

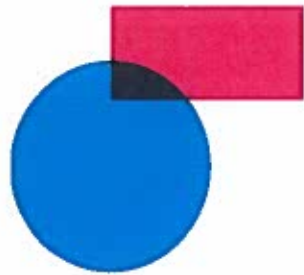
AGENDA

BOARD

Wed. Oct. 28, 2020

1. **CALL TO ORDER**
2. **CONSIDERATION OF AGENDA**
 - 2.1 Additions/Deletions to Agenda
 - 2.2 Approval of Agenda
3. **APPOINTMENTS**
4. **READING AND APPROVING OF MINUTES**
 - 4.1 Approval of the Minutes of the Regular Meeting of September 23, 2020
5. **PRESENTATIONS**
 - 5.1 Technology Services – S. Schick
6. **REPORTS FROM SENIOR EXECUTIVE**
 - 6.1 Assurance Model
 - 6.2 Capital Update
 - 6.3 Capital Maintenance Renewal Update
 - 6.4 Sturgeon Valley Development
7. **REPORTS FROM TRUSTEES AND STANDING COMMITTEES**
 - 7.1 Chair's Report
 - 7.2 Trustees Report
 - 7.3 Advocacy Committee
 - 7.4 Building and Maintenance Committee
 - 7.5 Education Committee
 - 7.6 Finance and People Services Committee
 - 7.7 Transportation Committee





AGENDA

BOARD

Wed. Oct. 28, 2020



**Sturgeon
Public Schools**

Dare to reimagine learning

8. REPORTS FROM SPECIAL COMMITTEES/TASK GROUPS

- 8.1 Alberta School Boards Association Representative
- 8.2 Public School Boards Association of Alberta Representative

9. NEW BUSINESS

- 9.1 Leadership Development
 - 9.1.1 University of Alberta: School of Business
 - 9.1.2 Vice Principal Leadership
 - 9.1.3 Learning Coaches
- 9.2 Diploma Examination Results
- 9.3 Implementation/Impact: Numeracy Focus in our Schools
- 9.4 School Presentations
- 9.5 Monthly Financial Report

10. UNFINISHED BUSINESS

11. NOTICES OF MOTION

12. INFORMATION

13. COMMENT & QUESTION PERIOD

- 13.1 ATA; CUPE
- 13.2 Community Members
- 13.3 Media

14. REQUESTS FOR INFORMATION

15. IN CAMERA

16. ADJOURNMENT





Sturgeon
Public Schools

Minutes of the Meeting of
The Board of Trustees of
The Sturgeon Public School Division
Held at Morinville on September 23, 2020

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Withdrawal of Subdivision Application and Ten-Year Lease	093



Sturgeon
Public Schools

Minutes of the Meeting of
The Board of Trustees of
The Sturgeon Public School Division
Held at Morinville on September 23, 2020

PRESENT

Mr. Terry Jewell, Chair
Mrs. Janine Pequin, Vice Chair
Mr. Joe Dwyer, Trustee
Mrs. Liz Kohle, Trustee
Mrs. Misty Featherley, Trustee
Mrs. Tasha Oatway-McLay, Trustee
Mrs. Trish Murray-Elliott, Trustee
Ms. Mary Lynne R. Campbell, Superintendent/CEO
Dr. Charmaine Brooks, Associate Superintendent, Corporate Services
Mrs. Lisa Lacroix, Associate Superintendent, People Services
Ms. Shawna Walter, Associate Superintendent, Education Services
Mr. Jonathan Konrad, Director, Curriculum and Instruction

CALL TO ORDER

The Chair called the meeting to order at 4:00 p.m.

APPROVAL OF AGENDA

#082/2020 – Moved by Mrs. Murray-Elliott that the agenda be approved as presented.

CARRIED UNANIMOUSLY

APPOINTMENTS

APPROVAL OF MINUTES

#083/2020 – Moved by Mrs. Kohle that the minutes of the Organization Meeting of August 26, 2020 be approved.

CARRIED UNANIMOUSLY

#084/2020 – Moved by Mrs. Featherley that the minutes of the Regular Meeting of August 26, 2020 be approved.

CARRIED UNANIMOUSLY

PRESENTATIONS

SRO Presentation presented by Corporal Daryl Charron, Morinville Detachment.

REPORTS FROM SENIOR EXECUTIVE

A written and verbal report was provided on behalf of Senior Executive.

REPORTS FROM TRUSTEES AND STANDING COMMITTEES

CHAIR'S REPORT

A written and verbal report was provided.

TRUSTEES' REPORTS

Verbal reports were provided.

ADVOCACY COMMITTEE

A verbal report was provided.

#085/2020 – Moved by Mrs. Oatway-McLay that the Board of Trustees approve the Advocacy Committee Work Plan 2020/2021 as presented.

CARRIED UNANIMOUSLY

BUILDING AND MAINTENANCE COMMITTEE

A verbal report was provided.

#086/2020 – Moved by Mr. Dwyer that the Board of Trustees approve the Building and Maintenance Committee Work Plan 2020/2021 as presented.

CARRIED UNANIMOUSLY

EDUCATION COMMITTEE

A verbal report was provided.

#087/2020 – Moved by Mrs. Featherley that the Board of Trustees approve the Education Committee Work Plan 2020/2021 as presented.

CARRIED UNANIMOUSLY

FINANCE AND PEOPLE SERVICES COMMITTEE

A verbal report was provided.

#088/2020 – Moved by Mr. Jewell that the Board of Trustees approve the Finance and People Services Committee Work Plan 2020/2021 as presented.

CARRIED UNANIMOUSLY

TRANSPORTATION COMMITTEE

A verbal report was provided.

#089/2020 – Moved by Mrs. Kohle that the Board of Trustees approve the Advocacy Committee Work Plan 2020/2021 as presented.

CARRIED UNANIMOUSLY

REPORTS FROM SPECIAL COMMITTEES

ALBERTA SCHOOL BOARDS ASSOCIATION REPRESENTATIVE

A verbal report was provided.

PUBLIC SCHOOL BOARDS ASSOCIATION OF ALBERTA REPRESENTATIVE

A verbal report was provided.

NEW BUSINESS

Curricular and Extra-Curricular Field Trips in 2020/2021

Curricular and Extra-Curricular Field Trips in 2020/2021 report was received as information.

Monthly Financial Report

Monthly Financial Report was received as information.

Omnibus Motion for Board Policies

#090/2020 – Moved by Mrs. Oatway-McLay that the Board of Trustees approve the Omnibus Motion for Board Policies as presented.

CARRIED UNANIMOUSLY

Preliminary Enrollments

Preliminary Enrollments report was received as information.

Presentation Tracker 2020/2021

Presentation Tracker 2020/2021 report was received as information.

Provincial Achievement Test/Student Learning Assessment Update 2020/2021

Provincial Achievement Test/Student Learning Assessment Update 2020/2021 report was received as information.

UNFINISHED BUSINESS

NOTICES OF MOTION

There were no Notices of Motion.

INFORMATION

COMMENT & QUESTION PERIOD

ATA

ATA Local President provided a verbal update.

CUPE

No report was provided.

COMMUNITY MEMBERS

No report was provided.

MEDIA

No report was provided.

REQUESTS FOR INFORMATION

IN CAMERA

#091/2020 - 5:31 p.m. - Moved by Mrs. Oatway-McLay that the Board go in camera.

CARRIED UNANIMOUSLY

Meeting recessed at 5:31 p.m. for break.

Meeting resumed at 5:36 p.m.

#092/2020 - 6:12 p.m. - Moved by Mrs. Oatway-McLay that the Board revert to public.

CARRIED UNANIMOUSLY

#093/2020 - Moved by Mr. Jewell that the Board of Trustees direct Administration to notify Municipal Planning Commission - Sturgeon County, that the Sturgeon Public School Division's Subdivision Application is withdrawn; and

Further that Sturgeon Public Schools retain Ogilvie LLP, to negotiate a ten year Lease Agreement with Counsel for the Rivière Qui Barre Agricultural Society.

CARRIED UNANIMOUSLY

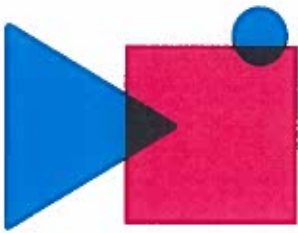
ADJOURNMENT

The Chair adjourned the meeting at 6:12 p.m.

Chair

Date

Associate Superintendent,
Corporate Services



B O A R D
MEMORANDUM

Date: October 28, 2020
To: Board of Trustees
From: Mary Lynne R. Campbell, Superintendent/CEO
Originator(s): Shawna Walter, Associate Superintendent, Education Services
Jonathan Konrad, Director, Curriculum & Instruction
Subject: Assurance Reporting: Education Services



Background:

Alberta Education has implemented a broader and more balanced approach to accountability for school divisions with the introduction of the Assurance Framework. In this framework, all stakeholders accept responsibility for building the education system, and using ongoing engagement, work toward continuous improvement. 2020-2021 marks the beginning of alignment between the Assurance Model and Funding Model within the Alberta education system.

Assurance in the education system happens when community members, system stakeholders, and education partners engage across five domains:

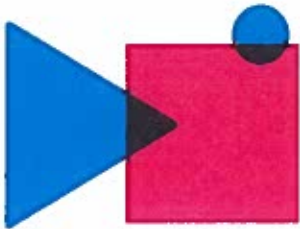
- Student Growth and Achievement;
- Teaching and Leading;
- Learning Supports;
- Governance; and,
- Local and Societal Context.

A domain is an area of activity where education partners have specific responsibilities that they are accountable for and provide assurance about.

The 2020-2021 Education Plan Summary was approved at the June 24, 2020 Public Board Meeting. In December, school principals will report to the board their strategies for improving student achievement aligned to the new Assurance Model. To ensure understanding of the Assurance model, The Director of Curriculum and Instruction presented this model at the October 14, 2020 Committee of the Whole Meeting.

Administration is prepared to respond to questions at the October 28, 2020, Public Board Meeting.





B O A R D
MEMORANDUM

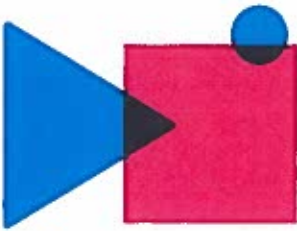
Recommendation:

This report is shared as information.

Sincerely,

Mary Lynne R. Campbell, ICD.D
Superintendent/CEO





BOARD
MEMORANDUM

Date: October 28, 2020
To: Board of Trustees
From: Mary Lynne R. Campbell, Superintendent/CEO
Originator(s): Denis Henderson, Director, Facilities
Subject: Capital Update

Background:

Find attached a written update regarding the Division's Capital Projects.

Administration is prepared to respond to questions at the October 28, 2020, Public Board Meeting.

