



BOARD OF TRUSTEES REGULAR MEETING

Greater St. Albert Roman Catholic Separate School District No. 734
District Office

6 St. Vital Ave., St. Albert, AB T8N 1K2 | Phone: 780-459-7711

AGENDA

Monday, January 16, 2017 | 2:00 P.M. Call to Order
3:30 P.M. – Public Meeting

1. **Call to Order:** Rosaleen McEvoy
2. **In-Camera**
3. **Out-of-Camera at 3:30 pm**
4. **Opening Prayer:** Cathy Proulx
5. **Acknowledgment of Territories:** Rosaleen McEvoy
The Greater St. Albert Catholic School Board acknowledges that it is meeting on the original lands of the Cree, those of Treaty 6, and on the homeland of the Métis Nation.
6. **Approval of Agenda**
7. **Presentation Delegation**
8. **Approval of Minutes & Summaries**
 - 8.1 Regular Board Meeting Minutes of December 19, 2016 Attached
9. **Approval of Committee & Event Reports from Advocacy Committee Meetings**
10. **Good News (Communication & Community Relations)** Attached
11. **Questions from the Public**
(Questions are submitted in writing on the Thursday prior to meeting. Information and the form can be found on the District website located on the District website at <http://bit.ly/1SLTFSh>.)
12. **Consent Items**
(The Chair will ask for a motion to receive and to approve all recommendations contained therein. Prior to approving the motion, any trustee may request the status of a consent item be changed to an action item.)
 - 12.1 Review of Board Policy 8 – Board Committees, Board Policy 9 – Board Representatives (Keohane) Attached
13. **Action Items**
14. **New Business**
15. **Information Items**

- 15.1 Report from the Chair
 - 15.1.1 Correspondence Attached
 - 15.1.2 Other Items
- 15.2 Report from the Superintendent
 - 15.2.1 Educational Leadership
 - School Results Reviews (SRR) (Keohane) Attached
 - Inclusive Education Programming (Nixon) Attached
 - 15.2.2 Educational Leadership – Student Welfare
 - Field Trip Activity Report (McGuinness) Attached
 - 15.2.3 Communications and Community Relations
 - ThoughtExchange Update (Keohane) Attached
- 16. Board Commitments** Attached
- 17. Clarification Period for Public & Media**
(Related to agenda items, only as deliberated)
- 18. Trustee Request for Information**
- 19. Closing Prayer:** Cathy Proulx
- 20. In-Camera** *(if applicable)*
- 21. Out-of-Camera** *(if applicable)*
- 22. Adjournment**



BOARD OF TRUSTEES REGULAR MEETING

JANUARY 16, 2017

ATTACHMENT FOR AGENDA ITEM 8.1

Regular Board Meeting Minutes of December 19, 2016

BACKGROUND:

Please see attached.

RECOMMENDATION:

THAT the Board of Trustees approve the minutes of the regular meeting of the Board held on December 19, 2016 as circulated/as circulated and amended.

**MINUTES OF THE REGULAR MEETING OF THE
BOARD OF TRUSTEES OF
GREATER ST. ALBERT ROMAN CATHOLIC
SEPARATE SCHOOL DISTRICT NO. 734
HELD on MONDAY, December 19, 2016, 1:00 P.M.
District Office, 6 St. Vital Avenue,
St. Albert, AB**

MEMBERS PRESENT Trustees Becigneul, Crockett, McEvoy, Proulx, Radford, Shaw, and Tremblay

ADMINISTRATION PRESENT

D. Keohane, superintendent, S. McGuinness, assistant superintendent, R. Nixon, assistant superintendent, D. Schlag, secretary-treasurer

CALL TO ORDER Trustee Shaw called the meeting to order at 1:05 p.m.

IN CAMERA

87/17 Trustee McEvoy: THAT the Board of Trustees move In Camera at 1:05 p.m.

CARRIED (5/5)

Trustee Becigneul joined the meeting at 1:44 p.m.

Trustee Proulx joined the meeting at 1:50 p.m.

OUT OF CAMERA

88/17 Trustee Radford: THAT the Board of Trustees move Out of Camera at 3:15 p.m.

CARRIED (7/7)

The Board recessed until 3:30 p.m.

OPENING PRAYER Trustee Becigneul offered the Opening Prayer.

ACKNOWLEDGEMENT Trustee Shaw acknowledged the Board is meeting on the original lands of the Cree, those of Treaty 6, and on the homeland of the Métis Nation.

APPROVAL OF AGENDA

89/17 Trustee Proulx: THAT the Board of Trustees approve the agenda with the addition of New Business 14.1 Notice of Motion and 14.2 Notice of Motion.

CARRIED (7/7)

PRESENTATION DELEGATION

There were no presentations.

APPROVAL OF MINUTES & SUMMARIES

90/17 Trustee Proulx: THAT the Board of Trustees approve the minutes of the Regular Meeting of the Board held on November 28, 2016 as circulated.

CARRIED (7/7)

91/17 **Trustee McEvoy:** **THAT** the Board of Trustees approve the summary of the Board Advocacy Committee meeting held December 5, 2016 as circulated.
CARRIED (7/7)

92/17 **Trustee Crockett:** **THAT** the Board of Trustees approve the committee reports from the Board Advocacy Committee meeting held on December 5, 2016 as follows:
9.1 Alberta Catholic School Trustees' Association (Radford)
9.2 Alberta School Boards Association Zone 2/3 (Radford)
9.3 Business Liaison: Morinville Chamber (Tremblay)
9.4 FNMI Leadership Committee (Crockett)
CARRIED (7/7)

GOOD NEWS

Trustee Shaw shared the Good News Report.

Trustee Shaw also mentioned that she was blessed to sing at the Remand Centre on December 17th while the decorated bags from the District were distributed to inmates.

Trustee McEvoy commended Neil M. Ross staff on the lovely Christmas concert and **Trustee Proulx** acknowledged the great job by the children and Legal School staff on their Christmas concert.

QUESTIONS FROM THE PUBLIC

There were no questions from the public.

CONSENT ITEMS

93/17 **Trustee Tremblay:** **THAT** the Board of Trustees approve the review of Board Policy 5 - Role of the Board Chair, Board Policy 6 – Role of the Vice Chair, and Board Policy 12 – Role of the Superintendent, with no changes.
CARRIED (7/7)

94/17 **Trustee Radford:**
THAT the Board of Trustees approve the use of the acquired locally-developed course **ESL English for Academic Success 35** for 3 and 5 credits beginning November 16, 2016 until August 31, 2020 from Calgary School District No. 19 and any learning resources detailed in the course outlines for use in Greater St. Albert Catholic Schools' high schools.

THAT the Board of Trustees approve the use of the acquired locally-developed course **ESL Introduction to Mathematics 15-5** for 5 credits beginning November 16, 2016 until August 31, 2020 from Calgary School District No. 19 and any learning resources detailed in the course outlines for use in Greater St. Albert Catholic Schools' high schools.

THAT the Board of Trustees approve the use of the acquired locally-developed course **Youth Evangelization I 25** for 3 credits beginning November 29, 2016 until August 31, 2020 from East Central Alberta Catholic Separate Schools Regional Division No. 16 and any learning resources detailed in the course outlines for use in Greater St. Albert Catholic Schools' high schools.

THAT the Board of Trustees approve the use of the acquired locally-developed course **Youth Evangelization II 35** for 3 credits beginning November 29, 2016 until August 31, 2020 from East Central Alberta Catholic Separate Schools Regional Division No. 16 and any learning resources detailed in the course outlines for use in Greater St. Albert Catholic Schools' high schools.

CARRIED (7/7)

ACTION ITEMS

2017-2018 Instructional Calendar

95/17

Trustee Crockett: **THAT** the Board of Trustees approve the 2017-2018 Instructional Calendar as presented.

CARRIED (7/7)

MOTION TO EXTEND

96/17

Trustee McEvoy: **THAT** the Board of Trustees extend the meeting until 6:45 p.m.

CARRIED (7/7)

ACTION ITEMS - Continued

Board Development Plan

97/17

Trustee Radford: **THAT** the Board of Trustees prioritize topics of interest to advance collective understanding with educational practices as outlined within the combined 2015-2016 Annual Education Results Report / 2016-2019 Three Year Education Plan document including:

- First Nations, Métis and Inuit focus on teacher professional learning and student learning;
- Developing staff understanding of mental health issues and indicators and strategies to address them;
- Ethical Leadership; and
- A presentation on the Development and Peace Partnership.

CARRIED (7/7)

Board Meeting Schedule Revision

98/17

Trustee McEvoy: **THAT** the Board of Trustees cancel the January 9, 2017 Advocacy Meeting.

CARRIED (7/7)

NEW BUSINESS

14.1 Notice of Motion provided by **Trustee Radford** for the February 13, 2017 Regular Meeting, regarding the process for Administrative Procedures review.

14.2 Notice of Motion provided by **Trustee Radford** for the February 13, 2017 Regular Meeting, regarding Directors and/or Department Heads attending Board Meetings when topics presented are directly related to their respective area(s).

INFORMATION ITEMS

Report from the Chair

Trustee Shaw provided an update to the Board on correspondence received.

