



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, May 15, 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 April 24, 2017 Attached
 - 8.2 Audit Committee Meeting Summary of May 1, 2017 Attached
 - 8.3 Committee of the Whole (Budget) Summary of May 8, 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.)
 - 12.1 Review of Board Policy 16 – Alternative Programs, Policy 18 – Naming of Schools
Policy 20 – Laura Bird Memorial Beacon of Hope (Keohane) Attached
13. **Action Items**
 - 13.1 Strategic Priority Report (Keohane) Attached
 - 13.2 Board Directed Instruction Fees Amendment (Schlag) Attached

- 13.3 Board Directed Transportation Fees (Schlag) Attached
13.4 Program Approval (Keohane / Nixon) Attached

14. New Business

15. Information Items

- 15.1 Report from the Chair
15.1.1 Correspondence Attached
15.1.2 Other Items
15.2 Report from the Superintendent
15.2.1 Trustee Request for Information
• Criteria for Continuous Contracts (McGuinness) Attached
• Vice-Principal Application Form (McGuinness) Attached
• Master's Program-Registration Payment & Participant Numbers (McGuinness) Attached
15.2.2 Educational Leadership – Student Welfare
• Field Trip Activity Report (McGuinness) Attached
15.2.3 Communication and Community Relations
• Nutrition Initiative (Nixon) Attached
• Canada 150 Legacy Tree Planting (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

MAY 15, 2017

ATTACHMENT FOR AGENDA ITEM 8.1

Regular Board Meeting Minutes of April 24, 2017

BACKGROUND:

Please see attached.

RECOMMENDATION:

THAT the Board of Trustees approve the minutes of the regular meeting of the Board held on April 24, 2017 as circulated or as circulated and amended.

**MINUTES OF THE REGULAR MEETING OF THE
BOARD OF TRUSTEES OF
GREATER ST. ALBERT ROMAN CATHOLIC
SEPARATE SCHOOL DISTRICT NO. 734
HELD on MONDAY, April 24, 2017, 2:00 P.M.
District Office, 6 St. Vital Avenue,
St. Albert, AB**

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

ADMINISTRATION PRESENT
D. Keohane, superintendent; R. Nixon, assistant superintendent; S. McGuinness, assistant superintendent

ADMINISTRATION ABSENT
D. Schlag, secretary-treasurer

CALL TO ORDER **Trustee Shaw** called the meeting to order at 2:05 p.m.

IN CAMERA

197/17 **Trustee Becigneul:** **THAT** the Board of Trustees move In Camera at 2:05 p.m.
CARRIED (6/6)

OUT OF CAMERA

198/17 **Trustee Crockett:** **THAT** the Board of Trustees move Out of Camera at 3:26 p.m.
CARRIED (6/6)
The Board recessed until 3:30 p.m.

OPENING PRAYER **Trustee Becigneul** offered the Opening Prayer.

ACKNOWLEDGEMENT **Trustee Shaw** acknowledged that 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

199/17 **Trustee Proulx:** **THAT** the Board of Trustees approve the agenda as presented.
CARRIED (6/6)

PRESENTATION DELEGATION
None.

APPROVAL OF MINUTES & SUMMARIES

200/17 **Trustee Becigneul:** **THAT** the Board of Trustees approve the minutes of the regular meeting of the Board held on April 10, 2017 as circulated.
CARRIED (6/6)

GOOD NEWS **Trustee Shaw** shared the Good News Report. Added to the report was a further point from Trustee Radford regarding the

connection to the Lenten journey for Notre Dame in hosting their rice and water event.

Trustee Becigneul mentioned several students and adults were nominated for volunteer awards including some from Greater St. Albert Catholic Schools.

QUESTIONS FROM THE PUBLIC

There were no questions from the public.

CONSENT ITEMS

Review of Board Policy 17 – Public Interest Disclosure

201/17

Trustee McEvoy: **THAT** the Board of Trustees approve the review of Board Policy 17 – Public Interest Disclosure with no changes.

CARRIED (6/6)

ACTION ITEMS

St. Albert Ward Boundary Review

Transportation Supervisor Turnbull updated the Board on the boundaries under consideration, the rationale, changes to the current attendance areas and the alignment with the Guiding Principles the Board approved in June 2016. It was also noted how each option responds to feedback received through the consultation process that took place between June 2016 and March 2017.

Boundary Review: Elementary English Boundary Options – St. Albert Schools

202/17

Trustee Becigneul: **THAT** the Board of Trustees approve Option B for the Elementary English School Boundaries in St. Albert as attached, effective September 1, 2017.

AND

THAT the Board of Trustees direct the Superintendent to present a transition plan for new and existing students living in the designated attendance boundary for Sr. Alphonse Academy, located in Jensen Lakes, from September 1, 2017 until the school opens.

CARRIED (6/6)

Trustee Tremblay joined the meeting at 3:56 p.m.

Boundary Review: Junior High English Boundary Options – St. Albert Schools

203/17

Trustee McEvoy: **THAT** the Board of Trustees approve Option A for the Junior High English School Boundaries in St. Albert as attached, effective September 1, 2017.

AND

THAT the Board of Trustees direct the Superintendent to present a transition plan for new and existing students living in the designated attendance boundary for Sr. Alphonse Academy, located in Jensen Lakes, from September 1, 2017 until the school opens.

CARRIED (7/7)

Boundary Review: French Immersion Elementary Boundary Options – St. Albert Schools

204/17

Trustee Proulx: **THAT** the Board of Trustees approve

Option A for the French Immersion Elementary School Boundaries in St. Albert as attached, effective September 1, 2017.

CARRIED (7/7)

Cancellation of May 8, 2017 Board Advocacy Committee Meeting

Trustee McEvoy presented to the Board the requirement to have a motion to cancel the May 8, 2017. It is intended a Committee of the Whole meeting, to review the 2017/2018 Budget, is held to replace this meeting, if cancellation is successful.

205/17

Trustee McEvoy: **THAT** the Board of Trustees approve the cancellation of the May 8, 2017 Board Advocacy Committee Meeting and reassign that date for the purpose of Committee of the Whole Budget Meeting.

CARRIED (7/7)

NEW BUSINESS

There was no New Business.

INFORMATION ITEMS

Report from the Chair

Trustee Shaw updated the Board on correspondence received including: Bill 8, and pamphlets from ASBA for distribution to promote Trusteeship to encourage citizens to participate in the upcoming election.

Report from the Superintendent

Assistant superintendent McGuinness provided a report and highlighted the survey response received to Trustee Crockett's request on Long Service; 1/3 of staff participated in the survey and indicated their satisfaction levels with the current format. It was noted many staff would support a catalogue format to increase gift selection and consider an RRSP option for the cash awards. In addition, there is support for the current gifting format. A transition period was supported and continuing an evening during a workday for the annual recognition event.

Assistant superintendent McGuinness updated the Board on the nuances of succession planning, the process and the importance of timing. It also highlighted the initiatives in place that support leadership development and the cycle for leadership appointments.

206/17

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

CARRIED (7/7)

BOARD COMMITMENTS

207/17

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

CARRIED (7/7)

CLARIFICATION PERIOD FOR PUBLIC & MEDIA

There were no questions.

TRUSTEE REQUEST FOR INFORMATION

There were three (3) requests for information from Trustee Radford, which included:

1. Information on the criteria used for approving a continuous contract; and
2. A request to see the current format of a Vice-principal Application form; and,
3. An update on whether or not the district provides education support to those pursuing a Master's education.

MOTION TO EXTEND

208/17

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

CARRIED (7/7)

CLOSING PRAYER

Trustee Becigneul offered the closing prayer.

IN CAMERA

209/17

Trustee McEvoy: **THAT** the Board of Trustees move In Camera at 4:57 p.m.

CARRIED (7/7)

OUT OF CAMERA

210/17

Trustee Tremblay: **THAT** the Board of Trustees move Out of Camera at 6:53 p.m.

CARRIED (7/7)

ADJOURNMENT

211/17

Trustee Becigneul: **THAT** the Board of Trustees adjourn the regular meeting at 6:53 p.m.

CARRIED (7/7)

Secretary Treasurer

Chair



BOARD OF TRUSTEES REGULAR MEETING

MAY 15, 2017

ATTACHMENT FOR AGENDA ITEM 8.2

Audit Committee Meeting Summary of May 1, 2017

BACKGROUND:

Please see attached.

RECOMMENDATION:

THAT the Board of Trustees approve the summary of the Audit Committee meeting held on May 1, 2017 as circulated or as circulated and amended.

**SUMMARY OF THE AUDIT COMMITTEE MEETING OF
GREATER ST. ALBERT RCSSD NO. 734
MONDAY, MAY 1, 2017**

TRUSTEE COMMITTEE MEMBERS PRESENT

Trustees Crockett, Proulx, and Radford

COMMUNITY MEMBERS PRESENT

John Smith

COMMUNITY MEMBERS ABSENT

Bruce Perry

ADMINISTRATION PRESENT

D Schlag, secretary-treasurer

CALL TO ORDER

Trustee Radford called the meeting to order at 7:00 p.m. and Trustee Crockett offered the opening prayer.

COMMITTEE TERMS of REFERENCE REVIEW

The committee reviewed the approved Terms of Reference for the Audit Committee, discussed the role as it relates to assisting in the fiscal oversight of the Board. After further review of an overview document used by Wetaskiwin Regional Public Schools, the committee agreed to recommend to the Board incorporation of a similar overview document, to be attached as an addendum to Board Policy 8 – *Board Committees*, the next time that policy is scheduled for review and approval. The committee hoped this would provide improved guidance and direction for suggested topics at the future annual planned meetings. The secretary-treasurer will make the discussed changes and move it forward at the appropriate time.

REVIEW OF 2016 MANAGEMENT LETTER & OTHER RISK TOPICS

The committee reviewed the 2016 Management Letter and discussed other risk topics including, succession planning, school audits by the external auditors, segregation of duties, and the authorization process.

REVIEW OF ONTARIO'S CHECKLIST & DATE OF EXTERNAL AUDIT SCOPE PRESENTATION

The committee reviewed and discussed the Ontario Checklist for the Review of External Auditors and concluded that Alberta is different than Ontario due the requirement the Ontario Audit Committee has the duty to review at least once in each fiscal year the performance of the external auditor, with a goal to enhance future tendering processes of external audit services. It was noted that this is not a regulation at this time in Alberta but served as a basis for good discussion.

Save the date: Monday, June 26, 2017 – Presentation by MNP of the 2016-17 External Audit Scope (public portion of the meeting, shortly after 3:30 pm)

Trustee Crockett offered the closing prayer. The meeting was adjourned at 9:06 p.m.

Meeting chaired by Trustee Radford



BOARD OF TRUSTEES REGULAR MEETING

MAY 15, 2017

ATTACHMENT FOR AGENDA ITEM 8.3

Committee of the Whole Meeting Budget Summary of May 8, 2017

BACKGROUND:

Please see attached.

RECOMMENDATION:

THAT the Board of Trustees approve the summary of the Committee of the Whole Budget meeting held on May 8, 2017 as circulated or as circulated and amended.

***SUMMARY OF THE BOARD COMMITTEE of the WHOLE MEETING (BUDGET) of
GREATER ST. ALBERT RCSSD NO. 734
MONDAY, MAY 8, 2017***

COMMITTEE MEMBERS PRESENT

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

ADMINISTRATION PRESENT

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

CALL TO ORDER

Secretary-treasurer Schlag called the meeting to order at 6:59 p.m. and offered the opening prayer.

BUDGET REVIEW

Trustees reviewed and discussed relevant information for the 2017-18 Budget as follows:

- Review of what's been presented to date
- Explanation of Average Teacher Salary Cost
- Explanation of Average Teacher Benefit Cost
- Review Enrolment & Rationale for Budget
- Review Revenue
- Review Funding Profile
- Review Centralized Needs
- Review Expenditures
- Review of Potential Projected Deficit
- Review Status of Reserves
- Review the Budget Form
- Review CIF & Potential Trustee Budget for 2017-18

TRUSTEE BUDGET REVIEW and DISCUSSION

A proposed Trustee budget was provided for review with a request to provide additional feedback via email, due to the late time of the meeting.

NEXT STEPS & BUDGET SUBMISSION EXTENSION

Minister Eggen, by ministerial order, provided an extension to the deadline for school boards to submit their 2017/2018 school year budgets to Education. The new deadline is June 30, 2017. Government expects the new School Fees Regulation to be in place in early June and this extension will allow boards to submit their 2017/2018 budgets with full consideration of the new regulation. The June 30, 2017 deadline will also align with the requirement for boards to submit, for the Minister's review and approval, the updated school fee policy and fee schedule required as a result of Bill 1.

The meeting was adjourned at 10:42 p.m.

Meeting chaired by Trustee Shaw



BOARD OF TRUSTEES REGULAR MEETING

MAY 15, 2017

ATTACHMENT FOR AGENDA ITEM 10

Good News (Communication & Community Relations)

PREPARED BY:

Carol Bruineman, communications manager

BACKGROUND:

Please see attached.

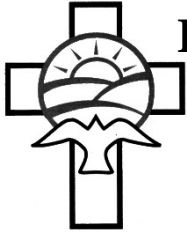
Good News
Regular Board Meeting
May 15, 2017

District News

- Congratulations to **Carmen Hills**, Council of Catholic Superintendents of Alberta Excellence in Catholic Education Award Recipient! Carmen is a teacher at **École Notre Dame Elementary**.
- Congratulations to our Rotary Teacher-of-the-Month Award winner, **Kerrie Fedunyk**, teacher at **Albert Lacombe**!
- Congratulations to all students in the District who received the Sacrament of Confirmation and First Communion at our local parishes.

