



BOARD OF TRUSTEES REGULAR MEETING

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

6 St. Vital Ave., St. Albert, AB T8N 1K2 | Phone: 780-459-7711

AGENDA

Monday, January 11, 2016 | 5:30 p.m. - Call to Order
7:30 P.M. – Public Meeting

1. **Call to Order:** Noreen Radford
2. **In-Camera**
3. **Out-of-Camera at 7:30 p.m.**
4. **Opening Prayer:** Dave Caron
5. **Approval of Agenda**
6. **Presentation Delegation:**
No Presentation Delegation
7. **Approval of Minutes & Summaries**
7.1 Regular Board Meeting Minutes December 14, 2015 Attached
8. **Approval of Committee & Event Reports from Advocacy Committee Meetings**
No Reports
9. **Good News (Communication & Community Relations)** Attached
10. **Questions from the Public**
(Questions are submitted in writing on the Thursday prior to meeting. Information and the form can be found on the District website located on the District website at <http://bit.ly/ISLTFSh>.)
No questions at this time
11. **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.)
11.1 Review of Board Policy 8 – Board Committees (Keohane) Attached
12. **Action Items**
12.1 New St. Albert School Plan (Capital Committee) Attached
12.2 Board Directed Transportation Fees (Schlag) Attached
12.3 Board Directed Instruction Fees (Schlag) Attached
13. **New Business**
13.1 Board Planning Session Date, Location, Agenda (Planning Committee) Attached

14. Information Items

14.1 Report from the Chair

14.1.1 Correspondence

14.1.2 Other Items

14.2 Report from the Superintendent

14.2.1 Trustee Request for Information

- No Requests

14.2.2 Educational Leadership

- School Results Reviews (SRRs) (Keohane)

Attached

- Inclusive Education Programming (Quick)

Attached

14.2.3 Fiscal Responsibility

- Budget 2016-17 Enrolment Projections (Schlag)

Attached

- Quarterly Financial Statement (Schlag)

Attached

15. Board Commitments

Attached

16. Clarification Period for Public & Media

(Related to agenda items, only as deliberated)

17. Trustee Request for Information

18. In-Camera *(if applicable)*

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

20. Closing Prayer: Dave Caron

21. Adjournment



BOARD OF TRUSTEES REGULAR MEETING

JANUARY 11, 2016

ATTACHMENT FOR AGENDA ITEM 7.1

Regular Board Meeting Minutes of December 14, 2015

BACKGROUND:

Please see attached.

RECOMMENDATION:

THAT the Board of Trustees approve the minutes of the regular meeting of the Board held on December 14, 2015 as circulated/as circulated and amended.

**MINUTES OF THE REGULAR MEETING OF THE
BOARD OF TRUSTEES OF
GREATER ST. ALBERT ROMAN CATHOLIC
SEPARATE SCHOOL DISTRICT NO. 734
HELD on MONDAY, December 14, 2015, 2:00 P.M.
District Office, 6 St. Vital Avenue,
St. Albert, AB**

MEMBERS PRESENT Trustees Caron, Crockett, McEvoy, Proulx, Radford, Shaw, and Tremblay

ADMINISTRATION PRESENT

D. Keohane, superintendent, S. McGuinness, assistant superintendent, D. Quick, assistant superintendent, D. Schlag, secretary-treasurer

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

OPENING PRAYER Trustee Shaw offered the opening prayer.

IN CAMERA

78/16 Trustee Proulx: THAT the Board of Trustees move In Camera at 2:04 p.m.
CARRIED (6/6)

OUT OF CAMERA

79/16 Trustee Crockett: THAT the Board of Trustees move Out of Camera at 3:01 p.m.
CARRIED (6/6)

APPROVAL OF AGENDA

80/16 Trustee Proulx: THAT the Board of Trustees approve the agenda as amended with the addition of New Business 13.1 Staff Faith Award.
CARRIED (6/6)

PRESENTATIONS

Staff Recognition

The Board of Trustees formally recognized the 2015 Masters of Religious Education Graduates including: C. Bennett-Brown, Tom Feehan, Dianne Hutton, Louis Kloster, Colin Loiselle and Ryan O’Gorman.

Partners in Education

The Board of Trustees presented the local RCMP detachments in Morinville and St. Albert with a certificate recognizing their contributions in supporting youth in Greater St. Albert Catholic Schools. Staff Sergeant Suleman and Constable Short were present on behalf of the Morinville RCMP and Constable MacKay represented the St. Albert detachment.

APPROVAL OF MINUTES & SUMMARIES

81/16 Trustee McEvoy: THAT the Board of Trustees approve

the minutes of the regular meeting of the Board held on November 23, 2015 as circulated.

CARRIED (6/6)

COMMITTEE AND EVENT REPORTS

There were no reports.

GOOD NEWS

Trustee Radford shared the Good News Report.

QUESTIONS FROM THE PUBLIC

None.

CONSENT ITEMS

Review of Board Policy 5 – Role of the Chair and Board Policy 6 – Role of the Vice-Chair

82/16

Trustee Shaw: THAT the Board of Trustees approve the review of Board Policy 5 – Role of the Chair and Board Policy 6 – Role of the Vice-Chair with no changes.

CARRIED (6/6)

Trustee Caron joined the meeting at 3:33 p.m.

Board Policy 7-Board Operations

83/16

Trustee McEvoy: THAT the Board of Trustees approve changes to section 7 of Board Policy 7, adjusting the order of the opening prayer as the first agenda item considered in the public.

CARRIED (7/7)

ACTION ITEMS

Board Development Plan

Superintendent D. Keohane presented a summary of topics for consideration.

84/16

Trustee Proulx: THAT the Board of Trustees accept topics, as presented, to advance collective understanding with educational practices being pursued within the School District as follows:

- Religious Education Course Programming within the District
- Impact of High School Flexibility on student learning within the District
- The Sacramental Education Initiative implementation plan
- The Evolving Focus of the Gallup Student Poll and Applications with the District
- An Overview of the Church's Year of Mercy and possible applications for a new faith goal next year
- Gender Identity Issues
- Urban Agriculture Program
- Maker Spaces
- Google Drive, Apps, & Gmail
- Mental Health Issues
- Media Training
- Governance (Robert's Rules)
- Truth & Reconciliation

CARRIED (7/7)

Reciprocal Use Agreement – City of St. Albert

Secretary-treasurer Schlag updated the Board on changes and clarifications to the existing agreement.

- 85/16 **Trustee McEvoy:** THAT the Board of Trustees receive the reciprocal use agreement with the City of St. Albert as information, and approve for signing by Administration, when presented, with the new effective date of January 1, 2016.
CARRIED (7/7)

2016-2017 Instructional Calendar

Assistant Superintendent, S. McGuinness presented the draft Calendar which reflects feedback received from stakeholder groups.

- 86/16 **Trustee Crockett:** THAT the Board of Trustees approve the 2016-2017 Instructional Calendar as presented.
CARRIED (7/7)

Board Directed Committee

Trustee Crockett presented a recommendation to establish a sub-committee to further understand staff interest in updating the existing recognition program.

- 87/16 **Trustee Crockett:** THAT the Board of Trustees approve the establishment of a board directed committee of a maximum of three trustees, including select Sr. Administration, to develop a staff survey on recognition preferences, with a goal to sharing the results with the Board, as soon as possible, but no later than the last meeting of May 2016. Trustees assigned to this committee are: Joan Crockett, Cathy Proulx, and Rene Tremblay.
CARRIED (6 in favor, 1 opposed)

International Field Trips

Assistant Superintendent, S. McGuinness updated the Board on international trips planned for the remainder of the school year.

- 88/16 **Trustee Caron:** THAT the Board of Trustees approve the following three field trips: SACHS (Anaheim), ESSMY (Sea of Cortez), and MCHS (Japan), as presented.
DEFEATED (1 in favor, 6 opposed)

Trustee Proulx: THAT The Board of Trustees direct administration to review each international trip on a case-by-case basis in light of the changing climate for the remainder of the 2015-2016 school year.

Following discussion **Trustee Proulx** withdrew this motion.

MEETING EXTENSION

- 89/16 **Trustee Proulx:** THAT the Board of Trustees extend the Regular meeting of the Board until 6:00 p.m.
CARRIED (7/7)
- 90/16 **Trustee Shaw:** THAT The Board of Trustees confirm and continue with the existing process for approving field trips.
CARRIED (5 in favor, 2 opposed)

NEW BUSINESS

Staff Faith Award

Trustee Shaw presented the suggestion that the Board put in place an award that would recognize outstanding staff that model & witness our Catholic faith. This will be a discussion at a future Advocacy Meeting.

INFORMATION ITEMS

Report from the Chair

There was no report.

Report from the Superintendent

Secretary-treasurer Schlag updated the Board on the school facilities utilization highlighting those schools considered to be at or near capacity. To mitigate over capacity at JJN, a modular unit was installed in September 2015. The addition of new infrastructure will address over capacity in the long term.

Secretary-treasurer Schlag also presented the Fee Waiver Report as at November 30, 2015.

Superintendent Keohane updated the Board on the timing of the next Community Conversation to be held February 24, 2016.

Communications manager Bruineman provided the Board with an update on the progress in relation to the District Communications Plan for 2015-2016. It was highlighted that the preschool program will be renamed Pre-Kindergarten to more accurately reflect the program design.

91/16

Trustee Crockett: THAT the Board of Trustees receive the Superintendent's report as information.

CARRIED (7/7)

BOARD COMMITMENTS

92/16

Trustee Caron: THAT the Board of Trustees approve the Board Commitments as presented and updated at this meeting, with the deletion of the Religious Education Congress and the NSBA Conference.

DEFEATED (2 in favor, 5 opposed)

93/16

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

CARRIED (5 in favor, 2 opposed; Caron, Proulx)

MEETING EXTENSION

94/16

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

CARRIED (7/7)

CLARIFICATION PERIOD FOR PUBLIC & MEDIA

Carryl Bennett-Brown reminded the Board about the upcoming Teacher's Convention deadline for trustees.

TRUSTEE REQUEST FOR INFORMATION

Trustee Radford inquired about the draft standards for FNMI students released by the government recently and asked for clarification on impacts for program delivery. Superintendent Keohane indicated this has been addressed within our District and that no service delivery changes would be impacted.

IN CAMERA

95/16

Trustee McEvoy: **THAT** the Board of Trustees move In
Camera at 6:04 p.m.

CARRIED (7/7)

OUT OF CAMERA

96/16

Trustee McEvoy: **THAT** the Board of Trustees move Out
of Camera at 6:30 p.m.

CARRIED (7/7)

CLOSING PRAYER

Trustee Shaw offered the closing prayer.

ADJOURNMENT

97/16

Trustee Proulx: **THAT** the Board of Trustees adjourn the
regular meeting at 6:34 p.m.

CARRIED (7/7)

Secretary Treasurer

Chair



BOARD OF TRUSTEES REGULAR MEETING

JANUARY 11, 2016

ATTACHMENT FOR AGENDA ITEM 9

Good News (Communication & Community Relations)

PREPARED BY:

Carol Bruineman, communications manager

BACKGROUND:

Please see attached.

Good News
Regular Board Meeting
January 11, 2016

Awards

- **Louise Shervey, ESSMY Student** was honored with the prestigious Loran Award for her commitment to service, entrepreneurial spirit, extra-curricular interests and providing leadership opportunities for students. Congratulations!
- **Students from SACHS** were recognized with CAPPIE Awards for their reviews of “The Man Who Came to Dinner.” Congratulations to Kirsten Sorensen, Emily Vilcsak and Spencer Yakymyshn for having their reviews published in the Edmonton Journal!

School & Community News

- Students and staff at **Bertha Kennedy** Catholic School donated over 600 pairs of socks to the Society of St. Vincent de Paul. Thank you BK BobKats for your generosity!
- **Legal School** served up their delicious Turkey Luncheon to students, staff and community members on the last day of school before the Christmas break. This annual tradition has become a wonderful community builder!
- The St. Albert Branch of Investors Group blessed the District with a donation to support the student hot lunch program. Thank you for your support and generosity!



BOARD OF TRUSTEES REGULAR MEETING

JANUARY 11, 2016

ATTACHMENT FOR AGENDA ITEM 11.1

Board Policy Review

PRESENTERS:

David Keohane, superintendent of schools

BACKGROUND:

The Board in cooperation with the Superintendent shall review board policies each year in order to determine whether or not it is meeting its intended purpose. Board Policy 8– Board Committees was last reviewed June 2015 with no changes.

Currently, Board Policy 8 – Board Committees addresses a powers and duty of the Policy Advisory Committee that is incongruent with the intent of Board Policy 10 – Policy Making.

Specifically, in Policy 10, the Board determines in three separate statements its propriety over planning, developing, and implementing policy. See page 1 of 3 in the policy and the following statements for clarification:

- The Board, in cooperation with the Superintendent, shall assess the need for policy ... and identify the critical attributes of each policy to be developed.
- The Board may develop the policy itself or could delegate the responsibility for development to the Superintendent or to a Board Committee.
- The Board is responsible for the implementation of policies governing its own processes.

However, in Policy 10, under “Specifically, item 5” on page 2 of 3, the policy eventually provides an exception for when to solicit the Policy Advisory Committee’s “additional input”:

- The Superintendent shall submit proposed policy or policy revisions related to school operations to the Policy Advisory Committee for discussion and additional input.

Despite these clear distinctions, in Policy 8, the Policy Advisory Committee is tasked with the following power and duty as outlined at the bottom of page 1 of 7:

- Proposed policies and policy revisions shall be submitted to the committee for consideration and input prior to Board approval.

Therefore, in order to make the intent of both policies compatible, the following amendment to the previously stated power and duty is recommended:

- Proposed policies and policy revisions *that will impact the operations of schools* shall be submitted to the committee for consideration and input prior to Board approval.

Past practice would indicate that the spirit of this amendment has been respectfully adopted through the ongoing work of PAC, and at its meetings, trustee representatives or the Superintendent do explain the rationale for policy changes that have no impact upon district operations (ie. Board meeting schedules, the functions of board meetings). However, on a technical basis, under current status, both policies referenced are not entirely supportive of each other, and the recommended amendment will enable the desired compatibility required to take place.

RECOMMENDATION:

THAT the Board of Trustees approve the recommended amendment to Board Policy 8 - Board Committees as presented.

BOARD COMMITTEES

The Board believes that its duties can best be carried out if trustees are given an opportunity to meet in committees supplemental to Board meetings. Committees can perform the following functions:

- ◆ Be empowered to act on behalf of the Board (on all delegable matters)
- ◆ Conduct research and report back to the Board with recommendations
- ◆ Perform a liaison function

The Board will determine the terms of reference for each committee, including purpose, powers and duties, membership, and meeting requirements. Each committee shall select its own chair. If possible, one trustee shall not be chair of more than one standing committee at the same time.

The Board Chair shall be an ex-officio member of each Board committee, may actively participate, and has voting rights. All trustees may attend any committee meetings, and with the consent of the committee, may take part in the discussion, but will not be entitled to vote.

Committees may be standing or ad hoc in nature.

1. Standing Committees

Standing Committees are established to assist the Board with work of an on-going or recurring nature.

1.1 The Policy Advisory Committee is established as a standing committee of the Board, with responsibility for work as detailed below:

1.1.1 Purpose

- ◆ Assist the Board in the development and revision of policies that may be implemented by the Board.

1.1.2 Powers and Duties

- ◆ Proposed policies and policy revisions **that will impact the operations of schools** shall be submitted to the committee for consideration and input prior to Board approval.
- ◆ Ensure that policies are current, relevant and are having the desired impact.

- ◆ Recommend policies and policy revisions, as appropriate, in order to facilitate the effective and efficient operation of the District.
- ◆ Recommend administrative procedures and administrative procedures revisions, as appropriate, to the superintendent.

1.1.3 Membership

- ◆ Two trustees
- ◆ Superintendent
- ◆ Assistant Superintendent
- ◆ One principal
- ◆ One teacher from each school
- ◆ One ATA representative
- ◆ One CUPE representative
- ◆ One UNIFOR representative

1.1.4 Meetings

- ◆ Four meetings annually

Note: this committee is established in the current collective agreement. See Addendum 1 for Policy Advisory Committee – Frames of Reference.

