



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, September 26, 2016

Following the Organizational Meeting - Call to Order

1. **Call to Order:** Noreen Radford
2. **Opening Prayer:** Cathy Proulx
3. **Acknowledgment of Territories:** Noreen Radford
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.
4. **Approval of Agenda**
5. **Presentation Delegation**
6. **Approval of Minutes & Summaries**
 - 6.1 Regular Board Meeting Minutes of June 27, 2016 Attached
 - 6.2 Board Committee of the Whole Meeting Summary September 12, 2016 Attached
7. **Approval of Committee & Event Reports from Advocacy Committee Meetings**
8. **Good News (Communication & Community Relations)** Attached
9. **Questions from the Public**
(Questions are submitted in writing on the Thursday prior to meeting. Information and the form can be found on the District website located on the District website at <http://bit.ly/1SLTFSh>.)
10. **Consent Items**
(The Chair will ask for a motion to receive and to approve all recommendations contained therein. Prior to approving the motion, any trustee may request the status of a consent item be changed to an action item.
11. **Action Items**
 - 11.1 2016-2017 Board Monitoring Calendar (Keohane) Attached
 - 11.2 2016-2017 Board Policy Review Schedule (Keohane) Attached
 - 11.3 2016-2017 Advocacy Plan (Keohane) Attached
 - 11.4 Board Allowances (Schlag) Attached
 - 11.5 Board Honorariums (Schlag) Handout
 - 11.6 Superintendent's Remuneration 2016-2017 (Schlag) Attached
 - 11.7 New Policy 21 – Recruitment and Selection 2nd Reading (Keohane) Attached

11.8 Starfest Tickets (McEvoy) Attached

12. New Business

13. Information Items

13.1 Report from the Chair

13.1.1 Correspondence Attached

13.1.2 Other Items

13.2 Report from the Superintendent

13.2.1 Educational Leadership

- FNMI Advisory Committee Update (Nixon) Attached

- Gallup Case Study of GSACRD (Keohane) Attached

13.2.2 Communications and Community Relations

- Consultation Update (Bruineman) Attached

14. Board Commitments Attached

15. Clarification Period for Public & Media

(Related to agenda items, only as deliberated)

16. Trustee Request for Information

17. Closing Prayer: Cathy Proulx

18. In-Camera

19. Out-of-Camera

20. Adjournment



BOARD OF TRUSTEES REGULAR MEETING

SEPTEMBER 26, 2016

ATTACHMENT FOR AGENDA ITEM 6.1

Regular Board Meeting Minutes of June 27, 2016

BACKGROUND:

Please see attached.

RECOMMENDATION:

THAT the Board of Trustees approve the minutes of the regular meeting of the Board held on June 27, 2016 as circulated/as circulated and amended.

**MINUTES OF THE REGULAR MEETING OF THE
BOARD OF TRUSTEES OF
GREATER ST. ALBERT ROMAN CATHOLIC
SEPARATE SCHOOL DISTRICT NO. 734
HELD on MONDAY, June 27, 2016, 2:00 P.M.
District Office, 6 St. Vital Avenue,
St. Albert, AB**

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

ADMINISTRATION PRESENT

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

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

IN CAMERA

255/16 Trustee Tremblay: **THAT** the Board of Trustees move In Camera at 2:00 p.m.

CARRIED (6/6)

OUT OF CAMERA

256/16 Trustee Crockett: **THAT** the Board of Trustees move Out of Camera at 3:30 p.m.

CARRIED (6/6)

The Board recessed until 3:35 p.m.

OPENING PRAYER Trustee Shaw offered the Opening Prayer.

ACKNOWLEDGEMENT Trustee Radford acknowledged the Board 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.

APPROVAL OF AGENDA

257/16 Trustee McEvoy: **THAT** the Board of Trustees approve the agenda as presented.

CARRIED (6/6)

PRESENTATION DELEGATION

St. Albert School Resource Officer Program Year-end Report

Cpl. Kading presented the highlights from the past year; mentioning that students from Morinville Community High School participated in this past year's Youth Academy Program. The next program will be in 2018; offered every two years. Support of the Dare Program will continue and is supported by local officials. Inspector Foster reiterated the RCMP's commitment to working with youth and schools.

Morinville School Resource Officer Program Year-end Report

Constable Short highlighted the RCMP SRO's participation in events at the school including flex days (Pack Days), hockey competitions and the annual open house which provide opportunities to connect with students.

APPROVAL OF MINUTES & SUMMARIES

258/16 **Trustee Shaw:** **THAT** the Board of Trustees approve the minutes of the regular meeting of the Board held on June 13, 2016 as circulated.
CARRIED (6/6)

259/16 **Trustee Proulx:** **THAT** the Board of Trustees approve the summary of the Board Advocacy Committee meeting held on June 20, 2016 as circulated.
CARRIED (6/6)

APPROVAL OF REPORTS FROM ADVOCACY COMMITTEE MEETING

260/16 **Trustee McEvoy:** **THAT** the Board of Trustees approve the committee reports from the Board Advocacy Committee meeting held on June 20, 2016:
9.1 Alberta Catholic School Trustees' Association (Shaw)
9.2 Alberta School Boards Association Zone 2/3 (Crockett)
CARRIED (6/6)

GOOD NEWS

Trustee Radford shared the Good News Report.

Communications Manager, C. Bruineman updated the Board on the recognition received for the 150th Anniversary celebrations from the NSPRA (National Schools Public Relations Association), with a Golden Achievement Award for excellence in Public Relations.

Trustee Radford highlighted G.H. Primeau's Innovation Night event which was impressive and highlighted the range of talent which was shared with the broader community.

QUESTIONS FROM THE PUBLIC

There were no questions from the public.

CONSENT ITEMS

There were no consent items.

ACTION ITEMS

2016-2019 Three-Year Education Plan Framework
Superintendent Keohane presented the updated framework which provides the context and assists the District in the planning process for developing the Education Plan.

261/16 **Trustee McEvoy:** **THAT** the Board of Trustees approve the Planning Framework for the 2016-2019 Three-Year Education Plan as presented.
CARRIED (6/6)

2016-2017 Principles for the Basis of Allocations

Secretary-treasurer Schlag updated the Board on the changes in the Principles for the Basis of Allocations to Schools which now include Board-approved class size standards and specific rate which are key variable in the Principles.

262/16

Trustee Crockett: **THAT** the Board of Trustees approve the 2016-2017 Principles for the Basis of Allocations to Schools, as presented and attached.

CARRIED (6/6)

2016-2017 Budget

Secretary-treasurer Schlag presented the proposed 2016-2017 Budget highlighting that expenditures reflect: spending today's dollars on today's kids, maximizing resources to the classroom with 80% of funds supporting students in classrooms, maintaining class sizes for K-9, and the use of reserves to maintain allocations to schools. In addition, the budget highlights stable staffing levels and a projected increase in enrolment.

263/16

Trustee Shaw: **THAT** the Board of Trustees approve the 2016-2017 operating budget with estimated revenues of \$69,091,880 and estimated expenditures of \$69,650,237, resulting in an annual deficit of (\$558,357).

CARRIED (6/6)

MEETING EXTENSION

264/16

Trustee Crockett: **THAT** the Board of Trustees extend the meeting until 6:00 p.m.

CARRIED (6/6)

New Policy 21 – Staff Recruitment / Selection 1st Reading

Superintendent Keohane shared a consolidated draft policy and first reading on staff recruitment and selection.

265/16

Trustee Proulx: **THAT** the Board of Trustees review and make recommendations for Draft Policy 21 – Recruitment and Selection of Personnel.

New Policy 20 - Laura Bird Memorial Beacon of Hope Award 2nd Reading

Superintendent Keohane updated the Board on the selection procedure for the award.

266/16

Trustee Shaw: **THAT** the Board of Trustees approve a second reading of Draft Policy 20 – Laura Bird Memorial Beacon of Hope Award.

Superintendent's Evaluation Report

267/16

Trustee Tremblay: **THAT** the Board of Trustees approve the Superintendent's Evaluation Report as developed from the June 13, 2016 presentation as an accurate accounting of the Superintendent's performance for the period June 2015 to June 2016 and further, the Board authorizes the Chair to make any required technical edits and to sign the report on the Board's behalf.

