

# BOARD OF TRUSTEES ADVOCACY COMMITTEE MEETING

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

### District Office Board Room

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

# AGENDA

**Monday, March 6, 2017 – 7:30 P.M – Call to Order**

1. **Call to Order:** Joe Becigneul
2. **Opening Prayer:** Rosaleen McEvoy
3. **Acknowledgment of Territories:** Joe Becigneul  
*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.*
4. **Submission of Written Committee/Trustee Event Reports**

#### a) Committee Reports

Committee	Trustee(s)	Report Attached
Audit Committee	Radford/Crockett/Proulx	
Alberta Catholic School Trustees' Association	Shaw	✓
Alberta School Boards Association 2/3	Becigneul	✓
Alberta School Boards Association Second Language Caucus	Tremblay	
Alberta Teachers' Association Liaison	Proulx/Radford	
Board Planning Session Committee	Crockett/Shaw/McEvoy	
Business Liaison – St. Albert	Becigneul	
Business Liaison – Morinville	Tremblay	
Business Liaison – Legal	Proulx	
Capital Committee	Shaw/Tremblay	
Education Foundation	McEvoy	
FNMI Leadership Committee	Tremblay/Crockett/Radford	
Grievance Committee	Committee of the Whole	
Laura Bird Memorial Beacon of Hope Award Committee	Shaw/McEvoy/Crockett	
Negotiations – ATA	McEvoy/Crockett	
Negotiations – Support Staff	Shaw/Proulx	
Policy Advisory Committee	Radford/Becigneul	

#### b) Other Reports

Trustee	School Council Report	Event Report
Becigneul		
Crockett		
McEvoy		
Proulx		
Radford		
Shaw		
Tremblay		

#### 5. Trustee Development | Board Advocacy Discussion

- |   |          |
|---|----------|
| 5.1. Restorative Practices (Nixon, Brochu)                              | Attached |
| 5.2. Overview of SAA Phase 2 Consultation (Bruineman, Nixon)            | Attached |
| 5.3. <a href="#">Laura Bird Memorial Beacon of Hope Award</a> (Keohane) | Attached |

5.4. Board Meetings 2017-18 Discussion (Shaw)

Handout

**6. Closing Prayer:** Rosaleen McEvoy

**7. Adjournment**



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

## Committee Report Summary

**Board Advocacy Committee Meeting Date:** March 6, 2017

**Submitted by Trustee:** Serena Shaw

**Committee/Event Name:** ACSTA

**Committee Meeting Date & Time:** Feb. 3, 2017

**Summary of Agenda Items:**

**Highlights of Items Relevant to GSACRD:**

The president thanked Board's for sharing how they celebrated Catholic Education Sunday. This is a great way to share best practice.

ACSTA will be undergoing a rebrand with ACSTA. This work will be taken on largely by the Advocacy committee.

ACSTA will consider intervener status in the Western University case.

Directors are encouraged to attend and promote Spice and Blueprints. Event held in Kananaskis in April.

Continued partnership with Dev and Peace for more resources to help teachers educate on the Gospel call for justice.

Committee assignments for the upcoming year.

The new election poster was shared to be used and distributed. Could we have a insert for parish bulletins about the this?

ACSTA had been successful in their bid to host the CCSTA AGM in 2019.



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

# Committee Report Summary

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**Board Advocacy Committee Meeting Date:** March 6<sup>th</sup>, 2017

**Submitted by Trustee:** Joe Becigneul

**Committee/Event Name:** ASBA Zone 2/3

**Committee Meeting Date & Time:** February 24<sup>th</sup>, 2017 @ 9:30 a.m.

## Summary of Agenda Items:

- Standing item—ASBA Issues/Directives for Action
- Chair's Report—Cheryl gave an overview of her Report
- The Zone Financial Report was presented
- By-Election for vacant Edwin Parr Committee member

## Highlights of Items Relevant to GSACRD:

The PD session, which normally takes place in the afternoon was moved to the beginning of the morning. All present took part in an indigenous smudging prayer circle, led by a very passionate Elder, Russell Auger. It was a very moving experience, which took almost two hours.

