



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 25, 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:** Joan Crockett
5. **Approval of Agenda**
6. **Presentation Delegation:**
7. **Approval of Minutes & Summaries**
 - 7.1 Regular Board Meeting Minutes of April 11, 2016 Attached
8. **Approval of Committee & Event Reports from Advocacy Committee Meetings**
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.)
12. **Action Items**
 - 12.1 New Draft Board Policy 19 - Acknowledging Territories of Indigenous People Within District Events Final Approval (Keohane) Attached
 - 12.2 Recruitment and Selection Policy Options (McGuinness, Keohane) Attached
 - 12.3 Board Strategic Priority Report (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

- Open Classrooms (Quick)

Attached

14.2.2 Fiscal Responsibility

- 2016-2017 Preliminary Budget (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. Closing Prayer: Joan Crockett

19. In-Camera *(if applicable)*

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

21. Adjournment



BOARD OF TRUSTEES REGULAR MEETING

APRIL 25, 2016

ATTACHMENT FOR AGENDA ITEM 7.1

Regular Board Meeting Minutes of April 11, 2016

BACKGROUND:

Please see attached.

RECOMMENDATION:

THAT the Board of Trustees approve the minutes of the regular meeting of the Board held on April 11, 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, April 11, 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

200/16 Trustee Tremblay: **THAT** the Board of Trustees move In Camera at 2:00 p.m.

CARRIED (5/5)

Trustee Proulx joined the meeting at 2:04 p.m.

OUT OF CAMERA

201/16 Trustee Shaw: **THAT** the Board of Trustees move Out of Camera at 3:15 p.m.

CARRIED (6/6)

The Board recessed until 3:30 p.m.

OPENING PRAYER Trustee Tremblay offered the Opening Prayer.

APPROVAL OF AGENDA

202/16 Trustee McEvoy: **THAT** the Board of Trustees approve the agenda as presented.

CARRIED (6/6)

PRESENTATION DELEGATION

No delegations.

APPROVAL OF MINUTES & SUMMARIES

203/16 Trustee Proulx: **THAT** the Board of Trustees approve the following minutes and summary in one group as circulated:

- Regular Board Meeting Minutes of March 21, 2016
- Board Advocacy Committee Meeting Summary of April 4, 2016

CARRIED (6/6)

APPROVAL OF REPORTS FROM ADVOCACY COMMITTEE MEETING

204/16 **Trustee Crockett:** **THAT** the Board of Trustees approve the March 18, 2016 Alberta School Boards Association Zone 2/3 meeting report as presented by Trustee Crockett at the Advocacy Committee meeting held on April 4, 2016.
CARRIED (6/6)

GOOD NEWS

Trustee Radford shared the Good News Report.

Trustees Crockett and Proulx both shared an update on the increase in the number of children receiving First Communion at their respective parishes. It was noted the increases are significant and may have been a result of the Sacramental Preparation Initiative jointly offered in our schools by the Edmonton Archdiocese.

QUESTIONS FROM THE PUBLIC

None

CONSENT ITEMS

Review of Board Policy 15 – School Closure and Board Policy 17 – Public Interest Disclosure (Keohane)

205/16 **Trustee McEvoy:** **THAT** the Board of Trustees approve the review of Board Policy 15 – School Closure and Board Policy 17 – Public Interest Disclosure with no changes.
CARRIED (6/6)

ACTION ITEMS

Policy 19 – Acknowledging Territories of Indigenous Communities within District Events

Trustee Radford read for the second time, Draft Board Policy 19 – Acknowledging Territories of Indigenous People.

206/16 **Trustee Proulx:** **THAT** the Board of Trustees approve a second reading of 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.
CARRIED (6/6)

BELRA Presentation Format

Superintendent Keohane presented an updated format that would maximize staff availability and participation.

207/16 **Trustee McEvoy:** **THAT** the Board of Trustees approve the presentation of BELRA awards for the 2016 – 2017 during staff meeting days for staff in our schools.
CARRIED (6/6)

NEW BUSINESS

There was no new business.

INFORMATION ITEMS

Report from the Chair

There was no report from the Chair.

Report from the Superintendent

Secretary-treasurer Schlag updated the Board on the current

organizational structure for District Office administration.

Assistant superintendent McGuinness updated the Board on the current vacancies and the position of the District to respond to these with qualified candidates through the work of Leadership Succession Planning.

Secretary-treasurer Schlag provided an update on the process for allocating funds to schools and shared a draft of the *2016-17 Principles for the Basis of Allocations to Schools* with Trustees. This is a process that is reviewed by the Board prior to actual budget information being approved. A note regarding the elimination of Board Directed Fees for the coming school year is reflected in this report.

Communications manager Bruineman shared an update on communication activities for the first quarter of the 2016 calendar year, as an update to the report provided in December 2015.

208/16

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

CARRIED (6/6)

BOARD COMMITMENTS

209/16

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

Lucie Roy inquired as to why media is not informed of the BELRA award presentations. Superintendent Keohane indicated that the Board of Education Leadership Recognition Award (BELRA) acknowledges a school's accomplishment in relation to their Accountability Pillar Results and overall contribution to the District's improvement from year to year. It is an award that has historically been celebrated internally with teaching staff in appreciation of their contribution.

TRUSTEE REQUEST FOR INFORMATION

Trustee Radford requested an update on the timelines for notification of staff retirements and announcement of new appointments. Assistant superintendent McGuinness shared the timeline for announcing appointments and indicated retirements are communicated once they are known, usually after May 21, 2016.

CLOSING PRAYER

Trustee Tremblay offered the closing prayer.

ADJOURNMENT

210/16

Trustee Tremblay: THAT the Board of Trustees adjourn the regular meeting at 4:30 p.m.

CARRIED (6/6)

Secretary Treasurer

Chair



BOARD OF TRUSTEES REGULAR MEETING

APRIL 25, 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 25, 2016

Community News

- **May 2 to 6, 2016 is Education Week.** This year's theme is *Learning Together* and the week provides an opportunity to celebrate all of the learning and education that our schools provide. Alberta has been celebrating Education Week for over 75 years and it gives communities an opportunity to celebrate the importance of education to society.
 - Bertha Kennedy plans to host a *Learning with Technology Week* during Education Week with the assistance of Karla Holt in the District. Please check with other schools for any special activities or events planned.
- The District is pleased with results from the annual Gallup Survey which measures engagement levels across the organization. The results this year are the highest seen since the initiative was implemented more than 8 years ago.

School News

Our school staff and students have been sharing their gifts and talents in music with outstanding award winning performances at the recent Rotary Club Music Festivals. Please join me in congratulating the following groups who all received gold medal honours:

- The **Vital Grandin Grade 3 Choir** who participated for the first time and earned a gold medal!
- The **grade 6 and grade 7/8 bands** with **G.H. Primeau** who also received gold medals for their performances.
- **J.J. Nearing's Senior Choir** also ended up with a gold medal for their performance!

