



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, May 29, 2017 | 2:00 P.M. Call to Order
3:30 P.M. – Public Meeting

1. **Call to Order:** Serena Shaw
2. **In-Camera**
3. **Out-of-Camera at 3:30 pm**
4. **Opening Prayer:** Joan Crockett
5. **Acknowledgment of Territories:** Serena Shaw
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** Attached
 - 7.1 Alberta School Councils' Association School Council Parent of Distinction Award Presentation
 - 7.2 Staff Recognition: Council of Catholic School Superintendents of Alberta Excellence in Catholic Education Award Recipient
8. **Approval of Minutes & Summaries**
 - 8.1 Regular Board Meeting Minutes of May 15, 2017 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 Board Policy Review of Policy 11 - Board Delegation of Authority and Board Policy 21 – Staff Recruitment and Selection (Keohane) Attached

13. Action Items

- 13.1 2017-2018 Strategic Plan (Keohane) Attached

14. New Business

- 14.1 Alberta School Boards Association and Alberta Catholic School Trustees Association Award Nominations (Schlag)
Attached
- 14.2 Aboriginal Day Celebration – District Pipe Day Ceremony (Nixon) Attached

15. Information Items

- 15.1 Report from the Chair
- 15.1.1 Correspondence
- 15.1.2 Other Items Attached
- 15.2 Report from the Superintendent
- 15.2.1 Educational Leadership
- May 2017 Accountability Pillar Report (Keohane) Attached
 - Gallup Q¹² Annual Report (Keohane, McGuinness) Attached
- 15.2.2 Faith Leadership
- Faith and Spiritual Initiatives Annual Report (Nixon) Attached
- 15.2.3 Fiscal Responsibility
- Alberta School Employee Benefits Plan Annual Report (Schlag) 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: Joan Crockett

20. In-Camera *(if applicable)*

21. Out-of-Camera *(if applicable)*

22. Adjournment



BOARD OF TRUSTEES REGULAR MEETING

MAY 29, 2017

ATTACHMENT FOR AGENDA ITEM 7

Presentation Delegation

- 7.1 Alberta School Councils' Association (ASCA) Parent of Distinction Award Presentation**
Congratulations to Loreen Gomes (Richard S. Fowler Parent Council), who is one of the winners of an ASCA Parent of Distinction Award. Jacquie Hansen, ASCA Executive Director will be in attendance to present the award.
- 7.2 Staff Recognition: College of Catholic Superintendents of Alberta (CCSSA) Excellence in Catholic Education Award**
The Board would like to recognize Carmen Hills (École Notre Dame) who received a CCSSA Excellence in Catholic Education Award during the SPICE conference held in Kananaskis in April.



BOARD OF TRUSTEES REGULAR MEETING

MAY 29, 2017

ATTACHMENT FOR AGENDA ITEM 8.1

Regular Board Meeting Minutes of May 15, 2017

BACKGROUND:

Please see attached.

RECOMMENDATION:

THAT the Board of Trustees approve the minutes of the regular meeting of the Board held on May 15, 2017 as circulated or 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, May 15, 2017, 2:00 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; R. Nixon, assistant superintendent; S. McGuinness, assistant superintendent; D. Schlag, secretary-treasurer

CALL TO ORDER Trustee Shaw called the meeting to order at 2:01 p.m.

IN CAMERA

212/17 Trustee Becigneul: **THAT** the Board of Trustees move In Camera at 2:01 p.m.
CARRIED (7/7)

OUT OF CAMERA

213/17 Trustee Proulx: **THAT** the Board of Trustees move Out of Camera at 3:16 p.m.
CARRIED (7/7)

The Board recessed until 3:30 p.m.

OPENING PRAYER Trustee McEvoy offered the Opening Prayer.

ACKNOWLEDGEMENT Trustee Shaw acknowledged that 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

214/17 Trustee Becigneul: **THAT** the Board of Trustees approve the agenda as presented.
CARRIED (7/7)

PRESENTATION DELEGATION
None.

APPROVAL OF MINUTES & SUMMARIES

215/17 Trustee Crockett: **THAT** the Board of Trustees approve the minutes of the regular meeting of the Board held on April 24, 2017 as circulated.
CARRIED (7/7)

216/17 Trustee Proulx: **THAT** the Board of Trustees approve the summary of the Audit Committee Meeting held on May 1, 2017 as circulated.
CARRIED (7/7)

217/17

Trustee McEvoy: **THAT** the Board of Trustees approve the summary of the Committee of the Whole Budget meeting held on May 8, 2017 as circulated.

CARRIED (7/7)

GOOD NEWS

Trustee Shaw shared the Good News Report.

Trustee McEvoy commended the Neil M. Ross School Community on the amazing Spring Concert which tied in Canada's 150th Celebration with a beautiful faith connection!

Trustee Shaw shared the success of SACHS students who competed in the recent Skills Competition and their successes. This included a mention regarding those individuals going to compete at Nationals.

QUESTIONS FROM THE PUBLIC

There were 2 questions from the public submitted and read by a single submitter, as follows:

1. Why was the final definition of "grandfathering" only provided to us after the consultation process was complete, as we were told that "grandfathering" would be applied to the entire family regardless of age or grade?
2. Will the GSACRD Board of Trustees grandfather my Grade 5 child through the Neil M Ross-Fowler bussing route, as our educational plan for her has been disrupted through the current boundary changes? Furthermore, would this grandfathering include my child in the current 2.4km guideline for waved bussing fees?

CONSENT ITEMS

Review of Board Policy 16 – Alternative Programs, and Board Policy 18 – Naming of Schools.

Trustee Radford requested Policy 20 – Laura Bird Memorial Beacon of Hope Award be moved to New Business as item 14.1

218/17

Trustee Tremblay: **THAT** the Board of Trustees approve the review of Board Policy 16 – Alternative Programs, and Board Policy 18 – Naming of Schools with no changes.

CARRIED (7/7)

ACTION ITEMS

Strategic Priority Report

Superintendent Keohane updated the Board on the process for bringing their 2017/18 Strategic priorities forward that would inform and update the Board's Strategic Priority Report.

219/17

Trustee McEvoy: **THAT the Board of Trustees** approve the 2017 - 2018 Board Strategic Priority Report as amended with a correction to the CCLC meeting date as May 16, 2017.

CARRIED (7/7)

Board Directed Instruction Fees Amendment

Secretary treasurer Schlag updated the Board on the previous motion that requires an update now that the provincial government has approved *Bill 1*, eliminating certain school fees. It was presented to the Board that current approved Instructional fees will need to be reversed with the exception of the out-of-province fee to align with this new legislation.

220/17

Trustee Becigneul: **THAT** the Board of Trustees rescind motion 120/17 and approve the elimination of Board directed fees for ECS and Learning Resources at the Elem, Jr. High, and Sr. High levels for the 2017-2018 school year (previously set at \$60- Elem, \$70-Jr High, \$100-Sr. High, and \$130 for ECS) and that Out-of-Province Tuition Fees for grades 1-12 students remain at \$10,750/year.

CARRIED (7/7)

Board Directed Transportation Fees

Secretary treasurer Schlag presented the Board with four options for consideration that would address new legislation, *Bill 1, An Act to Reduce School Fees*, and maintain an enhanced level of transportation service that is provided for communities and responds to feedback received through an online survey regarding increases and walk boundaries.

Trustees had a rigorous discussion on Transportation Fees and the enhanced service levels offered by the District. It was noted that students living less than 2.4 km from their designated school have never been funded by Alberta Education and *Bill 1* does not change that. In an attempt to recognize an increase of fees by \$150 would share the potential cost of enhanced service, without the opportunity to charge fees to all riders, equally between the Board and parents, the following motion was advanced:

221/17

Trustee Proulx: **THAT** the Board of Trustees approve the transportation fee schedule for 2017-18 with no charge for eligible riders living 2.4 km or more from their designated school and the following rates for all other students, which increase by \$150 from those in 2016-17: Grade K-12 \$420 Family of 3 or more \$995 Cross Boundary \$510

AND

THAT all students, regardless of distance, requesting more than one pick-up/drop-off location that requires more than one bus, will be subject to a fee of \$210 per year for access to a second bus, over and above the current year's applicable category bus pass fee.

DEFEATED (2 in favor, 5 opposed; Becigneul, McEvoy, Radford, Shaw, Crockett)

Upon recognizing the many uncertainties for the upcoming year, including actual riders, the argument was introduced to cover the cost of the enhanced service for a one year period, minimize costs as best as possible, and review costs again mid-year in 2017-18 to reassess for 2018-19 with solid information, the following motion was advanced:

222/17

Trustee McEvoy: **THAT** the Board of Trustees approve

the transportation fee schedule for 2017-18 with no charge for eligible riders living 2.4 km or more from their designated school and the following rates for all other students, which remain the same as 2016-17: Grade K-12 \$270 Family of 4 or more \$845 Cross Boundary \$360

AND

THAT all students, regardless of distance, requesting more than one pick-up/drop-off location that requires more than one bus, will be subject to a fee of \$135 per year for access to a second bus, over and above the current year’s applicable category bus pass fee.

CARRIED (5 in favor, 2 opposed; Crockett, Proulx)

Program Approval

Assistant superintendent Nixon updated the Board on programming plans resulting from community consultation that would introduce a Recreation Academy for grades four to six at Vital Grandin with some corresponding programming options to coincide, providing all students with enriched experiences. The boundary for the school will continue to remain open.

An update was provided to the Board regarding the feedback received regarding the programming opportunities for Sister Alphonse Academy. In response to this, an Academic Focus program will be introduced in will be introduced in grades four to six and an Advanced Placement Program in grades seven to nine. Additionally, the school will offer a Recreation Academy in grades four to nice and a range of CTS Options that would provide opportunities to explore interest in foods, fashion, etc. It was noted that, given the size of the school, a closed boundary is necessary for the Recreation Academy.

223/17

Trustee Becigneul: **THAT** the Board of Trustees approve a Recreation Academy for Grades 4-6 students at Vital Grandin Elementary School with an open boundary for the 2017-2018 school year.

CARRIED (7/7)

224/17

Trustee Tremblay: **THAT** the Board of Trustees approve a Recreation Academy for Grades 4-9 students at Sister Alphonse Academy (K-9) with a closed boundary for the 2017-2018 school year.

CARRIED (7/7)

225/17

Trustee McEvoy: **THAT** the Board of Trustees approve Advanced Academic Programming (Grades 4-6) and Advanced Placement Programming (Grades 7-9) at Sister Alphonse Academy (K-9) with a closed boundary for the 2017-2018 school year.

CARRIED (7/7)

MOTION TO EXTEND

226/17

Trustee Becigneul: **THAT** the Board of Trustees extend the meeting until 7:00 p.m.

CARRIED (7/7)

NEW BUSINESS

Board Policy 20 – Laura Bird Memorial Beacon of Hope
Trustee Radford asked clarifying questions around the recognition to be provided to the successful recipient.

227/17

Trustee Proulx: **THAT** the Board of Trustees defer the consideration of Board Policy 20 Laura Bird Memorial Beacon of Hope Award to the June 26, 2017 Regular Meeting of the Board.

CARRIED (7/7)

INFORMATION ITEMS

Report from the Chair

Trustee Shaw updated the Board on correspondence received including invitations for participation in further consultation by the Ministry on the K-12 curriculum development.

Trustee Shaw also shared information on the Skills Development Competition held and the success of a select group of GSACRD students.

Report from the Superintendent

Assistant superintendent McGuinness provided **responses to Trustee Requests for Information** on three different questions, (1) the District's current practice on criteria for Continuous Contracts for teachers, (2) the timelines and success of the Vice-Principal Application process, and (3) supports for Masters Degree study in the District.

Assistant superintendent McGuinness provided a Field Trip Activity Report and **Assistant superintendent Nixon** provided an overview on the plans to integrate the Nutrition Program Pilot within 1-2 and possibly more schools within the District.

Assistant superintendent Nixon updated the Board on the 150th Anniversary celebration plans including tree planting of the Autumn Blaze Maple – a growing symbol of our heritage at all St. Albert elementary schools. In Morinville, they will participate in a 150th Canada Mural Project, while Legal will celebrate Canada's 150th milestone through a series of projects.

228/17

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

CARRIED (7/7)

BOARD COMMITMENTS

229/17

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 none.

MOTION TO EXTEND

230/17

Trustee Crockett: **THAT** the Board of Trustees extend the meeting until 8:00 p.m.

CARRIED (7/7)

CLOSING PRAYER

Trustee McEvoy offered the closing prayer.

IN CAMERA

231/17

Trustee Radford: **THAT** the Board of Trustees move In
Camera at 6:19 p.m.

CARRIED (7/7)

OUT OF CAMERA

232/17

Trustee Radford: **THAT** the Board of Trustees move
Out of Camera at 7:47 p.m.

CARRIED (7/7)

ADJOURNMENT

233/17

Trustee Becigneul: **THAT** the Board of Trustees adjourn
the regular meeting at 7:48 p.m.

CARRIED (7/7)

Secretary Treasurer

Chair



BOARD OF TRUSTEES REGULAR MEETING

MAY 29, 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
May 29, 2017

District News

- The District Office held a Coffee House event to raise funds for Development and Peace. The entertainment was exceptional with close to 70 staff in attendance. We raised more than \$1,300. Thank you to everyone who came out to support this event and to Colin Loiselle for his leadership in organizing it.

School News

- The Pope Francis Fun Run was a successful event in Morinville with close to 250 participants and raising more than \$4,000 for Development and Peace. Many of our schools had students in the race and it proved to be a great day! Congratulations to all the organizers and the host schools!
- **École Marie Poburan** kindergarten student **Alexandre Brost** was honored with a “Great Kids Award!” The following is the story highlighted on the awards website:
At five years old, Alex has dealt with something more serious than most people will ever experience in their lives. Diagnosed with cancer at a young age, he has endured many treatments and side effects that often made him too exhausted or sick to come to school. Still, when he is able to be in class, Alex shows up with a huge smile on his face, excited to be there, to learn and to befriend others. When classmates had questions about what his disease was, Alex positively and confidently delivered a presentation about his journey. And, answered questions about losing his hair, missing school and whether his disease was contagious. Alex is a great kid because he uses his hardships to share, teach, inspire and uplift others.
- **St. Albert Catholic High** student **Justin Wack** was honored with a “Great Kids Award!” The following is the story highlighted on the awards website:
Justin is a young man who uses his experience with vision loss to help those similarly affected locally and globally. He has contributed to a blog that teaches people to use technology to support and enhance their everyday lives. He mentors younger children by teaching them how to use technology to improve their daily living and learning in school. He also helps them develop friendships to avoid social isolation and helps them adopt a positive outlook despite their circumstances. Justin plans to pursue his post-secondary education in the tech-field with a focus on marketing. He is a determined young man who has succeeded thus far and will continue to do so in the future.
- Dreams Take Flight organization nominated a student from **Bertha Kennedy** to participate in a trip to Disneyland. Two students will be going and the great reveal will be on September 10th. Raffle tickets are being sold. The school successfully raised \$4,700 for Development and Peace; thank you to the generous school community. The school also had a visit from Grey Cup winner, **Tanner Doll**, who spoke to students about “Goal Setting.”
- **Albert Lacombe’s** community has been busily collecting socks, and they have accumulated over 450 pairs of work socks for Catholic Social Services. In addition, they held a successful Penny Carnival that resulted in \$1,100 for the Development and Peace

School Building project. Congratulations to the school community on two fabulous initiatives!

- The **Legal School** girls' badminton doubles team won second place and the school will be taking a few division two and three students to a golf tournament for the first time!
- **ESSMY students** were honored at the **United Way's Make Your Mark on Poverty Youth Symposium and Lion's Den** celebrations in Edmonton. The evening celebrated the wonderful work of youth participating in projects to be global citizens to improve the quality of life of others. Students and teachers from ESSMY's amazing project, "**It's a Colourful Life**", presented a passionate, well thought out speech identifying future plans for their project. They were the only school from St. Albert in attendance and they represented the District exceptionally well. The students, under the guidance of Louise Shurvey and Gidget Bouchard have worked endlessly this past year on this project to improve literacy in St. Albert and Edmonton and the surrounding area. Their passion for social justice and dedication to this long-term project is a reflection of the strength of the school and the care of their teachers, support staff, and administration.



BOARD OF TRUSTEES REGULAR MEETING

MAY 15, 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 11 – Board Delegation of Authority was last reviewed in June 2016 , Board Policy 21 – Staff Recruitment and Selection was implemented in October 2016 and is being reviewed for the first time.

No changes for these policies are recommended at this time.

RECOMMENDATION:

THAT the Board of Trustees approve the review of Board Policy 11 – Board Delegation of Authority and Board Policy 21 – Staff Recruitment and Selection with no changes.

BOARD DELEGATION OF AUTHORITY

The School Act allows for the Board to delegate certain of its responsibilities and powers to others.

The Board authorizes the Superintendent to do any act or thing or exercise any power that the Board may do, or is required to do or exercise, except those matters which, in accordance with section 61(1) of the School Act, cannot be delegated.

Notwithstanding the above, the Board also reserves to itself the authority to make decisions on matters requiring Board approval in accordance with Board policies and practices; and further, the Board requires that any new provincial, regional or local initiatives must be initially brought to the Board for discussion and determination of decision-making authority.

Specifically:

1. This delegation of authority to the Superintendent includes:
 - 1.1 Any authority or responsibility set out in the School Act and regulations as well as authority or responsibility set out in other legislation or regulations;
 - 1.2 The ability to enact Administrative Procedures, practices or regulations required to carry out this authority; and
 - 1.3 The ability to sub-delegate this authority and responsibility as required subject to paragraph 3.3 below.
2. The Superintendent is directed to develop an Administrative Procedure to fulfill Board obligations created by any federal legislation or provincial legislation other than the School Act.
3. The Superintendent is authorized to:
 - 3.1 Suspend the services of a teacher including, without limitation, the power under Section 105 (2) of the School Act, to suspend a teacher from the performance of the teacher's duties without prior notice if the Superintendent is of the opinion that the welfare of the students is threatened by the presence of the teacher. The suspension shall be conducted in accordance with the requirements of the School Act;
 - 3.2 Terminate the contract of employment of a teacher and to terminate the administrative designation held by a teacher, however;
 - 3.3 The Superintendent shall not sub-delegate the power to suspend or terminate the contract of employment or administration delegation of a teacher.
4. With respect to the power specified in paragraph 3 above, the Board requires the Superintendent to:

- 4.1 Advise the Board forthwith, in writing of any suspension or termination of a contract or administrative designation held by a teacher, made pursuant to such delegate powers;
 - 4.2 Comply with all requirements as set out within the School Act with respect to suspension and/or termination of teachers;
 - 4.3 In the case of a termination of a contract of employment for a teacher, provide the affected teacher with the written notice of any termination made pursuant to such delegated power, all within the requirements of the School Act.
5. The Superintendent is delegated the authority to develop Administrative Procedures that are consistent with provincial policies and procedures for the following program areas:
 - 5.1 A Welcoming, Caring, Respectful, and Safe Learning Environment (for Students and Staff)
 - 5.2 Inclusive Education
 - 5.3 A Code of Conduct for Students that Addresses Bullying Behaviour
 - 5.4 First Nations, Métis, Inuit Education
 - 5.5 A Learning and Technology Framework for Learning
 - 5.6 Learning Commons
 - 5.7 Knowledge and Employability Programs
 - 5.8 Daily Physical Activity
 - 5.9 Guidance and Counseling
 - 5.10 Services for Students and Children
 - 5.11 School-Based Decision Making
 - 5.12 Student Evaluation
 - 5.13 Teacher Growth, Supervision and Evaluation
 - 5.14 Home Education
 - 5.15 Early Childhood Services
 - 5.16 Outreach Programs
 - 5.17 Locally Developed/Acquired and Authorized Junior and Senior High School Complementary Courses
 - 5.18 Off – Campus Education
 - 5.19 English as a Second Language
 - 5.20 French as a Second Language and French Language Immersion
6. The superintendent is delegated the authority to act in the absence of board policy in cases where an emergency action must be taken in accordance with the following:
 - 6.1 The action must be taken with regard to the tenor of the board's philosophy.
 - 6.2 The superintendent must inform the board promptly of such emergency action.
 - 6.3 The superintendent shall inform the board of the need of a policy in the event of future occurrences.

