



Committee Meeting Agenda

October 9, 2013 – 6:00 p.m.

- 1. Call to Order**
- 2. Approval of Agenda**
 - 2.1 Additions to Agenda
 - 2.2 Approval of Agenda
- 3. Appointments**
- 4. Approval of Committee Notes**
 - 4.1 Amendment/Correction of Notes
 - 4.2 Approval of Committee Notes – September 11, 2013
- 5. Presentations**
- 6. Reports from Officers and Standing Committees**
 - 6.1 Superintendent
 - 6.2 Deputy Superintendent
 - 6.3 Director of Curriculum & Instruction
 - 6.4 Secretary Treasurer

- 6.5 Associate Superintendent
- 6.6 Chair's Report
- 6.7 Trustees Report
- 6.8 Alberta School Boards Association Zone 2/3
- 6.9 Public School Boards Association of Alberta

7. New Business

- 7.1 Policy Tracker
- 7.2 Policy B/I/1 – Trustee Functions, Trusteeship & Policy
- 7.3 Policy B/I/3 – Committees of the Board
- 7.4 Policy C/4 - Superintendent of Schools
- 7.5 Accountability Pillar – October 2013 Report
- 7.6 Three Year Plan

8. Unfinished Business

9. Reports from Special Committees/Task Groups

- 9.1 Building
- 9.2 Finance & Human Resources
- 9.3 Education Policy

9.4 Advocacy Committee
- Board Advocacy Plan

9.5 Transportation

9.6 Linkages/JACC

9.7 Policy Advisory (ATA)

9.8 Policy Review (CUPE)

10. Information Items

11. Pending List

12. Adjournment



Committee of the Whole

Summary of Motions

Wednesday, September 11, 2013

Sturgeon School Division

Items Referred to September 25, 2013 Public Board Meeting

- School Year Calendar, 2013-2014
- Policy B/II/5 – Trustee Code of Conduct
- Corporate-Style Financial Statements

Items Referred to November 13, 2013 Committee of the Whole Meeting

- Public Disclosure of Expenses Process



Notes of the Meeting of The Committee of the Whole Held at Morinville on September 11, 2013

Roll Call

Present were Trustees, Mr. Terry Jewell (Chair); Mr. Brent Gray; Mrs. Elizabeth Kohle; Mr. Daryl Krieger ; Mrs. Wendy Miller; Mrs. Shelley Porter; Dr. Michèle Dick (Superintendent); Mr. Gerry Schick (Deputy Superintendent); Mrs. Iva Paulik (Secretary-Treasurer); Mr. Wolfgang Jeske (Director of Curriculum & Instruction);

Absent: Ms. Tracy Nowak (Vice Chair); Mr. Dave Johnson

Call to Order

The Chair called the meeting to order at 6:02 p.m.

Approval of Agenda

Moved by Mr. Gray that the agenda be approved as amended.

Addition: 7.5 Council of School Councils Meeting

CARRIED 6/0

Appointments

There were no appointments.

Approval of Committee Notes

Moved by Mrs. Kohle that the notes of June 12, 2013 be approved.

CARRIED 5/0

Presentations

There were no presentations.

Reports from Officers and Standing Committees

6.1 Superintendent

A written report was provided.

Dr. Dick shared photos from the “Week of Wow” at Sturgeon Composite High School.

6.2 Deputy Superintendent

A written report was provided.

Moved by Mrs. Miller that the School Year Calendar, 2013 – 2014 be referred to the September Board meeting.

CARRIED 6/0

6.3 Director of Curriculum & Instruction

A written report was provided.

6.5 Secretary-Treasurer

A written report was provided.

6.6 Associate Superintendent

The Department is continuing on with regular business.

6.7 Chair’s Report

A verbal report was provided.

Chair Jewell noted that he has been advised by the Minister of Education’s staff that the modular for Landing Trail School will be ready for shipping at the end of September.

6.8 Trustees’ Reports

Trustee Porter (Camilla)

Trustee Porter reported that she attended:

- The “Going Google” Professional Development session. She believes that this is a great tool and is beneficial for use in both schools and homes.
- The Chamber of Commerce luncheon along with Trustees Kohle and Miller.

- The Sturgeon Composite High School Parent Council meeting.

Trustee Porter noted that she was part of a panel speaking at a forum to promote women in municipal politics.

Trustee Porter provided a “bouquet” to Sherri Davidson, Sturgeon School Division’s Transportation Manager for the information she provided at the Camilla School Parent Council meeting.

Trustee Kohle (Bon Accord/Legal)

Trustee Kohle provided information regarding the open house at Oak Hill School.

6.9 Alberta School Boards Association Zone 2/3

No report was provided.

6.10 Public School Boards Association of Alberta

Mrs. Kohle advised that the Board is requested to register for the Annual General Meeting scheduled for November. This will hold a spot for our Trustees.

New Business

7.1 Policy Tracker

Received as information.

7.2 Policy B/II/5 – Trustee Code of Conduct

Moved by Mrs. Kohle that the Board of Trustees refer Policy B/II/5 – Trustee Code of Conduct to the September Board meeting.

Moved by Mr. Krieger to amend section 2.9.1.1 as follows:

Unless an absence has been previously approved by the Board, **or in emergent situations, the Board Chair**, failure to attend Regular and Special Board Meetings as well as scheduled committee meetings, will result in the deduction from salary of a per diem rate.

CARRIED 6/0

Moved by Mrs. Porter to amend section 2.8 as follows:

The Board Chair is the official spokesperson for the board of Trustees, and therefore, the only person authorized to ~~spea~~**to the public, media or other entities** and communicate corporate decisions or positions on behalf of the Board- **to the public, media or other entities.**

CARRIED 6/0

The Chair called the vote on the original motion, with amendments to the policy.

CARRIED 6/0

7.3 Corporate-Style Financial Statements

Moved by Mr. Jewell that the Board of Trustees refer Corporate-Style Financial Statements to the September Board meeting.

CARRIED 6/0

7.4 Public Disclosure of Expenses

It was the consensus of the Board that the Secretary Treasurer provide information for the new Board as to the process for having Public Disclosure of Expenses information available.

7.5 Council of School Councils Meeting

The Council of School Councils Meeting is scheduled for Tuesday, November 5, 2013 @ 5:00 at the Frank Robinson Educational Centre.

Unfinished Business

Reports from Special Committees/Task Groups

9.1 Building

No report was provided.

9.2 Finance & Human Resources

No report was provided.

9.3 Education Policy

No report was provided.

- 9.4 Advocacy Committee**
- Board Advocacy Plan
No report was provided.
- 9.5 Transportation**
No report was provided.
- 9.6 Linkages/JACC**
No report was provided.
- 9.7 Policy Advisory Committee (ATA)**
No report was provided.
- 9.8 Policy Review Committee (CUPE)**
No report was provided.

Information Items

There were no information items.

Pending List

Adjournment

The meeting adjourned at 7:16 p.m.

**Discussions on items are held at Committee of the Whole Meetings.
Decisions on items are made at Board Meetings.**



Memorandum

Date: October 9, 2013
To: Committee of the Whole
From: Michele Dick
Superintendent
Subject: Superintendent's Report

School Visits

Beginning this week I am undertaking my formal fall visits to each of our schools. I will be spending at least ½ day in each school meeting with the principal and visiting classrooms. During this time principals and I will be reviewing school plans for 2013-2014; ongoing challenges and celebrations; progress relative to division and school initiatives; targets established for student growth and achievement; as well as Professional Growth Plans.

