



BOARD OF TRUSTEES REGULAR MEETING

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

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

AGENDA

Monday, April 11, 2016 | 2:00 p.m. - Call to Order
3:30 P.M. – Public Meeting

1. **Call to Order:** Noreen Radford
2. **In-Camera**
3. **Out-of-Camera at 3:30 p.m.**
4. **Opening Prayer:** René Tremblay
5. **Approval of Agenda**
6. **Presentation Delegation:**
7. **Approval of Minutes & Summaries**
 - 7.1 Regular Board Meeting Minutes of March 21, 2016 Attached
 - 7.2 Board Advocacy Committee Meeting Summary of April 4, 2016 Attached
8. **Approval of Committee & Event Reports from Advocacy Committee Meetings**
 - 8.1 Alberta School Boards Association Zone 2/3 (Crockett) Attached
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 15 – School Closure and Board Policy 17 – Public Interest Disclosure (Keohane) Attached
12. **Action Items**
 - 12.1 New: Draft Board Policy 19 - Acknowledging Territories of Indigenous People Within District Events 2nd Reading (Keohane) Attached
 - 12.2 BELRA Presentation Format (Keohane) Attached
13. **New Business**

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
 - District Organizational Charts (Schlag) Handout
 - 14.2.2 Educational Leadership
 - Leadership Succession Planning Report (McGuinness) Attached
 - 14.2.3 Fiscal Responsibility
 - Draft Principles for the Basis of Allocations (Schlag) Attached
 - 14.2.4 Communications and Community Relations
 - Communications Plan Update (Bruineman) Attached

15. Board Commitments Attached

16. Clarification Period for Public & Media

(Related to agenda items, only as deliberated)

17. Trustee Request for Information

18. Closing Prayer: René Tremblay

19. In-Camera *(if applicable)*

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

21. Adjournment



BOARD OF TRUSTEES REGULAR MEETING

APRIL 11, 2016

ATTACHMENT FOR AGENDA ITEM 7.1

Regular Board Meeting Minutes of March 21, 2016

BACKGROUND:

Please see attached.

RECOMMENDATION:

THAT the Board of Trustees approve the minutes of the regular meeting of the Board held on March 21, 2016 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, March 21, 2016, 2:00 P.M.
District Office, 6 St. Vital Avenue,
St. Albert, AB**

MEMBERS PRESENT Trustees 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.

IN CAMERA

171/16 Trustee Shaw: **THAT** the Board of Trustees move In Camera at 2:00 p.m.
CARRIED (6/6)

OUT OF CAMERA

172/16 Trustee Proulx: **THAT** the Board of Trustees move Out of Camera at 3:28 p.m.
CARRIED (6/6)

OPENING PRAYER Trustee Crockett offered the Opening Prayer and acknowledged the International Day of Racial Discrimination.

APPROVAL OF AGENDA

173/16 Trustee Tremblay: **THAT** the Board of Trustees approve the agenda as amended with the addition of 13.1 New Business Discussion with MLA's re: Educational Issues.
CARRIED (6/6)

PRESENTATION DELEGATION

No delegations.

APPROVAL OF MINUTES & SUMMARIES

174/16 Trustee McEvoy: **THAT** the Board of Trustees approve the following minutes and summaries in one group as circulated:

- Special Board Meeting Minutes of February 22, 2016
- Regular Board Meeting Minutes of February 22, 2016
- Board Advocacy Committee Meeting Summary of March 7, 2016
- Capital Committee Meeting Summary of March 7, 2016

CARRIED (6/6)

APPROVAL OF REPORTS FROM ADVOCACY COMMITTEE MEETING

175/16 **Trustee Crockett:** **THAT** the Board of Trustees approve the five committee reports from the Board Advocacy Committee meeting held on March 7, 2016 with the amendment to 8.2 Alberta School Boards Association with the term “required” in place of “requested.”
CARRIED (6/6)

GOOD NEWS

Trustee Radford shared the Good News Report.
Trustee Tremblay judged GHP Science Projects and it was mentioned that there were some fascinating Science discoveries.
Trustee McEvoy acknowledged J.J. Nearing School’s participation in the ATB Branch; an outstanding and fun experience for students. This branch makes the total number of schools participating in the District to three schools.

QUESTIONS FROM THE PUBLIC

None

CONSENT ITEMS

Review of Board Policy 14 – Hearings on Teacher Matters (Keohane)

176/16 **Trustee Shaw:** **THAT** the Board of Trustees approve the review of Board Policy 14 – Hearings on Teacher Matters with no changes.
CARRIED (6/6)

ACTION ITEMS

By-Election Plans
Secretary-treasurer Schlag presented four options for timing of the By-Election between August 2016 and November 2016 to fill the vacant seat of the Board.

177/16 **Trustee Proulx:** **THAT** the Board of Trustees approve the date for the by-election to fill the one vacancy in the St. Albert Ward as September 19, 2016 and that all other associated dates for required actions be in accordance with timelines in the *Local Authorities Election Act*.
CARRIED (6/6)

178/16 **Trustee Proulx:** **THAT** the Board of Trustees appoint Deborah Schlag, Secretary-Treasurer for Greater St. Albert Catholic Schools, as Returning Officer for the school board by-election of one Trustee in the St. Albert Ward on September 19, 2016.
CARRIED (6/6)

179/16 **Trustee Proulx:** **THAT** the Board of Trustees reschedule the Organizational Meeting of the Board from August 29, 2016 to September 26, 2016.
CARRIED (6/6)

Board Meeting Schedule Revision

Secretary-treasurer Schlag updated the Board on the timelines for receiving Provincial Budget information and presented a proposal for consideration to reschedule the Committee of the Whole Meeting for the purpose of Budget Review to optimize discussions for budget planning purposes.

180/16

Trustee Proulx: THAT the Board of Trustees cancel the May 16, 2016 Regular Meeting and reschedule the date for a Committee of the Whole Meeting for Budget 2016-17 review.

CARRIED (6/6)

2017 – 2020 Capital Plan

Secretary-treasurer, Schlag updated the Board on the requirement to annually submit a Capital Plan and a brief overview was provided on the projects under consideration for submission including the modernization of Morinville Community High School, upgrades to Bertha Kennedy Catholic School and a modernization of Legal School.

181/16

Trustee Proulx: THAT the Board of Trustees approve the Legal Modernization for inclusion in the 2017-2020 Capital Plan.

