



Board Meeting Agenda

January 28, 2015 – 4:30 p.m.

- 1. Call to Order**
- 2. Approval of Agenda**
 - 2.1 Additions to Agenda
 - 2.2 Approval of Agenda
- 3. Appointments**
- 4. Reading and Approving of Minutes**
 - 4.1 Amendment/Correction of Minutes
 - 4.2 Approval of Minutes of the Regular Meeting of November 26, 2014
- 5. Presentations**
 - 5.1 Regional Collaborative Service Delivery – Mrs. Sandra Brenneis, Director, Learning Support
- 6. Reports from Senior Administration**
 - 6.1 Superintendent of Schools
 - 6.2 Associate Superintendent, Education Services

6.3 Secretary Treasurer

6.4 Associate Superintendent, Human Resources & Leadership Support

7. Reports from Trustees and Standing Committees

7.1 Chair's Report

7.2 Trustees' Reports

7.3 Building

7.4 Finance & Human Resources

7.5 Education Policy

7.6 Advocacy Committee

7.7 Transportation

8. Reports from Special Committees

8.1 Alberta School Boards Association Representative

8.2 Public School Boards Association of Alberta Representative

9. New Business

9.1 Policy B/IV/3 – Media and Public Relations

9.2 Policy E/I/1 – Staffing Policy

9.3 Policy F/I/03 – Vocational Education

9.4 Policy F/IV/07 – Student Conduct

9.5 Sturgeon Composite High School Modernization Design

9.6 Appointment of Division Auditor

10. Unfinished Business

11. Notices of Motion

12. Comment & Question Period

13.1 ATA; CUPE

13.2 Community Members

13.3 Media

13. Requests for Information

14. Adjournment



Minutes of the Meeting of
The Board of Trustees of
Sturgeon School Division No. 24
Held at Morinville on November 26, 2014

UNAPPROVED DRAFT

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**Minutes of the Meeting of
The Board of Trustees of
Sturgeon School Division No. 24
Held at Morinville on November 26, 2014**

UNAPPROVED DRAFT

Roll Call

Present were Trustees: Mr. Terry Jewell (Chair), Ms. Tracy Nowak (Vice Chair), Mrs. Misty Featherley; Mrs. Liz Kohle, Mrs. Wendy Miller, Mrs. Michelle Mychasiw, Mrs. Shelley Porter; Dr. Michèle Dick (Superintendent)Mr. Wolfgang Jeske (Associate Superintendent, Education Services); Mrs. Iva Paulik (Secretary Treasurer); Mr. Dave Johnson (Associate Superintendent, Human Resources & Leadership Support)

Mrs. Michelle Mychasiw left the meeting at 5:40 p.m.

Ms. Tracy Nowak left the meeting at 6:50 p.m.

Call to Order

The Chair called the meeting to order at 4:30 p.m.

Approval of Agenda

#107/2014 – Moved by Mrs. Mychasiw that the agenda be approved.

CARRIED 7/0

Appointments

There were no appointments.

Approval of Minutes

#108/2014 - Moved by Mrs. Miller that the minutes of the Regular Meeting of October 22, 2014 be approved.

CARRIED 7/0

Presentations

2013-2014 Audited Financial Statements

Mr. Phil Dirks, C.A., Partner, Hawkings, Epp Dumont LLP and Mrs. Iva Paulik, Secretary Treasurer, presented the Sturgeon School Division Audited Financial Statement for 2013-2014.

#109/2014 - Moved by Mrs. Mychasiw that Board of Trustees approve the 2013-2014 Audited Financial Statements for Sturgeon School Division.

CARRIED 7/0

Three Year Education Plan 2014-2017/Annual Education Results Report 2013/2014

Mr. Wolfgang Jeske, Associate Superintendent, Education Services, presented the Three Year Education Plan 2014-2017 and Annual Education Results Report 2013-2014 along with the Annual Education Results Summary 2013-2014.

#110/2014 - Moved by Mrs. Featherley that the Board of Trustees approve the combined Three Year Education Plan 2014-2017/Annual Education Results Report 2013-2014, and the Annual Education Results Report Summary 2013-2014.

CARRIED 7/0

Reports from Senior Administration**Superintendent of Schools**

A verbal report was provided.

Associate Superintendent, Education Services

A written report was provided.

Secretary-Treasurer

A verbal report was provided.

Associate Superintendent, Human Resources & Leadership Support

A verbal report was provided.

Mrs. Michelle Mychasiw left the meeting at 5:40 p.m.

Reports from Officers and Standing Committees**Chair's Report**

A written report was provided.

Trustees' Reports

Verbal reports were provided.

Building

A verbal report was provided.

Revised Capital Plan 2014-2017

#111/2014 – Moved by Ms. Nowak that the Board of Trustees approve the enhanced Revised Capital Plan 2014-2017 as follows:

Priority 1A

New Grade 5 – 9 School for Morinville

- a) Initial capacity (Phase I) 600 students with core to support 1000 students
- b) Final capacity 1000 students. As enrolment increases over time it will be possible to include senior high school

Priority 1B

Modernization and expansion of Morinville Public School (MPS) – ECS – Grade 4
Final projected capacity: 600 students

NOTE: Projected costs for life-cycle and building repairs, renovations and modernization may exceed the costs for a new building. Therefore, building a new school may be more fiscally prudent than undertaking a modernization & expansion. These discussions will be undertaken with Alberta Education and Infrastructure personnel.

CARRIED 6/0

Revised 2015-2016 Modular Classroom Program Request

#112/2014 – Moved by Ms. Nowak that the Board of Trustees approve the following revised modular requests to be submitted to Alberta Education and Alberta Infrastructure for the 2015-2016 school year:

1. Morinville Public School (7)
2. Sturgeon Heights School (1)
3. Landing Trail (2)

CARRIED 6/0

Finance & Human Resources

No report was provided.

Ms. Tracy Nowak left the meeting at 6:50 p.m.

Education Policy

No report was provided.

Advocacy Committee – Board Advocacy Plan

No report was provided.

Transportation

A verbal report was provided.

Reports from Special Committees

Alberta School Boards Association Representative

A verbal report was provided.

Public School Boards Association of Alberta Representative

No report was provided.

New Business

Policy B/III/4 - Communications

#113/2014 – Moved by Mrs. Kohle that the Board of Trustees approve Policy B/III/4 – Communications.

CARRIED 5/0

Policy D/I/13 – Instructional Materials

#114/2014 – Moved by Mrs. Miller that the Board of Trustees approve Policy D/I/13 – Instructional Materials.

CARRIED 5/0

Policy D/I/18 – Public Interest Disclosure (Whistle Blower Protection) Act (PIDA)

#115/2014 – Moved by Mrs. Porter that the Board of Trustees approve Policy D/I/18 – Public Interest Disclosure (Whistle Blower Protection) Act (PIDA).

CARRIED 5/0

Policy D/II/3 – Patriotic Exercises/Flag Etiquette

#116/2014 – Moved by Mrs. Featherley that the Board of Trustees approve Policy D/II/3 – Patriotic Exercises/Flag Etiquette.

CARRIED 5/0

Policy E/I/1 – Staffing Policy

#117/2014 – Moved by Mrs. Kohle that the Board of Trustees forward Policy E/I/1 – Staffing Policy to the December Committee of the Whole meeting.

CARRIED 5/0

Policy E/I/14 – Employee Conflict of Interest

#118/2014 – Moved by Mrs. Miller that the Board of Trustees approve Policy E/I/14 – Employee Conflict of Interest.

CARRIED 5/0

Ratification of the CUPE Collective Agreement September 1, 2013 – August 31, 2016

#119/2014 - Moved by Mr. Jewell that the Board of Trustees ratify the CUPE Collective Agreement – September 1, 2013 – August 31, 2016 as presented.

CARRIED 5/0

Fall 2014 Update to the 2014-2015 Budget

#120/2014 - Moved by Mr. Jewell that the Board of Trustees receive the Fall 2014 update to the 2014-2015 Budget report as information.

CARRIED 5/0

December, 2014 Board of Trustees Meeting

#121/2014 – Moved by Mr. Jewell that the Board of Trustees cancel the Board Meeting scheduled on December 24, 2014.

