



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, April 10, 2017 | 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:** René Tremblay
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**
 - 7.1 Sister Alphonse Academy: Boundaries/Programming: What we Heard Report (Jan Bloomfield) Attached for Trustees
8. **Approval of Minutes & Summaries**
 - 8.1 Regular Board Meeting Minutes of March 20, 2017 Attached
 - 8.2 Board Advocacy Committee Meeting Summary of April 3, 2017 Attached
9. **Approval of Committee & Event Reports from Advocacy Committee Meetings**
 - 9.1 Alberta School Boards Association Zone 2/3 (Becigneul) Attached
 - 9.2 First Nations, Métis and Inuit Leadership Committee (Crockett) Attached
10. **Good News (Communication & Community Relations)** Attached
11. **Questions from the Public**
(Questions are submitted in writing on the Thursday prior to meeting. Information and the form can be found on the District website located on the District website at <http://bit.ly/1SLTFSh>.) Attached
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.)

- 13. Action Items**
 13.1 Change of Day for 2017-18 Board Meetings (Shaw) Handout
- 14. New Business**
 14.1 School Fees – Bill 1 (Schlag) Handout
- 15. Information Items**
- 15.1 Report from the Chair
- 15.1.1 Correspondence Attached
- 15.1.2 Other Items
- 15.2 Report from the Superintendent
- 15.2.1 Trustee Request for Information
- Long Service Update (McGuinness) Attached
 - Update on District 40th Anniversary Celebration of French Immersion (Nixon) Attached
 - George Soetaert Memorial Award Recipients by School for Past 6 Years (Nixon) Attached
- 15.2.2 Policy
- Clarification Regarding Anonymous Complaints Protocol (Keohane) Attached
- 15.2.3 Fiscal Responsibility
- Quarterly Financial Report (Schlag) Attached
 - Draft 2017-2018 Principles for the Basis of Allocations (Schlag) Attached
- 15.2.4 Communications and Community Relations
- Namao Community Information Evening (Bruineman)
- 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:** René Tremblay
- 20. In-Camera** *(if applicable)*
- 21. Out-of-Camera** *(if applicable)*
- 22. Adjournment**



BOARD OF TRUSTEES REGULAR MEETING

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ATTACHMENT FOR AGENDA ITEM 7

Presentation Delegation

- 7.1 Sister Alphonse Academy Boundaries and Programming: What We Heard.
Jan Bloonfield, independent consultant/owner of Strategy Plus will present a report from the Sister Alphonse/Boundary Review/Programming Phase II survey. (Attached for Trustees)



BOARD OF TRUSTEES REGULAR MEETING

APRIL 10, 2017

ATTACHMENT FOR AGENDA ITEM 8.1

Regular Board Meeting Minutes of March 20, 2017

BACKGROUND:

Please see attached.

RECOMMENDATION:

THAT the Board of Trustees approve the minutes of the regular meeting of the Board held on March 20, 2017 as circulated or as circulated and amended.

**MINUTES OF THE REGULAR MEETING OF THE
BOARD OF TRUSTEES OF
GREATER ST. ALBERT ROMAN CATHOLIC
SEPARATE SCHOOL DISTRICT NO. 734
HELD on MONDAY, March 20, 2017, 2:00 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, R. Nixon, assistant superintendent, S. McGuinness, assistant superintendent, D. Schlag, secretary-treasurer

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

IN CAMERA

166/17 Trustee Tremblay: **THAT** the Board of Trustees move In Camera at 2:00 p.m.
CARRIED (7/7)

OUT OF CAMERA

167/17 Trustee Crockett: **THAT** the Board of Trustees move Out of Camera at 3:16 p.m.
CARRIED (7/7)

The Board recessed until 3:30 p.m.

OPENING PRAYER Trustee Proulx offered the Opening Prayer.

ACKNOWLEDGEMENT Trustee Shaw acknowledged that the Board is meeting on the original lands of the Cree, those of Treaty 6, and on the homeland of the Métis Nation.

APPROVAL OF AGENDA

168/17 Trustee Becigneul: **THAT** the Board of Trustees approve the agenda as presented.
CARRIED (7/7)

PRESENTATION DELEGATION

There were no presentations.

APPROVAL OF MINUTES & SUMMARIES

169/17 Trustee McEvoy: **THAT** the Board of Trustees approve the minutes of the regular meeting of the Board held on February 27, 2017 as circulated.
CARRIED (7/7)

170/17 Trustee Tremblay: **THAT** the Board of Trustees approve the summary of the Board Advocacy Committee Meeting held on March 6, 2017 as circulated.
CARRIED (7/7)

171/17

Trustee Radford: **THAT** the Board of Trustees approve the committee reports from the Board Advocacy Committee meeting held on March 6, 2017:

9.1 Alberta Catholic School Trustees' Association

9.2 Alberta School Boards Association Zone 2/3 Report

CARRIED (7/7)

GOOD NEWS

Trustee Shaw shared the Good News Report.

Trustee McEvoy and **Trustee Shaw** commended SACHS on their production of High School Musical.

Trustee Radford recognized MCHS on the success and packed Coffee House event that raised more than \$1,800 for Development & Peace. It was also mentioned that MCHS was selected as a Super Powering Contest – Staples' finalist which recognizes environmental programs in schools. The school will advance to the second round of judging with the final ten schools selected on April 22, 2017.

Trustee Crockett commented on the success and fun of the Development & Peace Dodgeball Fundraiser at Vital Grandin School that has attracted lots of district staff and community member participation.

QUESTIONS FROM THE PUBLIC

There were no questions from the public.

CONSENT ITEMS

Board Policy 10 – Policy Making and Board Policy 15 – School Closure

172/17

Trustee Proulx: **THAT** the Board of Trustees approve the review of Board Policy 10 – Policy Making and Board Policy 15 – School Closure with no changes.

CARRIED (7/7)

ACTION ITEMS

2018-2021 Capital Plan

173/17

Trustee Radford: **THAT** the Board of Trustees approve the Three-Year Capital Plan for 2018-2021 with the following two projects and ranked priorities, MCHS (1) and BK (2), with electronic submission to follow on or before the April 1, 2017 submission deadline.

CARRIED (7/7)

NEW BUSINESS

There was no new business.

INFORMATION ITEMS

Report from the Chair

Trustee Shaw updated the Board on correspondence which included responses from the Board to questions received at the January 30, 2017 Board meeting. Trustee Shaw reminded Board members about upcoming fall election and encouraged trustees to provide appropriate time for the public to respond.

Report from the Superintendent

Assistant Superintendent McGuinness updated the Board on upcoming field trips planned and those seeking approval. **Secretary-treasurer Schlag** updated the Board on the

provincial budget indicating that it is good news for the district, given no specific reductions were announced. An explanation was provided on how monies for new grants would be calculated in this initial year of implementation of Bill 1.

BOARD COMMITMENTS

174/17 **Trustee McEvoy:** **THAT** the Board of Trustees approve the Board Commitments as presented and updated at this meeting.

CARRIED (7/7)

MOTION TO EXTEND

175/17 **Trustee Radford:** **THAT** the Board of Trustees extend the meeting until 7:00 p.m.

CARRIED (7/7)

CLARIFICATION PERIOD FOR PUBLIC & MEDIA

There were no questions.

TRUSTEE REQUEST FOR INFORMATION

Trustee Radford requested information on the school-based fees being charged for 2017-18. Secretary-treasurer Schlag advised that schools are currently submitting specific, detailed information on all school-based fees being considered for 2017-18 and will provide an update once that work is completed and reviewed.

Trustee Radford requested an update on the 40th Anniversary celebration of French Immersion programming in the district.

Trustee Radford requested information on the number of recipients by school, of the George Soetaert Memorial Award during the past six years.

CLOSING PRAYER

Trustee Proulx offered the closing prayer.

IN CAMERA

176/17 **Trustee Radford:** **THAT** the Board of Trustees move In Camera at 5:20 p.m.

CARRIED (7/7)

Trustee Tremblay left the meeting at 6:45 p.m. declaring pecuniary interest.

OUT OF CAMERA

177/17 **Trustee Radford:** **THAT** the Board of Trustees move Out of Camera at 7:00 p.m.

CARRIED (6/6)

ADJOURNMENT

178/17

Trustee McEvoy: **THAT** the Board of Trustees adjourn the regular meeting at 7:00 p.m.

CARRIED (6/6)

Secretary Treasurer

Chair



BOARD OF TRUSTEES REGULAR MEETING

APRIL 10, 2017

ATTACHMENT FOR AGENDA ITEM 8.2

Board Advocacy Committee Meeting Summary of April 3, 2017

BACKGROUND:

Please see attached.

RECOMMENDATION:

THAT the Board of Trustees approve the summary of the Board Advocacy Committee meeting held on April 3, 2017 as circulated or as circulated and amended.

**SUMMARY OF THE BOARD ADVOCACY COMMITTEE MEETING OF
GREATER ST. ALBERT RCSSD NO. 734
MONDAY, APRIL 3, 2017**

COMMITTEE MEMBERS PRESENT

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

COMMITTEE MEMBERS ABSENT

Trustee Crockett

ADMINISTRATION PRESENT

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

CALL TO ORDER

Trustee Tremblay called the meeting to order at 7:33 p.m. and Trustee Shaw offered the opening prayer.

ACKNOWLEDGMENT OF TERRITORIES

Trustee Tremblay acknowledged that the Greater St. Albert Catholic School Board is meeting on the original lands of the Cree, those of Treaty 6, and on the homeland of the Métis Nation.

CHANGES TO THE AGENDA

5.2 – Board Meeting Calendar 2017-18 Discussion was removed and Francophone Historical Book Distribution replaced that item.

TRUSTEE COMMITTEE REPORTS

Trustee Becigneul provided a written report from his attendance at the March 24, 2017 ASBA Zone 2/3 Meeting. Trustee Crockett provided a written report from her attendance at the March 13, 2017 FNMI Leadership Committee Meeting. Trustee Tremblay provided an oral report on the Morinville Chamber of Commerce and Trustee McEvoy provided a brief oral update on the Education Foundation.

TRUSTEE DEVELOPMENT / BOARD ADVOCACY

Development and Peace Update – R. Nixon and C. Loiselle

Trustees were presented with a 3 page overview and a power-point presentation on the decision by School Administrators to raise funds to build a school in the Philippines as a Legacy Project to commemorate the 150th Anniversary of the District. The overview showed the birth of the project, through to the construction of the building, to the opening commemoration by the local Bishop. As of March 2017, the District had raised \$146,000 of the \$200,000 pledged for the project and it is expected the target will be reached by June 2017, based on the many projects in progress. There was opportunity for questions and answers.

Francophone Historical Book Distribution Discussion

Trustee Radford shared an email she had received from ACFA Centralta Administration, indicating the Centralta Tourism Society would like to donate a copy of the book, *Adventure of my Alberta*, to every school with a French Immersion program in GSACRD. The anecdotal stories in the book, present the contribution of Alberta's francophone pioneers and is tied to the Alberta school curriculum. Superintendent Keohane advised Administration would look after the distribution of books as requested.

Trustee Shaw offered the closing prayer. The meeting was adjourned at 8:25 p.m.

Meeting chaired by Trustee Tremblay



BOARD OF TRUSTEES REGULAR MEETING

APRIL 10, 2017

ATTACHMENT FOR AGENDA ITEM 9

Committee & Event Reports

PREPARED BY:

- | | |
|--|----------|
| 9.1 Alberta School Boards Association Zone 2/3 (Becigneul) | Attached |
| 9.2 First Nations, Métis and Inuit Leadership Committee (Crockett) | Attached |

RECOMMENDATION:

THAT the Board of Trustees approve the committee reports from the Board Advocacy Committee meeting held on April 3, 2017



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

Committee Report Summary

Board Advocacy Committee Meeting Date: April 3, 2017

Submitted by Trustee: Joe Becigneul

Committee/Event Name: ASBA Zone 2/3

Committee Meeting Date & Time: March 24th, 2017 @ 9:30 a.m.