School News

- **J.J. Nearing** Cake Auction was a giant success. Collectively the school raised \$5,720 for the Development and Peace legacy project and an Artist in Residence program. A special shout out to the amazing parents who baked and donated the cakes; they were truly pieces of art! You can view pictures of the cakes on their website.
- The **MCHS Drama Department** put on a production called Crazytown. The students did a wonderful job entertaining the audience. The spring play is an annual event and something the school community looks forward to every year. Thank you Mrs. King and all the students for putting so much time into this to ensure the play was a success.
- Landon Cristofel, student at **ESSMY** received a hockey scholarship from St. Albert Minor Hockey Association.
- **ESSMY** will have a Cheer team this fall! Students have led and organized to get the team going. We are cheering!
- **R.S. Fowler** Students #SPOKEUP and did outstanding job in raising awareness for Mental Health and in the process raising more than \$47,000 through their Bike-A-Thon. The proceeds raised will support youth and Mental Health.
- **Legal School** held their Annual 4H Achievement Day and Banquet on Friday, May 5. It was a great success. The students had wonderful projects and presented themselves so well. In addition, the club participated in the Highway Cleanup sharing their community spirit and helping the environment.
- **MCHS** students held their first ever Bike-A-Thon to raise money for the Morinville Food Bank and for Development and Peace. In an inaugural year, they managed to raise \$2,000. A special thank you to Trevor Larson who organized the event and for bringing it to the school!
- **MCHS** hosted a breakfast to recognize those students eligible for a Rutherford Scholarship. The two hundred students enjoyed a great meal to start their day!



BOARD OF TRUSTEES REGULAR MEETING

MAY 15, 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. Why was the final definition of "grandfathering" only provided to us after the consultation process was complete, as we were told that "grandfathering" would be applied to the entire family regardless of age or grade? (C.C.)
2. Will the GSACRD board of trustees grandfather my Grade 5 child through the Neil M Ross-Fowler bussing route, as our educational plan for her has been disrupted through the current boundary changes? Furthermore, would this grandfathering include my child in the current 2.4km guideline for waved bussing fees? (C.C.)



BOARD OF TRUSTEES REGULAR MEETING

MAY 15, 2017

ATTACHMENT FOR AGENDA ITEM 12.1

Board Policy Review

PRESENTERS:

David Keohane, superintendent of schools

BACKGROUND:

The Board in cooperation with the Superintendent shall review board policies each year in order to determine whether or not the policy is meeting its intended purpose.

Board Policy 16 – Alternative Programs was last reviewed in May 2016 , Board Policy 18 – Naming of Schools was reviewed in June 2016 and Board Policy 20 – Laura Bird Memorial Beacon of Hope was implemented in November 2016 and is being reviewed for the first time.

No changes for these policies are recommended at this time.

RECOMMENDATION:

THAT the Board of Trustees approve the review of Board Policy 16 – Alternative Programs, Board Policy 18 – Naming of Schools, and Board Policy 20 – Laura Bird Memorial Beacon of Hope with no changes.

ALTERNATIVE PROGRAMS

The Board believes that parents have a right and a responsibility to make decisions about the education of their children. In order to exercise that right, parents need to have choices in the kind of education their children will receive.

Alternative programs, pursuant to Section 21 of the School Act, that emphasize a particular language, culture, religion or subject-matter, or that use a particular teaching philosophy may be made available where numbers warrant and when financially feasible.

An alternative program is not a Section 47 special education program, a Section 10 Francophone education program, or a program of religious education that is approved by the Bishops of Alberta and mandated by the Board for implementation within district schools.

The Board is committed to the belief that all students have right of access to quality education programs. Therefore, the Board is responsible for student outcomes, for assessing student achievement, and for monitoring results in all programs.

Guidelines

1. Parents or an organization of parents may request that the Board provide an alternative program.
2. The Board may provide an alternative program where numbers warrant subject to availability of classroom space, and rules established by the Board.
3. Where an alternative program is offered within a school, the Board shall maintain the integrity and viability of the regular education program.
4. The Board may restrict enrolment in the alternative program if there is insufficient space in a school, or to maintain the viability or integrity of programs within that school.
5. The Board may designate an alternative program to operate in a separate building or within a school building offering a regular program.
6. Alternative programs shall be under the direction of the principal of a school offering the regular program. However, he/she may assign a school administrative position with primary responsibility for the alternative program.

7. The Board may designate an alternative program to be an operating school. As such, parents of students attending the alternative program may form a school council pursuant to Section 22 of the School Act.
 8. Where a school council has been formed for an alternative school program the Board may delegate by resolution, specific duties and functions to the school council. These same specific duties and functions may be delegated to other parental advisory bodies by Board motion.
 9. All staff employed or assigned to teach or work in the alternative program shall be employees of the Board, and:
 - 9.1 Enjoy the same privileges and benefits extended to all other employees through Board policies and existing collective agreements; and
 - 9.2 Shall be subject to all Board policies, administrative requirements and requirements of the School Act.
- However, the Board shall seek the recommendation of the school council, or other parental advisory body, regarding the employment and assignment of staff to an alternative program.
10. A school providing an alternative program shall provide courses of study and education programs prescribed by the Minister or approved by the Board and may not use any course, education program or instructional materials prohibited by the Minister or the Board. The school council or other parental advisory body, in consultation with the Principal, shall be responsible for selecting curriculum resources to be used in the program.
 11. A school offering an alternative program shall be operated in accordance with the requirements of the School Act, Alberta Education policy and regulations, and the policies of the Board.
 12. Parents of students wishing to enroll in an alternative program must become familiar with the program philosophy and rules established by the Board and the school council or other parental advisory body (as approved by the Board).
 13. Budget allocations for an alternative school program will normally be outlined in the Principles for the Basis of Allocations.
 14. The Board may provide a one-time start up allocation for a new alternate programs.
 15. The Board may charge parents a fee for the purpose of defraying all or a portion of:
 - 15.1 Any non-instructional costs that may be incurred by the Board in offering the alternative program; and
 - 15.2 Any instructional material costs that are in addition to the costs incurred by the Board in providing its regular program.

16. The Board, school council or other advisory body (as approved by the Board) delegated decision making authority with respect to an alternative program, shall provide six months notice that it no longer plans to offer or support the alternative program. Notice of less than six months may be accepted by mutual agreement.
17. A school council or other advisory body (as approved by the Board) delegated decision making authority with respect to an alternative program may request a hearing before the Board to address concerns that cannot be resolved with the administration.
18. The Board may enter into a written agreement with a school council or other advisory body (as approved by the Board) regarding the provision of alternative programs.
19. An organization of parents wishing to implement an alternative program shall apply to the Board in writing no later than February 1st in the school year prior to the program commencement. The application shall provide:
 - 19.1 Details about the proposed program;
 - 19.2 Projected enrolments;
 - 19.3 Information regarding services and resources being requested; and
 - 19.4 Proposed arrangements for student accommodation and transportation.
20. A decision by the Board to approve or not approve the implementation of the program will be based upon the following criteria:
 - 20.1 That the program will improve student engagement in meeting all learning goals within the provincial Guide to Education, and those which have been locally established by the Board;
 - 20.2 That the program, through board allocations and / or student fees can be resourced to the same quality as any program offered throughout the district;
 - 20.3 That board allocations will not detract from the ability of all students in the district to access resources that will assure their attainment of learning goals;
 - 20.4 That the program enables staff to be resourced in a working environment that corresponds to their particular skills, interest, and expertise;
 - 20.5 That the program maintains or enhances the quality of Catholic education within the district;
 - 20.6 That the program may be assigned to a school that has space and resources to promote the program, where the program is also a cultural fit for the school community.
21. The role of the principal who administers an alternative program is key to determining that the rationale for program approval, as previously outlined may be sustained on an annual basis. Therefore, as per Section 20 of the School Act, the principal may be requested to evaluate any approved Alternative Program and make recommendations to assure that the basis for program approval can be sustained on an annual basis.

22. The Board may enter into a written agreement with a school council or parent organization requesting an alternative program, and the agreement shall:
- 22.1 Outline specific details regarding the provision of the program: and
 - 22.2 Specify the areas of decision-making authority the Board delegates, by Board resolution, to the school council.

Legal References: Section 20, 21, 22, School Act

Support Reference: Alberta Education Alternative Program Handbook

Revised May 10, 2010, May 14, 2012, April 15, 2013

Naming of Schools

Background Statement

Catholic schools have a unique opportunity to establish an ethos, philosophy, set of standards, and source of celebration in relationship to the namesake of a school. Within a Catholic School community, the school name may also forge a deep spiritual bond for the students and staff, and enhance the faith life of all associated with the school community. Ultimately, a name that is selected should deepen the relationship of all in the school with the person of Jesus Christ as members of his Body, the Church. The purpose of this policy and related guidelines is to provide direction to staff and community partners who are responsible for proposing names for new schools in Greater St. Albert Catholic Schools.

Procedures

1. New schools of Greater St. Albert Catholic Schools shall be named in honour of the Divinity, a Catholic tradition, a person or group that has been officially recognized by the Church (through beatification or canonization) or an outstanding Catholic figure.
2. When developing potential names for a school, the following considerations should be in place:
 - 2.1. First consideration is given to an aspect of the mystery of Jesus Christ (Christ the King, Good Shepherd, Holy Trinity, Holy Name of Jesus, Divine Mercy, etc.).
 - 2.2. Second consideration is accorded to Our Lady, who may be named under one of her many titles (Our Lady of Grace) or in relation to her life (Nativity of Our Lady, Assumption of Mary).
 - 2.3. Third, the name of a canonized saint may be considered, since canonization is a declaration to the universal Church that the one canonized is worthy of imitation.
 - 2.4. Fourth, the name of a person associated with the founding of Catholic education in Alberta, or an exemplary model and witness to the Catholic faith within our world may also be considered, provided there has arisen around him or her a reputation for sanctity and dedication to Christ and His Church.
3. The duplication of names within the Board shall be avoided.
4. The name of the school shall be such that it does not encourage abbreviation or nicknaming that demeans the exemplary witness and modelling to our faith that is inherent within the name.
5. The possessive form shall not be used in the name.

6. Through applying relevant criteria, consideration shall be given to the local Parish name if not previously selected.
7. As soon as the boundaries are established for the new school, the Superintendent, in consultation with Trustees shall meet to determine membership of a name selection committee.
8. The name selection committee shall consist of the trustee(s) representing the ward where the school will be located, local pastor(s), parents of the future students of the new school, and other community members deemed appropriate.
9. The committee shall seek input and engage in consultation on possible school names.
10. The committee shall recommend at least three names, in order of preference, with rationale, to the Board.
11. Where the title of an individual for whom the school has been named has been changed by the Catholic Church, the Superintendent shall consult with the principal and school council of the school and shall draft a report to the Board recommending renaming of the school to incorporate the new title.
12. The Board shall determine the name of the new school by resolution.
13. The principal of a newly named school will ensure that a suitable plaque, scroll, or display outlining the significance of the school name is arranged for and displayed appropriately in the school.

Implemented: July 7, 2015

LAURA BIRD MEMORIAL BEACON OF HOPE AWARD

Background Statement

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

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

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

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

Procedures

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

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

Implementation Date: November 2, 2016

Laura Bird Memorial Beacon of Hope Award Nomination Form

Date:

Nominator's Information:	
Name:	
Address:	Postal Code:
Phone Number:	

Nominee's Information:	
Name:	
Address:	
Phone Number:	Postal Code:
Outline Your Relationship to the Nominee and for how long you have known this person:	

Describe how has the nominee endeavored not to bring honor to oneself but to others:

Describe how the nominee has been self-sacrificing through Christian service, and has prolonged this dedication through time:

Describe how the nominee has accepted demanding challenges and set new standards for others affiliated with the District to follow:

Other information that you would want to share about the nominee:



BOARD OF TRUSTEES REGULAR MEETING

MAY 15, 2017

ATTACHMENT FOR AGENDA ITEM 13.1

2017-2018 Board Strategic Priority Report

PRESENTER:

David Keohane, superintendent of schools

BACKGROUND:

On April 21-22, 2017, the Board conducted a strategic planning session to address those areas that would improve its governance and operations (including faith mandate). The attached report provides a summary of priorities that were specified within the planning session. It also provides a schedule of upcoming planning and approval steps that are dedicated to bringing these priorities to action.

RECOMMENDATION:

THAT the Board of Trustees approve the 2017 - 2018 Board Strategic Priority Report as presented.

2017-2018 Strategic Priority Report to the Board

Background

The Board initiated work for the District in a strategic planning process for 2017 – 2018 through its annual planning session held on April 20th-21st, 2017. Work conducted at this time was responsive to direction provided in Board Policy 2: Role of the Board. Under the area of “planning,” the policy indicates that the Board shall:

Annually set strategic priorities and key results.

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

- the boundary review of St. Albert;
- the annual District-specific Faith Outcome and associated strategies;
- opportunities for the Church in responding to the Calls to Action of the Truth and Reconciliation Commission;
- the recommended strategies for Outcome Two: The Systemic Education Achievement Gap Between First Nations, Métis, and Inuit Students and All Other Students is Eliminated;
- the ThoughtExchange Community Consultation and prevailing themes;
- the programming priorities for Outcome One: Alberta’s Students Are Successful as applied to all Morinville, Legal, and St. Albert schools;
- the generative governance role of the Board as reflected through recommended public engagement survey questions for next year;
- the recommended strategies for Outcomes 4 and 5 as related to Digital Literacy and Citizenship.

Emerging Priorities

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

Re: Boundary Review:

Options requiring further deliberation at the April 24th Board meeting were rigorously reviewed and assessed relevant to the guiding principles of the boundary review process. The outcomes reflected within the minutes of the April 24th meeting will determine future direction for the Community of St. Albert.

Re: Opportunities for the Church in Responding to the Calls to Action of the Truth and Reconciliation Commission:

Dr. Bob McKeon presented on Catholic responses to Truth and Reconciliation Calls to Action. As Catholic educators, he invited us to enact common connections between Indigenous spirituality and the Catholic faith.