CARRIED (6/6)

New School Consultation Process Proposed Guidelines

Communications Manager Bruineman presented updated proposed guidelines for the planned New School Consultation Process. Trustees discussed the guidelines and updated them based on discussion at the June 13, 2016 regular board meeting as well as participating in an online survey to provide individual feedback

268/16

Trustee McEvoy: THAT the Board of Trustees approve the Guiding Principles, as presented, that will inform any decisions made on boundaries and programming, beginning with the Fall Consultation Process.

CARRIED (6/6)

NEW BUSINESS

There was no new business.

INFORMATION ITEMS

Report from the Chair

Trustee Radford highlighted correspondence received including the letter sent on behalf of the District to Minister Larivee regarding the MGA Review.

Report from the Superintendent

Assistant Superintendent McGuinness updated the Board on the Field Trip activity that took place during the 2015-2016 School Year.

Secretary-treasurer Schlag presented the Quarterly Financial Report and updated the Board on the expected year end position; a small projected deficit of \$72,325 depending on final year end expenditures.

269/16

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

CARRIED (6/6)

BOARD COMMITMENTS

270/16

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

CARRIED (6/6)

CLARIFICATION PERIOD FOR PUBLIC & MEDIA

Lucie Roy requested clarification on the name of the organization that awarded the District with the 150th Anniversary Golden Achievement Award, in addition to inquiring about an update on the Pope Francis School in the Philippines and the amount raised to date. Communications Manager Bruineman will provide those details to Ms. Roy.

TRUSTEE REQUEST FOR INFORMATION

There were no requests for information.

CLOSING PRAYER

Trustee Shaw offered the closing prayer.

ADJOURNMENT

271/16

Trustee Tremblay: THAT the Board of Trustees adjourn the regular meeting at 5:42 p.m.

CARRIED (6/6)

Secretary Treasurer

Chair



BOARD OF TRUSTEES REGULAR MEETING

SEPTEMBER 26, 2016

ATTACHMENT FOR AGENDA ITEM 6.2

Committee of the Whole Meeting Summary of September 12, 2016

BACKGROUND:

Please see attached.

RECOMMENDATION:

THAT the Board of Trustees approve the summary of the Committee of the Whole meeting of the Board held on September 12, 2016 as circulated/as circulated and amended.

**SUMMARY OF THE BOARD COMMITTEE of the *WHOLE MEETING OF
GREATER ST. ALBERT RCSSD NO. 734
MONDAY, SEPTEMBER 12, 2016***

COMMITTEE MEMBERS PRESENT

Trustees Crockett, McEvoy, Proulx, Radford, Shaw, and Tremblay

ADMINISTRATION PRESENT

D Keohane, superintendent; D Schlag, secretary-treasurer

CALL TO ORDER

Trustee Radford called the meeting to order at 7:01 p.m. and Trustee McEvoy offered the opening prayer.

SUPERINTENDENT'S REMUNERATION

Trustees reviewed relevant information and considered various options for the Superintendent's overall compensation. The Board chair will provide the agreed upon details to the secretary-treasurer in a memo. There will be a motion made at the Regular Meeting on September 26, 2016.

EFFECTIVE DATE FOR ELECTIONS AT ORGANIZATIONAL MEETING

Trustees discussed the appropriate effective date for the upcoming term of the Board Chair and Vice-Chair for the elections that will be held at the Organizational Meeting on September 26th for clarity of the motion required at that time.

TRUSTEE BUDGET REVIEW and DISCUSSION

Following a major review of the Trustee budget by Board committee last year, secretary-treasurer Schlag presented Trustees with a proposed budget for their review, following the same format as last year. Several components, such as the monthly honorariums, (impacted by the Consumer Price Index, as outlined in Policy 7, and not scheduled for release until September 23, 2016), and committee assignments (which will impact the assignment of pre diem days for ACSTA & ASBA meeting attendance) were unknown at September 12. The Trustee Budget was agreed to principle and is for internal monitoring only.

AUDIT COMMITTEE COMMUNITY MEMBERS

Trustees reviewed the applicants for the new Audit Committee and five were selected for interview on October 3, 2016. The meeting is confidential in nature and will not be open to the public, however a press release will be issued when the two successful community members are chosen, following that meeting.

Trustee McEvoy offered the closing prayer. The meeting was adjourned at 9:55 p.m.

Meeting chaired by Trustee Radford



BOARD OF TRUSTEES REGULAR MEETING

SEPTEMBER 26, 2016

ATTACHMENT FOR AGENDA ITEM 8

Good News (Communication & Community Relations)

PREPARED BY:

Carol Bruineman, communications manager

BACKGROUND:

Please see attached.

Good News
Regular Board Meeting
September 26, 2016

District News

- Schools had a great start up to the year and many schools reported increases in their enrolment numbers, especially at the kindergarten level. The updated enrolment report is issued after a final enrolment count on September 30th.
- District-wide we will be continuing to raise funds for Canadian Development and Peace to reach the target goal of \$200,000 to build Pope Francis School in the Philippines. We have raised close to 70% of the targeted funds and encourage all school, families and the public to assist us. Please contact your local school or the District Office to find out how you can contribute.

School News

- On September 30th, *Orange Shirt Day: every child matters* creates awareness of residential schools and the experiences of former students. Our District has a personal connection to the Alberta Orange Shirt Campaign as the logo was designed by **Arlyssa McArthur**, a graduate of **St. Albert Catholic High School**. In reflecting on her participation in this initiative Arlyssa commented, "*We learned about residential schools in school and it is so sad. I want everyone to know that Every Child Matters.*"
- September is a busy month for schools hosting Terry Fox Run's. Annually, all schools participate by hosting runs and raising funds to further the efforts of Terry Fox's legacy. Watch for an update on the collective funds raised next month.
- Many schools have welcomed new staff this year including a number of new graduates! The **ESSMY** School Community welcomed four new staff; two of the teachers are former students, one from Edmonton Catholic and the other all the way from France. They are all excited about the coming year!
- Former **SACHS** Football Star, Tanner Doll of the Ottawa RedBlacks - son of former SACHS Principal Garrett Doll and Vice-Principal Anna-Lisa Doll, had his first regular season start last weekend in Calgary. His play has earned him a start this weekend as Ottawa takes on the Toronto Argonauts. Congrat's to Tannner and his family!



BOARD OF TRUSTEES REGULAR MEETING

SEPTEMBER 26, 2016

ATTACHMENT FOR AGENDA ITEM 11.1

2016-2017 Board Monitoring Calendar

PRESENTER:

David Keohane, superintendent of schools

BACKGROUND:

As per the governance model of Greater St. Albert Roman Catholic Separate School District No. 734, administration provides ongoing monitoring reports based upon quality indicators that the Board establishes for the Superintendent and the school district. In order to ensure that the board's oversight of these reports may be effectively maintained, the attached calendar is recommended.

RECOMMENDATION:

THAT the Board of Trustees approve the 2016-2017 Board Monitoring Calendar as presented.

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



**Board Monitoring
Calendar**

2016-2017

Revised: September 16, 2016

Approximate Timeline of Agenda Items

September – September 26 (Organizational & Regular)

	Completed
Organizational:	
✓ Oath of Office (election year or new trustee)	
✓ Election of Board Chair and Vice Chair	
✓ Approval of Meeting Calendar	
✓ Signing Authority	
✓ Borrowing Resolution	
✓ Appointment of Auditor	
✓ Committee Structure and Appointments	
✓ School Council Liaison Appointments (will probably be deferred to Oct)	
✓ Disclosure of Information	
Regular:	
✓ Preliminary Review of Diploma Examination Results (DIPs), Provincial Achievement Tests (PATS) (Public Release Date Early Oct) – In Camera	
✓ Advocacy Plan Approval	
✓ Board Policy Review Schedule Approval	
✓ Board Monitoring Calendar Approval	
✓ Board Allowances & Honorariums Approval	
✓ Preliminary Review of Enrolment	
✓ ASBA Awards Nominations Motion – <i>Honourary Life Member, Long Service, Public Engagement, Premiers Award, Zone Appreciation</i> (Due to ASBA by Sept. 25) (done in June 2016)	
✓ ACSTA Nominations – <i>Life Membership, Honourary Life Membership, Long Service</i> (Due to ACSTA by Sept 7) (Done in June 2016)	
✓ FNMI Committee Report	

October – October 17 (Regular), October 31 (Regular)