1.2 The Negotiations Committee – ATA is established as a standing committee of the Board, with responsibility for work as detailed below:

1.2.1 Purpose

- ◆ Negotiate a collective agreement with the ATA representatives

1.2.2 Powers and Duties

- ◆ Establish Board proposals within the guiding principles set by the Board
- ◆ Negotiate with Teachers' representatives
- ◆ Recommend action to the Board on negotiations issues
- ◆ Refer any concerns expressed, through the Board to the Superintendent

1.2.3 Membership

- ◆ Two trustees
- ◆ Superintendent and/or designate(s)
- ◆ Secretary-Treasurer

1.2.4 Meetings

- ◆ To be called by the Committee Chair as required to negotiate agreements

1.3 The Negotiations Committee – CUPE is established as a standing committee of the Board, with responsibility for work as detailed below:

1.3.1 Purpose

- ◆ Negotiate a collective agreement with CUPE representatives

1.3.2 Powers and Duties

- ◆ Establish Board proposals within the guiding principles set by the Board
- ◆ Negotiate with support staff representatives
- ◆ Recommend action to the Board on negotiations issues
- ◆ Refer any concerns expressed, through the Board to the Superintendent

1.3.2 Membership

- ◆ Two trustees
- ◆ Superintendent and/or designate(s)
- ◆ Secretary-Treasurer

1.3.3 Meetings

- ◆ To be called by the Committee Chair as required to negotiate agreements

1.4 The Negotiations Committee –UNIFOR is established as a standing committee of the Board, with responsibility for work as detailed below:

1.4.1 Purpose

- ◆ Negotiate a collective agreement with UNIFOR representatives

1.4.2 Powers and Duties

- ◆ Establish Board proposals within the guiding principles set by the Board
- ◆ Negotiate with support staff representatives
- ◆ Recommend action to the Board on negotiations issues
- ◆ Refer any concerns expressed, through the Board to the Superintendent

1.4.3 Membership

- ◆ Two trustees
- ◆ Superintendent and/or designate(s)
- ◆ Secretary-Treasurer

1.4.4 Meetings

- ◆ To be called by the Committee Chair as required to negotiate agreements

1.5 The Capital Committee is established as a standing committee of the Board, with responsibilities for work as detailed below:

1.5.1 Purpose

- ◆ Coordinate the development, implementation and evaluation of the Board's three-year capital plan and ten-year facilities master plan

1.5.2 Powers and Duties

- ◆ Make recommendations to the Board re: capital improvements and site allocations
- ◆ Liaise with municipal partners

1.5.3 Membership

- ◆ Two trustees
- ◆ Superintendent or designate

1.5.4 Meetings

- ◆ To be called by the Committee Chair as required

1.6 The ATA Liaison Committee* is established as a standing committee of the Board, with responsibility for work as detailed below:

1.6.1 Purpose

- ◆ Communication with the ATA Local; Represents the Board in facilitating dialogue and collaboration with respect to: ensuring foundational statement faithfulness, nurturing the gospel values of community and relationships, addressing emerging developments in Catholic education, and resolving workplace issues outside of a formal structure

1.6.2 Powers and Duties

- ◆ Liaise on emerging issues
- ◆ Attend meetings and report to Board as necessary
- ◆ Represent the Board's positions and interests at the meetings

1.6.3 Membership

- ◆ Two trustees (one as a representative; one as an alternate)
- ◆ Superintendent
- ◆ Assistant Superintendent of Human Resources
- ◆ Three Local representatives

1.6.4 Meetings

- ◆ Up to four meetings annually as required

2. Ad Hoc Committees

Ad hoc committees are established to assist the Board on a specific project for a specific period of time. The terms of reference for each ad hoc committee will be established at the time of formation.

3. Resource Personnel

The Superintendent may appoint resource personnel to work with committees, and shall determine the roles, responsibilities, and reporting requirements of the resource personnel.

Legal Reference: Section 61, 62, 63, 68 School Act

*Note: The ATA Liaison Committee is identified in the current ATA collective agreement as outlined in Appendix E.

ADDENDUM 1

POLICY ADVISORY COMMITTEE FRAMES OF REFERENCE

1. Preamble:

This committee shall be called the Policy Advisory Committee, which is a standing committee of the Board with membership from Greater St. Albert Catholic Local #23, Greater St. Albert Catholic Schools (with membership from both support staff locals CUPE and UNIFOR). Hereafter, this committee shall be referred to as PAC.

2. Objects:

The PAC shall be charged with the responsibility of preparing recommendations to the Board in the development and revision of policies that may be implemented by the Board in the operation of schools.

3. Organization:

1. The PAC shall consist of one representative elected/appointed from each schools' professional staff, two trustees, Superintendent, Assistant Superintendent, one principal, one ATA representative, one CUPE representative, and one UNIFOR representative.
2. The PAC representatives representing the schools' professional staff shall have a term of office of one year, after which he/she may be re-elected.

4. Officers:

The officers of the PAC shall consist of a chair and a rotating secretary. The chair will be elected from and by the members of the committee. The officers of the PAC are expected to:

A. Chair

1. Arrange and inform members of the PAC the time, date and place of all meetings.
2. Prepare and circulate an agenda for each meeting.
3. Chair the PAC meetings.
4. Represent the PAC in its relationship with ATA Local Council, hereafter called Local Council.
5. Provide leadership, along with the Superintendent and Assistant Superintendent, on development and revision of policies that may be implemented by the Board.
6. Attend or arrange for a committee member to attend Local Council meetings and present a report of the committee activities.
7. Prepare an annual written report summarizing the activities of the committee. This report shall be submitted to Local Council at the June Local Council meeting.

8. Submit all minutes to PAC members and the ATA Local Secretary as soon as possible and at least before the next meeting.

B. Secretary

1. Keep accurate minutes of their assigned PAC meeting and submit minutes to chair as soon as possible.
2. Perform such other internal communication functions as may be assigned from time to time.

5. Duties and Responsibilities:

1. Submit proposed policies and policy revisions to the committee for consideration and input prior to Board approval.
2. Review policies for relevancy and so that they have the desired impact regarding the operations of schools.
3. Recommend policies and policy revisions, as appropriate, in order to facilitate the effective and efficient operation of the District.
4. Recommend administrative procedures and administrative procedures revisions, as appropriate, to the superintendent.
5. Attend PAC meetings for purpose of consulting, reporting, and communicating to respective stakeholders.

6. Meetings of the PAC:

1. The PAC shall have four meetings annually or at the discretion of the chair, in consultation with the Superintendent and/or the Assistant Superintendent.
2. Notice of intent to hold a meeting shall be given to the members as soon as possible.

7. Quorum:

Quorum for the PAC shall be the majority of the PAC members.

Addendum approved by the Board of Trustees February 21, 2006
Revised January 18, 2010, January 17, 2011, June 24, 2013, January 27, 2014, January 13, 2015, July 7, 2015, January 11, 2016

POLICY MAKING

The Board is responsible for the development of policies in keeping with the requirements of government legislation and the values of the electorate. In order to meet its responsibility, the Board shall establish and maintain written policies which express its philosophical beliefs in support of public education and provide effective direction and guidelines for the action of the Board, the Superintendent, staff, students, electors and other agencies. Policies also serve as sources of information and guidance to all who may be interested in, or connected with, the operation of the District. Board policies constitute the will of the Board in determining how the District will be operated.

The Board shall be guided in its approach to policy making by ensuring adherence to the requirements necessary to provide public education and compliance with the School Act and provincial legislation. Further, the Board believes that the development and review of policies are enhanced when the process allows for the ongoing participation of staff. The Board considers the Policy Advisory Committee a principal advisor in policy development and revision.

Board policies shall provide an appropriate balance between the responsibility of the Board to develop the broad guidelines to guide the District and to provide the opportunity for the Superintendent to exercise professional judgment in the administration of the District.

The Board shall adhere to the following stages in its approach to policy making:

1. Planning

The Board, in cooperation with the Superintendent, shall assess the need for a policy, as a result of its own monitoring activities or on the suggestion of others, and identify the critical attributes of each policy to be developed.

2. Development

The Board may develop the policy itself or could delegate the responsibility for development to the Superintendent or to a Board committee. The process for the development and review of policies should allow for the participation of interested and concerned groups and individuals as appropriate to their circumstances.

3. Implementation

The Board is responsible for the implementation of policies governing its own processes. The Board and Superintendent share the responsibility for implementation of policies relating to the Board-Superintendent relationship. The Superintendent is responsible for the implementation of all other policies.

4. Evaluation

The Board, in cooperation with the Superintendent, shall evaluate each policy in a timely manner in order to determine whether or not it is meeting its intended purpose.

Specifically:

1. The Board, staff members, the Policy Advisory Committee, Alberta Learning, administration, parents, community members, school councils and other affected groups may make suggestions regarding the possible development of a policy or the need for policy revisions on any matter, by presenting a proposal for a policy or revisions in writing to the Superintendent. The proposal shall contain a brief statement of purpose or rationale.
2. Policy development or revision may also be initiated by the results of a public consultation, survey, needs assessment, or policy evaluation.
3. The Superintendent shall present the proposal to the Board for initial consideration. Should the Board determine the need for policy development or revision, the Board will direct the Superintendent to initiate the development process.
4. The Board may also request the Superintendent to change an administrative procedure to a draft Board policy, and will provide the rationale for same.
5. The Superintendent shall submit proposed policy or policy revision related to school operations to the Policy Advisory Committee for discussion and additional input. Input may also be requested from government, community leaders, other Boards or agencies, and contractors.
6. The Superintendent shall submit the proposed policy to the Board for information and discussion.
7. Suggestions for change are reviewed and modifications may be incorporated into a second draft policy. The initiator of the proposed policy or revision should be consulted when substantive modifications have been incorporated.
8. The Superintendent shall submit the second draft of pertinent policies to the Policy Advisory Committee for additional discussion and input.
9. The policy, as amended by the Board, must be adopted by resolution at a regular or special meeting of the Board. Normally, final resolutions by the Board are not made at the same meeting as initial proposals are being considered.
10. The formal adoption of policies shall be recorded in the minutes of the meeting of the Board and a copy thereof shall be appended to the official minutes. The approval of policy is the sole responsibility of the Board.
11. The Board, on matters of unusual urgency, may waive the foregoing procedures and take immediate action in dealing with a policy matter.

12. In approving policy, the Board will always work from the broadest, most general statement of policy, and will proceed to develop progressively more specific policies until it is satisfied that it has achieved the degrees of definition necessary in the policy area under consideration.
13. The Superintendent shall be responsible for the establishment and maintenance of an orderly plan to ensure that trustees, employees, students and any other interested individuals or groups have convenient access to current Board policy, and administrative procedures. Copies are available at rates which may be established from time to time by the Board.
14. The Superintendent must develop administrative procedures as specified in Policy 12 and may develop such other procedures as deemed necessary for the effective operation of the District; these must be in accordance with Board policies.
15. The Board may direct the Superintendent to change a Board policy to an administrative procedure. As with other administrative procedures, these procedures may then be modified at the Superintendent's discretion.
16. The Board shall review each policy annually.

Legal Reference: Section 60, 61, School Act



BOARD OF TRUSTEES REGULAR MEETING

JANUARY 11, 2015

ATTACHMENT FOR AGENDA ITEM 12.1

New St. Albert School Plan

PRESENTER:

Capital Committee Representatives

BACKGROUND:

The Board of Trustees received a presentation on the planning documents relevant to the construction of the new St. Albert K-9 school in Jensen Lakes. Based upon the presentation, the Board is requested to approve further planning and construction on the basis of these documents.

RECOMMENDATION:

THAT the Board of Trustees approve the work completed to date and further timelines for construction.



BOARD OF TRUSTEES REGULAR MEETING

JANUARY 11, 2016

ATTACHMENT FOR AGENDA ITEM 12.2

2016-2017 Board Directed Transportation Fees

PRESENTER:

Deb Schlag, secretary-treasurer

BACKGROUND:

Transportation Fees - relative information

1. Fees were increased for the 2007-2008 school year to offset the increasing cost of fuel, salaries, general operational costs, and the addition of one bus in the Morinville ward.
2. *There were no fee increases for 2008-2009, 2009-2010, or 2010-2011 (with the exception of a \$30 increase for cross-boundary fees).* The increase in 2011-12 was for \$20 across all levels. The rate increases for 2012-13 were \$35 for all urban riders and rural riders <2.4 Km, \$40 for rural riders >2.4 Km and all Cross Boundary riders, and the Family rates were reflective of these same increases. It is important to note that due to the transition in Morinville for 2012-13, all RURAL riders were provided transportation at no cost, which was reimbursed to the district by Alberta Education.
3. Transportation has posted a deficit for the last five years.
4. Fee history to 2015-16:

								(\$10 discount if purchased prior to June 1)	(\$10 discount if purchased prior to June 1)	(\$10 discount if purchased prior to June 1)	
BUS PASS FEES		06/07	07/08	08/09	09/10	10/11	11/12	12/13	13/14	14/15	15-16
Urban											
	Gr 1 - 12 per pass	\$125	\$165	\$165	\$165	\$165	\$185	\$195	\$240	\$240	\$270
	Family Rate	\$310	\$575	\$575	\$575	\$575	\$647.50	\$685	\$815	\$815	\$845
	Cross Boundary	\$180	\$220	\$220	\$220	\$250	\$270	\$280	\$330	\$330	\$360
Rural											
	Gr 1 - 12 LESS than 2.4 km	\$125	\$165	\$165	\$165	\$165	\$185	\$195	\$240	\$240	\$270
	Family Rate	\$310	\$575	\$575	\$575	\$575	\$647.50	\$685	\$815	\$815	\$845
	Cross Boundary	\$180	\$220	\$220	\$220	\$250	\$270	\$280	\$330	\$330	\$360
	Gr 1 - 12 MORE than 2.4 km	\$ 70	\$110	\$110	\$110	\$110	\$130	\$130	\$190	\$190	\$220
	Family Rate	\$175	\$385	\$385	\$385	\$385	\$455	\$455	\$640	\$640	\$670
Cross Boundary		\$180	\$220	\$220	\$220	\$250	\$270	\$280	\$330	\$330	\$360
Replacement Passes		\$10	\$10	\$10	\$10	\$10	\$10	\$10	\$10	\$10	\$15

RECOMMENDATION:

THAT the Board of Trustees approve the transportation fee schedule for 2016-17 with no changes to the 2015-16 rates:

AND

THAT all students requesting more than one pick-up/drop-off location that requires more than one bus, will be subject to a fee of 50% for access to a second bus, over and above the current year's applicable category bus pass fee (no change from 2015-16).



BOARD OF TRUSTEES REGULAR MEETING

JANUARY 11, 2016

ATTACHMENT FOR AGENDA ITEM 12.3

2016-2017 Board Directed Instruction Fees

PRESENTER:

Deb Schlag, secretary-treasurer

BACKGROUND:

Board Directed Fees

Board directed fees are limited to the Learning Resource Fee (formerly Textbook Rental Fee) and the ECS Fee. The fees have been charged to support the purchase of instructional resource materials and ECS supplies. Over the last three years, the following Board Directed Fees were in effect:

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

Based on the attached analysis, it is estimated, with **NO INCREASE** in fees and payment by all students (which based on past waivers is unrealistic) that for 2016-17, there is potential of **\$437,830** in Board Directed Fee Revenue, not including Out-of-Province Tuition Fees.

During the 2015 election campaign, the NDP promised to "invest \$45 million to reduce school fees by half, with a particular focus on banning lunch supervision fees," regardless of family income.

In the recent budget, \$45.9M was approved to help reduce fees for parents. Based on the analysis of 2013-14 Jurisdictional Collective Financial Statements, GSACRD's overall FEE Revenue was 1.7991% of all Fee Revenue in the Province. Application of that percentage to the \$45.9M, would result in \$825,775 coming to GSACRD. While this is an estimate, and the government methodology for distribution of these funds is not known at this time, there is a reasonable expectation that there will be sufficient funding coming to the District to offset the elimination of the Board Directed Fees for 2016-17.

Administration will work with Schools to further reduce the School Based Fees for 2016-17.

RECOMMENDATION:

THAT the Board of Trustees approve the reduction of ALL board directed fees for 2016-2017 to **\$0** and that Out-of-Province Tuition Fees for grades 1-12 students remain at \$10,750/year.

