



# 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, January 29, 2018 | 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:** Cathy Proulx
- 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. Kinanâskomitin Manito (Thank you Creator).
- 6. Approval of Agenda**
- 7. Presentation Delegation**
  - 7.1 District Visual Identity-Ted Kouri, Incite Marketing
- 8. Approval of Minutes & Summaries**
  - 8.1 Regular Board Meeting Minutes of December 18, 2017 Attached
  - 8.2 Board Committee of the Whole Meeting of January 15, 2018 Attached
- 9. Approval of Committee & Event Reports from Advocacy Committee Meetings**
  - 9.1 Business Liaison – St. Albert (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 located on the District website at <http://bit.ly/ISLTFSh>.)
- 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 Authorization and Reauthorization of Locally Developed Courses (Nixon) Attached

### **13. Action Items**

- |   |          |
|---|----------|
| 13.1 District Visual Identity (Bruineman)   | Attached |
| 13.2 St. Kateri Tekakwitha Academy Phase 1 Consultation: What We Heard Report (Buineman, Nixon) | Attached |
| 13.3 Transportation: Request for Proposals (Schlag)   | Attached |
| 13.4 Alberta School Foundation Fund (ASFF) Opt-Out Motion (Schlag)                              | Attached |
| 13.5 School Site Allocation Memorandum of Understanding Comments (Keohane)                      | Attached |

### **14. New Business**

- |   |          |
|---|----------|
| 14.1 SPICE and Blueprints Attendance (Shaw) | Attached |
|---|----------|

### **15. Information Items**

- |  |          |
|--|----------|
| 15.1 Report from the Chair                             |          |
| 15.1.1 Correspondence                                  |          |
| 15.1.2 Other Items                                     |          |
| 15.2 Report from the Superintendent                    |          |
| 15.2.1 Educational Leadership                          |          |
| • School Results Reviews (SRRs) Report (Keohane)       | Attached |
| • First Nations, Métis and Inuit Report (Nixon)        | Attached |
| 15.2.2 Fiscal Responsibility                           |          |
| • School Facilities Utilization Report (Schlag)        | Attached |
| • 1 <sup>st</sup> Quarter Financial Statement (Schlag) | Attached |
| 15.2.3 Communications and Community Relations          |          |
| • Prime Minister's Award (Keohane)                     |          |

### **16. Board Commitments**

### **17. Clarification Period for Public & Media**

*(Related to agenda items, only as deliberated)*

### **18. Trustee Request for Information**

### **19. Closing Prayer: Cathy Proulx**

### **20. In-Camera *(if applicable)***

### **21. Out-of-Camera**

### **22. Adjournment**



# BOARD OF TRUSTEES REGULAR MEETING

JANUARY 29, 2018

## ATTACHMENT FOR AGENDA ITEM 7

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### Presentation Delegation

#### **7.1 District Visual Identity Presentation**

Incite Marketing was contracted to design a new visual identity and logo for Greater St. Albert Catholic Schools. Mr. Ted Kouri, co-founder and principal of Incite Marketing will present the new design.



# BOARD OF TRUSTEES REGULAR MEETING

JANUARY 29, 2018

## ATTACHMENT FOR AGENDA ITEM 8.1

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### Regular Board Meeting Minutes of December 18, 2017

#### **BACKGROUND:**

Please see attached.

#### **RECOMMENDATION:**

THAT the Board of Trustees approve the minutes of the regular meeting of the Board held on December 18, 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, December 18, 2017, 2:00 P.M.  
District Office, 6 St. Vital Avenue,  
St. Albert, AB**

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**MEMBERS PRESENT** Trustees Becigneul, Crockett, Proulx, Radford, Schell, Shaw, and Tremblay

**ADMINISTRATION PRESENT**  
D Keohane, superintendent; R Nixon, assistant superintendent;  
S Bayus, assistant superintendent; D Schlag, secretary-treasurer

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

**IN CAMERA**

**98/18** Trustee Radford: **THAT** the Board of Trustees move In Camera at 2:01 p.m.  
**CARRIED (7/7)**

**OUT OF CAMERA**

**99/18** Trustee Schell: **THAT** the Board of Trustees move Out of Camera at 3:08 p.m.  
**CARRIED (7/7)**

**The Board recessed until 3:31 p.m.**

**OPENING PRAYER** Trustee Crockett 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. Kinanâskomitin Manito (Thank you Creator).

**APPROVAL OF AGENDA**

**100/18** Trustee Proulx: **THAT** the Board of Trustees approve the agenda as presented.  
**CARRIED (7/7)**

**PRESENTATION DELEGATION**  
There were no presentations.

**APPROVAL OF MINUTES & SUMMARIES**

**101/18** Trustee Tremblay: **THAT** the Board of Trustees approve the minutes of the regular meeting of the Board held on November 27, 2017 as circulated, but adjusting the motion numbers to all end in “18”.  
**CARRIED (7/7)**

**102/18** Trustee Becigneul: **THAT** the Board of Trustees approve

the summary of the Committee of the Whole Meeting held on December 4, 2017 as circulated.

**CARRIED (7/7)**

## **APPROVAL OF COMMITTEE & EVENT REPORTS**

**103/18**                      **Trustee Crockett:**    **THAT** the Board of Trustees approve the committee reports from the Board Committee of the Whole meeting held on December 4, 2017.

**GOOD NEWS**                      **Trustee Shaw** shared Good News Report.

**Trustee Crockett** thanked the ATA for sponsoring a dinner that allowed for sharing and networking between the Board and their local association.

## **QUESTIONS FROM THE PUBLIC**

There were no questions.

**CONSENT ITEMS**                      **Policy Review**

**104/18**                      **Trustee Tremblay:**    **THAT** the Board of Trustees approve the review of Board Policy 4 – Trustee Code of Conduct with the changes as presented and Board Policy 12 – Role of the Superintendent with no changes recommended.

**CARRIED (7/7)**

**ACTION ITEMS**                      **2018-2019 Board Directed Instruction Fees**

**Secretary-treasurer Schlag** updated the Board on what will constitute Board Directed Instruction Fees with the implementation of Bill 1 this past year. It was noted that out-of-province student tuition fees would still be collected and a recommendation was made to maintain the 2018-19 student fees at the same level.

**105/18**                      **Trustee Becigneul:**    **THAT** the Board of Trustees approve the 2018-2019 Out-of-Province Tuition Fees for grades 1-12 students (which include International students) at \$10,750/year.

**CARRIED (7/7)**

**Knights of Columbus Charitable Foundation “Top Up Dinner”**

**Trustee Becigneul** updated the Board on the purpose of the dinner indicating the value of the district participation in supporting this event. It was noted by Trustee Radford that the support meets the Board’s budgetary guidelines.

**106/18**                      **Trustee Becigneul:**    **THAT** the Board of Trustees approve the purchase of two tickets for the April 14, 2018 Knights of Columbus Charitable Foundation, "Top-Up Dinner", from General Funds at the cost of \$200 per ticket.

**CARRIED (7/7)**

**NEW BUSINESS**                      There was no new business.

## INFORMATION ITEMS

## Report from the Chair

Trustee Shaw shared correspondence from the ACSTA expressing gratitude for the district support of the *Toonies for Tuition* initiative. It was also mentioned that a number of neighbouring jurisdictions sent Christmas greetings.

## Report from the Superintendent

The Board received reports on Mental Health Access, Fee Waivers, Alberta School Foundation Fund Opt Out Status as a constitutional right of a Catholic Board, the Jurisdiction Class Size Report, Field Trip Activity Report, and a Communication Plan Update as information. Trustee Radford expressed the importance of the district advocating for appropriate mental health services and support for our schools. Asst. Superintendent clarified that more support is needed and the importance of the lead being the Health sector; education sector's biggest challenge is access to services.

107/18

**Trustee Begigneul:** **THAT** the Board of Trustees receive the superintendent's report as information.

**CARRIED (7/7)**

## BOARD COMMITMENTS

108/18

**Trustee Crockett:** THAT the Board of Trustees approve the Board Commitments as presented and updated at this meeting.

**CARRIED (7/7)**

## CLARIFICATION PERIOD FOR PUBLIC & MEDIA

There was none.

## TRUSTEE REQUEST FOR INFORMATION

**Trustee Crockett** requested that the Board receive an update on how Bill 24 impacts the Board. Superintendent Keohane highlighted that the legislation requires modification and the district is well positioned to respond to the requirements.

**Trustee Radford** requested speaking notes around Mental Health, including successes and challenges for the purpose of consistent Advocacy on the subject.

## CLOSING PRAYER

**Trustee Crockett** offered the closing prayer.

## IN CAMERA

109/18

**Trustee Crockett:** THAT the Board of Trustees move In Camera at 4:19 p.m.

**CARRIED (7/7)**

## OUT OF CAMERA

110/18

**Trustee Proulx:** **THAT** the Board of Trustees move Out of Camera at 4:38 p.m.

**CARRIED (7/7)**

**ADJOURNMENT**

**111/18**

**Trustee Radford:**    **THAT** the Board of Trustees adjourn the regular meeting at 4:39 p.m.

**CARRIED (7/7)**

\_\_\_\_\_  
Secretary Treasurer

\_\_\_\_\_  
Chair



# BOARD OF TRUSTEES REGULAR MEETING

JANUARY 29, 2018

## ATTACHMENT FOR AGENDA ITEM 8.2

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### Committee of the Whole Meeting Summary of January 15, 2018

#### **BACKGROUND:**

Please see attached.

#### **RECOMMENDATION:**

THAT the Board of Trustees approve the summary of the Committee of the Whole meeting held on January 15, 2018 as circulated or as circulated and amended.

***SUMMARY OF THE BOARD COMMITTEE of the WHOLE MEETING OF  
GREATER ST. ALBERT RCSSD NO. 734  
MONDAY, JANUARY 15, 2018***

**COMMITTEE MEMBERS PRESENT**

Trustees Becigneul, Crockett, Proulx, Radford, Schell, Shaw, and Tremblay

**ADMINISTRATION PRESENT**

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

**CALL TO ORDER**

Trustee Proulx called the meeting to order at 7:02 p.m. and Trustee Radford offered the opening prayer.

**ACKNOWLEDGMENT OF TERRITORIES**

Trustee Proulx 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. Kinanâskomitin Manito (Thank you Creator).

**DELEGATIONS**

- 1. Development & Peace – Thank You for the Philippines School Legacy Project**
- 2. Incite Marketing – District Visual Identity Preview**

**POLICY REVIEW FRAMEWORK**

Trustees reviewed Board Policies 5 & 6, Role of the Board Chair and Role of the Vice-Chair. Additional components were requested for review, which will be brought to the February 12<sup>th</sup> Committee of the Whole Meeting for further review and discussion.

**ALBERTA SCHOOL COUNCILS' AWARDS PROGRAM**

Trustees reviewed the ASCA Recognition Awards offered for which nominations must be received by February 28<sup>th</sup>. Trustees suggested the information also be shared with School Administration and School Councils. The information will be shared with Administrators on January 16<sup>th</sup> and then emailed to School Council Chairs, shortly after that.

**INTERNATIONAL BACCALAUREATE PROGRAMME REPORT**

Assistant Superintendent Nixon provided a written overview on the Benefits, Challenges, Enrollment, and Costs associated with offering the Middle Years and High School Programs at VJM and SACHS. Trustees had opportunity for questions and discussion following the overview.

**PRELIMINARY ENROLLMENT PROJECTIONS (BUDGET 18-19)**

Secretary-Treasurer Schlag provided a conservative estimate of enrollment projections for 18-19, as a 1<sup>st</sup> step in the budget process. The projections will be shared with School Administrators on January 16<sup>th</sup> for additional input and potential adjustment and will be shared again with the Board in February, once they are considered accurate and adjusted (as necessary) for budget purposes.

**ADVOCACY DISCUSSION**

The Board Chair will reach out to the Mayor of Sturgeon County to understand any opportunities the Board may have to collaborate with the County. Trustees are interested in connecting with all Parish Priests, including the CFB Parish on the newly added lands in Namao. Opportunities will be explored.

**TRUSTEE COMMITTEE & SCHOOL COUNCIL REPORTS**

Trustee Crockett provided a written report from her attendance at the St. Albert Chamber of Commerce Meetings on December 15, 2017 and the Chair's Luncheon on January 10, 2018. Trustee Shaw reported good news for VJM in that other St. Albert Schools in our District stepped up to help them with a gym during the renovations.

**FIRST NATIONS, METIS, and INUIT ACTIVITY**

Trustees reviewed the Education for Reconciliation January Update, which is available on the District website.

Trustee Radford offered the closing prayer. The meeting was adjourned at 10:15 p.m.



# BOARD OF TRUSTEES REGULAR MEETING

JANURARY 29, 2018

## ATTACHMENT FOR AGENDA ITEM 9

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### Committee & Event Reports

#### **PREPARED BY:**

9.1 Business Liaison – St. Albert Chamber (Crockett)

Attached

#### **RECOMMENDATION:**

THAT the Board of Trustees approve the committee reports from the Board Committee of the Whole meeting held on January 15, 2018.



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

## Committee Report Summary

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**Board Advocacy Committee Meeting Date:** January 15, 2018

**Submitted by Trustee:** Trustee Crockett

**Committee/Event Name:** Business Liaison - Chamber of Commerce - St Albert

**Committee Meeting Date:** December 15, 2018 - Christmas Luncheon

January 10, 2018 - Chair's Luncheon

- Chair and Vice Chair Installation

**Chamber Luncheon Relevancy to GSACRD:** networking with St. Albert mayor and councillors, St Albert Public trustees, St. Albert business owners, table discussion, introduced as an elected official of GSACRD, and guest speaker enrichment.

**Christmas Luncheon** – December 15, 2018, no report

**Chair's Luncheon** - January 10, 2018

- Dignitary greetings: Marie Renaud, MLA St Albert  
Cathy Heron, Mayor St Albert
- Oaths of Office: Jodie McFadzen, Chair  
Mark Stoneleigh, Vice Chair

**Next Chamber Luncheon – 11:30 am, February 14, 2018**

**- Speaker Todd Hirsch, Economic Outlook**

**- Casino**





# BOARD OF TRUSTEES REGULAR MEETING

JANUARY 29, 2018

## ATTACHMENT FOR AGENDA ITEM 10

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### Good News (Communication & Community Relations)

#### **PREPARED BY:**

Carol Bruineman, communications manager

#### **BACKGROUND:**

Please see attached.

## Good News Regular Board Meeting January 29, 2018

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### District News

- The Board received formal recognition from a delegation of representatives with Development and Peace to honor the contribution of more than \$200,000 to build Pope Francis School in the Philippines. School administration teams were also honored for their school communities' work in support of this 150<sup>th</sup> Anniversary Legacy Project. The collective efforts of all will be making a difference for children and families for years to come. Development and Peace congratulated the district on the solidarity and partnership on this legacy project!

### School News

- **G.H. Primeau School** was recognized by district schools for hosting their recent Basketball Tournament. **V.J. Maloney** girls took home the top position, while the boys' team was successful in the consolation final! Congratulations to all organizers and participants; these events require a lot of work but are community-building!
- **J.J. Nearing School Community** reached out to their families prior to the Christmas break to help a family in their school with significant needs. The school raised more than \$6,000 during a cookies/milk sale! The monies raised provided basic comforts and made their Christmas a memorable one. Congratulations!
- **Renee Trottier** was excited to share the news that a community partner, North West Redwater Partnership notified the school they will receive a \$7,000 grant to purchase Makerspace Technology. The school applauds the organization for their support of education and assisting in furthering their student's interests.
- A **student** at **Neil M. Ross School** performed in the Nutcracker Ballet that ran in Edmonton at the Jubilee prior to the Christmas Break. Their performance and talents captured the attention of recruiters from the Toronto School of Ballet.
- **St. Albert Catholic High School, Sam Johnson** is a recipient of the Football *Coach of the Year* Award from the Metro Athletics organization. The school's success in athletics also resulted in students, Danny Johnson & Jackson Ganton, being selected for the Miles Conference All-star Football team. In addition, Chase Gratton was selected as a Metro Athletics Edmonton Journal All-star. Congratulations to all!
- **St. Albert Catholic High School** is excited about two great productions students they will put on this year. The first, Willy Wonka, a musical, opens in February, so be sure to buy tickets earlier! The school also has plans to host a drama production of the iconic novel, 1984, by George Orwell.
- **Staff at École Notre Dame** put on their jeans to support the Morinville Food Bank. Since September, more than \$450 has been raised!

- **Morinville Community High School** held its annual toy drive in December and it was met with great success. In total, the school raised almost \$500 for gift cards for teens and another \$1400 in toys were collected. More staggering than that, these donations impact 109 families and 255 kids. Well done MCHS!



# BOARD OF TRUSTEES REGULAR MEETING

JANUARY 29, 2018

## ATTACHMENT FOR AGENDA ITEM 12.1

### Authorization of Locally Developed Courses

**PRESENTER:** Rhonda Nixon, assistant superintendent of Learning Services

#### **BACKGROUND:**

Locally developed courses (LDCs) enable school jurisdictions to expand course work and work experience opportunities for students. Alberta school jurisdictions have authored and shared LDCs with each other for over a decade. Many LDCs have been selected by post-secondary institutions as suitable for the “dual credit” program. Dual credit courses enable students to receive high school *and* post-secondary credentials simultaneously. Five years ago, Alberta Education aimed to strengthen dual credit course choices for students and funded all school jurisdictions who chose to host such programming. This year, Alberta Education has introduced a new *Dual Credit Framework* and funding will ***no longer*** be continued for ***previously established dual credit courses***. Instead, they have put forward a competitive application process for ***new dual credit course opportunities only***. The implication is that what students in our high schools have seen as dual credit courses (BUS 201, ENG 1011, HTMP) will need to have ***sufficient student enrollment*** for us to host them in 2018; no outside funding will support course costs (i.e., the courses cost us between \$9500.00 and \$17,700.00 for course instructor fees, course materials, exam registration fees, admin. fees). To review next steps, high school principals met with the Assistant Superintendent of Learning Services on January 9, 2018. As a result of that meeting, high school principals surveyed all grade 11 students to see which dual credit courses suited their learning needs. Survey results shaped our request for some of the LDCs listed below. In addition to these dual credit requests, St. Albert Catholic High School students requested Class V Driver Training, and Alberta Education requested that school boards that offer Fantasy and Science Fiction 15 apply for an extension to run it as an LDC until August 31, 2019.

- Art History 35, Accounting 35 and Human-Computer Interface 35. These courses are scheduled to be taught beginning September 1, 2018.
- Class V Driver Training 35 was requested by St. Albert Catholic High Schools to satisfy student request, and it will be available for semester two, starting February 1, 2018.
- Fantasy and Science Fiction 15 until August 31, 2019. Alberta Education wanted to have this course align with the authorization period of the developing board, Aspen View Public Schools, so the date has been amended.

Course outlines have been uploaded to the meeting folder.

Course	Credits	Developing Board	Authorization Date
<i>High School</i>			
Art History 35 (NEW)	5	Aspen View Public School Division No. 78	December 13, 2017 - January 31, 2019
Accounting 35 (NEW)	5	Aspen View Public School Division No. 78	December 13, 2017 - January 31, 2019
Human – Computer Interface 35 (NEW)	5	Aspen View Public School Division No. 78	December 13, 2017 - January 31, 2019
Class V Driver Training 35 (NEW)	3	Northern Lights School Division No. 69	December 13, 2017 - January 31, 2020
Fantasy and Science Fiction 15 (Extension)	5	Aspen View Public School Division No. 78	September 1, 2014 – August 31, 2019

### **RECOMMENDATION:**

THAT the Board of Trustees approve the use of the acquired locally-developed course **Art History 35** for 5 credits beginning December 13, 2017 until January 31, 2019 from Aspen View Public School Division No. 78 and any learning resources detailed in the course outlines for use in Greater St. Albert Catholic Schools' high schools beginning September 1, 2018.

THAT the Board of Trustees approve the use of the acquired locally-developed course **Accounting 35** for 5 credits beginning December 13, 2017 until January 31, 2019 from Aspen View Public School Division No. 78 and any learning resources detailed in the course outlines for use in Greater St. Albert Catholic Schools' high schools beginning September 1, 2018.

THAT the Board of Trustees approve the use of the acquired locally-developed course **Human-Computer Interface 35** for 5 credits beginning December 13, 2017 until January 31, 2019 from Aspen View Public School Division No. 78 and any learning resources detailed in the course outlines for use in Greater St. Albert Catholic Schools' high schools beginning September 1, 2018.

THAT the Board of Trustees approve the use of the acquired locally-developed course **Class V Driver Training 35** for 3 credits beginning December 13, 2017 until August 31, 2020 from Northern Lights School Division No. 69 and any learning resources detailed in the course outlines for use in Greater St. Albert Catholic Schools' high schools beginning February 1, 2018.

THAT the Board of Trustees approve the amendment to the authorization period of the acquired locally-developed course **Fantasy and Science Fiction 15** for 5 credits as September 1, 2014 until August 31, 2019 from Aspen View Public School Division No. 78.



# BOARD OF TRUSTEES REGULAR MEETING

JANUARY 29, 2018

## ATTACHMENT FOR AGENDA ITEM 13.1

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### District Visual Identity

#### **PRESENTER:**

Carol Bruineman, communications manager

#### **BACKGROUND:**

At the October 2, 2017 Regular Meeting of the Board the 2017 – 2018 Communication Plan was approved. The plan detailed key communication initiatives that would be supported including updating the District Visual Identity.

The current identity was established after the amalgamation of three school districts in 1995 to form a regional division. Since that time, the district has expanded its service area to include a number of areas within Sturgeon County. A new identity would reflect this expanded service area, and the educational service the district provides. In addition, given the age of the identity the technical specifications required for digital communications would be addressed.

An internal communications committee was established with trustee representation to ensure a new identity would reflect the perspectives of internal and external stakeholders. Incite Marketing was contracted to complete the work and are presenting their findings and recommendations for a new logo and visual identity that would embrace the Mission, Vision, Values and more accurately represent desired outcomes for the District.

#### **RECOMMENDATION:**

THAT the Board of Trustees approve the new logo and visual identity for the district and direct administration to develop an implementation plan to transition from the current visual identity to the new approved logo and visual identity including, the timing, resources and costs to make the transition.



# BOARD OF TRUSTEES REGULAR MEETING

JANUARY 29, 2018

## ATTACHMENT FOR AGENDA ITEM 13.2

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### St. Kateri Tekakwitha Academy Consultation Report

#### **PRESENTER:**

Rhonda Nixon, assistant superintendent  
Carol Bruineman, communications manager

#### **BACKGROUND:**

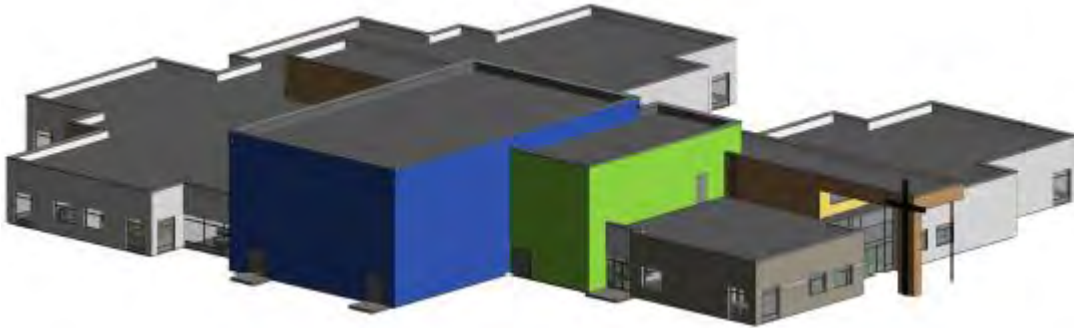
In June 2017 the Board approved Guiding Principles for Consultation regarding St. Kateri Tekakwitha Academy and a process for consulting on school boundaries and programming for the school which is scheduled to open in September 2019. An independent consultant was hired to oversee the process and to ensure that it meets the standards for public participation as guided by the International Association of Public Participation (IAP2).

In November and December 2017, the Board held Phase I of the consultation process that included an open house at the Morinville Community Cultural Centre on November 30, 2017. At the same time, the Board invited the public to participate in an online survey between November 30 and December 14, 2017 as another method to provide input to the process. The independent consultant collated all of the feedback provided and has submitted a report to the Board of Trustees titled "What we Heard" which is attached.

The next phase of the consultation will be to determine options for boundaries and a short list of programming that the Board can review for consideration. The options are intended to reflect the Guiding Principles for Consultation, along with the public feedback received during the first phase of the consultation.

#### **RECOMMENDATION:**

THAT the Board of Trustees receive the St. Kateri Tekakwitha Academy Consultation Report "What We Heard," authored by Jan Bloomfield with Strategy Plus as information, and direct administration to determine two boundary options and a short list of programming that satisfy the Guiding Principles and consider public input for the Board's review.