DEFEATED (1 in favor, 5 opposed)

182/16

Trustee McEvoy: THAT the Board of Trustees approve the MCHS CTS Renovation for inclusion in the 2017-2020 Capital Plan.

CARRIED (6/6)

183/16

Trustee Crockett: THAT the Board of Trustees approve the BK Air Handling Renovation for inclusion in the 2017-2020 Capital Plan.

CARRIED (6/6)

184/16

Trustee McEvoy: THAT the Board of Trustees defer consideration of the Legal Modernization until written requests have been received from both the Francophone Board and Sturgeon School Division confirming the priority ranking of this project in their respective Capital Plans, prior to inclusion in the 2017-2020 GSACRD Capital Plan.

CARRIED (5 in favor, 1 opposed-Proulx)

185/16

Trustee McEvoy: THAT the Board of Trustees rank the MCHS CTS Renovation as the number one priority and the BK Air Handling Renovation as the number two priority of the 2017-2020 Capital Plan.

CARRIED (6/6)

186/16

Trustee McEvoy: THAT the Board of Trustees approve the Three-Year Capital Plan for 2017-2020 with the following two projects and ranked priorities, MCHS (1) and BK(2), with electronic submission to follow on or before the April 1, 2016 submission deadline.

CARRIED (6/6)

Policy 19 – Acknowledging Territories of Indigenous Communities within District Events

Superintendent Keohane presented a draft policy that would provide guidance to the Board and District to honour Indigenous

people in the communities that the District serves and a protocol for doing this. The Board was credited for their leadership in taking steps to bring this important initiative into policy. Trustee Radford acknowledged the work of trustee Crockett in her work advocating for First Nations Metis Inuit and putting this into action.

187/16

Trustee Crockett: THAT the Board of Trustees review and make recommendations for Draft Policy 19 – Acknowledging Territories of Indigenous Communities within District Events.

CARRIED (6/6)

Agenda Packages for Regular Meetings

Superintendent Keohane presented an option to address the request for having meeting packages prepared seventy-two hours in advance of Board meetings with consideration for implementation in the next school year.

188/16

Trustee McEvoy: THAT the Board of Trustees consider the extension of the timeline between package distribution when it plans for its 2016 – 2017 meeting framework, and does so by arranging for bi-weekly meetings.

CARRIED (6/6)

Tracking Systems for Motions and Requests for Information

Superintendent Keohane updated the Board on a tracking system that has been a work in progress which has recently been completed and is currently active.

189/16

Trustee McEvoy: THAT the Board of Trustees receive this status update as information to support Board accessibility to board motions and trustee requests for information.

CARRIED (6/6)

2016 Edwin Parr Teacher Award Nomination

Assistant superintendent McGuinness presented two outstanding nominees for this year's Edwin Parr Teacher Award: Dean Neumeier, teacher at St. Albert Catholic High and Aaron Adams, teacher at R.S. Fowler; and presented the recommendation to submit Aaron Adams as this year's recommendation.

190/16

Trustee Shaw: THAT the Board of Trustees approve the nomination of Aaron Adams from Richard S. Fowler Catholic Jr. High School as the district's nominee for the 2016 Edwin Parr Teacher Award.

CARRIED (6/6)

NEW BUSINESS

ASBA Meeting April 12, 2016

Trustee Radford shared with the Board the opportunity to attend a meeting hosted by ASBA with MLA's to discuss topics of educational importance.

INFORMATION ITEMS

Report from the Chair

Correspondence was shared including letters of support and accolades from Archbishop Richard Smith and Bishop Paul Terrio for the District's work in honouring Sister Marie Alphonse and St. Kateri Tekakwitha with the naming of the new school infrastructure in St. Albert and Morinville, respectively.

Letter from Nolan Crouse for the efforts of the District in their work on the Safe Journeys to School. A thank you note from ESSMY was shared for Board's participation in the Blessing of the Chapel. In addition, a letter from Mayor Holmes, President, AUMA regarding current process for citing school sites and acknowledged the letters received responding to the guidelines' for LGBTQT and the impact on parent rights.

Trustee Radford updated the Board on the agenda for the upcoming Annual Reciprocal Use Meeting Agenda. No additional items were contemplated at this time.

MEETING EXTENSION

191/16 **Trustee Crockett:** **THAT** the Board of Trustees extend the Regular meeting of the Board until 6:30 p.m. **CARRIED (6/6)**

Report from the Superintendent

Superintendent Keohane presented the feedback received from the Ministry in response to the 2015/2016 to 2017/2018 Three Year Education Plan and the 2014/2015 Annual Education Results Report which commends the District on their outstanding work and commitment to continuous improvement.

Assistant superintendent McGuinness updated the Board on field trip activity including those approved for International travel.

Secretary-treasurer Schlag provided a Quarterly Financial Update to the Board and also presented a progress report on Plant Operations and Maintenance, and a summary of the projects funded by the Infrastructure Maintenance and Renewal Grant across the District.

Superintendent Keohane presented a summary report as a follow up to the recent consultation indicating this report will be shared publicly through the District website.

Secretary-treasurer Schlag presented information on a Memorandum of Understanding that outlines how the District would co-operate and respond to emergencies that impact the City of St. Albert by allowing school facilities to be used as evacuation centres.

192/16 **Trustee Proulx:** **THAT** the Board of Trustees receive the superintendent's report as information. **CARRIED (6/6)**

BOARD COMMITMENTS

193/16 **Trustee Crockett:** **THAT** the Board of Trustees approve the Board Commitments as presented and updated at this meeting. **CARRIED (6/6)**

CLARIFICATION PERIOD FOR PUBLIC & MEDIA

Janet Hooke requested an amendment to Good News to include Jacqueline Weir, teacher and Leanne Oake, library technician, both with SACHS in the acknowledgement for their work with the cheerleading team.

TRUSTEE REQUEST FOR INFORMATION

Trustee Radford would like to receive more information on the following three topics: (1) Open classroom concept (Hub), (2) update on the Thought Exchange next steps and (3) district organizational charts. Superintendent Keohane provided information on the next steps in the Thought Exchange process. Responses on the open concept classroom and district organizational charts will be provided at a future meeting.

CLOSING PRAYER

Trustee Crockett offered the closing prayer.

IN CAMERA

194/16

Trustee Tremblay: **THAT** the Board of Trustees move In Camera at 5:58 p.m.

