



BOARD OF TRUSTEES REGULAR MEETING

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

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

AGENDA

Monday, January 30, 2017 | 2:00 P.M. Call to Order
3:30 P.M. – Public Meeting

1. **Call to Order:** Serena Shaw
2. **In-Camera**
3. **Out-of-Camera at 3:30 pm**
4. **Opening Prayer:** Rosaleen McEvoy
5. **Acknowledgment of Territories:** Serena Shaw
The Greater St. Albert Catholic School Board acknowledges that it is meeting on the original lands of the Cree, those of Treaty 6, and on the homeland of the Métis Nation.
6. **Approval of Agenda**
7. **Presentation Delegation**
8. **Approval of Minutes & Summaries**
 - 8.1 Regular Board Meeting Minutes of January 16, 2017 Attached
9. **Approval of Committee & Event Reports from Advocacy Committee Meetings**
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>.) Attached
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 2017-2018 Board Directed Instruction Fees (Schlag) Attached
 - 13.2 Sister Alphonse Consultation Summary (Nixon, Bruineman) Attached
 - 13.3 Designation of Schools for New Lands (Schlag) 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

- First Nations, Métis, Inuit Report (Nixon)

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: Rosaleen McEvoy

20. In-Camera *(if applicable)*

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

22. Adjournment



BOARD OF TRUSTEES REGULAR MEETING

JANUARY 30, 2017

ATTACHMENT FOR AGENDA ITEM 8.1

Regular Board Meeting Minutes of January 16, 2017

BACKGROUND:

Please see attached.

RECOMMENDATION:

THAT the Board of Trustees approve the minutes of the regular meeting of the Board held on January 16, 2017 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, January 16, 2017, 2:00 P.M.
District Office, 6 St. Vital Avenue,
St. Albert, AB**

MEMBERS PRESENT Trustees Becigneul, Crockett, McEvoy, Proulx, Radford, and Tremblay

MEMBERS ABSENT Trustee Shaw

ADMINISTRATION PRESENT

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

ADMINISTRATION ABSENT

S. McGuinness, assistant superintendent, D. Schlag, Secretary-treasurer

CALL TO ORDER Trustee McEvoy called the meeting to order at 2:03 p.m.

IN CAMERA

104/17 **Trustee Crockett:** THAT the Board of Trustees move In Camera at 2:04 p.m.
CARRIED (6/6)

OUT OF CAMERA

105/17 **Trustee Crockett:** THAT the Board of Trustees move Out of Camera at 3:21 p.m.
CARRIED (6/6)

The Board recessed until 3:30 p.m.

OPENING PRAYER Trustee Proulx offered the Opening Prayer.

ACKNOWLEDGEMENT Trustee McEvoy 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

106/17 **Trustee Becigneul:** THAT the Board of Trustees approve the agenda as presented.
CARRIED (6/6)

PRESENTATION DELEGATION

There were no presentations.

APPROVAL OF MINUTES & SUMMARIES

107/17 **Trustee Radford:** THAT the Board of Trustees approve the minutes of the Regular Meeting of the Board held on December 16, 2017 as circulated.
CARRIED (6/6)

GOOD NEWS

Trustee McEvoy shared the Good News Report.

Several Board members were witness to the impact of the District initiative on supporting those imprisoned during a recent visit to the Remand Center. The practice of decorating and providing Christmas bags to inmates is making a difference and thank you to all the schools, students and families supporting this initiative, which is aligned with Catholic teachings.

Trustee Radford commended Mayor Lisa Holmes on her recent nomination from Global as a “Woman of Vision.”

QUESTIONS FROM THE PUBLIC

There were no questions from the public.

CONSENT ITEMS

108/17

Trustee Radford: THAT the Board of Trustees approve the review of Board Policy 8 - Board Committees with the addition of the Audit Committee, the Board Planning Session Committee, and the Laura Bird Memorial Beacon of Hope Award Selection Committee, and the review of Board Policy 9 – Board Representatives, with the addition of the Education Foundation.
CARRIED (6/6)

ACTION ITEMS

Trustee Representation on Policy Advisory Committee

109/17

Trustee Crockett: THAT the Board of Trustees direct the superintendent to provide additional information on the feasibility of reducing trustee representation, within the Policy Advisory Committee terms of reference and report the information at the Regular Meeting of the Board on February 13, 2017.

CARRIED (6/6)

NEW BUSINESS

There was no new business.

INFORMATION ITEMS

Report from the Chair

Trustee McEvoy provided an update to the Board on correspondence received and recent events attended.

MOTION TO EXTEND

110/17

Trustee Becignuel: THAT the Board of Trustees extend the meeting until 6:15 p.m.

CARRIED (6/6)

Report from the Superintendent

Superintendent Keohane provided an update on the completion of the School Results Review and highlights from the school plans.

Assistant Superintendent Nixon provided the Board with an overview of the Inclusive Education program in the District and the alignment with the Three-Year Education Plan. Associate superintendent Brochu highlighted the work of the Student Services Team in effectively addressing needs during the early years using a Universal Pyramid of Supports model. Information was also provided on how the team supports school staff in providing differentiated instruction and appropriate and flexible spaces for it.

Superintendent Keohane provided an update report on Out of Province Field Trip activity and an update on the upcoming ThoughtExchange process that will engage all communities in a discussion around student learning needs, programming and school improvement.

111/17 **Trustee Tremblay:** THAT the Board of Trustees receive the superintendent's report as information. **CARRIED (6/6)**

BOARD COMMITMENTS

112/17 **Trustee Radford:** THAT the Board of Trustees approve the Board Commitments as presented and updated at this meeting. **CARRIED (6/6)**

CLARIFICATION PERIOD FOR PUBLIC & MEDIA

There were no questions.

TRUSTEE REQUEST FOR INFORMATION

There were no requests.

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

IN CAMERA

113/17 **Trustee Becigneul:** THAT the Board of Trustees move In Camera at 5:20 p.m. **CARRIED (6/6)**

OUT OF CAMERA

114/17 **Trustee Proulx:** THAT the Board of Trustees move Out of Camera at 6:14 p.m. **CARRIED (6/6)**

ADJOURNMENT

115/17 **Trustee Becigneul:** THAT the Board of Trustees adjourn the regular meeting at 6:14 p.m. **CARRIED (6/6)**

Secretary Treasurer

Chair



BOARD OF TRUSTEES REGULAR MEETING

JANUARY 30, 2017

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
January 30, 2017

District News

- The District received a letter of congratulations from Alberta Milk honoring **Vital Grandin School** for their support of the Club Moo Program for over 20 years. The program started in 1985 with 25 schools and has grown to over 300 schools today. Congratulations to Vital Grandin for being a leader in offering a nutritious food option; an important part of a child's diet.

School News

- The **Vital Grandin School** community are thankful to have the support of community partners in expanding learning opportunities for students. Last week, they held their Grand Opening of their Junior ATB, which provides students and opportunity to learn about financial literacy and the world of work. In addition, the school obtained three tower gardens through a TD Environmental Grant. The plants will help them serve some up great salad from their gardens!
- **SACHS Art students** have created art which they offer for sale to support iHuman. iHuman's mission is to work with traumatized youth who exhibit high-risk lifestyles. The organization promotes their reintegration into the community through social support, engagement and outreach programs involving crisis intervention, arts mentorship and life skills development. This year's advertising poster was created by two SACHS students: Eveline Scouten and Haley Unger.
- **ESSMY** will be hosting an information evening on the Academic Preparatory Programming opportunities on February 6, 2017 that are being launched at the school in second semester. This includes: Advanced Placement, Hospitality and Tourism dual-credit course and global opportunities for students linked to their designation as a UNESCO School and a Rotary Interact site.
- **Assistant Superintendent, Rhonda Nixon** in collaboration with **Vice Principal, Danielle Karaki** made it possible for elite athlete Ian Mitchell at St. Albert Catholic High to complete his exams while attending a major Junior hockey scouting event in Ontario. Completing his graduation requirements and succeeding academically, as well as athletically, is a priority for Ian who will be playing in the NCAA and attend Denver University this fall.
- **MCHS Grade 10 student Jenna McKinney** presented her idea for the "Make \$150 Count," Royal Bank of Canada (RBC) national initiative to the Morinville Branch and was selected to put her proposal into action. Jenna is using her \$150 to purchase toys for the Morinville Community High School's toy drive for the Knights of Columbus community Christmas Hampers. Jenna was required to submit a video to RBC of her wrapping the toys and presenting them to the Knights organization. The Royal Bank will be selecting some of the videos that were made across Canada to appear in their national commercials of youth "Making \$150 Count". Congratulations Jenna!
- The **Morinville RCMP Detachment** presented construction teacher, Mr. Coxen and his students a thank you gift for making benches for the detachment last year. MCHS and the local RCMP have a long standing positive relationship and the school was happy to help out with their request.



BOARD OF TRUSTEES REGULAR MEETING

JANUARY 30, 2017

ATTACHMENT FOR AGENDA ITEM 11

Questions from the Public

These questions were submitted as per Policy 7 – Board Operations (Page 6) on the form available on the website at <http://goo.gl/forms/hNpp5UvaHp>

- Questions from the public are to be kept to three minutes and the Board will not permit critical or accusatory statements, within the question, about particular individuals or schools whether named or identifiable by the context.
- The question will be read aloud at the scheduled meeting date by the submitter, or if the submitter is unable to be present at the meeting, by the Board Chair during the “Questions from the Public” portion of the Agenda. The Board Chair will read the question and announce the submitter’s name.
- All responses will be provided in writing by the Board Chair, within two weeks of the question being read aloud at a scheduled meeting date.
- The response to the question will be mentioned in the Report from the Chair at the next scheduled meeting following the date of the response.

Questions:

1. Now that I have received confirmation from Alberta Education that the Namao Ministerial Order has been signed, will the Board of Trustees motion to allow The Namao District to become residents of GSACRD schools by establishing the attendance areas listed in the Letter of Intent dated June 16, 2016? (M.P.)
2. Will the Board of Trustees commence transportation services for the Namao residents within a minimum of 30 days of receiving the Ministerial Order, as per the Alberta School Act? (M.P.)
3. Will the board begin busing services for the current school year to the Third Canadian Division Support Base Edmonton (CFB Edmonton) now that the Edmonton Garrison families are residents of GSACRD? (E.C.)
4. Will the board of trustees commence transportation services for the rest of Carbondale District families now that Carbondale lands officially belongs to the Greater St. Albert Catholic School District? (A.J.)
5. Will the board recognize the difficulties that families have endured to transport children to and from Catholic schools for years by expanding Carbondale bus routes immediately to include all families that would like it to start now? (A.J.)



BOARD OF TRUSTEES REGULAR MEETING

JANUARY 30, 2017

ATTACHMENT FOR AGENDA ITEM 13.1

2017-2018 Board Directed Instruction Fees

PRESENTER:

Deb Schlag, secretary-treasurer

BACKGROUND:

Board Directed Fees

Board directed fees are limited to the Learning Resource Fee (formerly Textbook Rental Fee) and the ECS Fee. The fees have been charged to support the purchase of instructional resource materials and ECS supplies. Over the last four years, the Board Directed Fees in effect are attached and vary from \$60 to \$100 for Grades 1-12 and \$130 for Kindergarten children, which includes kinder-cooking. The Board Directed Fee for Out-of-Province students is \$10,750 per year, which may be prorated by month.

Based on the attached analysis, it is estimated, with NO INCREASE in fees and payment by all students for 2017-18, there is potential loss in Board Directed Fee Revenue of **\$425,310**, which does not include Out-of-Province Tuition Fees. If allocations to schools are to remain as in 2016-17, then the shortfall must be made up from unrestricted accumulated surplus funds, for which there is capacity.

The balance in unrestricted reserves at August 31, 2016 was \$845,505. With the Fall Update Budget, the district is expecting a Deficit of (\$669,832) for the year ended, August 31, 2017 (approximately \$435,000 a result of waiving fees for 2016-17). Taking into consideration the annual adjustment of amortization and capital revenue recognized and planned reserve transfers, which amount to approximately \$491,000 to the positive, there should be an estimated balance in unrestricted reserves of \$666,673 for consideration of the fee waiver for 2017-18.

Choosing to waive fees would use 64% of the unrestricted funds, or \$241,363. Balances of \$419,119 in Capital Reserves and \$458,545 in Operating Reserves remain in addition to the unrestricted amount.

During the 2015 election campaign, the NDP promised to "invest \$45 million to reduce school fees by half, with a particular focus on banning lunch supervision fees," regardless of family income, however that did not transpire.

The Board has four options for discussion and consideration:

Option 1 – WAIVE FEES for a second year.

THAT the Board of Trustees approve the WAIVER of all board directed fees for ECS and Learning Resources for 2017-2018 and that Out-of-Province Tuition Fees for grades 1-12 students remain at \$10,750/year.

Option 2 – Reinstate the fees charged in 2015-2016 (Edmonton Catholic Schools has moved in that direction)

THAT the Board of Trustees approve board directed fees for ECS and Learning Resources for 2017-2018 equal to those charged in 2015-16 (\$60- Elem, \$70-Jr High, \$100-Sr. High, and \$130 for ECS) and that Out-of-Province Tuition Fees for grades 1-12 students remain at \$10,750/year.

Option 3 – Defer the decision until the Budget Announcement

THAT the Board of Trustees defer the decision on all board directed fees for ECS and Learning Resources for 2017-2018 until after the Provincial Budget Announcement and that Out-of-Province Tuition Fees for grades 1-12 students remain at \$10,750/year.

Option 4 – Defer the decision until additional information is gathered, which could include, but not limited to:

1. Online survey with public feedback
2. Survey of neighboring boards estimated fees
3. Other information such as _____(?)

THAT the Board of Trustees defer the decision on all board directed fees for 2017-2018 until the Board is provided with _____.

RECOMMENDATION:

THAT the Board of Trustees ...

(choose one of the 4 above motions, attached to the desired course of action).

