



BOARD OF TRUSTEES REGULAR MEETING

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

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

AGENDA

Monday, June 12, 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:** Noreen Radford
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 May 29, 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>.)
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 19 - Acknowledging Territories of Indigenous Communities Within District Events (Keohane) Attached
13. **Action Items**
 - 13.1 St. Kateri Tekakwitha Academy Public Consultation Guidelines (Schlag/Bruineman) Attached
 - 13.2 Locally Developed Courses (Nixon) Attached
 - 13.3 2017-2018 Principles for the Basis of Allocations to Schools (Schlag) Attached

14. New Business

15. Information Items

15.1 Report from the Chair

15.1.1 Correspondence

15.1.2 Other Items

15.2 Report from the Superintendent

15.2.1 Educational Leadership - Student Welfare

- Field Trip Year-end Summary (McGuinness)

Attached

15.2.2 Communications and Community Relations

- Pilot School Nutrition Program Update (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: Noreen Radford

20. In-Camera *(if applicable)*

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

22. Adjournment



BOARD OF TRUSTEES REGULAR MEETING

JUNE 12, 2017

ATTACHMENT FOR AGENDA ITEM 8.1

Regular Board Meeting Minutes of May 29, 2017

BACKGROUND:

Please see attached.

RECOMMENDATION:

THAT the Board of Trustees approve the minutes of the regular meeting of the Board held on May 29, 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, May 29, 2017, 2:00 P.M.
District Office, 6 St. Vital Avenue,
St. Albert, AB**

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

MEMBERS ABSENT Trustees McEvoy, Proulx

ADMINISTRATION PRESENT

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

CALL TO ORDER **Trustee Shaw** called the meeting to order at 2:00 p.m.

IN CAMERA

234/17 **Trustee Becigneul:** **THAT** the Board of Trustees move In Camera at 2:01 p.m.

CARRIED (5/5)

OUT OF CAMERA

235/17 **Trustee Radford:** **THAT** the Board of Trustees move Out of Camera at 3:16 p.m.

CARRIED (5/5)

The Board recessed until 3:30 p.m.

OPENING PRAYER **Trustee Crockett** 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

236/17 **Trustee Becigneul:** **THAT** the Board of Trustees approve the agenda as presented.

CARRIED (5/5)

PRESENTATION DELEGATION

Alberta School Councils' Association School Council Parent of Distinction Award Presentation

Alberta School Councils' Association Executive Director, Jacquie Hansen presented the Parent of Distinction Award to Loreen Gomes, Chair of the R.S. Fowler School Council who has been an exceptional volunteer at a number of the District schools. The Board congratulated Mrs. Gomes for her involvement and support of the District schools.

Staff Recognition: Council of Catholic School Superintendents of Alberta Excellence in Catholic Education Award Recipient

Superintendent Keohane presented Carmen Hills, teacher at École Notre Dame with recognition and an acknowledgement from the District for her success in being selected as a recipient of the CCSSA Excellence in Catholic Education Award.

The Board recessed from 3:48 until 4:10 p.m. to enjoy fellowship and cake with the award recipients and their guests.

APPROVAL OF MINUTES & SUMMARIES

237/17 **Trustee Radford:** **THAT** the Board of Trustees approve the minutes of the regular meeting of the Board held on May 15, 2017 as circulated.
CARRIED (5/5)

GOOD NEWS

Trustee Shaw shared the Good News Report.

Trustee Radford commended MCHS on their performance of Willy Wonka which was outstanding recognizing the staff who led and supported the production.

Trustee Becigneul commented on the significant representation of students across the District being recognized for their volunteer contributions at the recent St. Albert Volunteer Awards celebrations.

Trustee Crockett commented on the SACHS graduate ceremony and the number of graduates that continues to increase.

QUESTIONS FROM THE PUBLIC

There were no questions.

CONSENT ITEMS

Review of Board Policy 11 - Board Delegation of Authority and Board Policy 21 – Staff Recruitment and Selection.

238/17 **Trustee Becigneul:** **THAT** the Board of Trustees approve the review of Board Policy 11 - Board Delegation of Authority and Board Policy 21 – Staff Recruitment and Selection with no changes.
CARRIED (4 in favor, 1 opposed: Radford)

ACTION ITEMS

2017-2018 Strategic Plan

Superintendent Keohane updated the Board on the 2017/18 Strategic Plan and the process to establish plan priorities.

239/17 **Trustee Crockett:** **THAT the Board of Trustees** approve the 2017 - 2018 Board Strategic Plan as presented.
CARRIED (5/5)

NEW BUSINESS

Alberta School Boards Association and Alberta Catholic School Trustees Association Award Nominations

Secretary-treasurer Schlag updated the Board on the timelines and criteria for nominations.

240/17

Trustee Radford: **THAT** the Board of Trustees establish an Ad-Hoc Committee made up of three trustees for the purpose of bringing nominations for ASBA and ASCTA awards back to the Board by the June 26, 2017 Regular Meeting.

