs not only enhance engagement but also instill a sense of agency and responsibility. Leadership development is not just about individual growth; it is a pathway to creating a generation of informed, confident, and socially responsible leaders.

Volunteerism plays a vital role in supporting the development of both external and internal assets in youth, fostering personal growth and a deeper connection to their communities. Developmental asset research supports the numerous positive outcomes of volunteerism, particularly within the external asset category of empowerment. Providing meaningful roles for young people builds confidence, leadership, and an understanding of their ability to effect change. Research indicates that regular service activities enhance social-emotional skills such as empathy and responsibility, while strengthening ties to their communities (Scales et al., 2000). Supporting youth to identify causes they are passionate about further empowers them to engage with purpose, enhancing their capacity to make a positive impact. Studies show that empowering youth through these assets reduces risky behaviors, improves emotional well-being, and equips them with skills for lifelong civic engagement, benefiting both individuals and the wider community (Eccles & Barber, 1999).

Collaborating with Volunteer Alberta to develop and structure a youth-focused volunteer program offers a powerful opportunity to expand engagement and broaden young people's capacity to contribute to their communities. Structured volunteer programs enable youth to build confidence, develop valuable skills, and form meaningful connections, which are key components of positive youth development. The program will increase access to diverse volunteer opportunities and provide training to help youth build the skills and confidence needed for meaningful participation. A critical element involves equipping adults with tools and strategies to integrate youth as equitable members of boards, roundtables, and service groups. This approach fosters inclusion, strengthens organizational memberships, and cultivates the next generation of committed volunteers. By empowering youth to take active roles in decision-making and community service, the program enhances leadership skills and provides organizations with fresh perspectives, ensuring long-term sustainability and mutual growth.

Recognizing and celebrating youth volunteers through awards, public acknowledgments, and community celebrations reinforces their efforts and fosters a sense of accomplishment and belonging. Youth who perceive their contributions as valued by the community develop a stronger sense of belonging and purpose (Benson, 2006). Together, these efforts create pathways for youth to thrive while nurturing a lifelong commitment to civic engagement and community stewardship.

Leadership

Strengthen emotional regulation, communication, and social skills to support leadership development. Foster entrepreneurial skills amongst youth while addressing social challenges that prioritize social impact and sustainability.

Leadership initiatives can play a vital role in fostering the positive development of both internal and external assets for youth, combining skill-building with a commitment to addressing social challenges. Social and skill development offer a powerful platform for connecting youth to key developmental assets in the areas of positive values, positive identity, and social competencies, fostering holistic growth and resilience. Participating in development initiatives will enable young people to cultivate positive values such as caring, equality, and social justice by addressing community challenges like poverty and inequality. They will also develop integrity, honesty, and responsibility by acting on their convictions, staying accountable, and making ethical decisions. Additionally, youth strengthen social competencies by developing skills in planning and decision-making, interpersonal and cultural competence, and conflict resolution. These initiatives foster critical life skills, empathy, collaboration, and leadership, empowering youth to drive sustainable social change and contribute positively to their communities.

Social and skill development is essential for promoting overall mental wellness, as it helps youth build the emotional and interpersonal skills necessary to navigate life's challenges. Workshops, events, and programming focused on healthy relationships provide safe and supportive spaces where youth can learn to understand their emotions, practice empathy, and resolve conflicts constructively. These experiences not only enhance their ability to form positive relationships but also contribute to a stronger sense of self-worth and belonging. By fostering these skills, social development programming supports resilience, reduces feelings of isolation, and promotes emotional well-being, ensuring that youth are equipped to thrive both personally and within their communities (Elias et al., 1997).

Engaging in leadership opportunities like social enterprise projects help youth develop critical internal assets such as planning and decision-making, a sense of purpose, and resilience (Scales & Leffert, 2004). Simultaneously, it strengthens external assets like empowerment and meaningful community engagement by providing opportunities for youth to contribute to solving real-world issues. Training programs focusing on business planning, funding strategies, and impact measurement equip youth with practical tools to launch and sustain initiatives, while equitable access ensures opportunities for all participants. Structured program scaling allows youth to progressively build their skills over time, fostering confidence and long-term success. Mentorship networks further enrich the experience by connecting youth with experienced individuals, businesses, and organizations that provide guidance, real-world insights, and opportunities for growth. Through initiatives like social enterprise, youth gain tools to create sustainable solutions, amplify social impact, and contribute meaningfully to their communities. The experiential nature of social enterprise projects reinforces positive identity, providing youth with a sense of personal power, self-esteem, and purpose as they witness the tangible impact of their efforts and gain optimism about shaping a better future (Scales et al., 2000).

Recognizing the importance of creating fun and positive opportunities to practice these skills in safe and supportive environments ensures youth feel encouraged and engaged. These experiences not only expand their social and emotional abilities but also result in more empowered and capable individuals who are prepared to thrive in their communities and personal lives.

Next Steps

The activities outlined in this strategy are designed to remain ongoing, with regular review and analysis to ensure they stay current and relevant to the needs of youth. The information collected through the Developmental Asset Profile and engagement activities will support annual work plans and guide programs and initiatives. By capturing youth perspectives on belonging, resilience, and their developmental needs, this will provide a clear picture of strengths, challenges, and opportunities for growth within the community. It will serve as a critical resource to inform future programming, policies, and initiatives, ensuring they are grounded in the lived experiences and aspirations of local youth. This report will also act as a tool for accountability, showcasing how youth voices directly shape decisions and actions that support their development and well-being.

By regularly reviewing the data and insights gathered from the Developmental Asset Profile and engagement activities, the key themes, priorities, and areas of focus identified by young people will remain at the forefront of work planning. The strategy will outline actionable steps to address identified needs, enhance developmental assets, and create equitable opportunities for youth to thrive. By embedding youth voices at its core, the Youth Strategy will serve as a roadmap for fostering belonging, empowerment, and positive development, reinforcing the community's commitment to supporting and investing in its young people.

Key Activities for 2025-2027

This plan applies the Developmental Asset Framework to guide programs and initiatives that strengthen both internal and external assets, supporting positive youth development in Stony Plain.

1. Developmental Asset Profile

- Conduct a comprehensive Developmental Asset Profile (DAP) to establish a baseline of youth strengths and vulnerabilities.
- Analyze the results to identify key areas of focus, including developmental strengths, gaps in support, and opportunities for growth.
- Share findings with youth, stakeholders, and community to build awareness and inform action.

2. Engagement Activities

- Host a Youth Engagement Summit to gather diverse youth perspectives on belonging, leadership and community engagement.
 - (2025) Keynote by Tyler Smith, survivor of the Humboldt Bronco bus crash and founder of Not Alone Co., sharing his story of resilience and community impact.
 - Interactive sessions to explore youth experiences and foster meaningful dialogue.

-
- Facilitate focus groups, surveys, and one-on-one conversations to ensure diverse youth voices are represented.

3. Youth Strategy

- Compile and analyze data and feedback from the Developmental Asset Profile and engagement activities. Produce a comprehensive report, summarizing key findings, youth-identified priorities, and opportunities for improvement.
- Outline clear objectives and action steps to strengthen developmental assets and address priority areas, such as:
 - **Belonging:** Enhancing inclusive spaces and opportunities for connection.
 - **Leadership:** Expanding youth-led initiatives and skill development.
 - **Empowerment:** Increasing volunteerism and community involvement.
- Expand avenues for youth participation and deepen engagement across community initiatives.

These actions ensure a data-driven, youth-centered approach to supporting positive development, empowering young people to lead and thrive while fostering a stronger, more inclusive community. Fostering youth development through intentional programming, volunteerism, community engagement, and skill-building initiatives is essential for building both internal and external developmental assets. These initiatives strengthen skills, confidence, and a sense of belonging while empowering young people to lead meaningful change in their communities.

By leveraging the Developmental Asset Framework, we can identify strengths and address vulnerabilities, creating targeted opportunities that enhance social, emotional, and cognitive growth. Providing platforms for leadership, social skill development, and youth-led initiatives ensures that young people are not only equipped to navigate challenges but also actively contribute to creating a more equitable and resilient society. Recognizing and celebrating their efforts reinforces their value, amplifies their voices, and inspires them to build a brighter future for themselves and their communities. Through these collective efforts, youth are empowered to thrive as engaged, capable, and impactful members of society.

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Search Institute

[Developmental Assets Framework](#) | [Search Institute](#)



DEVELOPMENTAL ASSETS PROFILE REPORT



June 2025

DEVELOPMENTAL ASSETS PROFILE REPORT

JUNE 2025

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Participation was elective and targeted youth between the ages of 11 and 17, providing valuable insights into their perspectives on personal, social, family, school, and community assets.

INTRODUCTION

Imagine building a strong, sturdy house. The more bricks you have, the more solid and resilient the structure becomes. Developmental Assets work the same way in a young person's life. Each asset—whether it's a supportive relationship, a positive value, or a skill—acts as a brick, reinforcing their foundation for success. The more assets a young person has, the stronger their ability to make positive choices, overcome challenges, and thrive.

The Search Institute, a youth-focused research organization, has identified 40 Developmental Assets that contribute to a young person's well-being. These assets include external supports like caring relationships and safe environments, as well as internal strengths like self-esteem, responsibility, and a sense of purpose. Research shows that youth with a high number of assets are more likely to achieve academic success, build healthy relationships, and contribute positively to their communities, while those with fewer assets face a greater risk of negative outcomes.

In January 2025, the Town of Stony Plain administered the Search Institute's Developmental Assets Profile (DAP) to young people in the community. Participation was elective and targeted youth between the ages of 11 and 17, providing valuable insights into their perspectives on personal, social, family, school, and community assets. The findings offer a snapshot of the factors shaping young people's development and highlight opportunities for strengthening supports across the community.

This report highlights the strengths and supports that young people have identified in their lives. These assets guide the choices young people make, including their success in school, health, and how they contribute to their communities. By focusing on young people's perspectives, the report shows how their self-perception and their worldview influence where they turn for help and the decisions they make. It emphasizes the importance of collaboration and shared responsibility in supporting youth, recognizing their strengths and identifying areas where they may need more support from families, schools, and communities.

STUDY LIMITATIONS AND CONSIDERATIONS

While the survey provided valuable insights into youth perspectives in the Town of Stony Plain, it is important to acknowledge and understand the limitations that may affect the findings.

1. ELECTIVE PARTICIPATION

Participation in the survey was voluntary and promoted through channels associated with the Town of Stony Plain and its partners. As a result, youth who are less engaged with these organizations or who are less active online may have been unintentionally excluded. This limitation may skew the data toward the views of more connected or engaged youth and does not necessarily reflect the perspectives of all youth in the community.

2. RESPONSE BIAS

Response bias is a common concern in voluntary surveys. Individuals who chose to participate may have done so because they have strong opinions or specific experiences, which can result in an overrepresentation of certain views. This self-selection may limit the ability to draw conclusions that apply broadly across the youth population.

3. LIMITED PARTICIPANT DIVERSITY

The survey also lacked demographic diversity among respondents, which further impacts the comprehensiveness of the findings. Without a wide range of voices—particularly from underrepresented groups—the results may not fully capture the nuances of youth needs, priorities, or challenges across the community.



IMPORTANCE OF RECOGNIZING THESE LIMITATIONS

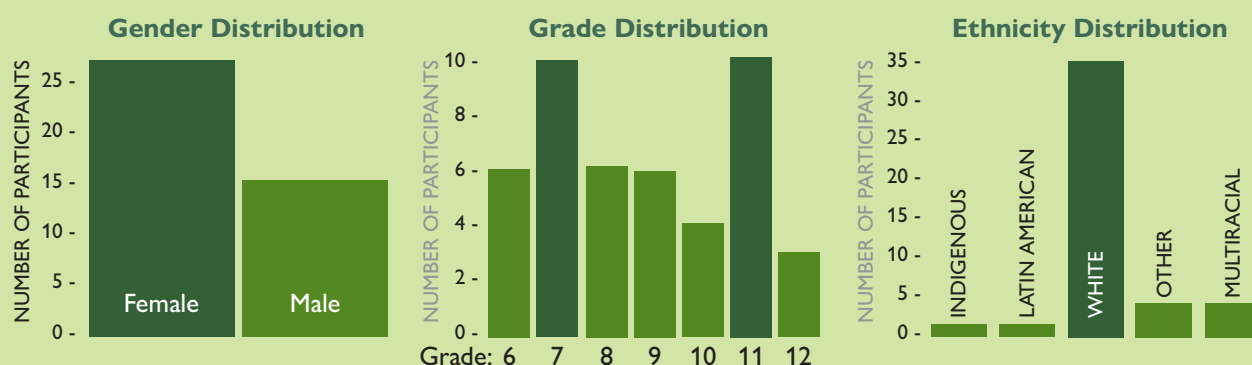
Recognizing these limitations is an important step in understanding the context of the survey findings. This survey represents just one component of a broader youth engagement strategy designed to capture a wide range of perspectives. While the results may not reflect the full diversity of the youth population, they offer meaningful insights that contribute to a larger, ongoing conversation. When considered alongside other engagement efforts—such as focus groups, interviews, and community events—this data helps build a more complete and inclusive picture of youth experiences and needs in Stony Plain.

WHO PARTICIPATED?

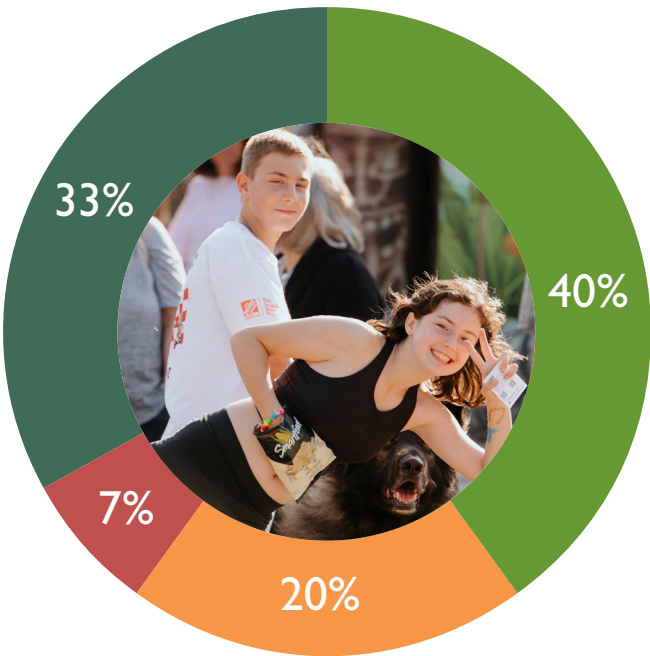
During the month of January 2025, 51 youth participated in the Developmental Assets Profile survey offered electronically. This survey was available on the Town of Stony Plain website, and promoted through social media, community partners, and poster distribution.

Although 51 youth completed the survey, only 45 surveys were used to compile the data. Six surveys were eliminated due to inconsistent responses, missing data on six or more items, or ages outside the intended audience.

Grades 7 and 11 had the highest participation, each representing 22% of respondents, offering insights from both younger and older youth.



OVERALL ASSETS SCORE



The Developmental Assets Profile survey gives composite assets scores that provide an overall sense of the how strong the foundation of developmental assets is for youth. There are four levels – Thriving, Adequate, Vulnerable or Challenged.

In the Stony Plain survey, 40% of the youth surveyed scored positively (Thriving and Adequate), and 20% scored in the lowest level of challenged, demonstrating that they are experiencing a fragile foundation of assets.

