



Date | Time 2/12/2025 6:45 AM

Location NDC Library

You are made for greatness. (Pope Benedict XVI)

Location: Notre Dame Collegiate, High River

Date: February 12, 2025

Attendees: Lindsay Sager, Jacqui Vanderfluit, Terri Walker, Sara Jerke, SL. S, Christiane Kowich, Mavel Predas, Jodi deKlerk (Principal), Mark MacDonald (Trustee), Cathy Dudgeon (Teacher/Faith Representative) **Regrets:** Adrienne Maerz (Secretary) Wynter Brown, Terri Walker, Nancy Barton (Community Member at Large)

I. OPENING PRAYER AND CALL TO ORDER

Notre Dame Collegiate School Council meeting was called to order at **6:47 p.m. on February 12, 2025**. Opening prayer lead by **Lindsay Sager**.

II. ADDITIONS AND ADOPTION OF AGENDA: **Moved by SL.S.** to adopt the agenda with the additions. **CARRIED**

III. ADOPTION OF MINUTES of January 8, 2025. **Moved by Sara J.** to adopt the minutes as presented. **CARRIED**.

IV. TRUSTEE'S REPORT – Mark MacDonald

- a. Chelsae Petrovic, MLA for Livingstone Macleod, accompanied the Trustee on a school tour of both Notre Dame Collegiate and Holy Spirit Academy in High River. CTR is grateful to have positive, respectful relationships with the current UCP government.
- b. Trustee MacDonald noted Danielle Smith, MLA and Premier for Medicine Hat, has been actively engaged with CTR has schools in this constituency as well.

- c. A draft of the CTR divisional calendar is complete and continues to be under review. CTR's Board of Trustees makes the final determination on all divisional school calendars. Considerations include geographical regions in relation to bus transportation, observing truth and reconciliation, and meeting requisite instructional hours, as some highlight examples. Historically, discussion surrounding the idea behind "Friday afternoons off" has been at the forefront of yearly trustee Board discussions surrounding calendar development. SC members around the table provided Mark some valuable feedback with respect to how CTR's scheduling does have an invariable impact on a family's schedule. There appeared to be consensus as it relates to both parents and student preference as it relates to Friday afternoons. Sarah J. suggests a "parent engagement feedback survey" to gauge feedback from our school community.
- d. Mark reported to SC that the CTR Board is currently working on a draft Artificial Intelligence "AI" policy.
- e. Faith days is coming up with Mr. Chaisson being named the keynote speaker.
- f. It's also the 30th anniversary of Christ the Redeemer. CTR's theme: 'Joyful Witness - the perpetual adoration'
- g. Mark will not be at next SC meeting. March 12, 2025, is a scheduling conflict with Catholic Woman's League. Mark extends his apologies, in advance, for not being in attendance

V. PRINCIPAL'S REPORT – Jodi deKlerk

- a. Jodi provided SC with a brief summary of the Alberta Assurance Annual Education Results. **See 2023-24 Results Report Attached.** Principal's Note: PAT and Diploma results are impacted by grade and who and how many are writing. Faith is challenging for students in grade 7 and 8 as each student is going through a period of change. It's important to receive feedback, both positive and negative.
- b. The comprehensive Annual Education Result Report can be found on Notre Dame Collegiate's website. (About Tab – Sub Menu Tab – Click Education Plan and Results – Scroll Down to review results) <https://www.redeemer.ab.ca/academic-excellence> (Note: Website locations are subject to change)
- c. Principal deklerk also shared with SC that her meeting with MLA Petrovic was a good meeting and she was left with a good feeling about the Ms. Petrovic. Mark indicated that the CTR has a good working relationship with the existing government.

VI. CHAIR'S REPORT – Lindsay Sager

- a. Lindsay shared her experience in attending the Ward meeting. Lindsay attended the Parent engagement component of this past month's Ward Meeting.
- b. Lindsay summarized her President's report to the Ward with S.C. – **See Chair Ward Report Attached**

VII. TREASURER'S REPORT – no report

VIII. FAITH LESSON – Cathy Dungeon

- a. Solidarity: One big part of a Human Family – we have a responsibility to look after each other.
- b. Children learn by observing us – in what we see and what we are doing.
- c. Working together for the common good.

