



BOARD OF TRUSTEES REGULAR MEETING

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

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

AGENDA

Monday, October 17, 2016 | 2:00 p.m. Call to Order
3:30 P.M. – Public Meeting

1. **Call to Order:** Serena Shaw
2. **In-Camera**
3. **Out-of-Camera at 3:30 pm**
4. **Opening Prayer:** Joan Crockett
5. **Acknowledgment of Territories:** Serena Shaw
The Greater St. Albert Catholic School Board acknowledges that it is meeting on the original lands of the Cree, those of Treaty 6, and on the homeland of the Métis Nation.
6. **Approval of Agenda**
7. **Presentation Delegation**
8. **Approval of Minutes & Summaries**
 - 8.1 Organizational Meeting of the Board Minutes of September 26, 2016 Attached
 - 8.2 Regular Board Meeting Minutes of September 26, 2016 Attached
9. **Approval of Committee & Event Reports from Advocacy Committee Meetings**
10. **Good News (Communication & Community Relations)** Attached
11. **Questions from the Public**
(Questions are submitted in writing on the Thursday prior to meeting. Information and the form can be found on the District website located on the District website at <http://bit.ly/1SLTFSh>.)
12. **Consent Items**
(The Chair will ask for a motion to receive and to approve all recommendations contained therein. Prior to approving the motion, any trustee may request the status of a consent item be changed to an action item.)
 - 12.1 Review of Board Policy 1 – District Mission Statement, Values and Beliefs, Statement of Philosophy, Goals and Objectives, Board Policy 2 – Role of the Board (Keohane) Attached
 - 12.2 Review of Board Policy 7 – Board Operations (Schlag) Attached

13. Action Items

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| 13.1 2016-2017 Communication Plan and Communication Plan Highlights
(Bruineman) | Attached |
| 13.2 Approval of First Nations, Métis and Inuit (FNMI) Leadership Committee
and Membership (Schlag) | Attached |
| 13.3 Child and Youth Advocate Act Review and Recommendation for
Submission to the Alberta School Boards Association (Nixon) | Attached |
| 13.4 School Council Liaison Appointments 2016-2017 (McEvoy) | Attached |

14. New Business

15. Information Items

- | | |
|--|----------|
| 15.1 Report from the Chair | |
| 15.1.1 Correspondence | |
| 15.1.2 Other Items | |
| • Audit Committee Update (Shaw) | |
| 15.2 Report from the Superintendent | |
| 15.2.1 Educational Leadership | |
| • Accountability Pillar Report (Keohane) | Attached |
| • Provincial Achievement Test and Diploma Exam Results (Nixon) | Attached |
| 15.2.2 Organizational Management | |
| • Staffing Report (McGuinness) | Attached |
| • Enrolment Report (McGuinness/Nixon) | Attached |

16. Board Commitments Attached

17. Clarification Period for Public & Media

(Related to agenda items, only as deliberated)

18. Trustee Request for Information

19. Closing Prayer: Joan Crockett

20. In-Camera *(if applicable)*

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

22. Adjournment



BOARD OF TRUSTEES REGULAR MEETING

OCTOBER 17, 2016

ATTACHMENT FOR AGENDA ITEM 8.1

Organizational Meeting Minutes of September 26, 2016

BACKGROUND:

Please see attached.

RECOMMENDATION:

THAT the Board of Trustees approve the minutes of the Organizational Meeting held on September 26, 2016 as circulated/as circulated and amended.

**MINUTES OF THE ORGANIZATIONAL MEETING OF THE
BOARD OF TRUSTEES
GREATER ST. ALBERT ROMAN CATHOLIC
SEPARATE SCHOOL DISTRICT NO. 734
HELD ON MONDAY, September 26, 2016, 7:00 P.M.
DISTRICT Office, 6 St. Vital Avenue
St. Albert, AB**

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

ADMINISTRATION PRESENT

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

CALL TO ORDER Secretary-treasurer Schlag called the meeting to order at 7:00 p.m.

OATH OF OFFICE FOR NEW TRUSTEE

Joe Becigneul, took the Oath of Office which was presided over by Secretary-treasurer Schlag.

OPENING PRAYER Trustee McEvoy offered the opening prayer.

ACKNOWLEDGMENT OF TERRITORIES

Secretary-treasurer Schlag provided confirmation as follows, "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."

1/17 **Trustee McEvoy: THAT** the Board of Trustees approve the agenda as presented.

CARRIED (7/7)

ELECTIONS

Secretary-treasurer Schlag presided over the elections for the positions of Chair and Vice-Chair.

Trustee Crockett nominated Trustee Shaw for the position of Chair; Trustee Shaw accepted the nomination and with no further nominations from the floor, was acclaimed to the office of Chair.

Trustee Shaw nominated Trustee McEvoy for the position of Vice-Chair; Trustee McEvoy accepted the nomination and with no further nominations from the floor, was acclaimed to the office of Vice-Chair.

2/17 **Trustee Proulx: THAT** the Board of Trustees approve the effective date of October 1, 2016 as the start of the 2016-2017 term of the new chairperson, Serena Shaw and vice-chairperson, Rosaleen McEvoy and that the term continue until the next election at the 2017 Organizational Meeting.

CARRIED (7/7)

3/17 **Trustee Radford:** THAT the Board of Trustees approve Secretary-treasurer Schlag continue as Chair for the remainder of the Organizational meeting.
CARRIED (7/7)

The Board recessed until 7:30 p.m. to welcome new trustee Becigneul to the Office of Trustee and the appointments of Board Chair and Vice-Chair for 2016-17.

REGULAR MEETING, ORGANIZATION MEETING, TIME, PLACE AND DATE

4/17 **Trustee Becigneul:** THAT the Board of Trustees approve the 2016-2017 schedule of regular board meeting dates as presented and attached, with all meetings held at District Office.

AND

THAT the Board of Trustees approve the dates of **September 11, 2017** and **September 25, 2017** for regular meetings in 2017-18 and **October 2, 2017** for an advocacy meeting in 2017-18, prior to the remainder of meeting dates being approved at the Organizational Meeting in 2017.

AND

THAT the Board of Trustees approve the date of **October 30, 2017** for the 2017-2018 Organizational Meeting, with a start time of 7:00 pm.

CARRIED (7/7)

SIGNING AUTHORITY

5/17 **Trustee McEvoy:** THAT the Board of Trustees approve the chair or vice-chair and superintendent of schools, secretary-treasurer or finance manager as authorized for Greater St. Albert Roman Catholic Separate School District No. 734 as banking signing authority for the 2016-2017 school year, effective October 1, 2016.

CARRIED (7/7)

BORROWING RESOLUTION

6/17 **Trustee Radford:** THAT the Board of Trustees approve the attached borrowing resolution for the 2016-2017 school year.

CARRIED (7/7)

APPOINTMENT OF AUDITOR

7/17 **Trustee Tremblay:** THAT the Board of Trustees approve the appointment of the firm, Meyers, Norris & Penny LLP, as auditors for Greater St. Albert Roman Catholic Separate School District No. 734 for the 2016-2017 fiscal year.

CARRIED (7/7)

COMMITTEE STRUCTURE AND APPOINTMENTS

8/17 **Trustee Becigneul:** THAT the Board of Trustees approve the committee structure and appointments, as attached.

CARRIED (7/7)

SCHOOL COUNCIL LIAISON APPOINTMENTS

9/17

Trustee Tremblay: THAT the Board of Trustees defer the appointment of School Council Liaisons until the dates and times of the school council meetings have been confirmed for the 2016-2017 school year.

CARRIED (7/7)

DISCLOSURE OF INFORMATION

10/17

Trustee Radford: THAT the Board of Trustees agree to provide the information as required on the attached form according to the *School Act*, Section 81, and submit to the secretary-treasurer prior to the next scheduled meeting of October 3, 2016.

CARRIED (7/7)

CLOSING PRAYER

Trustee McEvoy offered the closing prayer.

ADJOURNMENT

11/17

Trustee Becigneul: THAT the Board of Trustees adjourn the regular meeting at 8:05 p.m.

CARRIED (7/7)

Secretary Treasurer

Chair



BOARD OF TRUSTEES REGULAR MEETING

OCTOBER 17, 2016

ATTACHMENT FOR AGENDA ITEM 8.2

Regular Board Meeting Minutes of September 26, 2016

BACKGROUND:

Please see attached.

RECOMMENDATION:

THAT the Board of Trustees approve the minutes of the regular meeting of the Board held on September 26, 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, September 26, 2016, 8:09 P.M.
District Office, 6 St. Vital Avenue,
St. Albert, AB**

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

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

CALL TO ORDER Trustee Radford called the meeting to order at 8:09 p.m.

OPENING PRAYER Trustee Proulx 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

12/17 Trustee McEvoy: **THAT** the Board of Trustees approve the agenda as presented. **CARRIED (7/7)**

PRESENTATION DELEGATION

There were no presentations.

APPROVAL OF MINUTES & SUMMARIES

13/17 Trustee Proulx: **THAT** the Board of Trustees approve the minutes of the regular meeting of the Board held on June 27, 2016 as circulated. **CARRIED (7/7)**

14//17 Trustee Shaw: **THAT** the Board of Trustees approve the summary of the Board Committee of the Whole meeting held on September 12, 2016 as circulated. **CARRIED (7/7)**

GOOD NEWS Trustee Radford shared the Good News Report.

Trustee Shaw mentioned the new Chapel is going strong at SACHS; where they have expanded into the learning commons space to accommodate large turnouts at their weekly Mass.

QUESTIONS FROM THE PUBLIC

There were no questions from the public.

CONSENT ITEMS

There were no consent items.

ACTION ITEMS

2017 Board Monitoring Calendar

15/17 **Trustee Crockett: THAT** the Board of Trustees approve the 2016-2017 Board Monitoring Calendar as presented.
CARRIED (7/7)

2016 - 2017 Board Policy Review Schedule

16/17 **Trustee Proulx: THAT** the Board of Trustees approve the 2016-2017 Board Policy Review Schedule as presented.
CARRIED (7/7)

2016-2017 Advocacy Plan

17/17 **Trustee Shaw: THAT** the Board of Trustees adopt the 2016-2017 Advocacy Plan as updated to include newly elected Trustee Becigneul.
CARRIED (7/7)

Board Allowances

18/17 **Trustee Becigneul: 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.
CARRIED (7/7)

Board Honorariums

19/17 **Trustee Tremblay: THAT** the Board of Trustees approve the 2016-17 Annual Honorarium Rates, effective September 1, 2016, for Trustees in the following positions:
Chair: \$13,740 per annum (\$1,145 per month);
Vice-Chair: \$12,593 per annum (\$1,049.42 per month); and,
Trustee: \$11,483 per annum (\$956.92 per month)

AND

THAT any changes to respective Honorarium Rates, due to changes in positions from Elections held at the Organizational Meeting on September 26, 2016, take effect as of October 1, 2016.

CARRIED (7/7)

Superintendent's Remuneration 2016

20/17 **Trustee Crockett: 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.
CARRIED (7/7)

New Policy 21–Recruitment and Selection 2nd Reading

21/17

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

CARRIED (7/7)

Starfest Tickets

22/17

Trustee McEvoy: **THAT** the Board of Trustees approve the purchase of a table of 10 for Starfest 2016 for the amount of \$750.00.

CARRIED (7/7)

NEW BUSINESS

There was no new business.

INFORMATION ITEMS

Report from the Chair

Trustee Radford shared correspondence sent on behalf of the board sent to local MLA Renaud regarding invitations to meet, as well as a Letter to Minister Eggen regarding rescheduling a planned September visit.

Fort McMurray Public District sent a thank you letter to the District for providing stability to 36 students who attended our schools in a time of great need during the fire devastation back in the spring.

Trustee Radford shared her thanks and support for her tenure as Board Chair for the past 2 years with fellow trustees and senior administration highlighting: Board Planning Session improvements, 150th Anniversary celebrations, Capital Project Announcements, and the Safe & Caring Policy development supporting the needs of all students. In addition, process improvements were mentioned including, a tracking system at Board table, acknowledging Treaty Six, restructuring meeting times, and establishing an audit committee to increase transparency. She concluded by wishing all the best and asked for support for incoming, Chair, Serena Shaw and the need to continue to advocate for Catholic Education!

Trustee Shaw mentioned to keep Tony Sykora and his family in their prayers.

Report from the Superintendent

Assistant superintendent Nixon provided information on the vision and goals for the new District FNMI Advisory committee and information about the committee members. The committee will further the Board’s Three Year Education Framework, to respond to a key strategy in Outcome Two: The Achievement Gap Between First Nations, Métis and Inuit Students and All Other Students.

