



LET'S GO
OILERS

ST. PAUL CATHOLIC ELEMENTARY SCHOOL

SAC Meeting – Learning Commons

Wednesday, April 19, 2023

6 PM

OPENING PRAYER

Father, we come to you today asking for your guidance, wisdom, and support as we begin this meeting. Help us to engage in meaningful discussion; allow us to grow closer as a group and nurture the bonds of community. Fill us with your grace, Lord God, as we make decisions that might affect the students, staff, and friends of St. Paul School. Continue to remind us that all that we do here today, all that we accomplish, is for the service of others. We ask these things in your name, Amen.



TREATY SIX ACKNOWLEDGMENT

Treaty Six Acknowledgement

We acknowledge that we are on the traditional land of Treaty 6 and home of Métis Nation of Alberta Region 4. We also acknowledge the Inuit and other diverse Indigenous peoples whose ancestors have marked this territory for centuries, a place that has welcomed many peoples from around the world to make their home here.

We, at Edmonton Catholic Schools, commit to restoring and honouring the Truth and Reconciliation calls to action; we strongly believe that truth must be acknowledged to move forward to reconciliation. Together we call upon all our collective communities to build a stronger understanding of all peoples



ST. PAUL
SCHOOL COUNCIL MEETING
APRIL 19, 2023 @ 6 PM

AGENDA

1. Call to Order – Ryan Sporns (Chair)

- Prayer
- Treaty 6
- Attendance (please sign in)

2. Approval of Minutes/ Agenda – Chair

- Feb 8, 2023 - minutes
- April 16, 2023 – Agenda

3. Administration Report – Crystal Jones

4. Old Business – Chair

5. New Business – Chair

- Committee Reports

6. Adjournment – Chair

- Next Meeting – June 16, 2023

APPROVAL OF MINUTES/ AGENDA

FEBRUARY 8, 2023 - MINUTES

APRIL 19, 2023 - AGENDA

ADMINISTRATION REPORT

HEALTH, SAFETY,
WELLNESS &
WEATHER



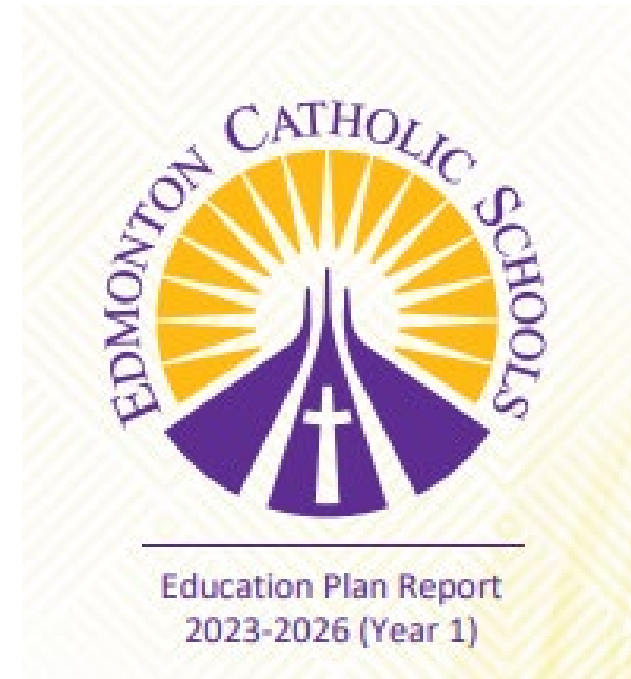
ITEMS TO CELEBRATE

- Frog & toad School Wide Field Trip
– Westbury Theatre
- Open House
- Shrove Tuesday Pancake Lunch
- Ash Wednesday – School
Celebration in gym
- Pink Shirt Day
- Demo of Learning/ Book Fair
 - \$1600 raised for library
- Oilers Watch Party
 - \$3800.00
- Pi Day
- Run Wild Pep Rally
- Easter Mass
- Dodgeball Intramurals
- Angela Hall Residency
- Cereal Drive – Lenten Social Justice



ASSURANCE

- [St. Paul School Assurance Dashboard](#)
- School Plan for Continuous Growth
 - 2023-2026 (Year 1)
 - Continuous Improvement Cycle
 - Engaging all stakeholders
- [Divisional Priorities](#)
 1. Living our Faith
 2. Learning Excellence
 3. Organizational Excellence
 4. Embracing Diversity