7. In accordance with directives emanating from federal and provincial authorities in relationships to Influenza Pandemic and the consequent circumstances that may prevail, the superintendent may temporarily suspend current administrative procedures and operating guidelines. Such action shall be reported to the board as soon as possible; along with a recommendation should a change in procedure be warranted.

Legal Reference: Section 61, 105, School Act

Revised: June 14, 2013, February 22, 2016

RECRUITMENT AND SELECTION OF PERSONNEL

The recruitment and selection of District personnel is a shared responsibility between the Board and the Superintendent. The Board further believes that strong leadership and administration at the District and school levels, are essential to the effective and efficient operation of the school system. The recruitment of staff based upon their capacity to model and witness to the Board's mission, vision, values, and goals is essential to the success of the District's educational mandate.

Specifically

1. The Board, in the case of the Superintendent, or the Superintendent or designate, in all other instances, will assume the sole responsibility for initiating the advertising process and will make every reasonable effort to ensure that all current District employees are made aware of staff vacancies.
2. The Board has the sole authority to recruit and select an individual for the position of Superintendent.
3. The Board delegates the authority to the Superintendent to recruit and short-list for the position of Secretary-Treasurer while relying upon the full participation and consensus of the Board in determining the suitable candidate.
4. The following process will be followed for the additional Senior Administrative Leadership Team positions as they exist in the leadership structure created by the Superintendent, whereby senior administrators report directly to the Superintendent:
 - 4.1 The Superintendent shall be responsible for the creation of a short list of candidates for these positions.
 - 4.2 The Superintendent shall be responsible for the design of the selection committee. At least two (2) trustees, the Superintendent, a principal, district consultant and teacher shall constitute the selection committee. The decision will normally be made by consensus of the selection committee.
 - 4.3 The successful candidate must be supported by a majority of the selection committee. The Superintendent must be one (1) of the votes in the majority.
 - 4.4 This position shall have a role description and the person occupying the position shall have a written contract of employment. The Superintendent is delegated full authority to determine contract renewals.
5. The Superintendent is delegated full authority to recruit and select staff for all GSACRD Learning Leadership Team district positions that report directly to a Senior Administrative Leadership Team member.

6. The following process will be followed for the appointment of candidates to the positions of Principal and Vice-Principal:
 - 6.1 The Superintendent or designate from the Senior Administrative Leadership Team shall form an Administrative Review Committee comprised of school and district based administrators which will be the interview committee.
 - 6.2 The decision will normally be made by consensus of the interview committee. The Superintendent will have the final responsibility for selection.
 - 6.3 Decisions will be made by the Superintendent to either place principals and vice-principals into hiring pools for future appointments or to immediately place a successful applicant into a designated school.
 - 6.4 The Superintendent is delegated full authority to make all decisions regarding the term and/or continuing appointments of school-based administrators.
7. The Superintendent is delegated full authority to recruit and select staff for all other school-based positions.
8. All offers of employment shall be conditional on the successful applicant providing a criminal record check and a child intervention check (CIC) that is acceptable to the Superintendent. Additionally, the Superintendent may require documentation certifying that the candidate is medically fit for the position.
9. All offers of employment shall use contract templates approved by the Board.

Legal Reference: Section 60, 61, 113, 114, 115, 116, 117 School Act
Freedom of Information and Protection of Privacy Act

Implementation Date: November 2, 2016



BOARD OF TRUSTEES REGULAR MEETING

May 29, 2017

ATTACHMENT FOR AGENDA ITEM 13.1

2017– 2018 Strategic Plan

PRESENTER:

David Keohane, superintendent of schools

BACKGROUND:

On May 15, 2017, the Board approved the Strategic Priority Report (*attached*) arising from its recent planning session that was conducted earlier on April 21, 22, 2017. The attached plan is a concise and high-level summary of the priorities arising from the Strategic Priority Report.

The Board is best advised to maintain a few broadly stated priorities to ensure that sufficient capacity in the District exists to achieve goals and to enable employees to exercise their diverse talents and skills so that planned outcomes can be effectively achieved with unique applications at the local level.

Board approval of this plan reflects more specific plans for implementation as they will be reflected within the 2017 – 2020 Three -Year Education Plan, the 2017– 2018 Board Advocacy Plan, and the 2017 – 2018 District Communications Plan.

RECOMMENDATION:

THAT the Board of Trustees approve the 2017– 2018 Strategic Plan as presented.

2017-2018 STRATEGIC PLAN

Source Document: Board Policy 1: District Mission Statement, Values and Beliefs, Goals and Objectives; Strategic Priority Report to the Board 2017-2018

FOCUS ON FAITH

- Establish a three-year faith theme dedicated to *Living Like Christ*, that annually focuses on the three core aspects of Jesus' ministry: *Servant, Steward, Shepherd*.
- Develop further awareness of connections between our Catholic Faith and the spiritual beliefs / practices of our First Nations, Metis, and Inuit brothers and sisters.

FOCUS ON PROVINCIAL MANDATE FOR EDUCATION

- Further awareness and understanding of Truth and Reconciliation through expertise and collaboration provided by First Nations, Metis, and Inuit Advisory and Leadership Committees.
- Assess First Nations, Metis, and Inuit engagement and success in learning complemented with the goal of providing supportive programming interventions.
- Prioritize pedagogy focused on cross-curricular competencies based on a strong foundation of relevance, engagement, and numeracy / literacy skills.

FOCUS ON COMMUNITY INTEREST IN OUR SCHOOLS

Through responding to our community interests and, in particular, the voice of our students:

- Address awareness and supports for student mental health.
- Promote a digital literacy strategy contributing to the enhancement of moral discernment and self-regulation.
- Foster robust wellness education programs, notably physical health and recreation academy programs within the district.
- Provide flex-time at the junior high level that supports technology integration and is responsive to student interests.
- Design high school programming that offers:
 - relevant, varied flex / option courses;
 - additional dual credit courses;
 - student exploration of career opportunities;
 - enhanced academic challenge;
 - world of work competencies.

FOCUS ON LEGACY

In furthering the advocacy role of the Board, priority will be placed upon:

- Promoting liaising with local municipalities and the provincial government regarding awareness of school capital projects and the availability of school sites within Area Structure Plans.
- Celebrating the strong attraction of families to our educational mandate, who through choice, enable our district to exceed provincial trends regarding enrollment in Catholic education.
- Sustaining the continuity of enrollment of students within K – 12 Catholic education.
- Supporting student and community voice in public engagement processes.

BOARD OF TRUSTEES

Serena Shaw – Chair (St. Albert) | Rosaleen McEvoy – Vice-Chair (St. Albert)
Joan Crockett – Trustee (St. Albert) | Joe Becigneul – Trustee (St. Albert)
Noreen Radford – Trustee (Morinville) | René Tremblay – Trustee (Morinville)
Cathy Proulx – Trustee (Legal)

MISSION

Greater St. Albert Catholic Schools is a welcoming learning community that awakens the hearts and minds of students while educating and nurturing each to learn, live fully, and serve others.



VISION

Excellence in learning through faith, relationships, and engagement.



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

2017-2018 Strategic Priority Report to the Board

Background

The Board initiated work for the District in a strategic planning process for 2017 – 2018 through its annual planning session held on April 20th-21st, 2017. Work conducted at this time was responsive to direction provided in Board Policy 2: Role of the Board. Under the area of “planning,” the policy indicates that the Board shall:

Annually set strategic priorities and key results.

The Board’s strategic work arose from an assessment of the District’s advocacy and educational priorities and assessed where the District is positioned in terms of these priorities. The areas for consideration were:

- the boundary review of St. Albert;
- the annual District-specific Faith Outcome and associated strategies;
- opportunities for the Church in responding to the Calls to Action of the Truth and Reconciliation Commission;
- the recommended strategies for Outcome Two: The Systemic Education Achievement Gap Between First Nations, Métis, and Inuit Students and All Other Students is Eliminated;
- the ThoughtExchange Community Consultation and prevailing themes;
- the programming priorities for Outcome One: Alberta’s Students Are Successful as applied to all Morinville, Legal, and St. Albert schools;
- the generative governance role of the Board as reflected through recommended public engagement survey questions for next year;
- the recommended strategies for Outcomes 4 and 5 as related to Digital Literacy and Citizenship.

Emerging Priorities

The Board deems that the following outcomes are necessary in enabling the District to pursue effective strategic processes dedicated to the success of our students:

Re: Boundary Review:

Options requiring further deliberation at the April 24th Board meeting were rigorously reviewed and assessed relevant to the guiding principles of the boundary review process. The outcomes reflected within the minutes of the April 24th meeting will determine future direction for the Community of St. Albert.

Re: Opportunities for the Church in Responding to the Calls to Action of the Truth and Reconciliation Commission:

Dr. Bob McKeon presented on Catholic responses to Truth and Reconciliation Calls to Action. As Catholic educators, he invited us to enact common connections between Indigenous spirituality and the Catholic faith.



Re: District-specific Faith Outcome and Associated Strategies: The Board affirmed a three-year faith theme reflecting three core aspects of Christ's ministry: Servant, Steward, Shepherd. This theme offers a different focus for each of the next three years:

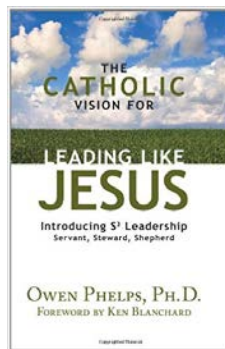
2017 – 2018 – Focus on Service – We are Servants

2018 – 2019 – Focus on Stewardship – We are Stewards of Creation

2019 – 2020 – Focus on Guidance and Pastoral Support – We are Shepherds

Through engaging in this theme, students will focus on “living like Christ” and staff will focus on “leading like Christ”.

A source document for staff to model and witness this theme for students will be:



Strategies were reviewed, revised, and newly developed as reflected by the following list:

- 2017-2019 Schools demonstrate a preferential option for the poor and needy through social justice/community service activities that support Catholic Social Services and Development and Peace;
- 2017-2020 Students exercise their own ethical and entrepreneurial response to social justice through a teachable discernment process;
- 2017-2020 Student retreats led by Criss Cross Ministry Team are available for all students to nurture a prayerful, peer-to-peer encounter with Jesus Christ;
- 2017-2020 Religious education and faith permeation is relevant and promotes hope and engagement in students;
- 2017-2020 Pursue an animated and actionable representation of the district theme that leads to visual impact at the school and district level;
- 2017-2020 Teach students different forms of prayer, including spontaneous prayer, to foster a personal prayer life;
- 2017-2020 Focus on faith theme: Living like Jesus – servant, steward, and shepherd;
- 2017-2020 Develop further awareness of connections between our Catholic Faith and the spiritual beliefs/practices of our First Nations, Metis, and Inuit brothers and sisters.



Re: Recommended strategies for Outcome Two: The Systemic Education Achievement Gap Between First Nations, Métis, and Inuit Students and All Other Students is Eliminated:

Based upon the Board's agreement with the suggested direction of The First Nations, Métis, and Inuit Advisory and Leadership Committees, the following strategies will be a focus for 2017-2020:

- 2017-2020 An assessment of First Nations, Métis, and Inuit Students engagement in schools through assistance of the Gallup Poll Survey instrument, activates program interventions to increase hope, engagement, entrepreneurial aspirations, and career and financial literacy for all students;
- 2017-2020 Innovative partnerships between home and school occurs to build student engagement;
- 2017-2020 Truth and Reconciliation furthers staff awareness of trust, respect, and understanding of First Nation, Métis, and Inuit efforts to honour cultural strengths;
- 2017-2020 A district-wide First Nation, Métis, and Inuit Advisory Committee will recommend school-based processes to maximize student engagement in learning. A district-wide First Nation, Métis, and Inuit Leadership Committee will provide guidance on whether and how to adjust our strategies throughout the year;
- 2017-2020 Every year, we will celebrate National Aboriginal Day by hosting a district event that involves our partners, our elders, and our community members;
- 2017-2020 Career counselling and post-secondary enrollment coaching is provided for First Nation, Métis, and Inuit students;
- 2017-2020 Our First Nation, Métis, and Inuit Literature Grant Committee provides K-12 teachers with materials to explore foundational concepts of emerging curriculum in Indigenous Education;
- 2017-2020 For those First Nation, Métis, and Inuit students who are not achieving at an Acceptable Standard on the provincial achievement tests or Diploma exams, school funds will be used to support appropriate interventions.

Re: The ThoughtExchange Community Consultation and Prevailing Themes: The Board reviewed an analysis of 3035 participants' response to three questions:

- Q1: What does our school do **best** in meeting student learning needs?
Q2: What could your school **improve** in meeting student learning needs?
Q3. What **new learning opportunities** (i.e., focus programs, academies, options, extra-curricular, courses) would you want in your school?

The Board reviewed themes presented for Morinville, Legal, and St. Albert schools. Based on this review, it was agreed that school communities would formulate their three-year education plan priorities based on the community voice as represented in survey results. The Board also affirmed that specific school communities will be supported to engage in rebranding to reflect community priorities.



Re: Programming Priorities for Outcome One: Alberta's Students Are Successful as applied to all Morinville, Legal, and St. Albert Schools:

These are the main themes that were illuminated across all schools' data; however, each school will also review their specific results to target the most salient priorities:

Elementary schools (K-6):

- Offer differentiated supports to students in all subject;
- Focus on developing instruction based on a strong foundation of numeracy and literacy;
- Develop competencies (e.g., digital literacy, digital citizenship);
- Attend to students' interests through programming within school (e.g., options) and through extracurricular and field trips;
- Focus on wellness education, notably physical health, and offer a rec academy program within the district.

Junior High (7-9):

- Explore flex time to offer series of sessions that capitalize on students' interests (gymnastics, yoga, music, art, drama, going on a field trip, bringing in a community expert, learning coding to do a small project);
- Offer options that students want and schedule more carefully;
- Continue a strong focus on integrating technologies into learning and providing students with relevant learning opportunities;
- Continue providing staff with PD that enables them to enrich and extend students' learning (literacy, numeracy, using evidence of learning).

Senior High (10-12):

- Offer relevant, varied flex/option courses (e.g., financial literacy);
- Offer more dual credit courses;
- Support students to realistic goals and to learn about career opportunities;
- More focus on academic challenge courses to prep for post-secondary;
- Focus on developing world of work competencies (collaboration, communication, digital literacy, etc.).

Big picture (K-12):

- Homework: Watch how much; communicate purpose of homework; provide instructions meant for parents to assist students with homework;
- Technology: Continue to provide access to diverse technologies and focus on digital literacy and citizenship.



Re: The generative governance role of the board as reflected through recommended public engagement survey questions for next year:

Program consultation through the St. Albert boundary review and ThoughtExchange data analysis revealed the case for exploring subthemes to our school communities. On this basis, the following questions for community engagement for 2017-2018 will be:

- Q1. What does an academic focus look like in your school? (Primary audience: Parents, Junior and Senior High students);
- Q2. What options (outside of core learning) are most important to you? (Primary audience: Grades 4-12 students, Parents);
- Q3. What skill or subject to prepare you for the world of work is most important? (Primary audience: Grades 4-12, Parents)

Re: Recommended strategies for Outcomes 4 and 5 as related to Digital Literacy and Citizenship:

The Board reviewed work done by Learning Services in the area of Educational Technology, Technology Services. Based on this review, the Board affirmed the need to continue, to revise, and to move forward with the following strategies:

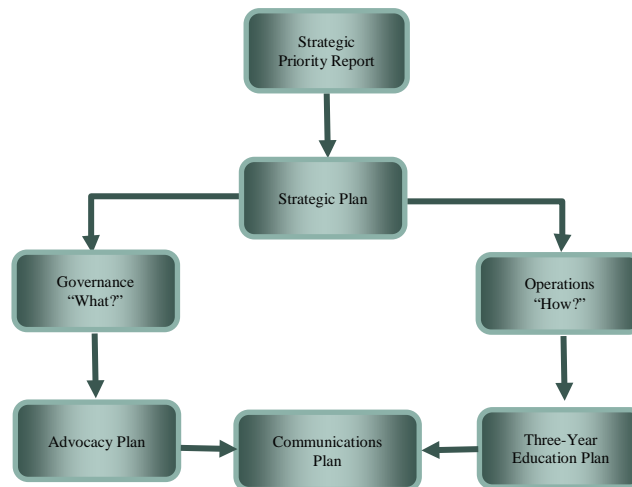
- 2017-2020 The GSACRD Digital Literacy & Citizenship Scope and Sequence Continuum is implemented K-12;
- 2017-2020 Standards for teacher competencies are regularly updated and implemented;
- 2017-2020 Standards for teacher competencies are regularly updated and implemented;
- 2017-2019 Student choice and voice as a strategy for improving learning is encouraged;
- 2017-2020 Online etiquette to match social skills taught;
- 2017-2020 Community feedback in promoting effective digital literacy programs through K-12:
 - The integration of digital citizenship being a core component of how citizenship is taught within schools;
 - Developing a common, ethical and moral framework promoting “self-regulation” through which digital citizenship will be taught;
 - Maintaining equity of access of technology to all students within the district.
- 2017-2018 Revise AP 140 and 141 to reflect current practices with emerging technologies.

Next Steps

1. As a result of acceptance of this report and findings from the yearly community conversations, a strategic plan will be drafted for Board Approval at the May 29th, 2017 Regular Meeting.
2. The Board will review its strategic priorities with the Council of School Councils on May 30th, 2017.



3. On May 16th, 2017, CCLC will review key components of the Strategic Priority Report and recommend incorporation of processes within the Three-Year Education Plan that can also be reflected at the school level.
4. At the Regular Meeting on June 26th, 2017, the Board will approve the District Framework for Developing the Three-Year Education Plan and School Education Plans.
5. At a Regular Meeting in September 2017, the Board will approve its Advocacy Plan and monitoring calendar for the 2017 – 2020 Three-Year Education Plan / Governance Planning Priorities.
6. At a Regular Meeting in September 2017, the Board will approve the District Communications Plan.



*Respectfully Submitted by David Keohane
Superintendent of Schools*





BOARD OF TRUSTEES REGULAR MEETING

MAY 29, 2017

ATTACHMENT FOR AGENDA ITEM 14

New Business

14.1 ASBA/ACSTA Awards (Schlag)

Alberta School Boards Association Awards (Due by September 22, 2017)

- Friends of Education Award
- Honorary Life member Award
- Long Service Awards
- Premier's Award for School Board Excellence and Innovation
- Public Engagement Award

Alberta Catholic School Trustees' Association Awards (Due by September 11, 2017)

- Life Membership
- Honorary Life Membership
- Faithful Steward Long Service
- Meritorious Service
- Appreciation

14.2 National Aboriginal Day Celebration - District Pipe Ceremony Information (Nixon)

Please see the attached information.

