



# 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, October 30, 2017

Call to Order: Following the Board Organizational Meeting

1. **Call to Order:** Serena Shaw
2. **Opening Prayer:** Noreen Radford
3. **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. Kinanâskomitin Manito (Thank you Creator).
4. **Approval of Agenda**
5. **Presentation Delegation**
6. **Approval of Minutes & Summaries**
  - 6.1 Regular Board Meeting Minutes of October 2, 2017 Attached
  - 6.2 Audit Committee Meeting Summary of October 18, 2017 Attached
7. **Approval of Committee & Event Reports from Advocacy Committee Meetings**
8. **Good News (Communication & Community Relations)** Attached
9. **Questions from the Public**  
*(Questions are submitted in writing on the Thursday prior to meeting. Information and the form can be located on the District website at <http://bit.ly/1SLTFSh>.)*
10. **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.)*
  - 10.1 Review of Board Policy 8 – Board Committees and Board Policy 9 – Board Representatives (Keohane) Attached
11. **Action Items**
  - 11.1 Review of Board Policy 7 – Board Operations (Schlag) Attached
12. **New Business**

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### **13. Information Items**

#### 13.1 Report from the Chair

##### 13.1.1 Correspondence

##### 13.1.2 Other Items

- [Catholic Education Sunday](#)

#### 13.2 Report from the Superintendent

##### 13.2.1 Educational Leadership

- October 2017 Accountability Pillar Report (Keohane) Attached
- 2016-2017 Provincial Achievement Test and Diploma Examination Results (Nixon) Attached

##### 13.2.2 Superintendent/Board Relations

- Alberta Catholic School Trustees' Association and Alberta School Boards Association New Trustee Orientation Sessions (Keohane) Attached
- Transition Plan for Sister Alphonse Academy (Keohane) Attached

### **14. Board Commitments**

Attached

### **15. Clarification Period for Public & Media**

*(Related to agenda items, only as deliberated)*

### **16. Trustee Request for Information**

### **17. Closing Prayer:** Noreen Radford

### **18. In-Camera**

Attached

### **19. Out-of-Camera**

### **20. Adjournment**



# BOARD OF TRUSTEES REGULAR MEETING

OCTOBER 30, 2017

## ATTACHMENT FOR AGENDA ITEM 6.1

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### Regular Board Meeting Minutes of October 2, 2017

#### **BACKGROUND:**

Please see attached.

#### **RECOMMENDATION:**

THAT the Board of Trustees approve the minutes of the regular meeting of the Board held on October 2, 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, October 2, 2017, 2:00 P.M.  
District Office, 6 St. Vital Avenue,  
St. Albert, AB**

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**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 1:59 p.m.

**IN CAMERA**

20/18 Trustee Becigneul: **THAT** the Board of Trustees move In Camera at 2:00 p.m.  
**CARRIED (7/7)**

**OUT OF CAMERA**

21/18 Trustee Tremblay: **THAT** the Board of Trustees move Out of Camera at 3:27 p.m.  
**CARRIED (7/7)**

**The Board recessed until 3:30 p.m.**

**OPENING PRAYER**

Trustee Tremblay offered the Opening Prayer in French.

**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. Kinanâskomitin Manito (Thank you Creator).

**APPROVAL OF AGENDA**

22/18 Trustee Becigneul: **THAT** the Board of Trustees approve the agenda as amended with the addition of 13.6 Superintendent's Compensation.  
**CARRIED (7/7)**

**PRESENTATION DELEGATION**

There were no presentations.

**APPROVAL OF MINUTES & SUMMARIES**

23/18 Trustee Crockett: **THAT** the Board of Trustees approve the minutes of the regular meeting of the Board held on September 11, 2017 as circulated.  
**CARRIED (7/7)**

24/18 **Trustee Radford:** **THAT** the Board of Trustees approve the summary of the Committee of the Whole meeting held on September 25, 2017 as circulated.  
**CARRIED (7/7)**

**GOOD NEWS**  
**Trustee Shaw** shared Good News, noting there was a correction required to the first bullet of School News; the two students were from Bertha Kennedy as opposed to Notre Dame as presented in the report. This information will be corrected.

**Trustee McEvoy** also highlighted St. Albert Catholic High's involvement in the Run for the Cure event held on the previous weekend. **Dr. Nixon** updated the Board on the involvement of the ESSMY staff who presented recently at the Advanced Placement Conference with respect to the introduction of this programming in their school.

**QUESTIONS FROM THE PUBLIC**

There were no questions.

**CONSENT ITEMS** **Policy Review**

25/18 **Trustee Crockett:** **THAT** the Board of Trustees approve the review of Board Policy 1 – District Mission Statement, Values, and Beliefs, Statement of Philosophy, Goals and Objectives with the changes as presented and Board Policy 2 – Role of the Board with no changes.  
**CARRIED (7/7)**

**ACTION ITEMS**

**2017-2018 Board Monitoring Calendar**

26/18 **Trustee Tremblay:** **THAT** the Board of Trustees approve the 2017-2018 Board Monitoring Calendar as presented.  
**CARRIED (7/7)**

**Board Advocacy Plan**

27/18 **Trustee McEvoy:** **THAT** the Board of Trustees adopt the 2017-2018 Advocacy Plan as presented.  
**CARRIED (7/7)**

**2017-2018 Communication Plan and Highlights**

28/18 **Trustee Radford:** **THAT** the Board of Trustees approve the 2017-2018 Communication Plan and 2017-2018 Communication Plan Highlights to be posted on the district website.  
**CARRIED (7/7)**

**2017-2018 Board Honorarium Rates**

29/18 **Trustee Tremblay:** **THAT** the Board of Trustees approve the 2017-18 Annual Honorarium Rates, effective September 1, 2017, for Trustees in the following positions: Chair: \$13,891 per annum (\$1,157.60 per month); Vice-Chair: \$12,732 per annum (\$1,061.00 per month); and Trustee: \$11,609 per annum (\$967.45 per month). Any newly elected Trustees will receive a prorated amount for 17- 18, based on 10 months of the fiscal year, beginning November 2017 and ending in August 2018.

AND

**THAT** any changes to respective Honorarium Rates, due to changes in positions from Elections held at the Organizational Meeting on October 30, 2017, take effect as of November 1, 2017.

**CARRIED (7/7)**

**2017-18 Annual Allowance Rates**

30/18

**Trustee Becigneul:** **THAT** the Board of Trustees approve the 2017-18 Annual Allowance Rates, effective September 1, 2017, for Trustees as follows:

Non-Accountable Expense Allowance – All Trustees:

Position Allowance – Chair: \$1,800/year (\$150/month);  
Position Allowance – Vice-Chair: \$1,500/year (\$125/month);  
Position Allowance – Vice-Chair: \$1,050/year (\$87.50/month).  
Amounts will be pro-rated for all Trustees commencing or resigning their terms during the year.

**AND**

**THAT** any changes to respective Annual Allowances, due to changes in positions from elections held at the Organizational Meeting on October 30, 2017, take effect as of November 1, 2017.

**CARRIED (7/7)**

**Superintendent’s Compensation**

31/18

**Trustee Crockett:** **THAT** the Board of Trustees approve the adjustments in the overall compensation package for the Superintendent effective July 1, 2017, as per the details communicated via letter dated October 2, 2017 from the Board Chair to the secretary-treasurer.

**CARRIED (6 in favor, 1 opposed; Radford)**

**NEW BUSINESS**

There was no new business.

**INFORMATION ITEMS**

**Report from the Chair**

Trustee Shaw shared correspondence with the Board and provided an update from the Alberta Catholic Schools Trustee Association.

In addition, trustee Shaw recognized fellow **trustee and vice-chair, McEvoy** for her service to the district over the past thirteen years. **Trustee McEvoy** is not seeking re-election.

**Trustee Shaw** commended all trustees for their diligent work on behalf of students over the past term on many initiatives which included:

- The approval of two new schools and two modernizations;
- Support for the building of Pope Francis School in Tacloban, Philippines;
- The approval of new policies in the areas of Public Interest Disclosure, Naming of Schools, Acknowledgement of Territories, Laura Bird Memorial Beacon of Hope Award, and the Recruitment & Selection of Personnel; and
- Their work in advocating for Catholic education and participation in recognizing 150 years of Catholic education in the region

## Report from the Superintendent

**Assistant Superintendent McGuinness** updated the Board on the enrolment report, indicating that final data is submitted to Alberta Education on October 4th and referenced as the September 30, 2017 Enrolment Report.

**Assistant Superintendent Nixon** provided the Board with an updated report on First Nations, Métis and Inuit, including the introduction of a blog to communicate regular updates from the Leadership committee to the public.

32/18 **Trustee Proulx:** **THAT** the Board of Trustees receive the superintendent's report as information.  
**CARRIED (7/7)**

## MOTION TO EXTEND

33/18 **Trustee Proulx:** **THAT** the Board of Trustees approve the extension of the regular meeting until 7 p.m.  
**CARRIED (7/7)**

## BOARD COMMITMENTS

34/18 **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

**Trustee Tremblay** requested information on early dismissal in the district including an understanding of the logistics and factors involved with transportation for schools that have early dismissal in place.

**CLOSING PRAYER** **Trustee Tremblay** offered the closing prayer.

## IN CAMERA

35/18 **Trustee McEvoy:** **THAT** the Board of Trustees move In Camera at 5:23 p.m.  
**CARRIED (7/7)**

**Trustee Proulx left the meeting at 6:25 p.m.**

## OUT OF CAMERA

36/18 **Trustee Tremblay:** **THAT** the Board of Trustees move Out of Camera at 6:53 p.m.  
**CARRIED (6/6)**

## ADJOURNMENT

37/18 **Trustee Proulx:** **THAT** the Board of Trustees adjourn the regular meeting at 6:53 p.m.  
**CARRIED (6/6)**

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Secretary Treasurer

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Chair





# BOARD OF TRUSTEES REGULAR MEETING

OCTOBER 30, 2017

## ATTACHMENT FOR AGENDA ITEM 6.2

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### Audit Committee Meeting Summary of October 18, 2017

#### **BACKGROUND:**

Please see attached.

#### **RECOMMENDATION:**

THAT the Board of Trustees approve the summary of the Audit Committee meeting held on October 18, 2017 as circulated or as circulated and amended.

**SUMMARY OF THE AUDIT COMMITTEE MEETING OF  
GREATER ST. ALBERT RCSSD NO. 734  
WEDNESDAY, OCTOBER 18, 2017**

**TRUSTEE COMMITTEE MEMBERS PRESENT**

Trustees Crockett, Proulx, and Radford

**COMMUNITY MEMBERS PRESENT**

John Smith

**COMMUNITY MEMBERS ABSENT**

Bruce Perry

**ADMINISTRATION PRESENT**

D Schlag, secretary-treasurer; F Maisano, finance manager

**CALL TO ORDER**

Trustee Radford called the meeting to order at 7:00 p.m. and Trustee Crockett offered the opening prayer.

**DRAFT FINANCIAL STATEMENTS REVIEW**

Secretary Treasurer Schlag reviewed the DRAFT Financial Statements for the year ended August 31, 2017, along with the related Schedules and Notes with the Audit Committee Members and explained that some reclassification may still occur as not all working papers were completed yet. Audit Committee members had the opportunity to ask questions to gain a better understanding of draft results in preparation for the external audit.

**NEXT STEPS**

External Audit of the Financial Statements, as prepared by management, will take place late in October 2017, over a period of 5-7 days. Following the Audit, another review of the Audited Financial Statements and Audit Findings by the full Board, both public members of the Audit Committee, and the external auditors, Myers, Norris, Penny (MNP) is scheduled for November 22, 2017.

**Save the date: Wednesday, November 22, 2017 at 6:00 pm** – Meeting with External Auditors - MNP for review of FINAL Audited Financial Statements and Audit Findings. This meeting is closed to the public. The Audited Financial Statements will then be formally approved at the November 27, 2017 Regular Meeting of the Board, which begins at 3:30 pm for the public.

Trustee Proulx offered the closing prayer.

The meeting was adjourned at 9:17 p.m.

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Meeting chaired by Trustee Radford



# BOARD OF TRUSTEES REGULAR MEETING

OCTOBER 30, 2017

## ATTACHMENT FOR AGENDA ITEM 8

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### Good News (Communication & Community Relations)

#### **PREPARED BY:**

Carol Bruineman, communications manager

#### **BACKGROUND:**

Please see attached.

# Good News Regular Board Meeting October 30, 2017

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## District News

- Welcome and congratulations to all of our officially elected and re-elected trustees! The District administration looks forward to working with you in the coming term.
- Thank you to **Colin Loiselle, Religious Education Consultant** for organizing the opportunity for schools to host *The One Called Jesus* mobile art museum curated by Sister Thérèse Turcotte, providing students with a unique way to learn more about the life of Jesus.
- Thank you to the **Education Foundation Board** for their time and efforts in hosting a most enjoyable *A Night in Italy* event at Holy Family Parish. Your work in raising funds to support students in the district is honorable!