CARRIED 5/0

Unfinished Business**Notices of Motion**

There were no Notices of Motion.

Comment & Question Period**ATA; CUPE**

No report was provided.

Community Members

No report was provided.

Media

No report was provided.

Requests for Information

There were no requests for information.

Close of Meeting

The Chair adjourned the meeting at 7:20 p.m.

Chair

Date

Secretary-Treasurer



Memorandum

Date: January 28, 2015
To: Public Board
From: Division C2 Committee
Subject: Superintendent's Report - Stop Light Template

Background

Attached for Trustee information is an overview document summarizing the status of C2 Committee work in jurisdictions across Alberta.

BOARD 6.1

Status as of April 2014

STOP LIGHT TEMPLATE SUMMARY OF JOINT C2 COLLABORATIVE DIALOGUE SESSIONS

BOARD	ACTIONS COMPLETED	PLANNED ACTIONS	ON HOLD
Aspen View RD	<ul style="list-style-type: none"> Survey Feedback on PowerSchool and IPP documents 	<ul style="list-style-type: none"> Calendar PD opportunities 	<ul style="list-style-type: none"> Inclusion (will be brought back following Blue Ribbon Report)
Battle River RD	<ul style="list-style-type: none"> Two recommendations (modified) have been acted upon. The survey data has been collected. Working definition of teacher efficacy. Identified "documentation" as one area to work on. 	<ul style="list-style-type: none"> Focus on documentation as a planned course of action using "Red Flag" data (IPPs, descriptive feedback). Focus on short-, mid- and long-term goals. Maplewood (documentation) #1. Communication piece (things getting lost in transition): C1, C2, C3 Board/ATA local. Policy versus practice. 	<ul style="list-style-type: none"> Some items on hold until we get further information/data collected to clarify.
Black Gold RD	<ul style="list-style-type: none"> Two ATA-sponsored PD days in the school year are now designated to meet the outcomes of C5. Teachers have an opportunity for self-directed PD to pursue their IPGs and workload concerns. Extensive ThoughtStream survey performed on the staff in May 2014. 	<ul style="list-style-type: none"> Online fieldtrip forms are currently being piloted at 3 schools in Black Gold, with the hope of expanding this to include all Black Gold schools within the next year. Review the results of the survey and develop a plan to reduce/modify other workload concerns that have been identified in the survey. 	
Buffalo Trail PSRD		<ul style="list-style-type: none"> PowerSchool efficiencies: awaiting further technological support. Support for inclusion: waiting on further guidance from Alberta Education. 	<ul style="list-style-type: none"> Classroom support: funding, BIG IDEA, more research. Extracurricular/supervision: needs paradigm shift. Travel: large geographical area. Environmental conditions. Documentation: yet to be discussed.
Calgary RCSSD	<ul style="list-style-type: none"> Three recommendations. 	<ul style="list-style-type: none"> Still articulating the three recommendations based on classroom, school and district issues. 	<ul style="list-style-type: none"> All recommendations for implementation are on hold.
Calgary SD	<ul style="list-style-type: none"> Survey process via ThoughtStream: completed Part A of a two-step process. Part B: prioritized survey content. (March to June 2014) Recommendations from survey forwarded to the chief superintendent. (June 2014) Communication of recommendations and plant to all stakeholders by C2 committee and chief superintendent. (June 2014) 	<ul style="list-style-type: none"> Meeting with new chief superintendent to provide C2 background and context to the recommendations. (September 29, 2014) Responses from the chief superintendent to the recommendations. (To be shared October onward 2014-15) Follow up with the membership regarding chief superintendent response/actions after a reasonable amount of time. (Ongoing) 	

Stop Light Template—Summary of Joint C2 Collaborative Dialogue Sessions, p 2

BOARD	ACTIONS COMPLETED	PLANNED ACTIONS	ON HOLD
Canadian Rockies RD		<ul style="list-style-type: none"> • Tech support: waiting for staffing plans. • Clarity around inclusive education: supporting students with special needs and classroom composition. • Professional learning time (more relevant and efficient). • IPPs: fewer, more intentional goals. 	
Chinook's Edge Div	<ul style="list-style-type: none"> • Working toward all schools removing money handling from teachers using Acorn: pilot of 4 schools now underway. • Admin support in each school to see how cash-handling activities could be handled by Acorn. • Gathered data about supervision around district and will make a report. 	<ul style="list-style-type: none"> • Parent-teacher interviews (PTIs): made sure days in lieu are clearly identified on calendar. Also expanding format of PTIs to include Meet the Teacher, open house, student project evenings. May move away from traditional format. Will discuss at Teachers Matter and Parents Matter committees for feedback. 	<ul style="list-style-type: none"> • Next year focus will be on extracurricular and assessment.
Christ the Redeemer CSRD	<ul style="list-style-type: none"> • Travel. • Professional development. • Faith days. • New teacher orientation and new teacher induction. 	<ul style="list-style-type: none"> • Assessment: data collection in regards to assessment. • Catholic Learning Communities. • Literacy Initiatives. 	<ul style="list-style-type: none"> • School-based issues: we are dealing with division-based initiatives.
Clearview SD	<ul style="list-style-type: none"> • Action plan in place for a number of workload issues which are being or have been implemented (mainly minor issues). 	<ul style="list-style-type: none"> • Data Collection: <ul style="list-style-type: none"> —follow-up survey or data gathering in "live" format. —teacher workload issues connected with jurisdiction three-year education plan. 	<ul style="list-style-type: none"> • Progress will need to wait until new superintendent is hired (near future). • Provincial issues need to be addressed: accountability reports, bureaucracy surrounding finances including school-generated funds, playground equipment, fund raising.
CS Centre Est	<ul style="list-style-type: none"> • Analyse des tests de rendement. • Journée transition entre semestre. • Technologie (appui). • Temps de préparation 	<ul style="list-style-type: none"> • Conges familiaux. • BAJE et BBSV. • Analyse des qst examens diplôme/test de rend. • Imprimant (brocher and trou). • Class jumelée (multi niveau/multi curriculum). 	<ul style="list-style-type: none"> • Bulletins Maplewood, on doit réviser les objectifs, doit revoir...
CS Centre-Nord	<ul style="list-style-type: none"> • Récompense les employés pour leur bénévolat - un gabarit a été conçu. 	<ul style="list-style-type: none"> • Amorcer la modification au PIEL pour faciliter le transfert des infos de base d'une année à l'autre. • Élaborer un guide pour la surveillance pendant les examens de fin d'année. 	<ul style="list-style-type: none"> • Un modèle de surveillance (cours d'école, etc) pour toutes les écoles.

