

PROPOSED IMPLEMENTATION ACTIVITY PLANS

for Approved Recommendations from the School Council Review

Submitted to: Minister of Learning

by: Implementation Planning Committee

November 2002

Government Response
June 17, 2003

Developed by:

Implementation Planning Committee Members

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Overall Government Response

- This implementation plan is unique because the lead education partner for each recommendation is responsible for leading the implementation of the activities identified for each recommendation. Such involvement will result in increased stakeholder commitment and capacity to support effective school councils.
- Alberta Learning will enter into Fee for Service Contracts with the lead partners, AHSCA, ASBA, CASS, and agent boards of the Regional Consortia.
- The development and management of the Fee for Service Contracts and the coordination and management of the implementation activities by each lead partner will be Field Services. This will involve meeting with each lead partner to establish a project schedule that includes start and completion dates for assigned activities in order to track, monitor, and manage the implementation of all the activities. A reporting mechanism will be put in place for education partners to report their progress to Alberta Learning on a regular basis.
- Throughout the implementation of these activities, we will seek opportunities to inform proposed revisions to the *School Councils Regulation*.

Recommendation 2.3

That Alberta Learning, in partnership with school boards as well as other stakeholders, ensure there is sufficient opportunity for school council members to receive training. School council training should include but not be limited to: understanding the roles and responsibilities of school council members, setting goals for the school council, developing and monitoring a business plan for the school council, improving communication skills.

Government Response: Accept: Alberta Learning will continue to work with Alberta’s six regional consortia and the Alberta Home and School Councils’ Association to develop strategies for providing training to school council members.

Lead Partner: AHSCA

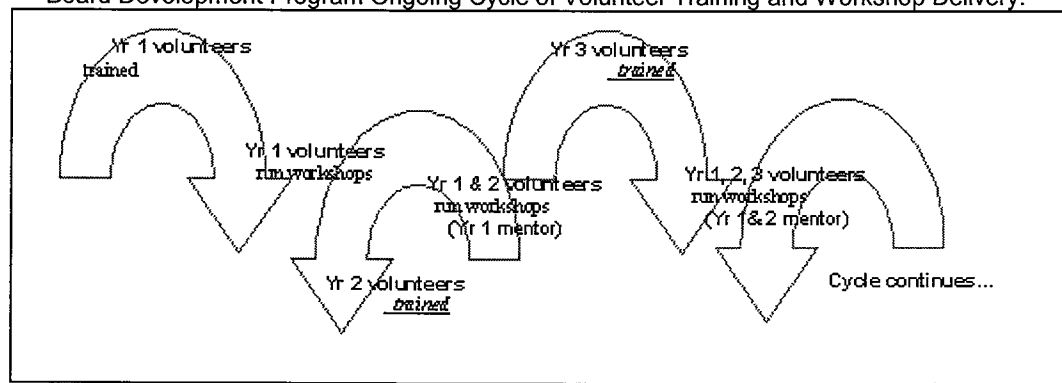
Implementation Activities	Partner/ Stakeholder Support	Timelines	Budget	Government Response	Budget Adjustment
<p>A) Re: Providing training to school council members</p>			<p><i>(Note: Figures reflect comparable program information. Economizing would be explored wherever possible.)</i></p>	<p>AHSCA, as the lead, will consult with Alberta Learning (Field Services) and the Regional Consortia to:</p> <ol style="list-style-type: none"> 1) explore the feasibility of working with the Regional Consortia to make use of or enhance existing infrastructure to provide training to school councils at the local level; 2) develop a detailed and cost efficient action plan that identifies the timelines and process for deliverables; 3) ensure all members (parents, principals teachers, & community members) of school councils have the opportunity to access training as a team; and 4) identify an initial implementation period (e.g. 3 years) to be followed by an evaluation of both the effectiveness and uptake of utilization (or perceived ongoing need for) of the training sessions by school councils across the province. <p>Note: This evaluation would determine whether the contract(s) for providing training for school councils would be extended.</p> <p>AHSCA will submit a project plan that includes the timelines, process for deliverables, and budget to Alberta Learning that incorporates its work with Alberta’s six regional consortia.</p>	<p>Budget adjustments should be made to maximize utilization of existing Regional Consortia infrastructure prior to expending new funds.</p>
<p>1. Revise existing School Council Resource Manual, to address gaps and updates in information, already identified by users. (e.g. 3-year planning; school-based decision making; revised School Council Regulations and Handbook)</p>	<p>AHSCA lead with support from all other partners</p>	<p>3 months</p>	<p>Writing, including necessary partner meetings/consultations</p> <ul style="list-style-type: none"> • approx. \$12,000 <p>Produce and distribute updates</p> <ul style="list-style-type: none"> • approx. \$15,000 	<p>Refer to comments in A above.</p>	
<p>2. Revise the original school council “basics” workshops to</p>	<p>AHSCA lead</p>	<p>2 months,</p>	<p>AHSCA</p>	<p>Refer to comments in A above.</p>	