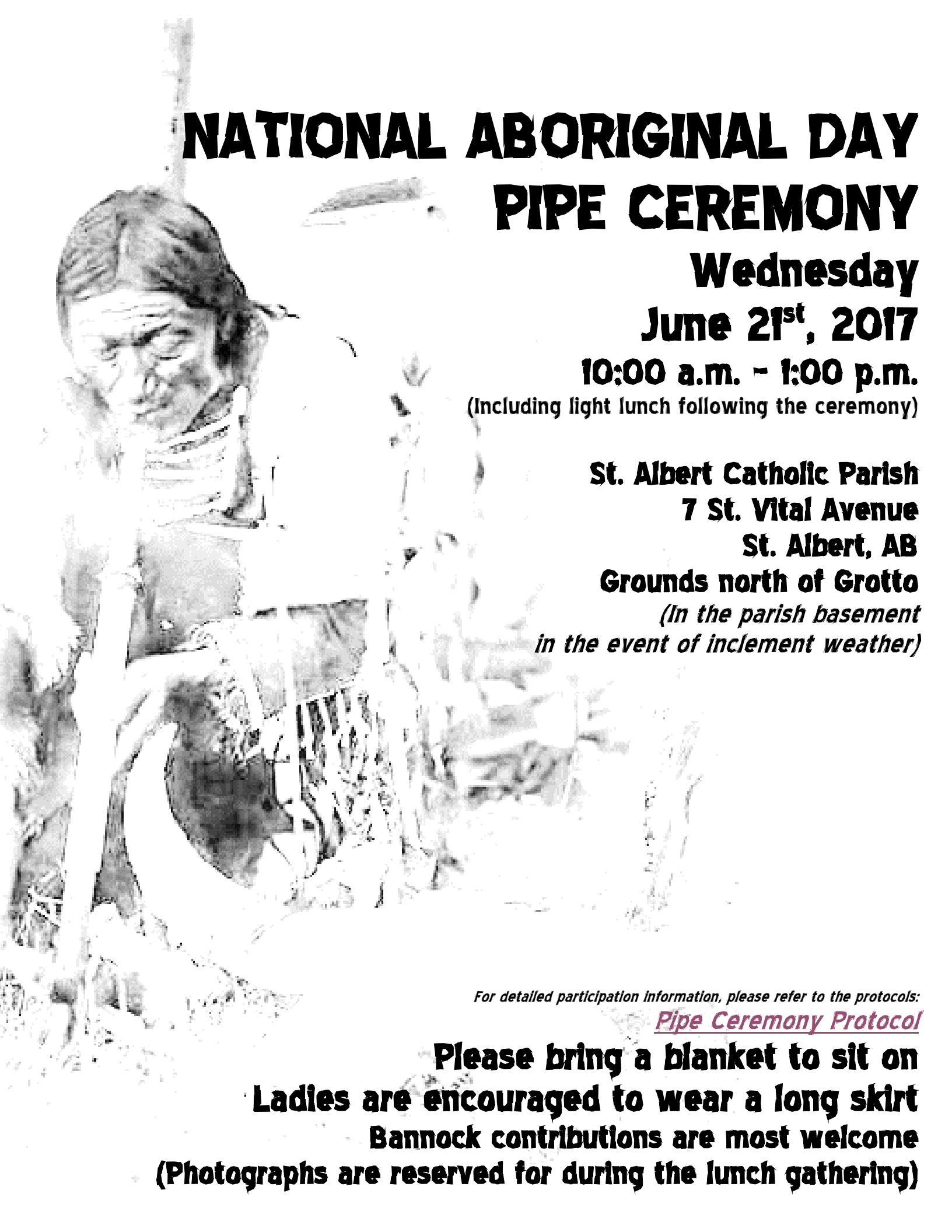


DATE: May 29, 2017
TO: Board of Trustees
FROM: David Keohane, superintendent of schools
SUBJECT: Update on National Aboriginal Day District Pipe Ceremony
ORIGINATOR: Rhonda Nixon, sssistant superintendent, Learning Services
REFERENCE: Communication Follow-up: National Aboriginal Day Celebration - District Pipe Ceremony

At the First Nations, Métis, and Inuit Leadership Committee meeting on Thursday, May 25, 2017, our Elder, Ella Arcand, co-presented with our Associate Superintendent of Student Services, Barb Brochu, an outline of our District Pipe Ceremony to celebrate National Aboriginal Day on June 21, 2017. *Attached is the information as it will be sent by email to all principals as well as to each trustee.*

The details for the Pipe Ceremony are as follows:

- **WHEN:** Wednesday, June 21, 2017 10:00 a.m. - 1:00 p.m.;
- **WHERE:** St. Albert Catholic Parish 7 St. Vital Ave. Grounds north of the grotto (or in the parish basement in the case of inclement weather);
- **WHAT TO BRING:** Please bring a blanket to sit on (on the ground);
- **WHAT TO WEAR:** Ladies are encouraged to wear a long skirt (and refer to the attached protocol);
- **LUNCH:** Light lunch to follow Ceremony. Bannock contributions are most welcome.
- **WHAT WILL HAPPEN:**
 - At the Pipe Ceremony, everyone will be invited to sit in one large circle, with women sitting on one side of the circle - (left) of the Elder (pipe holder).
 - A spokesperson, Trustee Crockett, will offer prints and tobacco to the Elder and tell why the pipe has been requested. In this case, we are asking the Elder to pray for all the students and staff of Greater St. Albert Catholic Schools.
 - After blessing some of the food that has been prepared, the pipe will be prepared by the Elder and their helper(s). The pipe will then be passed around four times in a clockwise direction.
- **WHAT TO DO:** When you receive the pipe, take it in both your hands and do not turn it around. If you wish, you may put it to your mouth, puff (but do not inhale) and blow out the smoke. Touch the pipe to your heart and pass it on. If you do not wish to put the pipe to your mouth, then touch your heart with the pipe and pass it on.
- **WHO WILL ATTEND:** 5 people (1-2 adults and 3-4 students) from each school; Board of Trustees, District Office Staff; Mayor of Legal, Morinville, and St. Albert, MLAs for St. Albert; and other community members who know our Elders.



NATIONAL ABORIGINAL DAY PIPE CEREMONY

**Wednesday
June 21st, 2017**

10:00 a.m. - 1:00 p.m.
(Including light lunch following the ceremony)

**St. Albert Catholic Parish
7 St. Vital Avenue
St. Albert, AB
Grounds north of Grotto
(In the parish basement
in the event of inclement weather)**

For detailed participation information, please refer to the protocols:

Pipe Ceremony Protocol

**Please bring a blanket to sit on
Ladies are encouraged to wear a long skirt
Bannock contributions are most welcome
(Photographs are reserved for during the lunch gathering)**

RE: Pipe Ceremony: Commemoration of children who attended Residential Schools in St. Albert

Dear principal colleagues,

To celebrate National Aboriginal Day on June 21, 2017, Greater St. Albert Catholic Schools will be hosting a Pipe Ceremony. The Pipe Ceremony is an occasion to welcome the summer solstice and to honor all that we have been given. It also is an opportunity to come together in solidarity as a faith community in prayer and celebration.

Administrators are invited to send **up to a total of 5 people from each school** (1-2 adults and 3-4 students). Please select students whose parents/legal guardians have already signed FOIP forms. Principals, please review social media guidelines (i.e., no pictures can be taken during the ceremony) with adults and children/youth who attend this event.

Schools are responsible for the cost of substitutes.

The details for the Pipe Ceremony are as follows:

- **WHEN:** Wednesday, June 21, 2017 10:00 a.m. - 1:00 p.m.;
- **WHERE:** St. Albert Catholic Parish 7 St. Vital Ave. Grounds north of the grotto (or in the parish basement in the case of inclement weather);
- **WHAT TO BRING:** Please bring a blanket to sit on (on the ground);
- **WHAT TO WEAR:** Ladies are encouraged to wear a long skirt (and refer to the attached protocol);
- **LUNCH:** Light lunch to follow Ceremony. Bannock contributions are most welcome.
- **WHAT WILL HAPPEN:** At the Pipe Ceremony, everyone will be invited to sit in one large circle, with women sitting on one side of the circle - (left) of the Elder (pipe holder). A spokesperson (Trustee) will offer prints and tobacco to the Elder and tell why the pipe has been requested. In this case, we are commemorating all the children who attended St. Albert Residential Schools, and asking the Elder to pray for all the students and staff of Greater St. Albert Catholic Schools. After blessing some of the food that has been prepared, the pipe will be prepared by the Elder and their helper(s). The pipe will then be passed around four times in a clockwise direction.
- **WHAT TO DO:** When you receive the pipe, take it in both your hands and do not turn it around. If you wish, you may put it to your mouth, puff (but do not inhale) and blow out the smoke. Touch the pipe to your heart and pass it on. If you do not wish to put the pipe to your mouth, then touch your heart with the pipe and pass it on.

For more detailed participation information, please refer to the [protocols](#).

Sincerely,

Edna Arcand and Ella Arcand, Elders

First Nations, Métis, and Inuit Leadership Committee

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Greater St. Albert
Catholic Schools

Elders Council Pipe Ceremony Protocol

The Pipe Ceremony is used to welcome the fall, winter, spring and summer equinox, and to honour what we have been given ~ the fall harvest, the Medicines and the opportunity to come together in prayer and celebration. As with sweetgrass and sage ceremonies, you remove all of your jewellery and glasses.

When you enter the circle of the pipe ceremony, you will move clockwise and be directed where to sit by the Elder or Elder's helper. Women will sit on one side, and men on the other.

Everyone and everything that inhabits Mother Earth belongs and is welcome in the circle. When you enter the circle you will sit quietly and reflect on your prayers and requests, prior to the start of the pipe ceremony.

Men will sit cross-legged and women sit with their legs straight out or bent to the side. (Women do not sit cross-legged). Women honour themselves by wearing a skirt during the pipe ceremony.

The pipe will be prepared by the Elder and their helper. The Elder will usually explain what will happen. Again each Elder is different as each pipe ceremony is different.

After the preparation the Elder will ask the individual who has asked why the pipe has been requested and the protocol that has been followed. This means that tobacco and other offerings have been made for their request. You may want to bring your own tobacco for your own prayers and requests.

The Elder may also bless some of the food that has been prepared for the feast that will follow the pipe ceremony.

The pipe will be passed around four times in a clockwise direction. When you receive the pipe take it in both of your hands and do not turn it around. If you wish, you may put it to your mouth, puff (do not inhale) and blow the smoke out. Touch the pipe to your heart and pass it on.

If the pipe goes out do not put your finger on the pipe bowl, the Elder or helper will provide assistance in regards to this matter.

Sweetgrass or Sage Ceremony (Also known as 'Smudging')

Tobacco

Tobacco is the first medicine. It speaks on your behalf and speaks for all the medicine spirits. We give tobacco to ask permission for the other medicines to be used.

Elders prepare all tobacco from natural herbs that are gathered throughout the spring and summer.

Commercial tobacco is not used in any of the Sacred Pipes, but is used to speak on behalf of all individual requests and at times used as an offering for sacred medicines.

These include; but do not exclude other sacred medicines.

Sage

Sweetgrass

Cedar

Wihkemasika – Cree word meaning: willow tree medicine

These medicines may be burned alone or in combination. They are burned in a natural shell, on iron, or on stone.

When these medicines are burned you bless yourself in the smoke to purify yourself. First you bless your hands, arms, then your face and head to purify your mind, body and spirit. If you wish one can make the sign of the cross. When you are finished you could say Hiy Hiy (Thank you), Amen or “All my Relations”.

Women in their moon time do not participate in Sweetgrass or Sage Ceremonies. Though some Elders will permit this blessing with sage as a purifier. Women in their moon time step outside the circle to honour themselves as women. Women should recognize their strength and their power that comes from their power to give life. It is also a sign of respect for the men and their roles during the ceremonies.

Please take time to listen and learn before you participate in any ceremony. Never be in a hurry to do these things. Listen to your inner self or your inner voice and you will know when you are ready.

There is no one way. Each Elder has their own special way of teaching however, all ceremonies have one common theme and that is “Prayer”.

This information is only brief as these teachings are lifelong learned. If anyone would like to learn more, please do not hesitate to contact myself or any of the Elders Council.

On behalf of the Edmonton Catholic Schools Council of Elders
Shared with permission from Elizabeth (Betty) Lafferty

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BOARD OF TRUSTEES REGULAR MEETING

MAY 29, 2017

ATTACHMENT FOR AGENDA ITEM 15.1.1

Board Chair Correspondence

As reported by the Board Chair.

	Date of Correspondence	Sender/Recipient	Subject of Correspondence
1.	May 25, 2017	Board Chair to C.C.	Questions from the Public Response: Definition of grandfathering and how long will my children be grandfathered for?



BOARD OF TRUSTEES REGULAR MEETING

MAY 29, 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
May 29th, 2017**

***Educational Leadership**

May 2017 Accountability Pillar Report Update

The attached document provides an update to our school district's accountability pillar report based upon satisfaction survey results and various "rates" associated with grades 9 – 12 programming. All school jurisdictions annually receive this update in May. While our report for 2016 – 2017 will be incomplete without the provincial testing results, it does indicate significant qualitative and quantitative success for our district in the following ways:

- All of the 12 updated results exceed the provincial results by an average of 6%. The largest gap between our results and those of the province is seen in the areas of Transition Rate to Post – Secondary (+16), Rutherford Scholarship Eligibility (+12%), Diploma Exam Participation Rate (+9%), High School Completion Rate (+8%).
- For the second consecutive year, with 100% of the updated results, GSACRD results exceed those of the province.
- For the second consecutive year, no "overall" results are classified as being of issue, declined or even maintained.
- All "overall" updated areas demonstrate in all but one instance, an "excellent" rating (an improvement in four areas when compared with last year's report), with the other area being ranked as "good."
- Highest achieving overall results are in the areas of safe and caring schools, and education quality.
- Significant success in the area of drop-out rates, Rutherford Scholarships, and Post – Secondary Transition speak to the success of our high school programming in preparing students for meaningful career opportunities.
- As the attached (for trustees only) First Nations, Métis and Inuit report indicates, our indigenous student cohort has achieved a high school completion rate within 3yrs which is 3.5 % higher than all other GSACRD students and is 11% higher than the rest of the province. Our First Nations, Métis and Inuit student drop-out rate is about 1% lower than all other students within the province. These outcomes exceed and meet our goal of eliminating the gap for high school completion and graduation within the province.
- It is also worth celebrating that our transition rate to post-secondary has increased for indigenous students by 39% when compared to the previous year and is now at 65%.

When comparing these results to the past eight years of May reports, the 2017 report represents the best report ever received for the District. Throughout this period, the District has never experienced an overall result that is in "decline" or of "issue" during this period (which is opposite to what occurs annually for 80% of jurisdictions in the province). Most importantly, for the first year in eight years, the District has demonstrated "excellence" in all but one updated item.

Gallup Q¹² Annual Report

For 2016 – 2017, the district experienced its highest level of employee engagement since initiating this measurement nine years ago. The attached presentation outlines contributing factors to this outcome, celebrates why our district is deemed to be a world leader in work-place employee engagement, and reveals the benefits of these results for our district. Most importantly, the eight-year trend comparison of employee engagement correlates positively with evidence of continuous success in learner outcomes as demonstrated by the comparison of the May, 2008 Accountability Pillar Report to that of May, 2017. Assistant Superintendent – Human Resources and Leadership Services, Sean McGuinness will assist with this presentation.

Faith Leadership

Faith and Spiritual Initiatives Annual Report

Assistant Superintendent, Rhonda Nixon, will provide a year-end Faith and Spiritual Initiatives Update Report. (Attached)

Fiscal Responsibility

Alberta School Employee Benefit Plan Annual Report

Secretary Treasurer, Deb Schlag will share the Alberta School Employee Benefit Plan Annual Report. (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.

Accountability Pillar Overall Summary
3-Year Plan - May 2017
Authority: 4077 Greater St. Albert Roman Catholic Separate School District No. 734



Measure Category	Measure Category Evaluation	Measure	Greater St. Albert CSSD No.734			Alberta			Measure Evaluation		
			Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
Safe and Caring Schools	Excellent	Safe and Caring	93.1	90.8	91.8	89.5	89.5	89.3	Very High	Improved	Excellent
Student Learning Opportunities	Excellent	Program of Studies	87.4	87.0	87.1	81.9	81.9	81.5	Very High	Maintained	Excellent
		Education Quality	92.7	91.8	92.1	90.1	90.1	89.6	Very High	Maintained	Excellent
		Drop Out Rate	1.7	1.2	1.4	3.0	3.2	3.3	Very High	Maintained	Excellent
		High School Completion Rate (3 yr)	85.4	86.4	86.1	77.9	76.5	76.1	Very High	Maintained	Excellent
Student Learning Achievement (Grades K-9)	Excellent	PAT: Acceptable	84.9	84.0	84.5	73.6	72.9	73.4	Very High	Maintained	Excellent
		PAT: Excellence	21.9	19.8	21.0	19.4	18.8	18.6	High	Maintained	Good
Student Learning Achievement (Grades 10-12)	n/a	Diploma: Acceptable	90.4	90.1	90.0	85.0	85.2	85.1	Very High	Maintained	Excellent
		Diploma: Excellence	24.0	19.3	21.5	21.0	21.0	20.5	High	Maintained	Good
		Diploma Exam Participation Rate (4+ Exams)	63.7	60.5	62.7	54.9	54.6	53.1	High	Maintained	Good
		Rutherford Scholarship Eligibility Rate	73.8	73.1	73.1	62.3	60.8	60.8	n/a	Maintained	n/a
Preparation for Lifelong Learning, World of Work, Citizenship	Excellent	Transition Rate (6 yr)	73.8	65.0	66.7	57.9	59.4	59.3	Very High	Improved Significantly	Excellent
		Work Preparation	86.9	83.0	83.4	82.7	82.6	81.9	Very High	Improved	Excellent
		Citizenship	89.4	87.7	88.5	83.7	83.9	83.6	Very High	Maintained	Excellent
Parental Involvement	Excellent	Parental Involvement	85.2	83.6	84.2	81.2	80.9	80.7	Very High	Maintained	Excellent
Continuous Improvement	Excellent	School Improvement	85.8	85.1	85.4	81.4	81.2	80.2	Very High	Maintained	Excellent

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. Overall evaluations can only be calculated if both improvement and achievement evaluations are available.
3. Results for the ACOL measures are available in the detailed report: see "ACOL Measures" in the Table of Contents.
4. Survey results for the province and school authorities were impacted by the changes in the number of students responding to the survey through the introduction of the OurSCHOOL/TTFM (Tell Them From Me) survey in 2014.
5. Aggregated PAT results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each course. Courses included: English Language Arts (Grades 6, 9, 9 KAE), Français (Grades 6, 9), French Language Arts (Grades 6, 9), Mathematics (6, 9, 9 KAE), Science (Grades 6, 9, 9 KAE), Social Studies (Grades 6, 9, 9 KAE).
6. Participation in Provincial Achievement Tests was impacted by the flooding in June 2013 (Grade 9 only) and by the fires in May to June 2016. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
7. Aggregated Diploma results are a weighted average of percent meeting standards (Acceptable, Excellence) on Diploma Examinations. The weights are the number of students writing the Diploma Examination for each course. Courses included: English Language Arts 30-1, English Language Arts 30-2, French Language Arts 30-1, Français 30-1, Chemistry 30, Physics 30, Biology 30, Science 30, Social Studies 30-1, Social Studies 30-2.
8. Participation in Diploma Examinations was impacted by the flooding in June 2013 and by the fires in May to June 2016. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
9. Weighting of school-awarded marks in diploma courses increased from 50% to 70% in the 2015/2016 school year. Caution should be used when interpreting trends over time.
10. Due to the change from previous data source systems to Provincial Approach to Student Information (PASI), Rutherford Scholarship Eligibility Rate results prior to 2015 are not available.