Report from the Superintendent

Secretary-treasurer Schlag updated the Board on the current facility utilization, highlighting four schools that are close to or over capacity, representing 25% of the schools across the District. New schools will address the needed capacity.

Secretary-treasurer Schlag updated the Board on the volume of Fee Waivers received to November 30, 2016 and comparative historical annual waiver values. It was noted that overall, waivers were up slightly over the previous year and that the elimination of Board-directed fees may also be having an impact on the number of requests.

Secretary-treasurer Schlag provided the quarterly financial update for 2016-17 to November 30, 2016.

Communications Manager Bruineman provided an update on the progress with respect to the Communications Plan, highlighting initiatives in the functional area of communication.

Secretary-treasurer Schlag provided the Board with an overview of the timeline for the revision of existing boundaries and the Phase 2 process for public input on the eventual two Board-selected options.

99/17

Trustee Proulx: **THAT** the Board of Trustees receive the superintendent's report as information.

CARRIED (7/7)

BOARD COMMITMENTS

100/17

Trustee Crockett: **THAT** the Board of Trustees approve the Board Commitments as presented and updated at this meeting.

CARRIED (7/7)

CLARIFICATION PERIOD FOR PUBLIC & MEDIA

There were no questions.

TRUSTEE REQUEST FOR INFORMATION

There were no requests.

CLOSING PRAYER

Trustee Becigneul offered the closing prayer.

IN CAMERA

101/17

Trustee Proulx: **THAT** the Board of Trustees move In Camera at 5:22 p.m.

CARRIED (7/7)

OUT OF CAMERA

102/17

Trustee Tremblay: THAT the Board of Trustees move Out of Camera at 6:34 p.m.

CARRIED (7/7)

ADJOURNMENT

103/17

Trustee Crockett: THAT the Board of Trustees adjourn the regular meeting at 6:35 p.m.

CARRIED (7/7)

Secretary Treasurer

Chair



BOARD OF TRUSTEES REGULAR MEETING

JANUARY 16, 2017

ATTACHMENT FOR AGENDA ITEM 10

Good News (Communication & Community Relations)

PREPARED BY:

Carol Bruineman, communications manager

BACKGROUND:

Please see attached.

Good News
Regular Board Meeting
January 16, 2017

District News

- There has been overwhelming response to the parent session the District is hosting on January 17, 2017 at ESSMY on the topic of Parenting Youth in a Stressful World. The session will be at capacity and there was a need to create a waitlist. Dr. Stan Kutcher who is the presenter of the session is a renowned Psychologist and leading expert on Youth Mental Health and Wellness. He is a Professor at Dalhousie University and the District is blessed to have this opportunity.

School News

- The generosity and creativity of **St. Albert Catholic High School students** was shared during the holiday season as Christmas spirit was evident at Sturgeon Community Hospital. Art students illustrated and donated 100 stockings to the hospital's labour and delivery unit. "*We have such great community support,*" says Betty-Lynn Zukewich, volunteer coordinator for the hospital. "*Being able to present new parents with a stocking for their baby makes a memorable moment, not just for them but, for our staff, too.*" Thank you to all of the SACHS students for sharing their gifts and talents with others.



BOARD OF TRUSTEES REGULAR MEETING

JANUARY 16, 2017

ATTACHMENT FOR AGENDA ITEM 12.1

Board Policy Review

PRESENTERS:

David Keohane, superintendent of schools

BACKGROUND:

The Board in cooperation with the Superintendent shall review board policies each year in order to determine whether or not the policy is meeting its intended purpose.

Board Policy 8 – Board Committees was last reviewed in January 2016 and Board Policy 9 – Board Representatives was last reviewed in September 2015.

Given the recent formation of the Audit Committee, the Board Planning Session Committee, and the Laura Bird Memorial Beacon of Hope Award Selection Committee, the highlighted changes to Policy 8 are necessary.

As a recently established external committee the Education Foundation and its purpose and members are added to Board Policy 9.

RECOMMENDATION:

THAT the Board of Trustees approve changes to Board Policy 8 - Board Committees, as presented at this meeting, including the Audit Committee Terms of Reference, which were affirmed by the Audit Committee members at a meeting held on November 15, 2016, the addition of the Board Planning Session Committee, and the Laura Bird Memorial Beacon of Hope Award Selection Committee.

THAT the Board of Trustees approve the changes to Board Policy 9 – Board Representatives, with the addition of the Education Foundation as presented.

BOARD COMMITTEES

The Board believes that its duties can best be carried out if trustees are given an opportunity to meet in committees supplemental to Board meetings. Committees can perform the following functions:

- ◆ Be empowered to act on behalf of the Board (on all delegable matters)
- ◆ Conduct research and report back to the Board with recommendations
- ◆ Perform a liaison function

The Board will determine the terms of reference for each committee, including purpose, powers and duties, membership, and meeting requirements. Each committee shall select its own chair. If possible, one trustee shall not be chair of more than one standing committee at the same time.

The Board Chair shall be an ex-officio member of each Board committee, may actively participate, and has voting rights. All trustees may attend any committee meetings, and with the consent of the committee, may take part in the discussion, but will not be entitled to vote.

Committees may be standing or ad hoc in nature.

1. Standing Committees

Standing Committees are established to assist the Board with work of an on-going or recurring nature.

1.1 The Policy Advisory Committee is established as a standing committee of the Board, with responsibility for work as detailed below:

1.1.1 Purpose

- ◆ Assist the Board in the development and revision of policies that may be implemented by the Board.

1.1.2 Powers and Duties

- ◆ Proposed policies and policy revisions that will impact the operations of schools shall be submitted to the committee for consideration and input prior to Board approval.
- ◆ Ensure that policies are current, relevant and are having the desired impact.

- ◆ Recommend policies and policy revisions, as appropriate, in order to facilitate the effective and efficient operation of the District.
- ◆ Recommend administrative procedures and administrative procedures revisions, as appropriate, to the superintendent.

1.1.3 Membership

- ◆ Two trustees
- ◆ Superintendent
- ◆ Assistant Superintendent
- ◆ One principal
- ◆ One teacher from each school
- ◆ One ATA representative
- ◆ One CUPE representative
- ◆ One UNIFOR representative

1.1.4 Meetings

- ◆ Four meetings annually

Note: this committee is established in the current collective agreement. See Addendum 1 for Policy Advisory Committee – Frames of Reference.

1.2 The Negotiations Committee – ATA is established as a standing committee of the Board, with responsibility for work as detailed below:

1.2.1 Purpose

- ◆ Negotiate a collective agreement with the ATA representatives

1.2.2 Powers and Duties

- ◆ Establish Board proposals within the guiding principles set by the Board
- ◆ Negotiate with Teachers' representatives
- ◆ Recommend action to the Board on negotiations issues
- ◆ Refer any concerns expressed, through the Board to the Superintendent

1.2.3 Membership

- ◆ Two trustees
- ◆ Superintendent and/or designate(s)
- ◆ Secretary-Treasurer

1.2.4 Meetings

- ◆ To be called by the Committee Chair as required to negotiate agreements

1.3 The Negotiations Committee – CUPE is established as a standing committee of the Board, with responsibility for work as detailed below:

1.3.1 Purpose

- ◆ Negotiate a collective agreement with CUPE representatives

1.3.2 Powers and Duties

- ◆ Establish Board proposals within the guiding principles set by the Board
- ◆ Negotiate with support staff representatives
- ◆ Recommend action to the Board on negotiations issues
- ◆ Refer any concerns expressed, through the Board to the Superintendent

1.3.2 Membership

- ◆ Two trustees
- ◆ Superintendent and/or designate(s)
- ◆ Secretary-Treasurer

1.3.3 Meetings

- ◆ To be called by the Committee Chair as required to negotiate agreements

1.4 The Negotiations Committee –UNIFOR is established as a standing committee of the Board, with responsibility for work as detailed below:

1.4.1 Purpose

- ◆ Negotiate a collective agreement with UNIFOR representatives

1.4.2 Powers and Duties

- ◆ Establish Board proposals within the guiding principles set by the Board
- ◆ Negotiate with support staff representatives
- ◆ Recommend action to the Board on negotiations issues
- ◆ Refer any concerns expressed, through the Board to the Superintendent

1.4.3 Membership

- ◆ Two trustees
- ◆ Superintendent and/or designate(s)
- ◆ Secretary-Treasurer

1.4.4 Meetings

- ◆ To be called by the Committee Chair as required to negotiate agreements

1.5 The Capital Committee is established as a standing committee of the Board, with responsibilities for work as detailed below:

1.5.1 Purpose

- ◆ Coordinate the development, implementation and evaluation of the Board's three-year capital plan and ten-year facilities master plan

1.5.2 Powers and Duties

- ◆ Make recommendations to the Board re: capital improvements and site allocations
- ◆ Liaise with municipal partners

1.5.3 Membership

- ◆ Two trustees
- ◆ Superintendent or designate

1.5.4 Meetings

- ◆ To be called by the Committee Chair as required

1.6 The ATA Liaison Committee* is established as a standing committee of the Board, with responsibility for work as detailed below:

1.6.1 Purpose

- ◆ Communication with the ATA Local; Represents the Board in facilitating dialogue and collaboration with respect to: ensuring foundational statement faithfulness, nurturing the gospel values of community and relationships, addressing emerging developments in Catholic education, and resolving workplace issues outside of a formal structure

1.6.2 Powers and Duties

- ◆ Liaise on emerging issues
- ◆ Attend meetings and report to Board as necessary
- ◆ Represent the Board's positions and interests at the meetings

1.6.3 Membership

- ◆ Two trustees (one as a representative; one as an alternate)
- ◆ Superintendent
- ◆ Assistant Superintendent of Human Resources
- ◆ Three Local representatives

1.6.4 Meetings

- ◆ Up to four meetings annually as required

1.7 The Audit Committee is established as a standing committee of the Board, with responsibility for work as detailed below:

1.7.1 Purpose

- ◆ The role of the audit committee, as a standing committee of the Board of Trustees, is to assist the Board in fulfilling its oversight responsibilities for the financial reporting process as effective stewards of the Board's resources through adequate accountability and transparency. The audit committee will provide the Board of Trustees with an objective assessment about the design and operation of management practices, control systems, and information as related to financial reporting.