BOARD	ACTIONS COMPLETED	PLANNED ACTIONS	ON HOLD
CS du Nord-Ouest	<ul style="list-style-type: none"> Le support pour les PIPs est en place. Les tâches pour la promotion ont été assignées aux animateurs culturels. Nous avons amélioré la gestion du travail sur Maplewood. Réduire le # de déplacement aux rencontres de direction. Clarifier les attentes pour rencontre du CSNO et les écoles. 	<ul style="list-style-type: none"> Des formulaires d'excursion plus facile à utiliser et à accéder. Indentification en francisation s'améliore. Révision de la DA. Réduire le # de bulletins en 10-11-12. 	<ul style="list-style-type: none"> Nous n'avons pas d'item en attente. Mais nous avons 4 domaines/items que nous désirons travailler l'année prochaine.
CS du Sud	<ul style="list-style-type: none"> Flexibilité au calendrier scolaire pour décider du contenu des journées sans enseignement—horaire pour le secondaire : aide aux directions. Modifications des formulaires et clarification des attentes pour l'ESL. Discussions avec les directions concernant l'affectation et la budgétisation. Appui pour consulter les communautés concernant une journée avec départ hâtif. Embauche d'aide-élèves spécialisées. Dégager du temps pour permettre aux enseignants de travailler les PIPs. Bulletins informatives à la maternelle pour les écoles publiques. Portager les bonnes pratiques (organisation scolaire) avec les directions d'école. 	<ul style="list-style-type: none"> Attentes communes pour toutes les écoles en lieu avec les PIP. Comités pour les bulletins : maternelle, primaire et secondaire et Francisation. Accès en ligne aux bulletins par les parents et les res élèves du secondaire. 	<ul style="list-style-type: none"> Formations à venir pour les PIPS après les changements faits au format. Trouver des moyens pour augmenter les ressources en adaptation scolaire.
East Central Alberta CSSRD	<ul style="list-style-type: none"> Purchasing of software (small items). IT answerable to principals rather than reverse. Documentation: allows time for work on IPPs or PD days. Transportation: [federal] documentation ... changed to provincial. Priorities include 1. Documentation, 2. Support for inclusion, 3. Report cards, 4. Technology, 5. District initiatives, 6. Environmental condition, 7. Supervision, 8. Volunteerism, 9. Classroom environment and 10. Transportation. 	<ul style="list-style-type: none"> Technology study undertaken, report returned, looking at hardware, software and education for a new system. IT answerable to principals rather than reverse. Documentation: allows time for work on IPPs or PD days. Transportation: field trip forms streamline, a committee formed. 	<ul style="list-style-type: none"> Documentation: investigate new formats/documents, streamline processes. Transportation: approach partnership organization to investigate the basic requirements needed on units for extracurricular functions ASBA, Alberta Education. Classroom support/support for inclusion: not addressed yet. Report cards: no work group formed.
Edmonton CSSD	<ul style="list-style-type: none"> Identified 10 issues Inclusion, supervision, teacher time and report cards were researched and brought forward to the superintendent 	<ul style="list-style-type: none"> New report card format is being implemented (Nov. 2014) Bring forward further issues: district initiatives, documentation, supervision, principal workloads Continue to request ideas and suggestions 	<ul style="list-style-type: none"> Lunch free supervision and teacher time – these issues have been passed to site principals

Stop Light Template—Summary of Joint C2 Collaborative Dialogue Sessions, p 4

BOARD	ACTIONS COMPLETED	PLANNED ACTIONS	ON HOLD
Edmonton SD	<ul style="list-style-type: none"> • C2 has identified agreed upon recommendations that can be submitted to the superintendent related to the following themes: assessment and reporting, collaboration/PD, technology, time constraints, inclusive learning/ interventions. Themes are the priorities as identified by teachers. 	<ul style="list-style-type: none"> • Finalize the recommendations for the superintendent and submit them. • Engage all committee members in a reflective exercise to determine the success of the committee and the process the committee engaged in. • Provide all stakeholders with the report submitted. 	<ul style="list-style-type: none"> • Work relative to next steps will be on hold until the report has been submitted and the superintendent has responded to the report. • Next steps may include review of other themes not identified in the current set of recommendations submitted to the superintendent.
Elk Island CSRD	<ul style="list-style-type: none"> • C2 has identified the building and use of IPPs as issues. After reviewing practices in the division, we convened a meeting of school-based administrators and facilitators to find efficacious ways to better use IPPs. The result will be an administrative procedure and guide for teachers. 	<ul style="list-style-type: none"> • Technical issues around what is the most effective IPP platform to construct IPPs. • Accessibility to database of IPP comments and accommodations. • Improved communication to all teachers regarding C2 work. 	
Elk Island PSRD	<ul style="list-style-type: none"> • Formed committee. • Terms of reference. • Survey. • Initial report. • Meeting schedule. • Certificated leave form. 	<ul style="list-style-type: none"> • Assigned tasks: communication letter. • Field trip form revision. • C2 work plan (current to end of 2015). 	<ul style="list-style-type: none"> • Collaborative time: since calendar committee is just starting its process.
Evergreen CSRD	<ul style="list-style-type: none"> • One nonoperational day has been added to the calendar for extras that contribute to teacher workload. • Consistent November fall break on all three calendars. • An extra personal day was negotiated in the current ATA collective agreement. • A system for centralized booking of substitutes has been implemented. • Some travel subsidy was provided to support PD in remote areas (2013–14). • Money was provided in the 2013–14 budget for each school to create a prototype for <i>Inspiring Education</i>. 	<ul style="list-style-type: none"> • Improve communication. • Revisit the role of the C2 committee. • Each school will identify and submit to the committee a priority area concerning workload. 	<ul style="list-style-type: none"> • Provincial initiatives regarding Education Transformation. • Specific practices unique to one site that contribute to workload issues at that site. • Items brought forward without a willingness to be a part of the solution. • Issues presented that do not adhere to the Code of Professional Conduct.
Foothills Div	<ul style="list-style-type: none"> • Surveyed teachers about workload and efficacy. • Analyzed results. • Completed initial report. • Identified our priorities (3). • Surveyed teachers about assessment and reporting practices. 	<ul style="list-style-type: none"> • Data from assessment and reporting practices will be analyzed. • Themes will be determined. • Superintendent will present suggestions on class composition/class size at next meeting. • FSD has a committee to review IPPs. • More communication with teachers. 	<ul style="list-style-type: none"> • Supervision. • Inclusive education. • Prep time. • Implementation of DO initiatives.

Stop Light Template—Summary of Joint C2 Collaborative Dialogue Sessions, p 5

BOARD	ACTIONS COMPLETED	PLANNED ACTIONS	ON HOLD
Fort McMurray PSD	<ul style="list-style-type: none"> Initiated review of report cards. Mapped initiatives and more. Developed terms of reference. 	<ul style="list-style-type: none"> To continue to find avenues for teacher input. C2 attendance at school staff meetings. Encourage school level imitative and task mapping and review (create an understanding of what initiatives and tasks are). Establish school priorities. 	<ul style="list-style-type: none"> Teacher survey halted.
Fort McMurray RCSSD	<ul style="list-style-type: none"> Parent contact: <ul style="list-style-type: none"> Maplewood portal opened to parents and students in the high school science fair, change expectations, resources allocated, district will revise process learning fair no longer in place calendar has been set job descriptions have been made. 	<ul style="list-style-type: none"> Supervision: <ul style="list-style-type: none"> working on elementary (small schools have daily supervision); junior high supervision (lots of supervision); high school (not getting employment standards break time); still working on it. ISPs have been simplified but still working on who requires one. Number of ISPs is a concern. Benchmarks for ESL are a concern as to time required and teachers not trained. Working on testing EEP/ECS. Money collection: registration can now be done online. Working on what teachers collect money for. 	<ul style="list-style-type: none"> DRA's are on hold as the district is switching to running records, but some DRA's will still be required.
Fort Vermillion Div	<ul style="list-style-type: none"> Report completed. Have dealt with professional development concerns including August PD days. Dedicated time to develop communities of practice. CAT testing changes made. New teacher blog changes made. Amazing Reading Race changes made. Development of district guidelines for communities of practice. 	<ul style="list-style-type: none"> Gathering data regarding junior high common assessments. Planning to conduct focus group to probe deeper into survey data. Need to pull people together to discuss inclusion issues. Expectations regarding comments on division I report cards will be forthcoming. Looking at the open-ended questions on the student engagement survey to see if changes need to be made to keep it positive. 	<ul style="list-style-type: none"> Report card changes will be studied further.
Golden Hills Div	<ul style="list-style-type: none"> Agreed on terms of reference. Surveyed teachers. Identified key themes from survey. Began developing action plan and implementation to address key themes and priorities from survey. 	<ul style="list-style-type: none"> Mentorship program. Technology support for teachers. Report cards, reporting. 	
Grande Prairie PSD	<ul style="list-style-type: none"> Identified key areas 	<ul style="list-style-type: none"> support plan documentation PLC PD Supervision Meeting practices Initiatives 	
Grande Prairie RCSSD	<ul style="list-style-type: none"> Intellimedia contracted to put IPP, learning assessments, etc into PowerSchool. 	<ul style="list-style-type: none"> Everything in the initial report. 	<ul style="list-style-type: none"> We have several issues that remain open for discussion when the initial tasks are completed.