Accountability Pillar Overall Summary

Source Data Reference

3-Year Plan - May 2017

Authority: 4077 Greater St. Albert Roman Catholic Separate School District No. 734



Measure Category	Measure	Current Result	Previous Year Result	Previous 3 Year Average	Data Updated
Safe and Caring Schools	Safe and Caring	2016/2017	2015/2016	School Years 2013/2014, 2014/2015, 2015/2016	Mar 22, 2017
Student Learning Opportunities	Program of Studies	2016/2017	2015/2016	School Years 2013/2014, 2014/2015, 2015/2016	Mar 22, 2017
	Education Quality	2016/2017	2015/2016	School Years 2013/2014, 2014/2015, 2015/2016	Mar 22, 2017
	Drop Out Rate	2015/2016	2014/2015	School Years 2012/2013, 2013/2014, 2014/2015	Mar 01, 2017
	High School Completion Rate (3 yr)	2015/2016	2014/2015	School Years 2012/2013, 2013/2014, 2014/2015	Mar 01, 2017
Student Learning Achievement (Grades K-9)	PAT: Acceptable	2015/2016	2014/2015	School Years 2012/2013, 2013/2014, 2014/2015	Aug 24, 2016
	PAT: Excellence	2015/2016	2014/2015	School Years 2012/2013, 2013/2014, 2014/2015	Aug 24, 2016
Student Learning Achievement (Grades 10-12)	Diploma: Acceptable	2015/2016	2014/2015	School Years 2012/2013, 2013/2014, 2014/2015	Aug 24, 2016
	Diploma: Excellence	2015/2016	2014/2015	School Years 2012/2013, 2013/2014, 2014/2015	Aug 24, 2016
	Diploma Exam Participation Rate (4+ Exams)	2015/2016	2014/2015	School Years 2012/2013, 2013/2014, 2014/2015	Mar 01, 2017
	Rutherford Scholarship Eligibility Rate	2015/2016	2014/2015	School Years 2012/2013, 2013/2014, 2014/2015	Mar 01, 2017
Preparation for Lifelong Learning, World of Work, Citizenship	Transition Rate (6 yr)	2015/2016	2014/2015	School Years 2012/2013, 2013/2014, 2014/2015	Mar 01, 2017
	Work Preparation	2016/2017	2015/2016	School Years 2013/2014, 2014/2015, 2015/2016	Mar 22, 2017
	Citizenship	2016/2017	2015/2016	School Years 2013/2014, 2014/2015, 2015/2016	Mar 22, 2017
Parental Involvement	Parental Involvement	2016/2017	2015/2016	School Years 2013/2014, 2014/2015, 2015/2016	Mar 22, 2017
Continuous Improvement	School Improvement	2016/2017	2015/2016	School Years 2013/2014, 2014/2015, 2015/2016	Mar 22, 2017
ACOL Measure	Satisfaction with Program Access	2016/2017	2015/2016	School Years 2013/2014, 2014/2015, 2015/2016	Mar 22, 2017
	In-service jurisdiction Needs	2016/2017	2015/2016	School Years 2013/2014, 2014/2015, 2015/2016	Mar 22, 2017

Accountability Pillar Overall Summary

Measure Evaluation Reference

3-Year Plan - May 2017

Authority: 4077 Greater St. Albert Roman Catholic Separate School District No. 734

Achievement Evaluation

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

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

Measure	Very Low	Low	Intermediate	High	Very High
Safe and Caring	0.00 - 77.62	77.62 - 81.05	81.05 - 84.50	84.50 - 88.03	88.03 - 100.00
Program of Studies	0.00 - 66.31	66.31 - 72.65	72.65 - 78.43	78.43 - 81.59	81.59 - 100.00
Education Quality	0.00 - 80.94	80.94 - 84.23	84.23 - 87.23	87.23 - 89.60	89.60 - 100.00
Drop Out Rate	100.00 - 9.40	9.40 - 6.90	6.90 - 4.27	4.27 - 2.79	2.79 - 0.00
High School Completion Rate (3 yr)	0.00 - 57.03	57.03 - 62.36	62.36 - 73.88	73.88 - 81.79	81.79 - 100.00
PAT: Acceptable	0.00 - 66.07	66.07 - 70.32	70.32 - 79.81	79.81 - 84.64	84.64 - 100.00
PAT: Excellence	0.00 - 9.97	9.97 - 13.44	13.44 - 19.56	19.56 - 25.83	25.83 - 100.00
Diploma: Acceptable	0.00 - 73.77	73.77 - 80.97	80.97 - 86.66	86.66 - 90.29	90.29 - 100.00
Diploma: Excellence	0.00 - 7.14	7.14 - 13.15	13.15 - 19.74	19.74 - 24.05	24.05 - 100.00
Diploma Exam Participation Rate (4+ Exams)	0.00 - 31.10	31.10 - 44.11	44.11 - 55.78	55.78 - 65.99	65.99 - 100.00
Transition Rate (6 yr)	0.00 - 39.80	39.80 - 46.94	46.94 - 56.15	56.15 - 68.34	68.34 - 100.00
Work Preparation	0.00 - 66.92	66.92 - 72.78	72.78 - 77.78	77.78 - 86.13	86.13 - 100.00
Citizenship	0.00 - 66.30	66.30 - 71.63	71.63 - 77.50	77.50 - 81.08	81.08 - 100.00
Parental Involvement	0.00 - 70.76	70.76 - 74.58	74.58 - 78.50	78.50 - 82.30	82.30 - 100.00
School Improvement	0.00 - 65.25	65.25 - 70.85	70.85 - 76.28	76.28 - 80.41	80.41 - 100.00

Notes:

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

Accountability Pillar Overall Summary

Measure Evaluation Reference

3-Year Plan - May 2017

Authority: 4077 Greater St. Albert Roman Catholic Separate School District No. 734

Improvement Table

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

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

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

Overall Evaluation Table

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

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

Category Evaluation

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



Greater St. Albert
Catholic Schools
Faith in Our Students

GALLUP

GREAT
WORKPLACE
AWARD



STRENGTHENING OUR
Engagement

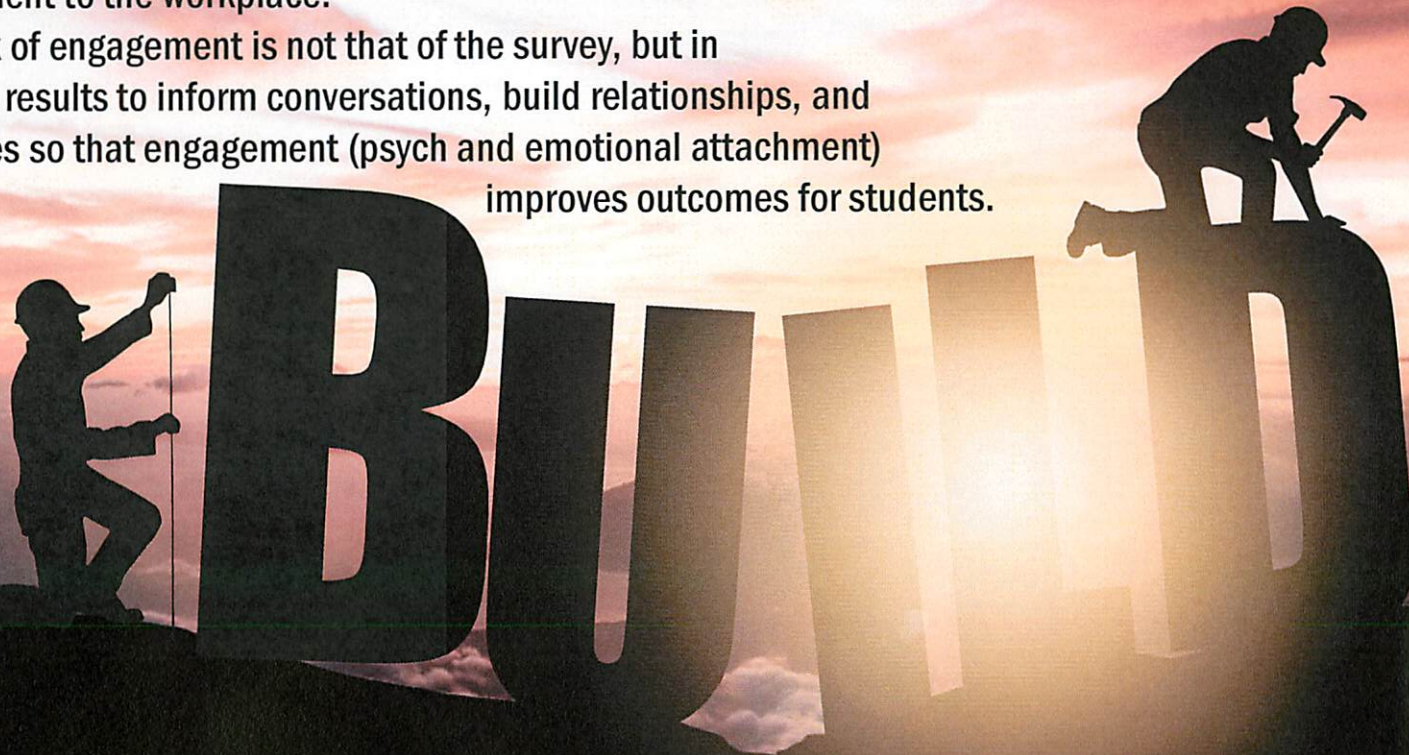


Greater St. Albert
Catholic Schools
Faith in Our Students



Employee Engagement can be Optimized through a Valid, Rigorous but Rewarding Process

- ✓ Nine Meta-Analyses (study of all studies re: engagement that controls for sampling errors and idiosyncracies revealed in individual studies) have been conducted since 1997. 2016 version considered 1.8 million respondents in 230 categories of employment units.
- ✓ Gallup's measure of engagement relies on "5s," not 4s or 5s to claim engagement to the workplace.
- ✓ The work of engagement is not that of the survey, but in enabling results to inform conversations, build relationships, and capacities so that engagement (psych and emotional attachment) improves outcomes for students.





**Greater St. Albert
Catholic Schools**
Faith in Our Students



On More than the Need for a Survey

Engagement Integrates with Other Related Components of District Culture

The Q12 is dependent upon the conscious implementation of staff and student strengths. Q3 – speaks to “having the opportunity to do what I do best every day.” When strengths are known, discussed, valued, and implemented daily, this increases the likelihood that employee engagement will be strong.

The Q12 Provides a Platform for Positively Influencing Culture

What’s constant about the Q12 is the need to have key elements that are desired by employees to be present within a school culture. What is up to the local employment community however, is what elements of the Q12 will look like within a school or office building once a group agrees on a shared practice to make those elements more strongly implemented. Success becomes a responsibility and opportunity for everyone.

On Impact on Learning

Student Achievement Aligns with Employee Engagement

Are students engaged in their learning? Why? Why not? How does this result compare with staff engagement? The Q12 can be compared with the Gallup student poll to annually determine the extent to which employee engagement influences student engagement.

Increased Engagement has Aligned with Compelling Eight Year Gains

Since the growth of employee engagement positively correlates with a growth in student achievement, here is a snap-shot of what the investment in employee engagement has created over eight years:

- A 36% increase in Rutherford Scholarship Eligibility
- An 11% increase in high school completion
 - A 9% increase in work preparation
 - A 7% increase in Dip. Participation
 - A 6% increase in Safe and Caring
 - A 6% increase in Dip Exam Success
 - A 7% increase in School Imp.
 - Average Improvement by 9 % on all measures



FOCUS



Greater St. Albert
Catholic Schools
Faith in Our Students



- ✓ Today, we will share the significance of our story:
 - How does our story stack up to the global reality, and field of engagement desired by so many organizations?
 - What is Q12's meaning from an external expert perspective?
 - What do employees do with the information?
 - What should we continue to celebrate?



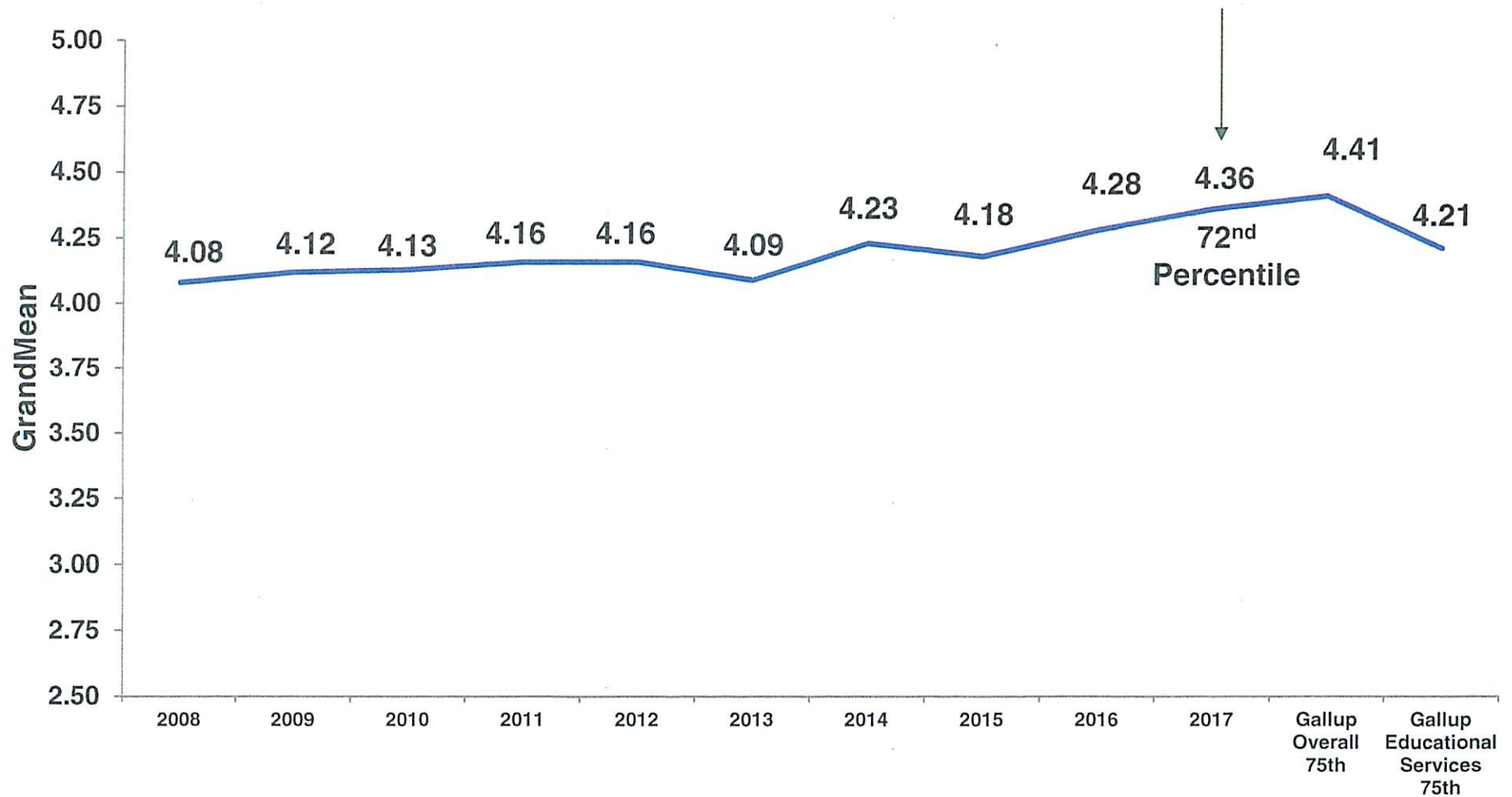


22.3:1

**RATIO OF ENGAGED TO ACTIVELY
DISENGAGED EMPLOYEES**
at Greater St. Albert Catholic Schools

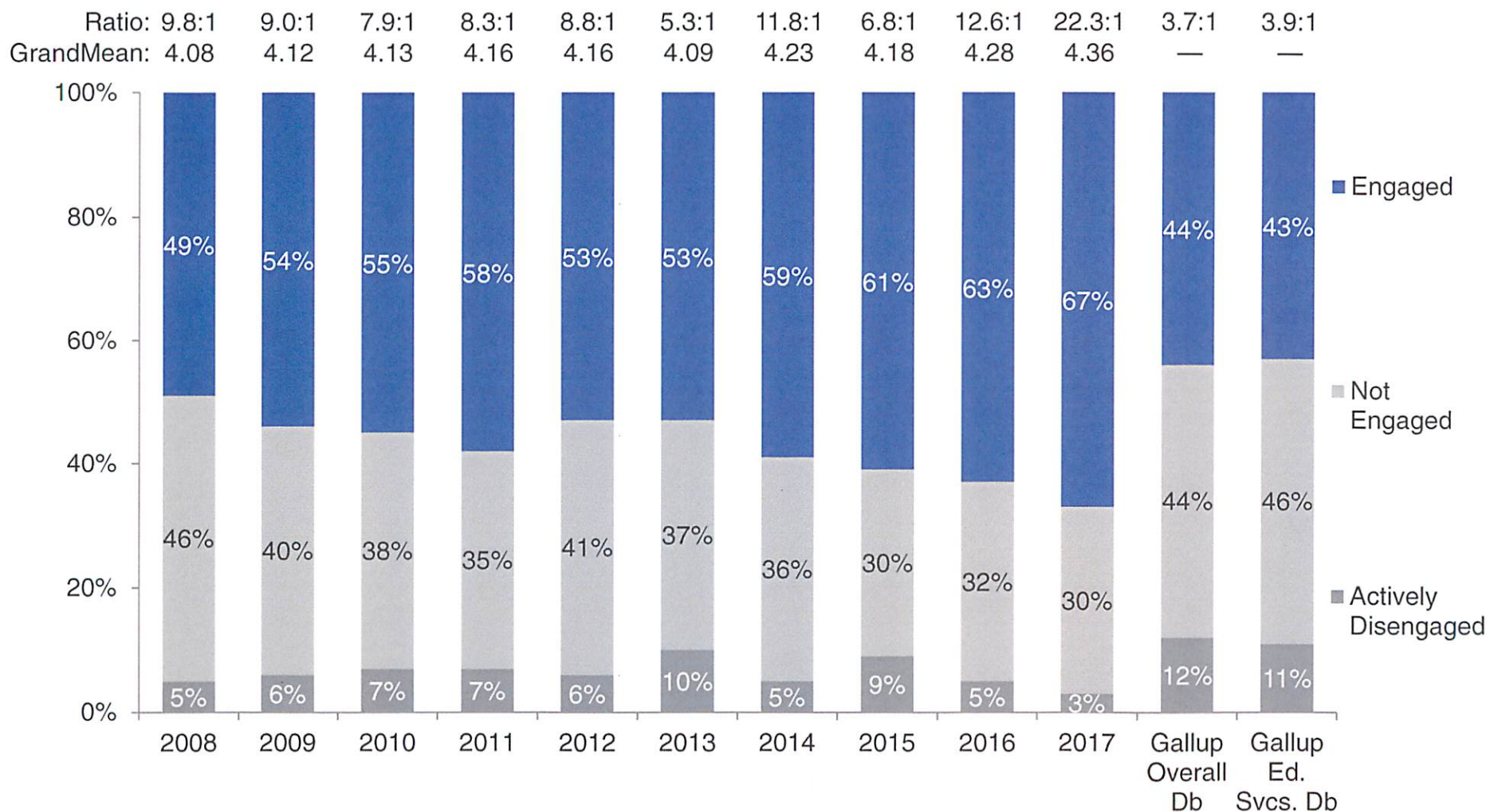
Compared with a 14.4:1 in Gallup's 2017 Overall Company Level Database

GrandMean Results Across Time



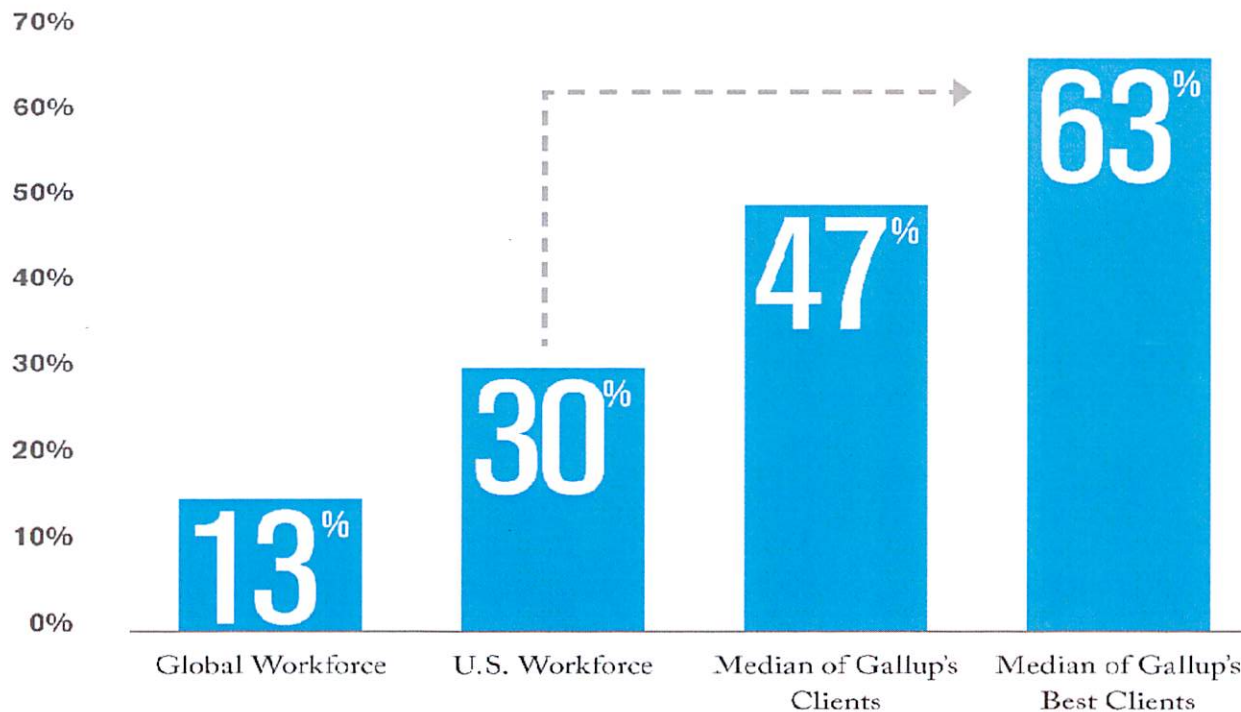
Note: Percentiles based on Gallup's 2017 Q¹² Overall Database (Workgroup Level). GSACS scores in the 95th percentile in the Overall Company Level Database for organizations with between 100 to <1,000 employees.