The Zone Financial Report was presented with no changes.

Rebecca Islander from Black Gold School Division was nominated and acclaimed for the Edwin Parr Committee.

Jennifer Tuininga, Zone Director, gave a Synopsis of the ASBA Board of Directors' Meeting. Attached.

The Northlands School Division School Board has been given the go ahead for reinstatement in the October elections to an elected School Board.

There is a "Window of Opportunity" to make changes to the Capital Plan, if necessary, between September 30 and October 14/2017.

Questions re Excellence in Teaching criteria are currently being reviewed.

The Edwin Parr Committee is still looking for a superintendent to oversee the nominations. As participation requires at least two days during a very busy part of the year, no one has as yet stepped forward.

**Further Action Recommended to the Board for Consideration:**



**DATE:** March 6, 2017  
**TO:** Board of Trustees  
**FROM:** David Keohane, Superintendent of Schools  
**SUBJECT:** Restorative Practices Report  
**ORIGINATOR:** Rhonda Nixon, Assistant-Superintendent  
**REFERENCE:** Barb Brochu, Associate Superintendent, Student Services

**Background**

In this report, we are sharing our inclusive education model, which is rooted in a restorative practice philosophy (Smith, Fisher, and Frey, 2015). To illuminate this philosophy-in-action, we speak to the following strategies in the Three-Year Education Plan 2016-2019 **Outcome Three: Alberta’s Education System is Inclusive: 2016-2017 – awareness of how “restorative” practices benefit creating growth in relationship, responsibility, and enriching a community ethos within the school is furthered; classroom circles are incorporate on a routine basis within our schools; and 2016-2017 - staff are trained to understand indicators of mental health issues for students.**

**Restorative Practice Philosophy**

Restorative practice philosophy came from a restorative justice model used by courts and law enforcement agencies internationally. Over the last century, courts have moved away from a punitive stance towards the accused and adopted a positive approach aimed at repairing harm and rebuilding relationships. We apply this philosophy in schools by taking a pastoral approach towards discipline and a preventative stance towards mental health. We concentrate on our mental health strategy; specifically, how we have developed a continuum of mental health indicators (Figure 1.0) to support teachers to identify what to do when students struggle with mental health issues in school.

*Figure 1.0 Continuum of Mental Health Issues*

Mental Health Awareness (Mental Health Literacy)	Mental Distress (Universal Supports)	Mental Problem (Targeted Support)	Mental Disorder/Illness (Intensive Individualized)
<b>Normal/Happy</b>	<b>Non-urgent/Unhappy</b>	<b>Urgent/Demoralized</b>	<b>Crisis/Depressed</b>
<p><i>Contextual Cues</i></p> <ul style="list-style-type: none"> <li>• on-task</li> <li>• completes assignments</li> <li>• comes to class</li> <li>• engaged in classroom learning</li> <li>• socially engaged</li> <li>• responds to teacher re-direction</li> </ul>	<p><i>Contextual Cues - Functional impairment</i></p> <ul style="list-style-type: none"> <li>• task avoidance</li> <li>• social withdrawal</li> <li>• peer avoidance</li> <li>• anxious and unable to settle into a class context</li> <li>• dropping grades</li> </ul>	<p><i>Contextual Cues - Functional impairment and some symptoms</i></p> <ul style="list-style-type: none"> <li>• increase frequency of refusal to work</li> <li>• leaves the classroom without asking</li> <li>• showing up half way through a class</li> <li>• environmental stressors (death, grief)</li> <li>• symptoms of impairment: fatigue, irritability, moodiness</li> <li>• too much or too little sleep and eating</li> </ul>	<p><i>Contextual Cues- Patterns of increased functional impairment and symptoms</i></p> <ul style="list-style-type: none"> <li>• wanting to stay at home</li> <li>• hopelessness in multiple settings</li> <li>• parents are at a loss for what to do</li> <li>• engages in self-harm</li> <li>• persistent and unrealistic worries or complaints</li> <li>• increased irritability and/or agitation, aggressiveness, combativeness</li> <li>• significant eating or sleeping disturbance</li> </ul>