Exchange Principals

Last week I was pleased to meet with 3 exchange principals who are presently visiting our school division from South Australia. Mrs. Pat Coxen (Principal, Gibbons School); Mr. Darryl Propp (Principal, Bon Accord Community School) and Mr. Kerry Coxen (Principal, Redwater School) are hosting these individuals for a two-week period during which time they will be attending at their host's school as well as visiting a number of our division schools. In July our three principals will travel to Australia where they will enjoy a similar professional development experience.

Division Newsletter

A copy of the most recent Division Newsletter will be distributed at the meeting.



Committee of the Whole Memorandum

Date: October 9, 2013

To: Committee of the Whole

From: Wolfgang Jeske
Director, Curriculum and Instruction

Subject: Professional Development Plans

Background:

The new school year calendar has provided schools with the opportunity to rethink the delivery of professional development opportunities at the school and division level. It has allowed school staff to become more involved in the planning process, and for schools to be more effective in planning pd activities which, within the framework of the Division Three Year Plan, focus on their particular needs. In order to best utilize limited resources, it has also promoted planning and collaboration between schools.

The attached google calendar provides a summary of activities through the first quarter of the school year. This shared calendar allows administrators to view pd plans of all schools and, where appropriate, contact other schools to arrange for collaboration between schools. Red indicates those activities organized and funded primarily at the Division level. Blue indicates those collaborative activities, hosted by one school, but jointly organized and funded by multiple schools with some centralized support. Black indicates those activities which are organized and funded by the individual school.

Date	Division coordinated / supported	Bon Accord	Camilla	Gibbons	Guthrie	Landing Trail	Lillian Schick	Learning Centres	Morinville Public	Namao	Oak Hill	Odhre Park	PUF & Headstart	Redwater	Sturgeon Composite	Sturgeon Heights
08/28	Google Docs Full Day	Math Goals (Setting Measures) Leader in Me Team Meetings	Google Docs	Google Docs for the full day	Embedding Critical Thinking	Google Docs Literacy centers resource review	Google Docs Full Day			Google Docs	Literacy Global Strategies	OT Therapies & Supports Autism		Google Docs	Registration Google Docs	Google Docs Fountas & Pinnell
08/29		Mission/Visi on - (Values) Lighthouse Team Goal setting Healthy Interactions Review and Goal setting	Mission/Vis Fountas & Pinnell (RF) PowerSchool setup (NW) Parent Meeting (Assessment)	*F&P inservice on assessment resource and guided reading; (RF) Inservice re: classroom cameras and editing the	Differentiat on (T- Holmes) Literacy (RF) Base Tour Mission/ Vision	Mission/Vis SMART goals and PLC set up Inclusion Support	Mission/Vis. Differentiat on Leader in Me- Planning PLC	Mission/Vis. Flex Prgmg with SCHS PowerTeach er Paperless rep.	Mission/Vis. Positive Beh. Literacy plan Daily 5 Wellness Tech planning	Mission/Vis. PB Learning Reggio and Project Based Learning -Literacy - Guided Reading and the iPad	Google Docs -Docume ntation -Attenda nce -High School Program	iPad Activ Table Literacy - Word Work (RF) Daily 5		Mission/Vis Wellness -BYOD/BIT -Digital Lit. -powerschool Set-Up -Wellness	Alberta Education High School Flex Project ATA Marv Hackman - Social Media, Professional Code of Conduct	Mission/Vis Paperless reporting, communicat ion with parents. Literacy: Reading in Content Areas
08/30		School based Non-instruct	School based Non-instruct	School based Non-instruct	School based Non-instruct	School based Non-instruct Behavior supports Discovery education	am-Leader in Me pm - Promethean/ Math inservice	School based Non-instruct	School based Non-instruct	School based Non-instruct. Lead Team Staff meeting Team building	School based Non-instruct	School based Non-instruct	Kindergarte n & itinerant Mtg - AM Headstart -PM	School based Non-instruct	School based Non-instruct	School based Non-instruct
09/13	Literacy AM	Literacy AM	Literacy AM PowerSchool Junior High (NW)	* Literacy AM My Study Bar Google docs for office	Literacy AM	Literacy AM	Literacy AM	Literacy AM	Literacy AM	Literacy AM Chrome books Ipads	Literacy AM	Literacy AM	Literacy AM	Literacy AM	Literacy AM	Literacy AM
10/11	EA - Communication and Autism PM	IPP Behaviour Plans Interviews /Conferences Paperless Reporting	IPP - School Based Behavior Plan for specific students PLC	* IPP - am @ Redwater School * Discovery Techbook intro - 1:30 pm * Assistive technology session - pm	IPP Behaviour plans	IPP at Redw. Behaviour supports Assessment	IPP *Year, unit and daily lesson plans differentiation assessment crit. thinking Leader in Me AM Gr 5&6 training with RF - (testing)	IPP Planning Occupational Therapy inservice in sensory room --for EA's and Teachers	IPP Planning Occupational inservice in sensory room --for EA's and Teachers	IPP behaviour supports in house - inclusive strategies shared Reggio sharing session in house -Bridging grades to PBL	IPP Beh Supports @SCHS	Little Warriors SRB Moodle		IPP (host school) Critical thinking	IPP (host school) PBL Flex program Coaching Sem. Roxanne quick info. EA First Aid	IPP at SHS Focus on goal writing. PAT results - Understanding link to Critical Thinking Reggio connect or share into elementary.
11/22		Critical thinking as part of lit Literacy independence structures	Healthy eating; Wellness, Physical Activity;	* Discovery Techbook inservice *Mission/Vis ion overview *CPS (active listening?(with Oak Hill staff)	Guided Rdg	Behaviour supports Literacy -Guided Rg -centres Moodle Asst. tech	Planning for Leadership Day	Digital Literacy (w Redw.)	Reggio PBL	Literacy through usage -Chrome books -Video lessons Differentiation using tech/ Reading & T2S	CPS Active Listening with Gibbons	Self-Regulati on Inclusion		Engagement Planning for flex program BIT/BYOD Digital Literacy	BYOD Dig. Literacy Assessment Inclusion K&E book club with Karen Lourke and Jr. High	Literacy Guided Reading Daily's Technology Discovery Ed Update on Google Docs



Committee of the Whole Memorandum

Date: October 9, 2013
To: Committee of the Whole
From: Iva Paulik, Secretary Treasurer
Subject: September 30 Enrolments

Attached you will find September 30 enrolment information.

STURGEON SCHOOL DIVISION ENROLMENT COUNT

September 30, 2013

SCHOOL	HS/KS	ECS	I	II	III	IV	V	VI	VII	VIII	IX	X	XI	XII	Sept 30, 2013	Sept 30, 2012	Var
BACS/Legal	32	36	42	47	46	30									233	224	9
CAMILLA	32	42	41	36	39	37	52	47	43	47	35				451	462	-11
GIBBONS						0	53	60	57	48	64				282	275	7
GUTHRIE	58	42	50	42	32	27	32	26	25	33	14				381	398	-17
LANDING TRAIL	38	86	87	82	85	68									446	433	13
LILLIAN SCHICK							59	46	48	48	56				257	262	-5
MORINVILLE PUBLIC	93	80	72	43	42	36	27	17							410	275	135
NAMAO	56	39	43	42	38	43	34	39	54	38	57				483	460	23
OCHRE PARK	27	32	38	41	33	33									204	224	-20
REDWATER							30	35	29	39	42	40	26	28	269	292	-23
SCHS												269	267	273	809	844	-35
STURGEON HEIGHTS	98	62	38	33	29	27	31	26	30	27	41				442	401	41
SUB TOTAL	434	419	411	366	344	301	318	296	286	280	309	309	293	301	4667	4550	117
OAK HILL							1	6	10	6	3	0			26	28	-2
COLONY	6	4	4	0	2	5	2	2	0	2					27	17	10
SUB TOTAL	6	4	4	0	2	5	3	8	10	8	3	0	0	0	53	45	8
MLC												6	12	52	70	57	13
SLC												3	6	34	43	42	1
SUB TOTAL											0	9	18	86	113	99	14
TOTAL	440	423	415	366	346	306	321	304	296	288	312	318	311	387	4833	4694	139
September 30, 2012 Count	398	407	380	345	302	311	298	276	297	317	313	321	337	392	4694		
Variance	42	16	35	21	44	-5	23	28	-1	-29	-1	-3	-26	-5	139		