Re: District-specific Faith Outcome and Associated Strategies: The Board affirmed a three-year faith theme reflecting three core aspects of Christ's ministry: Servant, Steward, Shepherd. This theme offers a different focus for each of the next three years:

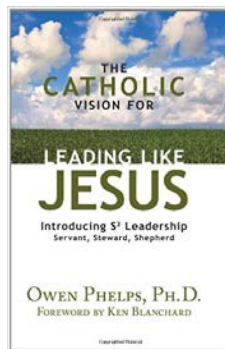
2017 – 2018 – Focus on Service – We are Servants

2018 – 2019 – Focus on Stewardship – We are Stewards of Creation

2019 – 2020 – Focus on Guidance and Pastoral Support – We are Shepherds

Through engaging in this theme, students will focus on “living like Christ” and staff will focus on “leading like Christ”.

A source document for staff to model and witness this theme for students will be:



Strategies were reviewed, revised, and newly developed as reflected by the following list:

- 2017-2019 Schools demonstrate a preferential option for the poor and needy through social justice/community service activities that support Catholic Social Services and Development and Peace;
- 2017-2020 Students exercise their own ethical and entrepreneurial response to social justice through a teachable discernment process;
- 2017-2020 Student retreats led by Criss Cross Ministry Team are available for all students to nurture a prayerful, peer-to-peer encounter with Jesus Christ;
- 2017-2020 Religious education and faith permeation is relevant and promotes hope and engagement in students;
- 2017-2020 Pursue an animated and actionable representation of the district theme that leads to visual impact at the school and district level;
- 2017-2020 Teach students different forms of prayer, including spontaneous prayer, to foster a personal prayer life;
- 2017-2020 Focus on faith theme: Living like Jesus – servant, steward, and shepherd;
- 2017-2020 Develop further awareness of connections between our Catholic Faith and the spiritual beliefs/practices of our First Nations, Metis, and Inuit brothers and sisters.



Re: Recommended strategies for Outcome Two: The Systemic Education Achievement Gap Between First Nations, Métis, and Inuit Students and All Other Students is Eliminated:

Based upon the Board's agreement with the suggested direction of The First Nations, Métis, and Inuit Advisory and Leadership Committees, the following strategies will be a focus for 2017-2020:

- 2017-2020 An assessment of First Nations, Métis, and Inuit Students engagement in schools through assistance of the Gallup Poll Survey instrument, activates program interventions to increase hope, engagement, entrepreneurial aspirations, and career and financial literacy for all students;
- 2017-2020 Innovative partnerships between home and school occurs to build student engagement;
- 2017-2020 Truth and Reconciliation furthers staff awareness of trust, respect, and understanding of First Nation, Métis, and Inuit efforts to honour cultural strengths;
- 2017-2020 A district-wide First Nation, Métis, and Inuit Advisory Committee will recommend school-based processes to maximize student engagement in learning. A district-wide First Nation, Métis, and Inuit Leadership Committee will provide guidance on whether and how to adjust our strategies throughout the year;
- 2017-2020 Every year, we will celebrate National Aboriginal Day by hosting a district event that involves our partners, our elders, and our community members;
- 2017-2020 Career counselling and post-secondary enrollment coaching is provided for First Nation, Métis, and Inuit students;
- 2017-2020 Our First Nation, Métis, and Inuit Literature Grant Committee provides K-12 teachers with materials to explore foundational concepts of emerging curriculum in Indigenous Education;
- 2017-2020 For those First Nation, Métis, and Inuit students who are not achieving at an Acceptable Standard on the provincial achievement tests or Diploma exams, school funds will be used to support appropriate interventions.

Re: The ThoughtExchange Community Consultation and Prevailing Themes: The Board reviewed an analysis of 3035 participants' response to three questions:

Q1: What does our school do *best* in meeting student learning needs?

Q2: What could your school *improve* in meeting student learning needs?

Q3: What *new learning opportunities* (i.e., focus programs, academies, options, extra-curricular, courses) would you want in your school?

The Board reviewed themes presented for Morinville, Legal, and St. Albert schools. Based on this review, it was agreed that school communities would formulate their three-year education plan priorities based on the community voice as represented in survey results. The Board also affirmed that specific school communities will be supported to engage in rebranding to reflect community priorities.



Re: Programming Priorities for Outcome One: Alberta's Students Are Successful as applied to all Morinville, Legal, and St. Albert Schools:

These are the main themes that were illuminated across all schools' data; however, each school will also review their specific results to target the most salient priorities:

Elementary schools (K-6):

- Offer differentiated supports to students in all subject;
- Focus on developing instruction based on a strong foundation of numeracy and literacy;
- Develop competencies (e.g., digital literacy, digital citizenship);
- Attend to students' interests through programming within school (e.g., options) and through extracurricular and field trips;
- Focus on wellness education, notably physical health, and offer a rec academy program within the district.

Junior High (7-9):

- Explore flex time to offer series of sessions that capitalize on students' interests (gymnastics, yoga, music, art, drama, going on a field trip, bringing in a community expert, learning coding to do a small project);
- Offer options that students want and schedule more carefully;
- Continue a strong focus on integrating technologies into learning and providing students with relevant learning opportunities;
- Continue providing staff with PD that enables them to enrich and extend students' learning (literacy, numeracy, using evidence of learning).

Senior High (10-12):

- Offer relevant, varied flex/option courses (e.g., financial literacy);
- Offer more dual credit courses;
- Support students to realistic goals and to learn about career opportunities;
- More focus on academic challenge courses to prep for post-secondary;
- Focus on developing world of work competencies (collaboration, communication, digital literacy, etc.).

Big picture (K-12):

- Homework: Watch how much; communicate purpose of homework; provide instructions meant for parents to assist students with homework;
- Technology: Continue to provide access to diverse technologies and focus on digital literacy and citizenship.



Re: The generative governance role of the board as reflected through recommended public engagement survey questions for next year:

Program consultation through the St. Albert boundary review and ThoughtExchange data analysis revealed the case for exploring subthemes to our school communities. On this basis, the following questions for community engagement for 2017-2018 will be:

- Q1. What does an academic focus look like in your school? (Primary audience: Parents, Junior and Senior High students);
- Q2. What options (outside of core learning) are most important to you? (Primary audience: Grades 4-12 students, Parents);
- Q3. What skill or subject to prepare you for the world of work is most important? (Primary audience: Grades 4-12, Parents)

Re: Recommended strategies for Outcomes 4 and 5 as related to Digital Literacy and Citizenship:

The Board reviewed work done by Learning Services in the area of Educational Technology, Technology Services. Based on this review, the Board affirmed the need to continue, to revise, and to move forward with the following strategies:

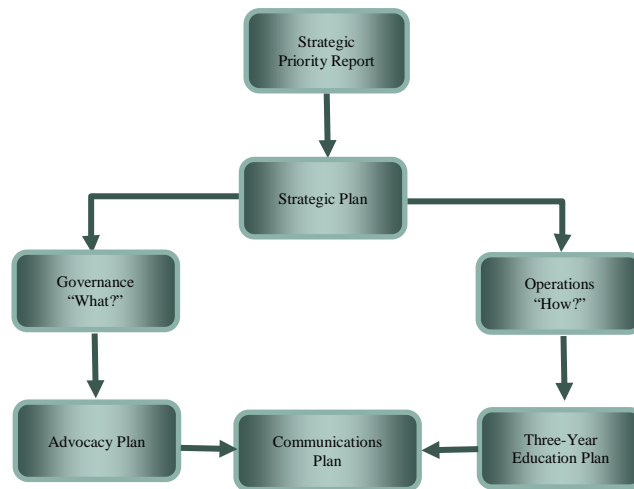
- 2017-2020 The GSACRD Digital Literacy & Citizenship Scope and Sequence Continuum is implemented K-12;
- 2017-2020 Standards for teacher competencies are regularly updated and implemented;
- 2017-2020 Standards for teacher competencies are regularly updated and implemented;
- 2017-2019 Student choice and voice as a strategy for improving learning is encouraged;
- 2017-2020 Online etiquette to match social skills taught;
- 2017-2020 Community feedback in promoting effective digital literacy programs through K-12:
 - The integration of digital citizenship being a core component of how citizenship is taught within schools;
 - Developing a common, ethical and moral framework promoting “self-regulation” through which digital citizenship will be taught;
 - Maintaining equity of access of technology to all students within the district.
- 2017-2018 Revise AP 140 and 141 to reflect current practices with emerging technologies.

Next Steps

1. As a result of acceptance of this report, and findings from the yearly community conversations, a strategic plan will be drafted for Board Approval at the May 29th, 2017 Regular Meeting.
2. The Board will review its strategic priorities with the Council of School Councils on May 30th, 2017.



3. On May 15th, 2017, CCLC will review key components of the Strategic Priority Report and recommend incorporation of processes within the Three-Year Education Plan that can also be reflected at the school level.
4. At the Regular Meeting on June 26th, 2017, the Board will approve the District Framework for Developing the Three-Year Education Plan and School Education Plans.
5. At a Regular Meeting in September 2017, the Board will approve its Advocacy Plan and monitoring calendar for the 2017 – 2020 Three-Year Education Plan / Governance Planning Priorities.
6. At a Regular Meeting in September 2017, the Board will approve the District Communications Plan.



*Respectfully Submitted by David Keohane
Superintendent of Schools*





BOARD OF TRUSTEES REGULAR MEETING

MAY 15, 2017

ATTACHMENT FOR AGENDA ITEM 13.2

2017-2018 Board Directed Instruction Fees Amendment

PRESENTER:

Deb Schlag, secretary-treasurer

BACKGROUND:

At the January 30, 2017 Regular Meeting of the Board, Trustees were presented with four options for consideration in regard to instruction fees for the 2017-18 school year. Trustees discussed the merits of the options presented and since eliminating the fees for 2016-17, without funding support from Alberta Education, decided on a return to the rates charged in the 2015-16 school year with Trustee Proulx offering the following motion (120/17):

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. AND,

THAT the Board of Trustees direct the superintendent to provide an update should funding specific to fees be introduced by the Gov't.

CARRIED (5 in favor, 1 opposed-Becigneul)

Subsequent to motion 120/17 above, *Bill 1 – An Act to Reduce School Fees* was introduced by Minister David Eggen on March 2, 2017, with progression as follows:

First Reading — 6 (Mar. 2, 2017 aft., passed)

Second Reading — 105-10 (Mar. 8, 2017 morn.), 192-96 (Mar. 9, 2017 aft.), 235-42 (Mar. 14, 2017 morn.), 269-71 (Mar. 14, 2017 aft.), 273-74 (Mar. 15, 2017 morn., adjourned), 282-91 (Mar. 15, 2017 morn., passed)

Committee of the Whole — 424-31 (Mar. 21, 2017 aft.), 556-58 (Apr. 6, 2017 aft., passed)

Third Reading — 674-78 (Apr. 19, 2017 aft., passed)

Royal Assent — 879 (May 4, 2017 aft.) [Comes into force on proclamation; SA 2017 c6]

Through Bill 1, the government is eliminating fees for specific instructional supplies and materials, as well as transportation fees for students who live 2.4 kilometres or more away from their designated school and the District will need to comply with direction in alignment with Bill 1 for the 2017-18 school year and will be required to review.

RECOMMENDATION:

THAT the Board of Trustees rescind motion 120/17 and approve the elimination of board directed fees for ECS and Learning Resources at the Elem, Jr. High, and Sr. High levels for the 2017-2018 school year (previously set at \$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.



BOARD OF TRUSTEES REGULAR MEETING

MAY 15, 2017

ATTACHMENT FOR AGENDA ITEM 13.3

2017-2018 Board Directed Transportation Fees

PRESENTER:

Deb Schlag, secretary-treasurer

BACKGROUND:

Through the *School Act* and the *Student Transportation Regulation*, boards are required to provide transportation to and from a student's **designated school**—for regular or special education programming—if the student resides 2.4 kilometres or more from that school. This means a board is not required to transport students who live under 2.4 kilometres or less from that school. Greater St. Albert Catholic Schools offer enhanced service beyond what is required in the *School Act* and have done so for many years. To keep costs affordable to all families wishing to access transportation, those above 1.0 km in Elementary and 1.6 km in Jr/Sr. High, as well as those above 2.4 km, transportation fees were shared equally. *Bill 1* changes this reality and only allows a board to charge fees for the provision of enhanced services (less than 2.4 km) and prohibits from charging all students who live 2.4 km or more from their designated school, unless attending a program of choice.

Designated School

All students have a designated school that is determined by the attendance area set by the Board of Trustees. In this District, designated schools offer regular programming either in **English or French**. Designated schools are usually the closest school to the residence of the student that offers regular programming. This means there will be NO FEES charged to students who live 2.4 km or more from their designated school, whether it offers English or French Immersion Programming.

Bill 1 – An Act to Reduce School Fees

Through *Bill 1*, and the resulting amendments to the *Student Transportation Regulation*, fees will no longer be allowed for the transportation of these eligible students. In some circumstances—for example, if parents choose to enroll their child in a school other than their designated school, or if a student resides less than 2.4 km from their designated school—fees may still be incurred.

Government FAQ's

Based on the *School Act* (2000), s21(1) (a), French Immersion is considered a “program of choice” because “it emphasizes a particular language, culture, religion or subject-matter” (p.27). The Government has provided the following FAQ's for transportation:

15. Which transportation fees are being eliminated?

- Transportation fees can no longer be charged to students who attend their designated school and reside 2.4 kilometres or more from that school.
- The removal of these busing fees will benefit the parents of approximately 145,000 students.

16. Why is the eligibility criteria set at 2.4 kilometers?

- This distance criteria has been long-established in the *School Act* and the *Student Transportation Regulation*.
- This criteria is used to determine whether a board is responsible for providing transportation for the student or whether it is the parents' responsibility. For students who are less than 2.4 kilometers, it is the parents' choice on how to get their child(ren) to school.
- We recognize that this criteria is the subject of much public debate.

- Moving forward, we will engage stakeholders—including parents—in discussions regarding the suitability of this distance criteria.