## School News

- **V.J. Maloney** is excited to announce that **Billie-Jo Grant** is one of nine recipients of the *2017 Guiding the Journey: Indigenous Educator Awards*. Guiding the Journey honorees are acknowledged for having innovative and impactful teaching practices, advocating for resources and culturally based curricula, and helping Indigenous students reach their full potential. Billie-Jo Grant will be receiving the award at an upcoming conference in the category of Role Model. Certainly, her colleagues and students are aware of her dedication, passion and determination to help students succeed every day. Congratulations Billie-Jo!
- **ESSMY Students** safely returned from their Mission Trip to Costa Rica and similar to all previous students who have taken part, they cite the trip as “life changing.”
- **Dolores Andressen** and the **Bertha Kennedy School** community were highlighted in the Fall 2017 issue of Ever Active Schools for their success in keeping kids active by walking, and running 10,965 kilometres to Tacloban, Philippines in support of the District-wide initiative to build Pope Francis School.

## Going the Distance: Walking to the Philippines

WRITTEN BY DOLORES ANDRESSEN, GRADE TWO/THREE TEACHER, BERTHA KENNEDY CATHOLIC SCHOOL





# BOARD OF TRUSTEES REGULAR MEETING

OCTOBER 30, 2017

## ATTACHMENT FOR AGENDA ITEM 10.1

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### Board Policy Review

#### **PRESENTERS:**

David Keohane, superintendent

#### **BACKGROUND:**

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

Board Policy 8 – Board Committees and Board Policy 9 – Board Representatives were last reviewed in January 2017. For this review, the First Nations, Métis and Inuit Leadership Committee, implemented last fall, has been added to Policy 8. Teacher Employer Bargaining Association has been added to Board Policy 9.

#### **RECOMMENDATION:**

THAT the Board of Trustees approve the review of Board Policy 8 – Board Committees and Board Policy 9 – Board Representatives with changes as presented.

## BOARD COMMITTEES

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

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

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

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

Committees may be standing or ad hoc in nature.

### 1. Standing Committees

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

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

#### 1.1.1 Purpose

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

#### 1.1.2 Powers and Duties

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

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

#### 1.1.3 Membership

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

#### 1.1.4 Meetings

- ♦ Four meetings annually

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

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

#### 1.2.1 Purpose

- ♦ Negotiate a collective agreement with the ATA representatives

#### 1.2.2 Powers and Duties

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

#### 1.2.3 Membership

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

#### 1.2.4 Meetings

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

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

1.3.1 Purpose

- ◆ Negotiate a collective agreement with CUPE representatives

1.3.2 Powers and Duties

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

1.3.2 Membership

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

1.3.3 Meetings

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

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

1.4.1 Purpose

- ◆ Negotiate a collective agreement with UNIFOR representatives

1.4.2 Powers and Duties

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

1.4.3 Membership

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

1.4.4 Meetings

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



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

1.5.1 Purpose

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

1.5.2 Powers and Duties

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

1.5.3 Membership

- ◆ Two trustees
- ◆ Superintendent or designate

1.5.4 Meetings

- ◆ To be called by the Committee Chair as required

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

1.6.1 Purpose

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

1.6.2 Powers and Duties

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

1.6.3 Membership

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

1.6.4 Meetings

- ◆ Up to four meetings annually as required

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

### 1.7.1 Purpose

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

### 1.7.2 Powers and Duties

The audit committee will carry out the following responsibilities:

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

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

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

### 1.7.3 Membership

The audit committee will consist of the following members:

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

### 1.7.4 Meetings

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

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

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

1.8.1 Membership

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

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

1.9.1 Purpose

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

1.9.2 Membership

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

1.9.3 Meetings

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

1.10 First Nations, Métis and Inuit Leadership Committee

1.10.1 Purpose

- ◆ To build relationships with inter-agencies and communities that represent, support, and promote Indigenous Education.
- ◆ To support schools to educate parents about what our district First Nations, Métis, and Inuit Advisory Committee is doing to further the Canadian Commission's Calls to Action for Truth and Reconciliation (2012).

### 1.10.2 Membership

- ◆ Three members of the Board of Trustees; Superintendent; Assistant Superintendent, Learning Services; Associate Superintendent, Student Services; Manager of Communications, Director of Education of Alexander First Nation Kipohtakaw jurisdiction, Elders from Alexander First Nation, and other community members who represent and advocate for the interests of indigenous students.

### 1.10.3 Meetings

- ◆ The committee meets after the First Nation, Métis, and Inuit Advisory Committee meets, approximately every 6-7 weeks throughout the year.

## 2. Ad Hoc Committees

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

## 3. Resource Personnel

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

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

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

## POLICY ADVISORY COMMITTEE FRAMES OF REFERENCE

1. Preamble:

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

2. Objects:

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

3. Organization:

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

4. Officers:

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

A. Chair

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

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

B. Secretary

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

5. Duties and Responsibilities:

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

6. Meetings of the PAC:

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

7. Quorum:

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

Addendum approved by the Board of Trustees February 21, 2006  
Revised January 18, 2010, January 17, 2011, June 24, 2013, January 27, 2014, January 13, 2015,  
July 7, 2015, January 11, 2016, January 16, 2017

## BOARD REPRESENTATIVES

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

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

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

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

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

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

1.1. Purpose

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

1.2. Powers and Duties

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

1.3. Membership

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

1.4. Meetings

- As called by ACSTA



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

### 2.1. Purpose

- Represent the Board at meetings of ASBA Zone 2/3

### 2.2. Powers and Duties

- Attend ASBA Zone 2/3 meetings
- Represent the Board's positions and interests at the Zone level
- Communicate to the Board the work of ASBA Zone 2/3

### 2.3. Membership

- Two trustees (one as a representative; one as an alternate)

### 2.4. Meetings

- As called by ASBA Zone 2/3.

## 3. ASBA Second Languages Caucus and Task Force

### 3.1. Purpose

- Represent the Board at the ASBA Second Languages Caucus and Task Force meetings to advocate for second language education in the province

### 3.2. Powers and Duties

- Attend meetings of the ASBA Second Languages Caucus and Task Force as required
- Represent the Board's position regarding second language education (staff recruitment, curriculum)
- Communicate to the Board the work of ASBA Second Languages Caucus and Task Force

### 3.3. Membership

- Two trustees (one as a representative; one as an alternate)

### 3.4. Meetings

- Semi-annually

## 4. Business Liaison

### 4.1. Purpose

- Attend meetings of community business associations

### 4.2. Powers and Duties

- Liaise with business groups
- Represent the Board's position on economic development of partner municipalities

### 4.3. Membership

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

#### 4.4. Meetings

- Monthly

### 5. Education Foundation

#### 5.1. Purpose

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

#### 5.2. Membership from the Board

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

### 6. Teacher Employer Bargaining Association (TEBA)

#### 6.1. Purpose

- TEBA was established under the Public Education Collective Bargaining Act (PECBA) for the purpose of bargaining collectively with the Alberta Teachers' Association.

#### 6.2. Membership from the Board

- At least one member of the Board of Trustees to act as a liaison between the Board and the Association

#### 6.3. Roles and Responsibilities

- TEBA Trustee Representatives are encouraged to be familiar with PECBA and Public Education Collective Bargaining Regulations (PECBR).
- No individual may be designated as a Trustee Representative if the individual has a pecuniary interest.
- A Trustee Representative shall exercise full and final authority on behalf of their school board that they represent.
- Alternate Trustee Representatives are not permitted pursuant to section 16(4) of PECBA.
- TEBA Trustee Representatives are responsible for voting to ratify a central table agreement (weighted ballot) and voting to approve any bylaw amendments (simple majority).
- Every Trustee Representative must comply with the code of conduct provided for in schedule 1 of PECBR. Specifically, Trustee Representatives:
  - must act in a manner consistent with PECBA, PECBR, TEBA bylaws and policies of the TEBA Board of Directors.

- unless authorized by TEBA'S Board of Director's Chair, Trustee Representatives must keep confidential any information provided or discussed at meetings held of the TEBA Board of
- Directors or Representative Committee as well as any discussions regarding TEBA business that arise outside a TEBA Board of Directors meeting or meeting of the Representative Committee. The responsibility of maintaining confidentiality ensures that information is not directly or indirectly made available to unauthorized persons. If authorized to discuss TEBA matters, Trustee Representatives must ensure that the discussion is held in-camera.
- must openly declare a conflict of interest, including a pecuniary interest before the TEBA Board of Directors and exclude themselves from the meeting and must not vote on the matter.
- have a fiduciary responsibility to TEBA that supersedes any other conflicting loyalty.
- must come prepared for the meetings and maintain the highest standards of meeting etiquette, including civility and respect for others.
- Each school board is responsible for the travel expenses incurred by their TEBA Representative during the course of their TEBA duties as a trustee representative.

Revised: February 15, 2010, March 15, 2010, January 17, 2011, January 16, 2012, June 24, 2013, January 13, 2015, July 7, 2015, September 8, 2015, January 16, 2017, October 30, 2017



# BOARD OF TRUSTEES REGULAR MEETING

OCTOBER 30, 2017

## ATTACHMENT FOR AGENDA ITEM 11.1

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### Review of Board Policy 7

#### **PRESENTERS:**

Deb Schlag, secretary-treasurer

#### **BACKGROUND:**

As a result of restructuring for 2017-18, as determined at the September 25, 2017 Committee of the Whole Meeting, the Board has planned to move to one Regular Meeting a month and a Committee of the Whole Meeting to be held in public. The Committee of the Whole Meeting, which is different and distinct from a Committee of the Whole Session, which is an In-Camera portion of a Regular Meeting, always held in private to discuss land, labor, and legal issues, away from the public and press.

The Chair of the Committee of the Whole Meetings will be a Trustee other than the Board Chair. The Chair will change from meeting to meeting, on a rotational basis. This strategy allows the public to understand a different purpose in Board work, which includes extending beyond fiduciary decision making and incorporating a focus on generative governance – a role that includes the “sense making” behind future direction to be taken. This strategy is also seen as “capacity building” for the Board. Changes to Policy 7 to reflect the restructuring of meetings are highlight in red and include changes to sections 2, 5, and 7.

#### **RECOMMENDATION:**

THAT the Board of Trustees approve the review of Board Policy 7- Board Operations with the changes as presented.

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## BOARD OPERATIONS

In order to discharge its responsibilities to the electorate of the District, the Board of Trustees shall hold meetings as often as is necessary. A quorum, which is a simple majority of the number of trustees, must be present for every duly constituted meeting. The Board has adopted policies so that the business of the Board can be conducted in an orderly and efficient manner.

### 1. Organizational Meeting

An organizational meeting of the Board of Trustees shall be held annually, and no later than four weeks following an election day when there has been a general election. The Secretary-Treasurer will give notice of the organizational meeting to each trustee as if it were a special meeting.

Each trustee will take the oath of office immediately following the call to order of the organizational meeting after a general election. If for some reason, a trustee is unable to attend the organizational meeting, the trustee may, by special arrangement, take the oath of office any time after the results of a general election are official. Trustees can commence their duties only after the oath of office is taken and deposited with the Secretary-Treasurer. Special provisions will be made for a trustee taking office following a by-election.

The Secretary-Treasurer shall act as Chair of the meeting for the purpose of the election of the Board Chair and Vice-Chair. Upon completion of the elections, the Board Chair shall preside over the remainder of the organizational meeting or request, by motion, to have the Secretary-Treasurer remain as Chair to complete the business specified on the agenda. The election of the Board Chair and Vice-Chair shall be for a period of one year, with the effective date of the term specified by motion.

The organizational meeting shall, in addition:

- 1.1 Establish a schedule (date, time and place) for regular meetings, and any additional required meetings including the next organizational meeting;
- 1.2 Create such standing committees of the Board as are deemed appropriate, and appoint members, who shall then select the Committee Chair at the first meeting of that committee;
- 1.3 Appoint Board representatives to the various Boards or committees of organizations or agencies where the Board has regular representation, as appropriate;
- 1.4 Confirm the appointment of Auditor for the fiscal year ending August 31 of the calendar year following the organizational meeting.
- 1.5 Confirm the Borrowing Resolution for the fiscal year ending August 31 of the calendar year following the organizational meeting.

- 1.6 Review Board member conflict of interest stipulations and determine any disclosure of information requirements; and
- 1.7 Appoint signing officers for the District.