CARRIED (6/6)

OUT OF CAMERA

195/16

Trustee Tremblay: **THAT** the Board of Trustees move Out of Camera at 6:23 p.m.

CARRIED (6/6)

MEETING EXTENSION

196/16

Trustee Tremblay: **THAT** the Board of Trustees extend the Regular meeting of the Board until 7:00 p.m.

CARRIED (6/6)

IN CAMERA

197/16

Trustee Tremblay: **THAT** the Board of Trustees move In Camera at 6:24 p.m.

CARRIED (6/6)

OUT OF CAMERA

198/16

Trustee Shaw: **THAT** the Board of Trustees move Out of Camera at 6:49 p.m.

CARRIED (6/6)

ADJOURNMENT

199/16

Trustee Tremblay: **THAT** the Board of Trustees adjourn the regular meeting at 6:49 p.m.

CARRIED (6/6)

Secretary Treasurer

Chair



BOARD OF TRUSTEES REGULAR MEETING

APRIL 11, 2016

ATTACHMENT FOR AGENDA ITEM 7.2

Board Advocacy Committee Meeting Summary of April 4, 2016

BACKGROUND:

Please see attached.

RECOMMENDATION:

THAT the Board of Trustees approve the summary of the Board Advocacy Committee meeting held on April 4, 2016 as circulated/as circulated and amended.

**SUMMARY OF THE BOARD ADVOCACY COMMITTEE MEETING OF
GREATER ST. ALBERT RCSSD NO. 734
MONDAY, APRIL 4, 2016**

COMMITTEE MEMBERS PRESENT

Trustees Crockett, McEvoy, Proulx, Radford, and Tremblay

COMMITTEE MEMBERS ABSENT

Trustee Shaw

ADMINISTRATION PRESENT

D Keohane, superintendent; D Schlag, secretary-treasurer, D. Quick, assistant superintendent

CALL TO ORDER

Trustee Crockett called the meeting to order at 7:30 p.m.; Trustee Proulx offered the opening prayer.

ADDITIONS TO THE AGENDA

4.6 ATA Induction Ceremony – Trustee Tremblay to attend

4.7 Merits of a Community Conversation on Catholic Education (Crockett)

Other Reports: We Day discussion (Crockett); Rural Symposium (Radford)

MAKER SPACES PRESENTATION

Kelly Liusz Moser from the Albert Lacombe Catholic Elementary School Learning Commons provided Trustees with an overview of the contrast between a Learning Commons and a traditional Library. Ms. Moser shared a one page handout of Learning Commons Guidelines from Inspiring Education with Trustees and provided materials for Trustees to sample an activity explored by students in the Learning Commons Maker Spaces; using only materials available in the cup provided, figure out the best way to launch an army figurine with loft and distance.

Ms. Moser explained that Maker Spaces was a pedagogical strategy to differentiate learning, putting the student at the centre of the learning, to meet circular outcomes in fun, imaginative, and collaborative ways. She explained that she had been transforming the “library” and developing various techniques, using the “station approach” over the last three years to encourage deeper learning, with a goal to promoting intellectual freedom and increasing the problem solving capacity of students. The various stations focused on technology, building, creation, challenge, literacy and writing, and learning. Ms. Moser answered questions from Trustees and explained that schools within the District were at different levels of transition to a Learning Commons and the employ of Maker Spaces.

TRUSTEE COMMITTEE REPORTS

Trustee Crockett provided a written report from her attendance at the March 18, 2016 ASBA Zone 2/3 Meeting. Trustee Crockett provided an overview of parent comments from her attendance at recent school council meeting on WE Day. Trustee Radford provided a verbal report and shared some notes with Trustees from the RURAL Symposium that she attended.

POSSIBLE MEETING DATES & TIMES for 2016-17

Trustees reviewed a potential schedule for 2016-17 with fewer meeting dates but more hours than the current year as a possible format for next year, but after discussion preferred to go back to the current format of one evening Advocacy Committee meeting per month and two Regular afternoon meetings similar to what is in place now rather than the proposed all day format. Suggestions were offered and a new option will be presented for consideration and discussion prior to the end of the year.

COMMUNITY CONVERSATION on CATHOLIC EDUCATION

Trustee Crockett shared ideas that were circulated during her attendance at a “think tank” type of meeting on Catholic Education with the Trustees.

TRUSTEE DEVELOPMENT / BOARD ADVOCACY

Governance Rules – Motions and Amendments

Secretary-treasurer Schlag provided a video with lawyer Kevin Feehan, explaining the essence of a motion and when an amendment was in order, stressing that only 3 levels at a time could be dealt with.

Trustee Proulx offered the closing prayer. The meeting was adjourned at 9:55 p.m.



BOARD OF TRUSTEES REGULAR MEETING

APRIL 11, 2016

ATTACHMENT FOR AGENDA ITEM 8

Committee & Event Reports

PREPARED BY:

8.1 Alberta School Boards Association (Crockett)

Attached

RECOMMENDATION:

THAT the Board of Trustees approve the committee reports from the Board Advocacy Committee meeting held on April 4, 2016.



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

Committee Report Summary

Board Advocacy Committee Meeting Date: April 4, 2016

Submitted by Trustee: Joan Crockett

Committee/Event Name: ASBA Zone 2/3 Annual Meeting

Committee Meeting Date: March 18, 2016

Highlights:

ASBA President's Report provided by Mary Martin, Vice President

- Meeting with Minister Eggen and Deputy Minister Rosen with regards to Education Act. Education Act will be proclaimed in the Spring 2016 and implemented Fall of 2016.
- **Minister Larivee** shared that the Municipal Government Act will be tabled during the Spring Session. Opportunity for consultations will take place during the summer and proclamation to take place in the fall.
- 5 elements of concern to Boards: School Closures, Off-Site Levies, Reserve Size, Reserve Allocation and Site Design. School Reserve size is the greatest concern with the recommendation to reduce the 10% allocation recommended to 5%. Smaller land size may then require multi story schools which is not desirable for younger students.