Student Services members (Learning Support Facilitators (LSFs), Counsellors) and teachers who are passionate about mental health will be trained as “Core Go-to Educators” (Kutcher, 2016) to understand this continuum. “Core Go-To Educators” are people within a school who have been trained how to differentiate between what are non-urgent, urgent, and crisis matters based on common indicators (Figure 1.0) and restorative practices to address associated mental health issues. “Core” trainers will then support the entire staff to learn the same knowledge and skills. As staff members continue to learn and support each other to use this common language, they will further develop their abilities to identify mental health issues and practices to solve them. For example, if a student gets very anxious and can’t settle into a class, that could be a sign that the child may be “mentally distressed”, and the staff member would turn to one of several restorative practices that could range from low level (i.e., providing information to the young person about what the problem is and what to do about it) to medium level support (i.e., coaching a child to use “thought stopping” (positive self-talk to redirect negative thinking). In some circumstances, an educator will realize that what looked like low level duress is actually tied to a mental disorder such as “Acute Depression.” Teachers will then make referrals to qualified professionals such as psychologists, psychological associates, clinical social works and physicians to diagnose and recommend effective treatment for mental disorders or illnesses. Ultimately, restorative practice philosophy encourages educators to develop mental health literacy (language and strategies) to know “What to Do When Something’s Wrong” (Kutcher, 2016) <https://www.youtube.com/watch?v=u1tL-Lcca-o> .

**Classroom Circles as a Strategy on the Continuum of Mental Health Supports**

*Figure 2.0 Continuum of Mental Health Supports*

Mental Health Awareness (Mental Health Literacy)	Mental Distress (Universal Supports)	Mental Problem (Targeted Support)	Mental Disorder/Illness (Intensive Individualized)
Happy	Unhappy	Demoralized	Depressed
Proactive Circle	General Circle	Targeted Circle	Individual Conference

In Three-Year Education Plan 2016-2019, we have a key strategy to focus on classroom circles as a specific restorative practice. In Figure 2.0, we have identified four different restorative circles based on the level of support needed: a) **Proactive Circles**: such as “Beginning-of-day circles” that help students to communicate with each other and to develop common expectations and values as a classroom or community of learners; **General Circles**: such as “End-of-day circles” can be used to address feelings or tensions that may have arisen throughout the day; c) **Targeted Circles** such as “Truancy circles” are often used to resolve important issues such as poor school attendance; and d) **Individual Conferences** are used when more serious harms are committed. Restorative circles are a productive strategy used in our 16 schools, and to further develop our knowledge of such circles, counsellors are doing a book study of “Better Than Carrots or Sticks: Restorative Practices for Positive Classroom Management” (Smith, Fisher and Frey, 2015).

**Staff, Student, and Parent Education**

In Greater St. Albert Catholic Schools, we will begin training “Core Go-To Educators” in the Spring of 2017 and complete it in the Fall of 2017. Andrew Baxter (Alberta Health Services) will provide the training using a presentation entitled “Identification of Mental Disorders in the School Setting” developed by Dr. Stan Kutcher. <http://teenmentalhealth.org/alberta/wp-content/uploads/sites/3/2017/01/4%20-%20Go%20TO%20ID%20of%20Mental%20Disorders.pdf>. “Core Go-To Educators” will then train all staff in the Fall, 2017-Winter, 2018. As educators are trained, they will use Stan Kutcher’s *Mental Health Curriculum Guide* comprised of six learning modules to train students about how to identify mental health issues and



implement appropriate restorative practice strategies. Finally, Dr. Stan Kutcher and his associates in Edmonton will work with Learning Services and ESSMY students to conduct a quasi-experimental control study of Module 6 (Parenting My Teen and Teening Your Parents). The purpose of the study is to measure how well youth can teach other youth about how to “teen their parents” to understand mental health indicators and strategies.