## 2. Regular Meetings

- 2.1 Regular meetings will normally be held ~~twice-once~~ a month, but may be extended to ~~three~~ two or more meetings per month ~~or reduced to one meeting per month~~ when deemed necessary by the Board. One of the regularly scheduled meetings shall be held during the last week of the month, whenever possible. Meetings will normally be held on the same day of the week for the duration of year, as per the schedule approved at the organizational meeting. Such meetings will ordinarily be held in the Boardroom at the District Office in St. Albert and are open to the public, unless designated as In-Camera for the duration of the meeting. Meetings will normally commence at 2:00 pm (or earlier, as directed by the Board at a previous meeting) for In-Camera discussion, with a public start time of 3:30 pm. Regular meetings are not normally held during the months of July and August. The Board may, by resolution, alter the schedule in such manner as it deems appropriate. Regular meetings of the Board will not normally be held without the Superintendent and Secretary-Treasurer, or their designate(s), in attendance.
- 2.2 All regular meetings will be held in accordance with Sections 66, 70, 71, 72, 73, and 74 of the *School Act*.
- 2.3 Meeting procedures will be held according to Robert's Rules of Order. Provisions of the *School Act*, as referenced within this policy take precedence at all times.
- 2.4 All motions involving approval of discretionary spending, not specifically itemized in the approved annual trustee general budget, in excess of \$500, will include background material for Trustee review prior to the meeting in which the motion is presented. The background material will include, but may not be limited to, the following information:
  - 2.4.1 Original budget for category of expenditure being considered
  - 2.4.2 Year-to-date expenditures in the expenditure category being considered
  - 2.4.3 Available funds in the category of expenditure being considered
  - 2.4.4 Any future commitments and financial impact known at the time of consideration
  - 2.4.5 Financial impact to the overall trustee general budget
  - 2.4.6 Rationale supporting the value to the Board of Trustees in regard to the expenditure in question.

## 3. Special Meetings

Occasionally, unanticipated or emergent issues require immediate Board attention and/or action.

Special meetings of the Board of Trustees may be held from time to time as provided for under section 67 of the School Act. Special meetings of the Board will only be called when the Chair, the majority of trustees or the Minister is of the opinion that an issue must be dealt with before the next regular meeting.

A written notice of the special meeting, including date, time, place and nature of business, shall be issued to all trustees by registered mail (at least 7 days prior to the date of the meeting) or in person (at least 2 days prior to the date of the meeting), unless every trustee agrees to waive the requirements for notice.

The nature of the business to be transacted must be clearly specified in the notice of the meeting. Unless all trustees are present at the special meeting, no other business may be transacted.

Special meetings of the Board will not normally be held without the Superintendent and Secretary-Treasurer, or their designate(s), in attendance.

#### **4. Committee of the Whole (In-Camera) Sessions**

The preservation and enhancement of the public's trust in the educational system is an important priority of the Board. The Board believes that public trust is preserved by conducting open Board meetings. Notwithstanding this belief, occasionally matters of unusual sensitivity do require the Board to hold closed meetings.

The Board may hold a meeting or part of a meeting in camera to discuss sensitive issues where the majority of the trustees are of the opinion that it is in the public interest to do so.

In-camera sessions will generally be held to discuss sensitive matters pertaining to:

- ◆ Individual students.
- ◆ Individual Board members.
- ◆ Collective bargaining/contract negotiations.
- ◆ Personnel matters.
- ◆ Acquisitions or disposal of real property.
- ◆ Litigation brought before or against the Board.
- ◆ Other matters that the majority of trustees feel would not be in the public interest to discuss in open meeting.
- ◆ Reviewing and consider legal advice according to client-solicitor privilege.

The Board may convene in-camera only by proper resolution of the Board. Such resolution shall be recorded in the minutes of the Board.

The Board shall, during the in-camera session:

- 4.1 Discuss only the matter which gave rise to the closed session.
- 4.2 Adopt only resolution as is required to reconvene the Board in a public meeting. The Board shall convene or re-convene a regular or special meeting to take action on any matters discussed.

Such sessions shall be closed to the public and the press.

Board members and other persons attending the in camera sessions are not permitted to discuss the details of the discussion outside of the sessions.

## 5. Committee Meetings

### 5.1 ~~Board Advocacy Committee Meetings~~

~~The primary focus of Board Advocacy Committee Meetings is for trustees to be informed of mutual efforts being taken to enhance the viability, effectiveness, and goals of Catholic education as they pertain to the district and the province. Board Advocacy Committee Meetings also provide the public with an opportunity to understand how internal and external committees of the Board and Trustee community and event reports advance the cause of the Board's public service mandate.~~

~~Trustees will attend Board Advocacy Committee Meetings as scheduled and approved at the organizational meeting to discuss committee reports, trustee events, school council meeting topics, and other advocacy topics of interest. In addition, board members will have opportunity to participate in Trustee Development to enhance the understanding of governance and gain a better understanding of a variety of educational issues. All Advocacy Committee Meetings are open to the public but are informational in context only. The summary of these meetings will be presented for approval at the next regular meeting of the board. Any "business arising" that may require a motion may be placed on a future Regular meeting agenda for discussion as "New Business". No "in-camera" discussion is allowed at Advocacy Committee Meetings.~~

~~Advocacy Committee Meetings will not normally be held without the Superintendent and Secretary-Treasurer, or their designate(s), in attendance.~~

### 5.1 ~~Board Committee of the Whole (public) Meetings~~

~~The primary focus of regularly scheduled Board Committee of the Whole Meetings is to complement Regular Meetings, by providing an opportunity, in public, for enhanced discussion on a variety of topics prior to the decision point, which are always addressed at a Regular Meeting through a motion. These meetings are distinctly different from Committee of the Whole Sessions~~in-camera sessions~~, which take place in private and only in conjunction with a Regular Meeting.~~

~~Trustees will attend Board Committee of the Whole Meetings, which are open to the public, as scheduled and approved at the organizational meeting to discuss committee reports, trustee events, school council meeting topics, engage in informal discussions on ideas and proposals that align with established goals, policies, and/or established procedures, and other advocacy topics of interest that have been referred to these meetings. Therefore, Board Committee of the Whole Meetings are designed for public deliberation and planning exercises dedicated to furthering the collective decision making capacity of the Board at Regular Meetings. Motions will not be tabled at Committee of the Whole Meetings.~~

~~The Chair of the Committee of the Whole Meetings will be a Trustee other than the Board Chair. The Chair will change from meeting to meeting, on a scheduled rotational basis. A summary of these meetings will be presented for approval at the next regular meeting of the board. Any "business arising" that may require a motion, may be placed~~



on a future Regular meeting agenda for discussion as “New Business”. No “in-camera” discussion is allowed at Board Committee of the Whole Meetings.

Committee of the Whole Meetings will not normally be held without the Superintendent and Secretary-Treasurer, or their designate(s), in attendance.

The Agenda for the Committee of the Whole Meeting will be as follows:

1. Call to Order
2. Opening Prayer
3. Acknowledgment of Territories
4. Discussion Items
  - a. Upcoming Policies
  - b. To be determined
5. Advocacy Discussion Items
  - a. To be determined
  - b. To be determined
6. Reports
  - a. Committee and Trustee Event Reports
  - b. School Council Reports
7. Closing Prayer
8. Adjournment

## **5.2 Board-Directed Committee Meetings**

The primary focus of Board-Directed Committee Meetings, which are closed to the public, is for assigned trustees to gather information on a specific topic or represent the Board and bring information back to the Board. All designated trustees of the board will attend one or more meetings to review topics that impact the Board and/or the school district, when directed by the Board at a Regular Meeting. When these meetings are intended to provide an informed recommendation to the Board for consideration, the discussion will be included in the background to a motion. Otherwise, the summary of the discussion will be presented at the next regular meeting of the Board. No “in-camera” discussion is allowed at Committee Meetings, as the Board may convene “in-camera” only by proper resolution of the Board.

When Committee Meetings are directed by the Board, they will not normally be held without the Superintendent or Secretary-Treasurer, or their designate(s), in attendance.

## **6. Meeting Attendance from a Distance via Electronic Means**

As per items 5 and 6 in section 71 of the *School Act*,  
(5) A trustee may participate in a meeting of the board by electronic means or other communication facilities if the electronic means or other communication facilities

enable the trustees participating in the meeting and members of the public attending the meeting to hear each other.

(6) Trustees participating in a meeting of the board by electronic means or other communication facilities are deemed to be present at the meeting.

A trustee must ensure the means and location used to electronically participate in the meeting will allow moving-in camera, and will meet all the requirements of an in-camera session.

## 7. Agenda for Regular Meetings

The Board Chair, in consultation with the Superintendent, is responsible for establishing the agenda for Board meetings.

Items may be placed on the agenda in one of the following ways:

- 7.1 By notifying the Superintendent or Board Chair at least six days prior to the Board meeting.
- 7.2 By notice of motion at the previous meeting of the Board.
- 7.3 Request from a committee of the Board.
- 7.4 A quorum of the Board, prior to the approval of the agenda, may request that the Board Chair add an item.

The Board supports the use of a standard agenda format for all regular Board meetings.

Items on the agenda will generally be given preference in the following order:

1. Items requiring Board decisions (action items).
2. Receiving delegations or presentations.
3. Information items.

More significantly, the agenda for regular meetings of the Board shall generally follow the order outlined below:

1. Call to Order
2. In Camera
3. Out of Camera
4. Opening Prayer (3:30 PM)
5. Acknowledgement of Territories
6. Approval of Agenda
7. Presentation Delegation (if applicable)
8. Approval of Minutes & Summaries
9. Approval of ~~Committee & Event Reports, from Advocacy Committee Meetings~~
10. Good News

11. Questions from the Public (must be submitted beforehand in writing – see 7.1)
12. Consent Items
13. Action Items
14. New Business
15. Information Items
16. Board Commitments
17. Clarification Period For Public and Media (related to agenda items, only as deliberated)
18. Trustee Request for Information
19. Closing Prayer
20. In-Camera (closed session) – if applicable
21. Out-of-Camera – if applicable
22. Adjournment

### **7.1 Agenda Supplemental Information**

#### **Consideration of the Agenda:**

1. Modifications, additions, deletions
2. Approval

#### **Presentation/Delegation**

Delegations as requested from time to time are addressed in Section 10 of this policy.

#### **Questions from the Public**

The Board invites inquiries from the public in the following manner:

- Questions from the public are to be kept to three minutes and the Board will not permit critical or accusatory statements, within the question, about particular individuals or schools whether named or identifiable by the context.
- All questions must be submitted on the form available on the website <http://goo.gl/forms/hNPP5UvaHp> or as attached in Appendix 7-A.
- All questions must be submitted to the Office of the Secretary Treasurer to be included with the Board Package, no later than noon on the Thursday prior to a scheduled meeting date, as approved at the Organizational Meeting.
- The question will be read aloud at the scheduled meeting date by the submitter, or if the submitter is unable to be present at the meeting, by the Board Chair during the “Questions from the Public” portion of the Agenda. The Board Chair will read the question and announce the submitter’s name.

- All responses will be provided in writing by the Board Chair, within two weeks of the question being read aloud at a scheduled meeting date.
- The response to the question will be mentioned in the Report from the Chair at the next scheduled meeting following the date of the response.

### **Business Arising**

1. Summaries of previous committee working sessions.
2. Minutes of previous Board meetings.
3. Consent Items

### **Information Items**

1. Report from the Chair
  - a. Correspondence
  - b. Other Updates
2. Report from the Superintendent
  - a. Administrative Reports
    - Communication & Community Relations
    - Organizational Management
    - Fiscal Responsibilities

The Superintendent shall ensure that the agenda package, containing the agenda and supporting information, will be distributed to each trustee at least 48 hours prior to regular Board meetings. The Superintendent will normally include an administrative recommendation for all items included on the agenda.

The agenda and supporting documentation (excluding confidential material) shall be made available by the Superintendent to schools, school councils and the media.

The list of agenda items shall be posted in the District Office, in a place readily accessible to the general public. Any elector may inspect the agenda and request a copy.

Emergent issues that require Board action may arise after the agenda has been prepared. Such items shall be brought to the attention of the Board Chair, who may bring items before the Board. The Superintendent, with the permission of the Board Chair, may also bring forth emergent items.

The Board Chair, at the beginning of the meeting, shall ask for additions to and/or deletions from the agenda prior to agenda approval. Changes to the agenda may be made by a majority of those present.

The Board Chair may change the order of items on the agenda in order to meet deadlines or accommodate delegations. In such cases, a trustee may challenge the Chair in accordance with the procedures adopted by the Board. (Robert's Rules of Order)

During the course of the Board meeting, the majority of trustees present may request that the Board Chair place items before the Board for discussion.

## 8. Minutes

The Minutes shall record:

- 8.1 A brief summary of the circumstances which gave rise to the matter being placed before the Board;
- 8.2 All resolutions, including the Board's disposition of same, placed before the Board; and
- 8.3 The votes, when and as requested, by a trustee, as per section 72 of the School Act.

The Minutes shall:

- 8.4 be prepared by the recording secretary;
- 8.5 be reviewed by the Superintendent of Schools prior to submission to the Board;
- 8.6 be considered an unofficial record of proceedings until such time as adopted by a resolution of the Board; and
- 8.7 upon adoption by the Board, be deemed to be the official and sole record of the Board's business.