Recommendation:

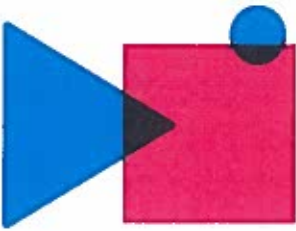
That the report is received as information.

Sincerely,


Mary Lynne R. Campbell, ICD.D
Superintendent/CEO

Attachment





BOARD
MEMORANDUM

Date: October 28, 2020
To: Board of Trustees
From: Mary Lynne R. Campbell, Superintendent/CEO
Originator(s): Denis Henderson, Director, Facilities Services
Lynne Chaston, Director, Financial Services
Subject: Capital Maintenance Renewal Update

Background:

Alberta Education advised School Divisions that the Government will be undertaking another Capital Maintenance Renewal (CMR) program. Information provided by the Department at the end of September stated that the Government's Tangible Capital Asset Policy determines the types of costs and dollar thresholds for maintenance work that is considered to be capital in nature.

CMR programs may directly fund maintenance on Government of Alberta Assets or a government ministry may establish a grant program to provide funding to their associated stakeholders. Each CMR program presents more detailed requirements within the particular CMR program. Often these agreements detail eligibility of stakeholders to receive CMR funding and how that funding can be used. There may also be limits or formulas relating to the amount of CMR funding received based on various factors. Criteria provided by Alberta Education includes:

- Project cost typically less than \$5M;
- One or two-component systems (mechanical, electrical, building envelope, etc) being services;
- The project usually requires several months to two years to be completed; and
- Examples include:
 - o Boiler replacement
 - o Roof replacement

As per the direction provided by Alberta Education, Sturgeon Public Schools has met the submission deadline of 15 October 2020.

Administration will provide further details and is prepared to respond to questions at the October 28, 2020 Public Board Meeting.

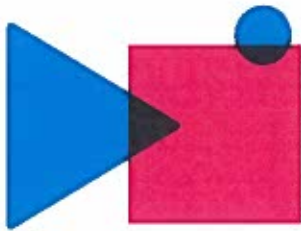
Recommendation:

This report is shared as information.

Sincerely,


Mary Lynne R. Campbell, ICD.D
Superintendent/CEO





B O A R D
MEMORANDUM

Date: October 28, 2020

To: Board of Trustees

From: Mary Lynne R. Campbell, Superintendent/CEO

Originator(s): Metropolitan Regional Planning Authority
Select Engineering Consultants

Subject: Sturgeon Valley Development

Background:

On 25 September 2020 I met with Blaydon Dibben, Senior Planner, Select Engineering Consultants to discuss the Sturgeon Valley proposed development (attached). In the meeting, I stated that Sturgeon Public Schools will require 10 acres of Municipal Reserve Land for a Kindergarten to Grade 9 School and 18 acres for a comprehensive High School to serve students in Grade 10 to 12. In order to ensure that the new K-9 Public School is ready to welcome students, the reserve land should be designated Public School as part of Phase One.

Administration is prepared to respond to questions at the October 28, 2020, Public Board Meeting.

Recommendation:

This report is shared as information.

Sincerely,



Mary Lynne R. Campbell, ICD.D
Superintendent/CEO

Attachments

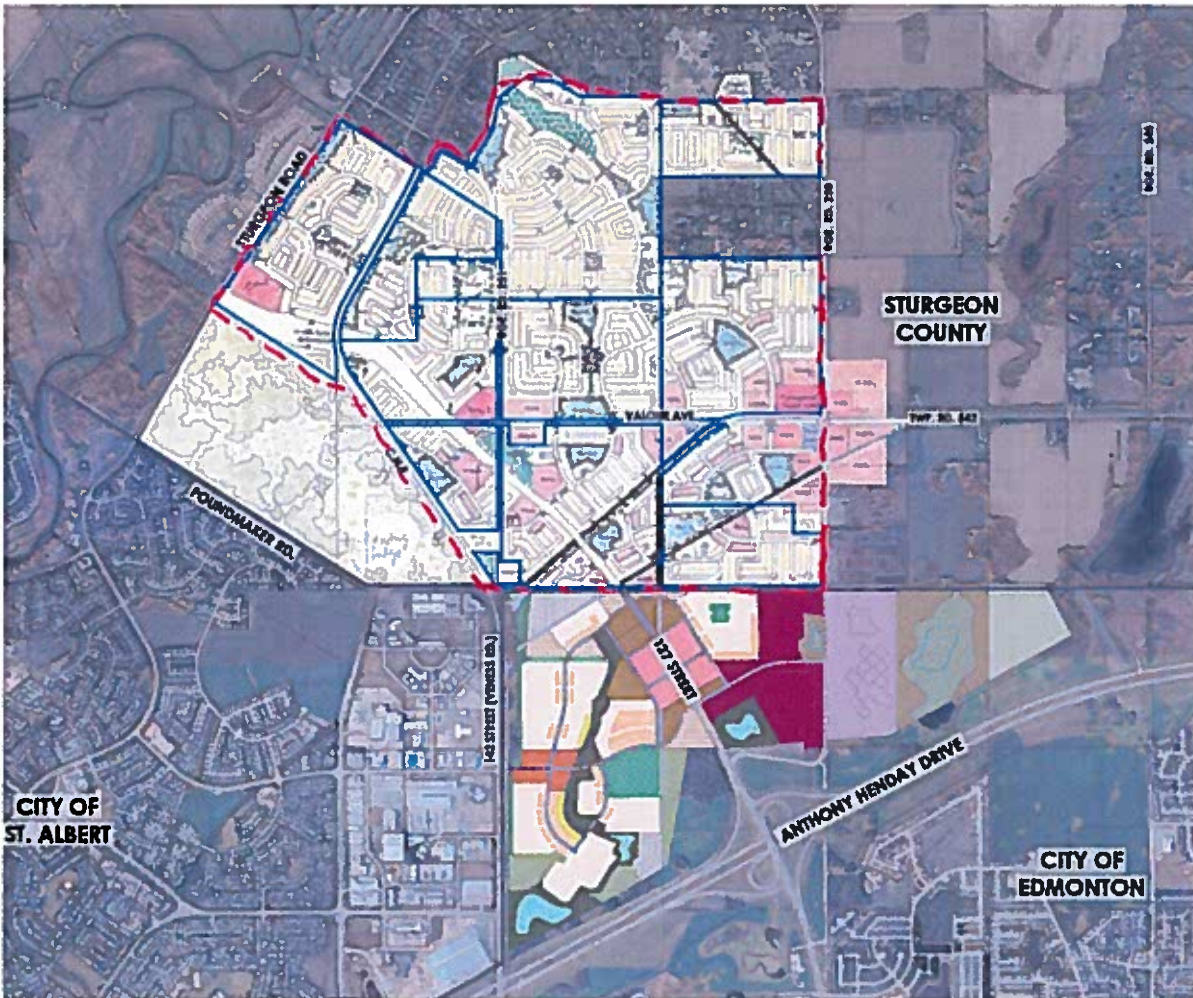


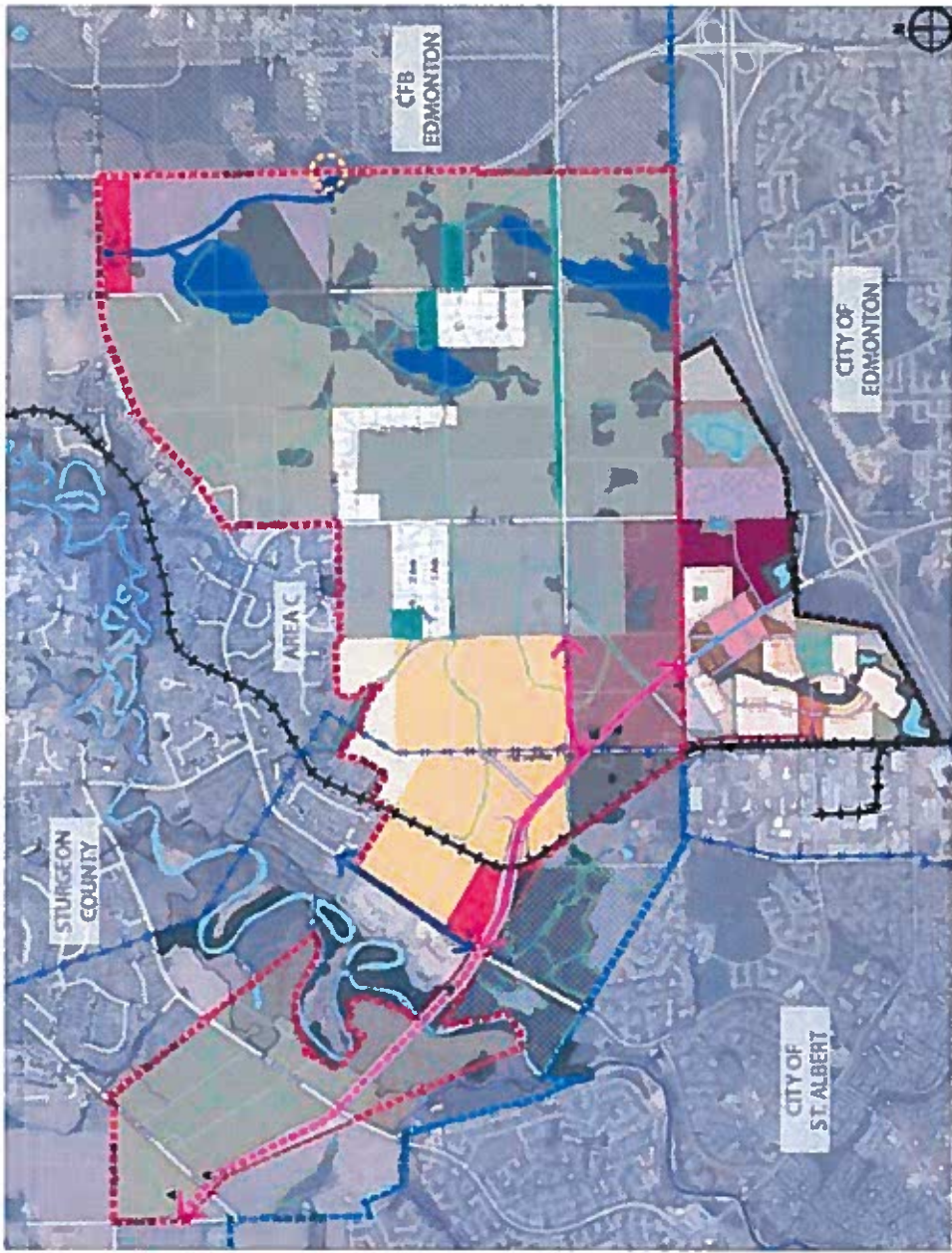
3) THE SUBJECT LANDS

3.1) Description

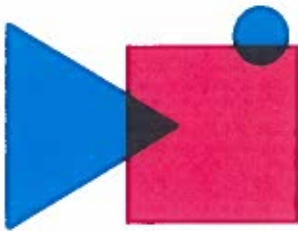
The image below illustrates the boundaries of the subject lands (in red) as well as the participating ownership (in blue).