IX. COUNCIL BUSINESS

- a) **DISCUSSION ITEM:** Growing Smiles update: Registration is now open. Jacqui has signed up for an NDC SC account. Registering a website is contingent on whether NDC SC will have access to our bank account. Jacqui advises she is only available until February 28, 2025, and if we still do not have a bank account, her recommendation is to proceed with advertising in the March Newsletter and restrict sales to credit card only. Jacqui asked for a volunteer to help if registration falls past Feb 28th as she has prior commitments. SL. S. offered to assist Jacqui.
- b) **ACTION ITEM:** BMO signing authority – **Moved by SL.S.** to direct the Bank of Montreal that only two of three signing authorities are required for our cheques that have two lines for signatures. **MOTION CARRIED.**
- c) **DISCUSSION ITEM:** Jacqui V. asked if we should go in camera to discuss Agenda Items on the “In Camera Agenda” circulated in advance of this meeting via email. Council decided items were appropriate for the regular agenda. Trustee Mark offered whether SC is able to even move in camera.
- d) **INFORMATION ITEM:** - Sara J emailed the Chair in request for supporting documentation in advance of this meeting. The following documents were circulated at this SC meeting: (i) Excerpt from the Education Act – s.55 – Definition of School Council (**See Attachment – s.55 School Councils**) (ii) A copy of Alberta Regulation 94/2029 School Councils Regulation – a copy can be found at https://open.alberta.ca/publications/2019_094 (iii) Excerpt from SCHOOL COUNCIL RESOURCE GUIDE, approved by the Ministry of Education (**See Attachment – ASCA SC RESOURCE GUIDE** – The Full document can be found online at: <https://www.albertaschoolcouncils.ca/public/download/files/181387>); (iv) Christ the Redeemer Administrative Procedure (AP) [STU#02 Suspension and Expulsion](#) – Located on NDC’s Website under Tab - About; (v) Christ the Redeemer Administrative Procedure (AP) [STU#06 Field Trips](#) – Located on NDC’s Website under Tab - About
- e) **INFORMATION ITEM:** In response to the Principal deKlerk and Trustee McDonald’s contributions about the UCP government, Jacqui V offered that this same UCP government has just passed four Ministerial Orders, granting School Boards to be exempted from providing “in school learning” to certain students. Certain students mean students with disabilities and complex needs. Notwithstanding SC’s are intended to be non-partisan, Jacqui extended her gratitude to CTR for the perception of the “bubble” her child enjoys in still being allowed to attend school in person
- f) **DISCUSSION ITEM:** Guidance around School Council’s role under s.55(4) of the Education Act. Jacqui asked Mark and Jody to provide feedback and direction on how School Council brings matters to the Board and to the Principal under s.55. For example, does SC have to bring a formal motion or can we discuss it collaboratively? Mark responded in advising that his door is always

open, he is always reachable by email, and he is always willing to give a presentation to SC in relation to any policy and he always remains open to feedback. Mrs. deKlerk echoed the Trustee's remarks. Mark indicated that the "turn a round" time is not always expedient. Jacqui did acknowledge this in pointing to CTR's policy governing "policy updates and amendments"

- g) **DISCUSSION ITEM:** SC Advice to Principal and Trustee: In accepting the direction and feedback from the Principal and Trustee, Jacqui brought forth a discussion item about AP STU #06 – Suspension and Expulsion. Jacqui respectfully pointed out that there is "no terms or definition" of In-School Suspension. SC members discussed amending this STU#02 policy to give more context so parents know what happens when their child is suspended "at school." Ms. deKlerk also pointed out that she and her administration team are always open to answer any questions that parents have and we should not hesitate to reach out. In this instance, Jodi provided Jacqui an excellent in depth explanation of what "in school suspension" means. Jacqui V. thought it be good if that explanation found its way into policy one day
- h) **DISCUSSION ITEM:** SC Advise to Principal and Trustee: AP STU #06 Field Trips. Jacqui wanted to share feedback about her experience with co-curricular field trips. There is ambiguity as to whom is responsible for paying the "extra" curricular portion of a co-curricular field trip, particularly for children with disabilities, complex needs et. al. SC recommends some more guidance for parents as to what parents are responsible for pay for when it comes to co-curricular field trips. (ie do parents have to pay for Aides, overnight Aides, nurses, special dietary needs, special bedtime equipment etc.)
- i) **DISCUSSION ITEM** – In consideration of time, Jacqui V. withdrew discussion item about concerns raised by parents in relation to the recent POWERSCHOOL security/privacy breach.
- j) **INFORMATION ITEM** - Mavel presented an idea that she and Wynter have been putting together. The name of the event could potentially be: Family Fun Fiesta. This event is intended to replace or enhance T Wolf Night at the Den and SC hopes to utilize our \$500 ASCE grant. The event is ambitious and includes multiple vendors and potentially off campus and weekend festivities. Jody suggested that we dedicate March's SC meeting exclusively to the SC "parent engagement" event as time is of the essence. Everyone was in agreement. The dates for a proposed event include May 4, 2025, and /or Saturday, May 31, 2025. These are just ideas only.

