



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, February 26, 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:** Noreen Radford
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**
8. **Approval of Minutes & Summaries**
 - 8.1 Regular Board Meeting Minutes of January 29, 2018 Attached
 - 8.2 Board Special Meeting (Land) February 12, 2018 Attached
 - 8.3 Board Committee of the Whole Meeting of February 12, 2018 Attached
9. **Approval of Committee & Event Reports from Advocacy Committee Meetings**
 - 9.1 ACSTA Report (Shaw) 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/1SLTFSh>.)
12. **Consent Items**
(The Chair will ask for a motion to receive and to approve all recommendations contained therein. Prior to approving the motion, any trustee may request the status of a consent item be changed to an action item.)
 - 12.1 Review of Board Policy 5 – Role of the Board Chair, Board Policy 6 – Role

of the Vice Chair, Board Policy 13 – Appeals and Hearings Regarding Student Matters, Board Policy 14 – Hearings on Teacher Matters, Board Policy 19 – Acknowledging Territories of Indigenous Communities (Keohane)

Attached

13. Action Items

13.1 2018-2019 Instructional Calendar (Bayus)

Attached

14. New Business

15. Information Items

15.1 Report from the Chair

15.1.1 Correspondence

15.1.2 Other Items

15.2 Report from the Superintendent

Attached

15.2.1 Request for Information

- Technology Fee Update (Schlag)

Attached

15.2.2 Educational Leadership – Student Welfare

- Safe and Caring Schools Report (Keohane)

Attached

15.2.3 Educational Leadership

- Inclusive Education Programming Report (Nixon)

Attached

- International Baccalaureate Programme Update (Nixon)

Attached

15.2.4 Organizational Management

- 2017/2018 Student Enrolment Update (Bayus)

Attached

- 2017/2018 Staffing Update (Bayus)

Attached

- Transportation Overview (Schlag)

Attached

- Plant Operations and Maintenance (PO&M) Overview (Schlag)

Attached

15.2.5 Fiscal Responsibility

- Infrastructure Maintenance Renewal (IMR) Overview (Schlag)

Attached

15.2.6 Faith Leadership

- Faith & Spiritual Initiatives Update (Nixon)

Attached

15.2.7 Board Superintendent Relations

- Board Commitments Update (Keohane)

16. Board Commitments

Attached

17. Clarification Period for Public & Media

(Related to agenda items, only as deliberated)

18. Trustee Request for Information

19. Closing Prayer: Noreen Radford

20. In-Camera (if applicable)

21. Out-of-Camera

22. Adjournment



BOARD OF TRUSTEES REGULAR MEETING

FEBRUARY 26, 2018

ATTACHMENT FOR AGENDA ITEM 8.1

Regular Board Meeting Minutes of January 29, 2018

BACKGROUND:

Please see attached.

RECOMMENDATION:

THAT the Board of Trustees approve the minutes of the regular meeting of the Board held on January 29, 2018 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, January 29, 2018, 2 P.M.
District Office, 6 St. Vital Avenue,
St. Albert, AB**

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

ADMINISTRATION PRESENT

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

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

IN CAMERA

112/18 **Trustee Radford:** THAT the Board of Trustees move In Camera at 2:00 p.m.

CARRIED (7/7)

OUT OF CAMERA

113/18 **Trustee Tremblay:** THAT the Board of Trustees move Out of Camera at 3:17 p.m.

CARRIED (7/7)

The Board recessed until 3:30 p.m.

OPENING PRAYER

Trustee Proulx offered the Opening Prayer.

ACKNOWLEDGEMENT

Trustee Shaw acknowledged that the Board is meeting on the original lands of the Cree, those of Treaty 6, and on the homeland of the Métis Nation. Kinanâskomitin Manito (Thank you Creator).

APPROVAL OF AGENDA

114/18 **Trustee Becigneul:** THAT the Board of Trustees approve the agenda as amended with the addition of 14.2 Program Continuity and 14.3 ESSMY Programming.

CARRIED (7/7)

PRESENTATION DELEGATION

Ted Kouri and Trish Krushniak with Incite Marketing presented the results of their collaborative work with stakeholders in creating a new visual identity for the District. The new identity improves alignment with the District Mission, Vision, and Values and reflects the educational services the District provides, recognizing its expanded service area.

APPROVAL OF MINUTES & SUMMARIES

115/18 **Trustee Proulx:** **THAT** the Board of Trustees approve the minutes of the regular meeting of the Board held on December 18, 2017 as circulated.

CARRIED (7/7)

116/18 **Trustee Becigneul:** **THAT** the Board of Trustees approve the summary of the Committee of the Whole meeting held on January 15, 2018 as circulated.

CARRIED (7/7)

APPROVAL OF COMMITTEE & EVENT REPORTS

117/18 **Trustee Crockett:** **THAT** the Board of Trustees approve the committee report from the Board Committee of the Whole meeting held on January 15, 2017.

GOOD NEWS

Trustee Shaw shared Good News Report.

Trustee Proulx shared the news that included in the renovation of St. Emile Parish includes a stain glass feature on St. Kateri Tekakwitha.

Superintendent Keohane shared the news that Mr. Clint Moroziuk will be joining the district as the new Assistant Superintendent, Human Resources and Administrative Support Services in April 2018.

QUESTIONS FROM THE PUBLIC

There were no questions.

CONSENT ITEMS

Authorization of Locally Developed Courses

118/18 **Trustee Schell:** **THAT** the Board of Trustees approve the following 5 Locally Developed Courses: Art History 35, Accounting 35, Human-Computer Interface 35, Class V Driver Training 35, and Fantasy and Science Fiction 15 as follows:

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., currently available in Greater St. Albert Catholic Schools' high schools.

CARRIED (7/7)

ACTION ITEMS

District Visual Identity Update

Communications manager Bruineman presented to the Board the request for approval of a new District Visual Identity that was presented and shared by Incite Marketing indicating that an implementation plan would be brought before the Board that details the approach, timelines and budget.

119/18

Trustee Tremblay: **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.

CARRIED (7/7)

St. Kateri Tekakwitha Academy Consultation

Assistant superintendent Nixon and communications manager Bruineman shared with the Board the "*What We Heard Report*" authored by Jan Bloomfield, consultant with Strategy Plus and certified IAP2 trainer. The report consolidated all information gathered through the Open House and online survey active between November 30 and December 14, 2017. The focus and timelines for Phase II were shared with the Board.

120/18

Trustee Radford: **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.

CARRIED (7/7)

Transportation Tenders – Request for Proposals

Secretary-treasurer Schlag updated the Board on the process for tendering transportation as the three-year contract in place will expire this year. It was highlighted how the RFQ would be communicated and the Board's role in getting the process in progress.

121/18 **Trustee Becigneul:** **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.

CARRIED (6 in favor, 1 opposed, Radford)

Alberta School Foundation Fund (ASFF) Opt-Out Motion

Secretary-treasurer Schlag updated the Board on the action they took in December with respect to the Alberta School Foundation Fund.

122/18 **Trustee Crockett:** 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, as discussed on December 18, 2017.

CARRIED (7/7)

Motion to Extend Meeting

123/18 **Trustee Schell:** **THAT** the Board of Trustees extend the meeting until 8:00 p.m.

CARRIED (7/7)

School Site Allocation Memorandum of Understanding Comments

124/18 **Trustee Tremblay:** **THAT** the Board of Trustees direct administration to submit comments for the School Site Allocation Agreement Memorandum of Understanding as presented.

CARRIED (7/7)

NEW BUSINESS

SPICE and Blueprints Attendance

Trustee Shaw passed the role of the Chair to Trustee Tremblay at 5:03 p.m.

Trustee Shaw shared the importance of providing additional opportunities for staff to attend SPICE and BLUEPRINTS, given the significance of these conferences to Catholic Advocacy and provide greater opportunities to enhance the quality of education in the schools.

125/18 **Trustee Shaw:** **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.

CARRIED (7/7)

Trustee Shaw resumed the position of Chair at 5:06 p.m.

Program Continuity

Assistant superintendent Nixon shared the importance of extending the Recreation Academy into junior high as a response to community interest and allowing for continuity in programming.

126/18 **Trustee Becigneul:** **THAT** the Board of Trustees approve a Recreation Academy for Grades 7-9 students at Richard S.

Fowler Catholic Junior High School commencing in the 2018-19 school year.

CARRIED (7/7)

ESSMY Programming

Assistant Superintendent Nixon shared the results of a student survey conducted at ESSMY gathering information on course offerings they desire. The data gathered highlighted an interest for increased choice at the school, which includes providing courses in English, including Advanced Placement. The Board understands that flexibility is required but maintains the position French Immersion remain a priority in the school.

127/18

Trustee Schell: **THAT** the Board of Trustees approve both French and English programming for Grades 10, 11, and 12, and for Grade 9 Pre-Advanced Placement courses commencing in the 2018-2019 school year.

CARRIED (7/7)

INFORMATION ITEMS

Report from the Chair

Trustee Shaw shared correspondence and reminded the Board about the process to submit agenda items.

Report from the Superintendent

The Board received the following reports as information: School Results Reviews, First Nations, Metis, and Inuit Report, School Facilities Utilization Report, the 2017-18 First Quarter Financial Report to November 30, 2017, and an update on the nomination of Kara Weis, EFJ teacher, for the Prime Minister's Award for Teaching Excellence.

128/18

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

CARRIED (7/7)

BOARD COMMITMENTS

129/18

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 Radford inquired as to the status of the committee created at the November 27, 2017 meeting. Secretary-treasurer Schlag indicated the committee to review all elements of the governance budget for 2018-19 has yet to be scheduled but will be meeting soon, as results are to be presented to the Board by the last meeting in March 2018.

Trustee Radford also inquired as to plans to meet with MLA Renaud. Superintendent Keohane indicated there would be further discussion at the next Committee of the Whole meeting.

CLOSING PRAYER

Trustee Proulx offered the closing prayer.

The Board recessed until 5:43 p.m.

IN CAMERA

130/18

Trustee Becigneul: **THAT** the Board of Trustees move In Camera at 5:43 p.m.

CARRIED (7/7)

Trustee Tremblay departed the meeting at 7:25 pm.

OUT OF CAMERA

131/18

Trustee Proulx: **THAT** the Board of Trustees move Out of Camera at 7:55 p.m.

CARRIED (6/6)

132/18

Trustee Radford: **THAT** the Board of Trustees approve the addition of a Special Meeting, in the 2017-18 meeting schedule, on February 12, 2018 at 6:00 p.m., to deal with a land issue.

CARRIED (6/6)

133/18

Trustee Becigneul: **THAT** the Board of Trustees approve a change to the start time of the Committee of the Whole Meeting on February 12, 2018 to 7:30 p.m., from the original time of 7:00 p.m.

CARRIED (6/6)

ADJOURNMENT

134/18

Trustee Schell: **THAT** the Board of Trustees adjourn the regular meeting at 7:56 p.m.

CARRIED (6/6)

Secretary Treasurer

Chair



BOARD OF TRUSTEES REGULAR MEETING

FEBRUARY 26, 2018

ATTACHMENT FOR AGENDA ITEM 8.2

Special Meeting (Land) Summary of February 12, 2018

BACKGROUND:

Please see attached.

RECOMMENDATION:

THAT the Board of Trustees approve the summary of the Special Meeting (Land) held on February 12, 2018 as circulated or as circulated and amended.

**MINUTES OF THE SPECIAL MEETING OF
THE BOARD OF TRUSTEES
OF
GREATER ST. ALBERT ROMAN CATHOLIC
SEPARATE SCHOOL DISTRICT NO. 734
LAND MATTER
HELD ON MONDAY, FEBRUARY 12, 2018 at 6:00 p.m.
at 6 St. Vital Avenue, St. Albert, AB**

MEMBERS PRESENT

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

ADMINISTRATION PRESENT

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

CALL TO ORDER

Trustee Shaw called the meeting to order at **6:02 p.m.** and declared it a duly constituted meeting, as quorum had been reached with 5 of the possible 7 Trustees present. A minimum of four (4) Trustees is required for quorum.

OPENING PRAYER

Trustee Tremblay offered the opening prayer.

ACKNOWLEDGEMENT

Trustee Shaw acknowledged that the Board is meeting on the original lands of the Cree, those of Treaty 6, and on the homeland of the Métis Nation. Kinanâskomitin Manito (Thank you Creator).

NOTICE OF SPECIAL MEETING

Trustee Shaw explained that all 7 Trustees had received notice of the special meeting verbally, in-person, on January 29, 2018, which was more than seven (7) days from the meeting date, therefore a waiver motion is not required.

APPROVAL OF AGENDA

135/18 **Trustee Schell:** **THAT** the Board of Trustees approve the agenda as presented.
CARRIED (5/5)

IN CAMERA

136/18 **Trustee Tremblay:** **THAT** the Board of Trustees move the meeting in camera at 6:04 p.m.
CARRIED (5/5)

Trustee Radford joined the meeting at 6:16 p.m.

Trustee Proulx joined the meeting at 6:24 p.m.

OUT OF CAMERA

137/18 **Trustee Crockett:** **THAT** the Board of Trustees move the meeting out of camera at 7:04 p.m.
CARRIED (7/7)

BOARD DECISION

138/18 **Trustee Tremblay:** **THAT** the Board of Trustees approve the execution of the Land Exchange Agreement and the Facilities License Agreement reviewed today, in consideration of the transfer of land on the footprint of the

Morinville Community Cultural Centre from the District to the Town of Morinville, as outlined in these Agreements.

CARRIED (7/7)

CLOSING PRAYER

Trustee Tremblay offered the closing prayer.

ADJOURNMENT

139/18 **Trustee Bécigneul:** **THAT** the Board of Trustees adjourn the meeting at 7:05 p.m.

CARRIED (7/7)

Secretary Treasurer

Chair



BOARD OF TRUSTEES REGULAR MEETING

FEBRUARY 26, 2018

ATTACHMENT FOR AGENDA ITEM 8.3

Committee of the Whole Meeting Summary of February 12, 2018

BACKGROUND:

Please see attached.

RECOMMENDATION:

THAT the Board of Trustees approve the summary of the Committee of the Whole meeting held on February 12, 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, FEBRUARY 12, 2018**

COMMITTEE MEMBERS PRESENT

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

ADMINISTRATION PRESENT

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

CALL TO ORDER

Trustee Becigneul called the meeting to order at 7:32 p.m. and Trustee Schell offered the opening prayer, requesting that Archbishop McNeil, who passed away yesterday, remain in our prayers.

ACKNOWLEDGMENT OF TERRITORIES

Trustee Becigneul 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 - None

POLICY REVIEW FRAMEWORK

Trustees reviewed Board Policies 5 and 6, Role of the Board Chair and Role of the Vice-Chair, along with Policy 13 – Appeals and Hearings Regarding Student Matters, Policy 14 – Hearings on Teacher Matters, and Policy 19 – Acknowledging Territories of Indigenous Communities. Changes, where required, were discussed and agreed upon. All five policies will move to the Regular meeting on February 26, 2018 for approval.

2018-2019 INSTRUCTIONAL CALENDAR

Trustees were provided with the most recent revision of the 2018-19 Instructional Calendar, along with feedback received from the District Policy Advisory Council, School Councils, Council of Councils, the ATA Local, and Administrators. Trustees discussed the pros and cons of the calendar as presented and will vote on it at the Regular meeting on February 26, 2018.

REVIEW of INCLUSIVE EDUCATION & MENTAL HEALTH ACCESS

Trustees discussed the report provided by assistant superintendent Nixon and considered advocacy opportunities as they stressed the importance of Mental Health access by students.

ENROLLMENT PROJECTIONS (BUDGET 18-19)

Secretary-Treasurer Schlag provided an update of enrollment projections for 18-19, after input from School Administrators. For budget purposes, not including PUF or St. Gabriel, the District will use 5,563 students as the basis for the allocation process to schools for the 2018-19 Budget.

INTERNATIONAL BACCALAUREATE PROGRAMME REPORT

Assistant Superintendent Nixon provided a written update on the Middle Years Programme extending into High School. Trustees had opportunity for questions and discussion following the overview.

ALBERTA SCHOOL COUNCILS' AWARDS PROGRAM

Trustees were advised that nomination information was shared with School Administration and School Councils. No further action on this topic.

CONTINUATION OF INTERNATIONAL FIELD TRIPS

Trustees discussed the merits and challenges of international student field trips and the intent that trips should be inclusive for all rather than exclusive to a few. Trustees agreed that more information should be gathered and the discussion would continue and develop over time.

BOARD FAITH RETREAT

Trustee Shaw introduced the idea of a faith formation opportunity for Trustees similar to those available to school staffs and the Board would like to consider this in the next year's meeting calendar.

MEETING WITH MLA'S

Trustees discussed the best way to meet and advocate with MLA's and decided the best approach may be one at a time. Trustee Shaw will approach MLA Renaud to set up a meeting in the near future.

BOARD LENTEN ACTIVITY FOR MARCH 5, 2018

Trustee Shaw shared her desire for the Board and senior administration to participate in a Lenten activity, in line with the Faith Theme for this year on Servant Leadership, that will take place at the March 5th, Committee of the Whole Meeting.

ADVOCACY DISCUSSION – PARISH ENGAGEMENT

Since new priests have joined the parishes within the District, Trustees would like to have an opportunity to get to know them better informally and thought inviting them to an informal dinner of a meet and greet type would be a good start. Trustee Tremblay will reach out to find a good time for this after Easter.

TRUSTEE COMMITTEE & SCHOOL COUNCIL REPORTS

Trustee Shaw shared the ACSTA Report by email and Trustees verbally shared information from their attendance at School Council meetings and discussed various activities at the schools.

FIRST NATIONS, METIS, and INUIT ACTIVITY

Trustees reviewed the Education for Reconciliation February Update, which is available on the District website. Assistant Superintendent Nixon shared a short video and provided Trustees with some resources for an activity to help develop respectful language when speaking about Indigenous Peoples' identities locally, provincially, and internationally.

Trustee Schell offered the closing prayer. The meeting was adjourned at 10:31 p.m.

Meeting chaired by Trustee Becigneul



BOARD OF TRUSTEES REGULAR MEETING

February 26, 2018

ATTACHMENT FOR AGENDA ITEM 9

Committee & Event Reports

PREPARED BY:

9.1 ACSTA Report (Shaw)

Attached

RECOMMENDATION:

Please see attached.



EXECUTIVE summary

Elected Officers

Adriana LaGrange, President
Paul M. Bourassa, Vice President

Directors

Lory Iovinelli
Calgary RCSSD No. 1
Sr. Edith Elder
Catholic Education
Association of Yukon (CEAY)
John de Jong
Christ the Redeemer CSRD No. 3
Natalie Béland
Conseil scolaire Centre-Est No. 3
Steve Daigle
Conseil scolaire Centre-Nord No. 2
Stéphanie Ambrose
Conseil scolaire du Nord-Ouest No. 1
Louis Arseneault
Conseil scolaire Francosud
Greg Ibach
East Central Alberta CSSRD No. 16
Alene Mutala
Edmonton CSSD No. 7
Michelle Szott
Elk Island CSRD No. 41
Mel J. Malowany
Evergreen CSRD No. 2
Robert Yaro
Fort McMurray RCSSD No. 32
Michael Ouellette
Grande Prairie RCSSD No. 28
Serena Shaw
Greater St. Albert RCSSD No. 734
John Kuran
Holy Family CRD No. 37
Pat Bremner
Holy Spirit RCSRSD No. 4
Vince MacDonald
Lakeland RCSSD No. 150
Tammy Kennedy
Living Waters CRD No. 42
Dick Mastel
Medicine Hat CSRD No. 20
Kim Pasula
Red Deer Catholic Regional Schools
Rhonda Lafrance
St. Paul ERD No. 1
Henry Effen
St. Thomas Aquinas RCSRSD No. 38
Erin Currie
Yellowknife Catholic Schools

Ex-Officio

Most Rev. William McGrattan, Liaison Bishop
Karl Germann, CCSSA President
Dean Sarnecki, Executive Director

Celebrate, preserve, promote, and enhance Catholic education

ACTION ITEMS

2018-2020

ACSTA Strategic Plan

The Board approved its 2018-2020 Strategic Plan. This plan is the dynamic blueprint for moving ACSTA forward over the next three years

Catholic Education

Legal Summit

The Board directed administration to proceed with organizing a Catholic Education Legal Summit. It will be held on September 28, 2018 in Calgary, in conjunction with the Conference of Fellowship of Catholic Scholars Canada. More details will follow.