ESSMY hosted a fun "Family Movie Night" for their feeder schools. The production Finding Nemo was shown and many adorable children showed up in Disney costumes to enjoy the evening festivities! All proceeds raised during the night will be sent to Development and Peace.

Congratulations to an outstanding grade 6 student at **Albert Lacombe, Kaylee Eaglesham** who was nominated for a Leaders of Tomorrow Award!

The **MCHS Cheer Team** brought home a bronze medal from the Cheerleading Provincials. The team has had an outstanding season and congratulation to all students and staff on this accomplishment.

MCHS was the recipient of a \$3,000 grant to put towards an outdoor classroom! We will be looking forward to seeing this classroom in action.

St. Albert Catholic High School held their 2nd Annual Farmer's Market with all proceeds raised going towards Development and Peace. Those who attended the market were able to purchase homemade treats and items! Thank you to the participants and supporters of this event.



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 Final Approval

PRESENTER:

David Keohane, superintendent

BACKGROUND:

At the March 21, 2016 and April 11, 2016 regular meetings, the proposed draft Policy 19- Acknowledging Territories of Indigenous Communities within District Events feedback received approval of the first and second readings. No changes were recommended and the policy is now presented to the Board for final approval.

RECOMMENDATION:

THAT the Board of Trustees approve Policy 19 – Acknowledging Territories of Indigenous Communities within District Events as presented.

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 in the presence of First Nation / Métis people, or First Nation / Métis elders.



BOARD OF TRUSTEES REGULAR MEETING

APRIL 25, 2016

ATTACHMENT FOR AGENDA ITEM 12.2

Policy Options for Recruitment and Selection of Personnel

PRESENTER:

David Keohane, superintendent of schools
Sean McGuinness, assistant superintendent

BACKGROUND:

At the February 22, 2016 regular meeting, Trustee Radford requested to have options regarding a policy on Recruitment and Selection of Personnel. The following motion was approved.

THAT the Board of Trustees direct the Superintendent to construct a proposed Policy - Recruitment and Selection of Personnel and bring options to the Board by April 25, 2016.

RECOMMENDATION:

THAT the Board of Trustees review and make recommendations relevant to the two options presented.

RECRUITMENT AND SELECTION OF PERSONNEL

The Board delegates to the Superintendent the responsibility to employ personnel who are committed to the goals of Catholic Education. The philosophy and performance of division teaching staff must be consistent with the teaching of the Catholic Church and the Board's mission, beliefs, values and goals.

1. The Board, in the case of the Superintendent, or the Superintendent or designate, in all other instances, will assume the sole responsibility for initiating the advertising process and will make every reasonable effort to ensure that all current Division employees are made aware of staff vacancies.
2. The Board has the sole authority to recruit and select an individual for the position of Superintendent.

Senior Administration (excluding Secretary-Treasurer)

3. The following process will be followed for the appointment of Senior Administrative positions; i.e. Assistant/Associate Superintendent:
 - 3.1 The Superintendent shall be responsible for the creation of a short list of candidates for these positions.
 - 3.2 The Superintendent shall compose an ideal candidate profile. The Board will be invited to provide feedback on the profile for the Superintendent's consideration.
 - 3.3 The Superintendent assembles the interview advisory panel. This panel shall consist of a two (2) trustees and any other panel members the Superintendent deems fit. The task of the panel is to be present for all interviews and provide the Superintendent with feedback relative to the candidates.
 - 3.4 The Superintendent has sole authority to make the hiring decision.
 - 3.5 These positions shall have a role description and each person occupying one of the positions shall have a written contract of employment. The Superintendent is delegated full authority to determine contract renewals.

Senior Administration – Secretary-Treasurer

4. In staffing the position of Secretary/Treasurer, the selection committee shall include the superintendent, all available trustees and other senior administrators as assigned by the superintendent. The Superintendent has sole authority to make the hiring decision.

Central Office (Non-Senior Administration)

5. The Superintendent is delegated full authority to recruit and select staff for all central office positions not including the senior administration level detailed above.

Principals

6. Principals are responsible to the “Superintendent of Schools” for the operation of schools. Therefore, the following process will be followed for the appointment of candidates to the position of principal:
 - a. The Superintendent or designate shall compose a short-term recruitment and a long-term principal pool of candidates, based on fit to the district, identification of talent and instructional leadership capabilities. Representatives of the school and faith community will be invited to provide feedback on the profile for the Superintendent’s consideration.
 - b. The Superintendent assembles the interview advisory panel. A minimum of three members will serve on this panel as determined by the Superintendent. The task of the panel is to be present for all interviews and provide the Superintendent with feedback relative to the candidates.
 - c. The Superintendent has sole authority to make the hiring decision.
 - d. The Superintendent is delegated the authority to make all decisions regarding the term and/or continuing appointments of school-based administrators.

Vice Principals & School-Based Positions

7. The Superintendent is delegated full authority to recruit and select staff for all other school-based positions, including vice-principals.
 - a. The Superintendent has sole authority to make the hiring decisions of vice principals.
 - b. Teacher and vice-principal interview panels must consist of a minimum of three members (any combination of principal, vice-principal, teacher or central office personnel).
 - c. All other position interview panels must consist of a minimum of two members (any combination of principal, vice-principal, teacher or central office personnel).
 - d. The Superintendent or designate shall compose a short-term recruitment and a long-term principal pool of candidates, based on fit to the district, identification of talent and instructional leadership capabilities.
8. All openings for the position of principal will normally be advertised. In the event of an unexpected or short-term vacancy, the Superintendent may appoint an “acting principal” without going through a formal selection process. The position, if still vacant, would be advertised prior to the commencement of the subsequent school year.
9. All offers of employment shall be conditional on the successful applicant providing a criminal record check and a child welfare information system (CWIS) check that is acceptable to the Superintendent.

Legal Reference: Section 60, 61, 113, 114, 115, 116, 117 School Act

RECRUITMENT AND SELECTION OF PERSONNEL

The Board delegates to the Superintendent the responsibility to employ personnel who are committed to the goals of Catholic Education. The philosophy and performance of division teaching staff must be consistent with the teaching of the Catholic Church and the Board's mission, beliefs, values and goals.

1. The Board, in the case of the Superintendent, or the Superintendent or designate, in all other instances, will assume the sole responsibility for initiating the advertising process and will make every reasonable effort to ensure that all current Division employees are made aware of staff vacancies.
2. The Board has the sole authority to recruit and select an individual for the position of Superintendent.