Figure 3 – Neighbourhood Concept and Subject Area





- ASP Boundary
- Municipal Boundary
- Goodridge Corners Boundary
- Future Arterial Roadway Extension
- Proposed Arterial Roadway (40m ROW)
- Proposed Collector Roadway (22m ROW)
- Proposed Agricultural Holdings
- Proposed Residential (max density 20 du/m²)
- Proposed Residential (min density 35 du/m²)
- Proposed Residential (min 40 density du/m²)
- Proposed Commercial
- Proposed Light Industrial (Industry to Support CFB Base)
- Future New Access to Hwy 28



B O A R D
MEMORANDUM

Date: October 28, 2020

To: Board of Trustees

From: Mary Lynne R. Campbell, Superintendent/CEO

Originator(s): School of Business (University of Alberta): Executive Leadership
Shawna Walter, Associate Superintendent, Education Services
Jonathan Konrad, Director, Curriculum and Instruction
Adelee Penner, Consultant
Randolph Clarke, Consultant

Subject: Leadership Development

Background:

In 2018 the Board of Trustees directed the Superintendent to become familiar with each Department and Schools leadership teams to ensure that succession planning needs and forecasting were actively addressed. I have worked closely with the Executive team to create a succession plan framework that identifies the organizational structure, leadership domains, positive profile/practice areas, transfer of knowledge/ effectiveness, gaps, learning opportunities/requirements, impacts on change management, systems alignment, and cross-training requirements for all Departments and Schools within Sturgeon Public Schools. This framework is a living document and is linked back to the Division's recruitment strategy and has been implemented across Departments. The succession plan will be expanded to include the tracking of staff to ensure that the Division has a strong pool of candidates able to provide continuity of leadership within and across Sturgeon Public Schools.

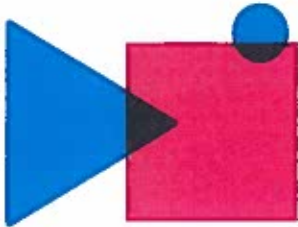
The succession plan includes leadership development opportunities that provide our leaders with the time and space to engage in conversations/work related to their leadership. Included in this Agenda package is a report regarding three unique leadership enterprises that were designed to support the succession plan that has been developed. These include an update on the 2019/2020 Executive Education Program and an overview regarding the Year One development programs for our Vice Principals, and Learning Coaches respectively.

My sincere thanks to our leaders for their commitment to protect and promote Public Education. Most importantly I am thankful for their willingness to engage in the complexities of leadership.

Our Sturgeon Public teams have coalesced around the Division's one goal of Student Achievement and our focus is one of many reasons why our staff has commented that Sturgeon Public Schools was nimble, responsive, and successful in our return to school this fall.

Administration is prepared to respond to questions at the October 28, 2020 Public Board Meeting.





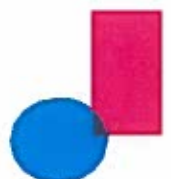
B O A R D
MEMORANDUM

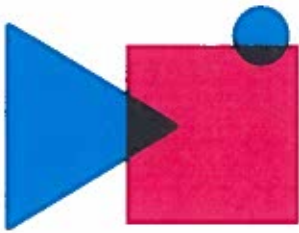
Recommendation:

This report is shared as information.

Sincerely,

Mary Lynne R. Campbell, ICD.D
Superintendent/CEO





BOARD
MEMORANDUM

Date: October 28, 2020
To: Board of Trustees
From: Mary Lynne R. Campbell, Superintendent/CEO
Originator(s): Shawna Walter, Associate Superintendent, Education Services
Subject: University of Alberta: School of Business

Background:

The Board identified a need to develop leadership from within Sturgeon Public School Division to be confident that at the core of its leaders, there is a benchmark of skills. Over the course of the 2019-2020 school year, the Division invested in the growth and development of Sturgeon Public School's current and up and coming leaders through the University of Alberta School of Business, one of Canada's top teaching and research universities with an international reputation for education excellence.

The University of Alberta Program led our leaders through a grounded approach to leadership over the course of 9 days. The program was designed to help leaders navigate the complexities of change, immediate decisions, difficult conversations and strategic issues all within an ethical framework. Through new experiences, thoughtful reflection, the examination of powerful concepts and the effective appreciation of tools, our leaders gained new insights and practical knowledge in how to approach leadership in the organization.

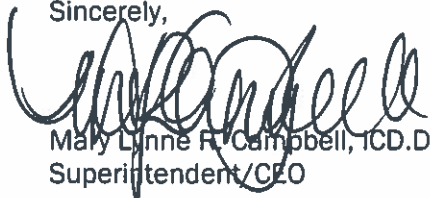
To turn theory into practice, leaders developed Learning Opportunity Projects. Some of the Learning Opportunity Projects will be shared during the School Presentations December 1st and 2nd.

Administration is prepared to respond to questions at the October 28, 2020, Public Board Meeting.

Recommendation:

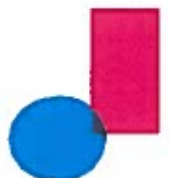
This report is shared as information.

Sincerely,



Mary Lynne R. Campbell, ICD.D
Superintendent/CEO

Attachment



SPS Leadership Program

Executive Education U of A

September 2019 - June 2020

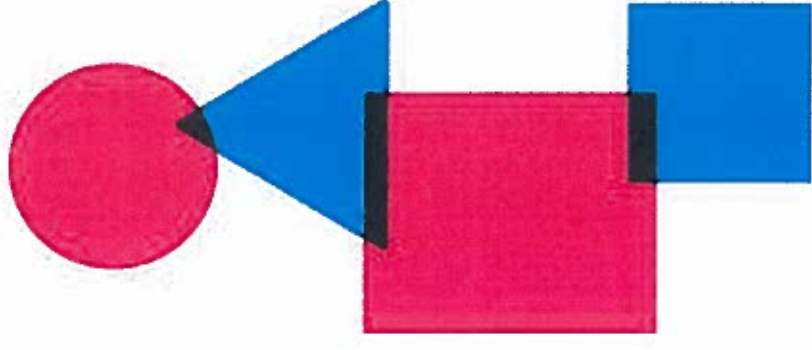
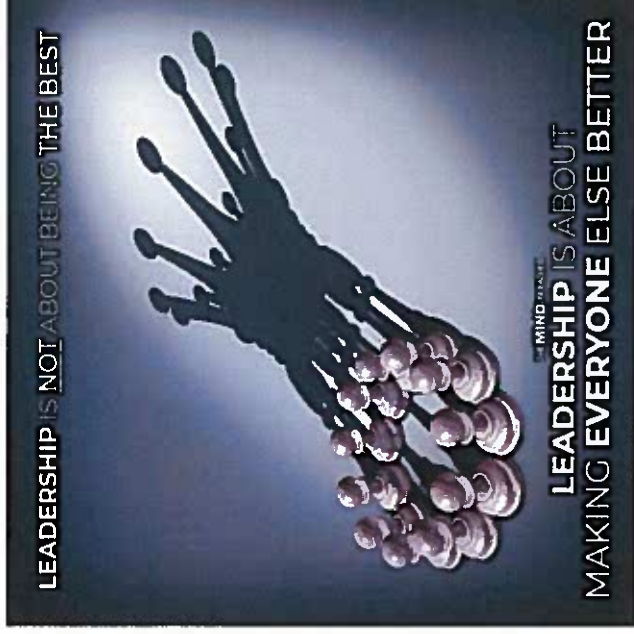


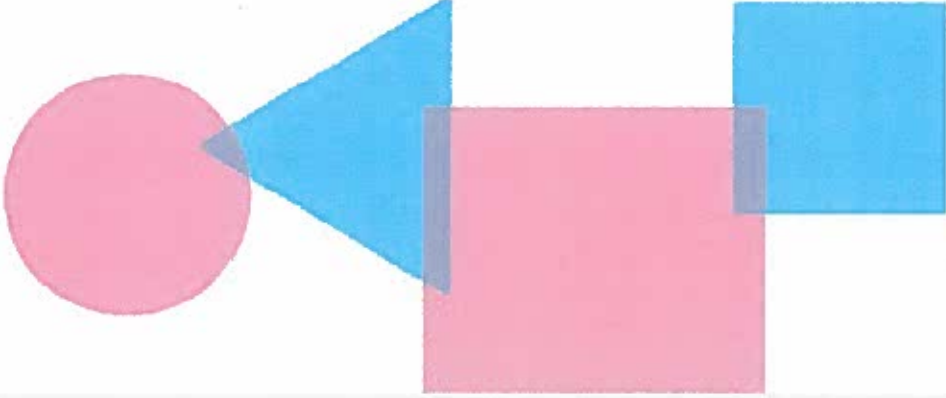
**Sturgeon
Public Schools**

Dare to reimagine learning



Learning Opportunity Projects





- **Whole School Positive Behaviour Supports**
- **Building Community Support**
- **Building Student Engagement**
- **Fostering Teacher Leadership**
- **High School Redesign**
- **Leading Change through Student-Centred Instruction**
- **Learning Alive!**
- **Nature Based Learning**
- **Authentic and Meaningful Learning**
- **Reimagining Learning**





Sample of Project Goals:

- Foster Positive Student Behaviour
- Foster authentic and engaging learning opportunities outdoors and increase sense of community in our students
- Support the growth and development of school based leaders. For leaders to be able to **articulate**, and **make decisions** aligned with, our **school vision**, empowered to give and receive effective **feedback**, and equipped to **use data and research** to improve student achievement.
- Authentic Learning - Achieve curriculum outcomes by getting students to solve real world problems



SPSD LEADERSHIP PROGRAM

2019/2020

Leaders need to deal with immediate decisions, difficult conversations and strategic issues all within an ethical framework. Leaders also need to be able to navigate the complexities of change. This Leadership Program will guide you through these complexities using four cornerstones; self-mastery, enterprise-mastery, value-exchange and change methodology. Through a combination of new experiences, thoughtful reflection, the examination of powerful concepts and the effective application of tools, you will take away new insights and practical knowledge in how to approach leadership.

Executive Education falls under the Association to Advance Collegiate Schools of Business (AACSB), which was founded in 1916 to accredit schools of business. All programs fall under the University of Alberta proper for academic rigor and applied research. All who complete the course will receive a certificate that is recognized by the University and alumni status which provides access to numerous lifelong learning opportunities exclusive to U of A alumni.

Both our Superintendent/CEO and our Associate Superintendent of Business and Corporate Services have completed this program and found it to be invaluable. The division wants to invest in you as a leader through one of Canada's top teaching and research universities with an international reputation for educational excellence. In 2018, Executive Education was the top ranked custom program provider in Western Canada and was in the top 90 in the world as recognized in the Financial Times.

The following pages include added information about the program:

1. Program Design and Outcomes
2. Instructor Biographies
3. Executive Education Client Testimonials
4. Times and location

***Please watch for an email containing a survey link the week before the program starts. All participants are asked to fill out the survey prior to Day 1 of the program.