Greater St. Albert Catholic Schools

## **ST. KATERI TEKAKWITHA ACADEMY**

# **NEW SCHOOL BOUNDARY & PROGRAMMING PUBLIC CONSULTATION**

**What We Heard: Open House & Online Survey**

**November 30 - December 14, 2017**

**Draft Report**

*Strategy Plus*

**December 21, 2017**



# ST. KATERI TEKAKWITHA ACADEMY / BOUNDARY & PROGRAMMING REVIEW

What We Heard: Open House & Online Survey, November 30 - December 14, 2017

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# **ST. KATERI TEKAKWITHA ACADEMY / BOUNDARY & PROGRAMMING REVIEW**

**What We Heard: Open House & Online Survey, November 30 - December 14, 2017**

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## **Greater St. Albert Catholic Schools St. Kateri Tekakwitha Academy - New School Boundary and Programming Phase 1 Public Consultation: November 30 - December 14, 2017 What We Heard Report**

### **EXECUTIVE SUMMARY**

An Open House was held to share information about the new school in Morinville, St. Kateri Tekakwitha Academy (SKT), and to obtain public feedback regarding community priorities that can be considered in the design of school boundary options and programming. A total of 67 individuals attended the Open House held from 1 p.m. to 7 p.m. on November 30, 2017 at the Morinville Community Cultural Centre.

An online survey from November 30 to December 14, 2017 allowed anyone interested in the school capital project to provide their input. A total of 224 fully or partially completed surveys were submitted, either online or at the Open House. All responses, including notes taken during the Open House, were combined for analysis.

While the majority of respondents to the survey describe themselves as parents or guardians with children attending Greater St. Albert Catholic Schools, about one fifth of respondents indicated they do not have children attending school.

All grade levels were represented by respondents. While some respondents may have more than one child in any grade level, the total responses represent at least 241 children. One third of the 56 respondents with children in pre-school/pre-kindergarten or kindergarten indicate they do not have any children in higher grade levels. A further 140 respondents indicate that their children are in grade levels 7 to 12, with no younger children in pre-kindergarten to grade levels 4 to 6.

Almost two-thirds of respondents reside in the Town of Morinville, with others in various locations in Sturgeon County. Just over one third of respondents indicate that they are interested in having their children attend St. Kateri Tekakwitha Academy, and just over one fifth indicate they would transfer their children to the new school when it opens in 2019. However, just over half note that their family is interested in continuing at their current school.

The greatest interest in attending the new school is noted by residents in Morinville in the Districts of Champagne (the Lakes), Hittinger, Olde Towne, Tellier and Sunshine, and outside Morinville in Sturgeon County.

About 10% of respondents noted that special programming supports will be needed for their child, and a further 77% noted they may be required.

Just under 30% of respondents noted that they will have children entering the school system in 1 to 2 years, and a further 67% indicate they may have children entering the system.

Just over half of respondents note that their family is or will access busing to get to school, and a further third indicate they may require the service. Only one fifth of respondents note that being able to walk to school is a priority for their family.

## ST. KATERI TEKAKWITHA ACADEMY / BOUNDARY & PROGRAMMING REVIEW

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Respondents were asked to identify what school programming would be of most interest for their family. Six key focus areas were identified, along with an option to identify other choices. The number of times each program area was noted is as follows:

- STEM (Science / Technology / Engineering /Math) Focus Program: 113 times.
- Athletics Program (Sports and/or Recreation Academy): 100 times.
- Fine Arts Programming (Art and Music): 86 times.
- Leadership Programming: 69 times.
- Academic Focus Program (e.g., International Baccalaureate): 63 times.
- Pre-Kindergarten Programming: 47 times.
- Other: 21 times (including French Immersion, indigenous/cultural programming, mechanics, coding, data literacy, Makerspace, Home Economics, wellness, tutoring, diverse programming).

Respondents were also asked to identify what type of extra-curricular programming would be of most interest to their family. Nine broad types of programming were identified, along with the opportunity to identify other options. The number of times each extra-curricular programming type was identified is as follows:

- Athletic Clubs: 124 times.
- Music Opportunities: 108 times.
- Swimming Club: 95 times.
- Outdoor Recreation Club: 95 times.
- Arts: 87 times.
- Intramural Sports: 82 times.
- Leadership Club: 76 times.
- Dance Club: 58 times.
- Coding Club: 50 times.
- Other: 8 times (including cheerleading, specific sports, yoga, gymnastics, drama, art, music, environmental education).

Respondents were asked to describe the kind of services and supports that their family most values. The resulting list included:

- Before and after school child care and programs.
- Sports and sports programs, and a full size gymnasium.
- Speech Language and Occupational Therapists in house.
- Supports for emotional development, self-esteem building.
- Academic supports, including literacy, enrichment.
- Special class for autistic children.
- Guidance counselling.
- French Immersion / Dual Track.
- Art and music programs, hand bells, choral.
- Leadership programs.
- Variety of clubs (chess, coding, arts).
- Transportation and busing services.
- Cafeteria/food services, hot lunches.
- Inclusive classrooms, small class size, natural lighting.

# **ST. KATERI TEKAKWITHA ACADEMY / BOUNDARY & PROGRAMMING REVIEW**

**What We Heard: Open House & Online Survey, November 30 - December 14, 2017**

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## **I. INTRODUCTION**

On June 12, 2017, the Greater St. Albert Catholic Schools Board of Trustees approved the following “Guidelines for Consultation on Boundaries and Programming” for the new St. Kateri Tekakwitha Academy (SKT) that is opening in September 2019:

- Consultation honours 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.
  - Minimize disruption to students and provide choice to families.
  - Consider student safety in all decisions.

The process to obtain public input included an Open House held at the Morinville Community Cultural Centre on November 30, 2017 and an online survey that ran from November 30 to December 14, 2017.

### **I.1. Consultation Process, Phases and Timing**

The goals of the Consultation Process are:

1. Inform - To provide the public with information on the project, opportunities to provide feedback and final decisions.
2. Consult - To obtain public feedback on school boundaries and programming, and communicate how the feedback influenced the decision.

The Consultation process is divided into two phases, each with specific activities as outlined below:

Phase 1: November 2017 to February 2018

- Gather feedback on community priorities that can be considered in the design of boundary options and programming that is of most interest.
- Use multiple communication methods to reach out to district families, staff and the broader public.
- Board to deliberate on the feedback, assess using Board approved guidelines and determine boundary and program options.

Phase 2: February 2018 to May 2018

- Provide the public with two boundary options as well as possible programming for consideration.
- Board to receive recommendation on boundary and programming for St. Kateri Tekakwitha Academy once all public feedback is considered.
- Board to approve boundary and programming for St. Kateri Tekakwitha Academy.

## ST. KATERI TEKAKWITHA ACADEMY / BOUNDARY & PROGRAMMING REVIEW

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### I.2. Open House

An Open House was held from 1 p.m. to 7 p.m. on November 30, 2017 at the Morinville Community Cultural Centre. The Open House was designed as a drop-in session, with information boards and resource people available to respond to questions and to help capture input and suggestions from participants.

Information stations with display boards and/or other materials were provided regarding the following:

- Welcome and Sign In, including orientation to the Open House, fact sheet and comment form.
- School Namesake St. Kateri Tekakwitha Information.
- St. Kateri Tekakwitha Academy Key Facts and Location Map.
- Consultation Process outline, including Phases and Timing.
- Approved Guidelines for Consultation on Boundaries and Programming.
- Map of Morinville and area on which participants placed a dot indicating where they live; the colour of the dot indicated their interest in having children attend the new school (green for 'yes', yellow for 'maybe', and red for 'no').
- Transportation information, including School Act Student Transportation Regulation.
- Curriculum and Programming (Current and Future District Programs) and boards and flip charts for recording ideas, interests and comments regarding programming, services and supports.
- Information and Architectural Drawings for the new school.

A total of 67 individuals (including parents, teachers and community members) attended the November 30, 2017 Open House.

Participants were advised that they could either complete the comment form provided at the Open House, or submit their responses through the online survey which provided the same questions.

Four responses were submitted at the Open House and an additional 24 survey respondents indicated they had attended the session, for a total of 28 respondents.



### I.3. Online Survey

An online survey that replicated the questions included in the comment form was available from November 30 to December 14, 2017. A total of 224 fully or partially completed surveys were received, including four that were submitted at the Open House.

Responses from all 224 respondents have been combined for analysis, along with notes taken during the Open Houses.

# ST. KATERI TEKAKWITHA ACADEMY / BOUNDARY & PROGRAMMING REVIEW

What We Heard: Open House & Online Survey, November 30 - December 14, 2017

## I. ABOUT PARTICIPANTS

### II.1. Description of Participants

Respondents were asked to identify which of a list of six descriptors best describe them, indicating all that apply. A total of 166 of 224 survey respondents (74.1%) answered this question. The number of responses is larger since respondents were able to identify more than one description. The total number of responses in each category and percent of the total who responded to this question is as follows:

Description Of Participants By Category (166 respondents providing multiple responses)	Responses	
	#	%
Parent/guardian with children attending Greater St. Albert Catholic Schools	139	83.7
Parent/guardian with children who will attend school in the future	34	20.5
Staff Member	27	16.3
Community Member	20	12.1
Parent/guardian with child(ren) attending schools in another District	5	3
Student	1	0.6
<b>Total of Respondents who answered this question</b>	<b>166</b>	
Do not have children attending Greater St. Albert Catholic Schools / Did not provide information	56	

Forty-one (24.7%) of respondents provided two descriptors, and eight (4.8 %) provided three descriptors. One respondent provided four descriptors (Parent/guardian with children currently attending school in both this District and in another District, along with children who will attend school in the future and a community member).

The combination of descriptions of participants varied, as follows:

Description Of Participants By Combined Categories	Responses	
	#	%
<b>Children attending District Schools &amp; One Other Descriptor</b>	35	21.1
Plus: Parent/guardian with children who will attend school in the future	17	10.2
Plus: Staff Member	12	7.2
Plus: Community Member	6	3.6
<b>Children who will attend school in future &amp; One Other Descriptor</b>	5	3.0
Plus: Children attending schools in another District	2	1.2
Plus: Staff Member	2	1.2
Plus: Community Member	1	.06
<b>Community Member &amp; One Other Descriptor</b>	1	.06
Plus: Children attending schools in another District	1	.06

## ST. KATERI TEKAKWITHA ACADEMY / BOUNDARY & PROGRAMMING REVIEW

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Children attending District Schools & Two Other Descriptors		
Children attending District Schools & Two Other Descriptors	8	4.8
Plus: Children who will attend school in the future & Community Member	5	3.0
Plus: Children who will attend school in future & Children in another District	1	.06
Plus: Child(ren) attending schools in another District & Staff Member	1	.06
Plus: Community Member & Children attending schools in another District	1	.06

### II.2. Age of Respondents

Respondents to the survey were asked to identify their age group. A total of 75 (33.5%) respondents skipped this question or indicated they preferred not to answer the question.

Over three-quarters (77.9%) of the 149 respondents who answered this question are between the ages of 25 and 44 years. Just over half of respondents are in the 35 to 44 year age range (81 or 54.4%), almost one quarter (35 or 23.5%) are aged 25 to 34 years, and 15% (23) are aged 44 to 54 years of age.

Age of Respondents (149 Responses)												
18 - 24		25 - 34		35 - 44		45 - 54		55 - 64		65+		Prefer Not to Answer
#	%	#	%	#	%	#	%	#	%	#	%	#
2	1.3	35	23.5	81	54.4	23	15.4	8	5.4	0	0	75

### II.3. Respondents by School(s) Their Children Currently Attend

School Currently Attended (218 respondents) Includes 53 respondents with children in 2 Schools & 6 with children in 3 schools					
School	Responses		School	Responses	
	#	%		#	%
École Notre Dame Elementary School	104	47.7	Other School	32	14.7
École Georges H. Primeau	59	27.1	No Children Attend School	41	18.8
Morinville Community High School	41	18.1	Did Not Respond to Question	6	
Legal School	7	3.2			

A total of 177 (79%) respondents indicated they have children attending schools in the District or in another area. A further 41 (18.8%) of respondents indicated they do not have children attending school, and six respondents skipped this question.

A total of 53 (24.3%) respondents have children in two schools, with five of these respondents having children in both a District school and in another school.

A further six respondents have children in three schools, with one of these respondents having children in two District Schools and in another school.

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### II.4. Grade Levels Represented by Children of Respondents

Grade Levels Represented by Children of Respondents (140 Respondents, Reflects Multiple Responses)												
Grade	Pre- K / Preschool		K		1 - 3		4 - 6		7 - 9		10 - 12	
Number of Respondents	#	%	#	%	#	%	#	%	#	%	#	%
	19	13.6	37	26.4	77	55	47	33.6	31	22.1	30	21.4

Respondents were asked to identify the grade levels in which they currently have children. A total of 140 respondents (62.5%) answered this question and 84 (37.5%) did not reply.

While some respondents may have more than one child in any grade, the total responses provided represent 241 or more children in school from pre-kindergarten/pre-school to Grade 12.

Of the 19 respondents (13.6%) with children in Pre-Kindergarten/Pre-school, three did not identify any other children in higher grade levels.

Of the 37 respondents (26.4%) indicating they have children in Kindergarten, almost half (15) do not have any other children in higher grade levels.

Of the 140 respondents, 19 (13.6%) indicate that their children are in grade levels 7 to 12, with no younger children in Pre-Kindergarten to grade levels 4 to 6.

A total of 56 respondents (40%) have children in two grade levels, 20 respondents (14.3%) have children in three grade levels, and one respondent has children in four grade levels.

### II.5. Interest in Attending St. Kateri Tekakwitha Academy

Respondents were asked respond to three statements to help the Board better understand them and their interest in St. Kateri Tekakwitha Academy. These related to their interest in continuing at their current school, attending the new school or transferring to the new school when it opens in 2019.

A total of 166 respondents answered this question.

Statement of Interest	Yes		Maybe		No		Total Responses
	#	%	#	%	#	%	
My family is interested in continuing at our current school.	92	55.4	19	11.4	55	33.1	166
I am interested in having my children attend St. Kateri Tekakwitha Academy.	57	34.3	51	30.7	58	24.9	166
I would transfer my child(ren) to St. Kateri Tekakwitha Academy when it opens in 2019.	38	22.9	55	33.1	73	44	166



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**Interest in continuing at Current School:** - While over half of respondents to the survey who answered this question (92 or 55.4%) indicate they are interested in continuing at their current school, almost one third (55 or 33.1%) indicate they are not interested in continuing at their current school. A further 19 (11.4%) are unsure.

**Interest in Attending St. Kateri Tekakwitha Academy:** - Respondents to this question are fairly evenly spread between indicating they are interested (57 or 34.3%), may be interested (51 or 30.7%) and not interested (58 or 24.9%).

**Interest in Transferring Children to St. Kateri Tekakwitha Academy when it opens in 2019:** - Less than one quarter of respondents (38 or 22.9%) of respondents to this question indicated they would transfer their children to SKT when it opens in 2019 and one third (55 or 33.1%) indicate they may transfer their children. The remaining 73 (44%) indicate they will not transfer their children to the new school.

### II.6. Where Respondents Live Related to Interest in Attending St. Kateri Tekakwitha Academy

Place of Residence / Neighbourhood *	Interest in Having Children Attend Sister St. Kateri Tekakwitha Academy (187 Respondents)					
	Yes		Maybe		No	
	#	%	#	%	#	%
<b>Total Town of Morinville:</b>	<b>50</b>	<b>26.7</b>	<b>51</b>	<b>27.3</b>	<b>37</b>	<b>19.8</b>
Champagne District (the Lakes)	15	8.0	16	8.6	10	5.3
Tellier District	9	4.8	7	3.7	2	1.0
Hittinger District	8	4.3	5	2.7	7	3.7
Old Towne District	7	3.7	7	3.7	1	.5
Sunshine District	5	2.7	8	4.3	6	3.2
Riopel District	3	1.6	5	2.7	8	4.3
Fr. Harnois District	2	1.0				
Houle District	1	.5	2	1.0	1	.5
Rivet District			1	.5		
L'Abbé District					2	1.0
<b>Total Outside Morinville:</b>	<b>20</b>	<b>10.7</b>	<b>15</b>	<b>8.0</b>	<b>14</b>	<b>7.5</b>
<b>Sturgeon County</b>	<b>18</b>	<b>9.6</b>	<b>14</b>	<b>7.5</b>	<b>9</b>	<b>4.8</b>
Cardiff	(6)		(8)		(3)	
Legal	(4)		(1)		(3)	
NW	(1)					
Vimy			(1)			
<b>St Albert</b>	<b>2</b>	<b>1.0</b>	<b>1</b>	<b>.5</b>	<b>5</b>	<b>2.7</b>
<b>Total Responses</b>	<b>70</b>	<b>37</b>	<b>66</b>	<b>39.5</b>	<b>51</b>	<b>27.3</b>
<b>Total Responses = 187</b>						
*Town of Morinville Neighbourhood descriptors are not always consistent with how respondents identified their neighborhood. Therefore, postal codes provided by respondents were used to help identify their area of residence.						

## ST. KATERI TEKAKWITHA ACADEMY / BOUNDARY & PROGRAMMING REVIEW

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Participants at the Open House and respondents to the Survey were asked to identify the community or neighbourhood where they live, as well as to provide their postal code. This information has been plotted on the map below to visually portray where they live in relation to the new school.

The descriptors for the communities and neighbourhoods in Morinville are not always consistent with how respondents identify where they live. As a result, postal codes provided by respondents have been used to identify areas of residence that reflect the official District Names in the Town of Morinville.

The majority of the 187 respondents who indicated where they live are residents in Morinville (138 or 73.8%). Respondents from the surrounding area are resident in Sturgeon County, including Cardiff and Legal (41 or 21.9%) and St. Albert (8 or 4.3%).

The map below visually presents the numbers of respondents from each community.

The colour of the dots indicates their interest in having children attend the new school:

- Green for 'Yes',
- Yellow for 'Maybe'
- Red for 'No'.



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### II.7. Understanding Respondents Potential Needs

Respondents to the survey were asked to respond to several statements regarding their potential need for special supports, whether they have any children entering the school system in the next 1 to 2 years, what their bussing needs will be, if being able to walk to school is a priority, and if they were a community member interested in learning about the new school. The responses are provided below.

#### II.7.i. Special Programming Supports

Statement of Interest	Yes		Maybe		No		Total Responses
	#	%	#	%	#	%	
Special programming supports will be required for my child	17	10	129	78	20	12	166

The majority of respondents to this question (129 or 78%) indicate that special programming supports may be required for their child, and a further 17 (10%) indicate that they will be required. Only 20 (12%) indicate that special programming supports will not be required.

#### II.7.ii. Children Entering School System in 1 - 2 Years

Statement of Interest	Yes		Maybe		No		Total Responses
	#	%	#	%	#	%	
My family will have children entering the school system in the next 1 to 2 years.	49	29.5	112	67.5	5	3	166

Almost one third of respondents to this question (49 or 29.5%) indicate that they will have children entering the school system in the next 1 to 2 years. A further two thirds of respondents (112 or 67.5%) indicate they may have children entering the school system in that time frame.

#### II.7.iii. Getting to School

Statement of Interest	Yes		Maybe		No		Total Responses
	#	%	#	%	#	%	
My family is, or will be, accessing bussing to get to school	91	54.8	56	33.8	19	11.4	166
Being able to walk to school is a priority for my family	34	20.5	113	68.1	19	11.4	166

Just over half of respondents to this question (91 or 54.8%) indicate their family is or will access bussing to get to school, and an additional 56 (33.8%) indicate they may require bus service to get to school. Only 19 (11.4%) respondents indicate that they will not access bussing to get to school.

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One fifth of respondents to this question indicate that being able to walk to school is a priority for their family, and over two thirds (113 or 68.1%) indicate that it may be a priority for them. The remaining 19 (11.4%) indicate that being able to walk to school is not a priority.

### II.7.iv. Interested Community Member

Statement of Interest	Yes		Maybe		No		Total Responses
	#	%	#	%	#	%	
I am a Community Member interested in learning about the new school.	103	62	39	23.5	24	14.5	166

Almost two-thirds of respondents to this question (103 or 62%) indicate that they are a community member interested in learning about the new school, and almost one quarter (39 or 23.5%) indicate they may be interested. A further 24 (14.5%) indicate they are not interested in learning more about the new school.

A comparison of responses from those who self-identified as community members interested in learning about the new school with other statements indicates that 37 (35.9%) are interested in having their children attend SKT, and 27 (26.2%) would transfer their children to SKT when it opens in 2019.

A total of 33 respondents (29%) who indicate they are community members interested in learning about the new school also note they will have children entering the school system within the next 1 to 2 years. Of these, 19 (57.6%) indicate they are interested in having their children attend SKT, two indicate they may be interested, and ten indicate they are not interested.

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### III. SCHOOL PROGRAMMING INTEREST

Respondents were asked to describe what school programming would be of most interest to their family. Six key focus areas were identified, along with an option for respondents to identify other programming of most interest to them. Respondents were invited to 'check all that apply'.

A total of 161 respondents (71.9 %) provided input regarding this question, and 63 (28.1%) did not respond to it.

The following table identifies the number of responses in each of the seven school programming categories. Comments regarding the 'other' areas identified are provided following the table, as well as any specific to the six key focus areas. The number of times a specific comment is made is noted in brackets following it.

School Programming Interests		Number of Responses (By 161 Respondents)	
		#	%
1	STEM (Science / Technology / Engineering / Math) Focus Program	113	70.2
2	Athletics Program (Sports and / or Recreation Academy)	100	62.1
3	Fine Arts Programming (Art and Music)	86	53.4
4	Leadership Programming	69	42.9
5	Academic Focus Program (e.g., International Baccalaureate)	63	39.1
6	Pre-Kindergarten Programming	47	29.2
7	Other (please specify)	21	13.04

"Other" programming choices identified at the Open House and in the survey include:

- French Immersion (7 times in the survey and 9 times at the Open House). This was identified by three respondents as their only programming of interest.
- French (2)
- Dual Track French and English. This was identified by one respondent along with Pre-Kindergarten programming.
- Dual Track French/English is most important for our family (and was the only programming identified by them).
- Indigenous Led Cultural Programming Available
- Cultural Programming / multi-cultural (1 each)
- Extra Support and Equipment for Children with Special Needs
- Hockey
- Mechanics
- Choir, Hand Bells
- CTS/CTF (Career and Technology Studies / Career and Technology Foundations)
- Social / emotional education
- We have one child who benefits from a specialized classroom for children with autism. If such a class was available he could transfer to the new school.
- All of the Above(1)

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Additional “Other” programming suggestions identified at the Open House include the following:

- Fine Arts (12), Music (1), Art (1)
- STEM (11), Math (1)
- Academic Focus (6)
- Sports / Hockey (5)
- Pre-Kindergarten (4)
- Makerspace, including 3D printing, design (4)
- Tutoring (4)
- Wellness, yoga (3)
- Options Programming , Home Economics (2)
- Coding, Data Literacy (2)
- Recreation Academy (2)
- Diverse Programming
- Intervention programs (reading, writing, math, etc.)

### III.1. Combinations of Program Choices:

The number of programming choices identified by respondents varied, as did the choice of programs. The following identifies the number of times the various combinations of programming choices were identified.

#### **One Programming Choice: 25 (15.5%).**

The following indicates the number of times each of the programming choices was identified as the sole interest by respondents:

- Athletics (Sports and Recreation Academy): 7 times
- Other: 6 times
- STEM (Science, Technology, Engineering, Math) Focus: 5 times
- Academic Focus (e.g., International Baccalaureate): 2 times
- Fine Arts (Art and Music): 2 times
- Leadership: 2 times
- Pre-Kindergarten : 1 time

#### **Two Programming Choices: 34 (21.1%).**

The following indicates the number of times the combinations of two programming choices included the following:

- Academic and STEM (9 times)
- STEM and Athletics (7 times)
- Pre-Kindergarten and STEM (3 times)
- Pre-Kindergarten and Leadership (3 times)
- Academic and STEM (3 times)
- STEM and Fine Arts (3 times)
- Athletics and Fine Arts (3 times)

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- Fine Arts and Leadership (3 times)
- Pre-Kindergarten and Athletics (2 times)
- Pre-Kindergarten and Fine Arts (1 time)
- Pre-Kindergarten and Other - Dual Track (1 time)
- Academic and Athletics (1 time)
- STEM and Leadership (1 time)
- Fine Arts and Other - Choir/hand bells (1 time)

### **Three Programming Choices: 48 (28.6%)**

The following indicates the number of times the combinations of three programming choices included the following:

- STEM, Athletics and Fine Arts (12 times)
- STEM, Athletics and Leadership (6 times)
- Academic, STEM and Athletics (5 times)
- STEM, Athletics and Fine Arts (4 times)
- Athletics, Fine Arts and Leadership (3 times)
- Pre-Kindergarten, Athletics and Fine Arts (3 times)
- Pre-Kindergarten, STEM and Fine Arts (2 times)
- Pre-Kindergarten, Academics and STEM (2 times)
- Academics, STEM and Fine Arts (2 times)
- STEM, Athletics and Other - Hockey, French (2 times)
- Pre-Kindergarten, Athletics and Leadership (1 time)
- Academics, Athletics and Fine Arts (1 time)
- Academics, Leadership and Other - French Immersion (1 time)
- Athletics, Fine Arts and Other - French (1 time)
- Pre-Kindergarten STEM and Athletics (1 time)
- Pre-Kindergarten, STEM and Other - CTS/CTF (1 time)
- Academic, Fine Arts and Leadership (1 time)

### **Four Programming Choices: 21 (13%)**

The following indicates the number of times the combinations of four programming choices included the following:

- STEM, Athletics, Fine Arts and Leadership (5 times)
- Academic, STEM, Athletics and Leadership (3 times)
- Academic, STEM, Fine Arts and Leadership (3 times)
- Academic, STEM, Athletics and Fine Arts (2 times)
- Pre-Kindergarten, Academics, STEM and Fine Arts (2 times)
- Pre-Kindergarten, STEM, Fine Arts and Leadership (1 time)
- Pre-Kindergarten, STEM, Athletics, and Leadership (1 time)
- Pre-Kindergarten, Academics, STEM and Athletics (1 time)
- Pre-Kindergarten, Academics, STEM, Leadership (1 time)
- Pre-Kindergarten, STEM, Athletics, and Other - Mechanics (1 time)
- STEM, Athletics, Leadership and Other - Social / Emotional Education (1 time).