Summary of Agenda Items:

- Standing item—ASBA Issues/Directives for Action
- Chair's Report—Cheryl gave an overview of her Report.
 - Language Reps – looking. Story Boards at SGM.
 - Problems associated with second language learners.
- The Zone Financial Report was presented.

ASBA REPORTS:

Jennifer Tuininga – New foundational statements for Chair.

Vision – Governance is ASBA focus as well as supporting Boards.

Mission – To serve Boards – so Trustees can serve grassroots.

Strategic Plan supported by budget – will be presented April 28th. Trustees encouraged to attend.

New President is Mary Martin.

Budget will be e-mailed before next meeting.

SGM – Register through ASBA Website (June 4 – 6)

FGM – Nov. 19 – 21.

ASBA President's Report:

Bill 1 now in Committee of the Whole. Regulations will be in place by April 30. Survey sent out March 23.

Bill 202 – MLA Cyr. Images Act – Amanda Todd and references to bullying. Will require modest changes to Education Act.

Bill 6 – 24th of March. Tabled by Minister Eggen. Northlands School Division Act.

FNMI Successes – Well being task force.

Saskatchewan Report – Left School Boards as is – no amalgamation. Continue with elected Boards rather than appointed.

Rural Caucus – 50 members attended. Mary invited. Very positive and supportive of ASBA.

Met with ACSTA and will meet with Edmonton Public later this spring.

ASBA – Harder stance on the budget. Need to challenge the government more.

AB Ed Report:

- Excellence in Teaching awards are on hold.
- Minister's Youth Council – 32 Jr. and Sr. High students from all regions in AB – May 5th deadline.
- Applications encouraged.

Advocacy Committee Report – Value of locally elected Trustees – to be shared.

- What does your district do to promote Trustees? Relationship building. Communication. - Trustee corner in newsletters, social media, website activity, local press at Board Meetings, PAC attendance, School events, concerts, Parent Advisory Council meetings.
- What is done to attract candidates to run as Trustees? – Approach School council members, school staff, social media, politician to politician.

Edwin Parr Report – 18 nominees.

U of A Field Experiences Advisory Council Report

- Practicums organized around # of days as opposed to start date / end date.
- 1st practicum 25 days, second 45 days.
- Classroom management course required by 1st practicum.
- Experiential student component to become a requirement.
- Spring session courses to be held in 3 schools.
- Special Ed. Settings.
- Ed students are building a course on how to be a substitute teacher.
- ATA created resource on proper terminology for FNMI.
- U of A searching for a new Dean of Education.

Comprehensive School Health Report: - Shaping the Future Conference. 950 delegates attended late January.



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

Committee Report Summary

Board Advocacy Committee Meeting Date: April 3, 2017

Submitted by Trustee: Joan Crockett

Committee/Event Name: FNMI Leadership Committee (FLC)

Committee Meeting Date: March 13, 2017

Highlights:

- After acknowledgement of Territories and a tobacco offering from Barb Brochu to Edna Arcand, Edna shared a prayer in Cree.
- Superintendent Keohane and Assistant Superintendent Nixon reviewed the draft for the Alberta Curriculum Teacher Quality Standard and our Three-Year Education Plan Goals.
- The Government of Alberta has committed \$5.3 million to start a curriculum which includes the history of Indigenous people.
- GSACRD has applied for and received a grant of \$47,500 for literature which features stories about FNMI children.
- June 21 is National Aboriginal Day. To celebrate FNMI heritage within our schools, the elders suggested a Pipe Ceremony. This ceremony might include smudging, a practice used to cleanse and purify thoughts, feelings, and emotions, drummers, and singers and perhaps with a Round Dance to conclude the Ceremony.
- Edna Arcand felt that the grotto behind the church would be the ideal place for the Pipe Ceremony due to the historical significance on the hill and the cherished relationship between Fr Albert Lacombe and Chief Katsaweskum.
- Senior Admin will be consulted to see what and how the ceremony(ies) could be offered to attendees (representatives from the schools).
- New Strategy suggested for the 2017-2020 Three Year Education Plan – School funds will be used to support appropriate interventions for those students not achieving acceptable standards on provincial achievement tests and diploma exams.
- Edna led the closing prayer.
- Next meeting April 25th, 2017.



BOARD OF TRUSTEES REGULAR MEETING

APRIL 10, 2017

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
April 10, 2017

School News

- Congratulations to **Jack McDougall, SACHS** student who took home the bronze medal at the recent 2017 Wrestling Junior Nationals!

- **Vital Grandin** raised over \$1000 for Development and Peace through their Music Ministry at Holy Family Parish and their Dodgeball for Development games. Students paid a toonie to play against staff members. Maintenance staff, district office staff, trustees and community members including Mayor Nolan Crouse participated! Thank you to all those came out and made donations to support this fundraiser.

- The **J.J. Nearing ATB Junior Bank** is doing very well. Staff from ATB are impressed with the governance from the JJN Board of Directors. They have been marketing their bank and the benefits of saving in very creative ways - offering contests, prizes, and draws; all advertised through videos (via Google Hangouts) using during our morning announcements. The Board is gathering grant applications now from teachers and will award \$500.00 to the successful applicant!

- CTV Primetime showcased **R.S. Fowler's** "therapy dog," Bear, through a recent news clip, highlighting the positive impact the dog is having on students accessing counselling services.



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

Board Chair Correspondence

Attachment for Agenda Item 15.1.1

As reported by the Board Chair

Regular Board Meeting Date: April 10, 2017

	Date of Correspondence	Sender/Recipient	Subject of Correspondence
1.	April 5, 2016	Education Minister to Board Chairs	School Nutrition Program Expansion
2.	April 3, 2017	Education Minister to Board Chairs	LGBTQ – Supporting All Student



BOARD OF TRUSTEES REGULAR MEETING

APRIL 10, 2017

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
April 10th, 2017

***Trustee Request for Information**

Long Service Awards Update

Assistant Superintendent, Sean McGuinness will provide an update regarding GSACRD's Long Service Awards program. Staff survey results will be part of this report. The request for information of the program was originally made by Trustee Crockett. (Attached)

District Celebration of French Immersion Update

At the March 20th, 2017 regular meeting, Trustee Radford requested an update on information regarding the anniversary of French Immersion in the District. Clarification will be provided by Assistant Superintendent, Rhonda Nixon. (Attached)

George Soetaert Memorial Award Recipients

At the March 20th, 2017 regular meeting, Trustee Radford requested information on the recipients of this award by schools in the past 6 six years. An update will be provided by Assistant Superintendent, Rhonda Nixon. (Attached)

Policy

Clarification Regarding Complaints Protocol

Processes are currently being undertaken to revise and specify the management and resolution of community complaints. Please review the attached correspondence for details. (Attached)

Fiscal Responsibility

Quarterly Financial Report

Secretary-Treasurer, Deb Schlag, will provide a quarterly financial statement report. (Attached)

Draft 2017-2018 Principles for the Basis of Allocations

Secretary-Treasurer, Deb Schlag, will present a draft of the 2017-2018 Principles for the Basis of Allocations. (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.

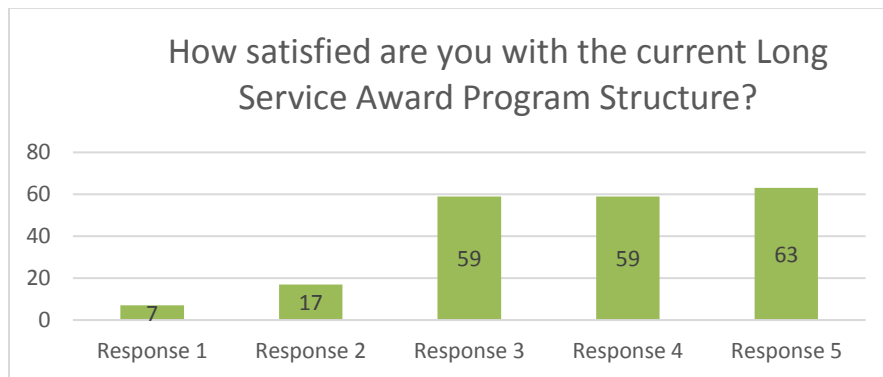


Long Service Awards Survey Preliminary Analysis of Results

The survey ran for two weeks (February 8 – 22, 2017).
205 employees responded to the survey.

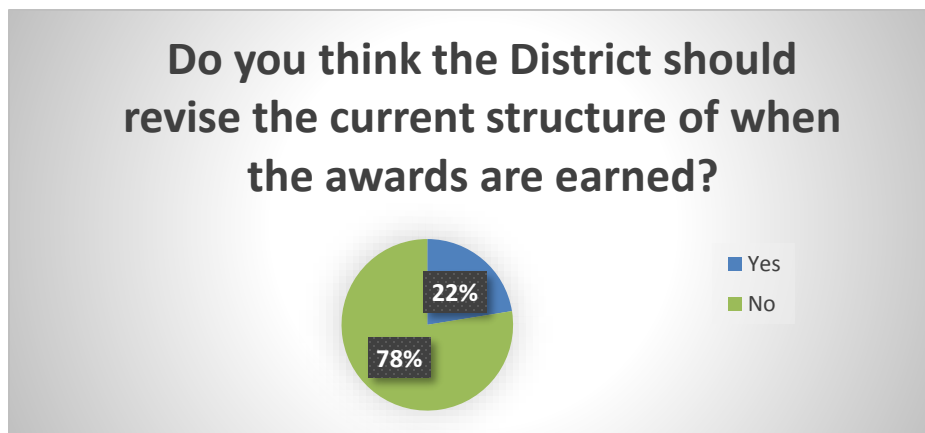
Analysis of the data reveals the following:

Satisfaction with the current Long Service Award Structure



1 = 3.4% **2 = 8.3%** **3 = 28.8%** **4 = 28.8%** **5 = 30.7%**

59.5% of respondents provided a response of “4” or greater in relation to their satisfaction current Long Service Award Structure on a 5 point scale. 88.3% of respondents provided a response of “3” or greater.



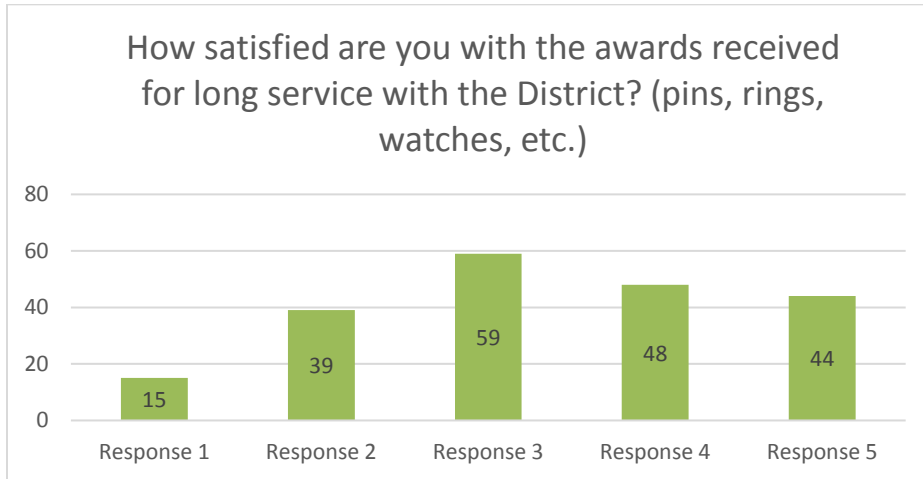
78% of respondents think that the District should **NOT** revise the current structure of when the awards are earned. (Current structure is recognition for every 5 years of service.)