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3. The following process will be followed for the appointment of Senior Administrative positions; i.e. Assistant/Associate Superintendent:
 - 3.1 The Superintendent shall be responsible for the creation of a short list of candidates for these positions.
 - 3.2 The Superintendent shall compose an ideal candidate profile. The Board will be invited to provide feedback on the profile for the Superintendent's consideration.
 - 3.3 The Superintendent assembles the interview advisory panel. This panel shall consist of a two (2) trustees and any other panel members the Superintendent deems fit. The task of the panel is to be present for all interviews and provide the Superintendent with feedback relative to the candidates.
 - 3.4 The Superintendent has sole authority to make the hiring decision.
 - 3.5 These positions shall have a role description and each person occupying one of the positions shall have a written contract of employment. The Superintendent is delegated full authority to determine contract renewals.

Central Office (Non-Senior Administration)

4. The Superintendent is delegated full authority to recruit and select staff for all central office positions not including the senior administration level detailed above.

Principals

5. Principals are responsible to the "Superintendent of Schools" for the operation of schools. Therefore, the following process will be followed for the appointment of candidates to the position of principal:

- 5.1 The Superintendent or designate shall compose a short-term recruitment and a long-term principal pool of candidates, based on fit to the district, identification of talent and instructional leadership capabilities. Representatives of the school and faith community will be invited to provide feedback on the profile for the Superintendent's consideration.
- 5.2 The Superintendent assembles the interview advisory panel. A minimum of three members will serve on this panel as determined by the Superintendent. The task of the panel is to be present for all interviews and provide the Superintendent with feedback relative to the candidates.
- 5.3 The Superintendent has sole authority to make the hiring decision.
- 5.4 The Superintendent is delegated the authority to make all decisions regarding the term and/or continuing appointments of school-based administrators.

Vice Principals & School-Based Positions

6. The Superintendent is delegated full authority to recruit and select staff for all other school-based positions, including vice-principals.
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 - 6.3 All other position interview panels must consist of a minimum of two members (any combination of principal, vice-principal, teacher or central office personnel).
 - 6.4 The Superintendent or designate shall compose a short-term recruitment and a long-term principal pool of candidates, based on fit to the district, identification of talent and instructional leadership capabilities.
7. All openings for the position of principal will normally be advertised. In the event of an unexpected or short-term vacancy, the Superintendent may appoint an "acting principal" without going through a formal selection process. The position, if still vacant, would be advertised prior to the commencement of the subsequent school year.
8. All offers of employment shall be conditional on the successful applicant providing a criminal record check and a child welfare information system (CWIS) check that is acceptable to the Superintendent.

Legal Reference: Section 60, 61, 113, 114, 115, 116, 117 School Act



BOARD OF TRUSTEES REGULAR MEETING

APRIL 25, 2016

ATTACHMENT FOR AGENDA ITEM 12.3

2016-2017 Board Strategic Priority Report

PRESENTER:

David Keohane, superintendent of schools

BACKGROUND:

On April 15-16, 2016, the Board conducted a strategic planning session to address those areas that would improve its governance and operations (including faith mandate). The attached report provides a summary of priorities that were specified within the planning session. It also provides a schedule of upcoming planning and approval steps that are dedicated to bringing these priorities to action.

RECOMMENDATION:

THAT the Board of Trustees approve the 2016 – 2017 Board Strategic Priority Report as presented.

2016-2017 Strategic Priority Report to the Board

Background

The Board initiated work for the District in a strategic planning process for 2016 – 2017 through its annual planning session on April 15 – 16. Work conducted at this time was responsive to direction provided in Board Policy 2: Role of the Board. Under the area of “planning,” the policy indicates that the Board shall:

Annually set strategic priorities and key results.

The Board’s strategic work arose from an assessment of the District’s advocacy and educational priorities and assessed where the District is positioned in terms of these priorities. The areas for consideration were:

- the status of system readiness for more comprehensive application of Government programming dedicated to FNMI, beginning with an understanding of Truth and Reconciliation;
- addressing a new faith goal for the upcoming school year;
- assuring safe, caring, respectful, and inclusive learning communities within our schools;
- making sense of community feedback regarding bullying, student mental health, and well-being within our schools;
- understanding district enrollment and programming market-share in our communities;
- validating priorities within the 2016 – 2017 District Communications Plan.

Emerging Priorities

The Board deems that the following outcomes are necessary in enabling the District to pursue effective strategic processes dedicated to the success of our students:

Re: FNMI Education –

Education is most meaningfully pursued through a culture of “right relationships,” which includes empathy, understanding, and support for others based upon their personal needs and cultural circumstances. Therefore, the following results need to be pursued in bring a government curriculum for FNMI education into our schools:

- dedicate an awareness and understanding of our shared history, and shared responsibility in order to share building a better future for our students;
- maintain an FNMI perspective and world view in understanding how to build a better future;
- incorporate elders and community leaders dedicated to the needs of FNMI people into our programming;
- develop a learning day to celebrate FNMI learning.



Re: New Faith Goal for 2016 – 2017 –

Establish a theme dedicated to Pope Francis’ “Year of Mercy” for the Catholic Church. In developing this theme:

- pursue a theme that can be “animated;”
- establish a concrete and actionable theme;
- focus on the corporal and spiritual works of mercy;
- address prayers dedicated to mercy through a spontaneous prayer (prayers from the heart);
- enable the theme to have visual impact at the school and district levels.

Re: Safe, Caring, Respectful, and Inclusive Communities –

- respond to ministerial expectations within legislation while honouring Church teachings especially our unconditional respect for the dignity of the human person.

Re: Community Feedback to Bullying and Student Mental Health / Well - Being –

- enact the “Taking Action” Report as developed by CCLC, in response to pre-dominant themes from community feedback;
- focus on resourcing, community engagement, and advocacy as three elements that will most meaningfully address student mental health needs in our schools. This involves three distinct areas in supporting these elements:
 - *Resourcing*
 - establish equity in assuring in-school counselling services for students;
 - promote stable and predictable internal and external supports for students;
 - further the presence of bereavement and loss teams.
 - *Community Engagement*
 - promote awareness to “mental health” needs in the community;
 - provide an awareness and presence of healthy relationship programs within our schools;
 - further the instruction of social competencies within our existing programs;
 - *Advocacy*
 - share with others the value of restorative practices as a component in furthering just and compassionate communities;
 - promote a universal design for learning paradigm in addressing mental health and well-being;
 - further communication of needs between the District and external community services.

Re: District Enrollment Trends –

- promote in liaising with local governments and the provincial government the importance of the timely availability of schools sites to assure service viability and accessibility in new municipal Area Structure Plans;
- celebrate the strong attraction of families to our educational mandate, who by their choice, enable our district to exceed provincial trends regarding enrollments in Catholic education.