(Below is the link to the Executive Education program at the University of Alberta for your information)



Executive Education
Enhance your business education with the University of Alberta's Executive Education programs designed to take your skills to the next level.
ualberta.ca

SPSD LEADERSHIP PROGRAM

2019/2020

Day 1/2 - Program Kickoff/Self Mastery - Evening September 27th and all day Saturday the 28th

Instructor - Marvin Washington

Delivery Method

Classroom combined with small group discussions. Any required readings will be delivered prior to the start of the session through email.

Learning Objectives and Outcomes

By the end of this session, participants will:

- *Understand their role in the leadership class
- *Become self-reflective and increase their level of knowledge moving towards skill in leadership
- *Develop a learning stance
- *Address existing personal and organizational paradigms about leadership
- *Become more conscious of their leadership style
- *Share new insights about leadership
- *Be introduced to their learning opportunity project



Marvin Washington is a full professor in the Alberta School of Business and Associate Dean of Executive Education. Dr. Washington's research, teaching, and consulting focus is on processes of organizational and institutional change.

He is the author of three books on leadership and organizational change. His most recent book is on developing your personal mastery (Leading Self before Leading Others with Stephen Hacker at Business Expert Press). Marvin has taught undergraduates, graduates, and executives during his 12 year tenure at the University. Dr. Washington has worked with a variety of organizations such as, Enbridge, AIMCo, Blue Cross, YMCA, Parkland Fuels, Syncrude, and SportChek, many ministries and departments in the Country of Botswana, Government of Alberta and the City of Edmonton.

Prior to life in Academia, Marvin was a manufacturing manager for Procter and Gamble where he was responsible for Zest Bar Soap.

When not teaching, researching, or consulting, Marvin can be found hanging out with his two sons (both students at the University of Alberta) or coaching basketball.

Education

Ph.D. in Organization Behavior and Sociology, Northwestern University, Kellogg Graduate School of Management 1999 BS in Industrial Engineering, Northwestern University 1989

Day 3/4 - Interpersonal Mastery - Evening Friday November 1st and all day Saturday the 2nd

Instructor - Wendy Wilton

Delivery Method

Classroom combined with small group discussions and DISC assessment. Any required readings would be delivered prior to the start of the session through email.

Learning Objectives and Outcomes

By the end of this session, participants will:

- *Understand self and others using behavioral cues
- *Experience the "living" DISC model hypothesizing self-behavioral style
- *Use the components of "people reading" to determine others' style
- *Use the customized DISC reports to help understand others
- *Use the Big Four as a framework for increasing team engagement and building trust
- *Build a plan to engage current teams



Education

Wendy holds a Bachelor Degree in Education from the University of Alberta (1991) and a Master of Education in Distance Education from Athabasca University (2000.) Most recently, Wendy completed the Graduate Certificate in Executive Coaching from Royal Roads University. In addition to her formal Education, Wendy has received training and certification in the following tools and assessments: DISC, True Colors, Myers Briggs Type Indicator Step I, Myers Briggs Type Indicator Step II, and Strength Deployment Inventory.

Experience

Training development and delivery has been Wendy's main focus for over two decades. Moving from the private sector into consulting, Wendy has worked with clients in such diverse fields as nursing, banking, engineering, health care, home building, energy sector and various levels of government. Content has ranged from industry specific knowledge to leadership and teambuilding. A recent immersion in coaching has broadened Wendy's scope of practice and has brought process and theory to support currently offered to clients. Wendy is one of two instructors who facilitate the Emerging Managers' Leadership Development Program in The North West Territories for Executive Education with the University of Alberta.

Expertise

Clients consistently describe Wendy as energetic, engaging and enthusiastic. Her philosophy that learning is more impactful and memorable when it is fun has brought accolades from participants across North America. Wendy authentically engages in her training workshops and in her coaching practice. Her care and focus on accountability helps the "rubber hit the road."

Day 5/6 - Value Exchange - Evening Friday, January 10th and all day Saturday the 11th
Instructor - Steve MacDonald

Delivery Method

Classroom combined with in class discussions and casework drawn from participant projects. Any required readings would be delivered prior to the start of the session through email.

Learning Objectives and Outcomes

By the end of this session, participants will:

- *Understand how your work fits into the broader environment (politically, socially, and organizationally)
- *Understand who your stakeholders are, why they matter and how to influence them to obtain the results you want
- *Recognize your relationships with your key stakeholders (what they need from you and what you need from them)
- *Develop tools that will help you to develop strong coalitions with key individuals and organizations that enable you to perform your work successfully

Mr. Steve MacDonald is currently CEO of the Emissions Reduction Alberta. Emissions Reduction Alberta is a not-for-profit organization that supports projects that help Alberta reduce greenhouse gas emissions and adapt to climate change. The Emissions Reduction Alberta has committed more than \$350 million to projects valued at over \$2.2 billion. Previously, Steve had an extensive career in the Alberta Public Service serving in a variety of senior positions in various ministries, including Treasury Board, Energy, Human Services, Innovation and Advanced Education and Executive Council.

During Mr. MacDonald's career in the public service, he has led major initiatives to improve the design and delivery of services and processes to better meet the needs of clients, stakeholders and staff. Much of his success is based on his ability to act as a catalyst for new ways of thinking in complex systems. His most recent efforts have focused on supporting the development of a renewed climate change policy framework that established a comprehensive vision, strategies and expected outcomes to support environmental sustainability and economic growth in Alberta. Other significant achievements include:

- Leading the Alberta Public Service through the successful transition to a new Premier and administration;
- Creating within a single ministry a new culture, leadership style, structure, strategies and processes for the design and delivery of services and programs previously delivered through four separate ministries;
- Leading the design and implementation of a Social Policy Framework to guide and transform policy and delivery systems so they are better aligned and integrated, resources better coordinated, and policy capacity and innovation increased;
- Developing an action plan for a more coordinated and focused research and innovation system for the province;
- Building strategic capacity to coordinate and enhance the design, delivery and communication of oil sands policies, programs and outcomes, and
- Supporting the design, development and implementation of an integrated growth management plan for 25 municipalities in the Alberta capital region.

Steve strongly believes in achieving results through relationship building, effective leadership, innovative thinking and modeling the public service values of respect, accountability, integrity and excellence. He has shared his experience and learnings as a guest lecturer at the Master and Baccalaureate levels, through numerous conferences, executive development events, and as a member of the Peter Lougheed Leadership College mentorship team.

Day 7/8 - Change Methodology - Evening Friday, March 6th and all day Saturday the 7th
Instructor - Kirby Wright

Delivery Method

Classroom combined with in class discussions. Any required readings would be delivered prior to the start of the session through email.

Learning Objectives and Outcomes

By the end of this session, participants will:

- *Explore the overall context of leadership related to their ability to introduce and manage change
- *Examine different types of systems they will encounter as leaders as well as the techniques and approaches used within different system types
- *Explore the unique dynamics of complex adaptive systems within organizations and the shifts in mindset and approach required to working with these contexts
- *Develop an understanding the core principles of design thinking
- *Examine approaches to apply basic design techniques
- *Explore the dynamics of leading design thinking initiatives within the organization



Dr. Kirby Wright is President of KRW Knowledge Resources, an Edmonton-based consulting and applied research firm. He specializes in the areas of innovation and workplace learning. His practice in the area of innovation involves helping organizations in program and service design and strengthening their innovation capacities. Learning engagements involve designing technology applications to support learning through work, e-learning, developing knowledge networks and knowledge management. He frequently works with clients on strategic management, policy development, evidence-based practice and leadership development engagements.

Over the past twenty years Kirby has worked with a wide range of private, public and non-profit clients, across many industries and locations. In addition to consulting and research activities, he is a frequent presenter at conferences and facilitates numerous workshops and training programs.

Previously, he served as an Assistant Deputy Minister in Saskatchewan and was a faculty member with the Faculty of Extension at the University of Alberta. Earlier in his career he was actively involved in continuing education and international development, including education projects in South East Asia.

His PhD examined the relationship between learning and innovation management in technology firms. As well, he holds an MBA, B.A. (Honours) and B.Ed.

Day 9 - Learning Opportunity Project and Program Wrap Up - Wednesday, June 17

Instructor - Marvin Washington

Delivery Method

Classroom combined with small group discussions and presentations from participants.

Learning Outcomes

At the end of this day, leaders will:

- Understand how all the systems learned integrate together
- Have a better understanding of B work through sharing of projects

Executive Education Client Testimonials

Participant: Martin Bundred

Company: Government of Alberta Environment and Parks

Position: Emergency Response Unit Manager and Operations Chief

Program: Management Development Program

Participant Approved statement:

"It transformed the way I view certain aspects of work. My thinking has shifted to a wider perspective of what people from different ministries are challenged with, yet at the same time recognizing we all have very similar issues.

The biggest value for me was being introduced to new topics that I would not normally encounter; I was introduced to some areas, topics and training opportunities that I have pursued further on a personal level."

Participant: Lan Tan

Company: TEC Edmonton

Position: Director, Entrepreneur Development

Program: Executive Program

Participant Approved statement:

"The program has elevated my strategic thinking and has taught me how to see the big picture. I have become very conscious of my leadership style as well as the way I make decision. I am more purposeful in my actions."

Participant: Scott Roberts

Company: Town of Okotoks

Position: Protective Services Director

Program: Certificate in Municipal Management and Leadership

Participant Approved statement:

"After making the transition from the provincial to a municipal government setting, I sought out training that would help me to feel more comfortable in my new role. I landed at the U of A Executive Education website specifically focused on the Certificate in Municipal Management and Leadership. The course overview and recommendation from a colleague captured my attention. The program was exactly what I was seeking. The time to complete and the in class sessions with opportunities to learn from and work with other municipal leaders was very attractive. I decided to enroll.

I found the course expectations achievable with moderate pre-course reading and in class lectures with the learning centred on the experiences of the cohort. The course provided the inside to Municipal Administration and leadership that was easy to apply in the real world outside of the academic setting. I would say the ROI was easily more than I expected.

I find I am able to apply the learnings on a daily basis and maintain the relationships I made with my classmates so there is no challenge that cannot be overcome. Perhaps the greatest asset of the course were the people. Beginning with the staff in Executive Education who made the experience so very pleasant and were there to offer assistance for any issues that arose. The instructors brought a wealth of practical experience to the lessons and were able to provide relevant timely examples for all of the lessons. Lastly the students who were eager to share and learn.

Participant: Marc LaBelle

Company: Telus

Position: Principal Solutions Architect

Program: Management Essentials Program

Participant Approved statement:

"Having had 20 years of progressively responsible roles within my company, but little post-secondary education, I felt it important to build a stronger foundation in leadership and management principles. Because of the insights garnered throughout the program, my leadership capability has expanded, and I am much more aware of "the why" of behaviours than I was previously. Moreover, I loved the diverse backgrounds of my classmates and their energy, passion, and points of view enhanced the texture of each of the modules. I found the time commitment just right for my ability to balance work and learning – and it gave me time to reflect between modules."