Engagement Index Across Time



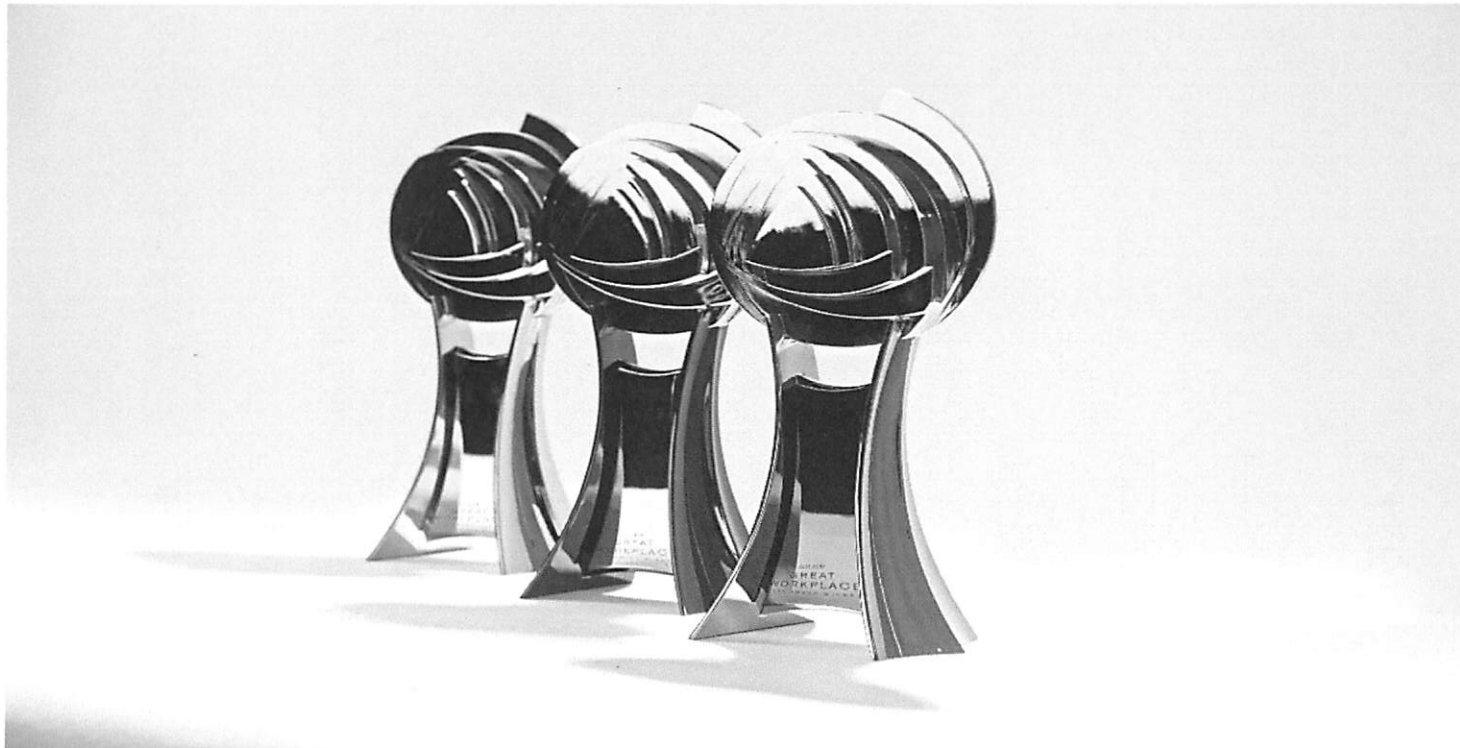
It Is Possible to Dramatically Improve Engagement

When you focus on what employees need to be successful, **doubling engagement** is possible.



Gallup's *State of the Global Workplace* report, 2013

Great St. Albert Catholic Schools is a Gallup Great Workplace Award Recipient!



THE GALLUP BLOG

37 Workplaces That Stand Out From the Rest

Winners of Gallup's Great Workplace Award, now in its 11th year, achieve performance excellence through their cultures of engagement.

[Read Article](#)

Gallup's Q¹²[®]: Meeting Employees' Workplace Needs

01

I know what is expected of me at work.

05

My supervisor, or someone at work, seems to care about me as a person.

09

My associates or fellow employees are committed to doing quality work.

02

I have the materials and equipment I need to do my work right.

06

There is someone at work who encourages my development.

10

I have a best friend at work.

03

At work, I have the opportunity to do what I do best every day.

07

At work, my opinions seem to count.

11

In the last six months, someone at work has talked to me about my progress.

04

In the last seven days, I have received recognition or praise for doing good work.

08

The mission or purpose of my company makes me feel my job is important.

12

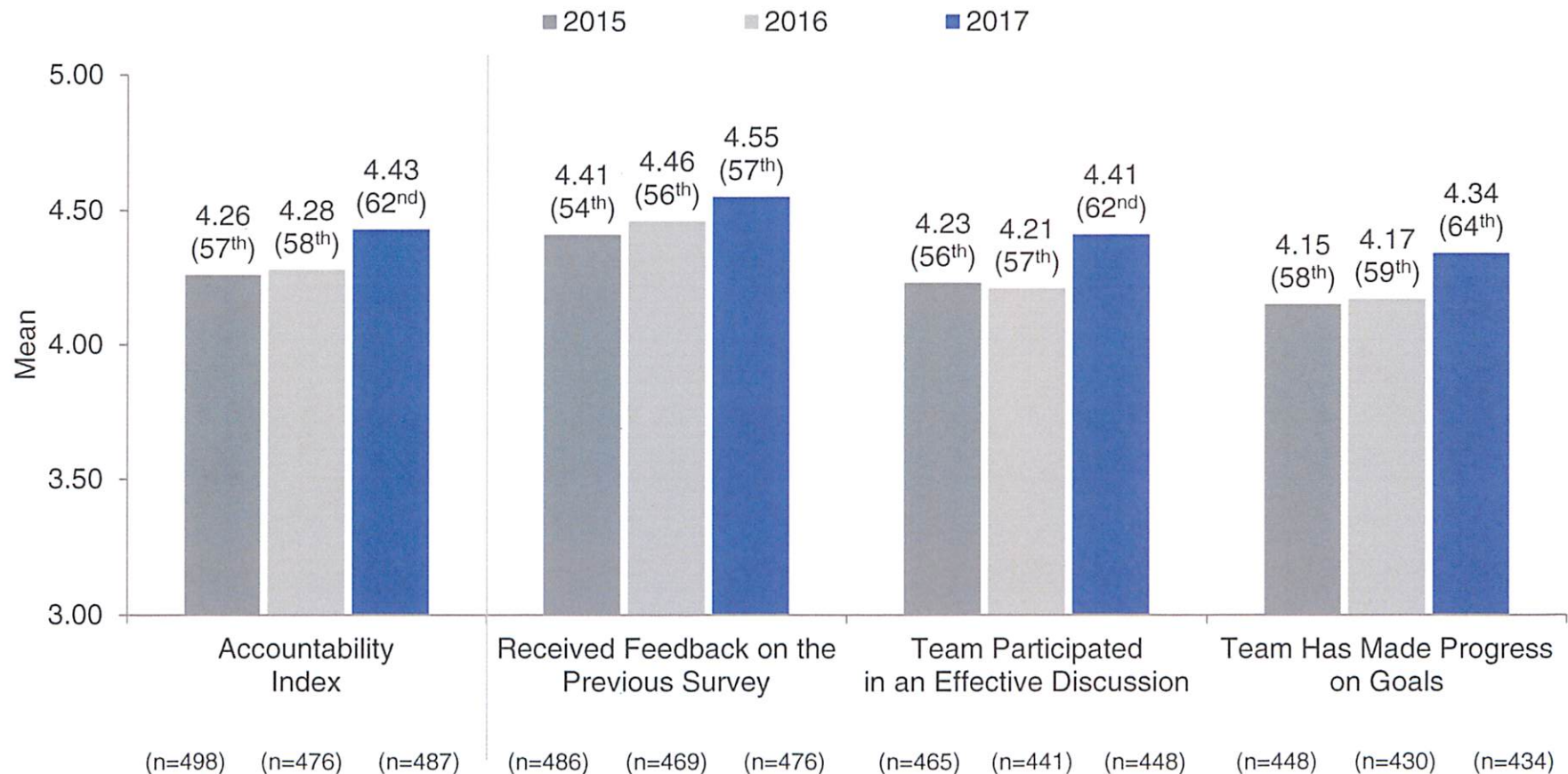
This last year, I have had opportunities at work to learn and grow.

The 12 Items That Measure Employee Engagement

Gallup Q ¹² Items	Employees' Needs
Q01. I know what is expected of me at work	Focus Me
Q02. Materials and equipment	Free Me From Unnecessary Stress
Q03. Do what I do best every day	Know Me
Q04. Recognition last seven days	Help Me See My Value
Q05. Supervisor/Someone at work cares	Care About Me
Q06. Encourages development	Help Me Grow
Q07. My opinions count	Hear Me
Q08. Mission/Purpose of company	Help Me See My Importance
Q09. Coworkers committed to quality	Help Me Feel Proud
Q10. Best friend	Help Me Build Trust
Q11. Progress in last six months	Help Me Review My Contribution
Q12. Opportunities to learn and grow	Challenge Me

Accountability Index™ Across Time

Accountability Index GrandMean increased from last year.



Note: Percentiles based on Gallup's Q12 Additional Items Database (Workgroup Level) per survey year

Accountability Pillar Overall Summary

4077 Greater St. Albert Catholic Regional Division No. 29

May 1, 2008

Goal	Measure Category	Measure Category Evaluation	Measure	Jurisdiction Results			Provincial Results			Measure Evaluation		
				Current Result	Prev Year Result	Prev 3 yr Average	Current Result	Prev Year Result	Prev 3 Yr Average	Achievement	Improvement	Overall
Goal 1: High Quality Learning Opportunities for All	Safe and Caring Schools	Good	Safe and Caring	87.1	86.5	84.5	84.2	84.4	82.7	High	Improved Significantly	Good
	Student Learning Opportunities	Good	Program of Studies	82.1	80.7	78.6	78.5	78.1	76.9	Very High	Improved Significantly	Excellent
			Education Quality	89.1	88.4	86.8	87.6	87.7	86.0	High	Improved Significantly	Good
			Drop Out Rate	2.7	2.0	2.4	5.0	4.7	5.0	Very High	Maintained	Excellent
			High School Completion Rate (3 yr)	74.6	79.8	78.4	71.0	70.4	70.0	High	Declined	Acceptable
Goal 2: Excellence in Learner Outcomes	Student Learning Achievement (Grades K-9)	Good	PAT: Acceptable	87.4	87.6	87.6	75.9	76.9	77.1	High	Maintained	Good
			PAT: Excellence	22.7	22.8	21.7	19.5	19.1	19.3	High	Maintained	Good
	Student Learning Achievement (Grades 10-12)	Acceptable	Diploma: Acceptable	84.1	85.9	86.9	85.4	84.7	85.4	Intermediate	Declined	Issue
			Diploma: Excellence	18.5	21.2	22.7	23.3	23.0	22.7	Intermediate	Declined	Issue
			Diploma Exam Participation Rate (4+ Exams)	56.6	63.6	59.5	53.6	53.7	53.2	High	Maintained	Good
			Rutherford Scholarship Eligibility Rate	38.1	42.6	39.9	38.2	37.2	35.4	High	Maintained	Good
	Preparation for Lifelong Learning, World of Work, Citizenship	Excellent	Transition Rate (6 yr)	65.2	64.7	64.6	60.3	59.5	57.1	Very High	Maintained	Excellent
			Work Preparation	77.5	75.6	74.0	77.1	77.0	74.7	Intermediate	Improved	Good
			Citizenship	81.6	80.0	78.6	76.6	76.8	74.7	Very High	Improved Significantly	Excellent
Goal 3: Highly Responsive and Responsible Jurisdiction (Ministry)	Parental Involvement	Good	Parental Involvement	79.1	81.1	77.7	77.5	77.9	76.0	High	Maintained	Good
	Continuous Improvement	Good	School Improvement	78.5	76.5	71.2	76.3	76.8	73.2	High	Improved Significantly	Good

Goal	Measure Category	Measure	Jurisdiction Results			Provincial Results		
			Current Result	Prev Year Result	Prev 3 Yr Average	Current Result	Prev Year Result	Prev 3 Yr Average
ACOL measure	ACOL measure	Satisfaction with Program Access	65.8	66.5	66.1	68.2	68.5	67.8
		In-service Jurisdiction Needs	86.4	82.7	82.2	78.8	78.2	77.3

Notes:

- 1) Student Learning Achievement: PAT Values reported are weighted averages of PAT Acceptable and PAT Excellence results. Courses included: ELA (Grades 3, 6, 9), Math (Grades 3, 6, 9), Social Studies (Grades 6, 9), Science (Grades 6 only), French Language Arts (Grades 6, 9), Français (Grades 6, 9).
- 2) Student Learning Achievement: Diploma Exam Values reported are averages of Diploma Acceptable and Diploma Excellence results, weighted by the number of students enrolled in each course.
- 3) Overall evaluations can only be calculated if both improvement and achievement evaluations are available.
- 4) The ACOL measures are not evaluated as they are not part of the Accountability Pillar and are included only to enable inclusion in the AERR and 3-Year Education Plan reports.
- 5) Data values have been suppressed where the number of respondents is less than 6.

Source Data Reference

May 1, 2008

Goal	Measure Category	Measure	Current Result	Previous Year Result	Previous 3 Year Average	Data Updated
Goal 1: High Quality Learning Opportunities for All	Safe and Caring Schools	Safe and Caring	2006/2007	2005/2006	School Years 2003/2004, 2004/2005, 2005/2006	April 23, 2007
	Student Learning Opportunities	Program of Studies	2006/2007	2005/2006	School Years 2003/2004, 2004/2005, 2005/2006	April 23, 2007
		Education Quality	2006/2007	2005/2006	School Years 2003/2004, 2004/2005, 2005/2006	April 23, 2007
		Drop Out Rate	2006/2007	2005/2006	School Years 2003/2004, 2004/2005, 2005/2006	March 1, 2008
		High School Completion Rate (3 yr)	2006/2007	2005/2006	School Years 2003/2004, 2004/2005, 2005/2006	March 1, 2008
Goal 2: Excellence in Learner Outcomes	Student Learning Achievement (Grades K-9)	PAT: Acceptable	2006/2007	2005/2006	School Years 2003/2004, 2004/2005, 2005/2006	September 18, 2007
		PAT: Excellence	2006/2007	2005/2006	School Years 2003/2004, 2004/2005, 2005/2006	September 18, 2007
	Student Learning Achievement (Grades 10-12)	Diploma: Acceptable	2006/2007	2005/2006	School Years 2003/2004, 2004/2005, 2005/2006	August 24, 2007
		Diploma: Excellence	2006/2007	2005/2006	School Years 2003/2004, 2004/2005, 2005/2006	August 24, 2007
		Diploma Exam Participation Rate (4+ Exams)	2006/2007	2005/2006	School Years 2003/2004, 2004/2005, 2005/2006	March 1, 2008
		Rutherford Scholarship Eligibility Rate	2006/2007	2005/2006	School Years 2003/2004, 2004/2005, 2005/2006	March 1, 2008
	Preparation for Lifelong Learning, World of Work, Citizenship	Transition Rate (6 yr)	2006/2007	2005/2006	School Years 2003/2004, 2004/2005, 2005/2006	March 1, 2008
		Work Preparation	2006/2007	2005/2006	School Years 2003/2004, 2004/2005, 2005/2006	April 23, 2007
		Citizenship	2006/2007	2005/2006	School Years 2003/2004, 2004/2005, 2005/2006	April 23, 2007
Goal 3: Highly Responsive and Responsible Jurisdiction (Ministry)	Parental Involvement	Parental Involvement	2006/2007	2005/2006	School Years 2003/2004, 2004/2005, 2005/2006	April 23, 2007
	Continuous Improvement	School Improvement	2006/2007	2005/2006	School Years 2003/2004, 2004/2005, 2005/2006	April 23, 2007
ACOL measure	ACOL measure	Satisfaction with Program Access	2006/2007	2005/2006	School Years 2003/2004, 2004/2005, 2005/2006	April 23, 2007
		In-service Jurisdiction Needs	2006/2007	2005/2006	School Years 2003/2004, 2004/2005, 2005/2006	April 23, 2007