Re: District Communications –

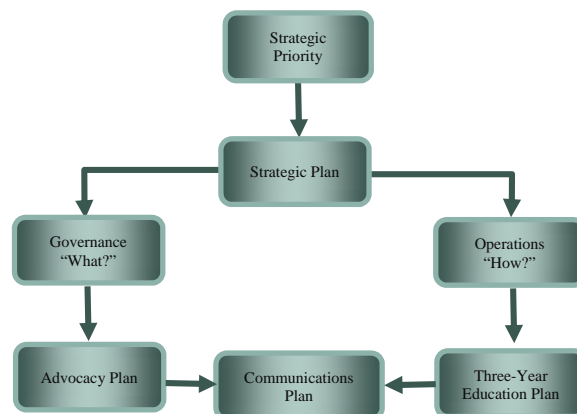
- commence processes to explore a “brand refresh” of the District Logo;



- pursue the development of a district “app” dedicated to ease of information accessibility through various digital devices;
- continue the work of showcasing the ongoing progress of new school construction;
- make the District “Trustee News” available at the Parish level.

Next Steps

1. As a result of acceptance of this report, and findings from the yearly community conversations, a strategic plan will be drafted for Board Approval at the June 13th Regular Meeting.
2. The Board will review its strategic priorities with the Council of School Councils on April 26th.
3. On May 17th, CCLC will review operational components of the strategic plan and recommend incorporation of processes within the Three-Year Education Plan that can also be reflected at the school level.
4. At the Regular Meeting on June 27th, the Board will approve the District Framework for Developing the Three-Year Education Plan and School Education Plans.
5. At a Regular Meeting in September 2016, the Board will approve its Advocacy Plan and monitoring calendar for the 2016 – 2019 Three-Year Education Plan / Governance Planning Priorities.
6. At a Regular Meeting in September 2016, the Board will approve the District Communications Plan.



*Respectfully Submitted by David Keohane
Superintendent of Schools*





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: April 25, 2016

	Date of Correspondence	Sender	Subject of Correspondence
1.	April 20, 2016	GSACRD to Mayor Crouse	EMP 25 th Anniversary Celebration
2.	April 20, 2016	GSACRD to Ms. Renaud, MLA	EMP 25 th Anniversary Celebration
3.			
4.			
5.			



BOARD OF TRUSTEES REGULAR MEETING

APRIL 25, 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 25, 2016**

***Trustee Request for Information**

Open Classrooms

At the March 21, 2016 regular meeting, Trustee Radford requested information regarding the open classroom concept. Assistant Superintendent, David Quick, will provide the information. (Attached)

Fiscal Responsibility

2016-2017 Preliminary Budget

Secretary-Treasurer, Deb Schlag, will provide information on a preliminary budget for 2016-2017. (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.



DATE: April 25, 2016 **REFERENCE:** 16-05
TO: The Board of Trustees
FROM: David Keohane, Superintendent of Schools
SUBJECT: Open Concept Classrooms
ORIGINATOR: Trustee Radford
PREPARED BY: David Quick, Assistant Superintendent of Learning Services
Karen Pedersen-Bayus, Pedagogy Design Specialist

At the March 21, 2016 regular meeting, Trustee Radford requested more information on the open classroom concept.

Background:

Touring new schools these days, you may be struck by a different ‘feel’ and ‘look’ to the outside and inside of the buildings. Light cascading across the high ceilings of large open spaces, glass partitions opened to join with adjacent spaces, floors marked with colourful pathways. Gone are the familiar desks, replaced by an eclectic mix of comfortable furniture of various heights, shapes, sizes and colours. Bar stools and high counters? Couches? Exercise balls?

What may also strike you are the various groupings of learners in these new spaces. Clusters of students, head bowed, peering at the screen of a laptop; a student jumping up and down when “voila!” the arms of a wind turbine start moving following successful computer programming; a child curled up on a bean bag with a favourite book. The students take no notice of visitors, so engrossed are they in their activities. They are motivated and completely engaged.

Inside these new schools you might hear new vocabulary-- ‘spaces’ (learning takes place anywhere, anytime), ‘commons’ (learning takes place in community), ‘learners’ (everyone’s a learner and learning never stops), ‘project-based learning’ (substantial, shareable, and personally meaningful work) ‘makerspaces’ (making, tinkering, problem-solving, collaborating, communicating, inventing).

If you were in education in the 1970’s, you may wonder, or even be very skeptical about these ‘new’ flexible, open spaces, with seaming less structure and more conversation. Were not ‘open spaces’ touted as THE strategy to revolutionize education forty years ago? Were they not in fact, in the end, deemed a failure?

What has changed? Why is the failed experiment of “open spaces” in the 1970’s making a comeback?

Disruptors to ‘traditional education’:

To answer this question, we must familiarize ourselves with key disruptors during the past couple of decades that have affected us in every part of our lives.

1. A rapidly changing world;



2. New research in learning sciences that calls for the development of flexible learning environments to accommodate individual learning differences ([Universal Design for Learning](#));
3. Advances in the design of multimedia digital learning technologies (making it possible for people to do things previously inconceivable);
4. Transition to 'knowledge-based economies'- The key component of a knowledge-based economy is greater reliance on *intellectual* capabilities than on physical inputs or natural resources).

When we consider our rapidly changing world, we see a mismatch-- the characteristics which defined a successful education in the 1970's are not comparable with the characteristics that define success today (Organization for Economic Cooperation and Development, OECD, 2003a). A successful education five decades ago was achieved when the conditions were favourable with 'transmission pedagogy' in highly standardized organizational and physical units (a classroom with four walls). The teacher 'delivered' information to students. There was an emphasis on the reproduction of facts, right versus wrong answers and negligible cooperation among teachers and learners. This pedagogy was aimed at providing students with a complete education upon graduation to prepare them for a largely unchanging future.

Pedagogical Design for an Unknowable Future:

With a rapidly changing world and skyrocketing technological innovations, our strategies for preparing students for a successful future need to change. Traditional models of school with closed, isolated classrooms and pedagogy aimed at transmitting a set body of knowledge, are no longer relevant. To design for the success of today's learner (critical thinker, collaborator, problem-solver) a *different* approach is needed.

PISA Approaches to Learning:

OECD Programme for International Student Assessment (PISA) findings show that there is a positive association between a student's performance and their approaches to learning such as their *motivation* to learn, their *beliefs about their own abilities* and their *learning strategies*. (PISA, 2009). When students leave school they have to be able to manage their own learning (establish goals, persevere, monitor progress, adjust strategies as necessary). Able to set their own learning goals, students are better equipped to become successful lifelong learners.

Ministerial Order on Student Learning

In 2013 Alberta Education's [Ministerial Order on Student Learning](#) was approved as a step towards ensuring the education system is responsive to the needs of all learners and prepares students for success in the 21st century. This Ministerial Order emphasizes a pedagogical shift from focusing on covering all required content to focusing on the learning *process* (developing students' ability to lead their own learning and to do things with their learning) and the development of *learning competencies* (knowing how to learn, thinking critically, problem-solving, communicating, cooperating). With this approach, teachers partner with students in deep learning tasks characterised by exploration, connectedness and broader, real-world purposes.

