



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 24, 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:** Joe Becigneul
5. **Acknowledgment of Territories:** Serena Shaw
The Greater St. Albert Catholic School Board acknowledges that it is meeting on the original lands of the Cree, those of Treaty 6, and on the homeland of the Métis Nation.
6. **Approval of Agenda**
7. **Presentation Delegation**
8. **Approval of Minutes & Summaries**
 - 8.1 Regular Board Meeting Minutes of April 10, 2017 Attached
9. **Approval of Committee & Event Reports from Advocacy Committee Meetings**
10. **Good News (Communication & Community Relations)** Attached
11. **Questions from the Public**
(Questions are submitted in writing on the Thursday prior to meeting. Information and the form can be found on the District website located on the District website at <http://bit.ly/1SLTFSh>.) 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.)
 - 12.1 Review of Board Policy 17 – Public Interest Disclosure (Keohane) Attached
13. **Action Items**
 - 13.1 St. Albert Ward Boundary Review (Turnbull)
 - 13.1a Elementary English Boundary Option Attached
 - 13.1b Junior High English Boundary Option Attached
 - 13.1c French Immersion Elementary Boundary Option Attached

- 13.2 Cancellation of May 8, 2017 Board Advocacy Meeting (McEvoy) Attached
13.3 Future School Sites (Shaw) Attached

14. New Business

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)
 15.2.2 Educational Leadership
 • Leadership and Succession Planning Report (McGuinness) Attached

16. Board Commitments Attached

17. Clarification Period for Public & Media

(Related to agenda items, only as deliberated)

18. Trustee Request for Information

19. Closing Prayer: Joe Becigneul

20. In-Camera *(if applicable)*

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

22. Adjournment



BOARD OF TRUSTEES REGULAR MEETING

APRIL 24, 2017

ATTACHMENT FOR AGENDA ITEM 8.1

Regular Board Meeting Minutes of April 10, 2017

BACKGROUND:

Please see attached.

RECOMMENDATION:

THAT the Board of Trustees approve the minutes of the regular meeting of the Board held on April 10, 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, April 10, 2017, 2:00 P.M.
District Office, 6 St. Vital Avenue,
St. Albert, AB**

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

MEMBERS ABSENT Trustee Crockett

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 2:01 p.m.

IN CAMERA

179/17 Trustee Becigneul: **THAT** the Board of Trustees move In Camera at 2:01 p.m.
CARRIED (6/6)

OUT OF CAMERA

180/17 Trustee McEvoy: **THAT** the Board of Trustees move Out of Camera at 3:28 p.m.
CARRIED (6/6)
The Board recessed until 3:30 p.m.

OPENING PRAYER Trustee Tremblay 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

181/17 Trustee Radford: **THAT** the Board of Trustees approve the agenda as presented.
CARRIED (6/6)

PRESENTATION DELEGATION

Sister Alphonse Academy Boundaries and Programming: What We Heard.

Jan Bloomfield, independent consultant/owner of Strategy Plus, presented a report from the Sister Alphonse/Boundary Review/Programming Phase II survey.

APPROVAL OF MINUTES & SUMMARIES

182/17 Trustee Becigneul: **THAT** the Board of Trustees approve the minutes of the regular meeting of the Board held on March 20, 2017 as circulated.
CARRIED (6/6)

183/17 **Trustee Proulx:** **THAT** the Board of Trustees approve the summary of the Board Advocacy Committee Meeting held on April 3, 2017 as circulated.

CARRIED (6/6)

184/17 **Trustee Tremblay:** **THAT** the Board of Trustees approve the committee reports from the Board Advocacy Committee meeting held on April 3, 2017, as follows:

9.1 Alberta School Boards Association Zone 2/3

9.2 First Nations, Métis and Inuit Leadership Committee

CARRIED (6/6)

GOOD NEWS

Trustee Shaw shared the Good News Report. Added to the report was a number of good news items from trustees including:

A huge Congratulations to **VJM** for raising over \$39,000 for the Juvenile Diabetes Research Foundation during their recent CYCLEBETES 2017 event, bringing VJM's six year total to over \$250,000!

Trustee Shaw also congratulated the **MCHS** Cheer Team on winning the silver medal at the recent provincials, while **Trustee Radford** commended the **GHP** Cheer Team for their gold championship!

Trustee Becigneul mentioned that the **Bertha Kennedy Wrestling Team** has now claimed back-to-back provincial championships. He also commented on the fabulous morning TV coverage that **Neil Korotash**, teacher at **MCHS** provides on the CTV morning show.

Trustee Proulx commented on the wonderful **SACHS** production on Vimy.

Trustee Tremblay mentioned that the French celebrations planned between all district French Immersion schools were fantastique!

QUESTIONS FROM THE PUBLIC

There were no questions from the public.

CONSENT ITEMS

There were no consent items.

Trustee Shaw turned the Chair of the Meeting to Trustee McEvoy @4:25 pm for this item.

ACTION ITEMS

Change of Day for 2017-18 Board Meetings

Trustee Shaw presented the original motion: **THAT** the Board of Trustees approve Wednesday, from November 1, 2017 onward, as the day of the week that all Regular meetings will be normally held.

Trustee Radford offered a friendly amendment to include Advocacy Meetings, which was accepted by Trustee Shaw. The motion was amended and voted on as:

185/17

Trustee Shaw: THAT the Board of Trustees approve Wednesday, from November 1, 2017 onward, as the day of the week that all Regular and Advocacy Committee meetings will be normally held.

DEFEATED (3 in favor, 3 opposed; Becigneul, Proulx, Tremblay)

Trustee McEvoy turned the Chair of the Meeting back to Trustee Shaw @4:36 pm for the remainder of the meeting.

NEW BUSINESS

School Fees Policy Discussion

Secretary-treasurer Schlag presented an option to the Board of Trustees in providing greater clarification around policy and procedures for approving, collecting, and reporting fees and associated waivers as a result of *Bill 1 – An Act to Reduce School Fees*. It was recommended that the Board update Board Policy 2 to include a section on fees to provide direction for school operations around fees, waivers, schedules, and publication to ensure there is a consistent protocol that also aligns with legislation.

186/17

Trustee McEvoy: THAT the Board of Trustees approve the direction contemplated for Board Policy 2 – Role of the Board in relation to the proposed School Fee Regulation, as presented, and direct Administration to continue as outlined, bringing back a complete draft package as quickly as possible to allow for consultation.

CARRIED (6/6)

INFORMATION ITEMS

Report from the Chair

There was no report from the Chair.

MOTION TO EXTEND

187/17

Trustee Becigneul: THAT the Board of Trustees extend the meeting until 6:30 p.m.

CARRIED (6/6)

Report from the Superintendent

Assistant superintendent Nixon updated the Board on the request to clarify the anniversary and celebration plans. It was noted to improve the K-12 journey for all French Immersion students and it was noted the number of events happening in schools this year have more than doubled and is building connections between students across the school communities.

Assistant superintendent Nixon provided the Board with the list of recipients who have received the George Soetaert Memorial Award over the last six years and the plans to ensure all high schools in the District are aware of the application process for students.

Superintendent Keohane updated the Board on changes proposed to current administrative procedures to accommodate the receipt of Anonymous Complaints to ensure they are handled consistently across the district and the role of the Board in addressing these. It was noted the rationale for bringing forward procedural processes at this time.

Secretary-treasurer Schlag updated the Board on the current financial position for the 2016/2017 which is currently tracking slightly beyond the planned deficit of (\$669,832).

Secretary-treasurer Schlag provided the Board with the Draft 2017-2018 Principles for the Basis of Allocations to Schools, highlighting some of the changes in the document to reflect current legislation as a result of *Bill 1 – An act to Reduce School Fees* and updated district processes around school generated funds.

Communications manager Bruineman updated the Board on the Open House planned for the Namao area on May 3, 2017, at CFB Edmonton, to share information with residents on schools, programming, and district services, including transportation, now that the area is officially part of the district.

188/17 **Trustee McEvoy:** **THAT** the Board of Trustees receive the superintendent's report as information, as amended, removing the Long Service Update.

CARRIED (6/6)

189/17 **Trustee Bécigneul:** **THAT** the Board of Trustees request the Long Service Update be presented at a future meeting.

CARRIED (6/6)

BOARD COMMITMENTS

190/17 **Trustee Bécigneul:** **THAT** the Board of Trustees approve the Board Commitments as presented and updated at this meeting.

CARRIED (6/6)

CLARIFICATION PERIOD FOR PUBLIC & MEDIA

Carryl Bennett-Brown wondered why the ATA Induction event planned later this month was missing from Board Commitments. **Trustee Shaw** clarified that she would be attending.

TRUSTEE REQUEST FOR INFORMATION

There were no requests.

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

IN CAMERA

191/17 **Trustee McEvoy:** **THAT** the Board of Trustees move In Camera at 6:03 p.m.

CARRIED (6/6)

OUT OF CAMERA

192/17 **Trustee Bécigneul:** **THAT** the Board of Trustees move Out of Camera at 6:25 p.m.

CARRIED (6/6)

MOTION TO EXTEND

193/17 **Trustee Radford:** **THAT** the Board of Trustees extend the

meeting until 7:00 p.m.
CARRIED (6/6)

IN CAMERA

194/17 **Trustee Tremblay:** **THAT** the Board of Trustees move In
Camera at 6:26 p.m.
CARRIED (6/6)

OUT OF CAMERA

195/17 **Trustee Becigneul:** **THAT** the Board of Trustees move Out
of Camera at 6:55 p.m.
CARRIED (6/6)

ADJOURNMENT

196/17 **Trustee Proulx:** **THAT** the Board of Trustees adjourn the
regular meeting at 6:55 p.m.
CARRIED (6/6)

Secretary Treasurer

Chair



BOARD OF TRUSTEES REGULAR MEETING

APRIL 24, 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 24, 2017

District News

- Congratulations to all staff across the district for making **Greater St. Albert Catholic Schools** a fabulous place to work! This past month the district was honored with the **Gallup Great Workplace Award**, which recognizes organizations that achieve performance excellence through creating a culture of engagement. The district is the only educational organization honored this year and shares the recognition with other organizations from the finance, healthcare, manufacturing and hospitality industries.

School News

- **École Notre Dame** hosted an event where students ate “rice and water” as part of a Lenten celebration and collected items for the Morinville Food Bank to gain a greater understanding of those impoverished. The generous school community was able to collect 500 items for donation.
- The District is host to some wonderful band talent! **ESSMY**'s grade seven band finished in first place and were honored with the gold certificate at the recent St. Albert Rotary Music Festival. The **MCHS** Band achieved Gold with Distinction once again. Congratulations to all band members and their leaders!
- **V.J. Maloney** has a few reasons to be celebrating this past month. Their annual bike-a-thon resulted in \$39,000 for the Juvenile Diabetes Research Foundation bringing the overall proceeds over the past six years to more than \$250,000!!! In addition, two students from school placed at the top in their zone and provincially during the recent Math Contest held annually by Waterloo University. Congratulations!
- Thanks to all of the students and staff from **SACHS** who participated in the Drama Production, **VIMY** by Vern Thiessen to commemorate the 100th anniversary sharing the stories of those who fought in this historic battle.