Greater St. Albert Catholic Schools
Historical Summary of Board Directed Fees for 2013-14 to 2016-17

	2013-14	2014-15	2015-2016	2016-2017	2017-2018
Elementary Learning Resource Fee:	\$60.00	\$60.00	\$60.00	Waived	?
Junior High Learning Resource Fee:	\$70.00	\$70.00	\$70.00	Waived	?
Senior High Learning Resource Fee:	\$100.00	\$100.00	\$100.00	Waived	?
ECS Fee:	\$130.00	\$130.00	\$130.00	Waived	?
Out-of-Province Tuition Fees (gr.1-9):	\$7,000/yr.	\$7,500/yr.	\$10,750/yr.	\$10,750/yr	\$10,750/yr
Out-of-Province Tuition Fees (gr.10-12):	\$10,000/yr.	\$10,750/yr.	\$10,750/yr.	\$10,750/yr	\$10,750/yr

Board Directed Fee Revenue for 2017-18 (if charged - all students)

School	Grade Levels	Board Directed Fees			# of students			Avg/student		
		Elem	Jr	Sr	Elem	Jr	Sr	Elem	Jr	Sr
AL	K-6	\$11,460	\$0	\$0	191	0	0	\$60	\$70	\$100
BK	K-6	\$11,820	\$0	\$0	197	0	0	\$60	\$70	\$100
EFJ	K-6	\$17,100	\$0	\$0	285	0	0	\$60	\$70	\$100
NMR	K-6	\$23,220	\$0	\$0	387	0	0	\$60	\$70	\$100
VG	K-6	\$8,220	\$0	\$0	137	0	0	\$60	\$70	\$100
RSF	7-9	\$0	\$27,230	\$0	0	389	0	\$60	\$70	\$100
SACHS	10-12	\$0	\$0	\$62,200	0	0	622	\$60	\$70	\$100
VJM	7-9	\$0	\$33,530	\$0	0	479	0	\$60	\$70	\$100
EMP	K-6	\$19,860	\$0	\$0	331	0	0	\$60	\$70	\$100
ESSMY	7-12	\$0	\$16,590	\$6,800	0	237	68	\$60	\$70	\$100
JJN	K-6	\$23,460	\$0	\$0	391	0	0	\$60	\$70	\$100
ND	K-5	\$21,600	\$0	\$0	360	0	0	\$60	\$70	\$100
Legal	K-9	\$6,060	\$3,430	\$0	101	49	0	\$60	\$70	\$100
GHP	5-8	\$11,520	\$13,300	\$0	192	190	0	\$60	\$70	\$100
MCHS	9-12	\$0	\$7,770	\$39,300	0	111	393	\$60	\$70	\$100
Totals		\$154,320	\$101,850	\$108,300	2,572	1,455	1,083	\$60	\$70	\$100
			\$364,470		5,110	Total 1-12 Students				
		\$130 - Kindergarten Fee:	\$60,840		468	Total K students				
		Total Fee Revenue (K-12):	\$425,310		5,578					
					(234)	Adj for K FTE				
					5,344	Agrees to Enrolment Projection				



BOARD OF TRUSTEES REGULAR MEETING

JANUARY 30, 2017

ATTACHMENT FOR AGENDA ITEM 13.2

Sister Alphonse Consultation Summary

PRESENTER:

Rhonda Nixon, assistant superintendent
Carol Bruineman, communications manager

BACKGROUND:

In June 2016 the Board approved Guiding Principles for Consultation regarding Sister Alphonse Academy and a process for consulting on school boundaries and programming for the school which is currently under construction. An independent consultant was hired to oversee the process and to ensure that it meets the standards for public participation as guided by the International Association of Public Participation (IAP2).

In October and November 2016 the Board held Phase I of the consultation process that included two open houses; one at J.J. Nearing School on October 26, 2016 and the other at Neil M. Ross School on November 1, 2016. At the same time, the Board invited the public to participate in an online survey between October 27 and November 14, 2016 as another method to provide input to the process. The independent consultant collated all of the feedback provided and has submitted a report to the Board of Trustees titled “What we Heard” which is attached.

The next phase of the consultation will be to determine options for boundaries and a short list of programming that the Board can review for consideration. The options are intended to reflect the Guiding Principles for Consultation, along with the public feedback received during the first phase of the consultation.

RECOMMENDATION:

THAT the Board of Trustees receive the Sister Alphonse Academy Consultation Report “What We Heard,” authored by Jan Bloomfield with Strategy Plus as information, and direct administration to determine four boundary options and a short list of programming that satisfy the Guiding Principles and consider public input for the Board’s review.

SISTER ALPHONSE ACADEMY / BOUNDARY & PROGRAMMING REVIEW

What We Heard: Open Houses & Online Survey, October-November, 2016



Greater St. Albert Catholic Schools

SISTER ALPHONSE ACADEMY

NEW SCHOOL BOUNDARY & PROGRAMMING PUBLIC CONSULTATION

What We Heard: Open Houses & Online Survey

October 26 to November 14, 2016

Draft Report

Strategy Plus
December 21, 2016

SISTER ALPHONSE ACADEMY / BOUNDARY & PROGRAMMING REVIEW
What We Heard: Open Houses & Online Survey, October-November, 2016

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SISTER ALPHONSE ACADEMY / BOUNDARY & PROGRAMMING REVIEW

What We Heard: Open Houses & Online Survey, October-November, 2016

Greater St. Albert Catholic Schools Sister Alphonse Academy - New School Boundary and Programming Phase 1 Public Consultation: October 26 to November 14, 2016 What We Heard Report

EXECUTIVE SUMMARY

Two Open Houses were held to share information about the new Sister Alphonse Academy, and to obtain public feedback regarding community priorities that can be considered in the design of school boundary options and programming. A total of 70 individuals attended the Open Houses, 31 at J.J. Nearing School on October 26, 2016, and 39 on November 1, 2016 at Neil M. Ross School.

An online survey (October 27 to November 14, 2016) also provided an opportunity for input. A total of 351 responses were received, including comments from 44 participants at the Open Houses. All responses, including notes taken during the Open Houses, were combined for analysis.

Almost all respondents to the survey described themselves as parents or guardians with children attending Greater St. Albert Catholic Schools who live in communities throughout the District. All grade levels were represented by respondents, with almost two-thirds having children in two or more grades, many in different schools. Just over one-third of respondents noted they will have children entering the school system within the next 1 to 2 years.

The majority of respondents (66.2%) want their children to remain in their current school, although 31.2% indicated they may be interested in continuing at their current school.

About one-fifth (18.9%) indicated they are interested in having their children attend Sister Alphonse Academy, and a further 45% noted that they may be interested. The remaining 36.1% indicated they are not interested in transferring.

Only 11.8% of respondents indicated they would transfer their children to the new school when it opens in January 2018. The remaining respondents were evenly divided between maybe and not transferring.

The majority of respondents (42.3%) indicated their family is currently, or will be, accessing busing to get to school, and a further 23.4% indicated they may need the service as well. Only 20.4% of respondents stated that being able to walk to school is a priority, and 15.8% said it may be a priority.

Respondents to the survey and at the Open Houses were asked to identify the types of school programming their family values most. The 321 responses to this question resulted in a range of suggestions, many as a combination of academics, options, languages, sports and arts programming.

Programming categories identified include:

- **Academics** was identified as a preference 198 times (61.7%), either by itself, or combined with options, languages and French Immersion, sports, arts and other programs.

SISTER ALPHONSE ACADEMY / BOUNDARY & PROGRAMMING REVIEW

What We Heard: Open Houses & Online Survey, October-November, 2016

- **Sports programming**, such as sports teams (including options other than hockey or soccer), physical fitness, health and wellness, was noted 64 (19.9%) times. Within this category, sports and recreation academies were noted 25 times (7.8%)
- A **variety of language training options** beyond English and French (e.g., Spanish, Italian, Mandarin, Cantonese, Ukrainian and Russian) were suggested 55 times (17.1%).
- **French Immersion**, both single and dual track, was identified 53 times (16.5%).
- **Arts programming** (both in-school and extra-curricular), including music/choir, art, and drama was noted 47 times (14.6%), often in conjunction with academics, languages or sports.
- **Religion and Faith-based programming** was identified 21 times (6.5%).
- **Technology and technology integration**, such as computer programming/coding/keyboard skills and use of technology in teaching, was noted 19 times (5.9%).
- **Life skills training**, including trades, Industrial Arts, Home Economics and real life training options, such as life and financial management skills, were identified 18 times (5.6%).
- **Special needs and learning support**, including learning assistants, academic aid programs, speech therapy, etc., were noted 16 times (5.0%).
- **Community involvement and leadership development** was identified 12 times (3.7%).
- **Alternative programming**, such as a focus on Problem Based Learning, Reggio Inspired Learning, and Creative Learning approaches, was noted 11 times (3.4%).
- **Offering the IB and Primary Years Program in IB (PYP)**, along with special programs for giftedness and accelerated academics, was identified 10 times (3.1%).
- **Academics with a focus on science and math** was identified six times (1.9%).
- **Similar programming to that provided at Neil M. Ross** was noted four times (1.2%).

Respondents were also asked to identify what services their family values most. Services of interest identified by the 70% of respondents who answered this question include:

- **Childcare**, both before and after school (89 times or 36.5%) and SIGIS (9 times or 3.7%), was the most frequently noted service of interest.
- **A wide variety of after school programs** and extra-curricular activities that are affordable, active and fun, including some that all can enjoy and some that could also be done in-school, and arts, clubs, sports programs, including a variety of team sports, clubs (running, swimming, skating) were noted 39 times (15.9%).

SISTER ALPHONSE ACADEMY / BOUNDARY & PROGRAMMING REVIEW

What We Heard: Open Houses & Online Survey, October-November, 2016

- **Learning related supports**, such as educational support, homework help, technology, optional tutoring, were noted 18 times (7.4%).
- **Counselling services** for mental and emotional support, and guidance counselling, as well as a resource room and behavioural assessment were identified 16 times (6.6%).
- **Special needs programs and supports** for children with disabilities beyond the PUF program, as well as clubs for kids with disabilities were noted 14 times (5.7%).
- **Speech therapy / OT supports** plus a request for full time access to these in schools, was noted nine times (3.7%).
- **Supporting sports programs**, including a variety of team sports, sports programs, hockey academy, running /skating /swimming clubs, etc., was suggested eight times (3.3%).
- **Smaller class sizes** were recommended four times (1.6%) to help more students have a better chance at success

Respondents were also asked to describe what extra-curricular activities their family values most. Eighty percent of respondents answered this question. Their suggestions regarding Extra-curricular activities for students include:

- **Athletics / Sports / Sports Teams or Clubs** were identified 212 times (74.6%), including a range of sports activities. Many responses included other options along with athletics or sports.
- **A wide variety of types of Clubs**, such as arts, running, dance, cooking, industrial arts, Lego, science, coding/computer, camping/outdoors, etc., were identified 90 times (31.7%).
- **Theatre Arts / Music and Drama / Arts / Fine Arts** were identified 54 times (19%). Music, arts and drama were often identified together or with athletics and sports.
- **Music, including lessons, choir and band** was identified 31 times (10.9%). Music was noted several times along with athletics or sports and clubs, as well as part of Theatre Arts.
- **Swimming, swimming clubs and lessons** were noted 27 times (9.5%), often in with other sports (e.g., soccer, skating), or with music and arts activities or community involvement.
- **Leadership / Community Initiatives** were noted 24 times (8.5%).
- **Academies, including Sports, Dance and Recreation Academies** were identified by 11 respondents (3.9%), with one of these being opposed to a Sports Academy.
- **Family time and family activities** were noted by six respondents (2.1%) as being important.

SISTER ALPHONSE ACADEMY / BOUNDARY & PROGRAMMING REVIEW

What We Heard: Open Houses & Online Survey, October-November, 2016

I. INTRODUCTION

In June 2016, the Greater St. Albert Catholic Schools Board of Trustees approved the following guidelines for consultation on boundaries and programming for the new Sister Alphonse Academy that is targeted to open in January 2018:

- Consultation honours 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.

The process to obtain public input included two Open Houses held at schools in areas close to the new school location (October 26 and November 1) and an Online Survey that ran from October 27 to November 14, 2016.

I.1. Consultation Goals and Objectives

The purpose of the Open Houses and Online Survey was as follows:

1. Inform - To provide the public with information on the project, opportunities to provide feedback and final decisions.
 - Use multiple communication methods to reach out to District families, staff and the broader public.
2. Consult - To obtain public feedback on school boundaries and programming, and communicate how the feedback influenced the decision.
 - To gather feedback on community priorities that can be considered in the design of boundary options and programming that is of most interest.

I.2. Open Houses

Open Houses were held on October 26, 2016 in the library at J.J. Nearing Catholic School and on November 1, 2016 in the library at Neil M. Ross School. Both sessions ran from 3:00 to 7:00 pm.

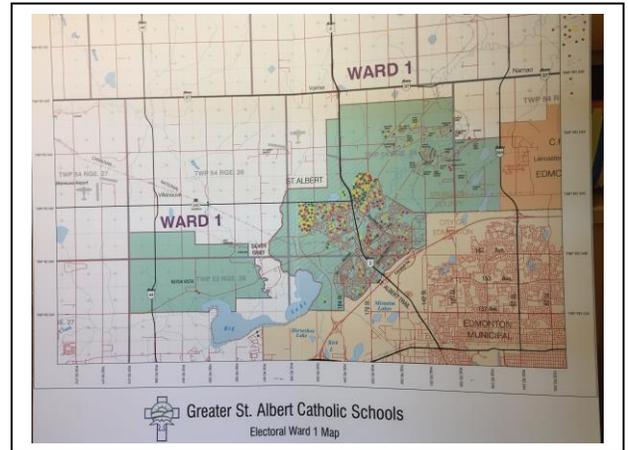
The Open Houses were designed as drop-in sessions, with information boards and resource people available to respond to questions and to help capture input and suggestions from participants.