X. NEXT MEETING

Next meeting is scheduled for March 12, 2025, at 6:45 p.m.

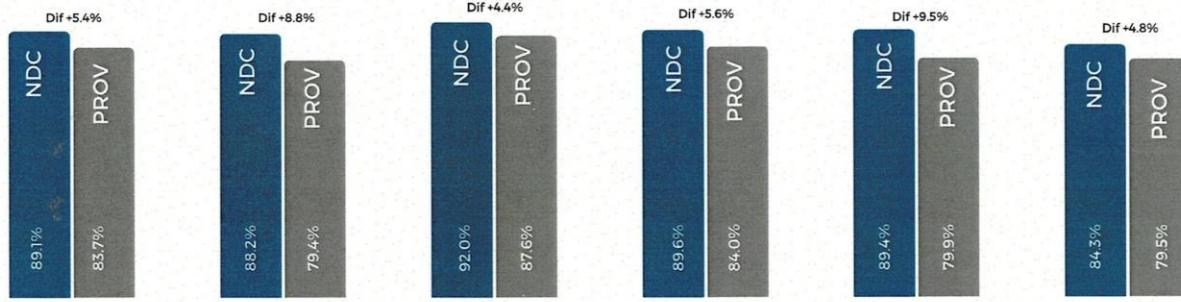
VI. CLOSING PRAYER AND ADJOURNMENT

Cathy Dungeon closed us in prayer. Meeting was adjourned at 8:36 p.m. **MOTION BY S.L. S TO ADJOURN. CARRIED.**



ALBERTA ASSURANCE ANNUAL EDUCATION RESULTS

Alberta Education Assurance is a set of 12 performance measures calculated by Alberta Education for schools and school boards across the province. Schools and school boards are evaluated based on achievement, improvement, and overall performance.



Student Learning Engagement

- Students at your child's school are engaged in learning that is useful and interesting.

Citizenship

- Students at your child's school follow the rules, help each other when they can, respect each other, are encouraged at school to be involved in activities that help the community, are encouraged at school to try their best.

Education Quality

- Your child clearly understands what they are expected to learn at school; finds school work challenging, finds school work interesting; is learning what they need to know.
- Parents are satisfied with the quality of education your child is receiving at school.

Welcoming, Caring, Respectful, and Safe Learning

- Students at your child's school care about each other; respect each other; treat each other well.
- Teachers care about your child.
- Your child is safe at school and on the way to and from school and is treated fairly by adults at your school.
- Your child's school is a welcoming place to be.

Access to Support and Services

- At school, there are appropriate supports and services available to your child to help with their learning.
- When your child needs it, teachers at your child's school are available to help them.
- You can get the support you need from the school to help your child be successful in their learning.
- Your child can easily access programs and services at school to get help with school work and with problems that are not related to school work.

Parental Involvement

- To what extent are you involved in decisions about your child's education and decisions at your child's school?
- How satisfied are you that your input into your child's education is considered?
- How satisfied are you with the opportunity to be involved in decisions in your child's education and with your child's school?

Gr. 9 Provincial Achievement Test (Acceptable)



Gr. 9 Provincial Achievement Test (Excellence)



Diploma (Acceptable)



3-Year Completion

- 3-Year Completion represents students who graduate within 3 years of entering Grade 10.

5-Year Completion

- 5-Year Completion represents students who graduate within 5 years of entering Grade 10.