CARRIED (5/5)

Aboriginal Day Celebration – District Pipe Day Ceremony

Assistant superintendent Nixon updated the Board on an initiative by the First Nations, Métis, and Inuit Committee to host a pipe ceremony to celebrate National Aboriginal Day on June 21, 2017. The event will take place on the grounds north of the St. Albert Parish Grotto from 10 a.m. to 1 p.m. and a light lunch will follow the ceremony. Protocols surrounding the ceremony were shared with trustees.

INFORMATION ITEMS

Report from the Chair

There was no report from the Chair. Correspondence included the response to Questions from the Public posed at the May 15th, 2017 Regular Meeting. The letter was mentioned and confirmed sent.

Report from the Superintendent

Superintendent Keohane shared the May update for the Accountability Pillar Report which reflects satisfaction survey data collected by the province. The District's performance in providing safe and caring schools and a quality education rate among the highest in the province. In addition, high school completion rates, transition to post-secondary and eligibility for Rutherford Scholarships are all noted as excellent. First Nations, Métis, and Inuit student results also demonstrate success when compared within the District and provincially.

MOTION TO EXTEND

241/17

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

CARRIED (5/5)

Superintendent Keohane updated the Board on staff engagement levels across the District. This included a discussion around the Gallup Q12 results and factors that contribute to high levels of engagement and continuous growth over time. **Assistant superintendent McGuinness** updated the Board on how the results are being used internally.

Assistant superintendent Nixon updated the Board on key strategies under the leadership of the District Religious Education Consultant, Colin Loiselle to achieve the Faith and Spiritual outcomes. The work of many of the District schools was highlighted and their specific and collective initiatives.

Secretary-treasurer Schlag highlighted the Alberta School Employee Benefits Plan Annual Report, noting the increased emphasis on mental health support and the improved financial position of the organization.

242/17

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

CARRIED (5/5)

BOARD COMMITMENTS

243/17 **Trustee Bcigneul:** **THAT** the Board of Trustees approve the Board Commitments as presented and updated at this meeting.
CARRIED (5/5)

CLARIFICATION PERIOD FOR PUBLIC & MEDIA

There were no questions.

TRUSTEE REQUEST FOR INFORMATION

There were none.

CLOSING PRAYER

Trustee Crockett offered the closing prayer.

IN CAMERA

244/17 **Trustee Tremblay:** **THAT** the Board of Trustees move In Camera at 6:13 p.m.
CARRIED (5/5)

OUT OF CAMERA

245/17 **Trustee Tremblay:** **THAT** the Board of Trustees move Out of Camera at 6:46 p.m.
CARRIED (5/5)

ADJOURNMENT

246/17 **Trustee Crockett:** **THAT** the Board of Trustees adjourn the regular meeting at 6:46 p.m.
CARRIED (5/5)

Secretary Treasurer

Chair



BOARD OF TRUSTEES REGULAR MEETING

JUNE 12, 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
June 12, 2017

School News

- The **Bertha Kennedy School** community have been tracking their kilometres on Walking Wednesdays since the start of the school year. Collectively, they have walked over 10,000 kilometres, almost the distance between St. Albert and Tacloban in the Philippines. Their mileage count has included the distance from their Running Club, Run Wild Team, and the Wrestling Club. The project supports their healthy school initiative, as well as, encourage participation in the fundraising for Pope Francis School. The entire school community walked the perimeter of the playground (approx. 1 kilometer) to accumulate the final 300 kilometers. Congratulations to the school and all participants for reaching this lofty goal!

- At the Skills Canada National Competitions held in Winnipeg, **SACHS student, Chantelle Watson** had the honor of representing St. Albert and the province on Team Alberta. The event involved more than 550 youth from across Canada who displayed their skill and talent on the national stage. Chantelle's hard work and passion earned her a 4th place standing in hairstyling and the well-deserved title as the best young talent in Canada. Chantelle certainly needs no medal to define her moral character as a passionate, talented and inspiring young woman with a bright future ahead. Congratulations Chantelle!

- The Canada 150th birthday celebrations at **École Notre Dame** were a big hit and the "best day ever", according to staff and students! Thank you Running Thunder Dancers for engaging students with dance and music! Everyone learned more about Canada's rich history and the customs and culture of our Indigenous People. Special thanks to the Parent Fundraising Association (PFA) for sponsoring the event and Melissa DePape for the photography that captured the day's events.

- Congratulations to **Mrs. Anderson** and the **Vital Grandin Senior Choir** for their amazing accomplishment this year! The choir participated in the St. Albert Rotary Music Festival and advanced to the Provincial competition at the Kiwanis Music Festival in Edmonton. They took second place, in a festival featuring some amazing choirs from across the province. This is a testament to the commitment and dedication by Mrs. Anderson and her choristers on a job well done!



BOARD OF TRUSTEES REGULAR MEETING

JUNE 12, 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 19 – Acknowledging Territories of Indigenous Communities at District Events was implemented in April 2016 and is being reviewed for the first time. The newly established First Nations, Métis and Inuit Leadership Committee had the opportunity to review Policy 19 at their May 25th, 2017 meeting. Suggested changes made by the committee are noted in red on the attached document.

RECOMMENDATION:

THAT the Board of Trustees approve the review of Board Policy 19 – Acknowledging Territories of Indigenous Communities at District Events with the noted changes as presented.