17. Which transportation fees can still be charged? Why?

- The only transportation fee being eliminated is for students who attend their designated school and reside 2.4 kilometers or more from that school.

This means that school boards may charge fees in other instances, including:

- The transportation of students to a non-designated school (also referred to as a school of choice), or
- The transportation of students who live less than 2.4 kilometers from their designated school.
- As per the *School Act*, school boards are not obligated to provide transportation to students attending a school of choice, nor students who reside less than 2.4 kilometers from their designated school.
- As school boards are not obligated to provide this service, they will retain the ability to charge transportation fees in such situations.

18. What is a designated school?

- All students have a designated school that is determined by the attendance area set by the resident school board.
- Designated Schools offer regular programming and are not schools of choice.
- Designated schools are usually, but not always, the closest school that offers regular programming to the residence of the student.

19. What is classified as a “school of choice”?

- Schools of choice are schools that are chosen because of a particular program being offered. Some examples include, language or cultural immersion programs, sports or club academies, faith based schools (offered by a non-Catholic jurisdiction), art or science schools, traditional learning centres, international baccalaureate programs and alternative programs.

In Greater St. Albert Catholic Schools, French Immersion is not considered a “program of choice” and there will not be a fee attached for transportation, if a student lives 2.4 km or more from their designated French Immersion school. All students attending their designated school, whether that school offers core English programming or French Immersion programming, who live 2.4 km or more from that school will be in the same situation of being eligible to access transportation at no charge .

Enhanced Transportation Services

Given that the District offers enhanced transportation services for students living less than 2.4 km but above 1.0 km in Elementary and 1.6 km in Jr/Sr. High, for which funding has NEVER been received from Alberta Education, and according to Bill 1, is acceptable (see FAQ #17 above), and will continue to be necessary to charge fees for these students, as it is only fees charged for eligible students that will

be returned to boards from the funding provided for by *Bill 1*. For GSACRD, it is expected that based on the 2015-16 Audited Financial Statements, the \$414,000 in fees for eligible students (2.4 km or more from their designated school) paid by families for transportation, will be provided in 2017-18 by funding resulting from *Bill 1* to replace these same fees.

Transportation Fees for 2016-17

In 2016-17 total transportation fees were budgeted at \$640,000. As of May 5th, 2017 \$579,968 has been receipted and allocated to the transportation department to offset costs associated with services. It is important to note that the District offers a 10 month payment plan to improve affordability to families and many have opted to pay the annual fees in that manner, so there will be continued receipting of fees up to June 30, 2017. The fees collected are from ALL students accessing transportation services to keep the cost fair and equitable for all students, in consideration of the enhanced service provided by the District.

Waiver Program

For more than 10 years, there has been a formal waiver program in place to allow families an exemption from fees should they meet the parameters of the program or find themselves in temporary financial difficulty. The value of the waivers is difficult to predict from year to year, but has averaged at \$29,150 from 2008-09 to 2015-16.

Transportation Fees for 2017-18

Without an increase in parent fees for non-funded students (less than 2.4 km from their designated school) and expecting that GSACRD will receive the \$414,000, there is still only \$229,770 expected from bus pass revenue, which leaves the District in a **deficit position of \$262,489** without the use of the Contingency of \$41,155 for the flexibility of a single bus.

Various scenarios for 2017-18, based on the current year's ridership, are presented for review in attachment 13.3 (1), which range from NO INCREASE, as described above, to an INCREASE of \$300 per year (\$30 per month) which still leaves a small **deficit position of \$23,031** without the use of the Contingency of \$41,155 for the flexibility of a single bus.

It is the recommendation of Administration to limit consideration of a fee increase to a MAXIMUM of \$150 per year (\$15 per month), which would mean the District shares the burden with parents accessing enhanced transportation services. This recommendation is supported by the survey responses. The shortfall would be covered by use of Unrestricted Reserves for a single year only and revisited again for 2018-19 school year, which would mean the District would require a deficit budget for 2017-18.

All four scenarios (NO Increase, \$50, \$100, and \$150) have valid considerations and must include:

- Survey results
- Fee rates from sister boards; namely St. Albert Public and Sturgeon
- Fees rates from surrounding boards
- Minister's directive with *Bill 1* to hold fees at the same levels as 2016-17
- Minister's directive with *Bill 1* to hold service at the same levels as 2016-17
- Gazette article on Saturday, May 6th, 2017 on transportation fees

Transportation Survey

According to the survey results (see attachment 13.3(2) – 2 pages), based on a response rate of 36% from families currently accessing services (572 respondents) a small fee increase would be tolerable. Overall

the survey was sent to 5,681 email addresses and resulted in 703 responses (12.4%), which is a good response rate.

Breakdown of respondents:

- 572 – currently accessing services
- 131 – not currently transportation users
- 703 – total respondents**

It is important to note that 39% of respondents indicated they would no longer access transportation if the fees increased.

There was mixed messaging about increasing the walk boundaries to balance a fee increase.

Neighboring School Jurisdictions

GSACRD shares physical boundaries with two school jurisdictions, St. Albert Public (in the St. Albert Ward) and Sturgeon School Division (in the Morinville & Legal Wards). Both of those jurisdictions have set fees for transportation in 2017-18. St. Albert Public’s fees were passed according to the information presented in the Agenda Package for the April 26, 2017 Regular Meeting of the Board of Trustees (see (see attachment 13.3(3) – 4 pages).

Sturgeon Rates for 2017-18:

- K-12: \$275 per year
- School of Choice: \$275 per year
- Non-Residents: \$360 per year
- Headstart/Kinder: \$175 per year (one way only)
- Headstart/Kinder: \$275 per year (to/from school)

St. Albert Public Rates for 2017-18:

- Level II: \$410 per year (\$390 if paid by June 1) enhanced service (1.6 km – 2.4 km)
- Level III: \$500 per year (\$480 if paid by June 1) considered cross-boundary or school of choice

Greater St. Albert Rates for 2017-18:

In order to remain competitive with at least one board whom we share boundaries, it would be necessary to set fees at the same levels as 2016-17, which would mean NO increase.

	<u>\$0 Increase</u>	<u>\$50 Increase</u>	<u>\$100 Increase</u>	<u>\$150 Increase</u>
K-12 (per yr):	\$270	\$320	\$370	\$420
Family Rate:	\$845	\$895	\$945	\$995
	(more than 3)	(3 or more)	(3 or more)	(3 or more)
Cross Boundary:	\$360	\$410	\$460	\$510

In an attempt to keep fees affordable for families, the family rate has also been increased by just \$50 in each scenario which makes the rate applicable to three or more children, when any increase is applied.

Historical Information on GSACRD Transportation Fees is attached (13.3 (4) – 1 page)

Based on the Discussion and the direction the Board wishes to follow, please choose ONLY ONE of the following four motions to move forward:

**Choice ONE – NO INCREASE
RECOMMENDATION:**

THAT the Board of Trustees approve the transportation fee schedule for 2017-18 with no charge for eligible riders living 2.4 km or more from their designated school and the following rates for all other students, which remain the same as 2016-17:

Grade K-12	\$270
Family of 4 or more	\$845
Cross Boundary	\$360

AND

THAT all students, regardless of distance, requesting more than one pick-up/drop-off location that requires more than one bus, will be subject to a fee of \$135 per year for access to a second bus, over and above the current year's applicable category bus pass fee.

**Choice TWO – \$50 INCREASE
RECOMMENDATION:**

THAT the Board of Trustees approve the transportation fee schedule for 2017-18 with no charge for eligible riders living 2.4 km or more from their designated school and the following rates for all other students, which increase by \$50 from those in 2016-17:

Grade K-12	\$320
Family of 3 or more	\$895
Cross Boundary	\$410

AND

THAT all students, regardless of distance, requesting more than one pick-up/drop-off location that requires more than one bus, will be subject to a fee of \$160 per year for access to a second bus, over and above the current year's applicable category bus pass fee.

**Choice THREE – \$100 INCREASE
RECOMMENDATION:**

THAT the Board of Trustees approve the transportation fee schedule for 2017-18 with no charge for eligible riders living 2.4 km or more from their designated school and the following rates for all other students, which increase by \$100 from those in 2016-17:

Grade K-12	\$370
Family of 3 or more	\$945
Cross Boundary	\$460

AND

THAT all students, regardless of distance, requesting more than one pick-up/drop-off location that requires more than one bus, will be subject to a fee of \$185 per year for access to a second bus, over and above the current year's applicable category bus pass fee.

Choice FOUR – \$150 INCREASE

RECOMMENDATION:

THAT the Board of Trustees approve the transportation fee schedule for 2017-18 with no charge for eligible riders living 2.4 km or more from their designated school and the following rates for all other students, which increase by \$150 from those in 2016-17:

Grade K-12	\$420
Family of 3 or more	\$995
Cross Boundary	\$510

AND

THAT all students, regardless of distance, requesting more than one pick-up/drop-off location that requires more than one bus, will be subject to a fee of \$210 per year for access to a second bus, over and above the current year's applicable category bus pass fee.

TRANSPORTATION BUDGET

2017-2018



	2016-2017 FALL UPDATE BUDGET	2017-2018 BUDGET May 17 NO INCREASE	2017-2018 BUDGET May 17 \$50 INCREASE	2017-2018 BUDGET May 17 \$100 INCREASE	2017-2018 BUDGET May 17 \$150 INCREASE	2017-2018 BUDGET May 17 \$200 INCREASE	2017-2018 BUDGET May 17 \$250 INCREASE	2017-2018 BUDGET May 17 \$300 INCREASE	2017-2018 BUDGET May 17 \$350 INCREASE	2017-2018 BUDGET May 17 \$400 INCREASE	2017-2018 BUDGET May 17 \$445 INCREASE
REVENUE	2,836,363	2,741,401	2,781,311	2,821,220	2,861,130	2,901,039	2,940,949	2,980,859	3,020,768	3,060,678	3,096,596
AB ED Revenues	2,302,285	2,614,007	2,614,007	2,614,007	2,614,007	2,614,007	2,614,007	2,614,007	2,614,007	2,614,007	2,614,007
Rural	850,327	850,327	850,327	850,327	850,327	850,327	850,327	850,327	850,327	850,327	850,327
Urban	1,137,118	1,137,118	1,137,118	1,137,118	1,137,118	1,137,118	1,137,118	1,137,118	1,137,118	1,137,118	1,137,118
Special Ed	212,562	212,562	212,562	212,562	212,562	212,562	212,562	212,562	212,562	212,562	212,562
Parent Fees funded by AB Ed - based on 15-16 fees	0	414,000	414,000	414,000	414,000	414,000	414,000	414,000	414,000	414,000	414,000
Preschool Puff Transport & Parent Provided	102,278	0	0	0	0	0	0	0	0	0	0
Parent Fees	640,000	229,770	271,170	312,570	353,970	395,370	436,770	478,170	519,570	560,970	598,230
Bus Pass Revenue	640,000	229,770	271,170	312,570	353,970	395,370	436,770	478,170	519,570	560,970	598,230
Governance & Administration	(105,922)	(102,376)	(103,866)	(105,357)	(106,847)	(108,338)	(109,828)	(111,318)	(112,809)	(114,299)	(115,641)
Less 3.6% for Governance & Administration	(105,922)	(102,376)	(103,866)	(105,357)	(106,847)	(108,338)	(109,828)	(111,318)	(112,809)	(114,299)	(115,641)
EXPENSES	2,945,841	3,045,045	3,045,045	3,045,045	3,045,045	3,045,045	3,045,045	3,045,045	3,045,045	3,045,045	3,045,045
Bussing Contracts	2,795,911	2,867,046	2,867,046	2,867,046	2,867,046	2,867,046	2,867,046	2,867,046	2,867,046	2,867,046	2,867,046
Rural/Morinville, Legal, St. Albert	957,344	1,135,421	1,135,421	1,135,421	1,135,421	1,135,421	1,135,421	1,135,421	1,135,421	1,135,421	1,135,421
Frechette (4 routes in 2017-18)	202,425	200,868	200,868	200,868	200,868	200,868	200,868	200,868	200,868	200,868	200,868
Southland(13 routes 2016-17)	547,903	642,541	642,541	642,541	642,541	642,541	642,541	642,541	642,541	642,541	642,541
Cunningham (6 routes 2017-18)	207,015	253,295	253,295	253,295	253,295	253,295	253,295	253,295	253,295	253,295	253,295
First Student (1 route 2017-18)	0	38,717	38,717	38,717	38,717	38,717	38,717	38,717	38,717	38,717	38,717
Urban	1,254,194	1,255,930	1,255,930	1,255,930	1,255,930	1,255,930	1,255,930	1,255,930	1,255,930	1,255,930	1,255,930
Cunningham (18 routes 2017-18)	666,130	748,806	748,806	748,806	748,806	748,806	748,806	748,806	748,806	748,806	748,806
First Student (9 routes 2017-18)	495,651	457,698	457,698	457,698	457,698	457,698	457,698	457,698	457,698	457,698	457,698
Southland (1 routes 2017-18)	49,809	49,426	49,426	49,426	49,426	49,426	49,426	49,426	49,426	49,426	49,426
Early Dismissal:\$26,279 included in route costs	42,604	included above	included above	included above	included above	included above	included above	included above	included above	included above	included above
ECS Regular	336,151	104,827	104,827	104,827	104,827	104,827	104,827	104,827	104,827	104,827	104,827
Southland (3 routes Morinville & Legal)	108,458	44,316	44,316	44,316	44,316	44,316	44,316	44,316	44,316	44,316	44,316
First Student (4 routes St. Albert & 1 rural)	57,738	60,512	60,512	60,512	60,512	60,512	60,512	60,512	60,512	60,512	60,512
Preschool puff transport & Parent Provide	169,955	0	0	0	0	0	0	0	0	0	0
Special Needs	241,557	329,713	329,713	329,713	329,713	329,713	329,713	329,713	329,713	329,713	329,713
Special Needs (1-12) (includes CLP) (Southlands)	241,557	329,713	329,713	329,713	329,713	329,713	329,713	329,713	329,713	329,713	329,713
PreK & Special Needs SHARED	0	0	0	0	0	0	0	0	0	0	0
Contingency	6,665	41,155	41,155	41,155	41,155	41,155	41,155	41,155	41,155	41,155	41,155
1 additional bus	6,665	41,155	41,155	41,155	41,155	41,155	41,155	41,155	41,155	41,155	41,155
Operating Expenses	149,930	177,999	177,999	177,999	177,999	177,999	177,999	177,999	177,999	177,999	177,999
Salaries	103,000	118,350	118,350	118,350	118,350	118,350	118,350	118,350	118,350	118,350	118,350
Benefits (30%)	30,900	35,505	35,505	35,505	35,505	35,505	35,505	35,505	35,505	35,505	35,505
Collection Costs	350	350	350	350	350	350	350	350	350	350	350
Merchant Card Costs (debit machine)	2,500	2,500	2,500	2,500	2,500	2,500	2,500	2,500	2,500	2,500	2,500
Contract Services - Bus Planner & Zonar	6,000	12,000	12,000	12,000	12,000	12,000	12,000	12,000	12,000	12,000	12,000
Telephone (cellular phone)	380	552	552	552	552	552	552	552	552	552	552
Meal & Hospitality	300	300	300	300	300	300	300	300	300	300	300
Supplies	3,000	4,200	4,200	4,200	4,200	4,200	4,200	4,200	4,200	4,200	4,200
Travel	2,500	3,241	3,241	3,241	3,241	3,241	3,241	3,241	3,241	3,241	3,241
PD	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000
Total Proposed 2017-18 Surplus (Deficit)	(\$109,479)	(\$303,644)	(\$263,734)	(\$223,824)	(\$183,915)	(\$144,005)	(\$104,096)	(\$64,186)	(\$24,276)	\$15,633	\$51,552
Total Proposed 2017-18 Surplus (Deficit) - without Contingency	(\$102,814)	(\$262,489)	(\$222,579)	(\$182,669)	(\$142,760)	(\$102,850)	(\$62,941)	(\$23,031)	\$16,879	\$56,788	\$92,707