Stop Light Template—Summary of Joint C2 Collaborative Dialogue Sessions, p 6

BOARD	ACTIONS COMPLETED	PLANNED ACTIONS	ON HOLD
Grande Yellowhead RD	<ul style="list-style-type: none"> • Solid relationships. • Frame of reference completed. • Adequate meetings were held and two more are scheduled. • Information was dispersed to all teachers in a variety of ways. • Commitment from superintendent to continue. 	<ul style="list-style-type: none"> • Continue to follow up on issues that were presented. • Revisit the actions in the parking lot. • Explore asking a board member to sit on C2 committee. 	<ul style="list-style-type: none"> • Everything is possible.
Grasslands RD	<ul style="list-style-type: none"> • Conversation around PLCs with school administrators. • District wide 3 reporting periods K-9. • Group purchasing was discussed at Admin Council in April. • Basic school fees will not be charged to students this year. • Reduce student time on buses and reduce supervision time at schools in Brooks. 	<ul style="list-style-type: none"> • Administrators will have a discussion about PLCs with their staff. • Investigating the templates for the new IPP guidelines. • Clarity around numbers regarding PTIs. • Reduces some time in collecting school fees. • On May 15, 2014 they will meet with bus supervisor to look at all times. • Administrators were told to simplify purchasing or looking at large items (ie, order kits rather than 10 different people ordering something). • Working committee for elementary report cards established and discussions begun. • IPPs analyzed based on provincial requirements. • Further analysis for teacher survey to explore possible solutions. 	<ul style="list-style-type: none"> • Extracurricular and public events to be discussed at May Admin Council.
Greater St Albert CRD	<ul style="list-style-type: none"> • Data collected and collated. • Communication plan established and first report sent out to teachers. • Terms of reference completed. 		
High Prairie Div Holy Family CRD	<ul style="list-style-type: none"> • Altered five admin procedures. • Teacher feedback. • Streamlining extracurricular forms and procedures. • Increase collaboration time. 	<ul style="list-style-type: none"> • Refining assessment practices. • Improving supervision practices. • Teacher awareness to legal obligations: TQS, Collective Agreement, <i>School Act</i>. 	
Holy Spirit CSRD	<ul style="list-style-type: none"> • Assessment day. • Established a strong relationship with demonstrative collaboration and ongoing. • Reviewed PLC and embedded time as required. • Adjusted prep time to align with 907 hours for 2014/15. • Consistent message about <i>Inspiring Education</i>. • Establishing common calendars to allow teachers to meet. 	<ul style="list-style-type: none"> • Embedded PLC time: minimum of 30 minutes for 2014/15 and up to 60 minutes within three years. • Provide more PD for diverse learners. • Ongoing communication to teachers about the work of the C2 committee. • Working on essential outcomes to decrease workload and increase efficacy. 	<ul style="list-style-type: none"> • An additional survey has not been completed as C2 ran out of time and concentrated on tasks that could be completed for 2013/14. • No change in inclusive diversity of classrooms: no ability to address.

Stop Light Template—Summary of Joint C2 Collaborative Dialogue Sessions, p 7

BOARD	ACTIONS COMPLETED	PLANNED ACTIONS	ON HOLD
<p><i>Horizon Div</i></p>	<ul style="list-style-type: none"> • Small committee (13 reps) met four times. • Report: (October 2013). • Survey: (November 2013); discussions regarding results. • World Café: (March 2014); solutions-based discussions with all teachers. • Collection and analysis of data. • Recommendations for action (preparation to use World Café data). Nine recommendations made. 	<ul style="list-style-type: none"> • Review of Horizon's assessment policy and align reporting practices (reporting frequency and format). • Investigate substitute teacher acquisition software. • Joint Horizon/ATA PD committee to review their PD allocations and explore alternative ways of allocating funds. • Align school calendars and enhance the number of common PD days (collaboration). • Continue to use and enhance the Horizon Collaborative Community on Google+. • Support collaboration and collaboratively create resources. • Support the Horizon Induction Program and enhance opportunities for mentorship. • Review legal requirements for field trip consent and attempt to streamline and simplify the forms. • Enhance communication. • Determine our next meeting date. • Report on recommendations to the committee. 	<ul style="list-style-type: none"> • Measures of progress. • Number of hours.
<p><i>Lakeland RCSSD</i></p>	<ul style="list-style-type: none"> • Phone calls regarding attendance: school specific, resolved. • Admin days: five for five days in lieu. • Career counselors: part of their role, they have different duties than classroom teacher. • First-year teachers: one day new teacher orientation the Tuesday of the week all staff are required to be at school (Wednesday, Thursday, Friday), significant reduction in number of days. • Faith development/district opening days: changes to current Faith Development Program that offers teacher choice in terms of taking the components during the school day, in the evening, or both. • District opening days: dropped from two to one. 	<ul style="list-style-type: none"> • Paperwork for administrators: still figuring out how to streamline. • Education plan: principals are heavily involved in making changes in this area (PLC, teachers filled out survey, data shared at staff meeting). • Report cards: current pilot project in one school, Kindergarten teachers store student progress reports in Pages, cuts down workload, but more work is needed. Review Home Logic as a possible replacement for report cards. 	<ul style="list-style-type: none"> • Expectations of extracurricular: very broad, difficult to find a solution; request more guidance from provincial level. • IPPs: more discussion on the impact changes will have on student learning and teacher efficacy, want to avoid making decision we may regret later. • Professional growth plans: still under review.

BOARD	ACTIONS COMPLETED	PLANNED ACTIONS	ON HOLD
Lethbridge SD	<ul style="list-style-type: none"> • Terms of Reference. • Completed survey: analyzed data, identified themes related to workload, detractors of efficacy and contributors to efficacy. 	<ul style="list-style-type: none"> • Supervision: topic explored and needs to be brought to a close. • Extracurricular: need to look at models of now and is distributed. • Develop communication strategies. 	<ul style="list-style-type: none"> • Move forward <ul style="list-style-type: none"> —collective brainstorming (district wide) —effective strategies and practices —under the umbrella of <i>Inspiring Education</i> (time, efficacy) ATA and district office facilitated.
Living Waters CRD	<ul style="list-style-type: none"> • Glossary of Terms. • Selected our focus: efficacy and workload. • Presentation/Powerpoint to staff about ThoughtStream process. • Completed 1st year of our 3-year plan. • Completed 2nd round of ThoughtStream: (1) Three Initial questions and (2) Prioritizing Issues. • Communication. Thank you for survey participation. 	<ul style="list-style-type: none"> • Meeting on April 14 to see and analyze survey results. • Identify themes/issues. • From there we will decide action: More information needed? Research on best practices? • Communication: summary letter to identify themes/issues and where we are headed next. • Process: Is there something we can change immediately? (ie, procedures forms, policy?). • Consult with admin and board. 	<ul style="list-style-type: none"> • Filtered comments that were made inappropriately (we will make sure in our communication the procedures teacher can follow to have these concerns addressed). • Themes/issues that may be cost prohibitive.
Livingstone Range Div	<ul style="list-style-type: none"> • Met three times since September. • Terms of reference—definition of efficacy. • Completed initial report. • Completed survey and analyzed results. • Survey to admin regarding collaborative time, prep time and supervision. • Admin team has flexibility to send one or two members to admin meetings. • Increased the number of divisional interschool collaboration days to two in the upcoming year in an effort to build teacher efficacy. • Individual school site visits to better understand PowerSchool and SIS concerns. • Contracted a data programmer from another jurisdiction to assist in online grading and reporting concerns. 	<ul style="list-style-type: none"> • Learning support teachers regularly reporting at staff meetings to keep staff informed. • Pilot for automated substitute calls—implementing division-wide this fall. • Staff meeting time discussion with administrators. • More meetings planned in 2014–15. • Finding methods to increase substitute teaching pool (advertising blitz). • Moving to three interschool collaboration days for teachers in the 2015–16 school year. • Continue to build capacity of Learning Support Teachers. • Meet quarterly with provincial PowerSchool reps to discuss ongoing concerns and rectify issues. 	<ul style="list-style-type: none"> • Direction will come from additional data being gathered.
Medicine Hat CSRD			
Medicine Hat SD	<ul style="list-style-type: none"> • Completed teacher survey. • Eliminated one help trip form. 	<ul style="list-style-type: none"> • List of websites to assist teachers seeking information about specific special needs. • Survey identified issues established themes from the data. 	

