



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, June 25, 2018 | 2:00 P.M. Call to Order
3:30 P.M. – Public Meeting

1. **Call to Order:** Serena Shaw
2. **In-Camera**
3. **Out-of-Camera at 3:30 pm**
4. **Opening Prayer:** Joan Crockett
5. **Acknowledgment of Territories:** Serena Shaw
The Greater St. Albert Catholic School Board acknowledges that it is meeting on the original lands of the Cree, those of Treaty 6, and on the homeland of the Métis Nation. We acknowledge the harms and mistakes of the past, and we dedicate ourselves to move forward in partnership with Indigenous communities in a spirit of reconciliation and collaboration. Kinanâskomitin Manito (Thank you Creator).
6. **Approval of Agenda**
7. **Presentation Delegation**
 - 7.1 Staff Recognition
 - 7.2 Audit Plan Presentation (Myers, Norris, Penny)
 - 7.3 Morinville School Resource Officer Year-end Report (Cst. Tearle)
 - 7.4 St. Albert School Resource Officer Year-end Report (Cpl. Kading, Staff Sgt. Tony Dickens)
8. **Approval of Minutes & Summaries**

8.1 Regular Board Meeting Minutes of May 28, 2018	Attached
8.2 Committee of the Whole Summary of June 11, 2018	Attached
8.3 Audit Committee Summary of June 14, 2018	Attached
9. **Approval of Committee & Event Reports from Advocacy Committee Meetings**

9.1 Alberta School Boards Association Zone 2/3 (Becigneul)	Attached
9.2 Alberta Catholic School Trustees' Association (Shaw)	Attached
10. **Good News (Communication & Community Relations)** Attached

11. Questions from the Public

(Questions are submitted in writing on the Thursday prior to meeting. Information and the form can be located on the District website at <http://bit.ly/1SLTFSh>.)

12. Consent Items

(The Chair will ask for a motion to receive and to approve all recommendations contained therein. Prior to approving the motion, any trustee may request the status of a consent item be changed to an action item.)

- | | | |
|------|---|----------|
| 12.1 | Review of Board Policy 11 – Board Delegation of Authority and Board Policy 21 – Staff Recruitment and Selection (Keohane) | Attached |
| 12.2 | Locally Developed Courses Authorization (Nixon) | Attached |
| 12.3 | Dual Credit Pathway Programs Authorization (Nixon) | Attached |
| 12.4 | Dual Credit Courses Authorization (Nixon) | Attached |
| 12.5 | School Code of Conduct Review (Keohane) | Attached |

13. Action Items

- | | | |
|-------|--|----------|
| 13.1 | 2018-2019 Board Strategic Plan (Keohane) | Attached |
| 13.2 | 2018-2021 Three-Year Education Plan Framework (Keohane) | Attached |
| 13.3 | Boundary Review: English Boundaries for Morinville Schools (Bruineman) | Attached |
| 13.4 | Laura Bird Memorial Beacon of Hope Award Recipient (Crockett) | Attached |
| 13.5 | Alberta Catholic School Trustees' Association Award Nomination (Shaw) | Attached |
| 13.6 | Alberta School Boards Association Award Nomination (Shaw) | Attached |
| 13.7 | Superintendent Reappointment Intent (Shaw) | Attached |
| 13.8 | Superintendent's Growth Goals/Evaluation Report (Shaw) | Attached |
| 13.9 | Political Advocacy (Radford) | Attached |
| 13.10 | St. Albert Catholic High School's Parking Lot: Request for Quotation (Keohane) | Attached |

14. New Business

15. Information Items

- | | | |
|------|---|----------|
| 15.1 | Report from the Chair | |
| | 15.1.1 Correspondence | |
| | 15.1.2 Other Items | |
| 15.2 | Report from the Superintendent | |
| | 15.2.1 Educational Leadership | |
| | • May 2018 Accountability Pillar Report Update | Attached |
| | 15.2.2 Faith Leadership | |
| | • Faith and Spiritual Initiatives Annual Report (Nixon) | Attached |
| | 15.2.3 Fiscal Responsibility | |
| | • 3 rd Quarter Financial Report (Stevens) | Attached |
| | • Alberta School Employee Benefit Plan Annual Report (Moroziuk) | Attached |

16. Board Commitments

Attached

17. Clarification Period for Public & Media
(Related to agenda items, only as deliberated)

18. Trustee Request for Information

19. Closing Prayer: Joan Crockett

20. In-Camera *(if applicable)*

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

22. Adjournment





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ATTACHMENT FOR AGENDA ITEM 7

Presentation Delegation

7.1 Recognition of Staff

The Board congratulates the following staff for their academic achievements this year.

Master of Education in Curriculum and Leadership

- Nicole Baker (R.S. Fowler)
- Julie Bedi (St. Gabriel High School)
- Christina MacKinnon (École Father Jan)
- Cara Mazur (G.H. Primeau)

Master of Education in Technology

- Adriana Bryenton (Vital Grandin)

Graduate Diploma in Education Psychology and Teaching English as a Second Language

- Pam Wilman (ESSMY)

7.2 Audit Plan Presentation

Presenting to the Board are representatives from Meyers, Norris & Penny who will explain the process used for the upcoming audit that will take place at the end of August 2018.

7.3 Morinville School Resource Officer Year-End Report

Constable Peter Tearle, Morinville RCMP, will present a year-end overview of the School Resource Officer Program in Morinville.

7.4 St. Albert School Resource Officer Year-End Report

Corporal Laurel Kading, St. Albert RCMP, will present a year-end overview of the School Resource Officer Program in St. Albert. Staff Sgt. Tony Dickens will also be attending with Corporal Kading.



BOARD OF TRUSTEES REGULAR MEETING

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ATTACHMENT FOR AGENDA ITEM 8.1

Regular Board Meeting Minutes of May 28, 2018

BACKGROUND:

Please see attached.

RECOMMENDATION:

THAT the Board of Trustees approve the minutes of the Regular Meeting of the Board held on May 28, 2018, as circulated or as circulated and amended.

**MINUTES OF THE REGULAR MEETING OF THE
BOARD OF TRUSTEES OF
GREATER ST. ALBERT ROMAN CATHOLIC
SEPARATE SCHOOL DISTRICT NO. 734
HELD on MONDAY, May 28, 2018, 2:00 P.M.
District Office, 6 St. Vital Avenue,
St. Albert, AB**

MEMBERS PRESENT Trustees Becigneul, Crockett, Proulx, Radford, Schell, and Shaw

MEMBERS ABSENT Trustees Tremblay

ADMINISTRATION PRESENT

D Keohane, superintendent; R Nixon, assistant superintendent; C. Moroziuk, assistant superintendent, D Schlag, secretary-treasurer

CALL TO ORDER **Trustee Shaw** called the meeting to order at 2:00 p.m.

IN CAMERA

214/18 **Trustee Becigneul:** **THAT** the Board of Trustees move In Camera at 2:00 p.m.
CARRIED (6/6)

OUT OF CAMERA

215/18 **Trustee Crockett:** **THAT** the Board of Trustees move Out of Camera at 3:28 p.m.
CARRIED (6/6)

OPENING PRAYER

Trustee Becigneul offered the Opening Prayer.

ACKNOWLEDGEMENT

Trustee Shaw acknowledged that the Board is meeting on the original lands of the Cree, those of Treaty 6, and on the homeland of the Métis Nation. Kinanâskomitin Manito (Thank you Creator).

APPROVAL OF AGENDA

216/18 **Trustee Schell:** **THAT** the Board of Trustees approve the agenda as presented.
CARRIED (6/6)

PRESENTATION DELEGATION

There were no presentations.

APPROVAL OF MINUTES & SUMMARIES

217/18 **Trustee Radford:** **THAT** the Board of Trustees approve the minutes of the Regular Meeting of the Board held on April 23, 2018 as circulated.
CARRIED (6/6)

boundary rate; 50% of \$460) for access to a second bus, over and above the current year's applicable category bus pass fee.

CARRIED (6/6)

2018-2019 Budget

Secretary-treasurer Schlag presented the Board with an overview on the proposed budget for 2018-2019 highlighting what this year's budget will provide. This includes:

- spending today's dollars on today's kids,
- directing 90% of all funding to instruction,
- using reserves to cover the deficit provides a bridge to operations in the future, and
- improved staffing levels.

227/18

Trustee Schell: **THAT** the Board of Trustees approve the district 2018-2019 operating budget with estimated revenues of \$71,457,157 and estimated expenditures of \$71,842,783, resulting in an annual operating deficit of (\$385,626).

CARRIED (6/6)

EXTENSION

228/18

Trustee Crockett: **THAT** the Board of Trustees extend the regular meeting of the Board until 7:30 p.m.

CARRIED (6/6)

2018-2019 Early Dismissal Times

Superintendent Keohane updated the Board with information with respect to early dismissal times and the requirements for transportation.

229/18

Trustee Radford: **THAT** the Board of Trustees provide transportation to accommodate students at MCHS for early dismissal on Fridays, for the 2018-19 school year, and direct the superintendent to engage in research and consultation regarding optimal scheduling for high school students.

CARRIED (6/6)

NEW BUSINESS

There was no new business.

INFORMATION ITEMS

Report from the Chair

Trustee Shaw updated the Board on all of the award opportunities that need to be discussed and reviewed by the sub-committee of the Board and provided a correspondence update.

Report from the Superintendent

Superintendent Keohane presented the report as information and highlighted the outstanding engagement levels within the district. Information reports include:

- Alberta Education Field Services Report
- Gallup 2018 Great Workplace Award
- Field Trip Activity Report

230/18

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

CARRIED (6/6)



BOARD OF TRUSTEES REGULAR MEETING

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ATTACHMENT FOR AGENDA ITEM 8.2

Committee of the Whole Meeting Summary of June 11, 2018

BACKGROUND:

Please see attached.

RECOMMENDATION:

THAT the Board of Trustees approve the summary of the Committee of the Whole meeting held on June 11, 2018 as circulated or as circulated and amended.

**SUMMARY OF THE BOARD COMMITTEE of the WHOLE MEETING OF
GREATER ST. ALBERT RCSSD NO. 734
MONDAY, JUNE 11, 2018**

COMMITTEE MEMBERS PRESENT

Trustees Becigneul, Crockett, Proulx, Radford, Schell, Shaw and Tremblay

ADMINISTRATION PRESENT

D Keohane, superintendent; D Schlag, secretary-treasurer; R Nixon, assistant superintendent, C Moroziuk, assistant superintendent

CALL TO ORDER

Trustee Crockett called the meeting to order at 7:00 p.m. and welcomed Elder Ella Arcand, the students, their families, and teachers. Trustee Crockett advised that Elder Edna Arcand was unable to attend and sent her regrets. Trustee Proulx offered the opening prayer.

ACKNOWLEDGMENT OF TERRITORIES

Trustee Crockett acknowledged that the Greater St. Albert Catholic School 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).

TOBACCO OFFERING to ELDERS

As a gesture of respect and thanksgiving, Superintendent Keohane provided a tobacco offering to Elder Ella Arcand which was gracefully accepted.

RECOGNITION OF STUDENTS

Elder Ella Arcand led a smudge ceremony to honor the student award recipient, **Chloe Verhaeghe** from Neil M. Ross, who received the ASBA **The Honouring Spirit: Indigenous Student Award** at Government House in Edmonton on May 12, 2018, which recognizes First Nations, Métis and Inuit students who model strength and commitment in the pursuit of their personal education path and embrace their own gifts, strengths and potential while celebrating the ways of their people. Four additional students, **Braelynn Callinan** (Neil M. Ross), **Brady Arcand** (Richard S. Fowler Catholic Junior High School), **Creedance Nadeau** (Legal School), **Warren Smoker** (Legal School) all received Honourable Mention for this award and received Certificates of recognition from ASBA. All students received special hand-painted rocks from the Elders that focused on “one of the seven teachings”, such as wisdom, courage, respect, love, truth, honesty, and humility. Students were able to participate in the smudge ceremony with their keepsake rocks. Trustees provided all five students with Certificates of Recognition from the Board and Chair Shaw expressed the Board was proud of the students and this achievement. The students and all present were treated to hospitality with special cupcakes and other treats.

POLICY REVIEW FRAMEWORK

Trustees reviewed Board Policy 11 – Board Delegation of Authority and Board Policy 21 – Staff Recruitment and Selection and no revisions appeared to be required. Both policies will move to the Regular meeting on June 25, 2018 for approval.

Trustees also reviewed multiple Administrative Procedures that align with Board Policy 1 – Mission Statement, Values and Beliefs, Goals and Objectives and were updated as a result of Bill 24:

- 140 – Use of Technology
- 149 – Social Media
- 350 – Student Discipline Framework
- 358 – Harassment (District Students)
- 359 – Safe and Caring Learning Environments
- 360 – Code of Conduct Review to Address Bullying
- 361 – Accommodating and Respecting Gender Identity and Expression
- 412 – Occupational Health and Safety
- 460 – Harassment (Employees)

GALLUP STUDENT POLL ANNUAL REPORT

Trustees reviewed the 2018 Engagement Results of students and had an opportunity to ask questions and engage with Superintendent Keohane on several areas of interest.

TRUSTEE ADVOCACY – PRAYING FOR OTHERS

Trustee Shaw introduced that on occasion special prayers are often included in prayer from time to time and wondered if this might become a standard practice at Regular Board Meetings beginning in

September 2018. Trustees thought this would be a good idea and Administration will assist with coordinating this for the Board.

TRUSTEE ADVOCACY WITH MLA'S

Trustee Radford advised Trustees that Sturgeon School Division had a section called Political Activism on their website, which outlined the Board's plans to meet with the Minister and Deputy Ministers from the Ministry of Alberta Education, along with plans to meet and liaise with local politicians. Trustee Radford is interested in pursuing a similar plan for GSACRD Trustees.

TRUSTEE COMMITTEE & SCHOOL COUNCIL REPORTS

Trustee Becigneul provided a written report from his attendance at the Zone 2/3 Meeting on May 25, 2018. Trustee Shaw presented a written report from her attendance at the ACSTA meeting held on May 25, 2018. Trustee Proulx provided information from the Legal School Council that various high profile individuals from the Legal community were invited to share the morning announcements with students.

FIRST NATIONS, METIS, and INUIT ACTIVITY

Trustees reviewed the Education for Reconciliation June Update, which is available on the District website. Assistant Superintendent Nixon shared additional information on the Seven Grandfathers, which focused on the seven teachings that define Cree heritage and values. Trustees and Administration were invited to choose a special keepsake hand-painted rock that focused on one of the teachings, just as the students did earlier; although Trustees were able to choose their rock, while Elder Ella Arcand had prechosen for the students Presenting the rock that she felt best represented their "gift" in life.

Trustee Proulx offered the closing prayer. The meeting was adjourned at 9:51 p.m.

Meeting chaired by Trustee Crockett



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ATTACHMENT FOR AGENDA ITEM 8.3

Audit Committee Meeting Summary of June 14, 2018

BACKGROUND:

Please see attached.

RECOMMENDATION:

THAT the Board of Trustees approve the summary of the Audit Committee meeting held on June 14, 2018 as circulated or as circulated and amended.

**SUMMARY OF THE AUDIT COMMITTEE MEETING OF
GREATER ST. ALBERT RCSSD NO. 734
THURSDAY, JUNE 14, 2018**

TRUSTEE COMMITTEE MEMBERS PRESENT

Trustees Crockett and Radford

TRUSTEE COMMITTEE MEMBERS ABSENT

Trustee Proulx

COMMUNITY MEMBERS PRESENT

John Smith

COMMUNITY MEMBERS ABSENT

Bruce Perry

ADMINISTRATION PRESENT

D Schlag, secretary-treasurer; M Stevens, finance manager

CALL TO ORDER

Trustee Radford called the meeting to order at 6:59 p.m. and Trustee Crockett offered the opening prayer.

CONSIDERATION SCHOOLS for EXTERNAL AUDIT

Secretary Treasurer Schlag reviewed the current rotational internal audit schedule for the school and the committee discussed various factors that are considered when scheduling. After much discussion, it was agreed that **ESSMY and GHP** would be the two chosen schools for EXTERNAL AUDIT in Fall 2018, as part of the District Audit. Funds permitting, a third school, **Vital Grandin** might be added to the External Audit. That possibility will be explored when the Auditors present the 2018 Audit Scope on June 25, 2018.

RISK MANGEMENT – GENERAL DISCUSSION

Committee members discussed several risk factors that impact a school jurisdiction and concluded that in many cases the best solution is to put in place optimal mitigating strategies to manage the risk if it cannot be eliminated. When the risk can be eliminated, then it is best to do so, but that is rare.

NEXT STEPS

An External Audit Scope for 2018 will take place at the **June 25, 2018** meeting at the start of the meeting.

Save the dates:

1. **October 11, 2018 (date still tentative);** 7:00 – 9:00 pm; Audit Committee Preview of Aug 31, 2018 Year-End Statements
2. **November 22, 2018:** Meeting with External Auditor's – MNP; 2:00 – 6:00 pm (In-Camera review of Audited Financial Statements (AFS) & Audit Findings)
3. **November 26, 2018:** Approval of AFS Regular Board Meeting; 3:30 pm

Trustee Crockett offered the closing prayer.

The meeting was adjourned at 8:38 p.m.

Meeting chaired by Trustee Radford



BOARD OF TRUSTEES REGULAR MEETING

JUNE 25, 2018

ATTACHMENT FOR AGENDA ITEM 9.0

Committee & Event Reports

PREPARED BY:

9.1 Alberta School Boards Association Zone 2/3 Report (Becigneul) Attached

9.2 Alberta Catholic School Trustees' Association Report (Shaw) Attached

RECOMMENDATION:

THAT the Board of Trustees approve the committee reports from the Board Committee of the Whole meeting held on June 11, 2018.



Committee Report Summary

Board Committee of the Whole Meeting Date: June 11, 2018

Submitted By: Joe Becigneul

Committee/Event Name: ASBA Zone 2/3

Committee/Event Date: May 25, 2018

Summary of Agenda Items:

Standing items

Policies to move forward to FGM

Financial Statements

AB Education Report

Highlights Relevant to GSACRD:

1: Three proposed Policies were submitted for the FGM. All moving forward.

Edmonton Public
GSACRD
St. Albert Public

2: President's Report: (Mary Martin).

- Trustee Code of Conduct proposed to be ready for Sept.
- CSBA meetings in Montreal (May 4-6) – Corporate response to cannabis legalization delivered.
- Locally elected school boards:
 - o Manitoba will elect this fall and then have a governance review.
 - o Ontario – public boards to undergo a review.
 - o Quebec – English boards back on the radar. (not part of municipal elections).
 - o Saskatchewan – Out ahead of the trend and cultivated effective partners to champion the elected boards.
- Honouring Spirit Awards: 12 winners hosted by Lt. Gov. at Gov't House.

2: President's Report: (Mary Martin) cont'd.

- Call out for upcoming committees forthcoming.
- Budget ready for SPG.

3: Alberta Education Report (Highlights):

- Website <https://education.alberta.ca/> and click on "In The Loop".
- Apology to "60's Scoop" by Premier Notley.
- Learnab.ca website for teachers to interact with new curriculum.
- Curriculum update K-4 on track for Dec.
- Funding growth (capital spent on growing spaces).
- School Nutrition program.
- Boards encouraged to retain staff hired through classroom improvement fund.
- Transportation survey closes June 15th.

4: Zone Directors Report: (Jennifer Tuininga and Trina Boymook):

- No slow down from Education Ministry despite close to entering the Red Zone.
- Fall consultation of Education Business plan.
- Work underway on ASBA website.
- Summer Leadership Academy in Canmore Aug. 24-25.
- Work underway of external ASBA committees.

Other notes:

1: The scheduled June 22 Zone 2/3 meeting has been cancelled.

2: Meeting schedule for 2018-2019 was presented and approved. Dates are"

Sept. 28, Oct. 26 (AGM), Nov. 23, Jan 18, Feb. 22, March 15, April 26, May 24 (Chateau Louis), and June 21.

3: MLA Advocacy TBD (both date and format).

4: Edwin Parr Awards Banquet – May 24, 2019 (evening)

Upcoming Deadlines:

- June 15th – Zone Appreciation Award.
- Sept. 21st
 - o Friends of Education
 - o Honourary Life Membership Award
 - o Public Engagement Award
 - o School Board Innovation and Excellence Award.



Committee Report Summary

Board Committee of the Whole Meeting Date: June 11, 2018

Submitted By: Trustee Shaw

Committee/Event Name: ACSTA Board of Director meeting

Committee/Event Date: May 25

Summary of Agenda Items:

Highlights Relevant to GSACRD:

- Update on Development and Peace; we will continue to utilize the educational supports as well as have D & P present in our schools.
- Catholic Education Legal Summit; please see email. All are welcome to attend, including teachers, parents and parishioners.
- World Catholic Education Day.
 - ACSTA does not have resources currently. You can find many on the OCSTA website, and we have been invited to use them. There are many great activities and scripture to use.
 - We will be encouraged to celebrate and share any good ideas with ACSTA and member Boards
- AGM Nov. 15-17 Trusteeship: Embracing Gospel Life
 - Daniel Horan
 - They are looking for student entertainment for the evening of the Banquet, from a Board close to Edmonton for ease of transportation.
 - The committee will look at possibly moving venues in the next few years. There may be more economical choices, however it would entail moving between the ASBA and ACSTA meeting, as ASBA does not appear to be interested in moving at this time.
- New K-12 Curriculum
 - Data collection will occur through in-person curriculum sessions and via submissions from organizations. Registration for Parent engagement is to be done through ASCA: <https://www.albertaschoolcouncils.ca/education-in-alberta/alberta-education-initiatives/curriculum-development>
- The ACSTA and CCSSA will be submitting a joint written submission on the curriculum scope and sequence as the superintendents are our curriculum specialists. We encourage any boards or individuals who have comments to make please forward them to government as well.
- Governance committee has recommended a full policy and by-law review. This will happen over the next few months.



BOARD OF TRUSTEES REGULAR MEETING

JUNE 25, 2018

ATTACHMENT FOR AGENDA ITEM 10

Good News (Communications & Community Relations)

PREPARED BY:

Carol Bruineman, Communications Manager

BACKGROUND:

Please see attached.

Good News
Regular Board Meeting
June 25, 2018

District News

- Congratulations to all students who received awards for their performances and contributions during the **2017-2018 Edmonton Journal Cappies Season**. From the district the following students received awards for:
 - Lead Actress in a Musical — **Daphne Charrois, Morinville Community High School**, James and the Giant Peach
 - Supporting Actor in a Play — **Ethan Kidney, St. Albert Catholic High School**, 1984
 - Special Effects and or Technology — **Emma Lawless, St. Albert Catholic High School**, 1984

There were more than 20 student nominations across the district reflecting the depth and artistic talent of the drama departments in our schools! Congratulations to all!!

- This month will be historic for the district when it receives the keys to Sister Alphonse Academy! It has been more than 20 years since a new Catholic school has opened in St. Albert and there is growing excitement in the neighbourhoods around the school.

School News

Congratulations to **Morinville Community High School** for reaching their fundraising goal of approximately \$12,000 to purchase a duet bike for ASPEN House. The bike will allow seniors who struggle with mobility to get outside and get some fresh air. Thanks to students, staff and the Morinville community for all their support with this initiative. A special thank you to Mr. Maslyk from the MCHS community for bringing this opportunity forward. Well done MCHS!

Two students from **Legal School** were successful in the Lt. Governors Poetry Contest and one of the students won a trip on the Stettler Train. Legal School also had another student who placed second overall in the Sturgeon Crime Watch Poster Contest. Congratulations to all the students!

J.J. Nearing students raised over \$4,000 hosting a farmers market. The City of St. Albert Farmer's Market was invited to tour & review their event. Following their review, students were offered a free spot for the remainder of the year at the City Farmer's Market. The top student earner will earn the privilege to ring the bell at the market. Congratulations to the staff on developing an entrepreneurial spirit in your students!

Four **St. Albert Catholic High School** students have signed to play Jr. Football in the coming year. Congratulations to all these exceptional athletes and the coaches that have supported them!

Students at **Neil M. Ross School** raised over \$4,000 to have a well built in a third world country – the project is part of the “Clean Water for Life initiative.

Two students from **École Sainte Marguerite d'Youville** will join many alumni students who have received large scholarship awards. This year, Roisin Cahill received the Loran Scholarship and Aden Auger received an Indigenous Scholarship Award. Bravo!

The Annual Bike-A-Thon at **V.J. Maloney School** raised more than \$30,000 for Juvenile Diabetes. These funds will be a tremendous support to the many and much need resources to support youth living with diabetes.



BOARD OF TRUSTEES REGULAR MEETING

JUNE 25, 2018

ATTACHMENT FOR AGENDA ITEM 12.1

Board Policy Review

PRESENTER:

David Keohane, Superintendent of Schools

BACKGROUND:

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

Board Policy 11 – Board Delegation of Authority and Board Policy 21- Staff Recruitment and Selection were last reviewed in May 2017. No changes are recommended for either policy for this review.

RECOMMENDATION:

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

Memorandum

DATE: June 11, 2018

TO: Board of Trustees

FROM: David Keohane, Superintendent of Schools

RE: Policy Analysis for June 25, 2018 Regular Board Meeting

The documentation is intended to support the questions posed within the Board's Policy Review Framework (attached).

Re: Policy 11: Board Delegation of Authority

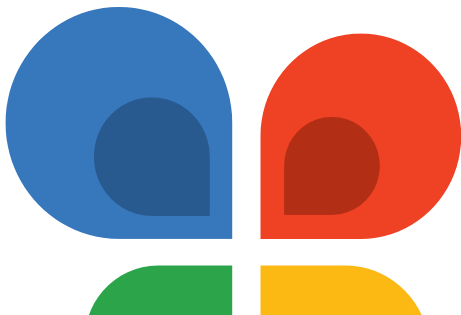
No changes are recommended for this review. The 2017 – 2018 Guide to Education has been referenced in order to assure that administrative procedures reflect the most updated program related regulations that are specified by the Ministry.

Re: Policy 21: Staff Recruitment and Selection

No changes are recommended for this review.

Thank you for your attention to this matter.