ASSURANCE

[St. Paul School Assurance Dashboard](#)

- Students Grades 4-6 (88.9 % response rate)
- Staff (100 % response rate)
- Parents/ Guardians (32.4 % response rate)
- Data will one piece that will inform formation of 2023-2024 School Growth Plan



ASSURANCE DASHBOARD ST. PAUL

for Continuous Growth 2020-2

St. Paul Catholic Elementary School is a compass
environment, producing life-long learners, and e
Guided by our Catholic Faith, we cultivate excel
With humility, we love and serve. I can do all thi

STUDENTS

St. Paul - Grades 4 to 6 Students

ECSD Annual Survey Results 2022/2023 and 2021/2022

Difference	2022/2023	2021/2022	Item
-3.4	96.6	100.0	1. We have religious celebrations at my school throughout the school year.
0.4	98.9	98.5	2. We pray regularly at my school.
10.0	97.7	87.7	3. I have the opportunity to participate in Social Justice activities.
-0.8	97.7	98.5	4. My school teaches me about the Catholic faith.
29.2	88.6	59.4	5. My school has a variety of extra-curricular activities, clubs, and/or teams.
0.7	97.7	97.0	6. My school expects me to try my best.
2.8	96.6	93.8	7. My classroom learning activities are engaging and relevant.
5.4	94.3	88.9	8. I can make choices about how to demonstrate my learning.
-5.2	77.9	83.1	9. I have opportunities to share my opinions about my school with school staff.
-2.3	97.7	100.0	10. I care about others in my school.
-0.3	96.6	96.9	11. Accepting others is an expectation in my school.
1.1	96.6	95.5	12. My school teaches me to respect other cultures and religions.
0.8	97.7	96.9	13. Expectations for student behaviour are clear at my school.
-1.8	92.0	93.8	14. My school demonstrates environmental responsibility.
-3.0	81.8	84.8	15. There is a staff member in my school that I can talk to if I have a problem.
6.9	93.1	86.2	16. I receive clear and specific feedback about my learning.
10.4	93.2	82.8	17. I am taught how to use feedback in order to improve my learning.
1.7	95.5	93.8	18. I am given examples of what is expected of me in my assignments.
2.7	88.6	85.9	19. My teachers use a variety of approaches to meet my learning needs.
-1.4	95.5	96.9	20. I use technology in my learning activities (e.g., iPad, Chromebook, computer).
0.5	94.3	93.8	21. My classroom is a safe and caring place.
8.4	94.3	85.9	22. Supervisors on the playground make sure that I am safe.
-1.0	94.3	95.3	23. My parent/guardian asks me about my learning.
-0.1	95.3	95.4	24. We learn about First Nations, Metis, and Inuit culture, history, perspectives, and experiences in my school.
-1.4	95.5	96.9	25. Overall, I like my school.
8.4	88.9	80.5	Response Rate

Difference	2022/2023	2021/2022	Item
n/a	39.1	n/a	I am concerned about the impact of learning disruptions on my education.
n/a	42.5	n/a	I am concerned about the impact of learning disruptions on my mental well-being.