Participant: Brad Regier

Company: Clark Builders

Position: Senior VP

Program: Executive Program

Participant Approved statement:

"The program provided invaluable insights that apply to many aspects of my professional and personal life. It shifted my mindset, as well as my behaviors, to a much more effective and focused perspective.

The quality of the instructors and the content were both remarkable. While I have benefited from the peer network in previous programs, the value that can be recognized from the group is amazing."

Times and Location

Friday/Saturday sessions to be held at:

Sturgeon Composite High School
30, 24400 Hwy 37
Sturgeon County, AB T8T 0E9

Wednesday, June 17, 2020 to be held at:

Sturgeon Public Schools
Central Office
9820 – 104 Street
Morinville, AB
T8R 1L8

Friday evenings - 4:30pm - 8:30pm

Saturdays - 8:00am - 4:00pm

Wednesday, June 17, 2020 - 8:00am - 4:00pm

INVESTING IN CURRENT AND FUTURE
LEADERS

*Sturgeon Public
School Division
Leadership Program*



2019/2020

A PARTNERSHIP WITH EXECUTIVE EDUCATION,
UNIVERSITY OF ALBERTA SCHOOL OF BUSINESS

STURGEON TEACHERS
ALBERTA TEACHERS' ASSOCIATION LOCAL 27



UNIVERSITY OF ALBERTA
ALBERTA SCHOOL OF BUSINESS

Sturgeon Public School Division is investing in current and future leaders. The Division is partnering with Executive Education to create a leadership program to invest in the growth and development of our leaders. The program, which is aligned with research-based professional learning practices, has been designed around systems thinking, change management and navigating difficult conversations.

Over the course of 10 months you will be engaged in developing a shared language and culture of leadership driven by a focus on student achievement. All participants who successfully complete the program will receive a certificate recognized by the University of Alberta.

We are proud to be one of the only divisions in Alberta to bring together the unique professional learning needs of our current and future leaders and the expertise of one of Canada's top teaching and research universities.

**As a SPSD leader, you are part of this exciting,
made for Sturgeon, program!**

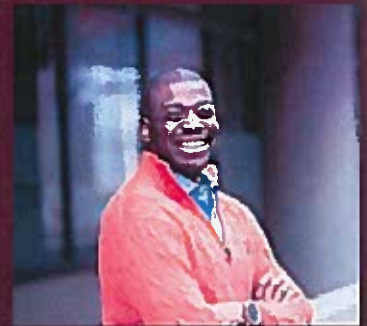
Hello Sturgeon Public School Division participant.

As Associate Dean (and a full professor) at the University of Alberta, I want to personally invite you to this learning opportunity. There is a great article written in Harvard Business Review that suggests that for the challenges facing leaders today, the first step might be to (re)learn how to lead. Admittedly, you know a lot about your business and a lot about how to lead or else you would not have gotten to your current level. But as we all know, the challenges facing us today are different from previous challenges. In every sector of society, be it for profit, business, healthcare, or education, these new challenges often require to rethink how we view the world and how we lead and engage others to solve these problems. The program that we have designed will help you do just that. It is designed with you in mind and as such, you will be the star of the show. Whether it's through small group discussion, case studies, or video cases, our instructors are here to help you begin to think about how you will tackle your current challenges in your organization. Our style will be engaging, informative, and hopefully fun! I am often reminded of the tagline from the children's cartoon The Fat Albert Show: "...and if you are not careful, you might learn something!"

I look forward to seeing you in the program and if we can answer any questions you might have before you get started, please don't hesitate to ask.

Cheers,

Marvin



Program

Day 1/2 - Program Kickoff/Self Mastery - September 27th and 28th

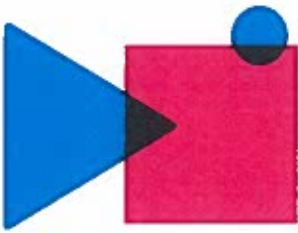
Day 3/4 - Interpersonal Mastery - November 1st and 2nd

Day 5/6 - Value Exchange - January 10th and 11th

Day 7/8 - Change Methodology - March 6th and March 7th

Day 9 - Learning Opportunity Project and Program Wrap Up

Wednesday, June 17, 2020



B O A R D
MEMORANDUM

Date: October 28, 2020
To: Board of Trustees
From: Mary Lynne R. Campbell, Superintendent/CEO
Originator(s): Shawna Walter, Associate Superintendent, Education Services
Jonathan Konrad, Director, Curriculum & Instruction
Subject: Vice Principal Leadership



**Sturgeon
Public Schools**
Dare to reimagine learning

Background:

Under the leadership of the Director of Curriculum and Instruction, Vice Principals will participate in professional learning sessions throughout the 2020-2021 year to enhance their understanding of the role of the Vice Principal to provide professional guidance and support to teachers. The focus will be on Vice Principal responsibilities associated with the Leadership Quality Standard competency on Providing Instructional Leadership.


Attached, for Trustee information, is the Professional Learning Plan for Vice Principals.

Administration is prepared to respond to questions at the October 28, 2020, Public Board Meeting.

Recommendation:

This report is shared as information.

Sincerely,



Mary Lynne R. Campbell, ICD.D
Superintendent/CEO

Attachment





Professional Learning Plan for Vice Principals

DRAFT
Updated October 5, 2020

Focus

The key focus areas relate to the Leadership Quality Standard and to the role of the vice principal in providing professional guidance and support to teachers, especially as teachers themselves work to respond to the newly revised expectations of the Teaching Quality Standard. In particular, the focus will be on the vice principal's responsibilities associated with the LQS competency on Providing Instructional Leadership.

Intended Outcomes

By the conclusion of the learning sessions, vice principals participating in the program will demonstrate increased confidence in their ability to provide instructional leadership service in their schools.

- Vice principals will use strategies from discussions or readings to enter classrooms and engage teachers in professional dialogue to enhance instructional practice.
- Vice principals will develop a “teacher growth and supervision plan” and will have had one or more opportunities to apply and refine it during the 2020-2021 school year.
- All vice principals will be prepared to fully implement their “teacher growth and supervision plan” during the 2021/22 school year.

Learning Sessions

Four learning sessions will be conducted with vice principals, each requiring about 1 hour of preparation for vice principals and about 2 hours of virtual or real face-to-face interaction. The sessions will be facilitated by an external consultant.

The learning sessions will be interactive in nature, with professional conversation between and amongst the participants the primary activity. Vice principals will receive a discussion agenda prior to each of the learning sessions and ongoing communication via a professional community “learning blog” will be encouraged to allow for the shared exploration of key ideas, questions and suggestions.

Learning Session 1:

Review of TQS and LQS and the relationship of these professional standards to the Teacher Growth, Supervision and Evaluation policy:

- Why does Alberta have a provincial policy on Teacher Growth, Supervision and Evaluation?
- What is the connection between the *Teaching Quality Standard* and the provincial policy on Teacher Growth, Supervision and Evaluation?
- What is the relationship of the provincial policy to local (Sturgeon Public Schools) policy?





- How do you interpret your role as it relates to the implementation of SPS AP 725?
- What challenges or obstacles do you perceive in this work?

Learning Session 2:

Role of the Vice Principal in Processes Related to Teacher Growth, Supervision and Evaluation (LQS competency - Providing Instructional Leadership)

- What are some of the “school improvement” and/or “team learning and leadership” initiatives that currently exist in your school and help to build a culture of professional growth and development? (Study groups, grade level team meetings, leadership advisory committee, action research, school plan action groups, other, etc.).
- Do you have a leadership role in one or more of these initiatives and, if so, what counts for evidence that your leadership enables enhanced teacher performance?
- In what further ways do you interpret your responsibility(ies) as they relate to teacher “growth” and “supervision”? How confident are you in supervising teachers?
- How would you explain “supervision” to a teacher in your school? How do you differentiate teacher “supervision” from teacher “evaluation”?
- What resources do you draw upon as you supervise teachers and ensure every student has access to quality teaching and optimum learning experiences?

Learning Session 3:

Role of the vice principal in working with teachers through a process of supervision:

- What are the key relationship attributes vice principals need to demonstrate when preparing to engage teachers in a process of supervision? Which of the indicators in the LQS competency on *Fostering Effective Relationships* seem most relevant? What other relationship behaviors do you think vice principals must demonstrate?
- Some potential models for effective teacher supervision led by vice principals include instructional coaching, clinical supervision, instructional walk-throughs, use of instructional rounds and mentorship (Readings to be provided).
- Which of the above models might you find most useful in your work to broaden your “teacher supervision” repertoire? What adaptations might you make to any of these models?
- What other approaches are you considering?
- Would your approach to “teacher supervision” be different for a beginning teacher than for a seasoned teacher?

Learning Session 4:

Reflection and Planning for Improvement

- What changes do you anticipate in your own practices related to instructional supervision?
- Which of the research/literature articles shared have you found most meaningful? Why?
- What is the shape of the primary strategy or strategies you will employ in future, especially in the areas of teacher supervision and supporting teacher growth?





- Which of the new “growth and supervision” processes you plan to use with teachers would you want to see incorporated in the practices of those supervisors who will be providing growth and supervision support to you?
- How have you grown as an instructional leader this year? What evidence supports your assessment, and how can you capture that for reflection and discussion?

Organization

The learning sessions will be held virtually from 2:30pm until 4:30pm. The division will provide two half day substitute teachers to help with covering teaching duties. Schools will need to provide coverage for any teaching duties vice principals may have on the other two days.

Dates:

- Thursday, October 29 2:30pm to 4:30pm (suggested sub use)
- Thursday, November 26 2:30pm to 4:30pm
- Thursday, February 25 2:30pm to 4:30pm (suggested sub use)
- Thursday, April 29 2:30pm to 4:30pm

Online Resources

- Google Meet: <https://meet.google.com/npg-rwc-dao>
- Vice-Principal Learning Blog: TBD

Materials

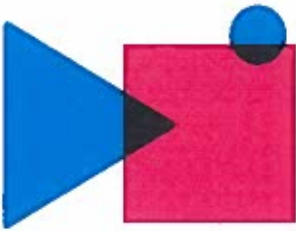
Policies and Procedures

- [Teaching Quality Standard](#)
- [Leadership Quality Standard](#)
- SPS [AP725 – Teacher Growth, Supervision and Evaluation](#)
- SPS [AP722 – Growth and Supervision of School Administrators](#)
- SPS [AP723 – Evaluation of School Administrators](#)
- Alberta Education policy – Teacher Growth, Supervision and Evaluation

Resources and Readings

- Additional professional references. - TBD





B O A R D
MEMORANDUM

Date: October 28, 2020
To: Board of Trustees
From: Mary Lynne R. Campbell, Superintendent/CEO
Originator(s): Shawna Walter, Associate Superintendent, Education Services
Jonathan Konrad, Director, Curriculum & Instruction
Subject: Learning Coaches



Background:

A review of the department of Learning Services was completed in November 2019. Staff feedback included the request that opportunities for collaborative teaching would support teaching and learning in our classrooms.