The Secretary-Treasurer shall:

- 8.8 upon approval of the Superintendent as to the accuracy of the 'draft' minutes, prepare an unofficial meeting summary for distribution to District employees, the media serving the residents of the District, School Councils, the local Members of the Legislative Assembly, and other interested persons upon request. Minutes of regular meetings are generally approved at the next scheduled regular meeting. Approved minutes are available for review by electors or any member of the public, at any time after posting. Printed copies of minutes, subject to a fee set by the Secretary-Treasurer, are available upon request.
- 8.9 upon adoption by the Board, initial each page of the minutes, sign the concluding page of the minutes and affix the corporate seal of the District to the concluding page of the minutes;
- 8.10 establish a codification system for resolutions placed before the Board which will provide for ready identification of the resolution as to the meeting at which it was considered.
- 8.11 establish and maintain a file of all Board minutes.
- 8.12 ensure the minutes are posted on the website within two weeks of approval by the Board.

The Board Chair shall, upon adoption by the Board, initial each page and sign the concluding page of the minutes. It is the responsibility of all trustees present at a meeting to check the minutes for errors or omissions.

When required by the Board, its committees shall prepare and submit ~~notes~~ a summary of the meeting to the Board or make a recommendation via board motion for consideration that captures the reason for the meeting.

## 9. Motions

Motions do not require a seconder, except in rare instances as described below.

### 9.1 Notice of Motion

Notice of Motion serves the purpose of officially putting an item on the agenda during the course of debate, or for the next or a future regular meeting and gives notice to all trustees of the item to be discussed. A notice of motion is not debatable and may not be voted on.

A trustee may present a notice of motion for consideration arising out of and immediately after disposal of a motion currently under debate, at the next regular meeting of the Board or may specify another meeting date. A trustee may also provide the Superintendent with a written notice of motion and ask that it be placed on the agenda of the next regular meeting and read at the meeting. The trustee need not be present during the reading of the motion, however if the trustee is not present, an alternate mover is required at the meeting at which the notice is given, otherwise the item will be dropped.

### 9.2 Discussion on Motions

The custom of addressing comments to the Board Chair should be followed by all persons in attendance.

A motion or recommendation from Administration must be placed before the Board prior to any discussion taking place on an issue. When a motion originates from the floor, the mover of the motion shall provide a written copy of the motion to the Board Chair. Once a motion is before the Board and until it is passed or defeated, all speakers shall confine their remarks to the motion or to the information pertinent to the motion.

### 9.3 Speaking to the Motion

The mover of a motion first and every trustee shall have an opportunity to speak to the motion before any trustee is allowed to speak a second time. The mover of the motion is permitted to close debate on the motion.

As a general guide, a trustee should not speak longer than five minutes on any motion. The Board Chair has the responsibility to limit the discussion by a trustee when such a discussion is repetitive or digresses from the topic at hand, or where discussion takes place prior to the acceptance of a motion.

No one shall interrupt a speaker, unless it is to ask for important clarification of the speaker's remarks, and any such interruption shall not be permitted without permission of the Board Chair.

Should a trustee arrive at the meeting after a motion has been made and prior to taking a vote, the trustee may request further discussion prior to the vote. The Board Chair shall rule on further discussion.

#### 9.4 Reading of the Motion

A trustee may require the motion under discussion to be read at any time during the debate, except when a trustee is speaking.

#### 9.5 Recorded Vote

The recording secretary shall, whenever a recorded vote is requested by a trustee before the vote is taken, record in the minutes the name of the trustees who voted for or against the matter. The recording secretary shall, immediately after a vote is taken and on the request of a trustee, record in the minutes the name of that trustee and whether that trustee voted for or against the matter or abstained.

#### 9.6 Required Votes

The Board Chair, and all trustees present, including those attending by electronic means, unless excused by resolution of the Board or by the provisions of the *School Act*, shall vote on each question. Each question shall be decided by a majority of the votes of those trustees present. A simple majority of a quorum of the Board will decide in favor of the question. In the case of an equality of votes, the question is defeated. A vote on a question, except for elections, shall be taken by open vote, expressed by show of hands, or for those trustees attending by electronic means, made by verbal (or visual) confirmation of “in favor” or “opposed” to the question. In the case of elections, the vote to elect the Board Chair or Vice-Chair, ~~which~~ is by secret ballot, unless there is unanimous agreement among the trustees to use a show of hands. If a trustee participates in an election by electronic means and the vote is by secret ballot, that trustee shall ensure they have technology available to send a text or email directly to the Secretary-Treasurer who will record the vote and maintain confidentiality of said vote. If there is unanimous agreement among the trustees to use a show of hands, the trustee(s) attending by electronic means, will provide verbal (or visual) confirmation of their choice for each office in question.

#### 9.7 Debate

In all debate, any matter of procedure in dispute shall be settled, if possible, by reference to Robert’s Rules of Order. If this reference is inadequate, procedure may be determined by motion supported by the majority of trustees in attendance.

## 10. Delegations to Board Meetings

The Board believes that it has the responsibility to encourage members of the public to bring concerns relating to educational matters to regular meetings of the Board. The Board also believes it has a responsibility to conduct regular public meetings of the Board in an orderly and efficient fashion. The Board will receive representations and delegations on any subject pertinent to Board business provided the item has been placed on the agenda.

Public comments are to be kept to five minutes, unless the delegation has been invited to speak by the Board or asked to present a final report. In all cases of invitation, the Board will advise a specific timeframe for the presentation. The Board will not permit critical or accusatory statements, about particular individuals or schools whether named or identifiable by the context.

The Superintendent will inform the representative(s) making the presentation with regard to time, place and Board policy and procedures regarding presentations and delegations.

If a decision on the issue by the Board is required subsequent to the presentation, the Superintendent will inform the individual or group of the Board meeting at which the issue will be debated and a decision made.

The following procedures will normally be followed:

- 10.1 Groups or individuals wishing to make presentations to the Board will normally do so at regular public meetings of the Board. Groups shall appoint one spokesperson to make the presentation and respond to questions. Other speakers may be recognized by the Chair. On matters where the public interest may be compromised by presenting the issue in public, the Board may move to an in camera session.
- 10.2 Normally, a presentation or delegation will not be received at a public meeting of the Board unless the matter has been placed on the agenda.
- 10.3 A written request for an item to be placed on the agenda must be received by the Board Chair or Superintendent seven days prior to the meeting date. The request should be accompanied by the terms of reference for the presentation to be made. The Board Chair and the Superintendent will determine if the matter is pertinent to Board business. In an emergent situation where the timeline cannot be met, the Chair shall rule whether or not the delegation shall be heard
- 10.4 The Board will not normally debate the matter presented to it at the meeting during which the issue is raised. Questions of clarification directed through the chair may be asked.
- 10.5 The Board will normally refer a decision on a matter presented by a delegation to the next regular meeting of the Board.
- 10.6 Administration will normally review the issue and prepare a recommendation for the Board's consideration at a subsequent meeting of the Board.



- 10.7 The Chair has the authority to exclude a person guilty of improper conduct or to limit participation in order to maintain order and complete the business of the meeting.

## 11. Board Member Honoraria and Expenses

It is the practice of Boards in Alberta to establish honoraria for trustees in recognition of their contributions to the school jurisdictions that they serve. In addition, trustees from time to time incur expenses, in the performance of Board-related duties for which they should be reimbursed, subject to budget limitations. A District Allowance Schedule shall be established annually as part of the budget process and posted to the website after approval.

### 11.1 Honoraria

Annual honoraria shall be paid to trustees for the following activities for which attendance is expected: regular board meetings (as outlined in section 2), committee-of-the-whole meetings (as outlined in section 4), board advocacy committee meetings (as outlined in section 5.1), board planning meetings/sessions, agenda planning meetings, planned board and superintendent evaluation meetings, planned public engagement meetings, and attendance at events such as long service awards, and special school events (e.g., graduations, school openings or rededications, beginning, end-of-year, and other special Masses, and program launchings).

Payment of the annual amount shall be made monthly, equally divided over 12 months of the year. Annual increases shall be effective each September, and beginning September 1, 2014 shall be equal to the annual percentage change from August to August in the Consumer Price Index, by province (Alberta), for “all items”, as published by Statistics Canada.

### 11.2 Per Diems

A Per Diem for service shall be paid to trustees for all other Board-related meetings not mentioned in 11.1. An Extended Per Diem shall be paid for a maximum of 9 hours of service, in any given day, for which the rate will be equal to the Full Day plus the Half Day Rate. A Full Day Per Diem shall be paid for 6 hours of service or more (6 to 8 hours). A Half Day Per Diem shall be paid for a minimum of 3 hours of service or more (3 to 5 hours). All totals may be cumulative and consist of more than one event. Per Diem claims will be processed for a minimum of 3 hours and in increments of 3 hours thereafter when cumulative totals are used.

No Per Diem is paid to trustees for purely social functions, unless approved by motion on Board Commitments at a regular board meeting. Events of this type include banquets and lunches with or without a guest speaker, cocktail parties, sporting events, etc. Tickets to these events may be claimed subject to trustee budget availability when there is a networking benefit to the Board. If a guest ticket is purchased, that expense shall always be charged to the individual Trustee budget.

### 11.3 Expense Funds

Expense funds are to be used prudently and responsibly, with a focus on accountability and transparency. Rates for the following allowances shall be approved by the Board annually at a Regular Meeting of the Board, usually in September of each year. Trustees shall receive the applicable annual allowances (paid in twelve (12) equal monthly installments) as follows:

1) **Non-Accountable Expense Allowance**, payable to all trustees for which receipts are not required, to cover individual meals (for any Board-related duties identified in 11.1), at-home internet, cell phone, and other office expenses / supplies for all Board-related duties.

2) **Position Expense Allowance**, payable to the Chair and Vice-Chair only, in recognition of additional expenses as a result of these two positions on the Board. The Vice-Chair's Allowance shall be equal to 70% of the Chair's approved Allowance.

The District shall pay or reimburse trustees, subject to budget limitations, for the following expenses related to:

#### 11.3.1 Fees

Registration fees for trustee development or other events shall be charged to individual trustee budgets. In the event a trustee attends ASBA Spring General Meeting, ASBA Fall General Meeting, and /or the ACSTA Fall General Meeting, amounts equal to the incurred registration fee only shall be transferred from the General Budget to increase the individual Trustee budget accordingly.

#### 11.3.2 Travel

In-region travel (distances of 100 km or less from the District Office) is limited to mileage and parking. Claims in this category may be made for all board related business, including all types of board meetings outlined in sections 2, 3, 4, and 5, board committee representative meetings as assigned at the organizational meeting, and additional events that are approved on the commitment list. Claim details must be identified clearly on a claim form, including amount, date and event, and will be posted to the website quarterly. All in-region mileage and travel claims are to be charged against Trustee Budgets as opposed to the General Budget.

When out-of-region travel (distances greater than 100 km from the District Office) is required, travel-related expenses such as mileage, accommodation, parking, and meals, may be claimed by a Trustee and must be identified clearly on a claim form and will be posted to the website quarterly. All out-of-region mileage and travel claims are to be charged against Trustee Budgets as opposed to the General Budget.

Out-of-region travel costs, when travel is to a location served by an airport, shall be paid at the lesser of mileage or economy airfare, which is the booking class for all flights. When travel is to a location not served by an airport, travel costs shall be paid at the lesser of mileage or economy airfare to a location nearest the destination.

Taxis are the preferred method of ground transportation when the use of a personal vehicle is not feasible.

### 11.3.3 Alcohol

Individual Trustees shall not expense alcohol with district funds with the exception of the Board Chair or designate when hosting non-Board members on behalf of the Board.

### 11.3.4 Accommodation

Standard room accommodation may be claimed for out-of-region travel or multi-day meetings in the same location.

- 11.4 The District shall pay or reimburse trustees for travel when it is determined that the purpose for travel cannot be adequately met through telephone, correspondence or facsimile.
- 11.5 Trustees shall submit expense reimbursement claims, approved as required, on the prescribed claim form to the Secretary-Treasurer at least once a month, following the actual date of an event. Claims submitted in advance of an event will not be accepted. Payment of amounts from the general account will be made monthly following approval by the Chair of the Board. The Vice-chair will approve the general expense report submitted by the Chair. Both individual and general expense claim forms will be coded and counter signed, for accounting approval, by the Secretary-Treasurer.
- 11.6 All claims for expense reimbursement shall be supported by receipts, unless an amount on the claim form specifically excludes this requirement.
- 11.7 Individual Trustee remuneration will be reported annually in the District's audited financial statements. Such information, along with expense details, will be posted on the District website, on a quarterly basis, throughout the fiscal year.