Research-Based Pedagogies

Effective schools can make a substantial difference in the achievement of students and the single most influential component is the teacher (Marzano, 2007; Hattie, 2012). Robert Marzano and John Hattie are world-renowned researchers in education who have identified "[Nine High-Yield Instructional Strategies](#)" (Marzano) and "[Top Ten High-Impact Strategies](#)" (Hattie) to maximize student achievement. Marzano's list includes: Summarizing by eliminating unnecessary detail, reinforcement and recognition, non-linguistic representations, cooperative learning, setting learning goals, testing hypothesis and questioning. Hattie's



list includes: student self assessment and feedback including feedback from peers, developmentally appropriate programming, mini-lessons targeted at specific learners, reducing classroom behavioral issues through more engaging learning activities, universal supports for learning disabled students and opportunities for students to practice reciprocal teaching. It is important in learning spaces, regardless of physical design, that these instructional strategies be evident. Such pedagogies are more easily achieved in more flexible learning environments. As the Ministerial Order on Student-Learning indicates, developing *learning competencies* is also necessary in the 21st Century for students to be successful.

Strategies for Achieving Learning Competencies

Approaches that are supportive of students developing learning competencies include:

1. *Project-Based Learning:*

[Project Based Learning \(PBL\)](#) emphasizes both significant content and 21st Century competencies and can help learners develop deep learning required for success in today's world. Research shows that PBL:

- makes school more engaging, enjoyable and rewarding for students.
- improves learning and helps address standards
- builds success skills for college, career, and life
- provides opportunities for students to use technology
- connects students and schools with communities and the real world.

2. *Learning Commons*

The concept of a Learning Commons is a shift in thinking from a library as a physical space that is a repository for books to an inclusive, flexible, learner-centred space for collaboration, inquiry, imagination and play to expand and deepen learning. In 2014, Alberta Education developed "[Learning Commons Guidelines](#)" to support students in attaining the goals and standards as stated in the *Ministerial Order on Student Learning*, stating that school authorities must ensure that students have access to a an inclusive, flexible, learner-centred, physical and/or virtual space for collaboration, inquiry, imagination and play to expand and deepen learning. ('From Teaching Place to Learning Space' , click [HERE](#))

A Renewed Call for Flexible Learning Spaces

Times have drastically changed. 'Open' environmental design concepts in the 1970's were tried without a change in pedagogy and the 'experiment' failed. Today, the design of flexible learning spaces can play a role in the development of the learning competencies that students need to be successful in our changing world. Learning spaces that are flexible (can be open or closed) are better suited to respond to student needs and can promote learning that is active, creative and collaborative. Individual, small or large group activities can be easily accommodated. Learners are better able to investigate and create solutions to current, complex, real-life problems and technology can be used efficiently to enable creation, collaboration and communication.

Supporting research, theories, policies and frameworks

- [21st Century Learning: Research, Innovation and Policy. Directions from recent OECD analyses](#)
- [Constructivism and constructionism](#) (Jean Piaget and Seymour Papert)
Chapter 1 in "Invent to Learn: Making, Tinkering and Inventing in the Classroom, Constructing Modern Knowledge Press,
- [GSACRD Universal Learning Design Framework](#)
- Alberta Education "Learning and Technology Policy Framework:
[Policy #1 Student-Centred Learning](#) (Pg. 19-22)
- [Universal Design for Learning \(UDL\)](#)
Hattie, John "[Visible Learning for Teachers: Maximizing Impact on Learning](#)", 2012)

Preliminary Budget Presentation #3 – April 25, 2016

Wage Conditions & Timeline

Presentation #1 Enrolment Projections & Timeline – 11 January 2016

- Enrolment Projections did not include growth at this point; shared with Administrators and further adjustments will be made through entry in MBF (increase of 20 students)
- Enrolments are the basis of the BUDGET; any and all adjustments are made as a result to changes in enrolment.

Presentation #2 DRAFT Basis for Allocations to Schools – 11 April 2016

Presentation #3 Wage Conditions & Timeline – 25 April 2016

Key Pieces of Information

- **Budget Release Date – 14 April 2016**
- **Budget Submission Date – due to Alberta Education by June 30, 2016** (revised from May 31, 2016, as indicated in legislation)
- **No Changes to Grant Rates for 2016-2017 from 2015-16 (attached)**
- **Education Property Tax (set by the Government)**

Education property taxes are one of two revenue sources used by the government to fund K-12 education.

Education property tax revenue for 2016-17 is forecast at \$2.4 billion, **an increase of 6.8% over the prior year forecast**. This revenue amount corresponds to 32% of 2016-17 education operating costs. The government will continue to determine the amount (based on assessment value) required to be contributed by each municipality towards the public education system.

WAGE CONDITIONS:

SALARY

- **Teachers - CA to August 31, 2016** (Bargaining via TEBA – Teacher Employer Bargaining Assn)
 - Received a 1% lump sum and a 2% grid increase as of 1Sept15 for 15-16
- **St. Albert Support** (UNIFOR - formerly CEP) CA to August 31, 2017 (2% increase @ 1 Sept 2016)
 - Received a 1% grid increase as of 1Sept15 for 15-16
- **Morinville & Legal Support Staff** (CUPE) CA to August 31, 2016
 - Received a 2% grid increase as of 1Sept15 for 15-16
- **OUT of SCOPE Staff** - no increases provided for 2015-16 (as of April 25, 2016)
- **2% UNIFOR increase for 2016-17 is estimated to cost \$75,500 (based on current staffing levels)**
- **1.2% Grid Movement Cost for teachers is estimated to cost \$340,000 (based on current staffing levels – approximately 30% of teachers are not currently at grid maximum)**

BENEFITS

The ASEBP Trustees gave **final approval** (second reading) to September 1, 2016 premium rates. Instead of a 3.7% increase (which would be breakeven based on the claims experience), there is a **1% increase** for 2016/17. This increase follows four years of decreasing or holding overall premium rates flat.

The changes by plan:

- Life Insurance: 5.0% decrease
- Accidental Death and Dismemberment Insurance: no change
- Extended Disability Benefits: 4.2% decrease
- Extended Health Care: 1.6% increase
- Dental Care: 7.0% increase
- Vision Care: 3.0% increase
- Employee and Family Assistance Program: provided at no cost to participants

CPP & EI Rates for 2016 increased by 2.59% and 2.63% respectively and 2017 is estimated to have a similar increase. Rates are set by CRA in January of each year.