Local Engagement

Communities (SPIRITUS)

The Local Engagement Communities (SPIRITUS) Committee circulated a draft document titled "Covenant-Catholic Education Partners" and Vice President Paul Bourassa made a presentation to the Board on February 1st. The Board requested more clarity and information. This item will be brought forward to the May 25, 2018 meeting.



Conseil scolaire Centre-Est No. 3

Shared Initiatives

The Board received the November 30, 2017 letter from Edmonton Catholic Schools regarding shared initiatives. The Board has asked CCSSA to gather information from ACSTA member boards regarding partnerships that benefit children and local communities.

ASCA 2018 AGM

ACSTA values the parental voice and is encouraging parents to attend the ASCA 2018 AGM, April 20-22 at the Delta Edmonton South.

Board Ad Hoc Committee Selection

The Board members selected their committees. A listing of the 2017-2018 Board Ad Hoc Committees will be available in the member services section of the website.



Conseil scolaire Centre-Est No. 3

Blessings On Your Lenten Journey





REPORTS

Board

- ACSTA President
- Advocacy/Communications Committee
- Directors

Administration

- 2016-2019 Strategic Plan Action Taken
- Finance
- Accountability Reports
 - The Board reviewed Policy GP-1:Governance Commitment, GP-2: Philosophical Governing Style, GP-3: Role of the Board of Directors, GP-4: Duties and Powers of the Board of Directors, GP-5: Director Commitment and Responsibility, GP-6: Elected Officers' Roles, GP-7: External Board Representation, GP-8: Meetings of the Board of Directors, GP-9: Policy Development, Amendment and Deletion, GP-10: Awards.
- 2017 AGM & Convention Evaluation Statistics

Education Partners

- ASBA Zone 7
 - Michael Ouellette was acclaimed as the 2018 Zone 7 Representative
- CCSSA
- CCSTA
 - The Board received a progress report regarding the 2019 CCSTA Convention. ACSTA is hosting this event May 30-June 1 at the Coast Canmore Hotel and Conference Centre. The theme is *Faith Moving Mountains*.
 - ACSTA will be nominating Tony Sykora post-humously for the 2019 CCSTA Justice James Higgins Award
 - CCSTA is working with Enight Canada to increase contact with Members of Parliament at the provincial level. Directors were asked to reach out to their respective MP and encourage their board colleagues to do the same.

Upcoming Events

2018 Mark Your Calendar

- March 16-18
Religious Education Congress
(Anaheim)
- March 21-23
CASS/AE Annual Learning Conference
(Chateau Lacombe Hotel, Edmonton)
- April 20-22
Alberta School Councils' Association (ASCA)
(Delta Edmonton South)
- April 26-29
ACSTA SPICE Retreat
(Kananaskis)
- April 30-May 1
CCSSA Meeting
(Kananaskis)
- May 1-4
ACSTA Blueprints Retreat
(Kananaskis)
- June 4-5
ASBA Spring General Meeting
(Red Deer)
- June 7-9
CCSTA Convention
(Kelowna)
- September 28
ACSTA Catholic Education Legal Summit
(Calgary)
- November 16-18
ACSTA Convention & AGM
(The Westin - Edmonton)

INFORMATION ITEMS

Registration Open for 2018 SPICE and Blueprints Retreats



Fr. Richard Leonard

“Rekindling the Fire:
On Mission with Christ in the Here & Now”



BOARD OF TRUSTEES REGULAR MEETING

FEBRUARY 26, 2018

ATTACHMENT FOR AGENDA ITEM 10

Good News (Communication & Community Relations)

PREPARED BY:

Carol Bruineman, communications manager

BACKGROUND:

Please see attached.

Good News
Regular Board Meeting
February 26, 2018

School News

- Congratulations to **Mr. Brent Kieser**, teacher with **R.S. Fowler Junior High** who was honored as the St. Albert Rotary Teacher of the Month. Thank you to the Rotary Club and Staples for their support of this award!
- **St. Albert Catholic High** hosted a great Health Conference for students. There were many great sessions for students who attended and the conference featured Kevin Breel who brought a meaningful message about mental health. Mr. Breel is a writer, comic and mental health activist. He is also a well-known TED Speaker.
- **École Father Jan** school community hosted their annual Carnaval celebrating their French Culture with La Cabane à Sucre and winter activities.
- Congratulations to the **MCHS Cheer Team** for taking 1st place at the Cheerfest zone tournament in Athabasca. As a result, the girls qualified for provincials in Lethbridge on April 13 and 14. Congratulations to all of the athletes and coaches!
- The annual Box Social at **G.H. Primeau School** raised more than \$1400 for the Midstream Support Society. The boys made the lunches and the girls did the bidding. There was fantastic participation by all!
- **G.H. Primeau Coyotes' Cheer Team** took 1st place at Cheerfest 2018! The school is proud of all the girls and coaches for their hard work and training!
- **St. Albert Catholic High** had three students participate in the Culinary High School Challenge competition held at NAIT. **David Howes**, **Ivy Mayordomo**, and **Mark Odiaz** did an excellent job representing SACHS! Ivy is also interested in applying for the NAIT Baking Scholarship. She designed and baked the dessert in the competition. Winners will be announced at the banquet in March. Please pass on your congrats to these young chefs!



BOARD OF TRUSTEES REGULAR MEETING

FEBRUARY 26, 2018

ATTACHMENT FOR AGENDA ITEM 12.1

Board Policy Review

PRESENTERS:

David Keohane, superintendent

BACKGROUND:

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

Board Policy 5 – Role of the Board Chair and Board Policy 6 – Role of the Vice-Chair were last reviewed in December 2016. For this review, trustees requested to have additional roles added to each of the policies similar to some other school districts.

Board Policy 13 – Appeals and Hearings Regarding Student Matters was last reviewed in February 2017. For this review, a change has been recommended to reflect a legal review of policy and an arising opinion regarding note taking during in-camera meeting.

Policy 14 – Hearings on Teacher Matters was last reviewed in February 2017. For this review, no changes are recommended.

Board Policy 19 - Acknowledging Territories of Indigenous People within District Events was last reviewed in June 2017. For this review, no changes are recommended.

RECOMMENDATION:

THAT the Board of Trustees approve the review of Board Policy 5 – Role of the Board Chair, Board Policy 6 – Role of the Vice-Chair, Board Policy 13 – Appeals and Hearings Regarding Student Matters and with the changes as presented and Policy 14 – Hearings on Teacher Matters and Board Policy 19 - Acknowledging Territories of Indigenous People within District Events with no changes.



Greater St. Albert
Catholic Schools

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

6 St. Vital Avenue, St. Albert, AB T8N 1K2

Telephone (780) 459-7711

Fax (780) 458-3213

www.gsacrd.ab.ca

Memorandum

DATE: February 12, 2018

TO: The Board of Trustees

FROM: David Keohane, superintendent of schools

RE: **Policy Analysis for February 26, 2018 Regular Board Meeting**

Please find enclosed documentation that recommends further action with respect to policies receive review at this meeting.

The documentation is intended to support the questions posed within the Board's Policy Review Framework (attached).

For the review of Policies 5 and 6, the reference documents reflect clauses taken from another public policy of similar scope that specifies practices that could be perceived as being effective in meeting existing practices of the District's Board Chair and Vice Chair.

For the review of Policy 13, a change has been recommended to reflect a legal review of the policy and an arising opinion regarding note taking at in-camera meeting. For clarity of understanding and transparency, the relationship of the Superintendent to aspects of student appeals that would not be appealable to the Board has been made explicit by stating Administrative Procedure 380 – Appeal on Student Matters in this policy. Finally, since appeals on student matters could be broader in scope than learning, and could include multiple and various aspects of student safety, the Board is being made aware of changes that will be contemplated for AP380.

No changes are recommended to Policy 14 and Policy 19 at the time of this review.

DK

Faith in Our Students

PASSION • RELATIONSHIPS • COMMITMENT • HOPE • INNOVATION • EXCELLENCE



Board Policy Review Reflection Framework

Within the existing ASBA Roles Clarification: Governance, Administration Policy Model that is adopted by Greater St. Albert Catholic Schools, the Board sets direction for the District according to two elements that are essential to achieving the District's mandate:

- the responsibilities that the Board will undertake due to the mandates of legislation and its desire to uphold appropriate risk management principles;
- what the Board hopes to achieve in order to be responsible to the owners of the system (the public).

To this end, the Board through its policy model has identified policies that reflect the will of the Board in these areas. Within the Board's policy framework is the delegation to the Superintendent the authority to maintain administrative procedures that complement Board Policies relevant to what the Board deems to be operational matters and outcomes that are essential in achieving the mission and vision of the District. Essential to the success of meeting desired results for the District is the extent to which Board Policies and Administrative Procedures are complementary to each other.

Therefore, when the Board engages in continually understanding and adapting its role in fulfilling responsibilities and meeting desired outcomes, policies should meet the following tests:

Are the Board's policies:

- *legal according to statutes and contractual arrangements made by the Board?*
- *supportive of the Board's foundational policies: District Mission Statement, Values, Beliefs, Goals, and Objectives; Role of Board; Role of the Trustee; Board Delegation of Authority; Role of the Superintendent?*
- *supportive of the expectations of previous motions that empower current practice?*
- *understandable according to the intent of their expectations and will of the Board?*
- *a reflection of generally accepted standards as written in other parallel public policies?*

The Board is encouraged to use these questions as a reflection framework for understanding or amending all policies that are reviewed through the Board's annual policy review schedule.

ROLE OF THE BOARD CHAIR

The Board of Trustees, at the organizational meeting, and afterwards at any time determined by the Board, shall elect one of its members to serve as Board Chair, to hold office during the pleasure of the Board.

The ability of the Board to discharge its obligations in a responsible and effective manner is significantly influenced by the quality of leadership provided by the Board.

The Board entrusts to its Chair primary responsibility for providing leadership to the Board.

The major duties and responsibilities of the Board Chair are to:

1. Preside over all Board meetings and ensure that such meetings are conducted in accordance with the *School Act*, **Board Policies**, and **any operating** procedures established by the Board.
2. Prior to each Board meeting, confer with the Superintendent **and Vice-Chair** on the items to be included on the agenda, the order of these items, and become thoroughly familiar with them.
3. **Be familiar with basic meeting procedures.**
4. Perform the following duties during Board meetings:
 - 4.1 **Maintain the order, proper conduct and decorum of the meeting so that motions may be formally debated.**
 - 4.2 Ensure that all ~~issues~~ **matters** before the Board are well stated and clearly expressed.
 - 4.3 **Display firmness, courtesy, tact and impartiality, ensuring** that each Trustee has a full and fair opportunity to be heard and understood by the other members of the Board in order that collective opinion can be developed and a corporate decision reached.
 - 4.4 **Direct the discussion by Trustees to the topic being considered by the Board, ensuring that debate is relevant. The Board Chair shall, when s/he is of the opinion that the discussion is not relevant to the question, remind members that they must speak to the question.**
 - 4.5 **Decide questions of order and procedure, subject to an appeal to the rest of the Board. The Board Chair may speak to points of order in preference to other members, and shall decide questions of order, subject to an appeal to**

the Board by any member duly moved. The Chair shall conduct all meetings of the Board according to the following rules of order firstly, ensuring compliance with the *School Act*; secondly, compliance with the Board's own policies and lastly where the *School Act* or the Board's own policies do not address the matter, the most recent edition of "Robert's Rules of Order" shall govern the conduct of meetings, where applicable.

- 4.6 Ensure that deliberations at meetings are timely, fair, orderly and thorough, but also efficient, limited to time, and kept to the point.
 - 4.7 Ensure that each Trustee present, votes on all recommendations before the Board. When appropriate, request Trustees to consider any possibility of conflict of interest.
 - 4.8 Extend hospitality to Trustees, officials of the Board, the press, and members of the public.
5. Assist with the Board's orientation program for Trustees as per Policy 3.
 6. Keep informed of significant developments within the District.
 7. Keep the Superintendent and the Board informed of all matters coming to his/her attention that might affect the District.
 8. Be in regular contact with the Superintendent to maintain a working knowledge of current issues and events.
 9. Bring to the Board all matters requiring a corporate decision of the Board.
 10. Be responsible to ensure the Board of Trustees is fully aware of the Superintendent's Contract contents, ensuring the Board meets all requirements of the contract.
 11. As outlined in Administrative Procedure 151 – Channels of Communication, ensure Trustees receiving complaints from parents, groups or community members will refer the parent or public member back to the school or department and will inform the Superintendent of the complaint, as outlined in Administrative Procedure 152 – Community Member Concern Protocol.
 12. Act as the chief spokesperson for the Board except for those instances where the Board has delegated this role to another individual or group.
 13. Act as ex-officio member, with voting privileges, of all committees appointed by the Board.
 14. Act as a signing authority for meetings of the Board that follow a minute format.
 15. Act as a signing authority for the District on select documents, as required.

16. Represent the Board, or arrange alternative representation, at official meetings.
17. Ensure that the Board engages in regular assessments of its effectiveness as a Board.
18. Review and approve Trustee expenditure claims, when associated with Trustee General funds.
19. Ensure that the auditor's report is brought to the Board for its review.
20. Address inappropriate behaviour on the part of a Trustee in accordance with Appendix A of Policy 4.

Reference: Section 65, 150 School Act
 Board Policy 3
 Board Policy 4

Revision Dates: November 30, 2009

ROLE OF THE VICE-CHAIR

The Vice-Chair shall be elected by the Board of Trustees at its Organizational Meeting, and thereafter at any time determined by the Board, to hold office at the pleasure of the Board.

Specific Responsibilities

1. The Vice-Chair shall act on behalf of the Board Chair, in the latter's absence and shall have all the duties and responsibilities of the Board Chair.
2. The Vice-Chair shall assist the Board Chair in ensuring that the Board operates in accordance with its own policies and **any operating** procedures **established by the Board**, and in providing leadership and guidance to the Board.
3. **Prior to each Board meeting, the Vice-Chair shall confer with the Board Chair and the Superintendent on items to be included on the agenda, the order of these items and become thoroughly familiar with them.**
4. **The Vice-Chair shall review and sign off on the Chair's expense claims, when associated with Trustee General funds.**
5. The Vice-Chair may be assigned other duties and responsibilities by the Board Chair.
6. The Vice-Chair shall be an alternate signing authority for the District, **on select documents, as required.**

Legal Reference: Section 65, School Act

APPEALS AND HEARINGS REGARDING STUDENT MATTERS

Under section 124 of the School Act, the only matters on which the Minister of Education will consider appeals are:

- ◆ Special education placement;
- ◆ Language of instruction (section 10);
- ◆ Home education programs;
- ◆ Student expulsion;
- ◆ Amount and payment of fees or costs;
- ◆ Access to, or the accuracy or completeness of student records;
- ◆ Amount of fees payable by a Board to another Board; or
- ◆ Board responsibility for a student.

The Board will hear appeals that address matters that are appealable to the Minister.

The Superintendent will hear appeals on all other administrative decisions, submitted in accordance with section 123 of the *School Act* that significantly affect the education of a student ([See AP 380](#)).

The Board expects that all students will be treated fairly with due respect to their needs, the needs of the school, and the District.

The principles of natural justice will apply to all appeal processes in the District.

The following processes will apply to appeals being heard by the board:

All Matters Other Than Expulsion of a Student

1. Prior to a decision being appealed to the Board, it must be appealed to the Superintendent or designate as identified by the Superintendent. After hearing the appeal, the person designated to hear the appeal may decide whether the subject matter of the appeal is a decision of a Board employee which significantly affects the education of the student.
2. Parents of students, and students 16 years of age or over, have the right to appeal to the Board a decision of the Superintendent. The Superintendent must advise parents and students of this right of appeal.
3. The appeal to the Board must be made within 30 days from the date that the individual was informed of the Superintendent's decision. The appeal must be filed in writing and must contain the name of the party filing the appeal, the date, the matter at hand, and the reason for the appeal.

{B2674519.DOC;1}

4. Parents, or students as above, when appealing a decision to the Board, have the right to be assisted by a resource person(s) of their choosing. The responsibility for engaging and paying for such assistance rests with the parents or students.
5. Appeals will be heard by the Board at a regular or special Board meeting. The hearing of the appeal must be scheduled so as to ensure that the person making the appeal and the Superintendent, or designate, whose decision is being appealed, has sufficient notice and time to prepare for the presentation.
6. The Board Chair will consider any requests for adjournments of hearings of appeals regarding student matters, and must consider the reason for the request and whether the person making the request has sufficient notice and time to prepare for the presentation.
7. The appeal will be heard at an in-camera meeting of the Board.
8. The Board reserves the right to make its decision at a subsequent Board meeting. The parties to the appeal will be advised when the decision will be made. The Board decision will be made in open session.
9. The appeal hearing will be conducted in accordance with the following guidelines:
 - 9.1 The Chair will outline the purpose of the hearing, which is to provide:
 - 9.1.1 An opportunity for the parties to make representation in support of their respective positions to the Board. This information may include expert medical, psychological and educational data and may be presented by witnesses;
 - 9.1.2 The Board with the means to receive information and to review the facts of the dispute;
 - 9.1.3 A process through which the Board can reach a fair and impartial decision.
 - ~~9.2 Notes of the proceedings will be recorded for the purpose of the Board's records.~~
 - 9.3 The Superintendent and/or staff will explain the decision and give reasons for the decision.
 - 9.4 The appellant will present the appeal and the reasons for the appeal and will have an opportunity to respond to information provided by the Superintendent and/or staff.
 - 9.5 The Superintendent and/or staff will have an opportunity to respond to information presented by the appellant.
 - 9.6 Board members will have the opportunity to ask questions or clarification from both parties.
 - 9.7 No cross-examination of the parties shall be allowed, unless the Board Chair deems it advisable under the circumstances.

{B2674519.DOC;1}

- 9.8 The Board will meet without the respective parties to the appeal in attendance to arrive at a decision regarding the appeal. The recording secretary will remain in attendance. The Board may have legal counsel in attendance.
- 9.9 If the Board requires additional information or clarification in order to make its decision, both parties to the appeal will be requested to return to the hearing for the required additional information.
- 9.10 The Board decision and the reasons for that decision will be communicated to the appellant by telephone and confirmed in writing following the hearing.

Expulsion of a Student

The Board will hear representations with respect to a recommendation for a student expulsion in accordance with sections 24 and 25 of the School Act.

If a student is not to be reinstated within five school days of the date of suspension, the Principal shall immediately report in writing all the circumstances of the suspension and provide a recommendation to the Board through the Office of the Superintendent.

The Board will convene in a Committee of the Whole session (in-camera) upon the call of the Superintendent but in no event shall the meeting occur later than ten school days from the first day of suspension.