POLICY TRACKER (School Year 2013-2014)

Policy Number	Policy	Board Direction to Proceed (COW)	Committee Review	Policy Advisory Committee (PAC) Review	Final Draft Review		Recommendation to Approve
					Committee of the Whole		
AUGUST 2013							
B/II/5	Trustee Code of Conduct	2013-Aug-11	<input type="checkbox"/> COW <input type="checkbox"/> Education <input type="checkbox"/> Bldg <input type="checkbox"/> HR <input type="checkbox"/> Transportation <input type="checkbox"/> O & M				Public Board
SEPTEMBER 2013							
OCTOBER 2013							
B/II/1	Trustee Functions, Trusteeship & Policy						
B/II/3	Committees of the Board						
C/04	Superintendent of Schools						
NOVEMBER 2013							
D/II/02	System Budget Development						
D/II/14	Community Partnerships						
D/II/17	Central Services Roles and Responsibilities						
E/M/3	Growth, Supervision and Evaluation of School Administrators						
NEW	Whistle Blower						



POLICY TRACKER (School Year 2013-2014)

Policy Number	Policy	Board Direction to Proceed (COW)	Committee Review	Policy Advisory Committee (PAC) Review	Final Draft Review		Recommendation to Approve
					Committee of the Whole		
			<input type="checkbox"/> COW <input type="checkbox"/> Education <input type="checkbox"/> Bldg <input type="checkbox"/> HR <input type="checkbox"/> Transportation <input type="checkbox"/> O & M				Public Board
DECEMBER 2013							
JANUARY 2014							
B/I/04	Board Representation to Other Organizations						
D/I/7	Revenue from Property Tax Sources						
E/III/04	Healthy Employees at Work						
FEBRUARY 2014							
E/II/02	Trustee Remuneration and Expense Reimbursement						
H/2	Caretaking Staff Allocation						
I/06	Selection of School Bus Contractors						
MARCH 2014							
B/III/03	Policy Development						
E/IV/5	Personnel Records						
I/07	Reduction in Contract School Bus Fleet Capacity						



Memorandum

Date: November 13, 2013
To: Committee of the Whole
From: Michèle Dick, Superintendent
Subject: Policy B/I/1 Trustee Functions, trusteeship & Policy

Background:

The Board reviewed Policy B/I/1 in June 2011 however, since that time, the Board has developed a new Trustee Code of Conduct. Direction was given to include reference to this Code in Policy B/I/1. Trustees will note that there are a few minor changes being recommended along with the addition of a reference to the Code of Conduct.

Recommendation:

That Trustees review Policy B/I/1, Trustee Functions, Trusteeship & Policy and advise Administration accordingly.

COMMITTEE 7.2



1.0 POLICY

- 1.1 The School Act has provided school boards with specific powers and responsibilities.
- 1.2 The Board of Trustees of Sturgeon School Division No. 24 is responsible for the education of the students ~~within its boundaries~~ **registered in its schools.**

2.0 GUIDELINES

- 2.1 The Board shall be responsible for:
 - 2.1.1 Representing the community in its policy setting.
 - 2.1.2 Setting priorities and policies to provide leadership and direction for the jurisdiction.
 - 2.1.3 ~~Providing~~ **Allocating** the financial means in accordance with Alberta Education regulations **in order** to provide the resources necessary to achieve division goals and priorities.
 - 2.1.4 Monitoring and evaluating the effectiveness of division policies in achieving objectives.
 - 2.1.5 Hiring and evaluating the Superintendent of Schools.
 - 2.1.6 Serving as an advocate for public education.
- 2.2 The role of each individual trustee is to:
 - 2.2.1** Represent his or her constituents and consider the interests of all division stakeholders when making decisions.
 - 2.2.2 Be familiar with the School Act and Division policies and practices**
 - ~~2.2.12.2.3~~ **Be familiar with and adhere to the Trustee Code of Conduct.**
 - ~~2.2.22.2.4~~ **Be Stay** informed ~~of~~ **on** significant developments in education.
 - ~~2.2.32.2.5~~ Support the corporate decisions of the Board.

References: **Board Policies: B//5 – Trustee Code of Conduct**
School Act: Sections ~~59~~, 60



~~2.2.42.2.6~~ Respect **and support** the authority of the Superintendent to direct the work of administration **and staff**.

~~2.2.52.2.7~~ Observe the Board's rules of order for ~~the~~ **conduct of at** Board meetings.

~~2.2.62.2.8~~ Promote positive relationships between the Board and all division stakeholders.

2.3 The Board Chair shall have the authority on behalf of the Board to:

2.3.1 Preside at all Board meetings.

2.3.2 Sign all documents required by law or as authorized by the action of the Board.

2.3.3 Represent the corporate Board as required.

References: **Board Policies: B//1/5 – Trustee Code of Conduct**
School Act: Sections ~~59~~, 60



Memorandum

Date: November 13, 2013
To: Committee of the Whole
From: Michèle Dick, Superintendent
Subject: Policy B/I/3 Committees of the Board

Background:

The Board reviewed Policy B/I/3 in June 2011 however, since that time, the Board has added a new Standing Committee: Advocacy. Direction was given to include parameters and guidelines for this committee in the policy. Upon review, administration has noted that there are several clauses requiring slight modification hence, Trustees will note that there are a few minor changes being recommended along with the addition of guidelines and parameters for the Advocacy Committee.

Recommendation:

That Trustees review Policy B/I/3, Committees of the Board and advise Administration accordingly.

COMMITTEE 7.3



1.0 POLICY

- 1.1 The Board believes that the work of the Board may be facilitated through committees, both standing and ad hoc, task groups, **and**/or other structures as determined from time to time.
- 1.2 The Board may delegate responsibilities and duties to such committees and task groups while retaining Board governance regarding any or all decisions or recommendations made by these committees.

2.0 GUIDELINES

- 2.1 The Board shall annually establish standing committees, including mandate and membership, at their organizational meeting.
- 2.2 The Board may establish additional committees, task groups, and/or any other structures, as deemed necessary by Board motion. The mandate, membership and term of such ad hoc committees, task groups and/or other structures shall be determined by Board motion.
- 2.3 If a committee member is unable to attend a committee meeting, then, providing a committee quorum is present, the meeting shall proceed.
- 2.4 Each committee shall select a chair to act as the Board liaison with the assigned administrator.
- 2.5 The committee shall report to the Board on a regular basis.
- 2.6 All other committee procedures are to be included in the specific description for each committee.

References: *School Act: 60 (2) (i)*



Committee Name: COMMITTEE OF THE WHOLE **B/I/3a**

Committee Powers: To make recommendations to the Board regarding revisions to existing Board policy and regulation and the development of new policy and regulations.

To review any matters relating to the operation of the Board.