DATE: May 1, 2017 **REF#:** 13.3 (2)

TO: Deb Schlag, secretary-treasurer

SUBJECT: Summary, Transportation Fees 2017-2018 Online Survey

PREPARED BY: Carol Bruineman, communications manager

Background:

District surveyed families online between April 20 and April 30 to understand: level of fee increase families would support and the impact to ridership levels, if fees increase. Three questions were asked and an opportunity was provided to share comments. Survey was sent via *Synrevoice* to all district families on April 20 and a reminder was sent out on April 27, 2017. Surveying all families, whether or not they ride the bus was deemed important as any decisions made will have impact long-term. In addition, some families may be considering busing in their future commuting plans.

A total of 703 responses were received.

- 74.6% have children currently riding the bus.
- 20.9% of respondents are attending a French Immersion school
- 46.5% have children in elementary school this fall.
- 45.0% have children in junior high school this fall.
- 33.6% have children in senior high school this fall.

1. If the district were to increase your current fees by the amounts listed below per month, per student, would your family continue to access bus service? You can check one or more boxes.

Fee Increase	Level of Support
\$5 per month	42.77%
\$10 per month	30.25%
\$20 per month	12.82%
\$35 per month	3.58%
\$45 per month	4.62%
If fees increase, I will no longer access transportation.	39.05%

2. If the District increased the walk boundary (no transportation service for those living in the boundary) for a school, which of the following changes would you support. Check all that apply.

Change to Walk Boundary	Level of Support
Increasing Elementary Walk Boundary to 1.2 km	18.9%
Increasing Elementary Walk Boundary to 1.6 km	9.97%
Increasing Senior High Walk Boundary to 2.4 km	19.20%
Maintain Current Walk Boundaries	68.90%



3. If the District was making decisions on how best to provide the most affordable service would you prefer increasing fees or increasing walk boundaries around schools? Please indicate your preference below by choosing one of the statements below.

Statement	Level of Support
Increase Fees to Maintain Service	16.21%
Increase Walk Boundaries Around Schools	23.18%
Balance increasing fees with adjustments to walk boundaries	60.61%

Summary of Open-ended Comments

A total of 218 respondents also provided comments on their survey; this represents close to 1/3 of all those who completed it. The major themes that appear in the comments focused on the following and the approximate percentage of respondents who cited these themes in their response:

1. **Affordability – 33.5%** (fees already too high, proposed increases ridiculous, have multiple children so the cost is significant, etc.)
2. **Safety 25.7%** (increased traffic at the school if fewer children take the bus, more vehicles dropping off children, longer walk distances, children walking along, crossing major roadways, winter weather not suitable for walking long distances, etc.)
3. **Fairness 25.2%** (live closer so why is it more expensive?, some will have to pay; others will have no fee, are some paying to cover the cost of those not paying?, those in a bilingual program paying more than those in an English program, etc.)
4. **Convenience/Service – 17.0%** (bus service allows parents to get off to work sooner, etc.)
5. **Other – 17.0%** (General comments on transportation, Bill 1, families current scenario)
6. **Communication – 6.4%** (survey questions not clear, required more information to respond).
7. **Environmental 2.75%** (fewer kids riding the bus and being driven to school increases carbon footprint, bus routes with few kids on is not efficient, etc.)

A complete list of summary data and comments provided are attached.

Some questions that arising from the survey that require clarification are as follows:

- Those living closer to the school are subsidizing those farther away.
- How are distances computed?
- GSACRD fees more than double the public board?
- Going to be paying more when the government promised less cost when Bill 1 introduced?
- French Immersion, Program of Choice in a bilingual country?



BOARD OF TRUSTEES

Glenys Edwards, Chair
Kim Armstrong
Cheryl Dumont
Gerry Martins
Sheri Wright

Item #: 8.2
Date: Wednesday, April 26, 2017
To: Board of Trustees
From: Barry Wowk, Superintendent of Schools
Originator: Michael Brenneis, Associate Superintendent of Finance
Re: **Student Transportation Fees**

RECOMMENDATION

“THAT the Board of Trustees approve the following student transportation fees for the 2017-2018 school year:

Level II - Not Funded – Eligible (District Policy)

Grades ECS – 12 \$410 (\$390 if purchased before June 1, 2017)

Level III - Not Funded – Not Eligible (Standby)

Grades ECS – 12 \$500 (\$480 if purchased before June 1, 2017)

Replacement Passes

Grades ECS – 12 \$15

Family Maximums

Level II - Not Funded – Eligible \$1025 (\$975 if purchased before June 1, 2017)

Level III - Not Funded – Not Eligible \$1250 (\$1200 if purchased before June 1, 2017).”

Comments:

1. Appendix I illustrates the history of yearly student transportation fees from 2011-2013 to the proposed fees for 2017-2018.

2. Appendix II illustrates some comparative jurisdictions' rates.
3. The district operates a highly utilized, mostly triple run system. The district is moving into an age where new schools are being opened and previously grant eligible students become non eligible.
4. It continues to be necessary to provide transportation to students living in new growth areas of the City of St. Albert. This requires more buses.
5. The family rate has been changed to be two and one half times a single fee for each applicable category. Previously it was three times a single fee for each applicable category.
6. Over time the transportation department envisions a further need to increase transportation fees to offset increasing expenses and changing cost influences.

**ST. ALBERT PUBLIC SCHOOLS
TRANSPORTATION FEE SCHEDULE**

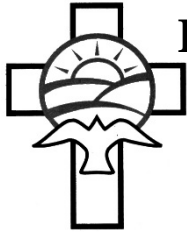
	2011 - 2013	2013 - 2015	2015 - 2016	2016 - 2017 By June 1	2016 - 2017 After June 1	2017 - 2018 Before June 1	2017 - 2018
ECS Funded – Eligible	Free	\$120	\$140	\$190	\$240	\$0	\$0
Not funded – Eligible	Free	\$250	\$290	\$310	\$360	\$390	\$410
Not funded – Not Eligible	Free	\$260	\$300	\$340	\$390	\$480	\$500
Funded – Eligible (Alberta Education Criteria): Grades 1 through 12	\$100	\$120	\$140	\$190	\$240	\$0	\$0
Not Funded – Eligible (District Policy): Grades 1 through 12	\$220	\$250	\$290	\$310	\$360	\$390	\$410
Not Funded – Not Eligible Grades 1 through 12	\$230	\$260	\$300	\$340	\$390	\$480	\$500
Maximum per family: Funded – eligible (Alberta Education Criteria)	\$300	\$360	\$420	\$570	\$620	\$0	\$0
Not funded – eligible (District Policy)	\$660	\$750	\$870	\$930	\$980	\$975	\$1025
Not funded – not eligible	\$690	\$780	\$900	\$1020	\$1070	\$1200	\$1250
Replacement passes Kindergarten through Grade 12 (not pro-rated)	\$10	\$15	\$15	\$15	\$15	\$15	\$15

2016 - 2017 Transportation Fee Summary - Urban Transportation								
School Jurisdiction	16/17 SPS	16/17 GSACRD	16/17 Sturgeon	16/17 Parkland	16/17 Edm Public	16/17 Edm Catholic	16/17 Elk Is Public	16/17 Elk Is Catholic
ECS	\$ 190.00	\$ 270.00	\$ 100.00	\$ 125.00	no charge	no charge	\$ 470.00	\$ 470.00
Funded - AB Ed criteria	\$ 190.00	\$ 270.00	\$ 175.00	\$ 250.00	\$ 240.00	\$ 280.00	no charge	no charge
Family Gr. 1-6	\$ 570.00	\$ 845.00	\$ 525.00	\$ 625.00	\$ 570.00	\$ 280.00	no charge	no charge
Family Gr. 7-12	\$ 570.00	\$ 845.00	\$ 525.00	\$ 625.00	no family rate	\$ 460.00	no charge	no charge
Grades 1-6					\$ 240.00	\$ 320.00	no charge	no charge
Grades 7-9					\$ 470.00	\$ 500.00	no charge	no charge
Grades 10-12					\$ 470.00	\$ 500.00	no charge	no charge
Not Funded - District Eligible	\$ 310.00	\$ 270.00	\$ 200.00	\$ 370.00	\$ 240.00	\$ 280.00	\$ 390.00	\$ 350.00
Family Gr. 1-6	\$ 930.00	\$ 845.00	\$ 600.00	\$ 925.00	\$ 570.00	\$ 280.00	\$ 850.00	\$ 850.00
Family Gr. 7-12	\$ 930.00	\$ 845.00	\$ 600.00	\$ 925.00	no family rate	\$ 460.00	\$ 850.00	\$ 850.00
Grades 1-6					\$ 240.00	\$ 320.00		
Grades 7-9					\$ 470.00	\$ 500.00		
Grades 10-12					\$ 470.00	\$ 500.00		
Not Funded - Not eligible	\$ 340.00	\$ 360.00	\$ 200.00	\$ 370.00	\$ 550.00	\$ 280.00	\$ 735.00	\$ 715.00
Family Gr. 1-6	\$1,020.00	no family rate	\$ 600.00	\$ 925.00	no family rate	\$ 280.00	\$ 850.00	\$ 815.00
Family Gr. 7-12	\$1,020.00	no family rate	\$ 600.00	\$ 925.00	no family rate	\$ 460.00	\$ 850.00	\$ 815.00
Grades 1-6					\$ 550.00	\$ 320.00		
Grades 7-9					\$ 550.00	\$ 500.00		
Grades 10-12					\$ 550.00	\$ 500.00		
Replacement passes	\$ 15.00	\$ 15.00	\$ -	\$ -	\$ 6.00	\$ 5.00	\$ 20.00	
Notes:								
* SPS - rates after June 1 are higher by \$50 for all students								* Elk Island Public - rates after June 30 are higher by \$50 for funded
* GSACRD - family rate is based on 4 students								* Elk Island Public - rates after June 30 are higher by \$100 for ineligible
* GSACRD - access to 2nd bus is an additional 50% fee for the bus pass								* Elk Island Public - rates after June 30 are higher by \$25 for ECS
* Sturgeon - rates for half day kindergarten are \$75 higher								* Elk Island Catholic - rates after June 30 are higher by \$45 for funded
* Sturgeon - rates are \$50 higher for all students after June 27th								* Elk Island Catholic - rates after June 30 are higher by \$100 for ineligible
* Parkland - each student is charged a \$50 transportation surcharge								* Elk Island Catholic - rates after June 30 are higher by \$25 for ECS
* Parkland - school of choice ECS students are charged an additional \$60								

**Greater St. Albert Catholic Schools
Bus Pass Fee Historical Overview**

attachment 13.3 (4)

						(\$10 discount if purchased prior to June 1)	(\$10 discount if purchased prior to June 1)	(\$10 discount if purchased prior to June 1)	No \$10 discount if purchased prior to June 1st	No \$10 discount if purchased prior to June 1st	
BUS FEES	PASS		08-09	09-10	10-11	11-12	12-13	13-14	14-15	15-16	16-17
Urban											
	Gr 1 - 12 per pass		\$165	\$165	\$165	\$185	\$195	\$240	\$240	\$270	\$270
	Family Rate		\$575	\$575	\$575	\$647.50	\$685	\$815	\$815	\$845	\$845
	Cross Boundary		\$220	\$220	\$250	\$270	\$280	\$330	\$330	\$360	\$360
Rural											
	Gr 1 - 12 LESS than 2.4 km		\$165	\$165	\$165	\$185	\$195	\$240	\$240	\$270	\$270
	Family Rate		\$575	\$575	\$575	\$647.50	\$685	\$815	\$815	\$845	\$845
	Cross Boundary		\$220	\$220	\$250	\$270	\$280	\$330	\$330	\$360	\$360
	Gr 1 - 12 MORE than 2.4 km		\$110	\$110	\$110	\$130	\$130	\$190	\$190	\$220	\$220
	Family Rate		\$385	\$385	\$385	\$455	\$455	\$640	\$640	\$670	\$670
Cross Boundary			\$220	\$220	\$250	\$270	\$280	\$330	\$330	\$360	\$360
Replacement Passes			\$10	\$10	\$10	\$10	\$10	\$10	\$10	\$15	\$15



BOARD OF TRUSTEES REGULAR MEETING

MAY 15, 2017

ATTACHMENT FOR AGENDA ITEM 13.4

Program Approval

PRESENTER(S):

David Keohane, superintendent of schools

Rhonda Nixon, assistant superintendent of learning services

BACKGROUND:

Based on Thought Exchange survey results, which were representative of more than half of our Greater St. Albert residents and administered very recently (January- March, 2017), we make the following proposals for programming at Vital Grandin Elementary School and Sister Alphonse Academy. In addition to Thought Exchange results, on February 13, 2017, the Board reviewed possible programming options for Sister Alphonse Academy based on the “Sister Alphonse Academy: New School Boundary and Programming Public Consultation” (SAA Report). In that report, the community requested:

- a) Academic-focused programming: a specialty program such as Primary Years IB, as one example, or strong academic programming combined with options (fine arts, language-based choices) is what the community indicated mattered most;
- b) Sports and wellness opportunities: sports teams and/or wellness programs focused on fitness, not only competitive sports. Recreation academy was mentioned within the data as was the comment not to have another hockey or soccer academy.
- c) CTS and option programming: language-based, technology-focused, fine arts, life skills course offerings and extracurricular programming were highlighted as important by the community.