## 12. District Purchasing Cards

- 12.1 Each trustee, upon request, will be issued a district purchasing card for use during the four year term of office, subject to the following restrictions:
  - (1) The card will be limited to use for approved trustee business only.
  - (2) Each trustee card will have a \$2,000 limit; \$3,500 for Board Chair.
- 12.2 Statements will be submitted directly to the district by the purchasing card issuer and distributed to the cardholder by the Secretary Treasurer (or designate).
- 12.3 The statements will be subjected to the same approval process as other trustee expenses.
- 12.4 Failure to use the purchasing card in accordance with established policies and procedures as outlined in the PURCHASING CARD GUIDELINES may result in loss of card privileges.

- 12.5 The purchasing card shall be returned to the Secretary Treasurer upon the conclusion of the term of office.

### **13. Board Member Conflict of Interest**

The Board believes that trustees, or their families, should not gain benefits or monetary rewards because of their position as a trustee except for any allowances, honorarium or remuneration approved by the Board for duties performed.

The Board expects:

- 13.1 Each trustee will accept sole responsibility for declaring a conflict of interest.
- 13.1.1 Each trustee will be knowledgeable with Sections 80-91 of the School Act.
  - 13.1.2 Each trustee will limit a declaration of conflict of interest to those matters specified in Section 80 of the School Act.
  - 13.1.3 Each trustee will advise the recording secretary of the declaration.
  - 13.1.4 The trustee will declare any personal conflict of interest at the point in the agenda where the matter arises.
  - 13.1.5 The trustee will absent himself or herself from the Board table when in conflict, and shall leave the meeting room until the discussion and voting on the matter are concluded.
- 13.2 Each trustee will refrain from participating in discussion, debate or voting on any issues in which a personal conflict of interest is declared.
- 13.2.1 The recording secretary will record in the minutes:
    - ♦ the trustee's declaration;
    - ♦ the trustee's abstention from the debate and the vote.
    - ♦ the trustee's return to the meeting

### **14. Assigned Equipment**

- 14.1 To enable Trustees to fulfill their duties effectively and efficiently, Trustees will be equipped with appropriate District issued and configured computer hardware, as determined by the Secretary-Treasurer, for their four year term of office.
- 14.2 A record of equipment on loan to each Trustee will be kept on file.
- 14.3 At the end of the four year term, Trustees may purchase the Board provided equipment at fair market value. Otherwise, an outgoing Trustee will return the provided equipment within ten (10) days following the Organizational Meeting of the newly elected Board. In the case of a re-elected Trustee, old equipment (if not purchased at fair market value) must be returned upon the replacement of the equipment.

- 14.4 It is the responsibility of each Trustee to safeguard the equipment that has been provided. If the equipment is lost, stolen, or damaged during the term of office, replacement cost will be charged to the Trustee budget.

Legal Reference: Section 60, 64, 65, 66, 67, 68, 70, 71, 72, 73, 74, 75, 80, 81, 83, 145, *School Act*

*Revision Dates: December 14, 2009, February 15, 2010, March 7, 2011, May 30, 2011, October 17, 2011, January 16, 2012, January 30, 2012, October 15, 2012, October 29, 2012, June 10, 2013, November 4, 2013, January 27, 2014, September 29, 2014, September 28, 2015, December 14, 2015, February 22, 2016, October 17, 2016, October 30, 2017*

**QUESTION(S) FROM THE PUBLIC – FORM**

*(This form must be completed and submitted to the Office of the Secretary-Treasurer by Noon, Thursday – prior to the date of the scheduled meeting at which the question will be asked)*

<b>Date of Board Meeting:</b>	
<b>Question: (please print)</b>	
<b>Name of Submitter:</b>	
<b>Address of Submitter: (full address, including PC)</b>	
<b>Home Phone:</b>	
<b>Cell Phone:</b>	
<b>Email:</b>	
<b>Will you be reading the question at the meeting?</b>	<b>YES</b> <b>NO</b>



# BOARD OF TRUSTEES REGULAR MEETING

OCTOBER 30, 2017

## ATTACHMENT FOR AGENDA ITEM 13.2

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### 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  
October 30, 2017**

**\*Educational Leadership**

***October 2017 Accountability Pillar Report*** (Attached)

The Provincial Accountability Pillar Report for Greater St. Albert Catholic was released during the first week of October and is attached for the Board's reference. This report completes the entire accountability cycle for the previous year (2016 – 2017), and has been updated to include the provincial testing results. Our results from the completed report demonstrate within the classification of "Achievement," "Very High" or "High" designations for all but one measure. This measure, Diploma Exams at the Acceptable Standard, received an "Intermediate" designation. Since in this area the decline of achievement compared to the previous three-year average is greater than 3%, a "Declined Significantly" designation is provided, resulting in an "Overall" designation of "Issue" for Diploma Exams at the Acceptable Standard. The frequency of "Overall" designations of "Issue" or "Concern" occurring throughout the Province for 2017 is an 82% rate for school jurisdictions. In fact, for 2017, 54% of the boards in the province have received reporting where two or more designations of this kind have occurred. All jurisdictions that receive one or more designations of "Issue" or "Concern" address this outcome as part of their school improvement planning and reporting processes. Notwithstanding this outcome for GSACRD, the District is still ranked as the District achieving the second highest amount of overall designations of "Excellence" of any school jurisdiction in the province.

Nonetheless, the anomaly previously noted has not happened for GSACRD since 2007, and therefore merits further exploration for contributing factors, and associated solutions, which will be fully verified through the upcoming School Results Review (SRR) Process.

The October report also demonstrates that for 15 of 16 measures used by the government to measure accountability, no designation is lower than "Excellent" or "Good" a phenomenon that surpasses the results of 92% of jurisdictions in the province. This is a strong demonstration of the overall level of success being experienced by our students.

A copy of the District's and Province's results is attached to facilitate awareness of the following additional conclusions:

- For 15 of 16 current year measures, we have exceeded provincial results.
- The average rate of GSACRD exceeding provincial performance on all measures is 5%. Significant gains in our results relative to the province are evident for the following measures:
  - Transition Rate to Post-secondary within 6 years: +16%
  - Rutherford Scholarship Eligibility: +12%



- Provincial Achievement Tests at Acceptable Standard: +10%
  - High School Completion Rate within 3 years: +8%
  - Citizenship: +6%
  - Program of Studies: +6%
  - Work Preparation: +4%
  - School Improvement: +4%
  - Safe and Caring: +4%
- The District continues to outperform the province with respect to perceptions about the qualitative dimension of education in every category, especially in the areas of the Quality of our Program of Studies, Work Preparation, Citizenship, and School Improvement, and Safe and Caring Schools.
  - The District continues to outperform the province regarding high school related completion, participation, and eligibility rates. This year, the district had a 9% higher overall achievement when Drop-out Rates, High School Completion, Diploma Eligibility, Rutherford Eligibility, and Transition to Post-Secondary are collectively considered. This result represents a 2% improvement from the previous year.
  - The District's drop-out rate is 44% lower than that of the province.
  - The District has received 10 overall assessments of "Excellent" compared to 5 that have been obtained within the Province.

***First Nations, Métis & Inuit (Indigenous Student) Accountability Pillar Report***  
(Attached for Trustees)

Since statistical variability becomes enhanced when sample sizes decrease, the District's Indigenous student report is retained for trustee viewership only. However, within the Accountability Pillar Report, it is clear that the achievement gap for our indigenous students when compared to all students in our District and our Province is non-existent in the following areas:

- The Drop-out Rate is 27% lower than that of all other students in the province.
- Our indigenous students slightly outperformed (+.4 %) the results of all students within GSACRD at the Diploma Exam Acceptable Standard. These students outperformed all other students in the province within this standard by 11%.
- Our opportunity for further focus is the Provincial Achievement Test Standard of Excellence where results decreased by 6% compared to the previous year.

Evidently, GSACRD has much to celebrate from these results. They certainly indicate that we continue to be a leading example of educational excellence at the local and provincial levels. Strong appreciation is to be extended to our collective leadership at the district, principal, teacher, and support staff levels for working so effectively together to optimize success for our students in such meaningful ways.

### ***Provincial Achievement Test (PAT) and Diploma Examination (DIP) Results***

Assistant Superintendent, Rhonda Nixon, will provide an executive summary on the PAT and DIP results for the 2016-2017 school year. (Attached)

### **Superintendent/Board Relations**

#### ***Transition Plan for Sister Alphonse Academy***

At the April 24, 2017 Regular Meeting the following motion was made:

Motion 203/17 Trustee McEvoy: THAT the Board of Trustees direct the Superintendent to present a transition plan for new and existing students living in the designated attendance boundary for Sr. Alphonse Academy, located in Jensen Lakes, from September 1, 2017 until the school opens.

With the news that Sr. Alphonse Academy will be opening in September, 2018, it is now clear that a mid-year transition plan for students will not be necessary. Communications is facilitating a pre-registration process for all families in the attendance area in November. The principal of Sr. Alphonse will be focused as of January 2018 on implementing protocols for transitioning staff and students into the school.

#### ***New Trustee Orientation Sessions***

Both the Alberta Catholic School Trustees' Association and the Alberta School Boards Association are offering sessions for new trustees. Registration is available on their websites. The agendas for these sessions are attached for information.

1. Alberta Catholic School Trustees' Association – Westin: November 17, 2017 (9:00 am – 11:30 am) (Agenda attached)
2. Alberta School Boards Association – Westin: November 22, 2017 (8:30 am) (Agenda attached)

Trustees are encouraged to establish a date when an orientation to the District's local protocols can be facilitated.

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**  
**Annual Education Results Reports - Oct 2017**  
**Authority: 4077 Greater St. Albert Roman Catholic Separate School District No. 734**



Measure Category	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	Safe and Caring	93.1	90.8	91.8	89.5	89.5	89.3	Very High	Improved	Excellent
Student Learning Opportunities	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
	PAT: Acceptable	83.4	84.9	84.1	73.4	73.6	73.2	High	Maintained	Good
Student Learning Achievement (Grades K-9)	PAT: Excellence	20.2	21.9	20.5	19.5	19.4	18.8	High	Maintained	Good
	Diploma: Acceptable	83.5	87.5	88.1	83.0	82.7	83.1	Intermediate	Declined Significantly	Issue
Student Learning Achievement (Grades 10-12)	Diploma: Excellence	20.8	23.1	22.1	22.2	21.2	21.5	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
	Transition Rate (6 yr)	73.8	65.0	66.7	57.9	59.4	59.3	Very High	Improved Significantly	Excellent
Preparation for Lifelong Learning, World of Work, Citizenship	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	Parental Involvement	85.2	83.6	84.2	81.2	80.9	80.7	Very High	Maintained	Excellent
Continuous Improvement	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/TFM (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, Mathematics 30-1, Mathematics 30-2, Chemistry 30, Physics 30, Biology 30, Science 30, Social Studies 30-1, Social Studies 30-2.
  8. Caution should be used when interpreting evaluations and results over time for Mathematics 30-1/30-2, as equating was not in place until the 2016/17 school year. Alberta Education does not comment on province wide trends until it has five years of equated examination data.
  9. 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.
  10. 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.
  11. 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**

**Annual Education Results Reports - Oct 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	2016/2017	2015/2016	School Years 2013/2014, 2014/2015, 2015/2016	Aug 28, 2017
	PAT: Excellence	2016/2017	2015/2016	School Years 2013/2014, 2014/2015, 2015/2016	Aug 28, 2017
Student Learning Achievement (Grades 10-12)	Diploma: Acceptable	2016/2017	2015/2016	School Years 2013/2014, 2014/2015, 2015/2016	Aug 21, 2017
	Diploma: Excellence	2016/2017	2015/2016	School Years 2013/2014, 2014/2015, 2015/2016	Aug 21, 2017
	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

### Annual Education Results Reports - Oct 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 - 71.45	71.45 - 78.34	78.34 - 84.76	84.76 - 87.95	87.95 - 100.00
Diploma: Excellence	0.00 - 9.55	9.55 - 12.59	12.59 - 19.38	19.38 - 23.20	23.20 - 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

#### Annual Education Results Reports - Oct 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).

**Accountability Pillar Overall Summary**  
**Annual Education Results Reports - Oct 2017**  
**Province: Alberta**



Measure Category	Measure	Alberta			Measure Evaluation		
		Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
Safe and Caring Schools	<a href="#">Safe and Caring</a>	89.5	89.5	89.3	Very High	Improved Significantly	Excellent
Student Learning Opportunities	<a href="#">Program of Studies</a>	81.9	81.9	81.5	Very High	Improved Significantly	Excellent
	<a href="#">Education Quality</a>	90.1	90.1	89.6	Very High	Improved Significantly	Excellent
	<a href="#">Drop Out Rate</a>	3.0	3.2	3.3	High	Improved Significantly	Good
	<a href="#">High School Completion Rate (3 yr)</a>	77.9	76.5	76.1	High	Improved Significantly	Good
	<a href="#">PAT: Acceptable</a>	73.4	73.6	73.2	Intermediate	Maintained	Acceptable
Student Learning Achievement (Grades K-9)	<a href="#">PAT: Excellence</a>	19.5	19.4	18.8	Intermediate	Improved Significantly	Good
	<a href="#">Diploma: Acceptable</a>	83.0	82.7	83.1	Intermediate	Maintained	Acceptable
Student Learning Achievement (Grades 10-12)	<a href="#">Diploma: Excellence</a>	22.2	21.2	21.5	High	Improved Significantly	Good
	<a href="#">Diploma Exam Participation Rate (4+ Exams)</a>	54.9	54.6	53.1	Intermediate	Improved Significantly	Good
	<a href="#">Rutherford Scholarship Eligibility Rate</a>	62.3	60.8	60.8	n/a	Improved Significantly	n/a
	<a href="#">Transition Rate (6 yr)</a>	57.9	59.4	59.3	High	Declined Significantly	Issue
Preparation for Lifelong Learning, World of Work, Citizenship	<a href="#">Work Preparation</a>	82.7	82.6	81.9	High	Improved Significantly	Good
	<a href="#">Citizenship</a>	83.7	83.9	83.6	Very High	Maintained	Excellent
	<a href="#">Parental Involvement</a>	81.2	80.9	80.7	High	Improved Significantly	Good
Continuous Improvement	<a href="#">School Improvement</a>	81.4	81.2	80.2	Very High	Improved Significantly	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/TFM (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, Mathematics 30-1, Mathematics 30-2, Chemistry 30, Physics 30, Biology 30, Science 30, Social Studies 30-1, Social Studies 30-2.
8. Caution should be used when interpreting evaluations and results over time for Mathematics 30-1/30-2, as equating was not in place until the 2016/17 school year. Alberta Education does not comment on province wide trends until it has five years of equated examination data.
9. 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.
10. 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.
11. 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.