~~Notes of the proceedings will be recorded for the purpose of the Board's records.~~

The expulsion hearing will be conducted in accordance with the following guidelines:

1. The Chair will outline the purpose of the hearing, which is to:
 - 1.1 Provide an opportunity to hear representations relative to the recommendation from the Principal
 - 1.2 Provide an opportunity for the student and/or the student's parent or guardian to make representation
 - 1.3 Reinstatement or expulsion of the student
2. The Chair will outline the procedure to be followed, which will be as follows:
 - 2.1 The Principal will present the report documenting the details of the case and the recommendation to expel the student;
 - 2.2 The student and the student's parents will be given an opportunity to respond to the information presented and to add any additional information that they feel is relevant;
 - 2.3 The members of the Board will have the opportunity to ask questions of clarification from both the Principal and the student and the student's parents;
 - 2.4 The Board will meet, without either the administration or the student and the student's parents present, to discuss the case and the recommendation;

{B2674519.DOC;1}

- 2.5 Should the Board require additional information, both parties will be requested to return in order to provide the requested information;
 - 2.6 The Board will then make a decision in open session to either reinstate or expel the student; and
 - 2.7 The Board's decision shall be communicated in writing to the student and the student's parents with copies being provided to the Principal and the Superintendent. The Board shall provide reasons for its decision.
3. If the Board's decision is to expel the student; the following information must be included in the letter to the student and the student's parents:
 - 3.1 The length of the expulsion which must be greater than 10 school days;
 - 3.2 The educational program to be provided to the student and the name of the individual to be contacted in order to make the necessary arrangements; and
 - 3.3 The right of the student and the student's parents to request a review of the decision by the Minister of Education.
 4. Expulsion is at the discretion of the Board. The trustees, in making their decision shall take into account the circumstances under which the student committed the offence. The following offences may be considered by the Board as justification for expulsion; this is not to be considered an exhaustive list:
 - 4.1 The student has displayed an attitude of willful, blatant and repeated refusal to comply with Section 12 of the School Act.
 - 4.2 The student demonstrates open opposition to authority.
 - 4.3 The student uses improper or profane language.
 - 4.4 The student deliberately and wantonly destroys school property.
 - 4.5 The student violates the jurisdiction's smoking and use of illegal drugs policy or drug protocol.
 - 4.6 The student assaults, threatens, intimidates others.
 - 4.7 The student brings weapons to school.
 - 4.8 The student's conduct, misconduct or actions regardless of the place of occurrence, or the results thereof are injurious to the moral tone of the school or the physical or mental well-being of others in the school, or threaten the maintenance of a safe and caring school environment.
 5. Where an expelled student is to be re-enrolled, the designated Assistant Superintendent shall set such conditions as are deemed reasonable respecting the re-enrollment of the student. For example, the student may be directed to counselling programs, risk assessment, etc. If additional information on the student is required for that student to be re-enrolled in a District program, such condition(s) will be stated in the letter to the parent and the student (if 16 years of age or older), and a required date for the completion of such conditions will be included in that correspondence.

{B2674519.DOC;1}

6. The term of an expulsion must be for eleven (11) school days or more, up to the end of that school year. The District reserves the right to direct and re-enroll a student, who has been expelled, to another school within the District, in the following school year, based upon program reasons, or the safety and security of other students.

Legal Reference: Section 10, 12, 24, 25, 48, 61, 123, 124, 125 School Act

Revision Dates: June 20, 2011, July 7, 2015

{B2674519.DOC;1}

STUDENT APPEAL PROCEDURES

Background

The District believes that decisions regarding the education of a student should be made normally at the level closest to the student.

Procedures

1. Concerns with decisions that significantly affect the education of a student should first be discussed with the teacher and the school Principal.
2. If satisfactory resolution is not achieved, the parent/guardian or independent student is to be advised by the Principal of his/her right to appeal to the Superintendent.
3. Excepting for a student suspension in excess of five (5) school days (Section 24, Alberta School Act), an appeal request must be made in writing to the Superintendent within thirty (30) calendar days of receipt of notification of the right to appeal.
4. Upon receipt of the written request for an appeal, the Superintendent will convene a review process as soon as practically possible, but no later than fifteen (15) calendar days from receipt of the written notice of appeal. The Superintendent may, at the Superintendent's discretion, direct that the appeal review will first be heard and decided by another central office employee with a connection or expertise on the matter under appeal (Level 1); in which case, if requested in writing within (15) calendar days of the Level 1 decision, there shall be a further right of appeal to the Superintendent (Level 2).
5. The Superintendent (Level 2) or, if applicable, the central office employee (Level 1) will advise the parent/guardian or independent student (in writing) of:
 - 5.1 The date, time and location of the appeal review.
 - 5.2 His/Her right to be accompanied by an advocate, and/or lawyer, and/or interpreter (at his/her own expense).
 - 5.3 His/Her right to present witnesses and offer evidence to support the appeal.
6. The Superintendent (Level 2) or, if applicable, the central office employee (Level 1) shall:
 - 6.1 Establish a process for a hearing review.
 - 6.2 Call any expert resources required to assist with the deliberation.
 - 6.3 Maintain and distribute minutes of meetings.
 - 6.4 Render a decision on the appeal.

{B2674551.DOC;1}

7. The Superintendent (Level 2) or, if applicable, the central office employee (Level 1) will inform the parent/guardian or independent student in writing of the ~~Superintendent's~~ decision within fifteen (15) calendar days of hearing the appeal.

Reference: Section 10, 24, 48, 123, 124, 125, School Act

Cross Reference: Policy 13 – Appeals and Hearings Regarding Student Matters

{B2674551.DOC;1}

HEARINGS ON TEACHER MATTERS

The Superintendent may transfer a teacher in accordance with section 104 of the School Act. The teacher may make a written request to the Board to have a hearing before the Board for the purpose of objecting to the transfer.

The Board shall conduct any hearings concerning the transfer of a teacher pursuant to Section 104 of the School Act, in accordance with the procedures.

Transfers

1. A teacher who has been given a notice of transfer by the Superintendent may make a written request to the Board to have a hearing before the Board for the purpose of objecting to the transfer within seven (7) days of receipt of the transfer notice.
2. The request for a hearing before the Board shall be submitted by the teacher to the Secretary-Treasurer with a copy being provided to the Superintendent.
3. The Board may set a date and time for the hearing requested not earlier than 14 days after the teacher receives the notice of transfer, unless the teacher agrees in writing to an earlier date.
4. The Secretary-Treasurer shall advise the teacher in writing of the date, time and location of the hearing.

Adjournments

1. Requests for adjournments may be granted by the Board Chair, where determined to be reasonable in the Board Chair's sole discretion. An application for an adjournment shall be made in the following manner:
 - 1.1 Where the request for the adjournment is made in advance of the hearing, it shall be made in writing to the Corporate Secretary by the teacher or the Superintendent, no less than seven (7) days before the originally scheduled date of the hearing.
 - 1.2 A request for an adjournment, although not submitted in accordance with clause 1.1, if supported with reasons that the Board Chair considers valid, including the reason the request was not submitted within the required time period, may be made in writing through the Corporate Secretary.
 - 1.3 The Board Chair may seek written submissions from each of the parties about whether to grant the adjournment.
 - 1.4 The Board Chair may take into consideration the timing of the request for the adjournment, the stated reasons for the request, the prior history of the requests for the adjournment of the matter, and the submissions made by the parties.

- 1.5 Where adjournments are granted in the course of a hearing, members of the Board are prohibited from disclosing the evidence presented or matters raised at the hearing, either amongst themselves or with the parties and their representatives or witnesses until the hearing is reconvened.

Pre-hearing Processes

1. Any written materials the teacher or the Superintendent wishes the Board to consider must be submitted to the Corporate Secretary, where possible, not less than four (4) calendar days prior to the scheduled date of the meeting. These materials will be exchanged between the teacher and the Superintendent, and only provided to the Board in advance of the hearing where a party requests their materials be provided to the Board in advance of the hearing. In such cases, the materials will be provided to the Board no earlier than four (4) calendar days prior to the scheduled date of the hearing.
2. Notwithstanding the above, the Board Chair shall reserve the right to receive such further documentation as is deemed relevant at the Board hearing.
3. The teacher or the Superintendent may be accompanied by counsel or another representative, and may bring witnesses if, not less than four (4) days prior to the scheduled date of the meeting, the following is provided by the teacher or the Superintendent in writing:
 - 3.1 The names of counsel, other representatives, and any witnesses; and
 - 3.2 An explanation satisfactory to the Board Chair as to why the witnesses' evidence may not be adequately presented in writing.
 - 3.3 The Board Chair shall advise, in writing, the party who has requested permission to bring witnesses to the hearing as to whether or not the request will be granted, as soon as reasonably practical after receiving the application.
 - 3.4 Notwithstanding the foregoing, the Board Chair reserves the right to allow such witnesses to appear at the hearing as are deemed advisable in the light of all the circumstances.

Procedure at Hearings

1. The Corporate Secretary will keep notes of the proceedings. The Board, in its sole discretion, may record the hearing via electronic means.
2. The hearing shall be conducted at an in-camera session of the Board.
3. The Chair will introduce all parties, and the parties and/or their representatives shall introduce all witnesses at the hearing.
4. The sequence of the hearing shall be as follows:
 - 4.1 Consideration of any preliminary objections;
 - 4.2 The Superintendent and the teacher shall be given an opportunity to make introductory and closing statements;

- 4.3 Submissions by administration, including any evidence by witnesses, where appropriate;
 - 4.4 Submission by the teacher, including any evidence by witnesses, where appropriate;
 - 4.5 An opportunity for administration to respond to the teacher's submissions;
 - 4.6 An opportunity for the teacher to respond to administration's submission;
 - 4.7 An opportunity for Trustees to ask questions of both parties and any of their witnesses will be made after each party's presentation. A Trustee may, through the Board Chair, also ask questions of a witness after the party calling the witness has completed their presentation;
 - 4.8 An opportunity for administration to make final comments;
 - 4.9 An opportunity for the teacher to make final comments.
5. No cross-examination of witnesses shall be allowed, unless the Board Chair deems it advisable.
 6. The Board will meet without the respective parties to the proceeding in attendance to arrive at a decision regarding the matter. The Corporate Secretary will remain in attendance. The Board may have legal counsel in attendance.
 7. If the Board requires additional information or clarification in order to make its decision, both parties to the matter will be requested to return to the hearing for the required additional information.
 8. The Board decision and the reasons for that decision will be communicated to the teacher by telephone and confirmed in writing following the hearing.

Legal Reference: Section 104, 105, 107, 109, School Act

ACKNOWLEDGING TERRITORIES OF INDIGENOUS COMMUNITIES WITHIN DISTRICT EVENTS

Background Statement

Catholic social teaching explains that every human being is created in the image and likeness of God and therefore has inherent dignity. No human being should experience one's personal dignity or freedom compromised. Since oppression and injustice make it impossible to live a life commensurate with dignity, it is important for our educational communities to pay full respect to the historical circumstances, traditional and existing lands, and cultural values of our First Nations, Métis, and Inuit people.

Acknowledging the territory is a way of honouring and showing respect for groups of people who have been living and working on the land of district meeting places from time immemorial. Therefore this policy addresses processes through which our Board of Trustees and schools will rightfully acknowledge First Nations, Métis, and Inuit Territory within our District.

Procedures

1. Distinctions need to be made regarding the case for *welcoming* and *acknowledging* First Nations, Métis, and Inuit people. The only trustees or employees who would welcome a gathering of people to the territory where an event is being held are people who are traditionally / originally from the territory. Therefore, unless a First Nations, Métis, and Inuit representative of the district is bringing greetings, all formal recognition will take the form of an *acknowledgement* of territory.
2. Acknowledging territory will be initiated immediately following prayers to begin any public meeting of the Board. Schools will be expected to make an acknowledgement of territory at any public awards or school celebration gathering where the student and parent community has been invited. Specifics regarding acknowledgement at the school level will be addressed in AP 160: Event Protocol.
3. The Board chair or designate for the purpose of chairing a board meeting, will acknowledge territory, and will not ask a public member to acknowledge territory, as the meeting is the Board's responsibility on behalf of the public that the Board represents.
4. It is not necessary for the Board to rely upon a First Nations, Métis, or Inuit person to bring a territorial acknowledgement to a public meeting.
5. In the event that the Board is travelling and conducting a meeting in another traditional territory other than its own, the Board will make its best effort to seek out the name of

the territory specific to the meeting place, and incorporate that territory into the acknowledgement.

6. The generally accepted acknowledgment for meetings will be as follows:
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). ([Kinanâskomitin Manito sound file](#))
7. In the spirit of supporting the outcomes of the Truth and Reconciliation Commission of Canada, the following addition to the previously stated acknowledgment will be stated at the opening Regular Meeting of the School Year, and the first Regular Meeting in January, and at the last Regular Meeting in June:
We acknowledge the harms and mistakes of the past, and we dedicate ourselves to move forward in partnership with Indigenous communities in a spirit of reconciliation and collaboration.
8. At the discretion of the Board chair, the additional acknowledgment stated in item 7, may be read when chairing a meeting.

Implemented April 27, 2016
Revised June 14, 2017



BOARD OF TRUSTEES REGULAR MEETING

FEBRUARY 26, 2018

ATTACHMENT FOR AGENDA ITEM 13.1

2018-2019 Instructional Calendar

PRESENTER:

Steve Bayus, assistant superintendent

BACKGROUND:

In accordance with Board Policy 2 – Role of the Board, the Board is responsible for the approval of the District’s instructional calendar. The instructional calendar approval process includes feedback from trustees, school councils, staff and school administration through the Policy Advisory Committee and other committees.

Administration is recommending approval of the attached 2018-2019 Instructional Calendar.

RECOMMENDATION:

THAT the Board of Trustees approve the 2018-2019 Instructional Calendar as presented.



Greater St. Albert
Catholic Schools

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

6 St. Vital Avenue, St. Albert, AB T8N 1K2

Telephone (780) 459-7711

Fax (780) 458-3213

www.gsacrd.ab.ca

MEMORANDUM

To: David Keohane, Superintendent of Schools

From: Steve Bayus, Assistant Superintendent of Human Resource Services

Date: February 8, 2018

Re: Instructional Calendar

Further to the School Act Section 56, and Administrative Procedure 130 – Instructional Year, and the parameters set within, attached is a recommended Instructional Calendar for the 2018-2019 school year for Board consideration on February 12, 2018.

Included are recommendations from the Policy Advisory Committee, School Councils, the Council of Councils and School Administrators that were considered in developing the recommended Instructional Calendar.

Respectfully,

Steve Bayus
Assistant Superintendent
Human Resources Services

Faith in Our Students

PASSION • RELATIONSHIPS • COMMITMENT • HOPE • INNOVATION • EXCELLENCE

**GREATER ST. ALBERT CATHOLIC SCHOOLS
2018-19 INSTRUCTIONAL CALENDAR**

Draft 3 - A

		Date	Details	Operational Days	Instructional Days	NOTES
AUGUST	S M T W T F S	1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31	29 Teacher Preparation Day 30 Teacher Preparation Day 31 Blue Prints	3	0	<p>NOTES</p> <p>□ = operational day (no students)</p> <p>○ = holiday (no classes)</p> <p>△ = staff meeting day (early dismissal)</p> <p>◇ = day in lieu</p>
SEPTEMBER	S M T W T F S	1 2 ③ 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30	3 Labour Day 4 First Day of Classes 21 PD/Staff Meeting Day	19	18	
OCTOBER	S M T W T F S	1 2 3 4 5 6 7 ⑧ ⑨ 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31	8 Thanksgiving Day 9 ATA Institute Day 19 Staff Meeting Day (early dismissal)	22	21	
NOVEMBER	S M T W T F S	1 2 3 4 5 6 7 8 ⑨ 10 11 ⑫ 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30	9 PD/Staff Meeting Day 11 Remembrance Day 12 Non-Operational (No school Staff or Students) 23 P/T Interviews - Day in Lieu	21	20	
DECEMBER	S M T W T F S	1 2 3 4 5 6 ⑦ 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 ⑳ ㉑ ㉒ ㉓ ㉔ ㉕ 29 30 ㉖	7 PD/Staff Meeting Day 24-31 Christmas Vacation	15	14	
JANUARY	S M T W T F S	1 2 3 4 5 6 7 8 ① ② ③ ④ 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31	1-4 Christmas Vacation 25 PD/Staff Meeting Day 31 First Day of Second Semester	19	18	
FEBRUARY	S M T W T F S	1 2 3 4 5 6 ⑦ ⑧ 9 10 11 12 13 14 15 16 17 ⑱ 20 21 22 23 24 25 26 27 28	7-8 Teachers' Convention 18 Family Day 22 Staff Meeting Day (early dismissal)	19	17	
MARCH	S M T W T F S	1 2 3 4 5 6 7 ⑧ 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 ⑳ ㉑ ㉒ ㉓ ㉔ ㉕ 30 31	8 PD/Staff Meeting Day 22 P/T Interviews - Day in Lieu 25-29 Spring Break	16	14	
APRIL	S M T W T F S	1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 ㉒ 23 24 25 26 27 28 29 30	19 Good Friday 22 Easter Monday 26 PD/Staff Meeting Day	20	19	
MAY	S M T W T F S	1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 ㉑ 21 22 23 24 25 26 27 28 29 30 31	17 PD/Staff Meeting Day 20 Victoria Day	22	21	
JUNE	S M T W T F S	1 2 3 4 5 6 ⑦ 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30	7 PD/Staff Meeting Day 21 Aboriginal Day (No Exams) 27 Last Day of School (0.5 - a.m.) 27 Preparation Day (0.5 - p.m.) 28 Mass (0.5 - a.m.) 28 Preparation Day (0.5 - p.m.)	20	18	First DIP: June 11 Last DIP: June 27 Last PAT: June 27 High School Semester 2: 90 days
TOTAL SCHEDULED DAYS				196	180	

INSTRUCTIONAL YEAR

Background

Subject to the provisions of the School Act, the Board is responsible for establishing the school instructional year for the District. The instructional year will be established to ensure that all students can effectively achieve the Board's mission, vision, beliefs, goals and objectives.

Prior to May 31 in each year, the Board will establish the next school instructional year.

Procedures

1. The school instructional year will specify:
 - 1.1 School opening date.
 - 1.2 Number and the days of school operation.
 - 1.3 The length of the school day at each site.
 - 1.4 Number of hours of instruction in the year at each school site (subject to section 39 of the *School Act*).
 - 1.5 Number and length of recesses and breaks at each school site.
 - 1.6 Vacation periods including:
 - 1.6.1 A school vacation of at least four (4) consecutive weeks in duration.
 - 1.6.2 The Board shall specify the vacation periods in a school year, which shall, as a minimum, include a vacation period that extends at least from December 24 to January 2.
 - 1.6.3 The Board, in its discretion may declare one day a month to be a school holiday.
 - 1.6.5 A holiday declared by a municipality does not apply to a school within the municipality unless the Board declares it to be applicable.
 - 1.6.6 The Board shall, before May 31 in each year, give notice to the Minister of:
 - a) The opening and closing dates of all schools under its jurisdiction for the 12 month period next following,
 - b) The dates of the vacation periods in the school year, and,
 - c) The number of hours of instruction to be made available to students in the school year:
 - (i) by grade, and

(ii) by school.

1.6.7 The Board may declare the 2nd Friday of June in any year to be a Farmer's Day holiday.

2. A holiday declared by a municipality does not apply unless the Board declares it to be applicable.
3. The Superintendent or designate, in consultation with school administrators, school councils and the Policy Advisory Committee shall recommend a school year for the Board.
4. The Superintendent or designate shall notify the Minister of Education prior to May 31 of each year with regard to the Board-approved opening and closing days and vacation periods for the next school year.

Reference: Section 39, 56, School Act



BOARD OF TRUSTEES REGULAR MEETING

FEBRUARY 26, 2018

ATTACHMENT FOR AGENDA ITEM 15.2

Report from the Superintendent

BACKGROUND:

Please see attached.

RECOMMENDATION:

THAT the Board of Trustees receive the superintendent's report as information.



**Superintendent's Information Report to the Board
Greater St. Albert Roman Catholic Separate School District No. 734
February 26, 2018**

***Request for Information**

Technology Fee Update

Trustee Proulx requested an update at the June 26th, 2017 meeting regarding the variance in technology fees. Secretary-Treasurer, Deb Schlag, will provide an update. (Attached)

Student Welfare

2016 – 2017 Safe and Caring Schools Report

In 2016 – 2017, 93% community satisfaction with the safe and caring nature of our schools was reported. This outcome places the jurisdiction in the top 2% of school jurisdictions reporting community satisfaction for this measure. Last year, the District experienced 2% growth with this area. The attached detailed analysis examines the relationship of eight variables that when purposefully addressed within the District, contribute to strong community satisfaction in this area. Special cause for celebration rests with the following information:

- In five years, the District has cut its suspension rate in half.
- The District continues to report significant declines with respect to student accidents.
- Strong attention to bullying deterrence, school traffic safety, student wellness, and occupational healthy further and environment of safety and care for our schools.
- The Gallup Student Poll for 2017 indicates that our results in the areas of student engagement, student hope, and student entrepreneurial aspiration and career / financial literacy significantly exceeds results achieved in the United States on 92% of the measures used to assess these variables.