Zone Chairs Report – Cheryl Dumont

- Education Issues Forum – April 12 (all day & MLA Meet and Greet Evening) and April 13 half day - Matrix Hotel
- ASBA Directors to revisit and update Mission, Vision and Values
- ASBA Annual Report – potential for Districts to include a highlight or success story. Contact Heather Tkachuk before May 5. Report release – Fall 2016.
- **Upcoming Events and Deadlines:**
 - April 22** - ASEBP Presentation – Jennifer Carson,
 - Initial Discussion of Zone Proposed Polices,
 - ASBA Budget & Strategic Plan presentation – Jean Boisvert & Cathy Williams
 - Learning Technology Framework – Phase 2 – Brian Callaghan
 - May 1** – Emergent Deadline for SGM
 - May 27** – Zone 2/3 meeting and Edwin Parr Evening @ Executive Royal Inn
 - June 5 – 7** – Spring General Meeting – Red Deer
 - June 9-11** – Canadian Catholic School Trustee Association – Yellowknife
 - July 6 – 9** – Canadian School Board Association Conference - Winnipeg

Next meeting – April 22, 2016 – St Anthony Centre, 10425 – 84 Ave Edmonton



BOARD OF TRUSTEES REGULAR MEETING

APRIL 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

April 11, 2016

Community News

- The results from the **Thoughtexchange** process on Student Wellness was released publicly! The District was so pleased to have over 2,000 participants of which 50% were students. Thank you to all participants for sharing your voice on this important conversation.
- **École Marie Poburan** will be celebrating its 25th Anniversary on June 1, 2016! Former staff, students and community members are invited to attend their Open House and public celebrations. Information on events will be available soon on their school website.

School News

- The Bobkats are having an outstanding sports season and share the following highlights:
 - At the Klondike Relays, **Bertha Kennedy** competitors won the overall title in the grade 3 & 4 age group, and finished 2nd overall in the grade 5 & 6 age categories.
 - At the annual Running Room Games (formerly known as the Journal Games), Stephanie Hazlewood (BK running coach) was the first ever female winner of 'Coach of the Year.'
 - At the recent AB Open, Bertha Kennedy wrestlers won two team championships. Both male and female provincial champions titles in the grade 5 & 6 age group.
 - The school has two new banners to hang in their newly refinished gym - both walls and flooring have been refurbished. Our gym is looking great! (Many thanks to Ron Gamache and all our maintenance men for their work/support).
- **MCHS** shared a number of highlights regarding recent events and activities:
 - Students held a performance Coffee House at the Morinville Community Cultural Centre where students sang, played music, performed poetry and shared the spoken word to raise \$1300 for the Hair Massacure. Money raised are for the Northern Alberta Make-a-Wish Foundation and Stollery Childrens' Hospital.
 - The Senior Girls' Basketball Team at **MCHS** placed 5th at the Provincial Championships for 3A schools just before spring break.
 - The twenty-eight students at **MCHS** who travelled to Japan over Spring Break had an outstanding time learning about the culture and the country.



BOARD OF TRUSTEES REGULAR MEETING

APRIL 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 the policy is meeting its intended purpose.

Board Policy 15 – School Closure/Realignment and Board Policy 17 – Public Interest Disclosure were last reviewed in April 2015 with no recommended changes.

No changes are recommended for either policy at this time.

RECOMMENDATION:

THAT the Board of Trustees approve the review of Board Policy 15– School Closure and Board Policy 17 – Public Interest Disclosure with no changes.

SCHOOL CLOSURE/REALIGNMENT

The Board recognizes that the closure of a school or a portion thereof, or realignment of attendance areas, is a necessary consideration in ensuring the equitable use of the resources placed in its trust.

1. In the event of a possible school closure or realignment of attendance areas affecting three or more grades, the Board will communicate the proposed changes to staff, parents and students and other affected ratepayers prior to any decision being made.
2. The process for the closure of schools is outlined in the Closure of School Regulation, Alberta Regulation 238/97. Prior to any decision on a school closure or a realignment of attendance areas, the superintendent shall review the Regulation to ensure that the process to be followed by the Board is in compliance with provincial requirements.
3. The Board, upon receiving a referral from the Superintendent of Schools regarding the possible closure of a school, shall determine whether or not to proceed with further study.
4. Should the Board wish to proceed with a consideration of closure, the Board will have the matter raised as a notice of motion at a regular meeting of the Board, and details will be provided which will identify the specific school or portion of the school affected.
5. Following the notice of motion, a letter will be sent to the parents of every child in the school(s) affected, notifying them of the fact and the implications of the notice of motion. The letter must address questions relating to how a specific closure or realignment of grade would affect the following:
 - 5.1 Attendance area(s) for affected school(s).
 - 5.2 Relevant information as outlined in the Board's Long Range Capital Plan.
 - 5.3 Attendance at other school by students relocated because of the school closure or realignment.
 - 5.4 The need for, and extent of, busing.
 - 5.5 The effect on the social environment of the community.
 - 5.6 Program implications for the students when they are attending other schools.
 - 5.7 Program implications for other schools.

- 5.8 The educational and financial impact of closing the school or realignment of the grades including the effect on operational costs and the capital implications.
 - 5.9 The financial and educational impact of not closing the school or realigning the grade structure.
 - 5.10 The capital needs of other schools that may have increased enrolment as a result of the closure.
 - 5.11 Proposed disposal or use for the school that is to be closed.
6. Following the notice of motion and written notice to parents, a public meeting will be organized by the Board for the purpose of discussing the proposed resolution, its implications for the students and the system, its implementation and possible alternatives. The date and the place of the public meeting shall be:
 - 6.1 Advertised in 5 or more conspicuous places in the area of the school or schools affected by the closure for at least two weeks prior to the date of the public meeting.
 - 6.2 Published in a newspaper circulating within the area or areas of the school or schools affected by the proposed closure, once per week for at least two weeks prior to the date of the public meeting.
 7. On the date set for the public meeting; the Board will convene at the time and place specified to discuss:
 - 7.1 the possible closure;
 - 7.2 the implication for the students, the community, and for the school system;
 - 7.3 possible implementation plans; and
 - 7.4 possible alternatives.
 8. At the public meeting, the Board shall provide an opportunity for the council(s) of the municipality in which the school is located to provide a statement to the Board of the impact the closure may have on the community.
 9. A minimum of two trustees shall attend the public meeting.
 10. Following the public meeting, there shall be a minimum period of three weeks for electors to make written representation to the Board regarding the possible closure.
 11. A public hearing will provide for representatives of concerned electors to present their reactions to the Board, to comment upon the response and to answer questions.
 12. Following the public hearing, the debate and vote on the motion will take place at a regular meeting of the Board.

13. Subsequent to the final debate and vote on the motion, and if the vote is in favour of school closure, the Board shall request approval from the Minister forthwith in order to proceed with the closure.

