



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, June 27, 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:** Serena Shaw
5. **Acknowledgment of Territories:** Noreen Radford
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. 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.
6. **Approval of Agenda**
7. **Presentation Delegation**
 - 7.1 St. Albert School Resource Officer Program Year-end Report (Cpl. Kading & Insp. Foster) Attached
 - 7.2 Morinville School Resource Officer Program Year-end Report (Cst. Short & Staff Sgt. Suleman)
8. **Approval of Minutes & Summaries**
 - 8.1 Regular Board Meeting Minutes of June 13, 2016 Attached
 - 8.2 Board Advocacy Meeting Summary of June 20, 2016 Attached
9. **Approval of Committee & Event Reports from Advocacy Committee Meetings**
 - 9.1 Alberta Catholic School Trustees' Association (Shaw) Attached
 - 9.2 Alberta School Boards Association Zone 2/3 (Crockett) Attached
10. **Good News (Communication & Community Relations)** Attached
11. **Questions from the Public**
(Questions are submitted in writing on the Thursday prior to meeting. Information and the form can be found on the District website located on the District website at <http://bit.ly/1SLTFSh>.)

12. Consent Items

(The Chair will ask for a motion to receive and to approve all recommendations contained therein. Prior to approving the motion, any trustee may request the status of a consent item be changed to an action item.)

13. Action Items

13.1	2016-2019 Three-Year Education Plan Framework (Keohane)	Attached
13.2	2016-2017 Principles for the Basis of Allocations (Schlag)	Attached
13.3	2016-2017 Budget (Schlag)	Attached
13.4	New Policy 21 – Staff Recruitment and Selection 1 st Reading (Keohane)	Attached
13.5	New Policy 20 - Laura Bird Memorial Beacon of Hope Award 2 nd Reading (Keohane)	Attached
13.6	Superintendent’s Evaluation Report (Radford)	Attached
13.7	New School Consultation Process Guidelines (Bruineman)	Attached

14. New Business

15. Information Items

15.1	Report from the Chair	
15.1.1	Correspondence	
15.1.2	Other Items	
15.2	Report from the Superintendent	
15.2.1	Educational Leadership – Student Welfare	
	• Field Trip Year-end Summary (McGuinness)	Attached
15.2.2	Fiscal Management	
	• Quarterly Financial Report (Schlag)	Attached

16. Board Commitments

Attached

17. Clarification Period for Public & Media

(Related to agenda items, only as deliberated)

18. Trustee Request for Information

19. Closing Prayer: Serena Shaw

20. In-Camera *(if applicable)*

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

22. Adjournment



BOARD OF TRUSTEES REGULAR MEETING

JUNE 27, 2016

ATTACHMENT FOR AGENDA ITEM 8.1

Regular Board Meeting Minutes of June 13, 2016

BACKGROUND:

Please see attached.

RECOMMENDATION:

THAT the Board of Trustees approve the minutes of the regular meeting of the Board held on June 13, 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, June 13, 2016, 12:30 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 12:30 p.m.

IN CAMERA

237/16 Trustee McEvoy: THAT the Board of Trustees move In Camera at 12:31 p.m.

CARRIED (6/6)

OUT OF CAMERA

238/16 Trustee McEvoy: THAT the Board of Trustees move Out of Camera at 3:25 p.m.

CARRIED (6/6)

The Board recessed until 3:30 p.m.

OPENING PRAYER Trustee Tremblay offered the Opening Prayer.

ACKNOWLEDGEMENT Trustee Radford acknowledged the Board is meeting on the original lands of the Cree, those of Treaty 6, and on the homeland of the Métis Nation.

APPROVAL OF AGENDA

239/16 Trustee Shaw: THAT the Board of Trustees approve the agenda as presented and amended with the addition of 13.2 Municipal Government Act Update.

CARRIED (6/6)

PRESENTATION DELEGATION

Mr. Kevin George, Lead Engagement Partner with Meyers, Norris, and Penny LLP presented the process they will take for the upcoming audit of the financial records for the year ending, August 2016.

APPROVAL OF MINUTES & SUMMARIES

240/16 Trustee McEvoy: THAT the Board of Trustees approve the minutes of the regular meeting of the Board held on May 30, 2016 as circulated.

CARRIED (6/6)

241/16 **Trustee Proulx:** **THAT** the Board of Trustees approve the summary of the Capital Committee meeting of May 31, 2016 as circulated.
CARRIED (6/6)

242/16 **Trustee Proulx:** **THAT** the Board of Trustees approve the summary of the Committee of the Whole meeting of the Board held on June 1, 2016 as circulated.
CARRIED (6/6)

APPROVAL OF REPORTS FROM ADVOCACY COMMITTEE MEETING

There were no reports.

GOOD NEWS

Trustee Radford shared the Good News Report.

Trustee Crockett commended St. Gabriel High School for a wonderful grad ceremony, and **Trustee Tremblay** shared accolades regarding the graduation ceremony for Morinville Community High School students.

Communications Manager, C. Bruineman updated the Board on the recognition received for the 150th Anniversary celebrations from the IABC (International Association of Business Communicators), with an award in the Special Events Category.

Trustee Shaw commended **Emily Vilscak, St. Albert Catholic High** student for being a recipient of a Cappie Award for her performance in Under Milk Wood.

QUESTIONS FROM THE PUBLIC

There were no questions from the public.

CONSENT ITEMS

Authorization of Locally Developed Courses

Assistant Superintendent Quick presented a comprehensive list of Locally Approved Courses for the 2016/2017 School Year.

243/16 **Trustee McEvoy** moved all 17 **Locally Developed Courses** for approval as follows:

THAT the Board of Trustees approve the use of the developed locally-developed course **Fit For Life 7** from September 1, 2016 until August 31, 2020 and any learning resources detailed in the course outlines for use in Greater St. Albert Catholic Schools' junior high schools.

THAT the Board of Trustees approve the use of the developed locally-developed course **Leadership 7-8-9** from September 1, 2016 until August 31, 2020 and any learning resources detailed in the course outlines for use in Greater St. Albert Catholic Schools' junior high schools.

THAT the Board of Trustees approve the use of the developed locally-developed course **Learning Strategies 7-8-9** from September 1, 2016 until August 31, 2020 and any learning resources detailed in the course outlines for use in Greater St. Albert Catholic Schools' junior high schools.

THAT the Board of Trustees approve the use of the developed locally-developed course **Marketing 8** from September 1, 2016 until August 31, 2020 and any learning resources detailed in the course outlines for use in Greater St. Albert Catholic Schools' junior high schools.

THAT the Board of Trustees approve the use of the developed locally-developed course **Math Advantage 9** from September 1, 2016 until August 31, 2020 and any learning resources detailed in the course outlines for use in Greater St. Albert Catholic Schools' junior high schools.

THAT the Board of Trustees approve the use of the developed locally-developed course **Sports Recreation 8** from September 1, 2016 until August 31, 2020 and any learning resources detailed in the course outlines for use in Greater St. Albert Catholic Schools' junior high schools.

THAT the Board of Trustees approve the use of the acquired locally-developed course **Avid Readers** for 5 credits beginning September 1, 2016 until August 31, 2020 from Elk Island Public Schools Regional Division No. 14 and any learning resources detailed in the course outlines for use in Greater St. Albert Catholic Schools' high schools.

THAT the Board of Trustees approve the use of the acquired locally-developed course **Biology 35 IB** for 3 credits beginning September 1, 2015 until August 31, 2019 from Edmonton Public School District No. 7 and any learning resources detailed in the course outlines for use in Greater St. Albert Catholic Schools' high schools.

THAT the Board of Trustees approve the use of the acquired locally-developed course **Extended Essay 35IB** for 3 credits beginning September 1, 2016 until August 31, 2020 from St. Albert Public School District No. 5565 and any learning resources detailed in the course outlines for use in Greater St. Albert Catholic Schools' high schools.

THAT the Board of Trustees approve the use of the acquired locally-developed course **Film Studies 15-25-35** for 5 credits beginning September 1, 2016 until August 31, 2017 from Calgary School District No. 19 and any learning resources detailed in the course outlines for use in Greater St. Albert Catholic Schools' high schools.

THAT the Board of Trustees approve the use of the acquired locally-developed course **Forensics Science Studies 35** for 5 credits beginning September 1, 2016 until August 31, 2020 from Pembina Hills Regional Division No. 7 and any learning resources detailed in the course outlines for use in Greater St. Albert Catholic Schools' high schools.

THAT the Board of Trustees approve the use of the acquired locally-developed course **Instrumental Jazz 15-25-35** for 3 or 5 credits beginning September 1, 2016 until August 31, 2020 from Calgary School District No. 19 and any learning resources detailed in the course outlines for use in Greater St. Albert Catholic Schools' high schools.

THAT the Board of Trustees approve the use of the acquired locally-developed course **Religions of the World 35** for 3 or 5 credits beginning September 1, 2016 until August 31, 2020 from Edmonton Catholic Separate School District No. 7 and any learning resources detailed in the course outlines for use in Greater St. Albert Catholic Schools' high schools.

THAT the Board of Trustees approve the use of the acquired locally-developed course **Technical Theatre** for 5 credits beginning September 1, 2016 until August 31, 2018 from Calgary School District No. 19 and any learning resources detailed in the course outlines for use in Greater St. Albert Catholic Schools' high schools.

THAT the Board of Trustees approve the use of the acquired locally-developed course **Theory of Knowledge 35IB** for 3 credits beginning September 1, 2016 until August 31, 2020 from Calgary School District No. 19 and any learning resources detailed in the course outlines for use in Greater St. Albert Catholic Schools' high schools.

THAT the Board of Trustees approve the use of the acquired locally-developed course **Works in Translation 35IB** for 3 credits beginning September 1, 2016 until August 31, 2020 from Edmonton Public School District No. 7 and any learning resources detailed in the course outlines for use in Greater St. Albert Catholic Schools' high schools.

THAT the Board of Trustees approve the use of the acquired locally-developed course **Workplace Essential Skills 25-35** for 3 or 5 credits beginning September 1, 2016 until August 31, 2020 from Edmonton Public School District No. 7 and any learning resources detailed in the course outlines for use in Greater St. Albert Catholic Schools' high schools.

CARRIED (6/6)

Review of Board Policy 18 – Naming of Schools

244/16

Trustee Crockett: **THAT** the Board of Trustees approve the review of Board Policy 18 – Naming of Schools with no changes.