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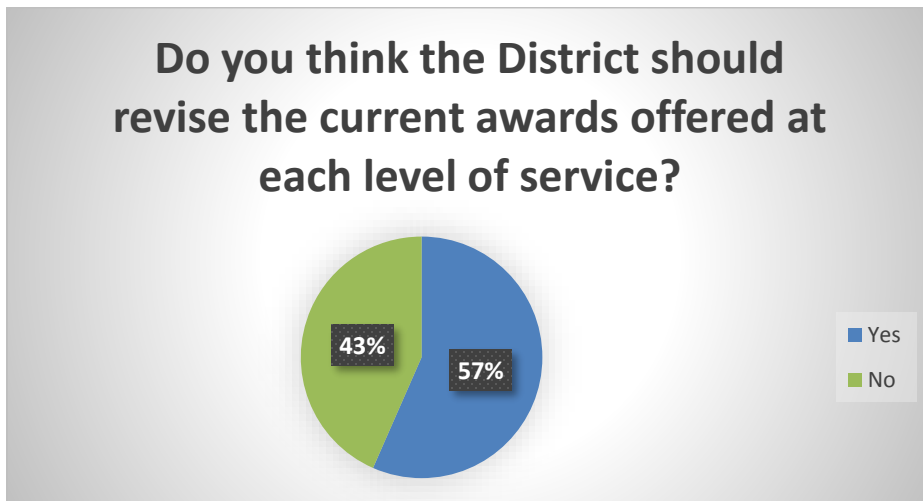
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Satisfaction with the Awards Received



1 = 7.3% **2 = 19%** **3 = 28.8%** **4 = 23.4%** **5 = 21.5%**

44.9% of respondents provided a response of “4” or greater in relation to their satisfaction with the awards currently received for Long Service on a 5 point scale. **73.6%** of respondents provided a response of “3” or greater.



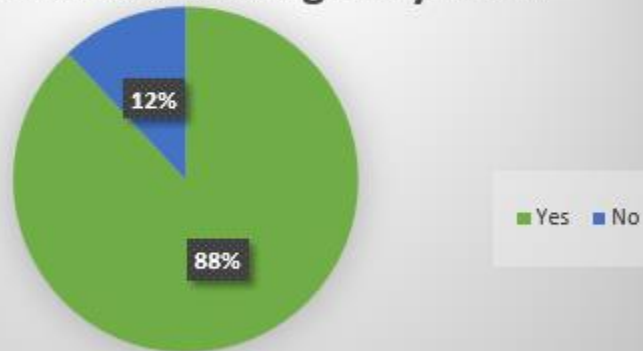
57% of respondents think that the District should revise the current awards offered at each level of service.



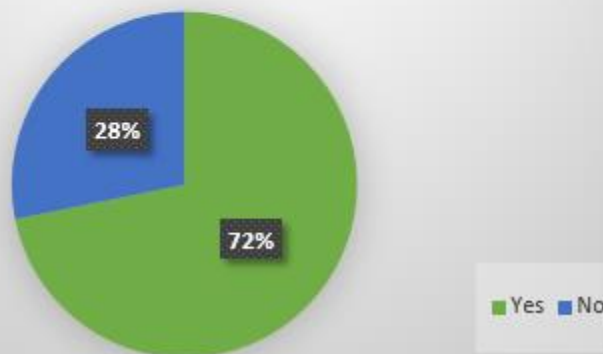
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**Would you like to see the District
move towards a catalogue System.**



**Would you like to see the District
offer RRSP contributions at each
award level?**

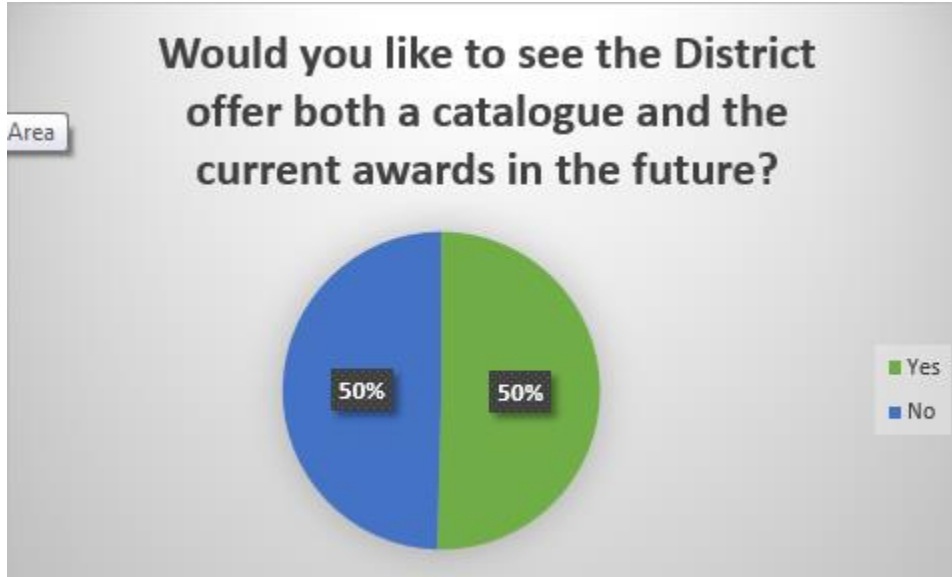


Of the 57%, 88% would like to see the District move towards a catalogue system. 72% of these respondents would also like to see the District offer RRSP contributions at each award level.



Greater St. Albert
Catholic Schools

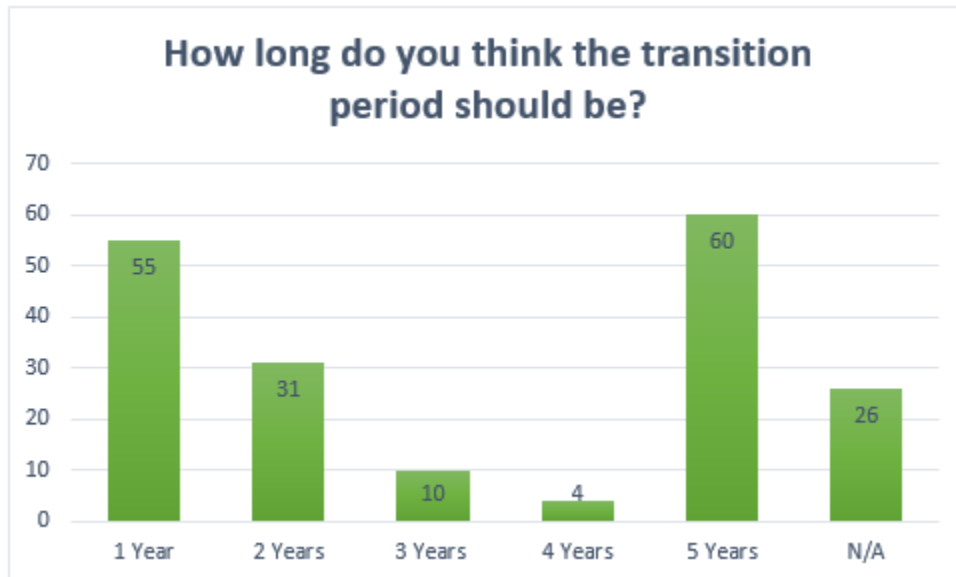
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However, of these same respondents, there was a 50/50 split on whether they would like to see the District offer both a Catalogue and the current gifts in the future.

Transition of Award Programs

186 out of the 205 people who responded to the survey answered this question.



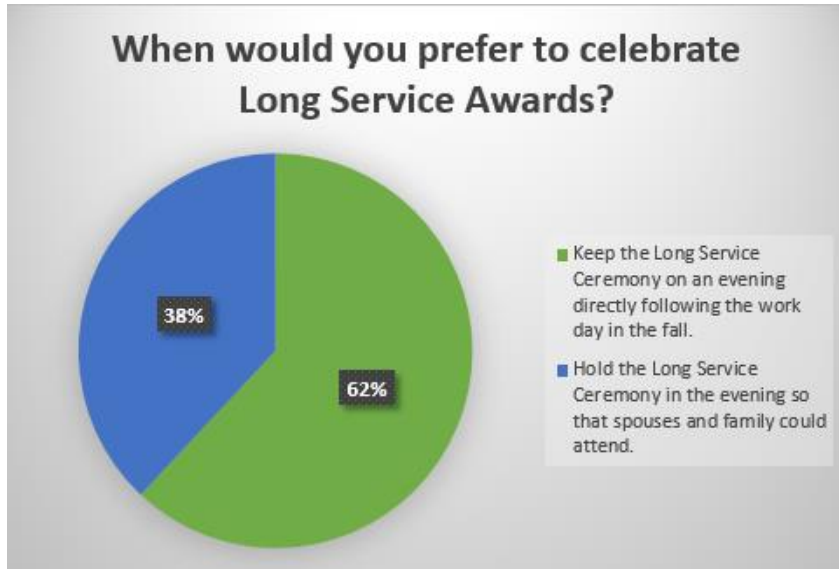
1 = 29.6% 2 = 16.7% 3 = 5.4% 4 = 2.2% 5 = 32.3% N/A = 14.0%



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Ceremony



62% of respondents would like to keep the Long Service Ceremony on an evening directly following the work day in the fall.



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Catholic Schools

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Additional Comments

Please share any additional thoughts or suggestions you may have regarding Long Service recognition.

- I appreciate the Long Services Award and thank the Board for it's support of this. I do believe that some people will always feel uncomfortable with recognition in a public way and there will always be some who think that it could be done differently.
- No watch. Fell apart. Like the food/fellowship.
- The only gift that is not preferred by me is the pin. I feel it does not really have a purpose. All the others are great.
- I am quite pleased with everything that is done for the Long Service recognition.
- It's considerate of D.O. to offer this survey. It's nice to be recognized by the division.
- I think partial years of service (part time) should count as being a full year.
- I think it would be a great honor to have our superintendent present the awards for I consider him to be my "boss" of this school board. It is always nice to see all our leaders and trustees on stage for it makes me feel I have been truly recognized by the board who hired me.
- I think it is really important that admin from schools with staff receiving awards, especially 20, 25, 30+ years, attend. Also, staffs from those schools should be encouraged to attend. It is important to recognize the 5 year teachers. Those first five years are huge learning curves and they should be recognized for surviving that! Also, sometimes it takes a LONG time to get that five year award, especially if you have had maternity leaves, etc. Having organized volunteer awards evenings, these are just really difficult to get people to attend. Right after work, I think, would still have the most attendance.
- Long service is a rare event in most fields, it is so important that our Board honor those dedicated to the profession. I'm proud of how generous our Board is in this district in honoring long term service.
- I feel that the little tidbits were fun this year - however there should have been tidbits for all recipients over 20 years
- Would rather have cash or RRSP contribution than watch, ring, pin etc., no matter how small it may be



Greater St. Albert
Catholic Schools

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- My husband's employer offers a catalogue for long service awards. It has been well received. Employees can choose something this is practical and meaningful to them.
- Can a criteria regarding full time vs. part time hours be established? Sometimes, it takes 2 years of part time service to count towards one year of "service".
- I am pleased with the long service award system we have. If however, someone has good reasons for changing it, I'm fine with that as well. Any recognition is good recognition.
- Temporary contracts with the division should count toward years of service.
- Beginning with 10 years I would to have a ring with the diamond inserted for 10 years, 15 years - a district watch, 20 year - \$1000, 25 years - \$1500, 30 years - \$2000, 35 years - \$2500
- Although TQS & retirement plans need to be based on hours/days taught, long service recognition should be based on time with the district and all time with the district should be counted. There are many part-time staff who will work their entire career for gsacrd and yet never be recognized at the same level as peers who chose full time employment. If we are recognizing service to the district all days should be counted, and the tally shouldn't start over if you have time away from the district and then return.. all days should count.. the idea is to show appreciation to staff for their hard work.. we all know part time employees work way more than the hours they're paid for.. and if a person leaves for whatever reason and then chooses to return to the district, all time should be recognized..
- I feel that part time employees are not fairly recognized. A .5 placement should not be only worth 1/2 a year. They have still gave a year of service.
- Can do without the pin. 4:00 is too early for many schools, does not allow for travel time. 4:30 would be better
- I am very proud to work for GSACRD and appreciate the awards. BUT...I think we need to revamp what a year means. Just because I am part time does not mean I have not put in a full year. For some teachers , they have to work 10 years to be recognized for 5 years. When and how decide that a year for a trustee is more valued than a year for a part time employee? Individuals who go part time to stay home with young children are penalized also, although they do work a year but at part time hours.
- I have received a watch, ring and diamond chips that have never been worn. A catalogue might avoid the huge waste of money on things not useful.
- The catalogue idea is great, and something I have been hoping for, for many years. Please do this!!