St. Paul - Staff

ECSD Annual Survey Results 2022/2023 and 2021/2022

2022/2023	2021/2022	Item
100.0	100.0	1. We have religious celebrations at our school/site throughout the school year.
100.0	100.0	2. We have the opportunity to pray regularly at our school/site.
100.0	100.0	3. I have the opportunity to be involved in charitable activities, service, and social justice at my school/department/site.
100.0	100.0	4. My school/department/site creates and promotes an environment that is grounded in the Catholic faith.
94.7	80.0	5. My school has a variety of extra-curricular activities, clubs, and/or teams.
100.0	100.0	6. My school creates opportunities for students to share their opinions about the school with school staff.
100.0	100.0	7. Students in my school demonstrate care for each other.
100.0	100.0	8. Accepting others is an expectation in my school/department.
100.0	100.0	9. My school teaches students to respect other cultures and religions.
100.0	93.3	10. Expectations for student behaviour are clear at my school.
89.5	93.3	11. My school/site demonstrates environmental responsibility.
100.0	86.7	12. My school provides academic supports and specialized services when students need them.
100.0	100.0	13. My school offers supports and specialized services to meet the non-academic, social-emotional, and mental health needs of students.
100.0	93.3	14. Children with special needs in my school have access to appropriate supports and specialized services.
100.0	93.3	15. Teachers in my school provide timely and specific feedback to improve student learning.
100.0	93.3	16. Teachers in my school provide exemplars and clear expectations for student assignments.
100.0	93.3	17. Teachers in my school use a variety of approaches to meet their students' learning needs.
100.0	100.0	18. Students in my school use technology in their classroom learning activities (e.g., iPad, Chromebook, computer).
100.0	100.0	19. My school/department is a safe and caring place.
100.0	100.0	20. I treat my co-workers with dignity and respect.
100.0	100.0	21. My co-workers treat me with dignity and respect.
100.0	100.0	22. I am aware of the Division's Respect in the Workplace Administrative Procedure.
100.0	100.0	23. Staff in my school/department approach conflict management in a manner that is reflective of the Respect in the Workplace Administrative Procedure.
100.0	100.0	24. My school encourages our parents/guardians to ask their child about their learning.
100.0	100.0	25. Parents/guardians at my school have the opportunity for a voice in their child's education.
100.0	100.0	26. The School Council plays a positive role in my school.
100.0	100.0	27. I am aware of the Division Plan for Continuous Growth for this school year.
94.4	100.0	28. I have a voice in developing the School Plan for Continuous Growth.
100.0	100.0	29. I am aware of our Division's Occupational Health and Safety Procedures.
100.0	100.0	30. School/department resources are effectively managed within fiscal restraints.
89.5	100.0	31. I have appropriate opportunity for a voice into decisions that affect my job.
100.0	100.0	32. I participate as a team member in our school/department.
100.0	93.3	33. Our school/department focuses on continuous improvement through data-informed decision-making.
100.0	100.0	34. My school/department provides professional learning opportunities.
100.0	93.3	35. I participate in optional Division-provided professional learning.
100.0	100.0	36. My school teaches about First Nations, Metis, and Inuit culture, history, perspectives, and experiences.
100.0	100.0	37. Overall, my school/department is a good place to work.
100.0	100.0	38. Overall, the Division is a good place to work.
100.0	83.3	Response Rate

STAFF

St. Paul - Parents and Guard

ECSD Annual Survey Results 2022/2023

Difference	2022/2023	2021/2022	Item
-5.0	95.0	100.0	1. My child's school has religious celebrations throughout the school year.
-5.0	95.0	100.0	2. My child has the opportunity to pray regularly at school.
-1.3	95.0	96.3	3. My child has the opportunity to participate in Social Justice activities.
-3.0	93.3	96.3	4. My child's school creates and promotes a learning environment that is safe and caring.
36.4	88.3	51.9	5. My child's school has a variety of extra-curricular activities, clubs, and sports.
-6.7	93.3	100.0	6. My child's school expects my child to try their best.
-1.3	95.0	96.3	7. My child's learning activities are engaging and relevant.
-5.1	94.9	100.0	8. Students in my child's school demonstrate care for each other.
-5.1	94.9	100.0	9. Accepting others is an expectation in my child's school.
-5.1	94.9	100.0	10. My child's school teaches students to respect other cultures and religions.
-5.1	94.9	100.0	11. Expectations for student behaviour are clear at my child's school.
-1.4	94.9	96.3	12. My child's school demonstrates environmental responsibility.
-12.1	87.9	100.0	13. My child has access to appropriate academic supports and special services.
-3.1	89.5	92.6	14. My child has access to supports and specialized services to meet their needs.
6.1	95.0	88.9	15. My child uses teacher feedback to improve their learning.
8.1	93.3	85.2	16. My child's teachers use a variety of approaches to meet my child's needs.
n/a	n/a	n/a	17. My child in Grade 10, 11, 12, or 4th or 5th Year High School has received feedback from their teachers.
n/a	n/a	n/a	18. My child in Grade 10, 11, 12, or 4th or 5th Year High School has a say in their learning.
6.2	91.4	85.2	19. At school, my child uses technology for their classroom learning and activities.
-5.0	95.0	100.0	20. My child's school is a safe and caring place.
-1.3	95.0	96.3	21. I ask my child about their learning.
-0.1	80.7	80.8	22. I have the opportunity to provide feedback to the Division on matters of importance.
-7.8	84.5	92.3	23. I have the opportunity to provide feedback to my child's school on matters of importance.
-8.5	91.5	100.0	24. The School Council plays a positive role in my child's school.
-5.1	94.9	100.0	25. My child's school teaches about First Nations, Metis, and Inuit cultures.
-5.0	95.0	100.0	26. Overall, I like my child's school.
16.4	32.4	16.0	Response Rate