Superintendent Keohane updated the Board on the Case Study produce by Gallup, an international research organization highlighting *Engagement Growth Through Leadership Development*. The Case Study applauds the District’s professional development, which has demonstrated an increase in employee engagement by 14 percentage points, the highest

level achieved by an education organization to date.

Communications Manager Bruineman updated the Board on the consultation process planned to determine Sister Alphonse Academy attendance area and programming. Upcoming Open House dates and survey timelines were shared.

23/17 **Trustee Shaw:** **THAT** the Board of Trustees receive the superintendent's report as information.
CARRIED (7/7)

BOARD COMMITMENTS

24/17 **Trustee Crockett:** **THAT** the Board of Trustees approve the Board Commitments as presented and updated at this meeting.
CARRIED (7/7)

CLARIFICATION PERIOD FOR PUBLIC & MEDIA

There were no questions.

TRUSTEE REQUEST FOR INFORMATION

There were no requests for information.

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

IN CAMERA

25/17 **Trustee Crockett:** **THAT** the Board of Trustees move In Camera at 9:22 p.m.
CARRIED (7/7)

OUT OF CAMERA

26/17 **Trustee Becigneul:** **THAT** the Board of Trustees move Out of Camera at 11:19 p.m.
CARRIED (7/7)

ADJOURNMENT

27/17 **Trustee Tremblay:** **THAT** the Board of Trustees adjourn the regular meeting at 11:20 p.m.
CARRIED (7/7)

Secretary Treasurer

Chair



BOARD OF TRUSTEES REGULAR MEETING

OCTOBER 17, 2016

ATTACHMENT FOR AGENDA ITEM 10

Good News (Communication & Community Relations)

PREPARED BY:

Carol Bruineman, communications manager

BACKGROUND:

Please see attached.

Good News Regular Board Meeting October 17, 2016

District News

- The District was rewarded with an outstanding **Accountability Pillar Report**, once again. Thank you to all the dedicated staff across the District which has resulted in continued student success.
- Close to 85 staff members were recognized at the recent **Long Service Awards** event for reaching milestones with the District. Thank you to the staff who looked after the organization of this celebration including: Pat Gerhardt, Annali Lozowski, and Jennifer Witter. Special thanks to Mr. Sean McGuinness for emceeding the evening.

School News

- **MCHS** has a Student Training Program for those interested in exploring a career with the Morinville Fire Department. Thirteen students attended the session to find out about the program and successful applicants will spend the year attending practices and training sessions with the Morinville Department. If they complete and pass their training program the students are then able to attend emergency calls assisting the senior department members.
- Congratulations to **Nicolas Paret**, outstanding teacher from **ESSMY** who is the St. Albert Rotary Teacher of the Month!
- Legal School Cross-Country Running Teams are enjoying much success this season. Congratulations to the grade nine team for a recent first place finish and the grade five runners for capturing third place.
- Schools in the District celebrated Read-In Week by inviting media personalities, many community members, local officials and District personnel into their schools. Many thanks to all those who came out to support student learning by sharing a favorite story!
- Congratulations to the St. Gabriel School Community who harvested 104 pounds of food earlier this month to donate to the St. Albert Food Bank. It was a great experience for all those volunteering to serve others!

Community News

- Congratulations to all of those families in Namao and Carbondale who participated and did the ground work for a 4 X 4 Formation vote this past month. The vote was successful at both public meetings, to form a Separate School District for the area, which now requires Ministerial approval.



BOARD OF TRUSTEES REGULAR MEETING

OCTOBER 17, 2016

ATTACHMENT FOR AGENDA ITEM 12.1

Board Policy Review

PRESENTERS:

David Keohane, superintendent of schools

BACKGROUND:

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

Board Policy 1 – District Mission Statement, Values, and Beliefs, Statement of Philosophy, Goals and Objectives was last reviewed in September 2015. No change is recommended for this review.

Board Policy 2 – Role of the Board was last reviewed in October 2015. A minor change is required on page 4 under Selected Responsibilities, as there is no longer a Deputy Superintendent position in the District.

RECOMMENDATION:

THAT the Board of Trustees approve the review of Board Policy 1 – District Mission Statement, Values, and Beliefs, Statement of Philosophy, Goals and Objectives with no changes and Board Policy 2 – Role of the Board with the change as presented.

DISTRICT MISSION STATEMENT, VALUES AND BELIEFS, GOALS AND OBJECTIVES

A clear statement of the organization's purpose and beliefs is critically important to its effective and efficient operation. A mission statement defines the purpose of the organization and assists with setting objectives and making decisions. Belief statements are the fundamental bedrock values that provide direction in fulfilling the mission.

Motto:

Faith in Our Students

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.

Values and Core Commitments

Passion	We celebrate all students as gifts from God, so we further our dedication to their needs;
Relationships	We seek to meaningfully see Christ in others through relationships with our students and other stakeholders;
Commitment	Our pursuit of continuous life-long learning enables students to be their best in achieving their goals;
Hope	We constantly communicate a belief of what is possible for the student;
Innovation	We are committed to innovation, best practice and lifelong learning;
Excellence	We establish standards for success for learning, devote our personal best to achieving them, and celebrate our results.

Vision:

Excellence in learning through faith, relationships and engagement.

We celebrate life in a community where Gospel values are evident:

- Love, joy, peace, patience, kindness, generosity, faithfulness, forgiveness, gentleness and self-control are modeled, communicated and encouraged.
- Firm discipline policies are based on the principle of reconciliation.
- A culture of relationships with God, self, our neighbours, our parishes, and the world community is fostered.
- Sacramentality is present through the efforts of staff to connect everything in our schools to Christ.

We celebrate the opportunity to love and serve others:

- Staff consciously endeavour to build a multicultural Christian climate.
- Activities include outreach to former students and varied age groups.
- Christian witness is promoted through activities such as involvement in parish ministry, service and charitable works.

We celebrate commitment to success for every learner:

- Our schools promote a welcoming, caring, respectful, safe learning environment that respects diversity, and fosters a sense of belonging.
- Teaching and learning encompasses the whole child, mind, body, and soul by addressing intellectual, spiritual, social, emotional, physical and artistic development in order to fully realize the potential of each student.
- Strong academics are complemented by a rich variety of specialty programming choices.
- Social justice teachings are permeated throughout our academic programs.
- Our programs emphasize a culture of life in the Catholic tradition, respecting the dignity of all persons and encouraging stewardship of the environment.
- Staff collaborate with families and community support services to address students' needs and ensure that barriers to learning are removed.
- Access, appropriateness, and accountability serve as the three lenses through which inclusive education is provided.
- Staff collaborate to provide the advantages of systematic, job embedded, dynamic Professional Development enabling them to address student learning through research-based practices.

We celebrate through prayer:

- Our school communities pray daily, calling for the active participation of all.
- Retreat experiences are available for staff and students.
- Inspiring Catholic observances are held throughout the liturgical year. In Morinville and Legal these celebrations have an ecumenical flavour and invite the participation of clergy from several denominations.

We celebrate staff who are mentors of faith:

- Staff have a knowing mind, a committed heart, and the loving will to help students experience the wonder of God.
- Staff will include personal faith formation on Professional Growth Plans.
- Staff are active and articulate witnesses to the One for whom Catholic schools exist – Jesus Christ.
- Staff endorse the Catholic ethos of our schools and grow within their faith journeys. Such growth is guided by an understanding and support for our Church's teachings and how these teachings contribute to the fulfillment of the human person and the Kingdom of God.
- Professional development days include activities to enhance the spiritual growth, religious knowledge and faith community among staff.
- Religious mission and personal faith are emphasized in the staff selection process and in staff orientation.

We celebrate an active partnership among schools, homes and parishes:

- Education is a shared responsibility in which parents have the primary role.
- Parental involvement includes active links to parishes and opportunities to participate in decision-making and the spiritual life of the schools.
- Pastors and parish staff are essential members of our school communities.
- There are strong links to parish youth ministry programs.

We celebrate, respect and nurture Catholic traditions and teachings:

- Role models such as Mary, the saints, Catholic heroes and the school's namesake are given pride of place within the school culture.
- At each school there are staff who have the expertise and the pastoral will to convey the messages of Scripture and the historical tradition of the Catholic Church.
- The Religious Education Programs, as approved by the local Bishops, are taught in all schools. In Morinville and Legal alternative programs are available in recognition of our desire to serve all families.
- Schools and parishes work together to nurture the Sacramental life of our students.

Goals and Objectives

Goals are broad statements of the major priorities of the system. They assist the Board and administration to discharge their responsibilities. Objectives are more specific statements of the desired outcomes the District wishes to achieve. In relation to basic education, goals serve several purposes:

1. They identify the distinctive role of the school and its contribution to the total education of youth.

2. They provide purpose and direction to curriculum planning, implementation and evaluation.
3. They enable parents, teachers and the community at large to develop a common understanding of what the schools are trying to achieve.

Society must periodically re-examine the goals of its schools. Changes in emphasis and adjustments may be required from time to time to keep pace with social change. This statement of goals is to direct education for ECS through Grade 12 in Alberta schools. It is the basis from which specific objectives for various subjects and grades shall be developed.

While the school makes a very important contribution to education, it is only one of the agencies involved in the education of youth. The home, the church, the media, and the community organizations are very significant influences on children. It is useful, therefore, to delimit the role of schooling in education. Education refers to all the learning experiences the individual has in interacting with the physical and social environment; it is a continuing and life long process. Schooling which has a more limited purpose refers to the learning activities planned and conducted by a formally structures agency which influences individuals during a specified period.

There is, of course, a very close relationship between schooling and education – the learning which occurs in school influences and is influenced by what is learned outside the school.

The Board supports the provincial goals of education and schooling. In addition, the Board supports the development, adoption and periodic revision of District goals and objectives. All staff, through the leadership of the Superintendent, are deemed to be agents of the Board in achieving district goals and objectives.

1. Learning Expectations – Provincial

1.1 The goal of the Student Learning Ministerial Order No. 004/98 for an inclusive Kindergarten to Grade 12 education is to enable all students to achieve the following outcomes:¹

- 1.1.1 Be engaged Thinkers and Ethical Citizens with an Entrepreneurial Spirit;
- 1.1.2 Strive for engagement and personal excellence in their learning journey;
- 1.1.3 Employ literacy and numeracy to construct and communicate meaning;
and
- 1.1.4 Discover, develop and apply competencies across subject and discipline areas for learning, work and life to enable students to:
 - 1.1.4.1 know how to learn: to gain knowledge, understanding or skills through experience, study, and interaction with others;

¹ From the September 2013 Guide to Education; Section – Program Foundations: Vision, Mission and Basic Education

- 1.1.4.2 think critically: conceptualize, apply, analyze, synthesize, and evaluate to construct knowledge;
 - 1.1.4.3 identify and solve complex problems;
 - 1.1.4.4 manage information: access, interpret, evaluate and use information effectively, efficiently, and ethically;
 - 1.1.4.5 innovate: create, generate, and apply new ideas or concepts;
 - 1.1.4.6 create opportunities through play, imagination, reflection, negotiation, and competition, with an entrepreneurial spirit;
 - 1.1.4.7 apply multiple literacies: reading, writing, mathematics, technology, languages, media, and personal finance;
 - 1.1.4.8 demonstrate good communication skills and the ability to work cooperatively with others:
 - 1.1.4.9 demonstrate global and cultural understanding, considering the economy and sustainable development; and
 - 1.1.4.10 identify and apply career and life skills through personal growth and well-being.
- 1.2 Schools may also provide the opportunity for students to acquire a second language. When the primary language of instruction is not English, students must be able to demonstrate competence in reading and writing English.
- 1.3 Our schools are Catholic separate schools. Therefore, they will provide religious studies and faith permeation consistent with their constitutional guarantees.

2. Goals and Objectives of the Greater St. Albert Roman Catholic Separate School District No. 734

Catholic schools, as agents of Catholic parents, have the responsibility to help all children to develop their unique individual capabilities to learn and to live, thereby experiencing humanity and the world as created by God and redeemed by Jesus Christ.

Catholic schools and Catholic parishes are complementary to the family which is the primary agent responsible for the child's development. Specifically, the goals and objectives of the Greater St. Albert Roman Catholic Separate School District No. 734 are to:

Goals

1. Develop fully the spiritual, intellectual, physical, social and emotional capabilities of each child.
2. Operate in accordance with the current School Act and the goals of schooling and education as adopted by Alberta Education.

3. Provide a system of education which will meet the educational needs of our students in an atmosphere permeated by the gospel values of Jesus Christ.