Recreation Academies. Thought Exchange results indicated that parents and students want a Recreation Academy established in St. Albert, and Vital Grandin Elementary School was one of the locations that was favoured by respondents. Because Vital Grandin school needs enrollment, we propose to have “open boundaries” (i.e., Vital Grandin students may go to the Recreation Academy and receive access to “cross-boundary” bussing, if needed.). Sister Alphonse Academy is opening later and is a small school with a sizable catchment area, so we propose to have a Recreation Academy with “closed” boundaries (students who are resident to Sister Alphonse may attend the academy).

Academic programming. Because the Thought Exchange results and SAA Report illuminated community interest in academically focused programming in elementary and junior high schools, we are proposing Advanced Placement Programming in the form of PreAP in grades 7-9 at Sister Alphonse Academy. We also propose our own version of Advanced Academic Programming (APP) for grades 4-6 to honour community request for a clear focus on academics.

There are three (3) independent motions:

RECOMMENDATION 1:

THAT the Board of Trustees approve a Recreation Academy for Grades 4-6 students at Vital Grandin Elementary School with an open boundary for the 2017-2018 school year.

RECOMMENDATION 2:

THAT the Board of Trustees approve a Recreation Academy for Grades 4-9 students at Sister Alphonse Academy (K-9) with a closed boundary for the 2017-2018 school year.

RECOMMENDATION 3:

THAT the Board of Trustees approve Advanced Academic Programming (Grades 4-6) and Advanced Placement Programming (Grades 7-9) in Sister Alphonse Academy for the 2017-2018 school year.



BOARD OF TRUSTEES REGULAR MEETING

MAY 15, 2017

ATTACHMENT FOR AGENDA ITEM 15.1.1

Board Chair Correspondence

As reported by the Board Chair.

	Date of Correspondence	Sender/Recipient	Subject of Correspondence
1.	April 27, 2017		Land (04-17)
2.	May 10, 2017	Education Minister to Board Chairs	Alberta Expands Dual Credit Programs for Students
3.	May 10, 2017	ASBA to Board Chairs	Assurance Review – Regional Engagement Session/Registration



BOARD OF TRUSTEES REGULAR MEETING

MAY 15, 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.

**Superintendent's Information Report to the Board
Greater St. Albert Roman Catholic Separate School District No. 734
May 15th, 2017**

***Trustee Request for Information**

At the April 24, 2017 regular meeting, Trustee Radford requested information on the following three topics. The information will be provided by Assistant Superintendent, Sean McGuinness.

1. *Criteria for Continuous Contracts (Attached)*
2. *Vice-Principal Application Form (Attached)*
3. *Masters Program – Registration Fee and Participant Numbers (Attached)*

Educational Leadership – Student Welfare

Field Trip Activity Report

Assistant Superintendent, Sean McGuinness, will provide an update on field trip activity in GSACRD. (Attached)

Communications and Community Relations

Nutrition Initiative

Assistant Superintendent, Rhonda Nixon will provide information regarding Alberta Education's School Nutrition Pilot Program (SNP). (Attached)

Canada 150 Legacy Tree Planting

The City of St. Albert and Canada 150, with a grant from CN EcoConnexions, is offering elementary schools in the City the opportunity to have a legacy tree planted on school property. Assistant Superintendent, Rhonda Nixon will provide further information (Attached)

Recommendation: That the Board receives this report as information.

*This report has been organized according to the categories of responsibilities for the superintendent (outlined in Policy 12), as they would apply to the timing of the report.



DATE: May 15, 2017 **REFERENCE:** 17-08
TO: The Board of Trustees
FROM: David Keohane, Superintendent of Schools
SUBJECT: Continuous Contract Criteria
ORIGINATOR: Trustee Radford
PREPARED BY: Sean McGuinness, Assistant Superintendent

At the April 24, 2017 regular meeting, a request for information regarding continuous contract criteria was made by Trustee Radford.

Background:

Human Resources, on behalf of Greater St. Albert Catholic Schools, endeavors to hire the best possible staff for each and every available position. The district capitalizes on effective screening mechanisms prior to advancing teachers to substitute roster and contract positions. Newly hired teachers can gain employment in temporary, interim and probationary contracts, prior to being considered for a continuous contract.

Continuous Contract Criteria for Teachers:

Greater St. Albert Catholic Schools has 5 criteria, which must be met, in order for our teachers to gain continuous contract status. They are as follows:

1. Successful evaluation(s)
2. Recommendation for a continuous contract from the principal/supervisor.
3. A position must be available
4. Two Religious Education/Christian Theology courses
5. Second Priest Reference Letter



DATE: May 15, 2017 **REFERENCE:** 17-09
TO: The Board of Trustees
FROM: David Keohane, Superintendent of Schools
SUBJECT: Vice-Principal Application
ORIGINATOR: Trustee Radford
PREPARED BY: Sean McGuinness, Assistant Superintendent

At the April 24, 2017 regular meeting, a request for information regarding to view the current format of the Vice Principal Application form was made by Trustee Radford.

Background:

The current vice principal application form was developed during the 2013/2014 school year, with two application opportunities (November 15 and March 15) each year. A vice principal application assessment team of 6 -7 administrators adjudicates the written applications, as well as the interviews, for those applicants that are advanced to the second stage of the process. Debriefs are offered by the assistant superintendent of HR and Leadership after each of the two phases of the process.

There are typically fewer applications in November than March and the goal is to build a healthy vice principal pool, which will serve the district well with succession planning.

2016/2017:

Although we did not receive any vice principal application in November of 2016, we received ten (10) applications in March of 2017. This was the largest number of applicants since the creation of the application process. Six of ten (6/10) teachers were successful in the process.

Attached is the current Vice Principal Leadership application.

Greater St. Albert Catholic Schools



Leadership Application

FOR MORE INFO, CONTACT US:

6 St. Vital Ave, St. Albert, AB T8N 1K2
Phone: (780) 459-7711 | Fax: (780) 458-3213
www.gsacrd.ab.ca



Greater St. Albert
Catholic Schools

Our Mission

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

Our Vision

Excellence in learning through faith, relationships and engagement.

Our Core Commitments

Passion - We celebrate all students as gifts from God, so we further our dedication to their needs;

Relationships - We seek to meaningfully see Christ in others through relationships with our students and other stakeholders;

Commitment - Our pursuit of continuous life-long learning enables students to be their best in achieving their goals;

Hope - We constantly communicate a belief of what is possible for the student;

Innovation - We are committed to innovation, best practice and lifelong learning;

Excellence - We establish standards for success for learning, devote our personal best to achieving them, and celebrate our results.

Application Process

Please complete the application form including the following documents:

- Principal Statement
- Staff Member References
- Parish Reference

Successful candidates will be contacted by Human Resources for interviews.





**PERMISSION TO CONTACT REFERENCES
 (Vice Principal Application)**

I, _____

(Applicant's Name)

hereby grant permission to Greater St. Albert Catholic Schools' Chairperson of the Vice Principal Assessment Team to contact the references I have provided below for the purposes of assessing my suitability for an Administrator position. I understand that the information provided by the reference is confidential.

It is the applicant's responsibility to ensure all forms have been completed and returned to Jennifer Witter, Human Resource Services by the deadline.

Name	Location/Address/Phone Number <small>(address/phone required for external applicants only)</small>	E-Mail Address
Current Principal		
Prior Principal (if you have worked for your current principal less than 1 year)		
Parish Priest/Member of Parish Team		

Staff Member References (address/phone number required for external applicants only)

Name	Address/Phone Number <small>(address/phone required for external applicants only)</small>	E-Mail Address

Signed this _____ day of _____, _____
(day) (month) (year)

Signature of Applicant: _____



PASTORAL INTRODUCTION
(To be completed by the Applicant)

Please complete this form, then submit this form to your Parish Priest to be completed. Both forms will then be sent to Jennifer Witter in Human Resource Services by the Parish. Please ensure that the Parish is aware of the deadline for receipt of the reference.

Name: _____ **Telephone:** _____ **Date:** _____
Address: _____
Parish: _____

FAITH REFLECTIONS:

1. Describe the practice of your Catholic faith over the past five years (parish involvement, etc.).
2. Which parish are you registered with and/or presently attending?
3. Are you involved with Parish ministries? If so, which ones?



PASTORAL REFERENCE
(Vice Principal Application)

Name of Applicant: _____

The above applicant is applying for a position as a vice principal with Greater St. Albert Catholic Schools. Based on your knowledge of this applicant, please complete the following confidential form and return it with the "Pastoral Introduction" to the address below.

1. I know this applicant:
 Very Well Fairly Well Slightly Not At All
2. To my knowledge, this applicant: **(Note: N/A means "not able to assess")**
- a) is a member of my parish Yes No N/A
- b) attends Mass/Divine Liturgy regularly Yes No N/A
- c) is involved in church ministries Yes No N/A

3. Please describe the applicant's involvement in the life of the parish.

4. Would you recommend this person to be a vice principal in a Catholic school? Please comment.

Thank you for your time and assistance. If you wish to provide additional information, please do so as an attachment.

Name: _____ **Title:** _____
Parish: _____ **Telephone:** _____
Signature: _____ **Date:** _____

Please mail to: Jennifer Witter
Human Resources
Greater St. Albert Catholic Schools
6 St. Vital Avenue
St. Albert, AB T8N 1K2



STAFF MEMBER STATEMENTS
Procedures for Applicant

In this section of the application you are required to demonstrate that you have the support of school based staff. You are required to submit the names of 6 district staff members as well as the name of your principal reference(s). These individuals will be required to submit statements on your behalf. Please note the Permission to Contact References form that you are required to send in is on page 4.

At least five (5) of these MUST be teachers with whom you have worked in the last four years, and a maximum of one (1) may be classified district staff members. The teachers MUST be continuous contract teachers.

Your present principal, and if you have worked for your current principal for less than one year, your prior principal, will complete a separate statement, so cannot be listed as one of the staff members.

The deadline for receipt of completed forms is November 15th and March 15th, of every school year. To facilitate processing of the application in a timely fashion please forward as soon as possible.

“The Dimensions of Catholic Leadership” chart should be referred to for assistance in completing this form.

***It is the responsibility of the applicant to ensure these forms are completed electronically and returned to Jennifer Witter in Human Resource Services (jwitter@gsacd.ab.ca) by the deadline.
A signature is not required; your email will be considered a signature.***



STAFF MEMBER STATEMENT – Vice Principal Application

Procedures for Staff Members Completing this Form

The Alberta Freedom of Information and Protection of Privacy (FOIP) Act has been in effect since September 1, 1998. The information provided in assessing the applicant's suitability as an administrator will be protected and used in compliance with the FOIP Act.

The feedback that you provide to the selection committee is very important and plays a significant role in the selection of individuals for administrative positions. The applicant understands that the "Staff Member Statement" is confidential.

Completing the Form

1. The deadline date for receipt of completed forms is 4:30 on November 15th and March 15th, of each year. To facilitate processing of the application in a timely fashion please forward as soon as possible, but no later than the deadline.
2. You may access this form by going StaffNet or by contacting Jennifer Witter in Human Resource Services by email: jwitter@gsacrd.ab.ca
3. Please refer to "The Dimensions of Catholic Leadership" chart for assistance in completing this form.
4. Please complete and submit all forms electronically to Jennifer Witter in Human Resource Services at jwitter@gsacrd.ab.ca A signature is not required; your email will be considered a signature.
5. If, for whatever reason, you decide you will not/cannot fill out the Staff Member Statement, please forward the form to Jennifer Witter, Human Resource Services. Please identify yourself and for whom the form was intended.

Please submit this form as soon as possible, but no later than the deadline.



CONFIDENTIAL

STAFF MEMBER STATEMENT – Vice Principal Application

Name of Applicant: _____
Submitted by: _____
School/Location: _____
Position: _____

Continuous Contract: Yes No

I have worked with the applicant during:

_____ to _____ at _____
dd/mm/yy dd/mm/yy School/Site
AND
_____ to _____ at _____
dd/mm/yy dd/mm/yy School/Site

Please provide **specific and concrete** examples, in point form, showing how the applicant has demonstrated leadership skills in his/her teaching practice. As a starting point, please refer to the “Dimensions of Catholic Leadership” chart.

