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THE ASSURANCE FRAMEWORK
AN OPPORTUNITY FOR SCHOOL COUNCIL ENGAGEMENT



Alberta
School Councils' Association
Promoting parent engagement in public education




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INTRODUCTIONS

➤Presenter


➤A bit about me





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TODAY'S OBJECTIVES:


To Understand:

➤What is the Assurance Framework

➤How Planning and Reporting fit in

➤What can your School Council do to participate in the process





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ACCOUNTABILITY:
THE CORNERSTONE OF THE ACCOUNTABILITY PILLAR

Accountability consists of:

- **measurable goals**,
- **performance measures** that provide information on progress toward and achievement of
- **outcomes**, targets that indicate a desired level of performance,
- **strategies** that are implemented and adjusted as necessary to improve results over time,
- **evaluation of results** achieved, including whether improvement has taken place,
- **public performance reports** and consequences for the performance of accountable organizations.

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ASSURANCE AND ACCOUNTABILITY ARE LINKED

Assurance means:

- **demonstrating** to Albertans that the education system is meeting the needs of students and students are successful.
- **building public confidence** in the education system that arises from the combination of funding, policies, processes, actions, and evidence that help achieve
- **relationship-building and engagement** between all education partners and by creating and sustaining a culture of continuous improvement and
- **collective responsibility**.

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ALBERTA EDUCATION ASSURANCE MEASURES

Assurance Domain	Alberta Education Assurance Measures	Local Component
<ul style="list-style-type: none">• Student Growth and Achievement• Teaching and Leading• Learning Supports• Governance• Local and Societal Context	<ul style="list-style-type: none">• Initial measures from the Accountability Pillar	<ul style="list-style-type: none">• Stakeholder engagement processes

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ALBERTA EDUCATION ASSURANCE MEASURES		
Assurance Domain	AEAM (Alberta Education Assurance Measures)	Local Component
Student Growth and Achievement The ongoing progress of students' learning, relative to identified provincial learning outcomes that enable them to engage intellectually, grow continuously as learners, and demonstrate citizenship.	<ul style="list-style-type: none">PAT ResultsDiploma Exam ResultsHigh School Completion ResultsSurvey measures of Citizenship and Student Learning Engagement	<ul style="list-style-type: none">No required elements for this domainSchool divisions may provide data from local assessments

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ALBERTA EDUCATION ASSURANCE MEASURES		
Assurance Domain	AEAM (Alberta Education Assurance Measures)	Local Component
Teaching and Leading Teachers and leaders apply appropriate knowledge and abilities to make decisions that demonstrate professional practice standards, which result in quality teaching, leading, and optimum learning for all students.	<ul style="list-style-type: none">Survey measure of Education Quality	<ul style="list-style-type: none">Local measures/data and information demonstrating teaching & leadership quality

PROFESSIONAL PRACTICE STANDARDS

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LEADERSHIP QUALITY STANDARDS: EXPECTATIONS OF A PRINCIPAL

COMPETENCY 7: DEVELOPING LEADERSHIP CAPACITY

Achievement of this competency is demonstrated by indicators such as:


- a. demonstrating consultative and collaborative decision-making that is informed by open dialogue and multiple perspectives;
- c. **promoting the engagement of parents in school council(s) and facilitating the constructive involvement of school council(s) in school life;**
- e. promoting teambuilding and shared leadership among members of the school community.

<https://www.albertaschoolcouncils.ca/public/download/files/180215>

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Leadership Quality Standard

Alberta Standard



1. The Leadership Quality Standard

1.1. Establishing Vision and Mission

- 1.1.1. Establish a vision and mission statement that is consistent with the Alberta Education Assurance Measures and the school's strategic plan.
- 1.1.2. Communicate the vision and mission statement to all staff and students.
- 1.1.3. Review and update the vision and mission statement as needed.

1.2. Establishing Values and Norms

- 1.2.1. Establish a set of values and norms that are consistent with the vision and mission statement.
- 1.2.2. Communicate the values and norms to all staff and students.
- 1.2.3. Review and update the values and norms as needed.

1.3. Establishing Structures and Systems

- 1.3.1. Establish a set of structures and systems that are consistent with the vision and mission statement.
- 1.3.2. Communicate the structures and systems to all staff and students.
- 1.3.3. Review and update the structures and systems as needed.

1.4. Establishing Resources

- 1.4.1. Establish a set of resources that are consistent with the vision and mission statement.
- 1.4.2. Communicate the resources to all staff and students.
- 1.4.3. Review and update the resources as needed.