THRIVING

Youth who have 31-40 assets are at the highest level - Thriving. These individuals experience strong support systems, positive values, social competencies, and a commitment to learning. They are more likely to exhibit resilience, leadership, and a deep sense of purpose while engaging positively with their communities.

ADEQUATE

Youth with 21-30 Developmental Assets are at the Adequate level. This means they have a strong foundation of positive relationships, skills, and values that support their well-being and success. While they are generally making positive choices and engaging in healthy behaviors, they may still face some challenges or areas for growth.

VULNERABLE

Youth with 11-20 Developmental Assets are at the Vulnerable level. This means they have some positive supports and strengths but also face significant gaps that may put them at higher risk for negative outcomes. While they may demonstrate resilience in certain areas, they are more likely to struggle with challenges such as low motivation, unhealthy behaviors, or difficulty forming strong relationships.

CHALLENGED

Youth with 0 to 10 Developmental Assets are at the Challenged level. This means they lack many of the critical supports, skills, and opportunities needed to thrive, placing them at high risk for negative outcomes. These young people may struggle with low self-esteem, disengagement from school or community, and an increased likelihood of risky behaviors.

In addition to the overall asset score, participants' scores can be broken down into eight categories – four External Assets and four Internal Assets.



EXTERNAL & INTERNAL ASSETS

EXTERNAL ASSETS

Support

Young people need to be surrounded by people who love, care for, appreciate, and accept them.

Empowerment

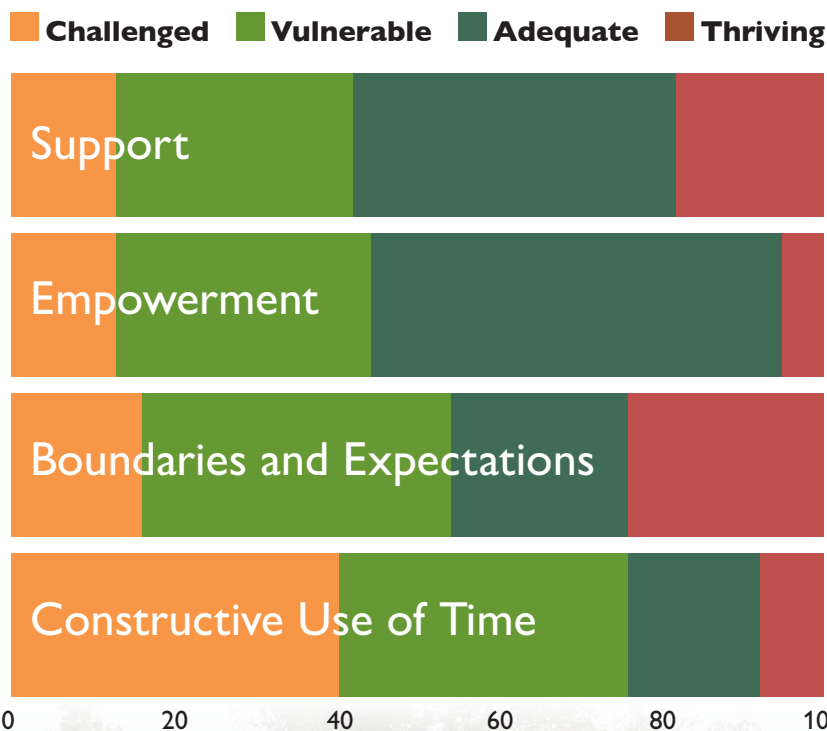
Young people need to feel valued and valuable. This happens when youth feel safe and respected.

Constructive Use of Time

Young people need opportunities to learn and develop new skills and interests with other youth and adults outside of school.

Boundaries and Expectations

Young people need clear rules, consistent consequences for breaking rules, and encouragement to do their best.



0 20 40 60 80 100
**Typically, 5-15% of youth are expected to score in the lowest level (challenged) or the highest level (thriving). Most youth fall in the middle levels (vulnerable and adequate).*



Support

58%

The Support category of assets was a strong area in this study with **58% of youth scoring positively in the Adequate and Thriving levels.**

To increase experiences of support:



- Create an environment of open, honest, and respectful communication.
- Intentionally express care to young people who may be more difficult to connect with.
- Adjust the focus of supportive relationships to respond to young people's interests, needs, priorities, and development.
- Learn about, reinforce, and supplement young people's other sources of support.

Empowerment

55%

The Empowerment category was also a stronger area for Stony Plain youth with **55% scoring in the Adequate and Thriving levels.**

To increase experiences of empowerment:



- Engage youth as active decision-makers and leaders, not just as voices in the conversation.
- Create opportunities that match young people's maturity, skills, interests, and experience.
- Prioritize young people's perceptions of safety—physical, emotional, and social—to help them feel valued and valuable.

Boundaries and Expectations

46% Boundaries and Expectations was a moderate category with **46% of youth scoring in the Adequate to Thriving levels.**

To establish, clarify or reinforce:



- Set appropriate boundaries that both limit harmful behaviors and challenge youth to grow, strive, and succeed.
- Establish boundaries by making them explicit, modeling them through your own actions, and consistently reinforcing them.
- Balance clear expectations with high levels of support and empowerment to avoid becoming authoritarian or counter-productive.
- Align expectations across family, school, and community to create consistent and effective guidance in young people's lives.

Constructive Use of Time

25% Constructive Use of Time was the weakest asset category for youth surveyed, with **25% scoring in the Adequate to Thriving levels.**

To increase asset development in this area:



- Offer a variety of opportunities that align with young people's need, interests, and backgrounds.
- Work with other programs, organizations, schools, and families to align efforts.
- Give young people opportunities to help make decisions and exert leadership.
- Provide supportive, caring, and respectful relationships with both adults and peers.

INTERNAL ASSETS

Commitment to Learning

Young people need a sense of the lasting importance of learning and a belief in their own abilities.

Positive Values

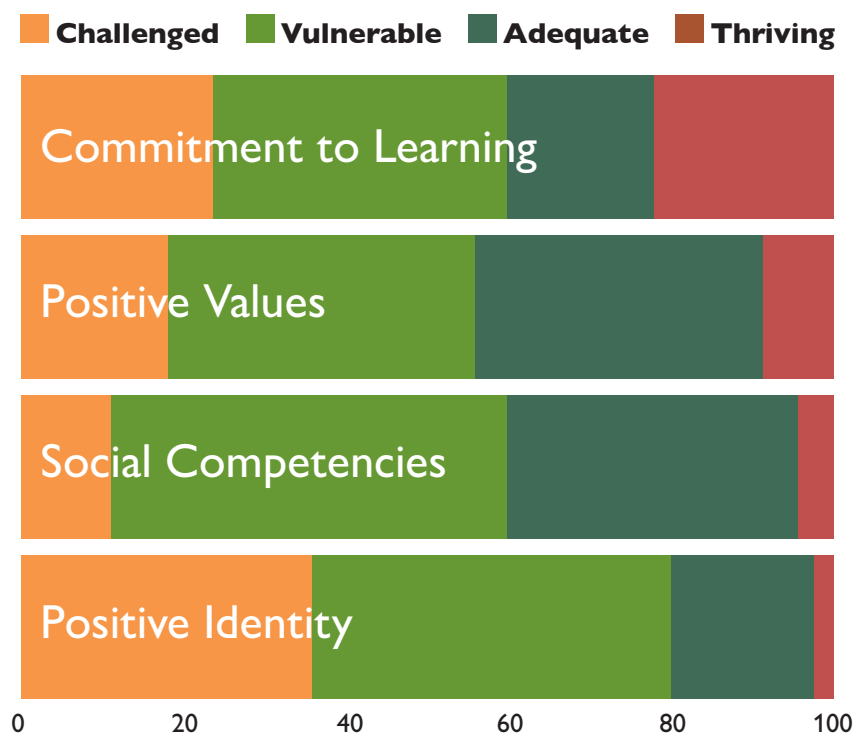
Young people need to develop strong guiding values or principles to help them make healthy life choices.

Positive Identity

Young people need to believe in their own self-worth and to feel that they have control over the things that happen to them.

Social Competencies

Young people need the skills to interact effectively with others, to make difficult decisions, and to cope with new situations.



**Typically, 5-15% of youth are expected to score in the lowest level (challenged) or the highest level (thriving). Most youth fall in the middle levels (vulnerable and adequate).*

Commitment to Learning

40% This category of assets was a moderate area within the survey with **40% of youth scoring in the Adequate to Thriving levels.**

To strengthen development in this area:



- Focus on youth's motivations, goals, beliefs about themselves, values, habits, and skills for learning, both in and out of school.
- Show interest in the learning, offer encouragement, have expectations for success, and communicate in growth-enhancing ways. Caring adults play important roles in young people's commitment to learning.
- Reinforce the importance of education, as well as stimulate learning in areas that tap young people's interests and talents.

Positive Values

45% This category of assets is a moderate area within this study with **45% of youth scoring in the Adequate to Thriving levels.**

To increase asset development in this area:



- Offer a variety of opportunities that align with young people's need, interests, and backgrounds.
- Work with other programs, organizations, schools, and families to align efforts.
- Give young people opportunities to help make decisions and exert leadership.
- Provide supportive, caring, and respectful relationships with both adults and peers.

Social Competencies

40% This category of assets was a moderate area in the study, with **40% of surveyed youth scoring in the Adequate to Thriving levels.**

To strengthen development in this area:



- Provide opportunities to practice skills and attitudes through real-life experiences, role-playing, or simulations.
- Support development through opportunities to engage and interact with people from different backgrounds, cultures, worldviews, personalities, interests, age-groups, and other diversity.
- Build social and emotional competencies by providing nurturing, caring relationships and consistent support throughout childhood and adolescence.
- Support young people in developing healthy, constructive strategies as they navigate life's challenges and opportunities.

Positive Identity

20% Positive identity was a weaker asset area with only **20% of surveyed youth scoring in the Adequate to Thriving levels.**

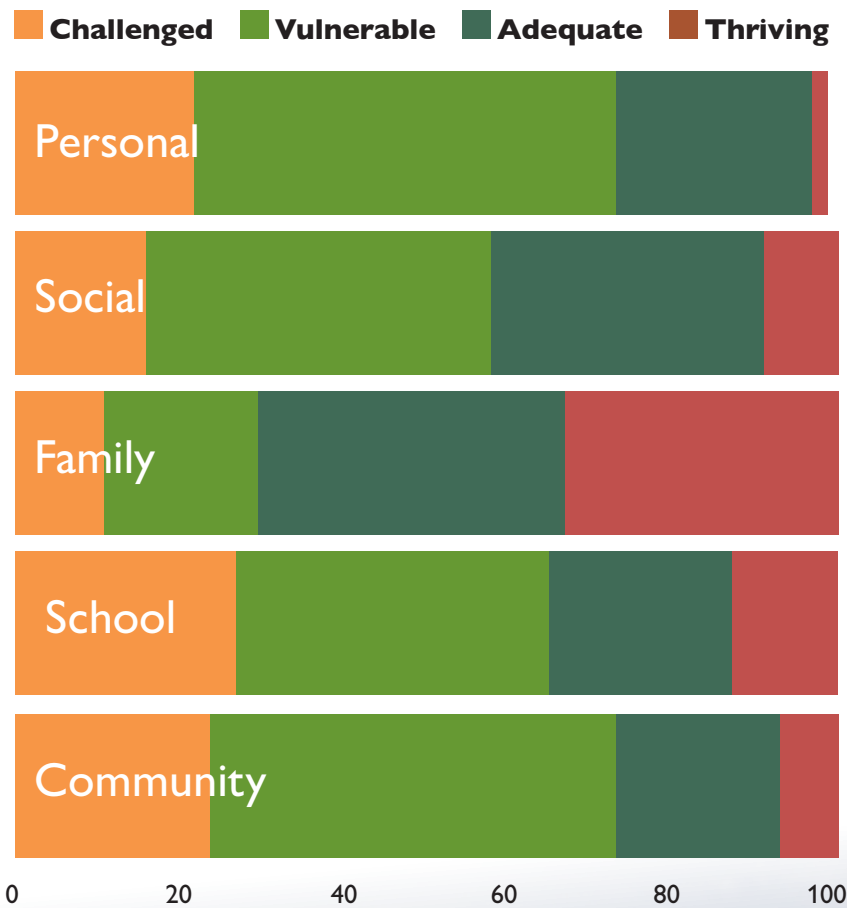
To increase asset development in this area:



- Foster strong, positive relationships.
- Provide opportunities for youth to engage in leadership, service, and other forms of expression.
- Offer clear, direct, and specific feedback, especially from trusted adults can help shape a young person's sense of self-worth. Provide opportunity for youth to complete tasks that they will genuinely be successful in.
- Recognize that some youth may need extra support.

ASSET CONTEXT SCORES

Each of these contexts plays a critical role in helping young people build a strong foundation of Developmental Assets, supporting their overall growth and success in life.



*Typically, 5-15% of youth are expected to score in the lowest level (challenged) or the highest level (thriving). Most youth fall in the middle levels (vulnerable and adequate).



Young people need to experience strengths and supports across all parts of their lives—not just in one place like school or home. The more contexts in which they receive positive influences, the stronger their foundation for thriving. This survey explored young people’s perceptions of their supports and strengths across five key contexts.

FIVE CONTEXTS FOR BUILDING DEVELOPMENTAL ASSETS

Personal Assets: These are internal strengths that shape the character of young people, such as their self-concept, values, attitudes, and capabilities. Examples include honesty, restraint, decision-making skills, and a sense of purpose.

Social Assets: These are developed through personal relationships, especially with friends. They include positive peer influence, peaceful conflict resolution, interpersonal competence, and relationships with other caring adults.

Family Assets: These strengths are experienced within the family setting and include support, positive communication, useful roles within the family, and clear family boundaries.

School Assets: These assets are formed in the school environment and include achievement motivation, school engagement, a caring school climate, and strong school boundaries.

Community Assets: These strengths come from the broader community, outside of school, such as community values that support youth, access to youth programs, and a caring neighbourhood.

ASSET CONTEXT SUMMARY

The findings from the survey highlight several encouraging strengths within the youth population of Stony Plain, particularly related to **Family Assets**. In this area, **71% of youth reported scoring in the Adequate to Thriving levels**, suggesting that many young people experience supportive family-related factors. Positive communication, emotional support, and clearly defined boundaries at home are helping to foster resilience, stability, and confidence in these young individuals.

Social Assets also show promise, with **42% of youth reporting Adequate to Thriving levels**. This reflects the presence of positive peer relationships and connections with caring adults—critical components of a young person’s sense of safety, belonging, and encouragement. These connections provide a glimpse into the network of support already taking root in the lives of many youth in Stony Plain.

At the same time, the data highlights opportunities for growth and collective action. In the area of **Personal Assets**, **73% of youth identified as being in the Vulnerable or Challenged levels**, suggesting that many are still in the process of developing their self-identity, personal values, and decision-making skills.

This stage of growth is a natural part of adolescence—and with the right supports, these areas can become key points of empowerment and development.

The results also underscore the potential to deepen **Community Assets**, where **73% of youth fell into the Vulnerable or Challenged levels**. This finding reflects an opportunity to enhance community-wide efforts to engage youth, expand access to inclusive programs, and cultivate a stronger sense of belonging and purpose. These results are a reminder that youth thrive not only in supportive homes and peer groups, but in communities that actively show up for them.

Overall, these findings provide direction for future efforts. They reinforce the critical role that families, peers, schools, organizations, and the broader community play in helping young people flourish. With continued collaboration, intentional outreach, and a shared commitment to youth well-being, Stony Plain is well-positioned to build on existing strengths and create even more opportunities for every young person to thrive.

build...