	Completed
✓ School Council Liaison Appointments (last meeting in Oct)	
✓ Staffing Report	
✓ Enrolment Report	
✓ Home Education/FMNI/ESL Student Enrolment Report	
✓ Accountability Pillar Report	
✓ Board Policy Review of 1, 2, 7	
✓ Diploma Examination Results (DIPs), Provincial Achievement Test Results (PATS) Executive Summary	
✓ Board Directed Committee For Annual Board Planning Session	
✓ Board Planning Session Date	
✓ Communication Plan Approval	

November – November 7 (Advocacy), November 14 (Regular), November 28 (Regular)

	Completed
✓ Policy Considerations for ASBA and ACSTA (In Camera)	
✓ Board Development Plan Approval	
✓ Educational/Interagency Partnerships	
✓ Board Policy Review of 3, 4	
✓ Jurisdiction Class Size Report	
✓ ASF Opt Out Motion (Required when School Act in Place)	
✓ Orientation for New Board (Only in Election Year)	
✓ Combined Annual Education Results Report (AERR) and Three-Year Education Plan Approval	
✓ Audited Financial Statement Approval	
✓ Fall Budget Update Approval	
✓ Field Trip Activity Report	
✓ Potential Ward Boundary Review for 2017 Elections	

December– December 5 (Advocacy), December 19 (Regular)

	Completed
✓ Board Policy Review of 5, 6, 12	
✓ Fee Waiver Report	
✓ Status of School Results Reviews	
✓ School Facilities Utilization	
✓ Locally Developed Courses (For 2 nd Semester)	
✓ Board Directed Instruction Fees Approval	
✓ Board Directed Transportation Fees Approval	
✓ Communications Plan Update	
✓ Tentative Boundary Bylaw Review	
✓ Safe and Caring Schools Report (Accident/Suspensions Reports for Previous Year)	

January – January 9 (Advocacy), January 16 (Regular), January 30 (Regular)

	Completed
✓ Review of Inclusive Education Programming	
✓ Board Policy Review of 8, 9	
✓ Enrolment Projections for Next Year	
✓ Quarterly Financial Statements	
✓ School Year Calendar Approval	
✓ Preliminary Budget	
✓ Field Trip Activity Report	
✓ Nominations for ASCA Awards	
✓ FNMI Report	

February– February 6 (Advocacy), February 13 (Regular), February 27 (Regular)

	Completed
✓ Faith & Spiritual Initiatives Update	
✓ Student Enrolment Update	
✓ Staffing Update	
✓ Board Policy Review of 13, 14	
✓ Infrastructure Maintenance & Renewal (IMR)	
✓ Plant Operations & Maintenance (PO&M)	
✓ Transportation Overview	

March– March 6 (Advocacy), March 20 (Regular)

	Completed
✓ Draft Principles for the Basis of Allocations	
✓ Preliminary Budget	
✓ Board Policy Review of 15, 10	
✓ Field Trip Activity Report	
✓ Strategic Priority Report	
✓ Quarterly Financial Statements	

April– April 3 (Advocacy), April 10 (Regular), April 24 (Regular)

	Completed
✓ Review of Field Services Report	
✓ Approval of Strategic Priority Report	
✓ Leadership and Succession Planning Report	
✓ Preliminary District Budget	
✓ Board Policy Review of 17	

May– May 1 (Committee of Whole-Budget), May 8 (Advocacy), May 15 (Regular), May 29 (Regular)

	Completed
✓ Policy Considerations for ASBA	
✓ Community Conversation Update	
✓ Accountability Pillar Report	
✓ Board Policy Review of 16, 18, 19	
✓ Strategic Plan Approval	
✓ Final Principles for the Basis of Allocations Approval	
✓ Final Budget Approval	
✓ Field Trip Activity Report	
✓ Recognition of Excellence in Teaching Nominees/Edwin Parr/ASCA Award Recipient(s), Excellence in Catholic Education	

June– June 2 (Regular), June 26 (Regular)

	Completed
✓ Faith & Spiritual Initiatives Update	
✓ Board Policy Review of 11, 20, 21	

✓ External Audit Scope	
✓ Three-Year Ed Plan Framework Approval	
✓ Quarterly Financial Statements	
✓ RCMP SRO Year-end Report for Morinville and St. Albert	
✓ Field Trip Overview for the Year	
✓ Locally Developed Courses Approval (for following school year)	
✓ ASEBP Report	
✓ ASBA Awards Nominations – <i>Honourary Life Member, Long Service, Public Engagement, Premiers Award, Zone Appreciation</i> (Due to ASBA by Sept. 25)	
✓ ACSTA Nominations – <i>Life Membership, Honorary Life Membership, Long Service</i> (Due to ACSTA by Sept 7)	
✓ Superintendent’s Evaluation Approval	



BOARD OF TRUSTEES REGULAR MEETING

SEPTEMBER 26, 2016

ATTACHMENT FOR AGENDA ITEM 11.2

Board Policy Review Schedule

PRESENTER:

David Keohane, superintendent of schools

BACKGROUND:

Pursuant to Section 60 (1) of the *School Act* and Board Policy 10 - Policy Making, it is recommended that the Board review each policy annually. To accommodate this goal, a schedule for a policy review is attached.

RECOMMENDATION:

THAT the Board of Trustees approve the 2016-2017 Board Policy Review Schedule as presented.



**Greater St. Albert Catholic Schools
Board of Trustees
Policy Review Schedule**

Board Meeting Month

Policy(ies) to be Reviewed

October

Policy 1 – District Mission Statement, Values and Beliefs, Statement of Philosophy, Goals and Objectives
Policy 2 – Role of the Board
Policy 7 – Board Operations

November

Policy 3 – Role of the Trustee
Policy 4 – Trustee Code of Ethics

December

Policy 5 - Role of the Board Chair
Policy 6 – Role of the Vice-Chair
Policy 12 – Role of the Superintendent

January

Policy 8 – Board Committees
Policy 9 – Board Representatives

February

Policy 13 – Appeal and Hearings Regarding Student Matters
Policy 14 – Hearings on Teacher Matters

March

Policy 10 – Policy Making
Policy 15 – School Closure

April

Policy 17 – Public Interest Disclosure

May

Policy 16 – Alternative Programs
Policy 18 – Naming of Schools
Policy 19 – Acknowledging Territories of Indigenous Communities

June

Policy 11 – Board Delegation of Authority
Policy 20 – Laura Bird Memorial Beacon of Hope (New – Final Approval -Fall)
Policy 21 – Staff Recruitment and Selection (New – Final Approval -Fall)



BOARD OF TRUSTEES REGULAR MEETING

SEPTEMBER 26, 2016

ATTACHMENT FOR AGENDA ITEM 11.3

Board Advocacy Plan

PRESENTER:

David Keohane, superintendent of schools

BACKGROUND:

The Board Advocacy Plan includes priorities that are important work for the Board in furthering the influence and viability of the School District within the communities that it serves. The attached document summarizes recommended work that the Board has already expressed interest in supporting that is external to the operations of District, but is essential in achieving governance related outcomes. Specifically, the document considers items within the strategic plan of the Board that it can influence through ongoing community promotions or dialogue at the intergovernmental level. Finally, the plan considers what is timely in terms of current community engagement interests. In determining the number of priorities that are important in this document, it would be important to consider a manageable and attainable amount that could be completed by the conclusion of the current school year.

RECOMMENDATION:

THAT the Board of Trustees adopt the 2016-2017 Advocacy Plan as presented.