CARRIED (6/6)

ACTION ITEMS

Policy 20 – Laura Bird Memorial Beacon of Hope Award 1st Reading

Superintendent, D. Keohane presented the context, timing and criteria for selection of award recipients. The award was established through the work of a sub-committee of the Board to celebrate staff who demonstrate witness to Jesus Christ and others in need in a selfless manner. Laura Bird, a teacher in St. Albert during the 1960's and 1970's, was chosen as a namesake for this award as she was passionate about prioritizing service to students with diverse needs. Her family is honored and grant their permission to have this award created in her name.

245/16

Trustee Shaw: THAT the Board of Trustees review as presented and make recommendations for Draft Policy 20 – Laura Bird Memorial Beacon of Hope Award.

CARRIED (6/6)

Municipal Government Act (MGA) Update

Trustee Crockett provided an update on the Government's MGA legislation, based on her attendance at a meeting earlier in the day and, considerations and implications for School Boards. Trustee Crockett inquired about the Boards interest and preferred approach for responding.

246/16

Trustee Proulx: THAT the Board of Trustees send a letter to Minister Larivee addressing school board related concerns identified at the Board table regarding the recent MGA Review on June 13, 2016.

CARRIED (6/6)

NEW BUSINESS

New School Consultation Process Proposed Guidelines

Communications Manager Bruineman presented draft proposed guidelines for the planned New School Consultation Process. Trustees discussed the guidelines and will offer further amendments through an online document, bringing the updated version to the June 27th meeting for final review.

INFORMATION ITEMS

Report from the Chair

Trustee Radford highlighted the joint meeting held with St. Albert Public and Sturgeon School Division and the mutual benefits of gathering.

MEETING EXTENSION

247/16

Trustee Crockett: THAT the Board of Trustees extend the meeting until 6:00 p.m.

CARRIED (6/6)

Report from the Chair

Trustee Radford shared the Correspondence with the Board, including a letter from St. Albert Public offering to host the next joint meeting between Sturgeon School Division, St. Albert Public, and GSACRD.

248/16

Trustee Proulx: THAT the Board of Trustees continue meeting with Sturgeon School Division and St. Albert Public on an annual basis and arrange to host a future joint meeting.

CARRIED (6/6)

Report from the Superintendent

Superintendent Keohane updated the Board on the highlights from the Accountability Pillar Results which reflects the updating of measures on satisfaction and high school completion success. The report will be updated in the fall with the Diplomas and Provincial Achievement Tests Results.

Superintendent Keohane presented the results from the recent Gallup Poll highlighting that employee engagement across the District has reached its highest level in the last eight years. It

was demonstrated that high levels of employee engagement impacts student success in school. Engagement levels are also a predictor of professional success.

Assistant Superintendent Quick provided an update on Faith Initiatives across the District highlighting the outstanding progress on many of the Charitable works school were involved in including: raising funds for the building of Pope Francis School and supporting both the Fort McMurray Fire Relief efforts and the annual Sign of Hope Campaign.

MEETING EXTENSION

249/16 **Trustee McEvoy:** **THAT** the Board of Trustees extend the meeting until 7:00 p.m.

CARRIED (6/6)

250/16 **Trustee McEvoy:** **THAT** the Board of Trustees receive the superintendent's report as information.

CARRIED (6/6)

BOARD COMMITMENTS

251/16 **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

Carryl Bennett-Brown inquired as to whether or not schools would be receiving their individual results from the Gallup Poll. Superintendent confirmed that schools would be sharing their results with staff.

TRUSTEE REQUEST FOR INFORMATION

Trustee Radford requested further information on 3 locally developed courses. The link was provided to all seventeen (17) courses via email for Trustees to review.

CLOSING PRAYER **Trustee Tremblay** offered the closing prayer.

IN CAMERA

252/16 **Trustee Shaw:** **THAT** the Board of Trustees move In Camera at 6:25 p.m.

CARRIED (6/6)

OUT OF CAMERA

253/16 **Trustee Shaw:** **THAT** the Board of Trustees move Out of Camera at 7:00 p.m.

CARRIED (6/6)

ADJOURNMENT

254/16

Trustee Crockett: THAT the Board of Trustees adjourn the regular meeting at 7:01 p.m.

CARRIED (6/6)

Secretary Treasurer

Chair



BOARD OF TRUSTEES REGULAR MEETING

June 27, 2016

ATTACHMENT FOR AGENDA ITEM 8.2

Board Advocacy Committee Meeting Summary of June 20, 2016

BACKGROUND:

Please see attached.

RECOMMENDATION:

THAT the Board of Trustees approve the summary of the Board Advocacy Committee meeting held on June 20, 2016 as circulated/as circulated and amended.

**SUMMARY OF THE BOARD ADVOCACY COMMITTEE MEETING OF
GREATER ST. ALBERT RCSSD NO. 734
MONDAY, JUNE 20, 2016**

COMMITTEE MEMBERS PRESENT

Trustees Crockett, McEvoy, Proulx, Radford, Shaw, and Tremblay

ADMINISTRATION PRESENT

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

CALL TO ORDER

Trustee Shaw called the meeting to order at 7:29 p.m.; Trustee Crockett offered the opening prayer.

ACKNOWLEDGEMENT

Trustee Shaw acknowledged the Board is meeting on the original lands of the Cree, those of Treaty 6, and on the homeland of the Métis Nation.

The Chair was handed to Trustee Radford for the Staff Recognition section of the meeting.

STAFF RECOGNITION

Trustees recognized the following staff members:

- Excellence in Teaching Nominees: Leisa Michael (AL), Monique Auray (EFJ)
- Edwin Parr Nominees: Aaron Adams (RSF), Dean Neumeier (SACHS)
- Excellence in Catholic Education: Maureen Offenberger (JJN)

Unfortunately Dean Neumeier was unable to attend. Principals from AL, EFJ, and RSF were on hand to provide an overview of the talents of their respective staff members and Superintendent Keohane spoke on behalf of CASS about JJN staff member Maureen Offenberger.

The Board recessed and invited guests for a brief fellowship with refreshments for 20 minutes.

The Chair was returned to Trustee Shaw following Staff Recognition.

DISTRICT RELIGIOUS EDUCATION PROGRAMMING OVERVIEW

Assistant superintendent Quick provided a comprehensive written overview, including the scope and sequence, of Religious Education Programming in the District for students in grades 1-12. He explained that a new revamped curriculum was introduced last year for students in grade 1 and provided Trustees with an understanding of the transition timeline and general plan for the remaining grades. Assistant superintendent Quick stressed that since the relationship between home, school, and parish is paramount, all digital resources purchased by the district would be made available to all four parishes to access as desired.

HIGH SCHOOL FLEXIBILITY AND IMPACT ON STUDENT LEARNING

Assistant superintendent Quick provided an overview of the approach taken by both SACHS and MCHS on High School Flexibility and the impact on student learning, along with successes and opportunities with both approaches. Trustees had opportunity for questions and discussion to gain a better overall understanding.

TRUSTEE COMMITTEE REPORTS

Trustee Crockett provided a written report from her attendance at the May 27, 2016 ASBA Zone 2/3 Meeting. Trustee Crockett provided a brief overview from her attendance at recent St. Albert Liaison meeting, explaining that there were no actionable items related to school board business. Trustee Shaw distributed a report and shared some notes with Trustees from a recent ACSTA meeting she attended.

TRUSTEE DEVELOPMENT / BOARD ADVOCACY

Governance Rules – The Role of the Chair

Secretary-treasurer Schlag asked Trustees if they referred to watch the video as a group or view it on their own. Preferring to watch on their own time, the video will be made available to Trustees for two weeks beginning Tuesday, June 21, 2016.

2016-17 MEETING DATES FINAL REVIEW

Trustees reviewed the potential schedule for 2016-17 for a final time prior to year-end.

Trustee Crockett offered the closing prayer. The meeting was adjourned at 9:54 p.m.

Meeting chaired by Trustee Shaw



BOARD OF TRUSTEES REGULAR MEETING

JUNE 27, 2016

ATTACHMENT FOR AGENDA ITEM 9

Committee & Event Reports

PREPARED BY:

- | | |
|---|----------|
| 9.1 Alberta School Trustees' Association (Shaw) | Attached |
| 9.2 Alberta School Boards Association Zone 2/3 (Crockett) | Attached |

RECOMMENDATION:

THAT the Board of Trustees approve the committee reports from the Board Advocacy Committee meeting held on June 20, 2016.



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

Committee Report Summary

Board Advocacy Committee Meeting Date: June 20, 2016

Submitted by Trustee: Trustee Shaw

Committee/Event Name: ACSTA

Committee Meeting Date & Time: May 27, 2016

Summary of Agenda Items:

Advocacy/Communications Committee Report Advocacy/Communications Committee Chair Serena Shaw referred to her previously circulated report. The Directors expressed strong support for a structured event offering Directors a chance to educate and advocate with provincial MLAs. Municipal Government Act President Adriana LaGrange reported that the Past President and she attended the Municipal Affairs Technical Briefing of the Municipal Government Act to Alberta School Board Associations on May 13, 2016. Specific details of the embargoed information presented could not be released until the Bill is introduced on May 30th. Municipal Affairs will be travelling to 20 locations across Alberta in June and July to discuss the proposed changes to the MGA through public sessions and Directors were encouraged to attend these sessions. Administration was directed to arrange a meeting with the Minister of Municipal Affairs.

Election Materials President Adriana LaGrange reported the ACSTA is working on preparing documents for the 2017 Municipal Elections, which includes updating the ACSTA document Called to this Vocation: Serving as a Catholic School Trustee

2016 SPICE/Blueprints Retreats

The Executive Director referred to the previously circulated participant evaluation statistics. Both retreats were well received by the participants

2016 AGM & Convention 2016 AGM & Convention Committee Chair Judy Lane reported on the May 26th 2016 committee meeting. Plans for the event include: - a logo design depicting the 50th anniversary; - organizing a Gala Dinner on Saturday evening with invitations being sent to past presidents, selected elected officials, clergy, etc.; - the production of a souvenir book to honor the 50th anniversary; - Silent auction – with proceeds directed towards Toonies for Tuition/Development and Peace. The Committee is recommending to the Governance

Committee that the service award categories be changed from the current 9 and 18 to 8, 12, 16 and 20.

Finance Committee Report Vice-President, John Tomkinson referred to the previously circulated budget considerations and assumptions which will direct the preparation of the 2017 operating budget. MOVED by John Tomkinson that the 2017 proposed ACSTA budget considerations and assumptions be accepted, as amended

Governance Committee Report Governance Committee Chair John Tomkinson spoke to his previously circulated report. Directors were asked to take the draft policy document back to their boards for their input and to report their suggested amendments to the ACSTA office by July 15th. The Governance Committee will present the revised policies at the next meeting.