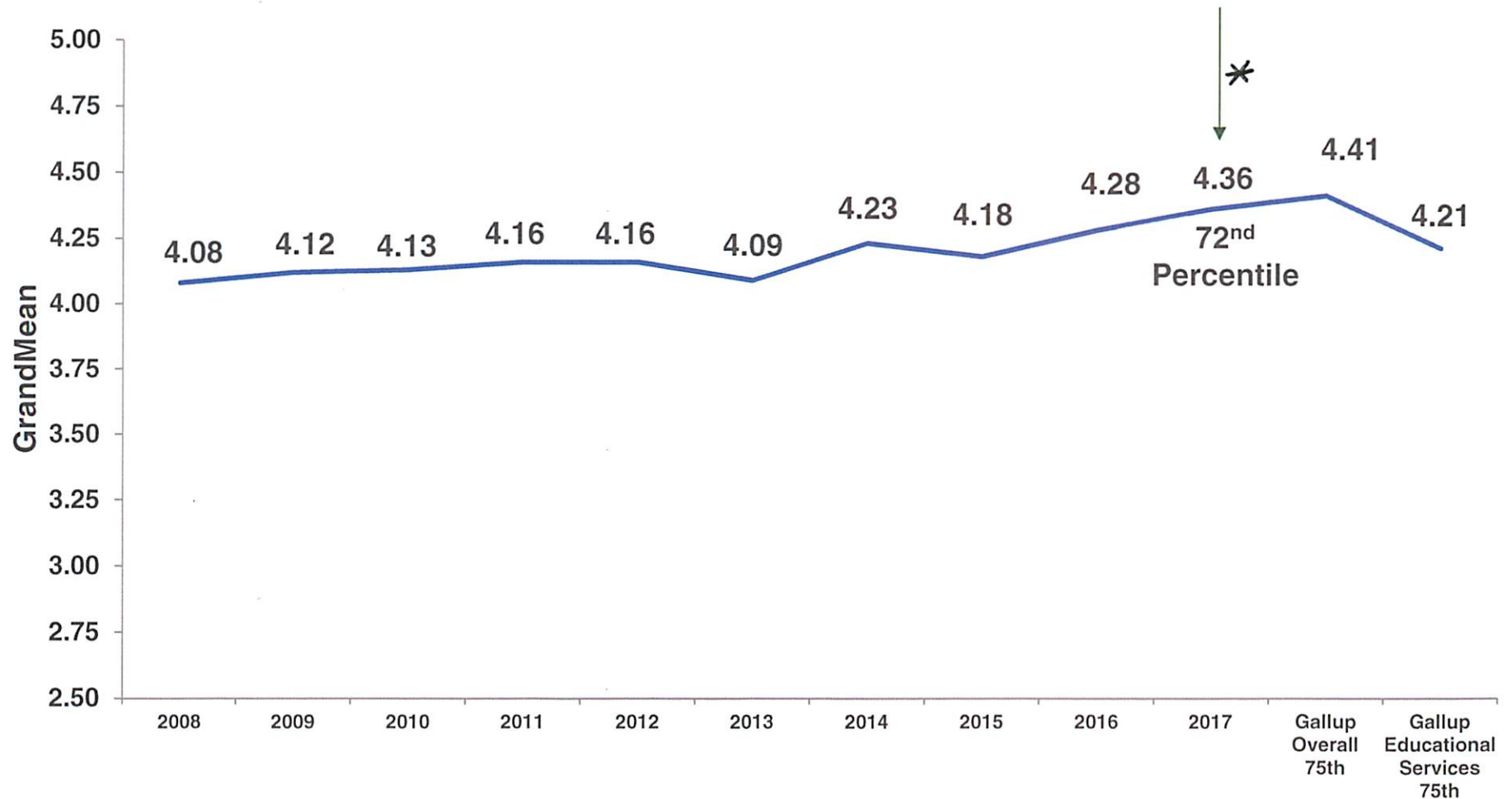
Accountability Pillar Overall Summary
3-Year Plan - May 2017
Authority: 4077 Greater St. Albert Roman Catholic Separate School District No. 734

Measure Category	Measure Category Evaluation	Measure	Greater St. Albert CSSD No.734			Alberta			Measure Evaluation		
			Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
Safe and Caring Schools	Excellent	Safe and Caring	93.1	90.8	91.8	89.5	89.5	89.3	Very High	Improved	Excellent
Student Learning Opportunities	Excellent	Program of Studies	87.4	87.0	87.1	81.9	81.9	81.5	Very High	Maintained	Excellent
		Education Quality	92.7	91.8	92.1	90.1	90.1	89.6	Very High	Maintained	Excellent
		Drop Out Rate	1.7	1.2	1.4	3.0	3.2	3.3	Very High	Maintained	Excellent
		High School Completion Rate (3 yr)	85.4	86.4	86.1	77.9	76.5	76.1	Very High	Maintained	Excellent
Student Learning Achievement (Grades K-9)	Excellent	PAT: Acceptable	84.9	84.0	84.5	73.6	72.9	73.4	Very High	Maintained	Excellent
		PAT: Excellence	21.9	19.8	21.0	19.4	18.8	18.6	High	Maintained	Good
Student Learning Achievement (Grades 10-12)	n/a	Diploma: Acceptable	90.4	90.1	90.0	85.0	85.2	85.1	Very High	Maintained	Excellent
		Diploma: Excellence	24.0	19.3	21.5	21.0	21.0	20.5	High	Maintained	Good
		Diploma Exam Participation Rate (4+ Exams)	63.7	60.5	62.7	54.9	54.6	53.1	High	Maintained	Good
		Rutherford Scholarship Eligibility Rate	73.8	73.1	73.1	62.3	60.8	60.8	n/a	Maintained	n/a
Preparation for Lifelong Learning, World of Work, Citizenship	Excellent	Transition Rate (6 yr)	73.8	65.0	66.7	57.9	59.4	59.3	Very High	Improved Significantly	Excellent
		Work Preparation	86.9	83.0	83.4	82.7	82.6	81.9	Very High	Improved	Excellent
		Citizenship	89.4	87.7	88.5	83.7	83.9	83.6	Very High	Maintained	Excellent
Parental Involvement	Excellent	Parental Involvement	85.2	83.6	84.2	81.2	80.9	80.7	Very High	Maintained	Excellent
Continuous Improvement	Excellent	School Improvement	85.8	85.1	85.4	81.4	81.2	80.2	Very High	Maintained	Excellent

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. Overall evaluations can only be calculated if both improvement and achievement evaluations are available.
3. Results for the ACOL measures are available in the detailed report: see "ACOL Measures" in the Table of Contents.
4. Survey results for the province and school authorities were impacted by the changes in the number of students responding to the survey through the introduction of the OurSCHOOL/TTFM (Tell Them From Me) survey in 2014.
5. Aggregated PAT results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each course. Courses included: English Language Arts (Grades 6, 9, 9 KAE), Français (Grades 6, 9), French Language Arts (Grades 6, 9), Mathematics (6, 9, 9 KAE), Science (Grades 6, 9, 9 KAE), Social Studies (Grades 6, 9, 9 KAE).
6. Participation in Provincial Achievement Tests was impacted by the flooding in June 2013 (Grade 9 only) and by the fires in May to June 2016. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
7. Aggregated Diploma results are a weighted average of percent meeting standards (Acceptable, Excellence) on Diploma Examinations. The weights are the number of students writing the Diploma Examination for each course. Courses included: English Language Arts 30-1, English Language Arts 30-2, French Language Arts 30-1, Français 30-1, Chemistry 30, Physics 30, Biology 30, Science 30, Social Studies 30-1, Social Studies 30-2.
8. Participation in Diploma Examinations was impacted by the flooding in June 2013 and by the fires in May to June 2016. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
9. Weighting of school-awarded marks in diploma courses increased from 50% to 70% in the 2015/2016 school year. Caution should be used when interpreting trends over time.
10. Due to the change from previous data source systems to Provincial Approach to Student Information (PASI), Rutherford Scholarship Eligibility Rate results prior to 2015 are not available.

GrandMean Results Across Time



Note: Percentiles based on Gallup's 2017 Q¹² Overall Database (Workgroup Level). GSACS scores in the 95th percentile in the Overall Company Level Database for organizations with between 100 to <1,000 employees.

Report Period: Spring 2017 Business Unit: Greater St. Albert Overall Report Level: Greater St. Albert Overall

Summary	Current	Last**	Mean Percentile Rank	Strengths	Current Mean	Last Mean	Opportunities	Current Mean	Last Mean
GrandMean:	4.36	4.28	72	Q09	4.56	4.48	Q11	4.17	4.15
Overall Satisfaction:	4.26	4.14	64				Q01	4.56	4.49
Total n:	541	514	NA						

Engagement Index	Current	Last**
Engaged	67%	63%
Not Engaged	30%	32%
Actively Disengaged	3%	5%
Ratio of Engaged to Actively Disengaged	22.33	12.60

Gallup Q ¹² Items ▼	Total N	Current Mean	Last Mean	Meaningful Change
Q12. This last year, I have had opportunities at work to learn and grow.	536	4.43	4.40	~
Q11. In the last six months, someone at work has talked to me about my progress.	528	4.17	4.15	~
Q10. I have a best friend at work.	514	4.22	4.11	~
Q09. My associates or fellow employees are committed to doing quality work.	534	4.56	4.48	~
Q08. The mission or purpose of my organization makes me feel my job is important.	535	4.42	4.34	~
Q07. At work, my opinions seem to count.	535	4.16	4.08	~
Q06. There is someone at work who encourages my development.	538	4.31	4.23	~
Q05. My supervisor, or someone at work, seems to care about me as a person.	537	4.54	4.42	~
Q04. In the last seven days, I have received recognition or praise for doing good work.	537	4.12	4.02	~
Q03. At work, I have the opportunity to do what I do best every day.	534	4.47	4.42	~
Q02. I have the materials and equipment I need to do my work right.	539	4.30	4.23	~
Q01. I know what is expected of me at work.	539	4.56	4.49	~

Our Local Context ... That Which Makes for Super Engagement!

1

Principals as Witnesses and Models of Engagement

As direct reports to the Superintendent, Principals continue to exceed the engagement of all employment groups.

4

Strategic Conversations

Are dedicated to bridging the engagement gap between employment groups – an approach that has led us to engaged employees now outnumbering actively disengaged employees by a 22 – 1 margin, which puts the district at a best-practice standard.

2

Mastery at Making Progress in Achieving Goals

Accountability Index remains consistently high at 4.43.

5

Knowing that Kids are the Winners

About six in 10 fifth -through 12th grade students in the district are engaged with school, which has outpaced the overall sample from the Gallup Student Poll. Most importantly, our accountability pillar results demonstrate impact of a highly engaged workplace.

3

Stellar Participation

We promote “having skin in the game” by rewarding sites that contribute to 90% or higher participation on the Q12.



CHAMPION



Greater St. Albert
Catholic Schools
Faith in Our Students



For Celebrating Our Story





Greater St. Albert
Catholic Schools
Faith in Our Students

GALLUP

GREAT
WORKPLACE
AWARD



STRENGTHENING OUR

Engagement



DATE: May 29, 2017
TO: Board of Trustees
FROM: David Keohane, superintendent of schools
SUBJECT: Faith and Spiritual Initiatives
ORIGINATOR: Rhonda Nixon, assistant superintendent, Learning Services
REFERENCE: Colin Loiselle, religious education and christian family life consultant

BACKGROUND

In this report, we describe our progress since our last Board Report (Feb. 13, 2017), and the Board Planning Session (April 22, 2017) on the **District Specific Outcome: Through furthering a culture of evangelization, faith formation, and vocation within our schools, students, staff, and parents know, model, and witness Jesus Christ** in the District Three-Year Education Plan (2016-2019).

SOCIAL JUSTICE AND WORKS OF MERCY

- *2016 - 2017 - schools demonstrate a preferential option for the poor and needy through social justice/ community service activities that support Catholic Social Services and Canadian Organization for Development and Peace*
- *2016 - 2017 - students exercise their own ethical and entrepreneurial response to social justice through a teachable discernment process*
- *2016 - 2017 - focus on the intentional incorporation of the corporal and spiritual works of mercy within the culture of the school*

Living our faith through social justice commitments. In our previous Board Report, the total amount raised for the Pope Francis Partnership Project with Development and Peace was \$140 000.00. Presently, we have reached \$158 000. During the May 16th, 2017 CCLC meeting, many principals noted that there are schools currently holding funds earmarked to be sent to Development and Peace; thus, we expect the September total to be greater. Some examples of very recent District fundraising events include:

- Morinville "Fun Run": happened on May 12 and it was a great success with approximately 230 students participating;
- JJ Nearing Elementary: recently raised over \$5 700 in a cake auction;
- VJ Maloney: collected over \$1200 in dimes with a "Dimes for Philippines" campaign;
- GSACRD District Office: organized a Coffee House on May 18 where attendees paid admission, purchased drinks, and entered a draw to win prizes while listening to live music provided by talented GSACRD staff. The total raised for this wonderful event has yet to be confirmed, but it is expected to be approximately \$1300!



Principals at this CCLC meeting reviewed and provided overwhelming support for the proposed key strategies about social justice as provided by Colin Loiselle based on the Board Planning Session on April 22, 2017. Administrators agreed that it is important to sustain a dual focus on international and local social justice projects and that what matters is finding ways to keep momentum to reach the goal of \$200 000.00. It was also agreed that we need to shift towards teaching about the “why” of raising money and supporting students, parents, and staff to seek out opportunities “to see-discern-act”, a discernment process that is fundamental to co-developing an “ethic of care” (Noddings, 2006) as a Catholic community. In parallel to our work with Development and Peace, GSACRD continues to support Catholic Social Services through prayers and fundraising. Many of our schools have been collecting personal items and clothing to contribute to the ***Uplift: Day of Mercy***, organized by Catholic Social Services, which is to be held in the Fall of 2017. This day provides free services for people in need including haircuts, counseling, family photo-shoots, bicycle repairs, clothing, and personal items.

RETREATS

2016 – 2017 – student retreats are available for all students to nurture a prayerful, peer-to-peer encounter with Jesus Christ

Living our faith through student retreats. In our February 13th Board Report, we described how Criss Cross Ministries, led by Doug Kramer, had been busy providing student retreats for GSACRD elementary schools, and many of the junior and senior high schools. This was a new initiative for Criss Cross Ministries, and principals had given and continue to give positive feedback on their retreats. Overall, student retreats were and continue to be highly valued by the administrators.

HOPE, ENGAGEMENT, AND WELL-BEING

2016 – 2017 – religious education is relevant and promotes hope, engagement, and well-being in students

Furthering awareness of connections between our Catholic Faith and the spiritual beliefs/practices of our First Nations, metis and Inuit brothers and sisters. This is a new key strategy that came out of this year's Board Planning Session. When presented to the CCLC group on May 16, 2017, it was very well received. This strategy presents an opportunity to promote hope and reconciliation, not only for our First Nations, Metis, and Inuit students, but for all students and staff. Our upcoming District celebration of National Aboriginal Day on June 21 will be one such opportunity for our community to sit side-by-side with our Cree elders and our Catholic priests and faith leaders to understand better what it means to grow in our solidarity as one community through a Cree Pipe Ceremony. We look forward to more shared practices as we grow together in sharing our Catholic and Indigenous traditions, ceremonies, and events.

Engaging students in their faith. Lent and Easter presented many opportunities for our schools to partner with their associated parishes. During Lent, schools hosted Shrove Tuesday celebrations, palm burning liturgies, and Ash Wednesday liturgies. As well, thirteen of our schools welcomed priests where the sacrament of Reconciliation was offered to students and staff. We are thankful to all of our parish priests who made themselves available to come to our schools. After Easter, all of our schools hosted Easter celebrations and liturgies; many of our schools celebrated with a mass at their parish. During the Spring, many kindergarten classes



come to their associated parishes for a Church Tour, led by the Religious Education and Christian Family Life Consultant.

During May, the Month of Mary, many schools venerated Mary by learning about and praying the rosary. The Religious Education Consultant visited numerous elementary classes to teach about the rosary, to pray, and to guide the students in creating rosaries of their own. Many schools also presented a "Living Rosary" in which the whole school gathered together to pray the rosary, where each bead was represented by a different student who lit a candle and led the prayer for the school.

On May 3, GSACRD participated in the Holy Childhood Association Mass by sending close to 300 students (from 6 schools) to Corpus Christi Parish in Edmonton. This annual event, which celebrates "children helping children", welcomes students from all over the Archdiocese to celebrate the Eucharist together, to learn about the Holy Childhood Association, and to donate any funds, which may have been raised at the school level.

Growing teacher leaders in Catholic Education. Our Religious Education and Christian Family Life Consultant supports teachers to learn about their faith and to lead as faith leaders in their schools. Updates since our last Board Report are:

- 6 teachers were supported in completing 2 courses toward their Masters in Religious Education program;
- 4 teachers were supported to attend the SPICE retreat;
- 2 administrators were supported to attend the Blueprints retreat. Both retreats held in Kananaskis, and hosted annually by the Alberta Catholic School Trustees Association;
- Carmen Hills, teacher at École Notre Dame, was awarded the Excellence in Catholic Education Award by the CCSSA (Council of Catholic School Superintendents of Alberta) at the SPICE conference in Kananaskis;
- 9 junior high teachers were supported to attend a professional development opportunity to learn about a new Health Resource (infused with Catholic Teaching), hosted by Edmonton Catholic Schools;
- 14 new teachers completed the Catholic Education Formation Program led by Colin Loiselle.

ANIMATING THE DISTRICT THEME

2016 – 2019 – Pursue an animated and actionable representation of the district theme that lead to visual impact at the school and district levels;

The proposed faith theme for 2017-18 – *Living Like Jesus: Servant, Steward and Shepherd*—was presented to CCLC on May 16 and was warmly received. Many principals gave feedback that this theme lends itself to be "animated and actionable" because the community can easily connect to it; it can be visibly depicted within their schools, and carried out, one part of the theme each year over three years (i.e., Living Like Jesus- Service; Living Like Jesus- Stewardship; and Living Like Jesus—Shepherding).



SPONTANEOUS PRAYER

2016 – 2019 – teach students a model of spontaneous prayer for our blessings and the needs of others

In the February 13th Board Report, the Religious Education and Christian Family Life Consultant suggested that administrators expressed some struggles with bringing spontaneous prayer alive on a consistent basis in their schools. The CCLC group were thrilled with the idea of continuing with this strategy as part of a new strategy that opened up teachable moments to practice other forms of personal prayer.

CONCLUSION

Greater St. Albert Catholic Schools takes great pride in our Catholic identity which calls us to proclaim the Good News of Jesus Christ, to make disciples, to serve our communities, and to support our students and staff on their faith journeys. The key strategies that were addressed this year helped our District community to live out our faith in a concrete, actionable way. Going forward, the key strategies that came out of the 2017 Board Planning Session have been well received by the CCLC group, and we look forward to putting them into action in the upcoming school year.

Ahead of the Curve

A LEADING-EDGE APPROACH
TO HEALTH AND BENEFITS

asebp

2016 ANNUAL REPORT



.....
**While the economic, political
and healthcare climates in
Alberta are ever changing,
ASEBP's proactive, forward-
thinking approach to health
and benefits remains the same.**
.....

JENNIFER CARSON,
Chief Executive Officer

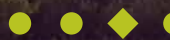


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CHAIR'S MESSAGE

KAREN HOLLOWAY

Another eventful year has come and gone and, as chair of the ASEBP Trustees, I'm incredibly proud of the achievements we've realized together. Using our unique insights into Alberta's K-12 education sector, we've worked to position ASEBP to manage growth, address the distinct health and wellness needs of covered members and sustain the plan financially now and into the future.

Reflecting on the year, I'm also excited to share with you the work we've done to deliver on the strategic directions we set in 2014, which include increasing the engagement of our covered members and school jurisdictions, redesigning our benefit offerings to better meet plan member needs, seeking new partnerships with government and its agencies and ensuring we have sufficient resources to meet demand. The introduction of The Sandbox, our Operational Excellence Committees, the *ASEBP Health and Benefits Charter* and the forming of our very own Health Strategies and Stakeholder Engagement division are just a few examples of how we've delivered on our key objectives this year.

As we embark on another strategic planning session in 2017, we're all looking forward to setting new directions that will, once again, secure our spot as a leading-edge provider of health benefits and services.

2016 ASEBP TRUSTEES

KAREN HOLLOWAY
Chair

MICHAEL KISCHUK
Vice Chair

DREW CHIPMAN

DOUG LERKE

KATHY MACISAAC

GERRY MARTINS

SHIRENE NAPIER

HEATHER WELWOOD

CHRISTOPHER COOK

CHAD BOWIE



CEO'S MESSAGE

JENNIFER CARSON

It's been another exciting year at ASEBP, and we look forward to sharing some of its highlights with you in this year's annual report themed "Ahead of the Curve." While the economic, political and healthcare climates in Alberta are ever changing, ASEBP's proactive, forward-thinking approach to health and benefits remains the same. By monitoring the external landscapes around us, collaborating with partners within and beyond the health, benefits and education sectors and readily responding to the feedback of our covered members, member associations and school jurisdictions, we've been able to mitigate potential risks and, most importantly, take advantage of opportunities to deliver outstanding health and benefits coverage to the K-12 public education sector in Alberta.

We hope this report gives you, our valued stakeholders, a sense of ASEBP's steadfast commitment to both the health and well-being of its covered members and the financial sustainability of the ASEBP plan. It is only by staying true to these key priorities, and following through on the strategic objectives set in 2014, that we've been able to stay ahead of the curve and become the health and benefits leader we are today. It continues to be our privilege to partner with you on your health journey, wherever you may be along the path, and we look forward to finding new ways to enhance this partnership going forward.