On the basis of its results and strong attention to areas impacting the well-being of students, Greater St. Albert Catholic Schools is demonstrating excellence in furthering safe, caring and peaceful schools for our students, parents, and staff. (Attached)

Educational Leadership

Inclusive Education Programming

Assistant Superintendent, Rhonda Nixon, will provide a report on Inclusive Education programming in the district. (Attached)

International Baccalaureate Update

Assistant Superintendent, Rhonda Nixon, will provide an update on the International Baccalaureate Programme in the district. (Attached)

Organizational Management

Student Enrolment and Staffing Reports

Assistant Superintendent, Steve Bayus, will provide a report on student enrolment and a report on staffing. (Attached)

Transportation Overview

Secretary-Treasurer, Deb Schlag, will provide an overview of transportation in GSACRD. (Attached)

Plant Operations and Maintenance (PO&M)

Secretary-Treasurer, Deb Schlag, will provide updates on Plant Operations and Maintenance (PO&M). (Attached)

Fiscal Responsibility

Infrastructure Maintenance Renewal (IMR)

Secretary-Treasurer, Deb Schlag, will provide updates on Infrastructure Maintenance Renewal (IMR). (Attached)

Faith Leadership

Faith and Spiritual Initiatives Update

Assistant Superintendent, Rhonda Nixon, will provide a Faith and Spiritual Initiatives Update. (Attached)

Superintendent/Board Relations

Board Commitments Update

The following clarifies the reason for different board commitment information that is presented to the board and to the public. The following practices are intended to clarify this information:

- In the Board Meeting Package, the public will always receive the most recently approved board commitment sheet prior to the board meeting taking place.
- The Board will receive at the Board Meeting, an updated list of potential commitments to verify as part of the regular board deliberation process.
- Once these commitments have been approved by the Board, accuracy with respect to dates and times can be verified on a daily basis when trustees access the "trustee shared drive," which is always the place to go to verify up to date information.

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.



DATE: February 15, 2018 **REFERENCE:** 17-13
TO: The Board of Trustees
FROM: David Keohane, superintendent of schools
SUBJECT: Technology Fee Variance
ORIGINATOR: Trustee Proulx
PREPARED BY: Deb Schlag, secretary-treasurer; Franco Maisano, finance manager

At the June 26, 2017 regular meeting, a request for information regarding the reason for the variance in Technology Fees between schools was made by Trustee Proulx.

Background:

Schools were asked to list all factors that contributed to the composition of the fee. Fees charged vary from a low of \$5 per student to a high \$ 67.50 per student, with 5 schools charging \$15, and 3 schools charging less than \$11.

Most schools provided sound rationale and appropriate factors, such as access to learning software, websites for student use (Raz Kid, Brain Pop, etc), Makerspace technology, etc. Some schools included factors that will need to be reviewed further to determine compliance with the *School Fees and Costs Regulation*, which specifically prohibits fees for textbooks, workbooks, or photocopying, printing, or paper supplies. One school did indicate that the Parent group helps pay for access to learning software/websites.

COMPARISON of FEE RANGE FOR TECHNOLOGY FEES

Max Fee Approved	\$5.00	\$10.50	\$13.50	\$15.00	\$21.00	\$35.50	\$41.50	\$67.50	\$93.50
Actual Fee Charged	\$5.00	\$10.50	\$6.00	\$15.00	\$21.00	\$35.50	\$41.50	\$67.50	\$50.00
Variance Between Approved vs. Actual	\$0.00	\$0.00	\$7.50	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$43.50
Schools	ND	EFJ	JJN	AL	LEGAL	ESSMY	GHP	MCHS	SACHS
				BK	NMR				
				EMP	RSF				
				VG					
				VJM					



EXAMPLES OF CONTRIBUTING FACTORS FOR THE FEE CHARGED

Actual Tech Fee	School	Category
\$5.00	ND	Learning Software/Websites
\$10.50	EFJ	Hardware
		Learning Software/Websites
		Scheduling Software
\$6.00	JJN	Hardware
		Learning Software/Websites
\$15.00	AL	Learning Software/Websites
	BK	Learning Software/Websites
	EMP	Hardware
		Learning Software/Websites
	VG	Learning Software/Websites
VJM	Hardware	
	Miscellaneous	
	Printer Supplies	
\$21.00	LEGAL	Learning Software/Websites
	NMR	Hardware
		Learning Software/Websites
		Printer Supplies
RSF	Hardware	

Actual Tech Fee	School	Category
\$35.50	ESSMY	Hardware
		Scheduling Software / Email / SchoolCash
\$41.50	GHP	Hardware
		Learning Software/Websites
		Printer Supplies
		Scheduling Software
\$67.50	MCHS	Hardware
		Learning Software/Websites
		Printer Supplies
\$50.00	SACHS	Hardware
		Learning Software/Websites

2016 – 2017 Safe and Caring Schools Report – A Detailed Description of District Responsibility and Accountability

The Case for Reporting on this Topic

Gallup (2015) confirms that if parents are to be optimally engaged within schools, they need to experience that:

- Leadership furthers a respectful, open, and trusting environment;
- The school is committed to academic standards that are also responsive to the interests of students;
- Learning is personalized to the extent that a child's strengths and needs are known and addressed;
- Communication is fostered that is open and invitational in scope;
- The school community is safe and respectful.

If these variables are not present within a school, a family's social contract with a school will be tenuous or become broken. This explains why a Board is interested in assuring the safe and caring nature of its schools, and would oversee variables that contribute to this outcome.

Unique Implications for Catholic Education Globally and Locally

Catholic Education Prioritizes a Safe and Caring Agenda

Robinson (2011) has confirmed that for public education, all dimensions contributing to high quality teaching and learning are reliant upon an orderly and safe environment in order for them to have high impact upon student learning. The philosophy of the Catholic school becomes endorsed by this research since It has always believed that the way, truth, and life of Jesus Christ is foundational to establishing a "world of worth" for one another, where every student can achieve his / her God given potential and contribute meaningfully to the common good of the school and eventually broader society. Witnessing and modelling to Jesus contributes to the establishment of a "peaceful school," a term that Robinson uses to described the ethos of a public school that contributes to improvements in student learning.

Proud of Our Safety

90% of parents, students, and teachers surveyed in the province believe that a strong safe and caring environment is present within their schools. Evidently, success is very high in this area for most school jurisdictions in the province since there is only a 9% variance between the highest and lowest achieving school board when this measure is considered. At 93% satisfaction, GSACRD is in the top 2% of school boards reporting community satisfaction for this measure. It is worth noting that notwithstanding this status, our result in this area still improved by 2% over the previous year.

A Significant Finding

Sustaining strong public confidence in safe and caring learning environments while demonstrating that schools do not become consumed with addressing behavioural issues is one way of proving effectiveness in furthering purposeful and success orientated learning communities. To this end, it is worth noting that for 2016 – 2017, our schools achieved 93% satisfaction with the safe and caring nature of their learning environments, while experiencing a 22% reduction in suspensions. During this same

time period, there was a 45% reduction in suspensions related to matters of appropriate relationships between students and their peers, and students and staff members.

An assessment of Eight Variables Contributing to Strong Community Satisfaction

**Trend Analysis of Suspensions*

Over the past 5 years, the District has experienced an annual average reduction of suspensions by 17%. Last year there were 52% fewer suspensions issued in the District compared to the 2012 – 2013 school year. Put another way, in five years, the District has essentially cut its suspension rate in half.

38% of our schools issued no suspensions in 2016 – 2017. 1% of students who attended the District experienced an in-school or out-of-school suspension during this time period. Alberta Education does not track suspension rates at schools, but the phenomenon is an important aspect of Ontario Education's Safe and Caring School Strategy. Therefore, GSACRD's suspension rate can be compared on a credible basis to a large constituency of Canadian students, one that has strong international credibility for its success in meeting student learning needs. Consequently, when our results are compared to the Province of Ontario, our District can be considered to be a success story, since our suspension rate is at least 50% lower than what is experienced on average Ontario (2.56%).

***Student Accidents*

Our data continues to indicate that students are safer in attending to their education than to any other activity outside of their homes. Last year, 2% of our students had injuries that could have been reported to hospital arising from school based activities. Statistics Canada (2011) reports that 12% of Canadians annually report injuries to hospitals. Within this percentage, Youth aged 12 – 19 are the most vulnerable group that reports injuries due to sport, unregulated activity, and motor vehicle accidents.

In 2015 – 2016, this report indicated a 17% reduction in reporting of student accidents when compared to the previous year. This trend has continued for 2016 – 2017, where there has been an 11% reduction of accidents reported, when compared to 2015 – 2016.

Critical Incident and Emergency Response Readiness

The District is in its fourth year of deploying an Incident Command Model that it also shares with first responders in our service areas. In 2013, an external audit was conducted of our Critical Incident and Emergency Response Model. Ten recommendations for adoption were created at that time. One recommendation remains for completion which is the establishment of the Critical Incident Response Plan as a standalone document. Of significant importance in the past year has been the updating of our Student Risk Assessment model. The District now adopts a shared protocol by all student wrap-around services, including the RCMP, called VTRA or Violence Threat Risk Assessment. By the end of the 2017 – 2018 School Year, all counsellors, student-services supports, learning support facilitators, and principals will be trained in Level One training. The VTRA model incorporates community support service sharing from various experts who can assess multiple factors impacting a student's life. The expert voice ranges from representatives in education, mental health, and the criminal justice system. The collective body at the table then renders a decision as to the risk of the student and creates a rating of low, medium, or high for that student. Further interventions are then established that are complementary to the severity of the assessment.

Bullying Deterrence

In May, 2107, a stand alone Administrative Procedure was established to address the expectations of Section 45.1 (1) (d) of the *School Act*. According to the contents of AP 360: Code of Conduct Review to Address Bullying Behaviour, which operationalizes these expectations, all principals reviewed their school based codes of conducts with their school community by June, 2017.

Safe Journeys to School

As identified by Stantec Consultants in 2015, GSACRD has joined two other school jurisdictions and the City of St. Albert in addressing 300 recommendations dedicated to improving overall traffic safety in St. Albert. Last year the District implemented 78% of the safety based recommendations for its schools. In 2017 – 2018 all recommendations that can be implemented are now in place. Recommendations regarding safe practices as they uniquely apply to each school will continue to annually. A common practice in this area will be the reinforcement of where the public is expected to park its vehicles.

Student Wellness

For 2017 – 2018, the District has piloted the implementation of a student wellness goal at each school site. Goals deal with the full spectrum of wellness considerations according to how student learning data presents itself at each school community. Go – To – Educator Training which focuses on staff being aware of mental health indicators and appropriate referral protocols, has been planned for each of our schools. The District has followed-up on Dr. Stan Kutcher’s 2017 Mental Health Awareness Presentation for parents and offered an additional presentation for parents in January 2018 through the assistance Dr. Kutcher’s associate, Andrew Baxter. So far, nearly 500 parents have attended these sessions.

Occupational Health and Safety

In 2016 – 2017, four meetings were conducted for our District Occupational Health and Safety Committee that included the auditing of safety checklists that are established for each school. The newly established Working Alone Administrative Procedure has been used for members of the committee to establish hazard assessments. Other topics of consideration included the Occupational Health and Safety Tool Kit, controlling hazards, inspecting the workplace, and planning for emergencies.

****Gallup Student Poll (Hope, Engagement, Entrepreneurial Aspiration, and Career / Financial Literacy)*

Gallup (2012, 2014) continues to break new ground by confirming that the influence of specific programming supports for students and staff leadership in these areas is more predictive of furthering student interest in future learning than grades themselves. This explains why we annually survey students and respond to their feedback regarding the extent to which indicators of engagement, hope, career and financial literacy, and entrepreneurial aspiration are part of a student’s life. Optimizing these indicators for students in school helps to motivate them to graduate from school, pursue secondary education, and a rewarding career.

The following is a summary of the Fall 2017 Student Poll:

Engagement - The involvement in and enthusiasm of students for school

- Six of Nine indicators of engagement have equalled or exceeded last year's (2016's) results;
- For all nine indicators of engagement, the District exceeds the results of the overall U.S. sample;
- It is commendable to note that the highest indicator of engagement is the capacity of teachers to make students believe that their school work is important (grand mean = 4.27);
- Our greatest opportunity in the area of engagement is enabling students to believe that they have fun at school (grand mean = 3.85).

Hope - The ideas and energy students have for the future

- Five of Seven indicators of hope have equalled or exceeded last year's (2016's) results;
- Five of seven indicators of hope exceeds the results of the overall U.S. sample;
- The overall grand mean of Hope for the District (4.30) exceeds that of the U.S. (4.20);
- It is commendable to note that the highest indicator of hope in the district is the belief of students that they will graduate from school (grand mean = 4.59);
- Our greatest opportunity in the area of hope is enabling students to find many ways around problems (grand mean = 3.97).

Entrepreneurial Aspiration - The talent and energy for building businesses that survive and employ others

- Two of six areas of entrepreneurial aspiration have equalled or exceeded last year's (2016's) results;
- For all five indicators of engagement, the District exceeds the results of the overall U.S. sample;
- It is interesting to note that the highest indicator of entrepreneurial aspiration is the belief that students plan to start their own business (grand mean = 3.14);
- Our greatest opportunity for making a difference with student aspirations in this area is teaching students about business practices and how they operate as an aspect of financial literacy (grand mean = 1.87, 2.60).

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

- Three of four indicators of career and financial literacy have equalled last year's (2016's) results;
- For all four indicators of career and financial literacy, the District significantly exceeds the results of the overall U.S. sample;
- It is commendable to note that the highest indicator of career and financial literacy is the involvement of our students in at least one activity, such as a club, music, sports, or volunteering (grand mean = 4.40);
- Our greatest opportunity in the area of career and financial literacy rests with students learning how to save and spend money (grand mean = 4.06).

Conclusion

Community perception and the District's attention to supporting safe and caring school community illustrates excellence as we further this important dimension through the education of our students. On the basis of the results communicated in this report, our supporters and the ministry should be proud of the attention that our District gives to safe and caring schools. We consider such attention through the eight variables previously discussed, to have a strong bearing on the academic success of our schools and their ability to influence students to pursue meaningful post-secondary education and rewarding careers. Therefore, one can conclude that the mission of our District, which is to enable students to learn, live fully, and serve others, continues to be realized through our intentional focus on variables that further safe, caring, and peaceful schools.

Submitted by:

David Keohane, Superintendent of Schools

* A raw data report of suspensions on a school by school basis is provided for internal viewing only.

** A raw data report of accidents on a school by school basis is provided for internal viewing only.

*** Information regarding District results for the Gallup Student Poll are provided for internal and external viewing. The survey is administered for all grades 5, 8, and 11 students. Optional implementation may occur at any grade level from grade 4 – grade 12. On average, the numbers of responders in GSACRD was 1,700. The average number of responders for the United States cohort equals approximately 750,000. When comparing data where there is fewer than .03 between grand means, no statistical difference is deemed to have occurred.

Gallup Student Poll

Engaged Today — Ready for Tomorrow

GREATER ST. ALBERT CATHOLIC SCHOOLS

FALL 2017 SCORECARD

INTRODUCTION

The Gallup Student Poll is a 24-question survey that measures the engagement, hope, entrepreneurial aspiration and career/financial literacy of students in grades five through 12. The Gallup Student Poll includes noncognitive metrics with links to student success. This scorecard reflects results from surveys completed in U.S. public schools.



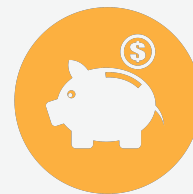
Engagement: The involvement in and enthusiasm for school.



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



Entrepreneurial Aspiration: The talent and energy for building businesses that survive, thrive and employ others.



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

This document contains proprietary research, copyrighted materials and literary property of Gallup, Inc. Gallup® is a trademark of Gallup, Inc.

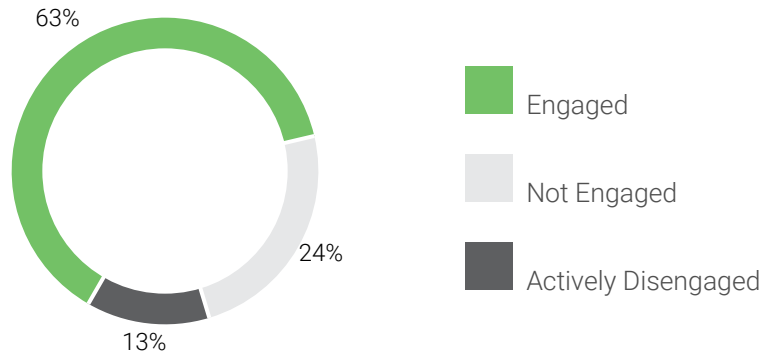


Engagement

The involvement in and enthusiasm for school.

ENGAGEMENT INDEX*

N=1,716



ENGAGEMENT GRANDMEAN

	Your District		U.S. Overall
	2016	2017	2017
Overall	4.12	4.13	3.85
At this school, I get to do what I do best every day.	3.74	3.83	3.53
My teachers make me feel my schoolwork is important.	4.26	4.27	3.98
I feel safe in this school.	4.29	4.32	3.88
I have fun at school.	3.86	3.85	3.45
I have a best friend at school.	4.54	4.53	4.35
In the last seven days, someone has told me I have done good work at school.	3.89	3.89	3.61
In the last seven days, I have learned something interesting at school.	4.09	4.05	3.86
The adults at my school care about me.	4.15	4.13	3.82
I have at least one teacher who makes me excited about the future.	4.19	4.23	4.08

GRANDMEAN BY GRADE

5th	6th	7th	8th	9th	10th	11th	12th
4.49	4.37	3.99	3.83	3.63	-	3.96	4.25

ITEM RESPONSES

	TOTAL N	%1	%2	%3	%4	%5
		Strongly Disagree	Strongly Agree			
At this school, I get to do what I do best every day.	1,745	3	8	21	40	28
My teachers make me feel my schoolwork is important.	1,763	2	4	12	31	52
I feel safe in this school.	1,766	3	3	11	26	57
I have fun at school.	1,767	5	8	19	32	36
I have a best friend at school.	1,749	3	4	6	11	76
In the last seven days, someone has told me I have done good work at school.	1,711	10	8	13	24	46
In the last seven days, I have learned something interesting at school.	1,753	5	6	14	28	47
The adults at my school care about me.	1,709	3	6	13	31	47
I have at least one teacher who makes me excited about the future.	1,728	5	6	9	23	57

*A minimum n size of 100 is required for full index results and an n size of 30 for percentage engaged only results.

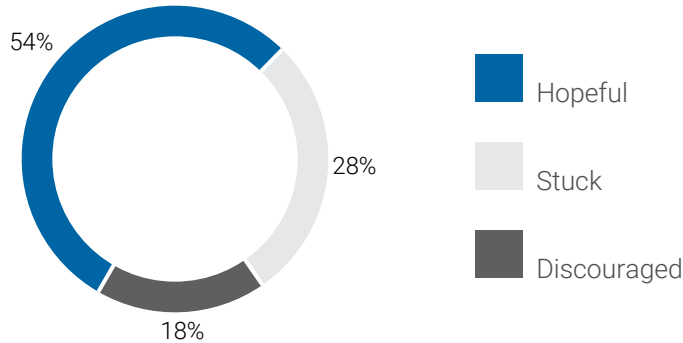


Hope

The ideas and energy students have for the future.

HOPE INDEX*

N=1,727



HOPE GRANDMEAN

	Your District		U.S. Overall
	2016	2017	2017
Overall	4.28	4.30	4.20
I know I will graduate from high school.	4.58	4.59	4.65
I have a great future ahead of me.	4.39	4.39	4.40
I can think of many ways to get good grades.	4.16	4.24	4.17
I have many goals.	4.23	4.20	4.16
I can find many ways around problems.	3.97	3.97	3.89
I have a mentor who encourages my development.	3.95	3.92	3.45
I know I will find a good job in the future.	4.41	4.44	4.37

GRANDMEAN BY GRADE

5th	6th	7th	8th	9th	10th	11th	12th
4.52	4.36	4.20	4.18	3.95	-	4.19	4.35

ITEM RESPONSES

	TOTAL N	%1	%2	%3	%4	%5
		Strongly Disagree			Strongly Agree	
I know I will graduate from high school.	1,692	2	1	5	20	72
I have a great future ahead of me.	1,666	2	3	8	30	58
I can think of many ways to get good grades.	1,759	2	4	13	32	49
I have many goals.	1,764	3	5	13	26	53
I can find many ways around problems.	1,752	2	5	19	40	34
I have a mentor who encourages my development.	1,688	8	7	15	24	46
I know I will find a good job in the future.	1,674	2	2	8	26	62

*A minimum n size of 100 is required for full index results and an n size of 30 for percentage hopeful only results.