Executive Director Evaluation MOVED by Kelly Henderson that the Board of Directors approve the Executive Director's evaluation report as developed during the evaluation workshop of February 11, 2016 as an accurate accounting of the Executive Director's performance during the evaluation period March 26, 2015 – February 10, 2016 and further that the Board authorizes the President to sign the report on the Board's behalf

We had a presentation from AB Ed on First Nation, Metis, Inuit resources. I have placed the slide show in the Trustee Shared Folder. There appears to be some good resources available to our staff.



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

Committee Report Summary

Board Advocacy Committee Meeting Date: June 20th, 2016

Submitted by Trustee: Joan Crockett

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

Committee Meeting Date: May 27, 2016

Highlights:

Chairs Report – Cheryl Dumont

- Michael Gramatovich from Northern Gateway has agreed to audit Zone 2/3 books for 2015/2016.
- Zone Professional Development will focus on what can current trustees do to mentor new trustees and get others involved with trusteeship and the election process in general.
- Upcoming Professional Development: LGBTQ panel of students/parents from Outloud, St Albert – September, Curriculum Redesign, and Origins of Treaty Six.
- Zone Facebook Group Page – 80 members now share readings and postings. Kim Ayers, Zone Secretary monitors the page.

Zone Directors – Lorna Misselbrook, Jean Boisvert

- Scott McCormick, Executive Director of ASBA has accepted a position with Alberta Education in the capacity of Executive Director of Research, Engagement, System Assurance and Teacher Relations. His last day with ASBA will be July 13, 2016. Scott will be recognized for his work at the FGM 2016.
- Interim Executive Director will be Jim Gibbons with the new Executive Director to hopefully begin his duties by the end of September.
- Board of Directors draft minutes will be circulated to Zone Chairs.
- 80% of participants of the Provincial Issues Forum were satisfied with forum and MLA reception.

Government of Alberta Education Budget

- Total Budget 9.8 billion (\$7.9 Operating and \$1.9 growth) or \$45 million a day.
- Additional \$28 million for FNMI to close achievement gap in addition to \$48 million existing FNMI grant dollars)
- \$1.6 billion to support 200 announced schools

Next meeting – September – St Anthony Centre, 10425 – 84 Ave Edmonton



BOARD OF TRUSTEES REGULAR MEETING

JUNE 27, 2016

ATTACHMENT FOR AGENDA ITEM 10

Good News (Communication & Community Relations)

PREPARED BY:

Carol Bruineman, communications manager

BACKGROUND:

Please see attached.

Good News
Regular Board Meeting
June 27, 2016

Community News

- **Neil M. Ross** nominated one of their super volunteers, Rose De Sousa for the Caring Canadian medal which recognizes exceptional volunteer achievements and she was selected! She is also the volunteer that was honored with the public education certificate from Neil M. Ross! We are blessed to have her as part of our school community.
- **MCHS** wishes to thank their community partners: The Morinville Fire Department, the Catholic Women's League, Knights of Columbus, Lions' Club, Rotary and Servus Credit Union who served 1400 lunches this past year recognizing students for outstanding "citizenship!"

School News

- **École Notre Dame** tallied the total proceeds from their recent Fun Run which ended up at close to \$5,500!! Congratulations to the organizers of the event and thank you to the generosity of the Morinville community!
- **MCHS Grad** was a memorable event for more than 1,000 students and their families! Thank you to Fr. Mario who was the celebrant for the liturgical service. In addition, the Grad Charity Committee raised over \$3100, collected 800 lbs of food collected for the Morinville Food Bank and donated of more than 100 toys to the MidStream Society. What a fabulous way to support their local community in their graduating year!
- **J.J. Nearing** is pleased that more families are choosing their school; registrations are at their highest and approaching 500!
- **MCHS** track athletes had an outstanding season with fourteen students qualifying for the Provincial Track and Field Championship!

District News

- The District is looking forward to welcoming many new faces to the District Office team in the new school year. In the meantime, thank you to those retiring and leaving the District Office staff for your collective years of service to Greater St. Albert Catholic Schools!



BOARD OF TRUSTEES REGULAR MEETING

JUNE 27, 2016

ATTACHMENT FOR AGENDA ITEM 13.1

2016-2019 Three-Year Education Plan Framework

PRESENTER:

David Keohane, superintendent of schools

BACKGROUND:

The Board's 2016 – 2019 Three-Year Education Plan is due for submission to Alberta Education by November 30, 2016. The rationale for this timeline is to provide school boards with sufficient time to update the plan following their receipt of provincial achievement test and diploma exam results in September.

In order to enable our schools to prepare for the development of their own school education plans for the 2016 – 2019 School Year, it is important that our school-based administrators have a first draft of our upcoming Three-Year Education Plan. It is also important that our stakeholders have an opportunity to see how the results of this year's community consultations have been incorporated into our planning for the next three years within our schools.

Six assumptions have been adopted within the attached planning framework:

1. As per Section 16 of the Government Accountability Act, the plan incorporates an alignment between the interests of the provincial government and the School District.
2. The plan is a source document and frame of reference to communicate the educational priorities of the School District for the upcoming three-year period.
3. The plan is highly focused and determines the fewest priorities that will make the biggest difference within our schools. To assist with this approach, many priorities are assigned within a specific timeframe.
4. The plan honours and incorporates public perspectives on enhancing education mandates derived through community consultation.
5. The faith dimension within the plan provides a context for adopting Church priorities and faith permeation.
6. The strategies enclosed have been prioritized and adapted to reflect the strategic priorities of the Board, expertise of school/district administration and staff, as well as evolving legislative requirements.

RECOMMENDATION:

THAT the Board approve the Planning Framework for the 2016 – 2019 Three-Year Education Plan as presented.

2016-2019 District Three-Year Education Plan Framework



Required Goals, Outcomes, Strategies and Performance Measures

FAITH OUTCOME: OPENING THE DOORS OF MERCY – LOVE IN ACTION

District Specific Outcome: Through furthering a culture of evangelization, faith formation, and vocation within our schools, students, staff, and parents know, model, and witness Jesus Christ.

Strategy/Strategies:

- From 2012-2015 3-YEP
 - ✓ 2016 – 2017 – schools demonstrate a preferential option for the poor and needy through social justice / community service activities that support Catholic Social Services and Canadian Development and Peace;
- From Board Strategic Plan 2014
 - ✓ 2016 – 2017 – students exercise their own ethical and entrepreneurial response to social justice through a teachable discernment process;
 - ✓ 2016 – 2017 – student retreats are available for all students to nurture a prayerful, peer to peer encounter with Jesus Christ;
 - ✓ 2016 – 2017 – religious education is relevant and promotes hope, engagement, and well-being in students;
- From Board Strategic Plan 2016
 - ✓ 2016 – 2019 – Pursue an animated and actionable representation of the district theme that lead to visual impact at the school and district levels;
 - ✓ 2016 – 2019 – teach students a model of spontaneous prayer for our blessings and the needs of others;
 - ✓ 2016 – 2017 – focus on the intentional incorporation of the corporal and spiritual works of mercy within the culture of the school.

Performance Measures:

- ✓ Percentage of teachers, parents and students satisfied with the overall quality of basic education.
- ✓ Percentage of teacher, parent and student agreement that students are safe at school, are learning the importance of caring for others and are learning respect for others and are treated fairly in school.
- ✓ Percentage of teacher, parent, and student agreement that students model characteristics of active citizenship.
- ✓ Percentage of teacher, parent, and student agreement that students are taught attitudes and behaviours that will make them successful at work when they finish school.

OUTCOME ONE: ALBERTA'S STUDENTS ARE SUCCESSFUL

Morinville Community High School demonstrates this outcome so that:

Strategy/Strategies:

- From Morinville Community Conversation January 27, 2014
 - ✓ 2016 – 2019 – students experience an “innovative,” “hands-on” approach to learning that involves community partnerships;
 - ✓ 2016 – 2019 – strong program variety enables students to achieve career interests;
 - ✓ 2016 – 2019 – quality education meets the diverse learning and career needs of students;
 - ✓ 2016 – 2019 – a variety of differentiation and formative assessment strategies improve learning for all students with targeted strategies for FNMI students;
- From CCLC May 7, 2013
 - ✓ 2016 – 2017 – flexible pathways for learning are established to address the formative needs of students;
 - ✓ 2016 – 2017 – positive behavioural and academic supports enable all students to achieve.

St. Gabriel demonstrates this outcome so that:

Strategy/Strategies:

- From CCLC May 7, 2013
 - ✓ 2016 – 2019 – increased choice, opportunity, and flexibility occurs for students through the inter-relationships of SACHS, ESSMY, MCHS and iLearn. Grade 9 students in St. Albert will be made aware of the program opportunities provide by St. Gabriel High School.
- From CCLC May 7, 2013
 - ✓ 2016 – 2019 – a variety of differentiation and formative assessment strategies are used to improve student learning including seminars and enhancements to the Learner Management System;
 - ✓ 2016 – 2019 – flexible pathways for learning health and wellness and career exploration are established to address the formative needs of students;
 - ✓ 2016 – 2019 – positive behavioural and academic supports enable all students to achieve.
- From CCLC June 7, 2016
 - ✓ 2016 – 2019 – enhance student learning opportunities and experiences through the existing Pathways program, the use of my BluePrint and collaboration with SACHS Work Experience and RAP opportunities.

District Specific Outcome: Validate components of a 21st Century Learning focus and shared campus approach at SACHS and ESSMY.

St. Albert Catholic High School demonstrates this outcome so that:

Strategy/Strategies:

- From Shaping Our Future Final Report May 2015
 - ✓ 2016 – 2019 – students participate in course related practicums outside the walls of the school community;
 - ✓ 2016 – 2018 – students experience enhanced accessibility to sport and wellness activities;
 - ✓ 2016 – 2018 – students experience choice in dual-track French-Immersion programming.

École Secondaire Sainte Marguerite d’Youville demonstrates this outcome so that:

Strategy/Strategies:

- From Shaping Our Future Final Report May 2015
 - ✓ 2016 – 2019 – students receive similar 21st Century Learning focuses to those experienced within the SACHS program;
 - ✓ 2016 – 2019 – students experience the benefits of a small single track French Immersion program at the high school level, while seeking more robust and personalized timetabling offerings through a partnership with SACHS;

- ✓ 2016 – 2019 – students are provided opportunities to participate within SACHS athletic programs.