Implementation Activities	Partner/ Stakeholder Support	Timelines	Budget	Government Response	Budget Adjustment
reflect updated information, including an updated communications plan to generate interest and promote changes.	with support from all other partners	once A)1 updates are finished	<ul style="list-style-type: none"> in-house 		
3. Provide training for volunteer instructors, to prepare them for offering updated workshops, using a community development/peer instructor model (*) <i>(Note: This would be Year 1 of an ongoing, cyclical peer instructor training and mentorship process. See B3 below.)</i>	AHSCA with adult education support from AB Community Development, Alberta Learning; others	Winter/Spring 2003 <i>(Year 1 of ongoing cycle)</i>	\$30,000 per year <ul style="list-style-type: none"> train up to 50 peer instructors 	Refer to comments in A above.	
4. Offer “updated” province-wide inservice workshops, led by peer instructors, to school councils at no cost to participants. (These inservice sessions must correlate with work being done on other recommendations, to support consistent messages about school councils; for example: orientation of trustees.)	AHSCA lead with support from Regional Consortia and all other partners, as required	Ongoing once instructor training complete	approx. \$20,000 <ul style="list-style-type: none"> \$200 per workshop x approx. 100 workshops per year 	Refer to comments in A above.	
5. Gather evaluation input from participants and trainers, for ongoing program sustainability and improvement. <i>(See B3 below.)</i>	Workshop instructors	Ongoing	N/A	Refer to comments in A above.	
B) Re: Sufficient opportunity for school council members to receive training					
1. Survey school councils to: <ul style="list-style-type: none"> determine their inservice training history and level of interest in updated training promote opportunities to participate in upcoming training-for-peer instructors promote opportunities to schedule an upcoming inservice workshop 	AHSCA	Fall 2002 – Winter 2003	AHSCA <ul style="list-style-type: none"> in-house 	Refer to comments in A above.	
2. Work with Regional Consortia to determine their collective school council inservice histories, trends, etc.	AHSCA lead with Consortia. <ul style="list-style-type: none"> invite one Consortia to gather 	Fall 2002 – Winter 2003	Consortia <ul style="list-style-type: none"> in-house or contract approx. \$3000 	Refer to comments in A above.	

Implementation Activities	Partner/ Stakeholder Support	Timelines	Budget	Government Response	Budget Adjustment
	collective data for all				
3. (Note: Ongoing cyclical peer instructor training and mentorship process - see A3 above) Ensure sustainable infrastructure (staff, office space, etc.) to support ongoing cycles of community development/peer instructor training for school council development. Cycles of training/evaluation/revision should include: <ul style="list-style-type: none"> assessment of materials for consistency and relevancy (e.g. regular updates to School Council Resource Manual) ongoing training for peer instructors (annual or bi-annual to replenish volunteer base) volunteer instructor networking supports inservice options appropriate for novice, intermediate and veteran school council members distance learning opportunities, if appropriate 	AHSCA with Alberta Learning, Consortia and AB Community Development. All other partners as relevant	Ongoing, continued from Year 1 (See A3 above)	approx. \$100,000 per year <ul style="list-style-type: none"> using volunteer peer instructor delivery model not including cost of training volunteers (See A3 above) 	Refer to comments in A above.	
4. Communicate to government that resources required to enable effective school councils must be taken into account when determining provincial education budget.	All partners except Alberta Learning		N/A	Noted.	