GREATER ST. ALBERT CATHOLIC SCHOOLS

2016-2017 Board Advocacy Plan

PRIORITY OUTCOME 1: CELEBRATE MERCY AS “LOVE IN ACTION” WITHIN OUR SCHOOLS

Strategy:

- ✓ Trustees bear witness to, celebrate, and communicate evidence of works of mercy within our schools

Measure:

- ✓ Schools communicate monthly exemplars of “Love in Action” at Board Meetings

PRIORITY OUTCOME 2: ADVOCATE FOR THE ADVANCEMENT OF INFRASTRUCTURE NEEDS THROUGHOUT THE SCHOOL DISTRICT

Strategy:

- ✓ Advocate for the completion of approved capital projects

Measure:

- ✓ Modernization of St. Albert Catholic High School (Phase 2)
- ✓ New construction of an Elementary School in Morinville
- ✓ Newly Developed K – 9 School in North-West St. Albert
- ✓ Modernization of Vincent J. Maloney Junior High School (Phase 2)

PRIORITY OUTCOME 3: PROMOTE THE ONGOING VIABILITY OF CATHOLIC EDUCATION

Strategies:

- ✓ Liaise with local municipalities regarding the availability of school sites within area structure plans
- ✓ Engage city / town councillors regarding emerging priorities of the District

Measure:

- ✓ Commitment to meeting with municipalities and government

PRIORITY OUTCOME 4: FURTHER COMMUNITY ENGAGEMENT REGARDING EDUCATIONAL PRIORITIES WITHIN THE DISTRICT

Strategies:

- ✓ Further public consultation with St. Albert and Morinville Communities regarding the attendance areas of new schools
- ✓ Enhance public participation regarding perspectives on education through online and focus group consultation

Measure:

- ✓ Percentage of parents and students satisfied with overall quality of Education within our schools



2016-2017 STRATEGIC PLAN

Source Document: Board Policy 1: District Mission Statement, Values and Beliefs, Goals and Objectives; Strategic Priority Report to the Board 2016-2017

FOCUS ON FAITH

Through pursuing the *Faith Goal: Opening the Doors of Mercy – Love in Action*, prioritize:

- a) Enabling the theme to have a visual impact at the school and district levels;
- b) Focusing on the corporal and spiritual works of mercy;
- c) Promoting capacity at the staff and student level to learn spontaneous prayer dedicated to thanksgiving and human / global needs;
- d) Serving our world through promoting our unconditional respect for the dignity of the human person.

FOCUS ON PROVINCIAL MANDATE FOR EDUCATION

Further understanding of our local indigenous community context by:

- a) Incorporating its world view into building a better future;
- b) Furthering the participation of elders and indigenous community leaders into our program planning;
- c) Establishing a learning day to celebrate our right relationships with our indigenous communities.

FOCUS ON COMMUNITY INTEREST IN OUR SCHOOLS

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

- a) Address student mental health and well-being through:
 - i. Resourcing for equity in counselling services, stable and predictable internal and external supports for students, incident support teams;
 - ii. Promoting awareness to mental health needs in the community, healthy relationship programs within our schools and the social competencies taught within our programs;
 - iii. Sharing with others the value of restorative practices in furthering just and compassionate communities;
 - iv. Communicating of needs between the District and external community services.

FOCUS ON LEGACY

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

- a) Promoting liaising with local municipalities and the provincial government regarding the availability of school sites within Area Structure Plans;
- b) Celebrating the strong attraction of families to our educational mandate, who through choice enable our district to exceed provincial trends regarding enrollment in Catholic education;
- c) Sustaining the continuity of enrollment of students within K – 12 Catholic education.

BOARD OF TRUSTEES

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

MISSION

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



VISION

Excellence in learning through faith, relationships, and engagement.



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

2016-2019 District Three-Year Education Plan Framework



Required Outcomes, Strategies and Performance Measures

FAITH OUTCOME: OPENING THE DOORS OF MERCY – LOVE IN ACTION

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
 - ✓ 2016 – 2017 – schools demonstrate a preferential option for the poor and needy through social justice / community service activities that support Catholic Social Services and Canadian Development and Peace;
- From Board Strategic Plan 2014
 - ✓ 2016 – 2017 – students exercise their own ethical and entrepreneurial response to social justice through a teachable discernment process;
 - ✓ 2016 – 2017 – student retreats are available for all students to nurture a prayerful, peer to peer encounter with Jesus Christ;
 - ✓ 2016 – 2017 – religious education is relevant and promotes hope, engagement, and well-being in students;
- From Board Strategic Plan 2016
 - ✓ 2016 – 2019 – Pursue an animated and actionable representation of the district theme that lead to visual impact at the school and district levels;
 - ✓ 2016 – 2019 – teach students a model of spontaneous prayer for our blessings and the needs of others;
 - ✓ 2016 – 2017 – focus on the intentional incorporation of the corporal and spiritual works of mercy within the culture of the school.

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
 - ✓ 2016 – 2019 – students experience an “innovative,” “hands-on” approach to learning that involves community partnerships;
 - ✓ 2016 – 2019 – strong program variety enables students to achieve career interests;
 - ✓ 2016 – 2019 – quality education meets the diverse learning and career needs of students;
 - ✓ 2016 – 2019 – a variety of differentiation and formative assessment strategies improve learning for all students with targeted strategies for FNMI students;
- From CCLC May 7, 2013
 - ✓ 2016 – 2017 – flexible pathways for learning are established to address the formative needs of students;
 - ✓ 2016 – 2017 – positive behavioural and academic supports enable all students to achieve.

St. Gabriel demonstrates this outcome so that:

Strategy/Strategies:

- From CCLC May 7, 2013
 - ✓ 2016 – 2019 – increased choice, opportunity, and flexibility occurs for students through the inter-relationships of SACHS, ESSMY, MCHS and iLearn. Grade 9 students in St. Albert will be made aware of the program opportunities provide by St. Gabriel High School.
- From CCLC May 7, 2013
 - ✓ 2016 – 2019 – a variety of differentiation and formative assessment strategies are used to improve student learning including seminars and enhancements to the Learner Management System;
 - ✓ 2016 – 2019 – flexible pathways for learning health and wellness, and career exploration are established to address the formative needs of students;
 - ✓ 2016 – 2019 – positive behavioural and academic supports enable all students to achieve.
- From CCLC June 7, 2016
 - ✓ 2016 – 2019 – enhance student learning opportunities and experiences through the existing Pathways program, the use of my BluePrint and collaboration with SACHS Work Experience and RAP opportunities.

District Specific Outcome: Validate components of a 21st Century Learning focus and shared campus approach at SACHS and ESSMY.

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

Strategy/Strategies:

- From Shaping Our Future Final Report May 2015
 - ✓ 2016 – 2019 – students participate in course related practicums outside the walls of the school community;
 - ✓ 2016 – 2018 – students experience enhanced accessibility to sport and wellness activities;
 - ✓ 2016 – 2018 – students experience choice in dual-track French-Immersion programming.

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

Strategy/Strategies:

- From Shaping Our Future Final Report May 2015
 - ✓ 2016 – 2019 – students receive similar 21st Century Learning focuses to those experienced within the SACHS program;
 - ✓ 2016 – 2019 – students experience the benefits of a small single track French Immersion program at the high school level, while seeking more robust and personalized timetabling offerings through a partnership with SACHS;

- ✓ 2016 – 2019 – students are provided opportunities to participate within SACHS athletic programs.

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 – 9 educational programs demonstrate this outcome so that:

Strategy/Strategies:

- ✓ 2016 – 2017 - there is a promotion and move towards the development of the 10 competencies from Inspiring Education within the classroom.
- ✓ 2016 – 2017 - there is a deeper understanding of what literacy and numeracy looks like in GSACRD classrooms;
- ✓ 2016 – 2017 - diagnostic efforts and intervention plans dedicated to student success (K – 9) in meeting literacy and numeracy standards are exercised at the classroom level and across the district;
- ✓ 2016 – 2017 - there is continued focus on the core instruction necessary at the universal level in order to ensure good pedagogy and success for all learners is in place, including:
 - a variety of differentiation and formative assessment strategies that improve student learning;
 - flexible pathways for learning that address the formative needs of students;
 - positive behavioural and academic supports that enable all students to achieve.

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: THE 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:

- ✓ 2016 – 2019– an assessment of FNMI engagement in schools through the assistance of the Gallup Student Poll survey instrument, activates program interventions to increase hope, engagement, and well-being for these students;

From CCLC May 20, 2014

✓ 2016 – 2019 – innovative partnerships between home and school occurs to build student engagement;

✓ 2016 – 2019 – truth and reconciliation furthers staff awareness of trust, respect, and understanding of FNMI efforts to honour cultural strengths in a changing world;

✓ 2016– 2019 – a district-wide FNMI education advisory committee will recommend school based processes to maximize student engagement in learning;

From CCLC June 7, 2016

✓ 2016-2019 – a day to celebrate FNMI heritage within our schools is conducted annually;

✓ 2016-2019 – career counselling and post-secondary enrollment coaching is provided for FNMI students.

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

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

✓ 2016– 2019 –the School District’s Safe and Caring Schools procedure is implemented and applicable District Administrative procedures are aligned with current and future legislation;

✓ 2016 – 2019 – 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.