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### **Five Programming Choices: 19 (11.8%)**

The majority of those indicating five programming choices (14) identified a combination of Academic Focus, STEM, Athletics, Fine Arts and Leadership.

The other combinations identified by 1 respondent for each, include:

- Pre-Kindergarten, Academic, STEM, Athletics and Fine Arts.
- Pre-Kindergarten, Academic, STEM, Fine Arts and Leadership.
- Pre-Kindergarten, STEM, Athletics, Fine Arts and Leadership.
- Pre-Kindergarten, Academic, STEM, Athletics and Other (French Immersion).

### **Six Programming Choices: 14 (8.7%)**

All but two respondents who indicated six programming choices identified five of the listed ones, along with 'other'. These both identified French Immersion, one with programming options 1 to 5, and the other with programming options 2 to 6.

One respondent identified all six choices, along with "other", specifically "Indigenous led cultural programming available".

## **IV. EXTRA-CURRICULAR PROGRAMMING INTEREST**

Respondents were asked to describe what type of extra-curricular programming would be of most interest to their family. Nine broad types of extra-curricular programming areas were identified, along with an option for respondents to identify other types of most interest to them. Respondents could check all that apply.

A total of 160 respondents (71.4%) provided input regarding this question, and 64 did not respond to it.

The following table identifies the number of responses in each of the nine categories. Comments regarding the 'other' areas identified are provided following the table, as well as any specific to the nine pre-identified types. The number of times a specific interest is identified is noted in brackets.

Extra-Curricular Programming Interests	Number of Responses (By 160 Respondents)	
	#	%
Athletic Clubs	124	77.5
Music Opportunities	108	67.5
Swimming Club	95	59.4
Outdoor Recreation Club	95	59.4
Arts	87	54.4
Intramural Sports	82	51.3
Leadership Club	76	47.5
Dance Club	58	36.3
Coding Club	50	31.2
Other (please specify)	8	5.0



## **ST. KATERI TEKAKWITHA ACADEMY / BOUNDARY & PROGRAMMING REVIEW**

**What We Heard: Open House & Online Survey, November 30 - December 14, 2017**

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Other Extra-Curricular Programming interests identified by survey respondents include the following, each of which was identified one time:

- Track and Field Club
- Hockey Academy
- Clubs for kids with special needs who have difficulty
- Cheerleading
- Drama Club
- Choir, Hand Bells
- STEM Clubs
- Before and After School Care
- Community Involvement

Extra-curricular Programming identified by participants at the Open House include:

- Cheerleading (7)
- Drama (7)
- Green Thumb (6)
- Sports (5)
- Hockey (5)
- Art, including drawing, colouring, painting (4)
- Music (3)
- Makerspace & 3D Printing (3)
- Yoga (3)
- Recreation Academy (1)
- Gymnastics (2)
- Coding (1)
- Environmental Education Club - Sustainable Living (1), Green Garden (1)

### **V. SERVICES AND SUPPORTS OF INTEREST**

Respondents to the survey were asked to “Please describe for us what Services your family values most (supports for students, childcare, after school programs, etc.)”.

Child Care / Before and After School Program / Out of School Care:

- Child Care was noted 19 times in the survey, with one identifying childcare specifically for part time ECS students and another for kindergarten.
- Before and after School Care programs were noted nine times in both the survey and at the Open House.
- Before and/or after School programs generally were noted eight times, with no special types of programs identified.

Extra-curricular:

- We value having opportunities for extra-curricular in all areas (not just sports).
- Access to a variety of learning and athletic programs so kids can find their niche.

## ST. KATERI TEKAKWITHA ACADEMY / BOUNDARY & PROGRAMMING REVIEW

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### Sports:

- Sports and sports related programs and services were noted 13 times.
- Athletic programs (2).
- Extra-curricular sport activities - sports teams (2).
- Sports programs.
- School sports are valuable to all students.
- A great education that has athletic teachings.
- Athletic opportunities.
- Hockey/athletic programs.
- Recreation Academy.
- Full size gymnasium.
- A room for busy kids like the one in Sherwood Park where they can use exercise bikes while learning would be all it takes to have me switch divisions.

### Supports for Students:

- Unspecified 'supports for students / children' was noted by 25 respondents.
- Supports for diverse needs (2).
- Making sure supports are in place for all children.
- Student support is number one.
- Making sure supports are in place for all children.

### Other more specific comments include:

- Strong Educators (4).
- Speech supports, including Speech Language Pathologists (SLP) and Occupational Therapists (OT) services (1 in survey and 4 at Open House).
- In house therapists to help meet the needs of students.
- Ensure that we have "safe" spaces (to cry, to talk, to be quiet) – (2).
- Excellent staff, programs, counselor services that support student needs.
- Social and emotional development.
- Supports for social emotional development.
- Self-esteem building would be nice.
- Any support for students (counsellors, speech therapists, occupational therapists, etc.)
- People with special needs, employment.

### Academic Supports:

- Academic supports were noted 9 times.
- Strong literacy supports, especially reading (3).
- Extra support for our children to help with academics as well as emotional support would be nice.
- Educational support for students.
- Enrichment.
- Academic supports for special needs children.
- Special class for child with Autism.
- Individual supports for students when needed.

## ST. KATERI TEKAKWITHA ACADEMY / BOUNDARY & PROGRAMMING REVIEW

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- We value services that enhance an academic focus to a school program, such as music, art and sports.
- Supports for students with academics. I have 2 daughters that thrive from the help they receive.
- Option classes for Grade 5 like GHP.

### Guidance Counselling:

- Support for students, especially regular access to guidance counsellors.
- Guidance Counsellor type positions. Someone for students to talk to if having any issues at the school like bullying, anxiety, etc. Our current school has been a HUGE help in this area and we are so thankful for them.

### Range of Opportunities:

- Opportunity for children to be exposed to multiple areas of interest: Arts, Sports, Academic enhancement.
- Highest level of education followed by extra-curricular activities. Including sports, arts and community support.

### French:

- French Immersion (noted 5 times).
- I would like to have the French Immersion program at St. Kateri (2).
- Would prefer to keep French Immersion in one school (not in both END & SKT).
- Dual Track – French and English (1).
- Dual track French and English education.

### Arts and Music Programs:

- Arts and Music.
- Catholic Chapel and spacious music room for Choral, Orff Instruction, Hand Bells.

### Leadership and Community Involvement:

- Leadership courses/programs (2)
- Community involvement opportunities.
- Community service at the elementary level.
- Volunteer.

### Transportation:

- Bus service was noted 10 times at the Open House.
- Transportation and bussing were noted three times.
- Bussing access.
- Affordable bussing.

### Other Clubs:

- Chess Club.
- My children are in high school, so maybe coding and arts education opportunities.

### Cafeteria / Food Service:

- Cafeteria or food services providing hot lunch was noted 9 times at the Open House.

## ST. KATERI TEKAKWITHA ACADEMY / BOUNDARY & PROGRAMMING REVIEW

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### Class Rooms and Size and Design:

- Inclusive classrooms.
- Small classes, creative programming, dedicated Music, arts, teachers, different languages.
- Reasonable class sizes, exposure to new and different experiences/activities.
- Natural lighting in all classrooms, outdoor learning spaces.
- Must be windows in every classroom.
- Storage Space.
- In early learning need ability to share toys, materials, etc. so as not to clutter the rooms.

### Other:

- Scholarship opportunities.
- Gym and other rooms available for use as Community Space (noted 5 times at Open House).
- Size of Gym.

Several respondents provided broad statements regarding the services their family values most that encompass several design and organizational ideas, including the following:

- I think the greatest programs we can offer kids is for them to feel like they belong. Providing them opportunities to connect with others and for families to connect, too. This is a very general over-riding goal. Sometimes I feel our focus is too specific and product orientated. I think of school as a place to build relationships
- School proximity to home, fantastic teachers and programs.
- A well-rounded quality education full of opportunities to grow as an individual socially, mentally, physically and spiritually.
- I'm looking for a school to further my child academically, athletically and artistically that also involves structure.
- Having the school be elementary 1-6 high school to NOT have grade 9 in it at all.
- Cultural learning opportunities led by their own ethnic groups, girl empowerment programs.
- Catholic education.
- Literacy.

## VI. OTHER COMMENTS / QUESTIONS

Participants at the Open Houses were invited to provide comments or questions which were recorded during the session. A section for other comments or questions was also provided in the comment form and online survey. A total of 34 survey respondents provided additional comments or questions.

The comments and questions, sorted by general theme, include:

### Access / Location / Safety Concerns:

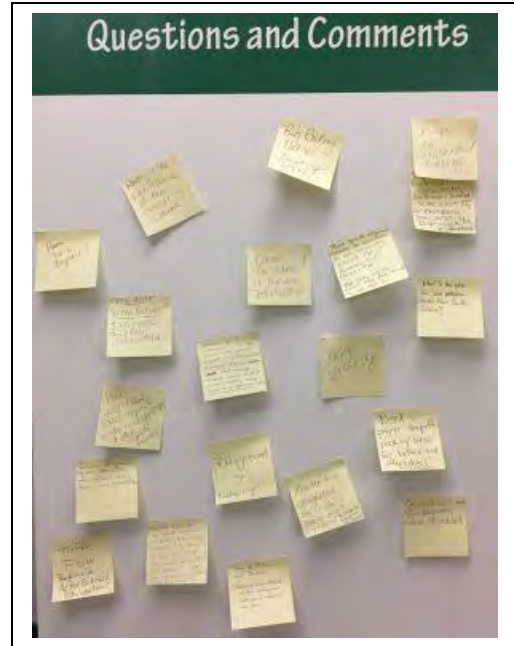
- Thought into an area for parents to park their vehicles for drop off and pick up are very important, since the school is on a main road there needs to be something set up or there will be major traffic delays and possible accidents.
- Need a proper drop off pickup area for before and after school for vehicles.

## ST. KATERI TEKAKWITHA ACADEMY / BOUNDARY & PROGRAMMING REVIEW

What We Heard: Open House & Online Survey, November 30 - December 14, 2017

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- One entrance access for beginning and end of school.
- Traffic Flow – before and after school congestion?
- Big parking lot and drive up lane (5) / Parking (3)
- Design of neighbourhood – roadway and access?
- Drop off / pick up and parking. Student drop off/pick up, one entry and not grade specific location.
- Please make sure to properly plan out parking, drop off and pick up areas. This seems to be a problematic issue at both Notre Dame and MPS. I'm also concerned about what grades will move from school to school.
- Impact of railroad (proximity to the school/housing). In the event of an emergency how can we safely evacuate the neighbourhood?



- Concerned about only 2 entrance/exits onto Morinville (industrial park) Road. 1 school & many homes in subdivision entering & exiting on a very busy road!
- Concern of 2 entrances into this subdivision with 1 school (350 students) and many homes. That many people using 2 exits on an already busy road is a concern – too much congestion!?
- Are there going to be walking paths to and from the new school? We live relatively close and it would be much easier.
- What is the plan for “safe pedestrian” access from South Glens?
- Safety of student travelling to /from school who are not taking the bus. Eg. Where can parents park? Will there be a sidewalk and a crosswalk (lights) across the main road? (4)

### **Grade Levels at SKT:**

- I would really like to see grade five students return to our elementary schools. I feel grade 5 is too young for junior high and as an elementary school teacher it was nice.
- Wondering what grade it will go up to. My oldest is in grade 5 at GHP. I'm concerned that my other two children will not join him when they get to grade 5 if the new school goes to grade 6.
- Grade alignment of all schools decided as soon as possible.
- Will the K – 6 designation shift the configuration of GHP & MCHS? Ex. Grade 9's moving out of MCHS?

## ST. KATERI TEKAKWITHA ACADEMY / BOUNDARY & PROGRAMMING REVIEW

What We Heard: Open House & Online Survey, November 30 - December 14, 2017

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- Please sort out the grade configuration and boundaries for each of the schools as soon as possible.
- Comments elementary schools should be grade 1 to 6, Junior high 7-9, High school 10-12. I really dislike the grade 9 in the high school.
- Curious to know what grades would be in school. I'd like to see GSACRD in Morinville schools go back to a pre-grade 6, grade 7-9 And 10-12 in each school.
- Think grade alignment should be considered. e.g.: both elementary schools (Pre-K to 5), Primeau (6 – 8?), MCHS (9- 12?). Not crazy over one school being Pre-K to 4 and the other Pre-K to 6.
- Would love to see grade alignment at both elementary schools K – 6. Followed by any necessary realignment at Jr/Sr High Level. Seem silly to make one Elem K – 4 and one K – 6. (1).
- I would like the new school to be a K-5 or K-6 and have Ecole Notre Dame become a K-5 or K-6 and then Primeau be the 6-9 or 5-8. I currently work at one of the schools in Morinville and I do not like the K-4 idea. It's so nice to have kids be leaders in schools and it is more difficult with younger aged students. A k-6 would be great! Also, the age group of Primeau being 5-8 is a very odd mixture. The 5's are too young. Thank you for your time.
- If SKT is going to be a k-6 school, would love to see Notre Dame the same. Adjust Primeau to be a true Jr. High (ie gr 7-9). I have always felt that sending 10 year olds to school with 13 year olds somewhat ridiculous.
- I hope that they will do pre-k to grade 6 in both elementary school's and do 7,8,9 at Primeau grade 9 is too young for high school.
- What happens with the grades in other 3 schools in Morinville as well as the school in Legal after this school opens?

### **Recreation Facilities:**

- Please make a hockey rink.
- I am hopeful that the school will have a full-size gymnasium.
- I would like to see a full size gym with bleachers at St Kateri so Morinville is able to host Provincial Championships. As of now our facilities are inadequate for hosting Provincial Volleyball or Basketball events.
- Will the school board be funding the development of outdoor learning spaces and a playground, or will this be in the hands of a parent council? What is in place for the students to access during recess if playground is not built at the time of the school opening?
- Playground ? Fundraising ??
- Switch #4 & 5 on school model, more room for playground in area 5 (much less room in area 4).

## **ST. KATERI TEKAKWITHA ACADEMY / BOUNDARY & PROGRAMMING REVIEW**

**What We Heard: Open House & Online Survey, November 30 - December 14, 2017**

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### **Programming:**

- We believe that it is very important to provide high quality programming especially when a school has an 'academy' designation. There is another school division offering alternate programming in our community however 'quality' is a concern. Parents need to be assured that the extra money they may be paying for specialized/alternate programs is indeed being well spent. Quality of instruction and accountability are very important.
- Not having the option to select dual track French/English for this new school might influence the importance of this. In phase 2 I would really like to see this explored. Not having this option would be a detriment to the district. Please consider this when planning this new school. This community really values the English/French option for St. Kateri.
- It would be great to include a really large music room to allow for a comprehensive music program.
- My daughter is in French immersion, so I'm curious if there will be French Immersion at both schools or if that will dictate which school she will attend as it has been nice for her to go to Notre Dame as we live so close.
- We would be transferring from St. John xxii i in Windermere Edmonton if you would offer French immersion.

### **Choice of School:**

- I feel children already enrolled with the district should have the ability to go to St Kateri if they want to and are willing to go without bussing.
- Because my children are already established in their schools I would only consider changing to the new school if their program was changing. For example if the French program was moving to the new school we would also move.

### **Class Size:**

- I am hoping with the new school we will see smaller class sizes. Notre Dame Out door space set up and used differently. The over-crowding is very scary as a parent. Especially on the outdoor play equipment.

### **Busing:**

- Living in South Glens it is very dangerous to attempt walking to school with the current development and industrial park. Busing is essential. Having experienced teachers and leadership is also important starting in a new school.
- We are moving to rural sturgeon county on RR263 and would love for bussing to be available to this new school.

### **School Location:**

- Where is this school going?
- Where exactly is the school being built in Morinville?

## **ST. KATERI TEKAKWITHA ACADEMY / BOUNDARY & PROGRAMMING REVIEW**

**What We Heard: Open House & Online Survey, November 30 - December 14, 2017**

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### **Other:**

- Unable to attend information night due to prior commitments and volunteer work. I would like more information on the school and the Districts plans for the community.
- Is being of the Catholic faith optional for this school?
- Out of boundary costs are way too expensive currently. Is there a way to deal with this issue?
- Very exciting.
- Love the name, St. Kateri Tekakwitha!
- Really appreciate the opportunity for input!



## ST. KATERI TEKAKWITHA ACADEMY / BOUNDARY & PROGRAMMING REVIEW

What We Heard: Open House & Online Survey, November 30 - December 14, 2017

### VII. OPEN HOUSE EVALUATION

A total of 28 respondents (16.8%) indicated that they had attended the Open House on November 30, 2017, and 138 (83.1%) indicated they did not attend. A further 58 (25.9%) did not respond to the question.

Participants were asked to provide input regarding the Open House to assist in planning future consultation events by assigning a number on a scale of 1 to 5 that best reflected the extent to which they agreed with three statements provided. Only 26 respondents completed this question.

Three statements regarding the Open Houses and responses to them are as follows:

#### VII.1. The information shared was clear and easy to understand.

The majority of the 26 respondents (23 or 88.4%) who answered this question either Strongly Agree (14 or 53.8%) or Somewhat Agree (9 or 34.6%) that the information shared at the Open House was clear and easy to understand. Two (7.75%) respondents were Unsure or Didn't Know, and one respondent (3.8%) noted they Strongly Disagree.

The Information Shared Was Clear And Easy To Understand.						
Open House	Strongly Agree	Somewhat Agree	Unsure / Don't Know	Somewhat Disagree	Strongly Disagree	Total # Responses
Total Responses	14	9	2	0	1	26
Percentage of Responses	53.8	34.6	7.7	0	3.8	100

#### VII.2. The information shared was appropriate for my needs.

The majority of the 26 respondents (22 or 84.6%) of respondents who answered this question either Strongly Agree (42.3%) or Somewhat Agree (42.3%) that the information shared at the Open House was appropriate for their needs. Two respondents noted they were Unsure or Don't Know and two noted they Somewhat Disagree. No one indicated they Strongly Disagree.

The Information Shared Was Appropriate For My Needs.						
Open House	Strongly Agree	Somewhat Agree	Unsure / Don't Know	Somewhat Disagree	Strongly Disagree	Total # Responses
Total Responses	11	11	2	2	0	26
Percentage of Responses	42.3	42.3	7.7	7.7	0	100

## ST. KATERI TEKAKWITHA ACADEMY / BOUNDARY & PROGRAMMING REVIEW

What We Heard: Open House & Online Survey, November 30 - December 14, 2017

### VII.3. Attending the Open House was a good use of my time.

The majority of respondents (22 or 84.6%) indicated they Strongly Agree (61.5%) or Somewhat Agree (23.1%) that attending the Open House was a good use of their time. One respondent somewhat disagreed, and three (11.5%) indicated they were Unsure or Don't Know.

Attending The Open House Was A Good Use Of My Time.						
Open House	Strongly Agree	Somewhat Agree	Unsure / Don't Know	Somewhat Disagree	Strongly Disagree	Total # Responses
Total Responses	16	6	3	1	0	26
Percentage of Responses	61.5	23.1	11.5	3.8	0	100

### VII.4. How did you find out about the Open House?

Participants who had attended an Open House were asked to indicate how they found out about it.

How Heard About the November 30, 2017 Open House	
Method	Number of Respondents
E-mail	19
Website	7
Word of Mouth	7
Poster	6
District App Notification	5
Facebook	4
Personal Invite	4
Newspaper Ad	3
Twitter	0
Other (please specify) <ul style="list-style-type: none"><li>School Email</li></ul>	1
<b>TOTAL RESPONDENTS</b>	<b>28</b>



# BOARD OF TRUSTEES REGULAR MEETING

JANURARY 29, 2018

## ATTACHMENT FOR AGENDA ITEM 13.3

### Transportation Tenders – Request for Proposals

#### **PRESENTERS:**

Deb Schlag, secretary-treasurer

#### **BACKGROUND:**

A “Request for Quotation for Transportation Services” is necessary at this time as 2017-18 is the final year in the latest 3 year contract period with all current Contractors. The last request was issued in 2014-15 for 3 years from 2015-16 to 2017-18 and prior to that for a five year period from 2010-11 to 2014-15. While it is desirable for the District to have services in place for as long as possible, it is not practical given the nature of funding and the changing provincial economic climate, to issue this tender for more than 3 years.

The following is the intended timeline associated with the tendering of services:

<b>ACTION</b>	<b>DATE</b>
<b>RFP Approval by Board of Trustees</b>	January 29, 2018
<b>RFP Posted to GSACRD website &amp; APC by:</b>	January 31, 2018
<b>Letters to all Current Contractors advising of RFP Opportunity</b>	January 31, 2018
<b>RFP Closing Date</b>	February 23, 2018 - Noon
<b>Evaluation of Proposals</b>	February 28 – March 2, 2018
<b>Recommendation to Board of Trustees</b>	March 19, 2018
<b>Appointment of Contractors by:</b>	March 23, 2018
<b>2018-19 Transportation Q &amp; A, and Fees Preview for Board:</b>	April 9, 2018 Committee of the Whole
<b>2018-19 Transportation Fees for Board Approval:</b>	April 23, 2018
<b>Updated Forms available on Website:</b>	April 3, 2018

Individual proposal requests for each ward are attached for Trustee review and will be posted to both the District website and online at the Alberta Purchasing Connection (APC) by the end of January 2018.

#### **RECOMMENDATIONS:**

THAT the Board of Trustees approve for release, three “Request for Quotations for Transportation Services”, one in each ward, as follows: St. Albert (RFQ 18-002), Morinville (RFQ 18-003), and Legal (RFQ 18-004), according to the timeline above.



# BOARD OF TRUSTEES REGULAR MEETING

JANUARY 29, 2018

## ATTACHMENT FOR AGENDA ITEM 13.4

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### OPT OUT MOTION – Alberta School Foundation Fund (ASFF)

#### **PRESENTER:**

Deb Schlag, secretary-treasurer

#### **BACKGROUND:**

As a Catholic Board, Greater St. Albert Catholic Schools has the constitutional right to Opt Out of the ASFF. There is a Motion on the books (84/14), passed on Nov 25, 2013.

Supplementary to that motion, in solidarity with ACSTA, for advocacy purposes the vote shall be taken tonight, endorsing the discussion that took place at the December 18<sup>th</sup>, 2017 Regular Meeting of the Board and the attached verification of the resolution will be forwarded to ACSTA.

The *School Act*, R.S.A. 2000, c. S-3, as amended, provides in section 171 that a board of a separate school district may, after the date of a general election under the Local Authorities Election Act and **before December 31** of the same year, pursuant to a resolution, certify to the Minister under seal that Division 4 of Part 6 of the School Act does not apply to it.

#### **RECOMMENDATION:**

As an endorsement of Motion 84/14 currently on the books, THEREFORE BE IT RESOVED that Division 4 of Part 6 of the School Act does not apply to this Board.



# BOARD OF TRUSTEES REGULAR MEETING

JANUARY 29, 2018

## ATTACHMENT FOR AGENDA ITEM 13.5

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### School Site Allocation Memorandum of Understanding Feedback

#### **PRESENTER:**

David Keohane, superintendent of schools

#### **BACKGROUND:**

The City of St. Albert has asked for comments on the latest recommendations of the School Site Allocation Memorandum of Understanding. The Board reviewed the suggestions during the in-camera portion of this meeting.

#### **RECOMMENDATION:**

THAT the Board of Trustees direct administration to submit comments for the School Site Allocation Agreement Memorandum of Understanding as presented.



# BOARD OF TRUSTEES REGULAR MEETING

JANUARY 29, 2018

## ATTACHMENT FOR AGENDA ITEM 14.1

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### New Business: ACSTA SPICE and Blueprints Attendance

#### **PRESENTER:**

Serena Shaw, trustee

#### **BACKGROUND:**

Annually the Board supports funding the attendance of teachers within the District to attend the provincial Shared Purpose in Catholic Education (SPICE) Conference and funding for administrators to attend the provincial Blueprints Conference. Both conferences are forums for teachers and administrators to explore themes relevant to enhancing the quality education in our schools. Since the conferences are “retreat” formats, they enable participants to dialogue with colleagues from across the province and to reflect upon how themes can enhance the participant’s call to model and witness our faith to their students.