BOARD OF TRUSTEES REGULAR MEETING

APRIL 24, 2017

ATTACHMENT FOR AGENDA ITEM 12.1

Board Policy Review

PRESENTERS:

David Keohane, superintendent of schools

BACKGROUND:

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

Board Policy 17 – Public Interest Disclosure was last reviewed in September 2016.

No changes for this policy are recommended at this time.

RECOMMENDATION:

THAT the Board of Trustees approve the review of Board Policy 17 – Public Interest Disclosure with no changes.

PUBLIC INTEREST DISCLOSURE (WHISTLEBLOWER PROTECTION)

Background Statement

The mission of Greater St. Albert Catholic Schools depends on all who work on behalf of children to learn, live fully, and serve others. District employees are encouraged to act in ways consistent with the teachings of the Catholic/Christian faith. The Board of Trustees of Greater St. Albert Catholic Schools (“Board”) is dedicated to the highest standard of ethical and accountable conduct, and recognizes the importance of working to deter and detect wrongdoing within the operations of the school district, and to promote public confidence in the administration of the Board. To ensure this, the Board is committed to maintaining a positive and supportive environment whereby employees can disclose potential wrongdoing, or seek advice about disclosing a potential wrongdoing, without reprisal, and are provided with clear guidance for how those disclosures may take place. Employees have a duty to report all wrongdoings or suspected wrongdoings to the Chief Officer or Designate.

On June 1, 2013, the *Public Interest Disclosure (Whistleblower Protection) Act* (“PIDA”) came into force in Alberta. The purpose of PIDA is to:

- facilitate the disclosure and investigation of significant and serious matters in public entities, including school boards, that an employee believes may be unlawful, dangerous to the public, or injurious to the public interest;
- protect employees who make those disclosures;
- manage, investigate and make recommendations respecting disclosures of wrongdoings and reprisals, and
- promote public confidence in the administration of public entities.

Under PIDA, no person may make reprisals against an employee for making a disclosure, seeking advice about making a disclosure, or taking any steps under PIDA, so long as the employee is acting in good faith.

The Board is required under Section 5(1) of PIDA to establish and maintain, in accordance with PIDA, written procedures for managing and investigating disclosures by employees of the Board. Those written procedures are set out herein.

Procedures

1. Designation of Chief Officer

- 1.1 The Superintendent of the Board is designated as the “Chief Officer” for the purpose of the overall administration and reporting required under *PIDA*.

2. Designation of Designated Officer

- 2.1 The Assistant Superintendent of Human Resources is designated as the “Designated Officer” to manage and investigate disclosures under *PIDA*.

3. Application of this Policy to “Wrongdoings”

- 3.1 This policy applies to wrongdoings in or relating to Greater St. Albert Roman Catholic Separate School District No. 734, its schools, departments and employees. A wrongdoing is defined as one of the following, within or relating to the Board or its employees:

- 3.1.1. a contravention of an Act of Alberta or Canada or the regulations made pursuant to those Acts;
- 3.1.2. an act or omission that creates:
- 3.1.2.1. a substantial and specific danger to the life, health or safety of individuals other than a danger that is inherent in the performance of the duties or functions of an employee, or;
- 3.1.2.2. a substantial and specific danger to the environment;
- 3.1.3. gross mismanagement of public funds or a public asset;
- 3.1.4. knowingly directing or counselling an individual to commit a wrongdoing mentioned in clauses 3.1.1 to 3.1.3.

4. No Reprisals

- 4.1 An employee who, in good faith;
- seeks advice about making a disclosure,
 - makes a disclosure,
 - co-operates in an investigation of wrongdoing,
 - declines to participate in a wrongdoing, or
 - does anything in accordance with this Act

will not be subject to any adverse employment action including dismissal, layoff, suspension, demotion, transfer, discontinuation or elimination of a job, change of job location, reduction in wages, changes in hours of work, reprimand, or any other measure that adversely affects the employee’s employment or working conditions, including threats to do any of the above.

- 4.2 An employee may make a written complaint to the Public Interest Commissioner (“Commissioner”) if the employee alleges that a reprisal has been taken or directed against the employee. The written complaint must, be made on the prescribed *PIDA* Complaint or Reprisal Form.
- 4.3 No action lies against the Board or an employee of the Board for making a reasonable human resource management decision in good faith.

5. Disclosures

- 5.1 Employees seeking advice on potential disclosure under PIDA and this Policy shall be referred to the Designated Officer, who shall provide the employee with information on PIDA, this Policy, the requirements of PIDA and this Policy, and other alternative processes for resolution of the employee's concern.
- 5.2 An employee who reasonably believes that he or she has information that could show that a wrongdoing has been committed or is about to be committed, or who has been asked to commit a wrongdoing, may make a disclosure to the Designated Officer.
- 5.3 Disclosures of wrongdoing shall be made to the Designated Officer utilizing the PIDA Disclosure Form in Appendix A. The Public Interest Disclosure Form outlines the information required in a disclosure.
- 5.4 At the time an employee makes a disclosure to the Designated Officer, the employee may also make the disclosure to the Public Interest Commissioner ("Commissioner") and advise the Commissioner that the disclosure has been made to the employee's Designated Officer. The disclosure form to the commissioner can be found at the following link: <https://yourvoiceprotected.ca/wp-content/uploads/2014/04/Online-Disclosure-Form.pdf>.
- 5.5 An employee may only disclose directly to the Commissioner and circumvent their chief officer and Designated Officer if:
 - 5.5.1. The employee has made a disclosure in accordance with the procedures set forth in this policy and an investigation concerning the disclosure has not been completed in accordance with these procedures;
 - 5.5.2. The employee has made a disclosure in accordance with the procedures set forth in this policy and the matter has not been resolved within the time periods established under these procedures;
 - 5.5.3. The employee has made a disclosure to the Designated Officer, however is unable to complete the procedures because of a reprisal directed towards the employee, or reasonably believes a reprisal is likely to be taken or directed towards them if the disclosure be made in accordance with these procedures;
 - 5.5.4. The employee reasonably believes that a matter constitutes an imminent risk of a substantial and specific danger to the life, health or safety of individuals, and there is insufficient time to make a disclosure to the Designated Officer. However, in these circumstances, the employee must as soon as is reasonably practicable, disclose the matter to the Designated Officer. The disclosure form to the commissioner can be found at the following link: <https://yourvoiceprotected.ca/wp-content/uploads/2014/04/Online-Disclosure-Form.pdf>. For a disclosure to the Designated Officer, please use form in Appendix A;
 - 5.5.5. The employee has made a disclosure in accordance with this Policy, the investigation has been completed, a final decision has been issued in respect of the disclosure and the employee is dissatisfied with the decision;

- 5.5.6. The subject matter of the disclosure involves the employee's chief officer or Designated Officer.
- 5.6 In the event that disclosure to the Assistant Superintendent of Human Resources as the Designated Officer is not appropriate due to a conflict of interest with respect to the nature of the disclosure or the person involved, the Designated Officer shall request the Chief Officer to designate an alternate Designated Officer for that disclosure. The alternate Designated Officer shall have all the powers of the Designated Officer for the purpose of that disclosure.
- 5.7 In the event of a disclosure to the Designated Officer concerning the conduct of the Chief Officer, or concerning which the Chief Officer has a conflict of interest, the Designated Officer (or alternate Designated Officer where the subject matter of the disclosure involves the Designated Officer) shall:
- 5.7.1. advise the Board Chair of the nature of the disclosure, whereupon the Board may authorize an investigation into the disclosure;
- 5.7.2. advise the Commissioner of the disclosure and its referral to the Board and seek advice from the Commissioner concerning whether the disclosure should be referred to the Commissioner.
- 5.8 If the Designated Officer reasonably believes that the matter to which the disclosure relates constitutes an imminent risk of a substantial or specific danger to the life, health or safety of individuals, or to the environment, the Designated Officer shall as soon as reasonably practicable refer the disclosure to the Commissioner.
- 5.9 Notwithstanding whether a disclosure is referred to the Commissioner, where the Designated Officer is aware of:
- 5.9.1. a disclosure relating to an imminent risk of a substantial or specific danger to the life, health or safety of individuals, or to the environment, or
- 5.9.2. that the alleged wrongdoing, if true, may threaten the welfare of students, staff, or the safe and caring environment of the school,
- the Designated Officer shall also ensure that appropriate persons within the Board have sufficient information to abate that risk.
- 5.10 Where at any point following a disclosure, the Designated Officer has reason to believe that the alleged wrongdoing, if true, could potentially give rise to the Superintendent being of the opinion that the welfare of students is threatened by the presence of the teacher, the Designated Officer shall advise the Superintendent of the alleged wrongdoing for consideration of a possible administrative suspension under section 105(2) of the *School Act*.
- 5.11 Where in the course of an investigation, the Designated Officer has reason to believe that an offence has been committed under an Act or regulation of the Province of Alberta, or under an Act or regulation of the Parliament of Canada, the Designated Officer shall report the potential offence to the appropriate law enforcement authorities.

- 5.12 If more than one disclosure of wrongdoing is received by the Designated Officer in respect to the same matter, a single investigation may be conducted into the wrongdoing.
- 5.13 Where, in the course of an investigation, the Designated Officer has reason to believe that another wrongdoing has been committed or may be committed, the Designated Officer shall investigate that other potential wrongdoing as if a disclosure had been made.
- 5.14 Anonymous disclosures will be dealt with in accordance with the provisions of this Policy.

6. Investigations

- 6.1 The Designated Officer may request advice from the Commissioner with respect to the management and investigation of a disclosure.
- 6.2 Upon receiving a disclosure, the Designated Officer shall make a decision whether to investigate.
- 6.3 Where the Designated Officer is of the opinion that the subject matter of a disclosure would be more appropriately dealt with by a department of the Government of Alberta, an office of the Legislature, or another public entity, the Designated Officer shall report the subject matter of the disclosure to the Designated Officer of that other entity.
- 6.4 Should the subject matter of the disclosure be more appropriately dealt with according to another policy or procedure of the Board, another Act, or regulation, or procedures under a collective agreement or employment contract, the Designated Officer may decline to investigate under the parameters of this policy.
- 6.5 The Designated Officer may utilize both internal personnel and external resources, for the purpose of conducting the investigation, subject to the compliance with all statutory and/or regulatory obligations.
- 6.6 The Designated officer, and any person conducting an investigation on their behalf, may interview any person and shall have access to any document of the Board necessary for the investigation.
- 6.7 The Designated Officer shall ensure all disclosures, and information gathered in the course of investigating disclosures, including the identity of the person making the disclosure, those alleged to have committed the wrongdoing and witnesses, are maintained in confidence and disclosed only:
 - 6.7.1. as necessary for this policy and to conduct the investigation in accordance with the principles of procedural fairness and natural justice;
 - 6.7.2. in accordance with PIDA or any other statute;
 - 6.7.3. if the disclosure of that information is necessary due to an imminent risk of a substantial and specific danger to the life, health or safety of individuals, or to the environment.
- 6.8 Investigations shall be conducted in accordance with the principles of procedural fairness and natural justice.
- 6.9 The Designated Officer may decline to investigate where the disclosure:

- 6.9.1. is clearly frivolous or vexatious, not been made in good faith, has not been made in a timely enough manner to permit an investigation, or does not deal with a wrongdoing;
 - 6.9.2. relates to a decision, action or matter that results from a balanced and informed decision-making process on a public policy or operational issue; or
 - 6.9.3. does not provide adequate particulars about the wrongdoing to permit the conduct of a fair and effective investigation.
- 6.10 The Designated Officer is not required to investigate a disclosure or, if an investigation has been initiated, may discontinue the investigation if more than 2 years has passed since the date that the wrongdoing was discovered.