Entrepreneurial Aspiration

The talent and energy for building businesses that survive, thrive and employ others.

N=1,412

ENTREPRENEURIAL ASPIRATION GRANDMEAN	Your District		U.S. Overall
	2016	2017	2017
Overall	2.67	2.60	2.37
I will invent something that changes the world.	2.86	2.76	2.62
I plan to start my own business.	3.15	3.14	2.96
I am learning how to start and run a business.	2.67	2.60	2.35
I have my own business now.	1.87	1.87	1.55

GRANDMEAN BY GRADE

5th	6th	7th	8th	9th	10th	11th	12th
3.09	2.81	2.50	2.30	2.11	-	2.24	2.39

ITEM RESPONSES

ITEM RESPONSES	TOTAL N	%1	%2	%3	%4	%5
		Strongly Disagree			Strongly Agree	
I will invent something that changes the world.	1,540	24	20	27	15	14
I plan to start my own business.	1,623	19	15	24	18	24
I am learning how to start and run a business.	1,701	32	20	19	13	16
I have my own business now.	1,710	66	9	7	6	11



Career/Financial Literacy

The information, attitudes and behaviors that students need to practice for healthy participation in the economy.

N=1,661

CAREER/FINANCIAL LITERACY GRANDMEAN	Your District		U.S. Overall
	2016	2017	2017
Overall	3.88	3.85	3.30
I have a paying job now.	2.80	2.80	2.15
I am learning how to save and spend money.	4.16	4.06	3.73
I have a bank account with money in it.	4.10	4.11	3.21
I am involved in at least one activity, such as a club, music, sports or volunteering.	4.42	4.40	4.09

GRANDMEAN BY GRADE							
5th	6th	7th	8th	9th	10th	11th	12th
3.89	3.91	3.81	3.69	3.91	-	3.90	4.12

ITEM RESPONSES	TOTAL N	%1	%2	%3	%4	%5
		Strongly Disagree			Strongly Agree	
I have a paying job now.	1,743	41	9	10	9	31
I am learning how to save and spend money.	1,758	6	6	14	23	51
I have a bank account with money in it.	1,714	16	3	5	8	68
I am involved in at least one activity, such as a club, music, sports or volunteering.	1,764	8	4	5	7	76

ITEMS BY GRADE

	Your District							
	5th	6th	7th	8th	9th	10th	11th	12th
ENGAGEMENT GRANDMEAN BY GRADE	4.49	4.37	3.99	3.83	3.63	-	3.96	4.25
At this school, I get to do what I do best every day.	4.14	4.02	3.63	3.58	3.12	-	3.80	4.23
My teachers make me feel my schoolwork is important.	4.56	4.47	4.19	4.03	3.76	-	4.11	4.58
I feel safe in this school.	4.65	4.48	4.11	3.97	4.00	-	4.35	4.48
I have fun at school.	4.38	4.11	3.67	3.48	3.12	-	3.55	4.06
I have a best friend at school.	4.73	4.69	4.48	4.50	4.30	-	4.38	3.79
In the last seven days, someone has told me I have done good work at school.	4.28	4.21	3.78	3.54	3.13	-	3.70	3.98
In the last seven days, I have learned something interesting at school.	4.40	4.36	3.89	3.67	3.63	-	3.91	4.33
The adults at my school care about me.	4.59	4.40	3.81	3.74	3.71	-	3.88	4.40
I have at least one teacher who makes me excited about the future.	4.62	4.52	4.15	3.90	3.80	-	3.91	4.34
HOPE GRANDMEAN BY GRADE	4.52	4.36	4.20	4.18	3.95	-	4.19	4.35
I know I will graduate from high school.	4.62	4.55	4.45	4.53	4.51	-	4.73	4.78
I have a great future ahead of me.	4.65	4.41	4.38	4.26	4.08	-	4.24	4.28
I can think of many ways to get good grades.	4.48	4.34	4.12	4.13	3.88	-	4.09	4.22
I have many goals.	4.40	4.20	4.08	4.09	4.02	-	4.17	4.30
I can find many ways around problems.	4.16	4.01	3.76	3.86	3.66	-	4.00	4.16
I have a mentor who encourages my development.	4.44	4.18	3.51	3.74	3.34	-	3.48	3.97
I know I will find a good job in the future.	4.68	4.54	4.48	4.31	4.10	-	4.20	4.43
ENTREPRENEURIAL ASPIRATION GRANDMEAN BY GRADE	3.09	2.81	2.50	2.30	2.11	-	2.24	2.39
I will invent something that changes the world.	3.22	2.90	2.67	2.47	2.44	-	2.38	2.85
I plan to start my own business.	3.58	3.20	3.25	3.01	2.59	-	2.73	2.78
I am learning how to start and run a business.	3.16	2.89	2.43	2.25	2.09	-	2.28	2.34
I have my own business now.	2.37	2.13	1.61	1.64	1.43	-	1.49	1.67
CAREER/FINANCIAL LITERACY GRANDMEAN BY GRADE	3.89	3.91	3.81	3.69	3.91	-	3.90	4.12
I have a paying job now.	2.81	2.69	2.68	2.49	2.95	-	3.14	3.90
I am learning how to save and spend money.	4.25	4.30	3.94	3.77	3.87	-	4.05	4.21
I have a bank account with money in it.	3.92	4.03	4.01	4.05	4.30	-	4.43	4.63
I am involved in at least one activity, such as a club, music, sports	4.58	4.65	4.48	4.40	4.41	-	3.93	3.76

- No data available

DEMOGRAPHIC ITEMS

WHAT IS YOUR AGE IN YEARS?*

10 or under	11	12	13	14	15	16	17	18 or over
27%	16%	12%	20%	6%	2%	12%	3%	2%

WHAT IS YOUR GENDER?*

Male	46%
Female	49%
Choose not to answer	4%

AFTER I FINISH HIGH SCHOOL, I WILL MOST LIKELY:

Attend a four-year college or university	49%
Attend a two-year college	7%
Attend training to learn a skill or trade	4%
Enter the military	3%
Work at a paid job	6%
Volunteer or serve on a mission	1%
Take time off	3%
Start my own business	5%
Other	7%
Don't know	15%

*Minimum n size of 30 required to report results.

COMPARED TO MOST STUDENTS, I DO WELL IN SCHOOL.

% Don't Know %1 - Strongly Disagree %5 - Strongly Agree



WHICH OF THE FOLLOWING BEST DESCRIBES THE GRADES YOU GET AT SCHOOL?

Don't Know Poor Average Good Excellent



HOW OFTEN DID YOU MISS SCHOOL LAST YEAR WITHOUT A GOOD REASON OR BECAUSE YOU WERE SICK?

A lot	6%
Some	17%
Not much	53%
None at all	20%
Don't know/Choose not to answer	2%

APPENDIX

SHARING GALLUP STUDENT POLL RESULTS

Gallup encourages schools and districts to share their Gallup Student Poll results with their local community and key stakeholders. Below are some guidelines for the public release of school, district and the overall convenience sample data and results.

- You can share the Gallup Student Poll participation results for your school and/or district. The N sizes on the scorecard represent the total number of respondents for your school or district. Your school or district participation rate is based on the total number of eligible students in your school or district. Students in fifth through 12th grade are eligible to participate in the Gallup Student Poll.
- Please include the Gallup Student Poll Methodology and Limitations of Polling. If most eligible students in fifth through 12th grade were polled, the district (or school) may indicate that the data represent a census.
- Please do not compare your school's or district's data to the overall line of data on your scorecard when publicly sharing results. Because the overall data in your school or district report are an aggregate of a convenience sample of all schools and districts that opted to participate in the Gallup Student Poll within that survey year, the data are not representative of the U.S. population of students in fifth through 12th grade and are thereby not fit for data comparisons.
- You can share district or school plans to use the data to inform strategies and focus.

GALLUP STUDENT POLL METHODOLOGY AND LIMITATIONS OF POLLING

The annual Gallup Student Poll is offered at no cost for U.S. schools and districts. The online poll is completed by a convenience sample of schools and districts each fall. Gallup does not randomly select schools participating in the annual Gallup Student Poll or charge or give these schools any incentives beyond receipt of school-specific data. Participation rates vary by school. The poll is conducted during a designated survey period and available during school hours Monday through Friday only. The Gallup Student Poll is administered to students in fifth through 12th grade. The Gallup Student Poll adds additional elements for understanding school success beyond cognitive measures.

The overall data from the annual administration of the Gallup Student Poll may not reflect responses from a nationally representative sample of students. The overall data are not statistically weighted to reflect the U.S. student population; therefore, local schools and districts should use the overall data and scorecards cautiously as a data comparison. School and district data and scorecards provide meaningful data for local comparisons and may inform strategic initiatives and programming, though the results are not generalizable beyond the participating school or district.



Memorandum

DATE: February 12, 2018

TO: David Keohane, superintendent of schools

FROM: Rhonda Nixon, assistant superintendent of learning services

RE: **Report on Inclusive Education and Mental Health Access and Advocacy**

Introduction. Further to *Outcome Three: Alberta's Education System is Inclusive in our Three-year Education Plan (2017-2020)*, we provide an overview of how we have addressed several key strategies so far this year, and we address a request for information by Trustee Radford about how best to advocate for mental health access to government representatives.

Overview of Progress on Inclusive Education Key Strategies

Focus on Mental Health

- (2017-2020) *Counsellors are provided to schools to support the social-emotional needs of at-risk students;*
- (2017-2020) *Human and program resources to meet school-based needs are prioritized;*
- (2017-2020) *Staff and students are trained to understand indicators of mental health issues in themselves and others.*

Focus on Community Links

(2017-2020) *Parents are educated about mental health and wellness programs provided at the school level;*

(2017-2020) *A student conference on mental health is organized at one or more district sites with the goal of reducing stigmas and having students involved in the facilitation and speaker selection process.*

Staff and parent education. Mental health literacy has been a primary focus for staff and parent education. All learning support facilitators, counsellors, and administrators received two-day training in May 2017 and October 2017 to learn how to be "Go-To Educators" for students. Kutcher explained that a "Go-To Educator's" primary goal is "to recognize when there is trauma, not drama, and to know where to direct students for appropriate supports." Following this training, *all* certified staff attended a half-day "Go-To Educator" training session in November 2017 with Andrew Baxter. Andrew Baxter provided a condensed version of the two-day "Go-To Educator" training. In January, 2018,

approximately 300 parents attended a Mental Health Literacy session at SACHS and several parents expressed interest in a follow up half-day session with Andrew Baxter. This is being explored.

Student education. Student education in mental health literacy will take place through the K-12 Health curricula, and it will continue through our counsellors, success coaches, career practitioners, and grade coordinators. In addition to this ongoing support, SACHS is hosting, for a second year, a district-wide mental health conference for students Grades 7-12 in February 2018. The focus will be on mental health and holistic wellness strategies (i.e., the relationship between staying well physically and being well mentally, as one example.). In addition, the Assistant Superintendent of Learning Services submitted a grant application on February 5, 2018 to the First Nations, Métis, and Inuit Education Directorate for a three-year project, “Mentorship for Mastery for At Risk Indigenous Children and Youth: Co-creating ‘Communities of Hope’ for Today and Tomorrow. Based on low “hope” scores for our Indigenous students (46% of our Indigenous student population), these 11-16 year olds reported to be struggling to see themselves as “having a great future”, “getting good grades”, identifying “a mentor in school” or an “adult who cares.” For this reason, we have proposed to have additional FTE support in every school to mentor students (i.e., working one day per week with at risk students, including our Indigenous students, to develop strategies for “hope” in their lives based on setting academic, social, mental/emotional, and spiritual goals with them. We learn of the results of grant adjudications in late February.

Community Links

- (2017-2020) *Collaboration with community agencies to effectively meet at-risk students’ needs is prioritized and monitored for responsiveness to schools’ needs;*
- (2017-2020) *Staff are trained to understand indicators of mental health issues for students;*
- (2017-2020) *Processes are in place to identify, support, and direct children and families within early childhood programs to appropriate services.*

Cross-ministry work. Our district works within a cross-ministry construct to provide our parents and students with access to mental health supports. The cross-ministry work is done between Alberta Health Services, Alberta Education, and three school authorities (St. Albert Public Schools, Greater St. Albert Catholic Schools, and Sturgeon). Alberta Health Services and Alberta Education provide funds to Regional Collaborative Service Delivery (RCSD), which is led in each local by an RCSD Manager. The RCSD Manager supports partners to collaborate to distribute funds for services. Supports extend beyond mental health and include speech and language, occupational therapy, social work, and Indigenous student supports. For the purposes of this report, we review mental health supports only.

Why collaboration matters. There is a need for Alberta Education and Alberta Health Services to collaborate to meet students’ mental health needs. According to the *Special Education Standards* (2004), school authorities are to refer students, in collaboration with families, to appropriate services in clinics and hospitals, which are governed by Alberta Health Services. Hence, the ***cross-ministry bridge*** designed to make this happen is RCSD. The focus here is on how such collaboration is working and what could be advocated for in terms of improvements.

The bridge and how it works. This year, Alberta Health Services (AHS), through RCSD, provided funds for school authorities to access ***mental health therapists*** that were hired and supervised by AHS. To make determinations about how these staff were deployed, partners met at the “RCSD table” with

all partners. This year, it was decided to provide a 1.75 FTE Mental Health Therapist, who is employed and reports to an AHS supervisor, to be located at a clinic in St. Albert for community access. This therapist takes intake requests for service through walk-ins and through our district staff (LSF, counsellor, principal, district) referrals. Student Services' staff report that this intake process is relatively successful.

In Morinville and Legal, a 0.85 FTE Mental Health Therapist serves schools in that area. This is seen as "embedded service" as opposed to "clinic-based service." Approximately one day per week (0.20 FTE) is dedicated to GSACRD schools and the rest of time (0.65 FTE) to Sturgeon schools. This process has been less successful, in part, because it is not enough time, and because the time is shared on days when student issues may not arise or when students are away from school (PD day, etc.).

Information flow. Even though the process for referrals is relatively straightforward and successful in terms of initial intake in St. Albert, problems arise once an intake happens. The problem is that information flow between Alberta Health Services (clinics) and schools and district office is limited. For example, last year, we had 14 referrals: 6 remain active; 4 are pending; 4 are closed; and 5 are consultations. Information about the referrals that are "active" is hard to access for our staff. Information is often in the hands of parents, who have primary access to information about supports made available for their children. If they choose to share, then our staff learn more about what is happening for those referrals in the active, pending, or consultation process. If not, then information flow stops and frustration can set in in terms of how schools are to act on what is learned. In other cases, the parents report the intake process as "pointless" because they go to the clinic and are told that "there is no issue" and the case is closed. When these situations happen, it requires extensive follow up to gain supervisory attention to the matter and often requires district level staff to investigate at the executive level at the RCSD table. While having the opportunity to investigate at the table is helpful, it is also very time consuming and inefficient. Likewise, in Morinville/Legal, when the intake process has been jeopardized in terms of whether and how the mental health therapist has followed up, our district staff are having to follow up with a mental health therapist's supervisor in order to access information about our students. This is an oftentimes lengthy process that gets in the way of timely access to mental health service.

Recommendations. We see two key routes for improving access to mental health service for parents. *The first route is for school authorities to hire their own mental health therapists using funds from RCSD. This would require the Board of Education to advocate for RCSD funds to be given directly to jurisdictions.* Because Mental Health Therapists are legally obliged to maintain confidentiality of information to AHS and not to share information with school authorities, *we see a second route of advocacy: Boards of Education could also advocate for a "Letter of Understanding" between Alberta Health Services and School Authorities to provide shared legal jurisdiction over the hiring and supervising of Alberta Health employees, specifically, mental health therapists, including the right to request information about the referral process, as one example, to meet students' needs.* Without access to some information, we anticipate that the same problems as described above would persist, even if we hire our own Mental Health Therapists. Finally, we see a need for a "Strategic Plan" in Morinville and that plan ought to come from Alberta Health agencies. Similar to how SAM is run in St. Albert, districts would then join the table.



Memorandum

DATE: February 12, 2018

TO: David Keohane, superintendent of schools

FROM: Rhonda Nixon, assistant superintendent of learning services

RE: **Report on International Baccalaureate (IB) Programs and 5th Year MYP at SACHS**

Introduction. IB programming has grown over 15 years at St. Albert High School (2003-present) and V.J. Maloney (2006-present). In this report, our IB programming is reviewed, what local jurisdictions do to cover costs of IB is included, and the potential of offering the Middle Years Programme in Year 5 at SACHS is explored.

St. Albert Catholic High Schools' Diploma Programme (DP). IB programming is available through two routes: *Regular DP candidates* take 1-6 IB entry/IB regular courses over three years and complete IB and Diploma exams; and *Full DP candidates* complete these requirements plus a 4,000-word research paper, Theory of Knowledge (TOK) course, and Creativity, Action, and Service (CAS) projects. High school IB students, regardless of the number of IB courses that they take, increase their scholarship opportunities, and have the potential to earn post-secondary course credit and learn what post-secondary course work requires. An *increasing* number of high school students in grade 10 and 11 are choosing to do a few IB courses (Fig. 1.0), but not the full Diploma Programme (Fig. 2.0).

While students are taking advantage of the benefits of IB, there are some challenges, namely, cost and sustaining enrollment in grade 12. SACHS IB programming has cost approximately \$45,000.00-50,000.00 per year over the last five years: \$35,000.00-\$38,000 for the IB license, exams, evaluations, and professional development (Fig. 3.0). The school pays for the IB Coordinator to have an additional 5-credit spare, which is \$9, 500.00 (appr.). In addition, administration stated that it is difficult to sustain small IB classes financially, and with fewer students completing IB in grade 12 (Fig.1.0), they are having to consider ways to sustain students.

Even with these challenges, the school administration contends that IB makes them “competitive” because this program is offered in a competitor public high school. Over the last three years, on average, 57-70 VJM Grade 9 students, choose Bellerose. Therefore, it is recommended that IB stay at SACHS and ways to strengthen it be considered.

Vincent J. Maloney’s Middle Years Programme (MYP). Presently, one-third of the VJM population are completing MYP requirements, a steadily growing program of choice and MYP has grown to be a “certificated” program of choice for 33% of their student population (Fig. 4.0). IB allows for more options for differentiation, extension, and student choice so students are more engaged in their programming according to staff input. The principal noted, “IB makes our school unique and sets us apart from other schools” because “IB has a history of highlighting competencies, authentic assessment, and academic integrity.” He commented that “All students are MYP students at VJM; we do not have separate classes for MYP students.”

In addition to the many benefits of IB, VJM staff discussed the following challenges:

- PD and time constraints: Finding enough time for staff development has been a challenge. This year, the administration started teaching an IB unit to grade 7 students: They each taught a grade 7 service component in Health and EXCEL, which enabled teachers to collaborate during their EXCEL block.
- MYP Certification: Students are not able to receive the MYP Certificate from the International Baccalaureate because the school does not offer year five of the program. It is possible that students could complete year five of the program at SACHS in grade 10, if it was offered.
- Costs: The district has paid the cost of the IB license, evaluations, and PD, which has been a yearly average of \$30,000.00-\$40,000.00. The school has provided additional time (up to 0.2 FTE) to the IB Coordinator schedule, which is \$9,500.00-\$12,000.00.
- Staffing Considerations: It is difficult to grow this program given the costs of PD. That said, it is important to consider how to have more than the IB Coordinator attend PD and lead staff PD. Also, new admin. means additional costs for training. The implication is that succession planning is best to happen in advance to help prepare staff to take over an IB World School.
- Advertising/Communication: The principal emphasized the need to make IB as prominent as their Sports Academy programming. He felt that when you walk into their school that they have a banner for the Sports Academy, but they do not have anything demarcating that they are an IB World Certified School. After meeting, the administration are pursuing putting up a banner for IB and working with SACHS and Communications to do this work.