Board Directed Fee Revenue for 2016-17 (if charged - all students)

School	Grade Levels	Board Directed Fees			# of students			Avg/student		
		Elem	Jr	Sr	Elem	Jr	Sr	Elem	Jr	Sr
AL	K-6	\$13,560	\$0	\$0	226	0	0	\$60	\$70	\$100
BK	K-6	\$12,300	\$0	\$0	205	0	0	\$60	\$70	\$100
EFJ	K-6	\$15,600	\$0	\$0	260	0	0	\$60	\$70	\$100
NMR	K-6	\$23,220	\$0	\$0	387	0	0	\$60	\$70	\$100
VG	K-6	\$10,500	\$0	\$0	175	0	0	\$60	\$70	\$100
RSF	7-9	\$0	\$25,900	\$0	0	370	0	\$60	\$70	\$100
SACHS	10-12	\$0	\$0	\$62,500	0	0	625	\$60	\$70	\$100
VJM	7-9	\$0	\$33,040	\$0	0	472	0	\$60	\$70	\$100
EMP	K-6	\$21,000	\$0	\$0	350	0	0	\$60	\$70	\$100
ESSMY	7-12	\$0	\$18,760	\$9,700	0	268	97	\$60	\$70	\$100
JJN	K-6	\$23,460	\$0	\$0	391	0	0	\$60	\$70	\$100
ND	K-5	\$23,160	\$0	\$0	386	0	0	\$60	\$70	\$100
Legal	K-9	\$6,000	\$3,850	\$0	100	55	0	\$60	\$70	\$100
GHP	5-8	\$12,060	\$14,490	\$0	201	207	0	\$60	\$70	\$100
MCHS	9-12	\$0	\$8,750	\$42,000	0	125	420	\$60	\$70	\$100
Totals		\$160,860	\$104,790	\$114,200	2,681	1,497	1,142	\$60	\$70	\$100

\$379,850

5,320 Total 1-12 Students

\$130 - Kindergarten Fee: **\$57,980**

446 Total K students

Total Fee Revenue (K-12): \$437,830

5,766

(223) Adj for K FTE

5,543 Agrees to Enrolment Projection

GSACRD vs. Totals for ALL School Boards

	GSACRD 2013-2014	ALL JURISDICTIONS 2013-2014	GSACRD % to categories
REVENUES			
Alberta Education	\$ 59,430,619	\$ 6,257,310,643	0.9498%
Other - Government of Alberta	\$ 312,040	\$ 39,174,759	0.7965%
Federal Government and First Nations	\$ 130,512	\$ 94,302,114	0.1384%
Other Alberta school authorities	\$ 49,720	\$ 7,860,334	0.6325%
Out of province authorities	\$ -	\$ 1,096,688	0.0000%
Alberta municipalities-special tax levies	\$ -	\$ 582,706	0.0000%
Property taxes	\$ 2,753,268	\$ 149,792,716	1.8381%
Fees	\$ 3,478,981	\$ 193,376,170	1.7991%
Other sales and services	\$ 120,709	\$ 112,161,005	0.1076%
Investment income	\$ 60,885	\$ 19,762,570	0.3081%
Gifts and donations	\$ 149,556	\$ 36,803,087	0.4064%
Rental of facilities	\$ 154,596	\$ 23,135,560	0.6682%
Fundraising	\$ 265,505	\$ 57,056,391	0.4653%
Gains on disposal of capital assets	\$ 1,500	\$ 1,065,997	0.1407%
Other revenue	\$ 1,080,531	\$ 32,129,233	3.3631%
Total revenues	\$ 67,988,422	\$ 7,025,609,973	0.9677%
EXPENSES			
Instruction (ECS - Grade 12)	\$ 55,985,496	\$ 5,382,473,641	1.04%
Plant operations and maintenance	\$ 6,991,595	\$ 892,702,673	0.78%
Transportation	\$ 2,922,177	\$ 330,939,206	0.88%
Board & system administration	\$ 2,431,832	\$ 242,236,501	1.00%
External services	\$ 636,560	\$ 96,169,757	0.66%
Total expenses	\$ 68,967,660	\$ 6,944,521,778	0.99%
Operating surplus (deficit)	\$ (979,238)	\$ 81,088,195	-1.21%

Unaudited Summary of Statements of Operations and Changes in Financial Position

For the year ended August 31, 2014

(in dollars)

	2014 Budget Totals	2014 Actual Totals	2013 Actual Totals (As restated)
REVENUES			
Alberta Education	\$ 6,175,787,342	\$ 6,257,310,643	\$ 6,151,138,781
Other - Government of Alberta	24,272,236	39,174,759	39,444,413
Federal Government and/or First Nations	90,685,150	94,302,114	96,293,842
Other Alberta school authorities	6,071,885	7,860,334	9,400,095
Out of province authorities	867,364	1,096,688	876,597
Alberta Municipalities-special tax levies	501,011	582,706	439,157
Property Taxes	47,691,888	149,792,716	146,148,023
Fees	177,927,454	193,376,170	180,776,011
Other sales and services	82,473,003	112,161,005	103,367,080
Investment income	9,731,571	19,762,570	15,620,177
Gifts and donations	26,614,729	36,803,087	35,977,844
Rentals of facilities	21,722,521	23,135,560	20,432,743
Fundraising	58,326,142	57,056,391	61,263,437
Gains (losses) on disposal of capital assets	210,464	1,065,997	9,714,637
Other revenue	16,028,077	32,129,233	12,363,942
Total revenues	\$ 6,738,910,837	\$ 7,025,609,973	\$ 6,883,256,779
EXPENSES			
Instruction	\$ 5,308,999,972	5,382,473,641	5,264,658,115
Plant Operations and Maintenance	839,618,459	892,702,673	863,418,728
Transportation	330,307,826	330,939,206	319,265,861
Administration	231,000,229	242,236,501	243,129,848
External Services	101,319,818	96,169,757	101,152,610
Total expenses	\$ 6,811,246,304	\$ 6,944,521,778	\$ 6,791,625,162
Operating surplus (deficit)	\$ (72,335,467)	\$ 81,088,195	\$ 91,631,617
Changes in Financial Position:			
Total cash flows from operating transactions		\$ 419,958,089	\$ 344,341,178
Total cash flows from capital transactions		(263,184,082)	(236,993,787)
Total cash flows from investing transactions		(29,417,917)	14,190,979
Total cash flows from financing transactions		(46,337,797)	(16,417,877)
Increase (decrease) in cash and cash equivalents		\$ 81,018,293	\$ 105,120,493
Cash and cash equivalents, at beginning of the year		763,688,819	658,568,326
Cash and cash equivalents, at end of the year		\$ 844,707,112	\$ 763,688,819

Alberta Education Funded Student Enrolment***

*By board resolution, Calgary Science School Society was renamed Connect Charter School Society effective January 1, 2014.

**By Ministerial Order, signed by the Minister of Education on August 15, 2013, the Greater Southern Separate Catholic Francophone Education Region No. 4 and the Greater Southern Public Francophone Education Region No. 4 were dissolved and their lands transferred to the newly created The Southern Francophone Education Region No. 4.

***Early Childhood Services (ECS) children are counted as 1/3 of full time equivalent enrolment.



BOARD OF TRUSTEES REGULAR MEETING

JANUARY 11, 2016

ATTACHMENT FOR AGENDA ITEM 13

New Business

13.1 Board Planning Session Date, Location, Agenda

Attached

PRESENTERS:

Planning Committee Representatives

BACKGROUND:

On December 17, 2015, the Board Planning Session Committee met to determine an appropriate, scope, date, and location for an annual board planning retreat.

Upon a thorough review of the existing Board Strategic Plan, Board Advocacy Plan, and the Three-Year Education Plan Framework, relevant topics for consideration have been incorporated into an attached agenda.

The agenda fits the scope of two planning days. It is now appropriate for the Board to pick an appropriate date and location so that further planning, especially in the area of guest speakers can be confirmed. Tentatively March 5 and 6, 2016 has been set aside for the planning session.



Greater St. Albert
Catholic Schools

Board Planning Session 2016

Location

Friday...

12:00 p.m. – 1:00 p.m.	Lunch
1:00 p.m. – 1:15 p.m.	Opening Prayer
1:15 pm - 2:15 p.m.	Session 1: Presentation-Year of Mercy with 2016-17 Faith Goal
2:15 – 3:15 p.m.	Session 2: Presentation-Truth and Reconciliation (Guest Speaker)
3:15 p.m.–3:30 p.m.	Health Break
3:30 pm – 4:30 pm	Session 3: Future Implications of Presentations
4:30 pm – 4:45 p.m.	Closing Prayer
4:45 p.m. – 6:00 p.m.	Relaxation
6:00 p.m.	Supper....

Saturday...

8:00 am – 9:00 a.m.	Breakfast
9:00 a.m. – 9:15 a.m.	Opening Prayer
9:15 a.m. – 10:15 a.m.	Session 4: Gender Identity/Expression & Accommodations (Guest Speaker) OR Impact of Student Immigration to Schools: Lessons Learned (Keohane)
10:15 am – 10:30 a.m.	Health Break
10:30 am – 12:00 p.m.	Session 5: Thought Exchange (Keohane)
12:00 p.m. – 1:00 p.m.	Lunch....
1:00 p.m. – 2:30 p.m.	Session 6: Conversation on Sustaining Enrolment Continuity
2:30 p.m. – 3:30 p.m.	Session 7: Communications Implementation Update (Keohane)
3:30 pm – 3:45 p.m.	Closing Prayer



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

Board Chair Correspondence

Attachment for Agenda Item 14.1.1

As reported by the Board Chair

Regular Board Meeting Date: January 11, 2016

	Date of Correspondence	Sender	Subject of Correspondence
1.	Dec 3, 2015	Board Chair to Mayor Nolan Crouse	Concerns with Off-Leash Dog Park
2.	Dec 21, 2015	Mayor Nolan Crouse	Concerns with Off-Leash Dog Park

All items have been scanned, named Jan 11-16, and placed in the Correspondence folder for Trustee review.



BOARD OF TRUSTEES REGULAR MEETING

JANUARY 11, 2016

ATTACHMENT FOR AGENDA ITEM 14.2

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
January 11, 2016**

***Educational Leadership**

School Results Reviews (SRR)

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

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

Based upon the results that were submitted and reviewed this year by senior administration, it is clear that all schools are developing focused improvement goals based upon the evidence that suggests sustaining, enhancing, or changing existing practices. It is the cumulative impact of all schools engaging in such work that enables our overall district results to improve. In being congruent with the jurisdiction requirement from Alberta Education, all schools have established a summary report of learning results and improvement priorities that are to be communicated to their respective school communities. A copy of these have been provided to trustees as information. Furthermore, a summary which outlines promising practices from our schools when viewed through Dr. Viviane Robinson's 5 indicators of student-centred leadership, and responses to questions that were raised by schools through the collaborative review process is attached as information. This attachment will be reviewed with school administrators at the Tuesday, January 12th Christ-Centred Learning Community (CCLC) meeting of district and school based administration.

Inclusive Education Programming

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

Fiscal Responsibility

2015-2016 Enrolment Projections (Schlag)

Secretary Treasurer, Deb Schlag, will provide enrolment projections for the 2015-2016 school year. (Attached)

Quarterly Financial Statement (Schlag)

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

Recommendation: That the Board receives this report as information.*This report has been organized according to the categories of responsibilities for the superintendent (outlined in Policy 12), as they would apply to the timing of the report.

Greater St. Albert Catholic Schools

2014-2015 School Results Review

Learning Leader Debrief

Rationale for this review:

1. As stated in Catholic Canon 806, Catholic schools are to be excellent in their academic formation of students, and at least as competent as other public schools in this area. Since we effectively deliver on this promise, a key role in sustaining this work, in conjunction with all other professional development interests in the District, is to enhance the efficacy (belief and capacity / passion and skill) of principals to be learning leaders for all staff and students.
2. GSACRD is a learning organization in which all who work on behalf of students learn continuously about their practice so that students can be the benefactors of such work. In furthering the collective impact of principals upon staff and student learning, it is helpful to apply a framework that is already “top of mind” within our system plan for administrative development – the five dimensions of student – centred leadership as outlined within Viviane Robinson’s, Student-Centred Leadership. When common language or points of reference can inform decisions based upon a meta-analysis of how to improve staff and student learning, the impact of our efforts will predictably increase.
3. The McKinsey Reports on Global Education: How the World’s Best Performing Schools Come Out on Top (2007) / How the World’s Best Performing Schools Keep Getting Better (2010) describes the importance of the system identifying indicators of proven innovation and practice from schools and then sharing these practices across the system. This meta-analysis about high performing systems determines that these jurisdictions share in the belief that when action research is excellent within, the system does not need to borrow from good or worse evidence of practice from the outside. GSACRD, as an evidence based high performing school system within the province, is taking the opportunity of this annual school results review to celebrate and increase the capacity of each school to enable all students to optimize success in learning.

The First Dimension – Establishing Goals and Expectations

Schools that receive competing agendas from a variety of sources have the potential to become fragmented by consent around agendas. Consequently, Robinson points to the importance of goals impacting student outcomes that also gains commitment from staff, assesses staff capacity, and furthers enough specificity to make a measurable difference in

improving student learning. Schools that set meaningful goals also demonstrate no difference between the “talk” and the “walk” of the professional culture within the school. Finally, Robinson would maintain that a performance goal for staff to improve student learning must be complemented with a learning strategy for staff that enables a shared understanding of the processes, and procedures to perform tasks that will make a difference in student learning to take place. As Robinson bluntly explains in her example: *It makes no sense to set a new performance goal, such as 80 percent of students at a particular grade level will meet a standard in writing by a certain date, when it is clear that neither the teachers nor the district advisors know how to reach the goal.*

Where, through our conversations, did a compelling story address the area of Establishing Goals and Expectations? In what way does this happen?

Ecole Father Jan – Information to support the qualitative dimensions of the Accountability Pillar satisfaction surveys is repeatedly addressed in school communications. Language is known by parents, and parents learn how the language makes a difference in the quality of their children’s school. By making this intentional connection, the school prevents “I don’t know” being a response for parents on the survey.

EMP – A highly precise and focused plan around student learning outcomes involves Bring Your Own Device (BYORD) and Google Apps for Education (GAFE) implementation.

GHP – The school conducts a thorough staff analysis of data and establishes priorities which are then supported through adjusting the timetables of staff to provide collaborative opportunities for them.

JJN - The school learning plan is staff directed but leadership regulated. School administration is present to and involved with collaboration exercises and relies on coaching to give meaning to priorities and to influence collective awareness of those priorities that will make the biggest difference for students.

NMR – Encourages and supports teachers to have critical conversations regarding their shared analysis of data to setting goals and strategies to be used at the classroom level. School collaboration time is used to support these conversations.

Notre Dame – Establishes clear shared expectations in literacy and numeracy, *ie. 80% or better attainment on reading at grade level for students* and promotes more focused interventions or supports dedicated to achieving expected results.

SACHS – Precise and focused standards and communications takes place for students and parents. For instance, a 60% or better standard for learning is set for the student learning community and interventions are provided dedicated to improving learning success when the

expectation is not met. Monday morning report cards are provided for parents. Rather than relying upon “inviting” students to learn, a culture of expectation and support is provided.

VJM – Diagnostic student data is brought before staff with the intent of informing changes in practice continuously throughout the year. Within this process the culture of the school sustains a focus on high expectations for all students.

VG – The school uses a collaborative school improvement team to understand the scope and sequence of writing expectations for each grade level. The school uses a vertical planning strategy where current, earlier, and later grades inform each other of writing expectations. A resource bank of exemplars and strategies are put in place. The school uses the “inclusive education library” to create a foundation for writing rubrics to evaluate student learning.

The Second Dimension – Resourcing Strategically

Assuming that staffing decisions are effectively made and deployed within schools, Robinson reminds us of how to be strategic in making use of resources and instructional time. Robinson maintains that both variables as tools to improve student learning need to be considered according to what meets the criteria of a *smart tool* as opposed to a *dumb tool*. This distinction can be made around two basic questions:

- ✓ How valid are the ideas upon which the resource and time for student learning is being used?
- ✓ How good is the design of the resource or the time that will be spent teaching students?

In order to answer either question, assumptions need to complement research (action, or quantitative), which further informs evidence of impact on student learning.