1. Demonstrates a personal faith commitment and lived actions in support of Catholic education.
2. Fosters effective relationships.
3. Embodies visionary Leadership.
4. Leads a learning community.
5. Provides instructional leadership.
6. Develops and facilitates leadership.
7. Manages school operations and resources.
8. Understands and is responsive to the large societal context.



STAFF MEMBER STATEMENT – Continued

OVERALL ASSESSMENT

Please respond in point form.

1. What are the strengths of this individual?

2. Identify areas of potential growth.

3. Would you choose to work with this person in the role of vice principal? Yes or No? Explain.

4. Please provide your overall assessment of this applicant’s administrative potential.
(check beside the rating you wish to give the applicant)

1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
Does not demonstrate the successful practices of Catholic Educational Leaders	Demonstrates few of the successful practices of Catholic Educational Leaders	Demonstrates some of the successful practices of Catholic Educational Leaders	Demonstrates most of the successful practices of Catholic Educational Leaders	Demonstrates all of the successful practices of Catholic Educational Leaders

 Signature of Staff Member

 Date

 Please print name



PRINCIPAL STATEMENT – Vice Principal Application

Procedures for Principals Completing this Form

The Alberta Freedom of Information and Protection of Privacy (FOIP) Act has been in effect since September 1, 1998. The information provided in assessing the applicant's suitability as an administrator will be protected and used in compliance with the FOIP Act.

The feedback that you provide to the selection committee is very important and plays a significant role in the selection of individuals for administrative positions. The applicant understands that the "Principal Statement" is confidential.

Completing the Form

1. The deadline date for receipt of completed forms is 4:30 p.m. on November 15th and March 15th, of every year. To facilitate processing of the application in a timely fashion please forward as soon as possible, but no later than the deadline.
2. You may access this form by going to StaffNet or by contacting Jennifer Witter in Human Resource Services by email: jwitter@gsacrd.ab.ca
3. Please refer to "The Dimensions of Catholic Leadership" chart for assistance in completing this form.
4. Please complete and submit all forms electronically to Jennifer Witter in Human Resource Services at jwitter@gsacrd.ab.ca. A signature is not required; your email will be considered a signature.

It is the responsibility of the applicant to ensure these forms are completed electronically and returned to Jennifer Witter in Human Resource Services (jwitter@gsacrd.ab.ca) by the deadline.

Please submit this form as soon as possible, but no later than the deadline.



CONFIDENTIAL

PRINCIPAL STATEMENT – Vice Principal Application

Name of Applicant: _____
Submitted by: _____
School/Location: _____

I have worked with the applicant during:

_____ to _____ at _____
dd/mm/yy dd/mm/yy School/Site
AND
_____ to _____ at _____
dd/mm/yy dd/mm/yy School/Site

Please provide **specific and concrete** examples, in point form, showing how the applicant has demonstrated leadership skills in his/her teaching practice. As a starting point, please refer to the “Dimensions of Catholic Leadership” chart (pg 11 & 12).

1. Demonstrates a personal faith commitment and lived actions in support of Catholic education.

2. Fosters effective relationships.

3. Provides instructional leadership.

4. Develops and facilitates leadership.



PRINCIPAL STATEMENT – Continued

OVERALL ASSESSMENT

Please respond in point form.

1. What are the strengths of this individual?

2. Identify areas of potential growth.

3. Would you choose to work with this person in the role of vice principal? Yes or No? Explain.

4. Please provide your overall assessment of this applicant’s administrative potential.
(check beside the rating you wish to give the applicant)

1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
Does not demonstrate the successful practices of Catholic Educational Leaders	Demonstrates few of the successful practices of Catholic Educational Leaders	Demonstrates some of the successful practices of Catholic Educational Leaders	Demonstrates most of the successful practices of Catholic Educational Leaders	Demonstrates all of the successful practices of Catholic Educational Leaders

 Signature of Principal

 Date

 Please print name

The Dimensions of Catholic Leadership

Leadership Dimension – Committing to Live the Gospel Teachings	Leadership Dimension – Fostering Effective Relationships	Leadership Dimension – Embodying Visionary Leadership	Leadership Dimension – Leading a Learning Community
<p>The successful school administrator:</p> <ul style="list-style-type: none"> • demonstrates faith commitment • fosters faith development • establishes and fosters school and parish collaboration • ensures that the prescribed Religious Education Program is delivered to all students • provides leadership in the celebration of the Catholic faith through school-based liturgies, paraliturgies and other activities such as daily prayer, scripture study, retreats and faith days • encourages an atmosphere in which the Catholic educational dimension permeates daily activities by incorporating the District’s Foundation Statement • acts with moral and ethical integrity by demonstrating courage, maintaining impartiality and exercising good judgment. 	<p>The successful school administrator:</p> <ul style="list-style-type: none"> • builds trust and fosters positive working relationships within the school community • promotes an inclusive school culture respecting and honouring diversity • demonstrates responsibility for all students and acts in their best interests • models and promotes open, inclusive dialogue • acts with fairness, dignity and integrity • demonstrates a sensitivity to and genuine caring for others and cultivates a climate of mutual respect • uses effective communication, facilitation, and problem-solving skills • supports processes for improving relationships and dealing with conflict within the school community • adheres to professional standards of conduct 	<p>The successful school administrator:</p> <ul style="list-style-type: none"> • collaboratively involves the school community in creating and sustaining shared school values, vision, mission and goals • communicates and is guided by an educational philosophy based upon sound research, personal experience and reflection • reviews the school’s mission, vision and value statements to ensure alignment with the District Foundation Statement (Mission/Vision Statement, Core Values, Characters of Catholic Education) • meaningfully engages the school community in identifying and addressing areas for school improvement • ensures that planning, decision-making, and implementation strategies are based on a shared vision and an understanding of the school culture • facilitates change and promotes innovation consistent with current and future school community needs • analyzes a wide range of data to determine progress towards achieving school goals • communicates and celebrates school accomplishments to inspire continuous growth 	<p>The successful school administrator:</p> <ul style="list-style-type: none"> • nurtures and sustains a school culture that values and supports learning • promotes and models life-long learning for students, teachers and other staff • fosters a culture of high expectations for students, teachers and other staff • promotes and facilitates meaningful professional development for teachers and other staff • facilitates meaningful parental involvement and ensures they are informed about their child’s learning and development

The Dimensions of Catholic Leadership

Leadership Dimension – Providing Instructional Leadership	Leadership Dimension – Developing and Facilitating Leadership	Leadership Dimension – Managing School Operations and Resources	Leadership Dimension – Understanding and Responding to the Larger Societal Context
<p>The successful school administrator:</p> <ul style="list-style-type: none"> ensures that all the students have ongoing access to quality teaching and learning opportunities to meet the provincial goals of education demonstrates a sound understanding of current pedagogy and curriculum implements strategies for addressing standards of student achievement ensures that student assessment and evaluation practices throughout the school are fair, appropriate and balanced implements effective supervision and evaluation to ensure that all teachers consistently meet the Albert Teaching Quality Standard ensures that appropriate pedagogy is utilized ensures that students have access to appropriate programming based on their individual learning needs recognizes the potential of new and emerging technologies, and enables their meaningful integration in support of teaching and learning ensures that teachers and other staff communicate and collaborate with parents and community agencies, where appropriate, to support student learning supports the use of community 	<p>The successful school administrator:</p> <ul style="list-style-type: none"> promotes the development of leadership capacity within the school community – students, teachers and other staff, parents, school council for the overall benefit of the school community and education system demonstrates informed decision making through open dialogue and consideration of multiple perspectives promotes team building and shared leadership among members of the school community facilitates meaningful involvement of the school community, where appropriate, in the school’s operation using collaborative and consultative decision-making strategies identifies and mentors teachers for future educational leadership roles 	<p>The successful school administrator:</p> <ul style="list-style-type: none"> manages school operations and resources to ensure a safe and caring, and effective learning environment effectively plans, organizes and manages the human, physical and financial resources of the school identifies the areas of need ensures that school operations align with legal frameworks such as: provincial legislation, regulation and policy; as well as school authority policy, directives and initiative utilizes principles of teaching, learning and student development to guide management decisions and the organization of learning. 	<p>The successful school administrator:</p> <ul style="list-style-type: none"> understands and responds appropriately to the political, social, economic, legal and cultural contexts impacting the school advocates for the needs and interests of children and youth demonstrates a knowledge of local, national, and global issues and trends related to education assesses and responds to the unique and diverse community needs in the context of the school’s vision and mission advocates for the community’s support of the school and the larger education system

VICE PRINCIPAL APPLICATION FORM

Please submit this section only to Jennifer Witter in Human Resource Services by the deadline

Date of Application: _____

Name: _____

Current Assignment and Location: _____

Please list your 5 Strengths: 1. _____ 2. _____ 3. _____
4. _____ 5. _____

When did you receive your continuous designation as a teacher: _____

Assignment Preference (please rank order): Elementary _____ Junior High _____ High School _____

EXPERIENCE

N.B. Please use the same headings and sequence as found in the application when completing your application.

A. PROFESSIONAL EMPLOYMENT HISTORY

List all of the positions you have held since your graduation from university, grades taught/subjects taught and the years you worked at each position. Begin with the most recent.

B. PARISH/COMMUNITY SERVICE

Identify any parish and/or community involvement within the last five years, outside of your school responsibilities.

C. EDUCATIONAL ACCOMPLISHMENTS

List other special accomplishments you have achieved in your professional life.

D. UNIVERSITY GRADUATE LEVEL TRAINING

Please specifically indicate your graduate level program and/or classes you have taken.



DEMONSTRATED LEADERSHIP SKILLS

The role of the school assistant principal is always evolving. The “Dimensions of Catholic Leadership” chart (pages 17 & 18) is a framework for the work of school vice principals in Greater St. Albert Catholic Schools.

E. CAREER STATEMENT

Why do you want to be a vice principal? Explain why the District should offer you an assistant principalship.

CATHOLIC EDUCATIONAL LEADERSHIP

F. CATHOLICITY

i. Personal Beliefs

Please comment briefly on your Catholic commitment to live the Gospel in your personal life.

ii. Professional Beliefs

State your philosophy of Catholic education and your teaching creed. Provide examples of how research, personal experience and reflection have impacted your professional beliefs.

iii. Religious Leadership

As a Catholic School District Administrator, the religious dimension of leadership is integral. Provide examples that demonstrate your knowledge of your lived action as a religious leader in the school community.

G. PROVIDING INSTRUCTIONAL LEADERSHIP

The core purpose of the school is to provide all students with the best possible opportunities for learning. Specifically comment on your instructional leadership. Include examples of teaching and learning experiences in a Catholic school culture. This should include one example of program implementation.

H. FOSTERING EFFECTIVE RELATIONSHIPS

Current research stresses the importance of relationships in all that we do. Provide specific examples demonstrating your skills in fostering effective relationships.



DATE: May 15, 2017 **REFERENCE:** 17-10
TO: The Board of Trustees
FROM: David Keohane, Superintendent of Schools
SUBJECT: Masters Program: Fees & Number of Participants
ORIGINATOR: Trustee Radford
PREPARED BY: Sean McGuinness, Assistant Superintendent

At the April 24, 2017, regular meeting, a request for information regarding whether the district provides education support to those pursuing a Master in Education, was made by Trustee Radford.

Background:

Greater St. Albert Catholic Schools has a longstanding relationship with Newman Theological College (10+ years) and commitment to enrich the faith life and formation capabilities of our teachers. We are pleased to share that we graduate five to six teachers every five years from NTC as part of the Master of Religious Education Program (MRE).

Greater St. Albert Catholic Schools sets aside funds every year to assist all staff in their education goals through the Tuition Reimbursement Program. Article 6.2 and 6.2.1 of the current Alberta Teachers' Association collective agreement states:

- 6.2 *The Board shall pay actual cost of tuition fees up to \$700 per course for courses approved by the Superintendent or designate provided that the employee successfully completes the course.*
- 6.2.1 *Tuition fees paid under the preceding clause should include regular fees for approved courses but exclude non-resident fees, student activity fees and any other similar fees.*

The following criteria are used to determine if a request will be approved for participation in the tuition reimbursement program:

- The request is not for the religious education courses required to obtain a continuous contract. (As the District already has a program in place to support staff with the completion of one of the two required courses.)
- School PD funds are not being accessed.
- Applicant is enrolled in an ongoing program of study.



- If an employee submits multiple submission, one course will be consider for reimbursement. Should there be non-allocated budgeted funds then additional courses will be considered for approval.

The budget for the Tuition Reimbursement is calculated at approximately \$1 per student enrolled in the district.

2016/2017:

Master of Religious Education Program

We currently have six (6) teachers enrolled in the MRE program and all are completing their second of the years. With six teacher participants, \$15 000.00 is the budgeted allocation, which covers registration, course work, library and online access and substitute teacher costs. Substitute costs vary between \$5500.00 - \$6000.00/year, with the second semester having no sub costs, due to the online nature of the second half of the year.

Tuition Reimbursement Program

We received a total of 25 tuition requests from teachers/administrators for the 2016/17 school year. We were able to approve 8 of the requests at \$700/course for a combined total of \$5600.00.



Greater St. Albert
Catholic Schools

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

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

Telephone (780) 459-7711

Fax (780) 458-3213

www.gsacrd.ab.ca

DATE: May 11, 2017

TO: David Keohane
Superintendent of Schools

FROM: Sean McGuinness
Assistant Superintendent of HR & Leadership Services

RE: Out-of-Province Field Trip Report for 2016/2017

Please find attached, the current Out-of-Province Field Trip Report for the 2016/2017 school year. Eleven field trip requests have been submitted in total with eight being received since June 30, 2016. Included in these eight, are four proposed field trips for the 2017/2018 school year.

The report details the stage of the approval process as of May 11, 2017.