How Community Members Can Support YOUTH DEVELOPMENTAL ASSETS

Young people thrive when they are surrounded by a network of consistent, caring relationships and opportunities that help them build strong personal values, social skills, family connections, academic engagement, and community belonging. Every community member—whether a parent, teacher, coach, business owner, neighbour, or volunteer—has a role to play in shaping these Developmental Assets.

The following recommendations align with developmental contexts and demonstrate the influence of everyday community engagement.

Fostering Personal Development

These actions support youth in developing self-awareness, decision-making skills, and a strong sense of identity. Encouragement from positive role models helps youth build confidence, take responsibility for their actions, and consider their future with purpose and intention.

- Encourage open discussions about values, beliefs, and life goals.
- Provide safe environments where youth feel empowered to express themselves and make decisions.
- Celebrate honesty and integrity, especially when it is difficult.
- Offer positive reinforcement when youth make healthy choices or demonstrate self-discipline.
- Model and talk about emotional resilience and how to handle setbacks.
- Provide books, reading opportunities, and conversations about purpose and self-worth.
- Share your own stories of planning, growth, and perseverance.
- Help youth see mistakes as learning opportunities.

Strengthening Social Connections

These actions help youth build strong peer and adult connections, emotional resilience, and sound judgment. Supportive relationships provide a sense of belonging and offer the guidance youth need to navigate social dynamics with confidence and care.

- Foster inclusive environments where youth can build supportive friendships.
- Model healthy conflict resolution and emotional expression.
- Encourage empathy, kindness, and community service.
- Support peer mentorship programs and positive group activities.
- Regularly acknowledge and affirm youth contributions and efforts.
- Be a reliable, trustworthy adult presence—listen, guide, and show up consistently.
- Reinforce positive behavior and recognize when youth make strong, healthy choices.

Supporting Family Foundations

These actions promote safe, supportive, and structured family environments. By encouraging strong communication, shared experiences, and inclusive support systems, families are better equipped to nurture youth development and build lasting, resilient relationships.

- Support parents and caregivers through community resources and parenting programs.
- Encourage family involvement in events, volunteering, and decision-making activities.
- Respect and uplift diverse family structures and parenting styles.
- Provide environments where families feel welcome, safe, and connected.
- Celebrate and share stories that reflect strong family relationships.
- Advocate for family-friendly policies and programs.

Enhancing School Engagement

These actions foster positive attitudes toward education by promoting emotional safety, intellectual curiosity, and school connectedness. When youth feel supported and encouraged in their learning environments, they are more likely to stay engaged, take academic risks, and develop a lifelong love of learning.

- Volunteer, mentor, or support extracurricular programs that enrich learning.
- Celebrate academic success and personal growth, not just grades.
- Encourage youth to explore learning beyond the classroom—through art, science, tech, or trade programs.

Fostering Community Connection

These actions help young people feel valued, safe, and engaged in the broader community. By creating inclusive spaces, offering meaningful roles, and recognizing youth contributions, communities empower young people to build purpose, empathy, and a lasting sense of connection.

- Create inclusive spaces where youth feel welcomed and seen—at businesses, events, places of worship, and public spaces.
- Invite youth to participate in local decision-making or volunteer roles.
- Promote diverse youth programs in sports, arts, and service.
- Acknowledge and respect cultural, racial, and personal differences.
- Be a visible neighbor—offer help, encouragement, and a sense of security.
- Encourage youth to take part in solving community challenges and recognize their contributions.



How Youth Can Build Their DEVELOPMENTAL ASSETS

Youth have an active role to play in shaping their own development. While community, family, and institutional supports are critical, young people also contribute to building their own strengths by engaging in meaningful relationships, participating in activities, setting personal goals, and navigating challenges. Encouraging and supporting youth to take initiative, access resources, and explore opportunities helps reinforce the developmental assets that contribute to long-term well-being and success.

During focus groups held in 2025, local young people shared meaningful ways they can actively contribute to their own development. Their insights reflect lived experiences and highlight the importance of personal initiative, supportive relationships, and community involvement in fostering positive growth. Organized by key developmental contexts, these contributions emphasize building a sense of belonging, advancing equity, and promoting leadership among their peers. Rooted in real-world perspectives, the recommendations offer a powerful reminder that youth are not just participants—but leaders—in shaping their own futures.

Discover Strengths

(Personal Context)

Personal development is about discovering strengths, building confidence, and learning how to navigate life's challenges. Youth have identified that setting goals, taking care of their mental health, and staying open to new experiences are all important ways they can grow and shape their own path forward.

- **Set Goals and Keep Growing**

Identify personal, academic, or career goals and take small steps to achieve them. For some, this might mean building a resume through work experience or volunteer programs, joining educational clubs, or participating in programming. Others find a sense of accomplishment in sports, activities, or school, using those successes as motivation to keep moving forward.

- **Take Care of Mental Health**

Use positive coping strategies such as journaling, physical activity, or speaking to a trusted friend or mentor. Journaling, spending time with a stuffy or a pet, or finding moments of confidence can all help manage mental and emotional stress. Feeling inferior or dealing with overlapping struggles is common, but trusting relationships and confidentiality are key to seeking help and building resilience.

- **Be Open to Learning**

Explore new interests or skills through workshops, jobs, or creative activities. Opportunities like playing Dungeons and Dragons, arts programs, or resume-building workshops provide space to grow in both confidence and ability.

- **Listen and Learn with Curiosity**

Show genuine interest in others by listening without judgment and being mindful of nonverbal communication. Learn about diverse cultures, traditions, and viewpoints by attending cultural gatherings and festivals. These experiences deepen empathy, broaden perspectives, and help young people connect meaningfully with their communities.



Build Connections

(Social Context)

Social development is about building positive relationships, practicing empathy, and creating a sense of belonging. Youth shared that kindness, inclusion, and connection are essential—not only for their own well-being, but for helping others feel seen, supported, and accepted.

- **Build Healthy Relationships**

Practice respect, empathy, and effective communication in all relationships. Strong social connections with friends, teachers, and youth workers help create a foundation of trust and support. Being near trusted individuals can make it easier to open up and feel safe.

- **Practice Connection and Kindness**

Acknowledge others with simple acts like smiling, greeting, or saying hello. Positive interactions in everyday places like coffee shops, parks, the pool, mall, or thrift stores help build a sense of community. Youth emphasized the importance of being respected and included no matter what differences you have.

- **Engage and Include Others**

Create opportunities for others to join conversations or groups and offer support to those who may feel excluded. Contributing to inclusive environments can involve fostering welcoming spaces such as open gyms, music areas, or drop-in programs. Young people also express interest in participating in activities and decisions that relate to them, including through sports teams, clubs, or other shared experiences.

Strengthen Family Bonds

(Family Context)

Strong family connections offer stability, trust, and support. Youth identified the value of open communication with caregivers and spending quality time with family as important ways to feel grounded, understood, and encouraged in their growth.

- **Reach Out for Support**

Talk with trusted adults or family members, such as parents, when guidance or support is needed. Having someone who offers a sense of safety and trust can make it easier to share personal thoughts and experiences. Confidence in their honesty and ability to keep conversations private can support a sense of security when discussing challenges.

- **Strengthen Family Bonds**

Share regular check-ins, meals, and activities that promote connection and trust. Simple routines like eating together or spending time as a family help reinforce care and support. For many young people, food represents both a fundamental need and a reflection of family connection and care within the home.

Engage in School Life

(School Context)

School is more than academics—it's a place to build confidence, explore interests, and feel part of something. Youth emphasized the importance of being involved, having access to help when needed, and working with schools and community partners to create supportive, inclusive environments.

- **Get Involved at School**

Join clubs, teams, or student-led initiatives to connect with others and build leadership. Educational clubs, art programs, and festivals offer meaningful ways to explore interests and create a sense of accomplishment. Supportive school-based programming—like resume building or volunteering—also helps students grow skills for the future.

- **Ask for Help When Needed**

Seek support from teachers or school staff with schoolwork or stress. Many youth see school as a place they can go in tough times and rely on trusted adults like teachers for guidance and encouragement.

- **Collaborate for Prevention and Support**

Participate in school and community initiatives aimed at promoting mental health, early intervention, and inclusive environments. Youth emphasized the importance of fostering a supportive and informed community within schools as well as increasing public awareness.

Shape Community

(Community Context)

Feeling connected to the community helps youth know they matter and that they belong. Youth identified that volunteering, participating in local events, and advocating for equity are powerful ways to contribute, make change, and shape a more inclusive community for all.

- **Be Active in Community**

Volunteer, attend events, or take part in local projects to build a stronger sense of connection and responsibility to your community. Third spaces—informal social environments outside of home (first place) and school or work (second place)—play a key role in fostering relationships, belonging, and community. These spaces are valued for their accessibility and welcoming atmosphere. In Stony Plain, third spaces may include places like the Stony Plain Public Library and the Youth Centre. Community events such as Farmers Days, festivals, and cultural gatherings, along with open gyms, sports training, and games, offer meaningful opportunities to connect, participate, and feel a sense of pride in where you live. Youth have also emphasized the importance of accessible or free programs, flexible volunteer and job opportunities, and having more youth-friendly spaces that reflect their needs and voices.

- **Use Available Supports**

Learn where and how to access mental health, employment, and social services—and help others find them too. Youth centres were frequently mentioned as essential for inclusion, safety, and support. More supportive, youth-aware communities—and more youth-friendly spaces—can help bridge gaps in access and offer resources when they are most needed.

- **Advocate for Equity and Inclusion**

Recognize and speak up against non-inclusive behaviour. Focus on equity over equality and be open to unlearning biases. Youth are expressing a desire for policies, programs, and representation that reflect the diversity of their community and help ensure everyone feels safe, seen, and supported.



How Stony Plain Can HELP YOUTH THRIVE

Recognizing youth as valued members of the community requires more than good intentions—it calls for visible, intentional action. A clear understanding of what helps young people thrive enables the development of strategies that genuinely empower and support them.

In Stony Plain, this means fostering positive youth development by creating opportunities for leadership, encouraging meaningful participation, and building a strong sense of belonging. These efforts not only promote individual growth but also contribute to the development of key assets that help youth succeed in all areas of life.

Creating space for youth voice and perspective, and intentionally fostering asset development, is essential to building a resilient, inclusive, and future-ready community. Grounded in evidence-based frameworks such as the Developmental Assets, these actions provide a practical and strategic roadmap for ensuring that young people are equipped, supported, and inspired to reach their full potential.

The following key actions outline how municipalities and communities can work together to create the conditions where youth feel empowered, engaged, and valued.

Strengthening Personal Assets

(Positive Identity, Empowerment, Commitment to Learning)

Supporting youth in their personal development means more than providing opportunities—it requires creating intentional pathways that build internal strengths. By nurturing a strong sense of identity, empowering decision-making, and fostering a lasting commitment to learning, youth are equipped with the confidence and capability to shape their futures.

Young people thrive when they are encouraged to explore their strengths, set meaningful goals, and apply their skills in real-world settings. These experiences not only promote self-assurance and resilience but also lay the foundation for long-term success—personally, academically, and within the broader community.

- **Support Job Readiness and Skill Development**
Provide hands-on learning experiences, mentorship, and volunteer opportunities that build confidence, workplace skills, and a sense of purpose.
- **Empower Youth Leadership and Voice**
Involve youth in shaping programs, initiatives, and decision-making. Supporting youth-led efforts builds ownership, leadership skills, and confidence in their ability to influence change.
- **Promote Mental Wellness and Resilience**
Offer accessible supports and programs that foster emotional well-being, teach coping strategies, and encourage help-seeking behavior—key to long-term personal success.

Strengthening Social Assets

(Support, Social Competencies, Constructive Use of Time)

Youth thrive when they have access to safe, welcoming spaces that encourage connection and belonging. In these environments, young people can develop essential social skills—like communication, empathy, and collaboration—through positive interactions with peers and trusted adults. Structured and informal opportunities to engage in group activities, mentorship, and community programs not only build confidence and competence but also promote responsible use of free time. These social experiences lay the groundwork for healthy relationships and long-term success in both personal and professional spheres.

- **Foster Social Connection and Belonging**
Offer inclusive drop-in and structured programs that support peer connection, social interactions, and a sense of belonging.
- **Provide Positive, Trained Mentorship**
Equip adult mentors and program staff with the tools and training needed to build strong, trusting relationships that support youth development.
- **Support Healthy Relationships**
Provide education and tools to help youth develop communication skills, emotional awareness, and the ability to maintain respectful relationships.

Advancing Community Assets

(Empowerment, Boundaries & Expectations, Support)

Communities that prioritize support for young people can influence their development in various ways. When adults provide clear expectations, encouragement, and opportunities for youth involvement, it can contribute to a sense of recognition and participation. Access to both formal and informal supports may assist youth in managing challenges and strengthening their sense of connection and capability. Promoting an inclusive environment that includes youth perspectives and offers steady guidance can help create conditions that support their engagement and growth.

- **Ensure Accessible Information and Resources**

Make it easy for youth to find and use the supports they need—when and where they need them.

- **Promote Community Understanding of Youth Development**

Share tools, resources, and training that help parents, educators, service providers, and community members understand how to support youth and contribute to positive outcomes.







ACKNOWLEDGEMENTS

The Town of Stony Plain would like to extend heartfelt thanks to the youth participants who generously shared their time and insights by completing the Developmental Assets Profile survey. Their voices are invaluable in shaping the future of Stony Plain. In addition, the Town would like to thank and recognize the youth, adults, and community partners who contributed to the conversations and discussions that helped shape the development of the key actions and steps outlined in this report. Thank you to the Search Institute for their continued support and for providing the framework that made this survey possible. The Town is also deeply grateful to the community partners, schools, and families who helped promote and support the survey implementation. Their collective efforts are essential in ensuring that youth voices continue to guide and inspire meaningful change. The information gathered will play a crucial role in strengthening the work of Stony Plain Community and Social Development moving forward to collectively create a nurturing and empowering environment for all youth.

Thank you for your dedication to supporting
the growth and success of our future leaders.

strengthen.



Community & Social Development

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YOUTH SPEAK

a community summit for youth and young adults

On January 31, the Town of Stony Plain Community and Social Development department hosted YOUth Speaks - a community summit for youth and young adults aged 16-24.

The event brought local youth together to discuss the importance of belonging in building a strong, healthy community. The event featured inspiring talks, interactive workshops, and networking opportunities, supper and entertainment.

Stony Plain was honoured to host Tyler Smith, a survivor of the Humboldt bus tragedy and Amazing Race Canada winner, who shared his inspiring journey of resilience and the power of meaningful conversations and Mandy McMillan a local musician with a gift for expressing life's most honest moments through music.

"When you hang out with friends, you don't really talk about those things so we got to learn something new about everyone."