Reference: Section 58, 2000, School Act
Alberta Regulation (Closure of Schools Regulation) 238/1997

PUBLIC INTEREST DISCLOSURE (WHISTLEBLOWER PROTECTION)

Background Statement

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

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

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

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

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

Procedures

1. Designation of Chief Officer

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

2. Designation of Designated Officer

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

3. Application of this Policy to “Wrongdoings”

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

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

4. No Reprisals

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

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

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

5. Disclosures

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

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

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

6. Investigations

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

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

7. Timelines

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

8. Report

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

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

9. Good Faith

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

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

10. Annual Reporting

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

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

10.1.2. the number of disclosures acted on; and

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

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

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

11. Policy Communication

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

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

Adopted: April 28, 2014



GREATER ST. ALBERT CATHOLIC SCHOOLS

DISCLOSURE OF WRONGDOING TO DESIGNATED OFFICER FORM

General Contact Information

Name:

Mailing Address

City	Province	Postal Code
------	----------	-------------

Preferred Telephone

Work	Home	Cell
------	------	------

Alternate Telephone

Work	Home	Cell
------	------	------

E-mail

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

Phone	E-mail	Mail
-------	--------	------

Name of School

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

Name

Title

Organization

Organization Address

City

Province

Postal Code

Work Telephone

E-mail

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

Declaration

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

Signature

Current Date

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



BOARD OF TRUSTEES REGULAR MEETING

April 11, 2016

ATTACHMENT FOR AGENDA ITEM 12.1

New: Policy 19 – Acknowledging Territories of Indigenous Communities within District Events 2nd Reading

PRESENTER:

David Keohane, superintendent

BACKGROUND:

At the March 21, 2016 regular meeting, the proposed draft Policy 19- Acknowledging Territories of Indigenous Communities within District Events feedback received approval. No changes were recommended and the policy is now presented to the Board for a second review.

This draft policy and the amended Administrative Procedure impacting school operations will be presented to the Policy Advisory Committee and then it is anticipated that the final reading final of this policy take place at the April 25, 2016 regular meeting.

RECOMMENDATION:

THAT the Board of Trustees approve a second Draft Policy 19 – Acknowledging Territories of Indigenous Communities within District Events and direct the superintendent to bring back a final draft to the April 25, 2016 regular meeting.

ACKNOWLEDGING TERRITORIES OF INDIGENOUS COMMUNITIES WITHIN DISTRICT EVENTS

Background Statement

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

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

Procedures

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

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

6. The generally accepted acknowledgment for meetings will be as follows:
The Greater St. Albert Catholic School Board acknowledges that it is meeting on the original lands of the Cree, those of Treaty 6, and on the homeland of the Métis Nation.
7. In the spirit of supporting the outcomes of the Truth and Reconciliation Commission of Canada, the following addition to the previously stated acknowledgment will be stated at the opening Regular Meeting of the School Year, and the first Regular Meeting in January, and at the last Regular Meeting in June:
We acknowledge the harms and mistakes of the past, and we dedicate ourselves to move forward in partnership with Indigenous communities in a spirit of reconciliation and collaboration.
8. At the discretion of the Board chair, the additional acknowledgment stated in item 7, may be read when chairing a meeting the presence of First Nation / Métis people, or First Nation / Métis elders.



BOARD OF TRUSTEES REGULAR MEETING

April 11, 2016

ATTACHMENT FOR AGENDA ITEM 12.2

BELRA Presentation Format

PRESENTERS:

David Keohane, superintendent of schools

BACKGROUND:

At the February 22nd, 2016 regular meeting, the following motion was approved:

THAT the Board of Trustees continue to present the BELRAs but will direct the superintendent to consult with administrators to find a time when the majority of staff are able to attend, such as at PD sessions, early closing staff meetings, celebrations, etc. The superintendent will then present suggestions to the Board at the April 11, 2016 regular board meeting for adoption of the new format.

Our district principals have confirmed that BELRA presentations would be best made within the staff meetings on non-operational days for schools. This assures a captive audience of all school staff, and provides flexibility to present at different times during staff meeting days. The implication of this approach for trustees is that they would need to be available during the morning or afternoon sessions of these meetings, and be prepared to conduct multiple presentations in one day during a window of opportunity that will occur between December and February within the school year.

RECOMMENDATION:

THAT the Board of Trustees approve the presentation of BELRA awards for the 2016 – 2017 during staff meeting days for staff in our schools.



BOARD OF TRUSTEES REGULAR MEETING

APRIL 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
April 11, 2016**

***Trustee Request for Information**

District Organizational Chart

At the March 21, 2016 regular meeting, Trustee Radford requested information regarding the District's organizational chart. Secretary-Treasurer, Deb Schlag, will provide information regarding the District's organizational chart. (Handout)

Educational Leadership

Leadership Succession Planning

Assistant Superintendent, Sean McGuinness, will provide an update on succession planning in GSACRD. (Attached)

Fiscal Responsibility

Draft 2016-2017 Principles for the Basis of Allocations

Secretary-Treasurer, Deb Schlag, will provide a draft of the Principles for the Basis of Allocations. (Attached)

Communications and Community Relations

Communications Plan Update

Communications Manager, Carol Bruineman, will provide a communications plan update. (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

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

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

Telephone (780) 459-7711

Fax (780) 458-3213

www.gsacrd.ab.ca

DATE: April 7, 2016

TO: David Keohane
Superintendent of Schools

FROM: Sean McGuinness
Assistant Superintendent of HR & Leadership Services

RE: Leadership Development and Succession Planning Report

Attached is the Leadership Development and Succession Planning Report for 2015/16.

This report builds on the report provided to the board on April 16, 2015 and continues to focus on initiatives outlined in the 2014/15 report, developments specific to 2015/16 and goals for the future.

Sean McGuinness
Assistant Superintendent,
Human Resources/Leadership

Faith in Our Students

PASSION • RELATIONSHIPS • COMMITMENT • HOPE • INNOVATION • EXCELLENCE

LEADERSHIP DEVELOPMENT and SUCCESSION PLAN 2016

Our Human Resources team, as part of our daily work, continually recruit personnel in an effort to have the best people available whenever a position may become available. To this end, we continue to advertise with applytoed.com, describing areas of need. As French Immersion teachers continue to be in demand, we recently chosen to advertise in Eastern Canada and have made contact with prospective teachers. We pay close attention to the student teachers in practicum placements in our schools and remain in conversation with Dan Haley at the Faculté.