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- I like the way it is now just maybe the choice of a ring or a watch on the 10 year mark and bump up the rest of the gifts.
- Being a teacher who has been with the division for almost 20 years but has worked part time for most of it, I have always been extremely disappointed with how years of service is determined. I only received my 10 years 2 years ago. I feel that anything over halftime should count as a full year of service. A year of service is a year of service!!! Just my opinion.
- Have the service attached to Blueprints day. Have the option of having the gift be a donation to Catholic Social Services or Development & Peace, etc. in staff member's name.
- I do like the idea of each gift at the different levels but maybe there could be a choice about the kind of watch.
- Family invites
- Great questions... Thank you
- I like the choice idea and if the catalogue has a ring or watch then they could choose that at 10 years. Love that you are reviewing this. Thank you. Great options.
- The cash awards are nice. Could a cash award be available at 15, 20, 25, 30, 35 years?
- I like the way it is now!!! Sean great MC
- None at this time
- Keep up the good work!
- people who are near and dear to the very long term recipients should present the award
- I appreciate Sean's humor as MC. I think the event is still somewhat casual compared to other school boards and I would appreciate going back to schools perhaps making more personal presentations to those who have served 30 years or more. Just ways of honoring people for their commitment in a personal way. We need to make a big deal of this.
- While I understand that some people enjoy these awards evenings, I have not personally attended. I am also grateful for the gift of a ring but it is a style that I don't wear . I like the idea of an RRSP contribution and the catalogue. I think the current gifts, while very nice, are not something I am interested in receiving.



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- the current structure includes 15 years - this was left out of the selection on page 2
- Love that the GSACRD recognizes employees for their service, and with lovely gifts. I genuinely appreciate that. One note - it is hard to understand how years of service is calculated, especially if one has worked several part time positions, or positions that start part way through the year. A number of people have expressed that they thought they should have had a 10 year award a year or two ago, but they worked part time at some point. Is there some way for employees to know at the end of each school year how many years of service they have?
- Our old ceremonies were entertaining. Schools prepared songs etc. I don't find the awards ceremony to be very celebratory. I think the awards nights are not as well attended because they are very rushed and boring.
- The district ring is such a lovely commemoration of service and I have looked forward to receiving this momento for the past ten years and would wear it proudly!
- I think it is work recognition by our district, so employees only. Family may attend other retirement socials done by staff/colleagues.
- I feel that there should be some way of recognizing teachers who are working part time or have gone on mat leave. We all know that part time equals full time so it would be nice if these people could be recognized for there years of service at a faster rate. We should look at subs, how is there years of experience being calculated for their salary when they finally get on the grid?
- A spirit or two, license to do so, may attract and keep larger crowd.
- I always enjoy the event and look forward to attending it every year. Thank you for all your hard work on this!
- other districts count leaves and part time work as years of service
- I am currently working 0.5 FTE. I need to work for the board for 10 years to receive my 5 year pin. I do not think that this is a fair practice.
- Thank you for the recognition and gifts!
- Keep the 15 years recognition. Especially for 20 hours employees



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Alternative Structure

Following is a suggestion of an alternate Long Service Award structure that could replace the current structure, within our \$40,000 yearly budget.

The District could keep the levels of recognition and alter the award structure to include both the current awards, a catalogue and an RRSP offering. The table below reflects how this might look as well as the monetary value of the awards that may be offered at each year of service for whether a catalogue or an RRSP offering:

Years of Service	Value of Catalogue or RRSP offering	Current Awards
5	\$100.00	Pin
10	\$200.00	-
15	\$250.00	-
20	\$300.00	Watch
25	\$500.00	Ring
30	\$750.00	-
35	\$1,000.00	-



DATE: April 10, 2017 **REFERENCE:** 17-06
TO: The Board of Trustees
FROM: David Keohane, superintendent of Schools
SUBJECT: Plans 40th Anniversary of French Immersion in the District
ORIGINATOR: Trustee Radford
PREPARED BY: Rhonda Nixon, assistant superintendent.

At the March 20, 2017 regular meeting, a request for information regarding the 40th anniversary of French Immersion was made by Trustee Radford.

Background:

This year, we hired a French Immersion Coordinator who was tasked with supporting programming in French Immersion schools by organizing events to raise the profile of French Immersion and to celebrate such programming, especially for students who are transitioning between grades 6 and 7, and grades 9 and 10. In keeping with her role, she initiated a celebration of French Immersion from 10:00-2:00 p.m. on April 6, 2017. High school students were asked to lead the stations that profiled different aspects of their language and culture. The focus was on celebrating French Immersion programming. Originally, it was thought that it was the 40th Anniversary of French Immersion programs in Greater St. Albert Catholic Schools. Upon further investigation, it was found that the first French Immersion program was at École Father Jan School, and it was approved by the Board on March 6, 1978. We look forward to continuing to celebrate French Immersion programming in the future.



DATE: April 10, 2017 **REFERENCE:** 17-07
TO: The Board of Trustees
FROM: David Keohane, superintendent of Schools
SUBJECT: Recipients of George Soetaert Award (by school) over 6 Years
ORIGINATOR: Trustee Radford
PREPARED BY: Rhonda Nixon, assistant superintendent.

At the March 20, 2017 regular board meeting, a request for information regarding the last six years of recipients for the George Soetaert (by school) was made by Trustee Radford.

Background:

The George Soetaert Award is given on an annual basis and provides a total of \$2,000.00 for students who have successfully completed Religious Studies 35 and/or who have had prominent roles in social justice service projects. The \$2,000.00 is to be divided equally between four grade twelve (12) students from our four high schools. School records for the past six years indicate the recipients listed in Figure 1.0. The Assistant Superintendent of Learning Services called the high school principals who had not nominated students for this award in the last six years. These principals were informed of this opportunity should they have a suitable candidate who meets the criteria.

Figure 1.0 George Soetaert Award Recipients 2010-2016

Date	Student	School
2010	Marielle Hawkes Sydney Killoh	SACHS ESSMY
2011	Olivia Trabysh Matthew Sawchuk	SACHS ESSMY
2012	Daniel Roth Stephanie Thomlinson	SACHS ESSMY
2013	Taylor Maxston Kamille Schoenberger	SACHS ESSMY
2014	Brittany Murray Nancy Forester	SACHS ESSMY
2015	Madeline Killoh Jenny Manderson	SACHS ESSMY
2016	Maria Czyz Sarah Willette	SACHS ESSMY



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: April 10, 2017

TO: Board of Trustees

FROM: David Keohane
Superintendent of Schools

RE: **Clarification Regarding Changes to Complaints Protocol**

Recent circumstances have prompted the need to consider modifying and making more specific complaint resolution protocols within the District. Complaints, as a result of being addressed through a fair and predictable process, may be brought to the attention of the Board. For this reason, individual trustees, and the collective Board have an interest in understanding the rationale and implications of changes that will be necessary for District administrative procedures.

The attached information provides three draft administrative procedures that will need to be amended or newly created in order to consider all matters relevant to addressing community complaints constructively:

AP151 – Channels of Communication (Amended);
AP152 – Community Member Concern Protocol (Newly Created);
AP153 – Anonymous Correspondence (Newly Created).

The information presented is a result of considering existing protocols throughout the District as they pertain to this topic, and the work of other Catholic school jurisdictions in the province who have already addressed community concern processes in areas that are not currently formalized for our district.

Subsequent to Board understanding and feedback of this matter, the procedures under consideration will be brought to CCLC and then to the District Policy Advisory Committee (PAC) for review relevant to the operations of our schools.

Thank you for your feedback regarding this matter.

DK

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CHANNELS OF COMMUNICATION

Background

It is important for elected officials, administrative staff and stakeholders to understand the formal lines of communication within the organization. This facilitates effective resolution of problems and prevents various levels of organization from giving mixed messages or working at cross-purposes.

The District supports the maintenance of a communication system that maintains open channels and recognizes the following chain of command:

- ◆ Staff member > Principal > Superintendent > Board

Procedures

1. Staff members wishing to inform Board members about activities and events in the school will normally do so through the Principal and Superintendent.
2. Trustee or administrators receiving complaints from parents, groups or community members will respect lines of communication **as outlined in Administrative Procedure 152 – Community Member Concern Protocol**.
3. Trustees, administrators and staff will respect the established lines of communication associated with the work of Board appointed committees.
4. ~~When dealing with complaints, the following procedures should normally be followed:~~
 - 4.1 ~~Encourage the individual to first discuss the complaint directly with the person against whom the complaint is made.~~
 - 4.2 ~~If the matter is not resolved to the satisfaction of the individual, the next level of the structure should be contacted; e.g., if the complaint is with a teacher, the Principal should be contacted; if the complaint is with a Principal, the Superintendent should be contacted.~~
 - 4.3 ~~Failing resolution by the Superintendent, the individual should be encouraged to write a letter explaining his/her concern to the Board along with his/her suggestions for resolution.~~
 - 4.4 ~~Failing resolution at the Board level, the individual shall be informed of his/her rights to appeal Board decisions under Section 103, 104, and 105 of the School Act.~~
5. ~~The Superintendent and Principals are responsible for ensuring that staff are aware of and follow established channels of communication.~~

Reference: Policy 13 – Appeals and Hearings Regarding Student Matters

COMMUNITY MEMBER CONCERN PROTOCOL

Background

Greater St. Albert Catholic Schools supports the rights of parents and members of the public to make inquiries into the conduct of operations of the district. The District realizes that parent concerns or conflicts may arise and must be resolved in a timely manner. Through implementing a process for conflict resolution, the District will be better able to promote conflict resolution that is ethically sound and that responds to the needs of students, staff, parents, and the public good. To this end, the District values the instruction of the Gospel and adherence to the basic principles of natural justice in resolving matters of conflict. Greater St. Albert Catholic Schools always seeks resolution through a climate of respect, trust, and fairness in working towards mutually understandable solutions.

Principles

1. As Christians we are called to not bear false witness against our neighbor, and to bring our concerns to those who may have offended us. Therefore, the District will enact approaches to conflict resolution that seek to obtain the truth and further a person's right to know the source of a concern.
2. The District recognizes the freedom of all members of the school community (students, staff, parents, and neighbours) to voice their concerns in an appropriate manner to the appropriate school personnel.
3. This procedure aligns with the basic Channels of Communication protocol for the District, as outlined within Administrative Procedure 151 – Channels of Communication.
4. Concerns or complaints must be made at an appropriate time, place, and manner as prescribed by Sections 27(1) and 16(2) of the *School Act*.
5. Concerns or complaints must not be made in front of students, during class time, or in the presence of co-workers.
6. Provisions within this administrative procedure will not influence the reality that conflict resolution protocols are always conducted according to the scope or severity of a concern that has been presented. Therefore their application will vary according to the District's need to assure:

- 6.1. the safety and well-being of students, staff, members of the public;
 - 6.2. responsiveness to legal statutes including the provisions of the *School Act*, Collective Agreements and District policies and administrative procedures;
 - 6.3. respect for the Codes of Conduct that are exercised by professional associations of employees within the District.
7. Notwithstanding the application of the previous principle, when investigations are required to understand matters that are in dispute between parties, the basic principles of natural justice and procedural fairness as they apply to a respondent will be supported in the following manner:
- 7.1. Notice – a respondent to a concern is given adequate understanding of the nature of a concern;
 - 7.2. Opportunity to Present One's Case – a respondent to a concern is given the opportunity to respond;
 - 7.3. Duty to Consider all Facts – a decision - maker is required to consider all relevant evidence and information pertaining to a concern prior to making a decision;
 - 7.4. Right to Representation – a respondent has the right to seek advice or assistance from an advocate in responding to concerns.

Procedures

1. In making a formal inquiry, the person must be prepared to directly address his/her concerns in person or in writing to the person(s) involved, otherwise known as the "first contact."
2. Inquiries or subsequent appeals that may be necessary will be limited to the impact of a decision on a parent's child and not regarding other children in a school community.
3. A school trustee, upon receiving an inquiry, will refer the parent or public member back to the school or department and will inform the Superintendent of the complaint.
4. Parents must address concerns directly to teachers before raising these concerns with the school administration when their concerns are about their child's teacher, program, and/or program support.
5. If a parent has a concern about the school administration, the parent is expected to deal with that concern with the school administration first, before raising these concerns with the Superintendent of Schools.