[Click here for our full Annual Education Results Report](#)

Insights

- Education quality reflects the ongoing support we provide for student learning where they are challenged and supported to do their best. A variety of option classes are available to support students in finding their passion in learning. Extracurricular activities are also essential for fostering growth, teamwork and leadership skills which enhances students' academic and social development.
- Community Service, Good Works projects provide students with a connection to our community, creating a platform for active citizenship.
- NDC's increase in PAT excellence is attributed to teachers' dedication, effective instructional strategies, collaborative planning, and commitment to fostering student engagement and academic

Faith Survey Results

93% Percentage of students, parents, and teachers who indicate that they are satisfied with the relationship that exists between the school and the local Catholic parish

88% Percentage of students, parents and teachers who are satisfied with how they have grown as a Christian as a result of their involvement in Catholic Education

91% Percentage of students, parents and teachers who are satisfied with what is being taught in religion classes

94% Percentage of students, parents and teachers who indicate they are satisfied with the religious celebrations that are held at the school

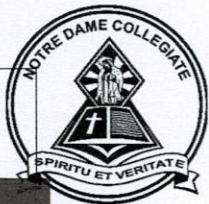
91% How satisfied are you with the efforts of your child's school to do all things as Jesus would want them done?

Insight:

Faith is the cornerstone of our school community, guiding our values, decisions, and interactions. It inspires us to offer a nurturing environment where every individual can grow spiritually, academically, and become more connected to their faith.

School Chair Report

Notre Dame Collegiate



Notre Dame Collegiate Parent Council Report

Faith

- Enriched by faith lesson component of SC meetings led by Cathy D.
- Blessed to have Nancy Barton, Parish Rep in attendance at all SC meetings this year.
- We receive updates from Trustee MacDonald on Catholic Education Week, GrACE and conferences he attends in the name of our Faith

Safe and Caring

- SC and students volunteered to wrap Xmas boxes on the Gymnasium stage. SC worked hand in hand with parents and student volunteers to wrap 49 boxes in preparation for the HSA community volunteer event to pack holiday Xmas hampers.
- As referenced in our last SC ward report, SC had opportunity to example safe and caring participation in providing our input to CTR into the mobile device policy engagement discussions .
- We've had a new SC member join our council. In alignment with Cathy's faith lesson on inclusion, we are looking to use the ASCE funds to host an event to engage our NDC Filipino community for a parent social event given our wonderful, diverse school community

Learning

- SC receives monthly principal reports to outline learning at NDC.
- Semester 2 starts at the end of January, great learning options available through option classes at NDC. Classes like; foods, shop/woodworking, music, art, robotics, and even biogenetics. These are just a few classes offered for students to find themselves and really learn new interests.
- Parents receive the NDC monthly newsletter which includes valuable information. The Dec/Jan newsletter provided great information about off campus programming at NDC

Stewardship

- SC participated in assembling 49 Holiday hampers - - much thanks to all sponsors and volunteers. This gave SC an opportunity to participate in Stewardship in taking care of our NDC families in HSA, NDC and St. Luke's Outreach

- Halloween Candy provided for all students and teachers- courtesy of SC
- looking to develop SC policy to encourage strong transition engagement opportunities between incoming and outgoing councils

- (c) damage to property owned by the board in respect of which the board has an insurable interest
 - (i) that the board has agreed to insure, or
 - (ii) for which the board otherwise has or may have assumed liability.
- (2) A board may invest only in accordance with the regulations made under subsection (3)(b).
- (3) The Minister may make regulations
 - (a) governing the requirement of boards to
 - (i) acquire insurance, or
 - (ii) take part in schemes or arrangements to protect the board and its teachers and other employees with respect to loss or legal liability;
 - (b) respecting the investment of money for the purpose of subsection (2).

School council

- 55(1)** For each school operated by a board, a school council must be established in accordance with the regulations.
- (2) The majority of the members of a school council must be parents of students enrolled in the school.
- (3) A board of a separate school division may by resolution require that the parents of students enrolled in a school operated by the board who are members of the school council declare themselves to be of the same faith as the electors of the separate school division, whether Protestant or Roman Catholic.
- (4) A school council may, at its discretion,
 - (a) advise the principal and the board respecting any matter relating to the school,
 - (b) perform any duty or function delegated to it by the board in accordance with the delegation,
 - (c) consult with the principal so that the principal may ensure that students in the school have the opportunity to meet the standards of education set by the Minister,

(d) consult with the principal so that the principal may ensure that the fiscal management of the school is in accordance with the requirements of the board and the superintendent, and

(e) do anything it is authorized under the regulations to do.

(5) Subject to the regulations, a school council may establish and implement policies in the school that the school council considers necessary to carry out its functions.

(6) A school council may make bylaws governing its meetings and the conduct of its affairs.

(7) Subject to the regulations, a board may establish and implement policies respecting school councils.

(8) A board shall establish a dispute resolution process to address disputes between the principal and the school council with respect to policies proposed or adopted for a school.