When asked whether IB MYP is worth keeping in the face of benefits and challenges, the IB Coordinator is a strong champion of the program and there has been increasing staff buy-in based on administrative feedback. *Therefore, it is recommended to continue to support and look for ways to improve and strengthen this program of choice.*

What Local Districts Do about the Costs of IB. In Figure 5.0, a comparative cost analysis of IB programming in local boards reveals that only Edmonton Catholic Schools is charging a \$150.00/student fee to grade 11 and 12 students who are writing at least one IB exam (Fig. 5.0). The reason is that IB exam and registration fees per student are about \$250.00, minimum, per student/year. Full DP candidates can cost the district approximately \$1000.00 (if they write 6 exams). In ECSD, every grade 11 and 12 IB student will be charged one flat rate of \$150.00 in grade 11 and again in grade 12 to

offset such costs. Given that our neighboring competitor does not charge IB fees to parents, it is likely best to cover costs at the district level.

MYP Year 5 at SACHS

MYP runs from Grade 6 -10 and three schools in the St. Albert-Edmonton area offer the 5th Year of MYP in Grade 10 (2 ECSD; 1 EPSB). Two of the three schools offered it because the schools were configured as Gr. 7-12 (one site). Based on discussions with district staff in both boards, the main benefits are: (1) “MYP in Grade 10 supports students to know whether or not the Diploma Program is the right fit”, (2) the “students feel that they have accomplished something when they receive the ‘IBO Certificate’”, and (3) when you have MYP at two feeder schools, the license fee (\$16,000.00 per school) is reduced by 40% (\$19,200.00). The problem is that unless you are a grade 7-12 site, it is challenging to help the staff and community understand what the “5th” Year is and how it is worthwhile.

Potential MYP Candidates at SACHS

In 2016-2017, 94 Grade 9 MYP students went to SACHS, and **60 did not** (57 Bellerose; 2 Paul Kane; and 1 Vic Comp). In 2015-2016, 105 Grade 9 MYP students went to SACHS and **79 did not** (73 Bellerose; 3 Paul Kane; 1 St. Gabe’s, and 1 Calma). The majority of VJM Grade 9 students are choosing Bellerose, an IB World School. *Therefore, it is reasonable to consider whether opening up an IB walkway into SACHS would sustain enrollment of approximately 60-80 students.*

To begin MYP Year 5 in Grade 10 at SACHS, the main considerations are as follows:

Planning courses. SACHS offers these Grade 10 IB Courses (English, Science, Math, Spanish), so to be MYP, they would need to add a Humanities (Social Studies), Design (CTS) and/or Fine Arts (Drama, Art, or Music) course, and a 3-credit personal project course.

Adding staffing. The SACHS administrators were confident that they would have an interested individual in taking on the MYP Coordinator position at their site. They anticipate that they would require 0.25-0.40 FTE for this position. The focus of the time would be: to collaborate with the MYP Coordinator at VJM; to teach the personal project course; to attend MYP training; and to support staff professional learning. The reason for the range in FTE is that student enrollment impacts the time needed.

Building staff capacity to champion IB. Administrators and the MYP Coordinator at VJM discussed the importance of preparing staff for this transition. Because becoming MYP means that SACHS and VJM would be evaluated, the MYP Coordinator at VJM would support staff PD. The Coordinators would work together to transfer documentation needed for evaluations, to register SACHS and VJM as a shared site, to attend MYP Training together (SACHS Coordinator would attend Level One and the VJM MYP Coordinator would attend Level Two Training). The administrators spoke about the need to grow staff capacity beyond the present IB staff to teach the Grade 10 MYP courses. This would mean a few people from SACHS would benefit from taking part in MYP training (including administrators). The principals emphasized the problem with investing in only one IB Coordinator-

What if that person chooses to leave?— so they felt it was critical to grow a second person on staff who took part in MYP and DP training.

Projecting costs. Presently, \$100,000.00 is set aside to serve IB programming, AP programming, and VG's Dynamic Options and Rec Academy. The budget, this year, is being used by IB requests and the AP exams at ESSMY will be a very small portion of the funds. Therefore, IB is becoming even more costly if we pursue the 5th Year of MYP at SACHS:

School:

- **\$25,000.00 (0.25- 0.40 FTE)**— has traditionally been paid by the school.
- **\$19,000.00 (.20 FTE) for VJM Coordinator**— has been paid by the school.

District:

- **\$3600.00**-Training for the SACHS MYP Coordinator (\$2600.00) (Vancouver) plus substitute release costs (\$1000.00).
- **\$2600.00**-Training for a second person on staff to attend MYP training (\$2600.00)
- **\$5200.00**-Training for 2 administrators would be (\$5200.00).
- **\$9,000.00**-Managebac (\$ 9000.00) is a digital integrative software solution used by many IB schools to host shared units of study, planning documents, student work, IB assessments from evaluations.
- **\$2000.00**-Collaboration time for staff PD could happen on PD days, but it also needs to take place when students are there, so the administrators suggested a modest budget for substitute release funds (\$2000.00).
- **\$10,000.00- Year 5 MYP Exam Fees**-For those students who choose to take Year 5 MYP exams, exam registration costs are approximately \$250.00 per exam per student (e.g., 20 students X 2 exams X \$250.00= **\$10,000.00**).
- **\$8,500-11,000.00**- DP Exam Fees, based on enrollment.
- **\$30,0000.00- License Fees**-DP and MYP

Planning timeline. The SACHS and VJM administrators felt that 2019-2020 was an ideal time for this change. Their reason was that retaining grade 9s meant that the MYP Coordinators need to attend training, work together with the grade 9s, and work with staff from VJM and SACHS to build capacity to champion this program of choice. That said, if the appetite was to proceed this year, admin

Complexities. Because 5th Year MYP happens in Europe where individual schools have grades 6-12, it works easily there to explain it and implement it. In Alberta, there are few examples of 5th Year MYP because we do not typically have Grades 6-10 in one building. Given the complexities of bringing along staff understanding between two sites, it is important to further consider how best to ensure that staff, students, and parents understand and want this programming choice.

Recommendation. District and school staff need to get back together in 2018-2019, and we need to evaluate IB at both schools from the staffs' and administrators' perspectives and ensure that we are using our funds in the best ways possible, including whether or not Gr. 10 MYP will be the best next step. If there is agreement on moving forward, then we will put that plan in motion for 2019-2020 in a thoughtful manner.

Appendix

Figure 1.0 IB Enrollment at SACHS

Grades	2015-2016	2016-2017	2017-2018
Grade 10	44/235 (19%)	59/214 (28%)	56/216 (25%)
Grade 11	59/210 (28%)	49/209 (23%)	47/201 (23%)
Grade 12	22/179 (12%)	30/198 (15%)	38/227 (17%)

Figure 2.0 Registered IB Candidates completing in Year II of the Program at SACHS

Year	Registered IB Candidates completing in Year II of program
2010	26
2011	33
2012	47
2013	44
2014	32
2015	43
2016	45
2018	47

Figure 3.0 Costs of IB


 Greater St. Albert Catholic Schools IB & LTTA Historical Costs							
	11-12	12-13	13-14	14-15	15-16	16-17	Totals
SACHS: IB	\$36,595	\$45,773	\$19,629	\$48,018	\$47,707	\$45,734	\$243,457
Contract Services / Fees	-	-	0	30,302	36,222	36,693	103,218
PD	0	0	0	11,861	2,806	0	14,668
Supplies	-	-	0	0	0	0	0
Paid from School Budget	36,595	45,773	19,629	5,854	8,679	9,041	125,571
VJM: IB	\$9,144	\$9,908	\$995	\$11,044	\$18,564	\$23,290	\$72,946
Contract Services / Fees	-	-	0	0	12,041	13,829	25,870
PD	0	0	0	11,044	6,523	7,572	25,139
Supplies	-	-	0	0	0	1,889	1,889
Paid from School Budget	9,144	9,908	995	0	0	0	20,048
VG: LTTA	\$6,939	\$15,100	\$8,729	\$7,188	\$6,042	\$13,575	\$57,573
Contract Services / Fees	-	-	-	6,560	6,022	10,080	22,662
Artist in Residence & Supplies	0	0	0	628	20	3,495	4,143
Paid from School Budget	6,939	15,100	8,729	0	0	0	30,767
Totals	\$52,678	\$70,781	\$29,353	\$66,251	\$72,313	\$82,599	\$373,976

Figure 4.0 VJM Enrollment in MYP

Years	Year 2	Year 3	Year 4	Total
2011-12	24	36	24	60/544=11%
2012-13	33	25	17	75/510=15%
2013-14	24	25	15	64/502=13%
2014-15	18	23	19	60/482=12%
2015-16	20	15	16	51/462=11%
2016-17	60	48	47	155/474=33%

Figure 5.0 IB Comparative Analysis of Local Jurisdictions' Approaches to IB Costs

Jurisdiction	MYP	District Costs	School Costs	DIP	District Costs	School Costs	Parent Costs	Other Comments
ECSD	Yes	0.14 FTE Coordinator Licence Evaluation	PD	Yes	0.14 FTE Coordinator Licence Evaluation	PD Exam Fees	\$150.00/student per grade 11 and 12 student	AP schools said not to charge because the program is not as well established.
EPSB	Yes	No	Licence Registration Evaluation Coordinator Spare PD	Yes	No	Licence Registration Evaluation Coordinator Spare PD	No	Enrollment is strong in IB (it's a draw in HS).
GSACRD	Yes	PD Licence Evaluation Registration	Coordinator spare	Yes	PD Licence Registration Evaluation Exam Fees	Coordinator Spare	No charge	
St. Albert Public	No	No	N/A	Yes	\$55,000.00 to cover Licence, Evaluation, Registration, and Exams	Coordinator Spare	No charge unless the student withdraws from an IB exam.	Cogito at Gish (K-9) feeds IB and AP.
Elk Island Catholic	No	N/A	N/A	No	N/A	N/A	N/A	They offer AP. No fees are charged to parents.
Elk Island Public	No	N/A	N/A	Yes	Licence Registration Exam	Coordinator Spare	Parents are reimbursed exam fees when exams are done.	
Sturgeon	No	N/A	N/A	No	N/A	N/A	N/A	



Greater St. Albert
Catholic Schools

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

6 St. Vital Avenue, St. Albert, AB T8N 1K2

Telephone (780) 459-7711

Fax (780) 458-3213

www.gsacrd.ab.ca

To: David Keohane, Superintendent of Schools

From: Steve Bayus, Assistant Superintendent of Human Resource Services

Date: February 14, 2018

Re: **February 1, 2018 - Enrolment Report**

Please accept the attached as the district monitoring report of student enrolment as of February 1, 2018. This report compares the current student enrolment to the enrolment numbers at September 30, 2017.

It is also noted that changes in the enrolment of kindergarten through grade 9 programs after September 30th will not change the per student grant that was based on the September 30th enrolments. Changes in high school enrolments will impact the credit enrolment unit (CEU) grant for the second semester.

Please contact me if you have any questions.

Steve Bayus
Assistant Superintendent
Human Resource Services

Faith in Our Students

PASSION • RELATIONSHIPS • COMMITMENT • HOPE • INNOVATION • EXCELLENCE



**Greater St. Albert
Catholic Schools**

DISTRICT ENROLMENT

MONITORING REPORT

as of February 1 , 2018

Greater St. Albert Catholic Schools

Enrolment Report at February 1, 2018

	ECS	1	2	3	4	5	6	7	8	9	10	11	12	12R	Total Enrolment (Including ECS)	Enrolment % change Sept 2017 to Feb 2018
DISTRICT SUMMARY																
September 30, 2013	422	427	421	421	456	510	470	550	566	515	364	346	448	7	5,923	
September 30, 2014	434	412	429	126	449	445	479	526	490	550	375	349	350	17	5,431	-8.31%
September 30, 2015	375	445	443	432	432	466	446	505	521	504	375	361	319	17	5,641	3.87%
September 30, 2016	432	377	437	447	438	438	477	445	506	513	344	362	367	19	5,602	-0.69%
September 30, 2017	341	446	369	448	445	449	426	491	454	494	364	333	365	40	5,465	-2.45%
February 1, 2018	348	447	373	452	449	451	432	490	455	496	370	341	378	18	5,500	0.64%

Note:

This enrolment report only details regular Kindergarten to Grade 12 enrolment 5,500

This report does not include:

* St. Gabriel 173

* PUF Preschool Students 159

Total enrolment with unreported students 5832

Italics used to denote numbers are for information.

Legend:

ECS = Early Childhood Services (Kindergarten)

12R = Returning Grade 12 Students



Greater St. Albert
Catholic Schools

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

6 St. Vital Avenue, St. Albert, AB T8N 1K2

Telephone (780) 459-7711

Fax (780) 458-3213

www.gsacrd.ab.ca

MEMORANDUM

DATE: February 16, 2018

TO: David Keohane, Superintendent of Schools

FROM: Steve Bayus, Assistant Superintendent, Human Resource Services

RE: **Staffing Report - February 1, 2018**

Attached is a Staffing Report as of February 1, 2018. Included is a comparison of the staffing levels to September 30, 2017.

Respectfully,

Steve Bayus
Assistant Superintendent
Human Resources/Leadership

Attachment:

Faith in Our Students

PASSION • RELATIONSHIPS • COMMITMENT • HOPE • INNOVATION • EXCELLENCE

Greater St. Albert Roman Catholic Separate School District No. 734
CERTIFICATED STAFF REPORT
February 1, 2018
(Total FTE by Site)

SCHOOL	Sept 30 2017 FTE	Feb 1 2018 FTE
Albert Lacombe School	16.13	16.73
Bertha Kennedy Catholic Community School	13.20	13.12
Ecole Father Jan	15.44	15.82
Neil M. Ross Elementary School	22.04	22.04
Vital Grandin Catholic School	12.31	12.53
R.S. Fowler Catholic Jr. High	21.34	21.34
St. Albert Catholic High	31.43	32.18
V. J. Maloney Catholic Jr. High	24.25	24.25
Ecole Marie Poburan	18.75	19.15
Ecole Secondaire Ste. Marguerite d'Youville	16.58	16.80
J.J. Nearing Catholic Elementary	23.52	24.10
St. Gabriel High School	6.00	6.00
Ecole Notre Dame Catholic Elementary School	26.70	26.92
Legal School	9.90	9.90
Ecole Georges H. Primeau Middle School	22.08	22.01
Morinville Community High School	26.39	26.39
Sister Alphonse Academy	0.00	1.00
School Total	306.06	310.29
District Office	6.50	6.50
District Total	312.56	316.79



MEMORANDUM

TO: David Keohane, superintendent

FROM: Deborah Schlag, secretary-treasurer
Lauri-Ann Turnbull, transportation supervisor

DATE: February 26, 2018

RE: 2017-18 Interim Transportation Overview

Key Highlights of Operations

- The Transportation Assistant position has been increased to a full 1.0 FTE to ensure timely response to parent requests and to ensure coverage from 7AM – 4PM while routes are running and at all times during the lunch hour. The new Transportation Assistant started in mid-August, 2017 and is a great addition to the office.
- During the current school year, transportation has only experienced minor delays on a couple of days due to weather. To date, on January 11th due to extremely cold temperatures in Legal, all AM routes to Legal School as well as those routes from Legal to Morinville were cancelled but did run in the afternoon. The District's automated emergency call out system, Synrevoice, was used to contact all families affected by the delays or cancellations of these routes or portions thereof and radio stations and TV were contacted to report the cancellation only. This continues to be an effective mode of communication with parents.
- Transportation received a normal amount of calls from the parents regarding routing and bus schedules for the month of September. The calls can be attributed to the start-up of the new school year as well as those parents who are new to transportation this year. The calls and all change requests had settled down by late September.



- The School Connects (formerly Synrevoice) emergency call out system is the primary source for bus cancellation and/or delay notifications and, as previously mentioned, parents are happy with this mode of communication. Transportation is experiencing some issues with the upload of student information to School Connects and we are investigating the solution to this problem. The process of uploading all students from the Bus Planner software is to ensure all busing students routing information is accurate and up to date to deliver up to date and accurate messaging.
- The additions of GPS & Zonar on busses contracted to GSACRD in previous years continues to provide a level of security for families using District transportation. New this year, is the ability for parents to “live track” through the “Where’s My Bus” tab in the Parent Portal. Also new this year, is a function used as a safety feature that asks a parent to check a box “I am not a Robot”. This minimizes the threat of someone hacking into the system and gaining personal information. The GPS allows the District to access and track all routes and busses. The Zonar “Z-Pass” (scanable passes) has proven to be a very valuable tool for verification of locations and times of student scans. When a student boards and/or departs a bus, the system provides the exact location and time of the student event. This allows Transportation to see an exact location of a child disembarking a bus if the parent is in need of this information. Parents are now able to see their children’s bus pass scans on the GPS tab within the Parent Portal of Bus Planner. The system maintains information for the current school year only; prior year data is unavailable.
- 4 sets of camera systems have been purchased for the District to use at times when competing information is being provided relating to Student/Driver behaviour on the bus. The cameras can be installed on a bus and then removed and place on a second bus if needed. These cameras are 1080P and have audio recording as well. Transportation has also ordered 2 stop arm cameras for Flyby’s, to attempt to deal with challenges buses are experiencing in the county. This data will be provided to authorities and we have been assured that the county will endeavour to have the person/persons charged with this traffic safety violation.
- Complaints received by the Transportation Department have overall decreased in comparison to the past year. The bulk of the complaints were in early September and were localized around the confusion surrounding bill 1 and the fees associated with families living 2.4 KM or more from their designated school. The confusion stems from those families who attend a school of choice as well as those families who are unaware of how the distances are measured by the Province. The Secretary-



Greater St. Albert
Catholic Schools

PASSION • RELATIONSHIPS • COMMITMENT • HOPE • INNOVATION • EXCELLENCE

Treasurer and Superintendent have only been involved with 1 issue pertaining to a stop location in the County of Sturgeon this school year.

- Conversation regarding 2018-2019 bus pass fees has been held with the Transportation Director of St. Albert Public Schools. Additional conversations will take place in the spring after both boards have completed the RFQ process. Until the process has been completed bus pass fees have not been set. Sturgeon has been contacted but has not yet returned the call.
- GSACRD continues to be open to options for co-operative bussing with neighbouring school districts, however there is still a great deal of work to do to ever realize some level of mutual benefit.
- District communication with contractors has continued to improve in comparison to the previous year, except for one contractor. The problem stems around the ability to contact this provider in a timely manner when issues arise. The Transportation Department continues to stress the need to make contact with the contractor to ensure prompt notification to families through the School Connects system.
- Bus Pass Applications and payments continue to be fully automated and available online through the District Website. There was some confusion early in the application process with the online WEB application. The issue was surrounding the use of Yahoo email accounts. The online Web application forwards the application once a parent clicks submit. Yahoo does not allow their emails to be forwarded and the application remains stuck in the system and does not forward to the transportation email for processing. A solution was found through the Parent Portal for new families who are not in PowerSchool. The Web application has since been removed and all applications are now received through our routing software Parent Portal. The online payment process has allowed families to benefit from an extended instalment plan, which has also been very well received. Due to Bill 1 this year, there was no requirement for fees to be paid up front because of timelines however there is \$89,989 outstanding in fees that still need to be collected. Next year the requirement for payment of fees prior to placement of a child on the bus will be reinstated. This could be accomplished by either payment in full or by a payment plan through school cash or directly through the school or District office



Greater St. Albert
Catholic Schools

PASSION • RELATIONSHIPS • COMMITMENT • HOPE • INNOVATION • EXCELLENCE

Projected Deficit/Surplus for 2017-2018

The Fall Update Budget projected a district deficit of (\$674,454), which included (\$303,644) for the Transportation Department, if the contingency was fully utilized. Transportation does not anticipate a need to use the contingency for an additional bus. At this point of the year, salaries and benefits are tracking on budget. Based on information available at this time, Transportation is projecting a reduced deficit of (\$113,041), which is realistic and optimistic at the same time.