6. A concern or complaint must be handled in a confidential manner in accordance with the Alberta Freedom of Information and Protection of Privacy Act.
7. As the Superintendent serves as the final appeal for employee matters, all unresolved concerns at the school level regarding employee matters will be referred to the Assistant Superintendent, Human Resources for resolution.
8. As outlined in Policy 13 – Appeals and Hearings Regarding Student Matters, since the Superintendent serves as the final appeal on all student matters not appealable to the Minister of Education, the Superintendent will engage the Assistant Superintendent, Learning Services to initially address such matters unresolved at the school level prior to establishing a formal hearing process as outlined in Administrative Procedure 380 – Student Appeal Procedures.
9. Failing resolution of a matter by the Superintendent, the individual will be afforded the opportunity to write a letter explaining his/her concern to the Board along with his/her suggestions for resolution.
10. Failing resolution of a matter at the Board level, the individual shall be informed of his/her rights to appeal Board decisions that apply to Section 103, 104, and 105 of the School Act.
11. In the event that a parent initiates a concern with an affiliate to the District other than the “first contact,” the attached “Protocol for Parent Concerns” as outlined in Appendix A, will be followed. In order to assist parent with having concerns addressed constructively, all staff are expected to be conversant with this protocol.
12. The school and all District support services and personnel have a responsibility to facilitate communication and to provide procedural direction to parents who initiate complaints or concerns in accordance with District practices.

References: Section 27, *School Act*

Section 16, *School Act*

Section 20, *School Act*

Section 27, *School Act*

Section 45.1, *School Act*

Section 113, *School Act*

Section 123, *School Act*

Section 124, *School Act*

Administrative Procedure 151 – Channels of Communication

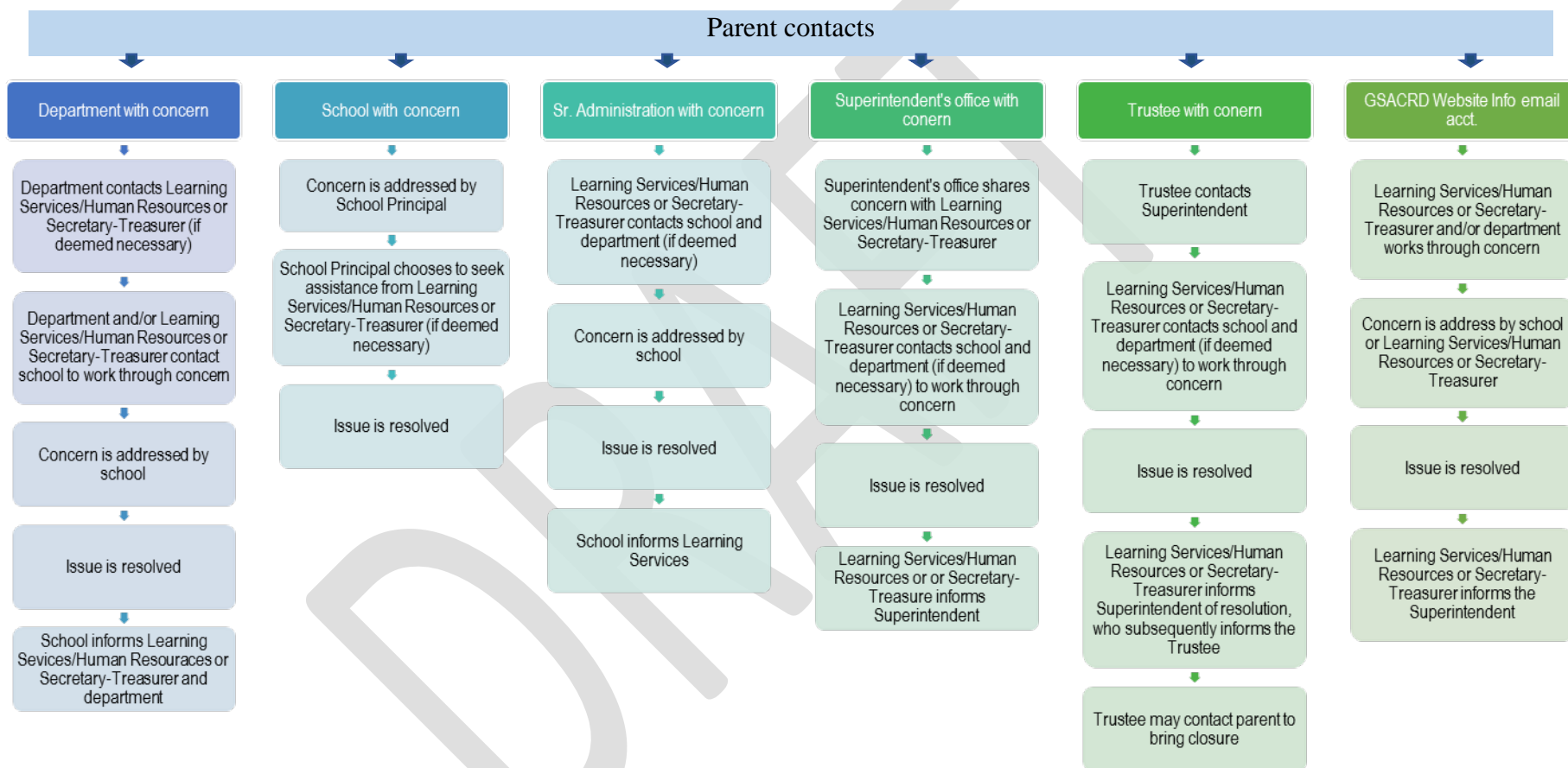
Administrative Procedure 154 – Public Civility on School / District Sites

Administrative Procedure 380 – Student Appeal Procedures

Policy 13 – Appeals and Hearings Regarding Student Matters

Implementation Date:

Protocol for Parent Concerns



Notes:

- Departments that refer to the Secretary -Treasurer: Finance, Transportation, Operation Services.
- Departments that refer to Learning Services: Learning Technology Services, Student Services. Student matters are referred to Learning Services.
- Employee matters are referred to Human Resource Services.

ANONYMOUS CORRESPONDENCE AND INFORMATION

Background

Issue resolution is most successfully achieved when solutions are arrived at through predetermined processes and channels of communication that are designed to respect the interests and rights of all associated with our school district. Through abiding by its communication processes, Greater St. Albert Catholic Schools seeks to further a climate of trust, justice, and well-being for all stakeholders, while maintaining a solution-based environment for all matters of interpersonal and community concern. Attention to anonymous correspondence or information as a complaint avoids accountability for what has been stated, diminishes pursuit of the truth, promotes bias when dealing with people, needlessly discredits personal reputations, and is therefore deemed to be non-constructive in nature. Therefore, in order to achieve successful resolution of an issue, the issue must be officially brought forward and this can only be achieved if the author of the inquiry is identified.

Procedure

1. The District is prepared to address all concerns with the person or persons making an inquiry. These concerns must be received in person or in writing. The correct procedure for such work is outlined in Administrative Procedure 152 – Community Member Concern Protocol.
2. No action will be taken on anonymous complaints which includes those that would have no information about the name of the individual initiating the complaint, seeks to place individuals within a larger anonymous group context, or establishes a pseudonym when identifying as an individual or group.
 - 2.1 Anonymous correspondence and / or information shall not be circulated to members of the Board.
 - 2.2 Anonymous correspondence and / or information shall be shredded or disposed of immediately by the recipient.
 - 2.3 Anonymous correspondence and / or information received in a school shall be shredded or disposed of immediately, and the Superintendent will be informed that such correspondence and / or information was received and disposed of immediately.

2.4 Anonymous correspondence and / or information received by a Board member shall be shredded or disposed of immediately and the Superintendent shall be informed that a letter was received and disposed of.

Reference:

Administrative Procedure 152 – Community Concern Protocol
Section 45.1, *School Act*

Implementation Date:

DRAFT

- (a) of the expulsion, and
 - (b) of the right to request a review under section 124.
- (4) The board may re-enrol a student who has been expelled.

1999 c28 s4

Flags

26 The principal of a school shall ensure that the Canadian flag and the Alberta flag are displayed at the school.

1988 cS-3.1 s20

Prohibited activities

27(1) No person shall

- (a) disturb or interrupt the proceedings of a school,
- (b) disturb or interrupt the proceedings of a school meeting or board meeting, or
- (c) loiter or trespass in a school building or on property owned by a board.

(2) No person shall canvass, sell or offer to sell goods, services or merchandise to a teacher or a student in a school without the prior approval of the board.

1988 cS-3.1 s21

Division 2 Other Schools

Private schools

28(1) A school is entitled to be registered as a private school if the operator applies to the Minister and the Minister is satisfied that

- (a) the school will provide a program of studies that complies with any orders made under section 39(1)(f),
- (b) the school will meet the standards of student achievement and achievement testing acceptable to the Minister,
- (c) the operator agrees to regular evaluation and monitoring by the Minister, and
- (d) the building that is used for school purposes meets and will continue to meet all applicable local and provincial health, safety and building standards.

(2) A private school is entitled to be accredited as an accredited private school if

- (a) a principal shall not inform a board or the Minister under subsection (4) that no staff member is available to serve as a staff liaison, and
- (b) that staff member shall be deemed to be available to serve as the staff liaison.

2015 c1 s3

Parents**16.2** A parent of a student has the responsibility

- (a) to take an active role in the student's educational success, including assisting the student in complying with section 12,
- (b) to ensure that the parent's conduct contributes to a welcoming, caring, respectful and safe learning environment,
- (c) to co-operate and collaborate with school staff to support the delivery of specialized supports and services to the student,
- (d) to encourage, foster and advance collaborative, positive and respectful relationships with teachers, principals, other school staff and professionals providing supports and services in the school, and
- (e) to engage in the student's school community.

2015 c1 s3

**Part 2
Schools****Division 1
Schools Operated by a Board****Application of Division****17** This Division applies only to schools operated by a board.

1988 cS-3.1 s12

Teachers**18(1)** A teacher while providing instruction or supervision must

- (a) provide instruction competently to students;
- (b) teach the courses of study and education programs that are prescribed, approved or authorized pursuant to this Act;
- (c) promote goals and standards applicable to the provision of education adopted or approved pursuant to this Act;

student the opportunity to meet the standards of education set by the Minister.

(8) Repealed 2015 c1 s3.

RSA 2000 cS-3 s45;2015 c1 s3

Board responsibility

45.1(1) A board has the responsibility to ensure that each student enrolled in a school operated by the board and each staff member employed by the board is provided with a welcoming, caring, respectful and safe learning environment that respects diversity and fosters a sense of belonging.

(2) A board shall establish, implement and maintain a policy respecting the board's obligation under subsection (1) to provide a welcoming, caring, respectful and safe learning environment that includes the establishment of a code of conduct for students that addresses bullying behaviour.

(3) A code of conduct established under subsection (2) must

- (a) be made publicly available,
- (b) be reviewed every year,
- (c) be provided to all staff of the board, students of the board and parents of students of the board,
- (d) contain the following elements:
 - (i) a statement of purpose that provides a rationale for the code of conduct, with a focus on welcoming, caring, respectful and safe learning environments;
 - (ii) one or more statements that address the prohibited grounds of discrimination set out in the *Alberta Human Rights Act*;
 - (iii) one or more statements about what is acceptable behaviour and what is unacceptable behaviour, whether or not it occurs within the school building, during the school day or by electronic means;
 - (iv) one or more statements about the consequences of unacceptable behaviour, which must take account of the student's age, maturity and individual circumstances, and which must ensure that support is provided for students who are impacted by inappropriate behaviour, as well as for students who engage in inappropriate behaviour,



To: David Keohane, Superintendent
From: Deb Schlag, Secretary-Treasurer
Date: April 5, 2017
Re: 2016-2017 Quarter 2 Financial Report to February 28, 2017

The attached Quarter 2 Financial Report to **February 28, 2017** includes actual Revenues and Expenditures recorded to **February 28, 2017**, as well as a reasonable forecast to August 31, 2017.