Currently, the District allocates through the religious education budget, the capacity for four teachers to attend SPICE and four school based administrators to attend Blueprints. We are seeing that other educators and administrators in the province have greater opportunities to attend this conference and benefit from its relevance in enhancing education for students. In some cases, for Catholic jurisdictions of our size, the attendance is at least twice as much as what our funding allocation currently supports. It is anticipated that the additional allocation required will be \$7,500 to accommodate conference, transportation, and staffing costs. This will amount to a total allocation of funding to these conferences of \$15,000.

#### **RECOMMENDATION:**

THAT the Board of Trustees direct the Superintendent to allocate funding for up to eight educators to attend SPICE and up to eight administrators to attend Blueprints for the 2017 – 2018 Conference.



# BOARD OF TRUSTEES REGULAR MEETING

JANUARY 29, 2018

## ATTACHMENT FOR AGENDA ITEM 15.2

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### 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  
January 29, 2018**

**\*Educational Leadership**

***School Results Reviews (SRRs)***

Each one of our 16 Schools has now completed its results review with senior administration. The purpose of these reviews from a district educational leadership perspective is to:

- assure that evidence based, and collaboratively created school education plans align appropriately with the education plan of the jurisdiction;
- understand the in-year implementation plans that schools develop to improve student learning;
- inform senior administration regarding the instructional leadership strategies being undertaken by principals so that their influence and capacity in working with staff can be supported and maximized through ongoing mentorship;
- further lateral capacity development among principals so that they can learn from promising practices being undertaken at other schools in the jurisdiction;
- confirm the quality of site-based decision making being exercised on behalf of students.

Based upon the results that were submitted and reviewed this year by senior administration, all schools are pursuing highly focused improvement goals based upon evidence suggesting the need to sustain, enhance, or change existing practices. It is the cumulative impact of all schools engaging in such work that enables our overall district results to improve. In being congruent with the jurisdiction requirement from Alberta Education, all schools have established a summary report of learning results and improvement priorities that are to be communicated to their respective school communities. A copy of these have been provided to trustees as information. Furthermore, a summary which outlines promising practices from our schools when viewed through the four drivers of school improvement as articulated by Fullan and Quinn (2016) is enclosed. These, known as focusing direction, cultivating collaborative cultures, deepening learning, and securing accountability are also the key components of what brings “coherence” to a district, and are more fully explored in Fullan and Quinn’s Coherence: The Right Drivers in Action for Schools, Districts and Systems, a resource that is being studied this year by our district principal team. School community application of these drivers as made clear by evidence presented during our collaborative review process is attached as information. This attachment was reviewed with all school administrators at the Tuesday, January 16<sup>th</sup> Christ-Centred Learning Community (CCLC) meeting of district and school based administration.

***First Nations, Métis and Inuit Report***

Assistant Superintendent, Rhonda Nixon, will provide an FNMI update. (Attached)



## **Fiscal Responsibility**

### ***School Facilities Utilization Report***

Secretary-Treasurer, Deb Schlag, will provide information on facilities utilization in the district. (Attached)

### ***2<sup>nd</sup> Quarter Financial Statement***

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

## **Communications and Community Relations**

### ***Prime Minister's Award for Teaching Excellence***

This award honours outstanding and innovative elementary and secondary school teachers in all disciplines for their remarkable educational achievements and for their commitment to preparing their students for a digital and innovation-based economy. Kara Weis, a teacher from École Father Jan has been nominated for this award.

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.

## School Results Review: Leaders as “Coherence-makers” in Greater St. Albert Catholic Schools

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Continuous improvement relies on leaders who enable staff to work within a climate of rapid change without fragmentation of focus on student learning and results. Fullan and Quinn’s (2016) *Coherence: The Right Drivers in Action for Schools, Districts, and Systems* offered a theoretical framework for us as leaders to consider how to further develop as “coherence-makers.” During our School Results Reviews, we used Fullan and Quinn’s (2016) visual, which depicted the four components of their theory: Focusing Direction, Cultivating Collaborative Cultures, Securing Accountability, and Deepening Learning. We used these components as lenses through which to reflect on stories shared. In this document, we celebrate how you worked as “coherence-makers” using one component of this theory.

### Focusing Direction

Focusing direction begins with provoking a learning community to articulate a shared moral purpose. School leaders often start the edu-planning with larger questions such as: “What kind of learning do we want for our students?” and “Who are we aiming to develop as future citizens?” Purpose-driven cultures start with such questions that help staff to contemplate the reasons for change. School leaders who establish a clear mission as a starting point ground staff conversations about pedagogies (theories) and practices (strategies). For example, staff may have stated that it is critical that they develop students who thrive academically, socially, and emotionally. After looking at their school data, they identify a pressing need to differentiate learning to meet the needs of the especially vulnerable students to improve their collaborative and communicative skills. School leaders would then work with staff to co-develop a few clear goals and focused strategies to address them. Oftentimes, these leaders are also “change leaders” who assist staff to identify what to “remove” or “give up” to save time and what to “reframe” to achieve curricular goals differently. Administrators followed up often with staff goals and progress on them. They communicated with staff individually and collectively to celebrate small and large-scale successes. Keeping a collective eye on the school mission, goals, and strategies is a strength of leaders who maintain a focused direction.

**Vital Grandin:** This administrative team worked with staff on the “Faith Outcome” by having them co-articulate what mattered most for students. Then staff distilled their key commitments to achieve this mission by articulating themes to focus their time: Social Justice (helping students to see-judge-act on social issues of importance); Animating Our Theme (helping students to make the theme come live for others through display, drama, student participation in liturgies), Making Religious Education Relevant (having students lead liturgies; ensuring that students saw a close connection between our school and parish; students learning the power of retreats); and Making Indigenous Connections (helping students to learn about how our Catholic faith connects to Indigenous spirituality and traditions). The administrative team created “staff action teams” by having staff sign up for the themes identified and they had the teams work together to figure out

ways to most effectively address and share their ongoing work on those themes as part of a Google doc referred to at staff meetings. Such outcomes-based faith teams helped to remove inefficiencies of having many people do the same thing, and the teams helped everyone to consider new ways of thinking (reframing) about how best to develop students as faith-filled leaders. This administrative team also has staff individually provide feedback on their progression on key strategies and outcomes. Such a high level of staff feedback on very focused goals has created coherence and a sense of manageability of the school eduplan.

**R.S. Fowler:** This new administrative team met with each staff member to see what mattered most in terms of student learning and improvement for this year based on the eduplan in place. They found that meeting staff individually grounded each person (to say what they felt mattered most) prior to reviewing the eduplan as a whole staff and as grade level teams. The whole staff agreed that continuing with a focus on competencies (started with a whole school day last year) had momentum and excited students to think about how they learn, not just what they were learning. They reviewed the schedule in which Math 9 happened at the same time, to have groups of students coming together based on their pace of learning. The vice principal explained that she is studying the research on such an approach to understand better the pedagogical implications of this scheduling choice. The principal was fully prepared to shift the schedule, but he decided, with staff, to pilot how to make groups flexible and for students to be able to shift activities or groups to ensure that instruction flows according to students', not teachers' needs. The administrative team meet teachers and consider ways to differentiate learning and to ensure that thoughtful and accurate programming (e.g., Are Math K & E students learning and being assessed on K & E outcomes?). In addition as part of staff efforts to improve student learning in math, they are working with one staff member who has an additional FTE to provide intensive supports for those who require it. Working with staff on an individual basis and then as a whole staff supported everyone to be grounded and focused on what mattered most individually and then collectively.

**J.J. Nearing:** The administrative team emphasized, "We have always used data very well in our school, and this is a tradition that we wanted to continue." They started with last year's eduplan goals and asked staff to reflect on what mattered most. Staff articulated the importance of students-parents-staff working as "communities of learners" who talked about student data and progress. Some staff commented that when they shared reading results and helped students and parents talk about what to do to improve reading comprehension, parents, students, and staff were excited to learn about student progress through intervention groups on reading comprehension. Staff found that they were struggling to have the same level of deep conversations with students and parents about student progress in numeracy. "We found that staff told us that they were not able to talk about what students could or couldn't do as spatial thinkers and numerical problem solvers." To assist with achieving this goal, the administrators scheduled our Numeracy and Math Coordinator into the school to have her work with all teachers, especially Math teachers, to address gaps found through PAT and MIPI analysis. Similarly, staff noted a decline in their Standard of Excellence in Math and Science; therefore, in

addition to having intervention groups, they initiated “challenge” groups and activities as well as having all staff work on project based learning to capitalize on real world opportunities for study. Such a clear focus on “delving deep” into data and using a common language to talk about student progress with staff, students and parents has assisted them to stay focused, to work on a differentiated and clear plan of action for improvement, and to celebrate, together, their small and large-scale progress.

**École Marie Poburan:** Staff appreciated the input about what mattered most to improve student learning and results. They analyzed their data and emphasized that French Immersion learning is about “developing a love of the language”. The administrative team spoke about the importance of understanding that “love of language” goes beyond trying to improve reading; it is about improving students’ literacies (listening, viewing, reading, speaking, writing, composing visually/digitally). Such literacies are about students developing communication skills through whole class, small group, and one-on-one interventions. Because this was not the kind of goal that could be achieved by taking on a few new strategies, staff agreed to dedicate Classroom Improvement Funds to hiring a 0.4 FTE literacy support role person to work mainly with grade 2 and 3 students (small group and one-on-one) while working in the class with the teacher to help them to organize and teach differently. The principal emphasized that it is nice to see how people are more open about how to help students through small group interventions in class. She explained that small group intervention matters for students who struggle and for students who require a challenge. The administrative team found that their Standard of Excellence is also an area of concern, so this additional staff member enables conversations about how to scaffold and challenge students who require those supports. Staff had a high level of involvement in discussion about what they wanted for French Immersion students, not just what they wanted for students’ academic results. This larger conversation created a sense of purpose and commitment among staff to create a “love of language” through innovative practices and targeted interventions.

### Cultivating Collaborative Cultures

Cultivating collaborative cultures begins with leaders who organize school planning processes that promote collaborative inquiry into important questions based on data. For example, if a school community recognizes that writing is a weakness in their data, they work as partners to plan, teach, document, and reflect on how their practices are impacting students. Robinson, Lloyd, and Rowe (2008) found that the factor that most impacted student achievement in such cultures of inquiry was whether “the principal participated as a learner with staff” (p.54). Principals who designed and took part in collaborative professional learning in which staff got together to share their planning, teaching, documenting, and reflecting on inquiries (e.g., how to improve writing) were seen as “lead learners” who were invested in change. When staff got together to see whether and how the strategies that they were exploring were impacting students based on evidence of learning, they learned to talk, think, act, and reflect in productive ways. Their productivity was “deep” because they developed a common language and understanding

of pedagogy behind classroom practice. It would be common to see cross-grade and -subject area teachers working together (vertical collaboration) and same grade- subject area staff working together (horizontal collaboration). Eventually, sharing would extend from within a school (intra-collaborative work) to sharing between schools (inter-collaborative work), and eventually, within local, provincial, national, and international system contexts.

**Albert Lacombe:** This administrative team co-inquired as a staff into their data, which showed a need to work on literacy, including but not limited to narrative reading and writing. As they discussed what would make the greatest difference for students' literacy development, staff were devoted to ensuring targeted intervention happened for all students in a "just-in-time" way. To accomplish this, they used their Classroom Improvement Funds (CIF) to engage in a pilot of having increased staffing (LSF time and a literacy/numeracy intervention teacher) work flexibly with teachers and students on targeted areas and strategies for improvement. They aim to have staff working together to offer students individualized "just right" and "just-in-time" learning in areas of math and numeracy, and English language arts (reading, writing) and literacy strategies across the curriculum. The increased time for the LSF role has meant that two teachers can work together to engage in guided reading or math, as two examples. Increased staff time has also meant that staff work together to learn how to have students document their progress using SeeSaw, a digital repository of student work (print, visual, verbal, video). Students are posting and verbally annotating their posts across subjects and grades. For example, a student may post a video on patterning in Math and then parents comment or post a video on how the skill was further developed. Staff, students, and parents are working together to understand what students are learning and how to work best together to ensure student success. They also document their progress in a "Did You Know" section of their school newsletter. This focus on documenting and reflecting on student progress has promoted "deep" collaborative learning for all staff within their community.

**St. Gabriel High School:** This administrative team seeks staff guidance on all questions of importance to their community and builds staff capacity to share their expertise. For their Faith Goal, they have made concerted efforts to infuse Indigenous spirituality into their faith strategies. They are offering an Indigenous Education course and sharing learning within their student and staff community. They are also working with Indigenous prayers, mindfulness strategies, and their Success Coach to reinforce the importance of such cultural connections with their Indigenous students. For their Learning goal, they recognized as a staff that students' math skills are problematic in not just Math 30-1, but earlier, when students start Math 10C. So, one of their teachers, Cody, created an LDC (Learning Strategies for Math course) that students are taking before delving into Math 10C. This has really helped students and staff to see foundational skills needed to succeed in Math. Finally, their Social Studies teacher, Richard, has been leading a district Social Studies collaborative group that gets together to plan writing tasks and then to mark them collaboratively. This group demonstrates a way of sharing evidence-based teaching strategies with new Social Studies teachers. It is also a means of supporting teachers with formative as well as summative assessment practices. Sharing staff expertise happens naturally

as a small staff because the administration enables them to feel safe to share within and beyond their school community.

**ESSMY:** The principal explained how her entire agenda this year has been “to learn about every staff member, student, and family.” She is focused on learning alongside the staff and coming together to identify what matters most for professional learning. For example, during staff meetings, when they reviewed results, many staff felt that a focus on competencies would address students’ interests in working collaboratively and in exploring new and creative programming. Students were surveyed about this day and shared that they loved it, especially being able to choose what to attend and learn. They reinforced that healthy eating and habits were important to them as one key strategy to manage stress. To that end, the administrative team decided to explore a yoga option with district staff. They met with district staff and a yoga teacher (and parent at the school) and set up an information evening on a pilot program of a three-day yoga class offered during PD days and a Teacher Convention day. There was substantial student interest at the school as well as from the other junior and senior highs in our district. Based on student and staff input, the pilot is starting in January. This approach of working together within the school community (staff, students, parents) and with district staff and external partners (yoga company) has benefited the school community as a whole. The investment in learning about what staff felt mattered was key to inspiring small changes that made a positive collective impact.

**Neil M. Ross:** Staff work together in very deliberate ways to be student-centred “learning leaders” focused on a “culture of growth” and building each other’s capacities to use formative assessment practices. The administrative team explained that they expanded on an idea that started last year-- to have staff capitalize on their passions and strengths in certain subjects by offering to teach those subject areas for more than their own class. For example, one teacher teaches all of the Grade 5 Science because of his passion and expertise in this discipline. Other teachers work with him to see how he teaches science, which builds their capacities in this discipline. Teachers also work together to flexibly group students for Math. They are using formative assessments to check in and determine when and how to separate groups for certain concepts based on a short-term remediation approach. Staff are also working together to explore strategies to move competencies forward as part of the work inside and outside of class. Competencies are known and spoken about by everyone on staff; its a language of their culture. For example, the Kindergarten students bring “green tickets” to the office for showing certain competencies in their daily work. Secretaries often ask what the tickets are for and engage in conversations with the children about why they got certain tickets. Thus, building student and staff capacities to share expertise, to talk about student learning goals, and to share with parents progress on such goals has cultivated a positive culture aimed at growth as a community.

**Morinville Community High School:** This administrative team is dedicated to developing a “culture of inquiry” acting as “learning leaders” who co-inquire alongside staff into challenges of collective importance. This year, they discussed a particular challenge--*that students were*

leaving during “flex”/CAP block and were therefore not engaged/invested in CAP. Staff started their inquiry by articulating the purpose of CAP block-- to offer students courses and course support that they valued. They then brainstormed strategies to enact their purpose: to extend CAP time from 30 to 40 minutes to offer meaningful help and course offerings, to move CAP to mid-morning (to make it difficult for students to leave), and to increase a focus on the importance of learning time. In conjunction with these strategies, the school administrative team has taken over the “Late Room” that requires students who miss class “to give back learning time to themselves that they missed.” They are relentless about following up and talking with students and offering them help to get missed assignments done. These strategies have focused staff reflection on students who are at risk and collaboratively considering how best to meet their needs (reviewing attendance, missed assignments, student performance in classes). Such a collective inquiry into addressing a challenge, trying strategies, collecting data on how such changes are working, and reflecting together on change has solidified the already-existing culture that every student matters and that student engagement in learning is key.

### Deepening Learning

***“Unless the focus and collaboration are directed to the improvement of the learning-teaching process, we are likely to see a lot of activity with little impact on students” (Fullan & Quinn, 2016, p.79).***

Three key elements for deepening learning are: establishing clarity of deep learning goals; building precision in pedagogies accelerated by digital technologies; and shifting practices through capacity-building of staff. Deep learning goals develop students’ capacities to be “doers” and “thinkers” about real world problems. Real world problems begin with identifying “issues” of importance to students in local and global contexts. For example, such an issue could be expressed as an essential question such as, “How can we be change agents in Truth and Reconciliation?” This question promotes “deep” learning because students need to be able to research and understand what is meant by “Truth and Reconciliation” and discuss ways that they can share this learning within and beyond their school. To accomplish lessons and units that open up learning as a process of being investigative, dialogic, and collaborative, staff need to consider how to teach using a student-centred pedagogical framework. Fullan and Quinn (2016) emphasized the importance of two key formative assessment practices in such a framework: “setting high expectations for students” and “developing diverse ways to share criterion-referenced feedback with students.” They went on to say that “pedagogical partnerships” enable teachers and students to engage in such practices. By pedagogical partnerships, they present an expanded idea of “learning partners”: student-student (seeing each other’s work), student-teacher (engaged in ongoing feedback loops); student-parents (who review and comment on progress to students); and students- global world (sharing learning beyond their classroom walls using technologies). Shifting towards such dynamic understandings of pedagogical partnerships also means that teachers require clarity about what progress looks like as they take on and develop new practices. That is, they need to be clear

what it means to put student-centred pedagogy into practice (what it looks like and sounds like for students). Deepening learning is therefore about continuously self-reflecting on teaching and looking to each other to ensure everyone's growth throughout the change process.

**Bertha Kennedy:** This team illuminates what it means to lead beside staff as learning leaders. Beginning with the opportunity to explore how to engage in inquiry-based learning in Kindergarten, the staff worked with the administration to redesign their Early Learning space by taking out a wall. Thus openness is “flexible space” because students flow into and out of spaces for varied purposes (e.g., stopping to eat snack; working in small groups). One teacher was so inspired by this change in space that opened up opportunities for greater student collaboration and investigation that she applied for and received a grant for a “grow tower.” Thus, their Early Learning team are devoted to inquiry-based learning using the environment as the “third teacher”. The other staff felt inspired by such innovation that they, too, chose to engage in re-thinking their computer lab to be an open space for both student and staff collaboration. They have used it to continue on their literacy PD journey in which they have now developed school anchor papers in narrative writing to use to further push their learners towards excellence in writing. The administrators took part for this PD, which began last year and has now continued in 2017-2018. They developed school-wide anchor papers to create examples of student work that set “high” expectations for everyone. They recognized that many of their students outperform provincial standards and so setting a higher standard would help students to reach to their potential in writing. The administration was also adept at knowing that this was not a small undertaking pedagogically, so they had to “walk the walk” and “talk the talk” alongside the staff.

**École Notre Dame:** This team exemplifies “Deepening Learning” throughout their inquiry-driven eduplan process, which has been focused on increasing student engagement. Teachers were asked how they intended to explore ways to address improving student engagement through a subject area and/or pedagogical focus. Each grade level team developed an inquiry question about student engagement and then chose a focus book to delve into research to support their inquiry. One group asked, “How do we improve student engagement through guided math? Our Numeracy and Math Coordinator provided a book to support collaborative investigation about the “how” to do it. Teachers then read, planned, explored such strategies and then got together to review evidence gathered. Another group chose to inquire about how project-based learning impacted student engagement. They signed up for a four-part series of PD as part of their plan. The administration had their inquiry about how to share progress on increasing student engagement with parents. They chose to organize parent nights that “showed” parents what students were doing in areas such as numeracy, literacy, and digital literacies and citizenship. They found that these sessions have been well attended and received. Thus, this school community is inquiry-driven and teachers have agency to pursue precise research-based pedagogies in their own ways. Administrators are also co-inquirers and everyone is sharing the results: student, staff, and parents. This dynamic level of sharing promotes strong pedagogical partnerships throughout the change process.



**Legal:** This administrative team is focused on capacity-building with an in-depth data analysis and school edu-planning process. Staff examined their quantitative and qualitative results using the “Student-focused Education Planning” booklet as well as their detailed PAT results data folder. They uncovered that they needed to work on English language arts (Grade 6 and Gr.9-writing ) and Math (Gr. 6-computation; Gr. 9 Number). As well, they found that their Accountability Pillar results revealed that parents wanted to be more involved in decisions about their children’s education. The principal commented, “I think that going deeper into our data opened up real conversations when we met one-on-one with staff.” The vice principal confirmed, “It was so good to talk about what specifically they thought they needed for support to make a difference in these areas.” This in-depth “data dive” resulted in the staff reaching out to district staff and setting up ongoing collaboration to explore numeracy and math practices. They also chose to use CIF to work on project-based learning. They worked to make visible all of these discussions through school newsletters and at School Council. They sought input from parents on what they felt would engage their children in school and make it a place where learning was “fun” for them. Parents provided ideas for options that were then shared with school and district staff as to how such options could be scheduled and managed. The result was a pilot study of “dynamic options including hockey” that is running from January-March 2018. Such a focus on in-depth data analysis and productive problem solving among multiple pedagogical partners has evolved into innovative student programming and professional learning programs.

**École G.H. Primeau:** These administrators have engaged in multiple pilot programs to encourage innovative, thoughtful pedagogical exploration inside and outside of the classroom. This kind of innovation began with staff collaboration about different sources of data. For example, a very deliberate review of student records for each First Nations, Métis, and Inuit student resulted in defining clear academic, behavioral, and social/emotional goals with students and teachers. Very specific interventions are now being explored. One such intervention is using the sensory room. This room was created based on research to address needs of Indigenous students, notably, and all students. For example, the sensory stimulation games and environment are often used for decompression time with students who require it. While staff are involved in using the room and making changes to it such as adding health equipment, it is a pilot that involves multiple pedagogical partners. In addition to such learning pilots, staff have also focused on project-based learning as a pedagogy to encourage cross-curricular teaching and learning and competencies development. They have taken up a new way of reporting on student learning using a pilot report card in elementary (assessing enduring or big ideas rather than each small outcome). The willingness of staff to explore such new pedagogies and practices is a direct result of their collective focus on student learning and results, inquiry into best ways to address students’ needs, and then assessing whether or not such changes made a difference for students.

## Securing Accountability

“Accountability is taking responsibility for one’s actions” (Fullan & Quinn, 2016, p. 110). Securing accountability is about developing conditions for collective internal accountability (staff care enough to hold each other accountable) and external accountability (surveys, standardized test results). Because educators are primarily concerned with how their practices impact students, the focus of all accountability strategies is student learning. The starting point for supporting people to care about looking at any data sources reflective of student learning is to do so collectively by considering “What would make the greatest difference to students?” Once a plan of action is put in place, the next step is to ensure that success is celebrated along the way as people try new practices. For example, if staff take on formative assessment practices to make a difference with students, administration needs to determine ways to work with staff to make learning success visible for everyone (Hattie, 2009). Fullan and Quinn argue that such a clear focus on positive results for students will create a sense of moral purpose (why change) and invite staff to persist with exploring innovative classroom practices (new ways of doing things). Internal accountability tends to precede external accountability (Fullan & Quinn, 2016). It is only when people care enough to hold each other accountable for eduplan strategies articulated that external measures such as district awards, survey results, and provincial accountability measures will matter to staff. Thus, internal accountability precedes external accountability as a system-level strategy for change in successful jurisdictions.

**Vincent J. Maloney:** The administrative team takes time to provide each teacher with a three-year pattern of subject-based PAT data to help teachers to see areas of strength and weakness in their teaching. Sharing such trended data analyses has become “a catalyst for discussion” according to this team. “It lit a spark” to get people talking and sharing practices to improve results. One staff member put it this way, “VJM is in a golden age--this is the most collaborative that we have ever been.” This year, the administration have inserted a collaborative block for staff to meet as teams to set goals based on data analysis and then to report back to staff on what they tried in class. Related to IB, they have a goal to work explicitly on “inferencing” in reading. For example, one group focused on inferencing and the principal was invited to watch a lesson that showed students co-constructing criteria and then applying it to their work. The plan is very focused and “skinny” compared to other years. The administrative team commented that it seems to be one of the most successful as well. Finally, the staff input their major assignments and tests on a staff room calendar and then the assignments and tests are inserted into a digital calendar so that everyone monitors that students do not have too much on any one day. The high level of staff holding staff accountable for change is at a peak at VJM. This positive internal accountability will most likely result in a greater appreciation by staff in reviews of external measures (PAT results, Accountability Pillar results, District Survey results).