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Information stations with display boards and/or other materials were provided regarding the following:

- Welcome and Sign In, including orientation to the Open House, fact sheet and comment form.
- Sister Alphonse Academy Namesake / Sister Alphonse Academy Key Facts / Location Map
- Consultation Process outline, including phases and Timing.
- Approved Guidelines for Consultation on Boundaries and programming.
- Map of St. Albert area on which participants placed a dot indicating where they live; the colour of the dot indicated their interest in having children attend the new school (green for yes, yellow for maybe, and red for no).
- Transportation information, including School Act Student Transportation Regulation.
- St. Albert Schools Attendance Map.
- Curriculum and Programming (Current and Future District Programs) and flip charts for recording ideas and interests re: programming.
- Information and Architectural Drawings for the new school.
- Video showing the new Jensen Lakes neighbourhood planned development.



A total of 31 individuals (including several teachers) attended the October 26, 2016 Open House, and 39 attended the November 1, 2016 Open House. The majority of participants at the second Open House were parents.

Participants were advised that they could either complete the comment form provided at the Open House, or submit their responses through the online survey. Seven (7) responses were submitted at the first open house on October 26, and 11 survey respondents indicated they had attended this session, for a total of 18 respondents. Eight (8) responses were submitted at the second Open House on November 1, and an additional 18 respondents to the survey indicated their attendance at this session, for a total of 26 respondents.

I.3. Online Survey

An online survey that replicated the questions included in the comment form was available from October 27 to November 14, 2016. A total of 336 completed surveys were received in addition to the 15 comment forms submitted at the Open Houses.

Responses from all 351 respondents have been combined for analysis, along with notes taken during the Open Houses.

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II. About Participants

II.1. Description of Participants

Respondents were asked to identify which of a list of six descriptors best describe them, indicating all that apply. The total number of responses in each category is as follows:

Description of Participants By Category	Number of Responses	Percent
Parent/guardian with children attending Greater St. Albert Catholic Schools	341	97.2
Parent/guardian with children who will attend school in the future	65	18.5
Community Member	49	14.0
Staff Member	30	8.5
Parent/guardian with child(ren) attending schools in another District	5	1.4
Student	1	.03

All but 10 respondents (341 or 97.2%) are parents /guardians with children attending Greater St. Albert Catholic Schools (GSACS). Of the 10 respondents who do not have children attending school at the present time, eight have children who will attend school in the future and two did not respond.

Eighty-nine (89 or 24.5%) of those who indicated they have children currently attending school in the District also provided a second descriptor, and 24 (6.8%) provided two additional descriptors. One respondent provided four descriptions (Parent/guardian with children currently attending school in both this District and in another District, along with children who will attend school in future and a community member). Three other respondents with children who will attend school in the future provided two descriptors.

The combination of descriptions of participants varied, as follows:

Description of Participants by Combined Categories	Number of Responses	Percent
Parent/guardian with children attending GSACS & one other description	86	24.5
Plus: Parent/guardian with children who will attend school in the future	38	10.8
Plus: Community Member	25	7.1
Plus: Staff member	20	5.7
Plus: Parent/guardian with child(ren) attending schools in another District	2	.06
Plus: Student	1	.03
Parent/guardian with children attending GSACS & two other descriptions:	24	6.8
Plus: Children who will attend school in the future & Community Member	16	4.6
Plus: Community Member & Staff Member	5	1.4
Plus: Child(ren) attending schools in another District & Staff Member	2	.06
Plus: Children who will attend school in the future & Staff Member	1	.03
Parent with children who will attend school in future & Staff Member	2	.06
Parent with children who will attend school in future, Community Member & Staff Member	1	.03

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II.2. Where Respondents Live

The majority of the 345 respondents who indicated where they live are residents in St. Albert (274 or 79.4%), with over half (207 or 59.8%) being from the Erin Ridge area (77 or 22.3%), North Ridge (62 or 17.9%), Lacombe Park (25 or 7.2%), Deer Ridge (24 or 6.9%) and Oakmont (19 or 5.5%). Three respondents currently live in Jensen Lakes, and 65 or 18.8% reside in 15 other St. Albert communities.

Residents in various communities in Sturgeon County (40 or 11.6%) and Morinville (23 or 6.6%) accounted for almost one fifth of responses (18.2%). Individuals from other communities in the surrounding area made up the difference.

NEIGHBOURHOOD / COMMUNITY WHERE LIVE					
Neighbourhood	#	%	Neighbourhood	#	%
St. Albert Communities (total 274 or 79.4%)					
Erin Ridge (incl. Brickyard, Elements, Everest Cresc., Erin Ridge North)	77	22.3	Heritage Lakes	5	1.4
North Ridge	62	17.9	Kingswood	5	1.4
Lacombe Park (incl. Lacombe, Lacombe Estates, Old Lacombe Park)	25	7.2	Jensen Lakes	3	.9
Deer Ridge (including Delwood Place, Dorchester)	24	6.9	Mission	3	.9
Oakmont	19	5.5	River Crest Cresc	3	.9
Forest Lawn (including Salina)	8	2.3	Riverside	3	.9
Braeside	7	2.0	Inglewood	2	.6
Akinsdale	6	1.7	Parkwood	2	.6
Pineview	6	1.7	Ridgewood Terrace	2	.6
Woodlands	6	1.7	Campbell	1	.3
Grandin	5	1.4			
Sturgeon County			Morinville		
Sturgeon County (incl. Bristol Oak, Cardiff, Crossing at River's Edge, Grey Stone Manor, Pinnacle Ridge, Riverstone Point, Summerbrook Estates, Tuscany Hills, Upper Manor, Viscount Estates)	40	11.6	Morinville (incl. Cardiff Echoes, Heritage Village Estates, Notre Dame, Shil Shol Estate, Sunny Dale, The Lakes)	23	6.6
Other Communities					
Edmonton (including Big Lakes, Trumpeter)	5	1.4	CFB Edmonton	1	.3
Bon Accord	1	.3	Legal	1	.3
Total Responses: 345					

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II.3. Age of Respondents

The majority of participants at the Open Houses and respondents to the survey are in the 35 to 44 year age group (225 or 64%), followed by the 45 to 55 years (59 or 16.9%) and 25 to 34 years (51 or 14.6%).

Participants Age		
Age Group	Number of Respondents	Percent of Respondents
<15 years	3	.9
15 - 19 years	0	0
20 - 24 years	0	0
25 - 34 years	51	14.6
35 - 44 years	225	64.5
45 - 54 years	59	16.9
55 - 64 years	3	.9
65+ years	2	.6
Prefer Not to Answer	8	2
Total Respondents	349	

II.4. Respondents by School(s) Their Children Currently Attend

A total of 343 responses were received regarding schools where children of respondents currently attend. Of these, 59 respondents noted that they have children in 2 schools, and 10 indicated they have children in 3 different schools.

School Currently Attended (343 respondents) Includes 59 respondents with children in 2 Schools & 10 with children in 3 schools					
School	Responses		School	Responses	
	#	&		#	%
Neil M Ross	86	25.1	École Notre Dame Elementary School	19	5.5
JJ Nearing	65	18.9	St. Albert Catholic High School	19	5.5
École Father Jan	47	13.7	Albert Lacombe	18	5.2
École Marie Poburan	43	12.5	École Georges H. Primeau	11	3.2
Vincent J. Maloney Catholic Jr High	28	8.2	École Secondaire Sainte Marguerite d'Youville	10	2.9
Bertha Kennedy	22	6.4	Morinville Community High School	9	2.6
Richard S. Fowler Catholic Jr High	21	6.1	St. Gabriel High School	3	0.9
Vital Grandin	21	6.1	Legal School	1	0.3

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II.5. Grade Levels Represented by Children of Respondents

Respondents were asked to identify the grade levels in which they currently have children. A total of 343 respondents answered this question and eight did not reply.

A total of 121 (34%) respondents have children in one grade level from Kindergarten/pre-kindergarten to Grade 12. A further 171 (49%) have children in two grades, 45 (13%) have children in three grades, four have children in four grades, and one has children in five grades.

Grade Levels Represented by Children of Respondents													
Grade	Pre-K + K	1	2	3	4	5	6	7	8	9	10	11	12
Number of Respondents	107	75	85	70	89	41	59	25	21	20	9	12	13

While some respondents may have more than one child in any grade, the total responses provided represent at least 626 children in school from kindergarten/pre-kindergarten to Grade 12.

II.6. Interest in Staying in Current School vs Attending Sister Alphonse Academy

Respondents were asked respond to three statements indicating their interest in:

- i. remaining at their current school,
- ii. having their children attend the new school, and
- iii. transferring to the new school when it opens in January 2018.

The number of responses to each statement varied.

II.6.i. Stay at Current School:

Statement of Interest	Yes		Maybe		No		Total
	#	%	#	%	#	%	
My family is interested in continuing at our current school	229	66.2	108	31.2	9	2.6	346

The majority of the 346 respondents to this statement want their children to remain at their current school (229 or 66.2%). About one-third (108) indicated they may be interested in continuing at their current school, and only 9 respondents indicated they did not wish to continue at their current school.

A total of 57 respondents have children in grades 8 to 12. Of these, 43 currently have children in grades from pre-kindergarten/kindergarten to grade 12. All of these 43 respondents indicated either 'yes' (29) or 'maybe' (14) in response to the statement that their family is interested in continuing at their current school, with no one interested in changing. While these families reside throughout the District, just over half (24 or 56%) live in the Erin Ridge, North Ridge and Lacombe Park areas.

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Of the 14 respondents that only have children in grades 8 to 12, all except one indicated they would continue at their current school. These families reside in communities throughout the District.

II.6.ii. Interest in Attending Sister Alphonse Academy

Statement of Interest	Yes		Maybe		No		Total
	#	%	#	%	#	%	
I am interested in having my children attend Sister Alphonse Academy	64	18.9	152	45	122	36.1	338

Only 64 (18.9%) of the 338 respondents to this statement indicated they are interested in having their children attend Sister Alphonse Academy, although 152 (45%) indicated they may be interested. A total of 122 (36.1%) indicated they are not interested in having their children attend the new school.

Of the 43 families with children in Grades 8 to 12 and lower, the response was fairly evenly spread between “No” (18) and “Maybe” (16), with only eight indicating “Yes” they are interested in having their children attend the new school. None of the 14 families with children only in grades 8 to 12 are interested in having their children attend Sister Alphonse Academy.

A closer review of the 64 respondents to the survey who indicate they are interested in having their children attend Sister Alphonse Academy and the 152 who may be interested shows the following distribution of grades their children are currently in, along with the number per grade who do not currently have any children in lower grades.

Students By Current Grade and Family Interest in Attending SAA				
Current Grade	Interested in Attending SAA		Maybe Interested in Attending SAA	
	Total Number Currently in Grade	Number in Grade with No Children in Lower Grades	Total Number Currently in Grade	Number In Grade with No Children in Lower Grades
Pre K / Kindergarten	19		50	
Grade 1	10		36	
Grade 2	13	9	39	25
Grade 3	19	8	32	14
Grade 4	17	5	37	12
Grade 5	13	6	16	6
Grade 6	11	3	24	7
Grade 7	8	0	8	2
Grade 8	4	0	9	1
Total Pre-K to Grade 8	114	37	255	89

Specific comments include:

- Would consider transferring once our child completes grade 6 at JJN.
- Currently, I would not want to switch schools as we are very happy where we are.

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- We are very interested in Sister Alphonse as a junior high for our children after JJ Nearing. We live in Dorchester West. SAA will be located much closer to our home than VJM.
- We are currently very happy with our daughter's experience at École Father Jan where she has already made a lot of new friends in kindergarten, after also attending the pre-kindergarten program for 2 years - for those reasons, it is unlikely that we would move her to another school but it is possible
- I would prefer my daughter continues her education at her current school & not be forced to transfer. Also I have another child currently 1 & I would like her to attend her sister's school. Students in Erin ridge should not be forced to cross St. Albert trail.
- If bussing was offered to Northridge, I would consider moving to the new school.
- We would only be interested in our youngest attending as our daughter would be too old (gr 10), our middle child does not wish to leave his school for 1 year only (in gr 9). Our youngest would attend for all of Jr High 7-9.
- We will have three children attending this school in the upcoming years. We live in Sturgeon County and hope that this is a feeder school for us. We like the layout of it and the proximity to our house.
- A new school is welcomed and especially one that houses K-9 students. We do have a little one who will start school and with 3 kids, the chance for all 3 to go to school together longer is exceptionally appealing to us.
- The only reason I would consider moving my children to this school from Bertha Kennedy is that they would be able to attend together through Grade 9 and if there was bussing from Northridge Phase I which there is not for BK right now. Would enable us not to have to pay for out of school child care for either child in two years as eldest would be 12 years old.
- I would not transfer my children while in elementary school, but may consider attending this school when in junior high.
- If you have appropriate parking I will switch to the new school.

II.6.iii. Interest in Transferring Children to Sister Alphonse Academy in January 2016

Statement of Interest	Yes		Maybe		No		Total
	#	%	#	%	#	%	
I would transfer my child(ren) to Sister Alphonse Academy when it opens in January 2018.	39	11.8	147	44.5	144	43.6	330

While 147 (44.5%) of the 330 respondents to this statement indicated they might transfer their children to the new school when it opens in January 2018, only 39 (11.8%) indicated they would and 144 (43.6%) indicated they would not.

The responses from the 43 families with children in grades up to 12 are similar to those of all respondents. Of these, 17 (40%) indicated they might transfer, only 5 (12%) said they would transfer, and 21 (49%) indicated they would not transfer to the new school in January 2018.

All except one of the 14 families with children only in grades 8 to 12 indicated they would not transfer their children to the new school in January 2018. One respondent indicated "Maybe". Relocating students to the new school halfway through Grade 9 is very unlikely.

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II.7. Understanding Respondents Potential Needs

Respondents were asked to respond to several statements regarding their potential need for special supports, whether they have any children entering the school system in the next 1 to 2 years, what their bussing needs will be, and if being able to walk to school is a priority.

II.7.i. Special Programming Supports

Statement of Interest	Yes		Maybe		No		Total Responses
	#	%	#	%	#	%	
Special programming supports will be required for my child	37	11.3	30	9.1	261	79.6	328

Of the 328 responses to this statement, a total of 37 (11.3%) respondents indicated that special programming supports would be needed for their child, and 30 (9.1%) indicated they may be required. A further 261 (79.6%) indicated they would not be needed.