1.7.2 Powers and Duties

The audit committee will carry out the following responsibilities:

- ◆ Financial Statements:
 - Review significant accounting and reporting issues, including complex or unusual transactions;
 - Review the annual financial statements, and consider whether they are complete, consistent with information known to committee members, and reflect appropriate accounting principles; and,
 - Review with management and the auditors all matters required to be communicated to the Board of Trustees.
- ◆ Internal Control:
 - Consider the effectiveness of the District's internal controls over annual reporting, including information technology security and control; and,
 - Understand the scope of auditor's review of internal control over financial reporting, and obtain reports on significant findings and recommendations, together with management's responses.
 - Review current administrative procedures related to financial practices and processes. Direct management to revise existing administrative procedures or create new administrative procedures, as deemed necessary, within the financial resources available.
- ◆ External Audit:
 - Participate in the review of the External Audit Tender Responses, once every five years;
 - Provide a recommendation to the Board of Trustees for appointment of the auditors;
 - Review the auditor's proposed audit scope and approach;
 - Review with management and the auditors the results of the audit, including any difficulties encountered, including internal and external school audits;
 - Review and confirm the independence of the auditors by obtaining statements from the auditors on relationships between the auditors

and the School District, including non-audit services, and discussing the relationship with the auditors;

- Meet separately from management, with the auditors to discuss any matters that the audit committee or auditors believe should be discussed privately; and
 - Review the performance of the external auditors and provide a recommendation to the Board of Trustees for reappointment or discharge of the auditors.
- ◆ Compliance:
 - Review the findings of any examinations by regulatory agencies, and any audit observations; and,
 - Obtain regular updates from management and legal counsel regarding compliance matters, as required.
 - ◆ Risk Management:
 - Awareness that risk management systems are reasonably utilized, as intended, allowing the District's objectives to be met.

1.7.3 Membership

The audit committee will consist of the following members:

- ◆ Three members from the Board of Trustees and one alternate, each of whom will serve a one-year term, as assigned at each Organizational Meeting of the Board. A Trustee will serve a maximum of three consecutive terms on this committee, before a mandatory break is observed. One of the Trustees shall act as chair of the audit committee; and,
- ◆ Secretary-Treasurer;
- ◆ Two members of the general public, who are independent to the District, have no relationship to the audit firm contracted by the Board, and who are financially literate. Members of the public will serve a two-year term on this committee and may put their name forward for consideration of a second two-year term. Members of the general public will be limited to serving four consecutive years on this committee.
- ◆ The audit committee members shall be compensated as follows:
 - Elected School Trustees (as per Board Policy);
 - Public member (amount equal to trustee per diem).

1.7.4 Meetings

- ◆ The audit committee will meet at least three times per year, with authority to convene additional meetings, as circumstances require. The audit committee will meet regularly in March/April, June and November;

- ◆ The June meeting focuses on planning for the annual financial audit. The November meeting focuses on the review of the draft audited financial statements for the year ending August 31, with the intent a recommendation for approval can be taken to the Board of Trustees at the last regular meeting of November for public presentation. The March meeting focuses on follow up of audit recommendations. All audit committee members are expected to attend each meeting;
- ◆ Minutes of meetings will be prepared. Audit committee reports shall be provided at a meeting of the Board of Trustees.

1.8 The Board Planning Session Committee helps to determine the agenda for the planning session taking place that year.

1.8.1 Membership

- ◆ Three members from the Board of Trustees as well as the Superintendent shall be part of this committee;
- ◆ Compensation for this committee is part of the annual honoraria.

1.9 Laura Bird Beacon of Hope Memorial Award Selection Committee (Laura Bird Memorial Beaconed of Hope Award Policy was approved at the October 31 regular meeting.)

1.9.1 Purpose

- ◆ To review nominations if any, for consideration and recommendation to the Board of Trustees. Should there not be any nominations, the Board may determine to issues a nomination itself.

1.9.2 Membership

- ◆ Three members from the Board of Trustees, as assigned at each Organizational Meeting of the Board as well as the Superintendent shall be part of this committee.

1.9.3 Meetings

- ◆ This meeting will take place in June of each year prior to the last regular meeting of the Board to review nominations if any, for consideration and recommendation to the Board of Trustees.

2. Ad Hoc Committees

Ad hoc committees are established to assist the Board on a specific project for a specific period of time. The terms of reference for each ad hoc committee will be established at the time of formation.

3. Resource Personnel

The Superintendent may appoint resource personnel to work with committees, and shall determine the roles, responsibilities, and reporting requirements of the resource personnel.

Legal Reference: Section 61, 62, 63, 68 School Act

*Note: The ATA Liaison Committee is identified in the current ATA collective agreement as outlined in Appendix E.

ADDENDUM 1

POLICY ADVISORY COMMITTEE FRAMES OF REFERENCE

1. Preamble:

This committee shall be called the Policy Advisory Committee, which is a standing committee of the Board with membership from Greater St. Albert Catholic Local #23, Greater St. Albert Catholic Schools (with membership from both support staff locals CUPE and UNIFOR). Hereafter, this committee shall be referred to as PAC.

2. Objects:

The PAC shall be charged with the responsibility of preparing recommendations to the Board in the development and revision of policies that may be implemented by the Board in the operation of schools.

3. Organization:

1. The PAC shall consist of one representative elected/appointed from each schools' professional staff, two trustees, Superintendent, Assistant Superintendent, one principal, one ATA representative, one CUPE representative, and one UNIFOR representative.
2. The PAC representatives representing the schools' professional staff shall have a term of office of one year, after which he/she may be re-elected.

4. Officers:

The officers of the PAC shall consist of a chair and a rotating secretary. The chair will be elected from and by the members of the committee. The officers of the PAC are expected to:

A. Chair

1. Arrange and inform members of the PAC the time, date and place of all meetings.
2. Prepare and circulate an agenda for each meeting.
3. Chair the PAC meetings.
4. Represent the PAC in its relationship with ATA Local Council, hereafter called Local Council.
5. Provide leadership, along with the Superintendent and Assistant Superintendent, on development and revision of policies that may be implemented by the Board.
6. Attend or arrange for a committee member to attend Local Council meetings and present a report of the committee activities.
7. Prepare an annual written report summarizing the activities of the committee. This report shall be submitted to Local Council at the June Local Council meeting.

8. Submit all minutes to PAC members and the ATA Local Secretary as soon as possible and at least before the next meeting.

B. Secretary

1. Keep accurate minutes of their assigned PAC meeting and submit minutes to chair as soon as possible.
2. Perform such other internal communication functions as may be assigned from time to time.

5. Duties and Responsibilities:

1. Submit proposed policies and policy revisions to the committee for consideration and input prior to Board approval.
2. Review policies for relevancy and so that they have the desired impact regarding the operations of schools.
3. Recommend policies and policy revisions, as appropriate, in order to facilitate the effective and efficient operation of the District.
4. Recommend administrative procedures and administrative procedures revisions, as appropriate, to the superintendent.
5. Attend PAC meetings for purpose of consulting, reporting, and communicating to respective stakeholders.

6. Meetings of the PAC:

1. The PAC shall have four meetings annually or at the discretion of the chair, in consultation with the Superintendent and/or the Assistant Superintendent.
2. Notice of intent to hold a meeting shall be given to the members as soon as possible.

7. Quorum:

Quorum for the PAC shall be the majority of the PAC members.

Addendum approved by the Board of Trustees February 21, 2006
Revised January 18, 2010, January 17, 2011, June 24, 2013, January 27, 2014, January 13, 2015, July 7, 2015, January 11, 2016, December 20, 2016

BOARD REPRESENTATIVES

In response to requests from external organizations or agencies, the Board will give consideration to naming representatives to various external Boards or committees. Such representation is established at the discretion of the Board to facilitate the exchange of information on matters of mutual concern and/or to discuss possible agreements between the Board and other organizations.

The Board may inactivate representation on one or more committees, from year to year, as required.