2016 Maximum Earnings for CPP is \$54,900, with a maximum contribution of \$2,544.30 by both employee and employer. 2016 Maximum Earnings for EI is \$50,800, with a maximum contribution of \$955.04 by the employee and \$1,337.06 by the employer (1.4 X the employee rate).

A REVISED 2016-17 Average Teacher Cost for Salary & Benefits is currently being compiled

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	22.0 students
◆ Grade 4 to 6	26.0 students	26.0 students
◆ Grade 7 to 9	27.5 students	27.5 students
◆ Grade 10 to 12	28.0 students	29.5 or 30.0 students

From the Alberta Education Website:

2015/2016 Class Size Averages by Jurisdiction

School Jurisdiction	K - 3	4 - 6	7 - 8	10 - 12
Provincial Averages	20.3	22.6	23.4	23.0
ACOL Guidelines	17.0	23.0	25.0	27.0
Greater St. Albert Roman Catholic Separate School District No. 734	20.7	23.9	24.8	17.8
St. Albert Public School District No. 5565	19.9	23.2	22.9	24.6
Evergreen Catholic Separate Regional Division No. 2	20.8	24.0	24.1	21.4
Sturgeon School Division No. 24	20.2	23.9	22.2	22.5
Elk Island Catholic Separate Regional Division No. 41	20.5	22.6	24.2	24.8
Elk Island Public Schools Regional Division No. 14	20.9	22.4	23.6	19.7
Parkland School Division No. 70	19.7	22.5	23.0	27.0
Edmonton Catholic Separate School District No. 7	21.2	23.5	25.6	24.8
Edmonton School District No. 7	22.3	23.2	25.1	27.9

	10	11	12	\$102,915 School FTE	School Bodies
DIVISION SUMMARY					
2016-17 Estimated Enrolment	378	403	361	5543	5766
Class Size	28.0	28.0	28.0		
Teachers @ 15-16 Approved Rates	13.5	14.4	12.9	228.1	
Class Size	29.5	29.5	29.5		
Teachers - Incr Gr 10-12 by 1.5	12.8	13.7	12.2		
Change:	(0.7)	(0.7)	(0.7)	(2.1)	(\$216,121.50)

				\$102,915	
	10	11	12	School FTE	School Bodies
DIVISION SUMMARY					
2016-17 Estimated Enrolment	378	403	361	5543	5766
Class Size	28.0	28.0	28.0		
Teachers @ 15-16 Approved Rates	13.5	14.4	12.9	228.1	
Class Size	30.0	30.0	30.0		
Teachers - Incr Gr 10-12 by 1.5	12.6	13.4	12.0		
Change:	(0.9)	(1.0)	(0.9)	(2.8)	(\$288,162.00)

The Board Approved Class Size Standard is only an ALLOCATION METHOD for staffing and clearly not reflective of the ACTUAL class composition, as demonstrated above.

This change would:

- allow funding for an increase in counselling time at the high school level
- bring GSACRD in “actual” alignment with ACOL Guidelines, SAP, & other neighboring school boards
- equalize the gap between ACOL Guidelines and Board Approved Class Size at all 4 grade divisions; currently K-3 = 5; 4-6=3; 7-9=2.5; and 10-12=1; a change to 30 for grades 10-12 would bump the gap to 3 (in alignment with the other grade levels)
- be supported by High School Administrators as communicated on April 12, 2016 at CCLC
- help cover some of the grid movement cost associated with the current teacher grid

Future Presentations:

1. Confirm CEU projections under the high school flex model – based on enrolment
2. Prepare Revenue Estimates for 2016-17
3. Complete excel model of school staff allocations for 2016-17
4. Review Budget Template (MBF) provided to Schools for revised enrolment estimates
5. Prepare DRAFT Budget(s) for review by the Board on May 16, 2016
6. FINAL Budget Approval by the Board required on June 27, 2016
7. Approved Budget due to AB ED by Thursday, June 30, 2016 (due May 31, as per the School Act – extension provided by Minister on 15April16)

Part 8 — Payments to School Authorities

Section 8.1 - School Jurisdiction Funding Rates

School Jurisdiction Funding Rates	2015/2016	2016/2017
For the 2016/2017 school year, funding rates remain the same as for the 2015/2016 school year.		
Base Instruction Funding		
ECS (per funded child)		
ECS Base Instruction Rate	\$3,339.90	\$3,339.90
ECS Class Size Base Rate	\$ 760.84	\$ 760.84
ECS Basic Child Grant	\$4,100.74	\$4,100.74
Grades 1 to 3 (per funded student)		
Grades 1 to 3 Base Instruction Rate	\$6,679.79	\$6,679.79
Grades 1 to 3 Class Size Base Rate	\$1,521.68	\$1,521.68
Grades 1 to 3 Basic Student Grant	\$8,201.47	\$8,201.47
Grades 4 to 6 Base Instruction Rate (per funded student)	\$6,679.79	\$6,679.79
Grades 7 to 9 Base Instruction Rate (per funded student)	\$6,679.79	\$6,679.79
Grades 10 to 12 (per CEU to a maximum of 60 CEUs per year per funded student)		
See section 9.1, CEU Funding Tiers list		
Tier 1 CEU Rate	\$190.85	\$190.85
Tier 2 CEU Rate (includes \$12.83 per CEU Class Size rate)	\$203.68	\$203.68
Tier 3 CEU Rate (includes \$36.18 per CEU Class Size rate)	\$227.03	\$227.03
Tier 4 CEU Rate (Work Experience and Special Projects)	\$114.50	\$114.50
ADLC course CEUs funded at 44% of the Tier 1 CEU Rate		
High School Base Rate = 35 Tier 1 CEUs (codes 500,550 & 640)	\$6,679.79	\$6,679.79
Building Collaboration and Capacity in Education (per eligible First Nations child/student attending a provincial school with an education services agreement)	N/A	\$335.00
ECS Program Unit Funding (PUF)		
Maximum per eligible funded child	\$25,051.20	\$25,051.20
Maximum for each additional funded child in a unit	\$6,215.88	\$6,215.88
Education Program in an Institution (see section 6.1)	net cost of program for eligible students	
English as a Second Language (per eligible FTE funded child/student)	\$1,178.10	\$1,178.10