Event Participant

TYLER SMITH
Survivor of the Humboldt Bronco's Bus Tragedy
Amazing Race Winner

YES YOU CAN

BEYOND

MANDY MCMILLAN
Singer/Songwriter

YOU BELONG HERE

JANUARY 2025 | **YOUTH & YOUNG ADULT COMMUNITY CONVERSATION**

Event Summary

46 Participants
67 registered
81% attendance rate
11 surveyed

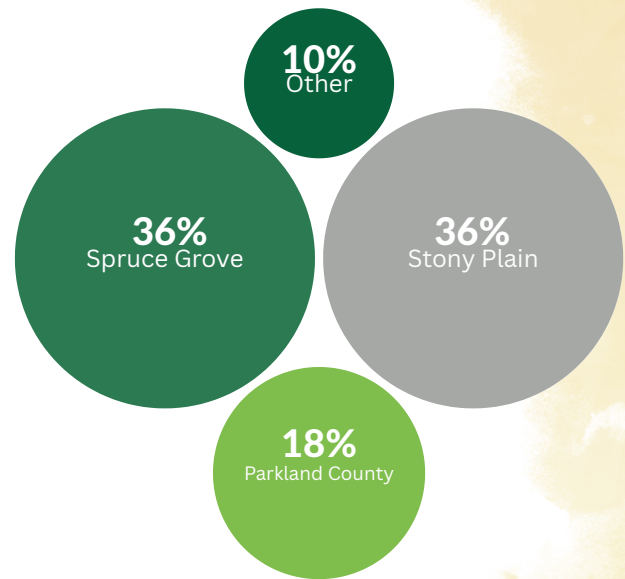
41% of participants completed surveys, here is what they shared:

- The event met the expectations of **100%**
- **80%** gained a greater understanding of why belonging is important for community
- Tyler Smith's story resonated with **90%**
- **80%** became more aware of resources and supports available

8 Community Partner provided Info booths. Of those who completed surveys, all of partners shared they related to Tyler's stories.

Additionally, **80%** shared that the event met their expectations, were more aware of resources and had identified opportunities to partner with other agencies.

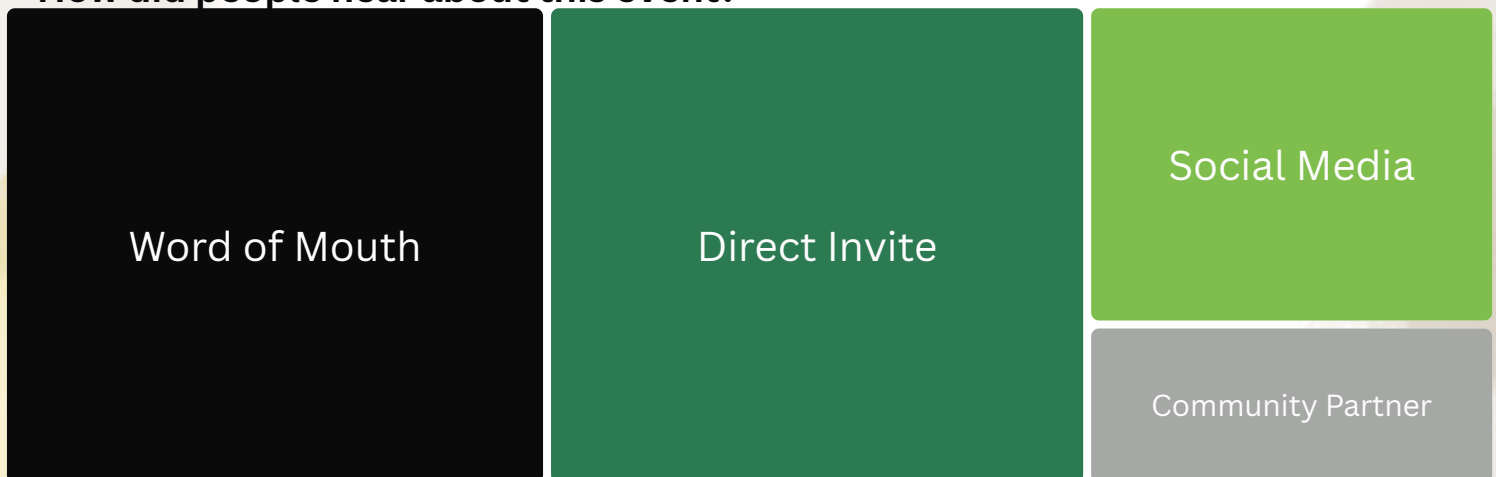
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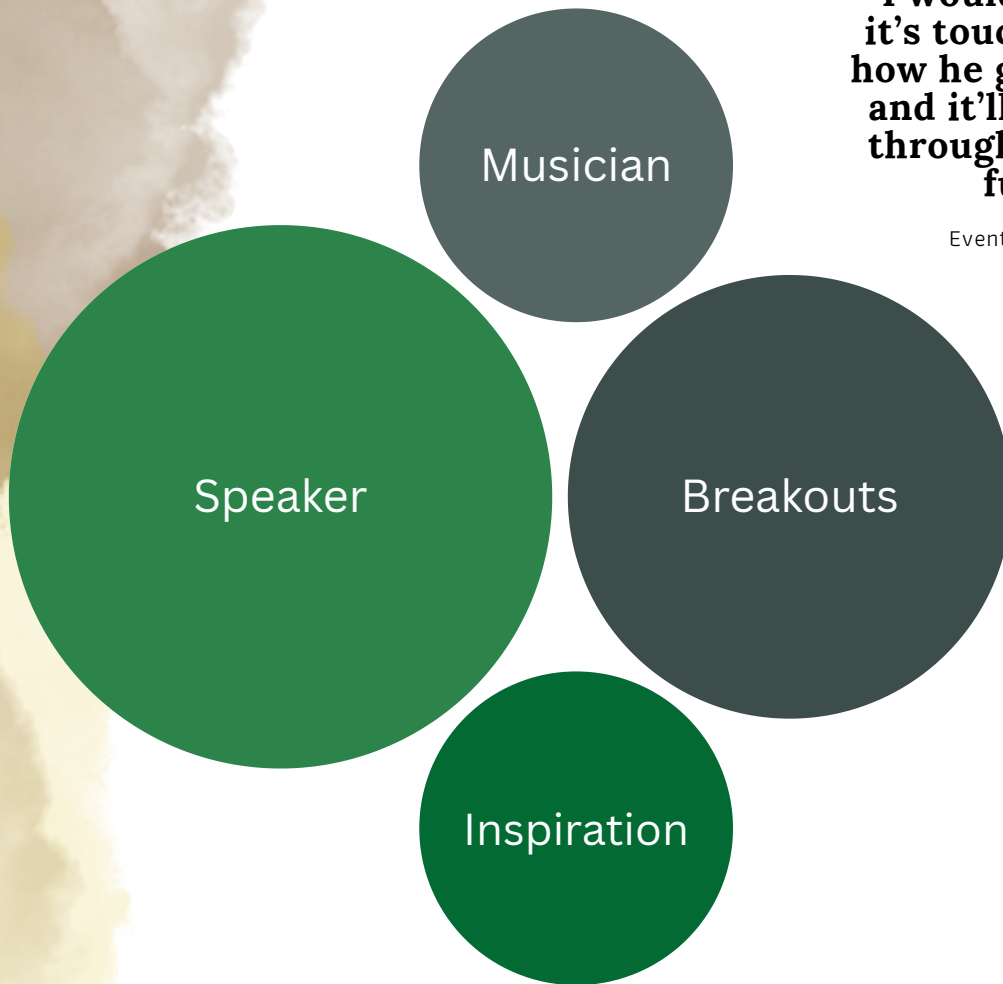
"I think it's important because mental health is a huge thing in our society and if it's not talked about, then nobody can get help."

Event Participant

How did people hear about this event?



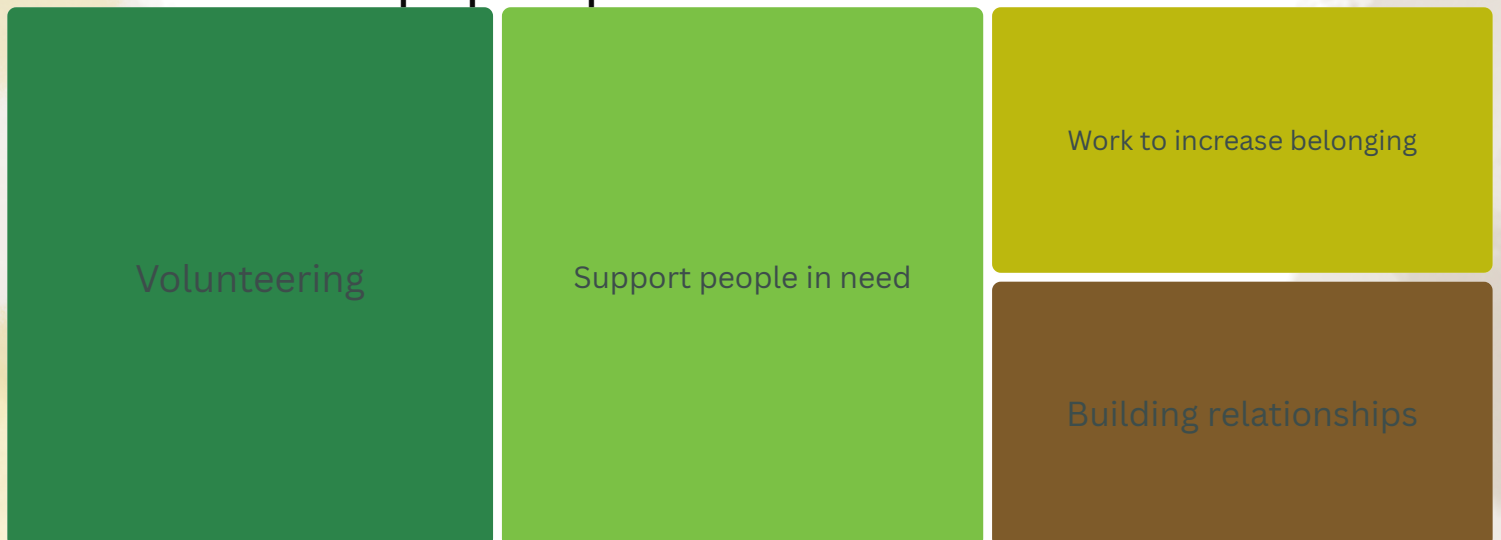
What participants most enjoyed...



**"I would have to say
it's touching to hear
how he got through it
and it'll help me get
through stuff in the
future."**

Event Participant

What actions were people inspired to take...



WHAT WE HEARD

During the event, each table had a community animator who facilitated discussions and engaged participants using a structured set of questions, which are reflected in this report. The community comments have been organized into key themes and documented here.

Belonging means feeling connected to others and knowing you have people who support you. It's about being accepted for who you are, feeling included, and knowing you matter. True belonging allows you to be your authentic self without fear, feeling safe, comfortable, and valued. It also gives you purpose, meaning, and a sense of engagement with the people around you. Good communication and understanding help strengthen these connections, ensuring that your voice is heard and respected.



WHAT IS BELONGING?

- Connection and Relationships
- Acceptance and Inclusion
- Authenticity and Vulnerability
- Safety and Comfort
- Communication and Understanding

WHO MIGHT NOT FEEL BELONGING?

- Marginalized Communities
- Age-Related Groups
- People Facing Socioeconomic & Housing Challenges
- People with Disabilities & Health Challenges
- Socially Isolated or Misunderstood Groups
- Systemic & Structural Barriers
- Work & Social Status

Belonging is key for COMMUNITIES for:

- Community and support
- Personal growth and engagement
- Addressing challenges
- Increasing inclusivity



Belonging is essential for individuals for:

- Community and connection
- Safety and emotional well-being
- Purpose and identity



Creating a sense of belonging involves

- connecting and being kind
- engaging and involving others
- active listening and understanding
- advocating and promoting equity

WHAT DOES BELONGING MEAN TO YOU?

1. Relationships & Social Connections

- Knowing you have someone
- Connection
- Community
- The people you surround yourself with
- Having connections and people around you
- Included allyship, supporting people
- Meeting people where they are at
- Feeling wanted, respected, and missed

2. Acceptance & Authenticity

- Free to be yourself
- Being able to be yourself around others
- Feeling accepted for who you are
- Showing up as your authentic self
- Vulnerability and authenticity are accepted and welcomed
- Raw and real - no mask to be worn
- Feeling seen helps to feel a sense of belonging



3. Emotional & Psychological Safety

- Safe and comfortable
- A space to feel comfortable and safe
- Feeling at home vs. not
- Feeling of safety, trust, welcome, respected, appreciated, accepted, included
- Respected
- Validated

4. Participation & Inclusion

- Being a part of something
- Being a part of things, feeling included
- Expectation and communication
- Feeling engaged
- Voice is heard and understood from other perspectives
- Shared experiences

5. Support & Guidance

- Having people who help you make good choices
- Having people who can relate to you, understand you, will forgive you, give you grace
- Being able to open up to people
- A place to feel supported
- Listen

6. Growth & Purpose

- A place to grow
- Purpose
- A place to belong
- A place, person, or a group of people
- Universal connectedness
- Has to be built!
- Value and acceptance
- Equal

WHO IN OUR COMMUNITY MIGHT FEEL LIKE THEY DON'T BELONG?

1. Marginalized Communities

- LGBTQ+ communities / 2SLGBTQIA+ individuals
- Indigenous people
- Persons of colour
- Racial/ethnic minorities
- Women
- People of different body types
- Neurodiverse community – they often get looked over

2. Age-Related Groups

- Youth / marginalized youth / young youth
- Seniors / elderly
- Veterans

3. Socioeconomic Barriers & Financial Struggles

- People with low socioeconomic status
- Struggling financially
- Houseless/homeless individuals

4. People with Disabilities & Mental Health Struggles

- People with disabilities
- People struggling with mental health
- People with addictions – becoming sober

5. Newcomers & Social Isolation

- Immigrants / newcomers / newcomers in town
- People who don't look like "everyone else"
- New moving / transitions in life
- Homebodies
- People isolated due to transport restrictions

6. Misunderstood & Underrepresented Groups

- "Bad kids" – misunderstood
- People who are scared / fear of the unknown
- Doesn't fit in, different, not represented
- Falling between the cracks and being overseen
- Ambiguity in societal policies and norms
- Lack of support and meaningful conversation

7. Workers & Caregivers

- People who provide services (teachers, fast food workers)

8. Barriers & Social Stigma

- Many barriers
- Gender roles and norms
- Social stigma, stereotypes, bullying
- Poor self-concept, feelings of shame and embarrassment, lack of social support

9. Universal Experience of Feeling Like an Outsider

- Each and all of us – at some point, we have all felt like we don't belong
- Friends, neighbours, strangers, family
- Groups who are more vulnerable – need to remember there are people who are there for you

WHY IS BELONGING IMPORTANT?

For INDIVIDUALS

Community & Connection

- Belonging is essential for a strong community
- We rely on people and cannot function alone
- Human nature makes us naturally social
- Connections provide companionship and a sense of home
- Different perspectives enrich community bonds

Safety & Emotional Well-Being

- A sense of safety and comfort comes from belonging
- Feeling cared for and supported is crucial
- Being actively listened to validates one's identity
- A safe space fosters mental and emotional well-being

Purpose & Identity

- Belonging gives a sense of purpose and connection
- It strengthens resilience and provides happiness
- A strong community helps prevent mental health struggles
- It plays a key role in shaping identity and self-worth

For COMMUNITIES

Community & Support

- A sense of safety and belonging is essential
- Community builds people up and provides encouragement
- Creates teamwork and cooperation (e.g., sports teams, churches, networks)
- Reduces conflict and isolation

Personal Growth & Engagement

- Fosters leadership and mentorship
- Encourages relationships and deeper connections
- Attracts diverse perspectives
- Helps individuals feel at home, even in new spaces

Challenges & Inclusivity

- LGBTQ+ communities may face difficulties in feeling a sense of belonging
- A lack of connection can lead to disengagement
- Belonging must start at the individual level and grow into a community-wide effort



ACTIONS THAT CAN MAKE OTHERS FEEL MORE WELCOME

Connection & Kindness

- Look for social cues—if someone seems alone, say hello
- Small acts of kindness (smiling, greeting, acknowledging others)
- Treat others how you want to be treated
- Be open-minded and avoid judgment

Engagement & Involvement

- Connect with new people, include others, and invite them into groups
- Be a good teammate, neighbor, and friend
- Volunteer, mentor, and attend community events
- Make intentional time for inclusion

Active Listening & Understanding

- Listen without judgment and show genuine interest in others
- Be conscious of body language and nonverbal cues
- Learn about different cultures, traditions, and perspectives
- Ask mindful questions and remain curious

Advocacy & Equity

- Recognize and call out non-inclusive behavior
- Focus on equity over equality
- Be willing to unlearn biases and challenge outdated views
- Support inclusivity through policies and representation



THANK YOU AND NEXT STEPS

We want to extend a heartfelt thank you to everyone who took part in our first Youth Speaks event.