**DATE:** October 30, 2017  
**TO:** David Keohane, Superintendent of Schools  
**FROM:** Rhonda Nixon, Assistant Superintendent  
**RE:** *2016-2017 Executive Summary of District Results*

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## Introduction

To further our work on our District's Three Year Education Plan 2017-2020, *Outcome One: Alberta's Students Are Successful*, the province provided us with a summary of preliminary provincial achievement test (PAT) and diploma (DIP) exam results in August, 2017. We reported our analysis of such results to the Board on October 2, 2017. On October 6, 2017, the province released PAT and DIP multi-year reports and Accountability Pillar Results to school jurisdictions. Accountability Pillar Results are based on our **Achievement**, a comparison of our District's performance on provincial achievement tests and diploma examinations in 2016-2017, and our **Improvement**, a comparison of our 2017 District performance on provincial achievement tests and diploma exams compared to our expected our District Three-year Averages on those same test and exams. The Accountability Pillar then uses a statistical test to combine our jurisdiction's Achievement and Improvement on a subject-by-subject basis, which is then shared as an **Overall** assessment for each subject.

While the Board is receiving a separate report on Accountability Pillar results, this report is a summary of our **Achievement** results as presented on October 2, 2017 and **Improvement** results as newly released. We have expanded our original results report for two reasons. First, diploma exam results were analyzed in the October 2<sup>nd</sup> report based on only June or January 2017 results and the Accountability Pillar accounts for January, June, and summer exam results, which means that the final numbers differ somewhat for some subjects. Second, our district has high three-year averages compared to the province, and because our district three-year averages were used for determining our **Overall** assessment on the Accountability Pillar, we share plans for improvement in certain subjects and grades that were not part of our original analysis and Board report on October 2, 2017.

## Summary of Achievement and Improvement Results

**Grade 3 Student Learning Assessment (SLA):** We have provided grade 3 teachers with an opportunity to collaboratively review and mark the Student Learning Assessment (SLA) comprised of four tasks designed to assess student progress on Grade 2 Math and English Language Arts outcomes and on the emerging numeracy and literacy progressions. Most grade three teachers attended the first session and some have chosen to administer the SLA and mark the tasks on October 24, 2017.

**Grade 6 Achievement:** At the Acceptable Standard, Grade 6 students continue to outperform the province, on average, by **+6%** in 2017 on all provincial achievement tests. At the Standard of Excellence, Grade 6 students perform almost the same (**+1%**) as the province.





**Grade 6 Improvement:** Our Grade 6 District Three-Year Average on provincial achievement tests is well above (+6%) the province's three-year average. Because we are a high performing district, when our Grade 6 student's current averages were compared to our District three-year average in each subject, *we were proud of our continuing improvement (+11 % on average)* at the Acceptable Standard in English Language Arts 6, Math 6, Science 6, and Social Studies 6. We were also proud of our continuous improvement (+3% on average) at the Standard of Excellence for Math 6, Science 6, and Social Studies 6. *We also recognize that our areas for greatest growth are in:* English Language Arts 6, Standard of Excellence (3-Year Ave.), French Language Arts 6, Science 6 (French), and Math 6 Standard of Excellence (3-Year Ave.).

**Grade 9 Achievement:** At the Acceptable Standard, Grade 9 students continue to outperform the province, on average, by +7% in 2017 on all provincial achievement tests. At the Standard of Excellence, Grade 9 students perform almost the same (+0.3%) as the province.

**Grade 9 Improvement:** Our Grade 9 District Three-Year Average on provincial achievement tests is well above (+6%) the province's three-year average. Because we are a high performing district, when our Grade 9 student's current averages were compared to our district three-year average in each subject, *we were most proud of continuing to improve (+12 % on average)* at the Acceptable Standard in English, Math, Science and Social in regular and Knowledge and Employability (K & E) programming. We were also proud of our continuous improvement (+4% on average) at the Standard of Excellence in the same subjects. *Our areas for greatest growth are in:* French Language Arts 9, Math 9, and Social Studies 9, especially for those students who take these subjects in French.

**Grade 12 Achievement:** At the Acceptable Standard, Grade 12 students continue to outperform the province, on average, by +2% in 2017 on all provincial achievement tests. At the Standard of Excellence, Grade 12 students perform almost the same (+ 1 %) as the province.

**Grade 12 Improvement:** Our Grade 12 District Three-Year Average on Diploma Examinations is above (+3%) the province's three-year average. Because we are a high performing district, when our Grade 12 student's current averages were compared to our district three-year average in each subject, *we were proud of continuing to improve (+3 % on average)* at the Acceptable Standard in English 30-2, French 30-1, Biology 30, Chemistry 30, Physics 30, and Science 30. We were also proud of our continuous improvement (+5% on average) at the Standard of Excellence in English 30-1, English 30-2, Social Studies 30-2, Chemistry 30, and Physics 30. *Our areas for greatest growth are in:* Social Studies 30-1 and 30-2, and English 30-1.

**Implications:** We have provided schools with a detailed analysis of their PAT and DIP results because we recognize that school improvement is most impacted through principal support and teacher implementation of research-based practices (William, 2014). Our senior administrative team will meet with each school administrative team to review their results and discuss ways to support continuous improvement. Our Literacy, Numeracy, and French Immersion Coordinators are also working directly with leads in every school to address their Eduplan goals to ensure that every student is a success. It will be through all of these improvement strategies that areas for improvement will be addressed in 2017-2018.



# Greater St. Albert Catholic Schools

## District Results

2016-2017

### Student Learning Assessments, Provincial Achievement Tests & Diploma Examinations

## Executive Summary

Report to the Board of Trustees

October 30, 2017

*Report by Rhonda Nixon,  
Assistant Superintendent of Learning Services*

# District Results Review 2016-2017

## Introduction

In this report, we define high quality assessment practices, emphasize key points from our analysis of Provincial Achievement Test (PAT) and Diploma Examination (DIP) results for our jurisdiction, and conclude with suggested next steps for improvement.

## High Quality Assessment Practices

In Alberta, teachers gather information about student progress on outcomes as prescribed by Alberta Education's programs of study before, during and after instruction:

- **Diagnostic assessment (Before learning):** Information is gathered by teachers *before* instruction to see what students know and can do, and what gaps exist in students' learning. These results are not used for report card scores; they provide teachers and students with information to guide next steps in instruction. Examples: diagnostic reading assessments and pre-tests.
- **Formative assessment (During learning):** Information is gathered by teachers *during* instruction to see what students know and can do and what they *still* need to learn in order to continue to build necessary knowledge and skills. These assessments are not used on report cards; they provide teachers and students with information to guide what the student needs to do to improve performance. Examples: mid-point quizzes and "feedback only" tests.
- **Summative assessment (After learning):** Information is gathered by teachers *after* instruction to see how well students learned the intended outcomes. These assessments are the basis of student report cards. The assumption is that students have been guided with diagnostic and formative assessments to improve performance on outcomes and are now ready to show what they know and have learned. Examples: end-of-unit tests and standardized tests such as provincial achievement tests and diploma exams. Provincial achievement tests and Diploma Examinations are *summative assessments* that happen at the *end* of a school year in grades 6, 9, and 12. The results are released publically to inform us about how well students learned curriculum in their respective grades.

## Overview of District Results on Provincial Assessments

Greater St. Albert Catholic Schools (GSACRD) performs admirably on standardized provincial assessments. Over the last five years, our **Grade 6, 9 and 12 students** have **consistently outperformed** students provincially **by approximately 9 % in all core subjects** at the **Acceptable Standard on Provincial Achievement Tests and Diploma Examinations**. Throughout this report, tables in the appendices supplement information provided.

Some of the highlights of GSACRD results include:

### **Grade 3 Student Learning Assessment (SLA)**

- In **2013-2014**, all Grade 3 teachers in Alberta administered the **Grade 3 Student Learning Assessment (SLA)**, which had **4 parts**: an English language arts performance task; a math performance task; English language arts multiple-choice questions; and math multiple-choice questions.
- The **SLA** is intended to be a **diagnostic assessment** used by Grade 3 teachers to identify gaps in students' learning to shape their teaching to be responsive to students' needs.
- In **2014-2015**, **feedback from grade 3 teachers** across the province indicated that the **SLA was onerous** to administer (it took many days to administer and mark).
- In **2015-2016**, **Alberta Education responded to teacher feedback** by selecting **20 school jurisdictions** (GSACRD applied but was not selected) to engage in an intensive pilot study of the SLA to make necessary revisions to the assessment.
- **Presently (2017-2018)**, the province is **proceeding with this 20-jurisdiction pilot study**, and Minister Eggen announced that the Grade 3 SLA was to be administered based on **teacher discretion** (<http://www.edmontonsun.com/2017/05/20/grade-3-assessment-tests-in-alberta-will-be-left-to-teachers-discretion-minister-says>).
- Our District Literacy and Numeracy Coordinators offered GSACRD Grade 3 teachers an opportunity to review what the SLA is and how to administer it. Grade 3 teachers' feedback based on the session showed that **73% (11/15) of GSACRD Grade 3 Teachers are administering the SLA** and **4/11 are uncertain about administering the SLA** (Retrieved from teacher feedback on September 25, 2017). For those teachers who choose to administer the SLA, they are offered another full day to come together to mark their SLAs and to discuss how to use such information.

## GRADE 6 DISTRICT RESULTS HIGHLIGHTS

**ACHIEVEMENT:** Grade 6 students **outperform** the province on **provincial achievement tests**. Based on our achievement in 2017, we celebrate the following results:

Acceptable Standard	Standard of Excellence
<ul style="list-style-type: none"> <li>○ <b>In 2017</b>, GSACRD Grade 6 students performed, on average, <b>6% higher</b> than the province at the <b>Acceptable Standard</b> for <b>ALL core subjects</b>.</li> <li>○ <b>Over the last 5 years</b>, GSACRD Grade 6 students performed, on average, <b>9% higher</b> than the province at the <b>Acceptable Standard</b> in <b>ALL core subjects</b>.</li> </ul>	<ul style="list-style-type: none"> <li>○ <b>In 2017</b>, GSACRD Grade 6 students performed, on average, <b>1% higher</b> than the province at the <b>Standard of Excellence</b> in <b>ALL core subjects</b>.</li> <li>○ <b>Over the last 5 years</b>, GSACRD Grade 6 students performed, on average, <b>4% higher</b> than the province at the <b>Standard of Excellence</b> in <b>ALL core subjects</b>.</li> </ul>

**IMPROVEMENT:** Our Grade 6 District Three-year Average on provincial achievement tests are **+6%** above the Province’s Grade 6 Three-year Average. Our largest difference between our three-year average the provincial three-year average is **+11%** in **Math 6, Social Studies 6, and Science 6** at the **Acceptable Standard**. This year, we highlight the following areas of success in student achievement compared to our three-year average:

Acceptable Standard	Standard of Excellence
<p><b>In 2017</b>, GSACRD Grade 6 students <b>maintained</b> or <b>improved</b> performance when compared to our <b>District three-year average</b> in:</p> <ul style="list-style-type: none"> <li>○ <b>English 6</b>    <b>+ 10 %</b></li> <li>○ <b>Math 6</b>        <b>+ 12 %</b></li> <li>○ <b>Science 6</b>    <b>+ 11 %</b></li> <li>○ <b>Social 6</b>      <b>+ 9 %</b></li> </ul>	<p><b>In 2017</b>, GSACRD Grade 6 students <b>maintained</b> or <b>improved</b> performance when compared to our <b>District three-year average</b> in:</p> <ul style="list-style-type: none"> <li>○ <b>Math 6</b>        <b>+ 2 %</b></li> <li>○ <b>Science 6</b>    <b>+ 4 %</b></li> <li>○ <b>Social 6</b>      <b>+ 3 %</b></li> </ul>

**OVERALL:** We need to continue to focus on growth in terms of achievement and improvement based on our District three-year average in:

- **English Language Arts 6 Standard of Excellence (3-Year Ave.)**
- **French Language Arts 6**
- **Science 6 (French)**
- **Math 6 Standard of Excellence (3-Year Average)**

**OUR PLAN:** We will continue to focus on professional learning in teaching writing, especially, in Grade 6 ELA, and in teaching both reading and writing in French Language Arts. Our Coordinators are reinforcing a common language of teaching language arts and literacy, and math and numeracy, through teacher leads then share at their sites. During our School Results Review dialogues, we will also discuss school plans for targeted improvement through their internal results review with their staffs.