Objectives

1. To provide opportunities for the maximum development of student attitudes, skills and competencies together with an understanding of the Catholic/Christian traditions and its significance in the lives of students and the world.
2. To provide the experience of living the Catholic/Christian educational community where the teachings and example of Jesus Christ are lived and taught and to strive for growth in Christian faith.
3. To develop in students a sense of Christian morality that will serve as a guiding principle for living.
4. To assist students to choose and develop a hierarchy of values consistent with man's nature and the teachings of the Catholic/Christian faith.

Legal Reference: Section 60 (1) School Act

Revised June 14, 2012, September 9, 2013, September 8, 2014, September 28, 2015

ROLE OF THE BOARD

As the corporate body elected by the voters and the ratepayers that support the Greater St. Albert Roman Catholic Separate School District, the Board of Trustees has specific mandatory and discretionary powers. The Board is responsible for the development of goals and policies to guide the provision of educational services to students resident within the District, in keeping with the requirements of government legislation and the values of the electorate.

Specific Areas of Responsibility

1. Faith Advocacy

The Board shall:

- 1.1 Make decisions which reflect Catholic values and beliefs.
- 1.2 Be visible within the Catholic faith community.
- 1.3 Support Activities that enhance the viability of Catholic education at a local, provincial and national level

2. Planning

The Board shall:

- 2.1 Provide overall direction for the District by establishing the vision, mission, and values statements.
- 2.2 Develop long-range plans for the District.
- 2.3 Annually approve the Three-Year Education Plan process and timelines.
- 2.4 Annually set strategic priorities and key results.
- 2.5 Annually approve survey instruments and processes.
- 2.6 Annually approve its Three-Year Education Plan for submission to Alberta Education by due date.
- 2.7 Monitor progress toward the achievement of student outcomes and other desired results.
- 2.8 Annually evaluate the effectiveness of the District in achieving established goals and desired results.
- 2.9 Approve the Annual Education Results Report and provide for its distribution to the public.

3. Policy

The Board shall:

- 3.1 Determine policies which outline how the Board is to function.
- 3.2 Delegate authority to the Superintendent and define commensurate responsibilities.
- 3.3 Approve policy statements which meet criteria identified by the Board.
- 3.4 Evaluate policy impact to determine if policy has created the desired change.

4. Board/Superintendent Relations

The Board shall:

- 4.1 Select the Superintendent.
- 4.2 Provide the Superintendent with clear corporate direction.
- 4.3 Delegate in writing, administrative authority and identify responsibility subject to the provisions and restrictions in provincial legislation and regulations.
- 4.4 Respect the authority of the Superintendent to carry out executive action and support the Superintendent's actions which are exercised within the delegated discretionary powers of the position.
- 4.5 Annually evaluate the Superintendent in accordance with the approved Superintendent/CEO Evaluation Process, Criteria, and Timelines document, and review compensation.

5. Fiscal

The Board shall:

- 5.1 Approve the annual budget and ensure resources are allocated to provide the personnel, physical facilities and other means necessary to achieve District goals.
- 5.2 Approve annually its three-year capital plan and reaffirm the facilities master plan for submission to Alberta Infrastructure by the date due.
- 5.3 Appoint an auditor.
- 5.4 Receive the audit report and ensure quality indicators are met.
- 5.5 Monitor the fiscal management and internal financial controls of the District.
- 5.6 Set the mandate for negotiations.
- 5.7 Ratify memoranda of agreement with bargaining units.

6. Board Development

The Board shall:

- 6.1 Annually evaluate the Board's effectiveness.
- 6.2 Develop a yearly plan for Board and trustee development.
- 6.3 Encourage trustees to attend conventions and activities designed to improve their effectiveness as trustees.

7. Political Advocacy

The Board shall:

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

8. Accountability to the Community

The Board shall:

- 8.1 Make decisions that reflect community values and represent the interests of the entire school District.
- 8.2 Establish processes and provide opportunities for community input.
- 8.3 Keep the District's supporters informed of the purpose, value, conditions, needs and results achieved by the District.
- 8.4 Serve as a liaison to school councils throughout the District.

9. Accountability to the Provincial Government

The Board shall:

- 9.1 Act in accordance with all statutory requirements of the Government of Alberta to implement educational standards and policies.
- 9.2 Perform Board functions required by governing legislation and existing Board policy.

10. Recognition of Service

- 10.1 Staff - long service and retirement. (See Appendix A)
- 10.2 Community – affirming those who enhance the welfare of students.
- 10.3 Schools and Offices – annual staff appreciation activities.
- 10.4 Board Members – in conjunction with long service recognition.

Selected Responsibilities

1. Selection of the ~~Deputy Superintendent and~~ Secretary-Treasurer in conjunction with the Superintendent, and the determination of contract provisions for ~~these~~ **this** individual.
2. Approval of annual calendars.
3. Naming of educational facilities.
4. Approval of the tender selection for building construction and modernization.
5. Approval of request to the Minister for disposition of land and buildings.
6. Conduct an annual review of the Administrative Procedure 260 - Field Trips for school and District field trips including a review of the successes, challenges and recommendations for changing the criteria for field trips.
7. Approval of the transfer of funds to or from capital reserves.
8. Approval of amendments to or the termination of the Deferred Salary Leave Plan.
9. Hear recommendation for the dissolution of a School Council.

Legal Reference: Section 56, 60, 61, 62, 63, 187, 188, School Act

Revision Dates: October 19, 2009, April 23, 2012, October 1, 2012, June 14, 2013, October 7, 2013, October 17, 2016

Board Recognition of Service Criteria

Long Service

Staff will be recognized as they complete the equivalent of 5 year increments of employment with the District. These increments must be completed in full by June 30th (for 10 month employees) or August 31st (for 12 month employees) of the year prior to the award ceremony.

For calculation purposes, one year of service is equivalent to a minimum of .60 FTE for time worked during the year. For teachers, this means a minimum of 120 full days worked during the year. For 10 month support staff, this means a minimum of 910 hours per year (based on a 35 hour work week – to be prorated accordingly). For 12 month support staff, this means a minimum of 1,092 hours per year (based on a 35 hour work week – to be prorated accordingly).

Retirement

Any employee who has reached the age of 55, is eligible to receive a pension, and will no longer be employed by the district, will be publicly recognized at the year-end mass by trustees and provided a monetary gift of \$100.

Following the retirement recognition program, any employee who is leaving the district, but is not being formally recognized as a retiree, will be invited to receive a blessing.

The Board reserves the discretion to change the criteria of its awards programs based upon evolving financial or regulatory circumstances.



BOARD OF TRUSTEES REGULAR MEETING

OCTOBER 17, 2016

ATTACHMENT FOR AGENDA ITEM 12.2

Board Policy 7 – Revisions

PRESENTER: Deb Schlag, secretary-treasurer

BACKGROUND:

Clarifications to the process of Elections, Term effective date, and Chair of the Organizational Meeting were required in Section 1 of Policy 7.

The Order of the Regular Agenda, as outlined in Section 7 of Policy 7, did not include the **Acknowledgement of Territories (which is a New Policy for the Board, Policy 19)**. The Order of the Agenda is being modified to allow for this item's inclusion (items 6-22 have been renumbered).

For both of the above modifications, revisions to Policy 7 have been highlighted in **RED** as displayed on pages 1, 5, and 6 (renumbering only – not in RED).

RECOMMENDATION:

THAT the Board of Trustees approve changes to Board Policy 7, as presented at this meeting.

BOARD OPERATIONS

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

1. Organizational Meeting

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

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

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

The organizational meeting shall, in addition:

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

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

2. Regular Meetings

- 2.1 Regular meetings will normally be held twice a month, but may be extended to three meetings per month or reduced to one meeting per month when deemed necessary by the Board. One of the regularly scheduled meetings shall be held during the last week of the month, whenever possible. Meetings will normally be held on the same day of the week for the duration of year, as per the schedule approved at the organizational meeting. Such meetings will ordinarily be held in the Boardroom at the District Office in St. Albert and are open to the public, unless designated as In-Camera for the duration of the meeting. Meetings will normally commence at ~~6:30 pm~~ 2:00 pm (or earlier, as directed by the Board at a previous meeting) for In-Camera discussion, with a public start time of ~~7:30 pm~~ 3:30 pm. ~~Selected meetings will commence at 2:00 pm for In-Camera discussion, with a public start time of 3:00 pm (as per the schedule approved by the Board at the Organizational Meeting).~~ Regular meetings are not normally held during the months of July and August. The Board may, by resolution, alter the schedule in such manner as it deems appropriate. Regular meetings of the Board will not normally be held without the Superintendent and Secretary-Treasurer, or their designate(s), in attendance.
- 2.2 All regular meetings will be held in accordance with Sections 66, 70, 71, 72, 73, and 74 of the *School Act*.
- 2.3 Meeting procedures will be held according to Robert's Rules of Order. Provisions of the *School Act*, as referenced within this policy take precedence at all times.
- 2.4 All motions involving approval of discretionary spending, not specifically itemized in the approved annual trustee general budget, in excess of \$500, will include background material for Trustee review prior to the meeting in which the motion is presented. The background material will include, but may not be limited to, the following information:
 - 2.4.1 Original budget for category of expenditure being considered
 - 2.4.2 Year-to-date expenditures in the expenditure category being considered
 - 2.4.3 Available funds in the category of expenditure being considered
 - 2.4.4 Any future commitments and financial impact known at the time of consideration
 - 2.4.5 Financial impact to the overall trustee general budget
 - 2.4.6 Rationale supporting the value to the Board of Trustees in regard to the expenditure in question.

3. Special Meetings

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

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

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

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

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

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

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

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

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

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

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

The Board shall, during the in-camera session:

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

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

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

5. Committee Meetings

5.1 Board Advocacy Committee Meetings

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

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

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

5.2 Board-Directed Committee Meetings

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

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

6. Meeting Attendance from a Distance via Electronic Means

As per items 5 and 6 in section 71 of the *School Act*,

(5) A trustee may participate in a meeting of the board by electronic means or other communication facilities if the electronic means or other communication facilities enable the trustees participating in the meeting and members of the public attending the meeting to hear each other.

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

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

7. Agenda for Regular Meetings

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

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

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

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

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

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

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

1. Call to Order
2. In Camera
3. Out of Camera (~~3:00 PM or 7:30 PM~~)
4. Opening Prayer (3:30 PM)
- 4.5. Acknowledgement of Territories
- 5.6. Approval of Agenda

~~6-7.~~ Presentation Delegation (if applicable)

~~87.~~ Approval of Minutes & Summaries

~~8-9.~~ Approval of Committee & Event Reports from Advocacy Committee Meetings

~~9-10.~~ Good News

~~10-11.~~ Questions from the Public (must be submitted beforehand in writing – see 7.1)

~~11-12.~~ Consent Items

~~12-13.~~ Action Items

~~13-14.~~ New Business

~~14-15.~~ Information Items

~~15-16.~~ Board Commitments

~~16-17.~~ Clarification Period For Public and Media (related to agenda items, only as deliberated)

~~17-18.~~ Trustee Request for Information

~~18-19.~~ Closing Prayer

~~19-20.~~ In-Camera (closed session) – if applicable

~~20-21.~~ Out-of-Camera – if applicable

~~21.~~ Closing Prayer

22. Adjournment

7.1 Agenda Supplemental Information

Consideration of the Agenda:

1. Modifications, additions, deletions
2. Approval

Presentation/Delegation

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

Questions from the Public

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

- Questions from the public are to be kept to three minutes and the Board will not permit critical or accusatory statements, within the question, about particular individuals or schools whether named or identifiable by the context.
- All questions must be submitted on the form available on the website <http://goo.gl/forms/hNPP5UvaHp> or as attached in Appendix ~~11-7-A.~~

- All questions must be submitted to the Office of the Secretary Treasurer to be included with the Board Package, no later than noon on the Thursday prior to a scheduled meeting date, as approved at the Organizational Meeting.
- The question will be read aloud at the scheduled meeting date by the submitter, or if the submitter is unable to be present at the meeting, by the Board Chair during the “Questions from the Public” portion of the Agenda. The Board Chair will read the question and announce the submitter’s name.
- All responses will be provided in writing by the Board Chair, within two weeks of the question being read aloud at a scheduled meeting date.
- The response to the question will be mentioned in the Report from the Chair at the next scheduled meeting following the date of the response.

Business Arising

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

Information Items

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

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

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

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

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

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

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

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

8. Minutes

The Minutes shall record:

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

The Minutes shall:

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

The Secretary-Treasurer shall:

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

- 8.11 establish and maintain a file of all Board minutes.
- 8.12 ensure the minutes are posted on the website within two weeks of approval by the Board.