Focus on Bullying

From CCLC Taking Action on Community Perspectives Regarding the Statutes of Bullying and Student Mental Health April 2016 & CCLC May 17, 2016

• 2016-2017 – District wide common language as it pertains to addressing bullying (possibly developed by counselors) is promoted;

• 2016-2019 – right relationships, and conflict resolution as components of the healthy schools initiative in all schools are furthered;

• 2016-2017 – awareness of how “restorative” practices benefit creating growth in relationship, responsibility, and enriching a community ethos within the school is furthered; classroom circles are incorporate on a routine basis within our schools.

• 2016-2019 – universal and anonymous vehicles for reporting bullying is emphasized;

From CCLC
Taking Action on
Community
Perspectives
Regarding the
Statutes of
Bullying and
Student Mental
Health April 2016
& CCLC May 17,
2016

- **2016-2019** – students and families are counselled and enhance their locus of control by understanding the power of personal choice, discernment, and finding ways to resolve problems;

Focus on Mental Health

- School Based
 - **2016-2019** - consistent counsellor availability to assist with the presentation of issues is provided;
 - **2016-2019** - success coaches to support students at risk are utilized;
 - **2016-2019** - resources to achieve school based goals are prioritized.
- Community Links
 - **2016-2019** - more effective and timely response from community expertise are obtained.
 - **2016-2017** - staff are trained to in understand indicators of mental health issues for students;
 - **2018-2019** - a student conference on mental health is organized with the goal of reducing stigmas and having students involved in the facilitation and speaker selection process;
 - **2016-2019** - parents are educated about Mental-Health and Wellness Programs provided at the school level;
 - **2016-2019** - screening and supports within early childhood programs are provided.

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 AND SCHOOL AUTHORITY LEADERS

K – 12 educational programs demonstrate this outcome so that:

Strategy/Strategies:

From Board
Review March 1-
2, 2013; CCLC
May 20, 2014

- ✓ **2016 – 2017** – professional learning is dedicated to the pyramid of supports (indicators of success) and these supports are effectively implemented through a school based plan;

From Community
Conversation
June 13, 2013;
May 20, 2014
CCLC

- ✓ **2016 – 2017** – District and school based data informs and enhances collaborative leadership, employee and student engagement, and effective teaching and learning;

- ✓ **2016 – 2017** – a scope and sequence of skills and competencies for the application of technology to learning is established for each grade learner;

- ✓ **2016-2017** – learning is demonstrated as a priority and technology serves as a tool;

- ✓ **2017-2018** – minimum standards for teacher competencies are regularly updated;

From Community
Conversation
February 24,
2016 and CCLC
May 17, 2016

- ✓ **2018-2019** – transparent and measurable results for how technology improves student learning are established;

- ✓ **2016 – 2019** – student choice and voice as a strategy for improving learning is encouraged;

- ✓ **2016 – 2019** – online etiquette to match social skills is taught.

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: 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

- ✓ **2016 – 2017** – 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;

- ✓ **2016 – 2017** – community feedback in enhancing transitioning between school programs is enhanced through;

- 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.

From Community Conversation December 3, 2014; May 6, 2015 & CCLC June 7

- ✓ **2016 – 2017** – community feedback in promoting effective digital literacy programs in K – 12 occurs through;

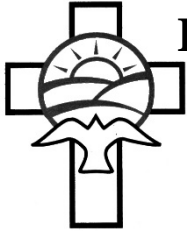
- the integration of digital citizenship being a core component of how citizenship is taught within schools;
- developing a common ethical and moral framework promoting “self-regulation” through which digital citizenship will be taught;
- maintaining equity of access of technology to all students within the District.

From Board Strategic Plan May 12, 2014

- ✓ **2016 – 2017** – students in grades 5, 9, and 10 undertake a strength based assessment to be used for enriching learning engagement 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

SEPTEMBER 26, 2016

ATTACHMENT FOR AGENDA ITEM 11.4

Board Allowances

PRESENTER:

Deb Schlag, secretary-treasurer

BACKGROUND:

The Board directed a committee to review the governance budget in 2015-16. The committee met on September 9, 2015 and discussed elements of compensation based on the principles of fairness, transparency, and simplicity. A consensus was reached to keep the Non-Accountable Expense Allowance at \$1,800/year (\$150/month), but to raise the Chair and Vice-Chair position allowance to \$1,500/year for the Chair (\$125/month) from \$900/year (\$75/month) in 2014-15 and \$1,050/year for the Vice-Chair (\$87.50/month) up from \$360/year (\$30/month) in 2014-15.

For 2016-17, there are no further changes contemplated. The following Allowance Schedule remains for the Board's consideration:

Non-Accountable Expense Allowance – All Trustees:	\$1,800/year (\$150/month)
Position Allowance – Chair:	\$1,500/year (\$125/month)
Position Allowance – Vice-Chair (70% of Chair):	\$1,050/year (\$87.50/month)

The schedule of the rates applied is attached for consideration. If the schedule is approved it will be posted to the web as presented. Amounts will be pro-rated for all Trustees commencing or resigning their terms during the year.

RECOMMENDATION:

THAT the Board of Trustees approve the 2016-17 Annual Expense Rate Schedule, effective September 1, 2016, for Trustees as follows:

Non-Accountable Expense Allowance – All Trustees:	\$1,800/year (\$150/month);
Position Allowance – Chair:	\$1,500/year (\$125/month);
Position Allowance – Vice-Chair:	\$1,050/year (\$87.50/month).

Amounts will be pro-rated for all Trustees commencing or resigning their terms during the year.



BOARD OF TRUSTEES REGULAR MEETING

SEPTEMBER 26, 2016

ATTACHMENT FOR AGENDA ITEM 11.6

Superintendent's Remuneration

PRESENTER:

Deb Schlag, secretary-treasurer

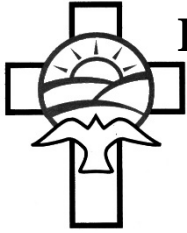
BACKGROUND:

Further to the Superintendent's evaluation, which was approved by Board Motion 267/16 at the June 27, 2016 Regular Meeting, the Board of Trustees reviews the superintendent's salary on an annual basis using comparative data prepared by the Alberta School Boards Association and additional data supplied by the secretary-treasurer.

The Board reviewed that data independently and again as a Committee of the Whole on September 12, when the Board met with the Superintendent for further discussion.

RECOMMENDATION:

THAT the Board of Trustees approve the adjustments in the overall compensation package for the Superintendent effective July 1, 2016, as per the details communicated via letter dated September 15, 2016 from the Board Chair to the secretary-treasurer.



BOARD OF TRUSTEES REGULAR MEETING

SEPTEMBER 26, 2016

ATTACHMENT FOR AGENDA ITEM 11.7

New: Policy 21 – Staff Recruitment and Selection of Personnel 2nd Reading

PRESENTER:

David Keohane, superintendent of schools

BACKGROUND:

At the June 27, 2016 regular meeting, the proposed draft Policy 21 - Staff Recruitment and Selection of Personnel received approval of the 1st reading. No changes were recommended and the policy is now presented to the Board for a second review.

The policy will be presented to the Policy Advisory Committee for information at their first meeting of the 2016/2017 school year.

It is anticipated that the Board would bring final approval to this policy in October of 2016.

RECOMMENDATION:

THAT the Board of Trustees approve a second reading of Draft Policy 21 – Recruitment and Selection of Personnel.

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



BOARD OF TRUSTEES REGULAR MEETING

SEPTEMBER 26, 2016

ATTACHMENT FOR AGENDA ITEM 11.8

Starfest 2016

PRESENTER:

Rosaleen McEvoy, trustee

BACKGROUND:

Each year, the Board supports the ministry of the Star of the North Retreat Centre by purchasing tickets for the fundraiser dinner and silent auction, Starfest. This year, Starfest will be held on October 28, 2016 and the cost of the tickets is \$75.00 per ticket.

RECOMMENDATION:

THAT the Board of Trustees approve to purchase a table of 10 for Starfest 2016 for the amount of \$750.00.