* The community development/peer instructor model referred to in this activity plan is based on the Board Development Program (BDP) run by Alberta Community Development. Since 1983, the BDP has delivered workshops to boards of not-for-profit organizations in Alberta. The workshops are free of charge and delivered in local communities. Each year the BDP recruits and trains approximately 25 new volunteer instructors. After over 50 hours of training, volunteers sign a contract to deliver 10 workshops over a 2-year period. The BDP's 4 paid staff and 50 volunteer instructors run approximately 100 workshops per year.

Board Development Program Ongoing Cycle of Volunteer Training and Workshop Delivery:



Recommendation 3.0

That school boards facilitate processes for ensuring school councils have meaningful input in areas in which they choose to be involved.

Government Response: Accept: Alberta Learning will encourage school boards to develop policies regarding school councils that will promote meaningful school council practices and enhance communication between boards and school councils.

Respondents reported that school boards play a large part in determining the input that schools councils have in the decision making process.

Lead Partner: ASBA

Implementation Activities	Partner/Stakeholder Support	Timelines	Budget	Government Response	Budget Adjustments
<p>1. Research and identify school council and school board processes and practices which support school councils providing meaningful input in areas in which they choose to be involved. Prepare a report summarizing these findings. This will include: (1) literature search to identify how “effective” is defined or what are the characteristics of effective school councils (Alberta Learning (SIRD)) (2) Identification of the outcomes to be achieved by effective school councils in Alberta. (Alberta Learning (SIRD)) (3) Preparation of a report summarizing these findings.</p>	<p>Resources required: Literature search (AL (SIRD)) Survey/interview questions to be developed by (AL (SIRD)/ external consultant) Consult school boards with regards to key questions (external consultant) Consult school councils re key questions and collate findings (AHSCA) Prepare report incorporating all collated research findings including recommendations (external consultant)</p>	<p>allow two to three months</p>	<p>AL –SIRD \$6000 will cover consulting with boards and writing report which includes collated research provided by AL and AHSCA. This research addresses three areas – effective school councils, effective umbrella groups and attracting community members.</p>	<p>Accept</p>	
<p>2. Disseminate report (Each partner responsible for disseminating report to their respective constituents.)</p>	<p>All partners</p>	<p>Upon completion of report</p>	<p>ASBA</p>	<p>Accept</p>	
<p>3. Based on research report, disseminate a “policy advisory/support documentation” to school boards with regards to processes and practices which support school councils providing meaningful input in areas in which they choose to be involved.</p>	<p>ASBA</p>	<p>Two months after report completed</p>		<p>Accept</p>	

Implementation Activities	Partner/Stakeholder Support	Timelines	Budget	Government Response	Budget Adjustments
4. ASBA will explore developing a policy about school councils.	ASBA	allow two to three months after research; subject to ASBA policy cycle	ASBA	Accept with the following proviso: ASBA will be encouraged to consult with AHSCA and Alberta Learning on the development of a policy advisory for school boards about school councils.	
5. Communicate to the government that resources required to enable effective school councils must be taken into account when determining the funding allocation to school boards. School boards need the resources to support this work with school councils in base funding.	All partners except Alberta Learning	Ongoing	ASBA	Noted.	

Recommendation 4.0

That school boards be encouraged to establish Councils of School Councils within their districts.

Government Response: Accept: Many respondents agreed that a Council of School Councils would help to improve communication. Alberta Learning will encourage school boards to consider the merits of establishing a Council of School councils or other umbrella organization, as a means to improve communications and partnerships between local education partners.