Committee Terms of Reference

1. Membership: All trustees with a quorum of four. Chair of the Board or designate chairs the meeting.
2. Voting Privileges: All Committee members shall vote.
3. Administrator Assigned: Superintendent of Schools
4. Record of Proceedings of Committee Meetings: Kept by Secretary Treasurer and reviewed by the Committee at its next meeting. Proceedings circulated to all trustees.
5. Meetings: Second Wednesday of each month:
 - 4:30 p.m. closed to the public
 - 6:00 p.m. open to the public

Committee Authority

1. This Committee is established pursuant to Section 61(1)(b) of the School Act.

References: *School Act: 66 (1)*



Committee Name: STUDENT DISCIPLINE COMMITTEE

B/I/3b

Committee Powers: To conduct hearings and expel or reinstate a student following a recommendation from a school principal for a student who has been suspended for a period greater than five days in accordance with Section 24 (6-9) and 25 (1-4) of the School Act.

Committee Terms of Reference

1. Membership: Three trustees excluding the Trustee from the student’s designated ward. ~~The~~ **The local trustee shall be provided notification of students from his/her area and** may attend but only as an observer. Chair elected by the Committee.
2. Voting Privileges: All members of the Committee shall have the right to vote except in the case of a trustee acting as an observer.
- ~~3. Administrator Assigned: Associate Deputy Superintendent, Student Services. The trustee shall be provided notification of students from their area.~~
- 3.
4. Record of Proceedings of Committee Meetings: Kept by the Executive **Assistant, Assistant to the Associate Superintendent, Student Services Learning Support.**
5. Meetings: Held at the call of the administrator assigned. Meetings are closed to the public and are held “in camera”.
6. Reporting: The Board shall be provided with a yearly report.

Committee Authority

1. This Committee is established pursuant to Section 61(1)(b) of the School Act.

References: *School Act: 61 (1) (b)*



Committee Name: ATA NEGOTIATIONS COMMITTEE

B/I/3c

Committee Powers: To negotiate on the Board’s behalf with representatives of the Alberta Teachers’ Association on any matters pertaining to the adoption of a new Collective Agreement or changes to an existing Collective Agreement.

To sign and recommend to the Board a Memorandum of Agreement between the parties.

Committee Terms of Reference

1. Membership: Three trustees elected at the Annual Organizational Meeting of the Board. Chair elected by the Committee.
2. Voting Privileges: Only Committee members may vote.
3. Administrator Assigned: Associate Superintendent, **Human Resources**.
4. Record of Proceedings of Committee Meetings: Each party to negotiations maintains its own record. The Associate Superintendent, **Human Resources** will ensure matters on which agreement has been reached are properly recorded.
5. Meetings: Held at the call of either party. The first meeting to be held in accordance with the Labour Relations Act. Meetings are closed to the public.
6. Reporting: The Committee Chair will report to the Board periodically during the course of negotiations and will ultimately bring to the Board, for ratification, the negotiated Collective Agreement.

Committee Authority

1. This Committee is established pursuant to the School Act and pursuant to the Labour Relations Code and the Employment Standards Code.

References: *School Act: Section 119-~~(1)~~*
Labor Relations Code: Section 21
Employment Standards Code: Sections 3 and 4
A.T.A. Collective Agreement: Article 3



EFFECTIVE: September 7, 1983

REVISED: June 22, 2011

REVIEW: 2017-2018

Committee Name: C.U.P.E. NEGOTIATIONS COMMITTEE **B/I/3d**

Committee Powers: To negotiate on the Board’s behalf with representatives of C.U.P.E. on any matters pertaining to the adoption of a new Collective Agreement or changes to an existing Collective Agreement.

To sign and recommend to the Board a Memorandum of Agreement between the parties.

Committee Terms of Reference

1. Membership: Three trustees elected at the Annual Organizational Meeting of the Board. Chair elected by the Committee.
2. Voting Privileges: Only Committee members may vote.
3. Administrator Assigned: Associate Superintendent, **Human Resources**.
4. Record of Proceedings of Committee Meetings: Each party involved in negotiations maintains its own record. The Associate Superintendent, **Human Resources** records matters on which agreement has been reached.
5. Meetings: Held at the call of either party. The first meeting to be held in accordance with the Labour Relations Act. Meetings are closed to the public.
6. Reporting: The Committee Chair will report to the Board periodically during the course of negotiations and will ultimately bring to the Board, for ratification, the negotiated Collective Agreement.

Committee Authority

1. The Committee is established pursuant to the School Act and pursuant to the Labour Relations Code and the Employment Standards Code.

References: *School Act: Section 119 ~~(1)~~*
Labor Relations Code: Section 21
Employment Standards Code: Sections 3 and 4
C.U.P.E. Collective Agreement: Article 2



Committee Name: POLICY ADVISORY COMMITTEE

B/I/3e

Committee Powers: To meet with representatives of the teaching staff.

To discuss proposed changes to Board policy and regulations concerning teachers' working conditions, and requests for changes to Board policy and regulations by the Alberta Teachers' Association Local.

To refer to the Board or other Board committees matters requiring Board or Committee attention.

Committee Terms of Reference

1. Membership: Three trustees and a teacher (other than principal or vice-principal) from each of the schools within the Division. The Chair is one of the Board representatives, elected by the Board representatives.
2. Voting Privileges: Only Committee members may vote.
3. Administrator Assigned: ~~Chief~~ Deputy Superintendent.
4. Record of Proceedings of Committee Meetings: Kept by the administrator assigned and approved by the Committee at its next meeting. Minutes circulated to all Committee members, all trustees, and the Superintendent.
5. Meetings: At the call of either side. Meetings are closed to the public.
6. Reporting: The Committee Chair will report to the Board.

Committee Authority

1. This Committee is established pursuant to the provisions of the Collective Agreement between the Board and the ATA Local.

References: *School Act: 61 (1) (b)*
*Policy B/IV/2 **Board Staff Communication***



EFFECTIVE: September 7, 1983

REVISED: June 22, 2011

REVIEW: 2017-2018

Committee Name: LABOUR MANAGEMENT COMMITTEE B/I/3f**Committee Powers:** To meet with representatives of Sturgeon staff included in the C.U.P.E. contract.

To discuss proposed changes to Board policy and regulations concerning staff included in the C.U.P.E. bargaining unit, and requests for changes to Board policy and regulations requested by C.U.P.E.

To refer to the Board or other Board committee matters requiring Board or Committee attention.

Committee Terms of Reference

1. Membership: Three trustees and a C.U.P.E. representative of the local executive. The Chair is one of the Board representatives.
2. Voting Privileges: Only Committee members may vote.
3. Administrator Assigned: Associate Superintendent ~~of~~, Human Resources.
4. Record of Proceedings of Committee Meetings: Kept by the Associate Superintendent, ~~of~~ Human Resources. Minutes circulated to all Committee members, all trustees, the President of C.U.P.E. and the Superintendent.
5. Meetings: At the call of either side. Meetings are closed to the public.
- 6.
7. Reporting: The Committee Chair will report to the Board.

Committee Authority

1. This Committee is established pursuant to the provisions of the Collective Agreement between the Board and C.U.P.E

References: *Policy B/IV/2 Board Staff Communication*
School Act: Section 119 (+)
C.U.P.E. Agreement: Article 23



Committee Name: BUILDINGS COMMITTEE

B/I/3g

Committee Powers: To set **the** agenda for the Committee.

To review and make recommendations on any matters pertaining to construction and maintenance to the Board, of the Board’s real property referred to it by the Board.

To participate in final inspections of facilities constructed for the Board.

To open tenders and make recommendations to the Board regarding the awarding of construction contracts.