Performance Measures:

- ✓ Overall percentage of students who achieved the acceptable standard and the overall percentage of students who achieved the standard of excellence on Diploma Examinations.
- ✓ High school completion rate of students within three years of entering Grade 10.
- ✓ Annual dropout rate of students aged 14 to 18.
- ✓ High school to post-secondary transition rate of students within six years of entering Grade 10.
- ✓ Percentage of Grade 12 students eligible for a Rutherford Scholarship.
- ✓ Percentage of students writing four or more Diploma Examinations within three years of entering Grade 10.
- ✓ Overall teacher, parent and student agreement that students model the characteristics of active citizenship.
- ✓ Overall percentage of teachers, parents and the public agreement that students demonstrate attitudes, skill, knowledge and behaviours to be successful at work when they finish school.

K – 9 educational programs demonstrate this outcome so that:

Strategy/Strategies:

- ✓ 2016 – 2017 - there is a promotion and move toward the development of the 10 competencies from Inspiring Education within the classroom.
- ✓ 2016 – 2017 - there is a deeper understanding of what literacy and numeracy looks like in GSACRD classrooms;
- ✓ 2016 – 2017 - diagnostic efforts and intervention plans dedicated to student success (K – 9) in meeting literacy and numeracy standards are exercised at the classroom level and across the district;
- ✓ 2016 – 2017 - there is continued focus on the core instruction necessary at the universal level in order to ensure good pedagogy and success for all learners is in place, including:
 - a variety of differentiation and formative assessment strategies that improve student learning;
 - flexible pathways for learning that address the formative needs of students;
 - positive behavioural and academic supports that enable all students to achieve.

Performance Measures:

- ✓ Overall percentage of students in Grades 6 and 9 who achieved the acceptable standard and overall percentage of students who achieved the standard of excellence on Provincial Achievement Tests (based on cohort)

OUTCOME TWO: THE ACHIEVEMENT GAP BETWEEN FIRST NATIONS, MÉTIS AND INUIT STUDENTS AND ALL OTHER STUDENTS IS ELIMINATED.

K – 12 educational programs demonstrate this outcome so that:

Strategy/Strategies:

- ✓ 2016 – 2019– an assessment of FNMI engagement in schools through the assistance of the Gallup Student Poll survey instrument, activates program interventions to increase hope, engagement, and well-being for these students;

From CCLC May 20, 2014

✓ 2016 – 2019 – innovative partnerships between home and school occurs to build student engagement;

✓ 2016 – 2019 – truth and reconciliation furthers staff awareness of trust, respect, and understanding of FNMI efforts to honour cultural strengths in a changing world;

✓ 2016– 2019 – a district-wide FNMI education advisory committee will recommend school based processes to maximize student engagement in learning;

From CCLC June 7, 2016

✓ 2016-2019 – a day to celebrate FNMI heritage within our schools is conducted annually;

✓ 2016-2019 - career counselling and post-secondary enrollment coaching is provided for FNMI students.

Performance Measures:

✓ Overall percentage of self-identified FNMI students in Grades 6, and 9 who achieved the acceptable standard on Provincial Achievement Tests and the percentage of self-identified FNMI students in Grades 6, and 9 who achieved the standard of excellence on Provincial Achievement Tests.

✓ Overall percentage of self-identified FNMI students who achieved the acceptable standard Diploma Examinations and overall percentage of self-identified FNMI students who achieved the standard of excellence on Diploma Examinations.

✓ High school completion rate of self-identified FNMI students within three years of entering Grade 10.

✓ Annual dropout rate of self-identified FNMI students aged 14 to 18.

✓ High school post-secondary transition rate of self-identified FNMI students within six years of entering Grade 10.

✓ Percentage of self-identified FNMI students eligible for a Rutherford Scholarship.

Overall percentage of self-identified FNMI students writing four or more diploma examinations within three years of entering grade 10.

OUTCOME THREE: ALBERTA’S EDUCATION SYSTEM IS INCLUSIVE

K – 12 educational programs demonstrate this outcome so that:

Strategy/Strategies:

From 2012 ACSTA Safe and Caring Schools Strategy: Admin Procedure 359, 360 January 2016

✓ 2016– 2019 –the School District’s Safe and Caring Schools procedure is implemented and applicable District Administrative procedures are aligned with current and future legislation;

✓ 2016 – 2019 – student diversity and the Church’s unconditional respect for the dignity of the human person is respected and celebrated through school based counselling, advocacy, and peer – group support initiatives.

From CCLC Taking Action on Community Perspectives Regarding the Statutes of Bullying and Student Mental Health April 2016 & CCLC May 17, 2016

✓ **Focus on Bullying**

• 2016-2017 – District wide common language as it pertains to addressing bullying (possibly developed by counselors) is promoted;

• 2016-2019 – right relationships, and conflict resolution as components of the healthy schools initiative in all schools are furthered;

• 2016-2017 – awareness of how “restorative” practices benefit creating growth in relationship, responsibility, and enriching a community ethos within the school is furthered; classroom circles are incorporate on a routine basis within our schools.

• 2016-2019 – universal and anonymous vehicles for reporting bullying is emphasized;

From CCLC
Taking Action on
Community
Perspectives
Regarding the
Statutes of
Bullying and
Student Mental
Health April 2016
& CCLC May 17,
2016

- **2016-2019** – students and families are counselled and enhance their locus of control by understanding the power of personal choice, discernment, and finding ways to resolve problems;

Focus on Mental Health

- School Based
 - **2016-2019** - consistent counsellor availability to assist with the presentation of issues is provided;
 - **2016-2019** - success coaches to support students at risk are utilized;
 - **2016-2019** - resources to achieve school based goals are prioritized.
- Community Links
 - **2016-2019** - more effective and timely response from community expertise are obtained.
- **2016-2017** - staff are trained to in understand indicators of mental health issues for students;
- **2018-2019** - a student conference on mental health is organized with the goal of reducing stigmas and having students involved in the facilitation and speaker selection process;
- **2016-2019** - parents are educated about Mental-Health and Wellness Programs provided at the school level;
- **2016-2019** - screening and supports within early childhood programs are provided.

Performance Measures:

- ✓ Overall percentage teacher, parent and student agreement that students are safe at school, the importance of caring for others, learning respect for others and are treated fairly in school.

OUTCOME FOUR: ALBERTA HAS EXCELLENT TEACHERS, SCHOOL AND SCHOOL AUTHORITY LEADERS

K – 12 educational programs demonstrate this outcome so that:

From Board
Review March-
2, 2013; CCLC
May 20, 2014

Strategy/Strategies:

From Community
Conversation
June 13, 2013;
May 20, 2014
CCLC

From Community
Conversation
February 24,
2016 and CCLC
May 17, 2016

- ✓ **2016 – 2017** - professional learning is dedicated to the pyramid of supports (indicators of success) and these supports are effectively implemented through a school based plan;
- ✓ **2016 – 2017** – District and school based data informs and enhances collaborative leadership, employee and student engagement, and effective teaching and learning;
- ✓ **2016 – 2017** – a scope and sequence of skills and competencies for the application of technology to learning is established for each grade learner;
- ✓ **2016-2017** – learning is demonstrated as a priority and technology serves as a tool;
- ✓ **2017-2018** – minimum standards for teacher competencies are regularly updated;
- ✓ **2018-2019** – transparent and measurable results for how tech improves student learning are established;
- ✓ **2016 – 2019** – student choice and voice as a strategy for improving learning is encouraged;
- ✓ **2016 – 2019** – online etiquette to match social skills is taught.

Performance Measures:

- ✓ Overall percentage of teacher, parent and student satisfaction with the opportunity for students to receive a broad program of studies, including fine arts, career, technology, health and physical education.

OUTCOME FIVE: THE EDUCATION SYSTEM IS WELL GOVERNED AND MANAGED

K – 12 educational programs demonstrate this outcome so that:

Strategy/Strategies:

From CCLC May 7, 2013; Community Conversation June 13, 2013

- ✓ **2016 – 2017** – emotional attachment (relationship and engagement) to school and district occurs for all stakeholders through district community conversations and online - collaboration with parents at the school level;

- ✓ **2016 – 2017** – community feedback in enhancing transitioning between school programs is enhanced through: (to be reviewed);

- schools collaborating each other to promote continuity of programming from K – 12
- making early and timely notifications of programming opportunities for students;
- encouraging students to be an important source of promotion for our schools.

From Community Conversation December 3, 2014; May 6, 2015 & CCLC June 7

- ✓ **2016 – 2017** – community feedback in promoting effective digital literacy programs in K – 12 occurs through: (to be reviewed);

- the integration of digital citizenship being a core component of how citizenship is taught within schools;
- developing a common ethical and moral framework promoting “self-regulation” through which digital citizenship will be taught;
- maintaining equity of access of technology to all students within the District.

From Board Strategic Plan May 12, 2014

- ✓ **2016 – 2017** – students in grades 5, 9, and 10 undertake a strength based assessment to be used for enriching learning engagement within the classroom.

Performance Measures:

- ✓ Overall percentage of teacher and parent satisfaction with parental involvement in decisions about their child’s education.
- ✓ Overall percentage of teachers, parents and students indicating that their school and schools in their jurisdiction have improved or stayed the same in the last three years.
- ✓ Overall percentage of teacher, parent and student satisfaction with the overall quality of basic education.

Required Goals, Outcomes and Performance Measures

Listed below are the required goals, outcomes and performance measures for school jurisdiction AERRs, which align with Alberta Education’s Business Plan 2015 - 2018.

Jurisdictions choosing to prepare a combined 3YEP/AERR should use the components listed in the 3YEP section of this document instead of the ones shown below.