PARENTS/ GUARDIANS

PROVINCIAL ACHIEVEMENT EXAMS

Overview

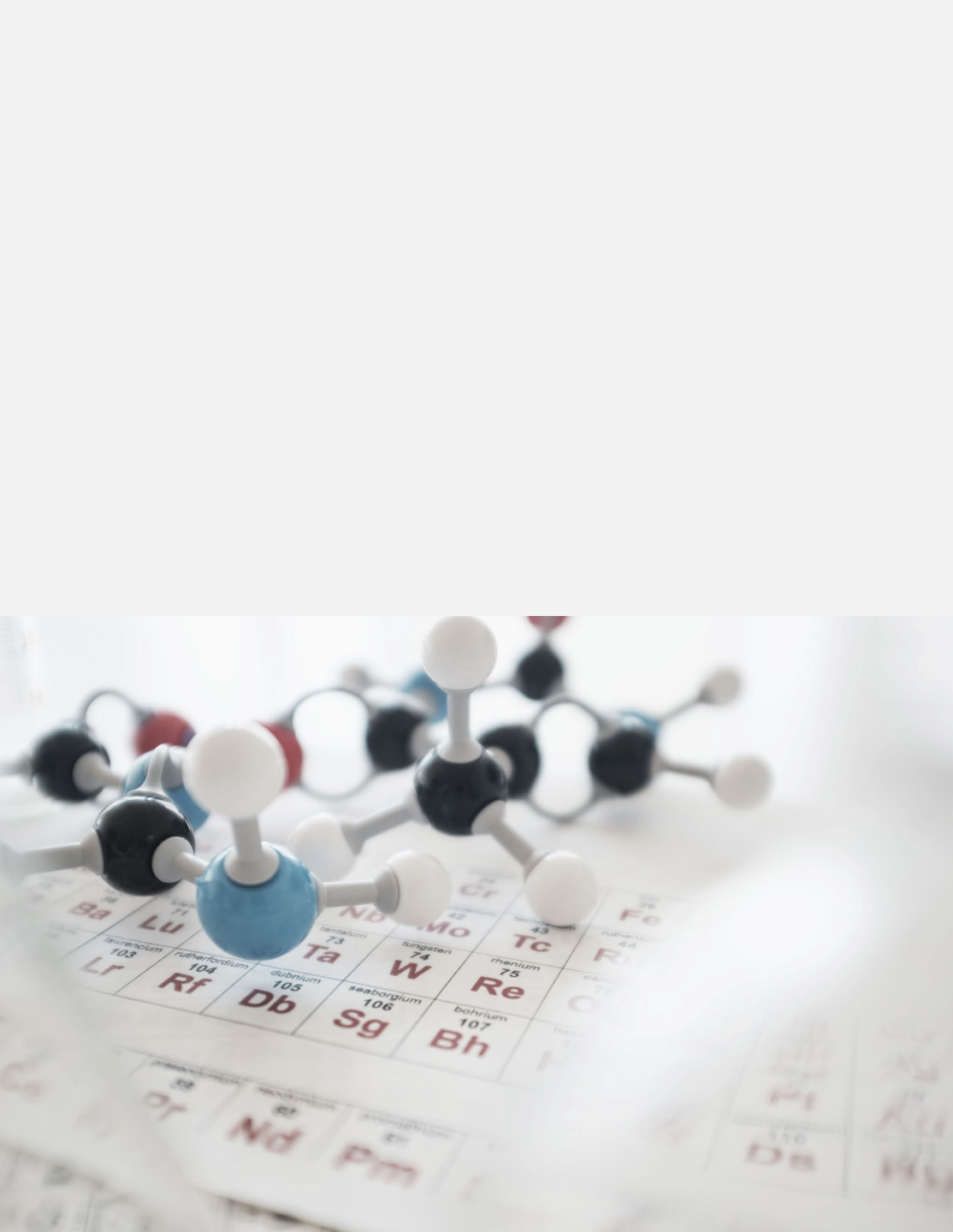
Provincial Achievement Tests (PATs) are administered annually to all Alberta students in grades 6 and 9. These standardized tests reflect the essentials that all Alberta students are expected to achieve, regardless of school choice or location.