This report is presented in the same format as the Budget and Financial Statements for easy comparison and analysis. Although the actual expenditures at August 31, 2017 will be compared to the Original Approved Budget as per accounting guidelines provided by AB Education, the Fall Revised Budget provides a much better comparison to actual. The Fall Revised Budget reflects updated enrolment as of September 30, 2016, where the original budget only has estimates.

The majority of transportation fees are collected in September & October, by which time most parents pay in full, however the fees collected to date are under budget by 10% from the Fall Budget update, with another 5% expected prior to year-end. This situation is likely due to higher than expected waiver requests (after Nov 30) and the increased use of installments through the online payment system (in use for the 2nd year – previous year under by 12%). Transportation had planned for a **deficit of (\$109,479)** and is now **projecting an overall deficit for the year-end of (\$134,526)**.

When Property Tax Revenue increases, an equal portion of Alberta Education Revenue decreases to offset the change, as the per-student funding remains constant.

Most line items are tracking as expected and Expenditures are in line with the Fall Budget, keeping in mind respective Revenues. Government contributions to ATRF are off close to \$400,000, however that item is both an expense and a revenue, creating an in/out situation. Due to the elimination of Board Directed Fees for 2016-17, there was a planned use of Unrestricted Surplus Funds, creating a deficit position of at least \$425,000 in the Instructional envelope. As of the Quarter 2 Report, the District currently has an overall **projected deficit of (\$718,219)** for the year-ending August 31, 2017 (compared to the **planned deficit of (\$669,832)** in the Fall Budget Update and **(\$558,357)** in the Original June 2016 Budget. The remaining 6 months of projections are in alignment with the budget and the Quarter 3 report, as of May 31, 2017 (to be reviewed by the end of June), will be more informative as three quarters of the year's actual expenditures will have been reported and the forecast will be limited to the final three months of the year.

Adjustments for capital purchases and administration are accounted for at the end of the year, which may adjust the projections used in both Quarters 2 and 3. CEU Revenue is unable to be confirmed until after August 31st, 2017, as it is dependent on Term 4 Summer School registrations and completed courses through St. Gabriel Outreach.



2016-2017 STATEMENT OF REVENUES AND EXPENSES

Actual Results to Budget Comparisons for the Quarter Ending February 28, 2017

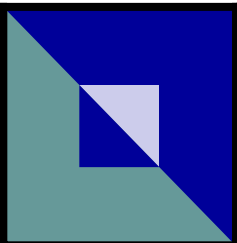
	Fall		Original		Actuals to Feb 2017	Forecasted Amounts for Mar to Aug	Projected Total @ Aug 31, 2017	Total to Fall Budget Variance	% to Budget	Actuals for 2015-2016	Actuals for 2014/2015	Actuals for 2013/2014
	Revised Budget 2016-2017	Actuals % to Fall Budget	Approved Budget 2016-2017	Actuals % to Org. Budget								
REVENUES												
Government of Alberta	\$51,389,208	51.1%	\$51,209,921	51.3%	\$26,262,215	\$24,978,574	\$51,240,789	(\$148,419)	99.71%	\$52,563,071	\$51,558,420	\$54,231,364
Government contributions to ATRF	\$4,000,000	44.8%	\$4,000,000	44.8%	\$1,791,127	\$1,809,398	\$3,600,525	(\$399,475)	90.01%	\$3,787,996	\$3,582,024	\$3,822,544
Federal Government and/or First Nations	\$135,868	62.4%	\$146,566	57.9%	\$84,810	\$101,051	\$185,861	\$49,993	136.80%	\$170,802	\$130,509	\$130,512
Other Alberta school authorities	\$25,473	0.0%	\$20,000	0.0%	\$0	\$0	\$0	(\$25,473)	0.00%	\$3,340	\$0	\$49,720
Out of province authorities	\$0	-	\$0	-	\$0	\$0	\$0	\$0	-	\$0	\$0	\$0
Property Taxes	\$8,000,000	33.7%	\$7,815,000	34.5%	\$2,696,273	\$5,539,545	\$8,235,818	\$235,818	102.95%	\$8,020,225	\$7,810,316	\$2,753,268
Instruction resource fees	\$2,132,675	52.0%	\$2,031,875	54.6%	\$1,109,357	\$1,058,334	\$2,167,691	\$35,016	101.64%	\$2,516,053	\$2,931,321	\$2,868,526
Transportation fees	\$640,000	89.9%	\$650,000	88.5%	\$575,360	\$34,640	\$610,000	(\$30,000)	95.31%	\$658,826	\$599,909	\$610,455
Other sales and services	\$78,245	1.3%	\$80,000	1.3%	\$1,044	\$276	\$1,320	(\$76,925)	1.69%	\$179,061	\$103,787	\$120,709
Investment income	\$50,000	61.8%	\$50,000	61.8%	\$30,897	\$30,000	\$60,897	\$10,897	121.79%	\$55,964	\$65,230	\$60,885
Gifts and donations	\$60,000	8.8%	\$60,000	8.8%	\$5,307	\$50,000	\$55,307	(\$4,693)	92.18%	\$150,467	\$216,626	\$149,556
Fundraising	\$250,000	0.0%	\$200,000	0.0%	\$0	\$250,000	\$250,000	\$0	100.00%	\$276,651	\$316,584	\$265,505
Rentals of facilities	\$229,144	96.7%	\$225,647	98.2%	\$221,561	\$7,583	\$229,144	\$0	100.00%	\$231,236	\$184,745	\$154,596
Gains on disposal of capital assets	\$0	-	\$0	-	\$0	\$0	\$0	\$0	-	\$8,500	\$2,400	\$1,500
Amortization of capital allocations	\$1,587,508	50.0%	\$1,582,288	50.2%	\$793,756	\$793,752	\$1,587,508	\$0	100.00%	\$1,594,956	\$1,594,956	\$1,688,751
Other revenue	\$1,051,923	4.3%	\$1,020,583	4.5%	\$45,745	\$1,009,257	\$1,055,002	\$3,079	100.29%	\$1,746,713	\$1,453,406	\$1,080,531
TOTAL REVENUES	\$69,630,044	48.3%	\$69,091,880	48.7%	\$33,617,452	\$35,662,410	\$69,279,862	(\$350,182)	99.50%	\$70,368,905	\$70,550,233	\$67,988,422
EXPENSES												
Certificated salaries	\$32,875,572	49.6%	\$32,497,119	50.2%	\$16,300,634	\$16,400,989	\$32,701,623	\$173,949	99.47%	\$32,543,951	\$31,875,970	\$31,824,558
Certificated benefits	\$3,758,825	44.5%	\$3,714,695	45.0%	\$1,672,706	\$2,163,886	\$3,836,592	(\$77,767)	102.07%	\$3,498,295	\$3,926,996	\$3,835,753
Government contributions to ATRF	\$4,000,000	44.8%	\$4,000,000	44.8%	\$1,791,127	\$1,809,398	\$3,600,525	\$399,475	90.01%	\$3,787,996	\$3,582,024	\$3,582,024
Non-certificated salaries and wages	\$9,824,338	56.1%	\$9,914,770	55.6%	\$5,511,258	\$4,115,187	\$9,626,445	\$197,893	97.99%	\$9,774,192	\$9,948,863	\$9,900,712
Non-certificated benefits	\$2,691,869	52.6%	\$2,676,988	52.9%	\$1,417,183	\$1,466,498	\$2,883,681	(\$191,812)	107.13%	\$2,679,969	\$2,692,788	\$2,741,700
Services, contracts and supplies	\$14,976,412	48.6%	\$14,673,351	49.6%	\$7,275,539	\$7,900,816	\$15,176,355	(\$199,943)	101.34%	\$15,387,959	\$16,018,059	\$14,642,980
Capital and debt services												
Amortization of capital assets												
supported	\$1,587,508	50.0%	\$1,582,288	50.2%	\$793,756	\$793,752	\$1,587,508	(\$0)	100.00%	\$1,622,329	\$1,594,953	\$1,688,751
unsupported	\$490,342	50.0%	\$461,571	53.1%	\$245,176	\$245,166	\$490,342	\$0	100.00%	\$441,832	\$434,751	\$427,766
Interest on capital debt												
supported	\$95,010	10.0%	\$129,455	7.4%	\$9,542	\$85,468	\$95,010	\$0	100.00%	\$162,262	\$237,934	\$312,040
unsupported	\$0	-	\$0	-	\$0	\$0	\$0	\$0	-	\$0	\$0	\$0
Other interest charges	\$0	-	\$0	-	\$0	\$0	\$0	\$0	-	\$0	\$0	\$0
Board Approved Technology Expenditure	\$0	-	\$0	-	\$0	\$0	\$0	\$0	-	\$0	\$0	\$0
Losses on disposal of capital assets	\$0	-	\$0	-	\$0	\$0	\$0	\$0	-	\$8,549	\$0	\$11,376
TOTAL EXPENSES	\$70,299,876	49.8%	\$69,650,237	50.3%	\$35,016,921	\$34,981,160	\$69,998,081	\$301,795	99.57%	\$69,907,334	\$70,312,338	\$68,967,660
EXCESS (DEFICIENCY) OF REVENUES OVER EXPENSES	(\$669,832)		(\$558,357)		(\$1,399,469)	\$681,250	(\$718,219)	(\$48,387)		\$461,571	\$237,895	(\$979,238)
% of year expended 6/12 (50.00%)												



2016-2017 STATEMENT OF REVENUES AND EXPENSES (BY PROGRAM)
Actual Results to Budget Comparisons
for the Quarter Ending February 28, 2017



	Fall		Original		Actuals to Feb 2017	Forecasted Amounts for Mar to Aug	Projected Total @ Aug 31, 2017	Fall Budget Variance	% to Budget	Actuals for 2015-2016	Actuals for 2014/2015	Actuals for 2013/2014
	Revised Budget 2016-2017	Actuals % to Fall Budget	Approved Budget 2016-2017	Actuals % to Org. Budget								
REVENUES												
ECS - Grade 12 Instruction	\$55,284,613	50.4%	\$55,487,854	50.2%	\$27,868,058	\$27,833,956	\$55,702,014	\$417,401	100.76%	\$56,480,617	\$56,651,241	\$54,942,511
Operations & Maintenance of Schools	\$8,299,919	45.1%	\$8,094,888	46.2%	\$3,742,813	\$4,254,118	\$7,996,931	(\$302,988)	96.35%	\$7,935,096	\$8,163,148	\$7,103,559
Transportation	\$2,915,879	58.2%	\$2,924,048	58.0%	\$1,695,774	\$1,027,556	\$2,723,330	(\$192,549)	93.40%	\$2,784,942	\$2,801,993	\$2,852,355
Board & System Administration	\$2,506,446	1.8%	\$2,507,408	1.8%	\$45,818	\$2,292,206	\$2,338,024	(\$168,422)	93.28%	\$2,670,759	\$2,441,593	\$2,449,854
External Services	\$623,187	42.5%	\$77,682	341.1%	\$264,989	\$254,574	\$519,563	(\$103,624)	83.37%	\$497,491	\$492,258	\$640,143
TOTAL REVENUES	\$69,630,044	48.3%	\$69,091,880	48.7%	\$33,617,452	\$35,662,410	\$69,279,862	(\$350,182)	99.50%	\$70,368,905	\$70,550,233	\$67,988,422
EXPENSES												
ECS - Grade 12 Instruction	\$55,844,966	50.3%	\$56,046,211	50.1%	\$28,096,708	\$28,188,999	\$56,285,707	(\$440,741)	100.79%	\$56,425,845	\$56,719,052	\$55,985,496
Operations & Maintenance of Schools	\$8,299,919	44.3%	\$8,094,888	45.5%	\$3,679,270	\$4,317,661	\$7,996,931	\$302,988	96.35%	\$7,696,667	\$7,918,921	\$6,991,595
Transportation	\$3,025,358	55.8%	\$2,924,048	57.8%	\$1,689,112	\$1,168,744	\$2,857,856	\$167,502	94.46%	\$2,879,236	\$2,896,682	\$2,922,177
Board & System Administration	\$2,506,446	51.1%	\$2,507,408	51.1%	\$1,280,672	\$1,057,352	\$2,338,024	\$168,422	93.28%	\$2,408,101	\$2,285,566	\$2,431,832
External Services	\$623,187	43.5%	\$77,682	349.1%	\$271,159	\$248,404	\$519,563	\$103,624	83.37%	\$497,485	\$492,117	\$636,560
TOTAL EXPENSES	\$70,299,876	49.8%	\$69,650,237	50.3%	\$35,016,921	\$34,981,160	\$69,998,081	\$301,795	99.57%	\$69,907,334	\$70,312,338	\$68,967,660
Net Position												
ECS - Grade 12 Instruction	(\$560,353)		(\$558,357)		(\$228,650)	(\$355,043)	(\$583,693)	(\$23,340)		\$54,772	(\$67,811)	(\$1,042,985)
Operations & Maintenance of Schools	\$0		\$0		\$63,543	(\$63,543)	\$0	\$0		\$238,429	\$244,227	\$111,964
Transportation	(\$109,479)		\$0		\$6,662	(\$141,188)	(\$134,526)	(\$25,047)		(\$94,294)	(\$94,689)	(\$69,822)
Board & System Administration	\$0		\$0		(\$1,234,854)	\$1,234,854	\$0	\$0		\$262,658	\$156,027	\$18,022
External Services	\$0		\$0		(\$6,170)	\$6,170	\$0	\$0		\$6	\$141	\$3,583
EXCESS (DEFICIENCY) OF REVENUES OVER EXPENSES	(\$669,832)		(\$558,357)		(\$1,399,469)	\$681,250	(\$718,219)	(\$48,387)		\$461,571	\$237,895	(\$979,238)
	\$30,000 Dual Credit (from reserves) \$100,000 IB/LLTA Support \$424,680 elimination of fees (from reserves) \$5,673 Instruction Support		\$30,000 Dual Credit (from reserves) \$100,000 IB/LLTA Support \$428,357 elimination of fees									