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

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

9. Motions

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

9.1 Notice of Motion

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

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

9.2 Discussion on Motions

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

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

9.3 Speaking to the Motion

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

As a general guide, a trustee should not speak longer than five minutes on any motion. The Board Chair has the responsibility to limit the discussion by a

trustee when such a discussion is repetitive or digresses from the topic at hand, or where discussion takes place prior to the acceptance of a motion.

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

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

9.4 Reading of the Motion

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

9.5 Recorded Vote

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

9.6 Required Votes

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

9.7 Debate

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

10. Delegations to Board Meetings

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

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

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

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

The following procedures will normally be followed:

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

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

11. Board Member Honoraria and Expenses

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

11.1 Honoraria

Annual honoraria shall be paid to trustees for the following activities for which attendance is expected: regular board meetings (as outlined in section 2), committee-of-the-whole meetings (as outlined in section 4), board advocacy committee meetings (as outlined in section 5.1), board-directed committee meetings (as outlined in section 5.2), board planning meetings/sessions, agenda planning meetings, planned board and superintendent evaluation meetings, planned public engagement meetings, and attendance at events such as long service awards, and special school events (e.g., graduations, school openings or rededications, beginning, end-of-year, and other special Masses, and program launchings).

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

11.2 Per Diems

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

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

11.3 Expense Funds

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

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

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

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

11.3.1 Fees

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

11.3.2 Travel

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

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

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

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

11.3.3 Alcohol

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

11.3.4 Accommodation

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

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

12. District Purchasing Cards

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

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

13. Board Member Conflict of Interest

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

The Board expects:

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

14. Assigned Equipment

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

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

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

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

QUESTION(S) FROM THE PUBLIC – FORM

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

Date of Board Meeting:			
Question: (please print)			
Name of Submitter:			
Address of Submitter: (full address, including PC)			
Home Phone:			
Cell Phone:			
Email:			
Will you be reading the question at the meeting?	<table style="width: 100%; border: none;"> <tr> <td style="width: 50%; text-align: center;">YES</td> <td style="width: 50%; text-align: center;">NO</td> </tr> </table>	YES	NO
YES	NO		



BOARD OF TRUSTEES REGULAR MEETING

OCTOBER 17, 2016

ATTACHMENT FOR AGENDA ITEM 13.1

2016-2017 Communication Plan and Highlights

PRESENTER:

Carol Bruineman, communications manager

BACKGROUND:

The Communication Plan, which is an internal document, identifies ways to implement initiatives and practices to ensure quality and timely communication, a key focus in the Board's Strategic Plan. This plan is reviewed with the Board on an annual basis.

Attached is the 2016-2017 Communication Plan Highlights that will be posted on the website.

RECOMMENDATION:

THAT the Board of Trustees approve the 2016-2017 Communication Plan and 2016-2017 Communication Plan Highlights to be posted on the district website.



2016 – 2017 Communication Plan Highlights

Greater St. Albert Catholic Schools Board of Trustees has identified communications as a priority to ensure the Strategic Plan for the district is visible, guides success in our schools, and maintains connections with our communities.

The Communication Plan outlines initiatives and events that assist in reaching out to priority audiences in a timely and effective manner. Furthermore, the plan highlights the engagement of communities to gain an understanding of their perspectives and seeks input to further the success of all students. The plan provides opportunities to highlight the success of Catholic education in developing strong morals and values in all of our students, celebrating every child's God-given gifts and talents with a focus on citizenship and service to others.

The Board and administration have established communication goals that include:

- the District being the first and best source of information on our schools, programs and performance;
- communicating in a consistent and timely manner;
- increased awareness of District programs, success and initiatives;
- engaging our communities to improve the school experience for all students.

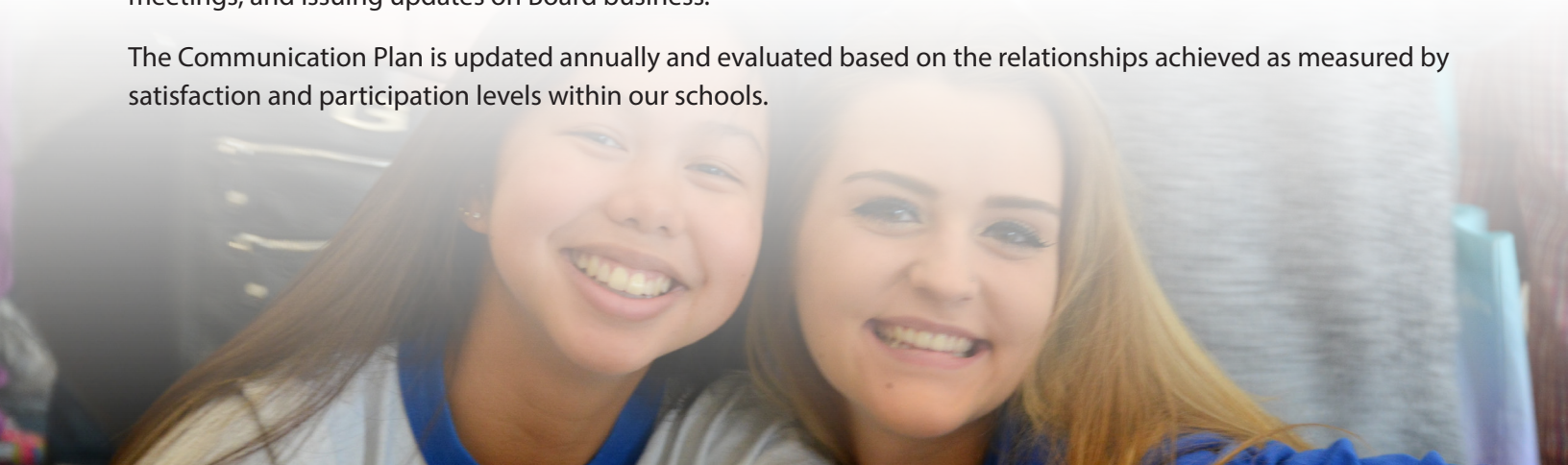
The plan recognizes that interest in education has broad appeal in our communities and that information needs to be shared on a variety of platforms. An integrated communications approach responds to this by committing to a variety of methods that informs and encourages dialogue. The priority audiences for the Board are families with children attending our schools, staff, local parishes, community and educational partners, who assist us in delivering a high quality education.

The Board will provide regular updates and information on:

- School performance and student achievement,
- Strategic Priorities and the District Three-year Education Plan,
- Catholic Advocacy,
- Programming and,
- Capital Plans (New school infrastructure in Morinville and St. Albert).

To facilitate ongoing dialogue, the Board commits to providing opportunities to engage its communities. This will include an opportunity this year to participate in providing input that would inform Board decisions around programming and attendance areas for new school infrastructure. This is in addition to hosting regular public board meetings, and issuing updates on Board business.

The Communication Plan is updated annually and evaluated based on the relationships achieved as measured by satisfaction and participation levels within our schools.





BOARD OF TRUSTEES REGULAR MEETING

OCTOBER 17, 2016

ATTACHMENT FOR AGENDA ITEM 13.2

First Nations, Métis and Inuit (FNMI) Leadership Committee

PRESENTER:

Deb Schlag, secretary-treasurer

BACKGROUND:

Rhonda Nixon, assistant superintendent, has arranged for the development of a First Nations, Metis, and Inuit (FNMI) Committee. As part of the Superintendent's Information Report to the Board at the Regular Meeting held on September 26, 2016, she provided the Board an overview of the district-wide committee's composition and objectives, which are in support of the District Three-Year Education Plan. Assistant Superintendent Nixon acts as Chair for this committee.

Supplemental to the district-wide advisory committee, the formation of a First Nations, Métis and Inuit (FNMI) Leadership Committee, is to provide governance-level guidance on how to share information and communication with parents and external agencies about the FNMI Advisory Committee's work and recommendations. With the release of the Truth and Reconciliation Commission of Canada: Calls to Action (2015), guidance on efforts to honour cultural strengths in a changing world is the logical next step to the newly established advisory committee. With the creation of the leadership committee, senior leaders will be working together to develop relationships with indigenous leaders in the local communities within our jurisdiction, and the goal of eliminating the achievement gap between FNMI students and all other students will be closer to reality. This committee, created in early October 2016, was not included as a Committee at the Organizational Meeting on September 26, 2016. Three Trustees offered their names for this committee.

RECOMMENDATION:

THAT the Board of Trustees approve the formation of the First Nations, Métis and Inuit (FNMI) Leadership Committee with the following trustees as members: Trustees Radford, Tremblay and Crockett.



BOARD OF TRUSTEES REGULAR MEETING

OCTOBER 17, 2016

ATTACHMENT FOR AGENDA ITEM 13.3

Child and Youth Advocate Act Review and Recommendations – Submission to the Alberta School Boards Association

PRESENTER:

Rhonda Nixon, assistant superintendent of schools

BACKGROUND:

The Alberta School Boards Association recently recommended that school boards across the province review and make recommendations to the proposed changes to the Child and Youth Advocate Act.

RECOMMENDATION:

THAT the Board of Trustees approve the attached review and recommendations for submission to the Alberta School Boards Association.



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

Fax (780) 458-3213

www.gsacrd.ab.ca

Memorandum

DATE: October 17, 2016

TO: David Keohane, superintendent of schools

FROM: Rhonda Nixon, assistant superintendent of learning services

RE: **Review and Recommendations on Proposed Changes to the Child and Youth Advocate Act Statutes of Alberta, 2011, Chapter C-11.5 Current as of December 11, 2015** <http://www.qp.alberta.ca/documents/Acts/c11p5.pdf>

Attached is the Review and Recommendations on Proposed Changes to the *Child and Youth Advocate Statutes of Alberta, 2011, Chapter C0-11.5*. In The Legislative Assembly of Alberta assigned a Standing Committee on Legislative Offices the responsibility for conducting a review of the *Child and Youth Advocate Act (CYAA)*, which ensures consideration of the rights, interests and viewpoints of children and youth receiving intervention services. Commencing on June 22, 2016, the Committee has a 12-month period in which to complete a comprehensive review of the Act and to present a report to the Legislative Assembly on proposed changes. The Committee sent an email on September 2, 2016 to Superintendents of Alberta school jurisdictions seeking input from such stakeholders.

Further to the Board's approved Three Year Education Plan, Outcome Three: Alberta's Education System is Inclusive, this report provides our review (attached) as information about the strategy: *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* as per the ACSTA's Safe and Caring Schools Strategy articulated in January 2016, and our Administrative Procedures 359 and 360. *The Child and Youth Advocate Act* impacts our ability as educators to advocate for students in high risk situations. It is therefore directly applicable to our service delivery and ability to ensure inclusive, caring and safe education environments for our students.

Faith in Our Students

PASSION • RELATIONSHIPS • COMMITMENT • HOPE • INNOVATION • EXCELLENCE

October 17, 2016

Re: Review and Recommendations on Proposed Changes to the Child and Youth Advocate Act Statutes of Alberta, 2011, Chapter C-11.5 Current as of December 11, 2015

<http://www.qp.alberta.ca/documents/Acts/c11p5.pdf>

The following are our answers to the request for a review and recommendations on proposed changes to this act. As part of this review, Barb Brochu, Associate Superintendent of Student Services, reviewed the following three related documents and consulted with the Child and Youth Advocate office as well as with an Advocate:

- Standing Committee on Legislative Offices – Understanding the Child and Youth Act Discussion Guide
@http://www.assembly.ab.ca/committees/legislativeoffices/CYAA/LO_CYAA_DiscussionGuide.pdf,
- Child and Youth Advocate Act @
http://www.qp.alberta.ca/1266.cfm?page=c11p5.cfm&leg_type=Acts&isbncIn=9780779762323&display=html and
- Child, Youth and Family Enhancement Act @
<http://www.qp.alberta.ca/documents/Acts/c12.pdf>
- On line submission form @ <http://www.assembly.ab.ca/net/LO.aspx>

Rhonda Nixon, Assistant Superintendent of Learning Services and Barb Brochu, reviewed and revised answers to the questions provided by The Standing Committee on Legislative Offices.

1. There are services provided to different age groups under the Act. Are these age limits appropriate?

No, we suggest increasing the age of youth from 18 to 19 years old in this act. Presently, in Alberta, a child is anyone under the age of 18 years, including a youth, who is receiving or seeking to receive a designated service. Out of 13 provinces and territories, Alberta is one of 4 provinces that defines a child as *under* 18 years old. Although 18 years seems reasonable, there is an argument to raise it because in the School Act, 8(1) “Every individual who at September 1 in a year is 6 years of age or older and younger than 19 years of age...” (p.17). That means that a youth who is 19 years old could be in school and not be protected by an Advocate.