**École Father Jan:** The administrative team maximizes practices that have staff, students, and parents referring to goals and then looking for and celebrating evidence of success when they see it. The vice principal explained how they carefully communicate and re-message what

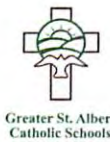
matters, in newsletters, on bulletin boards, and in social media. For example, students and staff had brainstormed how to be servant leaders and their co-constructing criteria process was shared with parents and then, in every newsletter, they have shared stories of how servant leadership is lived in the school. Such ongoing data sharing about servant leadership has created a sense of investment by all, “service for empowerment” (Fourre, 2009). This administrative team also leverages district staff to bring data to life in all subjects. For example, the Numeracy/Math Coordinator shared MIPI results and the French Immersion Lead reviewed PAT results. Such sharing was part of the edu-planning process to work together as a staff to examine gaps in students’ results and to consider ways to get better. These conversations made data analysis a less personal, more pedagogical process of “What does our data tell us?” and “How can we support each other to improve?” They chose which strategies to focus on as a staff and then followed up to review how well they were doing. The administrators also focus on learning walks in which they ask students about what they are learning and then focus on whether and how certain practices such as co-constructing criteria are helping students. They report back to staff on successes on learning walks. For example, while the principal was on a learning walk, she asked a student, “What did you do yesterday to help you to prepare for today?” and the little boy knew what he had done. She shared this with the teacher privately, which created a sense of “What I do matters.” Celebrating success along the way with students, staff, and parents is key to creating a strong sense of internal accountability within their community.

**St Albert Catholic High School:** is focused on using data to inspire change through discussion and through cross-classroom, cross-school, and inter-school sharing. For example, Social Studies teachers reviewed data and recognized the need to address certain skills that students required (e.g., supporting their written arguments in source analysis essays). They have a mix of more and less experienced teachers who are meeting to plan tasks and then they mark together to see whether their new teaching approaches are impacting their students’ writing. Their team also takes part in a district collaborative group that plans, shares teaching strategies, and then marks together. Such a cross-classroom, cross-schools sharing of Social Studies teachers is celebrated by school administration. The administration reinforced that there has been a focus on ensuring that this kind of mentorship is happening within departments by having increased collaboration time for departments during their flex block. The principal emphasized that their team is focused on having a “strong presence” with students and asking them about their learning and checking in on them to see if they are in the right courses. She explained that oftentimes students need to be carefully directed towards certain programming and it takes a positive relationship at all levels to convince some students to reflect on their original plans for courses (e.g., changing to -2). It helps when teachers, coordinators, and administrators are on the same page and have solid positive relationships with students. Administrators have also been working closely with their student support team to review ongoing student progress to be able to have these conversations to ensure proper course placement and programming for at risk students. This highly collaborative and data-driven process has been critically important to ensuring that staff feel connected to the eduplan and invested wholeheartedly in it.



# ALBERT LACOMBE 2017-2020 EDUCATION PLAN & 2016-2017 RESULTS REPORT

*Vision: Excellence in Learning through Faith, Relationships, and Engagement*



## Our Priorities



AL School will provide a culture of evangelization, faith formation and vocation within our school for students, parents and staff to know, model and witness Jesus Christ through our District Theme "Living like Jesus- Servant, Steward, Shepherd"

AL will increase the level of excellence and proficiency in literacy and numeracy as measured on PATs, with specific focus on Reading: narrative text and associating meaning strategies  
Writing: narrative and informational texts- content and organization

We at AL will review our current progressive discipline policy and supports to support students in promoting and maintaining a positive school climate where everyone is treated with kindness and respect.

AL will focus on improvements in students writing skills at all grades

AL will continue to communicate to parents how students are being taught attitudes and behaviors that will make them successful at work when they finish high school, particularly helping them understand the curriculum connections to the world of work, via newsletter articles and focus on Health curricular outcomes.

We at AL will re-examine best practice, including our current progressive discipline policy and supports to students in promoting and maintaining a positive school climate where everyone is treated with kindness and respect.

Multiplication and Division - area to focus for 2017/2018 (Concept Learning (Gr 1-6) through games, "groups of", "equal parts", "building arrays") (Fact families and understanding the relationship)

## Our Results



### 2017 Provincial Achievement Test Results

	2017	AL ACC	AL EXC
GR 6 LA		90.6	11.3
GR 6 SCIENCE		90.6	28.3
GR 6 MATH		79.2	11.3
GR 6 SOCIAL		75.5	20.8

- Students achieving at the acceptable level was above the province in all 4 subjects.

### Accountability Pillar results:

	Current Result	3-year average
Safe and Caring	94%	89.6
Educational Quality	97.6%	91.0%
School improvement	91.8%	83.0%
PAT acceptable	89.7%	85.1%
PAT Excellence	29.3%	14.9%

100% of parents are satisfied or very satisfied with the quality of teaching at our school.

97% of students at Albert Lacombe are proud of the school.

All students at Albert Lacombe took part in a social justice project last year.

## Celebrating Our Faith



### Permeation:

- School-wide Retreat experiences for all students

### Religious Celebrations:

- Opening Celebration - Sept 15, 2017
- Thanksgiving Celebration - Oct 5, 2017
- Remembrance Day Assembly - Nov 9, 2017
- Advent Mass at St. Albert Parish - Dec 15, 2017
- Epiphany Celebration - Jan 12, 2018
- Ash Wednesday Celebration - Feb 14, 2018
- New Life/Easter Mass at St. Albert Parish - April 6, 2018
- Year-End Celebration - ECS - June 21, 2018
- Year-End Celebration - Gr 1-6 - June 27, 2017

### Results:

- School-wide Retreat experience with Criss-Cross Ministries
- Parents invited to all celebrations
- Morning prayer time changed to include all students
- All grades included in developing lunch time prayer
- Mass celebrations with sister school in the district

## A Culture of Service, Safety & Respect



**Student Safety:** - Sharing, Reviewing and implementation of Safe & Caring Policy for Albert Lacombe Catholic Elementary School with students, staff and parents. The school parking lot was paved and safety lines painted to help with safe student movement

**Results:** Policy was implemented and communicated with students, staff and parents. It is being used regularly as we work to help our students understand the differences and impacts of conflict, mean behavior and bullying. Connected to our BEARS expectations for Positive Behavior Supports, this policy anchors our work and conversations about student behavior.

**Inclusive Learning:** - Participation in EYE assessment for Gr 1 readiness. Plan for appropriate programming/intervention based on EYE results

**Results:** EYE was fully implemented in the kindergarten class. Results were used to plan for improvement. Significant improvements were noted and celebrated!

**Serving the Oppressed and Those in Need:** - We Day Student Leadership Team leads Social Justice Projects with a focus on The Gospel message of Love in action - projects are selected and planned by the students

**Results:**  
- We Day student leadership team organized Social Justice projects with Food drives, bake sales, water walks, school carnival, and sock drives.  
The school project with Development & Peace to build a school in the Philippines' came to a successful conclusion.  
We Day Student Leaders organized our Service Projects for Advent and Lent

## Engaged Learning



### Student Strengths:

- Strengths Explorer was used with our Grade 5 students and plans for ways to help students celebrate, use and recognize their strengths.

2016 Gallup Student Poll - Gr 5 & 6:

**Engagement:** There at least one teacher who makes me excited about the future- 96% agree

In the last 7 days, I have learned something interesting- 93% agree

**Hope:** I have a great future ahead of me 99% agree

My teachers make me feel that my schoolwork is important - 98% agree

I know I will find a great job in the future- 99% agree

### Entrepreneurial and Career Aspirations:

I will start my own business someday- 82% agree

I will invent something that will change the world-79% agree

I am learning how to spend and save money- 96% agree

Student Participation in Our School:

- Students write articles for the newsletter and website

- Students assist as Lunch monitors, Patrols, leading prayer, tech for Assemblies and Celebrations.

- Older students help younger students as reading buddies, and with learning new skills in technology.



## Our Priorities



### Goals for 3 Yr. Ed Plan

#### Faith Goal:

*To demonstrate acts of Servant leadership by focusing our attention in order to make a difference.*

#### Student Learning Goal:

*We will compile and make use of student created anchor papers to align with BK writing rubrics, to improve student writing skills.*

#### FNMI Goal:

*We will create of awareness about Truth and Reconciliation and Indigenous peoples with staff and students.*

## Our Results



### Accountability Pillar Results

Excellent areas:

- ✎ Education Quality **96.4**
- ✎ PAT Excellence **43.6**

Significant increases in:

- ✎ Work Preparation from 86.5 to **96.7**
- ✎ School Improvement from 92.9 to **96.4**

### 2017 Provincial

#### Achievement Test Results

The province of Alberta has bestowed us the highest award of "Excellent", in all categories of the Accountability Pillar.

Grade 6

	Acceptable	Excellence
Over all	<b>92.9%</b>	<b>43.6%</b>
LA	100%	31.1%
Reading	100%	82.4%
Writing	100%	11.8%
Math	97.1%	32.4%
Science	97%	69.7%
Social	93.9%	48.5%

100% of our Parents are satisfied with Bertha Kennedy Catholic School.

## Celebrating Our Faith



### "Living Like Jesus; We Are Servants"

*Serving each other  
Serving our families  
Serving the elderly  
Serving our Church  
Serving our neighbors  
Serving our friends  
Serving all cultures  
Serving our earth  
Serving Gods living creatures  
Serving our community*

#### Religious Celebrations:

- ✎ Sept: Welcome Back Mass @ SAP
- ✎ Oct: Thanksgiving Celebration
- ✎ Nov: Remembrance Day Assembly
- ✎ No Stone Left Alone Ceremony @ SAP Cemetery
- ✎ Dec: Advent Mass @ SAP
- ✎ Instructional with Albert Lacombe
- ✎ Feb: Ash Wednesday Celebration
- ✎ Sacrament of Reconciliation/Blessing
- ✎ Apr: New Life Mass @ SAP with Albert Lacombe
- ✎ Living Rosary
- ✎ Holy Childhood Assoc. Mass
- ✎ June: End of Year Celebration

## A Culture of Service, Safety & Respect



### Serving the Oppressed and Those in Need:

- ✎ Terry Fox Run
- ✎ Angel Families
- ✎ Playground Pals
- ✎ Buddy Bench
- ✎ Partnership with St. Vincent de Paul and River Ridge Seniors Community

96.9% of our students feel they have the opportunity to help others.

#### Student Safety:

Safety Patrol  
Lunch Monitors  
Supervision

AERR report for Safe and Caring Schools acknowledges Bertha Kennedy at 95.8%, which is 6.3% higher than Alberta average.

Gallup student poll reports that 4.65/5 students feel safe at BK school.

#### Inclusive Learning:

Zones of Regulation and Incredible Flexible You programs continue to promote student awareness of emotional regulation. Positive Behaviour Supports - BKATS motto.

## Engaged Learning



### Gallup Student Poll Results from Fall 2015

#### Engagement:

Our grandmean is 4.50 out of 5; 95.6% of our students feel that the adults at my school care about them. 95.2% of our students feel their teachers make them feel that their school work is important.

#### Hope:

Our grandmean is 4.52 out of 5; 92.6% of our students know they will graduate from high school. 95% of our students feel that they have a great future ahead of themselves. 93% of our students know I will find a good job in the future.

#### Entrepreneurial Aspiration:

Our grandmean is 3.4 out of 5; BK students believe they have the talent, and energy for building businesses that survive, thrive and employ others.

#### Career/Financial Literacy:

Our grandmean is 4.01 out of 5; 86.8% of our students agree that they are learning how to save and spend money. 95% of our students are involved in at least one activity, such as a club, music, sports or volunteering.

#### Student Leadership in Our School:

Junior ATB  
Safety Patrol  
Lunch Monitors  
Healthy BobKats  
Recycle Team  
Running Club  
Wrestling Club  
Volleyball Team



# ÉCOLE FATHER JAN: 2017-2018 PLANNING AND RESULTS REPORT

*Vision: Excellence in Learning through Faith, Relationships, and Engagement*



Greater St. Albert  
Catholic Schools

## Our Priorities



Our main priorities include:

1. To provide opportunities for everyone in our school community to understand Jesus' life as servant and how we can emulate that service in today's world
2. To ensure all students experience continual growth and development in all facets of their being with a focus on numeracy and literacy and the competencies
3. To provide opportunities for students to understand what mental health means and how they can maintain positive mental health and overall well-being
4. Being a French Immersion School, École Father Jan will work to improve students' understanding and fluency in a second language

## Our Results



Results on all measures continue to demonstrate that ÉFJ is a welcoming and vibrant learning community.

Accountability Pillar:

PAT results	EFJ accept.	EFJ Exc.
ELA	96.4	32.1
FLA	85.7	7.1
SS	75.0	21.4
Science	89.3	21.4
Math	96.4	14.3
Overall	81.4	13.6

Goal: accept. 85%

excellence: 22%

While a high achieving school, our results show that EFJ continues to strive for school improvement.

Thought Exchange

New learning opportunities:

- Focus on Mental Health
- New Initiative to speak more French

Student Gallup Poll (gr.5+6)

86% of students are engaged in their learning  
67% are hopeful for their futures

## Celebrating Our Faith



**GSACRD's Faith Goal: Living like Jesus: Servant, Steward, Shepherd**  
Through furthering a culture of evangelization, faith formation, and vocation within our schools, students, staff and parents know, model, and witness Jesus Christ.

**Strategies to address this goal:**

- (i) teach how Jesus lived and what it means to live like Jesus
- (ii) involve all students in faith-based retreats
- (iii) invite families to join for assemblies, prayer, liturgies and masses
- (iv) participate in Christian Acts of Social Justice through school-wide and grade level service projects
- (v) study of the book 'Leading Like Jesus' by staff
- (vi) continue the Parent Partnership Prayer Group
- (vii) visiting in classrooms by Father Ignacy
- (viii) Exposing students to different forms of prayer and practice creating their own prayers

**Religious Celebrations**

1. Year-opening Liturgy
2. Thanksgiving Liturgy
3. Remembrance Day Ceremony
4. Advent Mass/Advent Liturgies
5. New Year's Liturgy
6. Ash Wednesday Mass
7. Lenten Liturgies
8. Resurrection Mass
9. Year-end Mass
10. Reconciliation Opportunities
11. Individual Classroom Liturgies

## A Culture of Service, Safety & Respect



**Serving the Oppressed and Those in Need:**

1. As a school community, we support the district-wide initiative with Development and Peace through fundraising and prayer.
2. Students' acts of justice and service reinforce our calling to serve those in need. Projects enable students to live with an empathetic attitude and be mindful of those who are less fortunate than themselves.

**Student Safety:**

1. All students complete their grade level Digital Citizenship Lessons
2. Our liaison officer will visit with students to talk about on-line safety and safety in our environment
3. Grade 6 students participate in the DARE program
4. As required, topics related to safety will be addressed during classroom meetings (awareness of surroundings, street safety, on-lie safety)

**Inclusive Learning:**

Our Universal Pyramid of Support ensures all students' needs are identified and addressed.  
Grade level meetings help identify students' interests, strengths and needs. IPPs include students' strengths and areas of challenge to be addressed by staff.

## Engaged Learning



**Student Strengths:**

Students in grades 5+6 will complete the Strengths Finder. Strengths will be identified and students will begin to identify their strengths in themselves, as well as put them to use in their daily interactions.

**Hope:**

Students will be exposed to a series of lessons to help them remain hopeful with regards to themselves and their relationships. Students will be taught strategies to help them be successful with their studies, with their relationship and in solving problems.

**Engagement:**

As teachers focus on students' interests, students will continue to be engaged in their lessons and their school community as a whole. Opportunities for students to voice their concerns and express interest in a variety of activities will help students recognize how engaged they are within our school community and how interested they are to serve.

**Well-being:**

Students will feel a deep sense of belonging in their classroom and in the school as a whole as teachers ensure students feel welcomed and a part of their peer group.

**Student Leadership in Our School:**

Students have a variety of opportunities to be involved in various leadership projects within the schools. Opportunities include: sports teams, improv team, social justice club, library club, reading buddies, leadership, etc..



# ECOLE GEORGES H. PRIMEAU MIDDLE SCHOOL: 2017-2018 PLANNING AND RESULTS REPORT

*Vision: Excellence in Learning through Faith, Relationships, and Engagement*



Greater St. Albert  
Catholic Schools

## Our Priorities



### Faith Goal: Faith in our Families - Supporting the Domestic Church

We, at Ecole Georges H. Primeau Middle School, will build a Catholic culture through the evangelization of our faith by modeling as witnesses to Jesus Christ.

### Goal One: Every Student is Successful

We, at Ecole Georges H. Primeau Middle School, will focus on the incorporation of formative assessment, technology FOR learning, and differentiated instructional practices within the GSACRD Universal Pillars of Support to develop increased student proficiencies in literacy and numeracy.

### Goal Two: Alberta has Quality Teaching and School Leadership

We, at Ecole Georges H. Primeau Middle School, will deliver meaningful and relevant professional development and provide collaboration opportunities for faculty to translate professional learning into classroom practices that effectively support student learning.

### Goal Three: First Nations, Metis and Inuit Students are successful.

We, at Ecole Georges H. Primeau Middle School, will incorporate the use of Universal Supports for Learning and develop a greater cultural awareness and acceptance to support FNMI learners.

### Goal Three: Alberta's Education System is Governed Effectively

We, at Ecole Georges H. Primeau Middle School, will make available meaningful and relevant professional development and provide collaboration opportunities for faculty to translate professional learning into classroom practices that effectively support student learning.

## Our Results



Our results on the Provincial Achievement Tests Have improved considerably over the past couple of year the Standard of Excellence. This year's Acceptable Standard is consistent with our previous three-year average. As a school community, we are pleased with our school results. However, we recognize there are still opportunities to improve upon them in the future. These results are attributed to the hard work that our faculty, students, and our parents. We will be working to improve these results, with an enhanced focus in improving performance in the standard of excellence

Our overall Provincial Achievement Test (Grade 6) results include:  
**77.6% (Compared to 73.4% in the Province of Alberta) of our students meet the Acceptable Standard.**

**15.5% (up from 11.6 % in October 2016, 10.3% in October 2015 and 7.9 % in October 2014) of our students met the Standard of Excellence.**

**79.7% (Compared to 51.2% in the Province of Alberta) of Self-Identified FNMI students reached the acceptable standard on PATs.**

**6.8% (up from 5.6% in October 2016 and 0% in October 2015) of Self-Identified FNMI students reached the acceptable standard on PATs.**

## Celebrating Our Faith



### Permeation:

Daily prayer is incorporated into all classrooms. In lieu of prayer over the intercom, during the XL Advisory each class is lead in prayer by the teacher or student.

Service to others is important aspect of our school culture. All students engage in acts of service throughout the school year. As part of the Religious Education Program, students to complete a component of community service.

Each classroom has a prayer table that is located in a prominent location in the classroom. These prayer tables are updated over the course of the year based on the seasons of the Liturgical Calendar.

We are pleased to continue with grade-level retreats for our students.

### Religious Celebrations:

Our school hosts regular celebrations at the school. Last year, we hosted the opening, Thanks Giving, Christmas, Ash Wednesday, Easter, and a concluding celebration. Each of our teaching faculty assume a leadership role in the planning and delivery of the celebrations in the school.

We were very pleased to have had Father Martin and Father Mario from St. Jean Baptist Parish come to our school and preside at our celebrations.

## A Culture of Service, Safety & Respect



### Serving the Oppressed and Those in Need:

During this past year, the students, staff and parents at Ecole G.H. Primeau Middle School supported many charitable causes! We always focused on getting involved in helping out with at least two levels of charity. This year we helped LOCAL organizations with a preference for Catholic Social Services and we also contributed to INTERNATIONAL emphasizing Canadian Development and Peace.

Our students and staff also collected food for the Morinville Food Bank, created Christmas Bags for the Remand Centre in Edmonton and collected clothing and footwear for adults and children.

### Student Safety:

The faculty developed and continued to implement our Positive Behavior Support program.

For the lunch hour, there was an adoption of a 'clear hallways,' where all students were required to go to a designated location.

**88.2 %** (increase of 4.4 % over previous year's results) parents, teachers, and students agree that students are safe at school, are learning the importance of caring for others, and are learning respect of others and are treated fairly by others.

### Inclusive Learning:

At GHP, all classes are inclusive (no congregated classrooms). There is the continued implementation of the Primeau Promise – Assurance that all classes will have universal supports for all students. A benevolent fund is in place to ensure all students are able to partake in curricular, co-curricular, and extra-curricular opportunities regardless of financial situation.

## Engaged Learning



### Student Strengths:

Assessment for learning practices within the school would guide teaching and learning practices. Through assessment for learning, teachers were able to make informed decisions to incorporate student strengths as it related to supporting student learning needs.

We have restructured our Parent-Teacher-Student conferences to be earlier in the term and to focus on Goal-setting as opposed to reporting on simply academic achievement.

### Hope:

As part of our Positive Behavior Supports Program, Students were recognized for the positive contributions that they make in our school. This encourages all students that they can be successful and are acknowledges for their contributions.

### Engagement:

Our school introduced flexible learning environments and cross-curricular (Competencies) project-based learning within our school a few years ago and we are beginning to see this proliferate to all grade levels. Students have a great deal of opportunity to leverage their passions and strengths in completing learning tasks.

### Well-being:

We have a student services department consisting of a Learning Support Facilitator and Counsellor to offer support to students of both a personal and academic nature within the school.

### Student Leadership in Our School:

Students have the opportunity to take part in leadership opportunities in service projects, athletics, and classroom learning tasks.





# FALL 2017 - ÉCOLE MARIE POBURAN PLANNING & RESULTS REPORT

*Vision: Excellence in Learning through Faith, Relationships, and Engagement*

## Our Priorities



### Learning Goal Strategies (Our Actions)

\* Guided by Christ, each grade level at EMP will initiate a service project that will help in our school, community or globally. We will serve like Jesus!

\* Through intentional and targeted interventions:

- Students in grades 1,2 and 3 will receive support to further their literacy development
- Students in grades 4,5 and 6 will focus on increasing excellence in the area of Math.

\*During the 2017-2018 school year, EMP students will have increased access to a variety of hands-on learning opportunities in the area of technology, physical activity and the arts.

## Our Results



We continue to celebrate the amazing success of our students and their teachers with our PAT results.

Subject	Acceptable <b>EMP</b> Prov.	Excellence <b>EMP</b> Prov.
FLA 6	<b>95.7%</b> 85.1%	<b>17.0%</b> 13.5%
ELA 6	<b>95.7%</b> 82.5%	<b>27.7%</b> 18.9%
Math 6	<b>80.9%</b> 69.4%	<b>12.8%</b> 12.6%
Soc. Studies 6	<b>87.2%</b> 72.9%	<b>14.9%</b> 21.7%
Science 6	<b>93.6%</b> 76.9%	<b>21.3%</b> 29.0%

### Performance Results based on Accountability Pillar

- 96% are satisfied with the quality of education
- 97% are satisfied with the school's improvement
- 97% are satisfied with our citizenship
- 96% are satisfied with the safe and caring atmosphere
- 91% are satisfied with work preparation

## Celebrating Our Faith



### Permeation:

Through example, service, and liturgies, each grade level lead the community and families in getting engaged in learning about our Catholic Faith by Opening the Doors Of Mercy

### Strategies (Our Actions)

Collaboration between staff, district and Church members to develop a school-wide theme that brings life to the division's faith goal.

Grade level teachers created a liturgical and service plan that includes the district/school theme, religion curriculum and their assigned liturgical season.

Developed seasonal liturgies that reflect our school theme and deepen our knowledge of our faith in our families.

Social Justice group supported our school based service projects, the building of a school in the Philippines and building awareness about climate change with the support of Development and Peace.

Continued to enhance our liturgies by involving a liturgical choir.

Staff participated in a retreat focused on FNMI blanket ceremony.

Students participated in a school-wide retreat lead by Criss Cross Ministries.

Staff were involved in Sacramental Preparation Standard meetings with Holy Family Parish.

Made links between our Religion Program and Sacramental Preparations.

Worked in collaboration with Criss Cross Ministries to support our liturgies and faith goal.

## A Culture of Service, Safety & Respect



### Serving the Oppressed and Those in Need:

We supported the following brothers and sisters in need:

Terry Fox  
Sifton School (food hampers)  
Holy Childhood Association  
St. Albert Food Bank donations  
Decorated bags for Remand Centre and for Food bank campaign  
Development and Peace Legacy Project

**Performance Results based on Accountability Pillar** - 97% satisfaction that students model the characteristics of active citizenship.

### Student Safety:

Continued reinforcement of our HRTS - Positive Behaviour Supports core values  
Continued reinforcement of classroom meetings.  
School wide initiative Dare to Care program  
Ongoing digital citizenship education

**Performance Results based on Accountability Pillar** - 96% satisfaction that students are safe at school, are learning the importance of caring for others, are learning respect for others and are treated fairly in school.