PATs help:

- determine if students are learning what they are expected to learn
- report to Albertans how well students have achieved provincial standards at given points in their schooling
- assist schools, authorities and the province in monitoring and improving student learning

The tests occur in January, May and June for English and Français/French language arts, math, science and social studies.





GRADE 6 PROVINCIAL ACHIEVEMENT EXAMS

Wednesday May 17 - LA Part A

Tuesday June 20- LA Part B

Thursday June 22- Math Part A

Friday June 23 – Math Part B

Monday June 26 – Social Studies

Tuesday June 27 - Science

[Alberta Education Website](http://www.alberta.ca)



REGISTRATION UPDATE

Registration 2023-2024

Grade	Total Students	GATE
K	29	17
1	27	5
2	24	7
3	29	7
4	24	4
5	39	2
6	29	7
Totals	201	Grades 1-6 (32 students)



CALENDAR OF EVENTS



April

19 SAC Meeting @ 6:30 pm

26 Fitset Ninja (whole school)

May

5 Talent Show @ 1pm (all are welcome)

9 Growing Smiles – pick up orders

15-19 Catholic Education week

15-19 Staff Appreciation Week (Parent Council)

17 ELA Part A – Grade 6 PAT

26 Classroom Photos/ Kinder Grad Photos

29 – June 2 – Dance Ed Residency

June

9 Year End Mass, Grade 6 Farewell & Family Dance

13 Fun Day & Hot Dog Lunch

14 Final Parent Council Meeting and Parent Night (Assessment & New Curriculum)

21 Indigenous People's Day

27 Last Day of School (full day)

29 St. Paul Feast Day

All Year-End Class Activities will be communicated by classroom teacher

Angela Hall



VISUAL ARTS Curriculum Links:

Grades 1 & 2:

- Natural forms display patterns and make patterns
- Animals and plants can be represented in terms of their proportions
- An artwork tells something about its subject matter and the artist who made it
- Family groups and people relationships can be recorded visually
- Repetition of qualities such as colour, texture and tone produce rhythm and balance
- Details, patterns or textures can be added to two-dimensional works.
- Make small group and/or large group murals

Grades 3 & 4:

- Art serves societal as well as personal needs
- Details, accents and outlines will enhance the dominant area or thing
- Material from any subject discipline can be illustrated visually
- Family groups and people relationships can be recorded visually
- Details, patterns or textures can be added to two-dimensional works
- Continue to use paint in combination with other media and techniques

Grades 5 & 6:

- Artworks contain symbolic representations of a subject or theme
- Rhythmic features can lead the eye to the dominant area in a composition
- Arrangements of forms into shapes and patterns can tighten a design, direct attention and hold interest in a composition

The residency should take 7.5 to 8 days to cover all grades and time necessary for final completion of the mandala. Therefore, 1 day for planning and preparation, 4 days to instruct all 8 classes, and 2-3 days small group instruction. This residency will be completed weekly starting April 3, 17, 24, May 1, 8, 15 and 2-3 afternoons in which dates are yet to be decided on.





School Council Engagement

Draft Administrative Procedure 170
Equity, Diversity, Inclusion & Anti-Racism:
Reporting of and Responding to Racism and Discrimination



What is an Administrative Procedure (AP)?

Edmonton Catholic Schools develops Administrative Procedures in areas where it is important to have consistency of practice between our schools and sites.



Administrative Procedures

What you need to know

1. General and broad enough to fit every school/site.
2. Set out the minimum standard by which we operate
3. Brief and to the point
4. Guidebook will include supportive information
(additional definitions, useful strategies, examples, scenarios and resources)



Now...