School Jurisdiction Funding Rates	2015/2016	2016/2017
Equity of Opportunity (see section 1.14)	per formula	per formula
First Nations, Métis and Inuit Education (per eligible FTE funded child/student)	\$1,178.10	\$1,178.10
Francisation (per eligible FTE funded child/student)	\$1,178.10	\$1,178.10
Francophone Equivalency Access (per eligible funded student)	\$624.24	\$624.24
Francophone Regional Collaborative Service Delivery (see section 5.2)	per formula	
Home Education (per eligible funded student) + 50% of the cost of ADLC courses for Gr. 7-12 to a maximum of: + additional funding for Grades 1 - 6 ADLC courses (section 1.3)	\$1,670.81	\$1,670.81
	\$1,670.81	\$1,670.81
	per formula	
Hutterite Colony Schools (per colony school)	\$11,541.30	\$11,541.30
Inclusive Education (see section 1.10) Supports and Services (per eligible FTE funded enrolment) Differential Modifiers Additional Per Student (per eligible FTE funded enrolment)	\$466.49	\$466.49
	per formula	per formula
	\$57.22	\$57.22
Northern Allowance Lower Zone (per FTE funded enrolment) Intermediate Zone (per FTE funded enrolment) Upper Zone (per FTE funded enrolment)	\$471.24	\$471.24
	\$705.84	\$705.84
	\$1,060.80	\$1,060.80
Outreach : Amount per approved Outreach program	\$62,972.76	\$62,972.76
Plant Operations & Maintenance (see section 1.17) Gr. K-6 (per FTE funded child/student) per formula Gr. 7-9 (per FTE funded student) per formula Gr. 10-12 (per FTE funded student) per formula	\$795.30	\$795.30
	\$751.18	\$751.18
	\$755.38	\$755.38
Regional Collaborative Service Delivery (see section 5.1)	per formula	per formula
Regional Consortium (per consortium) Maintenance & Infrastructure	\$191,987	\$191,987
Regional Consortium (per consortium) Curriculum Implementation Support	N/A	per formula
Small Board Administration Charter School (per school) (see section 1.13) School jurisdiction FTE funded enrolment < 2000 School jurisdiction FTE funded enrolment > 2000 but < 3000	per formula	
	\$470,825.88	\$470,825.88
	sliding scale reducing to zero	

School Jurisdiction Funding Rates								2015/2016	2016/2017
Small Schools by Necessity: Base Allocation									
Schools with ≤ 150 FTE funded children/students								\$88,281.00	\$88,281.00
Schools with > 150 but < 226 FTE funded children/students								sliding scale reducing to zero	
Small Schools by Necessity: Variable Allocation									
School Type	Peak Enrolment	Enrolment Limit							
K – 3	40	80						\$588.54	\$588.54
K – 6	80	150						\$1,650.36	\$1,650.36
K – 9	80	220						\$1,884.96	\$1,884.96
K – 12	80	290						\$2,943.72	\$2,943.72
Socio-Economic Status (per eligible FTE funded child/student)								\$471.24	\$471.24
SuperNet Services (max. per month per approved site)								\$800.00	\$800.00
Transportation Funding:									
1. Urban Transportation									
10,000-29,999 population (per eligible passenger/eligible transported ECS child)								\$507	\$507
30,000-49,999 population (per eligible passenger/eligible transported ECS child)								\$487	\$487
50,000 + population (per eligible passenger/transported child)								\$466	\$466
Distance (km)	2.4 - 6.0	6.01 - 10	10.01 - 14	14.01 - 18	18.01 - 26	26.01 - 38	> 38		
Rate per Km	\$10.58	\$15.48	\$18.52	\$21.30	\$26.12	\$28.56	\$31.45		
Parent-provided ECS Transportation (including children with a disability/delay)								\$549	\$549
ECS Special Transportation (per round trip per child with a disability/delay -max. of 185 trips)								\$18.24	\$18.24
Special Transportation (per eligible student with a disability)								\$3,374	\$3,374
Weekend Transportation (per eligible funded student)								\$4,743	\$4,743
Boarding Transportation (per eligible funded student)								\$4,263	\$4,263
Inter-school Transportation (per km for two-way distance between schools for eligible programs)								\$1.09	\$1.09
2. Metro Urban Transportation									
Regular Transportation (per expected eligible passenger)								\$549	\$549
Parent-provided ECS Transportation (including children with a disability/delay)								\$549	\$549
ECS Special Transportation (per round trip per child with a disability/delay - max. of 185 trips)								\$18.24	\$18.24
Special Transportation (per funded student based on severe profile)								\$3,374	\$3,374

School Jurisdictions Funding Rates		2015/2016	2016/2017							
3. Urban Francophone Transportation										
10,000-19,999 population (per eligible passenger/eligible transported ECS child)		\$642	\$642							
20,000-29,999 population (per eligible passenger/eligible transported ECS child)		\$595	\$595							
30,000 + population (per eligible passenger/eligible transported ECS child)		\$549	\$549							
Parent-provided ECS Transportation (including children with a disability/delay)		\$549	\$549							
ECS Special Transportation (per round trip per child with a disability/delay - max. of 185 trips)		\$18.24	\$18.24							
Special Transportation (per eligible funded student with a disability)		\$3,374	\$3,374							
Weekend Transportation (per eligible funded student)		\$4,743	\$4,743							
Boarding Transportation(per eligible funded student)		\$4,263	\$4,263							
Inter-school Transportation (per km for two-way distance between schools for eligible programs)		\$1.09	\$1.09							
4. Rural Transportation										
Regular Transportation (per eligible passenger/ eligible transported ECS child) (see section 1.20)		Per formula based on grid below								
Rural Transportation Rate										
Density of Effective Transportation Service Area										
Weighted Passengers	0-.29	.30-.35	.36-.57	.58-.76	.77-.95	.96-1.14	1.15-1.30	1.31-1.45	1.46-3.01	3.02+
0-700	\$682	\$779	\$847	\$863	\$872	\$940	\$1086	\$1259	\$1767	\$2030
701 – 1400	\$682	\$752	\$836	\$853	\$866	\$930	\$1064	\$1135	\$1418	\$1886
1401 – 2100	\$682	\$744	\$831	\$847	\$856	\$872	\$1056	\$1121	\$1371	\$1824
2101 – 2800	\$682	\$705	\$819	\$834	\$851	\$869	\$973	\$1115	\$1221	\$1738
2801 – 3500	\$682	\$701	\$803	\$822	\$836	\$862	\$911	\$1025	\$1178	\$1382
3501 – 4200	\$682	\$693	\$741	\$810	\$824	\$859	\$903	\$1000	\$1080	\$1270
4201 – 4900	\$675	\$682	\$725	\$745	\$812	\$853	\$896	\$941	\$1004	\$1164
4901 – 5600	\$675	\$675	\$683	\$730	\$755	\$830	\$856	\$905	\$965	\$1063
5601 – 6300	\$675	\$675	\$675	\$693	\$735	\$765	\$845	\$876	\$931	\$1000
6301 +	\$675	\$675	\$675	\$675	\$693	\$746	\$768	\$857	\$893	\$952
Distance (km)	2.4 - 6	6.01 - 10	10.01 - 14	14.01 - 18	18.01 - 26	26.01 - 38	> 38			
Rate per Km	\$10.58	\$15.48	\$18.52	\$21.30	\$26.12	\$28.56	\$31.45			
Parent-provided ECS Transportation (including children with a disability/delay)		\$549		\$549						
ECS Special Transportation (per round trip per child with a disability/delay - max. of 185 trips)		\$18.24		\$18.24						
Special Transportation (per eligible funded student with a disability)		\$6,748		\$6,748						
Weekend Transportation (per eligible funded student)		\$4,743		\$4,743						
Boarding Transportation (per eligible funded student)		\$4,263		\$4,263						
Inter-School Transportation (per km for two-way distance between schools for eligible programs)		\$1.09		\$1.09						