Finally, Robinson contends that time to attend to student learning can be wrongfully viewed as something that is fixed as opposed to an adaptable resource that strategically complements quality teaching and resourcing. As she concludes at the end of Chapter 4, *When additional instructional time is needed for students who are still struggling, it is most effective when it is tightly aligned to the classroom program, based on students’ specific learning challenges, and delivered by trained personnel, whether or not they are certified teachers.*

Where, through our conversations, did a compelling story address the area of resourcing strategically?

ESSMY – The flex model is responsive to the core learning needs of students in providing additional supports for students on a daily basis and assuring a touch point with a student every day based upon evidence of his / her progress. Such work is conducted in addition to the student advisory time that is used for student skill development.

Legal School – Uses scaffolding (one support tiered upon another) to strategically resource, and to further learner autonomy. The strategy is complemented with frequent assessments to determine when the scaffold needs to come up and when it needs to come down.

MCHS – Grade nine teachers are teamed together to teach core programming to students, so that common supports for the high school journey can be established.

NMR – School wide use of support of the SOAR Centre (learning commons) – as an integrated approach for all classroom learning is provided.

SACHS – Flex learning creates a culture where a student can be “zapped” during the blocks provided to make all students engage in expected outcomes for learning. This strategy is in line with what Michael Fullan believes will bring a learning community closer to the “Moral Imperative Realized.” The promising practice of this flex strategy is that it raises the bar (for staff PD / student learning) while also narrowing the gap between students meeting and not – yet meeting learning targets.

St. Gabes – The school operates through a model that provides adaptable, and situational “wrap – around” supports for students. Creating face – to – face time, and cultivating relationships are considered to be the key drivers for student success. Additionally, resources are aligned with the student’s specific challenges in mind, and are provided by trained personnel (ie. teachers, success coaches). School leadership uses the term “web of supports” to describe the collective supports needed to enhance success in learning.

The Third Dimension – Ensuring Quality Teaching

In ensuring quality teaching, Robinson cautions leadership against a fixation on various instructional styles rather than focusing a school on demonstrating a “coherent instructional program” and building a culture of “evidence-based inquiry and improvement.”

A coherent instructional program uses a common framework that is comprised of curriculum, instructional strategies, and assessments coordinated within and between grade levels. Within grades, this coherence ensures students at the same grade level get equivalent access to subject content, regardless of teacher assignment. Between grades, coordination ensures a progression of increasingly difficult subject matter. Instructional support beyond the classroom is based upon an agreed to framework for action. A common instructional framework also means that teachers reinforce the same ideas, use similar vocabulary for communicating those ideas, knows how to make links with what was taught and learned in previous grades and are guided in their efforts by common assessments. The same logic applies to teacher learning. Teachers are more likely to improve their practice with professional learning opportunities that are common, integrated and shared, and that convey consistent messages throughout a professional learning community about how to teach. In applying this approach, the loss of

“autonomy” for a teacher is somewhat expected, but professionally beneficial. As Robinson explains:

Although there is no question that increased coherence means reduced autonomy, it does not necessarily imply decreased professionalism. Doctors are keen as professionals because they have mastered complex sets of shared diagnostic and treatment practices. They exercise their judgment about how these procedures are to be applied in any individual case and are held accountable for those judgments. They need sufficient autonomy to exercise those judgments, but by virtue of being professional, their autonomy to diagnose and treat as they please is massively constrained.

Evidence based Inquiry and improvement is at the heart of assuring quality teaching. Robinson explains that quality teaching is developed through cycles of inquiry and action designed to increase the impact of teaching on the engagement and success of students. Although evidence about student achievement is an essential resource for such inquiry, the challenge for most school leaders is not the availability of such evidence, but how to create a culture in which it is used for the purpose of improvement. In using data that is relevant, accessible (within reach, and timely), and understandable in scope, data will reveal its greatest value. According to Robinson, *data must assist individual and collaborative reflection on the quality of decisions about how and what to teach and the quality of decisions about the administrative and organizational supports for such teaching.*

Where, through our conversations, did a compelling story address the area of ensuring quality teaching?

Albert Lacombe – The school maintains a highly focused approach to professional learning around writing and math, as these are the existing data informed opportunities for the learning community.

Bertha Kennedy – Using common assessments for students and framing results relative to “one up, one down,” improves instruction throughout the school. Teachers become school teachers as opposed to classroom teachers – embracing the Student Learning Assessment (SLA) philosophy.

Legal School – The school makes use of the pedagogy lead in a team teaching role that demonstrates differentiated teaching strategies, and provides the teacher with another lens to view the progress of students and the needs that they may have as learners.

RS Fowler - The school engages in multiple aspects of a *coherent instructional program* by using a common school framework that is comprised of specific curriculum focuses, instructional strategies, and assessments coordinated within and between grade levels.

VJM – Assessment is used to plan for instruction and provide for quality interventions.

VG – A strong reliance upon situational and flexible designs / groupings for student learning makes for targeted instruction. Daily debriefings among staff within the learning community informs this work.

The Fourth Dimension – Leading Teacher Learning and Development

In a fully collaborative and professional culture, a learning community would promote the following mantra, “for every increment of performance we require of each other, we have a responsibility to be provided the capacity to produce that performance.” When cultures can’t get to this place, they understandably blame personal autonomy or collective resistance to change as culprits that lurk within the change agenda. However, to further productivity in getting to this place as a learning community, Robinson cautions against confronting the matter along these deeply personal lines, and advises the adoption of a much more impersonal discussion about prevailing theories and theory evaluation. A good starting point is the shared exploration through resistance about a resistor’s intended result and whether or not a theory for action will create the desired result. As Robinson indicates, the mistake many instructional leaders make when leading change is that *they don’t ask enough questions of teachers about why they are doing what they want them to stop doing*. In Chapter 6, Robinson provides an inquiry model to exercise meaningful influence within such a strategy. However, the overall approach is best summed up by this conclusion: *By investigating rather than dismissing teachers’ reasons for their current practice, leaders will create the relationships they need to move from a unilateral to a more collaborative improvement agenda.*

Where, through our conversations, did a compelling story address the area of leading teacher learning and development?

EMP – Staff “Googlers” are tasked with the responsibility of leading and guiding the progress of BYORD. A Strong balance between expectations and a distributed leadership model is dedicated to furthering student success. A shared awareness of these gaps and a distribution of leadership within the teaching community to work on narrowing these gaps through common assessment practices is also evident within the culture of the school.

ESSMY – Professional development focusing on differentiated learning strategies around process, product, and content is evident.

JJ Nearing – A robust PD model that features strong evidence of staff learning around school priorities exists. For example, as staff further involvement in project based learning – pedagogy leads provide in - classroom support. The school has a pre - determined monthly PD plan that is associated with the goals and outcomes of the school’s eduplan.

Legal School – Every staff meeting is used to provide focused professional development around the application of BYORD.

NMR – School administration prioritizes “knowing their classroom” and therefore deploys learning community responsibilities around strengths and expertise to further the success of students. The school administration seeks out staff for professionally supportive conversations where support has not yet been requested by staff members.

Notre Dame – At the school, highly focused in year PD and collaboration aligns with each strategy of the eduplan. Administration takes a prominent role in providing and supporting quality professional development.

RSF – The school uses the release of responsibility to staff in creating school leadership teams but also assures a common path for equity of opportunity for all students.

The Fifth Dimension – Ensuring an Orderly and Safe Environment

Of all action related dimensions of leadership, this one comes first. Nothing good comes from teaching and learning if the hope, engagement, and well-being of students and staff becomes hijacked by chaos, fear, and uncertainty within the culture and climate of the school. However, Robinson maintains that in the best public schools that reflect the presence of this dimension, reactivity, and management techniques are not the principal drivers that reflect its success. Social cohesion for public schools around values and role models is increasingly being seen to be a positive force in creating the ethos of order and safety. One would argue that for a Catholic school, the reality that its learning agenda must be rooted within non-negotiable principles for decision making (such as the sacred worth and dignity of life, and the promotion of the common good), makes social order and safety easier to maintain. The Catholic school’s Christ - centered mission compels the entire community to address any aspect of influence that would not further a student’s ability to learn, live fully, and serve others. However, in prioritizing an orderly and safe environment, we should also not take for granted those variables that complement our faith mandate and are, as Robinson maintains, important research based indicators for safe and orderly public schools. Robinson’s reference to these variables are quite specific and unique in focus but are entirely applicable and evident within an excellent Catholic school:

1. Furthering the success of students as the reason that anything is done within the school;
2. Furthering student engagement that increases perception of the value of education, and fulfills a student’s psychological need for competence, autonomy, and relatedness;
3. Creating environments for student success that promotes personal competence and the completion of tasks and activities that are essential to furthering student hope and well-being;

4. Creating an ethos within the building about the joy and peace of learning, and relating inspiring leaders and staff modelling to this cause;
5. Leveraging diagnostic mechanisms to determine if the expected relational culture of the school is being achieved;
6. Building ties to the school for parents through parental involvement.

Where, through our conversations, did a compelling story address the area of ensuring an orderly and safe environment?

Albert Lacombe – A strong focus on the preferential option for the poor (ie. Syrian refugee support, and a retreat dedicated to addressing first nations needs) exists.

Bertha Kennedy – The school has established a comprehensive and detail faith based approach to enabling students to belong to their faith and discover it within all aspects of life – “No Stone Left Alone.” “Litany of Saints at morning reflection,” “Young Disciples” – Social Justice Leadership team – where every student based initiative is permeated with a faith based dimension.

Father Jan – The school provides highly focused whole school awareness activities (ie. Social Justice Blitz for Development and Peace).

EMP – Annually designs a compelling and attractive theme to rally the community around the annual faith goal (ie. for 2015 - 2016 - “For – His – Tree” focus). The theme receives a sacramental / symbolic focus that unites the school community in deepening its understanding of its faith based relevance. For 2015 - 2016, branches, twigs, and leaves of a tree were brought into classrooms and whole school activities associated with the faith goal: Faith in Our Families; Supporting the Domestic Church were developed.

ESSMY – Laudato Si is used as a focal point of faith development at multiple levels including morning prayer, liturgies, school council meetings, staff retreats.

JJN – A Family Wall of Faith exists to showcase (highlight how families celebrate dimensions of faith – ie. Our Family is Grateful, Our Family Helps).

VG – As a component of the faith theme that they are building of families, staff become the first examples for the community - ie. on pictures showcasing families within the school.

Legal School – A comprehensive and invitational model is used to further all dimensions of our faith model where an appropriate balance between catechesis and evangelization exists.

MCHS – A focus on community presence at career and partnership level for programs communicates that the school makes a difference in the community. A preferential option for the poor in the area of CSS support and local charitable causes is strongly evident.

NMR – Exercises a cross-grade faith buddies program to further student faith formation through retreats.

St. Gabes – Demonstrates the importance that for students faith needs to be caught before it can be taught – “The Pathways” student education program provides a religious educational alternative that is highly experiential and meaningful to students.

Notre Dame – Conducts student led stations of the cross and plans for student lead masses to support the faith goal – and attract the interest of parents.

RSF – The school captivates community awareness of the faith goal connecting to the parish through the credo – “Fowler Family is a Holy Family”

St. Gabes – A sense of student community and belonging is a prerequisite to successful student learning

SACHS – School social events for students are linked to social justice activities (ie. Thanksgiving Theme – The Voice of Hunger in support of the Food Bank, Scare Your Socks Off – For Youth Emergency Shelter / Comprehensive use of all resources in the broader faith community exists to support school based faith initiatives / A teacher liaison is used to engage support from parishes and the participation of the parish priest

VJM – Three masses within the yearly liturgical calendar will incorporate parents in the ministries of the masses, as a way to demonstrate the theme, “Faith in our Families.”

An Additional Interesting Research Supported Finding:

The McKinsey Reports on Global Education have revealed that for schools in the “great to excellent” category, the center increases the responsibilities and flexibilities of schools and teachers to shape instructional practice. Usually such practice is derived from within a generalized but clear framework that defines what success in learning looks like, and schools choose from commonly understood instructional strategies and supports according to their unique circumstances in the school improvement journey. While this may be true, the reports’ authors also reveal that, *in parallel, the center mitigates the risk of these freedoms resulting in wide and uncontrolled performance variations across schools by establishing mechanisms that make teachers responsible to each other as professionals for both their own performance and that of their colleagues.* Our district furthers this aspect of the center to school relationship by supporting school based professional learning communities with designated pedagogical leaders who are further supported through district consultants. Bearing this in mind, our review continues to demonstrate two realities:

- there is a greater tendency for elementary schools to make direct use of district based consulting than junior or senior high schools;

- there is a clear correlation between those schools that choose to use district based consulting as part of a strategy to support school based collaboration and the gains that are experienced in student learning.

Common Questions and Answers Arising from our Review:

1. *The Provincial Accountability Pillar’s question regarding the extent to which the community is satisfied with how schools prepare students for the world of work can be difficult to answer for many of our parents. Therefore, what best practices within the District can be correlated with success in furthering community satisfaction with this measure?*

Many schools find success in this area by being highly intentional in communicating at every level of parental interaction with the school (at school council, in newsletters) about what is being done to prepare students for the world of work. As a cautionary note however, the assumption should not be that further awareness of “career education” is the only way to describe what a school does for workplace preparation. As a December 5th, 2013 Globe and Mail Article entitled, Why can’t today’s graduates get hired? explains: *The real skills gap, business leaders say, is not the shortage of oil-field engineers and the glut of history BAs. It’s about the shortage of young people who are good at problem-solving, communication, teamwork, time management, persistence, loyalty and dedication. Survey after survey reports that business can’t find enough workers who are motivated, flexible, and organized.*

Therefore, an additional source of awareness to parents (beyond career education) can be to demonstrate how various “soft” skills associated with the world of work, have deep and meaningful application to our instructional programs. Consider promoting your story within your school through the following example that has been adapted from a paradigm originally developed within Dr. Michael Fullan’s 2013 *Great to Excellent* report about the Province of Ontario’s Education Agenda:

Skills Needed for the World of Work, <u>What</u> we Teach, and <u>Where</u> these Skills fit into our Programs	
<u>Skill</u> - Character Formation	<u>What</u> - Honesty, self-regulation and perseverance, empathy for contributing to the safety and benefit of others, self confidence, personal health and well-being, career and life skills <u>Where</u> - all subjects, especially Health and Religious Education

Skill - Citizenship and Social Justice	<u>What</u> - Global knowledge, sensitivity to and respect for other cultures, active involvement in understanding and addressing the sacred dignity of the human person in local, national, and global circumstances <u>Where</u> - Social Studies, Religious Education
Skill - Communication Development	<u>What</u> - Communicate effectively orally, in writing and with a variety of digital tools; listening skills, using and applying multiple literacies <u>Where</u> - all subjects
Skill - Critical Thinking and Problem Solving	<u>What</u> - Think critically to design and manage projects, solve problems, make effective decisions using a variety of digital tools and resources <u>Where</u> - all subjects
Skill - Collaboration with Others	<u>What</u> - Work in teams, learn from and contribute to the learning of others, social networking skills, empathy in working with diversely gifted classmates <u>Where</u> - all subjects
<u>Skill</u> - Creativity, Imagination, Charity, and Stewardship	<u>What</u> - Economic and social entrepreneurialism, considering and pursuing novel ideas, leadership for action for the good of human-kind and the environment <u>Where</u> - all subjects

2. What resource would support the efforts of staff to grow in modelling and witnessing their faith?

A helpful resource is the recently developed Council of Catholic School Superintendents of Alberta (CCSSA) document, [The Excellent Catholic Teacher](#). The document ([found here](#)) which is aligned with the Archbishop Mark Miller's, *The Five Essential Marks of Catholic Education*, provides an opportunity for staff developing annual faith development goals to discern about possible growth possibilities.



DATE: January 11, 2016
TO: The Board of Trustees
FROM: David Keohane, Superintendent of Schools
SUBJECT: Meeting the Needs of Diverse Learners in GSACRD: Inclusive Education Report
PREPARED BY: David Quick / Colleen McClure

BACKGROUND

The Student Services team is dedicated to providing a continuum of supports and services for students with diverse learning needs. The collaborative problem solving approach is used at the district and school levels to identify and provide for the supports students require to realize the district goal of success for all students and for each student.