To recommend policies affecting buildings to the Board.

To review architectural plans for new building projects and for renovation projects prior to the presentation of such plans to the Board for approval.

Committee Terms of Reference

1. Membership: Three trustees elected by the Board at the Annual Organizational Meeting of the Board.
2. Voting Privileges: Only Committee members may vote.
3. Administrator Assigned: Superintendent or designate.
4. Record of Proceedings of Committee Meetings: Kept by the Superintendent or designate and approved by the Committee at its next meeting. Minutes circulated to all Committee members, all trustees, and the Superintendent.
5. Reporting: The ~~trustees~~ **Committee Chair** will report to the Board.

Committee Authority

1. This Committee is established pursuant to Section 61(1)(b) of the School Act.

References: *School Act: 61 (1) (b)*



Committee Name: EDUCATION POLICY COMMITTEE

B/I/3h

Committee Powers: To set **the** agenda for **the** Committee.

To review and make recommendations on any matters pertaining to curriculum and instruction referred to it by the Board.

To make recommendations to the Board regarding revisions to existing Board policy and the development of new policy.

Committee Terms of Reference

1. Membership: Three trustees elected by the Board at the Annual Organizational Meeting of the Board.
2. Voting Privileges: Only Committee members may vote.
3. Administrator Assigned: **Chief** Deputy Superintendent or designate.
4. Record of Proceedings of Committee Meetings: Kept by the **Chief** Deputy Superintendent and approved by the Committee at its next meeting. Minutes circulated to all Committee members, all trustees, and the Superintendent.
5. Reporting: The ~~trustees~~ **Committee Chair** will report to the Board.

Committee Authority

1. This Committee is established pursuant to Section 61(1)(b) of the School Act.

References: *School Act: 61 (1) (b)*



Committee Name: FINANCE COMMITTEE

B/I/3i

Committee Powers: To set the agenda for the Committee.

To review and discuss the proposed budget priorities and three year plans for schools and sites and how these relate to division and trustee priorities.

To make recommendations to the Board regarding matters related to the division budget.

Committee Terms of Reference

1. Membership: Three trustees elected by the Board at the Annual Organizational Meeting of the Board.
2. Voting Privileges: Only Committee members may vote.
3. Administrator Assigned: Secretary Treasurer.
4. Record of Proceedings of Committee Meetings: Kept by the Secretary Treasurer and approved at its next meeting. Minutes circulated to all Committee members, all trustees and the Superintendent.
5. Reporting: The Committee Chair will report to the Board.

Committee Authority

1. This Committee is established pursuant to Section 61(1)(b) of the School Act.

References: *School Act: 61 (1) (b)*



Committee Name: TRANSPORTATION COMMITTEE

B/I/3j

Committee Powers: To set the agenda for the Committee.

To review and make recommendations to the Board on matters related to the transportation of Sturgeon School Division students.

To recommend and review policies dealing with transportation.

To liaise with bus contractors on governance matters.

Committee Terms of Reference

1. Membership: Three trustees elected by the Board at the Annual Organizational Meeting of the Board.
2. Voting Privileges: Only Committee members may vote.
3. Administrator Assigned: Superintendent or designate.
4. Record of Proceedings of Committee Meetings: Kept by the Superintendent or designate and approved at its next meeting. Minutes circulated to all Committee members, all trustees and the Superintendent.
5. Reporting: The Committee Chair will report to the Board.

Committee Authority

1. This Committee is established pursuant to Section 61(1)(b) of the School Act.

References: *School Act: 61 (1) (b)*



Committee Name: HUMAN RESOURCES COMMITTEE

B/I/3k

Committee Powers: To set the agenda for the Committee.

To make recommendations to the Board regarding the evaluation and compensation of the Superintendent.

To recommend and review policies related to Human Resources.

Committee Terms of Reference

1. Membership: Three trustees selected by the Board Chair at the Annual Organizational Meeting of the Board.
2. Voting Privileges: Only Committee members may vote.
3. Administrator Assigned: Associate Superintendent of Human Resources.
4. Record of Proceedings of Committee Meetings: Kept by the Associate Superintendent of Human Resources and approved at its next meeting. Minutes circulated to all Committee members, all trustees and the Superintendent.
5. Reporting: The Committee Chair will report to the Board.

Committee Authority

1. This Committee is established pursuant to Section 61(1)(b) of the School Act.



Committee Name: ADVOCACY COMMITTEE

B/I/3I

Committee Powers: To set the agenda for the Committee.

To make recommendations to the Board regarding the advocacy priorities and strategies to the undertaker by the Board of Trustees

To recommend and review policies related to advocacy.

Committee Terms of Reference

- 6. Membership: All trustees with a quorum of four. Chair is elected by the Committee.**
- 7. Voting Privileges: All Committee members shall vote.**
- 8. Administrator Assigned: Superintendent of Schools.**
- 9. Record of Proceedings of Committee Meetings: Kept by the Superintendent and reviewed by the Committee at its next meeting. Minutes circulated to all Committee members, all trustees and the Superintendent.**
- 10. Reporting: The Committee Chair will report to the Board.**

Committee Authority

- 1. This Committee is established pursuant to Section 61(1)(b) of the School Act.**

References: *School Act: 61 (1) (b)*



Memorandum

Date: October 9, 2013
To: Committee of the Whole
From: Michele Dick, Superintendent
Subject: Policy C/4 Superintendent of Schools

Background:

Attached for Trustee review is a draft copy of Policy C/4 Superintendent of Schools. Suggestions for revision have been included for Trustee consideration. New wording has been closely aligned to the associated clauses in the School Act.

Recommendation:

That the Board review Policy C/4 Superintendent of Schools and advise Administration accordingly.

COMMITTEE 7.4



1.0 POLICY

1.1 The Superintendent of Schools, as Chief Executive Officer of the Board of Trustees and Chief Education Officer of the Division, is responsible to lead and supervise the operation of the school system, and is accountable, **in that undertaking**, to the Board.

2.0 GUIDELINES

~~1.2~~ **2.1 Accordingly, Pursuant to 1.1 of this policy**, the Board delegates to the Superintendent full responsibility for the total operation of the school system including ~~the authority to suspend the services of a teacher pursuant to section 61(3) of the School Act, for the reasons outlined in either section 105(1) or 105(2) of the School Act, which suspension shall be conducted in accordance with the requirements of the School Act, and which decision shall not be appealable to the Board of Trustees.~~ **the power to do, or sub-delegate the authority to do, any act or thing or exercise any power that the Board may or is required to do or exercise except for those powers which, in accordance with Section 61(2) of the School Act, cannot be delegated**

~~Without limiting the scope of responsibility, the Board directs attention to the key result areas identified in the current job description for the Superintendent and the duties as outlined in the School Act, Section 113 (4) and (5).~~

2.2 Notwithstanding Clause 2.1, the Board of Trustees delegates to the Superintendent only:

2.2.1 the authority to suspend the services of a teacher including, without limitation, the authority under Section 105(2) of the School Act to suspend a teacher from the performance of the teacher’s duties without prior notice if the Superintendent is of the opinion that the welfare of students is threatened by the presence of the teacher; and

2.2.2 the power to terminate the services of teacher

2.3 A decision of the Superintendent to suspend or terminate the services of a teacher is not appealable to the Board.

2.4 With respect to the powers specified in 2.2 above, the Board of Trustees requires the Superintendent to:

References: *Admin Practice(s):*

<i>School Act:</i>	Section 61 (1); (3)	Delegation of Power
	Section 113 (4); (5)	Superintendent of Schools
	Section 114	Term of Appointment
	Section 115	Regulations