The Board will determine the terms of reference for each representative. The Superintendent may appoint resource personnel to work with representatives and shall determine roles, responsibilities and reporting requirements of resource personnel.

The Board may add or inactivate one or more committees, from year to year, as required.

The following committees may have a Board representative as identified at the annual Organizational Meeting:

1. ACSTA (Alberta Catholic School Trustee's Association)

1.1 Purpose

- ◆ Represent the Board as Director at ACSTA Board of Directors meetings for the advocacy of Catholic Education

1.2 Powers and Duties

- ◆ Attend Board of Directors meetings
- ◆ Represent the Board's positions and interests at the Director's meetings
- ◆ Communicate to the Board the work of ACSTA

1.3 Membership

- ◆ Two Trustees (one as a representative; one as an alternate)

1.4 Meetings

- ◆ As called by ACSTA

2. ASBA Zone 2/3 (Alberta School Board's Association Zone 2/3)

2.1 Purpose

- ◆ Represent the Board at meetings of ASBA Zone 2/3
- 2.2 Powers and Duties
 - ◆ Attend ASBA Zone 2/3 meetings
 - ◆ Represent the Board's positions and interests at the Zone level
 - ◆ Communicate to the Board the work of ASBA Zone 2/3
- 2.3 Membership
 - ◆ Two trustees (one as a representative; one as an alternate)
- 2.4 Meetings
 - ◆ As called by ASBA Zone 2/3.
- 3. ASBA Second Languages Caucus and Task Force
 - 3.1 Purpose
 - ◆ Represent the Board at the ASBA Second Languages Caucus and Task Force meetings to advocate for second language education in the province
 - 3.2 Powers and Duties
 - ◆ Attend meetings of the ASBA Second Languages Caucus and Task Force as required
 - ◆ Represent the Board's position regarding second language education (staff recruitment, curriculum)
 - ◆ Communicate to the Board the work of ASBA Second Languages Caucus and Talk Force
 - 3.3 Membership
 - ◆ Two trustees (one as a representative; one as an alternate)
 - 3.4 Meetings
 - ◆ Semi-annually
- 4. Business Liaison
 - 4.1 Purpose
 - ◆ Attend meetings of community business associations
 - 4.2 Powers and Duties
 - ◆ Liaise with business groups
 - ◆ Represent the Board's position on economic development of partner municipalities
 - 4.3 Membership

- ◆ Two Trustees per municipality (one as a representative; one as an alternate)
- ◆ Superintendent and/or designate

4.4 Meetings

- ◆ Monthly

5. Education Foundation

5.1 Purpose

- ◆ This volunteer foundation's purpose is to enrich the learning opportunities of all our students formed by a volunteer community board without the assistance of a professional fundraiser.

5.2 Membership from the Board

- ◆ At least one member of the Board of Trustees to act as a liaison to the Board

Revised: February 15, 2010, March 15, 2010, January 17, 2011, January 16, 2012, June 24, 2013, January 13, 2015, July 7, 2015, September 8, 2015, December 20, 2016



Greater St. Albert Roman Catholic Separate School District No. 734

Board Chair Correspondence

Attachment for Agenda Item 15.1.1

As reported by the Board Chair

Regular Board Meeting Date: January 16, 2017

	Date of Correspondence	Sender/Recipient	Subject of Correspondence
1.	December 16, 2016	Fort McMurray Public Schools	Christmas Wishes
2.	December 20, 2016	ASEBP	ASEBP Trustees' Report
3.	December 22, 2016	Mayor of St. Albert	St. Albert State of the City Invitation to Luncheon



BOARD OF TRUSTEES REGULAR MEETING

JANUARY 16, 2017

ATTACHMENT FOR AGENDA ITEM 15.2

Report from the Superintendent

BACKGROUND:

Please see attached.

RECOMMENDATION:

THAT the Board of Trustees receive the superintendent's report as information.

**Superintendent's Information Report to the Board
Greater St. Albert Roman Catholic Separate School District No. 734
January 16th, 2017**

***Educational Leadership**

School Results Reviews (SRR)

Each one of our 16 Schools has now completed its results review with senior administration. The purpose of these reviews from a district educational leadership perspective is to:

- assure that evidence based, and collaboratively created school education plans align appropriately with the education plan of the jurisdiction;
- understand the in-year implementation plans that schools develop to improve student learning;
- inform senior administration regarding the instructional leadership strategies being undertaken by principals so that their influence and capacity in working with staff can be supported and maximized through ongoing mentorship;
- further lateral capacity development among principals so that they can learn from promising practices being undertaken at other schools in the jurisdiction.

Based upon the results that were submitted and reviewed this year by senior administration, it is clear that all schools are developing focused improvement goals based upon the evidence that suggests sustaining, enhancing, or changing existing practices. It is the cumulative impact of all schools engaging in such work that enables our overall district results to improve. In being congruent with the jurisdiction requirement from Alberta Education, all schools have established a summary report of learning results and improvement priorities that are to be communicated to their respective school communities. A copy of these have been provided to trustees as information. Furthermore, a summary which outlines promising practices from our schools when viewed through Dr. Viviane Robinson's 5 indicators of student-centred leadership, and responses to questions that were raised by schools through the collaborative review process is attached as information. This attachment was reviewed with school administrators at the Tuesday, January 10th Christ-Centred Learning Community (CCLC) meeting of district and school based administration.

Inclusive Education Programming

Assistant Superintendent, Rhonda Nixon, will provide a report on Inclusive Education programming in the district. (Attached)

Field Trip Activity Report

Assistant Superintendent, Sean McGuinness, will provide and update on field trip activity in the District. (Attached)

Communications and Community Relations

Thought Exchange Update

Further to Board direction arising from the November 2nd, 2015 Advocacy Committee Meeting, the District is moving away from pre-determined issue-based community consultation (such as was the case with last year's discussion on Student Wellness and

Mental Health) and focusing on a more generalized review of community interests in our schools. To this end, ThoughtExchange, within the attached timelines, will be engaging students, staff, and parents to determine what our schools do best in meeting student learning needs and identifying how our schools can improve in this area. Through identifying pervasive themes arising from this information, the Board will be able to determine more focused priorities through various engagement strategies in the future.

Please note that given the Board's interest in understanding community interest in new programming opportunities for schools, a third question associated with this topic will be asked within the survey period.

With the collective evidence obtained, the Board will be in a good position during its planning work in April 2017 to make important decisions regarding programming needs for the 2017 - 2018 School Year, and beyond.

Please refer to the attached ThoughtExchange update for an outline of the scope and key elements of the upcoming community consultation. (Attached)

Recommendation: That the Board receives this report as information.

*This report has been organized according to the categories of responsibilities for the superintendent (outlined in Policy 12), as they would apply to the timing of the report.

Greater St. Albert Catholic Schools

2016-2017 School Results Review

Learning Leader Debrief

Rationale for this review:

1. As stated in Catholic Canon 806, Catholic schools are to be excellent in their academic formation of students, and at least as competent as other public schools in this area. Since we effectively deliver on this promise, a key role in sustaining this work, in conjunction with all other professional development interests in the District, is to enhance the efficacy (belief and capacity / passion and skill) of principals to be learning leaders for all staff and students.
2. GSACRD is a learning organization in which all who work on behalf of students learn continuously about their practice so that students can be the benefactors of such work. In furthering the collective impact of principals upon staff and student learning, it is helpful to apply a framework that is already “top of mind” within our system plan for administrative development – the five dimensions of student – centred leadership as outlined within Viviane Robinson’s, Student-Centred Leadership. When common language or points of reference inform decisions based upon a meta-analysis of how to improve staff and student learning, the impact of our efforts will predictably increase.
3. The McKinsey Reports on Global Education: How the World’s Best Performing Schools Come Out on Top (2007) / How the World’s Best Performing Schools Keep Getting Better (2010) describes the importance of the system identifying indicators of proven innovation and practice from schools and then sharing these practices across the system. This meta-analysis about high performing systems determines that these jurisdictions share in the belief that when action research is excellent within, the system does not need to borrow from good or worse evidence of practice from the outside. GSACRD, as an evidence based high performing school system within the province, is taking the opportunity of this annual school results review to celebrate and increase the capacity of each school to enable all students to optimize success in learning.

The First Dimension – Establishing Goals and Expectations

Schools that receive competing agendas from a variety of sources have the potential to become fragmented by consent around agendas. Consequently, Robinson points to the importance of goals impacting student outcomes that also gains commitment from staff, assesses staff capacity, and furthers enough specificity to make a measurable difference in improving student learning. Schools that set meaningful goals also demonstrate no difference between the “talk” and the “walk” of the professional culture within the school. Finally, Robinson would maintain that a performance goal for staff to improve student learning must be complemented with a learning strategy for staff that enables a shared understanding of the processes and procedures to perform tasks that will make a difference in student learning to take place. As Robinson bluntly explains in her example: *It makes no sense to set a new performance goal, such as 80 percent of students at a particular grade level will meet a standard in writing by a certain date, when it is clear that neither the teachers nor the district advisors know how to reach the goal.*

Where, through our conversations, did a compelling story address the area of Establishing Goals and Expectations? In what way does this happen?