We are asking School Councils, guided by principals, to reflect on this draft AP to see if they think it is a clear reporting and responding system that is safe, accessible, transparent and equitable for all.



Let's look at each piece...

You will be asked to express:

- a) Strengths of the AP
- b) Areas requiring further clarity



Background

- Rooted in our Catholic Faith
- Includes reference to Alberta Human Rights
- No individual will be penalized for making a report



Reporting

Procedures for reporting differ depending on the individuals involved in an incident of racism or discrimination. All matters of racism and discrimination that are reported or witnessed within a school will be brought to the attention of the Principal.

1. Reporting incidents between staff

- Incidents of racism or discrimination between staff or staff and administration must follow the process outlined in [Administrative Procedure 171 Respect in the Workplace.](#)



Reporting

2. Reporting incidents involving students, parents/guardians, and community members
 - A student, parent/guardian or community member may report an incident of racism or discrimination to any staff member at their school with whom they feel comfortable.
 - If a student, parent/guardian or community member does not feel comfortable reporting an incident of racism or discrimination to the school, they can make a report through the form found on our public website: [Racism and Discrimination Reporting Form](#)
 - This report will be received and reviewed by the Division. The report will be referred to the appropriate person, based on the nature of the report, for the purposes of investigation.
 - All staff members have a responsibility to act on incidents of racism or discrimination disclosed to them, either formally or informally, by students, parents/guardians or community members by bringing the information to the Principal as soon as operationally possible.
 - All staff have a responsibility to intervene in incidents of racism or discrimination that they witness at the time of the incident and report the incident to the Principal as soon as operationally possible.
 - When a student makes a report of discrimination or racism, their Parents/Guardians may be informed, so that they are aware that an investigation will be undertaken.



Investigation

- Principals/Supervisors will investigate all reports of racism and discrimination involving students or parents/guardians.
- Students or parents/guardians may request a trusted person as a support throughout an investigation, and response. (i.e., family member, staff member of choice, community member)
- When required Principals/Supervisors will involve appropriate Division personnel in order to respond to the incident.



Response

- There is no single response to an incident of racism or discrimination. Rather, there is a continuum of actions that can be taken that consider the following:
 - Age of the students involved
 - Ability and developmental level of all involved
 - Impact of the incident
 - Appropriateness of a restorative approach
- The response will include determining appropriate supports for all involved in order to ensure that harm is addressed, and learning takes place to prevent subsequent incidents.
- The student or parent/guardian who has experienced racism or discrimination will be provided with notification that the investigation is complete and appropriate action taken.
- Wherever possible, acknowledging the boundaries of privacy legislation, the student or parent/guardian who has experienced racism or discrimination will be given a summary of the action that has been taken in the response.



Documentation

- If the incident involves a staff member demonstrating racism or discrimination, Human Resources will be involved, and documentation will be retained as appropriate.
- All verified incidents of racism or discrimination will be recorded in the offending student's PowerSchool using a log entry and the code for racism or discrimination and will include the action taken.



School Responsibilities

1. Each school is responsible for communicating the reporting process to students, parents/guardians and staff at the beginning of each school year.
2. Each school is responsible for displaying a Division poster outlining the discrimination and racism reporting process in prominent areas of the school that are accessible to students, parents/guardians and community members.



Staff Responsibilities

1. Every staff member is responsible for reading this administrative procedure and its accompanying guidebook.
2. Every staff member will complete the Respect in the Workplace training as directed by the Division.
3. Every staff member will complete the Equity, Diversity, Inclusion and Anti-Racism training modules as directed by the Division.
4. Every staff member is responsible for ensuring that their learning about and understanding of equity, diversity, inclusion, and anti-racism is ongoing and relevant to the broader societal context.



Guiding Questions

- What are the strengths and why?
- What is unclear?



Thank you for your participation!