Your presence and contributions helped create a space where connection, acceptance, authenticity, safety, purpose, and understanding could truly flourish.

This event was about more than just words — it was about building a community where everyone belongs, where every voice is heard, and where we can all show up as our true selves.

The insights shared in this report will play a crucial role in shaping and strengthening the work of Stony Plain Community and Social Development moving forward, ensuring that youth voices continue to guide and inspire meaningful change.



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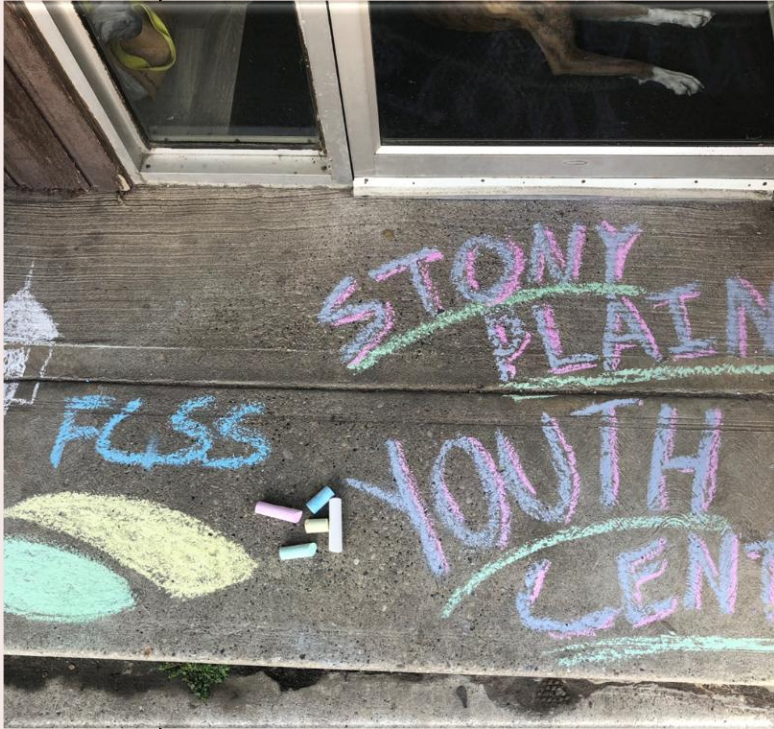


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YOUTH SPEAK What We Heard Report



ENGAGING YOUTH

Strategy



BACKGROUND

- 1990s Youth programs & engagement
- 2003 Stony Plain Youth Team initiated
- 2004 Stony Plain Youth Centre opens
- 2018 partnership with PCN
- 2024 Engaging Youth Strategy development begins

BUILDING A STRATEGY

- Mentorship
- Engagement
- Safe, Inclusive Spaces
- Developmental Assets



40

DEVELOPMENTAL ASSETS

- Research based
- Internal and external assets
- Strengths and supports



FOCUS AREAS

- Belonging
- Empowerment
- Leadership





BELONGING

- Safe, inclusive spaces
- Positive relationships
- Collaboration
- Training and education

EMPOWERMENT

- Voice and choice
- Leadership opportunities
- Youth-led projects
- Meaningful roles
- Build confidence



LEADERSHIP

- Take initiative
- Make decisions
- Develop skills
- Solve challenges
- Drive change





KEY ACTIONS

- Research & understanding
- Engage directly with youth
- Collaborate with stakeholders
- Review, reflect, adapt as we learn
- Expand engagement across youth contexts



QUESTIONS?



END OF ITEM



**REQUEST FOR DECISION
PUBLIC SESSION****REGULAR COUNCIL MEETING****MEETING DATE:** September 8, 2025**SUBJECT:** Snow Removal and Ice Control Policy Update

EXECUTIVE SUMMARY

The Snow Removal and Ice Control Policy is a service direction policy which provides clarity for property owners and the Town of Stony Plain on snow removal and ice control responsibilities. Administration's focus was to update this policy with relevant operational considerations and best practices.

RECOMMENDATION

That Town Council:

1. approve Snow Removal and Ice Control policy CP-W-068; and
2. repeal Snow Removal and Ice Control policy C-PW-042.

BACKGROUND

Administration completed a review of the Snow Removal and Ice Control policy as part of an ongoing process of updating policies to ensure they reflect the current situation.

Administration analyzed service levels to maximize efficiencies and determine operational priorities. The revised policy presents what the current equipment, staff, and resources can achieve in snow and ice control within the approved budget.

Administration will continue to plan for the changing reality and bring forward improvement recommendations as appropriate in future policy revisions.

SNOW REMOVAL AND ICE CONTROL POLICY

The Town manages snow removal and ice control efforts to provide safe access to users of the transportation network and public facilities. Snow removal and ice control activities are completed with a focus on accident and loss prevention, to facilitate emergency equipment response, to provide safe access to schools, and mitigate against economic loss of residents and businesses. The focus is also on delivering a service that is operationally and financially sustainable.

The purpose of the policy is to define expectations and responsibilities regarding snow and ice control. The level of service put in place is based on available funding for staff and equipment.

POLICY SERVICE LEVELS

This updated policy separates the actions of snow plowing and snow removal that were connected in the previous policy. It also updates definitions, amends plowing timeframes, consolidates operational responsibilities and adds snow removal classifications for downtown and primary access alleys.

Snow Plowing

Snow plowing is recommended to start upon 5cm of accumulation on arterial, school routes, and collector roads. An updated service standard will also be implemented that will provide plowing of arterial roads within 24 hours from the end of the event, school zones within 48 hours and collector roads within 72 hours. Dedicated snow plowing would allow snow to be stored on Boulevards, right-of-ways and on parking lanes.

Snow Removal

Infrastructure operations recommends a downtown snow removal plan that is triggered upon 5cm of compacted snow to ensure downtown businesses have minimal accumulations in this priority area. School zones and collectors snow removal will occur upon 10cm of compacted snow measured in the parking lanes, downtown alleys. Residential snow removal is still recommended at 10cm compacted snow depth measured in the drive lanes. It should be noted that the snow removal plan is initiated once the snow event stops.

The Town of Stony Plain operates during business hours Monday to Friday; 8 hours per day. Weekend operations are left to the discretion of the Infrastructure Operations Manager based on road conditions and weather forecast information. As abnormal winter weather and road conditions dictate, the Infrastructure Operations Manager decides when and to what extent overtime, additional Town equipment and or outside forces are mobilized.

The operations department has set the roads priority in the following order for snow plowing and snow removal. (See attached map)

1. Arterial roads
2. School zones
3. Collector roads
4. Downtown/ Downtown Alleys
5. Local residential roads
6. Residential alleys

The Infrastructure Operations team will also be sanding roads and clearing parking lots while the above priorities are being completed.

Costs play a significant factor in local residential removal. On average it can take 2-3 weeks to do a full residential removal of the town, with up to 14 trucks contracted to work in coordination with Town operations. In the policy, the residential packed snow trigger point is set at 10 cm and the Operations Manager has the authority to initiate. The order of residential subdivision snow removal is posted on the Town website. The list is rotated yearly to provide fair service to all residents.

The Parks and Leisure Services department has set the trails/rinks operations priorities in the following order.

1. Trail clearing (school areas)
2. Trail clearing (other areas)
3. Skating surfaces (Centennial, Rotary, Meridian, John Paul II, Westerra, Forest Green)
4. Sanding trails
5. Trail garbage collection

On a standard snowfall, trails are expected to take up to three days to complete all snow removal priorities. For liability and safety reasons, it is not recommended to postpone trail clearing to speed up clearing of skating surfaces.

ANALYSIS AND RESEARCH

Administration reviewed the Town's snow operations with data from five comparable municipalities including the City of Spruce Grove and the City of Leduc. Spruce Grove is a tri-regional partner with the Town and residents would expect a similar snow level of service.

MEETING THE CHALLENGES:

Administration has developed tactics and strategies for the future. It is recommended that service levels be monitored during the 2025-2026 winter operations. Potential changes that require additional funding would be considered in future Corporate Plans

1. Contract out certain activities to remove snow quicker without increasing staff levels.
2. With the introduction of transit operations in 2021, it was recommended that Administration review the implementation of established snow routes in 2021-2022 however due to competing priorities this did not occur. It is still the recommendation of Administration that the introduction of snow routes

would limit parked cars on select collector roads. This could have operational and service level benefits. There are some enforcement implications that would also need to be understood and quantified.

3. Move to seven day a week staffing coverage with additional resources. This would be the same system as what Beaumont and Spruce Grove are currently doing. The advantage of this system is the current equipment would be used for additional hours a day without having to purchase any additional equipment or needing additional storage locations.

Significant changes in snow and ice control operations can frustrate residents. The following were reviewed, and no change is recommended at this time:

- Towing vehicles during residential removal. From an operations perspective, feedback from operators is that it is a minor inconvenience to go around vehicles. Waiting for vehicles towed results in graders and trucks having to stop and wait for tow trucks.
 - Town staff are exploring ways to improve enforcement of no parking zones during snow removal. This may include, but is not limited to, improving signage to help issue tickets when necessary.
- Temporarily blading aside driving lanes onto sidewalks is not recommended. Administration is of the opinion that cars can travel a short distance on residential roads that have a 10cm of snow pack until they reach a collector road that is cleared.

NEXT STEPS

Operations will review the priorities, route maps, and overall snow operations at the completion of each season. The goal is to provide the highest value service to the residents in an affordable and sustainable manner.

Relevant Statutes/Master Plans/Documents

Municipal Government Act Section 640

STRATEGIC ALIGNMENT & KEY ACTIONS

Stony Plain Strategic Plan 2025-2028:

- Governance and Partners
 - Cultivating a strong organizational structure and the processes that deliver effective and efficient services.
 - Enhance our organizational excellence and resiliency through improved service efficiency and effectiveness.

COMMUNICATION

This item will be included in the Council Highlights news release.

ATTACHMENTS

1. Snow and Ice Control policy C-PW-068 (to be adopted)
2. Snow and Ice Control policy C-PW-042 (red-line)
3. Snow and Ice Control policy C-PW-042 (to be repealed)
4. Snow and Ice Control presentation

Prepared by: Paul Simons, Manager, Infrastructure Operations

Reviewed by: Brett Newstead, General Manager, Planning & Infrastructure

Approved by: Tom Goulden, Chief Administrative Officer

Snow Removal and Ice Control

Authority: Council

Effective Date:

Date Approved by Council:

Resolution No.:

Future Review Date: 2029

Last Review/Revision: 2020

Responsibility: Planning and Infrastructure

References: N/A

Replaces: Snow Removal and Ice Control C-PW-042

1.0 Purpose: This policy establishes service level standards for the management of Snow and Ice Control in the Town.

2.0 Scope: This policy applies to Town owned and operated Roadways within the Town.

3.0 Definitions:

- 3.1 “Arterial road” means any road in the Town that is coloured orange on the Snow Removal and Ice Control map in Appendix A.
- 3.2 “As Required” means that service will not be limited to a pre-planned number of work occurrences per year. It allows operating forces to apply field judgment and expertise to varying weather conditions.
- 3.3 “Alley” means as defined in the *Traffic Safety Act*, or any replacement legislation enacted by the Province of Alberta
- 3.4 “Boulevard” means that part of a Highway in an urban area that is not Roadway and is that part of the Sidewalk that is not especially adapted to the use of or ordinarily used by pedestrians.
- 3.5 “Collector Road” means any road in the Town that is coloured pink on the Snow Removal and Ice Control map in Appendix A
- 3.6 “Compacted Snow” means Snow Accumulation on the Roadway that has been packed by vehicle traffic.
- 3.7 “Downtown Road” means any road in the Town that is coloured blue on the Snow Removal and Ice Control map in Appendix A.
- 3.8 “Downtown Business and Primary Access Alley” means any Alley that is coloured yellow on the Downtown and Primary Access Alley map in Appendix A

- 3.9 “Ice Control” means any actions taken to prevent ice from forming, or any actions taken to remove ice, or any actions taken to mitigate hazards associated with ice formations on Roadways. Examples would include the application of traction assisting or abrasive materials alone or in combination with ice melting chemicals or solutions.
- 3.10 “Parking Facilities” means a Town owned or operated site or part of a site for the parking of vehicles and includes the parking spaces and all other areas required for vehicle access and circulation within the facility.
- 3.11 “Parking Lane” means that portion of a Roadway that is not part of a driving lane and normally used for on-street parking.
- 3.12 “Public Walkway” means any footpath or trail, as part of the Towns Trail System.
- 3.13 “Residential Alley” means any Alley that is not a Downtown Business and Primary Access Alley
- 3.14 “Roadway” means as defined in the *Traffic Safety Act*, or any replacement legislation enacted by the Province of Alberta from time to time.
- 3.15 “Road Classifications” means the identification of groups of roads by type or areas for the purpose of defining, prioritizing, mapping and communication service levels for Snow and Ice Control service Delivery.
- 3.16 “Road Right Of Way” means the area of land over which a public road is built that extends from curb or road surface to the property lines and includes Boulevards.
- 3.17 “Ruts” means troughs formed by vehicle traffic in Compacted Snow and/or ice which may make maneuvering a vehicle difficult or dangerous.
- 3.18 “Snow Accumulation” means the depth of compacted and un-Compacted Snow accumulated on a Roadway surface.
- 3.19 “Snow Hauling” means the transport of snow by a truck.
- 3.20 “Snow Plowing” means the use of equipment to push snow to the middle or sides of a Roadway or to the sides of Public Walkway surfaces.
- 3.21 “Snow Removal” means the removal of snow from a road surface onto a Boulevard, road right-of-way, or Parking Lane on one side of a Roadway, or the removal of snow from a road or parking lot surface to a snow storage site.
- 3.22 “Residential Road” means any road in the Town that is not coloured on the Snow Removal and Ice Control map in Appendix A and is maintained by the Town.
- 3.23 “Transit Stop” means the designated Boulevard area immediately adjacent to a Roadway that is used for the purpose of transit bus passenger loading and unloading and has a designated Transit Stop sign.
- 3.24 “Windrow” means the plowing of snow into a long continuous row for the purpose of storage or in preparation for removal.

4.0 Snow Plowing and Ice Control Level of Service:

- 4.1 Snow Plowing and Ice Control operations are provided on Roadways within the Town on a priority basis.

- 4.2 Snow Plowing for priority 1, 2, and 3 Roadways will commence after 5 cm of Snow Accumulation.
- 4.3 Ice Control is provided on an ongoing basis As Required during or following snowfall, frost, freezing rain or any other event that may adversely affect vehicle traction.
- 4.4 Snow Plowing and Ice Control are undertaken in accordance with the following standards unless ongoing weather requires continuous focus on priority 1, 2 or 3 roads.