St. Gabriel High School: Focuses on expectations and skill development that address the challenges of post-secondary and the world of work. The school builds course work, work experience opportunities, and counselling supports that includes study skills, dealing with anxiety, and wellness strategies. Such course work is designed to develop hope within their students to thrive in the future.

Neil M. Ross – Determines four key themes (Prayer, Social Justice, Community Service, Theme Alive) for the Faith Outcome and develops four committees to match the themes. All teachers are part of these committees and share strategies to carry forward the Faith dimension in the school. Great value is placed on teachers’ strengths, subject area expertise, and passions, which supports them to trade subjects within and across grades to capitalize on their capacities to improve student learning.

Vincent J. Maloney – Enables a trended data process that is used so that staff may understand the true essence of the issues impacting practice and areas of strength and/or areas for growth both individually and as a group. Using this process informs both collaborative groups (subject area and grade level) and individuals as to the best next step to improve student learning. For example, they have set goals to improve the achievement gap from grade six to nine on Provincial Achievement Exams.

The Second Dimension – Resourcing Strategically

Assuming that staffing decisions are effectively made and deployed within schools, Robinson reminds us of how to be strategic in making use of resources and instructional time. Robinson maintains that both variables as tools to improve student learning need to be considered according to what meets the criteria of a *smart tool* as opposed to a *dumb tool*. This distinction can be made around two basic questions:

- ✓ How valid are the ideas upon which the resource and time for student learning is being used?
- ✓ How good is the design of the resource or the time that will be spent teaching students?

In order to answer either question, assumptions need to complement research (action, or quantitative), which further informs evidence of impact on student learning.

Finally, Robinson contends that time to attend to student learning can be wrongfully viewed as something that is fixed as opposed to an adaptable resource that strategically complements quality teaching and resourcing. As she concludes at the end of Chapter 4, *When additional instructional time is needed for students who are still struggling, it is most effective when it is tightly aligned to the classroom program, based on students' specific learning challenges, and delivered by trained personnel, whether or not they are certified teachers.*

Where, through our conversations, did a compelling story address the area of resourcing strategically?

Vital Grandin- Establishes focused, collaborative times for staff to learn together in the areas of literacy and numeracy. One hour per week is dedicated to division level collaboration (with administration) around improving practices and strategies in these areas. Students are involved in a variety of curriculum-focused activities. Teachers focus on skill-based improvement strategies using diagnostic assessments such as the Fountas and Pinnell's "Benchmark Assessment System" in English language arts and "First Steps" in Math.

J. J. Nearing- Makes excellent use of district resources such as consultants and professional development opportunities. They have a succinct learning plan, which maximizes student learning by developing the competencies through cross-curricular projects. They involve Ulana in collaborative PD focused on Guided Math to continue to build staff capacity, which results in a consistently high Standard of Excellence. Five PD Fridays are dedicated to "at-the-elbow" and implementation supports for staff. Uses community of inquiry funds to extend learning beyond PD Fridays. Engages parents' support through multiple meetings and information nights around school improvement priorities, which is essential to building strong word-of-mouth regarding the success of the school community.

R.S. Fowler - Uses their timetable creatively to enable math teachers to collaborate on a regular basis with Ulana and to enable grade level teams to engage in cross curricular planning. The

result has been increased staff engagement in focused learning goals as well as integrating emerging technologies (e.g., staff are creating virtual classrooms that house the results of their collaborative work, which in turn benefits students, parents, and colleagues.).

The Third Dimension – Ensuring Quality Teaching

In ensuring quality teaching, Robinson cautions leadership against a fixation on various instructional styles rather than focusing a school on demonstrating a “coherent instructional program” and building a culture of “evidence-based inquiry and improvement.”

A coherent instructional program uses a common framework that is comprised of curriculum, instructional strategies, and assessments coordinated within and between grade levels. Within grades, this coherence ensures students at the same grade level get equivalent access to subject content, regardless of teacher assignment. Between grades, coordination ensures a progression of increasingly difficult subject matter. Instructional support beyond the classroom is based upon an agreed to framework for action. A common instructional framework also means that teachers reinforce the same ideas, use similar vocabulary for communicating those ideas, knows how to make links with what was taught and learned in previous grades and are guided in their efforts by common assessments. The same logic applies to teacher learning. Teachers are more likely to improve their practice with professional learning opportunities that are common, integrated and shared, and that convey consistent messages throughout a professional learning community about how to teach. In applying this approach, the loss of “autonomy” for a teacher is somewhat expected, but professionally beneficial. As Robinson explains:

Although there is no question that increased coherence means reduced autonomy, it does not necessarily imply decreased professionalism. Doctors are keen as professionals because they have mastered complex sets of shared diagnostic and treatment practices. They exercise their judgment about how these procedures are to be applied in any individual case and are held accountable for those judgments. They need sufficient autonomy to exercise those judgments, but by virtue of being professional, their autonomy to diagnose and treat as they please is massively constrained.

Evidence-based Inquiry and improvement is at the heart of assuring quality teaching. Robinson explains that quality teaching is developed through cycles of inquiry and action designed to increase the impact of teaching on the engagement and success of students. Although evidence about student achievement is an essential resource for such inquiry, the challenge for most school leaders is not the availability of such evidence, but how to create a culture in which it is used for the purpose of improvement. In using data that is relevant, accessible (within reach, and timely), and understandable in scope, data will reveal its greatest value. According to Robinson, *data must assist individual and collaborative reflection on the quality of decisions*

about how and what to teach and the quality of decisions about the administrative and organizational supports for such teaching.

Where, through our conversations, did a compelling story address the area of ensuring quality teaching?

École Father Jan – Takes a universal approach to addressing learning objectives, which occurs throughout the school. “I Can” statements articulated in student friendly language are common for all grade levels. School learning teams meet regularly to discuss how to move student learning forward (struggling and high performing students). School learning teams do regular walk-throughs to provide feedback on questions such as “Where do I see literacy, numeracy”? Furthermore, administrators participate directly with staff members in all PD and collaboration times.

G.H. Primeau – Collaborates to establish an assurance plan that is a common point of reference for all staff members in addressing the needs of students. Project-based learning became a focus of professional learning and classroom practice for the last couple of years, which inspired other pilot programs in the schools such as flexible learning environments and report cards. These pilots are adapted and meaningfully constructed through time with the goal of students being able to have similar learning supports as they progress through the grades. Through this process, both students and staff are learning about optimal ways to enhance their shared work.

Legal School – Pedagogical Lead creates cross grade dialogue for further implementation of common learning strategies and the purposeful integration of the newly revised competencies. The dialogue is created through staff meetings, concentrated one-on-one collaboration time, and even through lunch hour discussions. One-on-one collaboration sessions focus on the perceived needs of the teacher's planning for integration of project based learning and competency building. Our library tech also supports this learning model as she organizes learning time with her through a rotating maker space model that still allows for traditional reading time. Important to note is our pedagogy lead not only supports teacher collaboration time but also team teaches along with most of our staff.

The school engages and communicates these strategies to parents through social media (Instagram, Twitter and Facebook), the school WAAG (Week At A Glance), Newsletter (soon to be an e-Newsletter version to link to our website), Website, and our well attended and collaborative school council meetings which are held monthly, and frequently reviews feedback.

Morinville Composite High School - Prioritizes the value of quality teaching and learning. As a part of this process, students are required to access all learning opportunities and are expected to attend to these when absenteeism has interfered with this goal. As such, the school establishes a culture of high expectations for student involvement with their learning. The school is reaching out to students to involve them in dual credit and work experience opportunities. The focus is that high school is a place for every student, regardless of ranges in ability and/or interest.

The Fourth Dimension – Leading Teacher Learning and Development

In a fully collaborative and professional culture, a learning community would promote the following mantra, “For every increment of performance we require of each other, we have a responsibility to be provided the capacity to produce that performance.” When cultures can’t get to this place, they understandably blame personal autonomy or collective resistance to change as culprits that lurk within the change agenda. However, to further productivity in getting to this place as a learning community, Robinson cautions against confronting the matter along these deeply personal lines and advises the adoption of a much more impersonal discussion about prevailing theories and theory evaluation. A good starting point is the shared exploration through resistance about a resistor’s intended result and whether or not a theory for action will create the desired result. As Robinson indicates, the mistake many instructional leaders make when leading change is that *they don’t ask enough questions of teachers about why they are doing what they want them to stop doing*. In Chapter 6, Robinson provides an inquiry model to exercise meaningful influence within such a strategy. However, the overall approach is best summed up by this conclusion: *By investigating rather than dismissing teachers’ reasons for their current practice, leaders will create the relationships they need to move from a unilateral to a more collaborative improvement agenda.*

Where, through our conversations, did a compelling story address the area of leading teacher learning and development?

Albert Lacombe - Focuses on strong instructional leadership that is structured around creating on-going genuine inquiry between the principal and staff to determine cultural needs within the school that will enhance student learning. This approach has resulted in engaging staff to change the timetable to accommodate collaborative professional learning time. A bias within the professional leadership framework is to ensure that professional growth plans are supported through appropriate professional development.