EFFECTIVE: October 16, 1985

REVISED: June 25, 2008

REVIEW:

-
- 2.4.1 **advise the Board of Trustees forthwith in writing of any suspension directed pursuant to such delegated authority**
 - 2.4.2 **advise the affected teacher forthwith in writing of the reasons for the suspension of the teacher and**
 - 2.4.3 **forward a copy of the notice of suspension together with a written statement of the facts alleged, to the Board of Trustees and to the Minister.**
 - 2.5 **With respect to the powers specified in 2.2 above, the Board of Trustees requires the Superintendent to:**
 - 2.5.1 **advise the Board of Trustees forthwith in writing of any termination made pursuant to such delegated power; and**
 - 2.5.2 **provide the affected teacher with written notice of any termination made pursuant to such delegated authority in accordance with the requirements of the School Act.**

32.0 GENERAL ROLE

~~3.12.1~~ The Superintendent of Schools shall be directly responsible and accountable to the Board. He/she will work with, assist and advise the Board on matters arising in all areas of Board jurisdiction and will provide the information necessary for sound decision-making. He/she has the responsibility of recommending to the Board appropriate policies for governing the operation of the system and for implementing and acting within the policies adopted by the Board. The Superintendent is responsible for the development, delivery and maintenance of an educational program which ensures optimum educational opportunity for all students in the jurisdiction. Authority may be delegated by the Superintendent to other system personnel but the Superintendent shall be accountable for the tasks performed and the results achieved.

~~3.0~~ **GUIDELINES**

3.2 Without limiting the scope of responsibility, the Board directs attention to the key result areas identified in the current job description for the Superintendent and the duties as outlined in the School Act, Section 113 (4) and (5).

References:	<i>Admin Practice(s):</i>	
	<i>School Act:</i>	
	Section 61 (1); (3)	Delegation of Power
	Section 113 (4); (5)	Superintendent of Schools
	Section 114	Term of Appointment
	Section 115	Regulations

EFFECTIVE: October 16, 1985

REVISED: June 25, 2008

REVIEW:

3.31—The appointment of the Superintendent of Schools shall conform to the requirements of the School Act and Ministerial Regulations with respect to notification and qualifications.

References: *Admin Practice(s):*
School Act: Section 61 (1); (3) Delegation of Power
Section 113 (4); (5) Superintendent of Schools
Section 114 Term of Appointment
Section 115 Regulations



1.0 POLICY

1.1 The Superintendent of Schools, as Chief Executive Officer of the Board of Trustees and Chief Education Officer of the Division, is responsible to lead and supervise the operation of the school system, and is accountable, in that undertaking, to the Board.

2.0 GUIDELINES

2.1 Pursuant to 1.1 of this policy, the Board delegates to the Superintendent full responsibility for the total operation of the school system including the power to do, or sub-delegate the authority to do, any act or thing or exercise any power that the Board may or is required to do or exercise except for those powers which, in accordance with Section 61(2) of the School Act, cannot be delegated

2.2 Notwithstanding Clause 2.1, the Board of Trustees delegates to the Superintendent only:

2.2.1 the authority to suspend the services of a teacher including, without limitation, the authority under Section 105(2) of the School Act to suspend a teacher from the performance of the teacher's duties without prior notice if the Superintendent is of the opinion that the welfare of students is threatened by the presence of the teacher; and

2.2.2 the power to terminate the services of teacher

2.3 A decision of the Superintendent to suspend or terminate the services of a teacher is not appealable to the Board.

2.4 With respect to the powers specified in 2.2 above, the Board of Trustees requires the Superintendent to:

2.4.1 advise the Board of Trustees forthwith in writing of any suspension directed pursuant to such delegated authority

2.4.2 advise the affected teacher forthwith in writing of the reasons for the suspension of the teacher and

2.4.3 forward a copy of the notice of suspension together with a written statement of the facts alleged, to the Board of Trustees and to the Minister.

References:	<i>Admin Practice(s):</i>	
	<i>School Act:</i>	
	Section 61 (1); (3)	Delegation of Power
	Section 113 (4); (5)	Superintendent of Schools
	Section 114	Term of Appointment
	Section 115	Regulations



2.5 With respect to the powers specified in 2.2 above, the Board of Trustees requires the Superintendent to:

2.5.1 advise the Board of Trustees forthwith in writing of any termination made pursuant to such delegated power; and

2.5.2 provide the affected teacher with written notice of any termination made pursuant to such delegated authority in accordance with the requirements of the School Act.

3.0 GENERAL ROLE

3.1 The Superintendent of Schools shall be directly responsible and accountable to the Board. He/she will work with, assist and advise the Board on matters arising in all areas of Board jurisdiction and will provide the information necessary for sound decision-making. He/she has the responsibility of recommending to the Board appropriate policies for governing the operation of the system and for implementing and acting within the policies adopted by the Board. The Superintendent is responsible for the development, delivery and maintenance of an educational program which ensures optimum educational opportunity for all students in the jurisdiction. Authority may be delegated by the Superintendent to other system personnel but the Superintendent shall be accountable for the tasks performed and the results achieved.

3.2 Without limiting the scope of responsibility, the Board directs attention to the key result areas identified in the current job description for the Superintendent and the duties as outlined in the School Act, Section 113 (4) and (5).

3.3 The appointment of the Superintendent of Schools shall conform to the requirements of the School Act and Ministerial Regulations with respect to notification and qualifications.

References:	<i>Admin Practice(s):</i>	
	<i>School Act:</i>	
	Section 61 (1); (3)	Delegation of Power
	Section 113 (4); (5)	Superintendent of Schools
	Section 114	Term of Appointment
	Section 115	Regulations



Date: October 9, 2013
To: **Committee of the Whole**
From: Wolfgang Jeske
Subject: Accountability Pillar – October 2013 Report

Background

On an annual basis, Alberta Education undertakes to gather information with respect to the quality of education throughout the province. This Accountability Framework is a formal structure established by the Ministry to support accountability and ensure alignment of schools and school authorities with provincial direction.

School authorities use this information to assist with the development of school and jurisdiction Annual Education Results Reports and Three Year Education Plans. The jurisdiction combined report is expected to be completed on or before November 30 of each year.

Highlights of this report include:

- **‘Significant Improvement’** achieved in the Diploma Acceptable and Excellence categories.
- **‘Improvement’** achieved in five additional categories
 - Program of Studies
 - High School Completion (3yr rate)
 - Diploma Examination Participation rates (4+ Exams)
 - Rutherford Scholarship Eligibility Rate
 - Citizenship
- **‘High’** standard achieved in 8 measures within the Achievement Measure Evaluation
- **‘Excellent’** standard achieved in 3 measures within the Overall Measure Evaluation
- **‘Good’** standard achieved in 9 measures within the Overall Measure Evaluation

Note that the data with respect to the Provincial Achievement Tests includes only results for Language Arts and Science. This year, Diploma Examination data excludes Math 30-1/30-2 and includes only English 30-1/30-2, Chemistry, Physics, Biology, and Science.