### **Conclusion**

In this report, we shared our philosophy of inclusive education as rooted in a restorative practice philosophy (Smith, Fisher, and Frey, 2015). We have demonstrated achievement of the following 2016-2017 Three-Year Education Plan 2016-2019 **Outcome Three: Alberta’s Education System is Inclusive** strategies:

- *2016-2017 – awareness of how “restorative” practices benefit creating growth in relationship, responsibility, and enriching a community ethos within the school is furthered; classroom circles are incorporate on a routine basis within our schools;*
- *2016-2017 - staff are trained to understand indicators of mental health issues for students.*



## **Sister Alphonse Academy Phase II Consultation Update**

### **Background**

In June 2016, the Board reviewed and approved a two-phase consultation process for Sister Alphonse Academy that would take place between October 2016 – Spring 2017. At the conclusion of the process, the Board would approve new attendance boundaries and programming for the school. To assist in the deliberations, the Board approved Guiding Principles (over) that would support the process for reviewing feedback gathered.

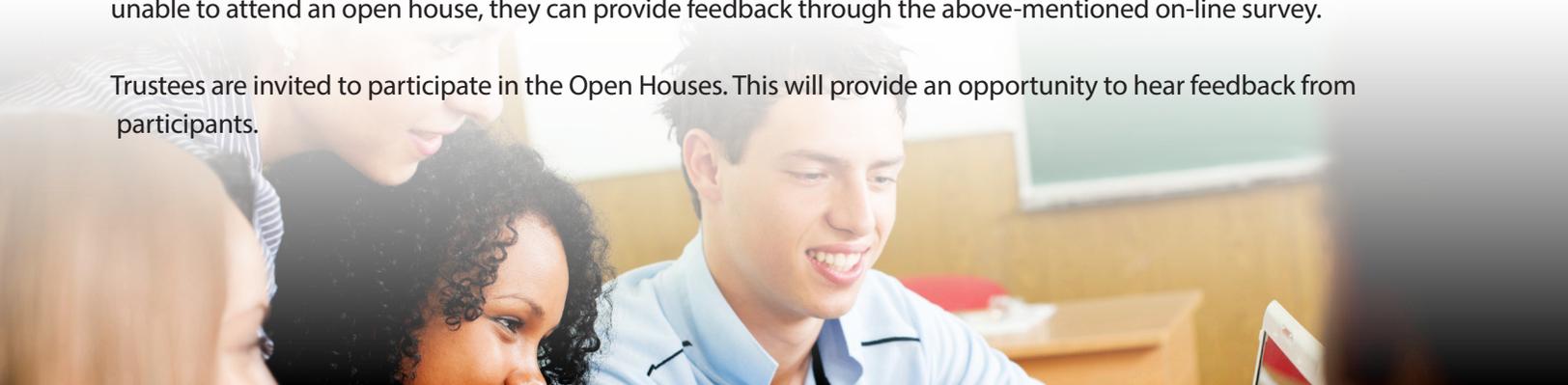
The first phase of the process took place in Fall 2016 with open houses and an online survey to gather feedback on community priorities that were considered in the design of boundary options and programming. The second phase of the process will involve a similar format with two open houses and an online survey to gather feedback on the boundary options approved at the February 13, 2017 Regular Meeting of the Board. The options outline new attendance areas for St. Albert, Ward 1, including the Namao lands south of highway #37. Attendance area options will be presented for Elementary English, French Immersion Elementary, and Junior High English. The schedule for Phase II activity is as follows:

<b>Phase II</b>	
March 15, 2017 – 3 p.m. to 7 p.m.	Open House at J.J. Nearing School (Library)
March 21, 2017 – 3 p.m. to 7 p.m.	Open House at Neil M. Ross (Gymnasium)
March 15 – 24, 2017	Online Survey
April 10, 2017	Board will receive “What We Heard” report from Phase II Consultation
April 21 – 22, 2017	Board will review and finalize new boundaries at Board Planning Session
April 24, 2017	Regular meeting of the Board, approval of new boundaries

The open houses will provide families and all interested public an opportunity to provide feedback on proposed boundary options, receive an update on planned time lines for construction, and learn about programming planned for Sister Alphonse Academy.