DK





Board Policy Review Reflection Framework

Within the existing ASBA Roles Clarification: Governance, Administration Policy Model that is adopted by Greater St. Albert Catholic Schools, the Board sets direction for the District according to two elements that are essential to achieving the District's mandate:

- the responsibilities that the Board will undertake due to the mandates of legislation and its desire to uphold appropriate risk management principles;
- what the Board hopes to achieve in order to be responsible to the owners of the system (the public).

To this end, the Board through its policy model has identified policies that reflect the will of the Board in these areas. Within the Board's policy framework is the delegation to the Superintendent the authority to maintain administrative procedures that complement Board Policies relevant to what the Board deems to be operational matters and outcomes that are essential in achieving the mission and vision of the District. Essential to the success of meeting desired results for the District is the extent to which Board Policies and Administrative Procedures are complementary to each other.

Therefore, when the Board engages in continually understanding and adapting its role in fulfilling responsibilities and meeting desired outcomes, policies should meet the following tests:

Are the Board's policies:

- *legal according to statutes and contractual arrangements made by the Board?*
- *supportive of the Board's foundational policies: District Mission Statement, Values, Beliefs, Goals, and Objectives; Role of Board; Role of the Trustee; Board Delegation of Authority; Role of the Superintendent?*
- *supportive of the expectations of previous motions that empower current practice?*
- *understandable according to the intent of their expectations and will of the Board?*
- *a reflection of generally accepted standards as written in other parallel public policies?*

The Board is encouraged to use these questions as a reflection framework for understanding or amending all policies that are reviewed through the Board's annual policy review schedule.

BOARD DELEGATION OF AUTHORITY

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

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

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

Specifically:

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

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

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

Legal Reference: Section 61, 105, School Act

Revised: June 14, 2013, February 22, 2016

RECRUITMENT AND SELECTION OF PERSONNEL

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

Specifically

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

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

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

Implementation Date: November 2, 2016



BOARD OF TRUSTEES REGULAR MEETING

JUNE 25, 2018

ATTACHMENT FOR AGENDA ITEM 12.2

Locally Developed Courses (LDC)

PRESENTER:

Rhonda Nixon, Assistant Superintendent

BACKGROUND:

School authorities have the flexibility to develop or acquire locally developed courses (LDCs) to address particular students and/or community needs. These learning opportunities complement, extend, and/or enrich the current Alberta Education programs of study. Locally developed courses are approved by Alberta Education based on the quality of the programming offered in submitted course outlines. Locally developed courses are authorized by school authorities, usually for a 4-year period or for the duration left of the developing board's authorization period from Alberta Education.

In December 2017, Alberta Education stipulated that locally developed courses that were used for dual credit (high school and post-secondary credit and/or credentials) were to be removed from the Locally Developed Course list. Jurisdictions wishing to offer LDCs as dual credit courses were required to apply for a "Dual Credit Course Code" for each of these courses. We have identified the LDCs that we have submitted for dual credit course codes in Attachment for Agenda Item 12.4.

JUNIOR HIGH OCALLY DEVELOPED COURSES

Junior high schools offer LDCs as options or flex programming courses. We are currently reviewing all option and flex courses at the junior high level. The only course for approval is "Learning to Lead," which is offered in all of our junior high schools depending on student interest.

Jr. High LDCs		
Course	Developing Board	Authorization Date
Learning to Lead 7-8-9	Edmonton School District No. 7	September 1, 2018 – August 31, 2022

Note: See the course outline in the meeting folder for [Locally Developed Courses](#).

SENIOR HIGH LOCALLY DEVELOPED COURSES

Our District Literacy Coordinator worked with our high schools to offer students who have English as a second language, additional courses, including Competencies in Math 15 and ESL Expository English 15-25. To support Advanced Placement teachers, the principal met with the Assistant Superintendent of Learning Services to choose locally developed AP courses that would provide teachers with course outlines and guidance (i.e., learning goals, timelines, and potential assessments). These courses are Environmental Science (AP) 35, European

History (AP) 35, Physics (AP) 35, Psychology-Abnormal (AP) 35, and Statistics (AP) 35. The remaining courses are presently being taught in one or more high schools.

Course outlines are in the [LDC Course Outline folder](#).

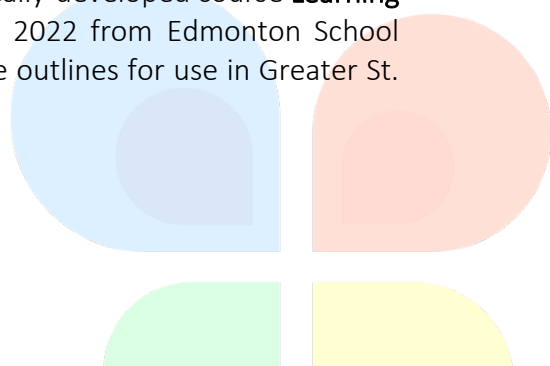
High School LDCs			
Course	Credits	Developing Board	Authorization Date
Competencies in Math 15	5	Red Deer Public School District No. 104	September 1, 2018- August 31, 2022
Drawing (Advanced Techniques) 15-25-35	5/5/5	Edmonton School District No. 7	September 1, 2018 – August 31, 2022
Environmental Science (AP) 35	5	Calgary School District No. 19	September 1, 2018 – August 31, 2019
ESL Expository English 15-25	5/5	Calgary School District No. 19	April 25, 2018 – August 31, 2020 (Sept 1 st 2018 Start)
European History (AP) 35	5	Edmonton Catholic Separate School District No. 7	April 25, 2018 – January 31, 2020 (Sept 1 st 2018 Start)
Forensics Studies 25-35	3/3	Edmonton School District No. 7	September 1, 2020 – August 31, 2020
Learning Strategies 15-25-35	3 or 5 each	Calgary Roman Catholic Separate School District No. 1	September 1, 2018-August 31, 2022
Physics (AP) 35	3	West Island College Society of Alberta	April 25, 2018 – August 31, 2020 (Sept 1 st 2018 Start)
Professional Art Studio 15-25-35	5/5/5	Foothills School Division No. 38	September 1, 2018 - August 31, 2020
Psychology - Abnormal 35	3	Pembina Hills Regional Division No. 7	September 1, 2018 - August 31, 2022
Psychology 35 (AP)	3	West Island College Society of Alberta	April 25, 2018 – August 31, 2020 (Sept 1 st 2018 Start)
Statistics (AP) 35	5	Edmonton School District No. 7	April 25, 2018 – August 31, 2020 (Sept 1 st 2018 Start)
Technical Theatre 15-25-35	5/5/5	Calgary School District No 19	September 1, 2018 - August 31, 2022

GOVERNANCE IMPLICATIONS:

Given the 45-credit cap in high school and the importance of students focusing in and getting assistance with core programming in both junior and senior high school according to recent Thoughtexchange (2018) results, it is important that the Board be made aware of whether we need LDCs renewed based on student need and interest. High school students will be encouraged to choose locally developed courses that fit within the 45-credit cap.

RECOMMENDATION (14):

THAT the Board of Trustees approve the use of the acquired locally-developed course **Learning to Lead 7-8-9** beginning September 1, 2018 until August 31, 2022 from Edmonton School District No. 7 and any learning resources detailed in the course outlines for use in Greater St. Albert Catholic Schools' junior high schools.



THAT the Board of Trustees approve the use of the acquired locally-developed course **Competencies in Math 15** for 5 credits beginning September 1, 2018 until August 31, 2022 from Red Deer Public School District No. 104 and any learning resources detailed in the course outlines for use in Greater St. Albert Catholic Schools' high schools.

THAT the Board of Trustees approve the use of the acquired locally-developed course **Drawing (Advanced Techniques) 15-25-35** for 5 credits each beginning September 1, 2018 until August 31, 2022 from Edmonton School District No. 7 and any learning resources detailed in the course outlines for use in Greater St. Albert Catholic Schools' high schools.

THAT the Board of Trustees approve the use of the acquired locally-developed course **Environmental Science (AP) 35 for** 5 credits each beginning September 1, 2018 until August 31, 2019 from Calgary School District No. 19 and any learning resources detailed in the course outlines for use in Greater St. Albert Catholic Schools' high schools.

THAT the Board of Trustees approve the use of the acquired locally-developed course **ESL Expository English 15-25** for 5 credits each beginning September 1, 2018 until August 31, 2020 from Calgary School District No. 19 and any learning resources detailed in the course outlines for use in Greater St. Albert Catholic Schools' high schools.

THAT the Board of Trustees approve the use of the acquired locally-developed course **European History (AP) 35** for 5 credits each beginning September 1, 2018 until January 31, 2020 from Edmonton Catholic Separate School District No. 7 and any learning resources detailed in the course outlines for use in Greater St. Albert Catholic Schools' high schools.

THAT the Board of Trustees approve the use of the acquired locally-developed course **Forensics Studies 25-35** for 3 credits each beginning September 1, 2018 until August 31, 2020 from Edmonton School District No. 7 and any learning resources detailed in the course outlines for use in Greater St. Albert Catholic Schools' high schools.

THAT the Board of Trustees approve the use of the acquired locally-developed course **Learning Strategies 15-25-35** for 3 or 5 credits each beginning September 1, 2018 until August 31, 2022 from Edmonton School District No. 7 and any learning resources detailed in the course outlines for use in Greater St. Albert Catholic Schools' high schools.

THAT the Board of Trustees approve the use of the acquired locally-developed course **Physics (AP) 35** for 3 credits each beginning September 1, 2018 until August 31, 2020 from West Island College Society of Alberta and any learning resources detailed in the course outlines for use in Greater St. Albert Catholic Schools' high schools.

THAT the Board of Trustees approve the use of the acquired locally-developed course **Professional Art Studio 15-25-35** for 5 credits each beginning September 1, 2018 until August 31, 2020 from Foothills School Division No. 38 and any learning resources detailed in the course outlines for use in Greater St. Albert Catholic Schools' high schools.



THAT the Board of Trustees approve the use of the acquired locally-developed course **Psychology - Abnormal 35** for 3 credits each beginning September 1, 2018 until August 31, 2022 from Pembina Hills Regional Division No. 7 and any learning resources detailed in the course outlines for use in Greater St. Albert Catholic Schools' high schools.

THAT the Board of Trustees approve the use of the acquired locally-developed course **Psychology 35 (AP)** for 3 credits each beginning September 1, 2018 until August 31, 2020 from West Island College Society of Alberta and any learning resources detailed in the course outlines for use in Greater St. Albert Catholic Schools' high schools.

THAT the Board of Trustees approve the use of the acquired locally-developed course **Statistics (AP) 35** for 5 credits each beginning September 1, 2018 until August 31, 2020 from Edmonton School District No. 7 and any learning resources detailed in the course outlines for use in Greater St. Albert Catholic Schools' high schools.

THAT the Board of Trustees approve the use of the acquired locally-developed course **Technical Theatre 15-25-35** for 5 credits each beginning September 1, 2018 until August 31, 2022 from Edmonton School District No. 7 and any learning resources detailed in the course outlines for use in Greater St. Albert Catholic Schools' high schools.





BOARD OF TRUSTEES REGULAR MEETING

JUNE 25, 2018

ATTACHMENT FOR AGENDA ITEM 12.3

Dual Credit Pathway Programs

PRESENTER:

Rhonda Nixon, Assistant Superintendent

BACKGROUND

Alberta Education authorizes “dual credit pathways”—one course or a selection of courses within the Career and Technology Studies (CTS) curricula. Students achieve high school credits and post-secondary credentials (credit, certificates) commensurate with courses that require students to engage in practical applications of academic learning in varied contexts (school, workplace, digital, face-to-face). Dual credit pathways enable students to work towards their post-secondary goals and/or support them to move directly into the workforce from high school.

Funding. As explained in Board report 12.4, we have received partial funding for our “new” dual credit courses and dual credit pathways through an Alberta Education Dual Credit Grant, which has enabled us to learn about and to examine new dual courses and dual credit pathways.

Student feedback. In our jurisdiction, the high school principals and vice principals and the Assistant Superintendent of Learning Services worked collaboratively through a process to collect student feedback on existing dual credit courses (Business 201, HTMP, English 1011) as well new dual credit courses and pathways. We did this from December-January and, at the same time, wrote a Dual Credit Grant and confirmed which courses were a focus of student interest. Results showed that MCHS students (60-yes) were mainly in favor of taking on a new dual credit pathway, the *Administrative Professional Program*. SACHS (30-yes, 45-maybe) and ESSMY (13-yes) students wanted to continue with the *Hospitality, Tourism, and Management* program. Norquest College is our partner in offering both dual credit pathways, and it is an approved post-secondary institution eligible to offer such programs (See approved [eligible](#) post-secondary institutions).

Administrative Professional Program. Our District has continued in 2018-2019 with our partnership with Norquest College. This year, we will offer students a “new” dual credit pathway to complete 46 post-secondary credits and 36 high school credits as well as a post-secondary, industry-standard credential, “Administrative Professional Certificate.” This certificate enables students to apply to be office professionals in varied contexts (sales, business, schools, medical offices). Because MCHS students were mainly interested in this program and the requirements to prepare the school (adding desks, buying desktop computers, preparing the electrical) were additional costs incurred by the school, the high school principals agreed that MCHS should receive 50-55% of the Dual Credit Grant funds. Presently, 18 returning Grade 12 students have registered in this program at MCHS. The

principal indicated that he has since had four more students request to register, but he is waiting to see if the space can accommodate more registrants.

Figure 1.0: Course Credits at the Post-Secondary and High School Levels for Administrative Professional Program

The following chart provides an overview of courses that students will take as part of the program, which is likely to be offered from September, 2018-August , 2019 (July and August will be work experience months).

	NorQuest Course/ CTS Modules	NQ Credit Value	AB Ed Credit Value
Semester I	BUSN 1166 MS Word	5	
	INF1030 Word Processing I		1
	INF2050 Word Processing 2		1
	INF3060 Word Processing 3		1
Semester I	BUSN 1167 MS Excel	3	
	INF1060 Spreadsheet I		1
	INF2080 Spreadsheet 2		1
	INF2910 Information Processing Project B		1
Semester I	BUSN 1171 Business Office Procedures	3	
	MAM2050 Office Systems I		1
	MAM2080 Records Management I		1
	MAM3070 Office Systems 2		1
Semester I	BUSN 1179 Professional Relations	3	
	MAM2910 Management and Marketing Project B		1
	MAM3020 Business in the Canadian Economy		1
	MAM2010 Managing for Quality		1
Semester II	BUSN 1180 Adv Excel & Outlook Fdns	3	
	INF3910 Information Processing Project D		1
	INF3920 Information Processing Project E		1
	INF2950 Intermediate Practicum		1
Semester II	BUSN 1186 Accounting Basics	3	
	FIN1015 Accounting Prep		1
	FIN1020 Accounting Cycle I		1
	FIN1030 Accounting Cycle 2		1
	FIN2040 Accounting Software		1

	MAM2110 E-Commerce 2		1
	FIN1910 Financial Project A		1
Semester II	BUSN 1188 Event Management	3	
	TOU2010 Event Management		1
	MAM2920 Management and Marketing Project C		1
	MAM3910 Management and Marketing Project D		1
	MAM3920 Management and Marketing Project E		1
Semester II	BUSN 1165 Keyboarding	1	
	INF2020 Keyboarding		1
	INF1910 Information Processing Project A		1
Semester II	BUSN1173 Business Communications I	3	
	MAM1010 Marketing and Management		1
	MAM1030 Communication Strategies I		1
	MAM3010 The Business Organization		1
	FIN2020 Retail Accounting I		1
Semester II	BUSN 1193 Business Communications II	3	
	MAM2090 Promotion-Print Advertising		1
	MAM3040 Promotion - Sales Techniques		1
	MAM2060 Communication Strategies 2		1
Semester II	BUSN 1178 Databases & Presentations	3	
	INF1050 Database I		1
	INF2070 Database 2		1
	INF1070 Digital Presentation		1
	INF2920 Information Processing Project C		1
	INF3080 Project Management Tools		1
Summer	BUSN 1184 Work Experience	3	
	HCS3000 Workplace Safety Systems		1
	Career Internship 10		5
	Totals	36	46

NOTE: For more information about each course, please review course outlines for both the post-secondary course work as well as the high school course work. The outlines are in the Trustee Folder for this Board meeting under [Dual Credit Pathways](#).

Hospitality, Tourism, and Management Program. This is a two-year program that is offered through Norquest College and taught at ESSMY. Students who complete this program are eligible for a credential, "Certified Hospitality & Tourism Management Professional" (CHTMP) certificate. Five students at ESSMY are registered in this two-year program. In order to prepare for teaching this dual credit pathway, an ESSMY teacher committed to training in preparation for teaching through a web-based program. At this time, SACHS students are welcome to share in this course experience by accessing the instructor at ESSMY and/or attending at the same

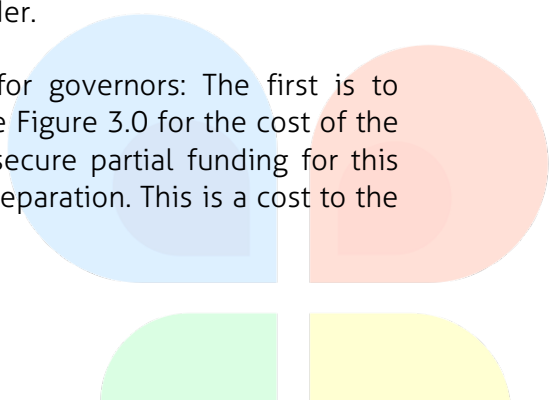
time as other HTMP students at ESSMY.

Figure 2.0 Post-secondary and High School Courses for Hospitality, Tourism, and Management Dual Credit Pathway Program (Norquest)

	CTS Modules/ Norquest Courses	AB Ed Credit Value	Norquest Credits
Year One	TOU3000-3HTMP Tourism Essentials	1	
	TOU3040-3HTMP Accommodations Operations	1	
	TOU3060-3HTMP Destination Management	1	
	TOU1050-3 HTMP The Accommodation Industry	1	
	TOU1040-3HTMP The Food and Beverage Industry	1	
	TOU1030-3HTMP Quality Guest Service	1	
	TOU1010-3HTMP The Tourism Sector	1	
	TOU2910-3HTMP Tourism Project B	1	
	BUSD1005-1NOR Marketing Strategy- Norquest	-	3
	BUSD2008-1NOR Marketing Strategy-Norquest	-	3
	BUSN1173-1NOR Business Communications I-Norquest	-	3
	Year Two	FIN1015 Accounting Prep	1
HSS1080 Leadership Fundamentals I		1	
MAM1010 Marketing and Management		1	
MAM1020 Quality Customer Service		1	
MAM2010 Managing for Quality		1	
MAM2065 Professional Communication		1	
MAM2910 Management and Marketing Project B		1	
MAM3010 The Business Organization		1	
MAM3910 Management and Marketing Project D		1	
TOU2010 Event Management		1	
	CTS Modules	AB Ed Credit Value	Norquest Credit Value
	Totals	19	9

Note: Course outlines have been uploaded to the meeting folder.

GOVERNANCE IMPLICATIONS: We note four implications for governors: The first is to recognize that some Dual Credit Pathways are expensive (See Figure 3.0 for the cost of the Admin. Professional Program). While we were fortunate to secure partial funding for this opportunity, the application process took a lot of time and preparation. This is a cost to the



Board (indirectly). We expect to have 18-20 students registered, which provides \$53, 235.00 to cover costs through the CEU top-up. The second implication is for the Board to know that the Education Ministry “top up” funding has made it possible to continue with some dual credit courses and pathways. The third implication is that Advanced Education has “extra” fees that are, at minimum, lacking transparency (i.e., tacked on without an explicit purpose such as “Coordination Fees” and “Post Implementation Quality Assurance Fees” [Figure 3.0]). Finally, we see dual credit pathways as meeting the Board’s advocacy plan: to listen to community voice, to respond to it, and to commit to programming that retains students (K-12) and that promotes student engagement. For these reasons, we are energized by our new dual credit pathway, and we will continue to review and search for programming opportunities that best meet our students’ needs.

Figure 3.0 Post-secondary Expenses for the Administrative Professional Program

Fixed costs	
Instructor cost for mentorship	\$2,000
Curriculum, Academic Coordination and Administrative Fee	\$ 8,035.20
Post-Implementation, Quality Assurance Review	\$1000
Variable Costs	
Application Fee of \$50 per student (estimate based on 18 students)	\$900.00
Textbook Fees: \$1,070/student – Morinville school will arrange options	\$ 0.00
Subtotal	\$11,035.20

RECOMMENDATIONS (2)

THAT the Board of Trustees approve the offering of the new dual credit pathway, **Administrative Professional Program**, to be offered at MCHS, beginning September 1, 2018 until August 31, 2022 as approved by Alberta Education as part of their PSI/CTS programming.

THAT the Board of Trustees endorse the offering of the dual credit pathway, **Hospitality, Tourism, and Management Program** offered at ESSMY from February 1, 2018 until August 31, 2018.

AND

THAT the Board approve the offering of the dual credit pathway, **Hospitality, Tourism, and Management Program** to be offered at ESSMY from September 1, 2018 until August 31, 2022 as approved by Alberta Education as part of their PSI/CTS programming.





BOARD OF TRUSTEES REGULAR MEETING

JUNE 25, 2018

ATTACHMENT FOR AGENDA ITEM 12.4

Dual Credit Courses

PRESENTER:

Rhonda Nixon, Assistant Superintendent

BACKGROUND:

Dual credit courses are typically offered to grades 11 and 12 students who are interested in completing courses that satisfy both high school and post-secondary requirements. The credits count towards a post-secondary certificate, diploma, degree or journey person certificate.

Funding. We have received partial funding for our “new” dual credit courses and dual credit pathways through an Alberta Education Dual Credit Grant. Unlike previous years, this grant funding application process was competitive between jurisdictions and only 21 have received funding. In a recent session, the LDC and Dual Credit Managers reported that the Education Ministry wanted to ensure that dual credit courses and dual credit pathways continued on a “sustainable” basis with jurisdictions determining how best to manage costs based on a new funding structure intended to support some of the extra costs of such programming: “The ministry recognizes that additional funding for this type of dual credit programming is needed...so a tier 5 rate of \$250.00 per CEU was added to the existing Grade 10-12 programs” that are not block-funded (i.e., St. Gabriel High School). For high schools participating in High School Redesign (SACHS, MCHS, ESSMY), a “top-up” of \$59.15 per CEU will be added to offset some of the costs. Additional costs charged by post-secondary institutions are: instructor time, instructor travel, student registration, student textbooks, and administrative fees that can be notably high making some dual credit courses or pathways untenable.

Student feedback. Our four high school principals met with the Assistant Superintendent of Learning Services to review the past three years of enrollments in existing dual credit courses and to consider how best to learn what dual credit courses (existing and new) students would be most interested in taking in 2018-2019. The high school administrators surveyed their students and found out their levels of commitment to existing and new dual credit courses and pathways. The bold-faced choices were the dual credit courses that administrators felt would work best as a focus for 2018-2019.

Figure 1.0 Student Feedback on Existing and New Dual Credit Courses and Pathways

Courses/Pathways	SACHS	MCHS	ESSMY	SGHS
NEW-Administrative Professional Program (Norquest)	24-yes 57-maybe	60-yes	8-yes	
NEW-Athabasca Online Courses (Athabasca University)	44-yes 24-maybe	8-yes	19-yes	Highest interest

EXISTING-Business 201 (MacEwan)	37-yes 46-maybe	none	11-yes	
EXISTING-English 1011 (Norquest)	35-yes 35-maybe	8-yes	11-yes	
EXISTING-Hospitality, Tourism, and Management	30-yes 43-maybe	38-yes	13-yes	

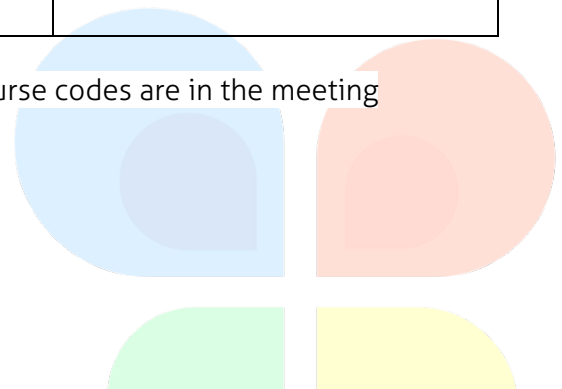
As the high school administrators met with students and discussed dual credit courses and pathways, they were convinced that the following courses were the best choices for our high school students:

Course Code Number	Course	Course ID	Credits	Authorization Period
PSI3067	Indigenous Studies I	INST203	5	September 1, 2018 - August 31, 2022
PSI3068	Introduction to Cultural Anthropology	ANTH275	5	September 1, 2018 - August 31, 2022
PSI3069	Interactive Technologies	COMP214	5	September 1, 2018 - August 31, 2022
PSI3070	The Profession of Teaching	EDUC201	5	September 1, 2018 - August 31, 2022
PSI3071	Introductory Financial Accounting	ACCT253	5	September 1, 2018 - August 31, 2022
Alberta Education has verbally approved in principle, but they are behind on offering dual credit course codes.	A Survey of Western Art I: Looking at Art from Ancient Times to the Middle Ages	ARHI201	5	September 1, 2018 - August 31, 2022

In addition to the above courses from Athabasca University, MCHS students expressed an interest in taking the English course that had been offered there for the past few years, albeit with lower registration numbers.

Alberta Education has verbally approved in principle *dual credit course code is forthcoming.	English Critical Reading and Writing: Prose 35-5	ENGLISH1011	5	September 1, 2018 - August 31, 2022
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The course outlines for the above dual credit courses with course codes are in the meeting folder called "[Dual Credit Courses](#)."



GOVERNANCE IMPLICATIONS:

Dual Credit Funding, which was provided to jurisdictions by Alberta Education for the past three years, ended last year (2016-2017). Our District had enough left-over funds to support dual credit programs for 2017-2018. Therefore, it wasn't until this year, that our high school administrators got together to review what they needed in terms of class numbers to afford to offer existing and new dual credit courses. The implication is that the courses listed for approval are already reviewed by students, staff, and administrators. They represent the courses that garnered the most student interest and are most likely to be sustainable once our grant funds are exhausted.

RECOMMENDATIONS (5):

THAT the Board of Trustees approve the use of the dual credit course code for **Indigenous Studies I** (PSI3067) through Athabasca University for 5 credits beginning September 1, 2018 until August 31, 2022.