Early Dismissal Expenses

Bussing for SACHS/VJM's early dismissal every Friday is an additional cost of \$22,259 for the 2017-2018 year. This is an extra cost for an extra hour of work by the bus driver on early dismissal days. These extra runs cannot be claimed for funding.

Special Education Expenses

Funding for Special Needs Transportation in 2017-18 is projected to be lower than the expected actual expenses, estimated at \$384,656, which are currently tracking under budget at 35% in January for the current school year (which is 41.6% of the year completed).

Non Funded Noon Hour Kindergarten Routes

Currently there are 4 kindergarten noon hour runs in St. Albert. As of April 1, 2017 the number of runs will be reduced to 3, as a result of the transition of the Progressive Kindergarten Program students to full day kindergarten at École Marie Poburan. The Town of Morinville has 3 runs and the Town of Legal has 1 run.

District Routing Software

The Department is just competing the 2nd year with GEOREF Systems Ltd., a fully Canadian company out of Waterloo, Ontario. The new software is called **BusPlanner** and is improving service to families. We are noticing that the processes for parents are being streamlined and is improving functionality of services to parents.



Bus Pass Fee Historical Overview

			(\$10 discount if purchased prior to June 1)	(\$10 discount if purchased prior to June 1)	(\$10 discount if purchased prior to June 1)	No \$10 discount if purchased prior to June 1st	No \$10 discount if purchased prior to June 1st	No \$10 discount if purchased prior to June 1st	
BUS PASS FEES		10-11	11-12	12-13	13-14	14-15	15-16	16-17	17-18
Urban									
17-18 = or greater than 2.4	Gr 1 - 12 per pass	\$165	\$185	\$195	\$240	\$240	\$270	\$270	\$0
17-18 less than 2.4		\$165	\$185	\$195	\$240	\$240	\$270	\$270	\$270
	Family Rate	\$575	\$647.50	\$685	\$815	\$815	\$845	\$845	\$845
	Cross Boundary	\$250	\$270	\$280	\$330	\$330	\$360	\$360	\$360
Rural									
	Gr 1 - 12 LESS than 2.4 km	\$165	\$185	\$195	\$240	\$240	\$270	\$270	\$0
	Family Rate	\$575	\$647.50	\$685	\$815	\$815	\$845	\$845	\$845
	Cross Boundary	\$250	\$270	\$280	\$330	\$330	\$360	\$360	\$360
	Gr 1 - 12 MORE than 2.4 km	\$110	\$130	\$130	\$190	\$190	\$220	\$220	\$0
	Family Rate	\$385	\$455	\$455	\$640	\$640	\$670	\$670	\$670
Cross Boundary		\$250	\$270	\$280	\$330	\$330	\$360	\$360	\$360
Replacement Passes		\$10	\$10	\$10	\$10	\$10	\$15	\$15	\$15

Software Features for Families

With the addition of new software many new features have been added to enhance a family's access to information and reducing calls received in the office.

1. Parent Portal
 - a. Transportation tab - access to the routing information for their child including route number, contractor and contractor phone number.
 - b. Properties – displays the current student information we have on file as well as student AB ED ID.
 - c. Forms tab – Access to Bus Application, Bus Pass replacement form, Route Concern & Bus stop change request.
 - d. Where's My Bus? A moment in time GPS location of a bus a student is registered to while the bus is in motion. With a refresh button to update the GPS location when needed.



- e. Map tab allows a map view of bus stop in comparison to home location. This is a great feature for parents who are new to the City or are not current subscribers to the transit system.
- f. GPS – Parents have access to daily scan of the bus pass card for their child.
- g. Families are able to login to the parent Portal and access all children on a single sign in beginning in April 2018.

Department Goals 2017-18

1. To continue training on Bus Planner and use the Optimization tool to see if further changes can be made to optimize run times, distance, and costs associated with Transportation.

Results: To date, Transportation has been able to use the optimization tool when planning for the 2017-18 school year. Transportation was able to find efficiencies and remove five (5) regular routes between Ward 1 and 2 and one (1) kindergarten route in St. Albert. This is a large cost savings to the District.

2. Hold a training session in early August for all interested parents to ensure they are using the Parent Portal to its fullest capability.

Results: Unfortunately, this goal was not reached for 2017-18 and will be a priority for the coming school year. The need to hire a transportation assistant and have training in place to begin the school year was the priority in August 2017 as a result of the departure of the former Assistant in mid-August.

Department Goals 2018-19

1. Hold a training session in early August 2018 for all interested parents to ensure they are using the Parent Portal to its fullest capability.
2. Revise Bus Handbook and ensure that the bus handbook aligns with District Policies and/or Procedures.

Summary

In summary, the department is anticipating to be **under budget** on the initial projection of (\$303,644) at a deficit of (\$113,041) for the current school year. The projected amount under the original fall update budget can be attributed to the optimization of routes and the ability to remove 5 regular routes for the 2017-18 school year. The department is always looking for ways to improve service to families while keeping costs and concerns to a minimum.



MEMORANDUM

TO: David Keohane, superintendent

FROM: Deb Schlag, secretary-treasurer
Ron Gamache, manager of operations

DATE: February 26, 2018

RE: 2017 Operations and Maintenance Overview

HIGHLIGHTS AND CHALLENGES:

CAPITAL PROJECTS

St. Albert Catholic High Modernization

- Construction is nearing completion with the exception of the rear retaining wall and the parking lot. The retaining wall is expected to be completed by the end of April 2018. The District is still waiting on Alberta Infrastructure to confirm the start date of the Parking Lot.
- The reported modernization project costs to August 31, 2017, as included on the 2017 Audited Financial Statements was \$13,641,203. Additional costs are expected for 2017-18 and will be updated and reflected in the 2018 Audited Financial Statements.
- All Operations and Maintenance Staff continue to be involved with classroom dismantling and set up, as well as moving furniture and equipment throughout the school helping to smooth the transition for both students and staff.

Vincent J. Maloney Modernization

- The reported modernization project costs to August 31, 2017, as included on the 2017 Audited Financial Statements was \$964,888. The project was only award for construction in June 2017, so the bulk of the cost is expected in 2017-18 and any



residual costs in 2018-19.

- The project is now fully underway in 2017-18 year, with the completion of Phase 1 achieved January 12, 2018.
- Phase 1 included 3 classrooms, (rooms 125, 126, and 127) 1 set of boys and girls washrooms (rooms 122 and 124), the gymnasium and sections of the roof.
- Phase 2 has begun, and includes the renovation of the gym change rooms, a 2nd set of boys and girls washrooms and 5 classrooms; those rooms being 109, 110, 111, 112 and 113.
- Expected completion date of Phase 2 is late April 2018.

Sister Alphonse Academy

- Construction of the project has gone very well, experiencing only a 3 month delay in achieving the original completion date of January 2018. The expected date of possession is now the end of March 2018.
- The school is expected to be turned over to the District in April 2018, for a September 2018 opening.
- Landscaping and field work are to be complete in the late spring and summer months, during that time furniture and equipment will be installed.

Completed IMR Projects (Large Scale)

- Replaced exterior windows at Albert Lacombe in the front classrooms and Main Office
- New sidewalks were poured at several locations including Albert Lacombe, Marie Poburan, J.J. Nearing, Neil M. Ross, Richard Fowler and Vital Grandin; this now completes all the sidewalk recommendations made in Safe Journey's to School.
- Both Boys and Girls change rooms at Bertha Kennedy underwent complete modernizations, including new floors, wall tiles, lockers and lighting.
- Six (6) portable roofs were replaced at Marie Poburan.
- Painting of either main corridor or classrooms took place at Morinville Community, Marguerite d'Youville, Neil M. Ross, Father Jan and Legal schools.
- Several floors were replaced throughout the district including Father Jan, J.J.



Nearing, Legal, Notre Dame, Morinville Community, Richard Fowler, Vital Grandin and St. Albert High.

- New bleachers were purchased and installed at V.J. Maloney as they were not included in the Modernization.
- New heating pumps and associated hardware were installed at Albert Lacombe.
- Installed Stainless Steel countertops in the Home Ec. Room at Marguerite d'Youville.
- Completed the final roofing section at G.H. Primeau.
- A Building Management Software system and devices were installed at Notre Dame for both portable wings.
- Completely replaced the fire alarm system at Richard Fowler.
- Completed the modernization of 5 classrooms, numbers 138, 139, 140, 141 and 142 at G.H. Primeau, including new T-bar ceiling, LED lighting, painting walls, and removal and replacement of flooring and millwork.

Projects Underway (Large Scale)

- Complete modernization of 4 classrooms (rooms 127, 128, 129 and 130) and 2 sets of washrooms (rooms 109, 111, 135 and 137) at G.H. Primeau; includes new millwork, T-bar ceiling, LED lighting, painting walls in the classrooms; and removal and replacement of toilets, urinals and taps, hand dryers, flooring and new countertops in the washrooms.
- Modernization of the washrooms 112, 113, 131 and 132 at Albert Lacombe.
- Replace 3 portable classroom roofs at Father Jan.
- Replace 3 portable classroom roofs at V.J. Maloney.
- Replace 4 portable classroom roofs at Marguerite d'Youville.
- Washroom modernization at Notre Dame, rooms 127, 130, 138 and 140.
- Install barrier free sidewalk at Albert Lacombe.
- Pour new sidewalk across the front of JJ Nearing.
- Pour new sidewalk from the east side of the portables to the back entrance at Notre Dame.
- Paint portable classrooms at Father Jan, paint classrooms at Neil M. Ross, paint hallways and door frames at Marie Poburan, and paint hallways, doors and frames at Richard Fowler and Vital Grandin.
- Flooring replacement occurring at several schools including Albert Lacombe, G.H.



Primeau, Legal, Morinville Community, Neil M. Ross, Notre Dame, Richard Fowler and Vital Grandin.

Project Management

- Many IMR projects are handled directly by department staff – 2 plumbers, 1 carpenter, and 1 electrician on staff (summer months are a focus for many IMR projects) as a result we will be able to shift just over \$100,000 in labour costs from O&M to IMR for 2017-18.
- Other IMR projects, depending on scope, are contracted to external companies.
- Roof repairs continue to be a priority with 10-20% of the IMR budget allocated here.
- New Schools and Modernizations, as previously mentioned, will continue to demand staff attention.

Staffing Changes

- The existing Maintenance Support staff member has moved into the newly created Facilities Coordinator position and a new person has been hired to fill the support position. This has been a positive change and is working out very well.
- The new Facilities Coordinator position will provide a bridge between District Office and Operations overseeing contracted custodial services, lease agreements and eventually Joint Use within our three communities.

Contracted Custodial Services

- Custodial Contracts are expiring in June 2018. A renewal process is in place which includes a Request for Proposal in April 2018 for a new contractor for Sister Alphonse Academy.
- The relationship with our custodial supplier is continuing to work very well. They



are fast to respond and offer a wealth of expertise and information. With the introduction of this service, the District has been able to provide consistency of practice among all schools.

- With the new Facilities Coordinator in place, regular inspection are taking place and a better dialogue is occurring creating a stronger sense of ownership and a more cooperative relationship between the contractors, the schools and the Operations department.

WORK ORDERS AND GENERAL MAINTENANCE:

This year Operations introduced a new web-based work order system. The first 4 months of the year (January to April) were run off the old software, Main Boss. May 2017 was the transition over to the new software, Asset Planner, which has been going very well.

Definitions:

- Corrective Work Orders are school requests for repairs and maintenance.
- Preventative Work Orders are Operations-directed repairs and maintenance to ensure components do not fail unexpectedly.

New Work Orders

Type of Work Order	2016	2017- Main Boss	Asset Planner	Total 2017
Corrective	1,672	129	1,459	1,588
Preventative	1,122	656	1,043	1,699
Total	2,794	785	2,502	3,287

Completed Work Orders

Type of Work Order	2016	2017- Main Boss	Asset Planner	Total 2017
Corrective	1,614	127	1,457	1,584
Preventative	1,104	656	1,043	1,699
Total	2,718	783	2,001	2,784



- For 2017, there were 1,588 new CORRECTIVE work orders and 1,584 completed. This means that 99.8% of the requests were completed (compared to 96% in 2016).
- Similarly for 2017, there were 1,699 new PREVENTATIVE work orders created and 1,699 were completed. This means that 100% of the requests were completed (compared to 98% in 2016).
- The number of work orders coming into the office is still very stable for both corrective and preventative requests.

The efforts put into learning, utilizing and transitioning to the new software have been met with a very positive attitude from all staff. A summer student was hired for 2 months to transfer all the data from the Main Boss program to Asset Planner. With the transition complete, we are now accessing requests on iPhones, iPads, as well as on desktops, and are operating virtually paper free. The increased ease of access and direct communication with the school administrators available within the software, has been invaluable.

VANDALISM

A summary and comparison of vandalism costs for the District over the last four years:

Community	2013-2014	2014-2015	2015-2016	2016-2017
St. Albert	\$ 1,123	\$ 7,549	\$ 2,521	\$ 4,514
Morinville	\$ 2,627	\$ 3,089	\$ 2,961	\$ 1,172
Legal	\$ 0	\$ 323	\$ 0	\$ 750
TOTAL	\$3,750	\$10,961	\$5,482	\$6,453

These figures represent glass breakage (repair and replacement) cost; as well as the costs to remove or cover graffiti on our playgrounds and schools. Our expenditures for 2016-17, are more in line with the annual average of the past 5 years, 2014-15 being an exception with the replacement of the large stain glass window at District Office for \$5,480.00. This year virtually all the vandalism is attributable to glass replacement. The schools that experienced the largest expenditures are Richard Fowler \$1,264.00 and Ecole Marie Poburan at \$1,018.00 (both broken windows that needed replacement).



PRIOR YEAR GOAL ACHIEVED

Several large scale projects were completed throughout the year using in-house expertise while still maintaining prompt responses to corrective service requests at all schools.

FUTURE GOALS

The department continues to look at using IMR funding effectively, using in-house staff to their fullest to improve and maintain existing infrastructure within all District buildings. The improvements will eventually offset some of the corrective service requests coming in, supporting the District's goal of safe and healthy schools for all students and staff.

OPERATIONS AND MAINTENANCE SUMMARY

Submitted by Ron Gamache

Another year has passed and with the completion of the St. Albert High School Modernization we can now focus on other capital projects. The V.J. Maloney Modernization is scheduled to be completed by September 2018 but as with any renovation project unforeseen occurrence or problems can delay the projected finish date. Sister Alphonse Academy will be completed and ready for students in September 2018 and will be a great addition to the district. St. Kateri Tekakwitha will go out to tender in late January 2018 with ground breaking expected in late spring or summer 2018. Construction of the facility is expected to take 18 to 20 months. Our maintenance staff have been involved in all the District's projects from the ground up, from the choice of hardware, plumbing fixtures and boilers to security systems and electrical components. The technical expertise and experience of the Operations staff, give insight into product functionality and longevity, knowing what type of equipment will work best in any give scenario. For this reason, the District will receive a better product for the price point, with the added benefit of giving employees a sense of ownership.

Once again the team at Operations has impressed, with their commitment and dedication throughout the year and we are looking forward to the challenges ahead.

MEMORANDUM



TO: David Keohane, superintendent
Deb Schlag, secretary-treasurer

FROM: Ron Gamache, manager of operations

DATE: January 15, 2018

RE: 2017 -18 Overview - IMR

Infrastructure Maintenance & Renewal (IMR)

The IMR funding allocation for **2017-18 is \$1,957,082** plus a carry-forward amount of \$215,372 from 2016-17 to deal with unfinished projects, for a total of \$2,172,454 to expend in the 2017-18 school year. As the infrastructure ages the needs continue to grow, thus creating a larger backlog of deferred maintenance.

The 2017-18 IMR project plan has been developed with input from school principals, Government of Alberta Infrastructure personnel, and in-house expertise. There are a total of one hundred and seventeen (117) different projects that have been approved and prioritized at all schools, at various levels of value and scope. The breakdown of the \$2,172,454 being spent is as follows; \$2,073,400 on projects which leaves a contingency of \$99,054 for additional projects as a result of emergent needs.

It is important to note that District emergent needs take priority over scheduled projects and some projects planned may have to be postponed should an emergency arise or the lack of capacity to manage the work becomes apparent. The following is a list of projects at this time:

School	Project	Cost	In House Labour
Albert Lacombe	Replace Flooring in the Main Office	4,000	
Albert Lacombe	Barrier Free Sidewalk	15,000	
Albert Lacombe	Replace Lockers	5,000	
Albert Lacombe	Install Manhole	15,000	
Albert Lacombe	Replace Heating Pipes and Pumps	25,000	
Albert Lacombe	Renovate Boys and Girls Bathrooms	101,000	Partial
Bertha Kennedy	Replace Wall and Floor Tiles both Change rooms	21,000	
Bertha Kennedy	Replace Room 133 and Hallway Flooring	40,000	
Bertha Kennedy	Flooring Abatement	15,000	
Bertha Kennedy	Paint Hallways	23,000	
Bertha Kennedy	Replace Change room Lockers	3,500	Partial
Bertha Kennedy	Replace Countertops Rooms 144, 147 and 148	2,500	Yes

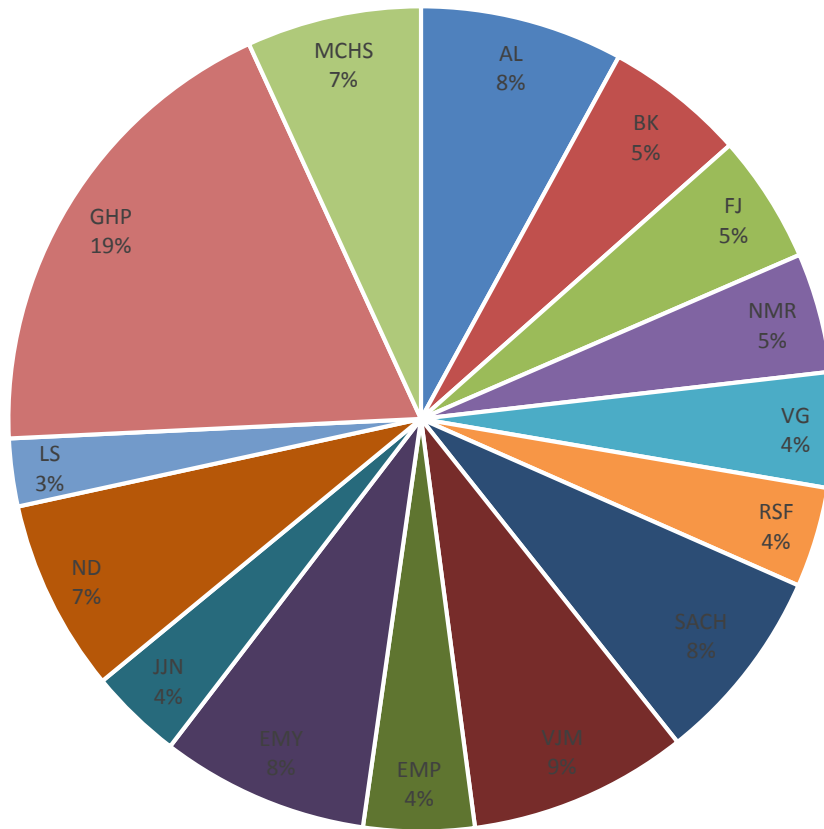
School	Project	Cost	In House Labour
Bertha Kennedy	Replace Windows Rooms 121 and 122	4,000	
Bertha Kennedy	ReCoat Gym Floor	5,000	
Father Jan	Replace Roofs, 3 Portables	60,000	
Father Jan	Renovate Gender Neutral Bathrooms	3,000	Yes
Father Jan	Paint Classrooms, Staff Room and Office Area	22,000	
Father Jan	Replace Cabinets/ Countertops Room 127, 131, 144 and 142	8,400	Yes
Father Jan	Replace Flooring Room 131	5,500	
Father Jan	Recoat Gym Floor	3,500	
Marie Poburan	Paint Hallway, Doors, Frames and Gym	35,000	
Marie Poburan	Replace Carpet in Pit Area	2,500	
Marie Poburan	Replace Lockers	21,600	
Marie Poburan	Replace Cabinets/ Millwork	16,000	Yes
Marie Poburan	Replace Base Boards	2,500	
Marie Poburan	Recoat Gym Floor	5,000	
Marie Poburan	Replace Countertops	7,500	Yes
Marguerite d'Youville	Replace 4 Portable Roofs	60,000	
Marguerite d'Youville	Replace Hallway Ceiling Tiles	16,000	
Marguerite d'Youville	Replace Countertops	25,000	Yes
Marguerite d'Youville	Replace Exterior P/A System	30,000	
Marguerite d'Youville	Replace Lockers	13,000	
Marguerite d'Youville	Repair Manhole	5,000	
Marguerite d'Youville	Replace Flooring	5,000	
Marguerite d'Youville	Paint Rooms 103, 104, 113, 116, 123 and 137	10,000	
Marguerite d'Youville	Recoat Gym Floor	5,000	
Georges Primeau	Re Roof - Final Phase Carry Forward	55,000	
Georges Primeau	Bathroom Renovation Rooms 109, 111, 135 and 137	108,500	Partial
Georges Primeau	Flooring Abatement	19,000	
Georges Primeau	Replace Exterior Lights with LED	12,000	Yes
Georges Primeau	Replace T-Bar and Tiles	20,000	
Georges Primeau	Replace Lighting Grid	45,000	
Georges Primeau	Paint Classrooms	15,000	
Georges Primeau	Replace Flooring	15,000	
Georges Primeau	Replace Cabinets	27,000	
Georges Primeau	Replace Furnace	40,000	