<p>DESIRED OUTCOME ONE: Every student is successful.</p>	<p>SPECIFIC OUTCOME: Students achieve student learning outcomes.</p> <p>PERFORMANCE MEASURES</p> <ul style="list-style-type: none"> • Overall percentage of students who achieved the acceptable standard and the overall percentage of students who achieved the standard of excellence on Diploma Examinations. • High school completion rate of students within three years of entering Grade 10. • Annual dropout rate of students aged 14 to 18. • High school to post-secondary transition rate of students within six years of entering Grade 10. • Percentage of Grade 12 students eligible for a Rutherford Scholarship. • Percentage of students writing four or more Diploma Examinations within three years of entering Grade 10. • Overall teacher, parent and student agreement that students model the characteristics of active citizenship. • Overall teacher and parent agreement that students are taught attitudes and behaviours that will make them successful at work when they finish school. <p>SPECIFIC OUTCOME: Students demonstrate a strong foundation in literacy and numeracy.</p> <p>PERFORMANCE MEASURES</p> <ul style="list-style-type: none"> • Overall percentage of students in Grades 6 and 9 who achieved the acceptable standard and overall percentage of students who achieved the standard of excellence on Provincial Achievement Tests (based on cohort).
<p>DESIRED OUTCOME TWO: Alberta has quality teaching and school leadership</p>	<p>SPECIFIC OUTCOME: Teacher preparation and professional growth focus on the competencies needed to help students learn. Effective learning and teaching is achieved through collaborative leadership.</p> <p>PERFORMANCE MEASURES</p> <ul style="list-style-type: none"> • Overall teacher, parent and student satisfaction with the opportunity for students to receive a broad program of studies, including fine arts, career, technology, health and physical education.
<p>DESIRED OUTCOME THREE: Alberta’s education system is governed effectively</p>	<p>SPECIFIC OUTCOME: The education system demonstrates collaboration and engagement.</p> <p>PERFORMANCE MEASURES</p> <ul style="list-style-type: none"> • Overall teacher and parent satisfaction with parental involvement in decisions about their child’s education. • Overall teacher, parent and student satisfaction with the overall quality of basic education.

<p>DESIRED OUTCOME THREE: Alberta's education system is governed effectively (continued)</p>	<p>SPECIFIC OUTCOME: Students and communities have access to safe and healthy learning environments.</p> <p>PERFORMANCE MEASURES</p> <ul style="list-style-type: none"> • Overall teacher, parent and student agreement that students are safe at school, learning the importance of caring for others, learning respect for others and are treated fairly at school. • Overall percentage of teachers, parents and students indicating that their school and schools in their jurisdiction have improved or stayed the same the last three years.
<p>DESIRED OUTCOME FOUR: First Nations, Métis and Inuit students are successful</p>	<p>SPECIFIC OUTCOME: The achievement gap between First Nations, Métis and Inuit (FNMI) students and all other students is eliminated.</p> <p>PERFORMANCE MEASURES</p> <ul style="list-style-type: none"> • Overall percentage of self-identified FNMI students in Grades 6 and 9 who achieved the acceptable standard and the percentage of self-identified FNMI students who achieved the standard of excellence on Provincial Achievement Tests. • Overall percentage of self-identified FNMI students who achieved the acceptable standard and the overall percentage of self-identified FNMI students who achieved the standard of excellence on Diploma Examinations. • High school completion rate of self-identified FNMI students within three years of entering Grade 10. • Annual dropout rate of self-identified FNMI students aged 14 to 18. • High school to post-secondary transition rate of self-identified FNMI students within six years of entering Grade 10. • Percentage of self-identified FNMI Grade 12 students eligible for a Rutherford Scholarship. • Percentage of self-identified FNMI students writing four or more Diploma Examinations within three years of entering Grade 10.
<p>Notes</p>	<ul style="list-style-type: none"> • The results for the required measures are available in the Accountability Pillar reports on Alberta Education's Extranet at https://phoenix.edc.gov.ab.ca/ • Consistent with the <i>Freedom of Information and Protection of Privacy Act</i>, <u>when the number of students or survey participants in a group is fewer than six, results are not reported</u> to protect individual privacy.

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 bringing 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;
- sustain the continuity of enrollment of students within K – 12 Catholic education.

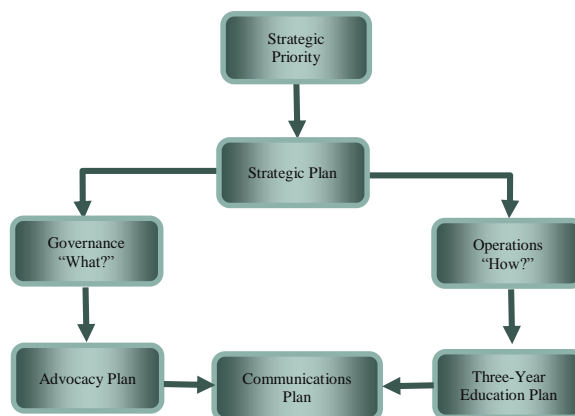


Re: District Communications –

- 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*



2016-2017 STRATEGIC PLAN

Source Document: Board Policy 1: District Mission Statement, Values and Beliefs, Goals and Objectives; Strategic Priority Report to the Board 2016-2017

FOCUS ON FAITH

Through pursuing the *Faith Goal: Opening the Doors of Mercy – Love in Action*, prioritize:

- a) Enabling the theme to have a visual impact at the school and district levels;
- b) Focusing on the corporal and spiritual works of mercy;
- c) Promoting capacity at the staff and student level to learn spontaneous prayer dedicated to thanksgiving and human / global needs;
- d) Serving our world through promoting our unconditional respect for the dignity of the human person.

FOCUS ON PROVINCIAL MANDATE FOR EDUCATION

Further understanding of our local indigenous community context by:

- a) Incorporating its world view into building a better future;
- b) Furthering the participation of elders and indigenous community leaders into our program planning;
- c) Establishing a learning day to celebrate our right relationships with our indigenous communities.

FOCUS ON COMMUNITY INTEREST IN OUR SCHOOLS

Through responding to our community interests and in particular, the voice of our students:

- a) Address student mental health and well-being through:
 - i. Resourcing for equity in counselling services, stable and predictable internal and external supports for students, incident support teams;
 - ii. Promoting awareness to mental health needs in the community, healthy relationship programs within our schools and the social competencies taught within our programs;
 - iii. Sharing with others the value of restorative practices in furthering just and compassionate communities;
 - iv. Communicating of needs between the District and external community services.

FOCUS ON LEGACY

In furthering the advocacy role of the Board, priority will be placed upon:

- a) Promoting liaising with local municipalities and the provincial government regarding the availability of school sites within Area Structure Plans;
- b) Celebrating the strong attraction of families to our educational mandate, who through choice enable our district to exceed provincial trends regarding enrollment in Catholic education;
- c) Sustaining the continuity of enrollment of students within K – 12 Catholic education.

BOARD OF TRUSTEES

Noreen Radford – Chair (Morinville)
Rosaleen McEvoy – Vice-Chair (St. Albert)
Joan Crockett – Trustee (St. Albert)
Serena Shaw – Trustee (St. Albert)
Vacant – Trustee (St. Albert)
René Tremblay - Trustee (Morinville)
Cathy Proulx – Trustee (Legal)

MISSION

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



VISION

Excellence in learning through faith, relationships, and engagement.



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



BOARD OF TRUSTEES REGULAR MEETING

JUNE 27, 2016

ATTACHMENT FOR AGENDA ITEM 13.2

2016-2017 Principles for the Basis of Allocations to Schools

PRESENTER:

Deb Schlag, secretary treasurer

BACKGROUND:

Each year as part of the budget process, administration recommends the Principles for the Basis of Allocations to school-based budgets.

A review of the DRAFT 2016-2017 Principles for the Basis of Allocations to Schools was completed at the April 11, 2016 Regular Meeting and the FINAL version is attached for trustees.

The Class Size Standards used in 2015-2016 are as follows:

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

The single change will be to the Grade 10 to 12 Class Size Standard, which increases to 30.5 for improved equity at all grades.

All rates left blank in the Draft version of April 11, 2016 have now been completed and included in the document in accordance with the 2016-17 Budget. The 2015-16 Addendums only are included for comparative purposes.

RECOMMENDATION:

THAT the Board of Trustees approve the 2016-2017 Principles for the Basis of Allocations to Schools, as presented and attached.



BOARD OF TRUSTEES REGULAR MEETING

JUNE 27, 2016

ATTACHMENT FOR AGENDA ITEM 13.3

2016-2017 Budget

PRESENTER:

Deb Schlag, secretary treasurer

BACKGROUND:

The *School Act* requires the district to submit an approved budget for each year on or before May 31, however the Minister provided an extension to June 30, 2016.

The Budget Report 2016/2017 has changed from 2015/2016. Expanded detail on the planned use of Accumulated Operating Surpluses (AOS) is required as a result of the inclusion of boards' consolidated budgets and results within those of the Government of Alberta, with monthly reports to Alberta Treasury Board. Boards are required to report, in detail, planned utilization of the major components of AOS from the 2015/16 school year all the way to the 2018/19 school year.

The Schedule of Fee Revenue has been revised in accordance with the March 2016 discussion paper, "Recommendations for Effective School Fee Practices" submitted by the *ASBOA Ad Hoc Fee committee*. Most of the recommendations have been integrated with minor modifications. There is no differentiation between school generated and board generated revenue in the schedule.

The 2016-17 district budget is based on:

- Projected enrolment 5,953 FTE students (a projected increase of 55 FTE or 0.9% as compared to 2015-16)
- The budget documents suggests enrolment of 6,192 students (5,615 grades 1-12 and 577 ECS), inclusive of PUF preschool, K-9, and the equivalent high school students when measured based on 35 CEU's per student
- Principles of the Basis for Allocations to Schools (with same class size rate as 14-15, with the exception of grades 10-12, which has increased by 2 to 30.5)
- Funding rates as distributed by Alberta Education on April 14, 2016

For 2016-2017, all funding rates remain the same as in 2015-2016 – as attached.

Approximately 80% of all revenue received goes directly to Instruction and the Board. Approved Class Size for grades 1-9 has been constant since 2012-13. The High School Class Size, for allocation purposes, has increased from 28.0 to 30.5 for 2016-2017, to improve equity at all grade levels.

The District expects an increase in certificated staff of approximately 4.0 FTE and a slight reduction of non-certificated staff by 2 positions in recognition of a small increase in enrolment and improvement in counselling/learning supports, as reflected in the 2016-2017 budget.

On average, approximately 76% of the district's overall expenses go toward personnel costs (salary and benefits), which is consistent with previous years, given that GSACRD contracts out both transportation and custodial services.

The District is projecting an Accumulated Operating Surplus of just over \$600,000, with a (\$558,357) operating budget deficit for 2016-2017.

- Instructional spending was projected at \$9,595 per FTE student for 2015-2016 and is projected for **2016-17 at \$9,415 per FTE student**
- Operational spending was projected at \$11,933 per FTE student for 2015-2016 and is projected for **2016-17 at \$11,700 per FTE student**

Based on this budget, the estimated Accumulated Operating Surplus of \$1,199,380 expected on August 31, 2017 is approximately 1.7% of budgeted revenue and represents only 3.44 days of budgeted operating expenditures (based on 200 days).