## Grade 9 DISTRICT RESULTS HIGHLIGHTS

**ACHIEVEMENT:** Grade 9 students **outperform** the province on provincial achievement tests. Based on our achievement in 2017, we celebrate the following results:

Acceptable Standard	Standard of Excellence
<ul style="list-style-type: none"> <li>○ <i>In 2017</i>, GSACRD Grade 9 students performed, on average, <b>7% higher</b> than the province at the <b>Acceptable Standard</b> for <b>ALL core subjects</b>.</li> <li>○ <i>Over the last 5 years</i>, GSACRD Grade 6 students performed, on average, <b>10% higher</b> than the province at the <b>Acceptable Standard</b> in <b>ALL core subjects</b>.</li> </ul>	<ul style="list-style-type: none"> <li>○ <i>In 2017</i>, GSACRD Grade 9 students performed, on average, <b>similar (+0.3%)</b> to the province at the <b>Standard of Excellence</b> in <b>ALL core subjects</b>.</li> <li>○ <i>Over the last 5 years</i>, GSACRD Grade 6 students performed, on average, <b>2% higher</b> than the province at the <b>Standard of Excellence</b> in <b>ALL core subjects</b>.</li> </ul>

**IMPROVEMENT:** Our **district three-year averages** on Grade 9 provincial achievement tests are, on average, **+6%** above the province. When Grade 9 students' achievement test results in 2017 are compared to our DISTRICT three-year averages, we celebrate:

Acceptable Standard	Standard of Excellence
<p><b>In 2017</b>, GSACRD Grade 9 students <b>maintained or improved</b> performance in:</p> <ul style="list-style-type: none"> <li>○ <b>English Language Arts 9</b>                    <b>+ 11%</b></li> <li>○ <b>English Language Arts 9 K &amp; E</b>    <b>+ 12 %</b></li> <li>○ <b>Math 9</b>    <b>+ 10 %</b></li> <li>○ <b>Math 9 K &amp; E</b>                                <b>+ 11 %</b></li> <li>○ <b>Science 9</b>                                      <b>+ 12 %</b></li> <li>○ <b>Science 9 K &amp; E</b>                            <b>+ 21 %</b></li> <li>○ <b>Social 9</b>                                        <b>+ 7 %</b></li> <li>○ <b>Social 9 K &amp; E</b>                              <b>+ 8 %</b></li> </ul>	<p><b>In 2017</b>, GSACRD Grade 9 students <b>maintained or improved</b> performance in:</p> <ul style="list-style-type: none"> <li>○ <b>English Language Arts 9</b>                    <b>=</b></li> <li>○ <b>English Language Arts K &amp; E</b>    <b>+ 2%</b></li> <li>○ <b>Math 9 K &amp; E</b>                                <b>+ 3%</b></li> <li>○ <b>Science 9</b>                                        <b>+ 2 %</b></li> <li>○ <b>Science 9 K &amp; E</b>                            <b>+ 2 %</b></li> <li>○ <b>Social 9</b>                                        <b>+ 2 %</b></li> <li>○ <b>Social 9 K &amp; E</b>                              <b>+16 %</b></li> </ul>

**OVERALL:** We need to continue to focus on growth in:

- **French Language Arts (3-Year Ave.)**
- **Math 9 English and French, and K & E (3-Year Ave.)**
- **Social Studies 9 (3-Year Average)**

**OUR PLAN:** Our French Immersion Coordinator met with the Assistant Superintendent, Learning Services to discuss each school's results and she will follow up to support the French Immersion schools (in class, intervention, professional learning). Our Numeracy and Literacy Coordinators are working with literacy and numeracy leads from every school and providing follow up support (professional learning, in class lessons, intervention). During our School Results Reviews, administrators will share their ideas and questions and senior administration will provide follow-up at specific sites.

## DIPLOMA DISTRICT RESULTS HIGHLIGHTS

**ACHIEVEMENT:** Grade 12 students **outperform** the province on Diploma Exams. **Based on our achievement in 2017, we celebrate the following January and/or June results:**

Acceptable Standard	Standard of Excellence
<ul style="list-style-type: none"> <li>○ In 2017, GSACRD high school students performed, on average, <b>+2% higher</b> than the province at the <b>Acceptable Standard</b> for <b>ALL core subjects</b>, including French and English exams, and there was a notable increase at the <b>in the Sciences: Biology 30, Chemistry 30</b> and <b>Physics 30</b>.</li> <li>○ <b>Over the last 5 years</b>, GSACRD high school students performed, on average, <b>+9% higher</b> than the province at the <b>Acceptable Standard</b> for <b>ALL core subjects</b>.</li> </ul>	<ul style="list-style-type: none"> <li>○ In 2017, GSACRD high school students performed, on average, about <b>+1.0% higher</b> than the province at the <b>Standard of Excellence</b> in <b>ALL core subjects</b>.</li> <li>○ <b>Over the last five years</b>, based on June diploma results, GSACRD high school students have sustained a five-year average that is above the province, on average, by <b>+1%</b> across ALL core subjects.</li> </ul>

**IMPROVEMENT:** Our **district three-year averages** on high school diploma exams are, on average, **+3%** above the province. When high school students' diploma exam results in 2017 are compared to our District three-year averages (June, January, summer school results), we celebrate:

Acceptable Standard	Standard of Excellence
<p><b>In 2017</b>, GSACRD high school students <b>maintained</b> or <b>improved</b> performance in:</p> <ul style="list-style-type: none"> <li>○ English 30-2 <b>+ 4 %</b></li> <li>○ French 30-1 <b>+ 2 %</b></li> <li>○ Biology 30 <b>+ 4 %</b></li> <li>○ Chemistry 30 <b>=</b></li> <li>○ Physics 30 <b>=</b></li> <li>○ Science 30 <b>+ 6 %</b></li> </ul>	<p><b>In 2017</b>, GSACRD high school students <b>maintained</b> or <b>improved</b> performance in:</p> <ul style="list-style-type: none"> <li>○ English 30-1 <b>=</b></li> <li>○ English 30-2 <b>+ 5 %</b></li> <li>○ Social 30-2 <b>+ 2 %</b></li> <li>○ <b>Chemistry 30 + 9 %</b></li> <li>○ Physics 30 <b>+ 8 %</b></li> </ul>

**OVERALL:** We need to continue to focus on growth in:

- **Social Studies 30-1 and 30-2 (Acceptable Std. based on our 3-Year Ave.)**
- **Social Studies 30-1 (Std. of Excellence based on our 3-Year Ave.)**
- **Math 30-1 and 30-2 (3-Year Ave.)**
- **English 30-1 (Acceptable Std. based on our 3-Year Average)**

**OUR PLAN:** Our French Immersion Coordinator met with the Assistant Superintendent, Learning Services to discuss each school's results and will follow up to offer support to the French Immersion schools (in class, intervention, professional learning). Our Numeracy and Literacy Coordinators are working with literacy and numeracy leads from every school and providing follow up support (professional learning, in class lessons, intervention). During our School Results Reviews, administrators will share their ideas and questions and senior administration will provide liaison support and follow-up at specific sites.

In addition to these supports, our Assistant Superintendent is the liaison for high schools and will work with administrators to determine additional supports. For example, \$5,000.00 has been set aside for department = head collaboration. Last year, Social Studies Department Heads met regularly from each of the high schools. They shared tasks and collaboratively marked student work at the Grade 10 level. We will discuss the value of working specifically with Grade 12 tasks and marking. These funds will be extended to English Department Heads to take up collaborative professional learning.



**Table 1: Provincial Achievement Test Grade 6 and 9 Results 2016-2017**

	Acceptable Standard			Standard of Excellence		
	GSACRD	Prov.	+/-	GSACRD	Prov.	+/-
<b>Grade 6 Subjects</b>						
1. English Language Arts 6	92.3	82.5	+9.8	17.1	18.9	-1.8
2. Math 6	82.3	68.4	+13.8	15.7	12.3	+3.9
3. Math 6 French	78.4	80.8	-2.4	10.3	16.2	-5.9
3. Science 6 English	89.8	76.6	+13.2	37.6	29.5	+8.1
4. Science 6 French	81.4	81.5	=	16.5	21.9	-5.9
5. Social Studies 6 English	84.6	72.6	+14.0	27.7	22.4	+5.3
6. Social Studies 6 French	73.2	76.2	-3.0	13.4	12.8	+0.6
7. French Language Arts 6	82.7	85.1	-2.4	10.2	13.5	+3.3
<b>Overall Avg. +/-</b>			<b>+6</b>			<b>+1</b>
<b>Grade 9 Subjects</b>						
1. English Language Arts 9	87.7	76.8	+10.9	15.9	14.9	+1.0
2. ELA 9 K & E	92.3	58.8	+33.5	7.7	5.9	+1.8
3. Math 9 English	76.7	66.2	+10.5	18.0	18.7	-0.7
4. Math 9 French	80.6	82.5	-1.9	7.8	23.6	-15.8
5. Math 9 K & E	68.4	57.0	-11.9	15.8	13.3	+2.5
6. Science 9 English	85.3	73.2	+12.1	25.4	21.3	+9.1
7. Science 9 French	87.4	86.0	+1.4	16.5	22.4	-5.9
8. Science 9 K & E	84.6	63.8	+20.8	15.4	13.4	+2.0
9. Social Studies 9 English	73.5	66.3	+7.2	25.0	20.2	+9.8
10. Social Studies 9 French	73.8	77.2	-3.4	12.6	20.9	-8.3
11. Social Studies 9 K & E	64.3	56.3	+8.0	28.6	12.7	+15.9
12. French Language Arts 9	84.5	83.1	+1.9	3.9	11.2	-7.3
<b>Overall Avg. +/-</b>			<b>+7</b>			<b>+0.3</b>

- Full Cohort Results (All Students)

**Table 2: Accountability Pillar Results for Grade 6**

ELA 6	District	Province	Difference	ACHIEVEMENT	District	3 Year Ave	Difference	IMPROVEMENT	Overall
ACC ST	92.3	82.5	9.8	Very High	92.3	91.1	1.2	Maintained	Excellent
EXC	17.1	18.9	-1.8	Intermediate	17.1	21.8	-4.7	Declined	Issue
<b>FLA 6</b>	<b>District</b>	<b>Province</b>	<b>Difference</b>	<b>ACHIEVEMENT</b>	<b>District</b>	<b>3 Year Ave</b>	<b>Difference</b>	<b>IMP</b>	<b>Overall</b>
ACC ST	82.7	85.1	-2.4	Intermediate	82.7	89.9	-7.2	Declined	Issue
EXC	10.2	13.5	-3.3	Intermediate	10.2	17	-6.8	Declined	Issue
<b>Math 6</b>	<b>District</b>	<b>Province</b>	<b>Difference</b>	<b>ACHIEVEMENT</b>	<b>District</b>	<b>3 Year Ave</b>	<b>Difference</b>	<b>IMP</b>	<b>Overall</b>
ACC ST	81.5	69.4	12.1	High	81.5	84.1	-2.6	Declined	Acceptable
EXC	14.6	12.6	2	Intermediate	2.9	9.5	-6.6	Declined	Issue
<b>Science 6</b>	<b>District</b>	<b>Province</b>	<b>Difference</b>	<b>ACHIEVEMENT</b>	<b>District</b>	<b>3 Year Ave</b>	<b>Difference</b>	<b>IMP</b>	<b>Overall</b>
ACC ST	88.1	76.9	11.2	High	88.1	87.4	0.7	Maintained	Good
EXC	33.3	29	4.3	High	33.3	32.4	0.9	Maintained	Good
<b>Social 6</b>	<b>District</b>	<b>Province</b>	<b>Difference</b>	<b>ACHIEVEMENT</b>	<b>District</b>	<b>3 Year Ave</b>	<b>Difference</b>	<b>IMP</b>	<b>Overall</b>
ACC ST	82.3	72.9	9.4	High	82.3	81.7	0.6	Maintained	Good
EXC	24.8	21.7	3.1	High	24.8	21.4	3.4	Improved	Good