Section 8.2 — Private ECS Operators Funding Rates

ECS Funding for Private ECS Operators and Accredited Funded Private Schools with ECS Programs	2015/2016	2016/2017
For the 2016/2017 school year, funding rates remain the same as for the 2015/2016 school year.		
ECS Administration (See section 2.6)	5.4% of ECS funding	5.4% of ECS funding
ECS Base Instruction Funding (per funded child)	\$3,339.90	\$3,339.90
ECS Regular Transportation (per eligible transported child) Also Parent-provided ECS Transportation (including children with a disability/delay)	\$549.00	\$549.00
ECS Special Transportation (per round trip per child with a disability/delay - max of 185 trips)	\$18.24	\$18.24
English as a Second Language (ESL) (per eligible funded child)	\$589.05	\$589.05
Equity of Opportunity (per funded child) (see section 1.14)	\$50.50	\$50.50
Mild/Moderate Disabilities/Delays, Gifted and Talented (per eligible funded child)	\$2,486.76	\$2,486.76
Plant Operations and Maintenance (per funded child)	\$397.66	\$397.66
Program Unit Funding Maximum per eligible funded child Maximum for each additional funded child in a unit	\$25,051.20 \$6,215.88	\$25,051.20 \$6,215.88
Regional Collaborative Service Delivery (see section 5.1)	per formula	
SuperNet Service Funding (maximum per month per approved site)	\$400.00	\$400.00

Section 8.3 — Accredited Funded Private Schools

Accredited-Funded Private Schools Funding	Level 1* 2016/2017	Level 2* 2016/2017
Plant Operations and Maintenance funding is fully reinstated for level 2 accredited funded private schools. For the 2016/2017 school year, all other funding rates remain the same as for the 2015/2016 school year.		
Base Instruction Funding		
Grades 1 – 9 (per funded student)	\$4,007.88	\$4,675.86
Grades 10 – 12 (per Tier 1CEU - max of 60 CEUs/year per funded student)	\$114.51	\$133.59
Grades 10 – 12 (per Tier 4 CEU - for Work Experience and Special Projects)	\$68.70	\$80.16
CEUs for ADLC courses are funded at 44% of the respective Tier rate above.		
Base Instruction Funding for Designated Special Education Private Schools (DSEPS)		
Funding rate for students with a mild or moderate disability whose parents consulted with their resident school board prior to placement in the DSEPS (coded as 110).	\$11,639.00	\$11,639.00
Funding rate for students with a mild or moderate disability whose parents did not consult with their resident school board prior to placement in the DSEPS (do not code as 110). This is also the funding rate for students with severe disabilities in DSEPS (not including severe disabilities funding).	\$7,537.59	\$7,537.59
Early Literacy (per funded student in Grades 1 and 2)	\$159.63	\$159.63
Education Program in an Institution (see section 6.1)	net cost of program	
English as a Second Language (ESL) (per eligible FTE funded student)	\$706.86	\$824.67
Equity of Opportunity (per FTE funded student) (see section 1.14)	\$60.60	\$70.70
First Nations, Métis, and Inuit (per eligible FTE funded student)	N/A	\$824.67
Home Education (per eligible funded student)	\$1,670.81	\$1,670.81
Plus 50% of the cost of ADLC courses for Grades 7-12 to a maximum of:	\$1,670.81	\$1,670.81
Plus additional funding for Grades 1-6 ADLC courses. (See section 1.3)	per formula	
Northern Allowance (per FTE funded student)	Lower Zone	\$329.87
	Intermediate Zone	\$494.09
	Upper Zone	\$742.56
Plant Operations and Maintenance (per FTE funded student) per formula	Grade 1 - 6	\$462.07**
	Grade 7 - 9	\$436.44**
	Grade 10 – 12	\$438.88**
Regional Collaborative Service Delivery (see section 5.1)	per formula	
Severe Disabilities Funding (per eligible funded student)	\$16,465	\$16,465
SuperNet Service Funding (maximum per month per approved site)	\$480.00	\$560.00

*per Accountability and Declaration Funding Form, 16AE3.0

** Plant Operations and Maintenance rates are adjusted according to year 3 of a 3 year phase-in of level 2 rates.

Note: For ECS funding rates see section 8.2.



BOARD OF TRUSTEES REGULAR MEETING

April 25, 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, 2016	Dinner and Course	St. Joseph's College (5:00 pm-8:00 pm)	Shaw, Crockett
	April 13, 2016	ATA Induction Ceremony	Cajun House (6:00 pm)	Tremblay
	April 12/13, 2016	ASBA Provincial Issues Forum	Matrix Hotel (Time 8:00 am-5:00 pm / 8:00 am - 12:15 pm)	Crockett, Radford, McEvoy
	April 13, 2016	ATA Liaison Meeting	District Office (4:00 pm)	Proulx, Radford
	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, Tremblay, Shaw, Crockett, McEvoy, Proulx, Keohane
	April 26, 2016	Council of Councils' Meeting	GSACRD Office (7:00 pm)	McEvoy, Radford
	April 27, 2016	Dinner and Course	St. Joseph's College (5:00 pm-8:00 pm)	Shaw, Crockett
	April 28-May 1, 2016	SPICE	Delta, Kananaskis	
MAY				
	May 3-6, 2016	Blueprints	Delta, Kananaskis (Dr. Peter Feldmeier)	Keohane
	May 6, 2016	ESSMY Grad	Holy Family Parish (1:00 pm - 3:00 pm)	McEvoy, Radford?
	May 7, 2016	St. Albert Volunteer Recognition Awards	St. Albert Alliance Church (10:00 am)	Radford, Keohane
	May 12, 2016	Annual Reciprocal Use Meeting	SVGCC - 5:30 pm	Keohane, Schlag, Radford, Shaw, Tremblay, Crockett, McEvoy, Proulx
		SACHS Grad Mass	St. Albert Parish (7:00 pm)	
	May 20, 2016	SACHS Grad	Grad Jubilee Auditorium (1:00 pm)	
	May 27, 2016	Zone 2/3 Edwin Parr Dinner	Executive Royal Hotel (6:00 pm)	Keohane, Crockett, McEvoy, Shaw
JUNE				
	June 1, 2016	EMP 25 Yr Celebration	EMP (6:00 pm-9:00 pm)	Radford, Shaw, Tremblay
	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