The Fall Update Budget due to Alberta Education by November 30, 2016 will reflect the ACTUAL enrolment at September 30, 2016 and be an adjustment from the details presented here (all estimated at a point in time). Rates used will be consistent with the Approved Budget adjusted for enrolment.

RECOMMENDATION:

THAT the Board of Trustees approve the district 2016-2017 operating budget with estimated revenues of \$69,091,880 and estimated expenditures of \$69,650,237, resulting in an annual deficit of (\$558,357).



BOARD OF TRUSTEES REGULAR MEETING

JUNE 27, 2016

ATTACHMENT FOR AGENDA ITEM 13.4

New: Policy 21 – Staff Recruitment and Selection of Personnel 1st Reading

PRESENTER:

David Keohane, superintendent of schools

BACKGROUND:

The Board has requested a consolidation of existing recruitment and selection practices that stipulates delineated and shared responsibilities for the Board and Superintendent within a policy.

Further to items 6, 7, and 9 of Policy 10 (Policy Making), a proposed draft policy is provided. To date a committee of trustees has met twice to determine elements within a policy to be brought forward to the Board. It is intended that a subsequent draft for Board approval would be brought before the Board at the September 26, 2016 Regular Meeting. The policy will be presented to the Policy Advisory Committee for information at their first meeting of the 2016/2017 school year.

It is anticipated that the Board would bring final approval to this policy in October of 2016.

RECOMMENDATION:

THAT the Board of Trustees review and make recommendations for Draft Policy 21 – Recruitment and Selection of Personnel.

RECRUITMENT AND SELECTION OF PERSONNEL

The recruitment and selection of District personnel is a shared responsibility between the Board and the Superintendent. The Board further believes that strong leadership and administration at the District and school levels, are essential to the effective and efficient operation of the school system. The recruitment of staff based upon their capacity to model and witness to the Board's mission, vision, values, and goals is essential to the success of the District's educational mandate.

Specifically

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 District 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.
3. The Board delegates the authority to the Superintendent to recruit and short-list for the position of Secretary-Treasurer while relying upon the full participation and consensus of the Board in determining the suitable candidate.
4. The following process will be followed for the additional Senior Administrative Leadership Team positions as they exist in the leadership structure created by the Superintendent, whereby senior administrators report directly to the Superintendent:
 - 4.1 The Superintendent shall be responsible for the creation of a short list of candidates for these positions.
 - 4.2 The Superintendent shall be responsible for the design of the selection committee. At least two (2) trustees, the Superintendent, a principal, district consultant and teacher shall constitute the selection committee. The decision will normally be made by consensus of the selection committee.
 - 4.3 The successful candidate must be supported by a majority of the selection committee. The Superintendent must be one (1) of the votes in the majority.
 - 4.4 This position shall have a role description and the person occupying the position shall have a written contract of employment. The Superintendent is delegated full authority to determine contract renewals.
5. The Superintendent is delegated full authority to recruit and select staff for all GSACRD Learning Leadership Team district positions that report directly to a Senior Administrative Leadership Team member.

6. The following process will be followed for the appointment of candidates to the positions of Principal and Vice-Principal:
 - 6.1 The Superintendent or designate from the Senior Administrative Leadership Team shall form an Administrative Review Committee comprised of school and district based administrators which will be the interview committee.
 - 6.2 The decision will normally be made by consensus of the interview committee. The Superintendent will have the final responsibility for selection.
 - 6.3 Decisions will be made by the Superintendent to either place principals and vice-principals into hiring pools for future appointments or to immediately place a successful applicant into a designated school.
 - 6.4 The Superintendent is delegated full authority to make all decisions regarding the term and/or continuing appointments of school-based administrators.
7. The Superintendent is delegated full authority to recruit and select staff for all other school-based positions.
8. All offers of employment shall be conditional on the successful applicant providing a criminal record check and a child intervention check (CIC) that is acceptable to the Superintendent. Additionally, the Superintendent may require documentation certifying that the candidate is medically fit for the position.
9. All offers of employment shall use contract templates approved by the Board.

Legal Reference: Section 60, 61, 113, 114, 115, 116, 117 School Act
Freedom of Information and Protection of Privacy Act



BOARD OF TRUSTEES REGULAR MEETING

JUNE 27, 2016

ATTACHMENT FOR AGENDA ITEM 13.5

New: Policy 20 – Laura Bird Memorial Beacon of Hope Award 2nd Reading

PRESENTER:

David Keohane, superintendent of schools

BACKGROUND:

At the May 30, 2016 regular meeting, the proposed draft Policy 20 - The Laura Bird Memorial Beacon of Hope Award received approval. No changes were recommended and the policy is now presented to the Board for a second review.

The policy will be presented to the Policy Advisory Committee for information at their first meeting of the 2016/2017 school year and it is anticipated that the Board would bring final approval to this policy at in the Fall of 2016.

RECOMMENDATION:

THAT the Board of Trustees approve a second reading of Draft Policy 20 – Laura Bird Memorial Beacon of Hope Award.

LAURA BIRD MEMORIAL BEACON OF HOPE AWARD

Background Statement

Board Policy 1: District Mission Statement, Values and Beliefs, Goals and Objectives stresses the importance of celebrating staff who are mentors of faith. The Board believes that the ultimate celebration of staff mentorship is to recognize one who is an active and articulate witness to the One for whom Catholic schools exist – Jesus Christ. The Laura Bird Memorial Beacon of Hope Award recognizes that the best way to demonstrate witness to Jesus Christ is to do so to the most needy in the most selfless manner possible.

Laura Bird was a teacher in St. Albert in the 1960s and early 1970s who was passionate about prioritizing service to students in the area of special needs education. At the time, the only option for St. Albert families who needed special education supports was to have their children bused to Edmonton.

Through Laura Bird's pioneering work, special education started its gradual evolution to the inclusive, diverse learner based model that our District supports today. In October 1960, Mrs. Bird initiated the establishment of an Opportunity Room, which was opened within Vital Grandin School. As a teacher within this program, Laura's efforts provided hope to her students and their families that an environment dedicated to addressing a broad spectrum of learning needs can be established in one school community. Her initiative enabled our schools to learn that students best realize their God given potential within a community where they are known and nurtured by all community members.

Specifically, this award has been developed to annually celebrate any staff member who through the example of Laura Bird and in the most selfless manner possible, has dedicated personal service to further the hope and future of others.

Procedures

1. Any staff member in the District may receive this award on the basis of a recommendation by a Trustee, Parish Priest, member of the GSACRD community, or a local, provincial, national and / or international Catholic faith community affiliate.
2. The Board will request nominations for the award beginning in March of each year and will make its decision prior to June 30 of that year.
3. Nominations for the award may be submitted by any member of the Greater St. Albert Catholic School Community to the Superintendent in writing.
4. Nominations will be reviewed by a Board Selection Committee for recommendation to the Board.

5. All nominations must include a description of the service or contribution made by the individual being nominated according to the following criteria:
 - 5.1. How the individual has endeavored not to bring honor to oneself but to others;
 - 5.2. How the individual has been self-sacrificing through Christian service, and has prolonged this dedication through time;
 - 5.3. How the individual has accepted demanding challenges and set new standards for the rest of us to follow.
6. The presentation of the award will normally be made at the opening school year district mass.
7. The award may be presented post-humously.
8. In the event that there are no nominations accepted by the Board, the Board may determine the need to issue a nomination itself for that year.
9. If there are no nominations for the award, the Laura Bird Memorial Beacon of Hope Award will not be awarded in that year.



BOARD OF TRUSTEES REGULAR MEETING

JUNE 27, 2016

ATTACHMENT FOR AGENDA ITEM 13.6

Superintendent's Evaluation Report

BACKGROUND:

The evaluation report was presented to the Board of Trustees on June 13, 2016 in accordance with the provisions contained in the Board/Superintendent employment contract (Section 18a) and Board policy.

RECOMMENDATION:

THAT the Board of Trustees approve the Superintendent's Evaluation Report as developed from the June 13, 2016 presentation as an accurate accounting of the Superintendent's performance for the period June 2015 to June 2016 and further, the Board authorizes the Chair to make any required technical edits and to sign the report on the Board's behalf.



BOARD OF TRUSTEES REGULAR MEETING

JUNE 27, 2016

ATTACHMENT FOR AGENDA ITEM 13.7

New School Consultation Process Guidelines

PRESENTER:

Carol Bruineman, communications manager

BACKGROUND:

In the Fall 2016, the Board of Trustees will begin a public consultation process with Greater St. Albert Catholic Schools staff, families and the broader community to understand their interests in boundaries and programming for the K-9 School in Jensen Lakes, now officially named Sister Alphonse Academy. The process will involve a two-phased approach to allow for sufficient time to gather feedback, develop options and finalize decisions for the school which is expected to open in early 2018. The first step in designing the process is to gain approval from the Board of Trustees regarding guiding principles that will inform any decisions made on boundaries and programming.

RECOMMENDATION:

THAT the Board of Trustees approve the Guiding Principles, as presented, that will inform any decisions made on boundaries and programming, beginning with the Fall Consultation Process.



Proposed Guidelines for Consultation on Boundaries & Programming

Consultation honors the values and core commitments as outlined in Board Policy 1.

District schools are faith-based and inclusive environments.

District resident students have a designated school.

The District is responsive to the community and offers choice for families.

Boundary and program decisions made by the Board will:

- be informed by the voice of parents, students, staff, and the community.
- provide for sustainable enrolments across the District.
- consider operational costs and the carbon footprint, where possible.
- allow grand-fathering of students to minimize disruption and provide choice
- complement the Safe Journeys to School Report.





Public Consultation Process – New School Boundaries & Programming

*Consultation Goals:

1. **INFORM** - Provide public with information on the project, opportunities to provide feedback and final decisions.
2. **CONSULT** - Obtain public feedback on boundaries, and programming, and communicate how the feedback influenced the decision.

Objectives:

1. Create awareness of a Catholic School option in Jensen Lakes.
2. Understand interest & factors from current/prospective families in attending the new school that would inform boundaries.
3. Gather information on community priorities for programming at the new school.
4. Inform families on what is impacted or not going to be impacted with regards to the new school.
5. Use multiple communication methods to engage as broad an audience as possible

Phased Approach

Phase 1	Phase 2
October to November 2016	February – March 2017
<ul style="list-style-type: none"> Gather feedback on community priorities that can be considered in the design of boundary options and programming that is of most interest. 	<ul style="list-style-type: none"> Provide the public with two boundary options as well as possible programming for consideration.
<ul style="list-style-type: none"> Use multiple communication methods to reach out to District families, staff and the broader public. 	<ul style="list-style-type: none"> Board to receive recommendation on boundary and programming for Sister Alphonse Academy once all public feedback is considered.
December – January 2016	April 2017
<ul style="list-style-type: none"> Board to deliberate on the feedback, assess via approved guidelines and determine boundary options and program options. 	<ul style="list-style-type: none"> Board seeks approval for boundary changes associated with Sister Alphonse Academy and announces programming.