PRIORITY	ROAD CLASSIFICATION	STANDARD
1	Arterial Roads	Plowed within 24 hours following the end of a snowfall
2	School Zones	Plowed within 48 hours following the end of a snowfall
3	Collector Roads	Plowed within 72 hours following the end of a snowfall

- 4.5 Snow Plowing and Ice Control for priorities 4 and 5 are undertaken in accordance with the following standards unless ongoing weather conditions require a continuous focus on priority 1, 2, or 3 roads and commence after 5 cm of Snow Accumulation

PRIORITY	ROAD CLASSIFICATION	STANDARD
4	Parking Facilities Adjacent to Town Staffed Facilities	As Required and within 48 hours following the end of a snowfall
5	Remaining Parking Facilities	As Required following the end of a snowfall

5.0 Snow Removal Level of Service

- 5.1 Snow Removal will commence after Snow Plowing and Ice Control priorities have been completed.

PRIORITY	ROAD CLASSIFICATION	STANDARD
1	Downtown Roads	As Required following 5 cm of Compacted Snow
2	School Zones	As Required following 10 cm of Compacted Snow in Parking Lanes
3	Collector Roads	As Required following 10 cm of Compacted Snow in Parking Lanes
4	Downtown Business Alleys	As Required following a minimum of 10 cm of Packed Snow or when emergency vehicle access could be restricted
5	Residential Roads and Primary Access Alleys	As Required following a minimum of 10 cm packed Snow Accumulation or when emergency vehicle access could be restricted
6	Residential Alleys	As Required following a minimum of 10 cm packed Snow Accumulation or when emergency vehicle access could be restricted

6.0 Roadway Snow and Ice Control Guidelines:

- 6.1 Normal Snow Removal practices may include stockpiling snow in Parking Facilities or on Residential Roads for removal at a later date.
- 6.2 For Snow Removal on Arterial Roads, School Zones and Collector Roads snow will normally be plowed and Windrowed onto Boulevards or Road Right Of Ways on one or both sides and on the Parking Lanes but shall not cover a public sidewalk or trail. Windrows shall not be higher than 1 metre.
- 6.3 Snow Windrows will be removed in front of community mailboxes, hydrants, lane crossing, public or private wheelchair ramps, handicap parking zones, Transit Stops and railway crossings. Snow Windrows will be removed for a distance of 5 meters from Public Walkway intersections with Roadways, and at intersections where traffic visibility would be impeded if the Windrow was not removed.
- 6.4 The removal of Windrows, ice or snow of 30 cm in height or less that are the result of Snow Plowing or Snow Removal will be the responsibility of the property owner.
- 6.5 Sequencing of Snow Removal on Residential Roads and Residential Alleys will be subject to an annually adjusted rotational schedule to ensure fairness across the Town.
- 6.6 Sequencing of Snow Removal on Residential Roads and in Residential Alleys may be altered or adjusted As Required to accommodate solid waste collection schedules.
- 6.7 The Town will assume no liability for damage to obstructions or landscaping of any kind placed or developed within a Road Right of Way without permit.
- 6.8 The majority of snow after March 1st may be left onsite to melt.

7.0 Public Walkway Snow and Ice Control:

- 7.1 Public Walkways adjacent to Town owned buildings open to the public shall be cleared within 24 hours after the end of every snow fall event, Monday to Friday.
- 7.2 Transit Stops shall be cleared within 24 hours after the end of every snow fall event during scheduled transit service days.
- 7.3 Public Walkways shall be cleared within 72 hours after the end of a snowfall event.
- 7.4 During heavy or prolonged snowfall, freezing rain or other severe weather events, a continuous focus of resources will be applied to priority walkways identified in section 7.1 and 7.2.

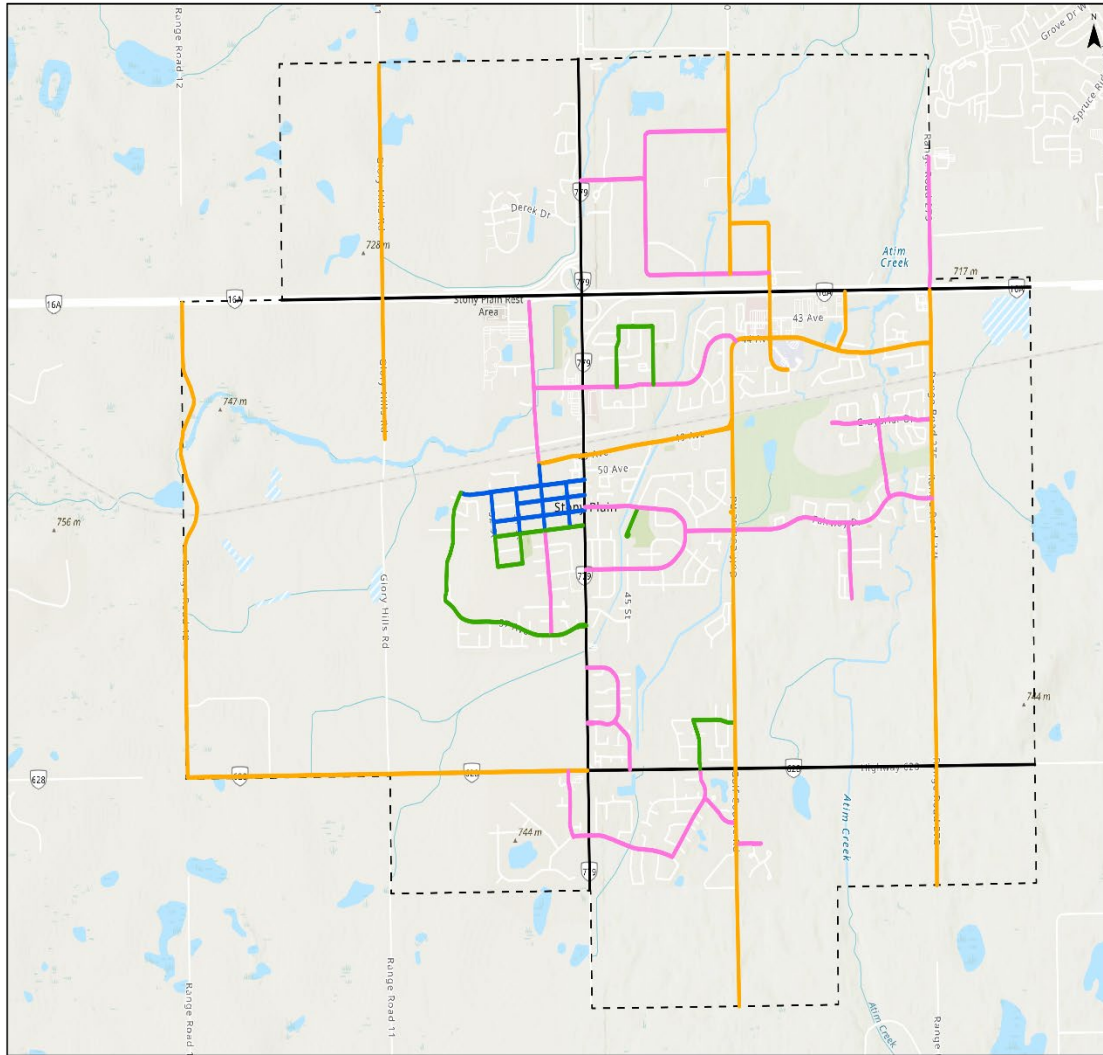
8.0 Responsibility

Manager of Infrastructure Operations

- 8.1 Responsible for overall implementation and coordination of all snow and Ice Control operations.
- 8.2 Responsible to determine Snow Accumulations for the purposes of this policy.
- 8.3 Responsible to monitor conditions and recommend the start of Snow Removal operations ahead of the Standards in this Policy if conditions are warranted with support from the Town Manager.

9.0 Policy Review: This Council policy shall be reviewed by Administration within four years of being implemented, with any changes being submitted to Council for approval.

APPENDIX A



Snow and Ice Control Priorities

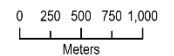
Legend

Ice Control Priority

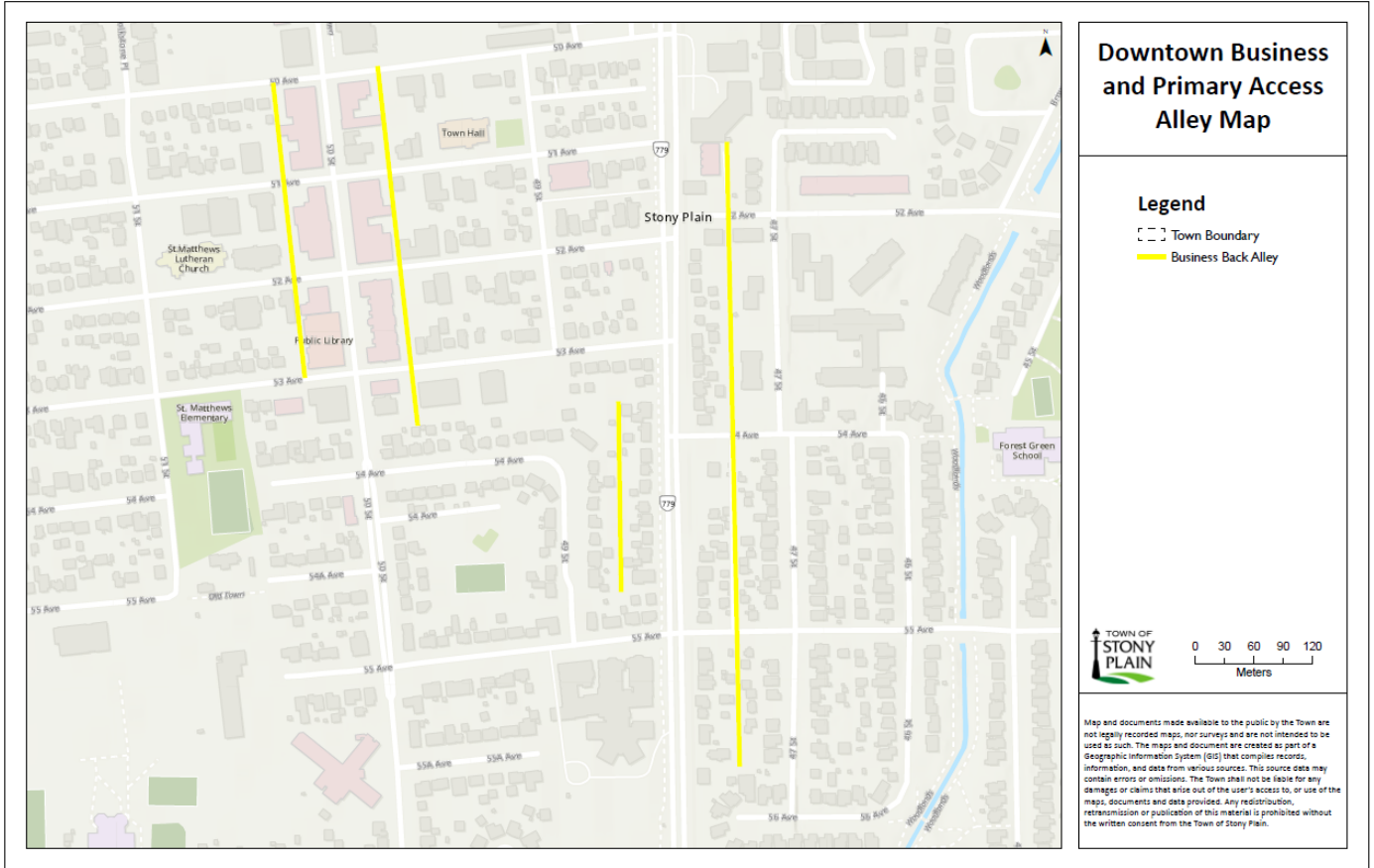
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— Alberta Transportation Maintained

- - - Town Boundary



Map and documents made available to the public by the Town are not legally recorded maps, nor surveys and are not intended to be used as such. The maps and documents are created as part of a Geographic Information System (GIS) that compiles records, information, and data from various sources. This source data may contain errors or omissions. The Town shall not be liable for any damages or claims that arise out of the user's access to, or use of the maps, documents and data provided. Any redistribution, retransmission or publication of this material is prohibited without the written consent from the Town of Stony Plain.



Snow Removal and Ice Control

Authority: Council

Effective Date:

Date Approved by Council:

Resolution No.:

Future Review Date: 2029

Last Review/Revision: 2020

Responsibility: Planning and Infrastructure

References: N/A

Replaces: Snow Removal and Ice Control C-PW-042 (2020)

1.0 Purpose: This policy establishes service level standards for the management of snow and ice control in the Town ~~owned and operated roads, public walkways and parking facilities.~~

2.0 Scope: This policy applies to publicly owned and operated roadways within the Town.

3.0 Definitions:

- 3.1 “Arterial road” means any road in the Town that is coloured orange on the Snow Removal and Ice Control map in Appendix A.
- 3.2 “As Required” means that service will not be limited to a pre-planned number of work occurrences per year. It allows operating forces to apply field judgment and expertise to varying weather conditions.
- 2.1 “Alley” ~~means a narrow road right-of-way providing access to the rear of buildings and parcels of land.~~ means as defined in the *Traffic Safety Act*, or any replacement legislation enacted by the Province of Alberta
- 3.3 “Boulevard” ~~means the part of the road right-of-way that is not a roadway.~~ Means that part of a Highway in an urban area that is not Roadway and is that part of the Sidewalk that is not especially adapted to the use of or ordinarily used by pedestrians.
- 3.4 “Collector Road” means any road in the Town that is coloured pink on the Snow Removal and Ice Control map in Appendix A
- 3.5 “Compacted Snow” means snow accumulation on the roadway that has been packed by vehicle traffic.
- 3.6 “Downtown Road” means any road in the Town that is coloured blue on the Snow Removal and Ice Control map in Appendix A

- 3.7 “Downtown Business and Primary Access Alley” means any Alley that is coloured yellow on the Downtown and Primary Access Alley map in Appendix A
- 3.8 “Ice Control” means any actions taken to prevent ice from forming, or any actions taken to remove ice, or any actions taken to mitigate hazards associated with ice formations on roadways. Examples would include the application of traction assisting or abrasive materials alone or in combination with ice melting chemicals or solutions.
- 3.9 “Parking Facilities” means a Town owned or operated site or part of a site for the parking of vehicles and includes the parking spaces and all other areas required for vehicle access and circulation within the facility.
- 3.10 “Parking Lane” means that portion of a roadway that is not part of a driving lane and normally used for on-street parking.
- 3.11 “Public Walkway” ~~means hard surface pedestrian walks constructed by the Town as part of a pedestrian circulation system.~~ means any footpath or trail, as part of the Towns Trail System
- 3.12 “Roadway” ~~means the part of the road intended for use by vehicular traffic.~~ means as defined in the *Traffic Safety Act*, or any replacement legislation enacted by the Province of Alberta from time to time.
- 3.13 “Road Classifications” means the identification of groups of roads by type or areas for the purpose of defining, prioritizing, mapping and communication service levels for Snow and Ice Control service Delivery.
- 3.14 “Road Right of Way” means the area of land over which a public road is built that extends from curb or road surface to the property lines and includes boulevards.
- 3.15 “Ruts” means troughs formed by vehicle traffic in compacted snow and/or ice which may make maneuvering a vehicle difficult or dangerous.
- 3.16 “Snow Accumulation” means the depth of compacted and un-compacted snow accumulated on a roadway surface.
- 3.17 “Snow Hauling” means the transport of snow by a truck.
- 3.18 “Snow Plowing” means the use of equipment to push snow to the middle or sides of a roadway or to the sides of public walkway surfaces.
- 3.19 “Snow Removal” means the removal of snow from a road surface onto a boulevard, road right-of-way, or parking land on one side of a roadway, or the removal of snow from a road or parking lot surface to a snow storage site.
- 3.20 “Residential Road” means any road in the Town that is not coloured on the Snow Removal and Ice Control map in Appendix A and is maintained by the Town
- 3.21 “Transit Stop~~s~~” means the designated ~~b~~Boulevard area immediately adjacent to a roadway that is used for the purpose of transit bus passenger loading and unloading and has a designated Transit Stop sign.
- 3.22 “Windrow” means the plowing of snow into a long continuous row for the purpose of storage or in preparation for removal.