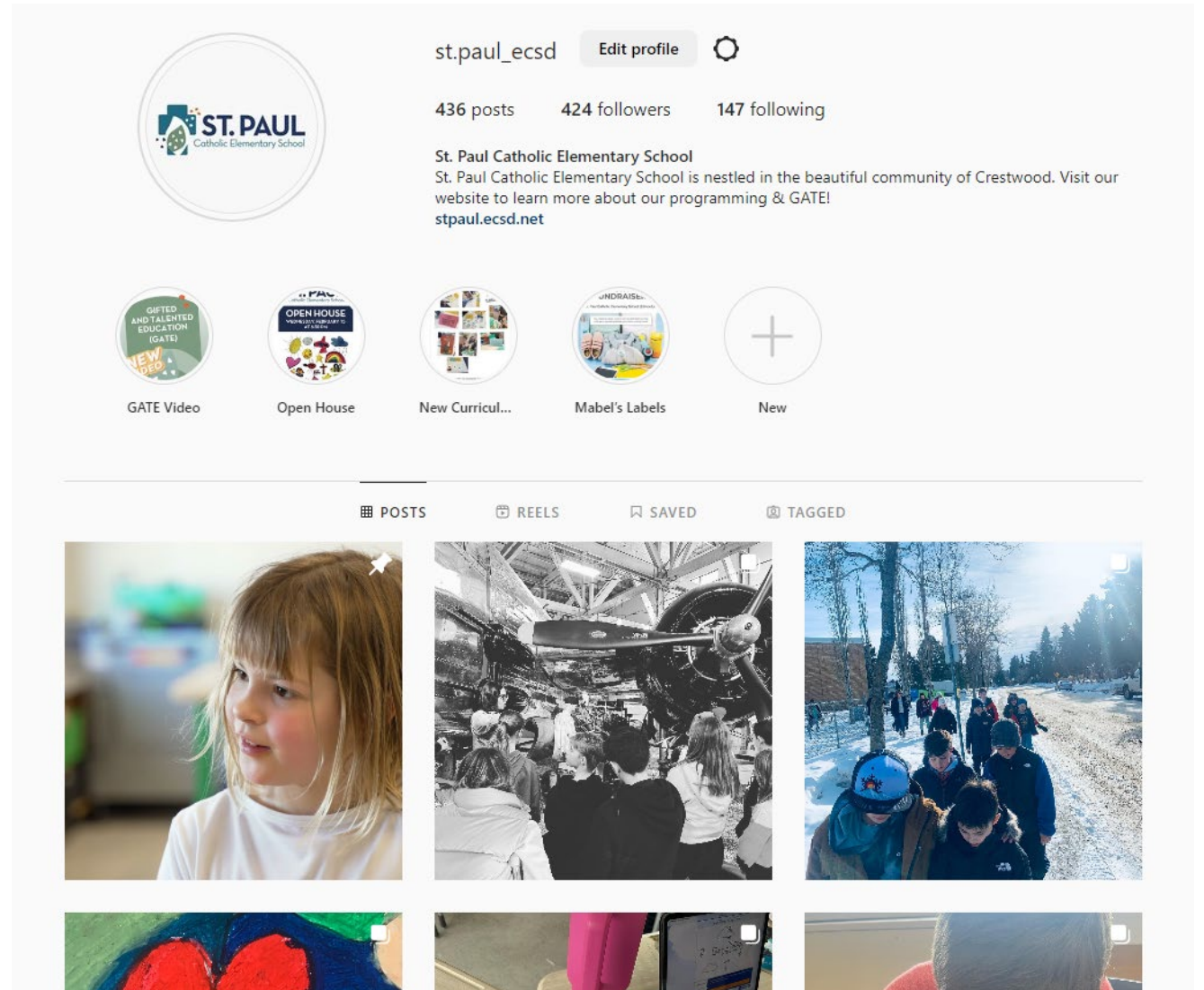
Your Principal will now record your thoughts on this draft Administrative Procedure by filling in this survey with you.

bit.ly/AP170SC

The goal is to have the new AP 170 ready for the 2023-2024 school year.

FOLLOW US ON
INSTA!
STPAUL_ECSD

463 FOLLOWERS!



OLD BUSINESS

NEW BUSINESS

COMMITTEE REPORTS

MEETING ADJOURNED

ST. PAUL
PARENT ADVISORY ASSOCIATION MEETING #2
APRIL 19, 2023 (POST SCHOOL COUNCIL)

AGENDA

1. Call to Order – Chair
2. Approval of Minutes/ Agenda – Chair
 - February 8, 2023
 - April 19, 2023 – Agenda