BOARD	ACTIONS COMPLETED	PLANNED ACTIONS	ON HOLD
<p>Northern Gateway RD</p>	<ul style="list-style-type: none"> Action plan after ThoughtStream survey information. Streamlining IPP process has been started (reducing paperwork). 	<ul style="list-style-type: none"> More release time—research gathered. Inclusive education: facilitation on the discussion of <i>Inspiring Education</i>, showcasing examples with the division. Focusing on what is “division” and “school” from our survey data. 	<ul style="list-style-type: none"> More release time for prep due to varied circumstances.
<p>Northern Lights Div</p>	<ul style="list-style-type: none"> Set up ThoughtStream. Admin council discussion about staff meeting lengths. 	<ul style="list-style-type: none"> Develop a school C2 rep network. Collect and analyze ThoughtStream data. Develop action plan and issue report. Hold C2 sessions and lecture at ATA Institute day. 	
<p>Northland Div</p>	<ul style="list-style-type: none"> Tech issues. Calendar: a process is in place to ensure discussion or calendar. Principals as landlords. 	<ul style="list-style-type: none"> Staff recognition and appreciation. Jurisdictional assessment requirements. Forms: started but not completed. 	<ul style="list-style-type: none"> Common divisional reporting: no funding for assessment committee. Literacy lead: focus for more specific training next year. Community engagement: need clarification from central office. Still waiting for government to respond to Inquiry Report.
<p>Palliser RD</p>	<ul style="list-style-type: none"> Formation of committee. Terms of reference. Plan of action. Initial report. Created survey. Talked to teachers—local council. Survey (50% return rate). Look for preliminary themes. 	<ul style="list-style-type: none"> Determine the means by which to test that the themes are correct (interpretation). Show some advancement: demonstrate to cynics that C2 is doing something. Something actionable (but what?). Identify short-, mid- and long-term goals. Explore/World Café/Roundtable ideas. 	<ul style="list-style-type: none"> ThoughtStream: please get this for us! (provincial cost).
<p>Parkland SD</p>	<ul style="list-style-type: none"> Frame of reference. ThoughtStream—2 steps. Data collection. Very good participation rates. Quick Wins. Cumulative files. Good composition and relationship of committee members. 	<ul style="list-style-type: none"> All of our themes that were identified in our ThoughtStream. Communication: key messages. Enlist the help from experts. Evidence that C2 is alive and working. 	<ul style="list-style-type: none"> Recommendation to superintendent because we need to involve all stakeholders to ensure that we have all the information to make great recommendations.

Stop Light Template—Summary of Joint C2 Collaborative Dialogue Sessions, p 10

BOARD	ACTIONS COMPLETED	PLANNED ACTIONS	ON HOLD
<p>Peace River Div</p>	<ul style="list-style-type: none"> • Survey and data analysis. • Initial report. • Terms of reference. • Data collection on supervision time. Committee struck to review how long and when teachers supervise and make recommendations for schools especially with respect to lunchtime supervision. • Janitorial issue: follow policy. • Booking of sub teacher review: kept status quo. • Review of Elementary Report Cards - committee struck to make recommendations as to how report cards can communicate learning more effectively in less time. • Clerical duties/handling of money for fundraisers, etc. - Recommendation to administrators that teachers are not responsible for clerical duties surrounding the handling of money 	<ul style="list-style-type: none"> • Supervision best practices review and report. • Elementary Report Cards - review the work of the committee and make recommendations. • Senior High School Logic – review practice and time and make recommendations • Review Communication Plan • Recommend another survey 	<ul style="list-style-type: none"> • Time spent on extracurricular duties. • Meetings held after school. • RTI. • Options: too much prep (ie, foods etc).

BOARD	ACTIONS COMPLETED	PLANNED ACTIONS	ON HOLD
<p>Peace Wapiti SD</p>	<ul style="list-style-type: none"> • OHS discussion: current implementation and expectations will continue. • PowerSchool template: sent to executive team, not available to us at this time. • C2 communications: use of e-mail and survey through Google forms • Inclusion/differentiated instruction: further investigation and discussion; no recommendations at this time. • Student services: further investigation and discussion. • Inclusion and AHS redundancy: a recommendation to Alberta Education and Alberta Health Services to continue ongoing processes of review to ensure continuity and efficiency regarding access to services and reporting. • Accountability pillar: recommendation that Alberta Education continue their ongoing review of accountability survey data collection and interpretation. • Extracurricular: collective agreement issue. • Outcomes-based reporting: PowerSchool leads will be given necessary supports and will be responsible for any necessary PowerSchool training and PD. Additionally, we will work to address identified concerns. • Reporting frequency: administrators and teachers will be notified regarding appropriate levels of decision making related to frequency of reporting and methods of reporting assessment. • IPPs: there is a need for schools to make decisions regarding reporting of students at grade level and regarding redundant reporting that occurs with IPPs and report card. Where an IPP is in place, it becomes the primary method of reporting assessment for these students. • Discipline on PS: this concern requires further investigation and discussion. 	<ul style="list-style-type: none"> • New initiatives: ongoing discussion. • Mentorship/new teacher assignments: while this is primarily a school-based issue, there is opportunity for division leadership to encourage school administrators to be sensitive to the assignments of beginning teachers, to encourage balance with regard to involvement in extracurricular commitments, to be aware when assigning supervision and prep time and to encourage participation in local/PWSD teacher mentorship programs. • Technology: recommended that PWSD continue to be deliberate when implementing technology and aware of the possible impact on teacher stress load when making decisions regarding technology-related initiatives. • SRB assigned time: the committee recommendation is that it is important to revisit these decisions on an ongoing basis to ensure that everyone is aware of school culture and choices. 	<ul style="list-style-type: none"> • School-generated fund reporting: expected changes to accounting. • Teacher suspension and admin teaching time: the resources are not available. • Digitized cumulative files: awaiting pilot reporting.

BOARD	ACTIONS COMPLETED	PLANNED ACTIONS	ON HOLD
<p>Peace Wapiti SD, continued</p>	<ul style="list-style-type: none"> • Prep/assigned time: the committee recommendation is that it is important to revisit these decisions on an ongoing basis to ensure that everyone is aware of school culture and choices. • OHS school inspection: alternative ways to complete inspections to be examined at upcoming administrator's meetings. • SIP/3-year plan: implementation of a new template that streamlines this reporting. • Purchase cards: PWSO is implementing a new purchase card distribution procedure which will enable individuals more local to the schools (principal or Spirit River suboffice staff) to assume responsibility for signing staff up for purchase card renewal. • Calendar: PWSO will continue to consult with school administrators and teachers when determining future school year calendars. • School inventory: executive staff from the accounting department will be asked to clarify PWSO expectations at an upcoming school administrators' meeting. 		
<p>Pembina Hills RD</p>	<ul style="list-style-type: none"> • Online resources more user-friendly. • With e-mails we have asked teachers to examine who requires reading e-mails. It is on their own initiative. • Division clarified who is performing performance duties. • Extracurricular is up to the teacher. 	<ul style="list-style-type: none"> • Further data collection on surveys and initiative. • A barometer survey to find out if our actions have been noticed or recognized. • We are having discussions which will include staff meeting, IPP practices. • We are working on form exemplars and flow charts. • We will record how many surveys are done beginning in September. • Dialogue with IT regarding updates, supported platforms and photocopyer reliability. • Work on staging issues. • Explore collection of fees at the school office. • Explore best practices on communicating with parents regarding routines. • Work with education services on value of personal PD—information is being gathered. 	<ul style="list-style-type: none"> • September 2–8 Black Out is on hold (Black out on surveys). • Data to be collected regarding new programs or initiatives as well as surveys/information requested.