ACKNOWLEDGING TERRITORIES OF INDIGENOUS COMMUNITIES WITHIN DISTRICT EVENTS

Background Statement

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

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

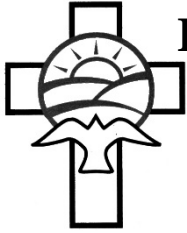
Procedures

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

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

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

Implemented April 27, 2016
Revised June 12, 2017



BOARD OF TRUSTEES REGULAR MEETING

JUNE 12, 2017

ATTACHMENT FOR AGENDA ITEM 13.1

New School (St. Kateri Tekakwitha Academy) Public Consultation Process Guidelines

PRESENTER:

Deb Schlag, secretary treasurer
Carol Bruineman, communications manager

BACKGROUND:

In Fall 2017, the Board of Trustees will begin a public consultation process for the K-6 School in Morinville, now officially named St. Kateri Tekakwitha Academy. To gain an understanding of the interests in boundaries and programming, the public consultation process will involve Greater St. Albert Catholic Schools' staff, families, and the broader community.

The Public Consultation Process will be a two-phased approach to allow sufficient time to gather feedback and finalize decisions for the school, which is expected to open in September 2019. The first step in designing the consultation is to gain approval from the Board of Trustees regarding guiding principles and process that will inform any decisions made on boundaries and programming.

RECOMMENDATION:

THAT the Board of Trustees approve the Guiding Principles, as presented, that will inform any decisions made on boundaries and programming, for the 2017-2018 Public Consultation Process for St. Kateri Tekakwitha Academy in Morinville.



Public Consultation Process – St. Kateri Tekakwitha Academy Boundaries & Programming

*Consultation Goals:

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

Objectives:

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

Phased Approach

Phase 1	Phase 2
November 2017 to February 2018	February 2018 – May 2018
<ul style="list-style-type: none"> Gather feedback on community priorities that can be considered in the design of boundaries for Morinville elementary schools and seek programming interests. Use multiple communication methods to reach out to District families, staff and the broader public. 	<ul style="list-style-type: none"> Provide the public with boundary options for Morinville elementaries and possible programming for St. Kateri Tekakwitha Academy for further feedback. Board to receive recommendation on boundary and programming for St. Kateri Tekakwitha Academy once all public feedback is considered.
January – February 2018	April - May 2018
<ul style="list-style-type: none"> Board to deliberate on the feedback, assess it via approved guidelines and determine school boundary and program options. 	<ul style="list-style-type: none"> Board reviews/approves boundary for Morinville elementaries & announces programming for St. Kateri Tekakwitha.

*IAP2 Spectrum of Public Participation.





Proposed Guidelines for Consultation on Boundaries & Programming

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

District schools are faith-based and inclusive environments.

District resident students have a designated school.


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

Boundary and program decisions made by the Board will:

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

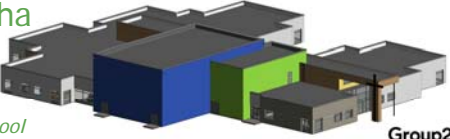
**Grand-fathering refers to allowing siblings to stay together in their current school providing an older child is attending the school when the new sibling enters.*



 **Greater St. Albert Catholic Schools**
Faith in Our Students

St. Kateri Tekakwitha Academy

"Giving our school community a voice"



Group2
Architecture
Interior Design

 **Greater St. Albert Catholic Schools**
Faith in Our Students


IAP2 Spectrum of Public Participation



iap2
International Association
for Public Participation


Increasing Level of Public Impact

Inform Consult Involve Collaborate Empower

 **Greater St. Albert Catholic Schools**
Faith in Our Students

Consultation Goals

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

 **Greater St. Albert Catholic Schools**
Faith in Our Students

Objectives:

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

 **Greater St. Albert Catholic Schools**
Faith in Our Students

Audiences



Staff
Ambassadors, need content with an action plan, research in engagement opportunities.

Current Families
Including change programs, who the Principal is, Great configuration.

General Public
Awareness of the school location and structure, specific groups that include industry, Town of Morinville, etc.

New Families
Identifying grade programming, who can attend, who the Principal is.

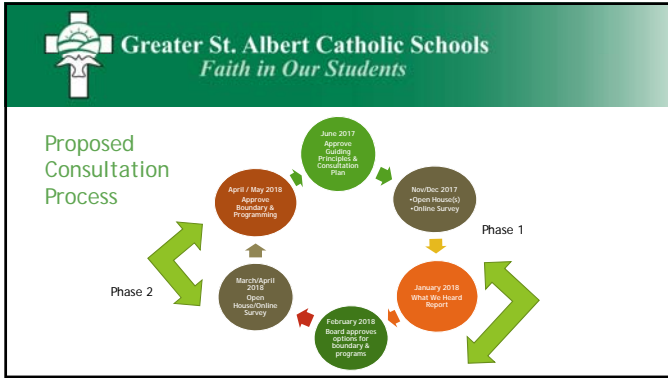
 **Greater St. Albert Catholic Schools**
Faith in Our Students

Strategy

Phase 1 - November 2017 - February 2018

Phase 2 - March 2018 - May 2018

Maximize participation in the process through a combination of in person and online options