Combined 2013 Accountability Pillar Overall Summary (Required for Public/Separate/Francophone/Charter School Authorities and Level 2 Private Schools)

Measure Category	Measure Category Evaluation	Measure	Sturgeon School Div No. 24				Alberta			Measure Evaluation		
			Current Result	Prev Year Result	Prev-3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall	
Safe and Caring Schools	Good	Safe and Caring	86.8	86.8	86.8	89.0	88.6	88.1	High	Maintained	Good	
		Program of Studies	82.9	81.0	79.9	81.5	80.7	80.7	Very High	Improved	Excellent	
		Education Quality	88.8	87.7	88.0	89.8	89.4	89.3	High	Maintained	Good	
Student Learning Opportunities	Good	Drop Out Rate	4.4	5.0	4.8	3.5	3.2	3.9	Intermediate	Maintained	Acceptable	
		High School Completion Rate (3 yr)	75.6	70.3	69.2	74.8	74.1	72.7	High	Improved	Good	
Student Learning Achievement (Grades K-9)	Acceptable	PAT: Acceptable	85.1	82.5	84.9	79.0	79.1	79.2	High	Maintained	Good	
		PAT: Excellence	18.5	19.3	20.8	18.9	20.8	19.9	Intermediate	Declined	Issue	
Student Learning Achievement (Grades 10-12)	Excellent	Diploma: Acceptable	90.5	84.1	84.2	84.6	83.1	82.5	Very High	Improved Significantly	Excellent	
		Diploma: Excellence	23.3	18.4	16.1	21.7	20.7	20.1	Very High	Improved Significantly	Excellent	
		Diploma Exam Participation Rate (4+ Exams)	46.7	38.3	41.4	56.6	56.2	54.9	Intermediate	Improved	Good	
		Rutherford Scholarship Eligibility Rate (Revised)	61.0	58.1	54.8	61.3	61.5	59.4	High	Improved	Good	
		Transition Rate (6 yr)	52.0	60.6	59.8	59.5	58.4	59.2	Intermediate	Declined Significantly	Issue	
Preparation for Lifelong Learning, World of Work, Citizenship	Acceptable	Work Preparation	77.9	80.8	76.2	80.3	79.7	79.9	High	Maintained	Good	
		Citizenship	79.5	79.5	77.6	83.4	82.5	82.0	High	Improved	Good	
Parental Involvement	Acceptable	Parental Involvement	77.5	80.0	78.5	80.3	79.7	79.8	Intermediate	Maintained	Acceptable	
Continuous Improvement	Good	School Improvement	79.6	79.0	78.2	80.6	80.0	80.0	High	Maintained	Good	

Notes:

- PAT results are a weighted average of the percent meeting standards (Acceptable, Excellence) on Provincial Achievement Tests. The weights are the number of students enrolled in each course. Courses included: English Language Arts (Grades 3, 6, 9), Science (Grades 6, 9), French Language Arts (Grades 3, 6, 9), Français (Grades 3, 6, 9).
- Diploma results are a weighted average of percent meeting standards (Acceptable, Excellence) on Diploma Examinations. The weights are the number of students writing the Diploma Examination for each course. Courses included: English Language Arts 30-1, English Language Arts 30-2, French Language Arts 30-1, Français 30-1, Français 30-1, Chemistry 30, Biology 30, Science 30.
- Overall evaluations can only be calculated if both improvement and achievement evaluations are available.
- The subsequent pages include evaluations for each performance measure. If jurisdictions desire not to present this information for each performance measure in the subsequent pages, please include a reference to this overall summary page for each performance measure.
- Data values have been suppressed where the number of students or respondents is less than 6. Suppression is marked with an asterisk (*).
- Please note that participation in Diploma Examinations and Grade 9 Provincial Achievement Tests was impacted by the flooding in June 2013. Caution should be used when interpreting trends over time for the province and those school authorities affected by the floods.

Measure Evaluation Reference (Optional)

Achievement Evaluation

Achievement evaluation is based upon a comparison of Current Year data to a set of standards which remain consistent over time. The Standards are calculated by taking the 3 year average of baseline data for each measure across all school jurisdictions and calculating the 5th, 25th, 75th and 95th percentiles. Once calculated, these standards remain in place from year to year to allow for consistent planning and evaluation.

The table below shows the range of values defining the 5 achievement evaluation levels for each measure.

Measure	Very Low	Low	Intermediate	High	Very High
Safe and Caring	0.00 - 77.62	77.62 - 81.05	81.05 - 84.50	84.50 - 88.03	88.03 - 100.00
Program of Studies	0.00 - 66.31	66.31 - 72.65	72.65 - 78.43	78.43 - 81.59	81.59 - 100.00
Education Quality	0.00 - 80.94	80.94 - 84.23	84.23 - 87.23	87.23 - 89.60	89.60 - 100.00
Drop Out Rate	100.00 - 9.40	9.40 - 6.90	6.90 - 4.27	4.27 - 2.79	2.79 - 0.00
High School Completion Rate (3 yr)	0.00 - 57.03	57.03 - 62.36	62.36 - 73.88	73.88 - 81.79	81.79 - 100.00
PAT: Acceptable	0.00 - 71.50	71.50 - 77.76	77.76 - 84.91	84.91 - 88.69	88.69 - 100.00
PAT: Excellence	0.00 - 11.54	11.54 - 14.60	14.60 - 20.83	20.83 - 26.46	26.46 - 100.00
Diploma: Acceptable	0.00 - 71.28	71.28 - 77.34	77.34 - 84.16	84.16 - 88.87	88.87 - 100.00
Diploma: Excellence	0.00 - 8.77	8.77 - 12.71	12.71 - 19.16	19.16 - 23.03	23.03 - 100.00
Diploma Exam Participation Rate (4+ Exams)	0.00 - 31.10	31.10 - 44.11	44.11 - 55.78	55.78 - 65.99	65.99 - 100.00
Rutherford Scholarship Eligibility Rate (Revised)	0.00 - 43.18	43.18 - 49.83	49.83 - 59.41	59.41 - 70.55	70.55 - 100.00
Transition Rate (6 yr)	0.00 - 39.80	39.80 - 46.94	46.94 - 56.15	56.15 - 68.34	68.34 - 100.00
Work Preparation	0.00 - 66.92	66.92 - 72.78	72.78 - 77.78	77.78 - 86.13	86.13 - 100.00
Citizenship	0.00 - 66.30	66.30 - 71.63	71.63 - 77.50	77.50 - 81.08	81.08 - 100.00
Parental Involvement	0.00 - 70.76	70.76 - 74.58	74.58 - 78.50	78.50 - 82.30	82.30 - 100.00
School Improvement	0.00 - 65.25	65.25 - 70.85	70.85 - 76.28	76.28 - 80.41	80.41 - 100.00

Notes:

- 1) For all measures except Drop Out Rate: The range of values at each evaluation level is interpreted as greater than or equal to the lower value, and less than the higher value. For the Very High evaluation level, values range from greater than or equal to the lower value to 100%.
- 2) Drop Out Rate measure: As "Drop Out Rate" is inverse to most measures (i.e. lower values are "better"), the range of values at each evaluation level is interpreted as greater than the lower value and less than or equal to the higher value. For the Very High evaluation level, values range from 0% to less than or equal to the higher value.

Improvement Table

For each jurisdiction, improvement evaluation consists of comparing the Current Year result for each measure with the previous three-year average. A chi-square statistical test is used to determine the significance of the improvement. This test takes into account the size of the jurisdiction in the calculation to make improvement evaluation fair across jurisdictions of different sizes.

The table below shows the definition of the 5 improvement evaluation levels based upon the chi-square result.

Evaluation Category	Chi-Square Range
Declined Significantly	3.84 + (current < previous 3-year average)
Declined	1.00 - 3.83 (current < previous 3-year average)
Maintained	less than 1.00
Improved	1.00 - 3.83 (current > previous 3-year average)
Improved Significantly	3.84 + (current > previous 3-year average)

Overall Evaluation Table

The overall evaluation combines the Achievement Evaluation and the Improvement Evaluation. The table below illustrates how the Achievement and Improvement evaluations are combined to get the overall evaluation.