Lead Partner: ASBA

Implementation Activities	Partner/Stakeholder Support	Timelines	Budget	Government Response	Budget Adjustments
<p>1. Research and identify the characteristics of effective umbrella groups. Prepare a report describing the findings. This will include (1) literature search to identify how “effective” is defined or what are the characteristics of effective umbrella organizations (Alberta Learning (SIRD)) (2) Identification of outcomes of effective umbrella groups for school councils in Alberta (Alberta Learning (SIRD))</p>	<p>Resources required: <i>N.B. This will be part of research and report described under Recommendation 3</i> Literature search (AL (SIRD)) Survey/interview questions to be developed by (AL (SIRD)/ external consultant) Consult school boards with regards to key questions (external consultant) Consult school councils re key questions and collate findings (AHSCA) Prepare report incorporating all collated research findings including recommendations (external consultant)</p>	<p>allow two to three months for consultation</p>	<p>AL –SIRD \$6000 will cover consulting with boards and writing report which includes collated research provided by AL and AHSCA</p>	<p>Accept</p>	
<p>2. Disseminate report (Each partner responsible for disseminating report to their respective constituents.)</p>	<p>All partners</p>	<p>Upon completion of report</p>	<p>N/A</p>	<p>Accept</p>	

Implementation Activities	Partner/Stakeholder Support	Timelines	Budget	Government Response	Budget Adjustments
3. Based on research develop a “policy advisory/support documentation” re effective umbrella groups.		One month after report completed	N/A	Accept with the following proviso: ASBA will be encouraged to consult with AHSCA and Alberta Learning to develop a policy advisory/support documentation on effective umbrella groups.	
4. ASBA to facilitate trustee development with regard to jurisdiction umbrella groups	ASBA	SGM/FGM	\$4,000	Accept as a one-time cost.	
5. Communicate to the government that resources required to enable effective umbrella groups must be taken into account when determining the funding allocation to school boards. School boards need the resources to support this work with school councils in base funding.	All partners expect Alberta Learning	Ongoing		Noted.	

Recommendation 5.0 Revised March 14, 2003 based on consultation with President of CASS. All IPC education partners were provided with the opportunity to respond to the proposed revisions.

That school councils develop three-year plans in relation to the three-year plans for their schools and boards and that school councils review and update their plans annually.

Government Response: Accept in principle: Three-year plans would enhance continuity of council work - even as members change. Alberta Learning will share the benefits of this best practice with school councils and school boards while allowing school councils the flexibility to determine the role and practice at the local level.

Lead Partner: CASS

Implementation Activities	Partner/Stakeholder Support	Timelines	Budget	Government Response	Budget Adjustments
<p>1. That the School Administration work with school councils to develop 3-year plans in relation to the 3-year plans for their school and their board. • submit to Superintendent for his review</p> <p>1. Communicate the following expectations to school administrators:</p> <p>a) School councils are to be involved in the development and approval of schools' three-year plans.</p> <p>b) School councils should have the opportunity to incorporate their goals and initiatives, along with appropriate strategies, targets, and measures, into schools' three-year plans.</p> <p>2. Explore the possibility of including a section in the <i>Guide for School Board Planning and Results Reporting</i> for a school council to identify goals, strategies, targets, and measures that would support the school and division's goals.</p> <p><u>Background</u> It is most beneficial for school councils to be part of their schools' three-year plans; however, to ask school councils to create their own three-year plans would be redundant. School councils should be assured that they are part of the planning process and that their goals and initiatives in support of the schools' three-year plans are included.</p>	<p>CASS</p> <p>CASS</p> <p>CASS Alberta Learning</p>	<p>2002/2003-School Year</p> <p>2004/2005 School Year</p> <p>February 2004 <i>Guide for School Board Planning and Results Reporting</i></p>	<p>N/A</p> <p>N/A</p> <p>N/A</p>	<p>Accept with the following change in wording for 1 a) School councils must have the opportunity to be involved in the development of schools' three year plans.</p> <p>Accept with the following change in wording for 1 b) School councils must have the opportunity to incorporate their goals and initiatives, along with appropriate strategies, targets, and measures, into schools' three-year plans.</p> <p>Accept. The existing School Board Planning and Results Reporting Advisory Committee that includes representation from CASS, ASBA, and ASBOA should explore the possibility of including a section for school councils to identify goals, strategies, targets, and measures that would support the school and division's goals.</p> <p>Note: When the initial developmental work was done on the accountability framework, the department tried to be careful about seeming to micromanage the school system. The focus was on outcomes while leaving the process to the determination of the boards. The department position is that "school plans reflect provincial and board direction, local needs and the advice of school councils, parents, students, and the larger community." The proposed inclusion of school council goals, strategies, targets, and measures in the school plan is consistent with this direction.</p>	