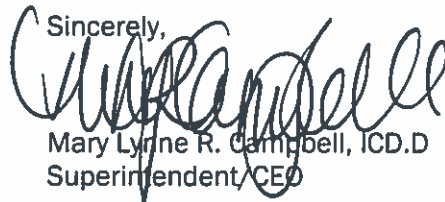
Learning Coaches have been assigned to Grades 5-9 for the 2020-2021 school year. They will work collaboratively with teachers to develop knowledge and skill in meeting diverse learning needs. Schools assigned Learning Coaches are: Camilla, Four Winds, Gibbons, Guthrie, Lilian Schick, Namao, Redwater and Sturgeon Heights.

Under the leadership of the Director of Curriculum and Instruction, Learning Coaches will participate in professional learning sessions throughout the year to enhance their own coaching skills and deepen their understanding of Universal Design for Learning (UDL). In turn, they will lead sessions for teachers on UDL to improve student achievement on both the November and April Division-Wide PD Days. Attached, for Trustee information is the Professional Learning Plan for Learning Coaches.

Administration is prepared to respond to questions at the October 28, 2020, Public Board Meeting.

Recommendation:

This report is shared as information.

Sincerely,

Mary Lynne R. Campbell, ICD.D
Superintendent/CEO

Attachment





Professional Learning Plan for Learning Coaches

Updated September 29, 2020

Focus

The Learning Coach supports classroom teachers with designing instruction to provide access for all students to curricular outcomes. The Learning Coach is a key member of the school learning team, working under the direction of the principal and in collaboration with the classroom teacher to provide appropriate educational programming for all students.

Professional Learning for Learning Coaches

Under the leadership of the Director of Curriculum and Instruction, the Division Learning Coaches will meet throughout the year to develop strong coaching skills and deepen their understanding of Universal Design for Learning (UDL). September and October will be facilitated in partnership with ERLC, with the remaining monthly meetings facilitated by the Director of Curriculum and Instruction.

Professional Learning guided by Learning Coaches

The focus of professional learning guided by Learning Coaches will be in classrooms. They will work directly with teachers in schools to unpack curriculum and design learning to engage all students. This will include co-teaching lessons and modeling instruction techniques. In addition, Learning Coaches will lead sessions on using UDL to improve student achievement on both November and April division-wide days.

Professional Development

A total of 4 half-day sessions with external Consultant to build the professional capacity of our Learning Coaches to support teachers in Sturgeon Public Schools.

Session 1: Becoming a Coach

Sept. 23

- Meeting facilitated by external Consultant.
- Kick off meeting on September 23rd. IN PERSON 8:30am to 12:00pm
- Sturgeon Public Schools vision and plan for Learning Coaches.
- Understanding the Coaching Role and transitioning from Teacher to Coach.
- Invitation scripts to get active in your building.
- Goal Setting and collecting artifacts.

Session 2: UBD / UDL Part 1

Nov. 19

- Meeting facilitated by external Consultant.
- Focus on UBD/UDL and achievement of all students in our classrooms.
- Building the Learning Coach Toolbelt





- Sharing stories from learning coaches from other divisions.
- Check in on Goals and sharing artifacts for learning
- Goal Setting and Collecting artifacts

Session 3: Making Thinking Visible

Feb. 18

- Meeting facilitated by external Consultant.
- Focus on Making Thinking Visible and the achievement of all students in our classrooms.
- Cycle of learning - building a tool set for recognizing quality learning opportunities
- Check in on Goals and sharing artifacts for learning
- Goal Setting and Collecting artifacts

Session 4: UBD/UBL Part 2

May 6

- Meeting facilitated by external Consultant.
- Focus on UBD/UDL and achievement of all students in our classrooms.
- Moving from good to great
- Check in on Goals and sharing artifacts for learning
- Goal Setting and Collecting artifacts

Support Meetings and Training

A total of 6 support and training meetings. These are 1 hour meetings focused on developing a specific skill related to School Learning Teams, Student Records, or collaboration time specific to arising challenges.

Division PD Days

- 1 hour meetings during Cohort Groups in the Afternoon
 - November 13
 - April 23
- A total of 2 meetings on PD Days.

Team Collaboration

- 1 Hour team meetings each month when no other meeting is scheduled.
- Planned check-ins.
 - October 22 beginning at 3:15pm
 - March 18 beginning at 3:15pm
- A total of 2 meetings for cohort check-ins.





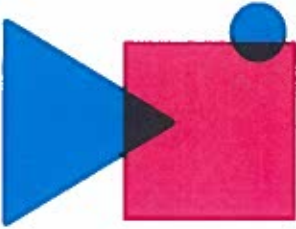
Work with Counsellors, Behaviour Leads, and LSLs

- Planned
 - September 23rd 1:00 - 3:30pm CLEVR IPP training session.

- Potential (Attendance will depend on relevance of topic)
 - November 25th 1:00 - 3:30pm
 - January 27th 1:00 - 3:30pm
 - April 28th 1:00 - 3:30pm
 - June 23rd 1:00 - 3:30pm

- A total of 2 shared meetings with counsellors and LSL





BOARD
MEMORANDUM

Date: October 28, 2020
To: Board of Trustees
From: Mary Lynne R. Campbell, Superintendent/CEO
Originator(s): Shawna Walter, Associate Superintendent, Education Services
Jonathan Konrad, Director, Student Achievement & Results
Subject: Diploma Examination Results



Background:

Attached for Trustee information are the Diploma Examination Results from January 2020.

Information with respect to an overall summary and a more detailed analysis of Sturgeon Public School Division results will be provided as part of the Draft Education Plan and Annual Education Results Report, which will be presented at the November Committee of the Whole meeting.

Administration is prepared to respond to questions at the October 28, 2020, Public Board Meeting.

Recommendation:

This report is shared as information.

Sincerely,

Mary Lynne R. Campbell, ICD.D
Superintendent/CEO

Attachment





Division Diploma Summary Results

Comparison tables between 2017/18, 2018/19 and 2019/20

Overall from Accountability Pillar Report

Achievement level reflects Diploma Exam marks only

Diploma Exam ONLY		Sturgeon School Division						
Course	Standard	Achievement	Improvement	Overall	2018/19		Prev 3 Year Average	
					N	%	N	%
English Lang Arts 30-1	Acceptable	High	Improved	Good	141	91.5	134	85.1
	Excellence	Intermediate	Maintained	Acceptable	141	7.1	134	8.5
English Lang Arts 30-2	Acceptable	Intermediate	Maintained	Acceptable	104	91.3	131	93.5
	Excellence	Intermediate	Maintained	Acceptable	104	13.5	131	14.7
Mathematics 30-1	Acceptable	n/a	n/a	n/a	72	70.8	74	56.6
	Excellence	n/a	n/a	n/a	72	18.1	74	11.6
Mathematics 30-2	Acceptable	n/a	n/a	n/a	80	81.3	83	63.3
	Excellence	n/a	n/a	n/a	80	10.0	83	8.9
Social Studies 30-1	Acceptable	Intermediate	Maintained	Acceptable	107	81.3	109	80.0
	Excellence	Intermediate	Improved	Good	107	12.1	109	5.5
Social Studies 30-2	Acceptable	Low	Maintained	Issue	136	77.2	141	78.4
	Excellence	Low	Maintained	Issue	136	8.1	141	5.6
Biology 30	Acceptable	High	Maintained	Good	92	85.9	88	80.7
	Excellence	Intermediate	Improved	Good	92	26.1	88	18.9
Chemistry 30	Acceptable	High	Improved	Good	80	82.5	77	76.0
	Excellence	Very High	Improved	Excellent	80	37.5	77	24.0
Physics 30	Acceptable	Very High	Improved	Excellent	44	90.9	39	80.5
	Excellence	Intermediate	Maintained	Acceptable	44	31.8	39	28.9
Science 30	Acceptable	High	Improved Sig	Good	59	96.6	53	80.5
	Excellence	High	Improved Sig	Good	59	35.6	53	15.5





Blended Results

Achievement level reflects the blended marks of classroom and exam grades. The weighting is 70% classroom grade and 30% Diploma exam grade.

Subject Specific Blended Results

Subject	Standard	SPS						Province					
		2017/18		2018/19		2019/20		2017/18		2018/19		2019/20	
English 30-1 Blended		Jan	June	Jan	June	Jan	June	Jan	June	Jan	June	Jan	June
	Cohort #	57	75	79	54	65	n/a						n/a
	Acceptable	100	98.7	97.5	100	100	n/a	98.4	97.8	98.4	97.3	98.5	n/a
	Excellence	14.0	13.3	13.9	3.7	23.1	n/a	22.3	24.1	22.2	23.5	22.7	n/a

Subject	Standard	SPS						Province					
		2017/18		2018/19		2019/20		2017/18		2018/19		2019/20	
English 30-2 Blended		Jan	June	Jan	June	Jan	June	Jan	June	Jan	June	Jan	June
	Cohort #	35	73	51	49	71	n/a						n/a
	Acceptable	97.1	94.5	94.1	98.0	98.6	n/a	97.1	95.2	96.7	95.8	96.6	n/a
	Excellence	14.3	12.3	11.8	12.2	15.5	n/a	11.0	9.4	9.7	10.1	10.2	n/a

Subject	Standard	SPS						Province					
		2017/18		2018/19		2019/20		2017/18		2018/19		2019/20	
Math 30-1 Blended		Jan	June	Jan	June	Jan	June	Jan	June	Jan	June	Jan	June
	Cohort #	39	26	42	33	37	n/a						n/a
	Acceptable	92.3	73.1	95.2	87.9	83.8	n/a	94.5	92.1	94.2	92.6	94.6	n/a
	Excellence	23.1	19.2	28.6	21.2	21.6	n/a	42.9	38.1	42.4	40.1	42.9	n/a





Subject	Standard	SPS						Province					
		2017/18		2018/19		2019/20		2017/18		2018/19		2019/20	
		Jan	June	Jan	June	Jan	June	Jan	June	Jan	June	Jan	June
Blended	Cohort #	30	49	45	31	23	n/a						n/a
	Acceptable	86.7	81.6	93.3	87.1	82.6	n/a	93.3	90.8	94.1	91.4	93.8	n/a
	Excellence	10.0	18.4	6.7	16.1	21.7	n/a	20.1	19.1	21.5	21.1	22.0	n/a

Subject	Standard	SPS						Province					
		2017/18		2018/19		2019/20		2017/18		2018/19		2019/20	
		Jan	June	Jan	June	Jan	June	Jan	June	Jan	June	Jan	June
Blended	Cohort #	63	38	40	58	48	n/a						n/a
	Acceptable	100	100	97.5	94.8	97.9	n/a	98.8	98.6	99.1	98.8	99.0	n/a
	Excellence	12.7	5.3	20.0	17.2	14.6	n/a	30.0	29.5	29.7	29.3	31.0	n/a