*IAP2 Spectrum of Public Participation.





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

Board Chair Correspondence

Attachment for Agenda Item 15.1.1

As reported by the Board Chair

Regular Board Meeting Date: June 27, 2016

	Date of Correspondence	Sender	Subject of Correspondence
1.	June 20, 2016	Letter to Honourable Danielle Larivee	MGA Review
2.	June 22, 2016	Letter from Parent	Establishing a School District



BOARD OF TRUSTEES REGULAR MEETING

June 27, 2016

ATTACHMENT FOR AGENDA ITEM 15.2

Report from the Superintendent

BACKGROUND:

Please see attached.

RECOMMENDATION:

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

**Superintendent's Information Report to the Board
Greater St. Albert Roman Catholic Separate School District No. 734
June 27, 2016**

***Educational Leadership – Student Welfare**

Field Trip Year-end Summary

Assistant Superintendent, Sean McGuinness, will provide a summary year-end report on field trip activity for the District. (Attached)

Fiscal Management

Quarterly Financial Statement

Secretary-treasurer, Deb Schlag, will provide a Quarterly Financial Statement 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.



DATE: June 27, 2016

TO: David Keohane
Superintendent of Schools

FROM: District Out-of-Province Field Trip Committee

RE: Out-of-Province Field Trip Report for 2015/2016

The following report on Administrative Procedure 260 – Field Trips, is in compliance with Policy 2 – Selected Responsibilities #6.

The District Out-of-Province Field Trip Committee has approved out-of-province field trips throughout the school year. The table below provides a comparison of the total number of out-of-province field trip requests submitted, the number of schools submitting requests and the geographical locations of the field trips in the 2013/2014, 2014/2015 and 2015/2016 school years.

	2013/2014	2014/2015	2015/2016
Number of Field Trip Requests Submitted	9	9	10
Number of Schools Submitting Requests	5	6	6
Number of Field Trip Requests in Canada	4	5	5
Number of Field Trip Requests to the USA	2	1	3
Number of Field Trip Requests Overseas	2	3	1
Number of Field Trip Requests to the Caribbean/Mexico	1	0	1
Number of Field Trips Cancelled	0	0	2

Students from MCHS had the opportunity to participate in two out-of-province field trips this year. The first was through an international educational field trip to Japan including Tokyo, Kyoto, Nara, Hiroshima, Osaka and Hakone. The students were immersed in the Japanese culture through participation in a variety of traditional activities. The second opportunity was a band trip to Vancouver, British Columbia.

Students from SACHS had the opportunity to participate in two out-of-province field trips this year. The first trip was to New York, New York where students were able to build a dynamic connection to the Fine Arts program at SACHS. The second opportunity was through a basketball trip to Victoria, British Columbia.



Greater St. Albert
Catholic Schools

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Students at ESSMY had the opportunity to participate in two out-of-province field trips this year. The first was a trip to the Sea of Cortez, where students were able to participate in an 8-day Marine biology study. The second was an international trip to Iceland, where students were able to participate in a once-in-a-lifetime experience of walking in the land of Fire and Ice.

Grade 8 students from GHP were given the opportunity to participate in an out-of province field trip to the Canadian Maritimes. This trip allowed students the opportunity to explore Halifax, Moncton and Cape Breton.

Grade 9 students from Legal School were given the opportunity to participate in an out-of-province trip to Toronto, Ottawa and Niagara Falls. This trip allowed students to explore many destinations within these locations including the CN Tower, Skydome, Much Music, Hockey Hall of Fame, Kensington Market, Lake Ontario, Maid of the Mist, Marine Land, 100 Islands, St. Lawrence Seaway, Byward Market, Rideau Canal, the Parliament Buildings and the Prime Minister and Governor General's mansion.

Two out-of-province field trip requests were cancelled this year. The first was a trip planned by MCHS with a destination of Boston, Massachusetts and New York, New York. This trip was cancelled due to lack of student Interest. The second trip was a joint request by SACHS, ESSMY, St. Gabriel High School and MCHS to attend the RE Congress in Anaheim, California. This trip was cancelled due to world events at that time.

As you are well aware, the district chose not to eliminate international travel, as other districts have done due to the risks involved, but consider each proposed field trip on a case by case basis.

There are no further recommendations to change the criteria for field trips at this time however, like other districts, it would be prudent to continue re-examining our involvement with international travel, for the sake of our staff and students.

Respectfully,

Sean McGuinness
Assistant Superintendent,
Human Resources/Leadership

David Quick
Assistant Superintendent,
Student Services

Deborah Schlag
Secretary Treasurer

/jw



To: David Keohane, Superintendent
From: Deb Schlag, Secretary-Treasurer
Date: June 20, 2016
Re: 2015-2016 Quarter 3 Financial Report to May 31, 2016

The attached Third Quarter Financial Report to **May 31, 2016** includes actual Revenues and Expenditures recorded, as well as a reasonable projected forecast to August 31, 2016. This report is presented in the same format as the Budget and Financial Statements for easy comparison. All percentages are reported as comparisons to the Original Approved Budget. The Fall Revised Budget provides a much better comparison to actual, but is reported for informational purposes only.

The 2015-16 Fall Update Budget introduced an overall projected deficit of **(\$128,017)** from a balanced original budget. The projected Quarter 3 **DEFICIT** expected at year-end (August 31, 2016) is estimated to be **(\$72,325)** +/- \$250,000. This anticipated variance provides for a final position swing from a **DEFICIT** of **(\$322,325)** to a surplus of \$177,675.

Why?

Over the past year, the Secretary Treasurer, with the assistance of the School Business Coordinator, has been involved with all schools on an extensive review of School Generated Funds (SGF) and the balances that can legitimately remain in school bank accounts in accordance with the rules around Public Sector Accounting Standards (PSAS).

In summary, the project identified all categories of SGF in which external restrictions on the collection and expenditure of funds were present and whether adequate supporting documentation was on file to support the restricted categories labelled "ER" for External Restriction. If an external restriction was fully supported, the funds could remain in the school bank account and if unspent, could also remain as "Deferred Revenue on the "Statement of Financial Position" (formerly known as the "Balance Sheet"). If an external restriction was not fully supported, the funds must be forwarded to District Office for inclusion on a school's respective IM Budget Deployment Summary and potential movement to a Restricted Reserve within the District's Accumulated Surplus, for exclusive future use by the school, for the purpose identified. The transfer date was set at June 17, 2016. All residual funds have been received at District Office (approximately \$317,000 +/-), however it is unclear at this time, the value of associated spending at the school level, as expenditure decisions were left to the discretion of School Administrators, within acceptable parameters. As of August 31, 2015, there was just under \$1M in SGF in all District Schools. Since spending related to SGF may continue to August 31st, within budget parameters and outside of the Secretary Treasurer's direct control, this is the reason for the estimated \$250,000 variance. The variance will depend on both the value of revenue recognition exercised and the actual spending incurred.

Another area of concern and potential variance factor:

While all three high schools now offer Flexible Programming for students, revenues related to CEU's are still estimated for term 4 Summer School and St. Gabriel High School; therefore may be subject to change and do vary from year to year, depending on enrollment and the number of courses taken by individual students.

At August 31, 2015, Accumulated Operating Reserves were \$755,377 and will provide adequate coverage for the estimated deficit of 2015-16, if any.

There will be an updated report to the Board in September 2016 on the anticipated year-end position for 2015-16.