Implementation Activities	Partner/Stakeholder Support	Timelines	Budget	Government Response	Budget Adjustments

Recommendations 6.0 & 6.1

6.0: First Part: *(accepted by government)* That community representatives remain a mandatory membership requirement for school councils and *Second Part (not accepted by government): the School Councils Regulation be changed to exclude ECS (Early Childhood Services) parents from qualifying as community representatives.*

Government Response: Accept: (first part of the recommendation) Community involvement in school councils is important, and participants recognized the benefits of having broad involvement from individuals who do not have children in the school.

6.1: That school boards and school councils share responsibility for finding an appropriate community representative.

Government Response: Accept in principle: Although school councils should continue to have the authority to determine the appropriate composition of their council, all partners can play an important role in increasing community representation. Alberta Learning will continue to encourage school boards and school councils to work together to promote community involvement within the school system.

Lead Partners: ASBA/AHSCA

Implementation Activities	Partner/ Stakeholder Support	Timelines	Budget	Government Response	Budget Adjustments
<p>1. Research and identify strategies for recruiting community members. Prepare a report describing findings. This will include (1) literature search on effective strategies for recruiting community members (Alberta Learning (SIRD), (2) research with school boards and school councils with regards to strategies for recruiting community members.</p>	<p>Resources required: <i>N.B. This will be part of research and report described under Recommendation 3 and 4</i> Literature search (AL (SIRD)) Survey/interview questions to be developed by (AL (SIRD)/ external consultant) Consult school boards with regards to key questions (external consultant) Consult school councils re key questions and collate findings (AHSCA) Prepare report incorporating all collated research findings including recommendations (external consultant)</p>	<p>Concurrent with research conducted under Recommendation 3 and 4</p>	<p>AL –SIRD \$6000 will cover consulting with boards and writing report which includes collated research provided by AL and AHSCA</p>	<p>Accept with the following proviso: ASBA will be asked to lead and collaborate with AHSCA, along with its implementation of the activities for Recommendations 3.0 and 4.0. This will allow Alberta Learning to enter into a contract with one lead partner.</p>	

Implementation Activities	Partner/ Stakeholder Support	Timelines	Budget	Government Response	Budget Adjustments
2. Disseminate report (Each partner responsible for disseminating report to their respective constituents.)					

Recommendation 7.0

That Alberta Learning develop a core list of knowledge, skills, and attributes principals require to work effectively with school councils and ensure appropriate learning materials and/or training programs are readily available.

Government Response: Accept:

1. Principals are a vital link to schools and their involvement on school councils has positive outcomes.
2. Alberta Learning will work with education partners to develop a core list of knowledge, skills, and attributes and appropriate materials or training programs for principals.