Subject	Standard	SPS						Province					
		2017/18		2018/19		2019/20		2017/18		2018/19		2019/20	
		Jan	June	Jan	June	Jan	June	Jan	June	Jan	June	Jan	June
Blended	Cohort #	83	33	66	68	79	n/a						n/a
	Acceptable	98.8	87.9	97.0	92.6	94.9	n/a	95.0	94.2	95.3	94.2	95.3	n/a
	Excellence	6.0	3.0	15.2	13.2	12.7	n/a	12.9	14.2	13.4	14.1	14.0	n/a

Subject	Standard	SPS						Province					
		2017/18		2018/19		2019/20		2017/18		2018/19		2019/20	
		Jan	June	Jan	June	Jan	June	Jan	June	Jan	June	Jan	June
Blended	Cohort #	24	43	41	39	52	n/a						n/a
	Acceptable	79.2	100	100	94.9	96.2	n/a	96.7	96.3	96.9	96.5	96.6	n/a
	Excellence	12.5	27.9	29.3	38.5	50.0	n/a	42.3	43.7	41.3	42.7	41.4	n/a





Subject	Standard	SPS						Province					
		2017/18		2018/19		2019/20		2017/18		2018/19		2019/20	
Chem. 30 Blended		Jan	June	Jan	June	Jan	June	Jan	June	Jan	June	Jan	June
	Cohort #	35	34	25	50	61	n/a						n/a
	Acceptable	91.4	94.1	92.0	100	95.1	n/a	96.2	95.7	96.0	95.9	96.8	n/a
	Excellence	25.7	23.5	36.0	36.0	14.8	n/a	44.0	45.2	47.4	47.0	45.0	n/a

Subject	Standard	SPS						Province					
		2017/18		2018/19		2019/202		2017/18		2018/19		2019/20	
Physics 30 Blended		Jan	June	Jan	June	Jan	June	Jan	June	Jan	June	Jan	June
	Cohort #	9	30	25	19	32	n/a						n/a
	Acceptable	100	76.7	96.0	89.5	90.6	n/a	96.7	96.5	96.5	96.7	96.5	n/a
	Excellence	11.1	30.0	28.0	36.8	18.8	n/a	50.0	48.8	49.6	50.9	52.6	n/a

Subject	Standard	SPS						Province					
		2017/18		2018/19		2019/20		2017/18		2018/19		2019/20	
Science 30 Blended		Jan	June	Jan	June	Jan	June	Jan	June	Jan	June	Jan	June
	Cohort #	7	39	25	30	30	n/a						n/a
	Acceptable	100	94.9	96.0	96.7	100	n/a	97.3	95.9	96.7	96.0	96.8	n/a
	Excellence	0	12.8	24.0	20.0	30.0	n/a	34.5	32.5	33.0	31.7	32.0	n/a





Diploma only

Achievement level reflects Diploma Exam marks only

Subject Specific Exam Only Results

Subject	Standard	SPS						Province					
		2017/18		2018/19		2019/20		2017/18		2018/19		2019/20	
English 30-1 Exam Only		Jan	June	Jan	June	Jan	June	Jan	June	Jan	June	Jan	June
	Cohort #	57	75	79	54	65	n/a						n/a
	Acceptable	77.2	73.4	87.3	98.2	92.3	n/a	100	86.5	87.8	85.4	88.3	n/a
	Excellence	7.0	6.7	6.3	9.3	10.8	n/a	21.1	14.2	11.4	13.3	12.8	n/a

Subject	Standard	SPS						Province					
		2017/18		2018/19		2019/20		2017/18		2018/19		2019/20	
English 30-2 Exam Only		Jan	June	Jan	June	Jan	June	Jan	June	Jan	June	Jan	June
	Cohort #	35	73	51	49	71	n/a						n/a
	Acceptable	97.1	91.7	94.1	89.9	97.2	n/a	90.2	85.1	86.8	86.4	88.7	n/a
	Excellence	11.4	12.3	15.7	8.2	15.5	n/a	12.8	12.2	11.1	11.8	11.8	n/a

Subject	Standard	SPS						Province					
		2017/18		2018/19		2019/20		2017/18		2018/19		2019/20	
Math 30-1 Exam Only		Jan	June	Jan	June	Jan	June	Jan	June	Jan	June	Jan	June
	Cohort #	39	26	42	33	37	n/a						n/a
	Acceptable	71.8	53.8	71.4	66.8	51.3	n/a	77.5	73.2	77.3	76.6	77.7	n/a
	Excellence	12.8	11.5	19.0	15.2	18.9	n/a	35.4	30.8	34.9	32.7	34.1	n/a





Subject	Standard	SPS						Province					
		2017/18		2018/19		2019/20		2017/18		2018/19		2019/20	
Math 30-2		Jan	June	Jan	June	Jan	June	Jan	June	Jan	June	Jan	June
		Exam Only	Cohort #	30	49	45	31	23	n/a				
	Acceptable	63.4	57.1	93.4	71.0	69.5	n/a	75.6	71.3	77.0	75.1	78.1	n/a
	Excellence	16.7	14.3	6.7	16.1	21.7	n/a	17.1	14.7	16.6	16.2	17.9	n/a

Subject	Standard	SPS						Province					
		2017/18		2018/19		2019/20		2017/18		2018/19		2019/20	
Social 30-1		Jan	June	Jan	June	Jan	June	Jan	June	Jan	June	Jan	June
		Exam Only	Cohort #	63	38	40	58	48	n/a				
	Acceptable	81.0	52.6	87.5	77.5	81.3	n/a	86.1	86.2	87.2	85.7	87.4	n/a
	Excellence	4.8	0	15.0	10.3	2.1	n/a	18.8	17.2	16.6	17.6	18.4	n/a

Subject	Standard	SPS						Province					
		2017/18		2018/19		2019/20		2017/18		2018/19		2019/20	
Social 30-2		Jan	June	Jan	June	Jan	June	Jan	June	Jan	June	Jan	June
		Exam Only	Cohort #	83	33	66	68	79	n/a				
	Acceptable	71.1	81.8	80.3	75.0	82.2	n/a	78.7	78.4	78.2	76.3	81.0	n/a
	Excellence	2.4	3.0	9.1	7.4	13.9	n/a	10.3	13.1	10.5	13.0	11.8	n/a

Subject	Standard	SPS						Province					
		2017/18		2018/19		2019/20		2017/18		2018/19		2019/20	
Biology 30		Jan	June	Jan	June	Jan	June	Jan	June	Jan	June	Jan	June
		Exam Only	Cohort #	24	43	41	39	52	n/a				
	Acceptable	66.7	95.3	82.9	89.7	88.4	n/a	86.0	86.7	83.4	83.8	84.8	n/a
	Excellence	8.3	20.9	14.6	38.5	44.2	n/a	36.7	36.1	34.5	35.8	34.8	n/a





Subject	Standard	SPS						Province					
		2017/18		2018/19		2019/20		2017/18		2018/19		2019/20	
Chem. 30 Exam Only		Jan	June	Jan	June	Jan	June	Jan	June	Jan	June	Jan	June
	Cohort #	35	34	25	50	61	n/a						n/a
	Acceptable	74.3	67.7	76.0	88.0	75.4	n/a	84.4	82.1	86.2	84.9	85.5	n/a
	Excellence	28.6	26.5	32.0	40.0	13.1	n/a	38.2	37.8	43.0	41.7	35.9	n/a

Subject	Standard	SPS						Province					
		2017/18		2018/19		2019/20		2017/18		2018/19		2019/20	
Physics 30 Exam Only		Jan	June	Jan	June	Jan	June	Jan	June	Jan	June	Jan	June
	Cohort #	9	30	25	19	32	n/a						n/a
	Acceptable	100	53.3	96.0	84.2	78.2	n/a	87.9	84.3	87.3	87.4	86.7	n/a
	Excellence	22.2	23.3	36.0	26.3	6.3	n/a	43.5	42.4	43.3	42.6	46.3	n/a

Subject	Standard	SPS						Province					
		2017/18		2018/19		2019/20		2017/18		2018/19		2019/20	
Science 30 Exam Only		Jan	June	Jan	June	Jan	June	Jan	June	Jan	June	Jan	June
	Cohort #	7	39	25	30	30	n/a						n/a
	Acceptable	57.2	79.5	96.0	96.6	96.6	n/a	85.0	85.3	84.8	85.9	86.4	n/a
	Excellence	14.3	15.4	28.0	43.3	30.0	n/a	31.7	30.0	30.5	31.0	28.6	n/a