2. A) Does the Act permit the Advocate to provide appropriate services to children and youth?

Yes, to the best of our knowledge the Act provides appropriate services to children and youth in care. However, it is necessary to say that even after using our array of research tools (digital and calling those who are advocates), the list of “designated services” was not easy to discern. In other words, we gave up on trying to understand the list of what seems like many designated services, and we would advocate for some addendum or a section in the act to provide a clear

list so that they can be easily understood by a child or youth and accessible to the public who serve them.

2 B) Should the Advocate provide services to children and youth who are receiving government services other than what is currently indicated within the Act? Please explain your answer and provide suggestions, if possible.

Yes. The Act does not currently permit the Advocate to serve ALL children and youth. The Act only permits the Advocate to provide services to a limited population of children and youth. The mandate of the Act is limited to children and youth receiving “designated services”, which are reserved for children and youth with some type of child welfare status who are served under the:

- Child, Youth and Family Enhancement Act
- Protection of Sexually Exploited Act (PSECA) and
- Children in the youth criminal justice system

Such children who receive services as prescribed by the above acts are understood to be “*in care*” and eligible to access services such as support for: mental health issues arising from sexual exploitation, obtaining the necessities of life (food, water, shelter, medical care); and for engaging with staff of the youth criminal justice system, if in custody.

Given that it is only the above situations in which children and youth access such services, there are many children not included in the above Acts who require other government services (such as Education, Health and/or Mental Health) and they cannot access those services because they do not have an Advocate.

3. What the Advocate can do is made possible by the *Child and Youth Advocate Act*. In your opinion should the role of the Advocate stay the same? Is the Advocate able to do enough or should the Advocate be able to do more? Please explain your answer and provide suggestions if possible.

There is an argument to be made that unless the child is in custody of the courts (has been deemed to need designated services) that little is being done for a child or youth at risk. We contend that there should be an explicit “Duty to Act” stated within the act, which would require the child or youth to be taken out of a high risk situation until the child is seen within the court system.

This “Duty to Act” prior to the courts being involved would then allow the advocate to provide “designated services” that are clear and listed within the act. It is not intended to circumvent the right of the court to make the final decision as to the full range of services to be provided; it would simply require “something to be done” and not leave the child or youth in a high risk situation for too long.

4. Does the Act provide the Advocate with sufficient powers to conduct the roles and functions set out in the Act? Are other powers necessary?

Please see our response to this question, which is included in question 3 above. In our response, we address the need for the act to ensure that an Advocate has more power to conduct roles and functions set out in the Act by having a “duty to act”.

5. Is the information provided by a child to an advocate sufficiently protected? Is the information provided for an investigation sufficiently protected?

Yes, the information is sufficiently protected because an Advocate cannot testify on what he/she learns from or about a child or youth and notes taken cannot be accessed except by a court order.

6. What the Advocate can investigate is made possible by the Act. Should the Advocate be able to investigate the same, more, less or different issues? Please explain your answer and provide suggestions.

We recommend that an Advocate be able to investigate more than systemic issues connected to the serious injury or death of a child or youth in custody of the courts as stated in Section 9 (d) of the Act. In addition to the Advocate being compelled to investigate such serious systemic issues, we contend that an Advocate needs to investigate problems with “designated services” that are not addressing immediate and pressing issues that a child is contending with such as a need for mental health intervention, as one example. In Section 9 (g), an Advocate is to “undertake or collaborate in research related to improving designated services or addressing the needs of children receiving those services” (p.7). We suggest that the wording needs to be changed to say the following: An Advocate is “to undertake or collaborate in research, *and investigate and report on results* related to improving designated services or addressing the needs of children receiving those services.” Such a wording revision would provide the advocate with power to investigate more issues (systemic and pressing) and compel the Advocate to investigate and report on his/her findings.

7. What the Advocate can report after an investigation is set by the Act. Do these reports contain enough information? Should the reports contain the same, more or different information? Please explain your answer and provide suggestions.

Based on our review of sample investigative reports and Sec 15 (a) of the Act, we recommend that the reports contain specific information about educational aspects of issues investigated. Presently, from reports reviewed, educational implications are missing in reports. Specifically, we would request that Advocates be required to address educational staff and their training to handle children and youth in high risk situations (e.g., ongoing mental health problems) in their reports. Also, the report needs to identify staff designated to the school to assist with the recommendations in the report. For example, if a child has ongoing mental health issues, who can help the child at school needs to be clarified. Also, in

keeping with this example, an outline of training required by staff at the school to address the mental health issues also needs to be clearly articulated in the report.

8. Do you have any other suggestions or comments about the *Child and Youth Advocate Act*? Please comment on any topic related to the Act not addressed by this discussion guide.

Yes. Would there be consideration of additional person(s) authorized under the Act such as an Advocate for Education? We see this as someone who knows the Education system well, as well as the systems and services of our partners (Health, Mental Health, Human Services etc.) and, most importantly, how they are interconnected and interdependent. The Advocate for Education's role could be to ensure that the student is available for learning by coordinating/having appropriate supports and services in place. This would involve navigating and asking questions to the decision makers of all partners, to ensure that the rights/interests of the child/youth in the systems have been considered.



BOARD OF TRUSTEES ORGANIZATIONAL MEETING

OCTOBER 17, 2016

ATTACHMENT FOR AGENDA ITEM 13.4

School Council Liaison Appointments

PRESENTER:

Rosaleen McEvoy, trustee

BACKGROUND:

Attached are the School Council meeting dates for the 2016-2017 school year for each school and the liaison list for the 2015-2016 school year for reference to help in the selection of schools that each trustee will liaise with for the 2016-2017 school year.

RECOMMENDATION:

THAT the Board of Trustees approve the appointment of School Council Liaisons for the 2016-2017 school year as selected at this meeting.



Greater St. Albert Catholic Schools

SCHOOL COUNCIL DATES 2016-2017

SCHOOL	MEETING DATES	Day	TIME
ALBERT LACOMBE	Sept 7, Oct 5, Nov 2, Dec 7, Jan 18, Feb 15, Mar 15, Apr 12, May 10, Jun 7	1st or 2nd Wednesday	7:00 p.m.
BERTHA KENNEDY	Sept 22, Oct 20, Nov 17, Jan 19, Feb 16, Mar 16, Apr 20, May 18, Jun 15 (no meeting in Dec)	3rd Thursday	7:00 p.m.
ÉCOLE FATHER JAN	Sep 22, Oct 20, Nov 17, Jan 12, Feb 16, Apr 20, May 18, Jun 15 (no meeting Dec, Mar)	3rd Thursday	7:00 p.m.
ÉCOLE MARIE POBURAN	Sep 20, Oct 12, Nov 8, Dec 13, Jan 10, Feb 7, Mar 14, Apr 11, May 9, Jun 13	2nd Tuesday	7:30 p.m.
ÉCOLE SECONDAIRE MARGEURITE D'YOUVILLE	Sep 6, Oct 4, Nov 8, Dec 6, Jan 10, Feb 7, Mar 7, Apr 11, May 2, Jun 6	1st Tuesday	6:30 p.m.
ÉCOLE GEORGES H. PRIMEAU	Sep 14, Oct 12, Nov 9, Jan 18, Feb 15, Mar 8, Apr 12, May 10- (no meeting in Dec, Jun)	2nd Wednesday	6:30 p.m.
J.J. NEARING CATHOLIC ELEMENTARY SCHOOL	Sept 21, Oct 19, Nov 16, Dec 21, Jan 18, Feb 15, Mar 15, Apr 19, May 17, (no meeting in Jun)	3rd Wednesday	6:30 p.m.
LEGAL SCHOOL	Sept 7, Oct 5, Nov 2, Jan 11, Feb 1, Mar 1, Apr 5, May 2 (Jun/Dec tbd)	1st Wednesday	6:30 p.m.
MORINVILLE COMMUNITY HIGH SCHOOL	Sept 20, Oct 20, Nov 15, Jan 17, Feb 21, Mar 21, Apr 18, May 15 (no meeting in Dec, Jun)	3rd Tuesday	7:00 p.m.
NEIL M. ROSS CATHOLIC SCHOOL	Sep 27, Oct 25, Nov 29, Jan 24, Feb 21, Mar 14, Apr 25, May 23 (no meeting Dec, Jun)	A Tuesday	7:00 p.m.
ÉCOLE NOTRE DAME SCHOOL	Sept 7, Oct 4, Nov 1, Dec 6, Jan 10, Feb 7, Mar 7, Apr 4, May 2, Jun 6	1st Tuesday	6:30 p.m.
RICHARD S. FOWLER CATHOLIC JR. HIGH SCHOOL	Sep 21, Oct 26, Nov 16, Dec 14, Jan 25, Feb 22, Mar 15, Apr 19, May 24, Jun 21	2nd or 3rd Wednesday	7:00 p.m.
ST. ALBERT CATHOLIC HIGH SCHOOL	Sept 20, Oct 18, Nov 15, Jan 24, Feb 21, Apr 18	3rd Tuesday	6:30 p.m.
ST. GABRIEL HIGH SCHOOL	No School Council at this time		
VINCENT J. MALONEY CATHOLIC JR. HIGH SCHOOL	Sept 27, Nov 1, Dec 6, Jan 10, Feb 7, Mar 7, Apr 4, May 2, Jun 6	1st Tuesday	6:30 p.m.
VITAL GRANDIN CATHOLIC SCHOOL	Sept 21, Oct 5, Nov 2, Dec 7, Jan 11, Feb 1, Mar 1, Apr 5, May 3 (no meeting Jun)	1st Wednesday	7:00 p.m.

**TRUSTEE/SCHOOL COUNCIL LIAISONS
2015-2016**

Revised: January 14, 2016

Schools

2015-2016

Albert Lacombe School

Rosaleen McEvoy

Bertha Kennedy Community School

Serena Shaw

École Father Jan

Joan Crockett

École Marie Poburan

René Tremblay

École Secondaire Sainte Marguerite d'Youville

Rosaleen McEvoy

École Georges H. Primeau Middle School

René Tremblay

J. J. Nearing Catholic Elementary

Rosaleen McEvoy

Legal School

Cathy Proulx

Morinville Community High School

René Tremblay

Neil M. Ross School

Joan Crockett

Notre Dame School

Noreen Radford

Richard S. Fowler Jr. High

Joan Crockett

St. Albert Catholic High School

Serena Shaw

St. Gabriel High School

Joan Crockett

Vincent J. Maloney Jr. High

Noreen Radford

Vital Grandin School

Serena Shaw





BOARD OF TRUSTEES REGULAR MEETING

OCTOBER 17, 2016

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
October 17th, 2016**

***Educational Leadership**

Accountability Pillar Report (Attached)

The provincial accountability pillar report for Greater St. Albert Catholic was released during the first week of October and is attached for the Board's reference. This report completes the entire accountability cycle for the previous year (2015 – 2016), and has been updated to include the provincial testing results. Our results within the completed report demonstrate for every measure "very high" or "high" achievement and on all but one measure, maintained or improved results. For none of the 16 measures used by the government to measure accountability is an overall ranking lower than "excellent" or "good," which is a strong statement regarding the overall level of success being experienced by our students. A copy of the District's and Province's results is attached to facilitate awareness of the following conclusions:

- For 16 of 16 current year results, we have exceeded provincial results relative to the same measures. This is an improvement from 15 of 16 occurrences last year.
- The average rate of GSACRD exceeding provincial performance on all other measures is 5%. Significant gains in our results relative to the province are evident for the following measures:
 - Rutherford Scholarship Eligibility: +12%
 - PAT Acceptable: +11%
 - High School Completion Rate (3yr): +10%
 - Transition rates to post-secondary: +6%
 - Diploma Acceptable: +5%
 - Program of Studies: +5%
 - Work Preparation: +4%
 - Citizenship: +4
 - School Improvement: +4%
- The District continues to outperform the province with respect to perceptions about the qualitative dimension of education in every category, especially in the areas of the quality of our program of studies, work preparation, citizenship, and school improvement.
- The District continues to outperform the province regarding high school related completion, participation, and eligibility rates. This year, the district had 7% higher overall achievement when drop-out rates, high school completion, diploma eligibility, Rutherford eligibility, and transition to post-secondary are considered.
- No overall results are classified as being of "issue" or "concern."
- The District has received 9 overall assessments of "excellent" compared to 5 that have been obtained within the Province.