Greater St. Albert Catholic Schools
Faith in Our Students

Past Consultation Guiding Principles

Consultation honors the values and core commitments as outlined in Board Policy I.
District schools are faith-based and inclusive environments. District resident students have a designated school.
The District is responsive to the community and offers choice for families.
Boundary and program decisions made by the Board will:

- Be informed by the voice of parents, students, staff, and the community.
- Provide for sustainable enrolments across the District.
- Consider operational costs and the carbon footprint, where possible.
- Allow **grand-fathering** of students to minimize disruption and provide choice
- **Complement the Safe Journeys to School Report.**

Greater St. Albert Catholic Schools
Faith in Our Students

Proposed Guiding Principles

Consultation honors the values and core commitments in Board Policy I.
District schools are faith-based and inclusive environments.
District resident students have a designated school.
The District is responsive to the community and offers choice for families.
Boundary and program decisions made by the Board will:

- Be informed by the voice of parents, students, staff, and the community.
- Provide for sustainable enrolments across the community.
- Consider operational costs and the carbon footprint, where possible.
- Allow grand-fathering* of students to minimize disruption and provide choice.


*Grand-fathering refers to allowing siblings to stay together in their current school providing an older child is attending the school when the new sibling enters.



Greater St. Albert Catholic Schools
Faith in Our Students

Next Steps - June 2017

- ▶ Board to approve Guiding Principles
- ▶ Approval of Consultation Process



Greater St. Albert Catholic Schools
Faith in Our Students

Budget Considerations

- ▶ Process will require dedicated budget; Sister Alphonse Academy consultation (\$24K), anticipate \$15K for St. Kateri Tekakwitha Academy.
- ▶ Use an IAP2 accredited consultant to ensure compliance with best practice.



Greater St. Albert Catholic Schools
Faith in Our Students





BOARD OF TRUSTEES REGULAR MEETING

JUNE 12, 2017

ATTACHMENT FOR AGENDA ITEM 13.2

Authorization of Locally Developed Courses

PRESENTER: Rhonda Nixon, assistant superintendent of Learning Services

BACKGROUND:

Locally developed courses enable school jurisdictions to be innovative and respond to local and individual needs of students. Locally developed courses are authorized by school authorities.

The following courses were requested by schools and by the First Nations, Métis, and Inuit Committee to be taught in high schools beginning September 1, 2017.

Course outlines have been uploaded to the meeting folder.

Course	Credits	Developing Board	Authorization Date
<i>High School</i>			
Competencies in Math 15	3	Red Deer Public School District No. 104	May 5, 2017 – August 31, 2018
Film and Media Art 15-25-35	5	Calgary School District No. 19	September 1, 2017 – August 31, 2021
Indigenous Studies 35	5	Aspen View Public School Division No. 78	May 25, 2017 – January 31, 2019

RECOMMENDATION:

THAT the Board of Trustees approve the use of the acquired locally-developed course **Competencies in Math 15** for 3 credits beginning May 5, 2017 until August 31, 2018 from Red Deer Public School District No. 104 and any learning resources detailed in the course outlines for use in Greater St. Albert Catholic Schools' high schools.

THAT the Board of Trustees approve the use of the acquired locally-developed course **Film and Media Art 15-25-35** for 5 credits each beginning September 1, 2017 until August 31, 2021 from Calgary School District No. 19 and any learning resources detailed in the course outlines for use in Greater St. Albert Catholic Schools' high schools.

THAT the Board of Trustees approve the use of the acquired locally-developed course **Indigenous Studies 35** for 5 credits beginning May 25, 2017 until January 31, 2019 from Aspen View Public School Division No. 78 and any learning resources detailed in the course outlines for use in Greater St. Albert Catholic Schools' high schools.



BOARD OF TRUSTEES REGULAR MEETING

JUNE 12, 2017

ATTACHMENT FOR AGENDA ITEM 13.3

2017-2018 Principles for the Basis of Allocations to Schools

PRESENTER:

Deb Schlag, secretary treasurer

BACKGROUND:

Each year as part of the budget process, administration recommends the Principles for the Basis of Allocations to Schools, which sets the allocation rates for select Centralized and all School Budgets, as considered and approved by the Board of Trustees.

A review of the DRAFT 2017-2018 Principles for the Basis of Allocations to Schools was completed at the April 10, 2017 Regular Meeting and the FINAL DRAFT version is attached for trustees consideration.

The Class Size Standards used in 2016-2017 and remain the same for 2017-2018 are as follows:

ECS to Grade 3	22.0 students
Grade 4 to 6	26.0 students
Grade 7 to 9	27.5 students
Grade 10 to 12	30.5 students

It is important to note that all service levels and allocation rates remain the same or present improvement for 2017-18 when compared to the previous year.

All rates have been left blank in the Draft version of June 12, 2017 Principles for the Basis of Allocations to Schools and will be updated and included in accordance with the 2017-18 Budget. The 2016-17 Addendums only are included for information purposes.

All items in “red” text represent changes to the previous year. Changes have been limited to school fees and the method and timing in which they are approved, which is a significant change from prior years, as a result of Bill 1 – An Act to Reduce School Fees coming into effect for 2017-18.