CURRENT SITUATION

In the 2014/15 school year, the Student Services, Learning Services, School Administration and School Learning Teams focused on the implementation of the academic and behavioural pyramids of support at the universal, targeted and intensive levels in schools and classrooms to ensure success for all students. The teams identified four essential elements for implementing the GSACRD Universal Learning Design Framework (attached).

- Faith formation, spiritual development and citizenship
- Assessment for and of learning
- Pedagogical Design for Differentiated Instruction (including leveraging technology)
- Supporting Positive Behaviour

School learning teams continue to identify the levels of support students require to achieve educational outcomes. Individual students may require academic, cognitive, sensory (hearing and vision), physical or behavioural supports. The intensity of supports required is determined by school learning teams and submitted to Student Services for review and the identification of resources required. Four levels of support are indicated. Levels of support are identified along a continuum from level one (universal) to level four (intensive, individualized). With the implementation of an inclusive education funding model, school boards have the flexibility to apply funding to develop the strengths and meet the needs of students. School authorities are expected to include a special education code as part of a student's registration. Use of the codes allows Alberta Education to collect demographic information that may assist in better planning for the overall improvement of the education system. Some students do not meet special education coding criteria, but have been identified as in need of support and will benefit from targeted and intensive individual programming. This information is not collected by the ministry, but is used by the district



and the school learning teams to inform educational and behavioural programming decisions. In the 2014/15 school year 1,370 GSACRD students (26 percent) were identified by school teams as students who require supports, interventions, adaptations and accommodations to achieve learning outcomes. The following table describes the 2014/15 data on students requiring levels of support.

Number of students	Profile of Students	Percentage of GSACRD students
1,370	Require Levels two, three or four supports	26%
174	Meet Alberta Education Criteria for Severe Special Needs	4%
546	Meet Alberta Education Criteria for Mild/ Moderate Special Needs	11%
447	Uncoded students requiring support	9%
17	Meet Alberta Education Criteria for gifted and talented	1%
186	Students identified as English Language Learners	4%

KEY POINTS

- GSACRD is committed to realizing the giftedness and potential of all students and of each student with the implementation of a continuum of universal, targeted and intensive, individual supports and services.
- GSACRD supports inclusion and offers a specialized continuum of universal, targeted and intensive and individualized supports and services to ensure students successfully realize educational outcomes in community schools. Supports may vary in duration, intensity and frequency. Specialized does not necessarily refer to individualized support, but a level of accommodation or adaptation that may be delivered in the school or classroom. The support is provided to meet the learner’s educational needs and achieve learning outcomes.
- Education is a shared responsibility and requires the collaboration and engagement of all partners.
- Parents have a responsibility to take an active role in students’ educational success (Bill 10, Section 16.2).
- In GSACRD collaborative and coherent practices are used with a particular emphasis on the school learning team as the vehicle for change and high fidelity implementation of



Greater St. Albert Catholic Schools

educational and behavioural supports and services. Effective services and supports are school based and close to students and families.

- Data, including assessment data, is used to inform educational and behavioral programming decisions.

**GREATER ST. ALBERT CATHOLIC SCHOOLS
UNIVERSAL LEARNING DESIGN**

ENGAGED THINKERS, ETHICAL CITIZENS WITH AN ENTREPRENEURIAL SPIRIT

Universal learning design prepares for diversity and ensures success for each and every student.

Faith Formation, Spiritual Development & Christian Citizenship	Assessment As, For and Of Learning	Pedagogical Design for Differentiated Learning	Supporting Positive Behaviour
<p>Student uniqueness is celebrated</p> <p>Learning about faith and faith values is permeated across the curriculum.</p> <p>Students participate in prayer, reflection, retreat, social justice and service projects.</p> <p>Positive relationships are built with staff, students, parish and community.</p> <p>Social, cultural, global and 'environmental responsibility' competencies are developed.</p> <p>Technology is used critically, safely and in an ethical manner.</p>	<p>Teachers know their students.</p> <p>Student outcomes are clear to both teachers and students*</p> <p>Assessment is used to guide learning of curricular outcomes.</p> <p>Students have varied assessments that are timely and consistent with AP360.</p> <p>Students can think critically, problem-solve and make decisions.</p> <p>Timely/real-time feedback is provided to students about their progress.</p> <p>Student progress is reported to students and to parents.</p> <p><i>*Differentiation is facilitated when the means for achieving a learner outcome is not included in the outcome itself</i></p>	<p>Student uniqueness is celebrated.</p> <p>During the planning process, lessons and activities are designed with diversity in mind.</p> <p>Pedagogical design for differentiated learning meets the needs of students with varying learning styles, interests, strengths and abilities.</p> <p>Students achieve learning outcomes in literacy and numeracy across the curriculum.</p> <p>Students discover, develop and apply cross-curricular competencies***</p> <p>Learning environments are flexible and interactive. Students can access digital information creatively and effectively for learning and communication.</p> <p><i>***(knowing how to learn, thinking critically, identifying and solving complex problems, managing information, innovating, creating opportunities, applying multiple literacies, communicating, collaborating, demonstrating global and cultural understanding, applying career and life skills)</i></p>	<p>Schools provide a safe and caring learning environment through:</p> <p>Clear school-wide and classroom behavioural expectations that are taught, practiced and reinforced throughout the school.</p> <p>Positive relationships between staff and students, staff and parents.</p> <p>The development of competencies in collaboration, leadership and social responsibility.</p> <p>Student learning is enhanced by hope, well-being and engagement.</p> <p>Students are encouraged to know and use their strengths.</p> <p>Students are encouraged to know what they need to learn best.</p> <p>Students have opportunities to develop competences in life-long learning, personal management and well-being.</p>

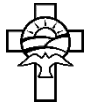
Faith Formation, Spiritual Development & Christian Citizenship	Assessment As, For and Of Learning	Pedagogical Design for Differentiated Learning	Supporting Positive Behaviour
<p>Sample Indicators:</p> <ul style="list-style-type: none"> <input type="checkbox"/> All students are viewed as gifts from God. <input type="checkbox"/> Students feel like they belong in the classroom. <input type="checkbox"/> Students are encouraged and provided with opportunities to contribute to the class as a community of learners/disciples. <input type="checkbox"/> Teachers model Catholic Christian values. <input type="checkbox"/> Classroom prayers and religious symbols are evident in the classroom. <input type="checkbox"/> Students are in a learning environment that respects individual and collective rights and responsibilities. <input type="checkbox"/> There is evidence of the permeation of faith in its three forms (<i>inherent</i> - curricular topics are in harmony with what reflects Catholic identity; <i>incidental</i> - faith connections come to mind during a lesson; <i>intentional</i> - permeation is thoughtfully included with purpose), intentional, incidental) <input type="checkbox"/> Student's model Christian values in person and online. 	<p>Sample Indicators:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Teachers know their student's strengths, needs and interests. <input type="checkbox"/> Students can communicate learning outcomes. <input type="checkbox"/> Students are offered choice in how they demonstrate understanding of learning outcomes. <input type="checkbox"/> Achievement of learning outcomes is assessed in a variety of ways. <input type="checkbox"/> Assessment tools including rubrics** are available to guide learning. <input type="checkbox"/> Observational and formal assessment information about individual students is used to design appropriate instruction for all students. <input type="checkbox"/> Learning outcomes are visible in the classroom, stated and referred to. <input type="checkbox"/> Teachers facilitate student self and peer assessment. <p>** Rubrics are useful to assess progress towards achievement of outcomes when student's manner of participation in learning and production of artifacts varied according to learner ability and interest.</p>	<p>Sample Indicators:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Students know and understand their strengths and use them to learn. <input type="checkbox"/> Students use preferred learning strategies and tools to complete tasks. <input type="checkbox"/> Varied learning groups (full class, small groups, peer learning, etc.) are used. <input type="checkbox"/> Adjustments are made to: <ul style="list-style-type: none"> <i>Content:</i> information (program of study) is provided in a variety of ways to reflect students' strengths, abilities and interests. <p><i>Product:</i> students are offered choice (projects, activities and resources) to demonstrate what they have learned and to innovate, create and to share new knowledge. Exemplars of student work are available to show students what is possible and what is expected.</p> <p><i>Process:</i> Teachers vary the learning activities or instructional strategies</p> <ul style="list-style-type: none"> <input type="checkbox"/> Students are challenged through acceleration, curriculum compacting, questioning techniques, cooperative learning and independent study. <input type="checkbox"/> Students have access to scaffolds and supports as necessary to participate in learning activities. <input type="checkbox"/> Technology is leveraged to: <ol style="list-style-type: none"> 1. deepen understanding 2. connect with others in and outside the classroom 	<p>Sample Indicators:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Positive relationships are required for learning and evident between teacher and students. <input type="checkbox"/> Clearly stated behavioural expectations. <input type="checkbox"/> Positive student behaviours are directly taught. <input type="checkbox"/> Regular reinforcement of positive behaviour. <input type="checkbox"/> Active staff supervision. <input type="checkbox"/> Students understand school-wide and classroom behavioural objectives. <input type="checkbox"/> Students are encouraged to persist.

Faith Formation, Spiritual Development & Christian Citizenship	Assessment As, For and Of Learning	Pedagogical Design for Differentiated Learning	Supporting Positive Behaviour
		<p>3. apply learning to real-life situations 4. collaborate in substantive ways to deepen understanding 5. create products relevant to real problems 6. publish to wider audience</p> <p><input type="checkbox"/> A shift from print to multi-media, digital content can be observed (SAMR - modification) and redefinition.</p> <p><input type="checkbox"/> Technology is being used to support learning activities that would not be possible without the technology (SAMR definition-Substitution, Augmentation, Modification, Redefinition).</p>	

Last updated: February 2, 2015

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Inclusive Education: Benefit Cost Analysis

Measure what is measurable, and make measurable what is not so.

Galileo Galilei

Greater St. Albert Catholic Schools is a welcoming learning community that awakens the hearts and minds of students while educating and nurturing each to learn, live fully, and serve others.

“We must always consider the person. Here we enter into the mystery of the human being. In life, God accompanies persons, and we must accompany them, starting from their situation. It is necessary to accompany them with mercy.” Pope Francis

The gift of a Catholic ethos is the reverence for the sanctity of human life. All children and youth are viewed as gifts from God. A monetary value or potential monetary value is not assigned to any of our students. An economic benefit cost analysis of services to human beings risks furthering the marginalization of the most vulnerable members of our society. The Corporal Works of Mercy instruct us to:

- Feed the hungry.
- Give drink to the thirsty.
- Clothe the naked.
- Shelter the homeless.
- Visit the sick.
- Visit the imprisoned.
- Bury the dead.

We are not asked to only serve or care for those who will benefit the society economically. Some members of our society require a continuum of supports and services to learn, live fully and serve others. Those services may be minimal and short term, or enduring and intensive.

An inclusive education system honors human rights legislation, the Education Act, the Ministerial Order on Learning and, more importantly, provides students with disabilities with the community of peers and joy of learning that all children and youth ought to have access to. Children and youth with disabilities in inclusive settings are provided with opportunities to experience a range of learning activities and discover interests. The program of studies delivered in inclusive classrooms is broader and richer than the programming offered in congregated classrooms. For example, a student who presents with down syndrome may take great delight in the unit on aerodynamics. The same student would likely never experience an opportunity to learn about this topic in a congregated setting.

In the absence of current standards for inclusive education, school authorities throughout Alberta are offering a two tiered system of education for students with diverse learning needs. In some authorities, students with disabilities are congregated in sites with other students who present with similar disabilities. Often the students are similar in age, (Division I, II, III and IV). Transportation costs are high in these districts as students are transported out of their communities to attend congregated sites.

Depending on the needs of the students, most sites are staffed with one teacher and one educational assistant. Some classes are as small as eight students, but others grow to be as large as 19 students. Specialized services may or may not be offered in congregated settings.

Consider two case studies of students in an inclusive school system. The cases presented do not represent individual students. Instead, the cases describe mild to moderate academic and behavioural needs observed in most inclusive classrooms. The case studies do not represent students most in need of individual intensive services in our district (severe disabilities coding).

Case Study #1

Academic Supports in an Inclusive Setting

Jennifer is an 11-year old student currently in a regular, inclusive grade 5 program. Throughout Jennifer's elementary years, she has been prone to emotional outbursts characterized by crying, refusal, and anxious behaviours. Even though she seems to understand concepts and can be very engaged in discussions with her teachers, she often experiences great difficulty when it is time to produce any writing, or when she has to work in groups with peers.

When she is asked to write her answers in any form, she often stands up from her desk and starts pacing. Her voice volume typically increases when she is agitated, and she will yell at peers or accuse the teacher of giving "stupid assignments". If the teacher doesn't reach her within a minute or so, she usually throws her paper off her desk and stomps out of the classroom. By the time she reaches the school office, she is crying inconsolably and demands to phone her parents to come and pick her up. Her teacher has offered adapted assignments to include oral responses or point form answers, but Jennifer becomes very upset if her work looks different from that of her peers. School staff is occasionally able to help Jennifer calm down enough to eventually return to class, but Jennifer's mother still comes to pick her up at least twice a week.

Through Grades 1 to 3, the school provided reading interventions, as Jennifer's reading was slow and choppy. She was very resistant to writing supports because she was easily frustrated. The school approached the family to ask about the possibility of attempting assistive technology such as word processing, word prediction, or even speech-to-text, but the parents were adamant that this would only send a message to the student that adults had lost faith in Jennifer's ability to learn to read and write properly. They emphatically declined the use of technology or adaptations unless all students in the class were using it.

By Grade 4, school staff and Jennifer's parents were still struggling to find consistently effective academic and emotional strategies. The family agreed to a psychoeducational assessment, which showed that Jennifer had cognitive ability in the gifted range, while her reading and writing skills were in the borderline range. The psychologist who completed the assessment recommended strategies to address this "twice exceptionality".

Now in Grade 5, Jennifer is now aware that her difficulties are not because “she is stupid”, but rather because her learning and abilities don’t always “match”. This has helped her somewhat with her self-confidence, but she is still intensely frustrated by reading and writing tasks. While the family is more open to assistive technology, they are still very insistent that the school continue to develop Jennifer’s basic decoding and spelling skills, which are almost guaranteed to cause an outburst because Jennifer resents doing “baby work”.

Case Study #2

Behavioural Supports in an Inclusive Setting

Jane is a 7 year 3 month old girl in Grade 2. Her teacher is extremely concerned about Jane’s lack of social-emotional and academic growth over the first few months of the school year. The teacher has asked for additional assistance from her school learning team and district consultants.

Jane has struggled in school since she began kindergarten. She was young when she began school, and as an only child of parents who work long hours, she has had limited experience working and playing as a member of a large group of active children. She is cared for by a variety of family members, grandparents and daycare. In kindergarten she was quiet, withdrawn, and did not easily engage with others. When left alone, she tended to play by herself and was resistant to joining group learning activities. She had to be taken to group activities such as “circle” learning experiences by an adult, and found it hard to follow basic routines. As there was an educational assistant in the classroom to assist a boy with complex special education needs, the teacher was able to have Jane work with that boy under the direction of the assistant for many assigned learning tasks. Communication and Occupational Therapy consultants were also requested and provided to Jane during that year.

A kindergarten assessment administered early in the year indicated Jane had a severe receptive language delay and a moderate to severe expressive language delay. The extra adult support and a structured kindergarten program, even with frequent absences, were helpful to Jane. Her scores on a second language assessment in the spring of that year indicated only a mild language delay.

Grade 1 was even more challenging for Jane. She missed a significant amount of school due to frequent colds, stomach aches, and allergies. Even when at school she was often tired and highly resistant to any group participation. Because the teacher was so concerned about the lack of reading and math skill development, she spent extra time with Jane, asked for support from educational assistants when other children were absent or did not require them, and tried to encourage home reading programs as well as communicate Jane’s increasing school needs to parents. Some small group interventions were initiated as well. Jane’s behaviour escalated when expectations for learning increased. By mid-year behaviour became a serious issue and Jane would become very angry, escape under furniture, and run out of the classroom. Administrators were called frequently to assist with Jane.

INCLUSIVE EDUCATION BENEFIT COST ANALYSIS – CONTINUED:

A test of phonological processing indicated significant difficulties in several areas thought to be related to listening and reading comprehension. Of particular concern, at the end of Grade 1, Jane was unable to quickly name a series of letters and numbers, a skill most same aged peers were able to do fluently. She would not write, copy, look at books or join in small group learning tasks without adult prompting and assistance.