BOARD	ACTIONS COMPLETED	PLANNED ACTIONS	ON HOLD
Prairie Land RD	<ul style="list-style-type: none"> Reduced report card comments. Working on other forms of reporting. 	<ul style="list-style-type: none"> Board/admin directed work planning. Measure work C2 has completed. Still working on reporting! Round table discussions with ALL of our teachers regarding C2. Continued communication. 	<ul style="list-style-type: none"> Knowing what the outcomes of C2 work is going to be in 2016: What is the impact going to be? Are the changes sustainable?
Prairie Rose RD	<ul style="list-style-type: none"> Increase school improvement days: education plan, IPP meets, PLC. Impassable roads: not reporting to another site. Classroom support in colony schools. Protection of prep time: number one is school improvement and noninstructional days and the time to get the documentation done (IPPs), PLC time. Teachers asked and board listened. 	<ul style="list-style-type: none"> Inclusion: all principals discuss with staff to gain a better understanding of needs. Summary C2 from the year: Top 10—here's what's checked off. At staff meeting ask what has improved efficacy, how has it made a difference with these (four points/wins) on staff. 	<ul style="list-style-type: none"> Include: need to collect more data. Alberta Education needs to make some changes.
Red Deer CRD	<ul style="list-style-type: none"> Modified: <ul style="list-style-type: none"> the requirements of PGPs the requirements of mandatory tech lesson sharing the requirements of elementary report card commenting Supervision: 30 minutes duty free for every teacher every day. 	<ul style="list-style-type: none"> In the process of looking at the next topic we are going to tackle. 	<ul style="list-style-type: none"> We collected over 200 responses. Everything not listed above is on hold
Red Deer PSD	<ul style="list-style-type: none"> Gathered feedback, survey. Focus group summaries: categories. Communication of survey results percentages, no raw data, categories. Two PD days for personal directed PD. Extending three-year plan to four consolidating strategies (three-year plan elimination of strategies, consideration of number of initiatives). 	<ul style="list-style-type: none"> Extracurricular: in progress. Supporting beginning teachers. 	<ul style="list-style-type: none"> Class size: too complex and has far-reaching financial implications and infrastructure limitations. Prep time: financial limitations restrict ability.
Rocky View Div	<ul style="list-style-type: none"> Analysis of district class size and comparison with provincial benchmarks - no action Analysis and comparison of 1400 instructional time clause with provincial 907 hour clause - no action Address high school technology concerns with a secondary digital technology coordinator to improve teacher efficacy Use of district email for all C2 distribution and communication 	<ul style="list-style-type: none"> Development of statements of recommendations to provide to superintendent. Communicate (after creation) of document outlining focus groups findings or plan of response. Development of ongoing communication plan. 	<ul style="list-style-type: none"> Class sizes: finite dollars, no space. We are not here yet, likely find items not possible to complete from report or in response to report.
St Albert PSSD	<ul style="list-style-type: none"> Class size and class composition issues constrained by physical space limitations and budget limitations Desirable professional development opportunities on hold due to budget limitations 	<ul style="list-style-type: none"> Analyze instructional year with view to increase PD days - proceed with caution Amalgamate C2 committee with district liaison committee - proceed with caution Develop a communication plan Use thought stream to involve all certified staff with C2 endeavours 	<ul style="list-style-type: none"> Class size and class composition issues constrained by physical space limitations and budget limitations Desirable professional development opportunities on hold due to budget limitations

BOARD	ACTIONS COMPLETED	PLANNED ACTIONS	ON HOLD
<p>St Paul Education ERD</p>	<ul style="list-style-type: none"> Continued support of 40 minutes of prep/day. Calendar highlights: PD days planned around labour intensive periods (report cards). Reduce instructional days to allow for collaborative PD days. Gathered data on division initiatives and modified/deleted as necessary. Major technology upgrades to improve efficiency and effectiveness. Revamped teacher recognition and appreciation to celebrate the work of staff. 	<ul style="list-style-type: none"> Supervision: definition and amount while keeping student safety a priority. Two-day division administrator retreat to address division level versus school level changes (ongoing work). Instructional hours of one-room schools. 	<ul style="list-style-type: none"> Extracurricular activities. The data clearly supports the diverse and exceptional work we do on a daily basis. Teachers fully understand and accept that this is a part of their professional responsibility and improves efficacy.
<p>St Thomas Aquinas RC-SRD</p>	<ul style="list-style-type: none"> Administrators will allocate time in the current school year (site-based days) to allow teachers time to work on documentation. Division IPP forms and processes were reviewed to look for areas of efficiency. 	<ul style="list-style-type: none"> School inclusive education facilitators will provide feedback from teachers about problematic issues/areas of support in the IPP/inclusion process. Look for ways to leverage technology to be more efficient in our distribution of notices/documents. Investigate ways the Central Office Learning Team can best support teachers in an inclusive classroom. Targeted PD for educational assistants. 	<ul style="list-style-type: none"> Because bussing is shared with four other divisions we cannot truly be in charge of our PLCs etc.
<p>Sturgeon Div</p>	<ul style="list-style-type: none"> Assessment: <ul style="list-style-type: none"> change to administrative practice regarding expectations for assessment that reflect consideration for both professional autonomy and quality assessment practice. assessment exemplars were developed and shared with teachers to save time and improve assessment practice through PowerSchool. determination that PowerSchool should be the primary form of online communication with parents and that the use of other tools such as class websites, Weebly's, social media remain at the discretion of teachers. PLC Time: C2 committee researched best practices in PLC time and summarized research for administrators and teachers. 	<ul style="list-style-type: none"> Suggestions to parents on the parent portal of PowerSchool when they have questions about missed assignments and other time intensive queries that can be often answered by their child. 	

BOARD	ACTIONS COMPLETED	PLANNED ACTIONS	ON HOLD
<p><i>Sturgeon Div, continued</i></p>	<ul style="list-style-type: none"> • Recess and lunch supervision: C2 discussed supervision in the context of providing a safe environment for students, the need for staff breaks and the need for teachers to have flexible time to help students (eg, supervision is not always the best use of professional time.) The following ideas were discussed with administrators to reduce supervision time: <ul style="list-style-type: none"> —peer-to-peer supervision —designate one or few school eating areas —combine classrooms during recess and eating time —peer mentorship to support students requiring additional supervision —close areas of the school not required during recess and eating times —investigate parent/community volunteers —review educational assistant schedules for opportunities to improve teacher supervision schedules. • C2 clarified extracurricular supervision by considering its importance in building rapport with students (manageable when all staff carry the load together), with the personal and professional satisfaction that comes from supervision and its voluntary nature. • PD time: Sturgeon has increased by two additional days each school year without adding days to the work calendar. This change demonstrates a commitment to improving teacher efficacy through collaboration and professional learning. • New teacher mentorship: C2 agreed to reintroduce a new teacher mentorship program to ensure the appropriate support for new professionals. 	<ul style="list-style-type: none"> • C2 will continue to look at other options to reduce supervision time. • Administrator Council will also look for additional ideas to reduce supervision time. 	

BOARD	ACTIONS COMPLETED	PLANNED ACTIONS	ON HOLD
<p>Sturgeon Div, continued</p>	<ul style="list-style-type: none"> Inclusive education was a common topic regarding challenges to teacher efficacy and workload. In the environment of <i>Inspiring Education</i>, C2 agreed to create and implement Learning Plans (L/Ps) for students with mild/moderate needs to replace IPPs, now reserved for students with significant needs. Time commitments: <ul style="list-style-type: none"> —scheduled collaboration time during work time to complete IPPs/L/Ps —provide designated time at the start of the year to collaborate with colleagues and set up the classroom. Personal days: Sturgeon HR and local EPC have co-written a letter clarifying the application of personal days as agreed upon in the collective agreement. Early childhood readiness: C2 formed a subcommittee to research early childhood readiness and provided its report to the superintendent. 	<ul style="list-style-type: none"> Inclusive education is a large topic that C2 will continue to spend time discussing as we look for creative ideas to improve teacher efficacy and reduce workload. Continue the discussion regarding tangible guidelines related to the promotion of culture in Sturgeon division that balances work duties and other time commitments to ensure quality teaching and promote teacher wellness. Follow up with readiness report to look at actions that can improve ability for teachers to discuss early childhood readiness with parents. 	
<p>Westwind Div</p>	<ul style="list-style-type: none"> Terms of reference are developed and the committee structure should serve us well into the future where issues and concerns can be collaboratively resolved outside of the collective bargaining process. Developed an Action Plan for data collection. 	<ul style="list-style-type: none"> Refine data collection process: view this as an opportunity to discuss, clarify and develop responses/solutions to issues and concerns. Develop a more robust communication plan. Alignment of policy with practice: when our practice changes we attempt to align policy to the new practice. 	<ul style="list-style-type: none"> Identification of the “Easy Win” or “Low hanging fruit:” deeper consideration is needed. Few issues exist that impact the whole division—most are local or school-based issues.
<p>Wetaskiwin RD</p>	<ul style="list-style-type: none"> Started the committee and identified issues through ThoughtStream. OHS issues clarified and reduced but communication not directed back to the committee. Grade level collaboration @ SAT—substitute teacher roster and contract requests. Collaboration days included in calendar. 	<ul style="list-style-type: none"> Communication pace is lacking direction. System Admin Team has been charged with sharing information back and forth. Field trip forms. IPPs. Staff meetings. Supervision. Professional Growth Plans. 	
<p>Wild Rose Div</p>	<ul style="list-style-type: none"> Internal sub coverage for admin meetings: addressed at admin meeting. Staff meeting length and purpose was discussed with administrators at admin meeting. Guidelines for length of interview start and end time, break time. 	<ul style="list-style-type: none"> Communicate C2 meetings and actions to members: post on website and have ATA staff reps share with teachers. Further discussion about staff meetings with principals. Online sub booking. End of year tasks: extra organizational days. PD make up for 2014/15. 	