RECOMMENDATION:

THAT the Board of Trustees approve the 2017-2018 Principles for the Basis of Allocations to Schools, as presented and attached, without the approved 2017-18 allocation rates, which will be updated and presented with the annual budget for approval on June 26, 2017.

Principles for the



Basis of Allocations to SCHOOLS

2017-2018 – DRAFT 2



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

Presented to Trustees June 12, 2017

PRINCIPLES FOR THE BASIS OF ALLOCATIONS

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

OVERALL BUDGET PRINCIPLES

All Schools and Departments will:

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

BUDGET PROCESS AND THE DETERMINATION OF ALLOCATIONS BY ENVELOPE

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



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

STUDENT-BASED DECISION MAKING

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

IMPLEMENTATION OF STUDENT-BASED DECISION MAKING

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



STUDENT-BASED BUDGET ALLOCATIONS

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

SCHOOL ALLOCATION MODEL

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



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

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

◆ ECS to Grade 3	22.0 students
◆ Grade 4 to 6	26.0 students
◆ Grade 7 to 9	27.5 students
◆ Grade 10 to 12	30.5 students

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

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

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

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



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

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

SCHOOL GENERATED FUNDS

School Generated Funds (SGF) are funds raised by activities that come under the control and responsibility of school management (usually the principal and/or those reporting to him/her). It is the responsibility of District Office to develop, maintain, and oversee adherence to appropriate policies and procedures to ensure monies related to SGF are received, receipted, recorded and safeguarded and that proper records are maintained.

The two types of revenue that are collected at the school level are classified as follows:



1. Funds collected at the school and expended at the District level
2. Funds collected at the school and expended at the school level

- ◆ Monies collected at the school level, for instructional purposes, such as lunch program fees and any other fees for sales of goods or supplies are remitted to District Office, added to the school's Instructional Materials (IM) budget and deployed accordingly on the purpose for which they were intended.
- ◆ Monies collected and retained at the school, such as yearbook sales, graduation fees, field trips and monies received from *unincorporated* parent advisory groups. These types of fees will fall into two categories, some for an intended purpose that will be remitted to District Office and added to the school's Instructional Materials (IM) budget by mid-June of each year, and those with external restrictions, which will remain in the school account and carry-over to the next year.
- ◆ All EXTERNALLY RESTRICTED funds require supporting documentation on file at the school, with scanned copies forwarded to the Finance Department. Documentation must include the initial letter to the relevant stakeholders, outlining the means to collect funds, what the funds are to be used for, and the specific intention for any surplus funds as well as subsequent correspondence, and/or any newsletters used to communicate that information. If tickets are provided, use of targeted and surplus funds must be identified on the back of the ticket.

FEES

- ◆ ~~Board directed fees are specified for ECS and Learning Resources. These fees are collected at the school level and forwarded to District Office for inclusion in the overall budget. The fees are charged to support the purchase of instructional materials and supplies. ECS and Learning Resource fees are applied to General Revenue for the District as part of the funding source of the Student Supplies and Services Allocation. See the attached addendum for rates.~~
- ◆ Board directed fees for ECS and Learning Resources are eliminated for 2017-2018 and have been replaced by specific funding from Alberta Education. The Government funds will be applied to General Revenue for the District as part of the funding source of the Student Supplies and Services Allocation. See the attached addendum for rates. *Bill 1 – An Act to Reduce School Fees*, comes into effect for 2017-18 and through the new School Fees and Costs Regulation, parents will no longer be charged fees for textbooks; workbooks; photocopying and printing; or paper. In addition, all remaining fees must meet several criteria, including being clearly expressed in a board's fee schedule, as well as being connected to a specific good or service. Therefore, common or generic fees—often previously referred to, among other titles, as instructional fees, instructional materials, or basic fees—can no longer be charged.
- ◆ The out-of-province annual tuition fees are determined by the Secretary-Treasurer, approved by the Board, and specified in the attached addendum. All out-of-province tuition fees must be administered through the Finance Department at District Office by September 30th of each year and are subject to the withholding of 3.6% for District administration.



- ◆ All school **generated based** fees **must be provided for input by the parent community and** discussed at a school council meeting prior to **May 1st-March 1st** of the school year, prior to the school year in which the fee becomes effective. Evidence of discussion, by way of a meeting date, must be provided to the Secretary-Treasurer on an annual basis, **no later than April 1st of the school year, prior to the school year in which the fee becomes effective.** Any change in fees must be substantiated by a demonstrated need, clearly outlined in writing, and approved by the Secretary Treasurer prior to **being implemented presentation to the Board for approval. The Board of Trustees will make the final approval on all Fees.**
- ◆ A summary of all school **generated based** fees in support of the general curriculum must be submitted to the Secretary-Treasurer by **May 15th April 1st** and will be **reported presented to the Council of Councils for consultation and input between April 15th and May 15th prior to consideration by the Board. Once opportunity for parental input has been provided for and received, a school-by-school fee schedule along with a summary schedule will be presented to the Board for approval each year by May 31st (or at the last meeting of the month in which the budget must be approved) prior to the start of the school year in which they apply. School-based Fees must not be assessed by schools until approval by the Board is granted. A fee increase of 5% or more, from the previous year, requires Ministerial Approval.**
- ◆ All extra-curricular fees, such as athletic team fees, should be communicated to parents and should be limited to operating expenses for the current season of the team. All fees will be shared with the school administration and forwarded to the Secretary-Treasurer as soon as they are set in any given school year. This information will be shared with the Board, as it becomes available.
- ◆ All fees to be charged in a given school year, regardless of when they are actually assessed, must appear on the fee schedule to be approved by the Board, no later than the last meeting of the month in which the District Budget is to be approved. If the fees are not listed on the fee schedule approved by the Board, they shall not be charged at any time in that school year. A fee schedule, indicating the **MAXIMUM** per student fee to be charged during any given school year shall be posted both on the school website and the district website.