In Grade 2, the teacher continues to implement a variety of behaviour strategies including breaks with preferred activities if tasks are attempted, adapting academic tasks, and providing extra adult help when possible. In spite of the supports, when tested in November, Jane still only seemed to recognize a few letters and sounds, and 11 sight words. Challenges with following procedures and routines continue.

Parents and school staff have met several times to develop reinforcement programs and establish a collaborative working relationship.

Jane's lack of engagement and participation in learning activities, escalation of behaviours when any demands are placed on her, as well as her lack of progress in basic literacy and numeracy skills is extremely concerning to school staff. Jane has no formal diagnoses and there is no agreed upon explanation regarding her refusal to participate in school activities. Due to the intensity and frequency of her behaviours, it is very difficult for the teacher to increase expectations for Jane without disrupting the positive learning environment necessary for other students.

Jane is realizing some academic and behavioural objectives included in her individualized program plan. Progress is slow and ongoing supports are required.

Benefit Cost Analysis: Inclusive vs. Congregated Programming

Cost per Student in class of 25	Case Study #1	Case Study #2	Congregated Setting (8 students) Cost per student
Teacher	\$4,117	\$4,117	\$12,864
Educational Assistant(s) (.5 FTE allocation for coded case study students / 1.0 FTE per congregated class)	\$25,488	\$25,488	\$6,372
Learning Support Facilitator (about 1.5 hours per week)	\$5,475	\$5,475	0
Counsellor (about 1.5 hours per week)	\$5,146	\$5,146	0
District Team consultation services (about 20 hours of service for congregated site / about 5 hours per year for case study #2)	0	\$4,121	\$2,500
Administrator support	\$6,300	\$12,600	\$6,300
Assessment	\$1,250	\$1,250	0
TOTAL	\$47,776.00	\$58,197.00	\$28,036.00

Benefits:

It is assumed that education is a profitable form of investment for individuals as well as for society. A benefit of education that is often measured is adult employment and income. Health and quality of life are also indicators of the benefits of education although, they have not been quantified well. Students in inclusive education settings have opportunities to acquire the academic and social skills required for future employment and engagement in the community. The measurement of benefits in inclusive education is an area for future research and study.

In Catholic schools we celebrate all students as gifts from God. All students have been created in the divine image and likeness, and are endowed with an inalienable worth that may or may not be measurable with current cost benefit analysis constructs. However, as Galileo indicated at the beginning of this document, educators are striving to make measurable the benefits of an inclusive education.

Conclusion

For the sake of advocacy purposes, these two case studies describe the typical cost of providing universal and targeted supports for students. It is reasonable to conclude that students, who fit similar profiles, cost nearly twice as much to educate in an inclusive setting. However, GSACRD maintains the model as one that is ethical and dignified. It is important that the Government understand that the Ministerial order is currently not supported through a funding model that encourages and provides for inclusion.

Terms and relevant administrative procedures:

Inclusive Education - AP 214

Counselling – AP 250

Benefit Cost Analysis:

A process by which the benefits of a situation or action are summed, and then the costs associated with taking that action are subtracted.



Memorandum

To: David Keohane, Superintendent
From: Deb Schlag, Secretary-Treasurer
Date: January 7, 2016
Re: Preliminary 5 Year Enrolment Projections & Connection to Budget

Attached is a preliminary 5 year enrolment report, as the basis of the 2016-17 Budget process, with the following general assumptions:

- All Kindergarten projected enrolments are based on the average of the previous two years data (either actual or projected)
- Other assumptions are stated in the box immediately to the right of the estimated years' enrolments and based on trends
- Figures have been shared with administrators for review (feedback is expected by January 22, 2016)
- Figures do not include any current census correlations, which may impact K-3 populations
- The current year actual enrolment of the District, not including SGSF or PUF, is 5,523 FTE (was projected at 5,478 FTE; a change of 45) students and the preliminary estimate for 2016-17 is 5,543 FTE (**an INCREASE of 20 FTE from the current year**) which is considered **STABLE (but positive)**
- **It is important to note that the initial projected enrolment for 2015-16 was 5,478 FTE; ACTUAL enrolment of 5,523 FTE was 45 FTE MORE than projected** (a demonstration of relative accuracy)
- Figures will be revised again in Feb/March of 2016, following input from administrators for the 2016-2017 budget process
- See attached budget timelines for additional information

Preliminary Budget Presentation #1 – January 11, 2016

Enrolment Projections & Timeline

Enrolment Projections: - as attached; do not include growth projections at this point; will be shared with Administrators and further adjustments will be made on their recommendations.

Enrolments are the basis of the BUDGET; any and all adjustments are made as a result to changes in enrolment.

Presentation #2 Wage Conditions & Timeline (February 2016)

WAGE CONDITIONS:

- Teachers
- St. Albert Support (UNIFOR - formerly CEP)
- Morinville & Legal Support Staff (CUPE)
- OUT of SCOPE Staff

Future Presentations:

1. Confirm CEU projections under the high school flex model – based on enrolment
2. Prepare Revenue Estimates for 2016-17 (initially without increases)
3. Seek input and provide DRAFT Basis for Allocations to Schools
4. Complete excel model of school staff allocations for 2016-17
5. Provide Budget Template (MBF) to Schools for population
6. Prepare DRAFT Budget(s) for review by the Board on April 18, 2016
7. FINAL Budget Approval by the Board required on May 30, 2016
8. Approved Budget due to AB ED by Tuesday, May 31, 2016 (due May 31, as per the School Act)

Budgetary Principles (in alignment with our Education Plan):

All Allocations and/or Schools will:

- Be responsive to programming needs that enable students to meet the Standards of Education prescribed by the Minister of Education
- Ensure that K-12 Religious Education may be part of a student's program plan
- Develop program plans and pedagogy that places students in the centre and in charge of the learning process
- Deploy technology supporting pedagogy that improves learning for all students
- Support targeted and specific intervention plans for FNMI learners with the differentiated FNMI grant dollars provided

Class Size Standards used for 15-16 and intended for 16-17 (subject to approval by the Board):

◆ ECS to Grade 3	22.0 students
◆ Grade 4 to 6	26.0 students
◆ Grade 7 to 9	27.5 students
◆ Grade 10 to 12	28.0 students

Projected Enrollment Summary for 2016-17 - attached:

- 12 years of actuals 2004-2005
- 5 years of conservative estimates
- 2016-17 indicating growth of 20 FTE

GSACRD 5 YR Enrolment Projections by School (2016 to 2021) based on Actual Enrolments from prior years - see assumptions to right

Enrolment by Grade @ Sept 30th

School	ECS	1	2	3	4	5	6	7	8	9	10	11	12	School FTE Total	Change
Albert Lacombe (12 yr Avg)	29	32	35	39	51	57	60							289	340 2003-04
2004-2005 Actual	44	53	33	63	51	61	53							336	(4)
2005-2006 Actual	32	48	53	35	71	53	75							351	15
2006-2007 Actual	35	36	51	52	43	72	55							327	(24)
2007-2008 Actual	32	33	37	51	54	46	72							309	(18)
2008-2009 Actual	38	38	33	43	56	59	48							296	(13)
2009-2010 Actual	20	34	37	33	62	57	60							293	(3)
2010-2011 Actual	28	22	35	41	49	66	65							292	(1)
2011-2012 Actual	22	31	27	38	62	48	70							287	(5)
2012-2013 Actual	18	23	31	28	46	73	54							264	(23)
2013-2014 Actual	13	23	20	32	40	47	74							243	(21)
2014-2015 Actual	29	20	30	25	39	47	50							226	(17)
2015-2016 Actual	39	24	38	31	35	52	46							246	20
2016-2017 ESTIMATED	34	39	24	38	38	35	52							243	ECS & gr 4 = Avg of prior 2 yrs; Gr 1-3,5-6 - c/f (Gr 4+SPAC)
2017-2018 ESTIMATED	37	34	39	24	37	38	35							226	
2018-2019 ESTIMATED	36	37	34	39	37	37	38							240	
2019-2020 ESTIMATED	37	36	37	34	37	37	37							237	
2020-2021 ESTIMATED	37	37	36	37	37	37	37							240	
5 YR Future Average Projection	36	37	34	34	37	37	40							237	
Bertha Kennedy (12 yr Avg)	33	32	35	38	39	42	42							245	300 2003-04
2004-2005 Actual	41	44	53	57	51	51	37							314	14
2005-2006 Actual	29	39	43	55	57	50	45							304	(10)
2006-2007 Actual	31	31	37	48	60	57	47							296	(8)
2007-2008 Actual	18	30	29	37	46	60	61							272	(24)
2008-2009 Actual	26	22	33	32	38	49	57							244	(28)
2009-2010 Actual	47	23	29	30	33	40	44							223	(21)
2010-2011 Actual	32	42	22	29	35	33	42							219	(4)
2011-2012 Actual	33	31	43	22	29	36	32							210	(9)
2012-2013 Actual	36	28	30	44	17	29	36							202	(8)
2013-2014 Actual	27	35	31	33	43	19	33							208	6
2014-2015 Actual	34	26	41	32	31	44	18							209	1
2015-2016 Actual	44	32	24	40	33	32	46							229	20
2016-2017 ESTIMATED	39	44	32	24	40	33	32							225	ECS = Avg of prior 2 yrs; Gr 1- 6 - c/f
2017-2018 ESTIMATED	42	39	44	32	24	40	33							233	
2018-2019 ESTIMATED	42	42	39	44	32	24	40							242	
2019-2020 ESTIMATED	42	42	42	39	44	32	24							244	
2020-2021 ESTIMATED	42	42	42	42	39	44	32							262	
5 YR Future Average Projection	41	42	40	36	36	35	32							242	

GSACRD 5 YR Enrolment Projections by School (2016 to 2021) based on Actual Enrolments from prior years - see assumptions to right

Enrolment by Grade @ Sept 30th

School	ECS	1	2	3	4	5	6	7	8	9	10	11	12	School FTE Total	Change
École Father Jan (12 yr Avg)	51	50	47	45	44	42	40							294	
2004-2005 Actual	63	45	42	50	44	52	25							290	290
2005-2006 Actual	57	64	47	40	48	39	51							318	28
2006-2007 Actual	55	61	62	47	38	47	31							314	(4)
2007-2008 Actual	74	46	50	60	43	39	43							318	4
2008-2009 Actual	47	73	45	51	55	44	42							334	16
2009-2010 Actual	44	46	66	38	52	55	37							316	(18)
2010-2011 Actual	37	38	41	61	32	50	54							295	(21)
2011-2012 Actual	53	30	36	39	61	32	53							278	(17)
2012-2013 Actual	47	54	28	34	38	55	30							263	(15)
2013-2014 Actual	47	43	50	30	32	38	48							265	2
2014-2015 Actual	47	51	43	55	30	30	40							273	8
2015-2016 Actual	36	43	59	39	56	27	28							270	(3)
2016-2017 ESTIMATED	42	36	43	59	39	56	27							281	ECS = Avg of prior 2 yrs; Gr 1- 6 - c/f
2017-2018 ESTIMATED	39	42	36	43	59	39	56							295	
2018-2019 ESTIMATED	41	39	42	36	43	59	39							279	
2019-2020 ESTIMATED	40	41	39	42	36	43	59							280	
2020-2021 ESTIMATED	41	40	41	39	42	36	43							262	
5 YR Future Avg Projection	41	40	40	44	44	47	45							281	
JJ Nearing (12 yr Avg)	54	60	60	61	61	63	65							397	394 2003-04
2004-2005 Actual	52	65	60	50	54	70	70							395	1
2005-2006 Actual	45	60	62	64	50	57	75							391	(4)
2006-2007 Actual	51	51	60	69	65	54	65							390	(1)
2007-2008 Actual	49	57	52	57	72	67	55							385	(5)
2008-2009 Actual	49	50	62	54	60	67	66							384	(1)
2009-2010 Actual	55	59	50	65	57	59	68							386	2
2010-2011 Actual	58	61	57	57	65	64	57							390	4
2011-2012 Actual	48	64	59	58	52	66	62							385	(5)
2012-2013 Actual	55	55	68	66	66	53	70							406	21
2013-2014 Actual	70	59	55	68	67	63	55							402	(4)
2014-2015 Actual	65	69	65	56	71	68	69							431	29
2015-2016 Actual	53	71	73	72	50	72	67							432	1
2016-2017 ESTIMATED	59	53	71	73	72	50	72							421	ECS = Avg of prior 2 yrs; Gr 1-6 - c/f
2017-2018 ESTIMATED	56	59	53	71	73	72	50							406	
2018-2019 ESTIMATED	58	56	59	53	71	73	72							413	
2019-2020 ESTIMATED	57	58	56	59	53	71	73							399	
2020-2021 ESTIMATED	58	57	58	56	59	53	71							383	
5 YR Future Avg Projection	58	57	59	62	66	64	68							405	

GSACRD 5 YR Enrolment Projections by School (2016 to 2021) based on Actual Enrolments from prior years - see assumptions to right

Enrolment by Grade @ Sept 30th

School	ECS	1	2	3	4	5	6	7	8	9	10	11	12	School FTE Total	Change
Ecole Marie Poburan (12 yr Avg)	57	56	54	51	51	50	52							343	406 2003-04
2004-2005 Actual	65	51	62	49	62	53	57							367	(39)
2005-2006 Actual	52	62	46	49	41	60	53							337	(30)
2006-2007 Actual	49	49	58	47	47	38	58							322	(15)
2007-2008 Actual	56	47	47	52	37	48	38							297	(25)
2008-2009 Actual	55	55	44	48	51	35	47							308	11
2009-2010 Actual	51	54	53	49	50	52	40							324	16
2010-2011 Actual	50	42	50	52	49	52	55							325	1
2011-2012 Actual	58	61	46	54	51	46	56							343	18
2012-2013 Actual	53	66	55	44	57	57	46							352	9
2013-2014 Actual	62	56	70	51	53	58	60							379	27
2014-2015 Actual	70	64	57	62	51	53	58							380	1
2015-2016 Actual	60	65	62	55	58	50	52							372	(8)
2016-2017 ESTIMATED	65	60	65	62	55	58	50							383	ECS = Avg of prior 2 yrs; Gr 1- 6 - c/f
2017-2018 ESTIMATED	63	65	60	65	62	55	58							397	
2018-2019 ESTIMATED	64	63	65	60	65	62	55							402	
2019-2020 ESTIMATED	64	64	63	65	60	65	62							411	
2020-2021 ESTIMATED	64	64	64	63	65	60	65							413	
5 YR Future Avg Projection	64	63	63	63	61	60	58							400	
Neil M Ross (12 yr Avg)	55	58	62	66	70	73	76							433	483 2003-04
2004-2005 Actual	48	51	77	63	88	79	93							475	(8)
2005-2006 Actual	55	64	56	81	66	92	81							468	(7)
2006-2007 Actual	40	58	62	63	85	68	99							455	(13)
2007-2008 Actual	56	46	64	72	64	88	68							430	(25)
2008-2009 Actual	59	63	53	62	75	70	90							443	13
2009-2010 Actual	53	66	64	54	63	76	70							420	(23)
2010-2011 Actual	62	55	69	64	57	65	76							417	(3)
2011-2012 Actual	52	65	52	69	67	60	64							403	(14)
2012-2013 Actual	63	53	73	60	75	66	65							424	21
2013-2014 Actual	49	60	55	74	58	72	64							408	(16)
2014-2015 Actual	62	51	61	57	80	60	76							416	8
2015-2016 Actual	58	67	53	69	59	81	64							422	6
2016-2017 ESTIMATED	60	58	67	53	69	59	81							417	ECS = Avg of prior 2 yrs; Gr 1- 6 - c/f
2017-2018 ESTIMATED	59	60	58	67	53	69	59							396	
2018-2019 ESTIMATED	60	59	60	58	67	53	69							396	
2019-2020 ESTIMATED	60	60	59	60	58	67	53							387	
2020-2021 ESTIMATED	60	60	60	59	60	58	67							394	
5 YR Future Avg Projection	59	61	59	61	61	66	65							403	

GSACRD 5 YR Enrolment Projections by School (2016 to 2021) based on Actual Enrolments from prior years - see assumptions to right