**Inclusive Learning:** Our staff is constantly modifying lessons and customizing the learning experience to meet the various learning needs of our second language learners. Staff and students using GAFE to further customize the learning experience for students.

## Engaged Learning



### Student Strengths:

We were excited about integrating Students Strengths with our gr. 5 groups and to having them continue to grow and discover their strengths in our current year.

### Hope:

**The ideas and energy we have for the future**  
Grand Mean 4.30 out of 5  
We celebrate that 91% of our students believe they will graduate, 87% feel they have a great future ahead of them and 93% feel they will find a good job in the future. With 68% as a result, we will endeavour to support our students with finding ways around problems.

### Engagement:

**Involvement in and enthusiasm for school.**  
Grand Mean 4.25 out of 5  
We celebrate that 94% feel safe in school, 94% believe that at least one teacher makes them excited about the future, and 92% report that their teacher makes them feel that schoolwork is important. With 76%, we will endeavour to allow students opportunity to do what they do best every day.

### Entrepreneurial Aspiration:

**The talent and energy for building businesses that survive, thrive and employ others.**  
Grand Mean 2.64 out of 5  
We celebrate that 34% are learning how to start and run a business and 38% plan to start their own business.

### Career/Financial Literacy:

**The information, attitudes and behaviours that students need to practice for healthy participation in the economy.**  
Grand Mean 3.75 out of 5  
We celebrate that 76% have a bank account with money in it, 93% are involved in at least one activity, such as a club, music, sports or volunteering.



# ÉCOLE NOTRE DAME: 2017-2018 PLANNING AND RESULTS REPORT

*Vision: Excellence in Learning through Faith, Relationships, and Engagement*



Greater St. Albert  
Catholic Schools

## Our Priorities



**OUTCOME #1: LIVING LIKE JESUS - SERVE OTHERS:** École Notre Dame school community, students, staff and parents will have a greater understanding of Jesus' life as a servant through faith formation, prayer, and action.

**OUTCOME #2: ALBERTA'S STUDENTS ARE SUCCESSFUL- STUDENT ENGAGEMENT:** Student engagement will increase student achievement.

**OUTCOME #3: ALBERTA'S EDUCATION SYSTEM IS INCLUSIVE - SOCIAL EMOTIONAL WELLNESS:** A deeper understanding of mental health will increase students' social emotional wellness placing students in a greater frame of mind for learning.

## Our Results



**Goal #1: Opening the Doors of Mercy - LOVE IN ACTION: ACHIEVED**  
As measured on the Accountability Pillar Survey: Quality of Basic Education - expected result - 94.3% - our result - 94.5%, Safe and Caring Schools - expected result - 88.7% - our result - 91.6%, Citizenship - expected result - 90.3% - our result - 89.1%, Work Preparation - expected result - 84.4% - our result - 85.1%  
As measured on the Zoomerang Survey: Faith In Action - Students expected result - 88.51% - our result - 93.67% - Parent expected result - 97.8% - our result - 97% - Staff Members expected result - 100% - our result - 100%

**Goal #2: Student engagement, comprehension and achievement of literacy and numeracy skills will increase: CONTINUED WORK IN THIS AREA.** As measured on the Accountability Pillar Survey: Quality of Basic Education - expected result - 94.3% - our result - 94.5%, Program of Studies - expected result - 84.7% - our result - 79.9%, Work Preparation - expected result - 84.4% - our result - 85.1%, School Improvement - expected result - 87% - our result - 84.5%. As measured on the Q12Survey, Opportunities to learn and grow - expected result - 4.29 - our result - 4.14, Encourages my development - expected result - 4.0 - our result - 4.10

**Goal #3: Students and staff members will continue to learn and apply the five core competencies of social emotional learning: self-awareness, self-management, social awareness, relationship skills & responsible decision-making: ACHIEVED** As measured on the Accountability Pillar Survey: Safe and Caring Schools - expected result - 88.7% - our result - 91.6%, Citizenship - expected result - 90.3% - our result - 89.1%, Work Preparation - expected result - 84.4% - our result - 85.1%, School Improvement - expected result - 87% - our result - 84.5%. As measured on the Q12Survey, Work Satisfaction expected result - 4.03 - our result - 3.85

## Celebrating Our Faith



### Permeation:

The permeation of faith is in all subject areas and aspects of school life. Through modeling, encouragement, and guidance, students will learn about spontaneous and meaningful prayer. The school community will have a greater understanding of Jesus' life as servant through faith formation, prayer, mindfulness and action.

### Religious Celebrations:

Opening Celebration, Opening Mass, Thanksgiving Celebration, Remembrance Day Ceremony & Liturgy, Advent Reflections, Reconciliation (2 times), Epiphany Mass, Ash Wednesday Celebration, Way of the Cross led by our students at SJB Parish, Resurrection Celebration, Year End Celebration and Closing Mass.

This year, 66% of our students are enrolled in Religion (maintained - 66% in 2016-17). All students are invited to attend the student Faith Retreat which will be held in March. Families are encouraged and invited to attend all school faith gatherings.

## A Culture of Service, Safety & Respect



**Serving the Oppressed and Those in Need:** Terry Fox Foundation, Morinville Food Bank Collection, Underwear Collection for Marian Center, K of C Christmas Gift Bags, Christmas placemats for seniors, decorating bags Christmas Bags for the imprisoned and homeless, Shrove Tuesday Breakfast for Mary's Meals, collecting items for women's shelter, student clothing exchange and donation to Midstream, Operation Clean Up, Recycling, Development & Peace Fundraising

**Student Safety:** Continued focus on 3Bs (Living Like Jesus - Serve Others) and school wide behaviour expectations through morning announcements, weekly assemblies, posters, group and targeted instruction. A model of restorative practice will be used for conflict resolution (problem solving) with a focus on making the relationship right. Listening, modeling forgiveness, and facilitating student voice is part of the process. Intentional listening to student voice through classroom circles and in conflict resolution situations. Targeted intervention for diverse learners - specific, procedural, routine programming using the IPP, Safety Plan, and Behavior Plan.

**Inclusive Learning:** Students are integrated into the regular classroom and receive supports for success. At times, targeted instruction is provided. School wide established universal supports include: Zones of Regulation Language, Problem Solving Strategies, Restorative Practices, Flexible Learning Spaces, Assistive Technology, Positive Behaviour Supports, Common School Wide Behaviour Expectations, 2 O Clock Walk (kids talk, play, interact, with the support of an adult), and classroom circles (school counselor models of process of restorative justice).

## Engaged Learning



**Student Strengths:** École Notre Dame celebrates the diversity of our students. Programming intentionally begins with the student's strengths. Goals are challenging, yet reasonable and are celebrated when achieved.

**Hope:** ÉND intentionally models and teaches gratitude and connects mindfulness to living like Jesus. Students are provided with the tools to self-express, problem solve, and be confident in making positive decisions. Right relationships are facilitated and maintained. This contributes to a positive and safe school environment.

**Engagement:** ÉND is focusing on a school wide collaborative approach to increasing the understanding of student engagement with the intention of building capacity in shifting the driver of learning from the teacher to the student. Learning opportunities will include inquiry, play, exploration, imagination, games, and technology.

**Well-being:** École Notre Dame students will continue to learn self-awareness, self-management, social awareness, relationship and responsible decision making skills. This will contribute to the personal growth and social emotional wellness for students. Mental health awareness will be promoted into all aspects of school life. We are entering year 4 with our Social Emotional Learning. We will continue to support students to manage their emotions and problem solve using a variety of resources.





Greater St. Albert  
Catholic Schools

# ESSMY: 2017-2018 PLANNING AND RESULTS REPORT

*Vision: Excellence in Learning through Faith, Relationships, and Engagement*

## Our Priorities



### Our two main priorities are:

- (1) Faith – to provide opportunities for everyone in the community to model a life of service
- (2) Learning – to ensure all students experience continued success

On-going strategies are in place to build and strengthen ESSMY's single-track French Immersion Grades 7-12 Program.

## Our Results



### Our results:

Results on all measures continue to demonstrate that ESSMY is a focussed, vibrant and engaged learning community.

The results below guide us in determining goals for our 2017-2018 school year:

- (1) Accountability Pillar Survey – our current results show that 86.3% of our parents, students and teachers are satisfied with the overall quality of basic education at ESSMY. Our goal is to increase this result to 90%.
- (2) ESSMY's Diploma Exams and Provincial Achievement Tests show that ESSMY students continue to do well. Our goal for this year is that 90% of our students attain the acceptable standard on their PATS and 20% of our students reach the standard of excellence. And that 98% of our students attain the acceptable standard on their DIPS and 38% of our students reach the standard of excellence.
- (3) Our students feel hopeful for their futures and they are engaged in their learning. The goal as seen on the Student Gallup Poll is that 100% of our students feel hopeful and engaged.

## Celebrating Our Faith



### GSACRD's Faith Goal: Living Like Jesus: We are Servants ESSMY's Faith Goal:

To further a culture of evangelization, faith formation and vocation within our school, students, staff and parents know, model and witness Jesus Christ.

#### Strategies to address this goal:

- i. teach what it means to serve like Jesus
- ii. involve all students in grade level retreats
- iii. invite students and families to participate in liturgies, masses, morning prayer and school retreats
- iv. participate in fundraisers and service projects to help those in need
- v. guide and encourage students in completing their Christian Service Projects
- vi. celebrate our mass in our chapel on a more regular basis

#### Religious Celebrations:

- (1) Year Opening Liturgy
- (2) Thanksgiving Mass
- (3) Special Blessings of Travellers
- (4) Advent Mass/Advent Liturgies
- (5) New Year's Liturgy
- (6) Ash Wednesday Mass
- (7) Lenten Liturgies
- (8) Resurrection Mass
- (9) Grade 9 Mass
- (10) Grad Mass
- (11) Reconciliation Opportunities
- (12) Individual Classroom Liturgies
- (13) Reflections (Advent and Lent)
- (14) Remembrance Day Ceremony

## A Culture of Service, Safety & Respect



### Serving the Oppressed and Those in Need:

- (1) As a school who's a part of the Rotary community, we support Catholic Social Services and other organizations through our fundraising efforts such as: our Annual Skip-a-thon, movie nights and our mission trip.
- (2) Students' Christian Service Projects help reinforce the call to serve those in need. Projects focussing on providing opportunity for students to feel empathy and to allow students to be of service to familiar needs such as community groups are encouraged.
- (3) Our Social Justice Group initiates teachings and projects that are shared with the community whereby others are invited to participate.

#### Student Safety:

- (1) Students complete Digital Citizenship Lessons
- (2) Our RCMP Liaison officer speaks to all students about cyber-safety, drug awareness and bullying
- (3) Grade 9 students participate in the P.A.R.T.Y Program (Prevent Alcohol and Risk-related Trauma in Youth)
- (4) Topics related to safety are addressed at grade level meetings (emergency protocol safety, street safety, on-line safety, etc..)

## Engaged Learning



### Strategies in place to increase student engagement and address inclusive learning:

- (1) Students complete the Student Gallup Poll survey that measures students' hope, engagement, well-being, entrepreneurial attitude and career planning. Strategies in place to address these measures are:
  - (i) Mentorship Club
  - (ii) Teacher Connections- Teachers check in with students; Quick Lookup
  - (iii) Students complete their strengths profile and teachers use the strengths in their teaching.
  - (iv) Students participate in Career Learning through invited guests, excursions and our career fair.
  - (v) Flex lessons address topics such as mental health, mindfulness, careers, etc..
  - (vi) Technology is integrated into the classroom.
  - (vii) Our universal pyramid of supports is addressed to ensure students' needs are addressed.
  - (viii) Cross-curricular and cross-grade lessons.
  - (viii) integrating competencies into every subject area
  - (ix) Honours and AP courses for students- provides more intense challenge
  - (x) dual credit courses in high school



# J.J. NEARING : 2017-2018 PLANNING AND RESULTS REPORT

*Vision: Excellence in Learning through Faith, Relationships, and Engagement*



## Our Priorities



## Our Results



## Celebrating Our Faith



## A Culture of Service, Safety & Respect



## Engaged Learning



### Outcome 1: Faith- Living Like Jesus- We Are Servants

Students at JJN will become faith-filled participants who are committed to community service within a culture of evangelization.

### Outcome 2: Alberta Students Are Successful

Student engagement and achievement will increase so that all students are able to reach their full learning potential.

### Outcome 3: Wellness

Staff focus on wellness education, especially physical health (recreation, nutrition) and its connection to being well socially, emotionally, spiritually, and academically.

### Academic Results

Subject	Acceptable JJN Province	Excellence JJN Province
Math 6	84.9% 68.4%	13.7% 12.3%
LA 6	89% 82.5%	24.7% 18.9%
Science 6	84.9% 76.6%	30.1% 29.5%
Social 6	82.2% 72.6%	28.8% 22.4%

*The staff of J.J. Nearing are proud of our results. We exceeded the provincial averages for both the acceptable and excellence standards!*

### Performance Results (Accountability Pillar)

92.3 % satisfaction with overall quality of basic education.

### School Based Survey

99% of parents were satisfied with the school overall.  
98% of parents are satisfied that teachers use a variety of methods to help their children learn and that the school helps their child learn to the best of their ability.

### Permeation:

The permeation of faith is in all subject areas and aspects of school life. Staff members will share authentic stories of faith with the school community. Through all interactions, partnerships with families and the parish, as well as through modeling, encouragement, and guidance, students will grow in their faith.

### Religious Celebrations:

Opening Celebration, Opening Mass, Thanksgiving Liturgy, Remembrance Day Ceremony, Advent Celebration, Reconciliation, Ash Wednesday Celebration, Way of the Cross, New Life Mass at SAP, Year End Celebration and Closing Mass

All students and staff also participate in a faith retreat during the year.

### Serving the Oppressed and Those in Need:

J.J. Nearing has a strong mandate to encourage our students to use their strengths and talents to make a difference in the lives of others at the local, national, and international levels.

### Some examples:

Terry Fox, Food bank, Wake- A-Thon in support of Catholic Social Services, Christmas Hamper donations, Bake Sale to raise funds for medical supplies for Africa, Acts of kindness and good will in school community and neighborhood such as delivery of painted rocks and notes of thanks to neighbors, gifts of kindness Advent project.

### Student Safety:

J.J. Nearing continually scores in the excellence range on the Safe and Caring Alberta School Accountability Survey. This year, 94% of students, parents and staff reported that they felt safe and well cared for.

### Inclusive Learning:

J.J. Nearing is an inclusive school where we differentiate instruction for all students so that they all are able to reach their learning potential. Our staff strives to ensure that they are current on research and pedagogy, they are committed to professional learning and collaborative practice.

### Student Strengths:

All of our grade 5 and 6 students take the Gallup student strengths poll to help build awareness of strengths and how they can be used to serve others. Building upon student strengths also helps to increase student engagement.

### Hope:

**Grand Mean 4.43/5 (4.28 district avg.)**  
4.22/5 (district avg. 4.16) know how to get good grades  
4.16 (3.97 district avg.) feel they can find lots of ways around any problem  
4.61 (4.41 district avg.) know they will find a good job when they graduate.

### Engagement:

**Grand Mean 4.39 (4.12 District avg.)**  
4.54 (district avg. 4.29) of our students feel safe in our school  
4.05 (district avg. 3.73) say they get to do something they are good at in school every day.  
4.43 (district avg. 4.19) My teacher makes me feel excited about the future

### Entrepreneurial Aspiration

**Grand Mean 2.99 (2.67 district avg.)**  
2.99 (2.67 district avg.) feel they will invent something that will change the world

### Career/Financial Literacy

**Grand Mean 4.19 (3.88 district avg.)**  
4.56 (district avg. 4.16) feel they are learning how to save and spend money.  
4.73 (district avg. 4.42) feel they are involved in at least one activity, or volunteering.



# LEGAL SCHOOL: 2017-2018 PLANNING AND RESULTS REPORT

*Vision: Excellence in Learning through Faith, Relationships, and Engagement*



## Our Priorities



1. Legal staff and students will live like Jesus to make community connections by providing service to members of our local community.
2. The quality of education at Legal School will be improved as measured on PATs and District final exams.
3. We will continue to improve parental involvement at Legal School as measured on the Accountability Pillar.
4. We will improve the mental well-being and feelings of safety and belonging at Legal School as measured by results on our Accountability Pillar.

## Our Results



1. According to the Accountability Pillar, parents, students and staff reported a +4.9% increase from last year's results in Safe and Caring Schools. On the District Satisfaction Survey (Q2), parents were 93% satisfied with the opportunity their children have to participate in social justice and community service projects, a decrease of 2% from last year and 3% on average.
2. According to the Accountability Pillar, parents, students and staff reported an increase of 6.1% over last year in parental involvement. However, we still register a -8.1% decrease on our previous 3-year average. On the District Satisfaction Survey, question 12 (parental involvement) parents reported a 4% decrease from last year to 93% with a 2% decrease on average. Staff reported a 5% decrease on average on the same question.
3. On our PAT results, Legal School's acceptable standard is 73%, a decrease of 10.9% from last year. Legal standard of excellence saw a -1.5% drop from last year. District common finals for grades 7 and 8, mirrored these results.
4. Health and well-being

## Celebrating Our Faith



### Permeation:

- Prayer table in every classroom, office and centre court
- Morning prayer-we are incorporating different ways to pray over the course of the year.
- Student lead masses, liturgies and celebrations
- All students participate in religious retreats
- Choir to lead music ministries
- School theme, "Only One You" to incorporate using our strengths to serve our community (local, national and international).
- Weekly fundraisers for Development and Peace, Catholic Social Services and our local Parish.

### Religious Celebrations:

	Date
Opening celebration School Gym	Sept. 6
Opening Mass St. Emile Parish	Sept. 8
Thanksgiving Liturgy and Bible Presentations (Gr. 4) School Gym	Oct. 6
Catholic Ed Sunday Mass St. Emile Parish	Nov. 4
Remembrance Day Liturgy School Gym	Nov. 9
Advent Mass St. Emile Parish	Dec. 6
Epiphany Liturgy School Gym	Jan. 10
Ash Wednesday Liturgy St. Emile Parish	Feb. 14
Reconciliation Music Room	Mar. 7
Easter Mass St. Emile Parish	Apr. 6
Year End Mass St. Emile Parish	June 15

## A Culture of Service, Safety & Respect



### Serving the Oppressed and Those in Need:

- Weekly fundraising for Development and Peace, Catholic Social Services and our local parish.
- Food Bank drives
- Christmas Hampers
- Grandparent program with seniors
- Providing service to our local community and parish by offering our time to help pick garbage, weeds, giving baking, cards, etc. to our neighbours. Students and staff will be visible in our community by attending to these service based tasks
- Staff retreat – serving the poor

### Student Safety:

- SPRR (Safe, Proud, Respectful, Responsible)
- Monthly assemblies on mindfulness
- Counselling services available
- Peer relationship support and education to help improve relationships amongst our students, particularly in grades 5-9.

### Inclusive Learning:

- Administration and the LSF/Pedagogy lead (Christina Doehring) are active in the classrooms and during collaboration to reach the diverse needs present in the school.
- Continue to provide equitable access to technology for all learners
- Staff will focus on creating PBL units that incorporate competencies and literacy and numeracy supports for students.

## Engaged Learning



### Student Strengths:

As based on the 2016 fall Gallup Student Surveys. Results are from grades 5, 8 and 9.

#### Hope:

58% of students are hopeful.  
Area of Strength – 89% of students agree or strongly agree that they have many goals.  
Area of Growth – 71% of students agree or strongly agree that they can find many ways around problems.

#### Engagement:

78% of students are engaged.  
Area of Strength – 95% of students agree or strongly agree that they have a best friend at school.  
Area of Growth – 80% of students agree or strongly agree that they get to do what they do best every day.

#### Well-being:

We do not have data collected on student sense of well-being. Our strategies for this year are:

- Teaching mindfulness and zones of regulation.
- Peer relationship support
- Nutrition Pilot program
- Healthy choices in concession for JH.

### Student Leadership in Our School:

Student Council  
Sports Teams  
School photographers  
Student lead announcements  
Student lead charity drives  
Student lead celebrations



# MORINVILLE COMMUNITY HIGH SCHOOL: 2017-2018 PLANNING AND RESULTS REPORT

*Vision: Excellence in Learning through Faith, Relationships, and Engagement*



Greater St. Albert  
Catholic Schools

## Our Priorities



### Our Priorities for 2017-2018

1. Modelling the works of Jesus (Feed the hungry, cloth the naked, etc.)

2. Providing rigorous and relevant programming for students.

### Our Strategies:

1. Working with Doug Kramer and the Criss-Cross Ministries team to help us permeate our faith.
2. Continue work with Canadian Development and Peace and find a project with Catholic Social Services that we can help out with.
3. Participation of grade 12 students who attend two-day GRAD Retreat.
4. Raising money, gathering food and necessities for local service organizations. (Food Bank, Knights of Columbus, etc.)
5. Revamp of Compulsory Achievement Program (CAP). We will do two days a week this year and for 40 min. blocks.
6. CIF money will help MCHS send more staff to focused PD.
7. Revamp of Late/Absent Policy.
8. Offering additional courses during CAP through iLearn for those students who want to do it.
9. Use of My Blueprint.
10. Teacher Collaboration time through CAP or teacher subs.

## Our Results



### MCHS Parent Survey:

1. **97%** of parents are satisfied with the opportunities their children have to see faith in action at our school.
2. **89%** of parents are satisfied with the opportunity their children have to participate in citizenship building events such as social justice projects, community service projects and fundraising to assist others.
3. **89%** of parents satisfied with the Christ-centered atmosphere at MCHS.
4. **90%** of parents satisfied with the opportunity their children have to learn about and practice faith in school.
5. **86%** of parents satisfied the Christ-centered environment furthers successful learning for their children.

### Diploma Results:(Acceptable Standard)

English 30-1: **100%** French: **100%**  
 Social 30-1: **100%** Biology: **100%**  
 Chemistry: **90.6%** Math 30-1: **92.3%**  
 Math 30-2: **100%** Social 30-2: **100%**  
**English 30-2: 97.8%**  
 -Students continue to attain well above the acceptable standard in all areas of PAT exams.  
 -Approximately 40% of high school students being recognized for academic achievement. (Based on Rutherford Standards).

## Celebrating Our Faith



### Permeation:

1. Prayer to start classes in the morning and afternoons.
2. Prayer Corners in each classroom.
3. Participation in Service Projects (Food Bank, Knights of Columbus, Hope Mission, etc.)
4. Strong Parish presence from our parish priests.
5. Greater use of religious resources in classrooms and celebrations (Provided by Colin Loiselle).
6. Region Rep. keeps us on track and makes us aware of important dates and resources teachers can be using in classrooms.
7. More money budgeted to buy Religious Ed. Resources as needed.
8. Use Catholic Social Services Prayer videos every Monday.
9. Student/Staff Retreats.
10. Student/Staff role modelling.

### Religious Celebrations:

1. Thanksgiving
2. Remembrance Day
3. Advent
4. Easter
5. Grad

-Faculty made pancakes for students to celebrate Shrove Tuesday (Shrove Tuesday is a reminder that Christians are entering a season of penance).  
 -Ash Wednesday Celebration.

## A Culture of Service, Safety & Respect



### Serving the Oppressed and Those in Need:

1. Hot lunch program
2. Food Drives (Knights of Columbus)
3. Christmas Toy Drive (Midstream Society)
4. Senior Support (Aspen House)
5. Financial Support to Catholic Social Services as well as Peace and Development.
6. Annual Bike-A-Thon with money going to local charities.
7. Extra clothing kept at the school for those students who need it. Also, use of washer and dryer to clean student clothing.
8. Hygiene products kept at the school for students in need.

### Student Safety:

1. Emergency Drills
2. School Resource Officer
3. Faculty/Student Mentoring Program
4. **89.5%** of parents, students and staff feel MCHS is a safe and caring school (Accountability Pillar)
5. Counselling Opportunities
6. Positive Behaviour Supports (HOWLS Program).
7. Policy updates.

### Inclusive Learning:

\*Happens in all areas of programming, within each classroom and within the school

## Engaged Learning



### Student Strengths:

1. Community Connections
2. Academically Strong
3. Work Experience
4. Strong Credit Counts (well rounded students)

### Hope:

1. 94% of students said it was easy to get help with school work at my school if they need it.
2. 90% of students said teachers were available to help them

### Engagement:

1. 92% of students are happy with the variety of courses available to them at MCHS.
2. 97% of students are satisfied with the quality of teaching.
3. 97% of students say their core work is useful to them.
4. 100% of students are satisfied with the overall education they are receiving at MCHS.

### Well-being:

1. 94% of students feel safe at school
2. 96% of students feel safe on the way to and from school
3. 94% of students feel they are treated fairly by the adults at MCHS.
4. 88% of students feel their teachers care about them.