First Nations, Métis & Inuit (FNMI) Accountability Pillar Report (Attached for Trustees)

Because of the small nature of our sample size and the identification of a demographic group without statistical context, the FNMI accountability pillar report card is embargoed from public distribution and is expected by Alberta Education to be “for internal use only.”

- Our FNMI students continue to demonstrate strong results in academic achievement:
 - Our students achieved at a higher rate at the acceptable standard for PATs than all other provincial students (+9%).
 - When compared to the previous year, our students improved in their success at the acceptable standard for PATs by 9%, at the standard of excellence for PATs by 5%, and at the standard of excellence for diploma exams by 4%.
- Our FNMI students’ drop-out rate is slightly lower than that of all other students in the province
- Our opportunity for further inquiry into achievement is at the acceptable standard on diploma exams where results decreased by 5%.

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

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

Assistant Superintendent, Rhonda Nixon will provide an executive summary on the PAT and DIP results. (Attached)

Organizational Management

Staffing Report

Assistant Superintendent, Sean McGuinness will provide a report on staffing. (Attached)

Student Enrolment Report

Assistant Superintendent, Sean McGuinness will provide a report on student enrolment. (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
Annual Education Results Reports - Oct 2016
Authority: 4077 Greater St. Albert Roman Catholic Separate School District No. 734



Measure Category	Measure Category Evaluation	Measure	Greater St. Albert CSSD No.734			Alberta			Measure Evaluation		
			Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
Safe and Caring Schools	Good	Safe and Caring	90.8	93.0	92.3	89.5	89.2	89.1	Very High	Declined	Good
Student Learning Opportunities	Excellent	Program of Studies	87.0	87.1	87.0	81.9	81.3	81.4	Very High	Maintained	Excellent
		Education Quality	91.8	92.9	92.6	90.1	89.5	89.5	Very High	Maintained	Excellent
		Drop Out Rate	1.2	1.3	1.7	3.2	3.5	3.5	Very High	Improved	Excellent
		High School Completion Rate (3 yr)	86.4	84.6	84.3	76.5	76.5	75.5	Very High	Maintained	Excellent
Student Learning Achievement (Grades K-9)	Excellent	PAT: Acceptable	84.9	84.0	84.5	73.6	72.9	73.4	Very High	Maintained	Excellent
		PAT: Excellence	21.9	19.8	21.0	19.4	18.8	18.6	High	Maintained	Good
Student Learning Achievement (Grades 10-12)	n/a	Diploma: Acceptable	90.4	90.1	90.0	85.0	85.2	85.1	Very High	Maintained	Excellent
		Diploma: Excellence	24.0	19.3	21.5	21.0	21.0	20.5	High	Maintained	Good
		Diploma Exam Participation Rate (4+ Exams)	60.5	61.5	63.0	54.6	54.4	53.5	High	Maintained	Good
		Rutherford Scholarship Eligibility Rate	73.1	n/a	n/a	60.8	n/a	n/a	n/a	n/a	n/a
Preparation for Lifelong Learning, World of Work, Citizenship	Good	Transition Rate (6 yr)	65.0	65.3	65.7	59.4	59.7	59.3	High	Maintained	Good
		Work Preparation	83.0	85.5	83.6	82.6	82.0	81.1	High	Maintained	Good
		Citizenship	87.7	89.5	88.6	83.9	83.5	83.4	Very High	Maintained	Excellent
Parental Involvement	Excellent	Parental Involvement	83.6	85.8	84.6	80.9	80.7	80.5	Very High	Maintained	Excellent
Continuous Improvement	Excellent	School Improvement	85.1	86.7	85.4	81.2	79.6	80.0	Very High	Maintained	Excellent

Notes:

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

Accountability Pillar Overall Summary

Source Data Reference

Annual Education Results Reports - Oct 2016

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	2015/2016	2014/2015	School Years 2012/2013, 2013/2014, 2014/2015	Mar 22, 2016
Student Learning Opportunities	Program of Studies	2015/2016	2014/2015	School Years 2012/2013, 2013/2014, 2014/2015	Mar 22, 2016
	Education Quality	2015/2016	2014/2015	School Years 2012/2013, 2013/2014, 2014/2015	Mar 22, 2016
	Drop Out Rate	2014/2015	2013/2014	School Years 2011/2012, 2012/2013, 2013/2014	Mar 01, 2016
	High School Completion Rate (3 yr)	2014/2015	2013/2014	School Years 2011/2012, 2012/2013, 2013/2014	Mar 01, 2016
Student Learning Achievement (Grades K-9)	PAT: Acceptable	2015/2016	2014/2015	School Years 2012/2013, 2013/2014, 2014/2015	Aug 24, 2016
	PAT: Excellence	2015/2016	2014/2015	School Years 2012/2013, 2013/2014, 2014/2015	Aug 24, 2016
Student Learning Achievement (Grades 10-12)	Diploma: Acceptable	2015/2016	2014/2015	School Years 2012/2013, 2013/2014, 2014/2015	Aug 24, 2016
	Diploma: Excellence	2015/2016	2014/2015	School Years 2012/2013, 2013/2014, 2014/2015	Aug 24, 2016
	Diploma Exam Participation Rate (4+ Exams)	2014/2015	2013/2014	School Years 2011/2012, 2012/2013, 2013/2014	Mar 01, 2016
	Rutherford Scholarship Eligibility Rate	2014/2015	2013/2014	School Years 2011/2012, 2012/2013, 2013/2014	Mar 01, 2016
Preparation for Lifelong Learning, World of Work, Citizenship	Transition Rate (6 yr)	2014/2015	2013/2014	School Years 2011/2012, 2012/2013, 2013/2014	Mar 01, 2016
	Work Preparation	2015/2016	2014/2015	School Years 2012/2013, 2013/2014, 2014/2015	Mar 22, 2016
	Citizenship	2015/2016	2014/2015	School Years 2012/2013, 2013/2014, 2014/2015	Mar 22, 2016
Parental Involvement	Parental Involvement	2015/2016	2014/2015	School Years 2012/2013, 2013/2014, 2014/2015	Mar 22, 2016
Continuous Improvement	School Improvement	2015/2016	2014/2015	School Years 2012/2013, 2013/2014, 2014/2015	Mar 22, 2016
ACOL Measure	Satisfaction with Program Access	2015/2016	2014/2015	School Years 2012/2013, 2013/2014, 2014/2015	Mar 22, 2016
	In-service jurisdiction Needs	2015/2016	2014/2015	School Years 2012/2013, 2013/2014, 2014/2015	Mar 22, 2016

Accountability Pillar Overall Summary



Measure Evaluation Reference

Annual Education Results Reports - Oct 2016

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

Achievement Evaluation

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

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

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

Notes:

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

Accountability Pillar Overall Summary

Measure Evaluation Reference

Annual Education Results Reports - Oct 2016

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

Improvement Table

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

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

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

Overall Evaluation Table

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

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

Category Evaluation

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

Accountability Pillar Overall Summary
Annual Education Results Reports - Oct 2016
Province: Alberta



Measure Category	Measure Category Evaluation	Measure	Alberta			Measure Evaluation		
			Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
Safe and Caring Schools	Excellent	Safe and Caring	89.5	89.2	89.1	Very High	Improved Significantly	Excellent
Student Learning Opportunities	Excellent	Program of Studies	81.9	81.3	81.4	Very High	Improved Significantly	Excellent
		Education Quality	90.1	89.5	89.5	Very High	Improved Significantly	Excellent
		Drop Out Rate	3.2	3.5	3.5	High	Improved Significantly	Good
		High School Completion Rate (3 yr)	76.5	76.5	75.5	High	Improved Significantly	Good
Student Learning Achievement (Grades K-9)	Good	PAT: Acceptable	73.6	72.9	73.4	Intermediate	Maintained	Acceptable
		PAT: Excellence	19.4	18.8	18.6	Intermediate	Improved Significantly	Good
Student Learning Achievement (Grades 10-12)	n/a	Diploma: Acceptable	85.0	85.2	85.1	Intermediate	Maintained	Acceptable
		Diploma: Excellence	21.0	21.0	20.5	High	Improved	Good
		Diploma Exam Participation Rate (4+ Exams)	54.6	54.4	53.5	Intermediate	Improved Significantly	Good
		Rutherford Scholarship Eligibility Rate	60.8	n/a	n/a	n/a	n/a	n/a
Preparation for Lifelong Learning, World of Work, Citizenship	Good	Transition Rate (6 yr)	59.4	59.7	59.3	High	Maintained	Good
		Work Preparation	82.6	82.0	81.1	High	Improved Significantly	Good
		Citizenship	83.9	83.5	83.4	Very High	Improved Significantly	Excellent
Parental Involvement	Good	Parental Involvement	80.9	80.7	80.5	High	Improved	Good
Continuous Improvement	Excellent	School Improvement	81.2	79.6	80.0	Very High	Improved Significantly	Excellent

- Notes:
1. Results have been adjusted to reflect the change from previous data source systems to Provincial Approach to Student Information (PASI).
 2. Due to the change from previous data source systems to Provincial Approach to Student Information (PASI), historical Rutherford Scholarship Eligibility Rate results are not available.
 3. 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).
 4. Aggregated Diploma results are a weighted average of percent meeting standards (Acceptable, Excellence) on Diploma Examinations. The weights are the number of students writing the Diploma Examination for each course. Courses included: English Language Arts 30-1, English Language Arts 30-2, French Language Arts 30-1, Français 30-1, Chemistry 30, Physics 30, Biology 30, Science 30, Social Studies 30-1, Social Studies 30-2.
 5. Overall evaluations can only be calculated if both improvement and achievement evaluations are available.
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 9. Survey results for the province and school authorities were impacted by the changes in the number of students responding to the survey through the introduction of the OurSCHOOL/TTFM (Tell Them From Me) survey in 2014.
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Greater St. Albert
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Memorandum

DATE: October 17, 2016

TO: David Keohane, superintendent of schools

FROM: Rhonda Nixon, assistant superintendent of learning services

RE: **Report on Provincial Achievement Test and Diploma Examination Results and Trends**

Attached is the Report on Provincial Achievement Test and Diploma Examination Results and Trends.

Further to the Board's approved Three Year Education Plan, Outcome One: Alberta Students Are Successful, this report provides information about these strategies:

- 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) (p. 3).
- Overall percentage of students who achieved the Acceptable Standard and the overall percentage of students who achieved the Standard of Excellence on Diploma Examinations (p. 4).

Faith in Our Students

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Greater St. Albert Catholic Schools

District Results

2015-2016

Student Learning Assessment, Provincial Achievement Tests & Diploma Examinations

Executive Summary

**Report to the Board of Trustees
October 17, 2016**

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

Assessments Used in High Quality Instruction

In Alberta, assessment means to gather information about student progress on outcomes as prescribed by Alberta Education’s programs of study. To ensure high quality instruction and optimal student learning, teachers gather information before, during and after instruction:

- **Diagnostic assessment (Before learning):** Information is gathered by teachers *before* instruction to see what students know and can do, and what gaps exist in students’ learning. Examples: diagnostic reading assessments and pre-tests.
- **Formative assessment (During learning):** Information is gathered by teachers *during* instruction to see what students know and can do and what they *still* need to learn in order to continue to build necessary knowledge and skills. Examples: mid-point quizzes and “feedback only” tests.
- **Summative assessment (After learning):** Information is gathered by teachers *after* instruction to see how well students learned the intended outcomes. Examples: end-of-unit tests and standardized tests such as provincial achievement tests and diploma exams.

Teachers use these three assessment opportunities to gain a *full picture* of students’ learning. Each assessment opportunity is therefore necessary and integral to high guide quality instruction.

In this report, we provide an overview of grade three students’ participation in “Student Learning Assessments”, which are *diagnostic assessments*. They are diagnostic because they are given at the *beginning* of grade three, and results are released to teachers to share with their students and parents and to address learning gaps throughout the year. We also provide an overview of Provincial Achievement Test and Diploma Examination results, which are *summative assessments*. They are summative because the tests happen at the *end* of a school year in grades 6, 9 and 12, and the results are released publically to inform us about how well students learned curriculum in the respective grades.

In Alberta Education’s *Ministerial Order on Student Learning* (May, 2013), students are to learn cross-curricular competencies connected to their development as engaged thinkers, ethical citizens with entrepreneurial spirits. In our District, in parallel to this ministerial mandate to focus on competencies, we highlight the need for our students to learn to live in a Christ-like manner by developing necessary knowledges, skills and dispositions central to their faith formation. Such competencies cannot be measured by summative tests. Provincial assessments are therefore only one part of the assessment picture. They provide an important glimpse into students’ achievement of provincial standards, but results can vary due to many factors. Discussion of individual school results will form part of the presentations by school administrators in their School Results Reports in November.