(9) The Minister, on the request of the board, may dissolve a school council without notice at any time if the Minister is of the opinion that the school council is not carrying out its responsibilities in accordance with this Act and the regulations.

(10) Where a school council has been dissolved by the Minister pursuant to subsection (9), a school council must, in accordance with the regulations, be established after the start of the school year immediately following the year in which the school council was dissolved.

(11) The Minister may make regulations

- (a) respecting the establishment of school councils, the election or appointment of the members of a school council, the term or other conditions of election or appointment and the dissolution of a school council;
- (b) respecting the roles of the principal and the school council of a school and their respective powers, duties and responsibilities;
- (c) respecting the re-establishment of school councils that have been dissolved by the Minister pursuant to subsection (9);
- (d) respecting any other matter the Minister considers necessary respecting school councils;

School Council

School councils are an important forum through which members of school communities play an advisory role in school improvement planning. Key factors in collaborative relationships are building meaningful, two-way communication and supporting respectful interactions among education partners.

School council is a structured group of parents, principals, teachers, secondary students and community representatives whose purpose is to advise the principal and the school board respecting matters relating to the school. It is a means for parents and community members to work together with the school to support and enhance student learning.

A school council is a vehicle to support meaningful parental involvement in decisions that affect the school and its operations. School council provides the venue for parents to reflect the wishes of the broader community for the education of its students and to actively participate in giving advice and support to the principal in the operations of the school. The actual decision-making authority of the school council is limited to:

- determining the school council operating procedures
- setting policies to govern school council activities at the school level, as described in the *Education Act*
- planning engagement activities that align with school council's legislated purpose
- choosing to provide advice to the principal and school board

Core Activities

- Advises the principal and board on educational issues that pertain to the school.
- Establishes and reviews school council's goals, objectives, action plans and procedures.
- Communicates and consults with parents and the school community.
- Meets regularly.

[Annual Agenda Framework](#)

[Sample School Council Annual Agenda](#)

Role

A school council should review its mission, vision and goals annually to ensure they reflect the views of the current membership.

School council functions may include:

- consulting with the principal to ensure students have opportunities to meet Ministry standards, fiscal management is sound, and the community is taken into consideration during school-based planning
- advising the principal and the school board on topics as requested
- being involved in school-based planning
- sharing ideas and information with other school councils and provincial organizations
- communicating information to the school community and other school councils
- setting policies that relate to school council functions, such as:
 - location of school council meetings
 - mail, email address for school council correspondence
 - school council orientation and development
 - financial management and/or fundraising
 - communications
 - privacy
 - minutes of school council meetings
 - pertinent information unique to the school council

[Effective School Council Checklist](#)

What School Councils are Not

As the primary role is advisory, school councils are not eligible to incorporate as societies. It is not the primary intent of school councils to fundraise or lobby.

Roles that are not to be taken on by a school council include:

- school governance
- employment issues
- school management
- listening to complaints

[Education Act & School Councils Regulation](#)

Advisory

The school council is a legislated structure - a forum for parents and community members to participate in an advisory capacity in their local school decision-making processes. The advisory role is intended to engage parents, high school students and the community in school decision-making for which the principal is responsible.

Advising the Principal

School council may, at its discretion, advise the principal on matters relating to the school. Some of the more common topics for discussion include:

- school's overall mission, philosophy, policies, rules and goals
- school's improvement planning, including three-year plans
- school division policies (e.g. school fees, school council policies)
- school budget
- school volunteers
- provincial achievement test results and diploma exam results
- guidelines and principles for the school resource allocations
- fundraising
- training and/or information needs of school council members
- school policy on use of facilities by the larger community
- facility renovations
- ways of reporting student achievement results to parents and public
- methods of communicating with parents and the public
- promotion of the school in the community
- programs offered in the school
- extracurricular activities offered in the school
- student attendance procedures, standards of student conduct and bullying issues
- services for students to improve learning, such as assistance from reading specialists and guidance counsellors
- school calendar and adjustments in school hours
- graduation and other school celebrations

Advising the Board of Trustees and Charter Boards

School council may, at its discretion, advise the school board/charter board on matters relating to the school.