OTHER FUNDING

- ◆ Guiding Principles for District funded programming such as the District Catholic Dimension Fund (Youth Ministry), International Baccalaureate Program (IB), Learning Through the Arts Program (LTTA), etc. must meet the following criteria:
 - a) The program or initiative must be supportive of the foundational statements (mission, values and vision) of Greater St. Albert Catholic Schools.
 - b) The primary benefactors of the program or initiative must be the students of Greater St. Albert Catholic Schools.



- c) The program or initiative is not financially sustainable by a school within the *Principles of the Basis of Allocations to Schools*, as revised from year to year. As a result, consideration may be given under District funded programming to cover costs such as external licensing, exam fees, and/or certification obligations.
- d) The program or initiative is not part of the funded core and optional curricula of Alberta Education.
- e) The program or initiative may be established by a directive of the Board of Trustees.
- f) The program or initiative must serve the common good of the District, even though it may be location specific.
- g) The program or initiative advances the Three-Year Education Plan of the District, for example, faith formation, special needs programming, gifted education, language learning, and distributed learning.
- h) Consideration will be given to programs or initiatives that were implemented prior to the determination of the guiding principles and for which the cessation of such programs or initiatives is likely to cause irreparable harm to the integrity of Greater St. Albert Catholic Schools.



2017-2018 Fees Addendum

<i>Description</i>	<i>2017-18</i>
<i>ECS Fees</i>	\$0.00
<i>Learning Resource Fee</i> <i>(formerly known as Textbook Rental Fee)</i>	
<i>Grade 1 - 6</i>	\$0.00
<i>Grade 7 - 9</i>	\$0.00
<i>Grade 10 - 12</i>	\$0.00
<i>Out-of-Province Tuition Fees per annum</i> <i>(may be pro-rated monthly)</i>	
<i>Grade 1 - 12</i>	\$10,750.00

Fee History Summary:

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



2016-2017 School Allocations Addendum
To be adjusted for 2017-2018 upon approval of budget

<i>Description</i>	<i>2016-17</i>
<i>Board Approved Class Size Standard</i>	
<i>ECS – Grade 3</i>	<i>22.0</i>
<i>Grade 4 – Grade 6</i>	<i>26.0</i>
<i>Grade 7 - Grade 9</i>	<i>27.5</i>
<i>Grade 10 – Grade 12</i>	<i>30.5</i>
<i>District Catholic Dimension Fund</i>	
	<i>\$136,950</i> <i>may be modified by the Superintendent</i>
<i>Supplies & Services Allocation Rate</i>	
<i>ECS (per student)</i>	<i>\$115</i>
<i>Grade 1 - 6</i>	<i>\$175</i>
<i>Grade 7 - 12</i>	<i>\$225</i>
<i>French Immersion Resource Allocation</i> <i>(per student: Grade 1-12)</i>	
	<i>\$50</i>
<i>Dual Track Grade Level FTE Allocation</i>	
	<i>.15 FTE per grade</i>
<i>District Funded Programming (IB & LTTA)</i>	
	<i>\$100,000</i>
<i>Fund For Professional Development, Licensing Fees, additional assessment etc. – to be shared among three schools.</i>	
<i>Average Teacher Salary & Benefit Allocation</i> <i>(subject to change on Sept 30th)</i>	
	<i>\$102,915 (per FTE)</i>
<i>Learning Commons Allocation</i> <i>(based on .515 FTE of Average Teacher Salary & Benefit Allocation)</i>	
	<i>\$53,000 per site</i>
<i>Secretarial Allocation</i>	
	<i>\$54,870 (per FTE)</i>
<i>Based on Avg of Grid MAX for SOS I & SOS II (7 hr/day) for 10.5 mths</i>	



2016-2017 Centralized Needs Addendum
To be adjusted for 2017-2018 upon approval of budget

Centralized Instruction Needs:	Budget Centre	Per Student Rate
Christ Centred Learning Community (CCLC)	Asst Superintendent	\$6.91
Leadership Programs & Services (LPS)	Asst Superintendent	\$1.35
Administrators Planning Retreat	Asst Superintendent	\$1.17
Staff Development Committee	Asst Superintendent	\$0.90
Employee Assistance Program Services	Human Resources	\$2.21
Employee Course Reimbursement	Human Resources	\$2.47
Gallup Student Insight & Staff Engagement Contracts	Human Resources	\$10.23
Long Service Awards	Superintendent	\$7.22
Blueprints (lunch /venue/speaker /misc)	Superintendent	\$3.07
Religion Services	Superintendent	\$28.68
District Catholic Dimension (Youth Ministry)	Finance	\$24.71
Insurance	Finance	\$14.83
Merchant/User Fee & MBF Expenses - Centralized	Finance	\$15.81
Personnel Contingency Fund	Human Resources	\$55.70
District Principal	Asst Superintendent	\$44.87
Tech Services	Asst Superintendent	\$161.46
Curriculum & Lang Services	Asst Superintendent	<u>\$58.27</u>
		\$439.86
Sub-Total Centralized Needs:	Total per student:	(6.58% of the Basic Grant)
Contribution to Diverse Learning Needs <i>(includes Counsellors & Learning Support Facilitators)</i>		\$750 (11.2% of the Basic Grant)
2016-17 Basic Student Grant (grades 1-9)		\$6,679.79