Lead Partner: Alberta Learning

Implementation Activities	Partner/Stakeholder Support	Timelines	Budget	Government Response	Budget Adjustments
1. Identify the knowledge, skills, and attributes (KSAs) in <i>Ministerial Order #016/9, Teaching Quality Standard Applicable to the Provision of Basic Education in Alberta</i> , that directly relate to the role of a principal, especially those KSAs that are supportive of principals working effectively with school councils.	Alberta Learning – Teacher Development & Certification Branch and Council on Alberta Teaching Standards (COATS)	* Sept. – Oct. 2002		Accept	
2. Use the <i>Teaching Quality Standard</i> KSAs identified (see #1 above) and develop a set of amplified descriptors of the KSAs that principals need to fulfill their leadership roles in schools and to work effectively with school councils.	Alberta Learning – Teacher Development & Certification Branch and COATS	* Sept. – Oct. 2002		Accept	
3. Include the list of KSAs descriptors for principals in a guide that will be prepared to assist them in fulfilling their roles. (See Recommendation 7.2)	Alberta Learning – Teacher Development & Certification Branch in consultation with ATA, AHSCA, ASBA, & CASS	* Oct. – Nov. 2002		Accept with the following proviso: Once the Guide is completed and has been approved by Council on Alberta Teaching Standards (COATS), it should be forwarded to the Minister with the recommendation that AHSCA, CASS, ASBA, and ATA be consulted before the Minister releases the guide. Note: In response to a request from the Chair of IPC, this work is well underway. At its April 11, 2003 meeting, COATS approved the Guide in principle. The Minister in both 2001 and 2002 fall meetings with the Chair of COATS indicated COATS should support AHSCA’s work on this matter, if requested to do so.	

Implementation Activities	Partner/Stake holder Support	Timelines	Budget	Government Response	Budget Adjustments
4. Refer to Recommendation 7.2, implementation activities #2 - #4, for details on the distribution of the guide and implementation of the guide, including training.					

* Timelines to be revised by Alberta Learning

Recommendation 7.1

That superintendents ensure principals have the knowledge, skills and attributes necessary to assist school councils in carrying out their role.

Government Response: Accept: Superintendents already have the responsibility for principal selection, supervision and evaluation as outlined in the *School Act*. School boards have the responsibility to develop policy regarding principal supervision and evaluation.

Lead Partner: CASS

Implementation Activities	Partner/Stake holder Support	Timelines	Budget	Government Response	Budget Adjustments
Prepare a guide to assist school boards with the interpretation and application of the <i>Teacher Growth, Supervision and Evaluation Policy</i> to principals.	CASS	2002/2003 School Year	\$10,000	Activity refers to the Guide being developed in Recommendations 7.0 and 7.2.	Move the \$10,000 in this budget line to Activity #1 below.
Background <ul style="list-style-type: none"> Principals are teachers and the same model of supervision and evaluation applies to both teachers and principals. As per Section 19(1) of the <i>School Act</i>, RSA 2000, school boards designate principals. Section 20(g) of the <i>School Act</i>, RSA 2000, states "A principal of a school must promote co-operation between the school and the community it serves." Section 20(g) of the <i>School Act</i>, RSA 2000, states "A principal of a school must subject to any applicable collective agreement and the principal's contract of employment, carry out these duties that are assigned to the principal by the board in accordance with the regulations and the requirements of the school council and the board." School boards have the authority to set standards in 					