THAT the Board of Trustees approve the use of the dual credit course code for **Introduction to Cultural Anthropology** (PSI3068) through Athabasca University for 5 credits beginning September 1, 2018 until August 31, 2022.

THAT the Board of Trustees approve the use of the dual credit course code for **Interactive Technologies** (PSI3069) through Athabasca University for 5 credits beginning September 1, 2018 until August 31, 2022.

THAT the Board of Trustees approve the use of the dual credit course code for **The Profession of Teaching** (PSI3070) through Athabasca University for 5 credits beginning September 1, 2018 until August 31, 2022.

THAT the Board of Trustees approve the use of the dual credit course code for **Introductory Financial Accounting** (PSI3071) through Athabasca University for 5 credits beginning September 1, 2018 until August 31, 2022.





BOARD OF TRUSTEES REGULAR MEETING

JUNE 25, 2018

ATTACHMENT FOR AGENDA ITEM 12.5

School Code of Conduct Review

PRESENTER:

David Keohane, Superintendent of Schools

BACKGROUND:

Within Board Policy 1: District Mission Statement, Values and Beliefs, Goals and Objectives, the policy states the following:

We celebrate respect for the human person:

- Respect entails the rights that flow from the dignity of each community member, care-giver, parent, student, and staff-member who collectively support our efforts to learn, live fully, and serve others.
- Respect for all people associated with our educational community means that each individual is treated and recognized as a Child of God.
- Respect when practiced in our schools will take place in a welcoming, caring, respectful, safe learning environment for all that respects diversity, and fosters a sense of belonging in accordance with the rights that are guaranteed under the *Canadian Charter of Rights and Freedoms; Alberta Human Rights Act; Alberta Bill of Rights; An Act to Amend the Alberta Bill of Rights to Protect our Children; School Act; Alberta Act*; and all administrative procedures dedicated to achieving their objectives.
- *Respect assures all students and staff will not be discriminated against according to the application that the Alberta Human Rights Act and the Canadian Charter of Rights and Freedoms has to the Board's Catholic Separate Schools.

Given this direction, and the need to assure that the current requirements of all associated legislation to this expectation are met, the Board, further to Bill 24, is required to pass a resolution by June 25th of each year indicating that the Board's Code of Conduct as specified by Administrative Procedure 359: Safe and Caring Learning Environments and Administrative Procedure 360: Code of Conduct Review to Address Harassment, Including Bullying Behaviour has been annually reviewed.


The attached screen shots of our 16 schools provide evidence that the Board's expectation for sustaining respect for students through a Code of Conduct is uniquely reflected through local parameters established at the school level and that our schools have reviewed their Codes of Conduct with their school communities.


RECOMMENDATION:

THAT the Board of Trustees confirm and approve the review of Codes of Conducts that have taken place at each of its schools within Greater St. Albert Catholic Schools during the 2017 – 2018 School Year.

2018 School Code of Conduct Review

Albert Lacombe Catholic School





Albert Lacombe School

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Our Programs
Registration
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Staff
Contact Us
eLearning

- Bell Schedule
- Student Code of Conduct**
- Parent Forms
- BEAR Program
- School Blog
- Albert Lacombe Report Card
- District School Emergency Plan
- Documents
- Safe Arrivals App

SAFE & CARING LEARNING ENVIRONMENTS

[Safe & Caring School Policy - March 2018](#)

School Code of Conduct

In support of providing a welcoming, caring, respectful and safe learning environment students and their families are required by provincial legislation to be familiar with the School Code of Conduct. The school will annually review this information with staff, parents, and students and was last reviewed on March 2018.

The [Code of Conduct Review to Address Bullying Behaviour](#) Administrative Procedure for the District is available on the GSACRD District Website.

The school application of this procedure is available in the School Handbook.

Calendar [View All](#)

JUN 14

[Pre-K & Kinder Father's Day Rootbeer & Pizza](#)
10:30 AM - 11:15 AM

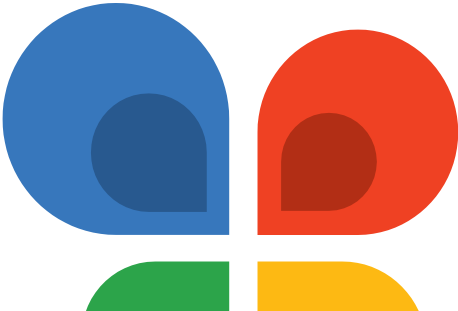
[SEEALS Hot Lunch - Panago Pizza](#)
12:50 PM - 12:50 PM

JUN 15

[No Kindergarten/No Pre-K](#)

[Gr. 6 PAT LA Part B](#)
9:00 AM - 10:00 AM

[Gr. 5K_56L_6TK Swimming @ Grosvenor](#)





Bertha Kennedy Catholic School



BERTHA KENNEDY CATHOLIC SCHOOL

175 Laroche Drive
St. Albert, Alberta T8N 2G
Phone: (780) 458-610
Fax: (780) 458-836

HOME
ABOUT
REGISTRATION
CALENDAR
ETEACHERS
EXTRA-CURRICULAR
PARENTS
CONTACT

- School Council
- Safe Arrivals - Student
- Absence Reporting
- School Cash - Pay
- School Items
- School Handbook
- Bus Planner -
- Transportation

BK Twitter

Go

BK Facebook

Go

Click on the image below to download the handbook.



Click here to download School Handbook

In support of providing a welcoming, caring, respectful and safe learning environment students and their families are required by provincial legislation to be familiar with the Student Code of Conduct. Our school will annually review this information with staff, parents, and students. This was last reviewed at the School Council meeting held in April 2018. As well, staff have reviewed the Student Code of Conduct.

The [Code of Conduct Review To Address Bullying Behaviour](#) Administrative Procedure 360 for the District is [available online](#). The school application of this procedure is available in our School Handbook on pages 9 - 11.

Calendar View All

JUN 7

[Yearbook Sale Ends Tomorrow](#)

[Triathlon Gr 4 - 6](#)
12:00 PM - 3:00 PM

JUN 8

[Prof. Dev. Day-No Classes](#)

JUN 13

[School Council](#)
7:00 PM - 8:00 PM

JUN 15

[No Kindergarten or Pre-Kindergarten TODAY](#)

[PAT's Gr. 6 LA Part B](#)
9:00 AM - 11:00 AM



École Father Jan

Home About Us School News Newsletters Programs Teachers Parents Catholic Faith EFJ Calendar Contact

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- Student Code of Conduct
- Safe and Caring Environment
- Bell Schedule
- Attendance Area
- Bussing Information
- Registration
- EFJ School Handbook**
- School Education Plan and Achievement Results
- District School Emergency Plan

EFJ School Handbook

Please check out our [School Handbook](#).

In support of providing a welcoming, caring, respectful and safe learning environment students and their families are required by provincial legislation to be familiar with the Student Code of Conduct. Our school will annually review this information with staff, parents, and students and this was last reviewed at the School Council meeting held on Tuesday, February 15, 2018. As well, staff reviewed the Student Code of Conduct on February 16, 2018.

The [Code of Conduct Review To Address Bullying Behaviour](#) Administrative Procedure 360 for the District is [available online](#). The school application of this procedure is available in the School Handbook on pages 3 and 4.



École Marie Poburan



École Marie Poburan

100 Sir Winston Churchill Avenue
St. Albert, Alberta T8N 5Y2
Phone: 780-458-1112
Fax: 780-458-1137

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- Student Code of Conduct
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- Transportation
- Attendance Area

- School News
- District School Emergency Plan



Student Conduct in a Safe and Caring School

EMP is a safe and caring environment. Please see the section of our [School Handbook](#) that speaks to how we live our motto, *Let Peace Dwell Here*.

In support of providing a welcoming, caring, respectful and safe learning environment students and their families are required by provincial legislation to be familiar with the Student Code of Conduct. Our school will annually review this information with staff, parents, and students and this was last reviewed at the School Council meeting held on Feb. 13, 2018.

The [Code of Conduct Review To Address Bullying Behaviour](#) Administrative Procedure 360 for the District is [available online](#). The school application of this procedure is part of our School Handbook and [addressed in this section](#).

SCHOOL CASH ON-LINE

On-line payment for school fees and fieldtrips. It's a secure, convenient way for you to pay fees in one place for all children.

[GO](#)

REPORT AN ABSENCE

[GO](#)

UPLOAD YEARBOOK PHOTOS

Our yearbook upload site is up and running through Jostens. All our families are welcome to upload their high-quality pictures directly to the site.

[GO](#)



Report an Absence

To report your child absent please download SafeArrival app or call 1-844-818-9908 or go to the website gsac.schoolconnects.com.

[Report an Absence](#)

PowerSchool

Please click below to login to PowerSchool

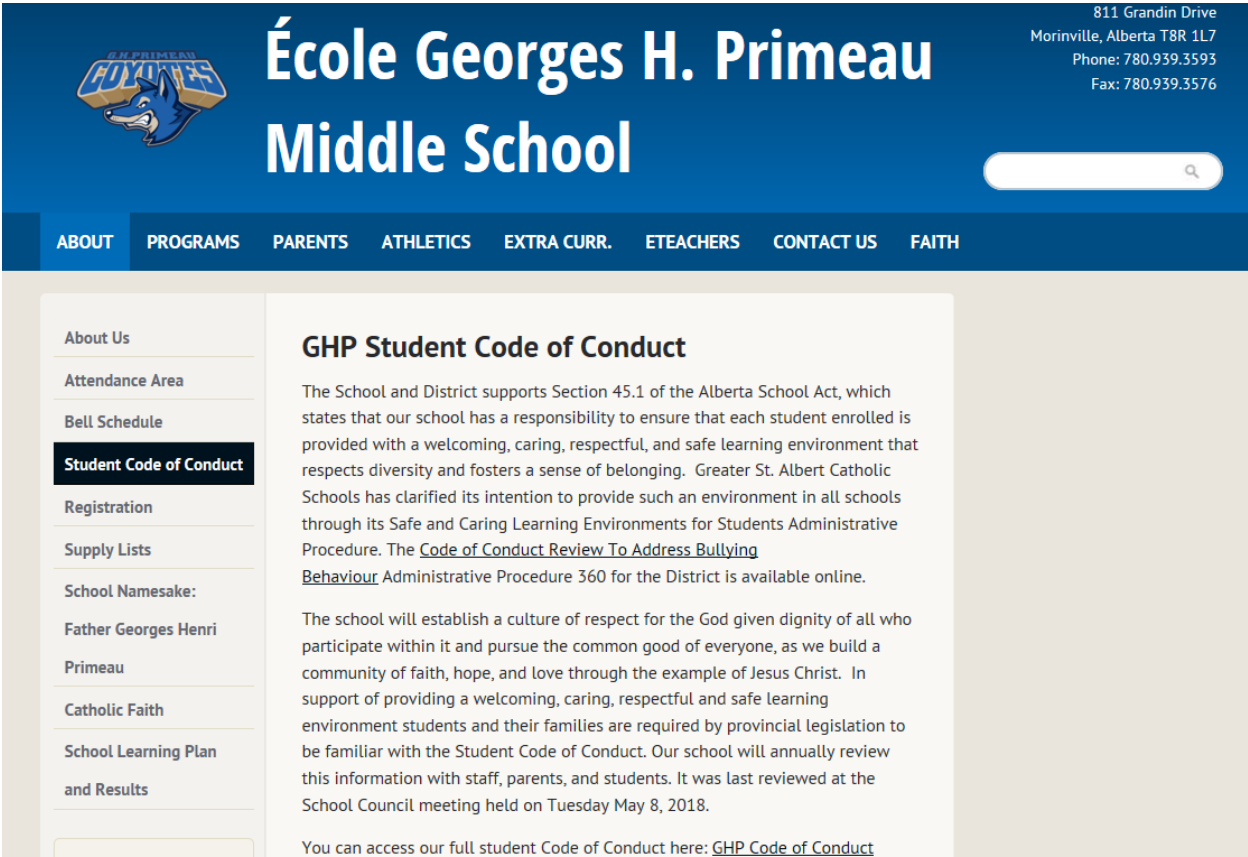
[Go](#)

School Cash Online

Please check out our [Student Code of Conduct information](#).

In support of providing a welcoming, caring, respectful and safe learning environment students and their families are required by provincial legislation to be familiar with the Student Code of Conduct. Our school will annually review this information with staff, parents, and students and this was last reviewed at the School Council meeting held on April 3, 2018.

The [Code of Conduct Review To Address Bullying Behaviour](#) Administrative Procedure 360 for the District is [available online](#). The school application of this procedure is available in the Student Code of Conduct which is [available online](#).



811 Grandin Drive
Morinville, Alberta T8R 1L7
Phone: 780.939.3593
Fax: 780.939.3576

École Georges H. Primeau Middle School

ABOUT PROGRAMS PARENTS ATHLETICS EXTRA CURR. ETEACHERS CONTACT US FAITH

About Us
Attendance Area
Bell Schedule
Student Code of Conduct
Registration
Supply Lists
School Namesake:
Father Georges Henri Primeau
Catholic Faith
School Learning Plan and Results

GHP Student Code of Conduct

The School and District supports Section 45.1 of the Alberta School Act, which states that our school has a responsibility to ensure that each student enrolled is provided with a welcoming, caring, respectful, and safe learning environment that respects diversity and fosters a sense of belonging. Greater St. Albert Catholic Schools has clarified its intention to provide such an environment in all schools through its Safe and Caring Learning Environments for Students Administrative Procedure. The [Code of Conduct Review To Address Bullying Behaviour](#) Administrative Procedure 360 for the District is available online.

The school will establish a culture of respect for the God given dignity of all who participate within it and pursue the common good of everyone, as we build a community of faith, hope, and love through the example of Jesus Christ. In support of providing a welcoming, caring, respectful and safe learning environment students and their families are required by provincial legislation to be familiar with the Student Code of Conduct. Our school will annually review this information with staff, parents, and students. It was last reviewed at the School Council meeting held on Tuesday May 8, 2018.

You can access our full student Code of Conduct here: [GHP Code of Conduct](#)



J.J. Nearing Catholic Elementary School

196 Deer Ridge Drive St. Albert, Alberta T8N 6T6 Phone: 780-418-6330 Fax: 780-419-6683



J. J. NEARING CATHOLIC ELEMENTARY SCHOOL

[Home](#) [About Us](#) [JJN Calendar](#) [Parents](#) [Teachers](#) [ELearning](#) [Catholic Faith](#) [Contact us](#)

Parent Volunteer Forms

School Handbook

Hot Lunch Online

School Council

SIGIS Childcare

Community News and Events!

Parent Learning Guides

Extra-curricular

Newsletters

STUDENT
REGISTRATION

Click here for registration package and supply lists

Register here!

2017-2018 School Handbook



In support of providing a welcoming, caring, respectful and safe learning environment students and their families are required by provincial legislation to be familiar with the Student Code of Conduct. Our school will annually review this information with staff, parents, and students. This was last reviewed at the School Council meeting held on April 18, 2018. As well, staff reviewed the Student Code of Conduct.


The [Code of Conduct Review To Address Bullying Behaviour](#) Administrative Procedure 360 for the District is [available online](#). The school application of this procedure is available in our School Handbook on pages 10 - 15.

Click on the image to download the School Handbook.



Legal School

5122 - 46 Street - Box 120 Legal, Alberta T0G 1L0 Phone: (780) 961-3791



Legal School

- Home
- About Us
- Calendar
- Programs
- Parents
- Counsellor's Corner
- Library
- Catholic Faith
- Teachers

Our School

- Student Code of Conduct**
- Bell Schedule
- Documents/Forms
- Newsletters
- Photo Gallery
- Registrations
- School Results
- Staff
- Positive Behaviour
- Support
- Supply Lists
- District School
- Emergency Plan

Safe and Caring Schools

Student Code of Conduct

In support of providing a welcoming, caring, respectful and safe learning environment students and their families are required by provincial legislation to be familiar with the Student Code of Conduct. Our school will annually review this information with staff, parents, and students. It was last reviewed at the School Council meeting held on Thursday, March 1, 2018.

The [Code of Conduct Review To Address Bullying Behaviour](#) Administrative Procedure 360 for the District is available online. The school application of this procedure is available in the School Agenda on pages 17-20.

2017-2018 [Student Agenda](#)




Morinville Community High School



<p>2018 - 2019 School Viewbook</p> <p>Click Here</p> <hr/> <p>Parent/Student Power School Log In</p> <p>Check your son or daughters grades and attendance.</p> <p>Click Here</p>	<p>In support of providing a welcoming, caring, respectful and safe learning environment students and their families are required by provincial legislation to be familiar with the Student Code of Conduct. Our school will annually review this information with staff, parents, and students and this was last reviewed at the School Council meeting held on March 20, 2018. As well, staff reviewed the Student Code of Conduct on March 9, 2018.</p> <p>The Code of Conduct Review To Address Bullying Behaviour Administrative Procedure 360 for the District is available online. The school application of this procedure is available in the School Handbook on pages 2-8.</p>	<p>Calendar</p> <p>JUN 7</p> <p>Primeau Gr 9 Tour of MCHS 12:00 AM - 12:00 AM</p> <hr/> <p>JUN 8</p> <p>PD/Staff Meeting - No Classes 12:00 AM - 12:00 AM</p> <hr/> <p>JUN 11</p> <p>Art Show at MCCC June 11-18</p>
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Neil M. Ross Catholic School

60 Woodlands Road St. Albert, Alberta T8N 3X3 Phone: 780-459-1244 Fax: 780-459-8711



NEIL M. ROSS CATHOLIC SCHOOL

Home About Our Programs Students Staff Parents Catholic Faith Counselling News & Events Contact Us

School Cash Online

School Handbook

School Council

Friends of Neil M Ross

Competencies

Division Information

Lunch Programs

Child Care & Pre-School at NMR

School Emergency Program

Parent Volunteer Forms

Student Absence - SafeArrival

Enter here to report an


2017 - 2018 School Handbook

School Handbook

[2017 - 2018 Handbook](#)

Student Code of Conduct

In support of providing a welcoming, caring, respectful and safe learning environment students and their families are required by provincial legislation to be familiar with the Student Code of Conduct. Our school will annually review this information with staff, parents, and students and was last reviewed at the School Council meeting held on Tuesday, February 20, 2018.



The [Code of Conduct Review To Address Bullying Behaviour](#) Administrative Procedure 360 for the District is [available online](#). The school application of this procedure is available in the School Handbook on pages 5 and 6.



École Notre Dame

9717 Morinville Drive Morinville, Alberta T8R 1M1 Phone: 780-939-4020 Fax: 780-939-4688

Home About Programs Parents Calendar eTeachers Contact Catholic Faith Library

Our School
Attendance
Bell Schedule
Student Code of Conduct
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District School
Emergency Plan
École Notre Dame
School Handbooks
History of Notre Dame
Registration
School Goals
School Newsletters
School Results

Kindergarten Handbook
[Kindergarten Handbook](#)

Grade 1 - 4 Handbook
[Grade 1 - 4 Handbook](#)

In support of providing a welcoming, caring, respectful and safe learning environment students and their families are required by provincial legislation to be familiar with the [Student Code of Conduct](#) at their respective school. Our school will annually review this information with staff, parents, and students and it was last reviewed at the School Council meeting held on Tuesday, March 6, 2018. As well, staff reviewed the Student Code of Conduct on March 9, 2018.

The [Code of Conduct Review To Address Bullying Behaviour](#), Administrative Procedure 360 for the District is [available online](#). The school application of this Administrative Procedure is our [Student Code of Conduct](#).

Calendar View All

JUN 7
[Bike & Walk to school day](#)
[Healthy Hunger Dairy Queen Blizzard Day](#)
[Kinder Valley Zoo field trip - AM Samchuk & Watson - No school for PM Samchuk/Van Hoof](#)
[Pre-K Telus World of Science AM All Day - No PM Class](#)

JUN 8
[PD/Staff Meeting Day - No School](#)

JUN 13
[Booster Juice](#)
[Twin Day](#)

[Report an Absence](#)

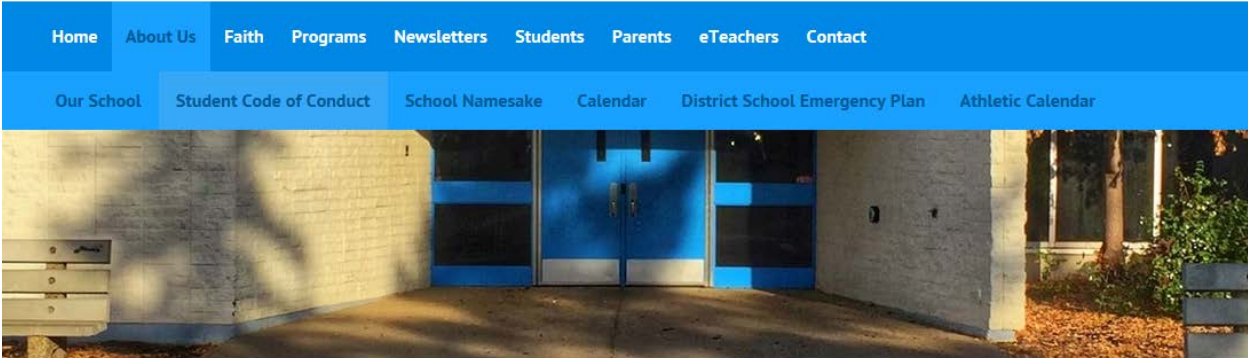


Richard S. Fowler Catholic School



Richard S. Fowler Catholic Junior High School

65 Sir Winston Churchill Avenue
St. Albert, Alberta T8N 0G5
Phone: 780-459-2644
Fax: 780-459-0008



Student Code of Conduct

In support of providing a welcoming, caring, respectful and safe learning environment students and their families are required by provincial legislation to be familiar with the Student Code of Conduct. Our school will annually review this information with staff, parents, and students. It was last reviewed at the School Council meeting held on Wednesday, April 1, 2018.

[Student Code of Conduct](#)

The [Code of Conduct Review To Address Bullying Behaviour](#) Administrative Procedure 360 for the District is available online. The school application of this procedure is available in the School Agenda on pages

2017-2018 [school agenda](#) pages 15-18

REPORT A STUDENT ABSENCE

[CLICK HERE OR CALL 1-844-818-9908](#)

SCHOOL CASH ONLINE

[PAY ONLINE!](#)

BOOSTER JUICE

Order online through SchoolCash or download form and submit with cash or cheque to school.

[GO](#)



St. Gabriel High School



St. Gabriel High School

#202 Mission Hill Plaza, North Building
398 St. Albert Trail
St. Albert, Alberta T8N 5J9
Phone: 780-459-6616
or 855-stgabes (855-784-2237)
Fax: 780-459-6606
Powerschool Access Course Access

Home About St. Gabriel **Our Results** Student Services Programs & Courses Apply Now After High School Contact

Our School What Others Are Saying Tour St. Gabes Student Code of Conduct Catholic Faith Student Handbook

SGHS Calendar School Emergency Plan

Student Code of Conduct

Please check out our [School Handbook](#) that includes information on how we can support and provide a welcoming, caring, respectful and safe learning environment. Students and their families are required by provincial legislation to be familiar with the Student Code of Conduct. Our school will annually review this information with staff, parents, and students and this was last reviewed at the School Council meeting held on March 15, 2018.

The [Code of Conduct Review To Address Bullying Behaviour](#) Administrative Procedure 360 for the District is [available online](#). The school application of this procedure is available in the [School Handbook](#) on page 6.

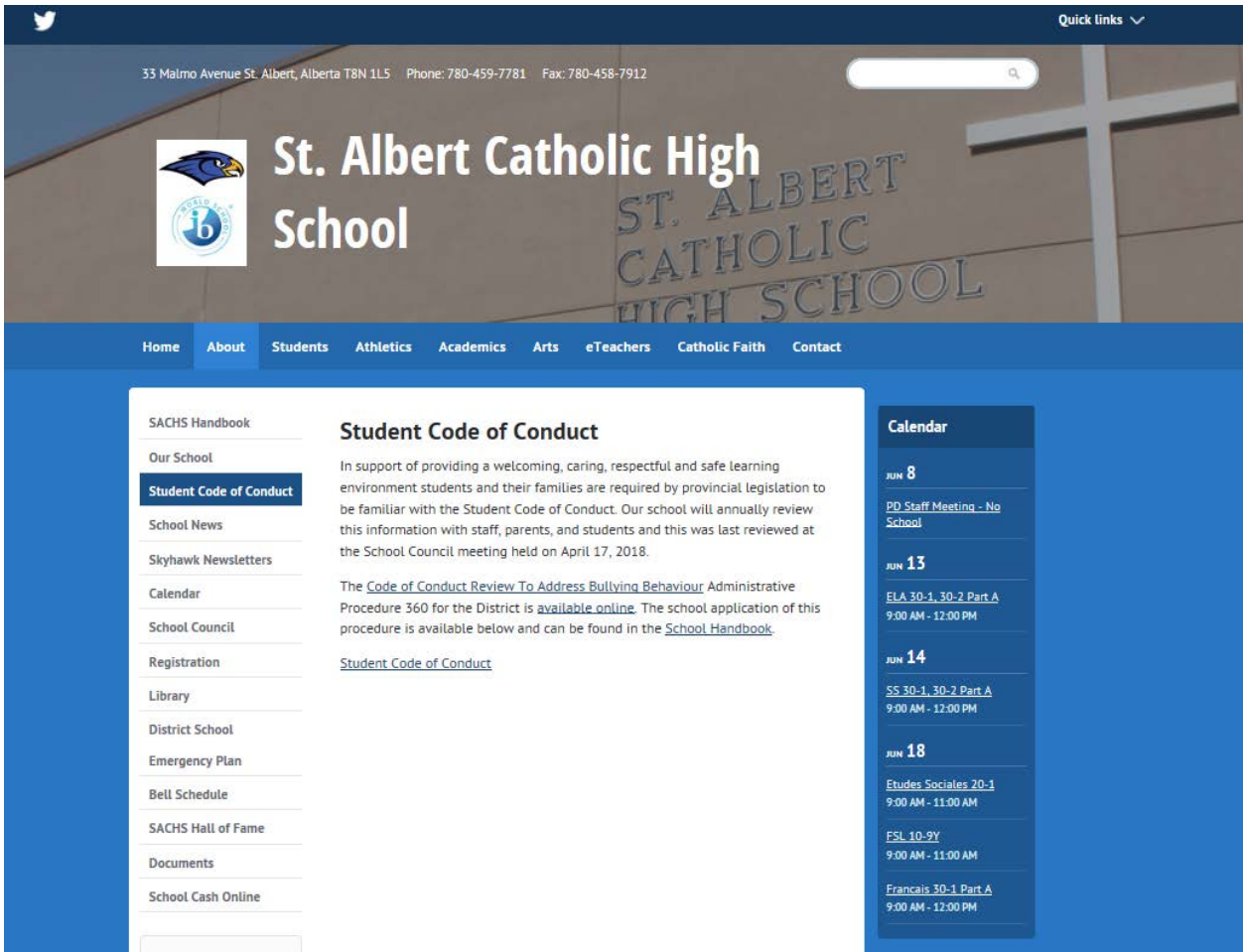
PROSPECTIVE STUDENTS SGHS prospective students include:

- * students looking to upgrade courses in preparation for post-secondary
- * adult students needing courses to complete the requirements for an Alberta High School Diploma
- * students who needs a course that is not available at your current school
- * students who needs a flexible schedule to accommodate work, sports, or other activities
- * students struggling with anxiety
- * any high school student looking for an alternative to the traditional school setting

We can help!!