Actual Budgets for the above departments will be adjusted based on confirmed Student Enrolment on September 30, ~~2016~~ 2017 and may differ from the ~~June 2016-2017~~ 2017-18 Budget submitted in June.





BOARD OF TRUSTEES REGULAR MEETING

JUNE 12, 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
June 12th, 2017**

***Educational Leadership – Student Welfare**

Field Trip Year-end Summary

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

Communication and Community Relations

School Nutrition Pilot Program Update

A report on the School Nutrition Pilot Project was provided to the Board at the May 15, 2017 meeting. Assistant Superintendent, Rhonda Nixon, will provide an update. (Attached)

Recommendation: That the Board receives this report as information.

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



DATE: June 12, 2017

TO: David Keohane
Superintendent of Schools

FROM: District Out-of-Province Field Trip Committee

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

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

The District Out-of-Province Field Trip Committee has approved out-of-province field trips throughout the school year. The table below provides a comparison of the total number of out-of-province field trip requests submitted, the number of schools submitting requests and the geographical locations of the field trips in the 2013/2014, 2014/2015 and 2015/2016, 2016/2017 school years.

	2013/2014	2014/2015	2015/2016	2016/2017
Number of Field Trip Requests Submitted	9	9	10	7
Number of Schools Submitting Requests	5	6	6	4
Number of Field Trip Requests in Canada	4	5	5	4
Number of Field Trip Requests to the USA	2	1	3	1
Number of Field Trip Requests Overseas	2	3	1	2
Number of Field Trip Requests to the Caribbean/Mexico	1	0	1	0
Number of Field Trips Cancelled	0	0	2	0

Students from MCHS had the opportunity to participate in one out-of-province field trip this year. This was an international field trip to Italy and Switzerland, where the participants had the opportunity to explore the culture, history, and spiritual ethos of Italy and Switzerland.

Students from SACHS had the opportunity to participate in three out-of-province field trips this year. The first trip was to Saskatoon, Saskatchewan where students were able to participate in a volleyball tournament and the second opportunity brought the basketball team to Victoria, British Columbia. The third opportunity was a trip to New Orleans where the students experienced Cajun culture as well as reaching out to help a community devastated by multiple hurricanes, including Hurricane Katrina.



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Students at ESSMY had the opportunity to participate in two out-of-province field trips this year. The first was a trip to Iceland where students were able to participate in a once-in-a-lifetime experience of walking in the land of Fire and Ice. The second was a trip to Toronto, Niagara Falls, Ottawa, Montreal and Quebec where students were able to participate in a mix of interactive, sightseeing and historic activities such as the Diefenbunker, the Supreme Court and the Parliament.

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

Generally, the field trip proposals that are submitted from all our schools are done extremely well, as often, it is the same staff making the submissions and participating in the field trips.

There have not been any major challenges or anomalies. As we experienced some minor difficulties with one particular travel provider, we have since eliminated the company from our list of approved providers.

There are no recommendations to change the criteria for field trips at this time. However, in our ever changing world, the long term continuation of international trips continues to be discussed.

Respectfully,

Sean McGuinness
Assistant Superintendent,
Human Resources/Leadership

Rhonda Nixon
Assistant Superintendent,
Student Services

Deborah Schlag
Secretary Treasurer

/al



Greater St. Albert
Catholic Schools

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Memorandum

DATE: June 12, 2017

TO: David Keohane, superintendent of schools

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

RE: **Update on Alberta Education Pilot School Nutrition Program (SNP)**

Background. In 2006, Alberta Education articulated a *Healthy Kids Alberta!* wellness framework centred on a holistic conception of improving students' wellness (physical, mental, social, emotional health). In the following year, 2007, they mobilized this philosophy into a ***Healthy Alberta School Communities (HASC) Strategic Plan***. Since that time, Alberta has been actively committed to school health promotion through Comprehensive School Health (CSH), an internationally recognized approach to supporting improvement in students' educational outcomes by addressing students' health in an integrated, holistic way. From 2011-present, Alberta Education and Alberta Health Services have worked closely together to address students' wellness by: ***creating safe and caring physical and social environments*** (Safe and Caring Schools), ***considering teaching and learning needs*** (Wellness Fund and grant initiatives), ***establishing healthy school policies*** (School Nutrition Policy, 2011) and ***developing partnerships and services*** (e.g., Breakfast For Learning, Salvation Army, Ever Active Schools). In 2016, Alberta Education launched a Nutrition Pilot Project with 14 school jurisdictions as part of the Government of Alberta's "Future Ready" platform to prepare students to eat well to learn well. In April 2017, Alberta Education expanded the pilot to all 61 Alberta school jurisdictions.