Respectfully,

Sean McGuinness
Assistant Superintendent,
Human Resources/Leadership

Faith in Our Students

PASSION • RELATIONSHIPS • COMMITMENT • HOPE • INNOVATION • EXCELLENCE



GREATER ST. ALBERT CATHOLIC SCHOOLS

Out-of-Province Field Trip Committee Report

In fulfillment of Administrative Procedure 260 – Field Trips and Excursions, the District Out-of-Province Field Trip Committee provides the following report of approved field trips that have met the requirements of Administrative Procedures 260 – Field Trips and Excursions:

Date: March 15, 2017

School	Trip	Dates	Approved in Principle	Approved in Full	Grade(s)	Comments
ESSMY	Iceland	March 24- April 2, 2017	✓	✓	10-12	ESSMY High School students will travel to Iceland to participate in a once-in-a-lifetime experience of walking in the land of Fire and Ice. Iceland is located between North America and Europe and at the confluence of the Atlantic and Arctic Oceans. The meeting of the European and Atlantic tectonic plates is situated beneath Thingvellir National Park.
SACHS	Saskatoon, Saskatchewan	October 20 - October 23, 2016	✓	✓	10-12	Participation in Mount Royal Collegiate Senior Men's and Women's Volleyball tournament (M.R.I.T). 24 teams from within Saskatchewan, Alberta and potentially out of the country will be in attendance. Each team is guaranteed a minimum of seven (7) matches.
SACHS	Victoria, British Columbia	December 7 - 11, 2016	✓	✓	10-12	Participation in Victoria Christmas Senior Girls basketball Tournament in Victoria, BC. 32 teams in 2 divisions. Top teams in Victoria and mainland British Columbia will be in attendance. Spectrum Secondary School and other local high school in Victoria, BC will be venues.
MCHS	Italy and Switzerland	March 24, 2017 – April 6, 2017	✓	✓	10-12	This field trip serves the three sister graces of international travel: imagination, memory, hope. The purpose is to explore the culture, history, and spiritual ethos of Italy and Switzerland. Moreover, mindful awareness of other cultures serves our curriculum mandates of developing empathy and fostering altruistic values. Between the fascination and the raw experience lives the beauty of personal growth. Between

District Out-of-Province Field Trip Committee:

Sean McGuinness, Assistant Superintendent of HR and Leadership Services

Rhonda Nixon, Assistant Superintendent of Learning Services

Deb Schlag, Secretary Treasurer

May 2017



GREATER ST. ALBERT CATHOLIC SCHOOLS

Out-of-Province Field Trip Committee Report

School	Trip	Dates	Approved in Principle	Approved in Full	Grade(s)	Comments
						the planning and the reflection lived the bounty of human growth.
SACHS	New Orleans	April 22, 2017 – April 28, 2017	✓	✓	10-12	This seven day international excursion to New Orleans will allow students to experience the Cajun culture while reaching out and helping in a community devastated by multiple hurricanes and still recovering from Hurricane Katrina, over 11 years ago. This service project includes house repairs, yard clean ups, work in the food bank, as well as feeding the poor and working with the youth at different schools. Students will grow spiritually as we work with the parish, attend Sunday liturgy and join parishioners for a pot luck following mass. Experiencing the gospel music and rich culture will enhance the student's worldly views and give them opportunity to further explore their faith and appreciate diversity.
ESSMY	Toronto, Niagara Falls, Ottawa, Montreal, Quebec	May 13, 2017 - May 19, 2017	✓	✓	8-9	This seven day tour is a mix of interactive, sightseeing and historical activities. We will start our trip by visiting 2 locations in Toronto. We will then move on to Niagara Falls to visit its historical sites and famous falls. Our visit will take us to Ottawa to visit museums and historical establishments Diefenbunker, the Supreme Court and the Parliament. We will travel to Montreal to visit two locations. Our trip will finally take us to Quebec City to visit the fortified city, Place Royal, interactive theatrical presentation and a visit at a Sugar Shack.
GHP	Nova Scotia, New Brunswick, PEI	May 29, 2017 - June 5, 2017	✓	✓	8	City tours of Halifax, Charlottetown, Moncton and various locations in cape Breton. Guided tours of educational opportunities including but not limited to: museums, art galleries, attractions and historical sites. The opportunity to

District Out-of-Province Field Trip Committee:

Sean McGuinness, Assistant Superintendent of HR and Leadership Services

Rhonda Nixon, Assistant Superintendent of Learning Services

Deb Schlag, Secretary Treasurer

May 2017



GREATER ST. ALBERT CATHOLIC SCHOOLS

Out-of-Province Field Trip Committee Report

School	Trip	Dates	Approved in Principle	Approved in Full	Grade(s)	Comments
						enjoy both English and French/Acadian cultures, cuisines and faith activities.
ESSMY	Costa Rica	October 2-11 2017	✓		10-12	ESSMY students will journey to Costa Rica to learn about and contribute to the humanitarian work being done in San Jose, in particular at orphanages. All orphanages and day care facilities in Costa Rica are supervised by the PANI, a government institution that supervises childcare in community groups. As such they often struggle just to meet their basic operating costs and the repair maintenance of their facilities are frequently re-prioritized. Over time, these centres can find themselves in need of considerable repair. This trip is considered a Mission Trip whose primary goal is to help students further develop their relationship with God, with self and with others.
ESSMY	Toronto, Niagara Falls, Ottawa, Montreal, Quebec	November 9-15, 2017	✓		8-9	This seven day tour is a mix of interactive, sightseeing and historical activities. We will start our trip by visiting 2 locations in Toronto. We will then move on to Niagara Falls to visit its historical sites and famous falls. Our visit will take us to Ottawa to visit museums and historical establishments Diefenbunker, the Supreme Court and the Parliament. We will also take part of the Remembrance Day ceremony at Parliament Hill. We will travel to Montreal to visit two locations. Our trip will finally take us to Quebec City to visit the fortified city, Place Royal, interactive theatrical presentation and a visit at a Sugar Shack.
SACHS	Chicago, Illinois	October 5 – 10 2017			10-12	This trip and tour of Chicago has a dynamic connection to the Fine Arts programming at St. Albert Catholic high, encompassing both of the International Baccalaureate arts programs available; Theatre and Visual Arts. We expect our

District Out-of-Province Field Trip Committee:

Sean McGuinness, Assistant Superintendent of HR and Leadership Services

Rhonda Nixon, Assistant Superintendent of Learning Services

Deb Schlag, Secretary Treasurer

May 2017



GREATER ST. ALBERT CATHOLIC SCHOOLS

Out-of-Province Field Trip Committee Report

School	Trip	Dates	Approved in Principle	Approved in Full	Grade(s)	Comments
						Art students to also complete a CTS module in Art History. Students will be able to participate in Chicago Bulls and Chicago Blackhawks games as well as the Second City performance and Potted Potter: the Unauthorized Harry Experience.
ESSMY	Sea of Cortez, Mexico	April 22 – 29, 2018			10-12	An 8-day marine biology study in the Sea of Cortez, which is a UNESCO World Heritage site, aboard a 110-foot steel hull ship, the MV Adventure. Students will explore coral reefs, tidal pools, a primitive fishing island and shorelines, observing how animal and plant life coexist in a unique habitat. Its island have been called a natural laboratory for the investigation of speciation.

District Out-of-Province Field Trip Committee:

Sean McGuinness, Assistant Superintendent of HR and Leadership Services

Rhonda Nixon, Assistant Superintendent of Learning Services

Deb Schlag, Secretary Treasurer



Greater St. Albert
Catholic Schools

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

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

Telephone (780) 459-7711

Fax (780) 458-3213

www.gsacrd.ab.ca

Memorandum

DATE: May 15, 2017

TO: David Keohane, superintendent of schools

FROM: Rhonda Nixon, assistant superintendent of Learning Services;
Marina Lotoski, district principal

RE: **Report on Pilot School Nutrition Program (SNP)**

Background. This memo is an update on Alberta Education's **School Nutrition Pilot Program (SNP)** that enables us to further our work in Outcome Three: Safe and Caring Schools, Health and Wellness; and our Faith Outcome: Preferential option for the poor and needy through social justice in the District Three Year Education Plan 2016-2019. Specifically, this update is about what the nutrition pilot is and how it benefits our students.

Alberta Education's School Nutrition Project. During 2016-17, 14 Alberta rural and urban school authorities participated in a ministry-led K-6 school nutrition program pilot. In this pilot program, students received a daily nutritious meal that was intended to help the most needy but be accessible to all students. In December 2016, during the District AERR review, Carolyn Shillington-Lewis, our ministerial liaison, informed Superintendent Keohane and Assistant Superintendent Nixon that our jurisdiction was not likely to be highlighted as one of the jurisdictions to take part in the phase 2 portion of the School Nutrition Program in 2017-2018. However, on April 26, 2017 Alberta Education elected to offer this nutrition program to all 61 Alberta school jurisdictions:

In Budget 2017, government continues its commitment to phase-in a targeted school nutrition program for elementary students in the province. **\$10 million will be allocated to Phase 2 of the program in the 2017/18 school year as the program expands to the remaining 46 school boards in the province.** Funds for the program are being distributed directly to school boards to continue, establish or enhance existing nutrition programs in identified schools. While planning for innovation, sustainability and capacity building, school authorities will use this funding to support students with the greatest need.

Nutrition Grant Opportunity. Our District Principal is working with our Health and Wellness District Lead Teacher to complete the grant application for \$141,000.00 to take part in *The School Nutrition Pilot Project Grant* to further promote comprehensive school health. The criteria that they are using

are provided by Alberta Education and Alberta Health:

- Choose a K-6 school within your authority that you feel would most benefit from the SNP. Provide a rationale in the planning template as to why you chose the school.
- The program offering must be one full meal (breakfast or lunch) that aligns with the Alberta Nutritional Guidelines for Children and Youth (ANGCY).
- The meal must be universally available to all students in the selected K-6 school.
- You can choose to enhance an already existing program or start a new program.
- You may support more than one school if your budget allows.
- Grant money is to be used for the preparation, delivery and storage of food.
- Grant money may not be used for infrastructure such as commercial kitchen or other food handling facilities, or to hire a teacher, or to supplement central office staff salaries.

Implications. Greater St. Albert Catholic Schools has been a provincial leader in the area of health and wellness due to our foundational work on securing funds through the Wellness Funds to have “Health Champions” in every school. We are proud to extend and further enrich this work through the Nutrition Grant Project. Based on the initial grant draft, we aim to support elementary schools in Morinville and Legal, and/or provide breakfast enhancements for all elementary schools (depending on grant approval). Because we could only choose one-two schools to use for the funds (according to the criteria provided), we will ask whether we can extend the grant application beyond two schools when the District Principal attends the Alberta Education and Alberta Health session on May 12, 2017.

Conclusion. We are also participating in the [Salvation Army Breakfast program](#). This program supplies breakfast packages to students in need. School submit monthly tallies, and request for more packages. In addition to the Nutrition Grant opportunity, our District Principal has also advocated to include Morinville and Legal schools in the Salvation Army Breakfast Program.



Greater St. Albert
Catholic Schools

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

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

Telephone (780) 459-7711

Fax (780) 458-3213

www.gsacrd.ab.ca

Memorandum

DATE: May 15, 2017

TO: David Keohane, superintendent of schools

FROM: Rhonda Nixon, assistant superintendent of Learning Services;
Marina Lotoski, district principal

RE: **Report on Canada 150 Legacy Trees**



The City of St. Albert and Canada 150 (through a grant from CN EcoConnexions) are offering all elementary schools in the city an opportunity to have a legacy tree planted on school property. [Link to letter and Tree information](#). The tree is an Autumn Blaze Maple (50 ft high X 30 ft wide/ full sun/Hardiness Zone: 3b).

The idea is that every school will have a growing symbol of our Canadian heritage living on the grounds to commemorate our country and to symbolize strength, growth, and community.

Our District Principal, Marina Lotoski, is coordinating with school administrators and operations and maintenance, to get the schools prepared for tree planting. School administrators are to organize an unveiling in May or June to celebrate this event. This is a wonderful way to celebrate Canada 150!



BOARD OF TRUSTEES REGULAR MEETING

MAY 15, 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
MAY				
	May 2-5, 2017	Provincial Blueprints	Kananaskis	Shaw, Keohane
	May 11, 2017	Catholicity Constitutional Law Workshop	Matrix Hotel, Edmonton (8:30 am)	Keohane, Shaw, Crockett, McEvoy, Radford, Schlag
	May 12, 2017	ESSMY Graduation	St. Albert Parish (1:00 pm)	Keohane, Shaw
	May 16, 2017	Mayor's Annual Celebration of Volunteers	Alliance Church (6:00 pm reception 7:00 pm program)	McEvoy, Becigneul, Keohane
	May 25, 2017	FNMI Leadership Committee Meeting	District Office (1:00 pm)	Tremblay, Radford, Crockett
	May 25, 2017	SACHS Grad Mass	St. Albert Parish (7:00 pm)	Crockett
	May 26, 2017	SACHS Graduation	Agricom (1:00 pm)	
	May 26, 2017	Edwin Parr Banquet	Executive Royal Inn (6:00 pm)	
	May 30, 2017	Council of Council's Meeting	District Office (7:00 pm)	
JUNE				
	June 5/6, 2017	ASBA SGM	Sheraton Red Deer	Keohane, McEvoy, Shaw, Becigneul?, Tremblay?
	June 1/3, 2017	CCSTA Conference	Niagra Falls	Crockett, McEvoy, Radford, Proulx
	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 15, 2017	SAM Celebration	St. Albert Curling Club (3:00 pm)	Shaw, Becigneul, Crockett, McEvoy, Radford, Keohane, Nixon
	June 21, 2017	National Aboriginal Day Ceremony	Details to follow	
	June 28, 2017	Morinville Community Recreation Facility Construction Kick off Party	MCCC (5:30 pm Doors Open / 6:00 pm - Program)	Keohane
	June 29, 2017	MCHS Graduation	Jubilee (Precessional 6:20 pm / Commencement 6:30 pm)	Shaw, Keohane
JULY				
	July 5-8, 2017	CSBA National Congress	Whistler BC	Tremblay