2016 ASEBP EXECUTIVE

JENNIFER CARSON
Chief Executive Officer

KELLI LITTLECHILDS
Chief Operating Officer

DARCY ATKINSON
Chief Risk Officer

TARICK AHMAD
Chief Information Officer



Health is our Focus

As a holistic health organization and leader in health promotion and disease prevention, ASEBP is not your traditional insurance provider. While the primary focus of many benefit providers is processing and paying claims, ASEBP's purpose and vision has grown much broader than that over the years. In the 1990s, we were one of the first organizations to embrace the federal and provincial shift toward health promotion and disease prevention, and we were early adopters of the belief that health is more than just the absence of disease; it's the state of physical, mental and social well-being. Since then, ASEBP has remained resolute in its commitment to promoting, protecting, improving and sustaining the health of our covered members by offering outstanding health and benefit programs and services at both the individual and school jurisdiction levels.



STAYING THE COURSE

As an organization, we're aware that it's our health-focused approach that makes us the industry leader we are today. With this in mind, we formally captured our commitment to health in the **ASEBP Health and Benefits Charter**. With additional external pressures impacting the sustainability of health and benefit plans everywhere, the *ASEBP Health and Benefits Charter* serves as a cornerstone for how we make decisions related to plan design and health resource allocation and positions us to navigate choppy waters while staying the course. The Charter is already used as an essential reference for decision-making and as an important reminder of our steadfast commitment to the health and well-being of our covered members as well as to the sustainability of the benefit plan.

WELLNESS IN THE WORKPLACE

With just one line of business—the K-12 education sector in Alberta—ASEBP has an intimate knowledge of the industry we serve. Unlike other benefit companies that serve a multitude of industries and organizations, ASEBP has been directly involved with and connected to Alberta schools since 1968 and is continually learning about the unique needs of the sector. This knowledge allows us to tailor our offerings, create efficiencies and, ultimately, stay ahead of the health and wellness needs of our covered members.

For example, after hearing stories from wellness champions about their desire to share workplace wellness resources and ideas across school jurisdictions, ASEBP set out, with our provincial partners, to develop **The Sandbox**, a leading-edge, interactive website where wellness champions can connect, network and collaborate with other like-minded colleagues about school employee health and wellness. The site, which launched on October 1, 2015, includes a forum where champions can post questions and gain advice; a blog containing weekly informative posts from a variety of different health experts; a resources page with more than 90 relevant health and wellness resources and much more. By listening to our covered members, member associations and school jurisdictions, we have the ability to provide value-added services, like The Sandbox, that promote wellness within the school setting.

THE SANDBOX BY THE NUMBERS

558

people registered on
the site (far exceeding
our goal of 300)

80

workplaces
represented

54

school jurisdictions
represented

9,993

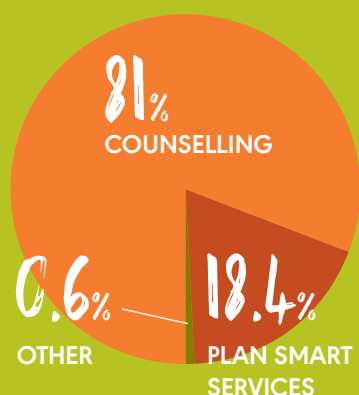
different users

2,058

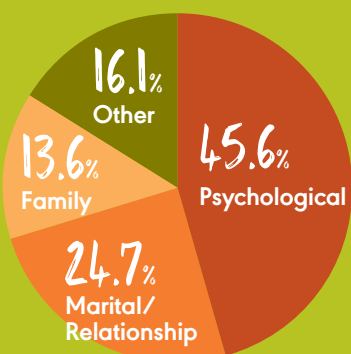
health and wellness
resources accessed

Employee & Family Assistance Program

EFAP services most accessed by ASEBP covered members

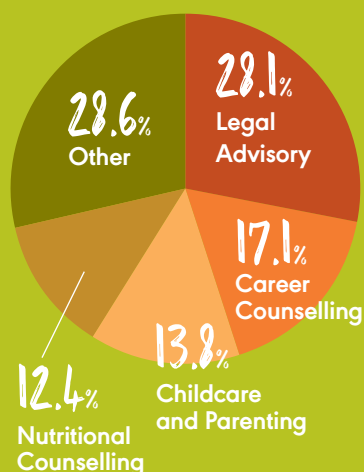


COUNSELLING



PLAN SMART SERVICES*

lifestyle and specialty counselling/coaching



ACTION ON MENTAL HEALTH

While mental health is still relatively uncharted territory for many benefits organizations, ASEBP was quick to embrace and promote the importance of mental health promotion through a variety of strategies, including the roll out of a multi-year **Mental Health Strategy**. In the second year of the strategy, we made exciting progress as we:

- ▶ piloted mental health first aid workshops with four different school jurisdictions,
- ▶ reviewed our Extended Health Care plan to ensure our plan includes appropriate coverage and plan maximums for mental health services, and
- ▶ revised our plan documents to remove any discriminatory language surrounding mental health-related conditions.

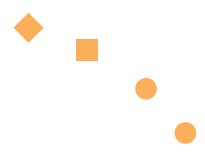
The majority of our covered members have quick and easy access to mental health services at no cost to them.

Our biggest success this past year, however, has been continuous uptake of our **Employee and Family Assistance Program (EFAP)**, which was launched in 2015. The EFAP, administered by Homewood Health and offered to our school jurisdictions and covered members free of charge, provides a wide range of mental health support services, including healthy lifestyle coaching, professional counselling and advice to covered members and their family. Ninety-four per cent of our school jurisdictions are currently enrolled in the proactive health program, meaning the majority of our covered members have quick and easy access to mental health services at no cost to them. Homewood Health's aggregate statistics confirm a high number of returning clients and a high level of satisfaction and trust in the program.



Staying a Step Ahead

As an organization committed to staying competitive in the Alberta marketplace, we never settle for the status quo. By embracing innovation, building key partnerships with health care stakeholders and experts and monitoring our external environments, we've been able to stay ahead of industry trends and capitalize on opportunities for the benefit of our covered members and school jurisdictions.



.....

The ESA process ensures physicians escalate therapies for the five ESA health conditions in a safe, gradual and cost-effective way.

.....



Drug plan management strategies like ESA help us protect the long-term sustainability of the plan and ensure we can continue to provide our covered members with the medications and other plan benefits they require to be and stay well.

PROTECTING THE PLAN

Our **Health and Benefits Advisory Panel (HBAP)** is one unique and innovative way we proactively protect the financial health of the plan while ensuring our programs and services align with the evolving needs of our covered members. The HBAP, formed in 2014, is made up of a few select senior ASEBP employees as well as key external partners with extensive knowledge and expertise in the areas of benefit plan, health and financial management. Together, the panel reviews ASEBP's current plan offerings and makes recommendations to the ASEBP Trustees for possible enhancements to programs and services.

One of HBAP's first major recommended changes was the introduction of the **Enhanced Special Authorization (ESA)** process, which applies to chronic hepatitis C, Crohn's disease/colitis, multiple sclerosis, psoriasis and rheumatoid arthritis. In response to a review of our claims activity, which showed that approximately 75 per cent of our annual spending on specialty drugs could be attributed to treatments for these five health conditions, the HBAP proposed ESA in order to protect the long-term sustainability of the plan as well as ensure our covered members receive timely and appropriate treatment.

The ESA process, which the Trustees chose to implement at the beginning of the 2015/16 school year, ensures physicians escalate therapies for the five ESA health conditions in a safe, gradual and cost-effective way. For example, instead of starting treatment with a third or fourth-line drug, physicians are initially required to prescribe first or second-line treatments to determine their efficacy before moving onto the next line of treatment. This change not only ensures our covered members get the treatment best suited to their needs, it also allows us to better protect the financial viability of the plan.

It's important to note that many other health benefit or insurance providers have introduced similar processes that focus on cost containment around specific, high-cost drugs. ASEBP's approach, on the other hand, has us stepping back and looking at the bigger picture—the health conditions. Our focus on these five health conditions allows us to better see all aspects of our covered members' health experiences and positions us to support them using all the health-care tools, benefits and resources available through the benefit plan.

The transition to our ESA process benefitted immensely from the hiring of a practicing pharmacist in the role of **manager, Pharmacy Services**. This role was designed to provide timely support to covered members with complex questions, liaise with physicians and pharmacists new to the process and provide real-time counsel for our other covered member-serving staff. The

continuing demand in the area of pharmacy support means ASEBP is now well-situated to manage any future changes surrounding prescription drugs.

OPERATIONAL EXCELLENCE IN PRACTICE

In the last few years, ASEBP has made significant investments to modernize our business systems and platforms, making them more user friendly for both our covered members and employees. Enhancements to programs such as My ASEBP, our intranet and the Employer Services Portal, for example, ensure that our covered members, school jurisdictions and employees have a seamless user experience while interacting with ASEBP online. In order to proactively maintain and continuously improve our many systems and platforms, we recently formalized an internal **operational excellence process** that encourages our own employees to submit recommendations for improvements. After all, who better to provide ideas and insights than the individuals who work with our programs the most?

By creating an intuitive online tool through which employees can quickly and easily submit their ideas, our five appointed Operational Excellence Committees (OECs) received a total of 259 enhancement recommendations. Of the 259 recommendations, half have been implemented, are in development, are approved for development or are in the project proposal stages. Enhancement recommendations ranged from simple ideas like adding a timeout function to the Employer Services Portal to more complex ideas like auto-approving Health Spending Account expenses transferred from Extended Health Care claims. Given the quality and sheer number of recommendations, the OECs decided to recognize our employees for their work, presenting awards to the five employees with the most influential ideas.

SHARING THE ROAD TO WELLNESS

At ASEBP, we believe health is a shared responsibility and not something any one person or organization can achieve on its own. As a result, being proactive and staying ahead of the curve means sharing resources and expertise with various organizations, agencies and groups and aligning our work with key public education stakeholders to help our covered members attain optimal health. Engaging with other external groups is so important to us, in fact, we created a whole division dedicated to it.

OPERATIONAL EXCELLENCE BY THE NUMBERS

259

total enhancement ideas submitted by staff

50

total enhancements developed and implemented

50

total enhancements approved and waiting development

11

total enhancements converted into full project proposals

.....

At ASEBP, we believe health is a shared responsibility and not something any one person or organization can achieve on its own.

.....

This year, the **Health Strategies and Stakeholder Engagement division** has been busy building ASEBP's strategic partnerships and collaborating with a variety of different organizations and groups, including the College of Alberta School Superintendents, the Cardiovascular Heart and Stroke Strategic Clinical Network, the Institute of Health Economics and the University of Calgary, to name a few. We also continue to collaborate with other provincial comprehensive school health organizations, including Alberta Health Services, Ever Active Schools, APPLE Schools, Be Fit For Life and the Alberta Healthy School Community Wellness Fund as part of the Alberta School Employee Wellness Working Group. These partnerships provide us with invaluable information, advice and recommendations for how the plan can be used to support the diverse needs and experiences of our covered members and help us identify useful health and wellness initiatives and programs in our communities.

The Health Strategies and Stakeholder Engagement division also regularly seeks to develop and maintain relationships with the Alberta Government and its agencies. As a result, the division is invited to contribute, in an advisory capacity, to the following important cross-ministry health strategies:

- The Provincial Advisory Committee (PACT) for Creating Tobacco-free Futures: Alberta's Strategy to Prevent and Reduce Tobacco Use, 2012 to 2022

As a member of the PACT, ASEBP provides expert advice and guidance to the steering committee and working groups to support decision-making and strategy implementation.

- The Valuing Mental Health Advisory Committee

Formed in the spring of 2016 in response to the release of Valuing Mental Health: Report of the Alberta Mental Health Review Committee, the advisory group has been involved in reviewing and prioritizing the report recommendations and providing feedback on the proposed action plan being developed for the Alberta Minister of Health in the late fall of 2016.



Ready to Respond

At ASEBP, taking the time to listen and respond to our covered members and school jurisdictions is paramount to our success.

In addition to our triennial survey conducted by Pivotal Research, a third-party organization that gathers vital feedback from all covered members, member associations and school jurisdictions, there are a variety of other ways we gather key information to learn how we can better meet or exceed the needs of these important stakeholders.



WE'RE LISTENING

In the spring, our **school jurisdiction liaisons** connected with all 58 school jurisdictions and 11 member associations to present information about what's happening at ASEBP and to hear from these employer groups about what they feel is working well and what could be improved or enhanced. The feedback from these touchpoints has been invaluable in helping to inform our strategic objectives and our decisions continue to be in the best interests of our covered members, school jurisdictions and associations.

ASEBP also seeks feedback when undertaking major projects that directly affect our covered members and school jurisdictions. When developing our comprehensive digital strategy to improve ASEBP's online platforms, we completed a comprehensive audit of all our digital properties, including our public website, Apple-a-Day, My ASEBP, the My ASEBP Mobile App, The Sandbox and the Employer Services Portal. We also had covered members participate in remote-user interviews and tests for the public website and interviewed school jurisdiction employees about their interaction with our Employer Services Portal. This feedback directly informed our digital strategy and has led to a multitude of planned digital enhancements, including a complete redesign of our mobile app, with new features like the ability to submit Extended Health Care, Vision and Wellness Spending Account claims and transfer unpaid claim amounts to a Health Spending Account. It's also thanks to feedback from our covered members that we introduced claims maximum details and online claiming to My ASEBP in June 2016.



HERE WHEN YOU NEED US

Not only are we committed to obtaining and responding to formal feedback, but we're also listening and ready to respond when our school jurisdictions and covered members face unique challenges. Following the **Fort McMurray wildfires**, ASEBP rallied to support those affected by the devastation. To make obtaining ASEBP's benefits and services as simple as possible for evacuees and others affected we:

- ▶ assisted with early medication pick-ups, duplicate prescription refill requests and medical appliance requests for anyone forced to leave home without their medications or other medically-necessary items,
- ▶ extended deadlines for anyone in the process of applying for changes in coverage,
- ▶ prioritized claims for those in the area,
- ▶ shared all fire response-related communications materials with our parent bodies so they could easily spread the word,
- ▶ posted emergency information and support materials to My ASEBP and the Employer Services Portal,
- ▶ provided early access to online claims functionality, and
- ▶ worked closely with Homewood Health to promote Employee and Family Assistance Program services to those impacted.

In response to the devastation of the fires, ASEBP also met with cross-ministry government representatives from Alberta Health, Alberta Education and Alberta Health Services to contribute to the Wood Buffalo Re-entry and Recovery Plan by sharing information about the psycho-social supports and resources we could offer to those affected. We provided the Government of Alberta with a list of all relevant ASEBP resources for inclusion within Alberta Mental Health Emergency Coordination Centre's Resource List and used The Sandbox to share targeted Homewood Health Homeweb articles such as *Experiencing a Community-Based Natural Disaster* and *Coping with a Traumatic Event*.

SHOWING SOME LOVE

As a staff, we provided some additional support to Fort McMurray teachers by holding a silent auction and designating our Casual for a Cause fundraiser to purchase **26 Staples** gift cards for teachers in need of classroom supplies. We also donated **32 backpacks** filled with supplies to Fort McMurray students through the **Tools for School** program.

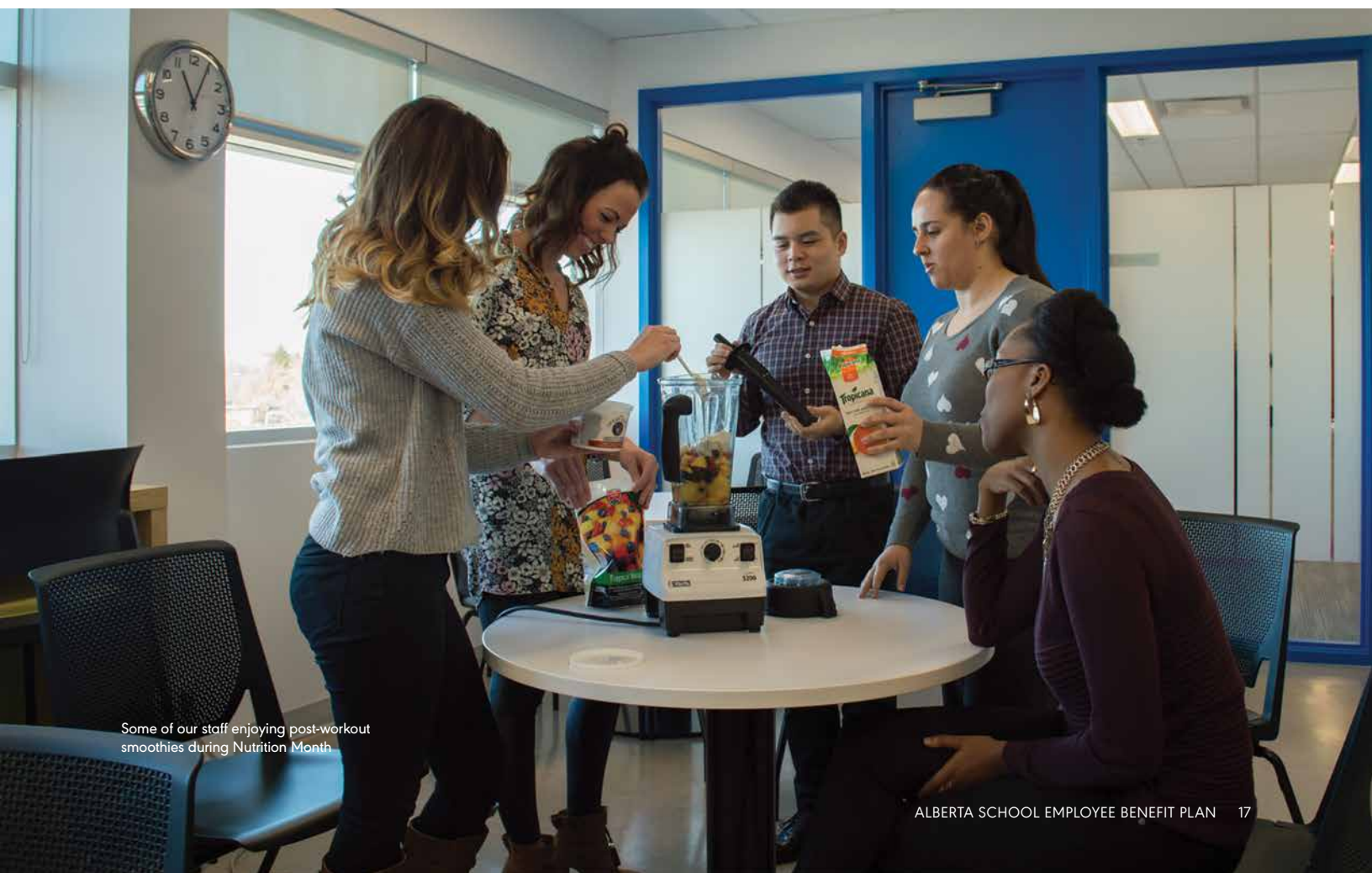
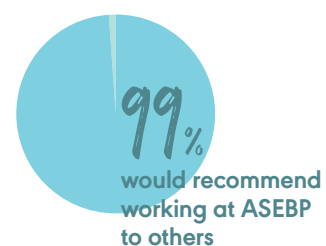
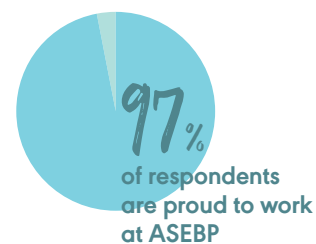
Our Fitness for Health Committee getting ready for a lunch-time fitness class



A Culture of Wellness

When it comes to workplace wellness, we don't just talk the talk. At ASEBP, we're committed to building a healthy, positive work environment that supports the holistic well-being of our employees and allows them to thrive and succeed. It's this commitment to wellness that attracts top-quality talent and has made us one of Alberta's Top Employers five years in a row.

We're proud to say that our commitment to workplace wellness and building a positive workplace culture has led to consistently higher than average employee retention and job satisfaction rates amongst our staff. In fact, the results of our latest annual employee satisfaction survey (completed by 90 per cent of our staff) indicated that 97 per cent of respondents are proud to work at ASEBP and 99 per cent would recommend working at ASEBP to others. Perhaps most encouragingly, 97 per cent also believe that employees at ASEBP are willing to go the extra mile to help our organization achieve its objectives. It's this type of commitment—the willingness to go the extra mile—that a paycheque alone can't buy, and we believe it's our positive workplace culture that's made the difference.