Comments regarding Special Needs Programming identified in the survey include the need for special programming for both children with learning disabilities and for those who are gifted. Specific comments regarding Special Programming Supports are included in Section IV.

II.7.ii. Children Entering School System in 1 - 2 Years

Statement of Interest	Yes		Maybe		No		Total Responses
	#	%	#	%	#	%	
My family will have children entering the school system in the next 1 – 2 years	115	34.7	6	.02	210	63.4	331

Of the 331 responses to this statement, 115 (34.7%) respondents indicated they will have children entering the school system in the next 1 to 2 years, and 6 said they might have. A further 210 (63.4%) noted they would not have children entering the school system in the next two years.

II.7.iii. Getting to School

Statement of Interest	Yes		Maybe		No		Total Responses
	#	%	#	%	#	%	
My family is, or will be, accessing bussing to get to school	143	42.3	79	23.4	116	34.3	338
Being able to walk to school is a priority for my family	67	20.4	52	15.8	210	63.8	329

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The majority (143 or 42.3%) of the 338 respondents to the question of busing indicated that their family is or will be accessing busing to get to school, and a further 79 (23.4%) indicated they may require busing. Just over one third (116 or 34.2%) indicated they would not require busing.

Only 67 (20.4%) of 329 respondents said that being able to walk to school is a priority. A further 52 or 15.8% said "Maybe", and almost two-thirds (210 or 63.8%) indicated it is not a priority.

Transportation and busing comments and questions were noted at the Open Houses and in the survey. Good / convenient busing was identified by four respondents regarding services of interest.

Specific comments include:

- Bus accessibility for "country" families.
- There should be bus service to the school of their choice - not just a limited selection
- Would there be transportation from Northridge to SAA?
- Would all grades ride on the same bus together?
- Interest in boundaries Oakmont/Erin Ridge. Interest in continued busing if grandfathered to stay at current school but area designated for new school. Do additional Elementaries feed into the new junior high program?
- Please provide the option to have direct busing from any area of interest in St Albert.
- The boundaries for bussing are of particular interest to me as well as any impact these will have on the existing school of choice.
- Looking for busing options.
- I would appreciate busing to a school other than Vital Grandin. Preferably Neil M Ross.
- Would busing from Erin Ridge to NMR be impacted?
- If child grandfathered to stay at NMR would they still be able to get busing?
- We currently have one child attending NMR (plus 2 children who will be school age in the next 5 years) and want to be able to have busing from Sturgeon County. Our interest in this study is to redefine the boundaries of the area to better accommodate families in the outer edges of St. Albert/Sturgeon County
- We are hoping for busing from Tuscan hills to Neil M Ross. This would be a great Benefit to our family, especially because we have a baby due in January 2017.
- Will there be Kindergarten transportation?
- Would you bus Sturgeon County to the new school? Would you bus to both RS Fowler and to new school for Sturgeon County?
- Based on the number of families that have expressed an interest in having the availability of a school bus from one of the many acreage subdivisions just east of St. Albert (including ours at Upper Viscount), I believe there is a very strong case to make the necessary changes to provide bus service to Neil M. Ross from these areas. Thank you for your consideration.

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III. SCHOOL PROGRAMMING INTERESTS

Respondents were asked to describe what school programming their family values most. Input regarding this question, received from 321 participants at the Open Houses and in the survey, was sorted by themes. The themes are listed below in order of the number of times they were identified. A full list of the specific comments is provided relative to each type of programming. The number of times a specific comment was made is noted in brackets.

- **Academics** was identified most often as a preference for programming; 39 times by itself, 20 times with unspecified options, and 139 times in combination with other programming (total 198 times or 61.7% of 321 respondents).

Specific comments include:

- Academics (39).
 - Academics and options (20).
 - High academics.
 - Academic, not sports or specialty focus
 - More academic – keep it centered on learning.
 - Solid academic programs (no specialized label).
 - Academics, but a variety for learning is preferred.
 - Academics (variety for high school).
 - Academic, positive learning environment.
 - Academics, options for children to learn and great environment.
 - Core foundations (reading comprehension and mathematics).
 - Opportunities, academics, community feel.
 - Academics, fine arts (drama, singing, dance, music options other than band), technology (robotics, mine craft, makerspace, broadcast...) sport teams, cooking, construction. Essentially, programming that will develop the whole child, and options that will appeal to all the multiple intelligences.
 - Small classes, focuses on academics.
 - Academics and a variety of extra -curricular activities.
 - Academic and play.
 - Academics, Options - Foods, Coding, Choir.
 - Academics, extra-curricular activities (2).
 - Understanding my children's academic needs.
 - Academics and Academy options.
- **Sports / Physical Fitness / Wellness programming**, including sports, physical fitness, physical activity, health and wellness, and sports and recreation academies was identified 64 times (18.2%), often in conjunction with academics and arts or language programming. Within this group, a Sports/Athletic Academy was noted 25 times (7.8%), with a desire for a Recreation Academy and a hockey academy each suggested three times. A request for sports options other than hockey or soccer was noted, and basketball was suggested by one respondent.

Specific comments include:

- Academics, full time Phys Ed teacher
- Academics and sports programming (2)
- Strong academic and sport programming
- Academics and sports
- Academics, sports options
- Academics, sports and options
- Academics, sports, personal conduct.
- Sports Academy (11).
- Academics and sports academy (6)
- Academics and sports academy options.
- French and sports academy, Academics.
- Athletics Academy

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- French language, academics, sports programs.
 - Hockey Academy with French Immersion.
 - I would like to see some sort of hockey/sport academy as an option.
 - Would love the school to be a sports academy with the hockey program!!!! Would move to this school for sure if they offered this.
 - Academics and sports options other than hockey or soccer English.
 - Academics and athletics (basketball).
 - Academics, Athletics, Language.
 - Academics, languages, sports.
 - Physical activities, language, math.
 - Physical exercise.
 - Academics, full time Phys Ed teacher, language, options.
 - Quality Daily Physical Education.
 - Physical activity and wellness.
 - Health and wellness offerings / Fitness
 - Health and Wellness (Mental health; anxiety curriculum)
 - Health and Nutrition
 - Gym, cheer, dance
 - Swimming lessons as part of P.E. Curriculum
 - Swimming lessons – part of all grade levels (partnership with City of St. Albert)
 - Academics, Healthy Lifestyle (Rec program).
 - Academics, Recreational Activities.
 - Support, academics and sports.
 - Sports team, academics, options, extra-curricular clubs (running club, drama club, etc.). Buddy partners.
 - Academics is important to us at all grade levels but also find it important to have diverse extracurricular activities in the form of options, flex blocks, intramurals, sports teams, clubs, school field trips, etc.
 - I have heard great things about the Rec academy that are at other schools in the area. I think this would be great especially for kids who need to have more physical activity in a day, but are not strong in one specific sport.
 - Also interested in rec academy.
 - I think that the Catholic Board needs to offer a general Rec academy program for Junior High students like the program at William D Cuts School.
- **Language training programs**, ranging from English to other languages (e.g., Spanish, Italian, Ukrainian, Russian, Mandarin, Cantonese) was identified 55 times (17.1%). This included French as a second language which was identified ten times.

Specific comments include:

- Language (2).
- Language, options.
- Second language options.
- Second language instruction.
- Second language options, Small classroom sizes.
- Academics, second language options, variety of options.
- Academics and languages (6).
- Academics and language options.
- Academics, language, quality of teaching/teachers.
- Language, academics, good teachers.
- Academics, good language, excellent opportunities, great teachers.
- Academics, language but like more options for the kids to discover their passions. Language focus is English with a strong academic program.
- Language beyond French and English. (Aboriginal, intro vs. immersion).
- Languages other than just French.
- A strong school community. I value dedicated teachers and a focus on academics. An option for second language would be nice.

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- Academics is important, followed by language but also what is important is the tone of the school. A high regard for fitness and play in young children and also the values the school teaches on being conscious and caring humans to people. And a community.
 - Academics, languages such as Italian.
 - Italian. French Immersion.
 - Spanish language, music.
 - Academics, language options - Spanish at elementary?
 - Russian Language.
 - Ukrainian / Bilingual Language.
 - Chinese/Cantonese
 - French language.
 - French language, catholic.
 - Language- French, Academics.
 - French, religion, money matters.
 - Catholic religious education, language.
 - Variety!!! French program within English school. Sports academy.
 - Both religion (Catholic) and French are important to our family.
 - Language and inclusive learning with enough supports to back up inclusive learning.
 - Language options, differentiates learning environments.
 - Academic, languages, inclusive education.
 - Academics, French as a second language, music enrichment, sports, art programs.
 - Academic, different languages, offered having unique but practical options to apply in life or other areas.
 - Academic, different languages, offered having unique but practical options to apply in life or other areas.
 - Our family places high value on academics and language development. While we believe in French language education and intend to place our children in French Immersion, we would love to see other language options available to our children. As Mandarin is one of the world's most spoken languages, we would love our children to learn mandarin. Our family business does a lot of trade in China and it would be great to have the future leaders of the company learn the language here in the St. Albert Catholic school system.
 - Academics with the choice for French as a Second Language. Variety of options to be offered at the junior high level. A 3 semester system such as Fowler would be preferred. NO I.B.!
- **French Immersion programming** was identified 53 times (16.5%). French Immersion single track was specifically noted twice, and dual track/2 stream was noted six times.

Specific comments include:

- French Immersion (18)
- French Immersion and academics (2)
- Academics and language (French Immersion).
- Academics and French Immersion. Good teaching.
- French Immersion, well rounded in academics.
- Academics and language (French Immersion).
- Academics, language (2).
- Full French Immersion.
- Language - French Immersion (2).
- French Immersion program availability.
- Academic, French immersion, value diversity.
- Academics, French Immersion, Religion.
- French Immersion & Religion.
- Catholic Education, French Immersion.
- Faith based learning, French Immersion.
- High academics and dual track.
- Dual Track French Immersion in a Catholic Junior High (2).
- Dual track language immersion.
- Single track French Immersion.

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- Alberta curriculum and French Immersion single track
 - We need a new option for Catholic French Immersion at the Junior high level in our district. Would be very interested in a dual track French Immersion junior high.
 - French Immersion would be great. 2 stream would be a nice option for families that have kids that will be in both English only and French Immersion. There currently is not a school that caters to families with kids in both programs.
 - French Immersion, Sports Academy, Extra Curricular Activities.
 - Late French Immersion would be important.
 - It would be great to see a late French Immersion program (like starting in grade four or so).
 - French Immersion and before and after daycare.
 - Our family values French Immersion and strong academics and hopes that the new facility considers including division programs. We also value having a school that has current pedagogy and who will teach our children the current skills needed to increase their success in the future.
- **Arts programming**, including music, choir, art, drama, was identified 47 times (14.6%), often in combination with Academics and sports, French Immersion or languages. One respondent suggested this should be an option for grades 7 through 9. It was also noted as a possible extra-curricular or after school program.

Specific comments include:

- We value academics but feel that there needs to be balance that incorporates options, physical education and arts.
- Academics, arts and physical activity.
- Academics, arts, sports.
- Academics, options, sports and arts.
- Academics, music, arts (2).
- Academics, hands on learning, learning through play, options (music).
- Academics, music, art, options.
- Music – guitar, piano, and other instruments at a young age (grade 2 and up).
- Music programs (specialized).
- ECS that had a kitchen, music room to go to. They were exposed to programs that were typically junior high.
- Music Academy - Band setting, not Fine Arts (5).
- Arts Academy - Drawing, Drama.
- Fine Arts (Victoria School of St. Albert).
- Academics, options music drama gym yoga.
- Academics, broad variety of options including music and technology.
- Options for grades 7 through 9, including drama, music and academics.
- Language, second languages, music, dance, art, strong academics.
- Language, arts, and academics. Kids need a good mix.
- We value structure that includes free play, music and art.
- French Immersion, Music studies, Art.
- French Immersion options, Fine Arts Academy.
- Musical lessons after hours.
- Academics, language, music, sports.
- Academics, sports, arts, second language.
- Sports, arts/drama, academics, French.
- Drama.
- Academics, Music, Sports.
- Variety of programs offered: music, sports, etc.

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- **Options (not specified)**, was identified by 33 respondents (10.3%), 20 times in conjunction with Academics and 13 times on its own.

- **Religion and faith based programming** was identified 21 times (6.5%).

Specific comments include:

- Ability to complete Jr high with same peers, religion based values, academics.
- Academics, Catholic religion.
- Academics, religion.
- Academics, spiritual guidance.
- Faith, academics, variety of options.
- Catholic Faith based education.
- Academics, language, sports, religion
- Catholic teaching and building of the spiritual beliefs.
- Academics, religion, arts, cursive writing!
- Academics, Christian values and behaviours being taught and modeled.
- Academics, Faith enrichment, great teachers, safe environment.
- Religion, academics, language, physical exercise.
- Academics, language, religious education, physical activity and wellness.

- **Technology integration** and use of technology in teaching was identified 19 times (5.9%).

Specific comments include:

- Academics, Delivery through technology.
- Technology.
- Technology, computer programing.
- Computers, technology, web design.
- Computer area in classrooms.
- Digital Citizenship.
- Technology applications.
- Coding (2).
- Coding (Immersion) – it's the next language that students will need to thrive in the world.
- Intro keyboarding in elementary.
- Technology (robotics, mine craft, makerspace, broadcast...).
- Technology integration and BYORD.
- Academics, Arts, Technology.
- Academics (math and science particularly) technical and trades options.
- Academics with a focus on coding, creative learning, fitness.
- Academics, technology, extra-curricular (music/band, sports teams, clubs).
- Technology, Academics, CTF options.
- We need choice. Technology and CTF options. Career & Tech Foundations.

- **Life skills training**, including trades, Industrial Arts, Home Economics and real life training options were identified 18 times (5.6%).