Nutrition Grant Submitted. On May 10, 2017, the Board received an Update on Alberta Education's Nutrition Pilot and our District plan for our designated amount of \$141,000.00. On May 25, 2017, we submitted our grant. In this report, we provide details about our nutrition pilot research:

- ***Who is involved?*** École Notre Dame (K - 6); G.H. Primeau (5-6); Legal (K – 6 only) opted to be involved in this nutrition pilot. Morinville and Legal schools were approached to take part in this Nutrition Pilot because they are not part of the Salvation Army Breakfast Program, which is available to all St. Albert Schools. In addition, École Notre Dame receives \$700.00 per month and G. H. Primeau receives \$500.00 per month from the Midstream Support Society to support fruit baskets in each classroom.

- ***What will the pilot schools do?*** To meet the criteria of providing breakfast every day to all K-6 students, each school will have “breakfast baskets” in each classroom. Baskets will be filled with nourishing foods (apples, oranges, bananas, healthy bars). Students will be able to help themselves to the foods available. Teaching and learning about nutrition choices will occur through health classes, information sharing over announcements, school newsletters, school website information, as well as through each school’s healthy school teams led by the school’s health champion.
- ***How will the pilot schools do this?*** Each school received a food budget of approximately \$1.25/day per child per day (393 students in total over 180 school days, which is \$88, 670.00 in food. Each school received a budget (appr. \$30,000.00) for **equipment** (cutlery, plates, refrigerators, toasters, carts), **training** (sub time, meeting time), and **sanitation/cleaning supplies**. They also received funds for a staff member to go shopping and to distribute and pick up baskets daily (0.2 FTE for Legal; 0.2FTE for École Notre Dame; 0.1 FTE for G.H. Primeau). Other responsibilities include food organization, management, and tracking; information awareness (i.e. portion sizes, healthy food choices, and reading labels); tracking number of students who access food; quarterly and yearend reporting; and working collaboratively with school administrators, school health champions, AHS Health promotions coordinator and other community partners).
- ***What is expected for reporting?*** Schools participating in the pilot will be required to submit quarterly and year-end reports that align with the government’s “Assessment Rubric-Nutrition Pilot Project 2017/18”. Key areas of assessment include project plan, menu, portion control, education, finance, community involvement and partnerships, sustainability and capacity building, Innovation, environment and waste, and tracking student success (innovative and insightful practices that measure and address how nutrition program plan (NPP) is supporting student attendance, performance and overall health and wellness).
- ***What is the level of district support?*** Our District Principal, Marina Lotoski, has committed significant time to working with the principals of these pilot schools to plan their breakfast program, to provide ideas for organizing the staff time, and to communicate as needed to keep the plan moving forward. Marina has also established and maintained a data collection profile of every K-6 school’s nutrition initiatives [data on current nutrition programs](#).
- ***What else are we doing?*** St. Albert elementary schools participate in the [Salvation Army Breakfast program](#). This program supplies breakfast packages to students in need. The District Principal has advocated for support for these schools; support has not been received as of yet. They will not be extending this program into Morinville or Legal at this time.

Conclusion. Greater St. Albert Catholic Schools is fully committed to ensuring that all students learn about how to eat nutritious foods at an early age and that students have access to nutritious foods. We have utilized our available grant funds to work with all schools within our jurisdiction to realize this commitment.



BOARD OF TRUSTEES REGULAR MEETING

JUNE 12, 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
JUNE				
	June 5/6, 2017	ASBA SGM	Sheraton Red Deer	Keohane, McEvoy, Shaw, Becigneul, Tremblay, Schlag
	June 1/3, 2017	CCSTA Conference	Niagra Falls	Crockett, McEvoy, Radford, Proulx
	June 7, 2017	Assurance in the k-12 Education System Regional Session	Edmonton Federal Building (8:30 am - 3:30 pm)	Keohane, Shaw
	June 8, 2017	Vital Grandin Recreation Academy Information Session	Vital Grandin School (7:00 pm)	Tremblay, Shaw, Becigneul, Radford)
	June 9, 2017	St. Gabes Graduation	12:00 pm - 3:00 pm	Radford
	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	St. Albert Catholic Parish Grounds (10:00 am-1:00 pm)	Tremblay, Shaw, Radford, Crockett, Becigneul
	June 22, 2017	St. Albert Information and Volunteer Centre General Meeting	#10, 215 Carneigie Dr. (7 pm)	
	June 28, 2017	Morinville Commuunity Recreation Facillity Construction Kick off Party	MCCC (5:30 pm Doors Open / 6:00 pm - Program)	Keohane, Radford
	June 29, 2017	Closing Mass	Holy Family Parish (1:00 pm)	Becigneaul, Crockett, McEvoy, Radford, Shaw, Proulx?
	June 29, 2017	MCHS Graduation	Jubilee (Precessional 6:20 pm / Commencement 6:30 pm)	Shaw, Keohane, Radford
JULY				
	July 5-8, 2017	CSBA National Congress	Whistler BC	Tremblay