Overview of Results of the Student Learning Assessment and Provincial Achievement Tests

Greater St. Albert Catholic Schools (GSACRD) is proud of the achievement of its students and staff on the Provincial Achievement and Diploma Tests. GSACRD students consistently outperformed their provincial counterparts in the core subject achievement tests in both the Acceptable Standard and the Standard of Excellence. **Grade 6 students** outperformed the province on *each of the 5 provincial achievement tests* at the Acceptable Standard and Standard of Excellence. **Grade 9 students** outperformed the province on *each of the 5 provincial achievement tests* at the Acceptable Standard.

High school students outperformed the province on *8 of 11 diploma examinations* at the Acceptable Standard and on *10 of the 11 diploma examinations* at the Standard of Excellence.

Some of the highlights of GSACRD results include:

Grade 3 Student Learning Assessment (SLA) and New Curriculum Writing Groups

- Last year was the implementation of the Grade 3 Student Learning Assessment (SLA), which had 4 parts: English language arts performance task; Math performance task; English language arts multiple-choice questions; and Math multiple-choice questions.
- This exam was administered in the fall 2015 instead of May and June 2016, the usual timing of provincial exams. The reason was that the SLA was intended to be a diagnostic assessment used by Grade 3 teachers to identify gaps in students' learning that would impact teaching *throughout* grade 3.
- Because the SLA was intended to be a diagnostic, not a summative assessment, Alberta Education released student results to teachers to share with students and their parents; no results were released to school jurisdictions.
- ALL GSACRD grade 3 teachers, along with 95% of grade 3 teachers in the province, took part in a pilot study of the grade 3 SLA.
- Last year Alberta teachers reported that the SLA was an excellent professional learning experience, but they highlighted that the test took much class time to administer. Grade 3 teachers advised Alberta Education to significantly revise the grade 3 SLA before the 2016 pilot.
- In response to teacher feedback, Alberta Education selected 20 school jurisdictions to engage in an intensive pilot study of the SLA this year (2016-2017) to make necessary revisions to the assessment before it is an expectation to administer it provincially.
- GSACRD was *not* selected to be part of this pilot study; however, all GSACRD grade 2 and 3 teachers are taking part in field testing the SLA.
- Expert working groups are to be comprised of teachers from across the province who will represent expertise provincially in 6 subjects and 6 grade levels. GSACRD has one teacher selected for the Wellness Expert Working Group.

Grade 6 PAT Results

- Acceptable Standard:
 - In 2016, GSACRD grade 6 students performed, on average, **10% higher** than the province at the Acceptable Standard for ALL core subjects.
 - Over the last 5 years, GSACRD grade 6 students performed, on average, **11% higher** than the province at the Acceptable Standard for ALL core subjects.
- Standard of Excellence:
 - In 2016, GSACRD grade 6 students performed, on average, **5% higher** than the province at the Standard of Excellence in ALL core subjects.
 - Over the last 5 years, GSACRD grade 6 students performed, on average, **9% higher** than the province at the Standard of Excellence in ALL core subjects.
- Subject-based performance:
 - In 2016, GSACRD grade 6 students far exceeded the province in **Social Studies** at the **Acceptable Standard (+14.3%)**.
 - Over the last five years, GSACRD grade 6 students far exceeded the province in **Social Studies** at the **Acceptable Standard (+11.98%)**.
 - Last year and over the last five years, grade 6 students have excelled in **Science** at both the Acceptable Standard and Standard of Excellence.
- English and French program performance:
 - Over the last five years, GSACRD grade 6 students in English and French programs achieve consistently above the province at the Acceptable Standard in ALL core subjects.
 - Over the last five years, GSACRD grade 6 students have performed above the province by 8.3% in English, which is substantial given that students have typically performed a small percentage higher than the province at the Standard of Excellence in other subjects.

Grade 9 PAT Results

- Acceptable Standard:
 - In 2016, GSACRD grade 9 students performed, on average, **10% higher** than the province at the Acceptable Standard for ALL core subjects.
 - Over the last 5 years, GSACRD grade 6 students performed, on average, **12% higher** than the province at the Acceptable Standard for ALL core subjects.
- Standard of Excellence:
 - In 2016, GSACRD grade 9 students performed, on average, about **1% higher** than the province at the Standard of Excellence in ALL core subjects.
 - Over the last 5 years, GSACRD grade 9 students performed, on average,

2% higher than the province at the Standard of Excellence in ALL core subjects.

- Subject-based performance:
 - In 2016, GSACRD grade 9 students have **significantly exceeded** the provincial results at the Acceptable Standard in **All core subjects**.
 - In 2016, GSACRD grade 9 students have **significantly exceeded** the province at the Standard of Excellence in **Social Studies** and **Mathematics**.
 - This increase is especially important in **Math 9**, which has proven to be challenging for our grade 9 students to achieve as well as students in province at the Standard of Excellence level.
 - The number of students achieving at the Standard of Excellence **declined slightly** in **English language arts** and **Science**, and more noticeably in **French Language Arts**.
 - Overall, the 5-year trend indicates that the outstanding success of GSACRD grade 9 students has been consistent at the Acceptable Standard in all core subjects.

Diploma Results

- Acceptable Standard:
 - In 2016, GSACRD high school students performed, on average, **1.1% higher** than the province at the Acceptable Standard for **ALL core subjects**, although there was a **slight decline** at the Acceptable Standard in **Biology 30, Chemistry 30 and Physics 30**.
 - Over the last 5 years, GSACRD high school students performed, on average, **4.1% higher** than the province at the Acceptable Standard for ALL core subjects.
- Standard of Excellence:
 - In 2016, GSACRD high school students performed, on average, about **2.0% higher** than the province at the Standard of Excellence in ALL core subjects.
- Subject-based performance:
 - Over the last 5 years, GSACRD high school students performed, on average, **1.6% higher** than the province at the Standard of Excellence in ALL core subjects.
 - Overall, high school students are **excelling beyond the province** in five-year trends and in last year's results for both the Acceptable Standard and Standard of Excellence.
 - However, specific subjects are **declining** in the last five years at the Standard of Excellence: **Math 30-1, Chemistry 30 and Physics 30**.
 - Given the decline of students' performance in the sciences, **Science 30** students have **sustained excellent growth** in both the Acceptable Standard and Standard of Excellence.

Looking Ahead

1. SLA field testing is continuing with GSACRD grade 2 and 3 teachers and students. Individual student data will be made available to teachers and parents. No district comparative data is expected.
2. This year we created school-based data analysis tools that administrative teams accessed digitally to interpret their provincial achievement and diploma exam results. Positive emails from administrative teams indicated that it was valuable to begin this analysis process with some tools in place. Now, School-based administrators and their staffs will use these results as part of their data to collaboratively determine a plan of action to either maintain successful results or to improve results. Celebration of achievement will be encouraged at the school level to recognize the work of teachers and the success of our students.
3. School-based administrators will share the results with their school councils and parent communities after the October 7 release.
4. School-based administrators will clarify their school results with the district's senior administrative team during the School Results Reviews in late October and November. Strategies to address those areas requiring improvement at the school level will be shared at that time.
5. As a District, we will continue to focus on building our strength in the Standard of Excellence throughout the all grade levels, especially at the high school level.

Table 1: Provincial Achievement Test Results 2015-2016

	Acceptable Standard			Standard of Excellence		
	GSACRD	Prov.	+/-	GSACRD	Prov.	+/-
ELA 6	93.1	82.9	+10.2	24.6	20.4	+4.2
Math 6	82.0	71.4	+10.6	19.2	13.8	+5.4
Science 6	89.3	77.6	+11.7	39.9	27.7	+6.9
Social Studies 6	85.4	71.1	+14.3	27.5	22.6	+4.9
FLA 6	87.9	87.7	+2.2	16.5	14.2	+2.3
ELA 9	88.6	82.9	+5.7	14.7	15.2	-0.5
Math 9	83.2	66.7	+16.5	19.5	17.2	+2.3
Science 9	83.7	73.5	+10.2	22.0	22.5	-0.5
Social Studies 9	74.4	64.0	+10.4	22.9	18.3	+4.6
FLA 9	91.3	83.0	+8.3	8.7	10.8	-2.1
Overall Avg. +/-			+10.0			+2.8

- Full Cohort Results (All Students)

Table 2: Diploma Exam Results 2015-2016

	Acceptable			Excellence		
	GSACRD	Prov.	+/-	GSACRD	Prov.	+/-
Biology 30	95.6	96.3	-0.7	41.6	39.7	+1.9
Chemistry 30	93.9	95.1	-1.2	45.5	42.3	+3.2
ELA 30-1	97.6	77.6	+1.5	23.9	21.1	+2.8
ELA 30-2	98.5	96.3	+2.2	12.2	8.6	+3.5
FLA 30-1	100	99.5	+2.2	0	31.9	+2.3
Physics 30	95.2	96.4	-1.2	37.1	44.8	-7.7
Math 30-1	91.9	91.2	+0.7	19.5	17.2	+2.3
Math 30-2	96.2	91.9	+4.3	20.5	17.4	+3.1
Science 30	97.8	96.1	+1.7	22.9	18.3	+4.6
Social Studies 30-1	98.9	98.9	0.0	27.6	27.9	-0.3
Social Studies 30-2	100.0	94.8	+5.2	15.4	13.2	+2.2
Overall Avg. +/-			+1.1			+2.0

- Partial Cohort Results (Only students who wrote the exam)

Table 3: Five Year Trends, Provincial Achievement Tests: Grade 6 and 9

Subjects	Acceptable Standard					Ave +/-%	Standard of Excellence					Ave +/- %
	2012	2013	2014	2015	2016		2012	2013	2014	2015	2016	
ELA 6	+8.6	+7.9	+5.5	+10.1	+10.2	+8.5	+3.6	+6.3	+2.1	+1.8	+4.2	+8.3
ELA 9	+9.9	+12.6	+12.5	+11.7	+5.7	+10.5	+1.9	+4.7	+1.0	+2.5	-0.5	+1.9
FLA 6	+0.5	+11.4	+4.2	+3.8	+2.3	+4.4	+0.7	+2.8	+4.2	+3.8	+2.3	+2.8
FLA 9	+1.2	+3.1	+2.2	+7.1	+8.3	+4.4	+0.2	+5.5	-1.3	+3.4	-2.1	+1.1
Math 6	+9.0	+13.5	+10.4	+11.5	+10.6	+11.0	+1.6	+4.1	+0.8	+2.4	+5.4	+2.9
Math 9	+13.0	+12.7	+12.0	+12.0	+16.5	+13.2	+4.2	+0.5	-1.6	-1.1	+2.3	+0.9
Science 6	+9.9	+11.5	+8.8	+11.7	+11.7	+10.9	+4.4	+6.2	+4.3	+6.6	+6.9	+5.7
Science 9	+11.0	+15.0	+10.6	+10.2	+10.2	+11.4	-1.3	+8.8	+0.3	-2.2	-0.5	+1.0
Social Studies 6	+9.8	+15.0	+10.4	+10.4	+14.3	+11.9	+2.3	+4.0	+3.7	+1.1	+4.9	+3.2
Social Studies 9	+9.5	+10.5	+11.9	+9.3	+10.4	+10.3	+4.1	+6.2	+3.2	+1.1	-0.9	+2.7

Table 4: Five Year Trends: Diploma Examination Results

Subjects	Acceptable Standard					Ave +/-%	Standard of Excellence					Ave +/- %
	2012	2013	2014	2015	2016		2012	2013	2014	2015	2016	
ELA 30-1	+6.6	+6.4	+7.9	+9.4	+1.5	+6.36	+3.7	+3.0	+4.6	+1.6	+2.8	+3.1
ELA 30-2	+5.9	+8.2	+5.9	+2.9	+2.2	+5.02	-0.4	+3.7	+6.2	+5.6	+3.5	+3.7
FLA 30-1	+2.2	+2.8	+3.4	+4.5	+2.2	+3.02	+10.4	-5.2	-0.3	-1.8	+2.3	+1.1
Math 30-1	n/a	3.7	+9.0	+2.4	+0.7	+3.95	n/a	-0.4	-2.6	-5.0	+2.3	-1.4
Math 30-2	n/a	+9.9	+8.7	+4.2	+4.3	+6.78	n/a	+4.1	+6.5	+2.1	+3.1	+4.0
Biology 30	-0.4	+6.3	+2.0	+5.1	-0.7	+2.46	-1.4	+1.4	+4.0	-0.2	+1.9	+1.1
Chem 30	+4.6	+6.6	+3.9	+3.0	-1.2	+3.38	-1.2	+4.4	-3.5	-9.2	+3.2	-1.3
Physics 30	-3.3	+4.7	+0.2	+2.7	-1.2	+0.62	+1.6	+2.1	+8.0	-15.8	-7.7	-2.4
Science 30	+7.1	+0.9	+5.8	+11.3	+1.7	+5.36	-4.6	+5.9	+8.8	+16.9	+4.6	+6.3
+/- ave %					+1.1	+4.1					+2.0	+1.6



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

Fax (780) 458-3213

www.gsacrd.ab.ca

MEMORANDUM

DATE: October 13, 2016
TO: David Keohane, Superintendent of Schools
FROM: Sean McGuinness, Assistant Superintendent, Human Resources/ Leadership
RE: Staffing Report - September 2016

Attached is a Staffing Report for September 2016. Included is a comparison of the staffing levels to September 2015.