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

Board Chair Correspondence

Attachment for Agenda Item 13.1.1

As reported by the Board Chair

Regular Board Meeting Date: September 26, 2016

	Date of Correspondence	Sender	Subject of Correspondence
1.	September 8, 2016	Board Chair to MLA Renaud, Horne	Invitation to Meet
2.	September 19, 2016	Board Chair to Minister Eggen	September Visit



BOARD OF TRUSTEES REGULAR MEETING

SEPTEMBER 26, 2016

ATTACHMENT FOR AGENDA ITEM 13.2

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
September 26th, 2016**

***Educational Leadership**

FNMI Advisory Committee Update

In Support of the Board's May 9th, 2016 Approved Strategic Plan and as further operationalized through the June, 27th Approved 2016 – 2019 Three – Year Education Plan Framework, Assistant Superintendent, Rhonda Nixon has arranged for the development of a First Nations, Métis, and Inuit (FNMI) Committee. Dr. Nixon will provide an overview of the Committee's composition and its objectives which will be in support of the District Three - Year Education Plan (Attached).

Gallup World Head Quarter's Case Study of Excellence: Greater St. Albert Catholic Schools

I am very pleased to present to the Board and our broader educational community a bulletin that Gallup will be circulating through its global distribution base about a recently determined success within our jurisdiction. Having conducted its most recent assessment of Employee Engagement within the District, and reviewed our long term trend in this regard, the internationally respected research firm has been able to determine that: *"In eight years of implementing Gallup-recommended approaches to professional development, employee engagement increased by 14 percentage points to the highest level achieved by any education organization to date."* The report, which was not solicited by District personnel, but was independently selected by Gallup on the basis of merit, also concludes that "Today, engaged employees outnumber actively disengaged employees by a 12 to 1 margin, which puts the district at best-practice standard."

It is very exciting to read the report and discover the systemic and personal contributions that all employees in GSACRD make to enable our district to be a world-class organization (attached).

Communications and Community Relations

Consultation Update

Carol Buineman, communications manager will provide an update on the public consultation for Sister Alphonse Academy taking place this fall. (Attached)

Recommendation: That the Board receives this report as information.

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



Greater St. Albert
Catholic Schools

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

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

Telephone (780) 459-7711

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www.gsacrd.ab.ca

Memorandum

DATE: September 26, 2016

TO: David Keohane, Superintendent of Schools

FROM: Rhonda Nixon, Assistant Superintendent of Learning Services

RE: First Nations, Métis and Inuit (FNMI) Report: FNMI Advisory Committee

Further to the Board's Three Year Education Framework, we have formed our district-wide FNMI advisory committee, a key strategy in Outcome Two: The Achievement Gap Between First Nations, Métis and Inuit Students and All Other Students. In the attached report, information is provided about our vision and goals for this committee and information about the committee members.

Please see attached.

Faith in Our Students

PASSION • RELATIONSHIPS • COMMITMENT • HOPE • INNOVATION • EXCELLENCE

Greater St. Albert Catholic School District's First Nations, Métis and Inuit (FNMI) Advisory Committee

Introduction: Further to the Board's Three Year Education Framework, we have formed our district-wide FNMI advisory committee, a key strategy in Outcome Two: The Achievement Gap Between First Nations, Métis and Inuit Students and All Other Students. In this report, we provide information about our vision and goals for this committee and information about the committee members.

Our Vision: The formation of the committee began with the vision to create “two-eyed seeing” (Hogue & Bartlett, 2014):

...learning to see from one eye the strengths of...the Indigenous knowledges and ways of knowing, and from the other eye to see with the strengths of... the Western (mainstream) knowledges and ways of knowing, but most importantly, learning to use both eyes together for the best of all (retrieved on August 29, 2016 from <http://www.cea-ace.ca/education-canada/article/two%E2%80%93eyed-seeing>).

Our Goals: We share three main goals:

- To share and recommend strategies for how to reduce the gap in achievement between our Aboriginal students and all other students.
- To understand, share and recommend strategies to enact Education for Reconciliation, which is part of the Truth and Reconciliation Commission of Canada: Calls to Action (2015) within our school communities.
- To build capacity of all staff to participate in achieving the above mentioned goals.

Our Committee: Our members come from diverse backgrounds and roles. In this report, we provide an overview of external members (those who come from outside of our community) and a list of members who are staff within our school district.

External members (8):

Edna Arcand, Alexander First Nation: Edna is a Cree woman and an elder in her community of Alexander First Nation. She has been actively involved in education of youth by serving as director of Education of Alexander First Nation School, and she has been consulted locally and provincially to guide curriculum development to infuse indigenous knowledges and ways of knowing into programming.

Ella Arcand, Alexander First Nation: Ella is a Cree woman and an elder from her community of Alexander First Nation. She has held varied roles focused on improving health and wellness education and services for Aboriginal youth and adults: President of First Nations Health

Managers Association, director of Siksika Medicine Lodge Youth Wellness Centre, and consultant for ministry committees and post-secondary institutions.

Lori Ann Paul, Alexander First Nation: Lori Ann is of Cree descent and is the daughter of Edna Arcand. Lori is Employment and Labour Manager at Alexander First Nation. She has been highly instrumental in linking First Nation education with meaningful employment, by facilitating training and sharing employment opportunities for Aboriginal youth and young adults.

Jodi Stonehouse, University of Alberta, Faculty of Native Studies: Jodi is of Cree and Mohawk descent from Michel First Nation. Jodi is a strong advocate of “Education for Reconciliation” through her varied roles: Communications and Recruitment Coordinator (University of Alberta), radio program creator of Acimiwan (CJSR), and co-founder and co-creator of Miyo Pimatisiwin Productions Inc. (<http://miyopimatisiwin.com/>), which created a film, “Journey to Reconciliation.”

Archbishop Emeritus Sylvain Lavoie, Missionary Oblate of Mary Immaculate: The Archbishop has spent over 35 years ministering among the aboriginal peoples of northern Saskatchewan and Manitoba. He now serves as Chaplain and Spiritual Director at Star of the North Retreat Centre in St. Albert, AB and offers retreats and workshops throughout North America. He recently published a book, “Walk A New Path”, in which he explores the journey towards recovery from co-dependency and workaholism and lessons drawn from his experiences in Canada’s Far North.

Thérèse deChamplain-Good, ERLC, Executive Director: Thérèse is of Francophone descent from Legal, Alberta. As Executive Director of the Edmonton Regional Learning Consortium, Thérèse works to fulfill the Truth and Reconciliation Calls to Action and the Alberta Government Business Plan response to First Nations, Métis and Inuit professional learning. Prior to her position with ERLC, Thérèse worked in Greater St. Albert Schools and with Alberta Education in various roles supporting curriculum, assessment and instruction in both French and English.

Michele Jones ERLC, Education Consultant: Michele is of European descent from Crooked Creek, Alberta. As an educational consultant of the Edmonton Regional Learning Consortium, Michele works in the focus areas of First Nations, Métis and Inuit, Wellness, Inclusive education, Curriculum development and implementation. Prior to her position with ERLC, Michele worked in Black Gold Regional Schools (BGRS) as an instructional coach, Professional Learning facilitator, and served on the steering committee for BGRS Healthy Schools.

Terry Godwaldt, Director of Programming, Centre for Global Education (CGE): Terry Godwaldt is a teacher at Queen Elizabeth High School and the founder/director of the Centre for Global Education (CGE). From Singapore to Seattle, Australia to Alberta, Terry helps teachers all over the world to integrate authentic, globally-minded learning experiences that empower students to see themselves as agents of change addressing the world's most challenge questions. For his work in reshaping the classroom, Terry has been awarded the Queen Elizabeth II Diamond Jubilee award and the ASCD award for Innovative Teaching.

Internal members (13):

Elementary Staff

Dolores Andressen, Elementary Teacher, Bertha Kennedy: Dolores Andressen, primary teacher with interest in literacy, health, social justice and environmental issues.

Phyllis Kelly, Gr. 4 Teacher, J.J. Nearing: Phyllis has taught Elementary School from Kindergarten to Grade 6. She leads her school's Environment Club and has participated in many initiatives to help students develop an interest in the natural world. Having attended the Truth and Reconciliation Event in Edmonton, she felt called to participate in change and to educate herself, through reading and adult education. She is already working to help teachers implement the new Teacher Quality Standard (#5) in Greater St. Albert's ATA local, through her co-chair position in Diversity, Equity and Human Rights.

Raymonde Roulston, Elementary Principal, Notre Dame: Raymonde has been an educator for 25 years. She has experience teaching at all grade levels, including administrative experience in two schools. A small K-9 rural school and currently in a PK- Grade 4 setting. She has worked with students and families from diverse backgrounds and strongly believes knowing their story and building partnerships contributes to greater educational success. As a French Canadian, Raymonde values the contributions of our Indigenous People in Canada and she is excited to be part of this committee. Raymonde completed her Master's Degree in the spring of 2015 in the area of Social Emotional Learning and has served two terms in Municipal Office.