Bertha Kennedy – Continues to build upon their prior year’s success in creating a community of inquiry into literacy. For example, staff administers the HLAT and assesses student work and extends what they learn about writing and assessment to developing new writing tasks and common rubrics. The school also involves outside experts such Marty Chan to align with their professional learning commitments in their 3 Year Education Plan.

École Marie Poburan - Dedicates professional learning time to thoughtful planning to integrate competencies into lessons, small projects, and building towards larger projects that meet robust learning targets. As part of this focus on deep learning, staff are developing an understanding and awareness of the competencies and an awareness as to how they align with curricular objectives.

École Notre Dame – Incorporates collaborative practice to move student learning forward. Through grade level and lead teacher collaborative inquiry, administration assists staff to develop a deeper understanding of problem solving. In order to move from “what is known” to “what is sought”, teachers select common strategies (for example, Project Based Learning, flexible pathways to learning), resources (such as the front matter of the ELA and Math curriculum) and collect evidence of learning in order to increase skills, particularly in literacy and numeracy.

The Fifth Dimension – Ensuring an Orderly and Safe Environment

Of all action related dimensions of leadership, this one comes first. Nothing good comes from teaching and learning if the hope, engagement, and well-being of students and staff becomes hijacked by chaos, fear, and uncertainty within the culture and climate of the school. However, Robinson maintains that in the best public schools that reflect the presence of this dimension, reactivity, and management techniques are not the principal drivers that reflect its success. Social cohesion for public schools around values and role models is increasingly being seen to be a positive force in creating the ethos of order and safety. One would argue that for a Catholic school, the reality that its learning agenda must be rooted within non-negotiable principles for decision making (such as the sacred worth and dignity of life, and the promotion of the common good), makes social order and safety easier to maintain. The Catholic school’s Christ - centered mission compels the entire community to address any aspect of influence that would not further a student’s ability to learn, live fully, and serve others. However, in prioritizing an orderly and safe environment, we should also not take for granted those variables that complement our faith mandate and are, as Robinson maintains, important research based indicators for safe and orderly public schools. Robinson’s reference to these variables are quite specific and unique in focus but are entirely applicable and evident within an excellent Catholic school:

1. Furthering the success of students as the reason that anything is done within the school;
2. Furthering student engagement that increases perception of the value of education, and fulfills a student’s psychological need for competence, autonomy, and relatedness;
3. Creating environments for student success that promotes personal competence and the completion of tasks and activities that are essential to furthering student hope and well-being;

4. Creating an ethos within the building about the joy and peace of learning, and relating inspiring leaders and staff modelling to this cause;
5. Leveraging diagnostic mechanisms to determine if the expected relational culture of the school is being achieved;
6. Building ties to the school for parents through parental involvement.

Where, through our conversations, did a compelling story address the area of ensuring an orderly and safe environment?

École Secondaire Sainte Marguerite D'Youville - Places a strong emphasis on students' engagement in social justice initiatives and works of mercy. Student initiative to understand Truth and Reconciliation and the needs of the elderly in the community is most commendable. Peer mentorship is also a priority. For example, high school students mentor grade 7 and 8 students to be able to work through issues such as friendship, social issues etc.

St. Albert Catholic High School - Establishes a highly intentional and supportive relationship between home, school, and parish. They do this by connecting lead teachers to leaders within the parish community. Lead teachers establish a student leadership team that plans flex sessions involving parish leaders and the Criss Cross ministry in facilitating Masses, instructional masses and seminars on faith-based topics.

An Additional Interesting Research Supported Finding:

The McKinsey Reports on Global Education have revealed that for schools in the "great to excellent" category, the center increases the responsibilities and flexibilities of schools and teachers to shape instructional practice. Usually such practice is derived from within a generalized but clear framework that defines what success in learning looks like, and schools choose from commonly understood instructional strategies and supports according to their unique circumstances in the school improvement journey. While this may be true, the reports' authors also reveal that, *in parallel, the center mitigates the risk of these freedoms resulting in wide and uncontrolled performance variations across schools by establishing mechanisms that make teachers responsible to each other as professionals for both their own performance and that of their colleagues.* Our district furthers this aspect of the center to school relationship by supporting school based professional learning communities with designated pedagogical leaders who are further supported through district consultants. Bearing this in mind, our review continues to demonstrate two realities:

- there is a greater tendency for elementary schools to make direct use of district based consulting than junior or senior high schools;

- there is a clear correlation between those schools that choose to use district based consulting as part of a strategy to support school based collaboration and the gains that are experienced in student learning.

Reminder of Questions Arising from the 2015-2016 SRR:

1. *The Provincial Accountability Pillar’s question regarding the extent to which the community is satisfied with how schools prepare students for the world of work can be difficult to answer for many of our parents. Therefore, what best practices within the District can be correlated with success in furthering community satisfaction with this measure?*

Many schools find success in this area by being highly intentional in communicating at every level of parental interaction with the school (at school council, in newsletters) about what is being done to prepare students for the world of work. As a cautionary note however, the assumption should not be that further awareness of “career education” is the only way to describe what a school does for workplace preparation. As a December 5th, 2013 Globe and Mail Article entitled, *Why can’t today’s graduates get hired?* explains: *The real skills gap, business leaders say, is not the shortage of oil-field engineers and the glut of history BAs. It’s about the shortage of young people who are good at problem-solving, communication, teamwork, time management, persistence, loyalty and dedication. Survey after survey reports that business can’t find enough workers who are motivated, flexible, and organized.*

Therefore, an additional source of awareness to parents (beyond career education) can be to demonstrate how various “soft” skills associated with the world of work, have deep and meaningful application to our instructional programs. Consider promoting your story within your school through the following example that has been adapted from a paradigm originally developed within Dr. Michael Fullan’s 2013 *Great to Excellent* report about the Province of Ontario’s Education Agenda:

Skills Needed for the World of Work, <u>What</u> we Teach, and <u>Where</u> these Skills fit into our Programs	
Skill - Character Formation	<u>What</u> - Honesty, self-regulation and perseverance, empathy for contributing to the safety and benefit of others, self- confidence, personal health and well-being, career and life skills <u>Where</u> - all subjects, especially Health and Religious Education

Skill - Citizenship and Social Justice	<u>What</u> - Global knowledge, sensitivity to and respect for other cultures, active involvement in understanding and addressing the sacred dignity of the human person in local, national, and global circumstances <u>Where</u> - Social Studies, Religious Education
Skill - Communication Development	<u>What</u> - Communicate effectively orally, in writing and with a variety of digital tools; listening skills, using and applying multiple literacies <u>Where</u> - all subjects
Skill - Critical Thinking and Problem Solving	<u>What</u> - Think critically to design and manage projects, solve problems, make effective decisions using a variety of digital tools and resources <u>Where</u> - all subjects
Skill - Collaboration with Others	<u>What</u> - Work in teams, learn from and contribute to the learning of others, social networking skills, empathy in working with diversely gifted classmates <u>Where</u> - all subjects
<u>Skill</u> - Creativity, Imagination, Charity, and Stewardship	<u>What</u> - Economic and social entrepreneurialism, considering and pursuing novel ideas, leadership for action for the good of human-kind and the environment <u>Where</u> - all subjects

2. *What resource would support the efforts of staff to grow in modelling and witnessing their faith?*

A helpful resource is the recently developed Council of Catholic School Superintendents of Alberta (CCSSA) document, [The Excellent Catholic Teacher](#). The document [\(found here\)](#) which is aligned with the Archbishop Mark Miller's, *The Five Essential Marks of Catholic Education*, provides an opportunity for staff developing annual faith development goals to discern about possible growth possibilities.



Greater St. Albert
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Memorandum

DATE: January 16, 2017

TO: David Keohane, superintendent of schools

FROM: Rhonda Nixon, assistant superintendent of learning services

RE: Inclusive Education Report

Attached is the Inclusive Education Report, which addresses two outcomes, primarily, in the Three- Year Education Plan 2016-2019: Outcome Three: Alberta's Education System is Inclusive (focus on bullying and mental health) and Outcome Four: Alberta Has Excellent Teachers, School and School Authority Leaders (professional learning dedicated to a pyramid supports).

In this report, we focus on who our diverse learning students are, how we identify their learning needs (physical, cognitive, social/emotional) and instructional supports, and we share examples of practices emphasized in our professional learning program for teachers, counsellors, and Learning Support Facilitators.

Please see attached.

Faith in Our Students

PASSION • RELATIONSHIPS • COMMITMENT • HOPE • INNOVATION • EXCELLENCE



DATE: January 16, 2017
TO: The Board of Trustees
FROM: David Keohane, Superintendent of Schools
SUBJECT: Meeting the Needs of Diverse Learners in GSACRD: Inclusive Education Report
PREPARED BY: Rhonda Nixon, Assistant Superintendent, Learning Services; Barb Brochu, Associate Superintendent, Student Services

BACKGROUND

The Student Services Team works on two outcomes, primarily, in the Three-Year Education Plan 2016-2019: **Outcome Three: Alberta's Education System is Inclusive** (focus on bullying and mental health) and **Outcome Four: Alberta Has Excellent Teachers, School and School Authority Leaders** (professional learning dedicated to a pyramid supports). In this report, we discuss the students who require supports and how we meet their needs through the key strategies in the 2016-2019 Three-Year Education Plan.