Enrolment by Grade @ Sept 30th

School	ECS	1	2	3	4	5	6	7	8	9	10	11	12	School FTE Total	Change
Vital Grandin (12 yr Avg)	34	33	34	37	39	43	45							248	297 2002-03
2004-2005 Actual	44	43	38	43	42	63	49							300	3
2005-2006 Actual	38	49	44	38	44	43	59							296	(4)
2006-2007 Actual	37	33	45	46	36	38	44							261	(35)
2007-2008 Actual	51	34	30	52	46	43	40							271	10
2008-2009 Actual	33	40	35	29	54	43	43							261	(10)
2009-2010 Actual	32	28	45	39	30	57	45							260	(1)
2010-2011 Actual	33	35	37	45	42	32	54							262	2
2011-2012 Actual	24	39	33	35	43	44	37							243	(19)
2012-2013 Actual	23	20	39	39	37	45	45							237	(6)
2013-2014 Actual	25	22	21	32	37	35	47							207	(30)
2014-2015 Actual	25	26	21	24	31	35	35							185	(22)
2015-2016 Actual	42	30	21	24	24	34	36							190	5
2016-2017 ESTIMATED	34	42	30	21	24	24	34							192	ECS = Avg of prior 2 yrs; Gr 1- 6 - c/f
2017-2018 ESTIMATED	38	34	42	30	21	24	24							194	
2018-2019 ESTIMATED	36	38	34	42	30	21	24							207	
2019-2020 ESTIMATED	37	36	38	34	42	30	21							220	
2020-2021 ESTIMATED	37	37	36	38	34	42	30							236	
5 YR Future Avg Projection	36	37	36	33	30	28	27							209	
RS Fowler (12 yr Avg)								120	121	123				364	430 2003-04
2004-2005 Actual								129	128	158				415	(15)
2005-2006 Actual								160	130	129				419	4
2006-2007 Actual								147	155	127				429	10
2007-2008 Actual								135	145	151				431	2
2008-2009 Actual								95	132	138				365	(66)
2009-2010 Actual								90	92	127				309	(56)
2010-2011 Actual								93	97	91				281	(28)
2011-2012 Actual								117	94	92				303	22
2012-2013 Actual								115	122	102				339	36
2013-2014 Actual								106	115	127				348	9
2014-2015 Actual								128	110	118				356	8
2015-2016 Actual								127	135	116				378	22
2016-2017 ESTIMATED								108	127	135				370	Gr 7 = Gr 6@ NMR&VG +8; Gr 8-9 - c/f
2017-2018 ESTIMATED								123	108	127				358	
2018-2019 ESTIMATED								91	123	108				322	
2019-2020 ESTIMATED								101	91	123				315	
2020-2021 ESTIMATED								82	101	91				274	
5 YR Future Avg Projection								101	110	117				328	

GSACRD 5 YR Enrolment Projections by School (2016 to 2021) based on Actual Enrolments from prior years - see assumptions to right

Enrolment by Grade @ Sept 30th

School	ECS	1	2	3	4	5	6	7	8	9	10	11	12	School FTE Total	Change
VJ Maloney (12 yr Avg)								174	177	179				530	513 2003-04
2004-2005 Actual								148	173	165				486	(27)
2005-2006 Actual								164	149	171				484	(2)
2006-2007 Actual								197	173	151				521	37
2007-2008 Actual								170	196	169				535	14
2008-2009 Actual								193	172	194				559	24
2009-2010 Actual								195	198	175				568	9
2010-2011 Actual								185	207	195				587	19
2011-2012 Actual								191	179	209				579	(8)
2012-2013 Actual								169	191	184				544	(35)
2013-2014 Actual								161	163	186				510	(34)
2014-2015 Actual								157	174	171				502	(8)
2015-2016 Actual								154	154	181				489	(13)
2016-2017 ESTIMATED								164	154	154				472	Gr 7 =Gr 6@ AL&BK&JJN + 5; Gr 8-9 - c/f
2017-2018 ESTIMATED								161	164	154				479	
2018-2019 ESTIMATED								123	161	164				448	
2019-2020 ESTIMATED								155	123	161				439	
2020-2021 ESTIMATED								139	155	123				417	
5 YR Future Avg Projection								148	151	151				450	
ESSMY (12 yr Avg)								98	97	93	46	42	39	415	409 2003-04
2004-2005 Actual								120	93	89	56	58	40	456	47
2005-2006 Actual								84	115	90	51	44	47	431	(25)
2006-2007 Actual								111	90	104	46	42	44	437	6
2007-2008 Actual								92	106	91	56	39	40	424	(13)
2008-2009 Actual								97	87	109	56	43	36	428	4
2009-2010 Actual								90	97	82	58	52	37	416	(12)
2010-2011 Actual								87	91	90	52	51	47	418	2
2011-2012 Actual								108	82	85	44	49	48	416	(2)
2012-2013 Actual								122	107	74	38	41	49	431	15
2013-2014 Actual								82	120	106	25	34	40	407	(24)
2014-2015 Actual								97	79	115	37	17	31	376	(31)
2015-2016 Actual								88	91	75	27	32	12	325	(51)
2016-2017 ESTIMATED								89	88	91	38	27	32	365	Gr7 = Avg of prior 3 yrs; Gr 8-9 proceed fwd; Gr10 - @ 50% of gr 9; Gr 11-12 proceed fwd
2017-2018 ESTIMATED								91	89	88	46	38	27	379	
2018-2019 ESTIMATED								89	91	89	44	46	38	397	
2019-2020 ESTIMATED								90	89	91	45	44	46	405	
2020-2021 ESTIMATED								90	90	89	46	45	44	404	
5 YR Future Avg Projection								90	89	90	44	40	37	390	

GSACRD 5 YR Enrolment Projections by School (2016 to 2021) based on Actual Enrolments from prior years - see assumptions to right

Enrolment by Grade @ Sept 30th

School	ECS	1	2	3	4	5	6	7	8	9	10	11	12	School FTE Total	Change
St. Albert Catholic High (12 yr Avg)											208	197	201	606	746 2003-04
2004-2005 Actual											239	217	246	702	(44)
2005-2006 Actual											217	220	219	656	(46)
2006-2007 Actual											210	196	226	632	(24)
2007-2008 Actual											191	197	200	588	(44)
2008-2009 Actual											167	179	183	529	(59)
2009-2010 Actual											254	156	184	594	65
2010-2011 Actual											237	240	163	640	46
2011-2012 Actual											169	229	234	632	(8)
2012-2013 Actual											206	172	227	605	(27)
2013-2014 Actual											190	189	162	541	(64)
2014-2015 Actual											185	185	187	557	16
2015-2016 Actual											235	182	179	596	39
2016-2017 ESTIMATED											208	235	182	625	Gr10 = prior yr RSF, VJM ACTUAL X 70% Gr11 & Gr 12- c/f
2017-2018 ESTIMATED											202	208	235	645	
2018-2019 ESTIMATED											197	202	208	607	
2019-2020 ESTIMATED											190	197	202	589	
2020-2021 ESTIMATED											199	190	197	586	
5 YR Future Avg Projection											199	206	205	610	
Georges P Vanier (8 yr Avg)	62	60	58	56	59	61								325	385 2003>2011
2004-2005 Actual	58	68	56	58	78	78								367	(18)
2005-2006 Actual	53	56	66	58	59	75								341	(26)
2006-2007 Actual	69	55	53	62	58	57								320	(21)
2007-2008 Actual	55	67	56	52	59	50								312	(8)
2008-2009 Actual	56	58	61	54	50	60								311	(1)
2009-2010 Actual	70	54	57	55	54	54								309	(2)
2010-2011 Actual	74	55	62	51	57	54								316	7
2011-2012 Actual	63	65	52	56	54	57								316	0
2013-2014 Actual	0	0	0	0	0	0								0	Transferred to STURGEON SCHOOL DIVISION 2012-2013 (July 1, 2012)
2014-2015 Actual	0	0	0	0	0	0								0	
2015-2016 Actual	0	0	0	0	0	0								0	
2016-2017 ESTIMATED	0	0	0	0	0	0								0	
2017-2018 ESTIMATED	0	0	0	0	0	0								0	
2018-2019 ESTIMATED	0	0	0	0	0	0								0	
2019-2020 ESTIMATED	0	0	0	0	0	0								0	
5 YR Future Avg Projection	0	0	0	0	0	0								0	

GSACRD 5 YR Enrolment Projections by School (2016 to 2021) based on Actual Enrolments from prior years - see assumptions to right

Enrolment by Grade @ Sept 30th

School	ECS	1	2	3	4	5	6	7	8	9	10	11	12	School FTE Total	Change
Notre Dame (12 yr Avg)	68	71	69	69	72	63								378	342 2003-04
2004-2005 Actual	66	52	50	64	74	63								336	(6)
2005-2006 Actual	30	71	48	54	65	74								327	(9)
2006-2007 Actual	45	42	75	51	54	64								309	(18)
2007-2008 Actual	52	42	42	64	56	60								290	(19)
2008-2009 Actual	62	59	47	44	66	60								307	17
2009-2010 Actual	54	63	60	50	51	74								325	18
2010-2011 Actual	61	55	63	65	52	54								320	(5)
2011-2012 Actual	65	64	54	57	63	54								325	5
2012-2013 Actual	107	108	99	95	99									455	130
2013-2014 Actual	90	101	96	103	90									435	(20)
2014-2015 Actual	86	95	98	97	95									428	(7)
2015-2016 Actual	103	96	98	89	103									438	10
2016-2017 ESTIMATED	95	103	96	98	89									434	ECS = Avg of prior 2 yrs; Gr 1- 3 - c/f
2017-2018 ESTIMATED	99	95	103	96	98									442	
2018-2019 ESTIMATED	97	99	95	103	96									442	
2019-2020 ESTIMATED	98	97	99	95	103									443	
2020-2021 ESTIMATED	98	98	97	99	95									438	
5 YR Future Avg Projection	97	98	98	98	96									439	
Legal (12 yr Avg)	20	20	20	22	22	22	22	23	25	21				207	225 2003-04
2004-2005 Actual	21	22	22	33	25	19	20	26	29	32				239	14
2005-2006 Actual	25	25	22	25	34	24	24	23	30	24				244	5
2006-2007 Actual	22	21	26	25	22	36	25	26	25	27				244	0
2007-2008 Actual	29	23	22	26	27	23	38	27	27	24				252	8
2008-2009 Actual	20	27	24	23	24	27	20	37	30	21				243	(9)
2009-2010 Actual	8	24	25	21	24	20	26	20	39	20				223	(20)
2010-2011 Actual	18	10	22	24	18	24	20	21	22	25				195	(28)
2011-2012 Actual	21	16	13	21	19	17	23	18	19	19				176	(19)
2012-2013 Actual	19	20	18	12	21	18	16	21	17	14				167	(9)
2013-2014 Actual	24	15	19	19	10	22	20	18	20	17				172	5
2014-2015 Actual	16	21	13	18	21	13	21	20	17	17				169	(3)
2015-2016 Actual	19	17	17	13	15	19	12	24	19	15				161	(8)
2016-2017 ESTIMATED	18	19	17	17	13	15	19	12	24	19				164	ECS = Avg of prior 2 yrs; Other Grades proceed fwd
2017-2018 ESTIMATED	19	18	19	17	17	13	15	19	12	24				164	
2018-2019 ESTIMATED	19	19	18	19	17	17	13	15	19	12				159	
2019-2020 ESTIMATED	19	19	19	18	19	17	17	13	15	19				166	
2020-2021 ESTIMATED	19	19	19	19	18	19	17	17	13	15				166	
5 YR Future Avg Projection	19	19	18	18	17	16	16	15	17	18				164	

GSACRD 5 YR Enrolment Projections by School (2016 to 2021) based on Actual Enrolments from prior years - see assumptions to right

Enrolment by Grade @ Sept 30th

School	ECS	1	2	3	4	5	6	7	8	9	10	11	12	School FTE Total	Change
Georges H Primeau (12 yr Avg)						104	122	130	133					489	443 2003-04
2004-2005 Actual							150	152	151					453	10
2005-2006 Actual							138	139	151					428	(25)
2006-2007 Actual							148	146	138					432	4
2007-2008 Actual							118	155	142					415	(17)
2008-2009 Actual							113	126	149					388	(27)
2009-2010 Actual							124	120	134					378	(10)
2010-2011 Actual							121	127	113					361	(17)
2011-2012 Actual							118	131	128					377	16
2012-2013 Actual						114	108	123	129					474	97
2013-2014 Actual						108	121	108	126					463	(11)
2014-2015 Actual						95	112	124	110					441	(22)
2015-2016 Actual						98	95	112	120					425	(16)
2016-2017 ESTIMATED						103	98	95	112					408	Gr5=Prior Yr @ND, GR6&7&8- c/f
2017-2018 ESTIMATED						89	103	98	95					385	
2018-2019 ESTIMATED						98	89	103	98					388	
2019-2020 ESTIMATED						96	98	89	103					386	
2020-2021 ESTIMATED						103	96	98	89					386	
5 YR Future Avg Projection						98	97	97	99					391	
MCHS (12 yr Avg)										139	159	155	167	620	694 2003-04
2004-2005 Actual										136	170	173	171	650	(44)
2005-2006 Actual										154	161	162	192	669	19
2006-2007 Actual										151	173	169	176	669	0
2007-2008 Actual										134	165	160	183	642	(27)
2008-2009 Actual										140	159	159	180	638	(4)
2009-2010 Actual										162	168	154	166	650	12
2010-2011 Actual										148	170	150	153	621	(29)
2011-2012 Actual										119	157	158	154	588	(33)
2012-2013 Actual										141	136	147	174	598	10
2013-2014 Actual										132	150	132	158	572	(26)
2014-2015 Actual										129	153	147	149	578	6
2015-2016 Actual										117	141	147	147	552	(26)
2016-2017 ESTIMATED										125	132	141	147	545	Gr9=Prior Yr @GHP+5, GR10: Prior Yr+Legal; 11-12 proceed fwd
2017-2018 ESTIMATED										117	144	132	141	534	
2018-2019 ESTIMATED										100	141	144	132	517	
2019-2020 ESTIMATED										103	112	141	144	500	
2020-2021 ESTIMATED										108	122	112	141	483	
5 YR Future Avg Projection										111	130	134	141	516	

GSACRD 5 YR Enrolment Projections by School (2016 to 2021) based on Actual Enrolments from prior years - see assumptions to right

Enrolment by Grade @ Sept 30th

<i>School</i>	<i>ECS</i>	<i>1</i>	<i>2</i>	<i>3</i>	<i>4</i>	<i>5</i>	<i>6</i>	<i>7</i>	<i>8</i>	<i>9</i>	<i>10</i>	<i>11</i>	<i>12</i>	<i>School FTE Total</i>	<i>Change</i>
<i>DIVISION SUMMARY (12 yr Avg)</i>	463	472	474	484	508	620	524	545	553	555	413	394	407	6,181	6697 2003-04
2004-2005 Actual	502	494	493	530	569	589	554	575	574	580	465	448	457	6,579	(118)
2005-2006 Actual	416	538	487	499	535	567	601	570	575	568	429	426	458	6,461	(118)
2006-2007 Actual	434	437	529	510	508	531	572	627	581	560	429	407	446	6,354	(107)
2007-2008 Actual	472	425	429	523	504	524	533	579	616	569	412	396	423	6,169	(185)
2008-2009 Actual	445	485	437	440	529	514	526	548	570	602	382	381	399	6,036	(133)
2009-2010 Actual	434	451	486	434	476	544	514	515	560	566	480	362	387	5,992	(44)
2010-2011 Actual	453	415	458	489	456	494	544	513	530	549	459	441	363	5,938	(54)
2011-2012 Actual	439	466	415	449	501	460	515	565	502	524	370	436	436	5,859	(79)
2012-2013 Actual	421	427	441	422	456	510	470	550	566	515	380	360	450	5,758	(101)
2013-2014 Actual	407	414	417	442	430	462	522	475	544	568	365	355	360	5,558	(200)
2014-2015 Actual	434	423	429	426	449	445	479	526	490	550	375	349	367	5,525	(33)
2015-2016 Actual	454	445	445	432	433	465	446	505	519	504	403	361	338	5,523	(2)
2016-2017 ESTIMATED	446	454	445	445	439	433	465	468	505	524	378	403	361	5,543	20
2017-2018 ESTIMATED	452	446	454	445	444	439	433	492	468	510	392	378	403	5,530	(13)
2018-2019 ESTIMATED	453	452	446	454	458	444	439	421	492	473	382	392	378	5,458	(72)
2019-2020 ESTIMATED	454	453	452	446	452	458	444	448	421	497	347	382	392	5,419	(39)
2020-2021 ESTIMATED	456	454	453	452	449	452	458	426	448	426	367	347	382	5,342	(77)
5 YR Future Avg Projection	452	452	450	448	448	445	448	451	467	486	373	380	383	5,457	
<i>note: data from Edulink Reports @ Sept 30th of each year</i>				<i>note: ECS Students are counted @ .5 FTE</i>					<i>Excludes: SGCS, SF</i>						



To: David Keohane, Superintendent
From: Deb Schlag, Secretary-Treasurer
Date: January 7, 2016
Re: 2015-2016 Quarter 1 Financial Report to November 30, 2015

The attached 1st Quarter Financial Report to November 30, 2015 includes actual Revenues and Expenditures recorded to November 30, 2015, as well as a reasonable forecast to August 31, 2016, indicating a deficit of **\$103,203**, which is close to both the Original Budget of \$0, approved June 29, 2015, and the Fall Update Budget Deficit of **\$128,017**.