7. Timelines

- 7.1 The Designated Officer shall acknowledge receipt of the disclosure or complaint of reprisal to the employee making the disclosure or complaint within five (5) business days from receipt of the disclosure or complaint. An employee who submitted a disclosure of wrongdoing or complaint of reprisal shall be advised, no more than 10 business days from the date on which the disclosure of wrongdoing or complaint of reprisal is received, of whether an investigation will be undertaken.
- 7.2 The investigation must be concluded and the investigation report provided to the Chief Officer not more than 110 business days from the date on which the disclosure of wrongdoing or complaint of reprisal was received.
- 7.3 These timelines may be extended by the Chief Officer provided that the total extensions granted do not exceed the overall time period for investigation and provision of the investigation report by more than 30 business days, or for a longer period of time if permitted by the Commissioner.

8. Report

- 8.1 The Designated Officer shall provide a written investigation report to the Chief Officer detailing whether the disclosure was substantiated, and provide recommendations on corrective action.
- 8.2 Where the Designated Officer is considering a recommendation to the Superintendent that the Superintendent exercise authority delegated to him or her by the Board to suspend or terminate a teacher or administrative designation under the *School Act*, the Designated Officer shall consult with other board staff typically responsible for such recommendations concerning the necessary process. In such event, the written investigation report shall be provided to the Superintendent in the course of any process under the *School Act* for the Superintendent to consider that recommendation.
- 8.3 The Chief Officer shall consider the recommendations in the investigation report, and shall be responsible for determining what action, if any, including disciplinary action, shall be taken. The Chief Officer shall follow up with the employees responsible to ensure those actions are taken.

8.4 The person making the complaint shall be advised when the investigation is completed, the recommendations made in the written investigation report, and the Chief Officer's actions resulting from the written investigation report.

9. Good Faith

9.1 An employee who submits a disclosure of wrongdoing or complaint of reprisal must act in good faith. Good faith describes that state of mind denoting honesty of purpose, being faithful to one's duty or obligation, or an honest intention to abstain from taking any advantage of another.

9.2 An employee who knowingly makes deliberately false and/or malicious allegations of wrongdoing may be subject to disciplinary action up to and including termination of employment.

10. Annual Reporting

10.1 The Chief Officer will prepare a report annually on all disclosures that have been made to the Designated Officer. This annual report will be available to the public on request and will be subject to the reporting requirements of Alberta Education. The annual report will include the following information:

10.1.1. the number of disclosures received by the Designated Officer;

10.1.2. the number of disclosures acted on; and

10.1.3. the number of disclosures not acted on by the Designated Officer;

10.1.4. the number of investigations commenced by the Designated Officer as a result of disclosures;

10.1.5. in the case of an investigation that results in a finding of wrongdoing, a description of the wrongdoing and any recommendations made or corrective measures taken in relation to the wrongdoing or the reasons why no corrective measure was taken.

11. Policy Communication

11.1 The Chief Officer will ensure that this policy is reviewed with all employees and made accessible to them prior to the start of each school year.

Legal Reference: *Public Interest Disclosure (Whistleblower Protection) Act (PIDA) Public Interest Disclosure (Whistleblower Protection) Regulation*
http://www.qp.alberta.ca/1266.cfm?page=2013_071.cfm&leg_type=Regs&display=html

Adopted: April 28, 2014



GREATER ST. ALBERT CATHOLIC SCHOOLS

DISCLOSURE OF WRONGDOING TO DESIGNATED OFFICER FORM

General Contact Information

Name:

Mailing Address

City Province Postal Code

Preferred Telephone

Work Home Cell

Alternate Telephone

Work Home Cell

E-mail

How do you prefer to receive communication in regards to the Disclosure?

Phone E-mail Mail

Name of School

Please provide as much information as possible about the person(s) or organization alleged to have committed the wrongdoing, or about to commit the wrongdoing, or where the wrongdoing occurred or is about to occur:

Name

Title

Organization

Organization Address

City

Province

Postal Code

Work Telephone

E-mail

Please provide a description of the wrongdoing including all relevant details, dates and locations the wrongdoings occurred or about to occur, and all parties involved:

Declaration

I believe that all the information provided is true to the best of my knowledge*

Signature

Current Date

**** Knowingly making a false or misleading statement is an offence pursuant to the Act.***



BOARD OF TRUSTEES REGULAR MEETING

APRIL 24, 2017

ATTACHMENT FOR AGENDA ITEM 13.1(a)

Boundary Review: Elementary English Boundary Options – St. Albert Schools

PRESENTERS:

Lauri-Ann Turnbull, transportation supervisor; Deb Schlag, secretary-treasurer (absent)

BACKGROUND:

At the February 13, 2017 Regular Meeting of the Board, Trustees were presented with four boundary options that satisfied the attached Guiding Principles approved at the June 27, 2016 Regular Meeting of the Board. After careful consideration, two of the four options were chosen, and subsequently presented to the public for further consultation and feedback.

A second set of two (2) Open Houses in opposite quadrants of St. Albert, on either side of Hwy 2, (J.J. Nearing – March 15, 2017 and Neil M. Ross – March 21, 2017) provided opportunity to gather feedback from the public on the selected boundary options. Additionally there was an online opportunity via survey to provide feedback for those unable to attend or preferred the online option.

This recommendation deals specifically with the **Elementary English School Boundary Review in St. Albert** and presented to the public as Option A and Option B in the attached map.

During day one of the Board Planning Session, held on April 21-22, 2017, Trustees carefully considered the feedback received, as indicated in the “What We Heard” report prepared by an independent consultant. The year long Boundary Review was aligned with International Association of Public Participation (IAP2) best practice for consultation. The rationale for decisions on boundaries include:

- alignment with the Approved Guiding principles;
- continuity of enrolment in Sister Alphonse Academy from K - 9;
- allowing for maximum utilization rates within attendance areas;
- anticipated future needs;
- neighbourhoods not being divided between different schools;
- fair and balanced distribution of students;
- being closer to home and shorter bus rides.

While the first choice of respondents in the survey indicated Option A, when adding both first and second choices together, Option B was higher than A. The overall information reviewed supported **Option B** as the choice forward.

RECOMMENDATION:

THAT the Board of Trustees approve **Option B** for the **Elementary English School Boundaries in St. Albert** as attached, effective September 1, 2017.

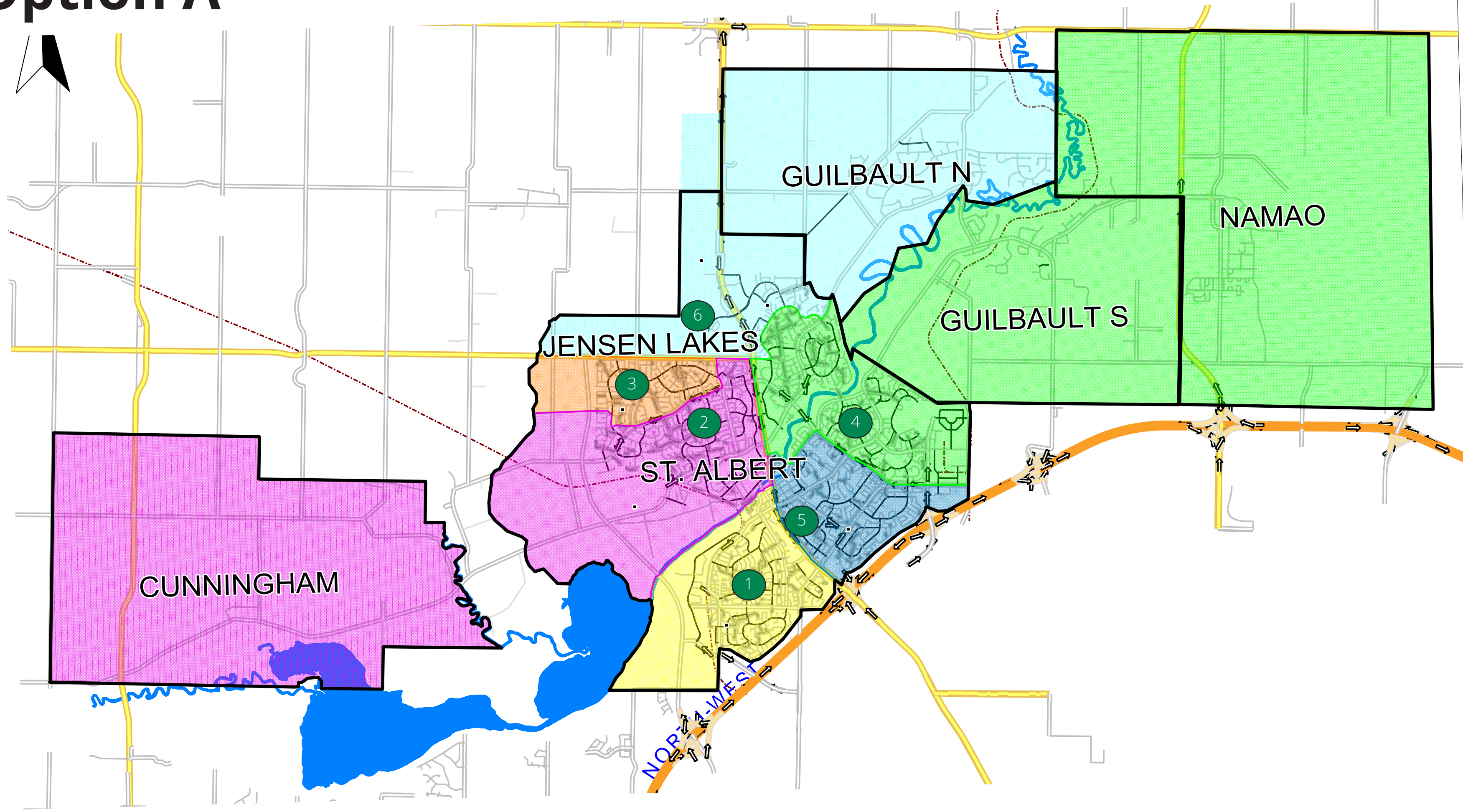
AND

THAT the Board of Trustees direct the Superintendent to present a transition plan for new and existing students living in the designated attendance boundary for Sr. Alphonse Academy, located in Jensen Lakes, from September 1, 2017 until the school opens.