Implementation Activities	Partner/Stakeholder Support	Timelines	Budget	Government Response	Budget Adjustments
<p>addition to the provincial standards (see <i>Ministerial Order (#004/98) Goals and Standards Applicable to the Provision of Basic Education in Alberta</i>). Therefore, school board may include principal's activities and participation in school councils as part of their job descriptions and as part of the collective agreement. School boards may include their expectation that principals work effectively with school councils when they are recruiting and evaluating principals.</p> <ul style="list-style-type: none"> 10(1)(c) of the <i>Teacher Growth, Supervision and Evaluation Policy</i> states, "The evaluation of a teacher by a principal may be conducted for purposes of assessing the growth of the teacher in specific areas of practice." In the application of this policy to principals, school boards may identify the growth of the principal in specific areas of practice such as working effectively with school councils or budget planning. 					
Activities					
1. CASS develop (from outcomes of 7.0) a component of principals' evaluations to include how to work with school councils				<p>Accept with the following clarification provided by CASS: CASS will develop a Standards of Practice for School Administrators document. In developing this document, CASS will collaborate with Alberta Learning to ensure alignment with the KSA's and Guide being developed in Recommendations 7.0 and 7.2. CASS will explore the possibility of collaborating with the ATA's Council of School Administrators and ASBA.</p> <p>Note: The draft Guide on page 7, Local Standards and KSAs states that school jurisdictions are allowed to require additional standards and identify applicable KSA descriptors they believe apply to principals.</p>	\$10,000 moved from the first line above.
2. CASS draft a recommended policy to be sent out through their association.				Delete as requested by CASS. CASS does not create sample policies.	
3. ASBA recommends to school boards that they clearly communicate their expectations about the principal's role as a vital link to school councils				Accept.	
4. CASS will inservice/train principals (see 7.2)				Accept. Refer to comments in Recommendation 7.2 #3.	

Recommendation 7.2

That a portion of principals' performance assessments be based on their activities and participation in school councils.

Government Response: Accept in principle:

- 3. One of the many roles of the school principal includes relationship building with the community.
- 4. Alberta Learning will encourage school boards to review and develop policy regarding the evaluation of school principals, with input from the school community.

Lead Partner: Alberta Learning

Implementation Activities	Partner/Stakeholder Support	Timelines	Budget	Government Response	Budget Adjustments
<p>1. Prepare a guide to assist principals in their school leadership roles, including especially their work with school councils.</p> <p><i>Background</i></p> <ul style="list-style-type: none"> • Principals are teachers and the same model of supervision and evaluation applies to both teachers and principals. • As per Section 19(1) of the <i>School Act</i>, RSA 2000, school boards designate principals. • Section 20(g) of the <i>School Act</i>, RSA 2000, states, "A principal of a school must promote co-operation between the school and the community it serves." • Section 20(j) of the <i>School Act</i>, RSA 2000, states, "A principal of a school must subject to any applicable collective agreement and the principal's contract of employment, carry out these duties that are assigned to the principal by the board in accordance with the regulations and the requirements of the school council and the board." • School boards have the authority to set standards in addition to the provincial standards (see <i>Ministerial Order (#004/98) Goals and Standards Applicable to the Provision of Basic Education in Alberta</i>). Therefore, school boards may include principals' activities and participation in school councils as part of their job descriptions and as part of the collective agreement. School boards may include their expectation that principals work effectively with school councils when they are recruiting and evaluating principals. 	<p>Teacher Development & Certification Branch in consultation with IPC members.</p>	<p>** Oct. – Nov. 2002 (develop <i>Terms of Reference</i> * for 10-day Contract)</p> <p>*<i>Terms of Reference</i> for contract will be approved by IPC.</p> <p>** March 2003 (draft of <i>Guide</i>)</p>	<p>\$5,000 - \$7,000 to contract the development of the <i>Guide</i></p>	<p>Accept with the following proviso: Once the Guide is completed and has been approved by COATS, it should be forwarded to the Minister with the recommendation that AHSCA, CASS, ASBA, and ATA be consulted before the Minister releases the guide.</p> <p>Note: In response to a request from the Chair of IPC, this work is well underway. At its April 11, 2003 meeting, COATS approved the Guide in principle. The Minister in both 2001 and 2002 fall meetings with the Chair of COATS indicated COATS should support AHSCA's work on this matter, if requested to do so.</p>	<p>Contract costs covered by Teacher Development and Certification Branch's current budget.</p>