CHECK US OUT!

St. Albert Catholic High School



The screenshot shows the website for St. Albert Catholic High School. At the top, there is a navigation bar with a Twitter icon, contact information (33 Malmo Avenue St. Albert, Alberta T8N 1L5, Phone: 780-459-7781, Fax: 780-458-7912), a search bar, and a 'Quick links' dropdown. Below this is a banner image of the school building with a large cross and the school name 'ST. ALBERT CATHOLIC HIGH SCHOOL' on the wall. A navigation menu includes Home, About, Students, Athletics, Academics, Arts, eTeachers, Catholic Faith, and Contact. The main content area features a sidebar with links to SACHS Handbook, Our School, Student Code of Conduct (highlighted), School News, Skyhawk Newsletters, Calendar, School Council, Registration, Library, District School, Emergency Plan, Bell Schedule, SACHS Hall of Fame, Documents, and School Cash Online. The central content area is titled 'Student Code of Conduct' and contains text about provincial legislation and a link to a 'Code of Conduct Review To Address Bullying Behaviour' Administrative Procedure 360. A 'Calendar' sidebar on the right lists events for June 8, 13, 14, and 18, including PD Staff Meeting, ELA 30-1, 30-2 Part A, SS 30-1, 30-2 Part A, Etudes Sociales 20-1, FSL 10-9Y, and Francais 30-1 Part A.



Vincent J. Maloney Catholic Jr. High School

20 Mount Clare Place St. Albert, Alberta T8N 1K9 Phone: 780-458-1113 Fax: 780-458-6261



Vincent J. Maloney Catholic Junior High School

Home About Us Contact eTeachers Parents Athletics Staff Links Principal's Blog Morning Announcements

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9-6

- School Council
- School Handbook
- Faith News
- Parent Survey Results
- Division Support
- Catholic Resources
- Alberta Education
- PowerSchool Login

School Handbook

[2017/18 VJM School Handbook](#)

In support of providing a welcoming, caring, respectful and safe learning environment students and their families are required by provincial legislation to be familiar with the Student Code of Conduct. Our school will annually review this information with staff, parents, and students and this was last reviewed at the School Council meeting held on April 10, 2018.

The [Code of Conduct Review To Address Bullying Behaviour](#) Administrative Procedure 360 for the District is [available online](#). The school application of this procedure is available in the [School Handbook](#) on pages 15-19.

Calendar

JUN 7

[Grade 9 Farewell](#)
5:00 PM - 7:00 PM

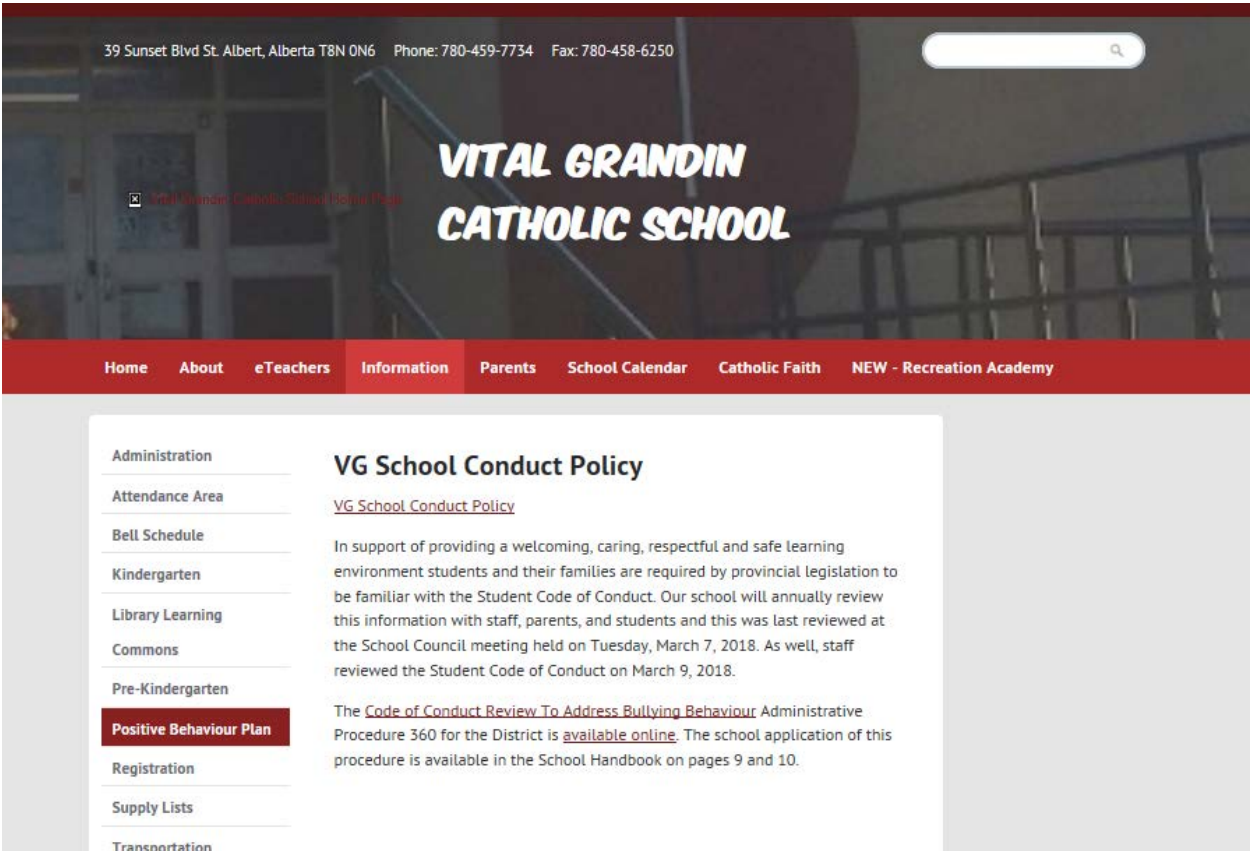
JUN 8

[PD/Staff Meeting No School](#)

JUN 15

[Block Rotation: 1-2-3-5-EX-6-7](#)
12:00 AM - 12:00 AM

Vital Grandin Catholic School



39 Sunset Blvd St. Albert, Alberta T8N 0N6 Phone: 780-459-7734 Fax: 780-458-6250

**VITAL GRANDIN
CATHOLIC SCHOOL**

Home About eTeachers Information Parents School Calendar Catholic Faith NEW - Recreation Academy

- Administration
- Attendance Area
- Bell Schedule
- Kindergarten
- Library Learning
- Commons
- Pre-Kindergarten
- Positive Behaviour Plan**
- Registration
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- Transportation

VG School Conduct Policy

[VG School Conduct Policy](#)

In support of providing a welcoming, caring, respectful and safe learning environment students and their families are required by provincial legislation to be familiar with the Student Code of Conduct. Our school will annually review this information with staff, parents, and students and this was last reviewed at the School Council meeting held on Tuesday, March 7, 2018. As well, staff reviewed the Student Code of Conduct on March 9, 2018.

The [Code of Conduct Review To Address Bullying Behaviour](#) Administrative Procedure 360 for the District is [available online](#). The school application of this procedure is available in the School Handbook on pages 9 and 10.



BOARD OF TRUSTEES REGULAR MEETING

JUNE 25, 2018

ATTACHMENT FOR AGENDA ITEM 13.1

2018-2019 Strategic Plan

PRESENTER:

David Keohane, Superintendent of Schools

BACKGROUND:

On May 28, 2018, the Board approved the Strategic Priority Report (attached) arising from its recent planning session that was conducted earlier on May 11, 12, 2018. The attached plan is a concise and high-level summary of the priorities arising from the Strategic Priority Report. Additions from the Strategic priority report have been temporarily added in "green." The remaining red text suggests those priorities incorporated into the plan that continue to have application within the District.

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

Board approval of this plan reflects more specific plans for implementation as they will be reflected within the 2018 – 2021 Three -Year Education Plan, the 2018 – 2019 Board Advocacy Plan, and the 2018 – 2019 District Communications Plan.

GOVERNANCE IMPLICATIONS:

Board Policy 2: Role of the Board (Section 2-Planning)
The Board shall annually set priorities and key results.

RECOMMENDATION:

THAT the Board of Trustees approve the 2018-2019 Strategic Plan as presented.

2018-2019 STRATEGIC PLAN

Source Document: Board Policy 1: District Mission Statement, Values and Beliefs, Goals and Objectives; Strategic Priority Report to the Board 2018-2019

FOCUS ON FAITH

- Establish a three-year faith theme dedicated to *Living Like Christ*, that annually focuses on the three core aspects of Jesus' ministry: *Servant, Steward, Shepherd*.
- Develop further awareness of connections between our Catholic Faith and the spiritual beliefs / practices of our First Nations, Metis, and Inuit brothers and sisters.
- Strengthen our local and global community's understanding of what it means to be an excellent faith-based education system (i.e. knowing and being who we are).

FOCUS ON PROVINCIAL MANDATE FOR EDUCATION

- Further awareness and understanding of Truth and Reconciliation through expertise and collaboration provided by First Nations, Metis, and Inuit Advisory and Leadership Committees.
- Continue with strong community consultation and relationship building with the Ministry to achieve Board priorities.
- Prioritize concept-based pedagogies that ensure deep learning by integrating numeracy, literacy, and competencies from K – 12.

FOCUS ON COMMUNITY INTEREST IN OUR SCHOOLS

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

- Prioritize academic programming which is understood to be a robust core subject emphasis with supports and choice for options that parallel students' interests.
- Promote school option programming that not only meets students' interests but also their needs in pursuing post-secondary and career skills / goals.
- Focus on programming that matches the highest priorities of our communities: career and life skill development and financial literacy.
- Seek further feedback from our communities about the following ideas:
 - What does your school do to help students and parents know what learning success looks like and how to achieve it?
 - What does your school do to communicate students' ongoing learning and how to improve as learners?
 - What does your school do in order to help you to be a model and witness to Jesus Christ?

FOCUS ON ADVOCACY

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

- Promoting liaising with local municipalities and the provincial government regarding awareness of school capital projects and the availability of school sites within Area Structure Plans.
- Understanding and supporting resourcing needs of schools and implementing programming aimed at sustaining and improving enrollment.
- Sustaining student interest in our school system by being responsive to what the community most values in programming and student well-being.

BOARD OF TRUSTEES

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

MISSION

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



VISION

Excellence in learning through faith, relationships, and engagement.

Greater St. Albert
Catholic Schools



2018-2019 Strategic Priority Report to the Board

Background

The Board initiated work for the District in a strategic planning process for 2018 – 2019 through its annual planning session held on May 11th-12th, 2018. Work conducted at this time was responsive to direction provided in Board Policy 2: Role of the Board. Under the area of “planning,” the policy indicates that the Board shall:

Annually set strategic priorities and key results.

The Board’s work arose from an assessment of the District’s strategic focus as conveyed in the following graphic:



Specifically, the following areas for review were addressed in the following categories:

Ministerial Mandate:

- Understanding more clearly ministerial mandates and methodologies for influencing outcomes under the purview of the Ministry.

Advocacy:

- Relevancy of the current plan in light of the current political landscape, outcomes of our faith based education, and interests of our communities.
- Areas of generative interest to explore with community stakeholders for 2018 – 2019.

Community Voice:

- A boundary review for St. Kateri Tekakwitha School;
- Outcome of the current 2018 ThoughtExchange consultation.

Program Viability:

- Grade configuration for St. Kateri Tekakwitha school;
- Status of programs with focused district support (ESSMY, Vital Grandin, Legal School).

Emerging Priorities

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

Re: Ministerial Mandate:

- Further to Outcome 5 of our Three-Year Education Plan, continue with strong community consultation and relationship building with the Ministry to achieve Board priorities.

Re: Advocacy:

- Wanting to connect with the community regarding the development of a collective understanding of what learning success means in Greater St. Albert Catholic Schools.
- Sustaining student interest in our school system by being responsive to what the community most values in programming and student well-being.
- Strengthening our local and global community's understanding of what it means to be an excellent faith-based education system (i.e., knowing and being who we are).
- Using the ThoughtExchange survey tool, the Board expressed interest in developing questions for community response about the following ideas:
 - What does your school do to help students and parents know what learning success looks like and how to achieve it?
 - What does your school do to communicate students' ongoing learning and how to improve as learners?
 - What does your school do to help you to be a model and witness to Jesus Christ?

Re: Community Voice:

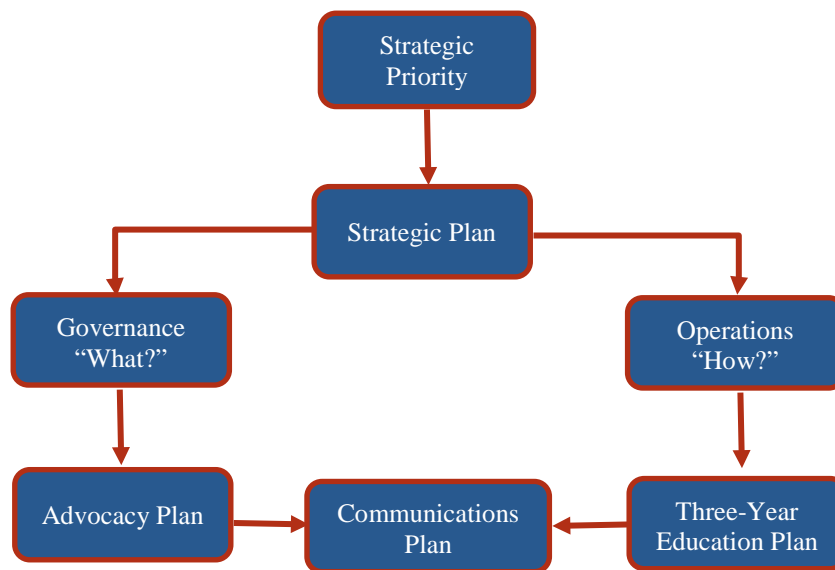
- Implement Option A which utilizes 100 Street as a practical dividing point within the Town to explain the catchment areas for École Notre Dame and St. Kateri Tekakwitha Academy (Appendix A).
- Respond to the following overall conclusions arising from the ThoughtExchange survey:
 - Academic programming is understood by our community to be robust core subject emphasis with supports and choice of options that parallel students' interests.
 - Option programming is understood by our community as not only meeting students' interests, but also their needs to develop post-secondary and career skills.
 - The most-favoured programming to enhance career and life skill development is financial literacy.

Re: Program Viability:

- Ensure that schools receive specific feedback regarding how the ThoughtExchange survey validates and informs direction for school programming in the future.
- Understand and support resourcing needs of schools implementing programming aimed at improving and sustaining enrollment.

Next Steps

1. As a result of acceptance of this report and findings from yearly community input, a strategic plan will be drafted for Board Approval at the June 25th, 2018 Regular Meeting.
2. CCLC will continue its review of key components of the Strategic Priority Report and recommend incorporation of processes within the Three-Year Education Plan that can also be reflected at the school level.
3. At the Regular Meeting on June 25th, 2018, the Board will approve the District Framework for Developing the Three-Year Education Plan and School Education Plans.
4. At a Regular Meeting in September 2018, the Board will approve its Advocacy Plan and monitoring calendar for the 2018 – 2021 Three-Year Education Plan / Governance Planning Priorities.
5. At a Regular Meeting in September 2018, the Board will approve the District Communications Plan.
6. Further implementation of the concepts contained within all plans will rely on the following interconnected and interdependent processes:



*Respectfully Submitted by David Keohane
Superintendent of Schools*



BOARD OF TRUSTEES REGULAR MEETING

JUNE 25, 2018

ATTACHMENT FOR AGENDA ITEM 13.2

2018-2021 Three-Year Education Plan Framework

PRESENTER:

David Keohane, Superintendent of Schools

BACKGROUND:

The Board's 2018 – 2021 Three-Year Education Plan will be due for submission to Alberta Education by November 30, 2018. The rationale for this timeline is to provide school boards with sufficient opportunities to update their plans following their receipt of provincial achievement test and diploma exam results in September.

In order to enable our schools to prepare for the development of their own yearly and three-year education plans, it is important that our school-based administrators have available a common planning framework upon which the District's Three-Year Education Plan will be designed. It is equally important that our stakeholders would have an opportunity to see how the results of this year's community engagement strategy has been incorporated into our planning for the next three years within our schools.

Seven assumptions have been applied in establishing a meaningful framework that is complementary to the roles and responsibilities of all stakeholders:

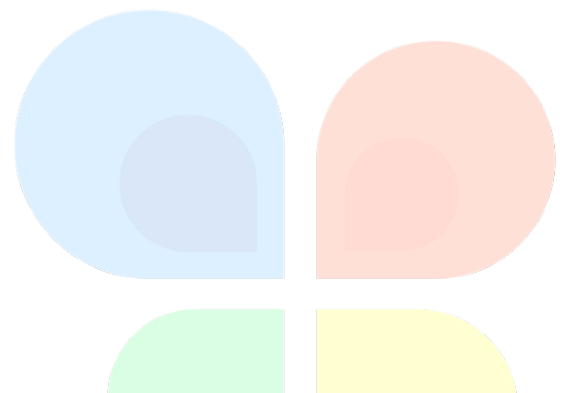
1. Pursuant to the Government Organization Act and the School Act, and to operationalize the accountability relationships and processes established in provincial legislation, School Districts enact the Policy and Requirements for School Board Planning and Results Reporting to ensure that District priorities parallel provincial outcomes and measures.
2. The plan is a source document and frame of reference to communicate the educational priorities of the School District for the upcoming three-year period.
3. The plan is focused and determines the fewest priorities that will make the biggest difference within our schools.
4. The plan honours and incorporates public perspectives on enhancing education mandates derived through community consultation. The cumulative impact of consultation from 2012 – 2018 would indicate that over 4000 staff, student, parent, and greater community voices have contributed to this plan.
5. The faith dimension within the plan provides a three-year approach for animating the raison d'être of Catholic education: Jesus as the way, truth, and life for our students.
6. The strategies enclosed have been prioritized and adapted to reflect the strategic

priorities of the Board, expertise of school/district administration and staff, evolving legislative requirements, and a strong overall community perspective.

7. The plan is aligned with the primary over-sight tool of the Board – its strategic plan (see the focuses on faith, provincial mandate, and community interests in 2018 – 2019 Strategic Plan).

RECOMMENDATION:

THAT the Board of Trustees approve the Planning Framework for the 2018 – 2021 Three-Year Education Plan as presented.



2018-2021 District Three-Year Education Plan Framework

Required Outcomes, Strategies and Performance Measures

FAITH OUTCOME: LIVING LIKE JESUS – SERVANT, STEWARD, SHEPHERD

District Specific Outcome: Through furthering a culture of evangelization, faith formation, and vocation within our schools, students, staff, and parents know, model, and witness Jesus Christ.

Strategy/Strategies:

From 2012-2015 3-YEP; LST April 27, 2018; Superintendent and Board Chair meet with Archbishop May 2018

- ✓ (2018-2021) Schools demonstrate a preferential option for the poor and needy through social justice/community service activities that support involving Catholic Social Services and Development and Peace;
- ✓ (2018-2021) Students exercise their own ethical and entrepreneurial response to social justice based on Catholic Social Teachings; through a teachable discernment process;
- ✓ (2018-2021) Student will engage in retreats led by Criss Cross Ministry Team are available for all students to nurture a prayerful, peer-to-peer encounter with Jesus Christ;
- ✓ (2018-2021) In every school, School Chaplains will build capacity for students and staff to know, model, and witness Jesus Christ;

From Board Strategic Plan 2014; Revised at Board Planning April 21-22, 2017; and CCLC May 16, 2017; LST April 27, 2018; CCLC Feedback, May 15, 2018

- ✓ (2018-2021) Make visible learning successes in Through religious education and faith permeation is relevant and to promotes hope and engagement in students;
- ✓ (2018-2021) Pursue an animated and actionable representation of the District Faith theme--Living like Jesus – servant, steward, and shepherd-- that leads to visual impact at the school and district level;
- ✗ ~~(2017-2020) Teach students different forms of prayer, including spontaneous prayer, to foster a personal prayer life;~~
- ✓ (2018-2021) Focus on spiritual wellness, which is central to a comprehensive wellness approach through various practices including prayer (e.g., meditative, contemplative, scripture-based);
- ✓ (2018-2021) Develop further awareness of connections between our Catholic Faith and the spiritual beliefs/practices of our First Nations, Metis, and Inuit brothers and sisters.

Performance Measures:

- ✓ Percentage of teachers, parents and students satisfied with the overall quality of basic education.
- ✓ Percentage of teacher, parent and student agreement that students are safe at school, are learning the importance of caring for others and are learning respect for others and are treated fairly in school.
- ✓ Percentage of teacher, parent, and student agreement that students model characteristics of active citizenship.
- ✓ Percentage of teacher, parent, and student agreement that students are taught attitudes and behaviours that will make them successful at work when they finish school.

OUTCOME ONE: ALBERTA'S STUDENTS ARE SUCCESSFUL

Morinville Community High School demonstrates this outcome so that:

Strategy/Strategies:

From Morinville Community Conversation January 27, 2014; Revised at CCLC May 13, 2017 & HS Collab. June 8, 2017

✓ (2018–2021) Students will access varied programming (dual credit such as **Introduction to Financial Accounting, Distance Learning Centre, Advanced Placement, Administrative Professional Program**) that enliven students' real world opportunities;

✓ (2018–2021) Students will access CTS programming through school community partnerships;

✓ (2018–2021) Students will access hands-on, differentiated instruction with a focus on **visible learning practice progressions** a variety of differentiation and formative assessment strategies to improve their learning, especially the learning of First Nations Métis, and Inuit students through targeted strategies;

✓ (2018–2021) Students will benefit from positive behavioural and academic supports which enable students to achieve well.

~~✓ (2017–2020) Students will experience rigorous and relevant curriculum and improved strategies to meet their learning needs;~~

From CCLC May 7, 2013; Revised CCLC May 13, 2017 & HS Collab. June 8, 2017 & CCLC June 13, 2017; Principal provided input on April 27, 2018; CCLC May 15, 2018

St. Gabriel High School demonstrates this outcome so that:

Strategy/Strategies:

From CCLC May 7, 2013; Revised CCLC May 13, 2017; Revised HS Collab June 8, 2017 & CCLC June 13, 2017; Admin. Team provided feedback on May 3, 2018; CCLC May 15, 2018.

✓ (2018–2021) Students are provided with increased choices, opportunities, and flexibility occurs for students through the inter-relationships of SACHS, ESSMY, MCHS and SGHS; and such students' choices are promoted and supported;

✓ (2018–2021) Grade 9-12 students will be made aware of the program opportunities provided by SGHS **and in partnership with ADLC**;

✓ (2018–2021) Students access blended learning opportunities (online, **face-to-face one-on-one, weekly seminars**) to increase student engagement in learning and to be accountable for achieving their outcomes;

✓ (2018–2021) Students increase their engagement in the learning process through more collaborative, interactive, and formative assessment teaching strategies;

✓ (2018–2021) **Students increase their engagement in the learning process through the introduction of interactive learning labs as afforded by the CIF grant**;

✓ (2018–2021) Students improve their mental health and wellness through a variety of strategies **including** such as flexible learning environments, **mental health awareness initiatives, and a strong connection to our greater school community.**

District Specific Outcome: Validate components of a student-centred and personalized learning focus at both SACHS and ESSMY. Focus on a shared campus approach at SACHS and ESSMY.

St. Albert Catholic High School demonstrates this outcome so that:

Strategy/Strategies (student-centred, personalized learning strategies):

From Shaping Our Future Final Report May 2015; Revised at HS Collab June 8, 2017 & CCLC June 13, 2017; Principal feedback on April 26, 2018; CCLC May 15, 2018.

- ✓ (2018-2021) SACHS students experience more choices by expanding number of courses in dual-track French-Immersion programming (Chemistry in 2018-2019 and Biology in 2019-2020);
- ✓ (2018-2021) SACHS students access varied programming to meet their individual learning needs to prepare them for post-secondary programs and careers (dual credit such as Intro. To Financial Accounting, iLearn, IB, and Hawk Block);
- ✓ (2018-2021) Students will access hands-on, differentiated instruction with a focus on visible learning (practice progressions) to improve learning and achievement of all students through targeted strategies.

Strategy/Strategies (shared campus strategies):

From Shaping Our Future Final Report May 2015; Revised at HS Collab June 8, 2017 & CCLC June 13, 2017;

- ✓ (2018-2021) SACHS and ESSMY students will work as a team to experience enhanced accessibility to wellness programming and to continue to make the wellness conference an inviting, inclusive event;
- ✓ (2018-2021) Through Metro-Edmonton, SACHS and ESSMY students are provided more athletic opportunities (varied sports teams);
- ✓ (2018-2021) ESSMY and SACHS students access shared courses (e.g., Business 201 Athabasca Online courses) and staffing to meet students' programming needs.