Junior High School Staff

Angela Gauthier, Ed.D., Vice Principal, St. Gabriel High School: Angela is of Dutch descent, whose parents immigrated to Canada in the early 1950's. Angela has taught in GSACRD for 20 years, at all grade levels, has been the Learning Support Facilitator in several schools and has always advocated for and supported various types of struggling learners, as well as gifted learners, throughout her career. Angela's work with international child advocate,

Derek Peterson and his research on resiliency and the Web of Supports, is a wonderful fit for the district's work on the Truth and Reconciliation initiative.

Bille-Jo Grant, Junior High Teacher, V.J. Maloney: Billie-Jo is a dedicated elementary /junior high Catholic teacher with an unwavering commitment to optimizing student and school success in a faith-filled environment. She is passionate about being a mom, sharing her faith, sharing inclusive practices, trying to keep up with technology, animal therapy and exploring her Métis heritage. Billie-Jo volunteers with the Greater Edmonton Animal Rescue Outreach team at the Alexis Nakota Sioux Nation reserve. She is working towards her Masters in Religious Education through Newman College and believes that education, awareness, and relationship are key to moving forward in reconciliation with First Nations, Métis and Inuit people. We are all treaty people.

Dianne Hutton, Junior High Teacher, G.H. Primeau

Cara Mazur, Junior High Vice Principal, G.H. Primeau

High School Staff

Danielle Karaki, High School Vice Principal, St. Albert Catholic High School

Darren Skalski, High School Teacher, St. Albert Catholic High School: Darren has many roles at St Albert Catholic High School: Grade Coordinator, CTS/Fine Arts Dept. Head, Math/CTS teacher. Darren has been immersed in First Nation's culture all of his life. His summers were spent in Southern Saskatchewan, where his family and friends are closely connected to the beautiful and complex realities of the native culture of Fort Qu'Appelle. He studied courses on Native Education in Northern Communities and started his teaching career in the Yukon. Darren's passion for FNMI education is also deeply connected to his family. His wife and children are from the Blood Reserve of Southern Alberta. His wife, TJ, was the principal of Mother Earth's Children's Charter School. Her great grandfather was Senator James Gladstone, the first Native Senator in Canada, and her grandfather, Fred Gladstone, was influential in the creation of the Alberta Indian Investment Corporation and a founding member of the National Indian Rodeo Association.

District Staff

Barb Brochu, Greater St. Albert Catholic Schools: Barb has Irish and Ukrainian ancestry by birth and is a member of the Bras D'or First Nation (Nova Scotia). As an educator for 36 years, she has been a teacher and administrator in elementary and secondary schools in both urban and rural settings, including ten years serving the students at Alexander First Nation.

Barb is a committed lifelong learner and passionate worker for inclusion. She holds a B.Ed. in Special Education and a Master of Religious Education. Barb is guided by a faith-filled belief in engaging and supporting all students in meaningful learning experiences.

Rachel O'Brien, Early Learning Consultant: Trained as a physiotherapist, Rachel has spent much of her career working in early education, and is currently working on a Masters degree in Education

Colin Loiselle, Religious Education and Christian Family Life Consultant: Colin has worked in Greater St. Albert Catholic Schools for 15 years - 11 years as an elementary and middle school teacher in Morinville, 2 years as Vice-Principal of Vital Grandin in St. Albert, and he is in the second year as Religious Education Consultant. Colin is passionate about Catholic Education, and the role we play in building up the Church through supporting the faith of the students, staff and families of our community.

Rhonda Nixon, Assistant Superintendent, Learning Services, Committee Chair: Rhonda has been an educator (teacher, assistant principal, principal, consultant, district manager) for 25 years at all levels, K-post secondary. Her experiences working as a junior high principal in a high needs school last year with 30% of the Aboriginal students coming from Enoch and urban contexts confirmed her dedication to focusing on how best to serve these students and their families to be successful in school and life.

Conclusion: Our first meeting was held on Thursday, September 22, 2016. We provided time for each member to share their experiences and expertise that brought them to this committee. We also co-created a vision of what success looks like for our Aboriginal students by sharing what we see as factors that ensure their success in school and life, and what factors “push” and “pull” them away from success in school and life. We concluded by having a task to bring forward for our next meeting: To consider strategies and resources that might help our school communities to better understand our Aboriginal children and youth and how best to support them as individuals and as families, and to teach them to bridge the gaps in between their learning and wellness goals and their realities as individuals.

Case Study

Engagement Growth Through Leadership Development

+14

PERCENTAGE POINTS

In eight years of implementing Gallup-recommended approaches to professional development, employee engagement increased by 14 percentage points to the highest level achieved by any education organization to date.

Source: GALLUP

CHALLENGE

GALLUP HAS PARTNERED WITH GREATER ST. ALBERT CATHOLIC SCHOOLS (GSACS) in Alberta, Canada, for many years to maximize the opportunity for every student in every classroom to be engaged with school and to succeed in the future. The school district aims to create a welcoming learning community that awakens students' hearts and minds so they may live a full life in service to others. These welcoming school communities are built by selecting top talent and by ensuring that each employee's workplace needs are met. With highly engaged, talented leaders in classrooms, schools and support teams, the district has seen great gains in engagement, even in the wake of challenging administrative changes that have impacted structure and learning.

APPROACH

Selecting Top Talent

TO HELP SELECT TOP TALENT, GSACS began using Gallup's TeacherInsight (TI) — an online assessment to build a talent-based hiring system within the school district. The TI tool is a research-based, structured talent assessment that predicts success in the teaching role by measuring applicants' innate talent for the job. The district uses the TI scores in conjunction with other criteria to select the candidates most likely to succeed.

Another key component of building a talented and engaged employee pool was the use of Gallup's PrincipallInsight (PI), a research-based, structured talent assessment that predicts success in the principal role. Finally, Gallup's SupportInsight (SI) was used to select those hired in supporting roles. The district embraced a strategy to recruit and select top talent in executive leadership.

Using these empirical measures to inform the selection of top talent across the school district was the first step in ensuring that every school and department had the best opportunity for success. The district wanted to learn how they were doing at engaging their top talent to ensure that those employees would remain in their roles and contribute to student success in the long term. Gallup's employee engagement research shows that the most highly engaged workgroups have lower turnover, more productivity and lower absenteeism. While GSACS perceived that its employees were committed to their work, it wanted a practical way to understand engagement and leverage it toward improvement.

Meeting Workplace Needs

In 2008, Greater St. Albert Catholic Schools implemented an engagement initiative using Gallup's Q¹² employee engagement survey — a census of the organization's 600 employees — because of the robust meta-analytical data that show how the 12 measured elements are related to key organizational outcomes such as productivity, absenteeism and turnover. Since 2008, there has consistently been well over 90% participation in the online survey, a rate that exceeds the average for Gallup's employee engagement web surveys (88%).

In the inaugural administration of the Q¹² survey, GSACS showed strong engagement, with nearly half of employees engaged at work. Truly engaged workplaces are rare. Gallup research shows that just 13% of employees worldwide are engaged in their jobs. Engaged employees are involved in, enthusiastic about and committed to their work and workplace. Eighty-seven percent of employees are either not engaged or indifferent — or even worse, actively disengaged and potentially hostile — to their organizations. Some school districts buck this trend and are committing to student-centric and employee-focused strategies. Within these districts, employees are emotionally invested in and focused on creating welcoming school environments where students are excited about learning. Greater St. Albert Catholic Schools is one of these districts that set the global standard for a great workplace.

With such high initial engagement scores, it might have been easy for GSACS leaders to be content with their above-average results. But they were not. Instead, the district committed to ongoing annual engagement measurement, implemented engagement improvement plans at the local and building levels, and continued to strive for engagement excellence even during difficult changes when legislation beyond the district's control made the commitment to meeting employee needs a challenge. After several consecutive years of improved engagement, in 2012 and 2013, engagement slipped as the district experienced a mandatory reorganization that resulted in losing control of a school and shifting leadership and priorities. The district demonstrated strong change management capacity and focused on local engagement strategies. As a result, while engagement slipped overall, still more than half of employees were engaged. Since that trying time, engagement has continued to improve. Today, engaged employees outnumber actively disengaged employees by a 12-to-1 margin, which puts the district at a best-practice standard.