Implementation Activities	Partner/Stakeholder Support	Timelines	Budget	Government Response	Budget Adjustments
<ul style="list-style-type: none"> 10(1)(c) of the <i>Teacher Growth, Supervision and Evaluation Policy</i> states, "The evaluation of a teacher by a principal may be conducted for purposes of assessing the growth of the teacher in specific areas of practice." In the application of this policy to principals, school boards may identify the growth of the principal in specific areas of practice such as working effectively with school councils or budget planning. 					
<p>2. Provide school boards, key stakeholders, and principals with copies of the Guide and outline how school boards may incorporate KSAs applicable to principals into their policies and procedures, including their Teacher Growth Supervision and Evaluation policies as applicable to principals.</p>	Teacher Development & Certification Branch and Communications Branch	** Fall 2003	\$4,000	Accept	The \$4,000 will be covered within Teacher Development and Certification's current budget.
<p>3. Disseminate the guide to the basic learning community</p> <ul style="list-style-type: none"> Provide the Guide and possible names of in-service providers to the Regional Consortia which, in response to local needs, may provide professional development services to adults in local learner communities. Place the Guide on the Alberta Learning website. Provide an orientation session to the Guide for school boards, superintendents and principals. Encourage boards to integrate the <i>Guide</i> into their current professional development programs for administrators. 	Teacher Development & Certification Branch Field Services Field Services	** Fall 2003	Regional Consortia respond to needs expressed by the regional education community and operate on a cost-recovery basis.	Accept with the following proviso: Explore the possibility of Field Services and CASS working collaboratively to provide in-services to administrators, as Regional Consortia respond to in-service needs expressed locally. It will be important that all principals receive access to a consistent program. Note: CASS offers the Start Right program for a week in the summer and it has been expanded to include 100 principals and assistant principals.	\$5,000 for hosting costs for Zone in-services of administrators

** Timelines to be revised by Alberta Learning

Recommendation 10.0

That the Minister review the role and effectiveness of school councils in five years and that Alberta Learning continue to review the effectiveness of councils on an ongoing basis.

Government Response: Accept: School councils are still evolving and a review in five years will help determine if further changes are needed to increase their effectiveness. The type of review required (e.g. public consultation, etc.) will be determined by education partners.

Lead Partner: Alberta Learning

Implementation Activities	Partner/Stakeholder Support	Timelines	Budget	Government Response	Budget Adjustments
1. Include three questions on the effectiveness of school councils in Alberta Learning's annual parent surveys.	Alberta Learning (System Improvement & Reporting Division – SIRD) with input from an internal Advisory Committee.	January 2003 to ongoing	Approximately \$3,600 annually	Accept.	
2. a) Hold focus groups on the effectiveness of school councils throughout the province that would include a representative provincial sample of school councils (chair and a member at-large).	Alberta Learning (SIRD & Basic Learning Division – BLD)	Spring 2003	Approximately \$40,000	Accept	
b) Conduct one-on-one interviews on the effectiveness of school councils with principals and trustees from the provincial sample of school councils.				Accept	
c) Prepare a report and summary of findings on the Review of the Effectiveness of School Councils. (Note: Baseline data from this report will be used for comparative purposes with the data from the Spring 2007 findings.)	Spring 2003			Accept	
d) Provide key stakeholders, school boards, principals, and chairs of school councils with copies of the report.	Fall 2004		Approximately \$10,000	Accept	
3. a) Hold follow-up focus groups, on the effectiveness of school councils throughout the province that would include the same representative provincial sample of school councils (chair and member at-large) referred to in 2(a) above. Note: It is acknowledged that the memberships will change; however, it would be the same communities and school councils.	Alberta Learning – (SIRD & BLD)	Fall 2004 Spring 2007	Approximately \$42,000	Accept	

Implementation Activities	Partner/Stakeholder Support	Timelines	Budget	Government Response	Budget Adjustments
b) Conduct one-on-one interviews on the effectiveness of school councils with principals and trustees from the provincial sample of school councils.		Spring 2007		Accept	
c) Prepare a final report and summary of findings on the Review of the Effectiveness of School Councils that compares the 2003 results with the 2007 results.		Fall 2007		Accept	
d) Provide key stakeholders, school boards, principals, and chairs of school councils with copies of the report.		Fall 2007	Approximately \$10,000	Accept	