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

While the Sept 30th enrollments are higher than originally projected in the June Budget, there was also a change in methodology used for reporting amortization and supported interest. It has been reported for the year in full, via journal entry; reducing the number of journal entries required in the overall scope of the year, and reducing the potential of error, as suggested by auditors. Please note that the unsupported amortization of capital assets (\$441,832) is also for the full year and only \$110,458 is representative of the Quarter’s expense. In addition, many system support contracts are paid in full prior to the end of the 1st Quarter, further contributing to the actual deficit for the Quarter.

The projected **15-16 DEFICIT** of **\$103,203** (at Nov 30-15) supports the **Deficit of \$128,017** presented in the 2015-16 Fall Update Budget, received as information at the November 23rd Regular Board Meeting. It represents instructional expenditures as follows: (\$70,000 – Fees & PD for IB/LLTA; \$30,000 – continuance of the DUAL CREDIT PROGRAM (currently in restricted reserves); and \$28,017 – for transportation, only if the contingency is fully utilized).

While this 1st Quarter Report does include a forecast, it is too early in the year to predict any deviations from the planned budget as the forecast is based on the percentages of 14-15. The 2nd Quarter Report will have a more comprehensive forecast attached to year-end.



2015-2016 STATEMENT OF REVENUES AND EXPENSES Actual Results to Budget Comparisons for the Quarter Ending November 30, 2015

	Fall Revised Budget 2015/2016	Actuals % to Fall Budget	Original Approved Budget 2015/2016	Actuals % to Org. Budget	Actuals to Nov 2015	Forecasted Amounts for June to Aug	Projected Total @ Aug 31, 2016	Projected Total to Budget Variance	Forecasted % to Budget	Actuals for 2014/2015	Actuals for 2013/2014	Actuals for 2012/2013
REVENUES												
Government of Alberta	\$51,841,696	27.7%	\$50,562,117	28.4%	\$14,382,871	\$37,134,951	\$51,517,822	\$955,705	101.89%	\$51,558,420	\$54,231,364	\$61,724,050
Government contributions to ATRF	\$3,919,020	20.9%	\$3,919,020	20.9%	\$819,112	\$3,099,908	\$3,919,020	\$0	100.00%	\$3,582,024	\$3,822,544	\$3,364,291
Federal Government and/or First Nations	\$187,492	0.0%	\$129,000	0.0%	\$0	\$186,996	\$186,996	\$57,996	144.96%	\$130,509	\$130,512	\$127,028
Other Alberta school authorities	\$0	-	\$0	-	\$0	\$0	\$0	\$0	-	\$0	\$49,720	\$55,354
Out of province authorities	\$0	-	\$0	-	\$0	\$0	\$0	\$0	-	\$0	\$0	\$0
Property Taxes	\$7,783,200	8.2%	\$7,783,181	8.2%	\$638,960	\$7,171,894	\$7,810,854	\$27,673	100.36%	\$7,810,316	\$2,753,268	\$0
Instruction resource fees	\$2,727,260	9.4%	\$2,494,050	10.3%	\$255,802	\$3,002,371	\$3,258,173	\$764,123	130.64%	\$2,931,321	\$2,868,526	\$2,625,562
Transportation fees	\$578,400	77.3%	\$578,400	77.3%	\$446,880	\$32,423	\$479,303	(\$99,097)	82.87%	\$599,909	\$610,455	\$372,008
Other sales and services	\$80,000	77.7%	\$80,000	77.7%	\$62,160	\$78,018	\$140,178	\$60,178	175.22%	\$103,787	\$120,709	\$116,732
Investment income	\$50,000	32.4%	\$50,000	32.4%	\$16,189	\$28,603	\$44,792	(\$5,208)	89.58%	\$65,230	\$60,885	\$50,680
Gifts and donations	\$50,000	0.0%	\$50,000	0.0%	\$20	\$67,422	\$67,442	\$17,442	134.88%	\$216,626	\$149,556	\$84,473
Fundraising	\$200,000	0.0%	\$200,000	0.0%	\$0	\$200,000	\$200,000	\$0	100.00%	\$316,584	\$265,505	\$321,371
Rentals of facilities	\$221,570	91.1%	\$193,720	104.1%	\$201,746	\$0	\$201,746	\$8,026	104.14%	\$184,745	\$154,596	\$131,845
Gains on disposal of capital assets	\$0	-	\$0	-	\$0	\$0	\$0	\$0	-	\$2,400	\$1,500	\$3,000
Amortization of capital allocations	\$1,617,109	100.0%	\$1,569,896	103.0%	\$1,617,109	\$0	\$1,617,109	\$47,213	103.01%	\$1,594,956	\$1,688,751	\$1,686,537
Other revenue	\$1,078,993	0.0%	\$1,078,993	0.0%	\$0	\$1,209,681	\$1,209,681	\$130,688	112.11%	\$1,453,406	\$1,080,531	\$1,276,986
TOTAL REVENUES	\$70,334,740	26.2%	\$68,688,377	26.8%	\$18,440,849	\$52,212,267	\$70,653,116	\$1,964,739	102.86%	\$70,550,233	\$67,988,422	\$71,939,917
EXPENSES												
Certificated salaries	\$32,437,412	24.8%	\$32,266,809	24.9%	\$8,040,381	\$25,006,252	\$33,046,633	(\$779,824)	102.42%	\$31,875,970	\$31,824,558	\$32,841,123
Certificated benefits	\$3,752,084	17.9%	\$3,646,234	18.4%	\$672,023	\$3,089,977	\$3,762,000	(\$115,766)	103.17%	\$3,926,996	\$3,595,233	\$3,804,222
Government contributions to ATRF	\$3,919,020	20.9%	\$3,919,020	20.9%	\$819,112	\$3,099,908	\$3,919,020	\$0	100.00%	\$3,582,024	\$3,822,544	\$3,364,291
Non-certificated salaries and wages	\$10,287,762	26.3%	\$9,719,339	27.8%	\$2,702,487	\$7,011,771	\$9,714,258	\$5,081	99.95%	\$9,948,863	\$9,900,712	\$10,272,029
Non-certificated benefits	\$2,777,696	25.3%	\$2,624,222	26.8%	\$703,412	\$1,970,926	\$2,674,338	(\$50,116)	101.91%	\$2,692,788	\$2,741,700	\$2,788,985
Services, contracts and supplies	\$15,026,079	25.9%	\$14,335,070	27.2%	\$3,898,315	\$11,142,311	\$15,040,626	(\$705,556)	104.92%	\$16,018,059	\$14,642,980	\$15,284,693
Capital and debt services												
Amortization of capital assets												
supported	\$1,617,109	100.0%	\$1,569,896	103.0%	\$1,617,109	\$0	\$1,617,109	(\$47,213)	103.01%	\$1,594,953	\$1,688,751	\$1,686,537
unsupported	\$441,832	100.0%	\$371,387	119.0%	\$441,832	\$0	\$441,832	(\$70,445)	118.97%	\$434,751	\$427,766	\$431,629
Interest on capital debt												
supported	\$203,763	187.2%	\$236,400	161.3%	\$381,369	\$159,134	\$540,503	(\$304,103)	228.64%	\$237,934	\$312,040	\$394,280
unsupported	\$0	-	\$0	-	\$0	\$0	\$0	\$0	-	\$0	\$0	\$0
Other interest charges	\$0	-	\$0	-	\$0	\$0	\$0	\$0	-	\$0	\$0	\$0
Board Approved Technology Expenditure	\$0	-	\$0	-	\$0	\$0	\$0	\$0	-	\$0	\$0	\$0
Losses on disposal of capital assets	\$0	-	\$0	-	\$0	\$0	\$0	\$0	-	\$0	\$11,376	\$18,959
TOTAL EXPENSES	\$70,462,757	27.4%	\$68,688,377	28.1%	\$19,276,040	\$51,480,279	\$70,756,319	(\$2,067,942)	103.01%	\$70,312,338	\$68,967,660	\$70,886,748
EXCESS (DEFICIENCY) OF REVENUES OVER EXPENSES	(\$128,017)		\$0		(\$835,191)	\$731,988	(\$103,203)	(\$103,203)		\$237,895	(\$979,238)	\$1,053,169

% of year expended 3/12 (25.00%)



2015-2016 STATEMENT OF REVENUES AND EXPENSES (BY PROGRAM)

Actual Results to Budget Comparisons for the Quarter Ending November 30, 2015



	Fall Revised Budget 2015/2016	Actuals % to Fall Budget	Original Approved Budget 2015/2016	Actuals % to Org. Budget	Actuals to Nov 2015	Forecasted Amounts for June to Aug	Projected Total @ Aug 31, 2016	Projected Total to Budget Variance	Forecasted % to Budget	Actuals for 2014/2015	Actuals for 2013/2014	Actuals for 2012/2013
REVENUES												
ECS - Grade 12 Instruction	\$56,168,908	24.8%	\$55,230,097	25.2%	\$13,910,016	\$42,854,001	\$56,764,017	\$1,533,920	102.78%	\$56,651,241	\$54,942,511	\$56,823,949
Operations & Maintenance of Schools	\$8,321,871	41.6%	\$7,785,255	44.5%	\$3,462,943	\$4,864,172	\$8,327,115	\$541,860	106.96%	\$8,163,148	\$7,103,559	\$7,888,271
Transportation	\$2,963,153	35.1%	\$2,851,441	36.5%	\$1,041,432	\$1,728,265	\$2,769,697	(\$81,744)	97.13%	\$2,801,993	\$2,852,355	\$2,997,857
Board & System Administration	\$2,528,846	0.9%	\$2,469,622	1.0%	\$23,959	\$2,240,643	\$2,264,602	(\$205,020)	91.70%	\$2,441,593	\$2,449,854	\$2,980,392
External Services	\$351,962	0.7%	\$351,962	0.7%	\$2,499	\$525,186	\$527,685	\$175,723	149.93%	\$492,258	\$640,143	\$1,249,448
Foundation	\$0	-	\$0	-	\$0	\$0	\$0	\$0	-	\$0	\$0	\$0
TOTAL REVENUES	\$70,334,740	26.2%	\$68,688,377	26.8%	\$18,440,849	\$52,212,267	\$70,653,116	\$1,964,739	102.86%	\$70,550,233	\$67,988,422	\$71,939,917
EXPENSES												
ECS - Grade 12 Instruction	\$56,268,908	25.0%	\$55,230,097	25.5%	\$14,080,280	\$42,816,425	\$56,896,705	(\$1,666,608)	103.02%	\$56,719,052	\$55,985,496	\$56,328,180
Operations & Maintenance of Schools	\$8,321,871	41.0%	\$7,785,255	43.8%	\$3,412,957	\$4,759,613	\$8,172,570	(\$387,315)	104.97%	\$7,918,921	\$6,991,595	\$7,694,582
Transportation	\$2,991,170	30.9%	\$2,851,441	32.4%	\$924,194	\$1,954,871	\$2,879,065	(\$27,624)	100.97%	\$2,896,682	\$2,922,177	\$3,079,201
Board & System Administration	\$2,528,846	29.0%	\$2,469,622	29.7%	\$734,026	\$1,546,434	\$2,280,460	\$189,162	92.34%	\$2,285,566	\$2,431,832	\$2,822,847
External Services	\$351,962	35.4%	\$351,962	35.4%	\$124,583	\$402,936	\$527,519	(\$175,557)	149.88%	\$492,117	\$636,560	\$961,938
Foundation	\$0	-	\$0	-	\$0	\$0	\$0	\$0	-	\$0	\$0	\$0
TOTAL EXPENSES	\$70,462,757	27.4%	\$68,688,377	28.1%	\$19,276,040	\$51,480,279	\$70,756,319	(\$2,067,942)	103.01%	\$70,312,338	\$68,967,660	\$70,886,748
Net Position												
ECS - Grade 12 Instruction	(\$100,000)		\$0		(\$170,264)	\$37,576	(\$132,688)	(\$132,688)	-	(\$67,811)	(\$1,042,985)	\$495,769
Operations & Maintenance of Schools	\$0		\$0		\$49,986	\$104,559	\$154,545	\$154,545	-	\$244,227	\$111,964	\$193,689
Transportation	(\$28,017)		\$0		\$117,238	(\$226,606)	(\$109,368)	(\$109,368)	-	(\$94,689)	(\$69,822)	(\$81,344)
Board & System Administration	\$0		\$0		(\$710,067)	\$694,209	(\$15,858)	(\$15,858)	-	\$156,027	\$18,022	\$157,545
External Services	\$0		\$0		(\$122,084)	\$122,250	\$166	\$166	-	\$141	\$3,583	\$287,510
Foundation	\$0		\$0		\$0	\$0	\$0	\$0	-	\$0	\$0	\$0
EXCESS (DEFICIENCY) OF REVENUES OVER EXPENSES	(\$128,017)		\$0		(\$835,191)	\$731,988	(\$103,203)	(\$103,203)	-	\$237,895	(\$979,238)	\$1,053,169

\$30,000 Dual Credit (from reserves)
 \$70,000 IB/LLTA Support



BOARD OF TRUSTEES REGULAR MEETING

JANUARY 11, 2016

ATTACHMENT FOR AGENDA ITEM 15

Board Commitments

BACKGROUND:

Please see attached.

RECOMMENDATION:

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



Greater St. Albert Catholic Schools Board Commitments 2015/2016

Month	Date	Event	Location Time	Attending
JANUARY				
	January 6, 2016	Morinville Chamber Meeting	11:45 am	Radford, Tremblay
	January 14, 2016	Council of Councils' Meeting	District Office (7:00 pm)	
	January 28, 2016	St. Albert School Name Meeting	District Office (7:00 pm)	
FEBRUARY				
	February 2, 2016	Morinville School Name Meeting	District Office (7:00 pm)	
	February 10, 2016	St. Albert State of the City Address	Moonflower Rm, Enjoy Centre (12:00 (lunch) - Address (1:00 pm-1:30 pm)	Shaw, McEvoy, Crockett, Radford, Keohane
	February 16, 2016	APEGA Lunch	Westin Hotel (11:30 am)	
	February 24, 2016	Community Conversation	SACHS	
	February 26-28, 2016	Religious Education Congress	Anaheim	Shaw
MARCH				
	March 5/6, 2016	Board Planning Session (Tentative)	Location TBD	
	March 6-8, 2016	Annual Rural Symposium	Banff Centre	
April				
	April 9-11, 2016	NSBA Annual Conference	Boston	
	April 22-24, 2016	School Councils 2016 Conference and AGM	Delta Hotel Edmonton	
	April 28-May 1, 2016	SPICE	Kananaskis	
MAY				
	May 3-6, 2016	Blueprints	Kananaskis	
	May 12, 2016	Annual Reciprocal Use Meeting	SVGCC -evening time tbc	Keohane, Schlag, Trustees
	May 13, 2016	ESSMY Grad		
	May 20, 2016	SACHS Grad		
	May 27, 2016	Zone 2/3 Edwin Parr Dinner	Edmonton	
JUNE				
	June 6/7, 2016	ASBA Spring General Meeting	Red Deer	
JULY				
	July 6/7, 2016	National Gathering on Aboriginal Education	Winnipeg	
	July 7-9, 2016	CSBA Congress	Winnipeg	