2015-2016 STATEMENT OF REVENUES AND EXPENSES

Actual Results to Budget Comparisons for the Quarter Ending May 31, 2016

	Fall		Original		Actuals to	Forecasted Amounts for	Projected Total @	Projected Total to Budget	Forecasted % to	Actuals for	Actuals for	Actuals for
	Revised Budget	Actuals % to	Approved Budget	Actuals % to								
	2015/2016	Fall Budget	2015/2016	Org. Budget	May 2016	Jun to Aug	Aug 31, 2016	Variance	Budget	2014/2015	2013/2014	2012/2013
REVENUES												
Government of Alberta	\$51,841,696	75.7%	\$50,562,117	77.6%	\$39,220,087	\$11,814,677	\$51,034,764	\$472,647	100.93%	\$51,558,420	\$54,231,364	\$61,724,050
Government contributions to ATRF	\$3,919,020	71.9%	\$3,919,020	71.9%	\$2,819,133	\$960,000	\$3,779,133	(\$139,887)	96.43%	\$3,582,024	\$3,822,544	\$3,364,291
Federal Government and/or First Nations	\$187,492	68.3%	\$129,000	99.3%	\$128,102	\$42,702	\$170,804	\$41,804	132.41%	\$130,509	\$130,512	\$127,028
Other Alberta school authorities	\$0	-	\$0	-	\$52,534	\$16,058	\$68,592	\$68,592	-	\$0	\$49,720	\$55,354
Out of province authorities	\$0	-	\$0	-	\$0	\$0	\$0	\$0	-	\$0	\$0	\$0
Property Taxes	\$7,783,200	58.6%	\$7,783,181	58.6%	\$4,557,244	\$3,259,952	\$7,817,196	\$34,015	100.44%	\$7,810,316	\$2,753,268	\$0
Instruction resource fees	\$2,582,785	54.2%	\$2,494,050	56.1%	\$1,399,179	\$979,000	\$2,378,179	(\$115,871)	95.35%	\$2,931,321	\$2,868,526	\$2,625,562
Transportation fees	\$722,875	88.8%	\$578,400	111.0%	\$642,205	\$1,804	\$644,009	\$65,609	111.34%	\$599,909	\$610,455	\$372,008
Other sales and services	\$80,000	220.9%	\$80,000	220.9%	\$176,712	\$30,000	\$206,712	\$126,712	258.39%	\$103,787	\$120,709	\$116,732
Investment income	\$50,000	83.8%	\$50,000	83.8%	\$41,914	\$11,691	\$53,605	\$3,605	107.21%	\$65,230	\$60,885	\$50,680
Gifts and donations	\$50,000	27.5%	\$50,000	27.5%	\$13,764	\$57,129	\$70,893	\$20,893	141.79%	\$216,626	\$149,556	\$84,473
Fundraising	\$200,000	0.0%	\$200,000	0.0%	\$0	\$200,000	\$200,000	\$0	100.00%	\$316,584	\$265,505	\$321,371
Rentals of facilities	\$221,570	91.1%	\$193,720	104.1%	\$201,746	\$0	\$201,746	\$8,026	104.14%	\$184,745	\$154,596	\$131,845
Gains on disposal of capital assets	\$0	-	\$0	-	\$8,500	\$0	\$8,500	\$8,500	-	\$2,400	\$1,500	\$3,000
Amortization of capital allocations	\$1,617,109	100.0%	\$1,569,896	103.0%	\$1,617,109	\$0	\$1,617,109	\$47,213	103.01%	\$1,594,956	\$1,688,751	\$1,686,537
Other revenue	\$1,078,993	3.3%	\$1,078,993	3.3%	\$35,261	\$1,305,507	\$1,340,768	\$261,775	124.26%	\$1,453,406	\$1,080,531	\$1,276,986
TOTAL REVENUES	\$70,334,740	72.4%	\$68,688,377	74.1%	\$50,913,490	\$18,678,520	\$69,592,010	\$903,633	101.32%	\$70,550,233	\$67,988,422	\$71,939,917
EXPENSES												
Certificated salaries	\$32,437,412	75.5%	\$32,266,809	75.9%	\$24,505,167	\$7,834,936	\$32,340,103	(\$73,294)	100.23%	\$31,875,970	\$31,824,558	\$32,841,123
Certificated benefits	\$3,752,084	70.9%	\$3,646,234	73.0%	\$2,661,320	\$1,116,969	\$3,778,289	(\$132,055)	103.62%	\$3,926,996	\$3,595,233	\$3,804,222
Government contributions to ATRF	\$3,919,020	71.9%	\$3,919,020	71.9%	\$2,819,133	\$960,000	\$3,779,133	\$139,887	96.43%	\$3,582,024	\$3,822,544	\$3,364,291
Non-certificated salaries and wages	\$10,287,762	80.5%	\$9,719,339	85.2%	\$8,278,407	\$1,376,958	\$9,655,365	\$63,974	99.34%	\$9,948,863	\$9,900,712	\$10,272,029
Non-certificated benefits	\$2,777,696	78.7%	\$2,624,222	83.3%	\$2,185,506	\$499,618	\$2,685,124	(\$60,902)	102.32%	\$2,692,788	\$2,741,700	\$2,788,985
Services, contracts and supplies	\$15,026,079	65.7%	\$14,335,070	68.8%	\$9,865,474	\$5,339,816	\$15,205,290	(\$870,220)	106.07%	\$16,018,059	\$14,642,980	\$15,284,693
Capital and debt services												
Amortization of capital assets												
supported	\$1,617,109	100.0%	\$1,569,896	103.0%	\$1,617,109	\$0	\$1,617,109	(\$47,213)	103.01%	\$1,594,953	\$1,688,751	\$1,686,537
unsupported	\$441,832	100.0%	\$371,387	119.0%	\$441,832	\$0	\$441,832	(\$70,445)	118.97%	\$434,751	\$427,766	\$431,629
Interest on capital debt												
supported	\$203,763	79.5%	\$236,400	68.6%	\$162,090	\$0	\$162,090	\$74,310	68.57%	\$237,934	\$312,040	\$394,280
unsupported	\$0	-	\$0	-	\$0	\$0	\$0	\$0	-	\$0	\$0	\$0
Other interest charges	\$0	-	\$0	-	\$0	\$0	\$0	\$0	-	\$0	\$0	\$0
Board Approved Technology Expenditure	\$0	-	\$0	-	\$0	\$0	\$0	\$0	-	\$0	\$0	\$0
Losses on disposal of capital assets	\$0	-	\$0	-	\$0	\$0	\$0	\$0	-	\$0	\$11,376	\$18,959
TOTAL EXPENSES	\$70,462,757	74.6%	\$68,688,377	76.5%	\$52,536,038	\$17,128,297	\$69,664,335	(\$975,958)	101.42%	\$70,312,338	\$68,967,660	\$70,886,748
EXCESS (DEFICIENCY) OF REVENUES OVER EXPENSES	(\$128,017)		\$0		(\$1,622,548)	\$1,550,223	(\$72,325)	(\$72,325)		\$237,895	(\$979,238)	\$1,053,169
% of year expended 9/12 (75.00%)												



2015-2016 STATEMENT OF REVENUES AND EXPENSES (BY PROGRAM)
Actual Results to Budget Comparisons
for the Quarter Ending May 31, 2016



	Fall Revised Budget 2015/2016	Actuals % to Fall Budget	Original Approved Budget 2015/2016	Actuals % to Org. Budget	Actuals to May 2016	Forecasted Amounts for Jun to Aug	Projected Total @ Aug 31, 2016	Projected Total to Budget Variance	Forecasted % to Budget	Actuals for 2014/2015	Actuals for 2013/2014	Actuals for 2012/2013
REVENUES												
ECS - Grade 12 Instruction	\$56,168,908	74.8%	\$55,230,097	76.1%	\$42,027,952	\$13,734,875	\$55,762,827	\$532,730	100.96%	\$56,651,241	\$54,942,511	\$56,823,949
Operations & Maintenance of Schools	\$8,321,871	72.9%	\$7,785,255	77.9%	\$6,064,076	\$2,103,088	\$8,167,164	\$381,909	104.91%	\$8,163,148	\$7,103,559	\$7,888,271
Transportation	\$2,963,153	81.9%	\$2,851,441	85.1%	\$2,426,335	\$386,602	\$2,812,937	(\$38,504)	98.65%	\$2,801,993	\$2,852,355	\$2,997,857
Board & System Administration	\$2,528,846	2.0%	\$2,469,622	2.1%	\$50,743	\$2,345,693	\$2,396,436	(\$73,186)	97.04%	\$2,441,593	\$2,449,854	\$2,980,392
External Services	\$351,962	97.8%	\$351,962	97.8%	\$344,384	\$108,262	\$452,646	\$100,684	128.61%	\$492,258	\$640,143	\$1,249,448
TOTAL REVENUES	\$70,334,740	72.4%	\$68,688,377	74.1%	\$50,913,490	\$18,678,520	\$69,592,010	\$903,633	101.32%	\$70,550,233	\$67,988,422	\$71,939,917
EXPENSES												
ECS - Grade 12 Instruction	\$56,268,908	74.9%	\$55,230,097	76.3%	\$42,134,987	\$14,035,103	\$56,170,090	(\$939,993)	101.70%	\$56,719,052	\$55,985,496	\$56,328,180
Operations & Maintenance of Schools	\$8,321,871	68.8%	\$7,785,255	73.6%	\$5,727,743	\$2,072,236	\$7,799,979	(\$14,724)	100.19%	\$7,918,921	\$6,991,595	\$7,694,582
Transportation	\$2,991,170	84.8%	\$2,851,441	89.0%	\$2,537,864	\$307,320	\$2,845,184	\$6,257	99.78%	\$2,896,682	\$2,922,177	\$3,079,201
Board & System Administration	\$2,528,846	71.5%	\$2,469,622	73.2%	\$1,808,507	\$587,929	\$2,396,436	\$73,186	97.04%	\$2,285,566	\$2,431,832	\$2,822,847
External Services	\$351,962	92.9%	\$351,962	92.9%	\$326,937	\$125,709	\$452,646	(\$100,684)	128.61%	\$492,117	\$636,560	\$961,938
TOTAL EXPENSES	\$70,462,757	74.6%	\$68,688,377	76.5%	\$52,536,038	\$17,128,297	\$69,664,335	(\$975,958)	101.42%	\$70,312,338	\$68,967,660	\$70,886,748
Net Position												
ECS - Grade 12 Instruction	(\$100,000)		\$0		(\$107,035)	(\$300,228)	(\$407,263)	(\$407,263)	-	(\$67,811)	(\$1,042,985)	\$495,769
Operations & Maintenance of Schools	\$0		\$0		\$336,333	\$30,852	\$367,185	\$367,185	-	\$244,227	\$111,964	\$193,689
Transportation	(\$28,017)		\$0		(\$111,529)	\$79,282	(\$32,247)	(\$32,247)	-	(\$94,689)	(\$69,822)	(\$81,344)
Board & System Administration	\$0		\$0		(\$1,757,764)	\$1,757,764	\$0	\$0	-	\$156,027	\$18,022	\$157,545
External Services	\$0		\$0		\$17,447	(\$17,447)	\$0	\$0	-	\$141	\$3,583	\$287,510
EXCESS (DEFICIENCY) OF REVENUES OVER EXPENSES	(\$128,017)		\$0		(\$1,622,548)	\$1,550,223	(\$72,325)	(\$72,325)	-	\$237,895	(\$979,238)	\$1,053,169

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



BOARD OF TRUSTEES REGULAR MEETING

JUNE 27, 2016

ATTACHMENT FOR AGENDA ITEM 16

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
JUNE				
	June 1, 2016	Roots of Empathy Babies	Days Inn & Suites (Registration 2:30 pm Program 3:00 pm-4:00 pm)	
	June 1, 2016	EMP 25 Yr Celebration	EMP (6:00 pm-9:00 pm)	Radford, Shaw, Tremblay, Keohane. McEvoy, Crockett
	June 2, 2016	Official Sacramental Launch	Edmonton Diocese (6:30 pm-7:30 pm)	McEvoy, Crockett
	June 3, 2016	St. Gabes Grad	St. Gabriel High School (12:00 pm)	Crockett
	June 6/7, 2016	ASBA Spring General Meeting	Red Deer	Keohane, Radford, Proulx, Tremblay, McEvoy, Shaw, Crockett
	June 11, 2016	MCHS Grad	Northlands Expo (3:00 pm)	Keohane, Tremblay
	June 13, 2016	MGA Consultation	Chateau Louis	Crockett
	June 17, 2016	Theology on Tap hosted by Knights of Columbus	Big Mouth McGees in Legal (7:00 pm)	Crockett
	June 28, 2016	Year End Mass	St. Albert Parish (1:00 pm)	McEvoy, Crockett, Radford, Tremblay, Proulx, Shaw
JULY				
	July 6/7, 2016	National Gathering on Aboriginal Education	Winnipeg	Crockett, Radford
	July 7-9, 2016	CSBA Congress	Winnipeg	
AUGUST				
	August 29, 2016	Opening Mass/Blueprints	St. Jean Baptiste (8:30 am)/MCCC (10:00 am)	
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