Stop Light Template—Summary of Joint C2 Collaborative Dialogue Sessions, p 17

BOARD	ACTIONS COMPLETED	PLANNED ACTIONS	ON HOLD
<p>Wolf Creek Div</p>	<ul style="list-style-type: none"> • Survey of members completed. • Report with top recommendations provided to the A.T.A local. • Meeting with C2 chairs, local president and superintendent to discuss moving forward on recommendations. • Action taken on recommendations from report with spring planning with full implementation to take place in September 2014. 	<ul style="list-style-type: none"> • Sharing second action report with stakeholders. • Further research information on streamlining of inclusive education paperwork. • New calendar with increased professional development time to collaborate with details of structure of the day is being worked on. • Redesign of Wolf Creek Summer Institute with focussed collaboration opportunities. • Examine a standard reporting format and common subject specific summative assessments. • Provide teachers with a full day of collaborative time every two weeks throughout the entire year for a total of 16 days. • Address the digital design of an APP/IPP to manage inclusion paperwork more effectively. 	<ul style="list-style-type: none"> • Ensuring ongoing alignment with provincial, jurisdictional and site-based initiatives to ensure appropriate workload and efficacy needs are addressed. • Measure the impact of proposed plans and actions with stakeholders to determine ongoing workload concerns balanced with the development of teacher efficacy.



Board Memorandum

Date: January 28, 2015
To: Board of Trustees
From: Wolfgang Jeske Associate Superintendent, Education Services
Subject: Fieldtrip Report

Field Trips

Board Policy F/II/4, "Field Trips" and Administrative Practice Administration 5, "Field Trip Operational Procedures" require that "the principal must have the approval of the Superintendent for field trips that are overnight or exceed two (2) school days and/or are outside of the Province of Alberta". The Administrative Practice further stipulates that "the Board shall be provided, as information, all field trips that are overnight and/or out-of-province".

Overnight

Redwater School

January 30 – 31, 2015	12 senior high male students to Rocky Mountain House for a basketball tournament.
February 27 – 28, 2015	9 senior high female students to Rocky Mountain House for a basketball tournament.



Memorandum

Date: January 28, 2015
To: Board of Trustees
From: Michele Dick
Superintendent
Subject: Policy B/IV/3 – Media and Public Relations

Background

At the January 14, 2015 Committee of the Whole meeting Trustees reviewed Policy B/IV/3 – Media and Public Relations and forwarded it to this evening's Public Board meeting for further consideration.

Recommendation:

That Trustees approve Policy B/IV/3 – Media and Public Relations.

BOARD 9.1



1.0 POLICY

- 1.1 The Board believes that communication should facilitate an open, honest, consistent and professional environment for working with the media and various publics across the school system and in communities.

2.0 GUIDELINES

- 2.1 The Superintendent or designate is responsible for coordinating ongoing media relations for the school system.
- 2.2 The Board Chair and the Superintendent or designate are the primary spokespersons for the school system.
- 2.3 The principal or designate is the primary spokesperson on all matters specific to his/her school.
- 2.4 In times of crisis or disaster, all staff are responsible for following the procedures outlined in the Crisis and Critical Incident Response Plan.

References:



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- 2.4 In times of crisis or disaster, all staff are responsible for following the procedures outlined in the Crisis Intervention Manual.

References:



Board Memorandum

Date: January 28, 2015

To: Board of Trustees

From: Dave Johnson
Associate Superintendent, Human Resources & Leadership Support

Subject: Policy E/I/1 – *Staffing Policy*

Background:

Please find attached Policy E/I/1 – *Staffing Policy*. It was presented to the Committee of the Whole on January 14th, 2015 and a motion was made that it be forwarded to the January Public Board Meeting.

Recommendation:

That the Board of Trustees approve Policy E/I/1 – *Staffing Policy*.



1.0 POLICY

- 1.1 The Board believes that an effective instructional program is determined by the quality of its staff.
- 1.2 In order to support the priorities approved by the Board, the Board will establish staffing parameters for the development of school program plans.
- 1.3 The Board’s aim is to retain the best employees and to place them to the advantage of the school system, the employee and the students concerned.

2.0 GUIDELINES

- 2.1 The Board’s goal is to retain the best employees and to place them to the advantage of the school system, the students and the employee concerned.
 - 2.1 The Board delegates the responsibility for staffing to the Superintendent.
- 2.2 Pursuant to 2.1, School staffing, professional and support staff, will be determined by the school principal, in consultation with the Superintendent or designate.

References: *Admin Practice(s):* HRM 11 – Hiring of Substitutes for Support Staff
HRM 17 – Hiring Summer Staff – Learning Centers
HRM 18 – Staffing Procedures
HRM 20 – Multiple Employment Positions
HRM 23 – Documentation Required at Time of Hiring
HRM 26 – Selection of Professional Staff (Non-Administrative)
HRM 28 – Selection of Custodial, Caretaking and Maintenance Staff
HRM 40 - Professional Staff Mobility
HRM 45 – Continuous Teaching Contracts

School Act: 104



1.0 POLICY

- 1.1 The Board believes that an effective instructional program is determined by the quality of its staff.
- 1.2 In order to support the priorities approved by the Board, the Board will establish staffing parameters for the development of school program plans.
- 1.3 The school principal is responsible and accountable for staffing plans at the school level based on student and program needs and according to the resources available to the school.
- 1.4 The Board's aim is to retain the best employees and to place them to the advantage of the school system, the employee and the students concerned.
- 1.5 The Board recognizes that mobility is beneficial to staff members, schools, and the School Division. Mobility provides staff with a growth opportunity through a change in setting.
- 1.6 The Board delegates the responsibility for staffing to the Superintendent.
- 1.7 The Board recognizes that only professional staff who hold a valid Alberta Teaching Certificate, as required by The School Act, shall be employed as teachers within the Division.

2.0 GUIDELINES

- 2.1 School staffing, professional and support staff, will be determined by the school principal, in consultation with the Superintendent or designate.
- 2.2 The principal is responsible and accountable for the development of the school program plan which will indicate how professional and support staff will be deployed based on student and program needs.
- 2.3 In planning and implementing the school program plan, the principal shall ensure that sufficient levels of staffing, professional and/or support staff, are maintained for Division and school programs in keeping with the needs of the students and programs in the school,

References: *Admin Practice(s):* HRM 11 – Hiring of Substitutes for Support Staff
HRM 17 – Hiring Summer Staff – Learning Centers
HRM 18 – Staffing Procedures
HRM 20 – Multiple Employment Positions
HRM 23 – Documentation Required at Time of Hiring
HRM 26 – Selection of Professional Staff (Non-Administrative)
HRM 28 – Selection of Custodial, Caretaking and Maintenance Staff
HRM 40 – Professional Staff Mobility
HRM 45 – Continuous Teaching Contracts

School Act: 104



as well as Alberta Education expectations and other pertinent policy. Program plans will be monitored by Central Office administration.