WHO WE SERVE

Based on Figure 1.0 (Appendix), in 2016-2017, almost one-quarter (23%) of our students in grades 1-12 are in need of specialized supports and only 3% of these students are "coded" using Alberta Education's criteria. While 17% of students who start in Pre-Kindergarten or Kindergarten are "coded", the numbers sharply decline by grade one due largely to the excellent work of our school and district staff who ensure success for all students in school.

HOW WE SUPPORT

Our District Student Services Team advocates for schools to work closely and collaboratively to address the needs of all students using GSACRD's Pyramid of Supports (Figure 2.0). Such collaboration begins at the school level; schools identify **School Learning Teams (SLT)** (principal, assistant principal, Learning Support Facilitator (LSF), Pedagogy Lead (Ped Lead), and Counsellor) who meet weekly. SLT Teams discuss each student's profile and determine the **types** of support: academic/cognitive, physical/sensory (hearing and vision), and/or emotional/behavioural and the **intensity** of supports required. The intensity of supports is identified along a continuum from **level one** (universal) to **level four** (intensive, individualized). They also discuss short-term and long-term goals for students who are at each level of the pyramid. For example, some students who have complex medical and emotional needs at the tip of the pyramid may be a focus of every SLT discussion in the form of ongoing "updates" on progress. Other students who have lesser needs comparatively (at the base or middle of the pyramid) may be a focus of discussion periodically. To connect with school-based SLTs, Student Services works closely with them and with Learning Services to provide schools with strategies to meet the needs of all students in every layer of the pyramid.

TEACHING USING GSACRD's UNIVERSAL LEARNING DESIGN FRAMEWORK

GSACRD's Universal Learning Design Framework emphasizes four principles of practice that underpin strategy work with all students:

1. Faith formation, spiritual development and citizenship
2. Assessment for and of learning
3. Pedagogical Design for Differentiated Instruction (including leveraging technology)
4. Supporting Positive Behaviour

Differentiated instruction is a main focus of professional learning with LSFs and all teachers who serve diverse learners. By differentiated learning, we look at how to make a task, assessment and/or learning context different for students who require choices to receive and communicate information (Fisher, Frey & Arzonetti, 2016; Tomlinson, 2003). A common differentiation strategy is for teachers to provide students with options for sharing what they learn in print, visual, audio, drama, and/or digital forms. In addition, teachers often provide students with assistive technologies such as Read&Write for Google to learn information using multimodal (print, visual, aural) texts. R&W for Google has a number of features such as word prediction and read aloud functions in both French and English, which enables students to have the text read to them. By making learning tasks available in multimodal texts, students who have a strength visually but may not be able to hear well or students who are better listening alone rather than taking part in longer classroom discussions, as examples, will thrive and learn the same information in a personally relevant way.

Another professional learning focus is teaching educators how to use **positive behaviour supports** such as **restorative practices** (Smith, Fisher & Frey, 2015). For example, at the secondary level, counsellors help students to understand their impact upon others by having counsellors implement a restorative circle practice. A restorative circle happens when students meet with a counsellor and learn how to use "I" statements to problem-solve and to hear each other's views of a situation. For example, if a group of students are struggling to get along, a counsellor will ask each student to use an "I" statement such as "When you do 'x', it makes me feel 'y', so I would like you to stop doing 'x'". This process helps the students to identify the problematic behaviour and to describe its impact as a first step to resolving their struggle.

In addition, teachers use **positive behavior strategies** such as matching intervention to the level of behavior. For example, if a student is looking upset about an assignment, a teacher is taught strategies to intervene that address the root of the frustration. One way is to re-teach the concept and model one-on-one how to solve it. The student is then encouraged to continue in the same way with frequent check-ins by the teacher.

A third way that teachers are changing their practice is through participating in **Community of Inquiry professional learning**, which has two parts. The first part is district-led PD in which LSFs and Ped Leads meet regularly (8-9 times/year) to learn about and reflect on research-based classroom practices. Recently, an LSF presented a lesson taught in Science. The LSF community who were part of this presentation analyzed and reflected on the differentiation and positive behaviour strategies used and their impact on students' learning. The second part of this

professional learning model is that LSF and Ped Leads are to go back to their schools and share their learning with other teachers. Learning Services provides each school with a minimum of 8 half days of substitute release funds to support such job-embedded teacher sharing. The ultimate goal is to share and explore practices in classrooms to make learning optimal for all students.

CONCLUSION

The goal of Student Services is to assist staff to ensure that all students have equal opportunity to be successful in school because their learning needs are identified and personally relevant instructional supports are provided.

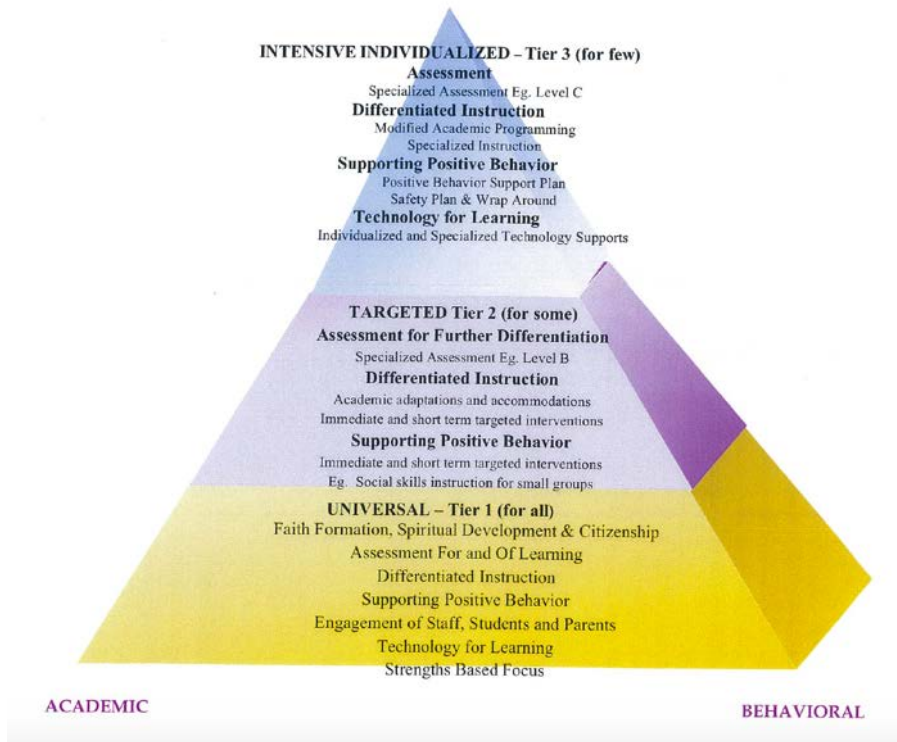


Appendix

Table 1.0: Profile as of December 15, 2016

Profile of Students	Number of students		Percentage of GSACRD students	
	Gr. 1 - 12		Gr. 1 - 12	
Require Levels two, three or four supports	Gr. 1 - 12	1,210	Gr. 1 - 12	23%
	Pre-K / Kind.	n/a	Pre-K / Kind.	n/a
Meet Alberta Education Criteria for Severe Special Needs	Gr. 1 - 12	146	Gr. 1 - 12	3%
	Pre-K / Kind.	103	Pre-K / Kind.	17%
Meet Alberta Education Criteria for Mild/ Moderate Special Needs	Gr. 1 - 12	494	Gr. 1 - 12	9%
	Pre-K / Kind.	70	Pre-K / Kind.	12%
Uncoded students requiring support	Gr. 1 - 12	292	Gr. 1 - 12	5%
	Pre-K / Kind.	n/a	Pre-K / Kind.	n/a
Meet Alberta Education Criteria for gifted and talented	Gr. 1 - 12	15	Gr. 1 - 12	1%
	Pre-K / Kind.	n/a	Pre-K / Kind.	n/a
Students identified as English Language Learners	Gr. 1 - 12	212	Gr. 1 - 12	5%
	Pre-K / Kind.	6	Pre-K / Kind.	1%

Figure 1.0 Pyramid of Supports





Greater St. Albert
Catholic Schools

Greater St. Albert Roman Catholic Separate School District No. 734

6 St. Vital Avenue, St. Albert, AB T8N 1K2

Telephone (780) 459-7711

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www.gsacrd.ab.ca

DATE: January 12, 2017

TO: David Keohane
Superintendent of Schools

FROM: Sean McGuinness
Assistant Superintendent of HR & Leadership Services

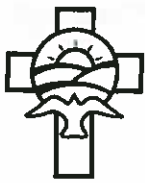
RE: Out-of-Province Field Trip Report for 2016/2017

Please find attached, the current Out-of-Province Field Trip Report for the 2016/2017 school year. Eight (08) field trip requests have been submitted in total with five (5) being received since June 30, 2016.

The report details the stage of the approval process as of January 12, 2017.