Some of our staff enjoying post-workout smoothies during Nutrition Month

Making a Difference

In addition to our many internal health and wellness initiatives, we also like to do what makes us happiest—give back. Throughout the year, we donated:

\$6,000

to charity through our Casual for a Cause program

32

backpacks full of school supplies to the Tools for School program

15

food hampers during our April Food Bank Drive

>100

toys for Santas Anonymous

25

purses filled with women's toiletries to the Mustard Seed

and much more!



THE MENTAL HEALTH MOVEMENT

Because we know how challenging it can be to create and sustain a culture of wellness, it's important to us that we lead by example and take advantage of opportunities to pilot innovative programs and services with the staff at ASEBP.

When it came to the development of our **Mental Health Strategy** in 2014, for example, our own employees weren't far from our minds. In fact, one of the strategy's first objectives was to offer a Mental Health First Aid Training Program to all ASEBP employees as a way to improve mental health literacy in the workplace and help employees gain skills and knowledge to better manage potential or developing mental health issues in themselves, colleagues or family members and friends. We saw 65 per cent of our staff successfully complete the program and, because of its success at ASEBP, we've been able to pilot the training with four different school jurisdictions, with the goal of offering more in 2016/17.

In the second year of our multi-year mental health strategy, we also:

- ▶ Piloted the **Not Myself Today** campaign by Partners for Mental Health, which included the development of toolkits to help managers incorporate mental health dialogue and awareness into team activities and to support them in starting conversations with employees around mental health;
- ▶ Celebrated **Mental Health Week** with a variety of activities including an all-staff presentation from the Canadian Mental Health Association on reducing stigma and creating supportive environments in the workplace and a "Hats on For Mental Health" funky hat Friday to name a few; and
- ▶ Adapted our **employee engagement survey** to incorporate questions to appropriately evaluate psychological safety in the workplace.



Our 2015 Edmonton and Area Corporate Challenge event medal winners

BENEFITS IN MOTION

At ASEBP, our commitment to physical health is another important part of our workplace culture and one that contributes to our high levels of employee engagement, productivity and retention. In addition to our **Ticket to Fit** program, which was featured on Global Edmonton's Health Matters segment in February, ASEBP kept active in a variety of other fun ways as well. We climbed a total of 17,193 flights of stairs—more than 500 kilometres—during our **Old School Stair Challenge** in February and walked a total of 150 kilometres on our virtual walk through Costa Rica with the Primary Care Networks' third annual **Get Out, Get Active Challenge** in April and May. Our employees once again rocked Edmonton and area's **Corporate Challenge**, participating in everything from bunnock to volleyball and taking home medals in ultimate Frisbee, trivia, lawn bowling as well as Big Bike for raising the most money in our division for the Heart and Stroke Foundation.

We also planned some fun activities during nutrition month including a lunch 'n' learn about the facts and fads of dietary sugar, a free snack day featuring healthy post-workout snack options and a cooking demonstration with a focus on introducing new or exotic foods into your diet.



Financial Overview

Sound fiscal management and operational upgrades to our administrative systems supported the delivery of leading-edge programs and services in 2016. Capitalizing on our financial and operational strengths, we remained focused on providing our covered members with quality health benefits and programs and efficient and accessible service.

STATEMENT OF FINANCIAL POSITION

As at August 31, 2016, ASEBP maintained its strong capital position with overall net assets of \$639 million, an increase of \$21 million from the previous year. Strong investment portfolio returns were the primary contributors to the growth seen in total assets with an investment return increase of three per cent over the previous year. Total liabilities of \$437 million decreased by \$11 million from the previous year due, primarily, to a reduction in the liabilities related to extended disability. Total reserves saw an overall increase of \$32 million from the previous year.

STATEMENT OF FINANCIAL POSITION FOR THE YEARS ENDED AUGUST 31 (Thousands of Canadian dollars)

	2016	2015
ASSETS		
Invested assets	\$ 578,075	\$ 556,068
Cash and cash equivalents	7,832	8,861
Receivables	11,506	12,042
Prepaid expenses	1,151	896
Property and equipment	2,109	2,015
Intangible assets	9,489	9,502
Cash held in trust for benefit administration	29,120	28,711
Total assets	\$ 639,282	\$ 618,095
LIABILITIES AND RESERVES		
Insurance liabilities	\$ 77,002	\$ 87,401
Provision for future policy benefits	320,712	325,285
Other liabilities	39,658	35,635
Total liabilities	\$ 437,372	\$ 448,321
RESERVES		
Net assets available for benefit initiatives	\$ 98,862	\$ 66,494
Capital adequacy	103,048	103,280
Total reserves	201,910	169,774
Total liabilities and reserves	\$ 639,282	\$ 618,095

INVESTMENTS AND RESERVES

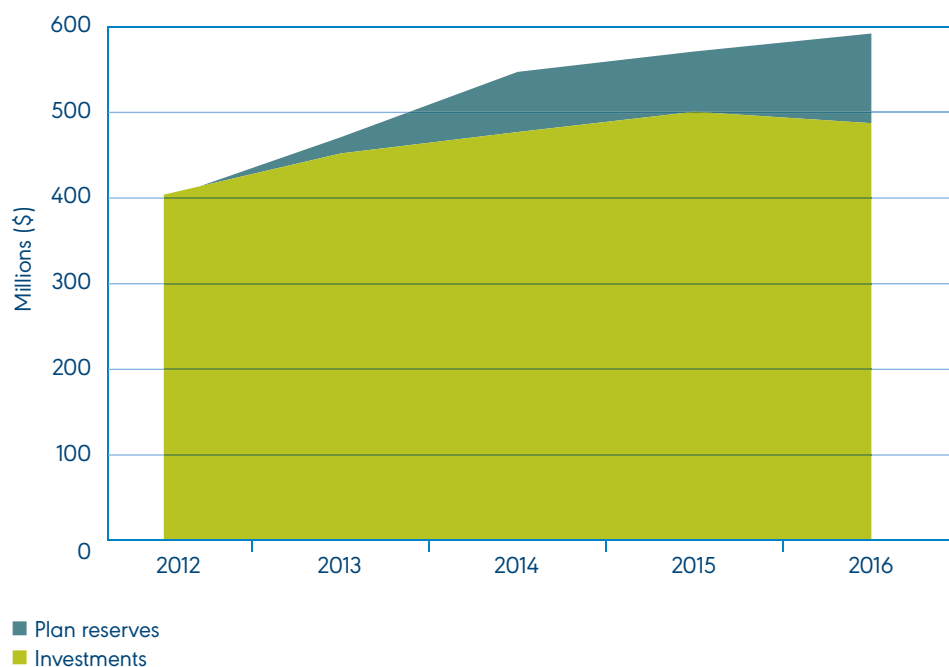
Through sound financial management, ASEBP performs a comprehensive review and rebalancing of its investment portfolio each quarter, taking into consideration risk factors such as market, credit and liquidity that may impact the financial performance of the portfolio.

Diversification of the fund's portfolio is maintained by monitoring its total return variability, reducing the fund's market and credit exposure, minimizing exposure to unexpected inflation and enhancing the long-term, risk-adjusted return.

With invested assets of \$578 million, ASEBP's investment portfolio experienced increased investment income of \$11 million over the previous year.

To maintain both the short-term and long-term financial health of the plan, ASEBP keeps a capital adequacy reserve, which is designed to retain a reasonable amount of capital in order to mitigate risks and variations in underlying assets and liabilities. In 2016, the capital adequacy reserve totalled \$103 million. ASEBP further maintains a net assets stabilization reserve of \$99 million. For the year ended August 31, 2016, ASEBP's total reserves increased by \$32 million from the previous year. This increase was primarily driven by adjustments in actuarial assumptions and strong investment returns.

INVESTMENTS AND PLAN RESERVES



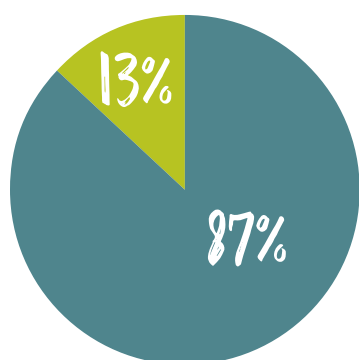
STATEMENT OF COMPREHENSIVE INCOME

Through proactive health initiatives, prudent plan management and strong investment returns, ASEBP was able to minimize premium increases while significantly increasing total comprehensive income over the last fiscal year.

STATEMENT OF COMPREHENSIVE INCOME FOR THE YEARS ENDED AUGUST 31 (Thousands of Canadian dollars)

	2016	2015
REVENUES		
Premiums (net)	\$ 228,092	\$ 217,987
Investment income	38,620	27,133
Interest and other revenue	4,327	3,607
Total revenues	271,039	248,727
EXPENSES		
Benefit expenses		
Benefits for covered members and beneficiaries	\$ 217,253	\$ 206,571
Self-funded portion of life insurance	34	18
Change in provisions for future policy benefits	(10,039)	15,492
Total benefit expenses	207,248	222,081
Operating expenses		
Administration	28,358	25,318
Depreciation of property and equipment	913	704
Amortization of intangible assets	2,136	2,529
Interest expense	250	93
Foreign exchange gain	(2)	(77)
Total operating expenses	31,655	28,567
Total expenses	238,903	250,648
Total comprehensive income (loss)	\$ 32,136	\$ (1,921)

EXPENSES BREAKDOWN



■ Plan
■ Administration

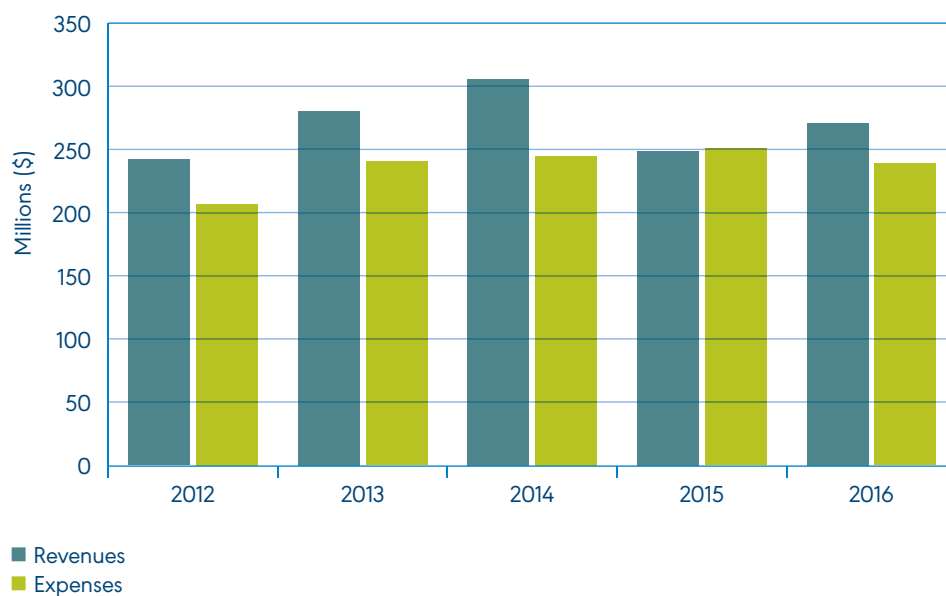
REVENUES AND EXPENSES

Net premiums for the fiscal year were \$228 million, which was an increase of \$10 million from the previous year. This was primarily due to an increase in covered member enrollment. Total other income for the fiscal year was \$43 million, which was an increase of \$12 million, mostly due to strong investment returns.

Benefit expenses for the fiscal year were \$207 million, which was a decrease of \$15 million, primarily due to adjustments in actuarial assumptions of extended disability liabilities. Operating expenses had a slight increase of \$3 million relating to administrative costs focused on cybersecurity, IT infrastructure, member services and improving efficiencies throughout the organization.

Total comprehensive income for the fiscal year was \$32 million as compared to a total comprehensive loss of \$2 million in the previous year. The net change of \$34 million is mostly due to changes in plan design/management, our continued focus on health and health promotion, growth in investment returns, adjustments to actuarial assumptions and an increase in total covered members.

TOTAL REVENUES vs TOTAL EXPENSES



**STATEMENT OF CHANGES IN NET ASSETS AVAILABLE FOR BENEFIT
INITIATIVES AND CAPITAL ADEQUACY RESERVE
FOR THE YEARS ENDED AUGUST 31**
(Thousands of Canadian dollars)

	2016	2015
NET ASSETS AVAILABLE FOR BENEFIT INITIATIVES		
Beginning of period	\$ 66,494	\$ 74,711
Investment income (net)	38,620	27,133
Interest and other revenue	4,327	3,607
Plan and member services	20,844	(4,094)
Administrative and operating expenses	(31,655)	(28,567)
Transfer (to) from capital adequacy reserve	232	(6,296)
End of period	\$ 98,862	\$ 66,494

	2016	2015
CAPITAL ADEQUACY RESERVE (CAR)		
Beginning of period	\$ 103,280	\$ 96,984
Transfer to (from) net assets available for benefit initiatives	(232)	6,296
End of period	\$ 103,048	\$ 103,280

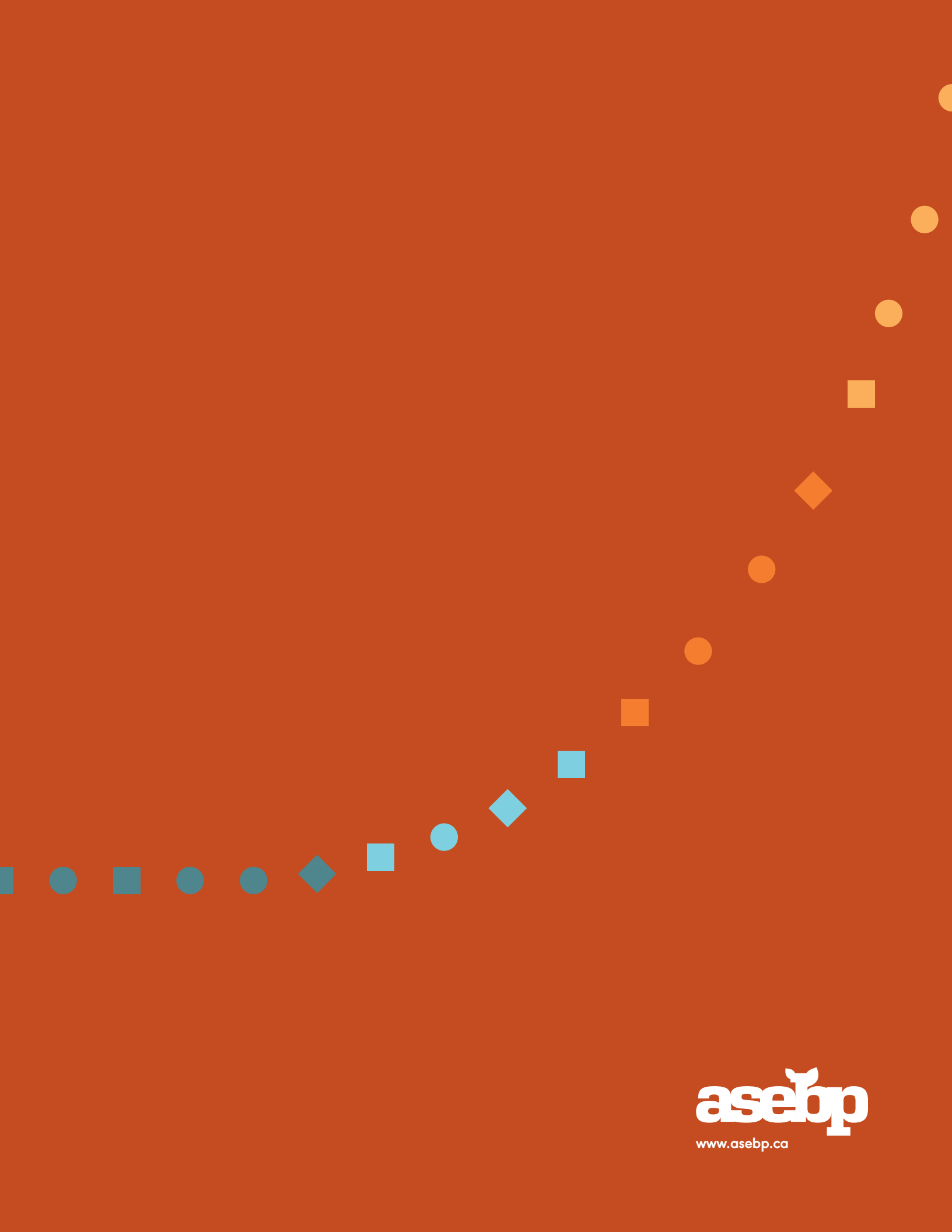


LOOKING AHEAD

ASEBP will continue to maintain a solid financial footing with a focus on prudent fiscal management and improved member health. This strategy has positioned ASEBP to meet its current obligations and prevent future liabilities while offering exceptional benefits at a reasonable cost.









BOARD OF TRUSTEES REGULAR MEETING

MAY 29, 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
MAY				
	May 2-5, 2017	Provincial Blueprints	Kananaskis	Shaw, Keohane
	May 11, 2017	Catholicity Constitutional Law Workshop	Matrix Hotel, Edmonton (8:30 am)	Keohane, Shaw, Crockett, McEvoy, Radford, Schlag
	May 12, 2017	ESSMY Graduation	St. Albert Parish (1:00 pm)	Keohane, Shaw
	May 16, 2017	Mayor's Annual Celebration of Volunteers	Alliance Church (6:00 pm reception 7:00 pm program)	McEvoy, Becigneul, Keohane, Radford
	May 25, 2017	FNMI Leadership Committee Meeting	District Office (1:00 pm)	Tremblay, Radford, Crockett
	May 25, 2017	SACHS Grad Mass	St. Albert Parish (7:00 pm)	Crockett
	May 26, 2017	SACHS Graduation	Agricom (1:00 pm)	Crockett, Shaw
	May 26, 2017	Edwin Parr Banquet	Executive Royal Inn (6:00 pm)	
	May 30, 2017	Council of Council's Meeting	District Office (7:00 pm)	Shaw
JUNE				
	June 5/6, 2017	ASBA SGM	Sheraton Red Deer	Keohane, McEvoy, Shaw, Becigneul, Tremblay, Schlag
	June 1/3, 2017	CCSTA Conference	Niagra Falls	Crockett, McEvoy, Radford, Proulx
	June 7, 2017	Assurance in the k-12 Education System Regional Session	Edmonton Federal Building (8:30 am - 3:30 pm)	Keohane, Shaw
	June 9, 2017	St. Gabes Graduation	12:00 pm - 3:00 pm	
	June 13, 2017	Annual Joint School Boards/City Meeting	École Alexandre-Taché (5:30 pm)	Keohane, Schlag, Shaw, Tremblay, Becigneul, Crockett, Proulx, McEvoy, Radford
	June 15, 2017	SAM Celebration	St. Albert Curling Club (3:00 pm)	Shaw, Becigneul, Crockett, McEvoy, Radford, Keohane, Nixon
	June 21, 2017	National Aboriginal Day Ceremony	St. Albert Catholic Parish Grounds (10:00 am-1:00 pm)	
	June 28, 2017	Morinville Commuity Recreation Facility Construction Kick off Party	MCCC (5:30 pm Doors Open / 6:00 pm - Program)	Keohane
	June 29, 2017	Closing Mass	Holy Family Parish (1:00 pm)	Becigneaul, Crockett, McEvoy, Radford, Shaw, Proulx?
	June 29, 2017	MCHS Graduation	Jubilee (Precessional 6:20 pm / Commencement 6:30 pm)	Shaw, Keohane, Radford
JULY				
	July 5-8, 2017	CSBA National Congress	Whistler BC	Tremblay