Principles for the



Basis of Allocations to **SCHOOLS**

2017-2018 – DRAFT 1



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

Presented to Trustees April 10, 2017

PRINCIPLES FOR THE BASIS OF ALLOCATIONS

The Principles for the Basis of Allocations flow from the foundational statements of the District and are grounded in the Catholic understanding of the common good. The three essential components of the common good are subsidiarity, solidarity, and socialization. By subsidiarity, it is understood that decisions are best made by those persons closest to the source where such decisions will be applied. However, while the Principles acknowledge the benefit of site-based management, they also honor the need for solidarity among our schools, assuming that all areas of financial allocation in the District have a shared role in serving the needs of students. Finally, socialization is deemed to be the value that bridges the two previous components together. It assumes that all who work on behalf of students must be active in demonstrating behaviors that support each other with respect to the interdependent nature of everyone working for the needs of all students. Consequently, from time-to-time, adjustments to the student-based and the District's budgets may be required to facilitate prudent fiscal stewardship of the District.

OVERALL BUDGET PRINCIPLES

All Schools and Departments will:

- Be responsive to programming needs that enable students to meet the Standards of Education prescribed by the Minister of Education
- Ensure that K-12 Religious Education may be part of a student's program plan, to thrive both intellectually and spiritually
- Develop program plans and pedagogy that places students in the centre and in charge of the learning process
- Make efforts to transition away from a traditional library toward a learning commons environment which promotes an inclusive, flexible, learner-centered, physical and/or virtual space for collaboration, inquiry, imagination and play to expand and deepen learning for individual students and groups
- Deploy technology supporting pedagogy that improves learning for all students
- Support targeted and specific intervention plans for FNMI learners with the differentiated FNMI grant dollars provided
- Further "best practices" and efficiencies in achieving outcomes so that optimal service can be provided to all students
- Support learning environments that are safe, happy, and healthy so students can learn, live fully, and serve others

BUDGET PROCESS AND THE DETERMINATION OF ALLOCATIONS BY ENVELOPE

- ◆ The Board of Trustees is responsible for the success of all students on an equitable basis. Each site shall deploy its resources based on a strategy that best suits its school community through the development of an Organizing for Learning Plan for the purposes of identification of staffing needs.
- ◆ The District's annual budget process for the next school year begins in November of each year with confirmation of the current year's funding, which will be used as a comparison to the estimated revenues anticipated for the following year with NO increase in rates.
- ◆ All expected funding is categorized into 3 basic areas:
 1. Targeted Funding, with specific reporting requirements and not directly available for general instruction such as:
 - Program Unit Funding
 - External Services
 - Donations specific to School Generated Funds
 - Secondments (placement of staff with external agencies)
 2. Other Funding, directed to specific areas such as:
 - Operations and Maintenance / Capital Allocations
 - Transportation
 - Governance and Administration
 - Other Specific Amounts for Instruction (i.e. Home Education, English as a Second Language, FMNI, One-time Grants, Federal Funding, and **any other instructional or supplemental** funds that will be allocated outside the classroom funding allocation model, according to need).

All **areas served by** funds in these categories are expected to have balanced budgets (Revenues less 3.6% = Expenditures)
 3. K-12 Instruction to Schools – funds available for directly funding the classroom that include the following:
 - Basic Instruction Rate (K-9)
 - Class Size Base Rate (K-3)
 - Earned Credit Enrollment Units (CEU's) Tiers 1-4 (10-12)
 - High School Flexible Funding (three-year average)
 - Socio-Economic Status Rate
- ◆ Enrolment projections are developed by the Secretary-Treasurer in conjunction with Principals, including the application of average entrance and retention rates to specific programs for planning purposes. Initial projections are conservative and based on the last three to five year average enrolment in Kindergarten and the roll-over of all other grades.
- ◆ These conservative projections are then forwarded to schools for comment.
- ◆ Funding for staffing is held centrally at the district level.



- ◆ Funding for supplies and services is provided directly to school sites for management by the School Principal.
- ◆ ~~Certain~~ **Selected** costs are managed at the central level, **through program budgets**, to benefit all students as outlined in the Centralized Needs Addendum on page 10.

STUDENT-BASED DECISION MAKING

- ◆ Each site Principal shall deploy assigned Allocations (either an FTE for staff or funding for supplies and services) based on a strategy that best suits its school community, keeping in mind the following:
 - a) Student-based decision making is defined as a process for allowing appropriate responsibility and accountability for decisions to the stakeholders at the school level. The concept of student-based decision making is based on a strategy that those most closely connected with the education of children are capable, can be trusted and are ultimately responsible for making decisions that affect the school lives of students. The process of bringing together all stakeholders, staff, students, parents, church, and community members should have the effect of releasing the boundless energy, dedication and creativity of those people who function closest to the implementation of the learning and teaching process.
- ◆ The District believes that given an appropriate level of authority and resources, student-based decision making will enhance student achievement and increase the effectiveness and efficiency of the delivery of the school's instructional program.

IMPLEMENTATION OF STUDENT-BASED DECISION MAKING

- ◆ The implementation of student-based decision making requires the sites to meet the following legal conditions:
 - a) Provincial statutes and regulations;
 - b) School board policies and administrative procedures;
 - c) All contracts and terms of employment; and
 - d) School board resolutions
- ◆ The Principal of the school shall be responsible and accountable to the Superintendent for the implementation of student-based decision making at the school level.



STUDENT-BASED BUDGET ALLOCATIONS

- ◆ All site Principals will play a key role in determining the staffing requirements at their sites, but the funding for staffing will remain in a central fund for monitoring purposes. FTE staffing allocations will be provided as follows:
 - a) To elementary, middle years, junior, and senior high school sites, based on Board approved class size standards for Kindergarten to Grade 12. Funding will remain at the District level while the allocations to schools will be based on full-time equivalent (FTE) teachers required to achieve the class size standard at each grade level according to established average teacher salary, as determined by the Finance Department from year to year.
- ◆ Site-based budgets for all schools will be limited to supplies and services and the following procedures will aid in transparency and accountability:
 - a) The primary collection site for all enrolments will be MyBudgetFile (MBF).
 - b) The specified MBF budget will be closed according to established timelines to maintain the information and support the Budget submission to Alberta Education. Subsequent working budgets will be made available thereafter for school input, from time to time.
 - c) The student-based operating supplies and services budget is based on actual enrolments confirmed by the school on September 30th of each school year. The budget will be closed in mid-October and remain closed for the duration of the semester. A final budget will be available in mid-February for updating.
 - i) The final student-based budget will be available in mid-February, and remain open to allow ample time for schools and District office to finalize details. This budget will confirm results and include minor adjustments necessary. Any adjustments after closing will be reflected in the variance between budget and actual results.
- ◆ Independent iLRN Centres will exist at SACHS and MCHS, while ESSMY may be part of St. Gabriel High School. This model may be modified, as required, by the Secretary Treasurer and any modifications shall be reported to the Board.

SCHOOL ALLOCATION MODEL

- ◆ The monitoring of funding for all diverse needs staff (certified and support) will remain under the direction of the Assistant Superintendent of Learning Services or designate to provide consistency of programming and services in all schools. Funding for this purpose will consist of the Inclusive Education Grant received from Alberta Education as per the District's Profile and any further funding made available to the central diverse needs pool at a rate per FTE as specified in the addendum.



◆ Initial FTE allocations for staff will be based on enrollments confirmed on September 30th. The final FTE Allocations will be based on the Organizing for Learning Plan submitted, reviewed, and approved.

- a) For FTE allocation purposes only, St. Albert Catholic High School (SACHS), Morinville Community High School (MCHS), École Secondaire Ste. Marguerite d'Youville (ESSMY) will all be designated as a high school. Teacher preparation time for both junior (grade 7-9) and senior (grades 10-12) components that exist at a school will be allocated preparation time at 12.5% to recognize the staffing of the entire school is in accordance with 1,000 hours of annual instruction.
- b) The FTE allocation for certificated staff (K to 12) will be based on the latest District average teacher salary and benefit cost, times the required teacher FTE determined by the application of the Board approved class size standard to the grade population, as directed by the Assistant Superintendent in consultation with school administration. The FTE allocation for certificated staff is a number rather than a dollar value. The certificated staff allocation (K to 12) will also include the actual amount of any contractual certified allowances for the Principal, the Vice-Principal, and any eligible Religious Studies teachers. All other allowances are considered site-based decisions and must be funded from all other allocations. The District average for teacher salary and benefits may be modified from time to time, as necessary, to reflect negotiated increases. The Board approved class size standard is outlined below, but may be modified as necessary, by a Board Motion.

◆ ECS to Grade 3	22.0 students
◆ Grade 4 to 6	26.0 students
◆ Grade 7 to 9	27.5 students
◆ Grade 10 to 12	30.5 students

c) All sites will receive an FTE allocation for school based administration, as part of their certified FTE, based on the following schedule:

◆ 0 – 400	1.5 FTE
◆ 401-700	2.0 FTE
◆ 701 +	2.5 FTE

d) All sites will receive an allocation for a Learning Commons, based on a percentage of the established Teacher Average Salary & Benefit amount as specified in the addendum. Sites will have flexibility in the deployment of the funding to best meet the needs of their school community. It is the responsibility of school administration to ensure a minimum of half the allocation provided is used to fund a Library Tech position or a Teacher position at their site's Learning Commons. Any funding not used to fund the Learning Commons will be available to the school for supplies & services or supplemental Certified Staff.

e) All sites will receive an allocation for secretarial support, based on the current grid maximum (average for SOS I & SOS II) and 10.5 months, including benefits @ 30%:



◆ 0-400	1.5 FTE
◆ 401-600	2.0 FTE
◆ 601-800	2.5 FTE
◆ 800+	3.0 FTE

- f) All high school sites will receive an allocation for a Business Manager, based on the current grid maximum for 10 months, including benefits @ 30%. It is up to site administration to deploy the allocation as is best suited to the school community.
- g) All sites will receive an allocation for supplies and services distributed on a per student basis, specified in the addendum.
- h) All French Immersion sites (École Father Jan, École Marie Poburan, École Georges H. Primeau, École Notre Dame, École Secondaire Ste. Marguerite d’Youville, St. Albert Catholic High School, and Morinville Community High School) will receive an allocation for resources distributed at the rate specified in the addendum per each “French” Grade 1-12 student.
- i) All dual track French Immersion sites (École Notre Dame, École Georges H. Primeau, MCHS, and SACHS) will receive an FTE allocation per grade level as specified in the addendum.
- j) All school budget sites will be required to submit a balanced budget. Exceptions must be approved in writing by the Secretary-Treasurer.
- k) Any site “operating surplus” will be automatically applied to offset any other District deficit before being considered for contribution to the accumulated operating reserves.
- l) Any site “operating deficit” must be covered by available school generated funds, as determined collaboratively between school administration and the Finance Department. If available funds are not sufficient to cover the “operating deficit”, the remaining amount will be automatically applied to the following school year as a reduction to the subsequent year’s available allocations.