École Secondaire Sainte Marguerite d'Youville demonstrates this outcome so that:

Strategy/Strategies:

From Shaping Our Future Final Report May 2015; Revised at HS Collab June 8, 2017 & CCLC June 13, 2017; Principal provided feedback on April 27, 2018; CCLC May 15, 2018

- ✓ (2018-2021) ESSMY students access varied programming opportunities to meet their individual learning needs (dual credit, iLearn, AP);
- ✓ (2018-2021) ESSMY students access individual assistance through one-to-one teacher support as well as differentiated instructional strategies;
- ✓ (2018 - 2021) ESSMY students access learning strategy seminars focused on core support opportunities to assist students with their learning needs during well planned flex time;
- ✓ (2018-2021) Continue to offer French Immersion programming with a focus on serving global communities.

Strategy/Strategies (shared campus strategies):

From Shaping Our Future Final Report May 2015; Revised at HS Collab June 8, 2017 & CCLC June 13, 2017; CCLC May 15, 2018

- ✓ (2018-2021) SACHS and ESSMY students will work as a team to experience enhanced accessibility to wellness programming and to continue to make the wellness conference an inviting, inclusive event;
- ✓ (2018-2021) Through Metro-Edmonton, SACHS and ESSMY students are provided more athletic opportunities (varied sports teams);
- ✓ (2018-2021) ESSMY and SACHS students access shared courses (e.g., Business 201 HTMP, Athabasca courses) and study cohort and learning opportunities through staff collaboration and staffing to meet students' programming needs.

Performance Measures:

- ✓ Overall percentage of students who achieved the acceptable standard and the overall percentage of students who achieved the standard of excellence on Diploma Examinations.
- ✓ High school completion rate of students within three years of entering Grade 10.
- ✓ Annual dropout rate of students aged 14 to 18.
- ✓ High school to post-secondary transition rate of students within six years of entering Grade 10.
- ✓ Percentage of Grade 12 students eligible for a Rutherford Scholarship.
- ✓ Percentage of students writing four or more Diploma Examinations within three years of entering Grade 10.
- ✓ Overall teacher, parent and student agreement that students model the characteristics of active citizenship.
- ✓ Overall percentage of teachers, parents and the public agreement that students demonstrate attitudes, skill, knowledge and behaviours to be successful at work when they finish school.

K – 6 educational programs demonstrate this outcome so that:

Strategy/Strategies:

From Learning Services Conversations, May 8 and 15, 2017;
From CCLC Conversations May 16, 2017;
LST revised Apr. 27, May 4 and 14, 2018; CCLC feedback May 15, 2018

- ✓ (2018–2021) As outlined in the Ministerial Order (#001/2013), educators apply competency-focused approaches to learning within specific subject/discipline areas and create opportunities for interdisciplinary or cross-curricular learning;
- ✓ (2018–2021) – Staff build a deeper, shared understanding of what literacy and numeracy is and employ the literacy and numeracy progressions; and what it looks like to create literacy and numeracy rich learning environments in schools;
- ✓ (2018–2021) A continued focus on core instruction as it relates to emerging curriculum and concept-based pedagogy through the implementation of: at the universal level to ensure good pedagogy and success for all learners emphasizes the implementation of:

From CCLC May 20, 2014;
Revised @ CCLC: May 16, 2017;
LST revised Apr. 27, May 4 and 14, 2018; CCLC Feedback May 15, 2018

- differentiation and formative assessment strategies using the practice progressions (learning intentions, criteria, exemplars, feedback, technology integration, sharing goals, student ownership of learning); that improve student learning;
- diagnostic assessment and intervention plans to improve student progress in math and language arts (e.g., First Steps in Math, Early and Middle Years Interview, Math Intervention Programming Instrument - M.I.P.I., Successmaker, Fountas and Pinnell/GB+, Student Learning Assessment (SLA), Levelled Literacy Intervention (LLI)), and to ensure student success in meeting literacy and numeracy standards.
- ESL benchmarks, including reading assessments, to differentiate tasks and assessments using instructional strategies and resources consistent with Sheltered Instruction Observation Protocol (SIOP) and Imagine Learning;
- flexible pathways for learning that address the formative needs of students;
- positive behavioural and academic supports that enable all students to achieve;
- assistive technologies to empower all learners.
- learning technologies, including assistive technology, to empower all learners;

From Thought Exchange April 2017 and 2018; Board Planning May 11-12, 2018

- ✓ (2017-2020) Staff attend to students' interests through programming (i.e., options, extracurricular, field trips);
- ✓ (2017-2020) Staff focus on wellness education, especially physical health (recreation, nutrition) and it's connection to being well socially, emotionally, spiritually, and academically;
- ✓ (2017-2020) Staff consider what should and should not go home for homework; communicate the purpose and provide parents with guidance on how to help their children;
- ✓ (2018-2021) Staff embed the use of ~~continue to provide access to diverse technologies into teaching and learning activities while~~ and focusing on digital literacy and citizenship;
- ✓ (2018-2021) Staff communicate learning goals and provide students and parents with timely access to information on how to achieve them;
- ✓ (2018-2021) Staff communicate student progress on a regular and timely basis, and ALL students and parents celebrate areas of strength and growth at parent-school events (demo of learning, interviews);
- ✓ (2018-2021) Staff use technology to enrich the reception of ideas, to modify the ways students express learning, and to collaborate and create new knowledge.

Grades 7-9 demonstrates this outcome so that:

From CCLC May 20, 2014; Revised at Learning Services Conversations May 8, 11, 15, 2017 & CCLC May 16, 2017, LST, April 27, May 4 and 14, 2018; CCLC May 15, 2018

- ✓ (2018–2021) As outlined in the Ministerial Order (#001/2013), educators apply competency-focused approaches to learning within specific subject/discipline areas and create opportunities for interdisciplinary or cross-curricular learning;
- ✓ (2018–2021) Staff build a deeper, shared understanding of what literacy and numeracy is and employ the literacy and numeracy progressions; ~~what it looks like to create literacy- and numeracy-rich learning environments in schools;~~
- ✓ (2018–2021) A continued focus on core instruction at the universal level to ensure good pedagogy and success for all learners by emphasizing the implementation of:

From CCLC May 20, 2014; Revised at CCLC May 16, 2017; LST, April 27, May 4 and 14, 2018; CCLC May 15, 2018

- differentiation and formative assessment strategies that improve student learning;
- diagnostic assessment and intervention plans to ensure student success in meeting literacy language arts and numeracy mathematics standards;
- flexible pathways for learning that address the formative needs of students;
- positive behavioural and academic supports, including flexible pathways for learning, that enable all students to achieve;
- ESL benchmarks, including reading assessments, to differentiate tasks and assessments using instructional strategies and resources consistent with the Sheltered Instruction Observation Protocol (SIOP) for English Language Learners (ELL);
- learning technologies, including assistive technologies, to empower all learners.

From Thought Exchange April 2017 and 2018; Board Planning May 11-12, 2018; LST, April 27, May 4 and 14, 2018; CCLC May 15, 2018

- ✓ (2018–2021) Staff explore flex/option time to offer series of sessions that capitalize on students' interests (~~gymnastics, yoga, music, art, drama, going on a field trip, bringing in a community expert, learning coding to do a small project~~) (i.e., sports and recreation academies, IB, AP, FI);
- ✓ (2018–2021) Administration schedules options to match students' interests;
- ✓ (2018–2021) Staff increase home-school communication for all students using consistent methods that parents and students easily access and understand;
- ✓ (2017-2020) Staff provide students with relevant learning opportunities;

From Thought Exchange April 2017 and 2018; Board Planning May 11-12, 2018; LST, April 27, May 4 and 14, 2018; CCLC May 15, 2018

- ✓ ~~(2017-2020) Staff consider what should and should not go home for homework; communicate the purpose and provide parents with guidance on how to help their children;~~
- ✓ **(2018-2021) Staff celebrate and share success and areas of growth for all students through parent evenings, events, school interviews and demonstrations of learning;**
- ✓ **(2018-2021) Staff communicate with each other to support students to manage their workloads;**
- ✓ **(2018-2021) Staff strategically embed the use of ~~continue to provide access to~~ diverse technologies **into teaching and learning activities while focusing** and focus on digital literacy and citizenship.**

Performance Measures:

- ✓ Overall percentage of students in Grades 6 and 9 who achieved the acceptable standard and overall percentage of students who achieved the standard of excellence on Provincial Achievement Tests (based on cohort)

OUTCOME TWO: ALBERTA’S EDUCATION SYSTEM SUPPORTS FIRST NATIONS, MÉTIS AND INUIT STUDENTS’ SUCCESS

THE SYSTEMIC EDUCATION ACHIEVEMENT GAP BETWEEN FIRST NATIONS, MÉTIS AND INUIT STUDENTS AND ALL OTHER STUDENTS IS ELIMINATED.

K – 12 educational programs demonstrate this outcome so that:

Strategy/Strategies:

From CCLC May 20, 2014; Revised by First Nations, Métis, and Inuit Advisory and Leadership Committees March-April 2017; Board Planning, April 21-22, 2017; **CCLC May 15, 2018**

- ✓ (2018-2021) An assessment of First Nations, Métis, and Inuit Students engagement in schools through assistance of the Gallup Student Poll Survey instrument, activates program interventions to increase hope, engagement, entrepreneurial aspirations, and career and financial literacy for all students;
- ✓ (2018-2021) Innovative partnerships between home, ~~and~~ school, **and the community occurs to** build student engagement;
- ✓ (2018-2021) Our focus on Truth and Reconciliation furthers staff awareness of trust, respect, and understanding of First Nation, Métis, and Inuit efforts to honour cultural strengths;

From CCLC June 7, 2016; Revised by First Nations, Métis, and Inuit Advisory and Leadership Committees March-April 2017; Board Planning, April 21-22, 2017; **First Nations, Métis, and Inuit Leadership Committee, May 10, 2018; CCLC May 15, 2018**

- ✓ (2018-2021) A district-wide First Nation, Métis, and Inuit Advisory Committee will recommend school-based processes to maximize student engagement in learning.
- ✓ (2018-2021) A district-wide First Nations, Métis, and Inuit Leadership Committee will provide guidance **on how to engage our parents in Truth and Reconciliation using school-based resources and strategies, including elder-recommended and/or community partner opportunities; whether and how to adjust our strategies throughout the year;**
- ✓ (2018-2021) Every year, we will celebrate National Aboriginal Day by ~~hosting~~ **organizing** a district event **or activity** that involves our partners, our elders, and our community members;
- ✓ (2018-2021) Career counselling and post-secondary enrollment coaching is provided for First Nations, Métis, and Inuit students;

First Nations, Métis, and Inuit Advisory and Leadership Committees March-April 2017; Board Planning, April 21-22, 2017; **CCLC May 15, 2018**

- ✓ (2018-2021) Our First Nations, Métis, and Inuit Literature Grant Committee provides K-12 teachers with materials **and strategies** to explore foundational concepts of emerging curriculum in Indigenous Education;
- ✓ (2018-2021) Our First Nations, Métis, and Inuit students, who are not achieving at an

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Acceptable Standard on the provincial achievement tests or Diploma exams, receive appropriate interventions.

Performance Measures:

- ✓ Overall percentage of self-identified FNMI students in Grades 6, and 9 who achieved the acceptable standard on Provincial Achievement Tests and the percentage of self-identified FNMI students in Grades 6, and 9 who achieved the standard of excellence on Provincial Achievement Tests.
- ✓ Overall percentage of self-identified FNMI students who achieved the acceptable standard Diploma Examinations and overall percentage of self-identified FNMI students who achieved the standard of excellence on Diploma Examinations.
- ✓ High school completion rate of self-identified FNMI students within three years of entering Grade 10.
- ✓ Annual dropout rate of self-identified FNMI students aged 14 to 18.
- ✓ High school post-secondary transition rate of self-identified FNMI students within six years of entering Grade 10.
- ✓ Percentage of self-identified FNMI students eligible for a Rutherford Scholarship.
- ✓ Overall percentage of self-identified FNMI students writing four or more diploma examinations within three years of entering grade 10.

OUTCOME THREE: ALBERTA’S EDUCATION SYSTEM IS INCLUSIVE RESPECTS DIVERSITY AND PROMOTES INCLUSION

K – 12 educational programs demonstrate this outcome so that:

Strategy/Strategies:

From 2012 ACSTA Safe and Caring Schools Strategy: Admin Procedure 359, 360 January 2016; LST April 27, May 4, 14, 2018; CCLC May 15, 2018

- (2018-2021) The School District’s Safe and Caring Schools procedure is implemented and applicable District Administrative procedures are aligned with current and future legislation;
- (2018-2021) Student diversity and the Church’s unconditional respect for the dignity of the human person is respected and celebrated through school-based counselling, advocacy, and peer – group support initiatives;

From Student Services Conversations May 8 and 11, 2017; LST April 27, May 4, 14, 2018; CCLC May 15, 2018

- (2018-2021) Inclusive practices (i.e., **First point of access to learning are the Programs of Study, Universal Design, using assistive technologies, differentiation and learning alongside same age peers in flexible groupings**) are effectively implemented at every school.

From CCLC Taking Action on Community Perspectives Regarding the Statutes of Bullying and Student Mental Health April 2016; CCLC May 17, 2016; Revised at Learning Services and Student Services Conversations May 8, 11, 15, 2017 ;LST April 27, May 4, 14, 2018; CCLC May 15, 2018

Focus on Bullying

- (2018-2021) A district-wide common language and varied approaches to addressing bullying are promoted and implemented through counsellors and school learning teams;
- (2018-2021) Right relationships, and conflict resolution as components of the Comprehensive School Health Initiative in all schools are further explored;
- (2018-2021) **Staff and students will be trained to understand personal and sexual harassment and discrimination and how to address it.**
- (2018-2021) There is an increased use of “restorative” practices in all schools;

Continued from previous bracket

- (2018-2021) Ensure that mechanisms are in place to protect the anonymity of those who report bullying;
- (2018-2021) Students and families are supported in finding ways to solve problems and resolve conflicts with district and school resources.
- (2018-2021) Schools work together with external partners to focus on Comprehensive School Health prioritizing active living, healthy eating, and positive social and learning environments.

Focus on Mental Health

School Based

- (2018-2021) Counsellors are provided to schools to support the social-emotional needs of at-risk students;
- (2018-2021) Human and programming resources to meet school-based needs are prioritized;
- (2018-2021) Staff and students are continue to be trained to understand indicators of mental health issues in themselves and others ('Go-To-Educator' training);
- (2018-2021) School administrators, LSFs, and counsellors and will be trained to understand and support children and students with trauma-informed practices.

Community Links

- (2018-2021) Collaboration with community agencies to effectively meet at-risk students' needs is prioritized and monitored for responsiveness to schools' needs;
- (2018-2021) Staff are trained to understand indicators of mental health issues for students;
- (2018-2021) A student conference on mental health is organized at one or more district sites with the goal of reducing stigmas and having students involved in the facilitation and speaker selection process;
- (2018-2021) Parents are educated about mental health and wellness programs provided at the school level;
- (2018-2021) Processes are in place to identify, support, and direct children and families within early childhood programs to appropriate services.

Focus on Inclusion

- (2018-2021) All children in Early Learning programs (Pre-Kindergarten and Kindergarten) learn through inquiry and play;
- (2018-2021) The right ongoing supports and services (assistive technology, assessments, therapy, interventions) are identified, prioritized, and implemented through internal and external stakeholder collaboration;
- (2018-2021) Learning Support Facilitators/School Learning Teams will work alongside teachers ~~will to~~ further the implementation of inclusive practices within schools;
- (2018-2021) Family support personnel will provide direct service and community agency connections for students or families at risk.

From CCLC Taking Action on Community Perspectives Regarding the Statutes of Bullying and Student Mental Health April 2016; CCLC May 17, 2016; Revised at Learning Services and Student Services Conversations May 8, 11, 15, 2017; LST April 27, May 4, 14, 2018; CCLC May 15, 2018

From Student Services Conversations May 8, 11, 15, 2017; CCLC June 13, 2017; LST April 27, May 4, 14, 2018; CCLC May 15, 2018

Performance Measures:

- ✓ Overall percentage of teacher, parent and student agreement that students are safe at school, the importance of caring for others, learning respect for others and are treated fairly in school.

OUTCOME FOUR: ALBERTA HAS EXCELLENT TEACHERS, SCHOOL LEADERS AND SCHOOL AUTHORITY LEADERS

K – 12 educational programs demonstrate this outcome so that:

Strategy/Strategies:

<p>From Board Review March 1-2, 2013; CCLC May 20, 2014</p>	<p>✓</p>	<p>(2018-2021) Professional learning is dedicated to the pyramid of supports (indicators of success) and these supports are effectively implemented through a school-based plan;</p>
<p>From Community Conversation June 13, 2013; May 20, 2014 CCLC</p>	<p>✓</p>	<p>(2018-2021) District and school-based data informs and enhances collaborative leadership, employee and student engagement, and effective teaching and learning;</p>
<p>LST April 27, May 4 and 15, 2018; CCLC May 15, 2018.</p>	<p>✓</p>	<p>(2018-2021) Teacher leaders work together with school administrators and District leaders to have a coherent plan to grow staff members' understandings and abilities to explore changes of practice (i.e., concept-based curriculum, literacy numeracy, competencies, technology integration, faith, differentiation, trauma-informed practices) in schools;</p>
	<p>✓</p>	<p>(2018-2021) Pre-Kindergarten and Kindergarten staff develop a play-centred, inquiry-based Early Learning environment through increased collaboration;</p>
	<p>✓</p>	<p>(2018-2021) Communication, collaboration and capacity building are enhanced through Admin and Early Learning Collaboration sessions;</p>
<p>From Student Services Conversations, May 8 and 11, 2017; LST April 27, and May 4 and 15, 2018; CCLC May 15, 2018.</p>	<p>✓</p>	<p>(2017-2020) Collaboration is increased between pre-Kindergarten and Kindergarten staff to develop a play-centred, inquiry-based Early Learning;</p>
	<p>✓</p>	<p>(2018-2021) The GSACRD Digital Literacy & Citizenship Scope and Sequence Continuum is implemented K-12;</p>
	<p>✓</p>	<p>(2018-2021) Digital citizenship education focuses on creating ethical, respectful and responsible digital citizens. This includes teaching respectful social media use and prevention strategies for cyberbullying.</p>
<p>From Community Conversation February 24, 2016 and CCLC May 17, 2016; Revised by Learning Services Conversations May 8, 11, 15, 2017; LST April 27, and May 4 and 15, 2018; CCLC May 15, 2018.</p>	<p>✓</p>	<p>(2017-2020) Standards for teacher competencies are regularly updated and implemented;</p>
	<p>✓</p>	<p>(2017-2020) Student choice and voice as a strategy for improving learning is encouraged;</p>
	<p>✓</p>	<p>(2017-2020) Online etiquette matches social skills taught;</p>

Performance Measures:

- ✓ Overall percentage of teacher, parent and student satisfaction with the opportunity for students to receive a broad program of studies, including fine arts, career, technology, health and physical education.

OUTCOME FIVE: ALBERTA'S EDUCATION SYSTEM IS WELL GOVERNED AND MANAGED

THE EDUCATION SYSTEM IS WELL GOVERNED AND MANAGED

K – 12 educational programs demonstrate this outcome so that:

Strategy/Strategies:

From CCLC May 7, 2013; Community Conversation June 13, 2013; Board Planning, April 21-22, 2017; CCLC May 15, 2018

- ✓ (2018-2021) Emotional attachment (relationship and engagement) to school and district occurs for all stakeholders through district community conversations and online - collaboration with parents at the school level;
- ✓ (2018-2021) Community feedback in enhancing transitioning between school programs is enhanced through:

From Community Conversation December 3, 2014; May 6, 2015 & CCLC June 7, 2016; LST April 27, May 4 and 15, 2018; CCLC May 15, 2018

- schools collaborating with each other to promote continuity of programming from K – 12;
- making early and timely notifications of programming opportunities for students;
- encouraging students to be an important source of promotion for our schools.
- ✓ (2018-2021) Community feedback in promoting effective digital literacy programs in K – 12 occurs through:

From Community Conversation December 3, 2014; May 6, 2015 & CCLC June 7, 2016; LST April 27, May 4 and 15, 2018; CCLC May 15, 2018

- the integration of digital citizenship being as a core component of how citizenship is taught within schools;
- developing a common ethical and moral framework understanding of digital citizenship, responsible social media use, and cyberbullying; promoting "self-regulation" through which digital citizenship will be taught;

From Board Strategic Plan May 12, 2014; Revised at CCLC June 13, 2017; LST April 27, May 4 and 15, 2018; CCLC May 15, 2018

- maintaining equity of access to technology for all students within the district.
- ✓ (2018-2021) Students in grades 5 and 9 (as well as any students in gr. 6 - 8 and 10 - 12 who have not completed) will undertake a strength-based assessment to be used for enriching learning engagement and well-being within the classroom.

Performance Measures:

- ✓ Overall percentage of teacher and parent satisfaction with parental involvement in decisions about their child's education.
- ✓ Overall percentage of teachers, parents and students indicating that their school and schools in their jurisdiction have improved or stayed the same in the last three years.
- ✓ Overall percentage of teacher, parent and student satisfaction with the overall quality of basic education.



BOARD OF TRUSTEES REGULAR MEETING

JUNE 25, 2018

ATTACHMENT FOR AGENDA ITEM 13.3

English Boundaries for Morinville Schools

PRESENTER:

Carol Bruineman, Communications Manager

BACKGROUND:

At the April 23, 2018 Regular Meeting of the Board, Trustees were presented with two boundary options that satisfied the attached Guiding Principles approved at the June 12, 2017 Regular Meeting of the Board. After careful consideration, along with a review of the feedback received from the public consultation process, along with operational considerations, administration is recommending Option A, as attached.

A second Open House was held at the Morinville Community Centre on March 7, 2018 that provided an opportunity to gather feedback from the public on two boundary options. Additionally, there was an online survey open between March 7 and March 22, 2018 for those unable to attend the Open House or preferring this option.

This recommendation is a result of the **Elementary English School Boundary** options presented to the public as Option A and Option B in the attached maps. There is no boundary option for French Immersion.

During the Board Planning Session, held on May 11 and 12, 2018, Trustees carefully considered the feedback received, in the "What We Heard" report prepared by an independent consultant. The year-long Boundary Review process was aligned with International Association of Public Participation (IAP2) best practice for consultation. The rationale for decisions on boundaries include:

- alignment with the Approved Guiding principles;
- allowing for maximum utilization rates within attendance areas;
- anticipated future needs;
- neighbourhoods not being divided between different schools;
- fair and balanced distribution of students;
- being closer to home and shorter bus rides.

While the feedback received supported both boundary options, when all the information was reviewed against the criteria above, Option A appeared to be the preferred choice.

RECOMMENDATION:

THAT the Board of Trustees approve Option A, as attached, for the Elementary English School Boundaries in Morinville, to be effective on the first operational day to coincide with the school opening date.

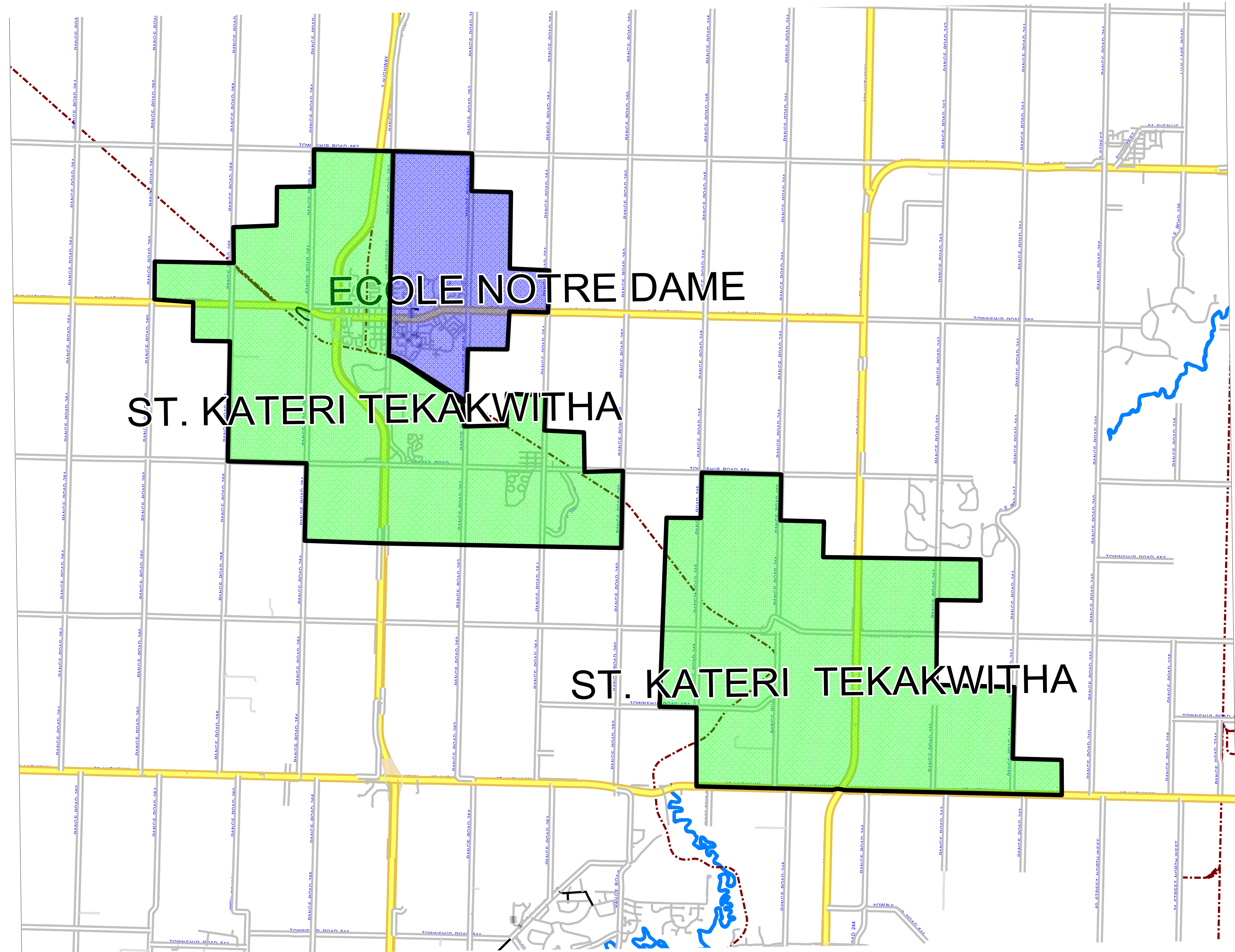
Morinville Ward 2 - English Program Attendance Boundary - Option A

St. Kateri Tekakwitha includes areas:

- West of 100 Street and North of Railway Tracks in the Town of Morinville.
- Areas of Carbondale
- Namao 4X4 (north of highway 37)
- Rural areas surrounding Morinville in Ward 2

Notre Dame includes areas:

- East of 100 Street and North of Railway Tracks in the Town of Morinville.