Specific comments include:

- Basic Skills.
- Life skills courses.
- Life lessons (budget, tax, money). Trade preparation.
- Workforce readiness.
- Shop, homeroom class if possible.
- For junior high would like industrial arts and Home Ec. as options.
- Home economics, all levels, include meal preparation.
- Cooking, cosmetology, mechanical courses.
- Life skills, trades related prep work (similar to R.A.P).
- Arts, Sports, Real life training - cooking, financing.

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- Wide exposure to a variety of daily life programs, such as cooking, arts, (wood/metal) shops, as well as academics. I think also having TVs in the school for reminder of daily activities, meetings, etc. is a great idea.
 - Specific skills based options; shop, fashion, foods.
 - Arts, Sports, Real life training - cooking, financing.
 - ATB program at J.J. Nearing teaches Financial Literacy.
 - Social skills programming / development
 - Life Skills (Financial Mgmt – Jr. ATB, Taxes, Business).
 - DARE program.
- **Special needs and learning support**, including Learning Assistants, speech therapy, as well as support for under achievers was noted 16 times (5.0%).

Specific comments include:

- Support.
 - Learning support.
 - Academics & in house support / special programming to support children.
 - An academic one with supports for special needs.
 - Academics but also special needs and accommodation for learning disabilities.
 - Academics and special programming to support our son is most important.
 - Academics and support for students with higher achievement potential.
 - Special needs/ learning support.
 - Child with a learning disability so extra supports and inclusive programming is important.
 - Options, special supports.
 - Need more programs for kids with learning disabilities / accommodation and supports for special needs accommodation for learning disabilities.
 - Assistant learning to help under achievers with their studies.
 - Academic aid programs.
 - I have one son who requires extra support.
 - Academics, but also language as my pre-k child needs speech therapy. An updated, safe, clean, well-organized school makes for a great learning environment.
 - Academics and/or special needs, Options that provide opportunity for choices to the students - My kids are too young to be more specific.
- **Community involvement and leadership development** programming was noted 12 times (3.7%).

Specific comments include:

- Academics, community involvement.
- Academics, socialization, inspiring community involvement.
- Academics, options in Junior High, extra-curricular opportunities, student leadership opportunities.
- Academics, character education, leadership/community service.
- Leadership.
- Academics and Athletics and Leadership Mentoring.
- At young age build confidence & foundation for successful learning in future grades.
- Volunteer and community involvement.
- Develop self-confidence and self-help skills.
- All of it is important to me as well as character building, sense of community, good moral and value code.
- Working together, leadership opportunities and opportunities to experience and participate in art and sports.
- Peer Tutoring (cross-age opportunities)

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- **Alternative programming** suggestions, such as a focus on creative learning, Problem Based Learning (PBL), Reggio Emilio Inspired Learning, and IPP (Individualized Program Plan) were noted 11 times (3.4%).

Specific comments include:

- Alternative programming like outdoor kindergarten, classrooms with configurations other than sitting in desks, more music integration, more self-directed topical studies rather than subject learning.
- Outdoor classrooms e.g., School in Parkland that has this.
- Alberta curriculum with focus on PBL. Creativity and competencies are a must. Problem based learning.
- Reggio Inspired programs.
- The Reggio Emilio Inspired learning in younger years which includes: Metacognition, bring alive interests, emergent curriculum around student interests, French Immersion (Two very important values).
- Differentiation, meeting each student's needs in an engaging welcoming environment.
- Enrichment pre-school programming (like P.E.P) good for retention.
- We would like to see a string learning environment that allows the children to explore real-life experienced as well as be able to join additional extracurricular activities.
- Creative learning.
- Access to IPP (Individualized Program Plan), sunshine room, rainbow room, familiar faces, academics.
- Grade 7, 8 & 9 – we need to be “in tune” with what they want and need. Eg. Teach the content (life cycle) by using diverse examples, activities.

- **The International Baccalaureate (IB) program and Primary Years Program in IB (PYP)**, along with special programs for giftedness and accelerated academics programming was suggested 10 times (3.1%).

Specific comments include:

- I truly see the value and benefit of inquiry. When considering programs please consider offering the PYP program and be accredited as an IB World school. I have done research and have found so many benefits for all students. This program would assist with building more academic language for ELL students as well as recognizing and celebrating cultural differences through their Units of Inquiry especially the Who We Are strand.
- Building inquiry skills through IB programming, inclusive education practices.
- Special programs for giftedness.
- Enrichment? What do we do for students who are gifted in particular subjects and areas?
- IB programming at the junior high level (recognized designation) but paired with Athletics/ also offered (i.e. Sports Academy – similar to current options like hockey, soccer, etc. but also a Life fitness type choice might reach more kids.
- Academics – accelerated programming (AP).
- AP or IB.
- IB, even for elementary.
- IB junior high courses, French Immersion, and Athletic Academy options.
- Cogito program.

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- **Academics with a focus on science and math** was identified six times (1.9%).

Specific comments include:

- Would like to see horticulture or Botanical Arts Academy. Just like sports or dance academy except growing thing. So many math, science and health connectors, etc.
- Math.
- Science Academy.
- Science based academics, Athletic based.
- Science, Technology, Engineering & Math (STEM) Academy.
- Math and Science Enrichment.

- **Similar programming to what is currently provided at Neil M. Ross** was noted four times (1.2%).

Specific comments include:

- Programming at Neil M Ross is fantastic. Use the options, choices and clear expectations at that school for your new school and you will have success.
- Same as Neil M Ross so transition is not difficult for kids.
- Everything Neil M Ross provides currently.
- We are very happy with the academic environment of Neil M Ross combined with Administration and Staff and Community. We value an inclusive school setting with a strong focus on preparing our children for education and social settings in their future.

- **Other programming** suggestions include:

- Academics, student support programs, Metis / First Nations education.
- Relationships with teachers, ability to approach them with issues. Friends for our children.
- More “parent-informed” and parent involvement. I want to know what programs are and what they mean.
- More options for parent input without needing to be on School Council
- More structures/opportunities for parent engagement that goes beyond what’s traditional (i.e., having to come to a meeting on a specific night and facing a committee. It can be intimidating. More technologies could be helpful (e.g. Parents participate through an online survey or live-stream).
- “Community” vibe matters.
- Learning in general .. I am not sure how to be specific as my son is in Kindergarten.
- Regular community school with no focus programs. Limited inclusion for severe special needs/behavioural students.
- Inclusion classrooms.
- Highly qualified administrators and teachers, academics, sports academy, field trips, guest speakers.
- Our family values academics; and being caring, empathetic, and serving members of society. Preparation for life as a responsible, successful, contributing, and happy adult.
- Supportive school culture, open communication and SIGIS after & before school care.
- Running club, Ski trips, Milk Club, Bible Club.

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IV. SERVICES OF INTEREST

Respondents to the survey were asked to “Please describe for us what Services your family values most (supports for students, childcare, after school programs, etc.)”. Seventy percent (244) of 351 respondents provided responses to this question.

- **Child care** was the most frequently noted service, identified 89 times (36.5%). Of these, one person expressed interest in before school child care only, 15 expressed interest in after school care, and 63 noted interest in childcare, either generally or before and after school. One respondent noted after school care and an attached day care for younger siblings.

A further nine (3.7%) identified SIGIS (Spirit in Growth in Success) Childcare specifically as a valuable service; however, one individual requested that there be ‘No SIGIS in the gymnasium’.

Specific comments include:

- Out of school care would be most welcomed.
- Childcare is very important.
- Childcare is most important as my wife and I both work.
- Childcare would be a nice to have.
- Childcare would be a bonus.
- Childcare for older children.
- Childcare - its main reason for wanting to stay at current school.
- Daycare on site.
- Pre-school/day care for younger siblings.
- Have both day care, preschool and kindergarten in same school.
- Flexible. We have a nanny, so most likely will not require additional childcare.
- Before and after school care is great for families.
- Before and after school care until my child reaches grade 7.
- At this time, I don't believe that we will require childcare or after school care as we have a nanny and anticipate that we would continue to have one as our children get older. However, if we didn't have a nanny - before/after school care would be important.
- Childcare before/after would be very convenient.
- On-site after school care.
- Aftercare program at the school.
- Childcare before/after would be very convenient.
- On-site after school care.
- Aftercare program at the school.
- Childcare within the school such as SIGIS.
- SIGIS is essential and fantastic.
- SIGIS is a must.
- SIGIS before and after care.
- We use the SIGIS childcare in our current school (VG) and find it an excellent service where I know my kids are well looked after.
- As both of us work I love the SIGIS after school program.
- Very Important: Before and after school care (SIGIS is excellent at JJ Nearing), it's actually a draw to the school for some families who start at preschool / baby daycare at SIGIS in community.
- Before and after school care would be very helpful for our family. Our children currently attend SIGIS. SIGIS, before and after school care.
- NO SIGIS in the gymnasium.

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- **Providing Supports for Students** was suggested 56 times (23%) with limited detail on what these supports should be. One suggested support for students similar to Neil M. Ross.

Specific Comments Include:

- Aids to help all children who need it.
- Supports for students and families.
- Special supports for students.
- Homework help.
- Supports for students - mental health support; disability support; child care; after school programs - in that order.
- Supports within the school in case my child needs them or other children in their classroom.
- School supports medical care.
- Support for students similar to Neil M Ross.
- Supports.
- Supports for all students.
- Student support.
- Support from school staff.
- More support for students.
- Technology.
- More individualized classrooms for kids that are gifted.
- Diverse teaching methods for all students.

- **After school programs / extra-curricular activities** were identified 39 times (15.9%). Affordable, active, fun programs were suggested, including some that all can enjoy. Specific options included music, drama, sports, religion, and community focused initiatives. Morning and recess programs were suggested, along with having some in school extra-curricular activities. **Section V** provides more detail regarding desired extra-curricular activities.

Specific Comments include:

- Extra-curricular activities (3).
- Extra-curricular clubs are important.
- Have “kid-led” and choice for kids (e.g. knitting and then something else).
- Flexible options in terms of clubs and extra-curricular (on their own time during school).
- Be flexible. Offer some extracurricular, but don't overdo it. Play time matters.
- Choir.
- Dance (2).
- In school music lessons.
- After school music lessons.
- After school activities.
- Maybe some sort of after school sports club or drama/arts club?
- After school programs likely more important as our children grow up.
- Have some after-school programs that all can enjoy.
- Affordable extra-curricular activities.
- Cross-age curricular clubs (older student tutor younger ones).
- Empowerment Groups.
- Discover E does after school programs, coding for boys and girls; Connect to U of A Discover E programs.
- Horticultural Club.
- After school programs, or even in school extra-curricular would be awesome!
- After school sports, drama, music.
- After school fun activities.
- After school programs for fun.
- ACTIVE before and after school programs.
- Morning and After School Programs.
- Recess Programs.
- Community focused initiatives.
- Community support and involvement, field trips and incremental learning experiences.
- Extra opportunities to work on special interests (track and field, chess club, that kind of thing).
- Club – makerspaces.
- Equestrian (Horse Sense).

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- **Learning related supports** were identified 18 times (7.4%). These included the need to provide support for children with learning challenges/disabilities or ADD/ADHD. One respondent noted the need to help children with dyslexia and dysgraphia using technology, and another suggested use of computers and audio to enhance reading and writing.

Other learning related suggestions included providing educational support, aid and extra academic help if needed, optional tutoring, and educational assistant support. In addition, provision of academic challenge programs and OSC (Oxford Study Courses) was suggested.

Specific comments include:

- Support for my child with his learning challenges.
 - Other supports for students to help with their learning.
 - Supports for students with learning disabilities (4)
 - Supports for disordered learning and learning disabilities.
 - Special help and accommodations for children with learning disabilities or ADD.
 - Support for students (ADHD).
 - Learning support.
 - Ensuring students have extra academic help if required.
 - Both my boys have dyslexia and dysgraphia so they need academic supports usually with technology.
 - Child with delayed learning.
 - Extra help if struggling academically.
 - Some supports (audio, computers, to enhance reading and writing).
 - Educational support when difficulties in Subject matter arise.
 - Educational assistant support.
 - Optional tutoring.
 - Academic challenge programs.
 - OSC. In the school.
 - Learning Commons on site.
- **Providing counselling services** for mental, social and emotional support for students was identified 16 times (6.6%).

Specific comments include:

- Counsellors.
- School counsellor (2).
- Guidance counselling (3).
- Guidance support.
- Mentoring and counselling services.
- Equal counselling support for K-9.
- Mental health.
- Mental health and anxiety services
- Counselling services.
- Counsellor available
- Counselling support, mentors, services that will provide social and emotional support for students (anxiety....).
- Counselling services for social/emotional support.
- A counsellor on site I believe is very important. Children need someone to talk to that they can trust and trust is formed by being available and building on relationships.

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- **Special needs programs and supports** were identified 14 times (5.7%). One noted that supports for children with disabilities beyond the PUF program, clubs for kids with disabilities, etc., should be considered. Provision of a resource room and behavioural/development assessments was also suggested.

Specific comments include:

- Learning and development support
- Supports for students with needs.
- Special Needs Program and supports.
- Supports for special needs (2).
- Programming for children with special needs.
- Support groups for children and accessing the needs the child requires.
- Support for students with needs.
- Supports for children with disabilities beyond the PUF program, clubs that help kids with disabilities to participate.
- Provide access to a sensory room
- My daughter was a PUF funded student and requires help with some things in class but as well as with her anxiety and nervous tendencies.
- Preschool PUF.
- Resource room, behavioural/development assessments.
- Incorporate space for: therapy consultants to have an office space, a quiet / snoezalen room.

- **Provision of speech therapy and OT supports** were noted 9 times (3.7%), including the comments that it would be nice to have access to these full time in schools, as well as access to different types of therapists to meet any of the children's unique needs.

Specific comments include:

- Speech Therapy.
- Speech supports.
- Speech articulation
- Would be nice to have full time O/t and speech in the schools.
- Occupational therapist on site.
- Physio Therapy.
- Having access to different types of therapists to meet any of the children's unique needs.
- Provide space for specialized service professionals to meet, make calls.
- Psychologist and other health professionals (good opportunity to link to hospital).