Like all other districts we are regular attenders at the various recruitment fairs, offered by Concordia University of Edmonton, the University of Alberta and the Faculté. Our continuous advertisement with Apply to Education, which endeavors to add substitute teachers to our roster, continues to be a reliable entry point for teachers looking for opportunities in the Greater St. Albert area. Our French Immersion administrators continue to provide valuable service with attending the Faculté's Career Fair and interviewing potential candidates.

This year, we chose to add a French Immersion teacher to our Substitute Teacher Roster, in a temporary contract position. As this is a 1.0 FTE contract, we endeavor to keep her working every day in either day to day assignments or short to long term placements.

Below are the key strategies that contribute to our overall succession plan:

1. Screening:

Our two main screening tools that we use to shortlist candidates are the priest reference letter and Gallup Insight Score. The various Insight scores (SI, TI and PI for support, teacher and principal insight), is a predictor of talent, which has proven to be a valuable tool. GSACRD's hires over the past five years, are proving to be excellent hires to the district.

2. Vice Principal Application Form

During the 2015/16 school year we instituted the new vice principal application process and ran two administrative cycles on November 15, 2015 and March 15, 2016. Applications require the support of eight (8) supporting staff members and are adjudicated by the VP Application Panel. A cut-off score is established, which determines which applications are advanced to the interview stage. Applicants with successful interviews are advanced to an administrative assignment, or advanced into the VP Pool.

3. Administrative Pools

The process for the creation of the VP Pool is described above. The Principal Pool is created from successful principal applicants who have responded to advertised principal positions. Successful principal applicants can gain an immediate assignment, or can be placed in the Principal Pool, awaiting a suitable assignment. At this point in the process, the senior administrative team, in consultation with the District Principal, is seeking a match for the candidate in the pool, based on the needs of the school and the competencies of the administrator. When an administrative assignment becomes available in one of our schools, the administrative pools is the first consideration in seeking the best candidate for the open position. Both of our administrative pools have three candidates awaiting appropriate assignments.

4. External Advertisements

As stated previously, we constantly advertise to ensure we have healthy competitions for all of our available positions. And while we first consider our internal applicants and our administrative pools in seeking the best candidate for an available position, we always keep an eye on who is applying to our external advertisements, so as not to get caught with no one to consider for an open position.

In preparing for the upcoming school year, we typically advertise for external principals, shortlist, interview and these external applicants can either gain a pool placement, or an immediate placement. (Two external applicants gained immediate placements for the 2015/16 school year; one principal and one vice principal.)

5. Principal Professional Growth Plans and Vice Principal Career Path Planning Meetings

I meet with all of our principals in the fall to discuss their professional growth plans and our principals meet with their vice principals to discuss their PGP's, at approximately the same time. In the spring, I meet with all of our vice principals to discuss to career path plans and both meetings certainly help me in discerning administrative placements, which take place in April of each school year.

In hiring new vice principals, it is our hope they will aspire to become principals and not view the vice principal position as the ultimate goal. However, one of the key words in these discussions is "progression." We endeavor to set our administrators up for success and identifying appropriate stepping stones assists them with their administrative journey.

6. Leadership Development

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

In 2015/16 we only hired one brand new vice principal from within the district applicants and added two others to the VP Pool just prior to Christmas. The spring admin cycle only netted the district one VP applicant and due to the low number of new administrators, a cohort was never formed for the 2015/16 school year, but all of these successful applicants will be part of a Leadership Development cohort during the 2016/17 school year.

7. Book Study

During the 2014/15 school year, our administrators were welcome to meet and discuss Michael Fullan's most recent book, *The Principal; Three Keys to Maximizing Impact*, and this year we examined Vivianne Robinson's book, *Student Centered Leadership*. These opportunities are proving to be a valuable time to get together for some professional dialogue, where administrators share best practices and learn from one another. *Student Centered Leadership* was also the basis for our School Results Review (SRR) feedback to our administrative teams in November.

8. Administrator Assistance, Learning Walks and Professional Dialogue

Part of my role is to assist administrators on their daily journey and all know they can call, text, or e-mail me whenever they like. HR issues, challenging parents and personnel difficulties can arise at anytime and often times, I am able to assist the administrator in problem solving these situations over the phone. Some of these challenges are long term issues and may need a long term strategy, which we are able to contemplate together. My involvement in assisting administrative teams through these challenges also assists me in learning more about our administrators.

Like the other members of the senior administration team, I am the key contact for three schools and I do my best to be at these sites as much as possible, which includes conducting learning walks. The learning walks also provide opportunities for professional dialogue at all of our sites.

9. CCLC

Our Christ Centered Learning Community meetings, which occur one Tuesday per month, provide excellent opportunities for meaningful engagement between all of our members. Professional development and dialogue centered on Catholic Educational Leadership assists all of us on the journey and helps us learn more about our administrators on a monthly basis. Through this professional development and dialogue we learn more about ourselves and each other, as well as assisting each other on the journey.

Conclusions:

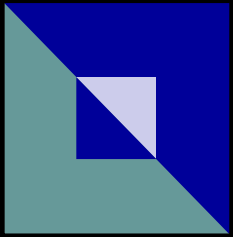
One of our greatest areas of need continues to be the recruitment of Catholic French Immersion teachers. We have already hired another temporary contract French Immersion teacher to the substitute teacher roster for the 2016/17 school year.

Where another Catholic School District has waived the need for a priest reference as part of the hiring process, we are not feeling the need to do this.

Our attrition rate remains at a minimum any given year and we continue to be very selective in our hiring practices. Despite minimal salary increases with the teacher's collective bargaining over the past four years, we have had very few retirements, therefore few openings. We will be advancing probationary contract teachers to continuous contract positions this year, as we did last year.

We will continue to offer the Retirement Transition Retirement Plan (RTOP) for teachers interested in retiring and collecting pension for up to 6 months of a school year. Since introducing the plan three years ago, we have had 2 teachers per year capitalize on the program.

It is through our continued devotion to success that we continue to develop and implement our district succession plan, which will serve our students indefinitely.