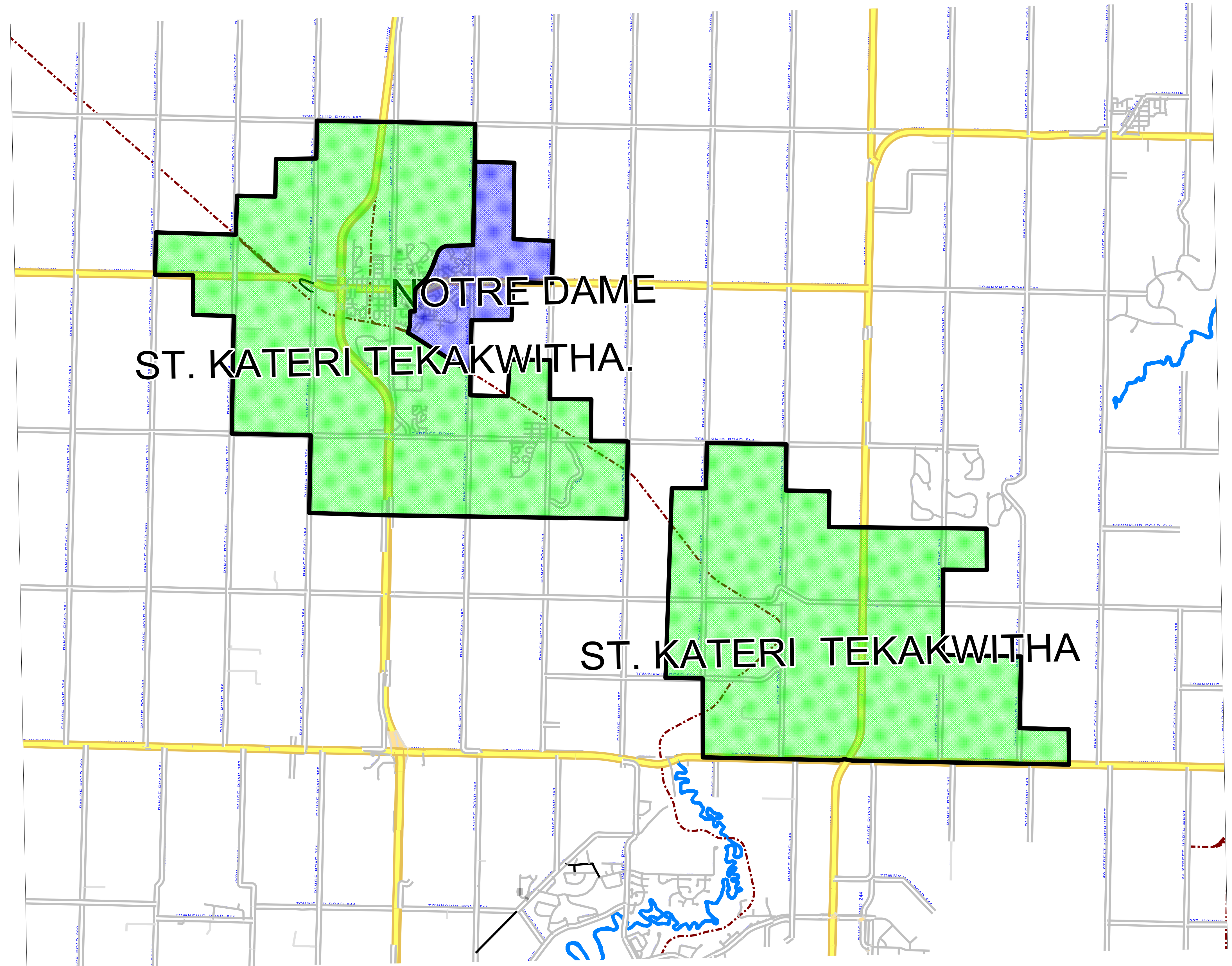
Morinville Ward 2 - English Program Attendance Boundary - Option B

Notre Dame includes areas:

- East of Grandin Drive North & South of 100 Ave
- East of 97 Street
- North of Railroad Tracks in the Town of Morinville

St. Kateri Tekakwitha includes areas:

- West of Grandin Drive South of 100 Ave
- South of Tracks in Town of Morinville
- South Glens
- Cardiff Old & New
- Cabondale
- Namao 4X4 (north of highway 37)





Proposed Guidelines for Consultation on Boundaries & Programming

Consultation honors the values and core commitments as outlined in Board Policy 1.

District schools are faith-based and inclusive environments.

District resident students have a designated school.

The District is responsive to the community and offers choice for families.

Boundary and program decisions made by the Board will:

- be informed by the voice of parents, students, staff, and the community.
- provide for sustainable enrolments across the District.
- consider operational costs and the carbon footprint, where possible.
- allow grand-fathering* of students to minimize disruption and provide choice.

**Grand-fathering refers to allowing siblings to stay together in their current school providing an older child is attending the school when the new sibling enters.*





Public Consultation Process – St. Kateri Tekakwitha Academy Boundaries & Programming

*Consultation Goals:

1. **INFORM** - Provide public with information on the project, opportunities to provide feedback and final decisions.
2. **CONSULT** - Obtain public feedback on boundaries, and programming, and communicate how the feedback influenced the decision.

Objectives:

1. Create awareness of a Catholic School option in Morinville.
2. Understand interest & factors from current/prospective families in attending the new school that would inform setting the boundaries.
3. Gather information on community priorities for programming at the new school.
4. Inform families on what is impacted or not going to be impacted with regards to the new school.
5. Use multiple communication methods to engage as broad an audience as possible

Phased Approach

Phase 1	Phase 2
November 2017 to February 2018	February 2018 – May 2018
<ul style="list-style-type: none"> Gather feedback on community priorities that can be considered in the design of boundaries for Morinville elementary schools and seek programming interests. 	<ul style="list-style-type: none"> Provide the public with boundary options for Morinville elementaries and possible programming for St. Kateri Tekakwitha Academy for further feedback.
<ul style="list-style-type: none"> Use multiple communication methods to reach out to District families, staff and the broader public. 	<ul style="list-style-type: none"> Board to receive recommendation on boundary and programming for St. Kateri Tekakwitha Academy once all public feedback is considered.
January – February 2018	April - May 2018
<ul style="list-style-type: none"> Board to deliberate on the feedback, assess it via approved guidelines and determine school boundary and program options. 	<ul style="list-style-type: none"> Board reviews/approves boundary for Morinville elementaries & announces programming for St. Kateri Tekakwitha.

*IAP2 Spectrum of Public Participation.





BOARD OF TRUSTEES REGULAR MEETING

JUNE 25, 2018

ATTACHMENT FOR AGENDA ITEM 13.4

Laura Bird Memorial Beacon of Hope Award

PRESENTER:

Joan Crockett, Trustee

BACKGROUND:

The Laura Bird Memorial Beacon of Hope Award has been developed as an annual award to celebrate any staff member, who through the example of Laura Bird and in the most selfless manner possible has dedicated personal service to further the hope and future of others. Multiple nominations were submitted and the Laura Bird Memorial Beacon of Hope Award selection committee reviewed all to determine who might connect most closely with the award criteria.

The Committee unanimously chose one submission for consideration of the award and the nominee has accepted the nomination. As outlined in the Policy, the name will remain in confidence until announced for presentation following the Opening Mass on August 31, 2018.

RECOMMENDATION:

THAT the Board of Trustees approve the committee's selection as the recipient of the 2018 Laura Bird Memorial Beacon of Hope Award.



BOARD OF TRUSTEES REGULAR MEETING

JUNE 25, 2018

ATTACHMENT FOR AGENDA ITEM 13.5

Alberta Catholic School Trustees' Association (ACSTA) Award Nominations

PRESENTER:

Serena Shaw, Trustee

BACKGROUND:

The Awards Selection Committee members Trustees Proulx, Schell and Shaw met on May 30, 2018 to review possible nominees for the various ACSTA Awards. The Committee decided to advance a name for the **ACSTA Appreciation Award**.

The criteria for this award is:

The **ACSTA Appreciation Award** is awarded to an individual in appreciation of their commitment and contribution to Catholic education in the province of Alberta, Northwest Territories, and/or Yukon. This award may be presented to anyone not classified in any of the other categories for awards. A member board or the ACSTA Board of Directors may nominate an individual. As part of the award, a complimentary Convention Banquet Ticket is provided to the recipient for the year in which the award is presented. The deadline for submission is early September prior to the Regular Board Meeting on September 24, when a Board Motion can endorse the recipient, if they have accepted to allow their name to stand for the nomination.

RECOMMENDATION:

THAT the Board of Trustees approve the Committee's selection for the Alberta Catholic School Trustees' Association Appreciation Award, which will be revealed and publicly endorsed at the September 24, 2018 meeting, once acceptance has been confirmed by the nominee.



BOARD OF TRUSTEES REGULAR MEETING

JUNE 25, 2018

ATTACHMENT FOR AGENDA ITEM 13.6

Alberta School Boards Association (ASBA) Award Nominations

PRESENTER:

Serena Shaw, Trustee

BACKGROUND:

The members of the Awards Selection Committee, Trustees Proulx, Schell and Shaw, met on May 30, 2018 to review possible nominees for the various ASBA Awards. The Committee decided to advance Greater St. Albert Catholic Schools' Public Engagement Strategy for Programming, Boundary Reviews and Board Generative Governance Goals for the **ASBA Public Engagement Award**.

The award criteria for the **ASBA Public Engagement Award** is:

Open to any ASBA member school board that has engaged the public at any time in the previous school year cycle and can demonstrate two or more of the following benefits, as a result of its public engagement effort:

- An avenue for two-way conversation with the public was created;
- The public had a tangible opportunity to participate in school board decision-making on a topic or issue;
- The public engagement effort involved a cross-section of participants;
- Participants were satisfied their input was used or considered;
- There was follow-up with participants and/or the public after the public engagement effort;
- The public engagement helped the school board make a better, more informed decision for students.

RECOMMENDATION:

THAT the Board of Trustees approve Greater St. Albert Catholic Schools' Public Engagement Strategy for Programming, Boundary Reviews and Board Generative Governance Goals for the 2018 Alberta School Boards Association Public Engagement Award.



BOARD OF TRUSTEES REGULAR MEETING

JUNE 25, 2018

ATTACHMENT FOR AGENDA ITEM 13.7

Superintendent's Reappointment - Intent

PRESENTER:

Serena Shaw, Trustee

BACKGROUND:

Pursuant to section 114 of the *School Act*, a board may enter into a new contract of employment or a reappointment of an individual as a superintendent as long as the term is not more than 5 years and does not include an option to renew or extend the contract at the end of the term.

If a Board intends to reappoint a superintendent the Board shall, not less than 6 months before the contract ends, give to the Minister, in the form and containing the information required by the Minister, notice of its intention to reappoint the superintendent.

As a matter of courtesy and good planning, the Board wishes to provide ample notice that there is a desire to reappoint David Keohane as Superintendent of Schools at the end of the current term of employment, which expires on June 30, 2019. The new contract, which is subject to approval by the Minister of Education, would begin on July 1, 2019 and expire on June 30, 2024.

RECOMMENDATION:

THAT the Board of Trustees, pursuant to section 114 of the *School Act*, provide intent to reappoint David Keohane as Superintendent of Schools for Greater St. Albert Roman Catholic Separate School District No. 734, for a further five (5) year term after the expiry of his current contract on June 30, 2019. The Board is authorized to enter into negotiations to renew the contract and acknowledges that revisions may be required because of recent changes governing superintendent compensation in Alberta.



BOARD OF TRUSTEES REGULAR MEETING

JUNE 25, 2018

ATTACHMENT FOR AGENDA ITEM 13.8

Superintendent's Growth Goals/Evaluation Report

PRESENTER:

Serena Shaw, Trustee

BACKGROUND:

The Board of Trustees, in accordance with the provisions contained in the Superintendent's employment contract (Section 18a) and Board policy, conducted an Evaluation of the Superintendent on June 25, 2018. A report was presented during the in-camera portion of the meeting.

RECOMMENDATION:

THAT the Board of Trustees approve the Superintendent's Evaluation Growth Goals/Evaluation Report as reviewed at the June 25, 2018 meeting.



BOARD OF TRUSTEES REGULAR MEETING

JUNE 25, 2018

ATTACHMENT FOR AGENDA ITEM 13.9

Political Advocacy

PRESENTER:

Noreen Radford, Trustee

BACKGROUND:

Section 8 of Board Policy 2 – Role of the Board, currently states...

8. Political Advocacy

The Board shall:

- 8.1 Be an advocate for Catholic education.
- 8.2 Develop a yearly plan for advocacy including focus, key messages and mechanisms.
- 8.3 Meet with municipal governments and other educational/public service governing authorities as appropriate to achieve political ends.

To further the role of the board, as outlined above, it would be beneficial to establish close working relationships with local municipal and relevant provincial politicians. Due to full agendas of all parties, confirmation of meeting dates as early as possible at the start of each new school year appears to be the approach required to ensure a meeting is scheduled. Presentation of possible dates at the September 2018 regular board meeting for discussion and inclusion on the board commitments is suggested.

Meeting with our locally elected MLA's would allow the Board an opportunity to present District successes and challenges. This would provide MLA's with contextual information should they find themselves in an advocacy position that might be advanced in the District's favor.

New Schools are important infrastructures in our communities and working closely with municipal politicians will ensure that concerns and key priorities are addressed in an expeditious manner. Our board has the distinct pleasure of being able to open two new schools in the near future. Establishing dates for sod turning, school tours and invitations to events within our schools does much to further the opportunity for engagement.

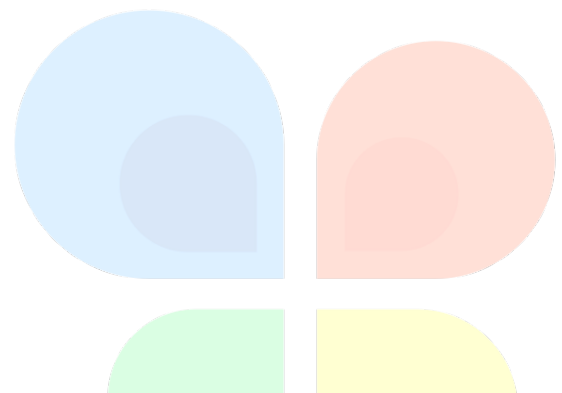
Community programs such as School Resource Officers, DARE, and Rotary mentorship are also items that are important to both parties. Shared messaging to the public illustrates how all parties are working diligently for the benefit of our students. Ensuring a good working relationship with key players is paramount to being heard and having the ability to advocate for our student welfare.

RECOMMENDATION:

THAT the Board of Trustees direct the Superintendent to construct an action plan to engage our political counterparts (municipal and provincial) which includes relevant key messages and potential meeting dates and provide a draft to the Board for review on or before September 24, 2018.

AND

THAT the Board of Trustees direct the Superintendent to work with the Town of Morinville Chief Administrative Officer to establish a meeting and mutual terms of reference, within the next six months, between the GSACRD Board of Trustees and the Morinville Town Council. The purpose of the meeting would be to discuss matters of mutual interest, and eventually become an Annual Meeting in future years, hosted on a rotational basis by each of the parties.





BOARD OF TRUSTEES REGULAR MEETING

JUNE 25, 2018

ATTACHMENT FOR AGENDA ITEM 13.10

St. Albert Catholic High School's Parking Lot: Request for Quotation

PRESENTER:

David Keohane, Superintendent of Schools

BACKGROUND:

Effective April 1, 2009, School Boards were required to adhere to the Articles of the *Trade, Investment and Labour Mobility Agreement* signed by the governments of Alberta and British Columbia, for all procurement of goods and services over \$75,000 and construction over \$200,000.

In addition, the Board's role, as outlined in Board Policy 2 – Role of the Board, is to approve tender selections for building construction and modernization projects, when initiated by the District.

Since the value of this project will likely be in excess of \$1,000,000, Select Engineering Consultants will manage the tender document development along with management of the entire process. Alberta Education will provide a major portion of the funding as part of the SACHS Modernization Project and the District's Infrastructure Maintenance Renewal Funding (IMR) will be responsible for the remainder of the project cost.

It is the opinion of the consultant that the RFQ will be offered to pre-qualified suppliers via an invitation to submit. The tender documents are in progress and expected for release in the next few weeks. The consultant will provide the Board with recommendations for approval once the tender is closed. Due to quick turn-around on this project, only one tender will go out, but the associated work may be completed in two or more phases, depending on weather and school operations.

The request for release is requested now as this is the last Board Meeting prior to the summer break and if the Board is expected to provide approval of the selections, it is reasonable for the Board to approve the tender release as well.

RECOMMENDATION:

THAT the Board of Trustees approve for release, when ready, a "Request for Quotation on the completion of the St. Albert Catholic High School Parking Lot", as RFQ 18-007.



BOARD OF TRUSTEES REGULAR MEETING

JUNE 25, 2018

ATTACHMENT FOR AGENDA ITEM 15.2

Report from the Superintendent

BACKGROUND:

Please see attached.

RECOMMENDATION:

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



Superintendent's Information Report to the Board
Greater St. Albert Roman Catholic Separate School District No. 734
June 25, 2018

* Educational Leadership

May 2018 Accountability Pillar Report Update

The attached document provides an update to our school district's accountability pillar report based upon satisfaction survey results and various "rates" associated with grades 9 – 12 programming. All school jurisdictions annually receive this update in May. While our report for 2017 – 2018 will be incomplete without the provincial testing results, it does indicate significant qualitative and quantitative success for our district in the following ways:

- All of the 12 updated results exceed the provincial results by an average of 6%. The largest gap between our results and those of the province is seen in the areas of Diploma Exam Participation Rate (+12%), High School Completion Rate (+12%), and High School Completion Rate (+10%).
- For the third consecutive year, with 100% of the updated results, GSACRD results exceed those of the province.
- For the third consecutive year, no "overall" overall updated results are classified as being of issue, declined or even maintained.
- "Achievement" is recognized as being "Very High" in all but three updated areas, with the remaining areas being deemed to be "High" in achievement. Six overall assessments are deemed to be "Excellent" with the remaining six ranked as being "Good." Highest achieving overall results are for the second consecutive year, in the areas of safe and caring schools, and education quality.
- Significant success in the area of Drop-out rates, Rutherford Scholarships, and Post – Secondary Transition speak to the success of our high school programming in preparing students for meaningful career opportunities.
- For the first time, the District's drop-out rate is lower than 1% which is about 65% lower than that of the province.
- As the attached (for trustees only) First Nations, Métis and Inuit report indicates, our indigenous student cohort has achieved a high school completion rate within 3yrs which is within 1% of all other GSACRD students and is 10% higher than the rest of the province. Our First Nations, Métis and Inuit student drop-out rate is 1% lower than all other students within the province. These outcomes exceed and meet our goal of eliminating the gap for high school completion and graduation within the province.
- It is also worth celebrating that our transition rate to post-secondary for our indigenous students is 5% higher than what has been achieved in the province.

Faith Leadership

Faith and Spiritual Initiatives Annual Report

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

Fiscal Responsibility

Quarterly Financial Statement (Third Quarter 2017-2018)

Finance Manager, Maria Stevens, will provide a quarterly financial update. (Attached)

Alberta School Employee Benefit Plan Annual Report

Assistant Superintendent, Clint Moroziuk has provided the Alberta School Employee Benefit Plan Annual Report as information. (Attached)

Recommendation: That the Board receives this report as information.

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



Accountability Pillar Overall Summary
3-Year Plan - May 2018
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	91.3	93.1	92.3	89.0	89.5	89.4	Very High	Declined	Good
Student Learning Opportunities	Program of Studies	85.1	87.4	87.1	81.8	81.9	81.7	Very High	Declined	Good
	Education Quality	92.8	92.7	92.4	90.0	90.1	89.9	Very High	Maintained	Excellent
	Drop Out Rate	0.8	1.7	1.4	2.3	3.0	3.3	Very High	Improved	Excellent
	High School Completion Rate (3 yr)	87.8	85.4	85.5	78.0	78.0	77.0	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
Student Learning Achievement (Grades 10-12)	Diploma: Acceptable	83.5	87.5	88.1	83.0	82.7	83.1	Intermediate	Declined Significantly	Issue
	Diploma: Excellence	20.8	23.1	22.1	22.2	21.2	21.5	High	Maintained	Good
	Diploma Exam Participation Rate (4+ Exams)	67.9	63.7	61.9	55.7	54.9	54.7	Very High	Improved	Excellent
	Rutherford Scholarship Eligibility Rate	74.9	73.8	73.4	63.4	62.3	61.5	n/a	Maintained	n/a
Preparation for Lifelong Learning, World of Work, Citizenship	Transition Rate (6 yr)	64.9	73.8	68.0	58.7	57.9	59.0	High	Maintained	Good
	Work Preparation	84.7	86.9	85.1	82.4	82.7	82.4	High	Maintained	Good
	Citizenship	87.0	89.4	88.9	83.0	83.7	83.7	Very High	Declined	Good
Parental Involvement	Parental Involvement	86.0	85.2	84.9	81.2	81.2	81.0	Very High	Maintained	Excellent
Continuous Improvement	School Improvement	85.2	85.8	85.9	80.3	81.4	80.7	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. Student participation in the survey was impacted between 2014 and 2017 due to the number of students responding through the OurSCHOOL/TTFM (Tell Them From Me) survey tool.
 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.
 12. 2016 results for the 3-year High School Completion and Diploma Examination Participation Rates have been adjusted to reflect the correction of the Grade 10 cohort.

Accountability Pillar Overall Summary

Source Data Reference

3-Year Plan - May 2018

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	2017/2018	2016/2017	School Years 2014/2015, 2015/2016, 2016/2017	Mar 21, 2018
Student Learning Opportunities	Program of Studies	2017/2018	2016/2017	School Years 2014/2015, 2015/2016, 2016/2017	Mar 21, 2018
	Education Quality	2017/2018	2016/2017	School Years 2014/2015, 2015/2016, 2016/2017	Mar 21, 2018
	Drop Out Rate	2016/2017	2015/2016	School Years 2013/2014, 2014/2015, 2015/2016	Mar 01, 2018
	High School Completion Rate (3 yr)	2016/2017	2015/2016	School Years 2013/2014, 2014/2015, 2015/2016	Mar 01, 2018
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)	2016/2017	2015/2016	School Years 2013/2014, 2014/2015, 2015/2016	Mar 01, 2018
	Rutherford Scholarship Eligibility Rate	2016/2017	2015/2016	School Years 2013/2014, 2014/2015, 2015/2016	Mar 01, 2018
Preparation for Lifelong Learning, World of Work, Citizenship	Transition Rate (6 yr)	2016/2017	2015/2016	School Years 2013/2014, 2014/2015, 2015/2016	Mar 01, 2018
	Work Preparation	2017/2018	2016/2017	School Years 2014/2015, 2015/2016, 2016/2017	Mar 21, 2018
	Citizenship	2017/2018	2016/2017	School Years 2014/2015, 2015/2016, 2016/2017	Mar 21, 2018
Parental Involvement	Parental Involvement	2017/2018	2016/2017	School Years 2014/2015, 2015/2016, 2016/2017	Mar 21, 2018
Continuous Improvement	School Improvement	2017/2018	2016/2017	School Years 2014/2015, 2015/2016, 2016/2017	Mar 21, 2018
ACOL Measure	Satisfaction with Program Access	2017/2018	2016/2017	School Years 2014/2015, 2015/2016, 2016/2017	Mar 21, 2018
	In-service jurisdiction Needs	2017/2018	2016/2017	School Years 2014/2015, 2015/2016, 2016/2017	Mar 21, 2018

Accountability Pillar Overall Summary



Measure Evaluation Reference

3-Year Plan - May 2018

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

3-Year Plan - May 2018

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).

Memorandum

DATE: Monday, June 25, 2018

TO: David Keohane, Superintendent of Schools

FROM: Rhonda Nixon, Assistant Superintendent, Learning Services; Colin Loiseau, Religious Education Consultant

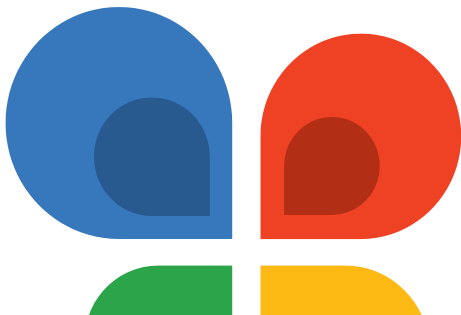
RE: **Faith and Spiritual Initiatives Report**

BACKGROUND. We report on our progress on the District Specific Outcome: Through furthering a culture of evangelization, faith formation, and vocation within our schools, students, staff, and parents know, model, and witness Jesus Christ in the District Three-Year Education Plan (2017-2020). In this report, we provide an update on our progress on key strategies.

SOCIAL JUSTICE. In our Three-Year Education Plan 2017-2020, we have made a commitment to enact social justice through charitable works, locally and globally focused service, classroom and school projects, and by focusing on our District Faith Theme: Living Like Jesus: Servant.