Sean McGuinness
Assistant Superintendent
Human Resources/Leadership

SM/jw

Attachment:

Faith in Our Students

PASSION • RELATIONSHIPS • COMMITMENT • HOPE • INNOVATION • EXCELLENCE

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

CERTIFICATED STAFF REPORT

September 30, 2016

(Total FTE by Site)

SCHOOL	Sept 30 2015 FTE	Sept 30 2016 FTE
Albert Lacombe School	17.03	17.73
Bertha Kennedy Catholic Community School	14.07	14.00
Ecole Father Jan	15.99	15.83
Neil M. Ross Elementary School	23.39	23.31
Vital Grandin Catholic School	12.30	12.20
R.S. Fowler Catholic Jr. High	17.95	19.69
St. Albert Catholic High	31.94	30.65
V. J. Maloney Catholic Jr. High	24.63	22.70
Ecole Marie Poburan	19.85	17.72
Ecole Secondaire Ste. Marguerite d'Youville	16.38	16.40
J.J. Nearing Catholic Elementary	23.43	24.80
St. Gabriel High School	2.00	2.00
Storefront School	4.60	4.60
Ecole Notre Dame Catholic Elementary School	24.90	25.93
Legal School	11.40	11.20
Ecole Georges H. Primeau Middle School	22.87	22.29
Morinville Community High School	31.23	30.91
School Total	313.95	311.96
District Office	5.30	5.80
District Total	319.25	317.76



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To: David Keohane, Superintendent of Schools
From: Sean McGuinness, Assistant Superintendent of HR & Leadership Services
Date: October 14, 2016
Re: **September 30, 2016 Enrolment Report**

The enrolments for K-9 will be used for funding purposes based upon the Alberta Education Funding Framework. High Schools are funded by the completion of student credits earned (credit enrolment unit grant).

The report includes:

- individual school enrolments comparing enrolments from September 30, 2015 to September 30, 2016,
- a ward enrolment analysis.

Sean McGuinness
Assistant Superintendent of HR
& Leadership Services

Faith in Our Students

PASSION • RELATIONSHIPS • COMMITMENT • HOPE • INNOVATION • EXCELLENCE



**Greater St. Albert
Catholic Schools**

DISTRICT ENROLMENT

MONITORING REPORT

as of September 30, 2016

Greater St. Albert Catholic Schools

Enrolment Report at September 30, 2016

	ECS	1	2	3	4	5	6	7	8	9	10	11	12	12R	Total Enrolment (Including ECS)	1-year % Change
DISTRICT SUMMARY																
September 30, 2012	440	466	414	449	502	458	515	564	502	524	383	428	422	10	6,077	
September 30, 2013	422	427	421	421	456	510	470	550	566	515	364	346	448	7	5,923	-2.53%
September 30, 2014	434	412	429	126	449	445	479	526	490	550	375	349	350	17	5,431	-8.31%
September 30, 2015	375	445	443	432	432	466	446	505	521	504	375	361	319	17	5,641	3.87%
September 30, 2016	432	377	437	447	438	438	477	445	506	513	344	362	367	19	5,602	-0.69%

Note:

This enrolment report only details regular Kindergarten to Grade 12 enrolment 5602

This report does not include:

- * St. Gabriel/Storefront School Students 124
- * PUF Preschool Students 101

Total enrolment with unreported students 5827

Italics used to denote numbers are for information.

Legend:

ECS = Early Childhood Services (Kindergarten)

12R = Returning Grade 12 Students

Greater St. Albert Catholic Schools

Enrolment Report at September 30, 2016

	ECS	1	2	3	4	5	6	7	8	9	10	11	12	12R	Total Enrolment (Including ECS)	1-year % Change
Albert Lacombe																
September 30, 2015	26	24	38	31	35	52	46								252.0	
September 30, 2016	21	27	22	42	33	43	53								241.0	-4.37%

Bertha Kennedy																
September 30, 2016	25	32	24	40	33	32	46								232.0	
September 30, 2016	38	22	35	29	39	34	37								234.0	0.86%

Ecole Father Jan																
September 30, 2015	36	43	57	39	56	27	28								286.0	
September 30, 2016	50	39	42	58	41	55	28								313.0	9.44%

JJ Nearing																
September 30, 2015	53	71	73	72	50	72	67								458.0	
September 30, 2016	76	57	67	70	75	46	72								463.0	1.09%

Ecole Marie Poburan																
September 30, 2015	60	65	62	55	58	50	52								402.0	
September 30, 2016	67	56	55	56	49	48	47								378.0	-5.97%

Neil M Ross																
September 30, 2015	58	67	53	69	59	82	64								452.0	
September 30, 2016	61	64	71	56	75	60	86								473.0	4.65%

Greater St. Albert Catholic Schools

Enrolment Report at September 30, 2016

	ECS	1	2	3	4	5	6	7	8	9	10	11	12	12R	Total Enrolment (Including ECS)	1-year % Change
<i>Vital Grandin</i>																
September 30, 2015	23	30	21	24	24	34	36								192.0	
September 30, 2016	15	20	27	23	24	28	39								176.0	-8.33%

<i>RS Fowler</i>																
September 30, 2015								127	137	116					380.0	
September 30, 2016								122	134	143					399.0	5.00%

<i>VJ Maloney</i>																
September 30, 2015								154	154	181					489.0	
September 30, 2016								153	159	150					462.0	-5.52%

<i>ESSMY</i>																
September 30, 2015								88	91	75	27	32	12		325.0	
September 30, 2016								68	85	87	10	19	34		303.0	-6.77%

<i>St. Albert Catholic High</i>																
September 30, 2015											207	182	173	4	566.0	
September 30, 2016											210	207	194	5	616.0	8.83%

Greater St. Albert Catholic Schools

Enrolment Report at September 30, 2016

	ECS	1	2	3	4	5	6	7	8	9	10	11	12	12R	Total Enrolment (Including ECS)	1-year % Change
Notre Dame																
September 30, 2015	82	96	98	89	102										467.0	
English	54	70	75	64	76											
Immersion	28	24	23	25	26											
Alexander Band	0	2	0	0	0											
September 30, 2016	88	80	98	94	85										445.0	-4.71%
English	54	53	74	71	60											
Immersion	34	26	22	23	25											
Alexander Band	0	1	2	0	0											

Georges H Primeau																
September 30, 2015						98	95	112	120						425.0	
English						72	81	91	101							
Immersion						23	13	20	18							
Alexander Band						3	1	1	1							
September 30, 2016						107	97	93	106						403.0	-5.18%
English						83	72	80	88							
Immersion						24	23	12	16							
Alexander Band						0	2	1	2							

Greater St. Albert Catholic Schools

Enrolment Report at September 30, 2016

	ECS	1	2	3	4	5	6	7	8	9	10	11	12	12R	Total Enrolment (Including ECS)	1-year % Change
MCHS																
September 30, 2015										117	141	147	134	13	552.0	
<i>English</i>										96	130	138	128	13		
<i>Immersion</i>										18	8	5	4	0		
<i>Alexander Band</i>										3	3	4	2	0		
September 30, 2016										116	124	136	139	14	529.0	-4.17%
<i>English</i>										100	115	130	130	14		
<i>Immersion</i>										15	7	3	6			
<i>Alexander Band</i>										1	2	3	3			

Legal																
September 30, 2015	12	17	17	13	15	19	12	24	19	15					163.0	
September 30, 2016	16	12	20	19	17	17	18	9	22	17					167.0	2.45%

Greater St. Albert Catholic Schools
Enrolment Report at September 30, 2016

St. Albert Ward

School	ECS	1	2	3	4	5	6	7	8	9	10	11	12	12R	School Enrolment Total Sept 30, 2016	School Enrolment Total Sept 30, 2015	1-year % change
<i>Albert Lacombe</i>	21	27	22	42	33	43	53								241.0	252.0	-4.37%
<i>Bertha Kennedy</i>	38	22	35	29	29	34	37								224.0	232.0	-3.45%
<i>Father Jan</i>	50	39	42	58	41	55	28								313.0	286.0	9.44%
<i>JJ Nearing</i>	76	57	67	70	75	46	72								463.0	458.0	1.09%
<i>Ecole Marie Poburan</i>	67	56	55	56	49	48	47								378.0	402.0	-5.97%
<i>Neil M Ross</i>	61	64	71	56	75	60	86								473.0	452.0	4.65%
<i>Vital Grandin</i>	15	20	27	23	24	28	39								176.0	192.0	-8.33%
<i>RS Fowler</i>								122	134	143					399.0	380.0	5.00%
<i>VJ Maloney</i>								153	159	150					462.0	489.0	-5.52%
<i>ESSMY</i>								68	85	87	10	19	34		303.0	325.0	-6.77%
<i>St. Albert Catholic High</i>											210	207	185	14	616.0	566.0	8.83%
<i>St. Albert Ward Total</i>															4048.0	4034.0	0.35%

Morinville Ward

<i>Notre Dame</i>	88	80	98	94	85										445.0	467.0	-4.71%
<i>Georges H. Primeau</i>						107	97	93	106						403.0	425.0	-5.18%
<i>MCHS</i>										116	124	136	139	14	529.0	552.0	-4.17%
<i>Total Morinville Ward</i>															1377.0	1444.0	-4.64%

Legal Ward

<i>Legal School</i>	16	12	20	19	17	17	18	9	22	17					167.0	163.0	2.45%
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<i>Total Enrolment:</i>	432	377	437	447	428	438	477	445	506	513	344	362	358	28	5592.0	5641.0	-0.87%
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Legend:

ECS = Early Childhood Services (Kindergarten)

12R = Returning Grade 12 Students



BOARD OF TRUSTEES REGULAR MEETING

OCTOBER 17, 2016

ATTACHMENT FOR AGENDA ITEM 16

Board Commitments

BACKGROUND:

Please see attached.

RECOMMENDATION:

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

Greater St. Albert Catholic Schools Board Commitments 2016-2017

Month	Date	Event	Location Time	Attending
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
	September 30, 2016	St. Albert Founders Walk Opening	Mission Hill (6:00 pm)	Crockett
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)	McEvoy, Proulx, Crockett, Shaw, Radford, Tremblay
	October 12, 2016	St. Albert Community & Social Development Engagement Session	St. Albert Curling Club (12:00 pm - 3:00 pm)	McEvoy
	October 18, 2016	Truth and Reconciliations Calls to Action with Saint Kateri		Crockett
	October 20, 2016	Meeting with MLA van Dijken	District Office (7:00 pm)	Crockett, Radford, Tremblay, Keoane, McEvoy
	October 21/22, 2016	Breaking New Ground with Truth and Reconciliation Calls to Action		Crockett
	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)	
	October 27, 2016	SACHS Awards	Arden Theatre (7:00 pm)	
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 5, 2016	St. Joseph's Ignite Gala 2016	Chateau Lacombe Ballroom (6:00 pm)	
	November 9, 2016	Sister Alphonse Academy Sod Turning Event	SAA Site (1:00 pm)	Keohane
	November 11, 2016	Remembrance Day - St. Albert		
	November 11, 2016	Remembrance Day - Morinville		
	November 11, 2016	Remembrance Day - Legal		
	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	
	December 16, 2016	Morinville Rotary Christmas Party		
JANUARY				
	January 27, 2016	BELRA Presentations to All Schools	All Schools	
MARCH				
	March 24/25, 2016	Board Planning Session	TBC	

	March 25-27, 2017	NSBA Annual Conference and Exposition	Denver Colorado	
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