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ALBERTA EDUCATION ASSURANCE MEASURES		
Assurance Domain	AEAM (Alberta Education Assurance Measures)	Local Component
Learning Supports Using resources to create optimal learning environments where diversity is embraced, a sense of belonging is emphasized and all students are welcomed, cared for, respected and safe.	<ul style="list-style-type: none">Survey measures of Welcoming, Caring, Respectful and Safe learning Environment and Access to Supports and Services.	<p>Local measures/data and information demonstrating:</p> <ul style="list-style-type: none">First Nations, Metis and Inuit student successStudent access to a continuum of supports and services.

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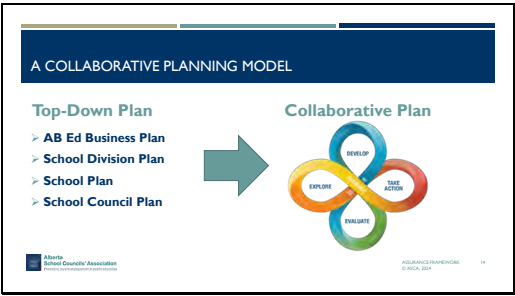
ALBERTA EDUCATION ASSURANCE MEASURES		
Assurance Domain	AEAM (Alberta Education Assurance Measures)	Local Component
Governance Processes that determine strategic direction, establish policy and manage fiscal resources.	<ul style="list-style-type: none">Survey measures of Parent InvolvementSchool authorities report the amount budgeted for past school year, the amount spent and the variance between these amounts for operational expense categories.	<p>Local measures/data and information demonstrating:</p> <ul style="list-style-type: none">Effective resource management, including collaboration with other school authorities, municipalities and community agenciesStakeholder engagement to develop priorities and share progress and results

ALBERTA EDUCATION ASSURANCE MEASURES
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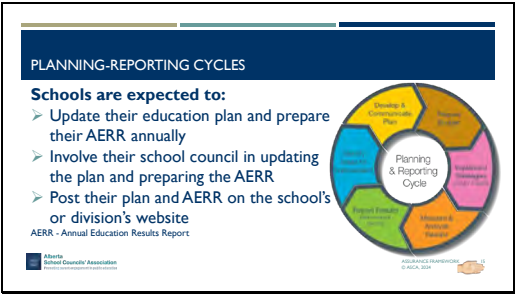
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ALBERTA EDUCATION ASSURANCE MEASURES		
Assurance Domain	AEAM (Alberta Education Assurance Measures)	Local Component
Local and Societal Context	Education partners anticipate local and societal needs and circumstances and respond with flexibility and understanding.	Local measures/data and information and information about the school authority
Engagement practices that enable the education system to proactively respond to the learning needs and diverse circumstances of all students.		

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HO #2

Annual School Improvement Planning: Setting the Direction

Develop the School Improvement Plan

1. Review the school plan and the Board's vision and mission statement
2. Review the school's performance data and the results of the previous year's planning cycle
3. Identify the school's strengths and areas for improvement
4. Develop the school's strategic goals and objectives
5. Develop the school's action plan
6. Review the school's progress and adjust the plan as needed

Develop the School Improvement Plan

The School Improvement Plan (SIP) is a document that outlines the school's vision, mission, and strategic goals. It is a living document that is updated annually. The SIP is developed by the school board and the school principal, with input from teachers, parents, and the community.

The SIP is organized into five main sections:

- Section 1: Vision and Mission**
 - 1.1 Vision Statement
 - 1.2 Mission Statement
- Section 2: Strategic Goals and Objectives**
 - 2.1 Strategic Goal 1
 - 2.2 Strategic Goal 2
 - 2.3 Strategic Goal 3
- Section 3: Action Plan**
 - 3.1 Action Plan 1
 - 3.2 Action Plan 2
 - 3.3 Action Plan 3
- Section 4: Progress Monitoring**
 - 4.1 Progress Monitoring 1
 - 4.2 Progress Monitoring 2
 - 4.3 Progress Monitoring 3
- Section 5: Evaluation and Reporting**
 - 5.1 Evaluation and Reporting 1
 - 5.2 Evaluation and Reporting 2
 - 5.3 Evaluation and Reporting 3

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A SCHOOL BOARD MUST...
(NO "IFS, ANDS OR BUTS")

12(1) ...provide the School Council with an opportunity to provide advice on the development of the school's

- (a) foundations statements, if any, respecting the school's vision, principles and beliefs,
- (b) policies,
- (c) **annual education plan and annual results report required by the Minister to be reported under section 67 of the Act, and**
- (d) budget required to be reported under section 139 of the Act.