4.0 Responsibility:

- 4.1 The Manager of Operations shall be responsible for overall implementation and coordination of all snow and ice control operations.
- 4.2 Wherever the term “Manager of Operations” is used, it is intended to mean either the Manager of Operations or designate.
- 4.3 The Manager of Operations is responsible to determine snow accumulations for the purposes of this policy
- 4.4 The Manager of Operations is responsible for the maintenance and updating of this Policy.

5.0 Roadway Level of Service

5.1 ~~The Town will, within the corporate limits of the Town, provide the following snow and ice control services on roadways on a priority basis.~~ Snow Plowing and ice control services are provided on Roadways within the Town on a priority basis.

PRIORITY	ROAD CLASSIFICATION	STANDARD	AUTHORITY TO INITIATE
Snow and ice control operations for priority 1 to 4 roadways commence after a 5 cm Snow Accumulation. Ice control is provided on an ongoing basis As Required during or following snowfall, frost, freezing rain or any other event that may adversely affect vehicle traction. Snow Plowing, Snow Removal, and Ice Control for priorities 1 through 4 are undertaken in accordance with the following standards unless ongoing weather requires continuous focus on priority 1, 2 or 3 roads.			
1	Arterial Roads	Plowed within 48 hours following the end of a snowfall	Operations Supervisor
2	School Zones	Plowed within 48 hours following the end of a snowfall	Operations Supervisor
3	Downtown Roads	Plowed within 72 hours following the end of a snowfall	Operations Supervisor
4	Collector Roads	Plowed within 96 hours following the end of a snowfall after all priority 1-3 roads have been completed.	Operations Supervisor
Snow and ice control operations for priorities 5 to 8 are undertaken in accordance to the following standards unless ongoing weather conditions require a continuous focus on priority 1 to 4 roads.			
5	Parking Lots—Staffed Town Facilities	As required and within 48 hours following the end of a snowfall	Operations Supervisor
6	Parking Lots	As required following a minimum of 5cm	Operations Supervisor

7	Local Residential Roads	packed snow accumulation As required following a minimum of 10cm packed snow accumulation or when emergency vehicle access could be restricted	Manager of Operations
8	Alleys	As required following a minimum of 10cm packed snow accumulation or when emergency vehicle access could be restricted	Manager of Operations

- 5.1 Ice Control is provided on an ongoing basis As Required during or following snowfall, frost, freezing rain or any other event that may adversely affect vehicle traction.
- 5.2 Snow Plowing for priority 1, 2, and 3 roadways will commence after 5 cm of Snow Accumulation.
- 5.3 Ice Control is provided on an ongoing basis As Required during or following snowfall, frost, freezing rain or any other event that may adversely affect vehicle traction.
- 5.4 Snow Plowing and Ice Control are undertaken in accordance with the following standards unless ongoing weather requires continuous focus on priority 1, 2 or 3 roads.

PRIORITY	ROAD CLASSIFICATION	STANDARD
1	Arterial Roads	Plowed within 24 hours following the end of a snowfall
2	School Zones	Plowed within 48 hours following the end of a snowfall
3	Collector Roads	Plowed within 72 hours following the end of a snowfall

- 5.5 Snow plowing and ice control operations for priorities 4 and 5 are undertaken in accordance with the following standards unless ongoing weather conditions require a continuous focus on priority 1, 2, or 3 roads and commence after 5 cm of Snow Accumulation

PRIORITY	ROAD CLASSIFICATION	STANDARD
4	Parking Facilities Adjacent to Town Staffed Facilities	As required and within 48 hours following the end of a snowfall
5	Parking Lots	As required following a minimum of 5cm packed snow accumulation

5.0 Snow Removal Level of Service:

- 5.1 Snow Removal will commence after Snow Plowing and Ice Control priorities have been completed.

PRIORITY	ROAD CLASSIFICATION	STANDARD
1	Downtown Roads	As Required following 5 cm of Compacted Snow
2	School Zones	As Required following 10 cm of Compacted Snow in Parking Lanes
3	Collector Roads	As Required following 10 cm of Compacted Snow in Parking Lanes
4	Downtown Business Alleys and Primary Access Alleys	As Required following a minimum of 10 cm of Packed Snow or when emergency vehicle access could be restricted
7	Local Residential Roads	As required following a minimum of 10cm packed snow accumulation or when emergency vehicle access could be restricted
8	Residential Alleys	As required following a minimum of 10cm packed snow accumulation or when emergency vehicle access could be restricted

6.0 Roadway Snow and Ice Control Guidelines

- ~~6.1 The Manager of Operations may authorize the use of rental equipment or contracted equipment and operators in the event that Town resources are insufficient to deal with a major storm, or where ongoing weather conditions exceed the capacity of the Town to carry out snow and ice control priorities.~~
- 6.2 Normal snow removal practices may include stockpiling snow in parking facilities or on residential roadways for removal at a later date.
- 6.3 For snow removal on ~~a~~Arterial ~~R~~Roadways, School Zones and Collector Roads snow will normally be plowed and windrowed onto boulevards or road right-of-ways on one or both sides and on the ~~p~~Parking ~~L~~Lanes ~~of one side of the roadway~~, but shall not cover a public sidewalk or trail. Windrows shall not be higher than ~~one meter~~ 1 metre.
- 6.4 Snow Windrows will be ~~opened-up~~ removed in front of community mail boxes, hydrants, lane crossing, ~~private driveways~~, public or private wheelchair ramps, handicap parking zones, Transit Stops and railway crossings. Snow Windrows will be ~~opened-up-and-cleared~~ removed for a

distance of 5 meters from ~~p~~Public ~~w~~Walkway intersections with ~~r~~Roadways, and at intersections where traffic visibility would be impeded if the ~~w~~Windrow was not removed.

~~6.5 The opening of Windrows at private sidewalks is the responsibility of the property owner as is the removal of minor amounts of snow or ice spilled over onto private driveways after windrow opening and residential removal. The removal of Windrows, ice or snow of 30 cm in height or less that are the result of Snow Plowing or Snow Removal will be the responsibility of the property owner.~~

6.6 Sequencing of Snow Removal on Residential Roads and Residential Alleys will be subject to an annually adjusted rotational schedule to ensure fairness across the Town.

6.7 Snow and ice control operations in Alleys will normally consist of loading snow into trucks for removal.

6.8 Sequencing of Snow Removal on Residential Roads and in Residential Alleys ~~snow and ice control operations in Alleys~~ may be altered or adjusted as required to accommodate solid waste collection schedules.

6.9 The Town will assume no liability ~~whatsoever~~ for damage to obstructions or landscaping of any kind placed or developed within a road right of way without permit.

~~6.10 Hours of operation are normally 8am 4:30pm Monday to Friday.~~

6.11 The majority of snow after March 1st may be left onsite to melt.

7.0 Public Walkway and Ice Control

~~7.1 The Operations Supervisor is responsible to initiate and carry out Public Walkway snow and ice control on a regular and ongoing basis after an accumulation of snow. The provision of this service is limited to public walkways as described in section 7.2—7.6.~~

7.2 Public walkways adjacent to Town owned buildings open to the public shall be cleared within 24 hours after the end of every snow fall, Monday to Friday.

7.3 Transit stops shall be cleared within 24 hours after the end of every snow fall ~~event~~ during scheduled transit service days.

7.4 Public Walkways shall be cleared within 72 hours after the end of a snowfall event.

~~7.5 For reasons of efficiency, the Operations Manager may authorize snow and ice control services be provided on Public Walkways adjacent to private property where that exception is required to access Public Walkways. Any exceptions authorized under section 7.5 are subject to annual review.~~

- 7.6 During heavy or prolonged snowfall, freezing rain or other severe weather events, a continuous focus of resources will be applied to priority walkways identified in section 6.1 and 6.2 ~~7.2 and 7.3.~~

~~8.0 Snow Disposal Sites and Fees~~

- ~~8.1 The Manager of Operations may advertise the location of Town-owned snow disposal sites for use by private companies and may discontinue their availability during the season if the need arises. Commercial haulers are required to pay the prevailing rates established by the Towns to utilize Town-owned disposal sites.~~

9.0 Responsibility:

Manager of Operations

- 9.1 Responsible for overall implementation and coordination of all snow and ice control operations.
 - 9.2 Responsible to determine snow accumulations for the purposes of this policy.
 - 9.3 Responsible to monitor conditions and recommend the start of Snow Removal operations ahead of the Standards in this Policy if conditions are warranted with support from the Town Manager.
10. **Policy Review:** This Council policy shall be reviewed by Administration within four years of being implemented, with any changes being submitted to Council for approval.



Snow Removal and Ice Control

Authority: Council

Effective Date: November 9, 2020

Date Approved by Council: November 9, 2020

Resolution No.: 259/11/20/SP

Future Review Date: 2024

Last Review/Revision: 2001

Responsibility: Planning and Infrastructure

References: N/A

Replaces: Snow Removal and Ice Control Resolution No: 346/08/01/SP

1.0 Purpose: This policy establishes service level standards for the systematic management of snow and ice control operations for Town owned and operated roads, public walkways and parking facilities.

2.0 Scope: This policy will provide basic guidelines for the provision of snow and ice control services for publicly owned and operated roadways within the Town of Stony Plain. Local residential snow removal will be subject to an annually adjusted rotational schedule to ensure fairness across the Town. All service level timing is based on a typical Monday to Friday operation schedule.

3.0 Definitions:

- 3.1 “As Required” means that service will not be limited to a pre-planned number of work occurrences per year. It allows operating forces to apply field judgment and expertise to varying weather conditions.
- 3.2 “Alley” means a narrow road right-of-way providing access to the rear of buildings and parcels of land.
- 3.3 “Boulevard” means the part of the road right-of-way that is not a roadway.
- 3.4 “Compacted Snow” means snow accumulation on the roadway that has been packed by vehicle traffic.
- 3.5 “Ice Control” means any actions taken to prevent ice from forming, or any actions taken to remove ice, or any actions taken to mitigate hazards associated with ice formations on roadways. Examples would include the application of traction assisting or abrasive materials alone or in combination with ice melting chemicals or solutions.
- 3.6 “Parking Facilities” means a Town owned or operated site or part of a site for the parking of vehicles and includes the parking spaces and all other areas required for vehicle access and circulation within the facility.

- 3.7 “Parking Lane” means that portion of a roadway that is not part of a driving lane and normally used for on-street parking.
- 3.8 “Public Walkway” means hard-surface pedestrian walks constructed by the Town as part of a pedestrian circulation system.
- 3.9 “Roadway” means the part of the road intended for use by vehicular traffic.
- 3.10 “Road Classifications” means the identification of groups of roads by type or areas for the purpose of defining, prioritizing, mapping and communication service levels for Snow and Ice Control service Delivery.
- 3.11 “Road Right of Way” means the area of land over which a public road is built that extends from curb or road surface to the property lines and includes boulevards.
- 3.12 “Ruts” means troughs formed by vehicle traffic in compacted snow and/or ice which may make maneuvering a vehicle difficult or dangerous.
- 3.13 “Snow Accumulation” means the depth of compacted and un-compacted snow accumulated on a roadway surface.
- 3.14 “Snow Hauling” means the transport of snow by a truck.
- 3.15 “Snow Plowing” means the use of equipment to push snow to the middle or sides of a roadway or to the sides of public walkway surfaces.
- 3.16 “Snow Removal” means the removal of snow from a road surface onto a boulevard, road right-of-way, or parking land on one side of a roadway, or the removal of snow from a road or parking lot surface to a snow storage site.
- 3.17 “Transit Stops” means the designated boulevard area immediately adjacent to a roadway that is used for the purpose of transit bus passenger loading and unloading.
- 3.18 “Windrow” means the plowing of snow into a long continuous row for the purpose of storage or in preparation for removal.

4.0 Responsibility:

- 4.1 The Manager of Operations shall be responsible for overall implementation and coordination of all snow and ice control operations.
- 4.2 Wherever the term “Manager of Operations” is used, it is intended to mean either the Manager of Operations or designate.
- 4.3 The Manager of Operations is responsible to determine snow accumulations for the purposes of this policy
- 4.4 The Manager of Operations is responsible for the maintenance and updating of this Policy.

5.0 Roadway Level of Service

- 5.1 The Town will, within the corporate limits of the Town, provide the following snow and ice control services on roadways on a priority basis

PRIORITY	ROAD CLASSIFICATION	STANDARD	AUTHORITY TO INITIATE
Snow and ice control operations for priority 1 to 4 roadways commence after a 5 cm Snow Accumulation. Ice control is provided on an ongoing basis As Required during or following snowfall, frost, freezing rain or any other event that may adversely affect vehicle traction. Snow Plowing, Snow Removal, and Ice Control for priorities 1 through 4 are undertaken in accordance with the following standards unless ongoing weather requires continuous focus on priority 1, 2 or 3 roads.			
1	Arterial Roads	Plowed within 48 hours following the end of a snowfall	Operations Supervisor
2	School Zones	Plowed within 48 hours following the end of a snowfall	Operations Supervisor
3	Downtown Roads	Plowed within 72 hours following the end of a snowfall	Operations Supervisor
4	Collector Roads	Plowed within 96 hours following the end of a snowfall after all priority 1-3 roads have been completed.	Operations Supervisor
Snow and ice control operations for priorities 5 to 8 are undertaken in accordance to the following standards unless ongoing weather conditions require a continuous focus on priority 1 to 4 roads.			
5	Parking Lots – Staffed Town Facilities	As required and within 48 hours following the end of a snowfall	Operations Supervisor
6	Parking Lots	As required following a minimum of 5cm packed snow accumulation	Operations Supervisor
7	Local Residential Roads	As required following a minimum of 10cm packed snow accumulation or when emergency vehicle access could be restricted	Manager of Operations
8	Alleys	As required following a minimum of 10cm packed snow accumulation or when emergency vehicle access could be restricted	Manager of Operations

6.0 ROADWAY SNOW AND ICE CONTROL GUIDELINES

- 6.1 The Manager of Operations may authorize the use of rental equipment or contracted equipment and operators in the event that Town resources are insufficient to deal with a major storm, or where ongoing weather conditions exceed the capacity of the Town to carry out snow and ice control priorities.
- 6.2 Normal snow removal practices may include stockpiling snow in parking facilities or on residential roadways for removal at a later date.
- 6.3 For snow removal on arterial roadways, snow will normally be plowed and windrowed onto boulevards or road right-of-ways on one or both sides and on the parking lane of one side of the roadway, but shall not cover a public sidewalk or trail. Windrows shall not be higher than 1 meter.
- 6.4 Snow Windrows will be opened up in front of community mail boxes, hydrants, lane crossing, private driveways, public or private wheelchair ramps, handicap parking zones, transit stops and railway crossings. Snow Windrows will be opened up and cleared for a distance of 5 meters from public walkway intersections with roadways, and at intersections where traffic visibility would be impeded if the windrow was not removed.
- 6.5 The opening of Windrows at private sidewalks is the responsibility of the property owner as is the removal of minor amounts of snow or ice spilled over onto private driveways after windrow opening and residential removal.
- 6.6 Snow and ice control operations in Alleys will normally consist of loading snow into trucks for removal.
- 6.7 Sequencing of snow and ice control operations in Alleys may be altered or adjusted as required to accommodate solid waste collection schedules.
- 6.8 The Town will assume no liability whatsoever for damage to obstructions or landscaping of any kind placed or developed within a road right of way without permit.
- 6.9 Hours of operation are normally 8am-4:30pm Monday to Friday.