Improvement	Achievement				
	Very High	High	Intermediate	Low	Very Low
Improved Significantly	Excellent	Good	Good	Good	Acceptable
Improved	Excellent	Good	Good	Acceptable	Issue
Maintained	Excellent	Good	Acceptable	Issue	Concern
Declined	Good	Acceptable	Issue	Issue	Concern
Declined Significantly	Acceptable	Issue	Issue	Concern	Concern

Category Evaluation

The category evaluation is an average of the Overall Evaluation of the measures that make up the category. For the purpose of the calculation, consider an Overall Evaluation of Excellent to be 2, Good to be 1, Acceptable to be 0, Issue to be -1, and Concern to be -2. The simple average (mean) of these values rounded to the nearest integer produces the Category Evaluation value. This is converted back to a colour using the same scale above (e.g. 2=Excellent, 1=Good, 0=Intermediate, -1=Issue, -2=Concern)



Committee of the Whole Memorandum

Date: October 9, 2013
To: Committee of the Whole
From: Wolfgang Jeske
Director, Curriculum and Instruction
Subject: Three Year Plan

Background:

The Three Year Education Plan is an integral component of the planning for and delivery of education services to our students. It provides focus and direction for our schools and classrooms, and reflects the priorities identified by our staff, students, parents and Trustees. While a 'revised' three year plan is developed annually, it is important to maintain continuity of focus while striving to effect change which will be of benefit to our students.

The draft priorities are being presented to the Board at this time for consideration and comment. To date, this document has been vetted by senior administration, and schools through school administrators. It also reflects information gathered through the Vision, Mission and Values process. Finally, it reflects priorities as identified and required by Alberta Education. However, it should be noted that our document is not organized by Alberta Education goals; rather, it is based upon Sturgeon priorities with connections to Alberta Education goals identified.

Priority 1 – Academics: Critical Thinking and Problem Solving Skills

- Goal remains the same as in the previous plan
- Increased specificity/requirements with respect to the Division focus on literacy
 - While the previous year introduced guided reading, this plan requires implementation
- Remaining expectations are consistent with those of the previous year



Priority 2 – Embracing Uniqueness: Recognition of the Individual and Opportunities for Success

- Goal remains the same as in the previous plan
- Implementation of the Sturgeon/UofA research partnership to investigate High School completion
- Remaining expectations are consistent with those of the previous year

Priority 3 – Building Relationships Between: students and their peers, students and adults, students and curriculum, school and home/community

- New goal
- Expectations include
 - greater emphasis on supporting “student voice”
 - building of positive relationships
 - increasing collaboration among staff
 - contributing to the school and/or community
 - maintaining a respectful learning and working environment

Note that this plan also identifies (yet to be determined) specific Division targets for the 2013/2014 school year. Schools are also working on a similar document, in which they establish local targets, and identify strategies which reflect the Division ‘expectations’.

Critical Thinking and Problem Solving Skills

Indicators:

1. Students develop grade/program appropriate language, numeracy, and communication skills.
2. Students use technology to support their learning.
4. Students demonstrate critical and creative thinking skills.

Expectations:

1. Increased focus at the Division level to support K-1 transition.
2. Schools support the Division focus on Literacy
 - ▶ Guided reading strategies will be implemented in all classrooms at the grade K-6 level.
 - ▶ Junior and senior high teachers will implement strategies which support reading across the content areas (subjects).
3. Teachers apply Assessment For and Of Learning practices.
 - 5 Keys to Quality Assessments (Appendix).
 - Seven Strategies for Assessment (Appendix).
4. Schools develop action plans specific to the ongoing improvement of student achievement as measured by provincial achievement test and diploma examination results.
5. Teachers provide instruction with respect to digital citizenship to all students.
6. Teachers incorporate instructional strategies which require students to demonstrate creative and critical thinking skills.

Measures:

- Principal end of year reports with respect to the monitoring of instructional practices specifically regarding the implementation of teaching strategies which support guided reading, literacy across the content areas, digital citizenship and critical/creative thinking skills.
- Provincial Achievement Test and Diploma Examination results.



Specific targets for 2013-2014

- XXXXXX
- XXXXXX
- XXXXXXXX



Alberta Education
Accountability Pillar
Connections

Goal 1: An Excellent Start to Learning

Goal 2: Success for Every Student

- Students achieve student learning outcomes
- Students demonstrate proficiency in literacy and numeracy
- The achievement gap between FNMI students and all other students is eliminated



Specific targets for 2013-2014

- XXXXXX
- XXXXXXXX
- XXXXXXXX
- XXXXXXXXXXXX



Alberta Education
Accountability Pillar
Connections

Goal 1: An Excellent Start to Learning

Goal 2: Success for Every Student

- > Students achieve student learning outcomes.
- > Students demonstrate proficiency in literacy and numeracy.
- > Students demonstrate citizenship and entrepreneurship.
- > The achievement gap between FNMI students and all other students is eliminated.

Goal 3: Quality Teaching and School Leadership

- > Teacher preparation and professional growth focus on the competencies needed to help students learn. Effective learning and teaching is achieved through collaborative leadership.

Recognition of the Individual and Opportunities for Success

Indicators:

1. Teachers and administrators have opportunity to develop and demonstrate their instructional leadership skills.
2. Students are engaged in their learning.
 - ▶ Students are supported to set and achieve personal goals.
 - ▶ Students work collaboratively.
 - ▶ Students demonstrate their learning in a variety of ways.
 - ▶ Students strive to achieve personal excellence.
3. Students have access to a diversity of program and instruction.
4. Students complete their high school program.

Expectations:

1. Committed focus to foster instructional leadership capacity.
2. Teachers embed differentiated instructional strategies into teaching practice.
 - ▶ Teachers support FNMI students to ensure they complete their academic program successfully.
3. Teachers incorporate project (inquiry) based learning within instructional practice.
4. Schools provide a wide range of complementary and optional programs.
5. Sturgeon School Division to partner with University of Alberta to complete a research project with respect to high school completion within Sturgeon (Division facilitated project).

Measures:

- Accountability Pillar Results
- Participation in professional development opportunities focused on leadership development.
- Principal end of year reports.



Building Relationships Between:

Students and their peers

Students and adults

Students and curriculum

School and home/community

Indicators:

1. All members of the school community, students and adults, experience positive and respectful personal interactions.
 - ▶ Students in particular, have a sense of being cared for and demonstrate caring for others.
2. Members of the school community, students and adults, contribute to their school and community.
3. All members of the school community, students and adults, contribute to their school and community.
4. Students are meaningfully engaged in their learning.

Expectations:

1. Schools undertake activities which support "student voice".
2. Schools undertake activities which enhance the building of positive relationships between students, students and adults, and school and home/community.
3. The division and school professional development plans provide opportunities for teachers to collaborate.
4. Schools ensure that all students are involved in projects which contribute to the school or community.
Staff incorporate practices which support a respectful learning and working environment.

Measures:

- Accountability Pillar Measures related to provincial Goals 2, 3, 4.
- Principal end of year reports.
- Division and school professional development plans.



**Alberta Education
Accountability Pillar
Connections**

Goal 2: Success for Every Student

- > Students demonstrate citizenship and entrepreneurship.

Goal 3: Quality Teaching and School Leadership

- > Teacher preparation and professional growth focus on the competencies needed to help students learn. Effective learning and teaching is achieved through collaborative leadership.

Goal 4: Engaged and Effective Governance

- > The education system demonstrates collaboration and engagement
- > Students and communities have access to safe and healthy learning environments