SCHOOL GENERATED FUNDS

School Generated Funds (SGF) are funds raised by activities that come under the control and responsibility of school management (usually the principal and/or those reporting to him/her). It is the responsibility of District Office to develop, maintain, and oversee adherence to appropriate policies and procedures to ensure monies related to SGF are received, receipted, recorded and safeguarded and that proper records are maintained.

The two types of revenue that are collected at the school level are classified as follows:



- Funds collected at the school level, for instructional purposes, lunch program fees, and any other fees for sales of goods or supplies that are remitted to District Office;
- Monies collected and retained at the school, such as yearbook sales, graduation fees, field trips and monies received from *unincorporated* parent advisory groups. These types of fees will fall into two categories, some for an intended purpose that will be remitted to District Office and added to the school's Instructional Materials (IM) budget by mid-June of each year, and those with external restrictions, which will remain in the school account and carry-over to the next year.
- All EXTERNALLY RESTRICTED funds require supporting documentation on file at the school, with scanned copies forwarded to the Finance Department.

FEES

- ~~◆ Board directed fees are specified for ECS and Learning Resources. These fees are collected at the school level and forwarded to District Office for inclusion in the overall budget. The fees are charged to support the purchase of instructional materials and supplies. ECS and Learning Resource fees are applied to General Revenue for the District as part of the funding source of the Student Supplies and Services Allocation. See the attached addendum for rates.~~
- ◆ Board directed fees for ECS and Learning Resources are eliminated for 2017-2018 and have been replaced by specific funding from Alberta Education. The funds are applied to General Revenue for the District as part of the funding source of the Student Supplies and Services Allocation. See the attached addendum for rates.
- ◆ The out-of-province annual tuition fees are determined by the Secretary-Treasurer, approved by the Board, and specified in the attached addendum. All out-of-province tuition fees must be administered through the Finance Department at District Office by September 30th of each year and are subject to the withholding of 3.6% for District administration.
- ◆ All school generated fees must be discussed at a school council meeting prior to **May 1st-April 1st** of the school year prior to the school year in which the fee becomes effective. Evidence of discussion, by way of a meeting date, must be provided to the Secretary-Treasurer on an annual basis. Any change in fees must be substantiated by a demonstrated need, clearly outlined in writing, and approved by the Secretary Treasurer prior to being implemented. **The Board of Trustees will make the final approval on all Fees.** A summary of all school generated fees in support of the general curriculum must be submitted to the Secretary-Treasurer by **May 15th April 30th** and will be **reported presented** to the Board in summary fashion **for approval** each year by **May 31st**, prior to the start of the school year in which they apply. **School-based Fees must not be assessed until approval by the Board is granted.**
- ◆ All extra-curricular fees, such as athletic team fees, should be communicated to parents and should be limited to operating expenses for the current season of the team. All fees will be shared with the school administration and forwarded to the Secretary-Treasurer as soon as they are set in any given school year. This information will be shared with the Board, as it becomes available.

OTHER FUNDING



◆ Guiding Principles for District funded programming such as the District Catholic Dimension Fund (Youth Ministry), International Baccalaureate Program (IB), Learning Through the Arts Program (LTTA), etc. must meet the following criteria:

- a) The program or initiative must be supportive of the foundational statements (mission, values and vision) of Greater St. Albert Catholic Schools.
- b) The primary benefactors of the program or initiative must be the students of Greater St. Albert Catholic Schools.
- c) The program or initiative is not financially sustainable by a school within the *Principles of the Basis of Allocations to Schools*, as revised from year to year. As a result, consideration may be given under District funded programming to cover costs such as external licensing, exam fees, and/or certification obligations.
- d) The program or initiative is not part of the funded core and optional curricula of Alberta Education.
- e) The program or initiative may be established by a directive of the Board of Trustees.
- f) The program or initiative must serve the common good of the District, even though it may be location specific.
- g) The program or initiative advances the Three-Year Education Plan of the District, for example, faith formation, special needs programming, gifted education, language learning, and distributed learning.
- h) Consideration will be given to programs or initiatives that were implemented prior to the determination of the guiding principles and for which the cessation of such programs or initiatives is likely to cause irreparable harm to the integrity of Greater St. Albert Catholic Schools.



2017-2018 Fees Addendum

<i>Description</i>	<i>2017-18</i>
<i>ECS Fees</i>	\$0.00
<i>Learning Resource Fee</i> <i>(formerly known as Textbook Rental Fee)</i>	
<i>Grade 1 - 6</i>	\$0.00
<i>Grade 7 - 9</i>	\$0.00
<i>Grade 10 - 12</i>	\$0.00
<i>Out-of-Province Tuition Fees per annum</i> <i>(may be pro-rated monthly)</i>	
<i>Grade 1 - 12</i>	\$10,750.00

Fee History Summary:

	2013-14	2014-15	2015-2016
Elementary Learning Resource Fee:	\$60.00	\$60.00	\$60.00 No Change
Junior High Learning Resource Fee:	\$70.00	\$70.00	\$70.00 No Change
Senior High Learning Resource Fee:	\$100.00	\$100.00	\$100.00 No Change
ECS Fee:	\$130.00	\$130.00	\$130.00 No Change
Out-of-Province Tuition Fees (gr.1-9)	\$7,000/yr.	\$7,500/yr.	\$10,750/yr. \$3,250 Increase
Out-of-Province Tuition Fees (gr.10-12)	\$10,000/yr.	\$10,750/yr.	\$10,750/yr. No Change



2016-2017 School Allocations Addendum
To be adjusted for 2017-2018

<i>Description</i>	<i>2016-17</i>
<i>Board Approved Class Size Standard</i>	
<i>ECS – Grade 3</i>	<i>22.0</i>
<i>Grade 4 – Grade 6</i>	<i>26.0</i>
<i>Grade 7 - Grade 9</i>	<i>27.5</i>
<i>Grade 10 – Grade 12</i>	<i>30.5</i>
<i>District Catholic Dimension Fund</i>	<i>\$136,950</i> <i>may be modified by the Superintendent</i>
<i>Supplies & Services Allocation Rate</i>	
<i>ECS (per student)</i>	<i>\$115</i>
<i>Grade 1 - 6</i>	<i>\$175</i>
<i>Grade 7 - 12</i>	<i>\$225</i>
<i>French Immersion Resource Allocation</i> <i>(per student: Grade 1-12)</i>	<i>\$50</i>
<i>Dual Track Grade Level FTE Allocation</i>	<i>.15 FTE per grade</i>
<i>District Funded Programming (IB & LTTA)</i>	<i>\$100,000</i>
<i>Fund For Professional Development, Licensing Fees, additional assessment etc. – to be shared among three schools.</i>	
<i>Average Teacher Salary & Benefit Allocation</i> <i>(subject to change on Sept 30th)</i>	<i>\$102,915</i> <i>(per FTE)</i>
<i>Learning Commons Allocation</i> <i>(based on .515 FTE of Average Teacher Salary & Benefit Allocation)</i>	<i>\$53,000</i> <i>per site</i>



2016-2017 Centralized Needs Addendum – as stated **To be adjusted for 2017-2018**

Centralized Instruction Needs:	Budget Centre	Per Student Rate
Christ Centred Learning Community (CCLC)	Asst Superintendent	\$6.91
Leadership Programs & Services (LPS)	Asst Superintendent	\$1.35
Administrators Planning Retreat	Asst Superintendent	\$1.17
Staff Development Committee	Asst Superintendent	\$0.90
Employee Assistance Program Services	Human Resources	\$2.21
Employee Course Reimbursement	Human Resources	\$2.47
Gallup Student Insight & Staff Engagement Contracts	Human Resources	\$10.23
Long Service Awards	Superintendent	\$7.22
Blueprints (lunch /venue/speaker /misc)	Superintendent	\$3.07
Religion Services	Superintendent	\$28.68
District Catholic Dimension (Youth Ministry)	Finance	\$24.71
Insurance	Finance	\$14.83
Merchant/User Fee & MBF Expenses - Centralized	Finance	\$15.81
Personnel Contingency Fund	Human Resources	\$55.70
District Principal	Asst Superintendent	\$44.87
Tech Services	Asst Superintendent	\$161.46
Curriculum & Lang Services	Asst Superintendent	<u>\$58.27</u>
Sub-Total Centralized Needs:	Total per student:	\$439.86 (6.58% of the Basic Grant)
Contribution to Diverse Learning Needs (includes Counsellors & Learning Support Facilitators)		\$750 (11.2% of the Basic Grant)
2016-17 Basic Student Grant (grades 1-9)		\$6,679.79

Actual Budgets for the above departments will be adjusted based on confirmed Student Enrolment on September 30, ~~2016~~ 2017 and may differ from the ~~June 2016-2017~~ May 2017-18 Budget submitted.





BOARD OF TRUSTEES REGULAR MEETING

APRIL 10, 2017

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
APRIL				
	April 21-22, 2017	Board Planning Session	Chateau Lacombe (12:00 pm April 21 - 6 pm April 22)	Crockett, Shaw, Becigneul, McEvoy, Proulx, Radford, Tremblay, Keohane, McGuinness, Nixon, Schalg, Bruineman, Turnbull (April 21 only)
	April 25, 2017	Volunteer Appreciation Luncheon	Alliance Church (11:30 am - 1:30 pm)	McEvoy, Crockett, Becigneul, Shaw
	April 25, 2017	FNMI Leadership Committee Meeting	District Office (1:00 pm)	Crockett, Tremblay, Radford
	April 28-30, 2017	ASCA Conference & AGM	Delta Edmonton South	
MAY				
	May 2-5, 2017	Provincial Blueprints	Kananaskis	Shaw, Keohane
	May 12, 2017	ESSMY Graduation	St. Albert Parish (1:00 pm)	Keohane
	May 16, 2017	Mayor's Annual Celebration of Volunteers	Alliance Church	
	May 25, 2017	FNMI Leadership Committee Meeting	District Office (1:00 pm)	
	May 25, 2017	SACHS Grad Mass	St. Albert Parish (7:00 pm)	Crockett
	May 26, 2017	SACHS Graduation	Agricom (1:00 pm)	
	May 26, 2017	Edwin Parr Banquet	Executive Royal Inn (6:00 pm)	
	May 30, 2017	Council of Council's Meeting	District Office (7:00 pm)	
JUNE				
	June 5/6, 2017	ASBA SGM	Sheraton Red Deer	Keohane, McEvoy, Shaw, Becigneul, Tremblay
	June 1/3, 2017	CCSTA Conference	Niagra Falls	Crockett, McEvoy, Radford, Proulx
	June 9, 2017	St. Gabes Graduation	12:00 pm - 3:00 pm	
	June 13, 2017	Annual Joint School Boards/City Meeting	École Alexandre-Taché (5:30 pm)	Keohane, Schlag, Shaw, Tremblay, Becigneul, Crockett, Proulx, McEvoy, Radford
	June 15, 2017	SAM Celebration	Location TBD (3:00 pm)	
	June 29, 2017	MCHS Graduation	Jubilée (6:00 pm)	
JULY				
	July 5-8, 2017	CSBA National Congress	Whistler BC	Tremblay