### Student Leadership in Our School:

1. **Social Justice Club, Interact group, GRAD Committee, GRAD Charity, Athletes.**



# NEIL M ROSS CATHOLIC SCHOOL : 2017-2018 PLANNING AND RESULTS REPORT

*Vision: Excellence in Learning through Faith, Relationships, and Engagement*



Greater St. Albert  
Catholic Schools

## Our Priorities



**School Goal:** The staff at Neil M. Ross School will continue to develop strategies to further share our multitude of learning opportunities for our students; specifically in the areas of another language, drama and physical activity.

### Our Strategies:

-Staff and students will readily incorporate the newly introduced words on their own in a multitude of settings.

-Staff ensure they label activities that incorporate drama skills, as such. Students will recognize when drama skills are being utilized. (Readers Theatre, action songs, puppetry, musical productions [Christmas and Spring Concerts])

-Students are able to verbalize the many opportunities they have to participate in physical activities (Snowshoeing, swimming, track and field, run club, wrestling, games day, Go Noodle [online DPA videos], Run Wild, Fun

## Our Results



**Academic Results:**  
Our students continue to SOAR academically!

Subject	Acceptable % NMR Province	Excellence % NMR Province
Math 6	87.4 68.4	17.2 12.3
LA 6	93.1 82.5	13.8 18.9
Soc 6	87.4 72.6	28.7 22.4
Sci 6	97.7 76.6	46.0 29.5

Our SOAR Center continues to transform into a hub of learning where students experience STEM projects and work on developing their knowledge and skills with Inspiring Education's eight competencies.

100% of our parents are satisfied their children have opportunities to learn through the use of computers.

## Celebrating Our Faith



**School Faith Goal:** Students staff and parents will witness and be able to demonstrate the works of servant leadership as - Jesus modelled, through their thoughts, hearts, hands, and habits.

### Permeation:

- Morning prayer and reflections through video announcements and Monday morning assemblies.
- School -wide faith retreat
- Student led prayer every morning
- School based "Sports Broadcast" to showcase student talent within the school that extends beyond the school day
- Actively involved staff for sacramental preparation in collaboration with Holy Family Parish.

### Religious Celebrations:

All liturgical seasons are celebrated with a school wide liturgy in our gymnasium or at Holy Family Parish.

100% of parents are satisfied with the opportunities their child has to see faith in action at the school.

100% of parents are satisfied with the Christ-centered atmosphere at the school.

99% of parents are satisfied with the opportunity their child has to learn about and practice faith in school.

## A Culture of Service, Safety & Respect



**Serving the Oppressed and Those in Need:**

- Food Bank
- October
- Stollery (Gr. 3 Garage Sale Proceeds)
- Terry Fox
- WE Day
- Peer Tutoring
- Friendship Club
- Playground Pals
- Decorating Christmas Bags for Inmates
- Poppy Sales
- Compassion Committee (Parent Run)
- Book of Remembrance
- Safety Patrol
- Buddy Bench
- Peace Patrol
- Shovelling community walks in the winter

### Student Safety:

100% of parents are satisfied that the staff at Neil M Ross care about their child and they are safe to and from school.

### Inclusive Learning:

99% of parents are satisfied their child is treated with dignity and respect at school.

**Your child may have direct access to the following universal software supports for learning:**

- Read/Write Gold (on Google)
- Speech to Text
- Google Apps
- Word Prediction
- Successmaker (math support)

## Engaged Learning



### Student Strengths:

We use the results of our student Gallup survey to gauge the level of hopefulness, engagement and well-being of our students. We have continued to achieve great results.

### Hope:

Grand Mean: 4.45 out of 5  
94% of students feel they have a great future ahead of them.  
94% of students know they will find a good job in the future.

### Engagement:

Grand Mean: 4.44 out of 5  
98% of students feel safe in the school  
96% of students know they have an adult that cares about them at school.

*The following 2 sections are new focus areas we are teaching through the implementation of competencies and Inspiring Education document.*

### Entrepreneurial Aspiration: (Inventing or Running a Business)

Grand Mean: 3.2 out of 5  
66% of students plan to start their own business.

### Career and Financial Literacy:

Grand Mean: 3.88 out of 5  
86% of students are involved in at least one activity, such as a club, music, sports, or volunteering.  
81% of students are learning how to save and spend money.

### Student Leadership in Our School:

Junior ATB jobs, Milk Delivery, Playground Pals, Healthy Hunger Delivery, WE Day Participants, Peer Tutoring, Friendship Club, Lunch Monitors, Safety Patrol, Sharing of Talents at weekly assemblies.



# ST ALBERT CATHOLIC HIGH SCHOOL: 2017-2020 EDUCATION PLAN & 2016-2017 RESULTS REPORT

*Vision: Excellence in Learning through Faith, Relationships, and Engagement*



Greater St. Albert  
Catholic Schools

## Our Priorities



Our priority at St Albert Catholic High School is building a strong high school program to offer the K-12 Catholic education journey for all GSACRD students.

At SACHS, we provide education in an inclusive manner to ensure that all students experience meaningful learning opportunities in a supportive environment.

SACHS is proud to have strong community partnerships that enhance student learning, including the dual credit program offered through GMAC, involvement with local businesses, participation with community service agencies, and partnerships with industry experts.

SACHS' current focus remains on creating a healthy and innovative environment where students can focus on their strengths and interests in order to become successful adults.

Through the variety of activities and opportunities SACHS provides, students will develop strong leadership skills and will have a clear career pathway, preparing them for success in their future.

As a Catholic school, we are striving to provide each student with the opportunity to live like Jesus.

## Our Results



### 2017 Accountability Results

Safe and Caring	93.9	Excellent
Program of Studies	88.1	Excellent
High School Completion	91.3	Excellent
Diploma: Acceptable	84.6	Issue
Diploma: Excellence	25.8	Excellent
Work Preparation	87.8	Excellent
Citizenship	89.5	Excellent
Parental Involvement	86.8	Excellent
School Improvement	84.6	Excellent

### SACHS STUDENT GALLUP POLL

- 96% of our students know they will graduate from high school.
- 84% of our students are confident they will find a good job in the future.
- 84% of students believe that adults care for them
- 88% said that they are involved in an activity, club, music, sports or are volunteering.
- 75% say they are learning how to save and spend money
- 82% if students claim they have at least one teacher who makes them excited about their future.

## Celebrating Our Faith



### Faith Goal:

SACHS students all had opportunities to demonstrate mercy as love in action by sharing their time, talents, and treasures with their brothers and sisters in Christ.

### Mercy: Love in Action

\* Students participated in daily prayer, weekly mass and monthly celebrations in order to grow in faith and in community.

\* Students led grade 7 retreats for VJM and Fowler with the Criss-Cross Youth Ministry Team.

\* Staff and students worked closely with Partners in Prayer and Compassionate Friends.

\* School worked with families to have students complete their sacraments.

\* 20 students participated in the Mission trip to New Orleans to serve others and grow in faith.

\* Staff encouraged all SACHS students to serve our local, regional and international communities through awareness of organizations such as Development and Peace (\$12000+ donation last year) and Catholic Social Services.

\* Skyhawks supported the St. Albert Food Bank, donated clothing and money to YESS, participated in Light the Night, and organized a walk-a-thon to support Roots of Change and Dev and Peace.

## A Culture of Safety, Respect, and Inclusivity



### Student Safety:

SACHS is committed to providing and maintaining safe and healthy environments conducive to learning and working for all. Encouraging and respectful environments help students to achieve to the best of their ability. To improve student success and achievement, we must ensure that students continue to feel safe, nurtured, welcome, respected and included.

At SACHS, we are all Skyhawks:

H – Heart  
A – Attitude  
W – Work ethic  
K – Knowledge  
S – Spirituality

### Inclusive Learning:

Our educational practices are flexible and responsive to the strengths and needs of individual students, creating inclusive learning experiences that ensure all students are successful.

## Engaged Learning



### Learning Goal:

SACHS will implement 21<sup>st</sup> Century Learning strategies in order to provide an education model that creates a richer academic experience, including greater emphasis on leadership and collaboration.

### Components of 21<sup>st</sup> Century Learning:

- Building Leadership Skills
- Creating partnerships within the community
- Ensure flexibility of programming to meets the needs of all learners
- Enhance the use of technology

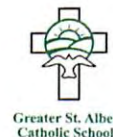
When a student graduates from St Albert Catholic High School, they will be engaged thinkers, ethical citizens with an entrepreneurial spirit. SACHS graduates will have:

- Strong academics
- Effective leadership skills
- A clear career pathway
- A strong sense of social justice.



# RICHARD S. FOWLER: 2017-2018 PLANNING AND RESULTS REPORT

*Vision: Excellence in Learning through Faith, Relationships, and Engagement*



## Our Priorities



Our priority at Richard S. Fowler Junior High School is to create and maintain an inclusive, faith-filled, and positive education experience to empower all students to achieve.

Inclusion is a powerful tool at RSF, as we believe in success for every child. Math achievement is a large focus and our math groupings support our strategies to ensure all students feel success in math. All instruction is formatted towards individual student needs.

At RSF, faith is an important priority. As a Catholic school, we strive to provide opportunities for students to encompass our goal of servitude.

We are working towards improving our PAT acceptable standard by 5% for the 2017-18 school year

Through a variety of experiential activities, RSF engages all students to fully embrace a positive education experience throughout their junior high years.

## Our Results



94.1% of parents are satisfied with the quality of education at Fowler.

At RSF, 80.6% of our students achieved at an acceptable standard on the Grade 9 PATs in comparison to 73.6% of the province.

21.6% of our students achieved at an excellence level on the Grade 9 PATs in comparison to 19.4% of the province.

Richard S. Fowler Junior High School has an incredibly engaged Parent Council. The dedication put forward from these parents shows in our results - 91.4% of RSF parents feel as if they are involved in our school.

95.2% of our parents feel as if we prepare their students for the world of work.

93.7% of our parents believe that RSF is a safe and caring school.

## Celebrating Our Faith



### Faith Goal:

At RSF, students are faith-filled participants who are committed to evangelize within our school and to know, model, and witness Jesus Christ. Our theme: Opening the Doors of Mercy - Love in Action.

### Permeation:

- students participate in daily prayer and reflection
- a culture of servitude/evangelization is established through prayer teams, clean-up groups, food bank drives, Christmas hampers, clothing for the homeless, bike-a-thon, scrimmage for a village, Christmas bags for prisoners
- grade level faith retreats facilitated by the CrissCross ministry
- monthly liturgical celebrations that each class takes a leadership role in
- weekly religious studies with classes focussing on servitude
- relationship building with the local parish through sacraments and mass.

## A Culture of Service, Safety & Respect



As inclusion is a top priority at RSF, it is important to maintain an inclusive, safe, and respectful environment for our students to achieve at their highest level. To improve student success, we at RSF are committed to providing a welcoming atmosphere for all who attend our school. Our positive behaviour support system, SOAR, allows for all students to be recognized for striving towards a respectful and inclusive environment.  
S - Spiritual  
O - Organized  
A - Accountable  
R - Respectful

### Serving the Oppressed and Those in Need:

Students at RSF have many opportunities to help those in need including those in their own community. Drives for food and clothing are ongoing throughout the school year. Christmas hampers for our disadvantaged families is a priority during the Advent season.

### Inclusive Learning:

All of the classes at RSF embody an inclusive spirit. All students educational needs are met in a respectful and confidential manner. Differentiation is apparent in all classes to ensure students are successful.

## Engaged Learning



### Student Strengths:

Our students are engaged and active in their learning. All students have taken the strengthsfinder survey, and are aware of their individual strengths that are used to help them to continue to grow.

### Hope:

93.4% of our students believe they will graduate.  
92.4% of our students know how to set goals and have many of them.

### Engagement:

90.2% of our students are engaged to come to school because they have a best friend here.  
87% of our students feel as if schoolwork is important.

### Career/Financial Literacy

92.2% of our students are involved in a club/activity at RSF.  
87% of our students are learning how to save and spend money

### Student Leadership in Our School:

Student Council  
Enterprise and Innovation option  
Athletic teams  
Musical Theatre  
Get Real



## Our Priorities



Staff will share, promote, and live our faith through relationships, activities and service with our school community.

District Criss Cross program with the support of Doug Kramer to continue with assemblies every second week and a student spring retreat.

Student Pathways Group to focus on making religious education relevant, accessible and lived that will demonstrate a preferential option for the poor and needy through social justice/community service activities.

Weekly "Healthy Relationships" workshop with topics based on students' need.

Promote greater awareness of the history of residential schools through student and staff Truth and Reconciliation activities.

Continued support of our students with high anxiety through a formal student support group.

Continue to support district's strong results for high school completion rates.

Continued improvement in student achievements on Diploma Exams.

Continued improvement in making learning rigorous, personalized, and relevant for all students.

## Our Results



### Faith at SGHS

100% of our parents, 95% of our students, and 91% of our staff are satisfied with the opportunities to see faith in action at SGHS.

100% of parents, student, and staff are satisfied with the Christ-centered atmosphere at SGHS.

### School Satisfaction

100% of our parents, 90% of our students, and 91% of our staff are satisfied with the learning opportunities available at SGHS.

### Student achievements

#### Diploma Acceptable

School: 86.2%, Provincial: 85.0%

#### Diploma Excellence

School: 20.7%, Provincial: 21.0%

#### Rutherford Scholarship Eligibility Rate

School: 75.6%, Provincial: 62.3%

#### Educational Quality

School: 97.6%, Provincial: 90.1%

#### School Improvement

School: 100%, Provincial: 81.4

## Celebrating Our Faith



### Permeation:

Continue to enhance our student Pathways program with a focus on making religious education relevant and accessible. Students in the Pathways group focus on the poor and needy within our community through social justice projects and service activities.

Introduce Pathways to students reflective activities designed to create deeper meaning and connection to the many community and social justice activities the students engage in.

Focus on the intentional incorporation of our Faith Theme: Living Like Jesus – Servant, Steward, Shepherd within the culture of the school.

### Religious Celebrations:

Continue to host student celebrations every Thursday at 10:00 am. These celebrations are to include community speakers.

Continue to encourage all SGHS students to participate in our annual spring student retreat.

## A Culture of Service, Safety & Respect



### Serving the Oppressed and Those in Need:

In support of the St. Albert Food Bank, students planted and harvested a garden plot located by St. Albert Parish. This year the students harvested and donated 95 lbs of food.

Students continue to visit and share time with the elderly in our community.

School council to continue to play an active role in support of our St. Gabriel lunch program for students in need.

### Student Safety:

We have a diverse student demographic. An overarching principle of our school is to both respect, support, and celebrate our differences.

### Inclusive Learning:

All students who are new to St. Gabriel review with an administrator, teacher, and/or success coach their specific learning goals and needs. This intake process allows our teachers to be better aware of and to celebrate the uniqueness, strengths, and talents of each and every one of our students. Through individualized programming we include all students in their own learning. This is St. Gabriel!

## Engaged Learning



### Student Strengths:

We use the results of our student Gallup surveys to gauge the level of hopefulness, engagement and well-being of our students.

### Hope: The ideas and energy students have for the future.

Grand Mean: 4.07 out of 5

100% of our students know they will graduate from high school.

93% of our students feel they have a great future ahead of them..

### Engagement: Student involvement in and enthusiasm for school.

Grand Mean: 4.30 out of 5

100% of our students expressed that their teachers make them feel their schoolwork is important.

100% of our students feel safe in our school.

### Career/Financial Literacy: The information, attitudes, and behaviours that students need to practice for healthy participation in the economy.

Grand Mean: 3.81 out of 5

98% of our students have a bank account with money in it.

92% of our students are learning how to save and spend money.



# VINCENT J. MALONEY: 2017-18 PLANNING AND RESULTS REPORT

## Vision: Excellence in Learning through Faith, Relationships, and Engagement



### Our Priorities



#### Our Priorities in 2017/18

1. Success for all students
2. Safe and Caring School
3. Faith Development

#### Our Strategies

- Continue to refine and develop teacher pedagogy strategies in the meaningful use of technology.
- Continue to work on formative and summative assessment strategies with an emphasis on the co-construction of criterion.
- Continued work on production of I.B. reporting document.
- Continue to educate staff on the Truth and Reconciliation document by providing ongoing inservicing at all staff meetings in order to support our First Nation, Metis and Inuit students.
- Continue to refine and develop our Marauder Choice Excel Block with increasing opportunities for students to learn more about world of work opportunities.
- Provide our students with ongoing opportunities to serve those in our school, community and around the world.
- Continue to support our students in developing leadership skills by providing increased opportunities through Social Justice Projects and student events.
- Inservice all staff in the "Go To Mental Health Resources."
- Strategically manage and effective planning during the 2016/17 school wide modernization.

### Our Results



#### 2016/17 Satisfaction Survey Results

High Parent Satisfaction as measured by school Parent Satisfaction survey results of 2016/17

- 97% of parents are satisfied with the Christ Centred atmosphere in the school.
- 99% of parents feel welcome at school.
- 99% of parents surveyed are satisfied with the school, (58% indicate they are very satisfied.)
- 95% of parents surveyed indicate the Marauder Excel Block provides more opportunity for their child to receive extra help at school.
- Accountability Pillar Report Card continues to show high level of satisfaction and achievement

#### Achievement Test Results

##### Gr. 9 Provincial Achievement Exams

-Students continue to achieve above provincial average on the combined overall Acceptable and Excellence standards.

##### Gr. 7 and 8 Year End Final Exams

-89% of students reach an acceptable standard on year end core exams.

#### International Education

33 students in grade nine complete the optional Community Project in MYP I.B. program.

### Celebrating Our Faith



#### Permeation:

VJM students continue to take an active role in school wide celebrations and liturgies through music and video.

All students in grade 7 – 9 had an opportunity to reflect upon their faith by participating in successful Faith Retreat's at their grade level.

Greater links made to St. Albert Parish through website and Pilot Committee on Standards for Preparing Youth for the Sacraments.

#### Religious Celebrations:

-Three masses held at St. Albert Parish as well as four school wide liturgies and a number of grade level assemblies.

### A Culture of Service, Safety & Respect



#### Serving the Oppressed and Those in Need:

Students at VJM raised over \$47,000 dollars for various causes including

1. \$41,000 for JDRF through 6<sup>th</sup> Annual VJM Cyclebets.
2. Over \$4000 donated to Philippines Partnership Project.
3. Over \$1100 raised for TFF cancer research.
4. Over 1000 pounds of food donated to St. Albert Food Bank.

### Engaged Learning



#### Student Strengths:

##### Hope:

91% of students surveyed in grade 8 feel they will graduate.  
93% of students surveyed in grade 8 feel they will find a good job when they are adults.  
92% of students surveyed in grade 8 feel they have a great future ahead of them.

##### Engagement:

81% of students believe there is an adult at school that cares for them.  
83% of grade 8 students feel they have an opportunity to do their best  
92% of students in grade 8 feel safe in the school.

#### Overall Accountability Survey Results

-Overall Safe and Caring Schools three rating of 91.9% (parents, staff and students) for 2016-17.  
-Overall Quality of Education rating of 91.9% (parents, staff and students) for 2016/17  
-96% of parents surveyed indicate their child is safe at school for 2016-17.





## 2016-17 VITAL GRANDIN SCHOOL RESULTS REPORT

*Vision: Excellence in Learning through Faith, Relationships, and Engagement*



### Our Priorities



### School Learning Goal 2016/17

#### Our Strategies

How can we plan effective interventions in the areas of literacy and numeracy?

- Effective use of diagnostic tools such as Fountas and Pinnell and MIPI
- Implement a flex block to support intervention for students at all levels
- Use literacy/numeracy components of Successmaker and RAZ kids to support students
- Continue to build on our school-wide writing program of Empowering Writers.
- Determine opportunities to link concepts of reading and writing throughout curriculum areas.
- Continue to build on Learning Commons resources for literacy and writing
- Continue to build an accessible bank of grade level exemplars to model good writing and help students learn self-editing skills.
- Build staff collaboration into timetable to plan interventions as a team.

### Our Results



#### Academic Results

We continue to focus on numeracy and literacy at all grade levels.

Subject	Acceptable VG Province	Excellent VG Province
Math 6	65.9% 68.4%	9.8% 12.3%
LA 6	87.8% 82.5%	7.3% 18.9%

Teachers were excited about our success with flexible groupings this year.

#### Performance Results

##### Highlights (Accountability Pillar)

**96.2 %** satisfaction with the quality of education at VG

**93.9%** satisfaction with citizenship skills at VG

#### District Survey

**100 %** of parents and **98.04%** of students feel that teachers use a variety of methods to help students learn

### Celebrating Our Faith



Our school faith goal was **"MERCY IN MOTION!"**

#### Permeation:

- \* Morning Prayer and reflections
- \* Mercy in Motion team to move Social Justice projects forward.
- \* Student designed Door of Mercy
- \* Toonies for Tacloban, Denim for Development for Development and Peace
- \* School-wide student retreats by CrissCross Ministries
- \* WE Day student leadership
- \* Good Shepherd recognition each month- voted by classmates.
- \* VG Music Ministry provided at Holy Family Parish
- \* Priest visits to build connection between parish and school

#### Positive Behaviour

We reinforce the actions of discipleship through our VG **GRIZZLIES GROWL!** program of behavioural expectations.

**G – GREAT ATTITUDE**

**R – RESPECT**

**O – OWNERSHIP**

**W – WORK ETHIC**

**L – LEADERSHIP**

#### Faith Results

\* **100 % of parents and 100 % of students** are satisfied with the Christ-centred atmosphere and feel welcome at our school!

### A Culture of Service, Safety & Respect



#### Serving the Oppressed and Those in Need:

We participated in a number of service/social justice projects to respond to local community and world needs:

- Terry Fox Run
- We Scare Hunger – St. Albert Food Bank
- WE Day (16 students & 2 staff)
- St. Vincent de Paul donations
- Love in Action Retreat (whole school faith retreat)
- District wide Philippines initiative through Development and Peace
- Holy Childhood Association (recycling)
- Gr.3 Garage Sale
- Gr. 4 students host Youville Reading Buddies.
- Jump rope for Heart - fundraising for Heart and Stroke Foundation
- Catholic Social Services

#### Student Safety:

We increased our satisfaction with **Safe and Caring** Accountability results to **94.9%**

#### Inclusive Learning

Our staff is continually differentiating the learning experience to meet the needs of all students.

### Engaged Learning



#### Student Strengths:

We use the results of our student Gallup surveys to gauge the level of hopefulness, engagement and preparedness for the future of our students. We have continued to achieve stellar results.

#### Hope:

Grand Mean 4.47 out of 5

*\*92% of our students know they will find a good job in the future.  
\*89% know they graduate from high school*

#### Engagement:

Grand Mean 4.71 out of 5

*\*93% of students have fun at school  
\*88% students feel safe at school.*

#### Career/Financial Literacy:

Grand Mean 4.16 out of 5

*\*90% are involved in extra-curricular activities*





**DATE:** January 29, 2018  
**TO:** David Keohane, superintendent of schools  
**FROM:** Rhonda Nixon, assistant superintendent  
**RE:** *First Nations, Métis, and Inuit Report*

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**BACKGROUND.** Further to the Board's Three-Year Education Plan 2017-2020, this report addresses progress on key strategies to ensure optimal success for our indigenous students.

*(2017-2020) An assessment of First Nation, Métis, and Inuit Students engagement in schools through assistance of the Gallup Student Poll Survey instrument, activates program interventions to increase hope, engagement, entrepreneurial aspirations, and career and financial literacy for all students.*

*(2017-2020) Career counselling and post-secondary enrollment coaching is provided for First Nations, Métis, and Inuit students.*

**What we know.** Last year, Grades 5, 8, and 11 indigenous students on the Gallup Poll Survey *outperformed* all GSACRD students on *Entrepreneurial aspirations* (belief that they will invent something, start a business, learn how to run a business, have a business). However, they *underperformed*, particularly, on *hope* (belief that they will graduate, have a great future, get good grades, solve problems, mentor others, and find a good job), and *engagement* (that they will do their best, that school work is important, that they feel safe at school, that they have fun, that they have a best friend at school, that they have adults who care about them at school, and that they are excited about the future).

**What we are doing.** In the fall, every school named their indigenous students (n=145/348) who were most “at-risk” academically, socially, and/or emotionally on the District’s “Push and Pull Factors Survey.” *Two main factors* impede our indigenous students’ success: *personal concerns* expressed by the student (e.g., home dysfunction, mental health, poor social choices, parents’ negative attitudes about school) and *learning gaps* caused by *poor attendance, missing assignments, and/or learning difficulties*.

To address these factors, every school administrative team shared that their key strategy is to provide each of these students with *regular follow up with an adult who is seen by the student as “someone who cares about me.”* Coupled with high school completion strategies, our high school principals took a direct and agentive approach to student follow up. At MCHS, the administrative team took over the assignment room (where students go if they have been missing assignments and/or classes). They noted, “This has been the single biggest positive change because students know we care; we are not just there to discipline them.” At SACHS, they have put in place a First Nations, Métis, and Inuit Coordinator. At SGHS, a Success Coach supports one-on-one counselling. At ESSMY, the school counsellor is the main “go-to” person for these students.



Attendance concerns have decreased by 18% as of December 21/17 and assignments are being submitted for this most at-risk group across four high schools.