St. Albert Schools English Elementary Boundary Options

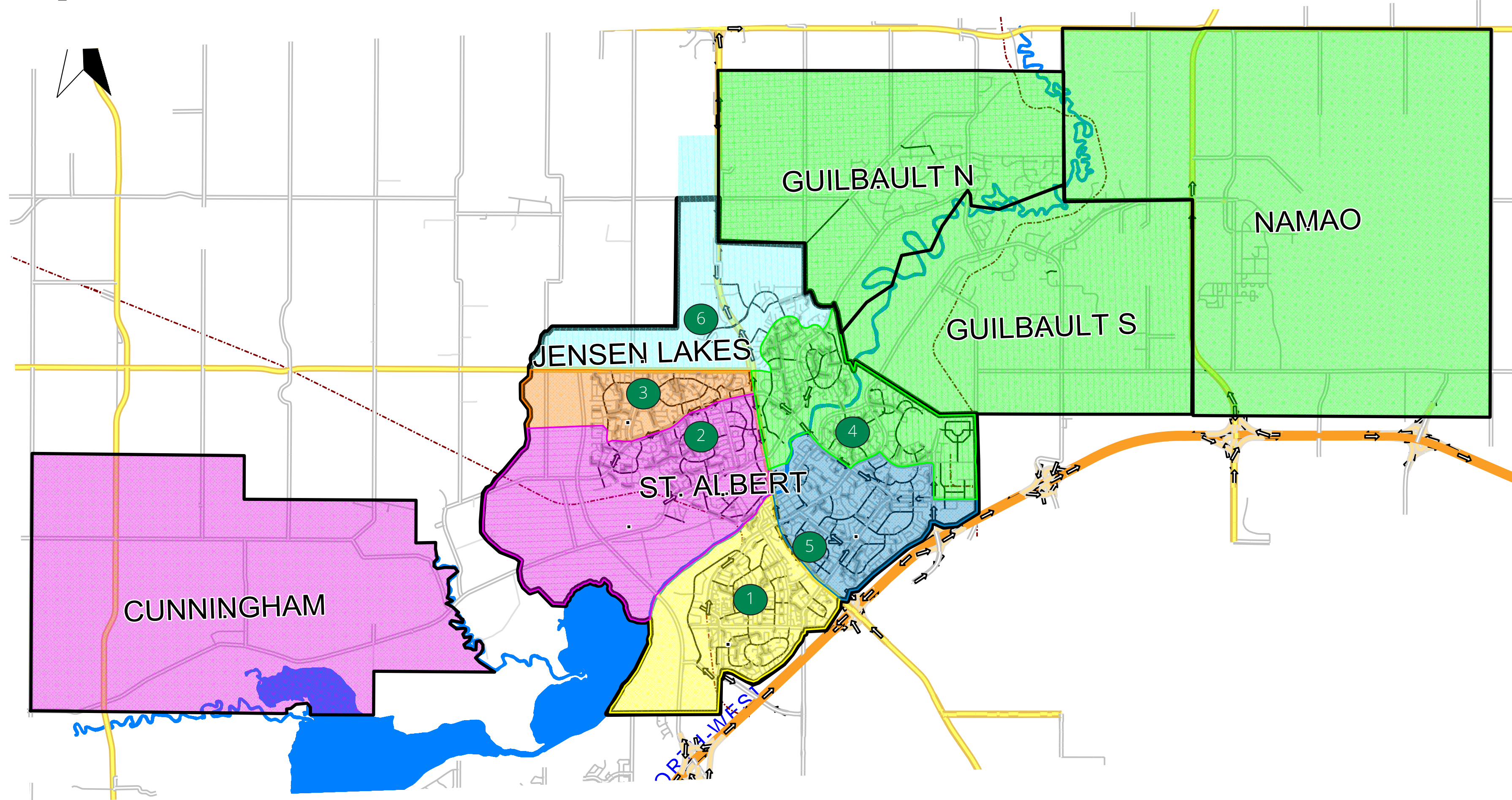
Option A

- 1. Albert Lacombe
- 2. Bertha Kennedy
- 3. J.J. Nearing
- 4. Neil M. Ross
- 5. Vital Grandin
- 6. Sister Alphonse Academy



Option B

- 1. Albert Lacombe
- 2. Bertha Kennedy
- 3. J.J. Nearing
- 4. Neil M. Ross
- 5. Vital Grandin
- 6. Sister Alphonse Academy



English Boundaries & Attendance Areas (Elementary)

| Boundary | No Change | New Areas Added | Boundary Area Changes |
|----------|--|---|---|
| Option A | Albert Lacombe | Jensen Lakes to Sister Alphonse *Namao to Neil M. Ross | Guilbault N to Sister Alphonse (formerly Vital Grandin) Erin Ridge North to Sister Alphonse (formerly Neil M. Ross) Guilbault S to Neil M. Ross (formerly Vital Grandin) Deer Ridge (east of Delage Cr.) to Bertha Kennedy (formerly J.J. Nearing) |
| Option B | Albert Lacombe Bertha Kennedy J.J. Nearing | Jensen Lakes to Sister Alphonse *Namao to Neil M. Ross | Erin Ridge North to Sister Alphonse (formerly Neil M. Ross) Guilbault N & Guilbault S to Neil M. Ross (formerly Vital Grandin) New Braeside & Pineview to Vital Grandin (formerly Neil M. Ross) |



Guidelines for Consultation on Boundaries & Programming- ***Approved June 27, 2016***

Consultation honors the values and core commitments as outlined in Board Policy 1.

District schools are faith-based and inclusive environments.

District resident students have a designated school.

The District is responsive to the community and offers choice for families.

Boundary and program decisions made by the Board will:

- be informed by the voice of parents, students, staff, and the community.
- provide for sustainable enrolments across the District.
- consider operational costs and the carbon footprint, where possible.
- allow grand-fathering of students to minimize disruption and provide choice
- complement the Safe Journeys to School Report.





Public Consultation Process – New School Boundaries & Programming

*Consultation Goals:

1. **INFORM** - Provide public with information on the project, opportunities to provide feedback and final decisions.
2. **CONSULT** - Obtain public feedback on boundaries, and programming, and communicate how the feedback influenced the decision.

Objectives:

1. Create awareness of a Catholic School option in Jensen Lakes.
2. Understand interest & factors from current/prospective families in attending the new school that would inform boundaries.
3. Gather information on community priorities for programming at the new school.
4. Inform families on what is impacted or not going to be impacted with regards to the new school.
5. Use multiple communication methods to engage as broad an audience as possible

Phased Approach

| Phase 1 | Phase 2 |
|--|---|
| October to November 2016 | February – March 2017 |
| <ul style="list-style-type: none"> Gather feedback on community priorities that can be considered in the design of boundary options and programming that is of most interest. | <ul style="list-style-type: none"> Provide the public with two boundary options as well as possible programming for consideration. |
| <ul style="list-style-type: none"> Use multiple communication methods to reach out to District families, staff and the broader public. | <ul style="list-style-type: none"> Board to receive recommendation on boundary and programming for Sister Alphonse Academy once all public feedback is considered. |
| December – January 2016 | April 2017 |
| <ul style="list-style-type: none"> Board to deliberate on the feedback, assess via approved guidelines and determine boundary options and program options. | <ul style="list-style-type: none"> Board seeks approval for boundary changes associated with Sister Alphonse Academy and announces programming. |

*IAP2 Spectrum of Public Participation.





BOARD OF TRUSTEES REGULAR MEETING

APRIL 24, 2017

ATTACHMENT FOR AGENDA ITEM 13.1(b)

Boundary Review: Junior High English Boundary Options – St. Albert Schools

PRESENTERS:

Lauri-Ann Turnbull, transportation supervisor; Deb Schlag, secretary-treasurer (absent)

BACKGROUND:

At the February 13, 2017 Regular Meeting of the Board, Trustees were presented with three boundary options that satisfied the attached Guiding Principles approved at the June 27, 2016 Regular Meeting of the Board. After careful consideration, two of the three options were chosen, and subsequently presented to the public for further consultation and feedback.

A second set of two (2) Open Houses in opposite quadrants of St. Albert, on either side of Hwy 2, (J.J. Nearing – March 15, 2017 and Neil M. Ross – March 21, 2017) provided opportunity to gather feedback from the public on the selected boundary options. Additionally there was an online opportunity via survey to provide feedback for those unable to attend or preferred the online option.

This recommendation deals specifically with the **Junior High English School Boundary Review in St. Albert** and presented to the public as Option A and Option B in the attached map.

During day one of the Board Planning Session, held on April 21-22, 2017, Trustees carefully considered the feedback received, as indicated in the “What We Heard” report prepared by an independent consultant. The year long Boundary Review was aligned with International Association of Public Participation (IAP2) best practice for consultation. The rationale for decisions on boundaries include:

- alignment with the Approved Guiding principles;
- continuity of enrolment in Sister Alphonse Academy from K - 9;
- allowing for maximum utilization rates within attendance areas;
- anticipated future needs;
- neighbourhoods not being divided between different schools;
- fair and balanced distribution of students;
- being closer to home and shorter bus rides.

The first choice of respondents in the survey indicated Option A and overall, the information reviewed supported **Option A** as the choice forward.

RECOMMENDATION:

THAT the Board of Trustees approve **Option A** for the **Junior High English School Boundaries in St. Albert** as attached, effective September 1, 2017.

AND

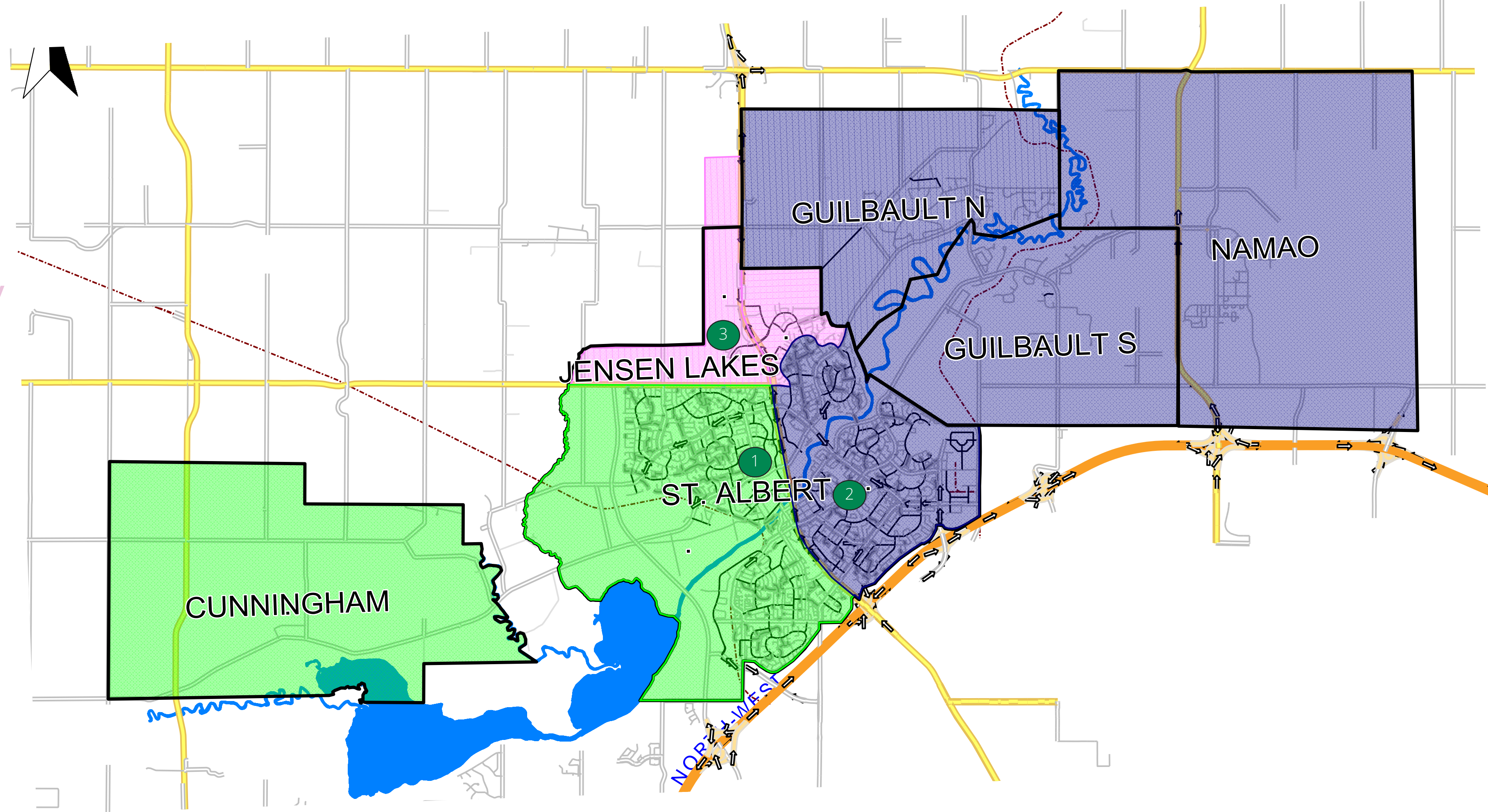
THAT the Board of Trustees direct the Superintendent to present a transition plan for new and existing students living in the designated attendance boundary for Sr. Alphonse Academy, located in Jensen Lakes, from September 1, 2017 until the school opens.