- **Supporting sports programs**, including a variety of team sports, sports programs, hockey academy, running club, skating club, swimming club, etc., was suggested 8 times (3.3%).

Specific comments include:

- A swimming pool on site with lessons for all grades.
- Swimming within school hours (swim club as extra-curricular).
- Sports Teams (Basketball, Volleyball, Soccer, Wrestling).
- Skating (2).
- Running club.
- Fitness club (not sport but exercise).
- TRX Room (Bootcamp).
- Non-competitive sports = energy, cooperation.

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- **Smaller class sizes** were recommended 4 times (1.6%) to help more students have a better chance at success. It was noted that EAs are always fantastic in Greater St. Alberta Schools, but they don't reduce the number of students in the class.

Specific comments include:

- Small group classes.
- Small classroom sizes for support for students.
- Required supports for students in reasonable class sizes are important.
- More needs to be done about class sizes. Keep the classes smaller, down to low 20s for k-3 and more students will have a better chance at success. EAs are always fantastic in GSACRD but they don't reduce the number of students in the class.

- **Other comments regarding Services of Interest** included the suggestion to provide pre-school, enrichment, holistic and anti-bullying programs. Full day kindergarten was noted by three individuals and one suggested progressive kindergarten. Another suggestion was to provide more support for parents in navigating technology, such as google classroom.

Specific comments include:

- Caring environment where students feel safe.
- Anti-bullying.
- Enrichment.
- Full time kindergarten, Every day.
- Full day kindergarten (2).
- Progressive Kindergarten (begin year with ½ days and then full days after spring break).
- Kindergarten –options for half day (alternating days) and full day.
- Cafeteria – cook and serve meals on site.
- Pre-School with kitchen and oven.
- Religion.
- Prayer Space – Chapel.
- Holistic, integrated, process over outcomes, physically healthy environment (more time outdoors, more independent learning, more physical activity, less sitting in the classroom).
- I appreciate the role of the learning facilitator in the school and library learning commons. I would like to see more support for parents for navigating technology such as google classroom.
- Proximity to home.
- Strong literacy and numeracy focus.
- Opportunity to take driver's education (Learner's License once the age of 14).

- **General Comments:**

- Ensure all supplies and equipment are onsite for the opening of the school (order well in advance)
- We value the Christian faith of all denominations in our community. It is only faith and true love guided by faith that will guide us all into the future and our hope for tomorrow. More of the world will see this through the salt and light of persons raised in St Albert.

- A total of 15 survey respondents indicated they had no specific suggestions, or that they were not currently using any services.

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V. EXTRA-CURRICULAR ACTIVITY SUGGESTIONS

Respondents to the survey were asked to “Please describe for us what Extra-curricular activities your family values most (athletics, clubs, etc.)”. Eighty percent (284) of 351 respondents provided responses to this question.

Types of extra-curricular activities are noted below, along with the number of times they were identified. Since many respondents provided several suggestions, these are shown as combinations of activities under one of the types of activities and not repeated in each category.

- **Athletics / Sports / Sports Teams or Clubs** were identified 212 times (74.6%). This included a range of sports activities, such as soccer, baseball, basketball, running, skiing, skating. Many responses included other options along with athletics or sports.

Specific Comments Include:

- Athletics (49).
- Athletics are important to be available.
- Athletics, leadership.
- Athletics and club options (3).
- Athletic, clubs, options.
- All athletics, especially - outdoor recreation/pursuits.
- Sports clubs.
- Team and individual sports.
- Individual sport options, clubs.
- Group athletics and clubs.
- Athletics (team sports),
- Team orientated sports.
- School teams.
- Sport teams for junior high- such as basketball, golf, etc.
- We are quite open to extracurricular activities involving athletics and clubs.
- Children will often learn more life skills outside of the classroom. Athletics and team building would be of value.
- Accessible athletics and other clubs (opportunity for all to participate and develop competitive skills, as opposed to a single school goal to have a 1st place team).
- Sports (2).
- Sports and music (2).
- Athletics, Music, Sports.
- Athletics, science, art, math.
- Athletics, drama, language, cooking.
- Athletics, dancing and sports.
- Athletic clubs.
- Have an A and B Team 4 kids who just like to play and not be competitive.
- Non- competitive sports programs, Focus on exercise.
- Athletics, drama, running club.
- Sports team, Running Club.
- Run Club currently offered at Neil M Ross and anything that provides Physical Activity for our children.
- Running Club, Volleyball, Basketball.
- Athletics (Running club, school events).
- Running club, wrestling club sports teams, many athletics- hockey, ringette, gymnastics, soccer, lacrosse, horse riding.
- Athletics; St Albert Mustangs Track and Field and St Albert SLAM basketball clubs.
- Outdoor activities, basketball, volleyball, tennis, swimming.
- Currently Community basketball only.
- Athletics in particular soccer.
- Soccer, Running, Maker Space.
- Soccer, dancing, and karate.
- Soccer, karate, basketball, baseball.
- Soccer and skating.
- Athletics including soccer and hockey.
- Soccer, hockey, swimming.
- Athletics, art & science supplemental programs/options.
- Rec programs Hockey programs.

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- Athletics (hockey, soccer, running club, cheer).
 - Athletics, hockey, soccer, cheer, swimming.
 - Athletics: hockey.
 - Hockey.
 - Hockey, soccer, curling.
 - Yoga, volleyball and book clubs.
 - Volleyball, basketball, makerspace.
 - We are currently involved with dance, cheer and hockey. We also do golf and swimming seasonally.
 - Opportunities for Intra-school Athletics, Music, Art.
 - Variety of extra-curricular activities that are not sports related.
- **A wide variety of types of Clubs**, such as arts, running, dance, cooking, industrial arts, Lego, science, coding/computer, camping/outdoors, etc., were identified 90 times (31.7%).

Specific comments include:

- Clubs (3).
- Athletics and clubs (8).
- Variety of clubs and sports.
- A Variety of clubs - fitness/activity - coding - Lego, building, science club.
- Variety of choices for both sports and arts.
- School clubs and sports are important.
- Variety. Music clubs, spiritual/service clubs, sports clubs for elementary level.
- A variety of both athletics and clubs as not every child is athletic or interested in some clubs.
- Variety of clubs (running, dance, industrial arts).
- Clubs and Leadership Opportunities.
- Green/recycle club.
- Science, leadership, "soft skills", team sports.
- Clubs, art, yoga.
- My kids are young so I like a variety of options available for them as we all know children are all different. Extracurricular activities and clubs help form individual differences as well as group/team efforts. I encourage this in so many ways. A few clubs that would appeal to a large group of students. Nothing specific.
- Clubs, athletics, religious extracurricular, volunteer work experience.
- Clubs, including some that are NOT sports related. ie. Choir, computer club, science club, art club, environment club, etc.
- Social clubs, family functions.
- At the elementary level, clubs and school athletics that everyone can participate in. At the junior high level, clubs and general athletics.
- Clubs (science).
- Hands on clubs.
- Clubs (science), Sports teams.
- Athletics and academic opportunities eg. Reach for the Top type activities.
- Sports and group clubs are important for the children to be part of this environment.
- Sports teams, drama clubs, Sports, Music & Arts.
- Clubs and some sports. Beavers, baseball, Brazilian jujitsu.
- Extra lunch hour clubs for kids to join.
- Inclusive school based clubs.
- Outdoors, nature.
- Physically active and outdoor activities; including time away from city and in nature.
- Athletic clubs for various interests, Clubs with specific interests. My kids are too young to be more specific.
- Great playground equipment, Recreation leagues.
- Clubs at the elementary level that are held during the school day.

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What We Heard: Open Houses & Online Survey, October-November, 2016

- Interest clubs e.g., robotics, computer coding.
 - Outdoor activities and exploring nature, volunteer opportunities. Athletic opportunities open to all students not just those who are willing to pay for sport academy.
 - Clubs such as chess, Rubik's cube, life skills type activities (Junior ATB).
 - Non-competitive clubs, just for fun.
 - After school clubs.
 - Arts- drama, music, computer and graphic arts, Makerspace, Clubs that focus on more than just traditional sports.
 - Lunch time involvement at junior high level such as clubs, intramurals; after school sport teams such as volleyball, basketball, soccer, etc. My Jr. High teen tends to play on his computer at lunch with friends and I would like to see other involvement.
 - Athletics, clubs, music.
 - Intramurals, running club, leadership club, drama, choir/music, technology/robotics/engineering club, games/board games/chess club, math club, spelling, debate, trivia club, oral speaking club, gardening/food club, reading/literacy club, science club/science fair, introduction to various sports/learn to play.
- **Theatre Arts / Music and Drama / Arts / Fine Arts** were identified 54 times (19%). Music, arts and drama were often identified together or with athletics and sports.

Specific comments include:

- Arts.
- Art, gymnastics, dance.
- Fine Arts.
- Performing Arts and Dance.
- Technology based, fine arts.
- Athletics and drama.
- Athletics, drama, music (3).
- Education. Arts. Athletics.
- Athletics, arts (6).
- Sports and arts (3).
- Music, dance, soccer.
- Musical theatre program.
- Arts, dance, music.
- Athletics as well afterschool clubs that are art dance focused.
- Choir, drama, sports, ATB bank.
- A variety of sports and acting / singing.
- Athletics, music and theatre arts.
- Athletics, dance, choir.
- Athletics, dancing and sports.
- Hockey, dance, musical theatre.
- Both athletics like run club, but music programs like choir or drama club.
- Our family is involved in sports (hockey, dance, figure skating), outdoors (scouts) and music (piano).
- Gymnastics, soccer, skiing, skating, swimming, fine arts (piano lessons and theatre).
- Athletics (soccer, dance, swimming, hockey), music.
- French and Italian, Dance, Gymnastics, Soccer, Music Lessons, Baseball.
- Athletics are important to us because our two boys love to be active! But my oldest loves art. Having options other than athletics are valuable too.
- Team sports and art and creative things for kids to learn.

SISTER ALPHONSE ACADEMY / BOUNDARY & PROGRAMMING REVIEW

What We Heard: Open Houses & Online Survey, October-November, 2016

- **Music, including lessons, choir and band** was identified 31 times (10.9%). Music was noted several times along with athletics or sports and clubs, as well as part of Theatre Arts.

Specific comments include:

- Music.
- Music, outdoor life (hiking, skiing, boating), not age segregated (whole family), skateboarding, cycling, tennis, swimming.
- Choir.
- Choir, games. Ask the kids!
- Choir, piano, soccer.
- Guitar, drums.
- Music, science club, sports.
- Music (fine arts) and sports.
- Arts and music, athletics.
- Musical arts clubs/programs.
- Athletics, Music (4).
- Athletics, choir.
- Art, athletics, music.
- Sports, clubs, music programs.
- Sports, band.
- Hockey and music.
- Athletics, music, camping.

- **Swimming, swimming clubs and lessons** were noted 27 times (9.5%), often in conjunction with other sports (e.g., soccer, track and field, skating), or with music and arts activities or community involvement.

Specific Comments Include:

- Swimming (3).
- Swimming lessons at school like Leo Nickerson.
- Opportunity to attend swimming lessons with school.
- Skating & Swimming Clubs.
- Swimming, Piano, Running, Skating & Skiing.
- Swimming, Soccer, Music & Art lessons.
- Soccer, swimming, gymnastics.
- Soccer, Swimming lessons with City during the day as class.
- Scouts, brownies, swimming lessons, piano lessons, skating, soccer.
- Swimming, drama, choir or band.
- Swimming, soccer.
- Swimming, Track and Field, Swimming, Skating.
- Swimming, parks & play, community involvement.
- Swimming, running, piano, skating.
- Swimming and Games.
- Swimming, fine arts, non-competitive sports with focus on exercise.
- Hockey, dance & swimming.
- Running clubs, Track, Gymnastics, swimming.

- **Leadership / Community Initiatives** were noted 24 times (8.5%).

Specific Comments Include:

- Athletics & programs with an outreach into the community. Students help to enhance the community they live in.
- School teams Leadership clubs
- Community support clubs for those in need, Soccer, debate clubs.
- Community, athletics.
- Athletics, leadership clubs.
- Athletics- leadership groups - spiritual groups.
- Sports, Student Leadership.
- Social justice, leadership.
- Opportunities to serve the school and community (safety patrol, leadership).

SISTER ALPHONSE ACADEMY / BOUNDARY & PROGRAMMING REVIEW

What We Heard: Open Houses & Online Survey, October-November, 2016

- Extra-curricular that can engage in creative educational projects, service to others...nurture the spirit of service.
 - My children are big into social justice programs and also enjoy singing, social groups and drama.
 - Community Service, Athletics.
 - Maybe self-esteem building, Equality programs.
 - Extracurricular should appeal to all children, not only the athletic ones. Sports teams, drama, service clubs and initiatives.
 - We value our Church and the leadership and role model of our humble priests.
- **Academies, including Sports, Dance and Recreation Academies** were identified 11 times (3.9%), with one of these being opposed to a Sports Academy.

Specific Comments Include:

- Options would include in school sports and track as well as a sports academy (hockey, soccer, swimming) or arts academy (dance, music).
 - Athletics, sports academy.
 - Hockey academy.
 - Athletics, sports academy, leadership/ social justice, art/music, academic challenge or enhancement.
 - We would love to see a sports academy in this area of town instead of having to drive to Albert Lacombe.
 - Sports academy (3)
 - After school music lesson, Sports Academy.
 - Would love school to be a sports academy with the hockey program!! Would move to this school for sure if they offer this.
 - Sport teams are very important, I don't care for Sport Academies, I'd rather see a recreational option/academy.
 - My son plays hockey, my daughter likes dance and my oldest really likes music and art. I would love to see a sport/dance academy as well as an art club.
- **Family time and family activities** were noted six times (2.1%) as being important.