School	Project	Cost	In House Labour
Georges Primeau	Replace Furnace Condenser	10,000	
Georges Primeau	Recoat Gym Floor	5,000	
Georges Primeau	Replace Roof Flashing	14,500	
Georges Primeau	Sink Hole Testing in Parking Lot	6,000	
JJ Nearing	Exterior Lighting Upgrade	10,000	Yes
JJ Nearing	Replace DVR and add Cameras	20,000	
JJ Nearing	Install Sidewalk front Main Entrance to East side of School	25,000	
JJ Nearing	Paint Hallways, Doors and Frames	10,000	
JJ Nearing	Paint Exterior Stucco	3,500	
JJ Nearing	Repair Music Room Window and Leaking	7,000	
Legal	Exterior Lighting Upgrade	10,000	
Legal	Paint Exterior Block Work	5,000	
Legal	Staff Room Renovation	34,000	Partial
Legal	Recoat Gym Floor	6,000	
Morinville Community	Install Key Fob Entry for Gym	3,000	Yes
Morinville Community	Replace Cafeteria Grease Trap	3,000	
Morinville Community	Replace Flooring Rooms 101, 102, 103, 104, 105, 203, 204, 205, 206 and 207	60,000	
Morinville Community	Replace Phone and P/A System	30,000	
Morinville Community	Replace Home Ec. Counters and Cabinets	10,000	Yes
Morinville Community	Replace Shower Valves	3,500	Yes
Morinville Community	Repair Chain Link Fence	6,000	
Morinville Community	Seal Skylights	10,000	
Morinville Community	Repair Roof Section	6,000	
Morinville Community	Recoat Gym Floor	7,000	
Morinville Community	Repair Window Seals	3,500	
Neil M. Ross	Re Landscape Front of School, Add Benches and Waste Bins	33,000	
Neil M. Ross	Paint Rooms 132, 134, 137, 138, 139, 118 and 109	12,000	
Neil M. Ross	Add Sidewalk on the Southside	3,000	
Neil M. Ross	Renovate Boys and Girls Washroom/ Change room	23,100	Partial
Neil M. Ross	Paint Upper Gym Wall	8,000	

School	Project	Cost	In House Labour
Neil M. Ross	Replace Hallway Ceiling Tiles	12,000	
Neil M. Ross	Add Key Fob Access	4,000	Yes
Neil M. Ross	Add Coat Hooks	2,000	Yes
Notre Dame	Pour Concrete- Sidewalks/Pads at Portables and add Swale	32,000	
Notre Dame	Renovate Boys and Girls Washrooms	94,000	Partial
Notre Dame	Renovate Staff Washrooms	5,000	Yes
Notre Dame	Replace T-Bar Ceiling Grid – Various Locations	10,000	
Notre Dame	Recoat Gym Floor	4,500	
Notre Dame	Paint Library	3,000	
Notre Dame	Flooring Abatement	8,000	
Richard Fowler	Replace Flooring Rooms 123, 124, 126 and Hallways	45,000	
Richard Fowler	Paint Rooms 123, 124, 126, 145, 146, 147, 148 and hallway Doors and Frames	25,000	
Richard Fowler	Replace cabinets and Counters in Rooms 124 and 126	6,500	
Richard Fowler	Recoat Gym Floor	5,000	
St. Albert High	Replace Phone and P/A System	31,000	
St. Albert High	Replace Concrete Pads	15,000	
St. Albert High	Install Fascia on Exterior of Building	17,000	
St. Albert High	Build and Install Cabinets in Rooms 107, 164 and 187	8,000	Yes
St. Albert High	Install Welding Bay Exhaust	4,300	
St. Albert High	Recoat Gym Floor	9,000	
St. Albert High	Install New Security Cameras	70,000	
St. Albert High	Replace Flooring in Gym Offices and Storage Areas	5,500	
VJ Maloney	Replace 3 Portable Roofs	50,000	
VJ Maloney	Replace Gym Bleachers	50,000	
VJ Maloney	Replace Phone and P/A System	30,000	
VJ Maloney	Install New Security Cameras	40,000	
VJ Maloney	Replace Kitchen Taps	1,000	Yes
VJ Maloney	Repair Generator	7,000	Yes
Vital Grandin	Replace Gym Lighting with LED	20,000	Yes
Vital Grandin	Paint Entire School	35,000	
Vital Grandin	Replace 4 Drinking Fountains	8,000	Yes
Vital Grandin	Replace Flooring in Rooms 131, 153 and 154	24,000	
Vital Grandin	Recoat Gym Floor	6,500	

School	Project	Cost	In House Labour
	Identified School Projects	\$2,071,400	
Contingency		101,054	
Total IMR		\$2,172,454	

% Of IMR Funding Allocated per School



- AL
- BK
- FJ
- NMR
- VG
- RSF
- SACH
- VJM
- EMP
- EMY
- JJN
- ND
- LS
- GHP
- MCHS



DATE: February 26, 2018
TO: Board of Trustees
FROM: David Keohane, superintendent of schools
SUBJECT: Faith and Spiritual Initiatives
ORIGINATOR: Rhonda Nixon, assistant superintendent, learning services
REFERENCE: Colin Loiselle, religious education consultant

BACKGROUND. In this report, we are sharing our progress on the *District Specific Outcome: Through furthering a culture of evangelization, faith formation, and vocation within our schools, students, staff, and parents know, model, and witness Jesus Christ* in the District Three-Year Education Plan (2017-2020) by describing progress on key strategies.

SOCIAL JUSTICE:

2017 – 2020 – schools demonstrate a preferential option for the poor and needy through social justice/ community service activities that support Catholic Social Services and Canadian Organization for Development and Peace;

2017 – 2020 – students exercise their own ethical and entrepreneurial response to social justice through a teachable discernment process;

2017 - 2020 - focus on faith theme: Living like Jesus – servant, steward, and shepherd.

Living our faith through social justice commitments. Our partnership with Development and Peace increased student engagement in social justice and Catholic social teachings through the building of the Pope Francis School and the Pope Francis Village in Tacloban, Philippines. Contributions from families in every school surpassed our target and reached \$208,000.00 in September 2017. In January 2018, we celebrated this accomplishment with representatives from Development and Peace who visited the Board, our community of administrators, and a few of our elementary schools. These representatives presented the Board with a plaque that commemorated their commitment to this project, and they presented administrators of every school and the Superintendent with a Development and Peace plaque, flag, and DVD (forthcoming). The flag will be shared in every school, on a rotational basis, to commemorate this accomplishment. As well, students, parents, and staff at every school will have the opportunity to view the DVD story of this journey. We will continue to partner with Development and Peace by utilizing their classroom resources. In addition, schools will continue to engage in service projects that connect directly to Development and Peace initiatives (e.g., buying animals to feed families).

We continue to support Catholic Social Services through prayer, service projects, and promotion. Some of our schools have engaged in service projects directly supporting Catholic Social Services by collecting items for *Uplift: Day of Mercy 2017*, volunteering in care homes, and



collecting personal items and clothing for community members in need. Representatives from Catholic Social Services have visited a number of our schools and our administrators' gathering (Christ Centered Learning Community) this year in the Fall.

Living our faith: "We are Servants". On November 1, 2017, approximately 120 GSACRD students and staff participated in WE Day Alberta at the Calgary Saddledome. WE Day provides students an opportunity to learn together and gain inspiration to plan and initiate service projects within their schools. In addition to ongoing, single inspirational events, we live our faith through district-wide, long-term projects. For example, our schools are involved, annually, in decorating over 1800 paper bags and filling them with goodies for the inmates at the Edmonton Remand Centre. This is our 16th year being involved in this work of mercy. This year, bags were also dropped off at the Marion Center to provide lunches for homeless people. GSACRD staff, students, and Board members have shared how important such district-wide initiatives are in recognizing human dignity and spreading Christ's light within and beyond our schools. Finally, each school in GSACRD supports numerous charities and service agencies locally, nationally, and internationally. During our School Results Review meetings, administrators shared how they are having students take on greater leadership in researching and selecting charities based on "seeing-discerning-and judging" what matters to their communities (e.g., collecting warm clothing for homeless people). Greater St. Albert Catholic Schools is dedicated to learning about and serving like Jesus Christ within and beyond our local communities.

RETREATS

2017-2020 Student retreats led by Criss Cross Ministry Team are available for all students to nurture a prayerful, peer-to-peer encounter with Jesus Christ;

2017-2020 Develop further awareness of connections between our Catholic Faith and the spiritual beliefs/practices of our First Nations, Metis, and Inuit brothers and sisters.

Living our faith through student retreats. Before December 2017, our District's Youth Evangelization Team, Criss Cross Ministries led by Doug Kramer, hosted retreats for our junior high classes, and grade 12 students (St. Albert Catholic High and ESSMY). As of February 2017, Criss Cross Ministry team started hosting "Serve Like a Superhero" retreats for our elementary (Gr. 1-6) classes in which our student will be given opportunities to develop their faith in an engaging atmosphere through songs, skits, games, scripture, and prayer. In addition to school-based retreats, approximately 200 grade 8 students from GSACRD attended a youth faith day offered by Edmonton Catholic Schools on February 5, 2018 Fr. Michael "Catfish" Mireau Faith Day. This Shaw Conference Center event featured a keynote speaker, Steve Angrisano, and concluded with mass led by Fr. Paul Kavanagh (Archdiocese of Edmonton) and Bishop David Motiuk (Ukrainian Eparchy of Edmonton).

Living our faith through staff retreats. Staff retreats offer participants opportunities to engage in personal and communal prayer encounters and to deepen their faith. To begin our year, our entire staff participated in a faith day led by Roy Petitfils. Throughout the year, each school offered or will offer staff a "faith retreat day," which can involve speakers, activities, liturgies, and



programs that are designed to provide a faith encounter for all staff. In October 2017, our administrators gathered for a two-day administrators' retreat at Pigeon Lake. Gary Gagnon (Office of Indigenous Relations, Archdiocese of Edmonton), Bishop Emeritus Sylvain Lavoie (Star of the North Retreat Centre), and Dr. Bob McKeon (Newman Theological College) led sessions addressing how our Catholic School community might explore and celebrate connections between our Catholic faith and the spirituality/traditions of our indigenous brothers and sisters. The impact is evident in many schools through prayer tables that have incorporated symbols of Earth, Fire, and Water to represent caring for God's creation, loving all of God's creatures, and committing to leading a pure life guided by the grace and love of God.

HOPE, ENGAGEMENT, AND WELL-BEING

2017-2020 Religious education and faith permeation is relevant and promotes hope and engagement in students.

Cultivating strong parish-school partnerships. All schools within the district participate in consultant-led bi-monthly meetings with the partner parishes. These meetings help to nurture student faith by fostering the home-parish-school relationship. Parishes and schools support one another in communicating events, planning liturgies, organizing priest visits, and preparing youth for sacraments. To further develop this partnership, our Religious Education Consultant organizes schools to contribute regularly to "Telling Our Story", which is its own newsletter distributed at parish masses. This publication is produced six times throughout the school year and is distributed during weekend masses at our partner parishes. Each issue highlights the faith life and service projects of our Catholic schools for members of our parish communities, who may not otherwise be part of our school community. Different schools are encouraged to contribute each month. Finally, our schools take part annually in Catholic Education Sunday. Staff members from our schools participate in Catholic Education Sunday by volunteering in various ministries at each of the weekend masses. Each of our 16 schools is assigned to different masses over the weekend. As well, GSACRD trustees, parents, and staff members shared personal stories and testimonies of their experiences with Catholic Education. Throughout the year, many classes have visited the church parishes, and many of our classes and schools have received priest visits. Nearly all of our schools have celebrated Mass at their partner parishes, and 13 of our schools have either had, or will have priests come to the schools for the Sacrament of Reconciliation.

Growing teacher leaders in Catholic Education. Our Religious Education Life Consultant supports teachers to learn about their faith and to lead as faith leaders in their schools by:

- financially supporting a cohort of six teachers to continue their Masters in Religious Education program;
- teaching the Catholic Education Formation Program for new teachers;
- leading the Committee of Religious Education Representatives in meetings and professional development (3 full day meetings in 2017-18);
- hosting professional development for our new curriculum resource (Growing in Faith, Growing in Christ) for Grades 1- 4 teachers;
- facilitating staff to make connections between our *Calls to Action for Truth and Reconciliation* and our work as faith leaders in schools by presenting at our First Nations,



Metis and Inuit Advisory Committee meetings, to review and share resources/lessons addressing links between the Catholic faith and indigenous cultural and spirituality;

- supporting staff with religious education and faith resources through a district website;
- leading liturgies and faith sessions with students and staff (in classrooms, school assemblies and parish visits).

Engaging in informal and formal staff development. Our Religious Education Consultant introduced a new resource (<https://formed.org/>) to schools based on feedback from administrators that families, staff, and students would appreciate having a digital resource with access to contemporary video, podcasts, and print materials about Catholic traditions, figures, and history. Although we are still new to this resource, teachers have indicated that they have been using the full range of multimodal (print, visual, oral, video) information to enrich their teaching. In addition, the Religious Education Consultant has been sending weekly emails to educate all staff about various aspects of our faith. Finally, to continue to promote GSACRD staff faith formation, two “Theology on Tap” sessions are hosted, annually, at St. Albert pubs. Our first session was led by Father Kris Schmidt from the Archdiocese of Edmonton, an alumni of École Secondaire Sainte Marguerite d'Youville. “Theology on Tap” is an opportunity for staff to interact informally and discuss current faith-based topics and issues in a relaxed context.

ANIMATING THE DISTRICT THEME

2017 – 20120 – Pursue an animated and actionable representation of the district theme that lead to visual impact at the school and district levels.

Our faith theme for 2017-18 is *Living Like Jesus: We are Servants*. At each CCLC meeting, we read and engage in processing activities with Phelp’s (2009) *The Catholic Vision for Leading Like Jesus: Servant, Steward, Shepherd* to consider how best to lead like Jesus Christ. In addition, district-created thematic posters were distributed to schools to communicate our district faith theme in a visually prominent way.

SPONTANEOUS PRAYER

2016 – 2019 – teach students different forms of prayer including spontaneous prayer to foster a personal prayer life.

The Religious Education Consultant has addressed a wide variety of creative forms of prayer in CCLC, Religious Education Committee, and FNMI Advisory Committee meetings.

Many administrators reported that their schools are using new types of prayers, especially prayers connecting with Indigenous Culture and Spirituality. Prayers shared have included spontaneous prayers, meditative prayers (Lectio Divina, the Rosary, and Breath Prayers) and contemplative prayers (Visio Divina, Adoration of the Blessed Sacrament).

CONCLUSION. Greater St. Albert Catholic Schools takes great pride in our Catholic identity which calls us “to awaken the hearts and minds” of our students while educating them and nurturing them in the Catholic faith so they may become good citizens contributing to society, and pilgrims on the journey to eternal life with God.



BOARD OF TRUSTEES REGULAR MEETING

FEBRUARY 26, 2018

ATTACHMENT FOR AGENDA ITEM 16

Board Commitments

BACKGROUND:

The [Board Commitments](#) can be found on the GSACRD Website under the [Advocacy and Commitments](#) section for the Board of Trustees.

Trustees can review their most up to date schedule of the [Board Commitments](#) in the Board of Trustee shared folder.

Please see attached.

RECOMMENDATION:

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

Greater St. Albert Catholic Schools Board Commitments 2017-2018

Month	Date	Event	Location Time	Attending
JANUARY				
	January 9, 2018	TEBA Representative Committee Special Meeting	Location and Time TBC	Radford
	January 19, 2018	FNMI Leadership Meeting	District Office (1:00 pm)	Radford, Tremblay, Crockett
	January 30, 2018	PAC Meeting	District Office (4:00 pm)	Shaw
FEBRUARY				
	February 9, 2018	ATA Partners in Education Lunch	Westin Hotel - Devonian Room (11:30 am)	Keohane, Nixon, Tremblay, Schell, Radford, Becigneul, Crockett
MARCH				
	March 4-6, 2018	Alberta Rural Education Symposium (ARES)	Fantasy Land Hotel	
	March 7, 2018	St. Kateri Tekakwith Phase 2 Open House	MCCC (1:00 pm - 7:00 pm)	1:00 pm Shift: Shaw, Crockett, Tremblay, Radford 4:00 pm Shift: Becigneul, Proulx, Schell?
	March 14, 2018	SAM Celebration	Location TBD (3:30 pm - 4:30 pm)	Keohane, Nixon, Schell, Crockett, Becigneul, Tremblay
	March 16-18, 2018	Religious Education Congress	Anaheim, CA	Shaw
APRIL				
	April 7, 2018	Knight of Columbus - Holy Family Parish Dinner	Holy Family Parish	
	April 7-9, 2018	NSBA Annual Conference	San Antonio	
	April 14, 2018	Alberta Knights of Columbus Charitable Foundation "Catch the Spirit Top Up Dinner"	Polish Hall Conference Centre (6:00 pm)	Becigneul
	April 20-21, 2018	School Councils Conference & AGM	Delta Edmonton South	
	April 26-29, 2018	SPICE Conference	Delta Lodge, Kananaskis	
MAY				
	May 1-4, 2018	ACSTA Blueprints	Delta Lodge, Kananaskis	Keohane
	May 4, 2018	Friar's Ball	Chateau Lacombe, Edmonton (Reception - 6:00 pm, Dinner - 7:00 pm)	
	May 11, 2018	ESSMY Grad	St. Albert Parish (1:00 pm)	Lotoski
	May 11/12, 2018	Board Planning Session	Chateau Lacombe, Edmonton (Approx. May 11:12:00 pm - May 12: 5:00 pm)	Shaw, Radford, Schell, Tremblay, Crockett, Becigneul, Proulx, Keohane, Schlag, Nixon, Moroziuk, Bruineman
	May 17, 2018	SACHS Grad Mass	St. Albert Parish (7:00 pm)	
	May 18, 2018	SACHS Grad	Shaw Conference Centre (9:00 am)	
	May 24, 2018	Joint School Boards/City Meeting	St. Albert Place-Douglas Cardinal Room (5:50 - 8:30 pm)	Keohane, Schlag, Shaw, Tremblay, Radford, Schell, Crockett, Becigneul, Proulx

**Greater St. Albert Catholic Schools
Board Commitments 2017-2018**

Month	Date	Event	Location Time	Attending
JUNE				
	June 4/5, 2018	ASBA SGM	Sheraton Red Deer	
	June 8, 2018	St. Gabes Grad	Location TBD (12:00)	
	June 23, 2018	MCHS Grad	Winspear Centre (3:00 pm - 5:00 pm)	