St. Albert Schools

English Junior High Boundary Options

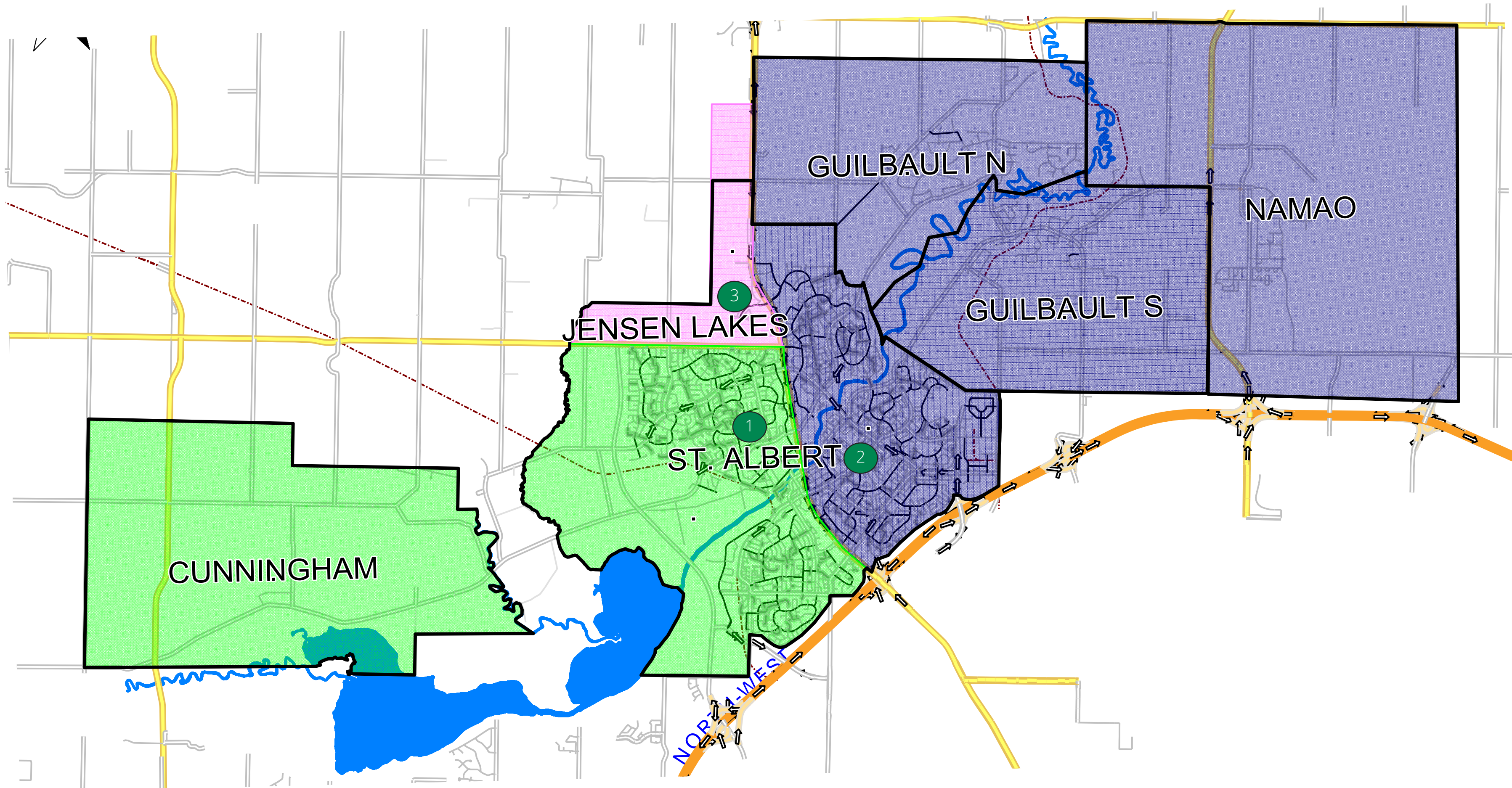
Option A

- 1. Vincent J. Maloney
- 2. Richard S. Fowler
- 3. Sister Alphonse Academy



Option B

- 1. Vincent J. Maloney
- 2. Richard S. Fowler
- 3. Sister Alphonse Academy



Junior High Boundaries & Attendance Areas (English)

| Boundary | No Change | New Areas Added | Boundary Area Changes |
|----------|---------------|--|--|
| Option A | V. J. Maloney | Jensen Lakes to Sister Alphonse *Namao to R.S. Fowler | Erin Ridge North to Sister Alphonse (formerly Richard S. Fowler) |
| Option B | V. J. Maloney | Jensen Lakes to Sister Alphonse *Namao to R.S. Fowler | |



Guidelines for Consultation on Boundaries & Programming- ***Approved June 27, 2016***

Consultation honors the values and core commitments as outlined in Board Policy 1.

District schools are faith-based and inclusive environments.

District resident students have a designated school.

The District is responsive to the community and offers choice for families.

Boundary and program decisions made by the Board will:

- be informed by the voice of parents, students, staff, and the community.
- provide for sustainable enrolments across the District.
- consider operational costs and the carbon footprint, where possible.
- allow grand-fathering of students to minimize disruption and provide choice
- complement the Safe Journeys to School Report.





Public Consultation Process – New School Boundaries & Programming

*Consultation Goals:

1. **INFORM** - Provide public with information on the project, opportunities to provide feedback and final decisions.
2. **CONSULT** - Obtain public feedback on boundaries, and programming, and communicate how the feedback influenced the decision.

Objectives:

1. Create awareness of a Catholic School option in Jensen Lakes.
2. Understand interest & factors from current/prospective families in attending the new school that would inform boundaries.
3. Gather information on community priorities for programming at the new school.
4. Inform families on what is impacted or not going to be impacted with regards to the new school.
5. Use multiple communication methods to engage as broad an audience as possible

Phased Approach

| Phase 1 | Phase 2 |
|--|---|
| October to November 2016 | February – March 2017 |
| <ul style="list-style-type: none"> Gather feedback on community priorities that can be considered in the design of boundary options and programming that is of most interest. | <ul style="list-style-type: none"> Provide the public with two boundary options as well as possible programming for consideration. |
| <ul style="list-style-type: none"> Use multiple communication methods to reach out to District families, staff and the broader public. | <ul style="list-style-type: none"> Board to receive recommendation on boundary and programming for Sister Alphonse Academy once all public feedback is considered. |
| December – January 2016 | April 2017 |
| <ul style="list-style-type: none"> Board to deliberate on the feedback, assess via approved guidelines and determine boundary options and program options. | <ul style="list-style-type: none"> Board seeks approval for boundary changes associated with Sister Alphonse Academy and announces programming. |

*IAP2 Spectrum of Public Participation.





BOARD OF TRUSTEES REGULAR MEETING

APRIL 24, 2017

ATTACHMENT FOR AGENDA ITEM 13.1(c)

Boundary Review: French Immersion Elementary Boundary Options – St. Albert Schools

PRESENTERS:

Lauri-Ann Turnbull, transportation supervisor; Deb Schlag, secretary-treasurer (absent)

BACKGROUND:

At the February 13, 2017 Regular Meeting of the Board, Trustees were presented with two boundary options that satisfied the attached Guiding Principles approved at the June 27, 2016 Regular Meeting of the Board. After careful consideration, both options were endorsed, and subsequently presented to the public for further consultation and feedback.

A second set of two (2) Open Houses in opposite quadrants of St. Albert, on either side of Hwy 2, (J.J. Nearing – March 15, 2017 and Neil M. Ross – March 21, 2017) provided opportunity to gather feedback from the public on the selected boundary options. Additionally there was an online opportunity via survey to provide feedback for those unable to attend or preferred the online option.

This recommendation deals specifically with the **French Immersion Elementary School Boundary Review in St. Albert** and presented to the public as Option A and Option B in the attached map.

During day one of the Board Planning Session, held on April 21-22, 2017, Trustees carefully considered the feedback received, as indicated in the “What We Heard” report prepared by an independent consultant. The year long Boundary Review was aligned with International Association of Public Participation (IAP2) best practice for consultation. The rationale for decisions on boundaries include:

- alignment with the Approved Guiding principles;
- allowing for maximum utilization rates within attendance areas;
- anticipated future needs;
- neighbourhoods not being divided between different schools;
- fair and balanced distribution of students;
- being closer to home and shorter bus rides.

Comments in support of **Option A** relate to it making sense geographically, being fair between the two schools, allows École Marie Poburan to increase enrollment, is closer for travel, and falls within Board standards of 1 hour busing each way for Edmonton Garrison students.

Option A was fully supported by Administration, at both schools. The overall information reviewed supported **Option A** as the choice forward.