- 2.4 Because school enrolments fluctuate and because students needs and, hence, programs change from time to time, there may be a need to transfer staff so that program requirements in all division schools are best met. Staff should be advised of impending transfers as soon as possible.
- 2.5 Professional Staff
- 2.5.1 Professional staff transfers may be initiated by:
- 2.5.1.1 Professional staff.
 - 2.5.1.2 Principal's request for the transfer of professional staff from his/her school to another school.
 - 2.5.1.3 Central Administration recommendation.
- 2.5.2 Professional staff initiated transfers will be accommodated where suitable vacancies exist and where system interests may best be served.
- 2.5.3 The transfer of tenured professional staff will be considered only if their performance is satisfactory as documented in a recent evaluation.
- 2.5.4 Professional staff seeking an opportunity for change may request an exchange of service for one school year with another staff member in the School Division with similar qualifications. Both professional staff members and the principals of the schools involved must agree upon the exchange.
- 2.5.5 Notwithstanding any of the above, the Board may transfer a professional staff member to another position, as outlined in Section 104 of the School Act.
- 2.5.6 As outlined in Section 104 of the School Act, professional staff members may appeal their transfer to the Board within seven days of receipt of the transfer notice.

References: *Admin Practice(s):* HRM 11 – Hiring of Substitutes for Support Staff
HRM 17 – Hiring Summer Staff – Learning Centers
HRM 18 – Staffing Procedures
HRM 20 – Multiple Employment Positions
HRM 23 – Documentation Required at Time of Hiring
HRM 26 – Selection of Professional Staff (Non-Administrative)
HRM 28 – Selection of Custodial, Caretaking and Maintenance Staff
HRM 40 - Professional Staff Mobility
HRM 45 – Continuous Teaching Contracts

School Act: 104



2.6 Support Staff

Support staff transfer shall be administered in the best interest of service to students and in consideration of employee requests and needs.

ORIGINAL

References: *Admin Practice(s):* *HRM 11 – Hiring of Substitutes for Support Staff*
 HRM 17 – Hiring Summer Staff – Learning Centers
 HRM 18 – Staffing Procedures
 HRM 20 – Multiple Employment Positions
 HRM 23 – Documentation Required at Time of Hiring
 HRM 26 – Selection of Professional Staff (Non-Administrative)
 HRM 28 – Selection of Custodial, Caretaking and Maintenance Staff
 HRM 40 - Professional Staff Mobility
 HRM 45 – Continuous Teaching Contracts

School Act: 104



Board Memorandum

Date: January 28, 2015
To: Board of Trustees
From: Wolfgang Jeske Associate Superintendent, Education Services
Subject: Policy F/I/3 - *Vocational Education*

Background:

Please find attached Policy F/I/3 - *Vocational Education*. It was presented to the Committee of the Whole on December 10th and a motion was made that it be rescinded.

Recommendation:

That the Board of Trustees rescind Policy F/I/3 - *Vocational Education*.



1.0 POLICY

- 1.1 The Board offers vocational education to assist students to integrate educational skills and job entry skill development in a technical learning environment, and to prepare them for employment or further training and education.

2.0 GUIDELINES

- 2.1 Policies and Guidelines concerning vocational education shall be in keeping with the intent of the policies, guidelines and procedures of Alberta Education.
- 2.2 The Vocational Education program may include Career and Technology Studies, Green Certificate Program, Knowledge and Employability, Off-campus Education, or Apprenticeship Articulation courses as outlined in the Alberta ECS to Grade 12 Guide to Education.
- 2.3 The full sequence of vocational courses may be offered if there are sufficient student registrations and appropriate staff and facilities are available. However, no assurance is given by the school that a student who registers in an introductory level vocational course will be able to complete the full sequence unless there are sufficient student registrations to warrant the offering of courses at each level. Students shall be advised of this possibility at the time of registration in the introductory vocational courses.
- 2.4 The principal shall establish criteria to be used in the event of over-subscription to a vocational course.

References: *Admin Practice(s): ES 5 - Off-Campus Education*
Guide to Education: Program Planning section and pertinent documents referred to therein



Board Memorandum

Date: January 28, 2015
To: Board of Trustees
From: Wolfgang Jeske Associate Superintendent, Education Services
Subject: Policy F/IV/7 - *Student Conduct*

Background:

Policy F/IV/7 – *Student Conduct* was presented to the Committee of the Whole on January 14th.

Recommendation:

That the Board of Trustees approve Policy F/IV/7 – *Student Conduct*.



1.0 POLICY

- 1.1 The Board believes that to maintain a safe, caring, and effective learning environment, students must attend school regularly, be punctual, be clean and tidy in person, be diligent in studies, be kind and courteous to classmates, be respectful to all staff and comply with the rules of the school.

2.0 GUIDELINES

- 2.1 Behaviours injurious to the general well-being of students, staff, and the school are considered to be unacceptable.
- 2.2 In addition to, and consistent with legislation and board policies and practices governing student behaviour, Division schools shall maintain a written School Code of Student Conduct.
- 2.3 In consultation with staff, parents and students, the school principal shall make such school rules as are deemed necessary to ensure that proper student conduct is maintained.
- 2.4 All written rules developed at the school level shall be subject to the approval of the Superintendent or designate.
- 2.5 Principals are responsible for ensuring that action is taken in every case where a student displays unacceptable behaviour.

References: Policies:
F/IV/1 School Attendance Policy
F/IV/2 Restricted and Illicit Drugs
F/IV/5 Student Suspensions and Expulsions
Admin Practice(s): SS 8 - Student Conduct
School Act: Sections 12,18,20,24,25



1.0 POLICY

- 1.1 The Board requires students to attend school regularly, to be punctual, to be clean and tidy in person, to be diligent in studies, kind and courteous to classmates, respectful to teachers and to conform to the rules of the school.
- 1.2 In addition to Alberta Education's regulations and its own guidelines governing students, the Board may approve regulations submitted by Divisional schools pertaining to the conduct and discipline of pupils.
- 1.3 To ensure that student conduct will be such that an effective learning environment will be maintained in the schools of the Division, the Board has adopted guidelines relative to student conduct.

2.0 GUIDELINES

- 2.1 Behaviours injurious to the general well being of the school are considered to be unacceptable.
- 2.2 The school principal in consultation with staff, parents and students shall make such school rules as are deemed necessary to ensure that proper student conduct is maintained.
- 2.3 All written rules developed at the school level shall be subject to the approval of the Superintendent.
- 2.4 Principals are responsible for ensuring that action is taken in every case where a student displays unacceptable behaviour.

References: Admin Practice(s): SS 8 - Student Conduct
School Act: Section 12



Memorandum

Date: January 28, 2015
To: Public Board
From: Committee of the Whole
Subject: Sturgeon Composite High School: Modernization

Background

At the October 22, 2014 Public Board meeting, the Board of Trustees approved the final draft set of overview working drawings for the modernization at Sturgeon Composite High School.

At this point in the project, a broader and more detailed set of drawings is now available, copies of which will be available at the evening's meeting. Alberta Infrastructure and Alberta Education have requested the Board's approval of these drawings as they pertain to the future direction of the modernization at the school.

At the end of February/beginning of March, the project will be open to tendering and these more detailed drawings will assist in outlining the specific scope and expectations of the project.

Recommendation:

...That the Board of Trustees approve the Sturgeon Composite High School, Project No. 214315, Modernization 60% Drawings.

BOARD 9.5



Board Memorandum

Date: January 28, 2015
To: Board of Trustees
From: Committee of the Whole
Subject: Appointment of Division Auditor

As the 2013/2014 school year was the last of a five year term of appointment to Hawkings, Epp, Dumont Chartered Accountants as the Division Auditor, at the January 14, 2015 Closed Committee of the Whole Meeting, the following motion was carried unanimously:

“Moved by Mr. Jewell that the Board of Trustees refer the appointment of Hawkings, Epp, Dumont LLP, as the Division’s auditors for the 2014/2015, 2015/2016 & 2016/2017 school years to the January Board meeting.”

Recommendation:

The Board of Trustees approve the appointment of Hawkings, Epp, Dumont LLP as the Division’s auditors for the 2014/2015, 2015/2016 & 2016/2017 school years.