***(2017-2020) Our First Nations, Métis, and Inuit students, who are not achieving at an Acceptable Standard on the provincial achievement tests or Diploma exams, receive appropriate interventions.***

During school results reviews, every school administrative team discussed specific interventions for identified students who underperformed according to report card, provincial achievement test, diploma exam, district exam, reading, or math (MIPI) results. This year, our Literacy and Numeracy Coordinators joined these conversations and scheduled follow up in areas of need.

***(2017-2020) Our focus on Truth and Reconciliation furthers staff awareness of trust, respect, and understanding of First Nations, Métis, and Inuit efforts to honour cultural strengths.***

***(2017-2020) Our First Nations, Métis, and, Inuit Literature Grant Committee provides K-12 teachers with materials to explore foundational concepts of emerging curriculum in Indigenous Education.***

***(2017-2020) A district-wide First Nations, Métis, and Inuit Advisory Committee will recommend school-based processes to maximize student engagement in learning.***

***What we know.*** Last year, our Advisory Committee rated their experience “excellent” or “very good” for learning, but they rated their “confidence for sharing learning” as “good”; they highlighted a need for “resources” and “examples of how to bring emerging curriculum back to classrooms and staff.”

***What we are doing.*** This year, we asked for Advisory Committee Leads who expected to engage in classroom-oriented strategy work *to bring back to staff and to explore in classrooms*. Our Literacy Coordinator shares ongoing literacy lessons using our new Indigenous literature kit, and our Religious Education Consultant shares strategies for connecting Indigenous spirituality to our Catholic faith and traditions. A core group of volunteer leads from each school participated in our “residential schooling session” on September 26<sup>th</sup> led by our Walking Together Consultant. All schools shared (or will be sharing) this session with their whole staff. 100% of the leads reported very positive feedback such as: “I think that this was one of the best sessions that we have done all year”; “I am glad that we did it earlier in the year”, and “More staff are seeing why this is not just a Social Studies teachers responsibility.”

***(2017-2020) A district-wide First Nations, Métis, and Inuit Advisory Committee will recommend school-based processes to maximize student engagement in learning. A district-wide First Nations, Métis, and Inuit Leadership Committee will provide guidance on whether and how to adjust our strategies throughout the year.***

***(2017-2020) Innovative partnerships between home and school occurs to build student engagement.***



*(2017-2020) Every year, we will celebrate National Aboriginal Day by hosting a district event that involves our partners, our elders, and our community members.*

**What we know.** Last year, our Advisory Committee was exploring best ways to provide staff with PD that introduced them to Truth and Reconciliation and Education for Reconciliation. To that end, we organized speakers to present to leads about First Nations, Métis, Cree, and Inuit cultural groups and activities to host at schools. We provided professional learning for all staff (and external partners) to take part in a locally developed Blanket Exercise with our elders. We organized *Project of Heart* participation with VJM as a lead and other interested schools joining their effort. We sponsored interested individuals to attend professional learning opportunities outside of our committee work (i.e., ATA, ERLC, Empowering Spirit Mentorship program, Indspire). We also sponsored one of our Indigenous staff members for an *Indspire Educator Award* (She received the award on October 17, 2017).

Our Leadership Committee shaped community involvement opportunities (i.e., inviting community members to join our committee; participating directly in community events that celebrated Indigenous communities and histories in our city). This committee worked with our elders to revise Policy 19. They suggested and supported our indigenous literature grant application, took part in and provided feedback on professional learning for teachers (e.g., blanket exercise), helped to revise communication and logistics for a successful District led National Aboriginal Day Ceremony, and they explored ideas for how best to work with parents to further our goals for Truth and Reconciliation.

**What we are doing.** This year, our Leadership Committee is learning about the interconnections between the literacy and First Nations, Métis, and Inuit professional development for staff, and they provide feedback on what would be manageable to share with School Councils. Such sharing has been made available through this committee's work on a regularly updated First Nations Métis, and Inuit Leadership webpage, including a blog and *Education for Reconciliation* updates.

**Conclusion:** The Board is making significant progress on all key strategies in the District's Three-Year Education Plan 2017-2020. Our area for continual exploration will be "deep" but "short" activities to share with parents, and to consider ways to profile student learning about Truth and Reconciliation with parents.



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## MEMORANDUM

To: David Keohane, Superintendent

From: Deb Schlag, Secretary-Treasurer

Date: January 16, 2018

Re: 2017-2018 Facilities Utilization Report (for Jan 29<sup>th</sup> Superintendent's Report)

Please find attached a summary report of the 2017-2018 Facility Utilization, based on the September 30<sup>th</sup>, 2017 actual enrolments, adjusted by severe student allowances, as per Alberta Education's guidelines. The report confirms **68% overall utilization in the District** (down from 69% in the prior year and 70.3% in 2015-16), with 3 sites (EFJ, JJN, & END) full or near capacity, which is categorized by AB ED as 85% or better. 2 sites, EMP & NMR, are almost at capacity, with 76.1% and 76.9% utilization, respectively.

**Details for the three schools at or near capacity are as follows:** the first, **École Father Jan is full, at 93.9%** (compared to 90% in 16-17, 84.4% in 15-16, and 74.9% in 14-15), **JJ Nearing is also nearly full at 83.3%** (compared to 86.9% in 16-17, 89.3% in 15-16, and 90.4% in 14-15), **École Notre Dame Elementary School (K-4) in Morinville is full at 86.7 %** (compared to 82.7% in 16-17, 87.1% in 15-16, and 106.4% in 14-15) – addition of the board funded modular unit in 15-16 certainly helped correct the situation @ ND.

### Overall average Utilization by Ward is as follows:

St. Albert (11 schools):	68.3% (down from 68.8% in the previous year)
Morinville (3 schools):	77.5% (up from 76.5% in the previous year)
Legal (1 school):	31.6% (down from 39.6% in the previous year)

2017-18 GSACRD Enrollment Capacity by School @ Sept 30/17 (based on Actual info)

Enrolment by Grade

School	ECS	ECS FTE	1	2	3	4	5	6	7	8	9	10	11	12	Total FTE	Severe Students (K-12)	SP Ed Enrollment Allowance	Adjusted Total	Capacity	Vacancy	Excess	% Utilized	2016 FTE Enrollment (unadjusted)	% Change from 2016
Albert Lacombe	37	18.5	19	22	22	47	36	44							208.5	8	16	224.5	415	190.5		54.1%	240	-13.1%
Bertha Kennedy	40	20.0	37	21	36	23	35	33							205.0	5	10	215	340	125		63.2%	224.0	-8.5%
Father Jan	35	17.5	40	39	43	60	41	56							296.5	2	4	300.5	320	19.5		93.9%	288.0	3.0%
IJ Nearing	52	26.0	81	55	74	70	77	46							429.0	7	14	443	532	89		83.3%	425.0	0.9%
Ecole Marie Poburan	50	25.0	70	54	54	52	51	45							351	3	6	357	469	112		76.1%	344.5	1.9%
Neil M Ross	40	20.0	67	62	76	56	73	57							411.0	11	22	433	563	130		76.9%	442.5	-7.1%
Vital Grandin	49	24.5	17	24	26	28	30	28							177.5	9	18	195.5	454	258.5		43.1%	182	-2.5%
RS Fowler									140	119	129				388	7	14	402	540	138		74.4%	399	-2.8%
VJ Maloney									160	161	156				477	15	30	507	689	182		73.6%	462	3.2%
ESSMY									79	65	82	17	14	19	276	0	0	276	626	350		44.1%	303	-8.9%
St. Albert Catholic High												215	199	227	641	24	48	689	1,003	314		68.7%	616	4.1%
<b>Sub-total:</b>	<b>303</b>	<b>151.5</b>	<b>331</b>	<b>277</b>	<b>331</b>	<b>336</b>	<b>343</b>	<b>309</b>	<b>379</b>	<b>345</b>	<b>367</b>	<b>232</b>	<b>213</b>	<b>246</b>	<b>3,861</b>	<b>91</b>	<b>182</b>	<b>4,042.5</b>	<b>5,951.0</b>	<b>1,908.5</b>	<b>0</b>		<b>3,926</b>	<b>-1.7%</b>
Notre Dame	117	58.5	100	84	97	96									435.5	16	32	467.5	539	71.5		86.7%	412	5.7%
Legal	23	11.5	16	8	20	13	13	9	17	8	17				132.5	5	10	142.5	451	308.5		31.6%	166.5	-20.4%
Georges H Primeau							93	108	95	101					397	18	36	433	584	151		74.1%	403	-1.5%
MCHS											110	132	120	160	522	20	40	562	784	222		71.7%	529	-1.3%
<b>Sub-total:</b>	<b>140</b>	<b>70.0</b>	<b>116</b>	<b>92</b>	<b>117</b>	<b>109</b>	<b>106</b>	<b>117</b>	<b>112</b>	<b>109</b>	<b>127</b>	<b>132</b>	<b>120</b>	<b>160</b>	<b>1,487</b>	<b>59</b>	<b>118</b>	<b>1,605.0</b>	<b>2,358.0</b>	<b>753</b>	<b>0</b>		<b>1,511</b>	<b>-1.6%</b>
<b>Overall Total:</b>	<b>443</b>	<b>221.5</b>	<b>447</b>	<b>369</b>	<b>448</b>	<b>445</b>	<b>449</b>	<b>426</b>	<b>491</b>	<b>454</b>	<b>494</b>	<b>364</b>	<b>333</b>	<b>406</b>	<b>5,348</b>	<b>150</b>	<b>300</b>	<b>5,648</b>	<b>8,309.0</b>	<b>2,662</b>	<b>0</b>	<b>68.0%</b>	<b>5,437</b>	<b>-1.6%</b>

Note: includes PUF 102 (39 @ND, 26@VG, 11@AL, 20@BK, 6@ Legal)  
Total Reg ECS 341

Reconciliation to Sept 30/17 Student count:

District Total (incl 101 PreSchool PUF): 5,704  
Less ECS Adjustment to FTE: -221.5  
Less St. Albert Storefront School: -135.0  
Adjusted FTE Total - agrees to above: 5,348

Capacity @ AB Infrastr: 8,309  
as per Feb 28-17 report  
GSACRD Adjustments:  
due to O/S lease updates  
Adjusted Capacity: 8,309.0

Sept 30/16 Student FTE count:

Total: 5,827  
ECS Adj: -266.5  
SF: -124  
Adj Total: 5,437

Note: above "Capacity & Utilization" does NOT include Storefront or St. Gabriel High School





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**To:** David Keohane, Superintendent  
**From:** Deb Schlag, Secretary-Treasurer  
**Date:** January 19, 2018  
**Re:** 2017-2018 Quarter 1 Financial Report to November 30, 2017

---

The attached 1<sup>st</sup> Quarter Financial Report to November 30, 2017 includes actual Revenues and Expenditures recorded to November 30, 2017, as well as a reasonable forecast to August 31, 2018, indicating a projected deficit of **(\$636,820)**, which is greater than expected in the Original Budget of **(\$490,162)**, approved June 26, 2017, but less than expected in the Fall Update Budget Deficit of **(\$674,454)**, received by the Board on November 27, 2017.

This report is presented in the same format as the Budget and Financial Statements for easy comparison. The % columns are designed to allow the reader an “at-a-glance” method of comparison for each category of revenue and expenditure. The % of year expended, in this case 25% (3 out of 12 months), is a natural comparator to the % of Budget for either Revenue or Expenditure.

The projected **17-18 DEFICIT (\$674,454)** presented in the 2017-18 Fall Update Budget represents instructional over-expenditures of **(\$370,810)**, supporting (\$30,000) for Dual Credit, (\$100,000) for IB and other Specialized Academic Programming, (\$115,810) for general Instructional Support, and (\$125,000) for School Start-up and Communications, along with a projected deficit in Transportation of **(\$303,644)**. **The current projection for Transportation is better than budget by \$62,743.** If that continues throughout the year, GSACRD may be able to reduce the deficit. The Transportation Department is making efforts to keep costs to a minimum, as best as possible.

While this 1<sup>st</sup> Quarter Report does include a forecast, it is too early in the year to predict any deviations from the planned budget. The 2<sup>nd</sup> Quarter Report will have a more comprehensive forecast attached to year-end.



2017-2018 STATEMENT OF REVENUES AND EXPENSES  
Actual Results to Budget Comparisons  
for the Quarter Ending November 30, 2017

	Fall Revised Budget	Actuals % to	Original Approved Budget	Actuals % to	Actuals to	Forecasted Amounts for	Projected Total @	Total to Budget	% to	Actuals for	Actuals for	Actuals for
	2017-2018	Fall Budget	2017-2018	Org. Budget	Nov 2017	Dec to Aug	Aug 31, 2018	Variance	Budget	2016-2017	2015-2016	2014/2015
<b>REVENUES</b>												
Government of Alberta	\$51,820,118	27.8%	\$51,291,724	28.1%	\$14,398,411	\$37,449,443	\$51,847,854	\$27,736	100.05%	\$52,229,276	\$52,563,071	\$51,558,420
Government contributions to ATRF	\$4,000,000	13.7%	\$4,000,000	13.7%	\$546,326	\$3,342,868	\$3,889,194	(\$110,806)	97.23%	\$3,427,728	\$3,787,996	\$3,582,024
Federal Government and/or First Nations	\$95,662	25.0%	\$135,868	17.6%	\$23,916	\$71,748	\$95,664	\$2	100.00%	\$159,558	\$170,802	\$130,509
Other Alberta school authorities	\$0	-	\$0	-	\$0	\$0	\$0	\$0	-	\$0	\$3,340	\$0
Out of province authorities	\$0	-	\$0	-	\$0	\$0	\$0	\$0	-	\$0	\$0	\$0
Property Taxes	\$8,115,000	8.2%	\$8,115,000	8.2%	\$667,467	\$7,436,941	\$8,104,408	(\$10,592)	99.87%	\$8,115,224	\$8,020,225	\$7,810,316
Instruction resource fees	\$1,741,235	23.3%	\$2,411,706	16.8%	\$405,450	\$1,326,293	\$1,731,743	(\$9,492)	99.45%	\$2,068,670	\$2,516,053	\$2,931,321
Transportation fees	\$230,000	60.9%	\$229,770	61.0%	\$140,148	\$10,000	\$150,148	(\$79,852)	65.28%	\$585,932	\$658,826	\$599,909
Other sales and services	\$1,101,908	3.8%	\$868,108	4.9%	\$42,226	\$1,025,332	\$1,067,558	(\$34,350)	96.88%	\$73,897	\$179,061	\$103,787
Investment income	\$59,500	36.0%	\$59,500	36.0%	\$21,409	\$45,896	\$67,305	\$7,805	113.12%	\$58,067	\$55,964	\$65,230
Gifts and donations	\$60,000	10.7%	\$60,000	10.7%	\$6,397	\$39,085	\$45,482	(\$14,518)	75.80%	\$152,002	\$150,467	\$216,626
Fundraising	\$260,000	0.8%	\$265,000	0.7%	\$1,978	\$243,257	\$245,235	(\$14,765)	94.32%	\$257,619	\$276,651	\$316,584
Rentals of facilities	\$240,600	92.7%	\$229,144	97.4%	\$223,124	\$15,000	\$238,124	(\$2,476)	98.97%	\$251,162	\$231,236	\$184,745
Gains on disposal of capital assets	\$0	-	\$0	-	\$0	\$0	\$0	\$0	-	\$0	\$8,500	\$2,400
Amortization of capital allocations	\$1,562,620	25.0%	\$1,562,620	25.0%	\$390,658	\$1,171,962	\$1,562,620	\$0	100.00%	\$1,587,508		\$1,594,956
Other revenue	\$244,803	55.4%	\$80,000	169.7%	\$135,740	\$155,406	\$291,146	\$46,343	118.93%	\$1,403,641	\$1,746,713	\$1,453,406
<b>TOTAL REVENUES</b>	<b>\$69,531,446</b>	<b>24.5%</b>	<b>\$69,308,440</b>	<b>24.5%</b>	<b>\$17,003,250</b>	<b>\$52,333,231</b>	<b>\$69,336,481</b>	<b>(\$194,965)</b>	<b>99.72%</b>	<b>\$70,370,284</b>	<b>\$70,368,905</b>	<b>\$70,550,233</b>
<b>EXPENSES</b>												
Certificated salaries	\$32,570,594	24.7%	\$32,558,396	24.7%	\$8,050,173	\$24,508,124	\$32,558,297	\$12,297	99.96%	\$32,372,912	\$32,543,951	\$31,875,970
Certificated benefits	\$3,710,385	18.5%	\$3,718,397	18.4%	\$685,925	\$3,066,259	\$3,752,184	(\$41,799)	101.13%	\$3,869,134	\$3,858,563	\$3,926,996
Government contributions to ATRF	\$4,000,000	13.7%	\$4,000,000	13.7%	\$546,326	\$3,342,868	\$3,889,194	\$110,806	97.23%	\$3,427,728	\$3,427,728	\$3,582,024
Non-certificated salaries and wages	\$9,885,053	27.0%	\$9,748,783	27.4%	\$2,669,587	\$7,182,164	\$9,851,751	\$33,302	99.66%	\$9,767,357	\$9,774,192	\$9,948,863
Non-certificated benefits	\$2,718,389	24.6%	\$2,680,915	24.9%	\$667,848	\$1,993,385	\$2,661,233	\$57,156	97.90%	\$2,611,490	\$2,679,969	\$2,692,788
Services, contracts and supplies	\$15,220,222	25.2%	\$15,007,071	25.5%	\$3,828,441	\$11,352,210	\$15,180,651	\$39,571	99.74%	\$16,027,974	\$15,387,959	\$16,018,059
Capital and debt services												
Amortization of capital assets												
supported	\$1,562,620	25.0%	\$1,562,620	25.0%	\$390,658	\$1,171,962	\$1,562,620	\$0	100.00%	\$1,587,508	\$1,622,329	\$1,594,953
unsupported	\$494,070	23.9%	\$477,853	24.7%	\$118,186	\$354,618	\$472,804	\$21,266	95.70%	\$495,672	\$441,832	\$434,751
Interest on capital debt												
supported	\$44,567	1.4%	\$44,567	1.4%	\$630	\$43,937	\$44,567	\$0	100.00%	\$96,545	\$162,262	\$237,934
unsupported	\$0	-	\$0	-	\$0	\$0	\$0	\$0	-			\$0
Other interest charges	\$0	-	\$0	-	\$0	\$0	\$0	\$0	-			\$0
Board Approved Technology Expenditure	\$0	-	\$0	-	\$0	\$0	\$0	\$0	-			\$0
Losses on disposal of capital assets	\$0	-	\$0	-	\$0	\$0	\$0	\$0	-		\$8,549	\$0
Other Expense	\$0	-	\$0	-	\$0	\$0	\$0	\$0	-	\$8,454	\$0	\$0
<b>TOTAL EXPENSES</b>	<b>\$70,205,900</b>	<b>24.2%</b>	<b>\$69,798,602</b>	<b>24.3%</b>	<b>\$16,957,774</b>	<b>\$53,015,527</b>	<b>\$69,973,301</b>	<b>\$232,599</b>	<b>99.67%</b>	<b>\$70,264,774</b>	<b>\$69,907,334</b>	<b>\$70,312,338</b>
<b>EXCESS (DEFICIENCY) OF REVENUES OVER EXPENSES</b>	<b>(\$674,454)</b>		<b>(\$490,162)</b>		<b>\$45,476</b>	<b>(\$682,296)</b>	<b>(\$636,820)</b>	<b>\$37,634</b>		<b>\$105,510</b>	<b>\$461,571</b>	<b>\$237,895</b>
% of year expended 3/12 (25.00%)												



## 2017-2018 STATEMENT OF REVENUES AND EXPENSES (BY PROGRAM)

### Actual Results to Budget Comparisons for the Quarter Ending November 30, 2017



	Fall Revised Budget	Actuals % to	Original Approved Budget	Actuals % to	Actuals to	Forecasted Amounts for	Projected Total @	Total to Budget	% to	Actuals for	Actuals for	Actuals for
	2017-2018	Fall Budget	2017-2018	Org. Budget	Nov 2017	Dec to Aug	Aug 31, 2018	Variance	Budget	2016-2017	2015-2016	2014/2015
<b>REVENUES</b>												
ECS - Grade 12 Instruction	\$55,357,032	25.9%	\$55,381,830	25.9%	\$14,316,846	\$41,019,976	\$55,336,822	(\$20,210)	99.96%	\$56,324,749	\$56,480,617	\$56,651,241
Operations & Maintenance of Schools	\$8,258,499	21.0%	\$8,419,532	20.6%	\$1,736,387	\$6,492,925	\$8,229,312	(\$29,187)	99.65%	\$8,086,204	\$7,935,096	\$8,163,148
Transportation	\$2,765,542	28.7%	\$2,372,258	33.4%	\$793,423	\$1,868,612	\$2,662,035	(\$103,507)	96.26%	\$2,683,310	\$2,784,942	\$2,801,993
Board & System Administration	\$2,520,779	1.2%	\$2,512,750	1.2%	\$30,693	\$2,564,039	\$2,594,732	\$73,953	102.93%	\$2,707,171	\$2,670,759	\$2,441,593
External Services	\$629,594	20.0%	\$622,070	20.2%	\$125,901	\$387,679	\$513,580	(\$116,014)	81.57%	\$568,850	\$497,491	\$492,258
<b>TOTAL REVENUES</b>	<b>\$69,531,446</b>	<b>24.5%</b>	<b>\$69,308,440</b>	<b>24.5%</b>	<b>\$17,003,250</b>	<b>\$52,333,231</b>	<b>\$69,336,481</b>	<b>(\$194,965)</b>	<b>99.72%</b>	<b>\$70,370,284</b>	<b>\$70,368,905</b>	<b>\$70,550,233</b>
<b>EXPENSES</b>												
ECS - Grade 12 Instruction	\$55,727,842	24.2%	\$55,568,348	24.3%	\$13,501,721	\$42,396,294	\$55,898,015	(\$170,173)	100.31%	\$56,337,664	\$56,425,845	\$56,719,052
Operations & Maintenance of Schools	\$8,258,499	21.6%	\$8,419,532	21.1%	\$1,780,547	\$6,492,612	\$8,273,159	(\$14,660)	100.18%	\$8,099,649	\$7,696,667	\$7,918,921
Transportation	\$3,069,186	25.4%	\$2,675,902	29.2%	\$780,269	\$2,122,667	\$2,902,936	\$166,250	94.58%	\$2,869,110	\$2,879,236	\$2,896,682
Board & System Administration	\$2,520,779	30.5%	\$2,512,750	30.6%	\$769,927	\$1,615,698	\$2,385,625	\$135,154	94.64%	\$2,389,505	\$2,408,101	\$2,285,566
External Services	\$629,594	19.9%	\$622,070	20.1%	\$125,310	\$388,256	\$513,566	\$116,028	81.57%	\$568,846	\$497,485	\$492,117
<b>TOTAL EXPENSES</b>	<b>\$70,205,900</b>	<b>24.2%</b>	<b>\$69,798,602</b>	<b>24.3%</b>	<b>\$16,957,774</b>	<b>\$53,015,527</b>	<b>\$69,973,301</b>	<b>\$232,599</b>	<b>99.67%</b>	<b>\$70,264,774</b>	<b>\$69,907,334</b>	<b>\$70,312,338</b>
<b>Net Position</b>												
ECS - Grade 12 Instruction	(\$370,810)		(\$186,518)		\$815,125	(\$1,376,318)	(\$561,193)	(\$190,383)		(\$12,915)	\$54,772	(\$67,811)
Operations & Maintenance of Schools	\$0		\$0		(\$44,160)	\$313	(\$43,847)	(\$43,847)		(\$13,445)	\$238,429	\$244,227
Transportation	(\$303,644)		(\$303,644)		\$13,154	(\$254,055)	(\$240,901)	\$62,743		(\$185,800)	(\$94,294)	(\$94,689)
Board & System Administration	\$0		\$0		(\$739,234)	\$948,341	\$209,107	\$209,107		\$317,666	\$262,658	\$156,027
External Services	\$0		\$0		\$591	(\$577)	\$14	\$14		\$4	\$6	\$141
<b>EXCESS (DEFICIENCY) OF REVENUES OVER EXPENSES</b>	<b>(\$674,454)</b>		<b>(\$490,162)</b>		<b>\$45,476</b>	<b>(\$682,296)</b>	<b>(\$636,820)</b>	<b>\$37,634</b>		<b>\$105,510</b>	<b>\$461,571</b>	<b>\$237,895</b>
	\$30,000 Dual Credit (from reserves) \$110,196 Instruction Support (timing difference) \$105,614 IB/LTTA Support \$125,000 School Start-up &		\$30,000 Dual Credit (from reserves) \$100,000 IB/LTTA Support \$31,518 Instruction Support (General) \$25,000 School Start-up &									



# BOARD OF TRUSTEES REGULAR MEETING

JANUARY 29, 2018

## ATTACHMENT FOR AGENDA ITEM 16

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### Board Commitments

#### **BACKGROUND:**

The [Board Commitments](#) is linked for trustees only.

#### **RECOMMENDATION:**

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