RECOMMENDATION:

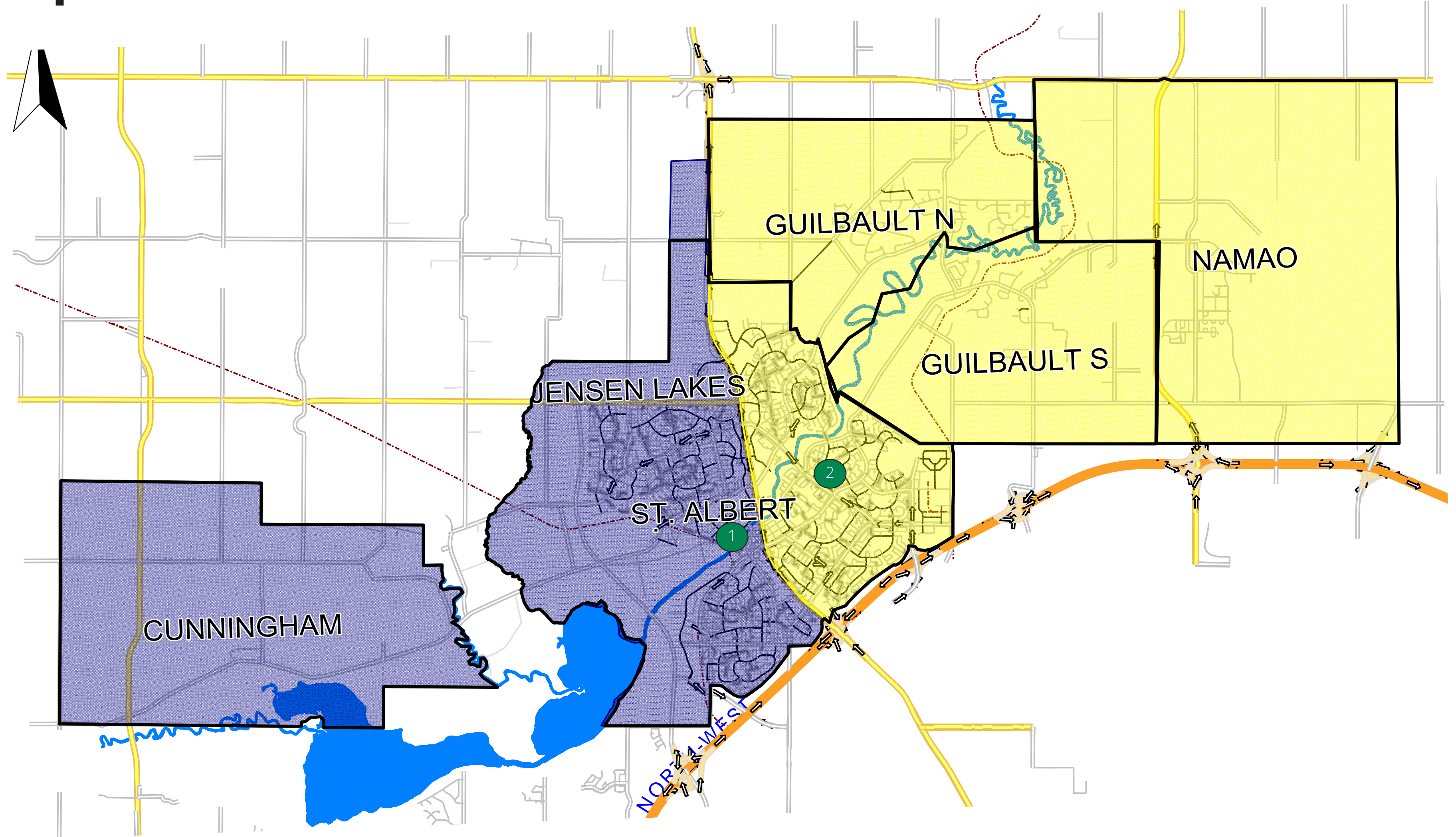
THAT the Board of Trustees approve **Option A** for the **French Immersion Elementary School Boundaries in St. Albert** as attached, effective September 1, 2017.

St. Albert Schools

French Immersion Elementary Boundary Options

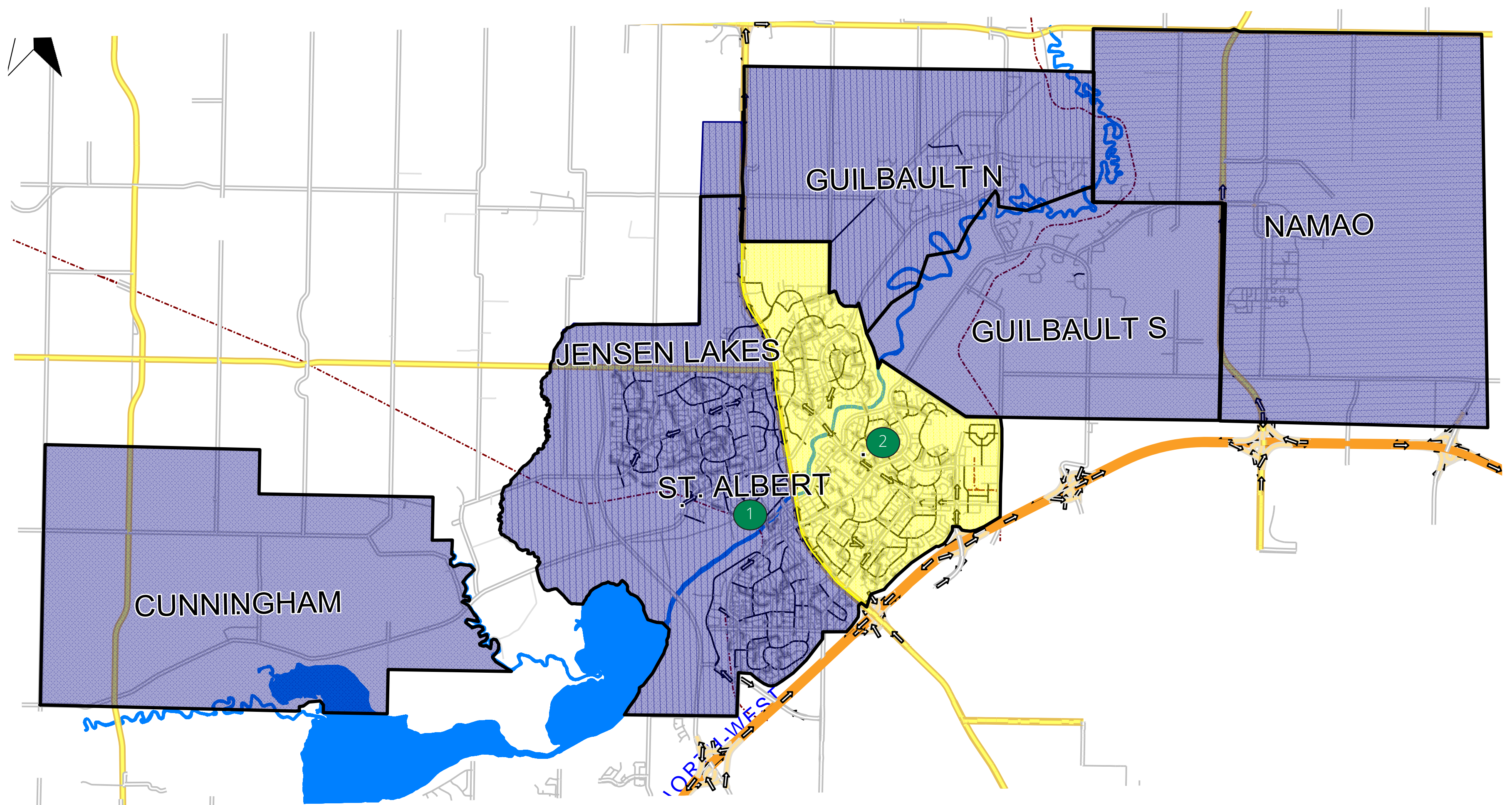
Option A

- 1. École Father Jan
- 2. École Marie Poburan



Option B

- 1. École Father Jan
- 2. École Marie Poburan



French Immersion Boundaries & Attendance Areas (Elementary)

| Boundary | No Change | New Areas Added | Boundary Areas Changes |
|----------|--|---|--|
| Option A | École Marie Poburan in City of St. Albert | *Namao to École Marie Poburan Jensen Lakes to École Father Jan | Guilbault N & Guilbault S to École Marie Poburan (previously École Father Jan) |
| Option B | École Father Jan & École Marie Poburan in City of St. Albert Guilbault N & Guilbault S continue at École Father Jan | *Namao to École Father Jan Jensen Lakes to École Father Jan | |



Guidelines for Consultation on Boundaries & Programming- ***Approved June 27, 2016***

Consultation honors the values and core commitments as outlined in Board Policy 1.

District schools are faith-based and inclusive environments.

District resident students have a designated school.

The District is responsive to the community and offers choice for families.

Boundary and program decisions made by the Board will:

- be informed by the voice of parents, students, staff, and the community.
- provide for sustainable enrolments across the District.
- consider operational costs and the carbon footprint, where possible.
- allow grand-fathering of students to minimize disruption and provide choice
- complement the Safe Journeys to School Report.





Public Consultation Process – New School Boundaries & Programming

*Consultation Goals:

1. **INFORM** - Provide public with information on the project, opportunities to provide feedback and final decisions.
2. **CONSULT** - Obtain public feedback on boundaries, and programming, and communicate how the feedback influenced the decision.

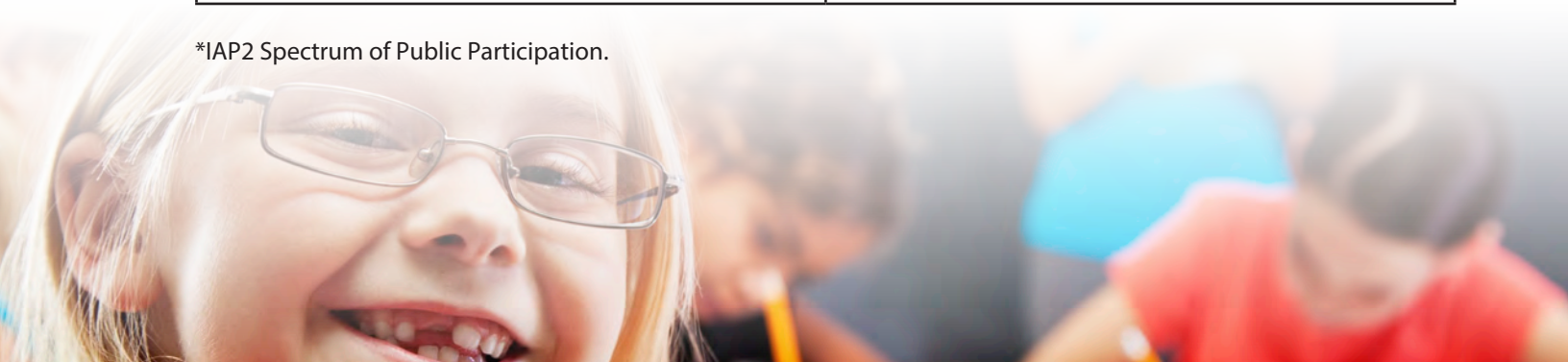
Objectives:

1. Create awareness of a Catholic School option in Jensen Lakes.
2. Understand interest & factors from current/prospective families in attending the new school that would inform boundaries.
3. Gather information on community priorities for programming at the new school.
4. Inform families on what is impacted or not going to be impacted with regards to the new school.
5. Use multiple communication methods to engage as broad an audience as possible

Phased Approach

| Phase 1 | Phase 2 |
|--|---|
| October to November 2016 | February – March 2017 |
| <ul style="list-style-type: none"> Gather feedback on community priorities that can be considered in the design of boundary options and programming that is of most interest. | <ul style="list-style-type: none"> Provide the public with two boundary options as well as possible programming for consideration. |
| <ul style="list-style-type: none"> Use multiple communication methods to reach out to District families, staff and the broader public. | <ul style="list-style-type: none"> Board to receive recommendation on boundary and programming for Sister Alphonse Academy once all public feedback is considered. |
| December – January 2016 | April 2017 |
| <ul style="list-style-type: none"> Board to deliberate on the feedback, assess via approved guidelines and determine boundary options and program options. | <ul style="list-style-type: none"> Board seeks approval for boundary changes associated with Sister Alphonse Academy and announces programming. |

*IAP2 Spectrum of Public Participation.