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HO #3

School Council Annual Agenda Framework

Develop the School Council Annual Agenda Framework

The School Council Annual Agenda Framework (SACAF) is a document that outlines the structure and content of the school council's annual meetings. It is developed by the school board and the school principal, with input from teachers, parents, and the community.

The SACAF is organized into five main sections:

- Section 1: Vision and Mission**
 - 1.1 Vision Statement
 - 1.2 Mission Statement
- Section 2: Strategic Goals and Objectives**
 - 2.1 Strategic Goal 1
 - 2.2 Strategic Goal 2
 - 2.3 Strategic Goal 3
- Section 3: Action Plan**
 - 3.1 Action Plan 1
 - 3.2 Action Plan 2
 - 3.3 Action Plan 3
- Section 4: Progress Monitoring**
 - 4.1 Progress Monitoring 1
 - 4.2 Progress Monitoring 2
 - 4.3 Progress Monitoring 3
- Section 5: Evaluation and Reporting**
 - 5.1 Evaluation and Reporting 1
 - 5.2 Evaluation and Reporting 2
 - 5.3 Evaluation and Reporting 3

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A SCHOOL BOARD MUST ALSO...
(AGAIN, NO "IFS, ANDS OR BUTS")

12(2) ...provide the school council with

(a) the **results** for the school **from provincial assessments** and **an interpretation** of these results, and

(b) the same information that the board disseminates to students, parents or electors under section 67(2) of the Act.

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THE BIG PICTURE:
RESPONSIBILITY OF SCHOOL COUNCILS

➤ Foster, develop, maintain and reflect the **culture** of the school

➤ Provide the **opportunity to participate** in the advisory role

➤ Create the **forum for discussion**

➤ Seek and represent **school community views**

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LEGISLATED TO...

Inquire by "Seeking to Understand"

How does this improve our school community?



What does this look like in our school?

How does this help to support student success?

Advise the principal and the board respecting matters relating to the **school**.

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SOMEWAYS SCHOOL COUNCIL CAN SUPPORT THE ASSURANCE FRAMEWORK:

- Become familiar with the Assurance Framework and the related school authority planning and reporting requirements
- Review the School Division's education plan and annual education report (posted annually on Division's website by November 30 and May 31, respectively) and those of the School (posted annually on either the school or School Division website)
- Participate in engagement opportunities surrounding the development of School and School Division education plan priorities
- Participate in engagement opportunities respecting results and progress towards meeting the School Division's priorities
- Participate in the development of school education plans, annual education results reports, and budget
- Educate Grade 4, 7 and 10 parents about the Alberta Education Assurance parent survey and encourage them to complete it



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ENGAGING IN THE PLANNING PROCESS: EXAMPLE

Annual Education Results Report (AERR) reveals a need to focus School Division budget (\$) on:

- Literacy
- Social-Emotional Learning (SEL)

Board and Superintendent suggest 4 possible solutions:

- Hire more Literacy experts (\$)
- Hire SEL Counsellors (\$)
- More literacy and SEL PD for staff (\$)
- Recommend schools shorten lunch or remove afternoon recess for more instructional and/or counselling time

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BENEFITS OF THE ASSURANCE FRAMEWORK

- **School authorities are more responsive to local needs,**
- **Increasing stakeholder understanding of education matters,**
- **Improved decision making,**
- **Enhanced ownership for decisions.**

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CONCLUSION

- ✓ The Assurance Framework has created a structure for School Councils to exercise their advisory capacity given to them in Section 55 of the Education Act.
- ✓ School Council is the forum for parent engagement in your school.
- ✓ Your School Division now has a requirement to demonstrate engagement with School Councils.
- ✓ Be patient and work with your School Division in developing the "Local Component".

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NEXT STEPS

1. Implement what you've learned today
2. Schedule/register for your next ASCA Learning Opportunity
3. Invite more people (parents, grandparents, teachers, EAs, students, community members) to learn alongside you, and to support your students' learning success



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Parent Engagement and Student Success

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CONTACT US

- 780.454.9867 or 1.800.661.3470
- parents@albertaschoolcouncils.ca
- Twitter @ABSchoolCouncil
- www.albertaschoolcouncils.ca (SCETF, email list, resources, templates)
- Facebook/pages/Alberta-School-Councils-Association

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