Respectfully,

Sean McGuinness
Assistant Superintendent,
Human Resources/Leadership



GREATER ST. ALBERT CATHOLIC SCHOOLS

Out-of-Province Field Trip Committee Report

In fulfillment of Administrative Procedure 260 – Field Trips and Excursions, the District Out-of-Province Field Trip Committee provides the following report of approved field trips that have met the requirements of Administrative Procedures 260 – Field Trips and Excursions:

Date: January 12, 2017

School	Trip	Dates	Approved in Principle	Approved in Full	Grade(s)	Comments
ESSMY	Iceland	March 24- April 2, 2017	✓	✓	10-12	ESSMY High School students will travel to Iceland to participate in a once-in-a-lifetime experience of walking in the land of Fire and Ice. Iceland is located between North America and Europe and at the confluence of the Atlantic and Arctic Oceans. The meeting of the European and Atlantic tectonic plates is situated beneath Thingvellir National Park.
SACHS	Saskatoon, Saskatchewan	October 20 - October 23, 2016	✓	✓	10-12	Participation in Mount Royal Collegiate Senior Men's and Women's Volleyball tournament (M.R.I.T). 24 teams from within Saskatchewan, Alberta and potentially out of the country will be in attendance. Each team is guaranteed a minimum of seven (7) matches.
SACHS	Victoria, British Columbia	December 7 - 11, 2016	✓	✓	10-12	Participation in Victoria Christmas Senior Girls basketball Tournament in Victoria, BC. 32 teams in 2 divisions. Top teams in Victoria and mainland British Columbia will be in attendance. Spectrum Secondary School and other local high school in Victoria, BC will be venues.
MCCHS	Italy and Switzerland	March 24, 2017 – April 6, 2017	✓	✓	10-12	This field trip serves the three sister graces of international travel: imagination, memory, hope. The purpose is to explore the culture, history, and spiritual ethos of Italy and Switzerland. Moreover, mindful awareness of other cultures serves our curriculum mandates of developing empathy and fostering altruistic values. Between the fascination and the raw experience lives the beauty of personal growth. Between

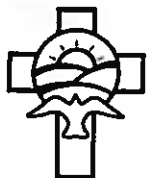
District Out-of-Province Field Trip Committee:

Sean McGuinness, Assistant Superintendent of HR and Leadership Services

Rhonda Nixon, Assistant Superintendent of Learning Services

Deb Schlag, Secretary Treasurer

January 2017



GREATER ST. ALBERT CATHOLIC SCHOOLS

Out-of-Province Field Trip Committee Report

School	Trip	Dates	Approved in Principle	Approved in Full	Grade(s)	Comments
						the planning and the reflection lived the bounty of human growth.
SACHS	New Orleans	April 22, 2017 – April 28, 2017	✓		10-12	This seven day international excursion to New Orleans will allow students to experience the Cajun culture while reaching out and helping in a community devastated by multiple hurricanes and still recovering from Hurricane Katrina, over 11 years ago. This service project includes house repairs, yard clean ups, work in the food bank, as well as feeding the poor and working with the youth at different schools. Students will grow spiritually as we work with the parish, attend Sunday liturgy and join parishioners for a pot luck following mass. Experiencing the gospel music and rich culture will enhance the student's worldly views and give them opportunity to further explore their faith and appreciate diversity.
ESSMY	Toronto, Niagara Falls, Ottawa, Montreal, Quebec	May 13, 2017 - May 19, 2017	✓		8-9	This seven day tour is a mix of interactive, sightseeing and historical activities. We will start our trip by visiting 2 locations in Toronto. We will then move on to Niagara Falls to visit its historical sites and famous falls. Our visit will take us to Ottawa to visit museums and historical establishments Diefenbunker, the Supreme Court and the Parliament. We will travel to Montreal to visit two locations. Our trip will finally take us to Quebec City to visit the fortified city, Place Royal, interactive theatrical presentation and a visit at a Sugar Shack.
GHP	Nova Scotia, New Brunswick, PEI	May 29, 2017 - June 5, 2017	✓		8	City tours of Halifax, Charlottetown, Moncton and various locations in cape Breton. Guided tours of educational opportunities including but not limited to: museums, art galleries, attractions and historical sites. The opportunity to

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Sean McGuinness, Assistant Superintendent of HR and Leadership Services

Rhonda Nixon, Assistant Superintendent of Learning Services

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GREATER ST. ALBERT CATHOLIC SCHOOLS

Out-of-Province Field Trip Committee Report

School	Trip	Dates	Approved in Principle	Approved in Full	Grade(s)	Comments
						enjoy both English and French/Acadian cultures, cuisines and faith activities.
Essmy	Costa Rica	October 2-11 2017	✓			ESSMY students will journey to Costa Rica to learn about and contribute to the humanitarian work being done in San Jose, in particular at orphanages. All orphanages and day care facilities in Costa Rica are supervised by the PANI, a government institution that supervises childcare in community groups. As such they often struggle just to meet their basic operating costs and the repair maintenance of their facilities are frequently re-prioritized. Over time, these centres can find themselves in need of considerable repair. This trip is considered a Mission Trip whose primary goal is to help students further develop their relationship with God, with self and with others.

District Out-of-Province Field Trip Committee:

Sean McGuinness, Assistant Superintendent of HR and Leadership Services

Rhonda Nixon, Assistant Superintendent of Learning Services

Deb Schlag, Secretary Treasurer

ThoughtExchange Update

STEP	ACTIVITY	
SHARE	Planning • Establish timeline, determine targets for public invitations, build excitement and awareness through communication (social media, heads up email, etc), approve messaging, gather email contacts, etc.	Started
	Share • Invite participants through email (and links) to share their thoughts to your questions.	Jan 16 - Jan 26
	Moderating • Inappropriate thoughts will be flagged for removal and shared with you for review. Star messaging will be approved.	Jan 27 - Jan 31
STAR	Star • Participants will be once again invited by email to prioritize thoughts by assigning stars.	Feb 1 - Feb 10
DISCOVER	Analysis • Thoughts and ideas will be reviewed by our team of Analysts. Themes and graphics will be created to assist in developing understanding of the results.	Feb 11 - Feb 27
	Discover • Reports and results will be shared with identified focus groups and then out to the broader community. Reports and results can be customized for both internal and external use, and shared through a custom website.	Feb 28 - onward

Questions

1. What does your school do best in meeting student learning needs?
2. How could your school improve in meeting student learning needs?
3. What new learning opportunities (i.e., focus programs, academies, options, extra-curricular, courses) would you want in your school?



BOARD OF TRUSTEES REGULAR MEETING

JANUARY 16, 2017

ATTACHMENT FOR AGENDA ITEM 16

Board Commitments

BACKGROUND:

Please see attached.

RECOMMENDATION:

THAT the Board of Trustees approve the Board Commitments as presented and updated at this meeting.

Greater St. Albert Catholic Schools Board Commitments 2016-2017

Month	Date	Event	Location Time	Attending
JANUARY				
	January 14, 2017	2017 (St. Albert Chamber) Chairs Dinner	St. Albert Inn and Suites (5:30 pm - 11:00 pm)	
	January 17, 2017	Stan Kutcher Parent Session	ESSMY (6:30 pm)	Radford, Crockett
	January 19, 2017	ATA Dinner	TBC	Shaw, Crockett, McEvoy, Tremblay, Becigneul, Proulx, McGuinness
	January 23, 2017	Council of Councils Meeting	District Office (7:00 pm)	
	January 27, 2017	BELRA Presentations to All Schools	All Schools	Becigneul, Tremblay, Crockett, McEvoy, Shaw, Proulx, Keohane, Nixon, McGuinness, Schlag
	January 30, 2017	Joint School Boards Meeting	Location and Time TBD	Radford, Shaw, Crockett, McEvoy, Proulx, Becigneul, Tremblay, Keohane
FEBRUARY				
	February 8, 2017	St. Albert State of the City Address	Enjoy Centre - Moonlight Room (11:30 am - 1:30 pm)	
	February 10, 2017	ATA Convention Luncheon	Westin Hotel, (11:30 am)	Proulx, McEvoy, Radford
	February 24-26, 2017	Religious Education Congress	Annaheim	Shaw
MARCH				
	March 5-7, 2017	Rural Symposium	Fantasyland Hotel, Edmonton	
	March 25-27, 2017	NSBA Annual Conference and Exposition	Denver Colorado	
APRIL				
	April 21-22, 2017	Board Planning Session (Tentative)	TBC	
	April 28-30, 2017	ASCA Conference & AGM	Delta Edmonton South	
MAY				
	May 2-5, 2017	Provincial Blueprints	Kananaskis	
	May 12, 2017	ESSMY Graduation	St. Albert Parish (1:00 pm)	
	May 25, 2017	SACHS Grad Mass	St. Albert Parish (7:00 pm)	
	May 26, 2017	SACHS Graduation	Agricom (1:00 pm)	
JUNE				
	June 5/6, 2017	ASBA SGM	Sheraton Red Deer	Keohane, McEvoy, Shaw, Becigneul, Proulx, Radford, Tremblay
	June 1/3, 2017	CCSTA Conference	Niagra Falls	Crockett
	June 9, 2017	St. Gabes Graduation	12:00 pm - 3:00 pm	
	June 29, 2017	MCHS Graduation	Jubilee (6:00 pm)	