BOARD OF TRUSTEES REGULAR MEETING

APRIL 24, 2017

ATTACHMENT FOR AGENDA ITEM 13.2

Cancellation of May 8, 2017 Board Advocacy Committee Meeting

PRESENTER:

Rosaleen McEvoy, trustee

BACKGROUND:

Each year the board must establish the time, place and dates for its meetings. The Board has chosen to approve a schedule for two types of meetings, as approved at the 2016-2017 Organizational Meeting, Regular Meetings, where the Business of the Board is advanced through motions, and Advocacy Meetings where Trustees discuss committee reports, trustee events, school council meeting topics, and other advocacy topics of interest.

This year, all meetings were scheduled for Mondays and included seventeen (17) Regular Meetings and seven (7) Advocacy Meetings, in addition to the Organizational Meeting. When a meeting cancellation is required, for any number of reasons, a motion by the Board is required as a motion was made to establish those dates at the Organizational Meeting.

A Committee of the Whole Budget meeting (which is open to Trustees only, for planning purposes) was scheduled for Monday, May 1, 2017. The Superintendent is not available to attend this meeting and it would be preferable to reschedule to the week following, May 8, 2017 so he could attend. Since May 8th was scheduled for an Advocacy Meeting with a FNMI presentation, Trustees should be available for Budget purposes, which was scheduled a week earlier. The FNMI information will be included with the April 21-22, 2017 Planning Session and will have already been covered, so the purpose of this date is no longer required.

It would be preferable to use Monday, May 1, 2017 for an Audit Committee Meeting (rather than the Budget Meeting), use Monday, May 8, 2017 for the Budget Meeting (Committee of the Whole), and cancel the Advocacy Committee Meeting scheduled on May 8, 2017, which would better serve the needs of the District at this time.

RECOMMENDATION:

THAT the Board of Trustees approve the cancellation of the May 8, 2017 Board Advocacy Committee Meeting and reassign that date for the purpose of Committee of the Whole Budget Meeting.



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 24, 2017

| | Date of Correspondence | Sender/Recipient | Subject of Correspondence |
|----|------------------------|------------------------------------|--|
| 1. | April 12, 2017 | Education Minister to Board Chairs | Bill 8 – An Act to Strengthen Municipal Government |
| 2. | April 11, 2017 | ASBA to Board Chairs | ASBA in the News |



BOARD OF TRUSTEES REGULAR MEETING

APRIL 24, 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 24th, 2017**

***Trustee Request for Information**

Long Service Awards Update (deferred from April 10, 2017 meeting)

Assistant Superintendent, Sean McGuinness will provide an update regarding GSACRD's Long Service Awards program. Results from a survey, giving all staff an opportunity for input is attached. The request for information of the program was originally made by Trustee Crockett. (Attached)

Educational Leadership

Leadership Succession Planning Report

Assistant Superintendent, Sean McGuinness, will provide a Leadership Succession Planning report. (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.



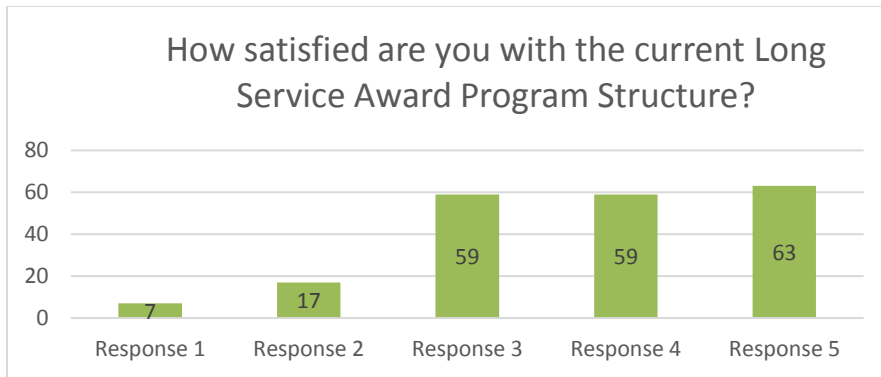
Deferred from April 10, 2017 Meeting

Long Service Awards Survey Preliminary Analysis of Results

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

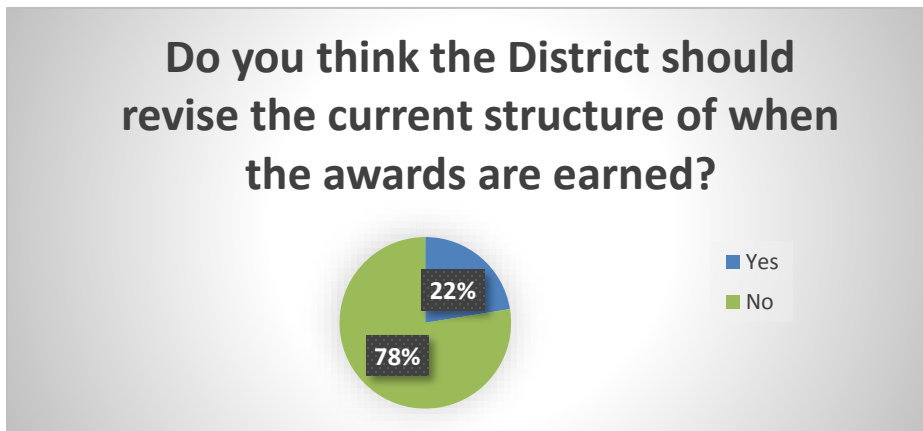
Analysis of the data reveals the following:

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.



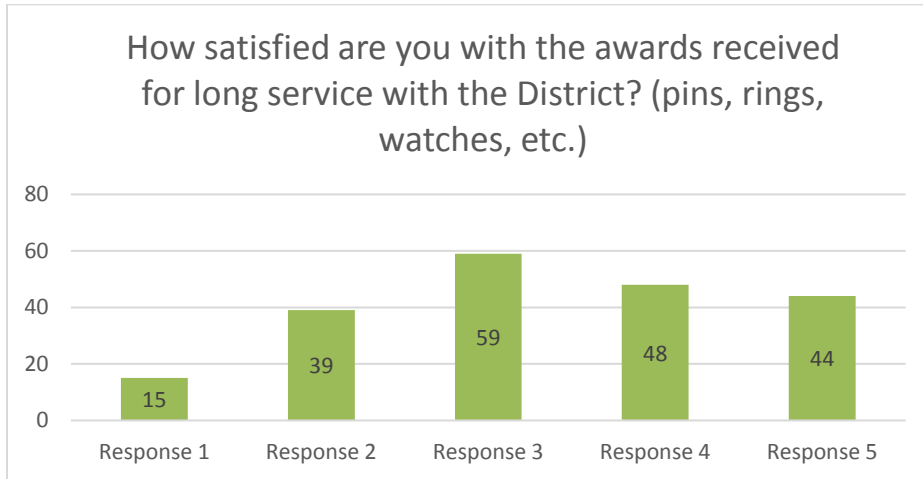
78% of respondents think that the District should **NOT** revise the current structure of when the awards are earned. (Current structure is recognition for every 5 years of service.)



Greater St. Albert
Catholic Schools

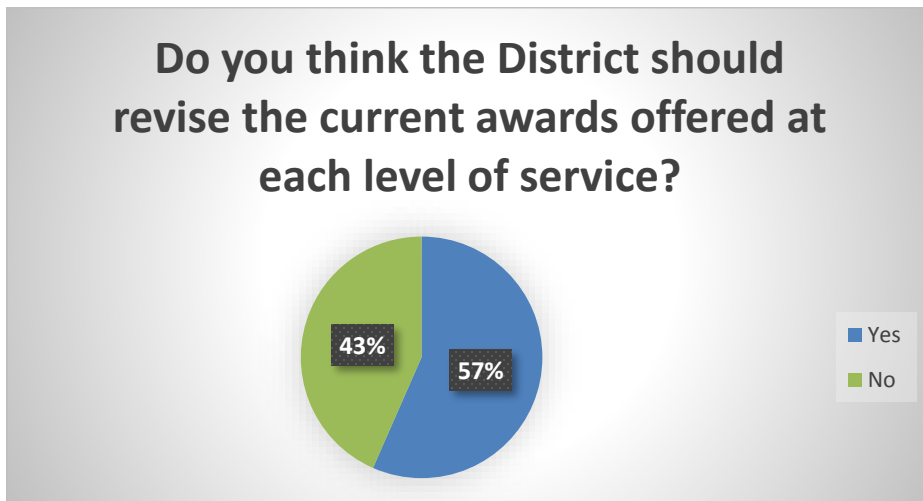
PASSION • RELATIONSHIPS • COMMITMENT • HOPE • INNOVATION • EXCELLENCE

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.



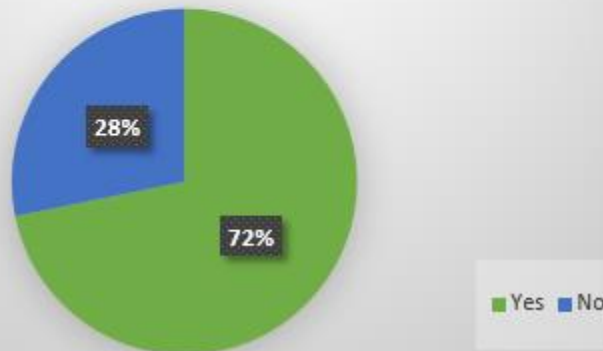
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**Would you like to see the District
move towards a catalogue System.**



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

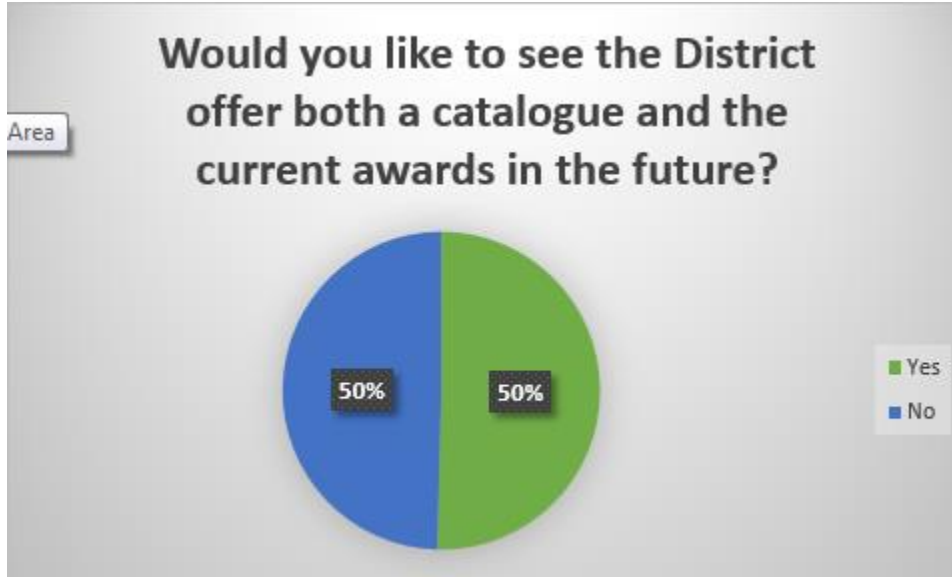


Of the 57%, 88% would like to see the District move towards a catalogue system. 72% of these respondents would also like to see the District offer RRSP contributions at each award level.