Specific comments include:

- Athletics, clubs, family events and involvement in school.
- Family time, athletics, art lessons.
- Family, beavers swimming.
- Our family values organized sports & family inclusive activities like Halloween Dances, Christmas Family nights, etc.
- Family time and team sports.
- As a young family living near to the new school, it is difficult to say now which activities will be most important to our family. However, my best guess is that they will relate to supporting well rounded children thought academics and athletics.

- **Other comments regarding Extra-curricular activities include:**

- Not sure yet.
- A variety of extracurricular (2).
- Opportunities for many types of activities.
- A wide, diverse range of options as the kids like to move between them.
- Not sure yet as my oldest is in kindergarten. I support choice and a supportive environment.
- Either. Whatever is of interest for my son.
- All extracurricular activities, so appeal to all students.
- Options.
- We value most a sense of community in a school, however that's achieved.
- Not important at this time.
- Anything (2).

SISTER ALPHONSE ACADEMY / BOUNDARY & PROGRAMMING REVIEW

What We Heard: Open Houses & Online Survey, October-November, 2016

VI. OTHER COMMENTS / QUESTIONS

Participants at the Open Houses were invited to provide comments or questions which were recorded during the session. A section for other comments or questions was also provided in the comment form and online survey. Comments and questions not included in previous sections are listed below, sorted by general theme:

School Boundary Suggestions / Comments

- Curious to see the boundaries for those that can attend this new school and how it will influence the other schools in the area.
- Would like to know the boundaries
- What is the boundary for this school?
- Where the school boundaries will be located
- Where are the attendance boundaries?
- Is there going to be a boundary cut off for the school and where will it be?
- Keep the boundaries to a specific area. Large class sizes is a problem at many schools because out of area students. Look at JJN too many students in classes.
- Hope parents have a choice and not forced to go to a certain school.
- I would like clear information on if our children will be forced to change schools due to boundary changes. We need as much advanced notice as possible.
- Will Erin Ridge residents be in this schools intake area.
- Would Sturgeon be considered for the boundary?
- In our area in Sturgeon Valley we feel our area should be designated to the same school.
- The quality of education my children have been receiving since starting at Bertha Kennedy has been outstanding. I am very hopeful we can continue our children's education in St. Albert as we are out district. If this is not possible please advise.
- If my family currently lives in Northridge would SAA automatically be my designated Junior High?
- I am concerned that with changing boundaries we might not be in the EMP catchment area anymore
- Would additional students from other feeder schools be moved for junior high years?
- Please put Tuscany Hills & Crossing @ Rivers Edge in Neil M. Ross. Thank your hard work.
- If NMR boundary is closed to non-boundary residents, would I be grandfathered?
- If Sturgeon County is not included in the new SAA boundary, could it be considered to be within Neil M. Ross – specifically Guilbault?
- Like to see elementary school designation to Neil M Ross for Sturgeon County Guilbault district. This is the closest school to our home and currently many families have to drive their children as busing is not provided.
- Please we ask of the trustees and all staff reviewing the information to fairly access all information about where children are currently attending to see where the natural attendance boundaries lie. People like to attend school at a neighbourhood school. We moved to Erin Ridge in 2006 as our realtor told us that there would be a new Catholic school going in nearby. We didn't expect to be waiting this long!! Erin ridge students need to be going to new school. Most of the residents expect it! Unfortunately, all of your sturgeon county Guilbault students are still without a neighbourhood Catholic elementary school. Please check your attendance records and see that the majority of Guilbuilt families have decided that NMR makes the most sense for their families and it is time to fairly allow them to access busing for their children.

SISTER ALPHONSE ACADEMY / BOUNDARY & PROGRAMMING REVIEW

What We Heard: Open Houses & Online Survey, October-November, 2016

- Excited to see this new school opening but as residents of Sturgeon County we are really hoping for representation and optional busing for our children to our current school. I think the development of this school is important. My family would currently not use the school, that being said if I were to move to Jensen lakes I would use the school.
- Would I have to pay school fees at two schools due to the mid-year opening?
- We would consider moving to a different neighbourhood if our children were younger so they can attend a k-9 school. We still may.

School Development

- I question the need for another school... only because our school, Vital Grandin is so small. Could boundaries not change to send more students to schools that are almost empty?
- Will this school be sharing a playground with a neighboring school?
- Erin Ridge needs a Junior High School
- Concern that a new school will take away resources from the current schools.
- Invest in equipment that can be used for 10 plus years. ie a kitchen or shop.
- Vital Grandin is a very small school and we have empty classrooms. I am afraid the new school will take away from our current school enrollment as some kids will move to the new school. What will the district do to help increase numbers to existing schools rather than just filling new schools? Will bus transportation to our current school be affected by the new route? Will the new school have its own rural bus or will it be combined with other rural routes? Our routes are currently over 45 minutes for elementary (28A) and 57 minutes for junior high (27A) and I wouldn't want to see these get any longer.

Timing

- How will the September 30 gov't funding date for student enrollment affect budget when the school is set to open in January 2018? What date will you require student numbers?
- I am wondering why a January opening date was chosen and how students will be facilitated into two schools in one year.
- Would recess be scheduled at the same time as the Public School on the site?
- If the January 2018 opening of SAA coincides with my child's first year of Junior High, how would the transition happen?
- Would start and end times be staggered from the Public School? Would the start and end times be staggered within SAA for Elementary and Junior High students?

Languages / French Immersion Programming

- Would it have a French Immersion program?
- Hoping this will be a French Immersion school on the northwest side of the city.
- We need another option for catholic French Immersion in our district. Please consider this for Sr Alphonse academy as there will be many interested families.
- Please have a new choice for Catholic French Immersion in Jr High. Right now ESSMY is only choice and is single track. They basically have a captive audience for anyone thinking of keeping their kids on Catholic French Immersion at the Jr High level. This is not good for progress.

SISTER ALPHONSE ACADEMY / BOUNDARY & PROGRAMMING REVIEW

What We Heard: Open Houses & Online Survey, October-November, 2016

- We really need to have a close neighborhood Junior High to Erin Ridge and the ability for choice. Having a Dual track French Immersion Catholic Junior high would attract a lot of students to the school. We only have one other option and they have a captive audience right now.
- I would like to see driver education as an option, as well as other languages besides French & English & possibly swimming.
- GSACRD really needs to focus on specialized programs for children with advanced academic abilities. The IPP is a formality for teachers to fill out. There are currently no academic challenge type schools in St. Albert in the Catholic system. It would be wonderful if this were offered at a Catholic school with French Immersion.
- It is very important to our family that our children have the opportunity to learn more than one language. With one (Anglophone) parent who was school in the Francophone system and an Australian parent, we are a multicultural family that would love to see our children learn French as well as a language such as Mandarin (one of the world's most spoken languages, spoken by over 1.2B people worldwide). Also, as our family is quite young, we are beginning to look at preschool/ kindergarten French Immersion options and it would be great to have these available in a Catholic school nearby.

Sports Programming

- Is there any talk of this school being part of the sports rec program?
- Do not want to see another sports/ language /academics based program. Please offer something new in a faith based environment
- The academy needs to offer the students more than hockey or soccer programs. Please think outside of the box as not all students excel at or participate in those traditional area sports. Please add and make available other sports programs such as Track and Field, Basketball, swimming, etc.
- I would be interested in my children attending a k-9 school as it would be a benefit for all 3 of my children to be together. I am not interested in having another sports academy or academic program. I believe we need to simplify children's education experience and create an environment that has less pressure and stress instead of adding more pressure to children's already busy, stressful, over scheduled lives.

New School Location

- Wondering where this school is going to be built? If in Morinville, hoping there will be after school care available now that there is only one in our town in the school I am very worried that because of population they may need the space which would mean I would have to stop working to accommodate my children which is something I would hope I would not need to do!!
- Where is exactly the place in St Albert?
- Where is the location of this school in St Albert? I am new here.

Type of School

- When will parents find out who will be the administrator(s) and teaching staff? Will there be a playground and fields for the kids to play at recess when the school opens?
- I think it would be great for older grades to interact with younger grades in different areas. I think the schools need to find a new way to engage parents.

SISTER ALPHONSE ACADEMY / BOUNDARY & PROGRAMMING REVIEW

What We Heard: Open Houses & Online Survey, October-November, 2016

- The grades K-9 is a huge appeal for me!
- Since I was unable to attend the open house, I would like to know more about what type of a school the Academy is going to be? A K-9 school is very different from K-6 and 7-9. The Principal chosen must be able to integrate the two systems and build a caring environment where the older students are respectful and nurturing to the younger students. St. Albert

currently does not have a K-9 school to model on. My greatest concern would be the leadership of this new school, making sure the candidate chosen was actually a good fit for the position and not put into the position due to seniority within the district or the likes of that. The school will be great as long as it has great leadership.

Values

- Our children to Vital Grandin school in large part because of its small size and emphasis on traditional Catholic values, which heretofore, have not been influenced by some very anti-Catholic concepts, such as so-called "trans-gender" bathrooms which have been attempted to be thrust upon us by our very left-wing provincial government. Will Sister Alphonse stand strong against such anti-Catholic and anti-family values?

Other

- No further comments.
- I am unfamiliar with any information about this school.
- Three flag poles for gosh sake.
- When is the open house for the new school??
- I have not seen any material come out of the consultations. I planned to attend but had another interfering obligation.
- As far as I know, residents of Legal have heard nothing from administration or Board. The only information I've seen is the news articles.
- Great job keeping community and parents informed about the consultation process.
- Thank you for including parents in the process. Having my children continue on in one school until grade 10 would be fantastic.
- Thank you very much for your works and God Bless. Look forward to seeing you at the celebration of the mass.
- Please get going on this school as quickly as possible!
- Please just make it safe for the community around and give the support to ALL children who wish to attend (even financial).
- I do not like academy in the name, it sounds elitist, like a private school

SISTER ALPHONSE ACADEMY / BOUNDARY & PROGRAMMING REVIEW

What We Heard: Open Houses & Online Survey, October-November, 2016

VII. OPEN HOUSE EVALUATION

Participants were asked to provide input regarding the Open House to assist in planning future consultation events by assigning a number on a scale of 1 to 5 that best reflected the extent to which they agreed with three statements provided.

Three statements regarding the Open Houses and responses to them are as follows:

VI.1. The information shared was clear and easy to understand.

The majority of respondents either Strongly Agree (59%) or Somewhat Agree (34%) that the information shared at the Open House was clear and easy to understand. Only 5% Somewhat Disagree, and 5% were Unsure or Don't Know.

Open House	Strongly Agree	Somewhat Agree	Unsure / Don't Know	Somewhat Disagree	Strongly Disagree	Total # Responses
Open House 1	11	6		1		18
Open House 2	14	9	2	1		26
Total Responses	26	15	2	2		44
Percent of Responses	59%	34%	5%	5%		

VI.2. The information shared was appropriate for my needs.

The majority of respondents also either Strongly Agree (43%) or Somewhat Agree (48%) that the information shared at the Open House was appropriate for their needs. Two percent in each category indicated they Somewhat Disagree or Strongly Disagree, and 5% were Unsure or Don't Know.

Open House	Strongly Agree	Somewhat Agree	Unsure / Don't Know	Somewhat Disagree	Strongly Disagree	Total # Responses
Open House 1	9	8	1			18
Open House 2	10	13	1	1	1	26
Total Responses	19	21	2	1	1	44
Percent of Responses	43%	48%	5%	2%	2%	

VI.3. Attending the Open House was a good use of my time.

While the majority of respondents indicated they Strongly Agree (45%) or Somewhat Agree (43%) that attending the Open House was a good use of their time, a further 11% indicated they were Unsure or Don't Know.

Open House	Strongly Agree	Somewhat Agree	Unsure / Don't Know	Somewhat Disagree	Strongly Disagree	Total # Responses
Open House 1	10	6	2			18
Open House 2	10	13	3			26
Total Responses	20	19	5			44
Percent of Responses	45%	43%	11%			

SISTER ALPHONSE ACADEMY / BOUNDARY & PROGRAMMING REVIEW

What We Heard: Open Houses & Online Survey, October-November, 2016

VI.4. How did you find out about the Open House?

Participants who had attended an Open House were asked to indicate how they found out about it. Some individuals who did not attend an Open House also responded to this question.

How Heard About Open Houses		
Method	Number of Respondents	Percent of Respondents
E-mail	37	56.9
Newspaper Ad	14	21.5
Word of Mouth	12	18.5
Website	9	13.8
Facebook	4	6.2
Twitter	2	3.1
Poster	2	3.1
Other (please specify) <ul style="list-style-type: none"> • Did not know about any Open House • Had no idea • Invitation from Board Chair • Saw at school • School Email • This survey • Transportation Dept when we called about busing to/from Jensen Lakes 	7	10.8
TOTAL RESPONDENTS	65	



BOARD OF TRUSTEES REGULAR MEETING

JANUARY 30, 2017

ATTACHMENT FOR AGENDA ITEM 13.3

School Designation for New Lands

PRESENTER:

Deb Schlag, secretary-treasurer

BACKGROUND:

In June 2016, two independent establishment processes were commenced by parent groups, one to form the historical 4 X 4 of Namao, east of St. Albert in Sturgeon County, and the other to form the historical 4 X 4 of Carbondale, just south of Morinville, also in Sturgeon County. Both formation committees respectively issued letters of intent to the Board (as attached) and expressed their desire to become part of Greater St. Albert Roman Catholic Separate School District No. 734.

All steps of the process were completed in accordance with Alberta Education procedures, from census through to the final formation vote by quorum of eligible voters, and both meetings had successful outcomes in September and October of 2016. The Minister of Education, the Honorable David Eggen, signed the Ministerial Orders associated with the establishments, dissolution, and boundary adjustment to GSACRD on January 19, 2017, as attached.

The recent Ministerial Orders would require the district to immediately recognize the eligible electors of the newly established districts as residents of Greater St. Albert Roman Catholic Separate School District No. 734 and require the district to assign designated schools for transportation purposes. While the district is currently in the process of a boundary review in the St. Albert Ward, the assignment of schools for transportation purposes, as recommended below, is an interim solution for the remainder of the 2016-2017 school year, which should not hinder or impact the current boundary review. The results of the boundary review will address school designations in the St. Albert Ward for the 2017-2018 school year and beyond.