Principles for the



Basis of Allocations to **SCHOOLS**

2016-2017 – DRAFT



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

Draft – presented to Trustees April 11, 2016

PRINCIPLES FOR THE BASIS OF ALLOCATIONS

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

OVERALL BUDGET PRINCIPLES

All Schools and Departments will:

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

BUDGET PROCESS AND THE DETERMINATION OF ALLOCATIONS BY ENVELOPE

- ◆ The Board of Trustees is responsible for the success of all students on an equitable basis. Each site shall deploy its resources based on a strategy that best suits its school community through the development of an Organizing for Learning Plan for the purposes of identification of staffing needs.
- ◆ The District's annual budget process for the next school year begins in November of each year with confirmation of the current year's funding, which will be used as a comparison to the estimated revenues anticipated for the following year with NO increase in rates.
- ◆ All expected funding is categorized into 3 basic areas:
 1. Targeted Funding, with specific reporting requirements and not directly available for general instruction such as:
 - Program Unit Funding
 - External Services
 - Donations specific to School Generated Funds
 - Secondments (placement of staff with external agencies)
 2. Other Funding, directed to specific areas such as:
 - Operations and Maintenance / Capital Allocations
 - Transportation
 - Governance and Administration
 - Other Specific Amounts for Instruction (i.e. Home Education, English as a Second Language, FMNI, One-time Grants, Federal Funding, and instructional funds that will be allocated outside the classroom funding allocation model according to need).All funds in these categories are expected to have balanced budgets (Revenues less 3.6% = Expenditures)
 3. K-12 Instruction to Schools – funds available for directly funding the classroom that include the following:
 - Basic Instruction Rate (K-9)
 - Class Size Base Rate (K-3)
 - Earned Credit Enrollment Units (CEU's) Tiers 1-4 (10-12)
 - High School Flexible Funding (three-year average)
 - Socio-Economic Status Rate
- ◆ Enrolment projections are developed by the Secretary-Treasurer in conjunction with Principals, including the application of average entrance and retention rates to specific programs for planning purposes. Initial projections are conservative and based on the last three to five year average enrolment in Kindergarten and the roll-over of all other grades.
- ◆ These conservative projections are then forwarded to schools for comment.
- ◆ Funding for staffing is held centrally at the district level.



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

STUDENT-BASED DECISION MAKING

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

IMPLEMENTATION OF STUDENT-BASED DECISION MAKING

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



STUDENT-BASED BUDGET ALLOCATIONS

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

SCHOOL ALLOCATION MODEL

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



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

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

◆ ECS to Grade 3	22.0 students	
◆ Grade 4 to 6	26.0 students	
◆ Grade 7 to 9	27.5 students	TO BE CONFIRMED WHEN BUDGET
◆ Grade 10 to 12	28.0 students	IS RELEASED – APRIL 14, 2016

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

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

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



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

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

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



FEES

- ◆ Board directed fees are specified for ECS and Learning Resources. These fees are collected at the school level and forwarded to District Office for inclusion in the overall budget. The fees are charged to support the purchase of instructional materials and supplies. ECS and Learning Resource fees are applied to General Revenue for the District as part of the funding source of the Student Supplies and Services Allocation. See the attached addendum for rates.
- ◆ The out-of-province annual tuition fees are determined by the Secretary-Treasurer, approved by the Board, and specified in the attached addendum. All out-of-province tuition fees must be administered through the Finance Department at District Office by September 30th of each year and are subject to the withholding of 3.6% for District administration.
- ◆ All school generated fees must be discussed at a school council meeting prior to May 1st of the school year prior to the school year in which the fee becomes effective. Evidence of discussion, by way of a meeting date, must be provided to the Secretary-Treasurer on an annual basis. Any change in fees must be substantiated by a demonstrated need, clearly outlined in writing, and approved by the Secretary Treasurer prior to being implemented. A summary of all school generated fees in support of the general curriculum must be submitted to the Secretary-Treasurer by May 15th and will be reported to the Board in summary fashion each year, prior to the start of the school year in which they apply.
- ◆ All extra-curricular fees, such as athletic team fees, should be communicated to parents and should be limited to operating expenses for the current season of the team. All fees will be shared with the school administration and forwarded to the Secretary-Treasurer as soon as they are set in any given school year. This information will be shared with the Board, as it becomes available.



OTHER FUNDING

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



2016-2017 Fees Addendum

<i>Description</i>	<i>2016-17</i>
<i>ECS Fees</i>	\$0.00
<i>Learning Resource Fee</i> <i>(formerly known as Textbook Rental Fee)</i>	
<i>Grade 1 - 6</i>	\$0.00
<i>Grade 7 - 9</i>	\$0.00
<i>Grade 10 - 12</i>	\$0.00
<i>Out-of-Province Tuition Fees per annum</i> <i>(may be pro-rated monthly)</i>	
<i>Grade 1 - 12</i>	\$10,750.00

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



2016-2017 School Allocations Addendum

<i>Description</i>	<i>2016-17</i>
<i>Board Approved Class Size Standard</i>	
<i>ECS – Grade 3</i>	22.0 - <i>TBD</i>
<i>Grade 4 – Grade 6</i>	26.0 - <i>TBD</i>
<i>Grade 7 - Grade 9</i>	27.5 - <i>TBD</i>
<i>Grade 10 – Grade 12</i>	28.0 - <i>TBD</i>
<i>District Catholic Dimension Fund</i>	\$136,950 - <i>TBD</i> <i>may be modified by the Superintendent</i>
<i>Supplies & Services Allocation Rate</i>	
<i>ECS (per student)</i>	\$125 - <i>TBD</i>
<i>Grade 1 - 6</i>	\$200 - <i>TBD</i>
<i>Grade 7 - 12</i>	\$250 - <i>TBD</i>
<i>French Immersion Resource Allocation</i> <i>(per student: Grade 1-12)</i>	\$50
<i>Dual Track Grade Level FTE Allocation</i>	.135 FTE per grade
<i>District Funded Programming (IB & LTTA)</i>	<i>TBD</i>
<i>Fund For Professional Development, Licensing Fees, additional assessment etc. – to be shared among three schools.</i>	
<i>Average Teacher Salary & Benefit Allocation</i> <i>(subject to change on Sept 30th)</i>	\$102,915 - <i>TBD</i> <i>(per FTE)</i>
<i>Learning Commons Allocation</i> <i>(based on .515 FTE of Average Teacher Salary & Benefit Allocation) -</i> <i>TBD</i>	<i>TBD</i>