Typical topics include:

- division's three-year plan
- school division budget
- fundraising issues and methods of generating additional revenue
- school council policies
- division-wide programming priorities
- school infrastructure priorities
- safety issues that affect students/schools in the division
- advocacy for students, parents and public education
- transportation issues
- suggested criteria for hiring a school principal

Advising the Minister of Education

School councils may also come together to advise the Minister of Education on matters that pertain to provincial educational policy and directions. When advice with the potential to affect change in schools across the province is given, it becomes **advocacy**. This form of advising or advocacy can be undertaken through the government recognized provincial association that represents the voice of parents in public education - the **Alberta School Councils' Association (ASCA)**.

ASCA members bring forward issues, in the form of resolutions, at the annual general meeting. If a resolution is endorsed or voted in by the majority of the assembly at the meeting, it becomes a policy of the association. This policy forms the basis for advocating change to the Minister of Education.

Responsibility

While individual members of school council may have specific duties, all members are responsible for creating a culture of respect, collaboration and inclusion.

Each school council must decide how to fulfill its responsibility in the school community through activities, such as:

- seeking the views of the school community (through questionnaires, informal discussions, topic-specific meetings)
- representing the views of the school community actively and accurately (through consulting as widely as possible with parents, teachers, students and community before making major decisions or providing conclusive advice to the principal or board)
- informing the school community of items, such as meetings, committee work, news and surveys (through newsletters, bulletin boards, emails)
- involving the school community (by inviting, supporting, including)
- encouraging and promoting parental engagement and support (by publicizing opportunities for ways to get involved, not just school council meetings)
- becoming well informed (by asking questions, reading, critically examining what is presented)
- focusing on the best interests of all students (by considering a wide variety of students and families when making decisions and formulating advice)
- becoming familiar with the policies of the local school board and understanding how they impact the school community
- maintaining ethical standards and setting ground rules of respect for meetings (adopting a code of conduct for school council members, rules of order for meetings)

Alberta School Council Engagement (ASCE) Grant

Alberta's government provides funding directly to school councils through the Alberta School Council Engagement (ASCE) Grant to enhance collaboration between parents and schools on education priorities. This grant gives each school council in the province \$500 per year. ([Ministry information](#))

This grant provides funding to school authorities (divisions) for each school in order to support school councils fulfilling their legislated responsibilities in the education system and enhancing parent involvement and engagement.

Active school councils in public, separate, Francophone and charter schools are eligible for this grant.

- By the end of October, school authorities provide the Education ministry with the number of school councils in their jurisdiction/division. The Ministry then allocates grant funds to school authorities.
- School divisions are responsible for ensuring that the funds are disbursed to their schools and made available to the school councils. **Funds must not be directed to registered fundraising societies.** The decisions for the use of the funds will be made by the school councils.

Only schools required by the Education Act to have a school council will be eligible for this grant. *Note: A school council must be established for each school operated by the board as per the Education Act, section 55(1). Of the eligible schools, only those with an active school council will receive the grant.*

The ASCE Grant is intended for parent involvement and engagement activities that:

- broaden the number of school events that include parents
- diversify the communication tools used to reach parents
- seek out the advice and ideas of other parents

Annually, school councils should establish local priorities aligned with the grant purpose that the funds will support. Examples of parent engagement activities and projects that funds can be used for include:

- **workshops for parents to increase capacity for school council members**
- information sessions on how parents can support student learning at home and at school
- parent resources and workshops on important topics such as, mental health and well-being, cyber bullying, healthy living, etc.
- programs to support multi-cultural and Indigenous families including, English language learners and First Nations, Metis and Inuit learners
- parent resources and tools in multiple languages
- events to engage parents on important local issues
- conference fees
- parent engagement in promoting the value of arts
- trainer/facilitator costs for the professional development, workshops or sessions associated with the above

Activities that grant funds can be used for include ASCA learning opportunities such as workshops, [annual conference](#), and customized services for parents to increase capacity for school council members.

[ASCA WORKSHOPS](#) are designed to help school councils understand their legislated role, to enhance parent engagement in the school community, and are delivered to school councils in a fee structure aligned with the Alberta School Council Engagement (ASCE) Grant.

Alberta Education provides the funding to School Divisions who provide each of their school councils with \$500. Individual school councils are responsible to book training workshops and services directly with ASCA.

All funds provided must be spent in the school year in which they are allocated. Any unused funds must be returned to Alberta Education. As per section 13(2) and 14 (1) of the *School Councils Regulation*, school councils must annually report to the school board on the receipt, handling and use of the ASCE Grant.

School authorities are expected to support their school councils to ensure funds are spent appropriately.

[ASCE Grant information](#)