[2017 – 2020 – Schools demonstrate a preferential option for the poor and needy through social justice/ community service activities that support Catholic Social Services and Canadian Organization for Development and Peace;](#)
[2017 – 2020 – Students exercise their own ethical and entrepreneurial response to social justice through a teachable discernment process;](#)
[2017 - 2020 - Focus on faith theme: Living like Jesus – Servant, Steward, and Shepherd.](#)

Living our faith through social justice commitments. Each school supports numerous charities locally, nationally, and internationally. Our District's faith theme enabled us to recognize that service to others is a vital part of what it means to follow Jesus Christ; to live like Jesus we must love and therefore serve like Jesus. For the last four years, we have walked in solidarity as 16 schools and District sites with Development and Peace to increase student awareness and engagement in social justice and the Catholic Social Teachings while building the Pope Francis School and Village in Tacloban, Philippines. In April 2018, a letter from Archbishop Smith to all within the Archdiocese of Edmonton stated:





The Archdiocese of Edmonton will withhold the Development and Peace portion of the 2018 Together We Serve donations from Development and Peace. The funds will be withheld until such time as we receive clear assurance that funds received from present and future Together We Serve collections will be used only by agencies whose mission, values and practices cohere with the teachings of the Catholic Church and with the criteria of Caritas Internationalis, of which the Canadian Catholic Organization for Development and Peace is the Canadian representative.

Archbishop Smith assured our Superintendent that it is appropriate that we continue to make use of the resources and materials available through Development and Peace, especially those resources that enable us to address our Catholic Social Teachings.

We also continue to support Catholic Social Services (CSS) and their various ministries (examples listed below) through prayer, service projects, promotion, and financial contributions. Many of our schools have continued to engage in service projects directly supporting Catholic Social Services by collecting items to be donated to the poor, volunteering at CSS ministries/homes, and inviting representatives from Catholic Social Services to school assemblies. For the 2018-2019 school year, Catholic Social Services has offered an "adopt a ministry" approach for our schools to support CSS in a very direct way. Our schools will be choosing specific ministries to support, and in return, CSS will provide updates to the schools in order to outline ministry needs and provide news/prayers specific to the ministry indicated. Although there are many programs to consider, CSS has suggested the following ministries as those that may directly support members of our school communities: Gianna Center (support for women and families facing unwanted pregnancy); Alpha for Men (support for men with substance-use issues); LaSalle Shelter (support for mothers and their children who have left abuse -second stage women's shelter); and Counselling (support for children, youth, adults, couples and families throughout the Archdiocese of Edmonton).

RETREATS

[2017-2020- Student retreats led by Criss Cross Ministry Team are available for all students to nurture a prayerful, peer-to-peer encounter with Jesus Christ;](#)

[2017-2020- Develop further awareness of connections between our Catholic Faith and the spiritual beliefs/practices of our First Nations, Metis, and Inuit brothers and sisters.](#)

Living our faith through student retreats. Our District's Youth Evangelization Team, Criss Cross Ministries led by Doug Kramer organized faith retreats for some junior high and senior school groups, and for all elementary schools. Student retreats are designed to invite students into prayerful, engaging experiences that enable them to have personal encounters with Christ. In 2018-2019, we will continue to provide faith retreats for elementary, junior, and senior high students through a new school-based chaplaincy model. This model is intended to develop staff



capacity to model and witness faith to students and to provide students with optimal faith-based learning experiences. To provide time for such leadership and capacity-building in schools, each elementary and junior high school will be provided with 0.1 FTE for a School Chaplain. In the elementary and junior high schools, the School Chaplain role has been defined by an administrative procedure that will be reviewed by the District Policy Advisory Committee on June 19, 2018. This role is explicit about the leadership that the School Chaplain will take in the school, including but not limited to supporting staff, students, and administrators with faith and religious education. The District Religious Education Consultant will provide professional development for school chaplains to equip staff with resources and strategies to organize and lead liturgies, retreats, religious education classes, and faith experiences within and beyond the school. Each high school will continue to work with Doug Kramer in the role of High School Chaplain who will provide in-house, at-the-elbow professional learning support to staff to build capacity to lead faith retreats and faith permeation activities within each of the high schools.

Connecting Indigenous spirituality/culture and our Catholic Faith. During the 2017- 2018 school year, our District's Religious Education Consultant presented at the monthly First Nations, Métis and Inuit Advisory Committee meetings and at the Leadership Committee meetings. For the Advisory Committee, he prepared materials and strategies that were reviewed by our elders, Edna and Ella Arcand. He shared how our Catholic faith connects with Indigenous spirituality through Indigenous prayers, recounting the spiritual journeys of key figures such as St. Kateri Tekakwitha and journeys of local knowledge keepers. He brought in guests such as Archbishop Emeritus Sylvain and Gary Gagnon, who worked with Colin to teach the lead teachers about important places (e.g., Lac St. Anne), icons, symbols, motifs in Indigenous literature, art, stories, and sacramental practices (e.g., comparing smudging and the burning of incense). In 2018-2019, we will continue to explore the such traditions, symbols, and practices that help to illustrate how Indigenous spirituality is a gift to the Catholic Church.

HOPE AND ENGAGEMENT

2017 - 2020 – Religious education is relevant and promotes hope and engagement in students.

Engaging students in their faith. Our principals continue to meet regularly with their parish priests and staff to co-plan activities that intentionally link the school, home, and parish. For example, during Lent, schools hosted Shrove Tuesday celebrations, palm burning liturgies, Ash Wednesday Liturgies, and prayer gatherings (e.g., Way of the Cross). In addition, thirteen of our schools welcomed priests to offer the Sacrament of Reconciliation for students and staff. After Easter, all of our schools hosted Easter celebrations and liturgies; many of our schools celebrated with Mass at their parishes. During May, the month of Mary, many schools venerated Mary by learning about and praying the rosary. Many schools also presented a "Living Rosary" in which the whole school gathered together to pray the rosary, where each bead was represented by a different



student who lit a candle and led the prayer for the school. On May 2, our District hosted the Archdiocesan Annual Holy Childhood Association Mass at Holy Family Parish. Father Alex Osei, Canadian Director of Pontifical Missions, celebrated Mass where approximately 1000 students from throughout the Archdiocese of Edmonton attended. Greater St. Albert Catholic Schools sent close to 400 students and staff to this annual event, which celebrates "children helping children."

Engaging students in religious education. Over the last three years, all Catholic Districts in Alberta have implemented the *Growing In Faith, Growing in Christ* teaching and student resources from Pearson. As of the 2017-2018 school year, Grades 1, 2, 3, and 4 teachers received these resources (digital and print) as well as being supported by the District to attend professional learning to understand and teach with the new program. In September, 2018, the Grade 5 program will be introduced to teachers. This resource, approved and sponsored by the Bishops of Alberta, Ontario, Saskatchewan and the Northwest Territories, creates strong links between the home, school, and parish. The program seeks to engage students not only in understanding and knowing their faith but living it. For many students, the Catholic classroom provides an introduction to the faith and this resource enables schools to present the rich teachings and traditions of the Catholic Church in an engaging way.

The program is rich in what it offers students, teachers, parents and parish staff because it is based upon research-informed pedagogical practices. The lessons follow the Church's liturgical year and incorporate scripture through prayer, reflection, story, and celebration. Online resources are user-friendly, appeal to the Digital Learner, and are readily accessible to various users (parents, clergy, educators). Highly interactive features including digital texts (student and teacher version), diverse activities (student activities for home or school), assistive technologies (such as text-to-speech readers), games, songs, and videos are part of what has made it possible for teachers to appeal to learners of all ages and to bring our learner outcomes alive in Religious Education. This is a [link](#) to the promotional materials used by Pearson to introduce this resource to teachers.

Growing teacher leaders in Catholic Education. GSACRD continues to support teachers with opportunities that develop faith and increase capacity for faith leadership within our schools and classrooms.

Updates include;

- Six teachers continue to receive support in completing two more courses toward their Masters in Religious Education degree at Newman Theological College. A new cohort of



teachers will begin working toward an MRE degree through Newman College beginning September 2019.

- Four administrators and one teacher attended the Religious Education Congress in Anaheim, California (largest annual gathering of Catholics in the North America)
- Nine teachers attended SPICE, and eight administrators attended Blueprints. Both retreats are held in Kananaskis and hosted annually by the Alberta Catholic School Trustees Association. Going forward, we will work to ensure that one teacher and one administrator from each school will attend SPICE/Blueprints every other year.
- Brent Kieser, teacher at RS Fowler, was awarded the Excellence in Catholic Education Award by the CCSSA (Council of Catholic School Superintendents of Alberta) at the SPICE conference in Kananaskis.
- Four new teachers completed the Catholic Education Formation Program led by the Religious Education Consultant.
- In the 2017-2018 school year, the District Religious Education Representatives Committee met for three, full-day sessions.

ANIMATING THE DISTRICT THEME

[2017 – 2020 – Pursue an animated and actionable representation of the district theme that leads to visual impact at the school and district levels](#)

The faith theme for 2017-2020 is Living Like Jesus: Servant, Steward and Shepherd. In 2018-2019, we look forward to focusing on the Gospel teachings addressing Stewardship with the theme Living like Jesus: We are Stewards. To inquire into this theme, we will examine the teachings of Pope Francis, especially his encyclical letter, 'Laudato Si', Care for our Common Home.

SPONTANEOUS PRAYER

[2017 – 2020 – Teach students different forms of prayer including spontaneous prayer to foster a personal prayer life](#)

The District Religious Education Consultant has continued to address prayer through presenting a variety of creative forms of prayer at the CCLC, the District Religious Education Committee, and the First Nations, Metis, and Inuit Advisory Committee. Many administrators have reported that their schools are using new types of prayers, especially prayers connecting our Catholic Faith with Indigenous Culture and Spirituality (e.g., prayers involving the Medicine wheel and Four



Directions). Prayers explored throughout the year have included spontaneous prayers, meditative prayers (Lectio Divina, the Rosary, Stations of the Cross and Breath Prayers) and contemplative prayers (Lectio Divina, Visio Divina, Adoration of the Blessed Sacrament). For 2018-2019, our strategy for addressing prayer will focus more specifically on praying with scripture, a priority of the Archdiocese of Edmonton. We will prioritize the pastoral letter from Archbishop Smith, Living in the Word, and the accompanying, Pastoral Initiatives in Support of the Archbishop's Pastoral Letter.

GOVERNANCE IMPLICATIONS. Our Board Priority Outcome One: Celebrate Living and Leading Like Jesus- We Are Servants depends on our work to produce and communicate evidence of Christ-centred learning and living in our school programming. Our focus on prayer, retreats, teacher formation, leadership and capacity-building with staff and students, and engaging in new curricula that is rooted in research-informed student-centred practices in Religious Education. These are key strategies that aim to ensure that students learn how to be a model and witness to the life of Jesus Christ, engage fully in Catholic education and become leaders of and advocates for Catholic education through their rich experiences within our District.

CONCLUSION. St. Albert Catholic Schools takes great pride in our Catholic identity which calls us "to awaken the hearts and minds" of our students. Through the spirituality of communion and the permeation of faith and wisdom through pedagogy and curricular content, our students experience what it means to live like Jesus.

To: David Keohane, Superintendent
From: Deb Schlag, Secretary-Treasurer; Maria Stevens, Finance Manager
Date: June 15, 2018
Re: 2017-2018 Quarter 3 Financial Report to May 31, 2018

The attached Third Quarter Financial Report to **May 31, 2018** includes actual Revenues and Expenditures recorded, as well as a reasonable projected forecast to August 31, 2018. This report is presented in the same format as the Budget and Financial Statements for easy comparison. All percentages are reported as comparisons to the Original Approved Budget. The Fall Revised Budget provides a much better comparison to actual, but is reported for informational purposes only.

The 2017-18 Fall Update Budget introduced an overall projected deficit of **(\$674,454)** from the original budget deficit of **(\$490,162)** submitted in June 2017. The projected Quarter 3 **DEFICIT** expected at year-end (August 31, 2018) is estimated to be **(\$505,987)**, based on the forecast in this report. From historical experience and the opening of a new school, this figure could vary by +/- \$200,000, depending on a number of factors, including the purchase of resources for 18-19, arriving prior to August 31, 2018 and school spending in June.

As a result of the newly introduced Bill 1, An Act to Reduce School Fees, it is uncertain as to how school generated fees will finish. The 2017-18 school year is the first year that all instructional supplies & material fees were eliminated as a school fee. The minister further introduced in Bill 1, whereby any fee collected from parents must be spent for the purpose it was collected, surplus funds to be refunded to parents. An analysis of school fees will be performed in order to determine refunds for parents in the months of July and August. For the purpose of the Quarterly Report – Q3, school fees were forecasted based on performance from 2016-17 school year results.

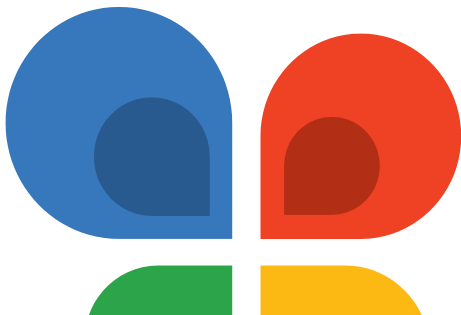
The Personnel Contingency Fund, which is a fund set aside to handle replacement costs (substitutes for both certified and support staff) when staff are away from work on planned professional development or unplanned sick leave. The Centralized Needs Fund was created from a per student amount of \$57.32 (based on 5,386 FTE) for a Budgeted amount of \$308,745, which is equivalent to 3.0 FTE. As of May 31, 2018 the year-to-date expenditure was \$341,745 or \$33,035 over budget. This is an area of concern as the budget is created from historical average spending, but actual predictability sometimes proves more challenging.

Another area of concern and potential variance factor:

While all three high schools now offer Flexible Programming for students, revenues related to CEU's are still estimated for term 4 Summer School and St. Gabriel High School; therefore, CEU revenue may be subject to change and does vary from year to year, depending on enrollment and the number of courses taken by individual students.

At August 31, 2017, Accumulated Operating Reserves were \$1,265,266 and will provide adequate coverage for the estimated deficit of 2017-18.

There will be an updated report to the Board in October 2018 on the anticipated year-end position for 2017-18.





2017-2018 STATEMENT OF REVENUES AND EXPENSES

Actual Results to Budget Comparisons for the Quarter Ending May 31, 2018

	Fall		Original		Actuals to May 2018	Forecasted Amounts for Jun to Aug	Projected Total @ Aug 31, 2018	Total to Budget Variance	% to Budget
	Revised Budget	Actuals % to Fall Budget	Approved Budget	Actuals % to Org. Budget					
	2017-2018	Fall Budget	2017-2018	Org. Budget	May 2018	Jun to Aug	Aug 31, 2018	Variance	Budget
REVENUES									
Government of Alberta	\$51,820,118	76.8%	\$51,291,724	77.6%	\$39,817,130	\$11,792,923	\$51,610,053	(\$210,065)	99.59%
Government contributions to ATRF	\$4,000,000	60.9%	\$4,000,000	60.9%	\$2,434,240	\$1,240,000	\$3,674,240	(\$325,760)	91.86%
Federal Government and/or First Nations	\$95,662	71.5%	\$135,868	50.4%	\$68,423	\$37,000	\$105,423	\$9,761	110.20%
Other Alberta school authorities	\$0	-	\$0	-	\$0	\$0	\$0	\$0	-
Out of province authorities	\$0	-	\$0	-	\$0	\$0	\$0	\$0	-
Property Taxes	\$8,115,000	58.1%	\$8,115,000	58.1%	\$4,715,668	\$3,384,434	\$8,100,102	(\$14,898)	99.82%
Instruction resource fees	\$1,741,235	67.3%	\$2,411,706	48.6%	\$1,172,559	\$584,320	\$1,756,879	\$15,644	100.90%
Transportation fees	\$230,000	89.8%	\$229,770	89.8%	\$206,440	\$11,245	\$217,685	(\$12,315)	94.65%
Other sales and services	\$1,101,908	16.1%	\$868,108	20.4%	\$177,400	\$920,906	\$1,098,306	(\$3,602)	99.67%
Investment income	\$59,500	118.1%	\$59,500	118.1%	\$70,279	\$5,194	\$75,473	\$15,973	126.85%
Gifts and donations	\$60,000	13.0%	\$60,000	13.0%	\$7,799	\$83,588	\$91,387	\$31,387	152.31%
Fundraising	\$260,000	9.2%	\$265,000	9.0%	\$23,910	\$233,433	\$257,343	(\$2,657)	98.98%
Rentals of facilities	\$240,600	95.5%	\$229,144	100.3%	\$229,728	\$15,000	\$244,728	\$4,128	101.72%
Gains on disposal of capital assets	\$0	-	\$0	-	\$0	\$0	\$0	\$0	-
Amortization of capital allocations	\$1,562,620	75.0%	\$1,562,620	75.0%	\$1,171,966	\$390,654	\$1,562,620	\$0	100.00%
Other revenue	\$244,803	69.1%	\$80,000	211.5%	\$169,173	\$262,682	\$431,855	\$187,052	176.41%
TOTAL REVENUES	\$69,531,446	72.3%	\$69,308,440	72.5%	\$50,264,715	\$18,961,379	\$69,226,094	(\$305,352)	99.56%
EXPENSES									
Certificated salaries	\$32,570,594	74.5%	\$32,558,396	74.5%	\$24,262,718	\$8,080,827	\$32,343,545	\$227,049	99.30%
Certificated benefits	\$3,710,385	72.6%	\$3,718,397	72.4%	\$2,692,004	\$1,115,052	\$3,807,056	(\$96,671)	102.61%
Government contributions to ATRF	\$4,000,000	60.9%	\$4,000,000	60.9%	\$2,434,240	\$1,340,000	\$3,774,240	\$225,760	94.36%
Non-certificated salaries and wages	\$9,885,053	85.1%	\$9,748,783	86.3%	\$8,410,094	\$1,418,072	\$9,828,166	\$56,887	99.42%
Non-certificated benefits	\$2,718,389	75.1%	\$2,680,915	76.2%	\$2,042,769	\$719,351	\$2,762,120	(\$43,731)	101.61%
Services, contracts and supplies	\$15,220,222	73.8%	\$15,007,071	74.9%	\$11,233,030	\$3,903,933	\$15,136,963	\$83,259	99.45%
Capital and debt services									
Amortization of capital assets									
supported	\$1,562,620	75.0%	\$1,562,620	75.0%	\$1,171,966	\$390,654	\$1,562,620	\$0	100.00%
unsupported	\$494,070	71.8%	\$477,853	74.2%	\$354,598	\$118,206	\$472,804	\$21,266	95.70%
Interest on capital debt									
supported	\$44,567	100.0%	\$44,567	100.0%	\$44,567	\$0	\$44,567	\$0	100.00%
unsupported	\$0	-	\$0	-	\$0	\$0	\$0	\$0	-
Other interest charges	\$0	-	\$0	-	\$0	\$0	\$0	\$0	-
Board Approved Technology Expenditure	\$0	-	\$0	-	\$0	\$0	\$0	\$0	-
Losses on disposal of capital assets	\$0	-	\$0	-	\$0	\$0	\$0	\$0	-
Other Expense	\$0	-	\$0	-	\$0	\$0	\$0	\$0	-
TOTAL EXPENSES	\$70,205,900	75.0%	\$69,798,602	75.4%	\$52,645,986	\$17,086,095	\$69,732,081	\$473,819	99.33%
EXCESS (DEFICIENCY) OF REVENUES OVER EXPENSES	(\$674,454)		(\$490,162)		(\$2,381,271)	\$1,875,284	(\$505,987)	\$168,467	
% of year expended 9/12 (75.00%)									



2017-2018 STATEMENT OF REVENUES AND EXPENSES (BY PROGRAM)

Actual Results to Budget Comparisons for the Quarter Ending May 31, 2018



	Fall		Original		Actuals to	Forecasted Amounts for	Projected Total @	Total to Budget	% to
	Revised Budget	Actuals % to	Approved Budget	Actuals % to					
	2017-2018	Fall Budget	2017-2018	Org. Budget					
				May 2018	Jun to Aug	Aug 31, 2018	Variance	Budget	
REVENUES									
ECS - Grade 12 Instruction	\$55,357,032	76.5%	\$55,381,830	76.4%	\$42,337,986	\$13,416,131	\$55,754,117	\$397,085	100.72%
Operations & Maintenance of Schools	\$8,258,499	64.9%	\$8,419,532	63.7%	\$5,363,596	\$2,441,842	\$7,805,438	(\$453,061)	94.51%
Transportation	\$2,765,542	77.2%	\$2,372,258	89.9%	\$2,133,663	\$432,272	\$2,565,935	(\$199,607)	92.78%
Board & System Administration	\$2,520,779	3.2%	\$2,512,750	3.2%	\$81,364	\$2,519,089	\$2,600,453	\$79,674	103.16%
External Services	\$629,594	55.3%	\$622,070	56.0%	\$348,097	\$202,054	\$550,151	(\$79,443)	87.38%
TOTAL REVENUES	\$69,531,446	72.3%	\$69,308,440	72.5%	\$50,264,706	\$19,011,388	\$69,276,094	(\$255,352)	99.63%
EXPENSES									
ECS - Grade 12 Instruction	\$55,727,842	75.8%	\$55,568,348	76.0%	\$42,230,129	\$14,180,812	\$56,410,941	(\$683,099)	101.23%
Operations & Maintenance of Schools	\$8,258,499	66.8%	\$8,419,532	65.5%	\$5,513,108	\$2,099,072	\$7,612,180	\$646,319	92.17%
Transportation	\$3,069,186	81.1%	\$2,675,902	93.0%	\$2,488,128	\$139,228	\$2,627,356	\$441,830	85.60%
Board & System Administration	\$2,520,779	80.0%	\$2,512,750	80.2%	\$2,016,077	\$565,363	\$2,581,440	(\$60,661)	102.41%
External Services	\$629,594	63.3%	\$622,070	64.1%	\$398,543	\$151,621	\$550,164	\$79,430	87.38%
TOTAL EXPENSES	\$70,205,900	75.0%	\$69,798,602	75.4%	\$52,645,985	\$17,136,096	\$69,782,081	\$423,819	99.40%
Net Position									
ECS - Grade 12 Instruction	(\$370,810)		(\$186,518)		\$107,857	(\$764,681)	(\$656,824)	(\$286,014)	
Operations & Maintenance of Schools	\$0		\$0		(\$149,512)	\$342,770	\$193,258	\$193,258	
Transportation	(\$303,644)		(\$303,644)		(\$354,465)	\$293,044	(\$61,421)	\$242,223	
Board & System Administration	\$0		\$0		(\$1,934,713)	\$1,953,726	\$19,013	\$19,013	
External Services	\$0		\$0		(\$50,446)	\$50,433	(\$13)	(\$13)	
EXCESS (DEFICIENCY) OF REVENUES OVER EXPENSES	(\$674,454)		(\$490,162)		(\$2,381,279)	\$1,875,292	(\$505,987)	\$168,467	

\$30,000 Dual Credit (from reserves)
\$110,196 Instruction Support (timing difference)
\$105,614 IB/LTTA Support
\$125,000 School Start-up &

\$30,000 Dual Credit (from reserves)
\$100,000 IB/LTTA Support
\$31,518 Instruction Support (General)
\$25,000 School Start-up &



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2017 ANNUAL REPORT



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Our Mission

As the recognized leader in providing comprehensive health benefits and services specifically designed to meet the needs of Alberta's public education sector, ASEBP is a committed partner in promoting, protecting, improving and sustaining the health of our covered members and their dependants.

2017 ASEBP TRUSTEES

Karen Holloway
Chair

Fred Kreiner
Vice-Chair

Chad Bowie

Drew Chipman

Christopher Cook

Doug Lerke

Kathy Maclsaac

Gerry Martins

Shirene Napier

Heather Tkachuk

CHAIR'S MESSAGE



This past year has been one of change for ASEBP. From the development of a fantastic new website to the realignment of our mission, vision and values statements—this has been a very exciting year full of growth. It's this kind of change that drives us forward, forges new paths and enables us to grow in ways we never thought possible.

I've been an ASEBP Trustee since 2008, and in this time I've learned that it takes much more than just great benefits to make a difference in the overall well-being of the province's school communities. It takes strategic partnerships, foresight along with a shared dedication and passion for school employee wellness, all of which you'll see exemplified throughout our work. Whether we're surveying our covered members and employer groups, consulting with medical professionals to help us gain more insight into a process or topic, or meeting with school jurisdiction leaders to better understand the needs of their employees, we're always looking for innovative ways to help Alberta's school communities become the healthiest they can be.

On behalf of the ASEBP Trustees, I invite you to read through this year's Annual Report to learn more about how we championed the well-being of Alberta's public education sector, its employees and their families in 2017. With this exciting year behind us, and a new CEO at the helm, the future looks bright both for ASEBP and school community wellness in Alberta.

Karen Holloway

2017
COVERED MEMBER
AND EMPLOYER
SURVEY RESULTS

**HIGHLY SATISFIED
WITH ASEBP:**

**84% COVERED MEMBERS
80% EMPLOYERS**

**AGREE THAT ASEBP'S PRODUCTS AND
SERVICES ARE INNOVATIVE:**

**95% COVERED MEMBERS
98% EMPLOYERS**

CEO'S MESSAGE



Before satellite radio, you would often hear crackles from your car radio if you drove out of range. Turning the dial ever so gently, you'd fine-tune your radio frequency to find the clear sounds of that channel you were listening to. That's just what ASEBP has been doing over the last year—fine-tuning our offerings in order to ensure we're well positioned to continue delivering the top notch benefits our covered members and employer groups have come to expect.

Fine-tuning for me came in the form of a personal shift in my role at ASEBP. I've been with this organization for more than 30 years and now have the pleasure of being the CEO. I'm amazed by the amount of positive change we've experienced at ASEBP over the years, and this last year has by far surpassed them all.

This year's report highlights the many enhancements we've made over the year, even down to a shift in how we talk about health—from disease prevention to proactive health promotion. And because we never stop asking questions and refining our offerings, I'm confident that the next few years will see us reaching beyond the impossible and setting the standard in the health and benefits industry.

Throughout it all, ASEBP will continue to deliver on our promise to provide holistic support to our covered members and employer groups throughout their personal and workplace wellness journeys—to be their champion in health, always looking for opportunities to fine-tune our frequency on the road ahead.