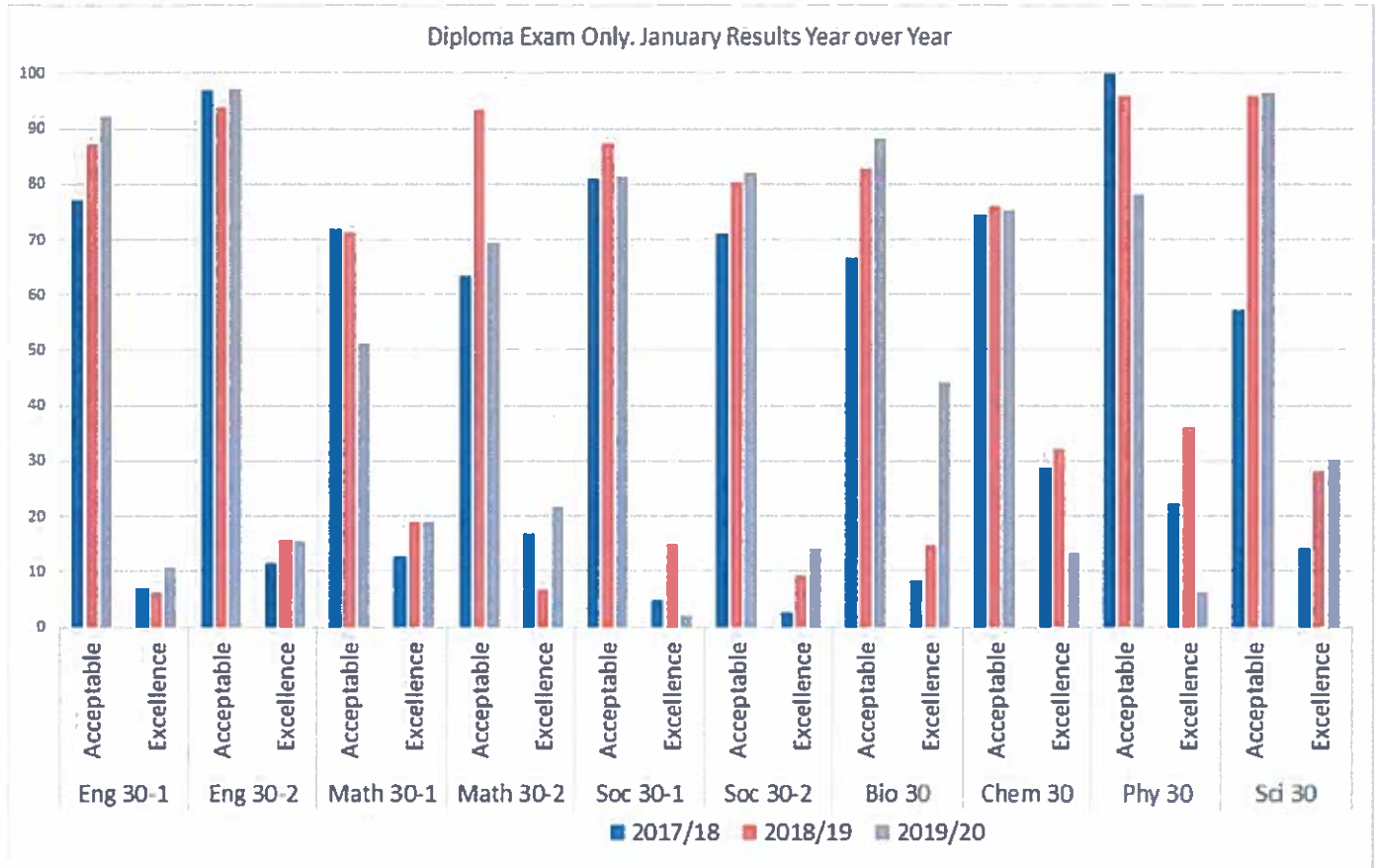


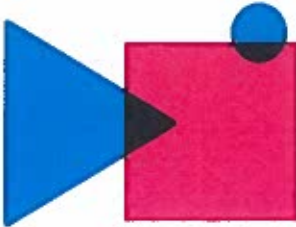


Diploma Year over Year Graph

Achievement level reflects January Diploma Exam marks only

Subject Specific Exam Only Results





BOARD
MEMORANDUM

Date: October 28, 2020

To: Board of Trustees

From: Mary Lynne R. Campbell, Superintendent/CEO

Originator(s): Shawna Walter, Associate Superintendent, Education Services
Jonathan Konrad, Director, Curriculum & Instruction

Subject: Implementation/Impact: Numeracy Focus in our Schools



Background:

To respond to the provincial and jurisdictional challenge in Math Provincial Assessment scores at Grades 6, 9 and in Math 30-1, Math 30-2, Education Services developed a two-year plan in the fall of 2018 to positively impact student achievement in numeracy. The plan recognizes that student achievement and success is a shared responsibility, and one which involves teachers, parents/guardians, students and central services. Furthermore, recognition is given to the time which will be needed to indicate a positive trend in results which is equal to or exceeds provincial averages in the acceptable and excellence standards.

Attached is a summary of the priorities and actions to measure and improve student achievement in numeracy completed during the 2019-2020 school year and planned for the 2020-2021 school year.

Administration is prepared to respond to questions at the October 28, 2020, Public Board Meeting.

Recommendation:

This report is shared as information.

Sincerely,



Mary Lynne R. Campbell, ICD.D
Superintendent/CEO

Attachment





Numeracy Focus in Sturgeon Public Schools

Fall 2020 Update

2020-2021 Priorities and Actions

Each year teachers and school leaders engage in a variety of activities to measure, reflect on, and improve student achievement in numeracy. In 2020/21 we have focused our work in the following areas:

All schools conduct the Math Intervention/Programming Instrument (MIPI) with grades 2 to 10. The MIPI gives teachers a measure of their current student abilities and understanding in math. Teachers use the results to program appropriate review material, and build learning experiences to address lagging understanding and skills in math.

Grade 6 Math Achievement Cohort. This is the second year of targeted improvement in mathematics with grade 6 teachers. The cohort will focus on building thinking classrooms in Mathematics. The cohort will attend three workshops with Dr. Peter Liljedahl and then build tools specifically for understanding mathematical thinking in grade 6 math classrooms during Division-wide PD days.

Division-wide purchase of Mathletics for grades 2 to 9. The Mathletics platform allows teachers to create math practice and problem solving aligned with student current understanding. Teachers can target a wider range of needs during class, provide additional home support, and access math lesson planning and teaching strategies.

Improved scheduling of High School math courses. Given the disruption in spring and the likely disruption of learning to occur during the 2020-2021 school year, both High schools programmed all grade 10 math courses for a full year of instruction. This allows students to have more time to work on concepts and build skills.

Provincial Assessment workshops for Grade 6 and 9. Principals provided a focused invitation to grade 6 and 9 math teachers to join a provincial assessment workshop to write items for PATs, and to conduct test review, test validation, and standards setting.

School Leadership PD to support visible thinking in classrooms. School principals and vice principals will be studying and discussing *Making Thinking Visible: How to Promote Engagement, Understanding, and Independence for All Learners* by Ron Ritchhart, Mark Church, et al. One afternoon session will focus on thinking in mathematics classrooms and will connect with Dr. Peter Liljedahl's work and grade 6 math teachers.





2019-2020 Priorities and Actions

In 2019-2020 teachers and school leaders worked to improve student achievement in numeracy through the following priorities and activities;

Schools reviewed PAT and Diploma results in teams and with school principals. Plans were built at each school to address weaker outcomes. In September, Diploma level and Grade 6 teachers met directly with the Director of Student Achievement and Results and created connections between assessment results and improvement goals for classroom instruction.

Math Intervention/Programming Instrument (MIPI) with grades 2 to 10. This was the second year Sturgeon Public schools used the MIPI to assess student understanding in mathematics. In 2019, school and division tracking templates were introduced to ensure clarity when analyzing student results.

Grade 6 Math Achievement Cohort. All grade 6 math teachers met three times during Division-wide PD days to build and share best practices in teaching Math. In the fall meeting, the cohort identified underperforming PAT outcomes and schools who had stronger results presented their teaching and learning ideas. Ulana Soletsky, a math consultant from ERLC, led the two additional meetings targeting place value, fractions, and building competency in using Vertical Math to understand student thinking.

Targeted professional development with provincial leaders. SPS contracted directly or through ERLC to have grade 5 and 6 math teachers work with Keith Van De Keere (October), grade 6 with Ulana Soletsky (February and April), grades 8, 9, and 10 with Dave Martin (March), and ECE with Keith Van De Keere (April). Sessions after February were conducted online.

In School modeling/Teacher one-on-one Conversations. Ulana Soletsky was scheduled to visit grade 6 math classes and work directly with teachers to gain understanding of vertical math techniques and skills when teaching. This moved to online meetings in April and May.

School Leadership PD for supporting numeracy. Ulana Soletsky led an afternoon workshop with school principals on what to look for, and how to support numeracy in the classroom. (February)

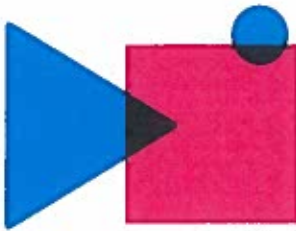




After school professional development for grade 9. Concept-Based Mathematics book study with Jennifer Wathall was attended by grade 9 math teachers. This three part series occurred after school and targeted how to teach for conceptual and deeper understanding in mathematics.

Introduction of a targeted high school course in grade 10; Math 10T. This was the first year Sturgeon Composite High School offered a math course specifically designed to build missing math skills or knowledge in students entering high school. Feedback on the first year of implementation indicates students were better prepared to successfully complete Math 10C.





B O A R D
MEMORANDUM

Date: October 28, 2020
To: Board of Trustees
From: Mary Lynne R. Campbell, Superintendent/CEO
Originator(s): Shawna Walter, Associate Superintendent, Education Services
Jonathan Konrad, Director, Curriculum & Instruction
Subject: School Presentations to the Board: December 2020



Background:

Student learning and achievement are foundational to the work of a school jurisdiction. Achieving success for all students is dependent on common agreement and understanding around shared responsibility and transparency. To this end, it would benefit the Board of Trustees and school leadership to be provided the opportunity to enter into conversations relative to student achievement, success and programming.

Administration requests that the Board of Trustees allocate two days in December to allow for scheduled presentations from each school. Principals will be provided 30 - 45 minutes to present their school's results, discuss programming responses and highlight areas of interest and significance specific to their school. The benefit of this format is twofold: Trustees will gain a greater understanding of each of the division's schools and be provided the opportunity to engage in dialogue with school leaders.

Please see the attached proposed draft schedule for the day's format as reviewed at the October 14, 2020 Committee of the Whole Meeting.

Administration is prepared to respond to questions at the October 28, 2020, Public Board Meeting.

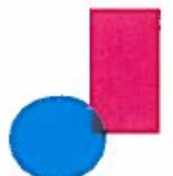
Recommendation:

That the Board of Trustees approve the draft schedule for School Presentations to the Board - December 2020.

Sincerely,

Mary Lynne R. Campbell, ICD.D
Superintendent/CEO

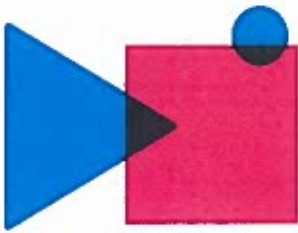
Attachment



SCHOOL PRESENTATIONS TO THE BOARD OF TRUSTEES

Tuesday, December 1, 2020	
8:30 – 9:00	Ochre Park School
9:00 – 9:45	Namao School
9:45 – 10:30	Redwater School
10:30 – 11:00	<i>Wellness Break</i>
11:00 – 11:45	Guthrie School
11:45 – 12:15	Landing Trail School
12:15 – 12:45	<i>Lunch</i>
12:45 – 1:30	Sturgeon Composite High School
1:30 – 2:30	Camilla School/Colony School

Wednesday, December 2, 2020	
8:30 – 9:00	Bon Accord Community School
9:00 – 9:45	Sturgeon Heights School
9:45 – 10:15	Lilian Schick School
10:15 – 10:45	<i>Wellness Break</i>
10:45 – 11:15	Gibbons School
11:15 – 12:15	Learning Centres: Morinville & Sturgeon
12:15 – 12:45	<i>Lunch</i>
12:45 – 1:15	École Morinville Public School
1:15 – 1:45	Oakhill School
1:45 – 2:15	Four Winds Public School
2:15 – 2:45	Continuity of Learning Program



B O A R D
MEMORANDUM

Date: October 28, 2020
To: Board of Trustees
From: Mary Lynne R. Campbell, Superintendent/CEO
Originator(s): Mary Lynne R. Campbell, Superintendent/CEO
Lynne Chaston, Director, Financial Services
Subject: Monthly Financial Report

Background:

Attached you will find the Financial Report for 2020-2021 as of September 30, 2020.

Administration is prepared to respond to questions at the October 28, 2020, Public Board Meeting.

Recommendation:

That the report be received as information.

Sincerely,


Mary Lynne R. Campbell, ICD.D
Superintendent/CEO

Attachment