**Table 3: Accountability Pillar Grade 9 Results 2016-2017**

Subject	Achievement (2017 Gr. 9 PAT Results)				Improvement (Gr. 9 Pat Results Compared to District Three Year Average)				
	District	Province	Difference	Achievement	District	3 Year Ave	Difference	IMP	Overall
<b>ELA 9</b>									
ACC ST	87.7	76.8	10.9	High	87.7	87.9	-0.2	Maintained	Good
EXC	15.9	14.9	1	High	15.9	15.9	0	Maintained	Acceptable
<b>ELA K &amp; E 9</b>									
ACC ST	92.3	58.8	33.5	Very High	92.3	68.9	23.4	Improved	Excellent
EXC	7.7	5.9	1.8	Intermediate	7.7	4.2	3.5	Maintained	Acceptable
<b>FLA 9</b>									
ACC ST	84.5	83.1	1.4	Intermediate	84.5	91	-6.5	Declined	Issue
EXC	3.9	11.2	-7.3	Low	3.9	10.6	-6.7	Declined	Issue
<b>Math 9</b>									
ACC ST	77.5	67.2	10.3	High	77.5	80.6	-3.1	Declined	Acceptable
EXC	15.9	19	-3.1	Intermediate	15.9	17.6	-1.7	Maintained	Acceptable
<b>Math 9 K &amp; E</b>									
ACC ST	68.4	57.5	10.9	Intermediate	68.4	81.1	-12.7	Maintained	Acceptable
EXC	15.8	13.3	2.5	Intermediate	15.8	20.9	-5.1	Maintained	Acceptable
<b>Science 9</b>									
ACC ST	85.7	74	11.7	V. high	85.7	83.8	1.9	Maintained	Excellent
EXC	23.6	21.4	2.2	High	23.6	21.2	2.4	Maintained	Good
<b>Science 9 K &amp; E</b>									
ACC ST	84.6	63.9	20.7	High	84.6	77.1	7.5	Maintained	Good
EXC	15.4	13.3	2.1	Intermediate	15.4	12.5	2.9	Maintained	Acceptable
<b>Social 9</b>									
ACC ST	73.6	67	6.6	Intermediate	73.6	75.5	-1.9	Maintained	Acceptable
EXC	22.5	20.2	2.3	High	22.5	20.8	1.7	Maintained	Good
<b>Social 9 K &amp; E</b>									
ACC ST	64.3	56.3	8	Intermediate	64.3	59.8	4.5	Maintained	Acceptable
EXC	28.6	12.7	15.9	High	28.6	17.4	11.2	Maintained	Good

**Table 4: Accountability Pillar Diploma Exam Results 2016-2017**

English 30-1	District	Province	Difference	ACHIEVEMENT	District	3 Year Ave	Difference	IMPROVEMENT	OVERALL
ACC ST	90.6	86.5	4.1	High	90.6	95.2	-4.6	Declined Significantly	Issue
EXC	11.4	11.7	-0.3	High	11.4	14.7	-3.3	Declined	Acceptable
English 30-2	District	Province	Difference	ACHIEVEMENT	District	3 Year Ave	Difference	IMPROVEMENT	OVERALL
ACC ST	94.1	89.5	4.6	Intermediate	94.1	94.9	-0.8	Maintained	Acceptable
EXC	16.3	11.4	4.9	High	16.3	18.3	-2	Maintained	Good
French 30-1	District	Province	Difference	ACHIEVEMENT	District	3 Year Ave	Difference	IMPROVEMENT	OVERALL
ACC ST	97.1	94.7	2.4	Intermediate	97.1	95.8	1.3	Maintained	Acceptable
EXC	2.9	9.4	-6.5	Low	2.9	9.5	-6.6	Declined	Issue
Math 30-1	District	Province	Difference	ACHIEVEMENT	District	3 Year Ave	Difference	IMPROVEMENT	OVERALL
ACC ST	63.5	73.1	-9.6	n/a	63.5	77.9	-14.4	n/a	n/a
EXC	23.5	30.7	-7.2	n/a	23.5	24.8	-1.3	n/a	n/a
Math 30-2	District	Province	Difference	ACHIEVEMENT	District	3 Year Ave	Difference	IMPROVEMENT	OVERALL
ACC ST	73	74.7	-1.7	n/a	73	78.9	-5.9	n/a	n/a
EXC	16.4	15.9	0.5	n/a	16.4	18.1	-1.7	n/a	n/a
Soc 30-1	District	Province	Difference	ACHIEVEMENT	District	3 Year Ave	Difference	IMPROVEMENT	OVERALL
ACC ST	85.2	86	-0.8	Intermediate	85.2	90.2	-5	Decline	Issue
EXC	7.1	14.8	-7.7	Low	7.1	15	-7.9	Declined Significantly	Concern
Social 30-2	District	Province	Difference	ACHIEVEMENT	District	3 Year Ave	Difference	IMPROVEMENT	OVERALL
ACC ST	77.8	80.6	-2.8	Low	77.8	83.2	-5.4	Decline	Issue
EXC	9.8	12.6	-2.8	Low	9.8	8.3	1.5	Maintained	Acceptable
Biology 30	District	Province	Difference	ACHIEVEMENT	District	3 Year Ave	Difference	IMPROVEMENT	OVERALL
ACC ST	88.3	84.2	4.1	High	88.3	89.7	-1.4	Maintained	Good
EXC	32	32.3	-0.3	High	32	35	-3	Maintained	Good
Chem 30	District	Province	Difference	ACHIEVEMENT	District	3 Year Ave	Difference	IMPROVEMENT	OVERALL
ACC ST	83.5	83.1	0.4	High	83.5	86.6	-3.1	Maintained	Good
EXC	39.4	38.6	0.8	Very High	39.4	30.1	9.3	Improved	Excellent
Physics 30	District	Province	Difference	ACHIEVEMENT	District	3 Year Ave	Difference	IMPROVEMENT	OVERALL
ACC ST	85.5	85.7	-0.2	High	85.5	85.9	-0.4	Maintained	Good
EXC	40.8	32.8	8	High	40.8	32.8	8	Improved	Good
Science 30	District	Province	Difference	ACHIEVEMENT	District	3 Year Ave	Difference	IMPROVEMENT	OVERALL
ACC ST	90.7	84.9	5.8	High	90.7	93	-2.3	Maintained	Good
EXC	31.4	28.4	3	High	31.4	36.9	-5.5	Maintained	Good

## New Catholic Trustee Orientation Session

**Turner Valley Room  
The Westin Edmonton**

**November 17, 2017**

### Program

9:00 a.m. – 9:15 a.m.	Morning Liturgy
9:15 a.m. – 9:55 p.m.	Presentation: Catholic Education & the Role of the Catholic Trustee – Most Rev. F. Henry
9:55 a.m. – 10:05 a.m.	Question & Answer Session
10:05 a.m. – 10:15 a.m.	Break
10:05 a.m. – 10:45 a.m.	Presentation: The Dual Mandate – Most Rev. R. Smith
10:45 a.m. – 11:00 p.m.	Question & Answer Session
11:00 a.m. – 11:30 a.m.	Introduction to ACSTA– Adriana LaGrange, President

# New Trustee Orientation

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**November 22, 2017**

**Westin Hotel Edmonton**

**8:30 am – 3:00 pm**

## **Session Goals**

Participants in the session will identify and review foundational elements of the role of School Boards and School Board Trustees, while engaging in a highly interactive learning experience, discussing real life scenarios.

Key Topics Presentations (through scenario-based learning)

1. School Boards and School Board Trustees – History, Roles and Terminology – An Overview
2. School Act – Provincial Legislation, Regulations, the Funding Manual, Board Policies and Administrative Procedures
3. Fiduciary Duties
4. Budget and Fiscal Oversight
5. Board Governance and Code of Conduct

## **Presenters**

Maggie Baczynski, Lawyer

Jim Gibson, Education Consultant

Terry Gunderson, Education Consultant

Yvon Prefontaine, Acting senior Lawyer

## **Facilitator**

Valeria Palladino, Chief Officer, Learning and Research

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# BOARD OF TRUSTEES REGULAR MEETING

OCTOBER 30, 2017

## ATTACHMENT FOR AGENDA ITEM 14

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### 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 2017-2018

Month	Date	Event	Location Time	Attending
<b>SEPTEMBER</b>				
	September 1, 2017	Opening Mass   Blueprints	Mass: St. Jean Baptiste (8:30 am)   Blueprints: MCCC	Becigneaul, Crockett, McEvoy, Shaw, Tremblay
	September 12, 2017	Catholic Social Services Fall Celebration	Royal Alberta Museum (4:30 pm)	Keohane, Schlag
	September 15, 2017	Opening & Celebration of the St. Albert Healing Garden	North Side of Sturgeon River (near St. Albert Place (9:30 am))	Crockett, McEvoy
	September 25/26, 2017	Legislation Engagement Session with Minister	Coast Edmonton Plaza	Keohane, Schlag, Shaw, Crockett, Stefner
	September 29, 2017	FNMI Leadership Committee Meeting	District Office	Keohane, Crockett, Tremblay, Radford
<b>OCTOBER</b>				
	October 2, 2017	ESSMY Awards	St. Albert Catholic Parish (7:00 pm)	McGuinness Shaw
	October 4, 2017	Long Service Awards	MCCC (4 pm)	Becigneaul, Crockett, McEvoy, Shaw, Tremblay, Radford, Proulx
	October 25, 2017	SACHS Awards	Arden Theater (7:00 pm)	Keohane, Shaw
	October 25, 2017	Kevin Carr Awards	Maria Goretti Commuity Hall (11:30 am)	Keohane, Shaw
	October 27, 2017	Starfest 2017	Santa Maria Goretti Centre	Keohane, Shaw (2)
	October 31, 2017	FNMI Leadership Committee Meeting	District Office (1:00 pm)	
<b>NOVEMBER</b>				
	November 1, 2017	MCHS Awards	Morinville Community Cultural Centre (7:00 pm)	Tremblay, Radford
	November 4 & 5, 2017	Catholic Education Sunday		
	November 4, 2017	St. Joseph's College - Ignite Gala	Chateau Lacombe Hotel Ballroom ( 6:00 pm-Auction. 7:00 pm Dinner)	
	November 9, 2017	SAM Celebration	St. Albert Curling Club (3:00 pm-4:30 pm)	Becigneul, Shaw, Crockett, Keohane
	November 14, 2017	St. Albert Housing Society Homestyle Breakfast	St. Albert Curling Club (7:00 am)	Becigneul
	November 17-19, 2017	ACSTA AGM	Westin	Keohane, Crockett, Shaw, Radford
	November 17, 2017	ACSTA New Trustee Orientation	Westin (9:00 am-11:30 am)	
	November 19-21, 2017	ASBA FGM	Westin	
	November 21, 2017	TEBA Annual General Meeting	Westin Hotel: Centennial Room (4:00 pm-6:00 pm)	TEBA Rep
	November 22, 2017	ASBA Trustee Orientation	Westin Hotel (8:30 am -4:00 pm)	
	November 29, 2017	Council of Councils Meetnig	District Office (7:00 pm)	
	November 30, 2017	St. Kateri Tekakwitha Academy	Morinville Community Cultural Centre (1 pm-7:00 pm)	Schedule TBD
<b>DECEMBER</b>				
	December 7, 2017	SRR Visits - JJ Nearing	JJN (8:30 am)	Keohane
		SRR Visits - École Marie Poburan	EMP (10:30 am)	Keohane
		SRR Visits - École Notre Dame	Notre Dame (1:30 pm)	Keohane
	December 11, 2017	SRR Visits -Bertha Kennedy	Bertha Kennedy (8:30 am)	Keohane
		SRR Visits - Neil M.Ross	NMR (10:30 am)	Keohane
		SRR Visits - VJ Maloney	VJM (1:00 pm)	Keohane
	December 19, 2017	Trustee Baskets to Schools / BELRA Presentation		
<b>JANUARY</b>				
	January 9, 2018	TEBA Representative Committee Special Meeting	Location and Time TBC	TEBA Rep
<b>MARCH</b>				
	March 4-6, 2018	Alberta Rural Education Symposium (ARES)	TBD	

*Greater St. Albert Catholic Schools  
Board Commitments 2017-2018*

Month	Date	Event	Location Time	Attending
<b>APRIL</b>				
	April 7-9, 2018	NSBA Annual Conference	San Antonio	