7.0 PUBLIC WALKWAY SNOW AND ICE CONTROL

- 7.1 The Operations Supervisor is responsible to initiate and carry-out Public Walkway snow and ice control on a regular and ongoing basis after an accumulation of snow. The provision of this service is limited to public walkways as described in section 7.2 – 7.6.
- 7.2 Public walkways adjacent to Town owned buildings open to the public shall be cleared within 24 hours after the end of every snow fall, Monday to Friday.
- 7.3 Transit stops shall be cleared within 24 hours after the end of every snow fall during scheduled transit service days.
- 7.4 Public Walkways shall be cleared within 72 hours after the end of a snowfall event.
- 7.5 For reasons of efficiency, the Operations Manager may authorize snow and ice control services be provided on Public Walkways adjacent to private property where that exception is required to access Public Walkways. Any exceptions authorized under section 7.5 are subject to annual review.

- 7.6 During heavy or prolonged snowfall, freezing rain or other severe weather events, a continuous focus of resources will be applied to priority walkways identified in section 7.2 and 7.3.

8.0 SNOW DISPOSAL SITES AND FEES

- 8.1 The Manager of Operations may advertise the location of Town-owned snow disposal sites for use by private companies and may discontinue their availability during the season if the need arises. Commercial haulers are required to pay the prevailing rates established by the Towns to utilize Town-owned disposal sites.

9.0 Policy Review: This Council policy shall be reviewed by Administration within four years of being implemented, with any changes being submitted to Council for approval.



Town of Stony Plain Snow Removal and Ice Control Policy C-PW-042 Update 2025



Overview

- Introduction
- Policy Review
- Changes
- Research
- Recommendations
- Questions



Introduction

- Policy sets rules for how the town manages snow and ice on roads, walkways, and parking lots.
- It covers all public roads and walkways in Stony Plain.
 - Goal is to provide the highest value service to the residents in an affordable and sustainable manner.
 - With current staffing, equipment and budget

Level of Service Change Recommendations

Level of service separation snow plowing and snow removal

Section 4.4 outlines Snow Plowing requirements of arterial, school zones and collectors at existing service time requirements.

Section 4.6 outlines Snow Removal of Downtown Business

Match snow plowing timing with current practice

Plowing – Arterial, School Zones and Collector Roads reduced time delivery.

Downtown roads 5cm Compacted snow – No change from current policy

Packed Snow measurements clarification

Included 10 cm packed snow measurements in parking lanes for collector, and in the drive lane for residential roads.

Snow Plowing storage

On Boulevards, right of ways (height restriction 1m) and on parking lanes (10 cm compacted snow)

Snow and Ice Policy Regional Comparison*



Plowing Changes

	Current	Proposed	Comparison
Arterial	48 hrs	24 hrs	8 hrs – 24 hrs
School Zone	48 hrs	48 hrs	8 hrs – 24 hrs
Collector	96 hrs	72 hrs	16 hrs – 48 hrs



Snow Removal

	Current	Proposed	Comparison
Downtown	**	5 cm	5 – 10 cm
Residential	10 cm	10 cm	7 – 30 cm
Alleys	10 cm	10 cm	22 – 25 cm

* Comparators: Spruce Grove, Leduc, Okotoks, Airdrie, St. Albert

** Current Downtown level of service is plowed within 72 hours



Recommendations

- **Ice Control - Ongoing**
 - Traffic safety focused, chemical and mechanical
 - Focus on priority roads Arterial, School zones and collectors
 - Residential roads addressed to ensure traffic safety
- **Downtown/ Downtown alleys snow removal**
 - Downtown snow removal is recommended to be adjusted in priorities to reflect current practice.
 - Snow removal will occur a 5 cm snow accumulation.
 - Downtown Alleys and Primary Access Alleys will be cleared at a 10cm packed snow



Recommendations

- **Collector and School Zone Plow aside**

To ensure prompt response in plowing Administration recommends that in plowing collector and school zone roads that snow be stored in parking lanes to allow for drive lanes to be clear of accumulation.

Collector and School zone parking lane snow removal would occur at 10 cm packed snow

- **Interface with Alberta Transportation and Provincial Contractor**

Staff will continue connect and build relationships with Alberta Transportation who manages Highway maintenance through the Town of Stony Plain. Including Highways 16A, 779 (48th Street), and 628 (79th Ave).



Winter Trail Maintenance

- Parks and Leisure Services has set the trails/rinks operations priorities in the following order.
 1. Trail clearing (School Areas)
 2. Trail clearing (Other Areas)
 3. Skating surfaces (Centennial, Rotary, Meridian, JP2, Westerra, Forest Green)
 4. Sanding trails
 5. Trail garbage collection
- On a standard snowfall, trails are expected to take up to 3 days to complete all snow removal priorities.

Next Steps



Thank you!

Questions or comments?



END OF ITEM



**REQUEST FOR DECISION
PUBLIC SESSION****REGULAR COUNCIL MEETING****MEETING DATE:** September 8, 2025**SUBJECT:** External Board and Committee Member Appointment Policy

EXECUTIVE SUMMARY

This report introduces a policy to establish a formal process for the appointment of Council members to external boards and committees.

RECOMMENDATION

That Town Council approve External Board and Committee Member Appointment Process Policy C-CO-069.

BACKGROUND

At the November 25, 2024 Regular Council meeting, Administration committed to conducting a review of the process for appointing Council members to external boards and committees.

A scan was conducted of ten comparable municipalities, including the Tri-Region area, on how Council members are appointed to external boards and committees. The scan resulted in the following observations:

- 3 formal policies
- 6 informal policies
- 1 nominating committee consisting of Council members
- The majority have appointments facilitated by the Mayor

Most of the municipalities consulted have an engaged process whereby the Mayor, either directly or through Administration, consults with each Council member in determining appropriate appointments. The intent is for a collaborative approach based on consideration of factors including but not limited to:

- preference
- availability
- interest/expertise
- continuity
- rotation

A policy has been drafted for Council's consideration which includes:

- recognition of the importance of participation on external boards and committees;
- outlining expectations for Council member participation;
- identifying consideration factors including but not limited to the factors found in the scan;
- summarizing the appointment process; and
- identifying roles and responsibilities.

The draft policy incorporates some of the benchmarked practices while maintaining alignment with the Town's current process.

Options

1. Approve the policy as presented.
2. Approve the policy with changes.
3. Refer back to Administration for further information.

Relevant Statutes/Master Plans/Documents

Municipal Government Act

STRATEGIC ALIGNMENT & KEY ACTIONS

Stony Plain Strategic Plan 2025-2028:

- Governance & Partners
 - Cultivating a strong organizational structure and the processes that deliver effective and efficient services.

COMMUNICATION

This item will be included in the Council Highlights news release.

ATTACHMENTS

- I. External Board and Committee Member Appointment Policy

Prepared by: Teresa Olsen, Manager, Legislative Services

Reviewed by: Ann Laing, General Manager, Corporate Services

Approved by: Tom Goulden, Chief Administrative Officer



External Board and Committee Member Appointments

Authority: Council

Effective Date: September 8, 2025

Date Approved by Council:

Resolution No.:

Future Review Date:

Responsibility: Legislative Services

References: *Municipal Government Act, RSA 2000, c. M-26*

Replaces: No Prior Policy

1.0 Purpose: This policy establishes the process for appointing Council Members to external Agencies, Boards, and Committees.

2.0 Scope: This policy applies to the appointment of members of Council to external agencies, boards and committees.

3.0 Definitions:

CAO: means the Chief Administrative Officer for the Town of Stony Plain or designate.

Committee: means an agency, board, committee, commission, or other body which requires Council membership through the Town's membership and obligations.

Council: means the Council of the Town of Stony Plain.

Members: means members of Council who are appointed to Committees by Council at the annual organizational meeting, or as required throughout the year.

Town: means the Town of Stony Plain.

4.0 Statement: Council recognizes that participation in external Committee meetings, and meetings of other bodies to which Councillors are appointed by Council, is an important part of Council's governance model.

5.0 Standards:

General

- 5.1 Members have dual roles when appointed to Committees. While acting in the capacity of a Committee Member, consideration for the goals of the committee is required while ensuring adherence to the obligations of the Municipal Government Act. For appointments to statutory committees, specific duties and obligations may apply.
- 5.2 Members are encouraged to conduct themselves in a professional manner with dignity and make every effort to participate diligently in Committee meetings to which they are appointed.
- 5.3 Members shall provide Committee information and updates to Council and the CAO, as required.

Appointment Process

- 5.4 The appointment of Members to Committees shall occur at the annual organizational meeting of Council unless a situation arises that requires an appointment mid-year.
- 5.5 Prior to the annual organizational meeting of Council, the Mayor shall consult with individual Council members to determine each Council member's interest and availability to serve on the various Committees. The Mayor has discretion over the form of this consultation, including mid-year appointment consultation.
- 5.6 Upon consulting with Council members, the Mayor shall provide to the CAO a recommended list of Member appointments in consideration of, but not limited to, the following:
 - 5.6.1 Council members' availability to attend meetings based on the established meeting schedule of each Committee.
 - 5.6.2 Demonstrated interest or expertise in a particular area(s).
 - 5.6.3 The opportunity for increased learning opportunities and exposure to various Committees.
 - 5.6.4 Reappointing members in the interest of continuity, complexity, and organizational history.
 - 5.6.5 Additional compensation provided by the Committee.
- 5.7 Appointments shall occur by way of Council resolution, with a single resolution approving all Member appointments.

6.0 Roles and Responsibilities

- 6.1 Mayor:
 - a) Consult with members of Council to recommend appointment of Members to external Committees in accordance with this policy.

- b) Provide the recommended appointment list to the CAO to include in the agenda package for the organizational meeting or regular meeting of Council.

6.2 Council Members:

- a) Respond diligently and fully to the Mayor in the Member appointment process.
- b) Be prepared to attend scheduled meetings and participate fully in the Committees they are appointed to.
- c) Notify the Town's alternate representative of meeting attendance requirements when the Member requires the alternate to attend on their behalf.
- d) Report on the Committee's activities, as directed by the Mayor.

6.3 Council:

- a) Approve the appointment of Council members to external Committees in accordance with this policy.

6.4 CAO:

- a) Provide support to the Mayor in fulfilling the requirements of this policy.
- b) Present a list of recommended appointments of Members to Committees at the annual organizational meeting of Council.
- c) Bring to Council's attention the need to appoint Members mid-year.
- d) Once the Member appointments are approved by Council, notify external Committees as soon as practicable.

7.0 Policy Review: This Council policy shall be reviewed by Administration within four years of being implemented, with any changes being submitted to Council for approval.

END OF ITEM



**REQUEST FOR DECISION
PUBLIC SESSION****REGULAR COUNCIL MEETING****MEETING DATE:** September 8, 2025**SUBJECT:** Policy Repeal

EXECUTIVE SUMMARY

Administration is presenting outdated Council policies for repeal.

RECOMMENDATION

That Town Council repeal:

1. Refund on Golf Course Seasonal Memberships Policy 302/04/92/SP; and
2. Program Refunds Policy 053/01/00/SP.

BACKGROUND

Annually, Administration reviews the Town's register of Council adopted policies to ensure they remain relevant and aligned with current practices. As Town process evolve, so too must our policies. Maintaining an up-to-date policy register is essential to reflect the Town's current operations accurately.

Through this year's review, two policies have been identified as obsolete or redundant. While these policies are no longer applicable, they are still considered active as they have not been formally repealed. These policies contain provisions which are either outdated or inconsistent with current Town practices.

Policy #	Summary of Policy	Reason for Repeal
Refund on Golf Course Seasonal Memberships 302/04/92/SP	A guideline for staff to use when individuals request a refund for a seasonal golf course membership.	This is an administrative process managed by the golf course and does not require a Council policy
Program Refunds 053/01/00/SP	A guideline for staff to use when individuals request a refund for a program and/or swimming pool registration.	This policy previously applied to programs and classes offered by the Community and Protective Services Department. This department no longer provides such services. The Transalta Tri leisure Center manages the outdoor pool independently and follows its own procedures.

Relevant Statutes/Master Plans/Documents

Policy Development C-LS-061

STRATEGIC ALIGNMENT & KEY ACTIONS

Stony Plain Strategic Plan 2025-2028:

- Governance & Partners
 - Cultivating a strong organizational structure and the processes that deliver effective and efficient services.

COMMUNICATION

This item will be included in the Council Highlights news release.

ATTACHMENTS

1. Refund on Golf Course Seasonal Memberships 302/04/92/SP
2. Program Refunds 053/01/00/SP

Prepared by: Christina Michaud, Legislative Officer

Reviewed by: Teresa Olsen, Manager, Legislative Services

Approved by: Tom Goulden, Chief Administrative Officer

All golf course policies
will be reviewed in 2001

TOWN OF STONY PLAIN

POLICIES AND PROCEDURES MANUAL	Part:	Date: April 29, 1992
	Chapter:	Ref: 302/04/92/92

REFUND OF GOLF COURSE SEASONAL MEMBERSHIPS

The Town of Stony Plain deems it appropriate, that under certain exceptional circumstances, and upon written application to Town Council, that the Council may refund all or a portion of a golf club member's current seasonal pass.

1. When a member who holds a valid seasonal membership becomes disabled or ill whereby that member is no longer able to play golf for the balance of the year, the unused portion of the membership may be refunded. Town Council, upon receipt of a written application accompanied by a letter from the medical doctor substantiating member's claim for refund, may refund all or a portion of the Golf Course member's current seasonal pass.
2. Other written applications for seasonal membership refunds in whole or in part will be treated by Council on the merits of the individual application.
3. Under no circumstances will refunds be granted on 15/20 games passes or daily green fees.

Refunds shall be calculated on the basis of a 125 day season. Refunds shall be prorated from the opening of the Golf Course to the 125 day period.

policy\membership.glf

TOWN OF STONY PLAIN

POLICIES AND PROCEDURES MANUAL

Program Refunds

Date Approved: Jan 24, 2000
Resolution No: 053/01/00/SP

Department: Community Services
Division: Community Services

Purpose

To provide a guideline for staff to use when individuals request a refund for a program and/or swimming pool registration.

Prior to Program Commencement

A \$5 administrative fee will be retained for refund requests prior to commencement of a program.

Medical

Once a program starts, no refund will be given, except in medical circumstances. The refund request must be accompanied by a doctor's certificate. The refund will be for the portion of classes remaining once the refund request is received by the Community Services Department, less a \$5 administrative fee. If the amount to be refunded is less than \$1, a refund will not be issued.

Whenever possible, swim lessons will be credited towards the next available session in the same calendar year.

Cancellations

A full refund will be issued if the Community Services Department must cancel a program due to lack of registration.



END OF ITEM



Council Discussion

Closed Meeting