Greater St. Albert
Catholic Schools

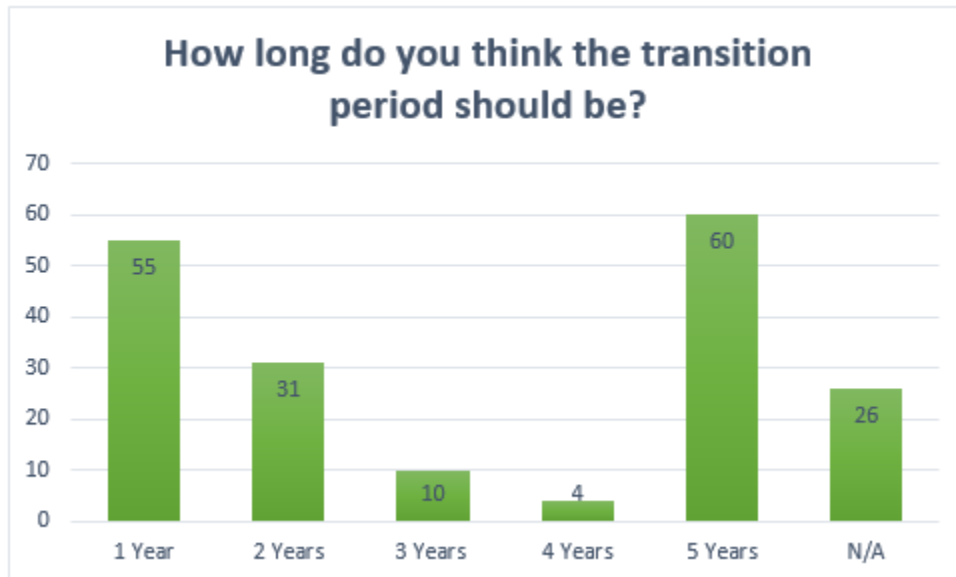
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However, of these same respondents, there was a 50/50 split on whether they would like to see the District offer both a Catalogue and the current gifts in the future.

Transition of Award Programs

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



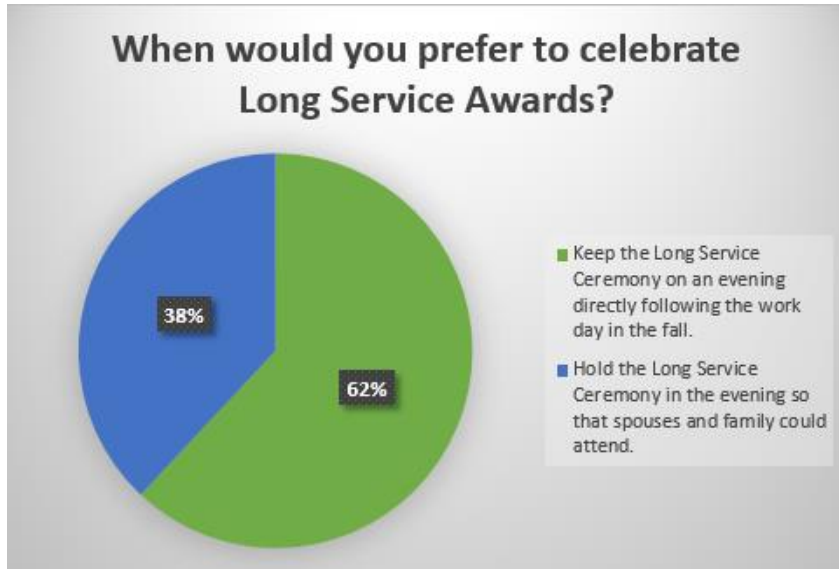
1 = 29.6% 2 = 16.7% 3 = 5.4% 4 = 2.2% 5 = 32.3% N/A = 14.0%



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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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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!!



Greater St. Albert
Catholic Schools

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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 | - |



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

DATE: April 19, 2017

TO: David Keohane
Superintendent of Schools

FROM: Sean McGuinness
Assistant Superintendent of HR & Leadership Services

RE: Leadership Development and Succession Planning Report

Attached is the Leadership Development and Succession Planning Report for 2017/18.

This report continues to build on initiatives outlined in previous reports and developments specific to 2016/17.

Sean McGuinness
Assistant Superintendent,
Human Resources/Leadership

Faith in Our Students

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LEADERSHIP DEVELOPMENT
and
SUCCESSION PLANNING
in 2017 for
GREATER ST. ALBERT CATHOLIC SCHOOLS

***Succession planning** is a process of identifying and developing internal people with the potential to fill key leadership positions in the organization. Succession planning increases the availability of experienced and capable employees that are prepared to assume these roles as they become available. (Wikipedia)*

Recruitment is the first step in creating a succession plan and many applicants set themselves apart from others even at this initial stage, whether through a top notch Support/Teacher/Principal Insight score, an impressive faith reference letter, or a variety of experiences. Teacher applicants being advanced to a district screening interview, with an invitation to our Teacher Replacement Roster, is the next positive step in the process. Subsequently being shortlisted for an interview at a school that is advertising an available position, provides the feedback to our newly recruited teacher, that they are being considered for a contract position.

Contract status is an important aspect in employment hierarchy. As per the School Act, temporary contract teachers are replacing another teacher who is on leave and quite often a new teacher's first contract opportunity in the classroom. The probationary contract teacher is the successful applicant to an open position that is available the entire year. Interim contracts are utilized when the position is only available for a portion of the year. And the continuous contract teacher has been deemed successful through an evaluation process at the probationary level, has been recommended for a continuous contract by the principal, has completed the necessary religious education course and provided an additional priest reference. Not all applicants are advanced in the manner described above, as many are not successful in the process. Positions are limited which allows GSACRD to be very selective in advancing teachers to continuous contracts. We typically hire approximately ten (10) teachers every year.

GSACRD endeavors to provide valuable experiences and leadership opportunities to all our teaching staff, as it is our teachers that essentially provide the pool in which GSACRD draws its future administrative leaders from, as well as external administrative applicants. Aspiring leaders typically look for additional opportunities in their current assignments, where they can gain experiences that will serve both the school and their leadership aspirations well. Many of these opportunities occur at the day's end such as, coaching, planning celebrations, contributing to major events and assisting others on the journey. Additionally, serving the district as a Learning Support Facilitator still remains an excellent stepping stone to a vice principal position.

During the past three school years, vice principals were invited to **Career Path Planning** sessions with the Assistant Superintendent of Human Resources and Leadership. These discussions were intended to assist our Vice Principals on their leadership journey, as well as learning of their intentions and aspirations for the future. These one on one sessions were well attended and revealed great promise for the future. It is the hope of the district that many of our Vice Principals will continue their leadership journey by taking the next step in becoming a Principal.

A **Leadership Development group** was also formed during the 2014/15 school year, that endeavored to serve our newest administrators by addressing key and relevant issues, as part of the formation process. The group met several times throughout the year on such issues as the School Act, Collective Agreements, Educational Scenarios, Staffing Protocols and also attended the Viviane Robinson presentation with each member of the group sharing in a presentation at a subsequent CCLC meeting. The group consisted of our newest principal and our five (5) newest Vice Principals, hired over the past two years. We all learned a great deal from one another.

2014/15 also provided an opportunity for all administrators to participate in a **book study**, as a professional development opportunity. The book that was chosen was Michael Fullen's entitled, *The Principal: Three Keys to Maximizing Impact*. The group met on six occasions during the school year. Being a Canadian author, he has great insight into the role of the principal and once again, our sessions were well attended, meaningful and applicable in the workplace.

During the 2015/16 school year the group chose to focus on Viviane Robinson's book entitled, *Student-Centered Leadership*, where her five dimensions of student-centered leadership later became the primary source of feedback in our SRR (School Results Review) process.

The book study morphed into the **Admin Collab PD** in 2016/17, where administrators gather on Tuesday afternoons, (non-CCLC days), to collaborate on various topics, including human resources – Staff Supervision and Evaluation, budget, PowerSchool Custody orders, Guardianship Orders and Interventions, Q12, open discussions and planning for the upcoming school year. The feedback we have received has been very positive and the Admin Collab sessions have had better attendance than the book studies it replaced.

A vice principal application was developed in 2013/14, where applications are accepted twice per year, on November 15th and March 15th. **"Call to Leadership"** notices and session have been instituted to bring more awareness to the application process and procedures. Our current administrators have also played a significant role in identifying and encouraging teacher leaders to consider taking this next step in their educational and leadership journey. It is through this application process that the vice principal pool was established. We were extremely pleased to receive **ten internal (10) vice principal applications on March 15, 2017** and one (1) external application. This has been the largest application since its formation!

Administrative Pools have been established at the vice principal and principal level, where candidates successful at the application and interview stage of the process, are placed in the corresponding administrative pool if they are deemed ready for a school placement. We currently have four administrators in the principal pool and all will be considered for a placement for the 2017/18 school year. We are expecting as many as 7 vice principal applicants to be advanced to the interview stage, which is likely to produce a healthy vice principal pool at the conclusion of the process. As we are expecting a number of principal retirements at the conclusion of this school year, having healthy pools is an important aspect of the succession plan.

External advertisements for administrators remains an important part of the process, as currently four of our principals and one vice principal were once external applicants. Due to the volume of internal vice principal applicants responding to the March administrative cycle, we chose initially not to advertise externally for vice principals, only principals. Upon advertising at a later date, we are likely to gain at least one successful external vice principal candidate.

The annual **Spring Staffing Cycle** involves a number of components: Teacher Transfer Bulletin (March 22), Administrative Cycle and Placements (April 30) and the two Teacher Staffing Bulletins which occur in May (18th and 26th). This year's administrative placements are the most challenging to date, due to the number of retiring principals (4). Despite the number of changes required, the goal is still to minimize the number of changes. We are optimistic that, we will be able to have the current vice principal assume the principalship in two scenarios... provided they are deemed to be ready through the application process. The VP Assessment Team comprised of a cross section of district personnel, serves an important role in the process. This additional work provided by our school based administrators is essential to the success of the process.

Human Resources staff provide essential support to the District Succession Plan. They include, Jennifer Witter, Annali Lazowski, Marina Lotoski (District Principal) Carolyn Jess (Sub Placement), Joanne Knecht (Reception) and Sean McGuinness. In addition to HR staff, there is an endless list of others who play an important role as mentors, whether in a school, or at the District Office. Our CCLC meetings are a constant source of professional development for all of our school administrators.

GSACRD is blessed with an abundance of staff who reach out to others to assist them on their journey, or recognize and encourage the development of future leaders in the district. These contributions are invaluable to the organization and serve a purpose in our overall succession and leadership development plan. A solid succession plan allows the district to constantly seek improvement, in preparing for the future. While the process is ongoing, it has been my pleasure to coordinate the multitude of tasks and efforts that are required in realizing a successful succession plan.



BOARD OF TRUSTEES REGULAR MEETING

APRIL 24, 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 18, 2017 | ATA Induction | St. Albert Inn | Shaw |
| | 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, Shaw |
| | May 16, 2017 | Mayor's Annual Celebration of Volunteers | Alliance Church (7:00 pm) | McEvoy, Becigneul |
| | 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 |