The provision of new transportation services by the district, for residents living in the newly formed areas, will be limited to students currently attending the designated schools listed below and not receiving transportation services by any other district. For the remainder of the 2016-2017 school year, those students already attending district schools, other than those listed below in both newly formed areas, will not be required to change schools, however there will be no new transportation services provided. It is the district's intent to have existing transportation services currently in place continue as is, for the remainder of the 2016-2017 school year, unless this is beyond the district's control.

It will take time to advise residents in the newly formed areas, currently attending our schools, that transportation services are now available for the remainder of the school year, collect transportation applications, and develop routes to effectively serve those residents, but efforts will be made to complete this as quickly as possible.

Effective for the 2017-2018 school year, it is possible that as a result of the boundary review some existing designated schools for transportation purposes will change. It is expected that the boundary review will be completed and decisions made prior to the end of the current school year.

...continued

RECOMMENDATION No. 1:

THAT the Board of Trustees approve, for the remainder of the 2016-2017 school year, as a result of Ministerial Order No. 002/2017, which deals with the lands added to the district through the establishment process of The Namao Roman Catholic Separate School District No. 760, the assignment of designated schools for residents of the area, for transportation purposes, as follows:

English Program:

- Neil M. Ross Catholic Elementary School
- Richard S. Fowler Catholic Junior High School
- St. Albert Catholic High School

French Immersion Program:

- École Marie Poburan
- École Secondaire Sainte Marguerite d'Youville

RECOMMENDATION No. 2:

THAT the Board of Trustees approve for the remainder of the 2016-2017 school year, as a result of Ministerial Order No. 005/2017, which deals with the lands added to the district through the establishment process of The Carbondale Roman Catholic Separate School District No. 763, the assignment of designated schools for residents of the area, for transportation purposes as follows:

English and/or French Immersion Programs:

- École Notre Dame Elementary School
- École Georges H Primeau Middle School
- Morinville Community High School



BOARD OF TRUSTEES REGULAR MEETING

JANUARY 30, 2017

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.



Memorandum

DATE: January 26, 2017

TO: David Keohane, superintendent of Schools

FROM: Rhonda Nixon, assistant superintendent of learning services

RE: *First Nations, Métis, and Inuit Report: We are ALL treaty people*

BACKGROUND

Further to the Board's Three Year Education Plan 2016-2019, we formed the First Nations, Métis, and Inuit Students Advisory Committee, a key strategy in Outcome Two: The Achievement Gap Between First Nations, Métis, and Inuit Students and All Other Students.

In September 2016, our committee established three goals:

- (1) To bridge gaps in our First Nations, Métis, and Inuit students' achievement;
- (2) To understand, share, and recommend strategies to enact Education for Reconciliation, which is part of the *Truth and Reconciliation Commission of Canada: Calls to Action* (2015) within our school communities; and
- (3) To build staff capacity to address the first two goals.

By November, 2016, Superintendent Keohane started the First Nations, Métis, and Inuit Students Leadership Committee (Alexander First Nation Director and Elders, GSACRD trustees, St. Albert Health Services Manager, invited speakers and political representatives) to support the Advisory Committee with questions as they arise, to develop relationships with our elders and community partners, to consider ways to share our learning with parents, and to learn ourselves because ~ "We are ALL treaty people" (https://www.icc.icc.ca/site/site/uploads/2016/11/LaFontaineBaldwinLecture2007_AdrienneClarkson.pdf).

STRATEGY ONE

To bridge gaps in our First Nations, Métis, and Inuit students' achievement

In September-October, our school administrators worked with teachers to develop individual profiles of each of our 398 First Nations, Métis, and Inuit students within our jurisdiction. This district baseline was used to understand how our students are doing academically (learning goals) and socio-

emotionally (wellness goals). By November and December, our senior administrative team met with every school administrative team to discuss the resources and action plans that were put in place to address the learning and wellness goals of our First Nations, Métis, and Inuit students.

General themes that emerged from analyzing our district FNMI student profile data:

- 200/398 FNMI students (3 schools are completing data)
 - a) Academically, most of our FNMI students perform well.
 - 65% average to above average report card marks
 - 37% required psychoeducational assessments
 - 89% excel in their learning
 - b) Socioemotionally, our FNMI students face some life and learning challenges:
 - 35% not meeting expectations according to report card marks
 - 11% learning delays (receptive, expressive)
 - 6% cultural disconnect
 - 5% strained staff-student relationships
 - 10% distress (parents struggling with addictions; poverty; attendance)
 - 10% peer relationships are strained

Key points from the Accountability Pillar (October 2016):

- 40% more FNMI students complete high school in GSACRD than in the province;
- 50% more FNMI graduates are eligible for Rutherford Scholarships than FNMI students in the province;
- FNMI students achieved at a higher rate at the Acceptable Standard for provincial achievement tests (PAT) than other students provincially (+9%);
- FNMI high school students increased their performance at the Standard of Excellence on the diploma examinations by 4%;
- FNMI students are writing fewer diploma exams (-6%) than in 2015;
- Fewer FNMI students are transitioning to post-secondary compared to last year (-20%).

Bridging gaps

- **Learning:** Although our FNMI students perform well academically compared to the province, a significant number need assessments and academic supports based on our profiles.
- **Wellness:** 30% of our students reported distress related to parents, peers or staff relationships.

To bridge the academic gap, we continue to work with those FNMI students who require targeted teaching strategies such as literacy and numeracy interventions in whole class, small group, and one-on-one contexts. Principals reported that FNMI students in their schools were doing well academically overall, so this is not our most salient concern with this population in our district. To address the

wellness needs of our FNMI students, which are related to **family distress** (i.e., parents' concerns with cultural disconnect/distrust of the system, alcoholism and other drug addictions) and **relational problems** (staff, peers), we are engaging in staff development in mental health and wellness, and in staff development and teaching practices as outlined in strategy two and three below.

STRATEGY TWO

To understand, share, and recommend strategies to enact Education for Reconciliation, which is part of the Truth and Reconciliation Commission of Canada: Calls to Action (2015) within our school communities

Our elders, Edna and Ella Arcand, explained the importance of “teaching teachers first” and “making sure that teachers know historical moments such as residential schooling and how such moments shaped Indigenous and non-Indigenous peoples’ relationships, especially locally.” Because Kairos, creator of the Blanket Exercise, had involved only Canadian Elders’ voices nationally, not elders voices locally, we worked with our elders to construct local scripts based on our history in St. Albert and surrounding areas of residential schooling, treaties, and home-life changes and challenges for Indigenous families from 1870 to the present as we work through TRC’s Calls to Action.

Our First Nations, Métis, and Inuit Students Leadership Committee supported us to review and revise our web materials for parents and community members. We have a front page to explain this initiative and our two committees and the connection to our Three-Year Education Plan 2016-2019, and we have separate pages for our two committees and the resources such as letters drafted for school admin, professional development summaries, and meeting summaries.

STRATEGY THREE

To build staff capacity to address the first two goals.

Through our intensive work with all staff across our district to take part in the locally developed version of the Kairos Blanket Exercise, we realized the power and importance of working with community partners, parents, trustees, and students. Our Elders reminded us “We are ALL treaty people!” To that end, Superintendent Keohane started a second committee, First Nations, Métis, and Inuit Students Leadership Committee. This committee has met twice, and they have supported the Advisory Committee with emerging questions about how best to partner with agencies and to communicate with parents about our work. To do this, they have taken part in professional learning that has been central to our staff development and have reflected upon potential next steps in terms of how to share the Blanket Exercise with students and parents.

Bob McKeon asked our committee members to listen to Bishop Bolen’s video interview (<https://youtu.be/bfquHYgcplk>), which was his response to the Truth and Reconciliation Report. The key questions that Bishop Bolen raised were: “How do we learn ‘walk the talk’ of the Calls to Action? How do we ‘talk and walk’ as Catholics with Indigenous peoples who may hold very different views of spirituality than us?” These are questions that our committee is learning more about as we bring historical learning into our classrooms through our faith. To address this question, we invited Bob McKeon to speak to us about this topic on January 26, 2017. He shared Bishop Bolen’s response to the

six volume *Final Report of the Truth and Reconciliation Commission of Canada* (http://nctr.ca/assets/reports/Final%20Reports/Executive_Summary_English_Web.pdf), and he noted that, to him, the most important volume of the report is volume 6, *Canada's Residential Schools* (2015). At the end of our meeting, our committee decided to take up this Call to Action and engage in a book study of Phil Prefontaine's (2015) "A Knock on the Door", which is a synopsis of Volume 6 about Residential schooling as a "missed history", and how its omission has impacted today's Indigenous students' peer relations, families' mistrust of schools, and mental health issues as connected to family distress (To read more: <https://www.chapters.indigo.ca/en-ca/books/a-knock-on-the-door/9780887557859-item.html>).

Finally, we are pleased to share our positive results of our collaborative grant application for \$45,000.00 with ERLC to RCSD to cocreate literature kits to develop grades 1-3, 4-6, and 7-9 units of study to uncover key concepts in the Truth and Reconciliation Report (2015), especially Volume 6 (See Appendix for grant costs synopsis). The idea for the literature kits came from our elders who asked that we ensure that students "see themselves in literature and non-fiction" made available in schools. We also were encouraged by the First Nations, Métis, and Inuit Students Leadership Committee because of their suggestion to search for ways to get literature into the hands of our students.

CONCLUSION

We are excited to share our progress on our three goals, and we look forward to updating you on our next steps forward with data collected, staff development, our website redesign, and the literature kit development.

Appendix

Figure 1.0 FNMI Grant

Estimated Costs:

1. COURSE DEVELOPMENT:

A) SUBSTITUTE TEACHER COSTS – 221.49 PER DAY X 21 WEEKS X 2 TEACHERS = \$9302.80

(B) SUPPLIES AND MATERIALS – 16 X \$500.00 = \$8000.00

SUBTOTAL: 17,302.80

2. LITERATURE KITS

A) SUBSTITUTE TEACHER COSTS - \$221.49 PER DAY X 21 WEEKS X 4 TEACHERS = \$18,605.60

(B) LITERATURE KITS - \$5000.00

(C) SUPPLIES - \$2000.00

(D) ELDER HONORARIUM - \$2000.00

SUBTOTAL: \$27,605.60

TOTAL REQUESTED FROM RCSD: \$44,908.40

3. ERLC PARTNERSHIP WORK

CURRICULUM ALIGNMENT, IDENTIFICATION OF BOOKS NO LONGER IN PRINT AND DISSEMINATION OF PRODUCTS

(A, B,C) SUBSTITUTE TEACHER COSTS – 221.49 PER DAY X 11 WEEKS X 2 TEACHERS = \$4872.78 + INCIDENTALS \$127.22

= \$5000.00 (COVERED BY ERLC)



BOARD OF TRUSTEES REGULAR MEETING

JANUARY 30, 2017

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 2016-2017

Month	Date	Event	Location Time	Attending
JANUARY				
	January 14, 2017	2017 (St. Albert Chamber) Chairs Dinner	St. Albert Inn and Suites (5:30 pm - 11:00 pm)	
	January 17, 2017	Stan Kutcher Parent Session	ESSMY (6:30 pm)	Crockett, Tremblay, McEvoy
	January 19, 2017	ASBA Bargaining Bootcamp	Matrix Hotel (8:15 am)	McEvoy, Crockett, McGuinness
	January 19, 2017	ATA Dinner	Sorrentinos (6:00 pm)	Shaw, Crockett, McEvoy, Tremblay, Becigneul, Proulx, McGuinness
	January 20, 2017	ASBA Zone 2/3		McEvoy
	January 23, 2017	Council of Councils Meeting	District Office (7:00 pm)	Keohane, McEvoy, Crockett
	January 27, 2017	BELRA Presentations to All Schools	All Schools	Becigneul, Tremblay, Crockett, McEvoy, Shaw, Proulx, Keohane, Nixon, McGuinness, Schlag
	January 30, 2017	Joint School Boards Meeting	St. Albert Public District Office (7:00 pm)	Radford, Shaw, Crockett, McEvoy, Proulx, Becigneul, Tremblay, Keohane
FEBRUARY				
	February 8, 2017	St. Albert State of the City Address	Enjoy Centre - Moonlight Room (11:30 am - 1:30 pm)	Becigneul, Crockett, McEvoy, Keohane, Tremblay, Nixon, Radford
	February 10, 2017	ATA Convention Luncheon	Westin Hotel, (11:30 am)	Proulx, McEvoy, Radford, Crockett, Keohane, Nixon, McGuinness
	February 24-26, 2017	Religious Education Congress	Annaheim	Shaw, Proulx
MARCH				
	March 5-7, 2017	Rural Symposium	Fantasyland Hotel, Edmonton	
	March 25-27, 2017	NSBA Annual Conference and Exposition	Denver Colorado	
APRIL				
	April 21-22, 2017	Board Planning Session (Tentative)	TBC	
	April 28-30, 2017	ASCA Conference & AGM	Delta Edmonton South	
MAY				
	May 2-5, 2017	Provincial Blueprints	Kananaskis	
	May 12, 2017	ESSMY Graduation	St. Albert Parish (1:00 pm)	
	May 25, 2017	SACHS Grad Mass	St. Albert Parish (7:00 pm)	
	May 26, 2017	SACHS Graduation	Agricom (1:00 pm)	
JUNE				
	June 5/6, 2017	ASBA SGM	Sheraton Red Deer	Keohane, McEvoy, Shaw, Becigneul, Proulx, Radford, Tremblay
	June 1/3, 2017	CCSTA Conference	Niagra Falls	Crockett
	June 9, 2017	St. Gabes Graduation	12:00 pm - 3:00 pm	
	June 13, 2017	Annual Joint School Boards/City Meeting	École Alexandre-Taché (5:30 pm)	Keohane, Schlag, Shaw, Tremblay, Becigneul, Crockett, Proulx, McEvoy, Radford
	June 29, 2017	MCHS Graduation	Jubiliee (6:00 pm)	