Engaging Leaders

The superintendent prioritized the engagement of district and school leaders. Executive leaders implemented a leadership succession plan rooted in identifying those most equipped for success in the role. They intentionally selected talented principals and district leaders and worked hard to ensure that they invested in those employees' engagement and growth. The superintendent conducted in-depth one-on-one interviews with principals and administrators to understand what district leaders most needed to be engaged in their work and to fulfill the mission and purpose of the school district.

Coupling quantitative engagement data with in-depth interviews was an effective approach to further understand how to help leaders be engaged and encourage them to engage their teams. The value of in-depth conversations is being able to understand the extent to which the engagement data reflect the lived experience of particular groups of people — namely, district and school leaders. The superintendent conducted Employee Engagement Leadership Debriefs, and the in-depth interviews provided an opportunity for district leaders to offer their opinions about what they individually needed to do their work. Their voices were heard concerning what they most needed to provide crucial support to those in their care.

Gallup research shows that as much as 70% of the variance in employee engagement scores among work units is explained by the influence of managers. Since managers bear such an important responsibility for the engagement of their employees, it is important that they are engaged with their work and that they are held accountable for facilitating dialogue and initiatives that address the workplace needs of their teachers and support staff.

Through one-on-one engagement debriefs, GSACS executives learned that most leaders say having the opportunity to do what they do best every day is the most critical element to their engagement. Secondly, coworkers' commitment to doing quality work is key to their engagement. Many leaders also said the mission and purpose of their organization are important. Leaders shared that they need varied experiences and challenges to grow, and need feedback on their performance. Additionally, they want mentorship opportunities to learn and grow. School leaders say they are most disengaged when expectations are unclear, when there is a lack of communication, and when they do not feel supported and valued.

This candid and pointed feedback was gathered and analyzed by executives who have created approaches to ensure that there is clear communication with leaders and that there is a caring and supportive environment that values the strengths of each leader.

Student Centricity

While Greater St. Albert Catholic Schools has invested in building the engagement of its talented leaders and workforce, they have kept the engagement and success of their students central to their focus. The district measures the hope, engagement, entrepreneurial aspiration and career/financial literacy via the Gallup Student Poll, an annual web-based survey of students in grades five through 12. They understand that the engagement of teachers and principals is important to building students' engagement with school. The district participates in the survey to include the student voice in its school improvement efforts. The district is including an additional item on the survey that allows students to self-identify as First Nations, Metis or Inuit. The data help inform leaders about what this important student population might need to be more engaged in school and ready for the future.

IMPACT

AFTER YEARS OF SELECTING TALENTED EMPLOYEES and measuring and building engagement, Greater St. Albert Catholic Schools has a highly engaged workplace that far outpaces that of most other organizations. By listening to district leaders and encouraging local action to build engagement, the district has sustained high engagement during times of change — and even increased the engagement of its employees over time. By analyzing engagement data over several years, Gallup has found that engagement has increased by 14 percentage points in the district.

- Results from the most recent employee engagement survey show that engaged employees outnumber actively disengaged employees by about 12 to 1.
- Employees who received feedback on the employee engagement survey, who participated in an effective action-planning discussion, and whose team made progress on its engagement goals are more engaged than their peers who did not engage in these activities.
- Those who take fewer sick and personal leave days have somewhat higher engagement than their peers who take more leave.
- The engagement of certified employees and support staff has increased over time.
- About six in 10 fifth- through 12th-grade students in the district are engaged with school, which outpaced the overall convenience sample from the 2015 Gallup Student Poll.

Gallup will continue to support the innovative efforts at Greater St. Albert Catholic Schools to build engaged schools where administrators, principals, teachers, staff and students all have the opportunity to live full lives in service to others today and in the future.

ABOUT

GREATER ST. ALBERT CATHOLIC SCHOOLS formed in 1995 after the amalgamation of three historic school jurisdictions. Catholic education in the region dates back 150 years to the arrival of the Grey Nuns in St. Albert in 1863 providing schooling to seven orphaned children. Today, the district provides Catholic Education to over 6,000 students in the municipalities of Morinville, St. Albert and Legal. 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.

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Public Consultation Update – New School Boundaries & Programming

September 26, 2016

Background

In June 2016, the Board reviewed and approved a two-phase consultation process for Sister Alphonse Academy that would take place between October 2016 – Spring 2017. At the conclusion of the process the Board would approve new attendance boundaries and programming for the school. To assist in the deliberations, the Board approved Guiding Principles that would support the process for reviewing feedback gathered.

The first phase of the process begins this fall with planned open houses and an online survey to gather feedback on community priorities that can be considered in the design of boundary options and programming.

Phase 1

Wednesday, October 26, 2016 - 3 p.m. to 7 p.m.

Open House at J.J. Nearing Catholic School

Tuesday, November 1, 2016 - 3 p.m. to 7 p.m.

Open House at Neil M. Ross Catholic School

November 1 – 14, 2016

Online survey available

December 2016 / January 2017

Presentation of report on feedback received

The open houses will provide families and all interested public an opportunity to learn about the new school, planned time lines for construction, and the process the Board will use to make decisions around attendance areas and programming.

At the open houses, participants will be asked to provide written feedback. In addition, they will have an opportunity to speak with District staff, to share their interest in attending the new school and share programming ideas of most value to their family. For those unable to attend an open house, they can provide feedback through an on-line survey.

Trustees are invited to participate in the Open Houses. This will provide an opportunity to hear feedback from residents.





BOARD OF TRUSTEES REGULAR MEETING

SEPTEMBER 26, 2016

ATTACHMENT FOR AGENDA ITEM 14

Board Commitments

BACKGROUND:

Please see attached.

RECOMMENDATION:

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

Greater St. Albert Catholic Schools Board Commitments 2016-2017

Month	Date	Event	Location Time	Attending
AUGUST				
	August 29, 2016	Opening Mass/Blueprints	St. Jean Baptiste (8:30 am)/ MCCC (10:00 am)	Radford, Crockett, McEvoy, Shaw, Proulx
SEPTEMBER				
	September 22, 2016	CSS Fall Celebration	Winspear Centre (3:00 pm-6:00 pm)	Keohane
	September 27/28, 2016	ASBA Provincial Issues Forum	Matrix Hotel, Edmonton	Keohane, Schlag, Crockett, Shaw, Radford, McEvoy
OCTOBER				
	October 3, 2016	ESSMY Awards	St. Albert Parish (7:00 pm - 9:00 pm)	McGuinness
	October 5, 2016	Long Service Awards	RS. Fowler (4:00 pm)	
	October 12, 2016	St. Albert Community & Social Development Engagement Session	St. Albert Curling Club (12:00 pm - 3:00 pm)	McEvoy
	October 20, 2016	Meeting with MLA van Dijken	District Office (7:00 pm)	Crockett, Radford, Tremblay, Keohane, McEvoy
	October 26, 2016	Community Consultation - School Boundaries and Programming for Sister Alphonse Academy	JJN (3:00 pm-7:00 pm)	
	October 28, 2016	Starfest	Santa Maria Goretti Centre (5:30)	
NOVEMBER				
	November 1, 2016	Community Consultation - School Boundaries and Programming for Sister Alphonse Academy	NMR (3:00 pm-7:00 pm)	
	November 2, 2016	MCHS Awards	MCCC (7:00 pm)	
	November 18-20, 2016	ACSTA AGM	Westin, Edmonton	Keohane, Schlag, Crockett, McEvoy, Shaw, Proulx, Radford, Tremblay, Becigneul
	November 20-22, 2016	ASBA FGM	Westin, Edmonton	Keohane, Schlag, Crockett, McEvoy, Shaw, Proulx, Radford, Tremblay, Becigneul
DECEMBER				
	December 1, 2016	SRR Trustee Visit MCHS	8:30 AM	
		SRR Trustee Visit GHP	10:30 AM	
	December 8, 2016	SRR Trustee Visit Albert Lacombe	8:30 AM	
		SRR Trustee Visit ESSMY	10:30 AM	
		SRR Trustee Visit St. Gabes	1:30 PM	
JANUARY				
	January 27, 2016	BELRA Presentations to All Schools	All Schools	
MARCH				
	March 25-27, 2017	NSBA Annual Conference and Exposition	Denver Colorado	