Kelli Littlechilds

2017

ASEBP EXECUTIVE

Kelli Littlechilds

Chief Executive Officer

Tarick Ahmad

Chief Information Officer

Darcy Atkinson

Chief Financial Officer

Perry Dorgan

Strategic Advisor to the
Trustees and CEO

Jocelyn Plakas-Lock

Director, Health
and Benefit Services

Shandy Reed

Director, Health Strategies
and Stakeholder
Engagement

WANT ASEBP TO PROVIDE PROGRAMS THAT SUPPORT HEALTH AND WELLNESS:

89% COVERED MEMBERS

99% EMPLOYERS

HIGHLY SATISFIED WITH SERVICE FROM ASEBP EMPLOYEES:

86% COVERED MEMBERS

84% EMPLOYERS



We are
WELLNESS



To say that wellness is important to ASEBP would be a vast understatement. In fact, health and wellness has been a part of the fabric of this organization since its inception nearly 50 years ago. How we've integrated it has changed over the years, of course, but supporting the health, resilience and well-being of Alberta's public education sector employees and their families is why we were created—and simply what we do.

With this work guiding us through 2016 and into 2017, we were able to continue making great strides in a number of wellness-related support areas, including:

- a change in the way our health teams support our employer groups;
- an increase in the number of health-focused partnerships; and
- an enhanced focus on resilience as the key to sustainable and healthy workplaces.

PROMOTING A CULTURE OF WELLNESS

This year has seen a shift in how we approach and deliver our wellness programs and services. In response to the growth of our knowledge base in the area of health promotion, we began to carefully adjust our model to ensure covered members and employer groups understood that their benefits aren't only for when they're ill or already at risk for specific diseases.

This shift saw our Prevention Services team renamed Health Promotion Services and their titles change from health advisors to workplace wellness liaisons along with a move away from strictly clinic- and presentation-delivery. Armed with tools and important connections to the broader Comprehensive School Health community, the workplace wellness liaisons use evidence-based research to engage and collaborate with school jurisdictions and associations to develop long-term wellness strategies in their workplaces. In addition, as each member of the team is assigned to work with a specific set of employers, we now have a wonderful opportunity to establish or enrich relationships with each employer and the supports specific to their community.

In the end, the goal is to provide a tailored level of workplace wellness supports to our employer groups—helping them to discover solutions that meet their unique needs, level of readiness and capacity for change.

WAYS TO CULTIVATE RESILIENCE

Practice mindfulness

Compartmentalize
tasks

Take breaks to reset
energy and attention

Develop mental
agility—respond
vs. react

Cultivate
compassion

MAKING THE CONNECTION

Committing time and energy to cultivate partnerships in the wellness space is critical to our success as an organization and furthering the work we do. The right partnerships can extend the reach of our wellness efforts and, ultimately, allow us to better support our covered members and employer groups.

One of the ways we connect with partners from across the province is through our involvement with Ever Active Schools' annual Shaping the Future conference. The conference provides an opportunity for delegates interested in the areas of health and wellness promotion to network, collaborate and share information around comprehensive school health. Each year, we seek unique ways to promote school employee wellness as a key component of healthy school communities, and to share knowledge around school employee health promotion tools and supports offered by ASEBP and others within the community.

In 2017, we hosted a special session at the conference with renowned high performance mental training coach, Dr. Peter Jensen. During the session, Dr. Jensen shared his knowledge around the skills of energy management and resilience—skills that elite performers in sport and the workplace use every day to excel under pressure without sacrificing health and well-being. The insights and connections borne out of the session and the conference as a whole were invaluable, and went a long way to highlight how important employee wellness is to the overall fabric of a healthy school community.

WORKPLACES OF THE FUTURE

Over the course of the last several years, ASEBP has been very interested in the concept of resilience and harnessing the immense positive

impact resilient individuals can have on overall wellness in the workplace. Resiliency reflects traits like a sense and acceptance of reality, belief that life is meaningful and an uncanny ability to improvise. Our investment of time and research to assess resiliency within Alberta's public education sector has resulted in a number of important discoveries.

Firstly, we were thrilled to confirm that the tools and support services we currently offer have a direct impact on an individual's ability to be resilient in times of stress or strain. These include:

- health maintenance and prevention programs like our Extended Health Care plan or Health Spending Account (HSA);
- services through the Employee and Family Assistance Program offered by Homewood Health that include a Key Person Advice Line (dedicated consultation support for managers and supervisors requiring an immediate, and objective, professional opinion);
- for some employers, a Wellness Spending Account for those wellness-promoting expenses not covered under general health benefits or HSAs; and
- wellness leadership supports offered through special professional development workshops we provide or resources on The Sandbox website—a comprehensive workplace wellness support system and idea sharing platform for Alberta's public education sector.

In addition, and critically important, we learned that resiliency isn't an inherent personality trait—it can be cultivated at any age or stage of life. Being able to grow resiliency within a group, whether that be a group of leaders or a workplace as a whole, is an important factor to consider when planning wellness-focused professional development opportunities or developing new offerings and, ultimately, puts a resilient workplace culture within reach.



We are
RESPONSIVE

For ASEBP, being responsive means being nimble enough to quickly respond to the changing health needs of our covered members and continue to deliver on our promise to support them throughout their personal and workplace wellness journeys.

We were very busy this year collecting thoughts from both our covered members and employer representatives through surveys we conducted with Pivotal Research Inc.—an Alberta-based, independent research company. With response rates substantially higher than the previous survey conducted in 2013 and overwhelmingly positive ratings, we're confident that a large majority of our covered members and employer groups are highly satisfied with the support and services ASEBP provides. Through this process we also have a fulsome picture of how we can continue to make a big impact on the lives of our covered members and employer groups.

Our work on a number of projects launched in 2016/2017 aligned perfectly with what we heard from covered members and employer groups in the survey, and ensured we continued to deliver on our promise. This included:

- a redevelopment of the ASEBP website;
- significant enhancements to the My ASEBP Mobile App;
- the creation of a dashboard on My ASEBP for commonly-requested claims maximum information; and
- an increase in payment frequency for Health Spending Account (HSA) claims.

OUR BRAND ONLINE

Through much of the early part of 2017, our focus was on delivering a website that responded to the needs of our covered members—needs we had defined through a comprehensive audit of our digital properties in 2015/16. But this project was about so much more than simply redesigning a website. A true engagement tool, we needed the site to elegantly guide members through the sometimes complicated world of benefits.

To accomplish this, we started by taking a careful look at how we wrote and presented all of the benefits information. Now, all the content on the site is free of jargon, crafted to be easily understood and a true, overall reflection of the ASEBP brand. We also spent a lot of time making sure the site was easy to navigate and people could quickly find what they were looking for. We used a few tricks like in-page navigation and expandable content sections to make traditionally large pages of content easy for people to quickly scan and read through.

From 600 complex pages on the old site to 56 simple ones on the new—we've followed through on our promise to covered members to provide value and a positive, uncomplicated interaction with their benefits information.

A TRUE ENGAGEMENT TOOL, THE ASEBP WEBSITE ELEGANTLY GUIDES MEMBERS THROUGH THE SOMETIMES COMPLICATED WORLD OF BENEFITS.

AN APP FOR YOU

While the My ASEBP Mobile App has been live since 2012, it's reimagining in the fall of 2016 changed the mobile landscape for ASEBP covered members. The simplified layout, refreshed look and feel and vastly improved experience now enables users to

- maximize the use of their HSA by transferring unpaid general claims balances with the click of a button;
- submit claims from start to finish on their mobile device by taking photos of Extended Health Care and Vision Care receipts;
- search prescription drugs to learn if they're covered through a drug search feature, which mirrors the My ASEBP Drug Inquiry Tool; and
- quickly access their benefit coverage information at the pharmacy using their mobile ID card.

We know that our covered members are on the go. Now, no matter the need, the My ASEBP Mobile App ensures they can manage their benefits wherever life takes them.

A DASHBOARD OF WELLNESS

Understanding that covered members need access to information quickly and easily, we made some adjustments to My ASEBP to enhance its self-service functionality. With the new dashboard on the homepage, covered members can see a snapshot of the coverage

they've used under a number of "high-use" benefits, like massage, physiotherapy, psychology and dental, among others. Detailed breakdowns for Extended Health Care, Dental Care and Vision Care maximums are also available on a separate page for covered members who want to dig deeper into their benefit coverage.

Now, instead of connecting with an ASEBP benefit specialist to determine how much of their benefit they've used, covered members have this information at their fingertips, no matter when or where they need to access it.

THE CONVENIENCE OF FREQUENCY

No one likes to wait to be paid. With this in mind, we set out to drastically reduce the wait time for eligible HSA expense payments for our covered members. In September 2016, we flipped the switch and began processing HSA claims every two business days for the majority of our covered members, meaning that most claims are paid within two to five days of being submitted. This change also means that covered members can print their HSA activity on-demand from their My ASEBP account and no longer have to adhere to quarterly expense deadlines.

This change has been well received and is paving the way for other enhancements that aim to put time back where it belongs—in the hands of our covered members.

My ASEBP MOBILE APP MONTHLY USERS

Sept 2016:

593

Sept 2017:

9,200

ASEBP Website

Reducing complexity on the website has helped covered members find what they need—fast.

January 2017 | January 2018

BOUNCE RATE

66% | 51%

HSA PAGE VISITS

3,282 | 4,093

FORMS PAGE VISITS

1,249 | 5,325

TRAVEL SEARCHES

120 | 45



We are
INNOVATIVE

In this business, and given the unique needs of the sector we serve, being innovative is a necessity. From technology tailored to the sector to creative approaches for achieving health outcomes or effectively managing the plan, looking for inspired and imaginative ways to enhance our services is something we highly value. So highly, in fact, that innovation is one of our core values.

This was another banner year in the history of ASEBP innovation. In addition to all the ongoing projects and work underway, we kicked things up a notch in 2016/17 by:

- launching a comprehensive, internal web application that revolutionized the ways we can support covered members;
- successfully piloting a live chat feature for a test group of employers; and
- rounding out our Pharmacy Services team and expanding their capacity to support covered members.

EASY AS 1,2,3

ASEBP benefit specialists are some of the best in the business. Their dedication to covered members is uncompromising and they're always on the hunt for how they can further improve their interactions. It's this commitment that inspired the development of the Easy Access to System Information (EASI) application. Designed to arm our benefit specialists with instant access to tools that enable them to quickly and comprehensively answer questions, EASI is revolutionizing how we support covered members.

Some of the features our benefit specialists can now access through EASI include:

- retrieving covered member and dependant details through a simple search box that recognizes names, ASEBP IDs and email addresses;
- simply toggling between multiple coverage situations;
- viewing coverage information (including historical changes), claims history (including submitted online claims waiting to be processed) and reports specific to the covered member;
- quickly seeing whether a covered member has an outstanding task, like a spending account allocation that's due or an incomplete My ASEBP registration; and
- linking directly to covered member information throughout all other ASEBP systems.

With these handy features (among many others) at their fingertips, our benefit specialists are efficiently providing next-level service for every call, every covered member, every time.

ASEBP BENEFIT SPECIALISTS ARE ALWAYS ON THE HUNT FOR HOW THEY CAN FURTHER IMPROVE THEIR INTERACTIONS WITH COVERED MEMBERS.

Enhanced
**SPECIAL
AUTHORIZATION
REQUESTS**
CONTINUE TO
BE EFFECTIVELY
MANAGED BY
PHARMACY
SERVICES



Sept 2015 - Aug 2016:

504

Sept 2016 - Aug 2017:

553



PILOTING OUR WAY TO SUCCESS

Being accessible to our employer groups so they can, in turn, support their employees with ASEBP benefits, is crucial to the successful administration of the plan. In 2017, we explored ways to creatively enhance the support we provide to our employers, resulting in the development of a pilot project for a live chat feature accessed through the Employer Services Portal (ESP).

ESP Live Chat provides on-demand access to our team of expert plan administrators, a quick and easy means to manage queries and offer real-time tracking and reporting features that ensure we're always improving. With 10 employer groups in the pilot and an average satisfaction rating of 98.8 per cent, we're looking forward to taking this pilot program to the next phase, and eventually releasing it to all of our employer groups.

PHARMACEUTICAL DREAM TEAM

In the *2016 ASEBP Annual Report*, we talked about how we hired a practicing pharmacist to provide timely support to covered members with complex prescription drug questions. The impact of this role has been felt so significantly by the team, that another part-time pharmacist was hired over the summer to expand their ability to support covered members.

Now, our team of pharmacists are able to provide real-time support to benefit specialists who have covered members inquiring about medications. With plan design changes implemented last year that saw our pharmaceutical management become more involved, this team has really demonstrated their value—both in addressing intricate covered member calls and ensuring pharmaceutical changes to the plan are translated accurately and consistently.

This team has also been providing invaluable case management support for covered members in a number of areas including our Enhanced Special Authorization Process (designed to ensure physicians escalate therapies for a set list of health conditions in a safe, gradual and cost-effective way), Extended Disability Benefits (with a focus on optimizing drug therapies) and medication appeals (to provide ASEBP leadership with clinical context for medication appeals and their yearly reapplication).

OUR TEAM OF
PHARMACISTS ARE ABLE
TO PROVIDE **REAL-TIME
SUPPORT** TO BENEFIT
SPECIALISTS WHO HAVE
COVERED MEMBERS
INQUIRING ABOUT
MEDICATIONS.

We are
CARING



An inspirational and compassionate corporate culture is a rare find. Cultures that reward curiosity, breed understanding and resilience, give back to their communities and leave employees excited to come in each morning are ones to be proud to be a part of. ASEBP is fortunate to be one of those rare birds.

With nearly 50 years under our belt, and employees that walk the talk every single day, 2016/17 was another feel-good year highlighted by:

- a realignment of our mission, vision and values to better reflect the work we do;
- provincial recognition for our wellness-focused workplace culture; and
- countless community connections.

THIS IS US

ASEBP is a fun place to work. It's also a place where employees care about the mission and live the organizational values every day. That's why, in 2017, the ASEBP Trustees took the opportunity to realign the organizational mission, vision and values statements to better reflect the important work we do, and how we do it.

The resulting statements showcase our commitment to the shared responsibility of health—for covered members, the plan and the organization. ASEBP employees are inspired by the Trustees' work in this area, and proudly own and integrate this shared purpose into their work, connections with one another and each and every touchpoint with covered members.

THE CHERRY ON TOP

While organizational pride is high at ASEBP, and employees are greatly valued for the important contributions they make each day, it's always great to be recognized for a job well done.

This year, we were delighted to be recognized for our positive workplace culture—twice!

In March 2017, ASEBP was named one of Alberta's Top 70 employers for the sixth year in a row. The award assesses organizations in eight different areas, including health, financial and family benefits, physical workplace, work and social atmosphere as well as vacation and time off, to name a few. Employers are then compared to other organizations in their industry to determine which organizations offer the most progressive and forward-thinking programs. It was a huge honour and one that put us in great company—an exciting time for ASEBP!

By May 2017, we were notified that ASEBP was one of only two companies in Alberta selected by the Psychologists' Association of Alberta for a Psychologically Healthy Workplace Award. Presented to Alberta organizations that best exemplify current, practical initiatives that are directly related to employee wellness and engagement, the award was a wonderful moment for all employees. Promoting health and well-being is simply the business we're in. To be recognized for walking the walk internally was a huge source of pride for us all, and armed us with new learnings to share with our employer groups looking for guidance and support to achieve the same healthy workplace.

GIVING BACK

A big part of a caring workplace culture is providing employees the opportunity to give back to their communities. For ASEBP employees, the drive to make a difference is a fantastic natural side effect of the care and consideration we provide to our covered members.

Some of the ways we contributed to our community this year included a ride on the Heart and Stroke's Big Bike, a large donation of toys to the Santas Anonymous campaign, countless volunteer hours and thousands of dollars donated to 12 local and national charities, to name just a few.

FOR ASEBP EMPLOYEES,
THE DRIVE TO MAKE
A DIFFERENCE IS A
FANTASTIC NATURAL SIDE
EFFECT OF THE **CARE AND
CONSIDERATION**
WE PROVIDE TO OUR
COVERED MEMBERS.

HERE'S A QUICK GLIMPSE INTO WHAT GIVING BACK LOOKS LIKE AT ASEBP:

183.5

hours of work-supported volunteer time

\$7,806

raised for the Heart and Stroke Foundation
through the Big Bike ride

94

ASEBP employees donated toys
to Santas Anonymous

\$7,025

donated to charities through our
Casual for a Cause campaign

41

backpacks filled with school supplies donated
to the United Way's Tools for School

15

hampers filled with food and other
necessities donated to the Edmonton
Food Bank

2

large boxes of high-need items donated
through Homeless Connect Edmonton



A scenic landscape featuring a dirt path winding through a field of green grass and white daisies. In the background, two hikers with backpacks are walking away on the path. The scene is set in a wooded area with trees and a misty or overcast sky. The overall mood is peaceful and natural. The text "We are SUSTAINABLE" is overlaid on the image. The words "We are" are in a white, cursive font, and "SUSTAINABLE" is in a white, bold, sans-serif font. There are several colorful geometric shapes (circles, squares, diamonds) scattered around the text in shades of blue, orange, and cyan.

We are
SUSTAINABLE

Financial Overview

In 2017, we continued to focus on solid financials and fiscal management to help deliver high-value health and income replacement benefits at a reasonable cost to our covered members and their dependants.

It is important to note that, as ongoing early adopters of IFRS standards, this year we adopted IFRS 9 Financial Instruments, IFRS 15 Revenue from Contracts with Customers, IFRS 16 Leases, IFRS 17 Insurance Contracts, amendments to IAS 1 Presentation of Financial Statements and amendments to IAS 7 Statement of Cash flows, all with a date of adoption of September 1, 2016.

STATEMENT OF FINANCIAL POSITION

As at August 31, 2017, we maintained a strong capital position with total assets of \$622 million—an increase of \$12 million from the previous year. The increase was primarily driven by our new office building that is recognized under the new IFRS 16 Leases accounting standard. Total liabilities of \$499 million decreased by \$12 million from the previous year, primarily due to the Retirement Incentive for Teachers and Employees (RITE) program which offers eligible covered members currently receiving Extended Disability Benefits (EDB) the opportunity to accept a tax-free lump sum cash payment and pre-paid benefits, moving them off of EDB and into retirement. Total reserves saw an overall increase of \$24 million from the previous year.

STATEMENT OF FINANCIAL POSITION

AS AT AUGUST 31
(Thousands of Canadian dollars)

	2017	2016
ASSETS		
Invested assets	577,143	578,075
Operating assets	44,900	32,087
Total assets	622,043	610,162
LIABILITIES AND RESERVES		
Insurance liabilities	481,899	500,612
Other liabilities	17,449	10,538
Total liabilities	499,348	511,150
RESERVES		
Net assets available for benefit initiatives	14,359	-
Capital adequacy	108,336	99,012
Total reserves	122,695	99,012
Total liabilities and reserves	622,043	610,162

INVESTMENTS, LIABILITIES AND RESERVES

We have prudently invested the trust's investable assets with the primary objective of ensuring there are assets available to pay all current and long-term liabilities for covered members and their beneficiaries.

Investment returns continue to exceed long term expectations without compromising investment policies and beliefs or exposing the invested assets to undue risk. As a result, reserves are fully funded and premium rates have been moderated while providing opportunities for further investments into health-related benefits and initiatives.

Investment income throughout the fiscal year totalled \$42 million. With invested assets of \$577 million at August 31, 2017, our investment portfolio

experienced a decrease of \$1 million. Utilization of invested assets to provide a RITE payout and to subsidize the plan and administrative operations offset the expected invested assets growth based on investment income.

To maintain both the short-term and long-term financial health of the plan, we keep a Capital Adequacy Reserve of \$108 million as at August 31, 2017. Our Capital Adequacy Reserve is designed to retain a reasonable amount of capital in order to mitigate risks and variations in underlying assets and liabilities. As at August 31, 2017, our net assets available for benefit initiatives totalled \$14 million, an increase of \$14 million from the previous year. As at August 31, 2017, our total liabilities and reserves increased by \$12 million from the previous year. This increase was primarily due to strong investment returns and a reduction in the extended disability reserves.

STATEMENT OF COMPREHENSIVE INCOME

FOR THE YEARS ENDED AUGUST 31
(Thousands of Canadian dollars)

	2017	2016
REVENUES		
Premiums	234,662	228,092
Investment income	42,410	38,620
Interest income and other revenues	4,859	4,327
Total revenues	281,931	271,039
EXPENSES		
Benefits for covered members and beneficiaries	223,027	204,042
Operating expenses	35,221	31,655
Total expenses	258,248	235,697
Total comprehensive income	23,683	35,342

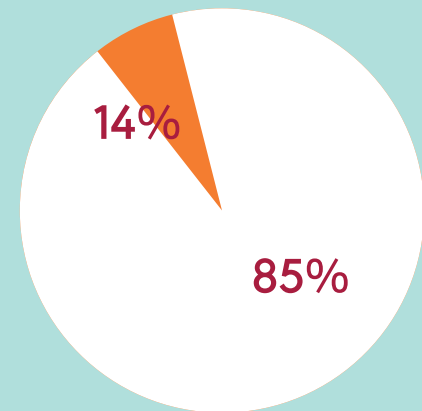
REVENUES AND EXPENSES

Total premiums for the fiscal year were \$235 million—an increase of \$7 million—primarily due to premium rate increases and a moderate increase in enrollment. Total investment income for the fiscal year was \$42 million—an increase of \$4 million—primarily due to continued investment returns that exceed long-term return expectations.

Total benefit expenses for the fiscal year were \$223 million—an increase of \$19 million—primarily due to the RITE payout. Operating expenses for the fiscal year had an increase of \$3.5 million, primarily relating to administrative costs focused on health initiatives, cybersecurity, IT infrastructure, member services and improving efficiencies throughout the organization.

Total comprehensive income for the fiscal year was \$24 million—a decrease of \$12 million—primarily due to the subsidization of the plan and administration with net assets available for benefit initiatives, the RITE payout and investment returns.

2017 EXPENSES BREAKDOWN



PLAN EXPENSES 
ADMINISTRATION EXPENSES 

WE HAVE **PRUDENTLY INVESTED** THE TRUST'S INVESTABLE ASSETS WITH THE PRIMARY OBJECTIVE OF ENSURING THERE ARE ASSETS AVAILABLE TO PAY ALL CURRENT AND LONG-TERM LIABILITIES FOR COVERED MEMBERS AND THEIR BENEFICIARIES.

STATEMENT OF CHANGES IN NET ASSETS AVAILABLE FOR BENEFIT INITIATIVES AND CAPITAL ADEQUACY RESERVE

FOR THE YEARS ENDED AUGUST 31
(Thousands of Canadian dollars)

	2017	2016
NET ASSETS AVAILABLE FOR BENEFIT INITIATIVES		
Beginning of year	-	-
Investment income (net)	42,410	38,620
Interest and other revenue	4,859	4,327
Plan and member services (net)	11,635	24,050
Administration and operating expenses	(35,221)	(31,655)
Transfer to Capital Adequacy Reserve	(9,324)	(35,342)
End of year	14,359	-
CAPITAL ADEQUACY RESERVE		
Beginning of year	99,012	63,670
Transfer from net assets available for benefit initiatives	9,324	35,342
End of year	108,336	99,012

LOOKING AHEAD

With the continued delivery of our financial strategy, we will provide the financial resources required to execute our mission of being a committed partner in promoting, protecting, improving and sustaining the health of our covered members and their dependants.



Our Values

PEOPLE. However you connect with us, our supportive culture and commitment to quality service means that we're with you—wherever you are on your health journey.

INTEGRITY. Being a trusted partner on your health journey means ensuring this responsibility is reflected throughout every aspect of our organization.

COLLABORATION. We see health as a shared responsibility. When individuals, organizations, health benefit plans and other stakeholders all work together to promote, protect, improve and sustain health and well-being in Alberta—everyone benefits.

INNOVATION. From technology tailored to your needs to creative approaches for achieving health outcomes or effectively managing the plan, we are always seeking innovative opportunities to enhance our services.

SUSTAINABILITY. Whether we're carefully balancing investments, leveraging knowledge or assessing trends, our focus remains the long-term sustainability of the plan for current and future generations.

WE ARE ASEBP.



BOARD OF TRUSTEES REGULAR MEETING

JUNE 25, 2018

ATTACHMENT FOR AGENDA ITEM 16

Board Commitments

BACKGROUND:

The [Board Commitments](#) can be found on the GSACRD Website under the [Advocacy and Commitments](#) section for the Board of Trustees.

Trustees can review their most up to date schedule of the [Board Commitments](#) in the Board of Trustee shared folder.

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
JUNE				
	June 4/5, 2018	ASBA SGM	Sheraton Red Deer	Shaw, Tremblay, Becigneul, Proulx, Schell, Radford, Crockett, Keohane
	June 6, 2018	First Nations, Métis and Inuit Leadership Meeting	District Office (1:00 pm)	Radford, Crockett
	June 6, 2018	PAC Meeting	District Office (4:00 pm)	Serena, Joan
	June 7-9, 2018	CCSTA Conference	Delta Hotels Kelowna, BC	Schell, Tremblay
	June 8, 2018	St. Gabes Grad	Location - St. Gabriel High School (1:00 pm)	Shaw, Becigneul, , Crockett, Keohane
	June 19, 2018	PAC Meeting	District Office (4:00 pm)	
	June 20, 2018	St. Albert Municipal Developmlent Plan	St. Albert Inn (2:00 pm)	Crockett, Schlag
	June 20, 2018	St. Albert Community Information and Volunteer Centre's AGM	St. Albert Community Information and Volunteer Centre (7:00 pm)	Becigneul
	June 21, 2018	Indigenous Peoples Day Mass	St. Albert Grotto or St. Albert Chapel	Becigneul, Radford, Crockett
	June 23, 2018	MCHS Grad	Winspear Centre (3:00 pm - 5:00 pm)	Radford, Keohane
	June 29, 2018	Year-end Mass	Holy Family Parish (1:00 pm)	Shaw, Tremblay, Becigneul, Proulx, Schell, Crockett, Radford
JULY				
	July 4-7, 2018	CSBA's Congress 2018 National Trustee Gathering on Aboriginal Education	Westin, Nova Scotia	Shaw, Crockett, Becigneul, Radford
AUGUST				
	August 24/25, 2018	Summer Leadership Academy	Coast Canmore Hotel	
	August 31, 2018	Opening Mass/Blueprints	St. Jean Baptiste (8:30 am) / MCCC	
SEPTEMBER				
	September 10, 2018	Organizational Meeting	District Office (7:00 pm)	
OCTOBER				
	October 23, 2018	Official Opening of Sister Alphonse Academy	Sister Alphonse Academy (1:00 pm - 3:00 pm)	