2016-2017 Centralized Needs Addendum

Centralized Instruction Needs:	Budget Centre	Per Student Rate
Christ Centred Learning Community (CCLC)	Asst Superintendent	TBD
Leadership Programs & Services (LPS)	Asst Superintendent	TBD
Administrators Planning Retreat	Asst Superintendent	TBD
Staff Development Committee	Asst Superintendent	TBD
Employee Assistance Program Services	Human Resources	TBD
Employee Course Reimbursement	Human Resources	TBD
Gallup Student Insight & Staff Engagement Contracts	Human Resources	TBD
Long Service Awards	Superintendent	TBD
Blueprints (lunch /venue/speaker /misc)	Superintendent	TBD
Religion Services	Superintendent	TBD
District Catholic Dimension (Youth Ministry)	Finance	TBD
Insurance	Finance	TBD
Merchant/User Fee & MBF Expenses - Centralized	Finance	TBD
Personnel Contingency Fund	Human Resources	TBD
District Principal	Asst Superintendent	TBD
Tech Services	Asst Superintendent	TBD
Curriculum & Lang Services	Asst Superintendent	TBD
		<u>TBD</u>
Sub-Total Centralized Needs:	Total per student:	<u>\$TBD</u> (6.95% of the Basic Grant)
Contribution to Diverse Learning Needs (includes Counsellors & Learning Support Facilitators)		<u>TBD</u> (11% of the Basic Grant)
2016-17 Basic Student Grant (grades 1-9)		<u>TBD</u>

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





DATE: April 11, 2016
TO: The Board of Trustees
FROM: David Keohane, superintendent of schools
SUBJECT: **Communications Plan Update**
PREPARED BY: Carol Bruineman, communications manager

BACKGROUND

An annual communication plan is drafted to support and make visible to the community the district's Strategic Plan. The following is an update on progress since the report given in December 2015.

APRIL 2016 UPDATE

Media: Since the start of the 2016 calendar year, the following items were addressed with the media including: the resignation of former trustee, D. Caron, Gender Identity & Expression, School Fees, Naming of Schools, Earth Day activities and Morinville Infrastructure.

Pre-K/Kindergarten EXPO's: Both the EXPO in St. Albert and Morinville saw record attendance this year with numbers of participants attending up by as much as 30%.

Advertising: Advertising during the first quarter of the year is one of the most significant period for promotion to encourage attendance at the EXPO's, School Open Houses and to promote registration at District Schools. The use of grocery bar ads was used as another communication channel to support print and digital advertising.

Summer School Update: In consultation with the Summer School leadership team, communications worked to implement an online registration process as well as create new promotional materials to communicate the change in location of the program this year.

Website Update: Communications is working with schools to put in place some consistent features on each website including a tab for "Catholic Faith" and movement to a blog on the homepage that will allow the District to submit news on topics that are of importance to all schools. In addition, a test of the emergency response notification system was conducted and modifications were made to ensure messages are posted without delays.

Social Media: We are seeing more and more school actively using social media accounts to share good news. The District monitors where possible activity on this site and we are encouraging the use of proper Hashtags which will allow communications the ability to follow the accounts more closely. It has been identified that some training on the use of Social Media to be included as a focus for the upcoming school year Communication Plan.

Additional communications: Parish Bulletins were distributed in February and March, and another update on the C2 Committee work was issued. The next edition of the Trustee News is planned in conjunction with Education Week which runs from May 2 to 6th.



BOARD OF TRUSTEES REGULAR MEETING

April 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
April				
	April 2, 2016	St. Albert RCMP Youth Academy	Bellerose High School (1:00 pm)	
	April 9-11, 2016	NSBA Annual Conference	Boston	
	April 12/13, 2016	ASBA Provincial Issues Forum	Matrix Hotel (Time 8:00 am-5:00 pm / 8:00 am - 12:15 pm)	
	April 13, 2016	ATA Liaison Meeting	District Office (4:00 pm)	
	April 15-16, 2016	Board Planning Session	Providence Renewal Centre	Radford, Tremblay, Shaw, Crockett, McEvoy, Proulx, Keohane, Schlag, Quick, McGuinness, Bruineman
	April 20, 2016	St. Albert Chamber Post Budget Luncheon	Sturgeon Golf and Country Club (11:30 am)	Keohane, Radford, McEvoy
	April 22-24, 2016	School Councils 2016 Conference and AGM	Delta Hotel Edmonton	
	April 25, 2016	Lunch Meeting with Bishop Terrio	GSACRD Office	Radford, Temblay, Shaw, Crockett, McEvoy, Proulx, Keohane
	April 26, 2016	Council of Councils' Meeting	GSACRD Office	
	April 28-May 1, 2016	SPICE	Delta, Kananaskis	
MAY				
	May 3-6, 2016	Blueprints	Delta, Kananaskis (Dr. Peter Feldmeier)	Keohane
	May 7, 2016	St. Albert Volunteer Recognition Awards	St. Albert Alliance Church (10:00 am)	
	May 12, 2016	Annual Reciprocal Use Meeting	SVGCC - 5:30 pm	Keohane, Schlag, Radford, Shaw, Tremblay, Crockett, McEvoy, Proulx
	May 13, 2016	ESSMY Grad	St. Albert Parish (1:00 pm - 3:00 pm)	
	May 20, 2016	SACHS Grad	Grad Jubilee Auditorium (1:00 pm)	
	May 27, 2016	Zone 2/3 Edwin Parr Dinner	Edmonton	
JUNE				
	June 1, 2016	EMP 25 Yr Celebration		
	June 2, 2016	Official Sacramental Launch	Edmonton Diocese (6:30 pm-7:30 pm)	
	June 3, 2016	St. Gabes Grad	St. Gabriel High School (12:00 pm)	
	June 6/7, 2016	ASBA Spring General Meeting	Red Deer	
	June 11, 2016	MCHS Grad	Northlands Expo (3:00 pm)	
	June 29, 2016	Year End Mass	St. Albert Parish (1:00 pm)	
JULY				
	July 6/7, 2016	National Gathering on Aboriginal Education	Winnipeg	
	July 7-9, 2016	CSBA Congress	Winnipeg	
November				
	November 18-20, 2016	ACSTA AGM	Westin, Edmonton	Keohane, Schlag, Crockett, McEvoy, Shaw, Proulx, Radford, Tremblay, TDB
	November 20-22, 2016	ASBA FGM	Westin, Edmonton	Keohane, Schlag, Crockett, McEvoy, Shaw, Proulx, Radford, Tremblay, TDB