At the open houses, participants are asked to provide written feedback. In addition, they will have an opportunity to speak with District staff, share their interests in attending the new school and learn about a short list of programming planned for the school (see over). Participants can also provide their feedback on the proposed programming. For those unable to attend an open house, they can provide feedback through the above-mentioned on-line survey.

Trustees are invited to participate in the Open Houses. This will provide an opportunity to hear feedback from participants.





## ***Proposed Programming***

- Elementary Academic Programming (full range of academic-intensive core & option courses for grades 4-6);
- Junior High Academic Programming (full range of academic-intensive core & option courses for grades 7-9);
- Recreational Academy 4-9 (full range of outdoor and indoor competitive and non-competitive sports opportunities);
- Junior High Specialized CTS Options (full range of options such as Level 1-2-3 Computer Coding, Environmental Studies, Woodworking, Food Studies, Leadership);
- Elementary Specialized Options (full range of options such as robotics, coding, video game construction, financial literacy, environmental studies, student service projects);
- Other (to capture areas of interest outside of the above list):

## ***Proposed Guidelines for Consultation on Boundaries & Programming***

- Consultation honors the values and core commitments as outlined in Board Policy 1.
- District schools are faith-based and inclusive environments.
- District resident students have a designated school.
- The District is responsive to the community and offers choice for families.
- **Boundary and program decisions made by the Board will:**
  - be informed by the voice of parents, students, staff, and the community.
  - provide for sustainable enrolments across the District.
  - consider operational costs and the carbon footprint, where possible.
  - allow grand-fathering of students to minimize disruption and provide choice.
  - complement the "Safe Journeys to School Report".





**DATE:** March 2, 2016  
**TO:** David Keohane, superintendent of schools  
**SUBJECT:** Laura Bird Memorial Beacon of Hope Award Nominations  
**PREPARED BY:** Carol Bruineman, communications manager

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**BACKGROUND:** 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. Through Laura Bird's pioneering work, special education started its gradual evolution to the inclusive, diverse learner based model that our District supports today. 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. 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. To facilitate the request for nominations, the following is a summary of plans to create awareness of the opportunity and to encourage submissions.

**OBJECTIVES:**

1. To create awareness of the award by reaching out to all school communities.
2. To have an integrated communications that reach out to all potential audiences.
3. To ensure the District receives by May 15, 2017 multiple submissions for consideration.

**KEY MESSAGES:**

- All staff are eligible for nomination.
- A Board Selection Committee reviews nominations.
- The Board approves the successful recipient.
- Presentation and recognition will take place at the opening school year district mass.



**TIMELINES/DELIVERABLES:**

Activity	Lead	Detail	Date to be completed
<b>CCLC Administrators Meeting</b>	D. Keohane	Information shared with CCLC group.	March 14th
<b>Print / Promotional Material Development</b>	Carol / Laura	<i>Postcard</i> – Nominate an exceptional staff member  <i>Posters</i> – to display inside the school  <i>Flyer</i> – to use in concert with email  <i>Ad</i> – nominations <i>Ad</i> – Recognize recipient	Draft by March 24 <sup>th</sup> . Printed cards by April 5 <sup>th</sup> . Same as above.  Draft by March 16 <sup>th</sup>  April 5 & 19th. June
<b>Facebook Page, Twitter Post</b>	Carol	Post to Facebook & issue reminders. (link to Policy 20)	Post to go live by April 5 <sup>th</sup> .
<b>Website Promotion</b>	Carol	District to feature the nomination on the news blog.  Post to all school websites.	April – Nomination info. May – reminder June – announcement of nominees/recipient.
<b>Synrevoice</b>	Carol	Issue an invite from Board Chair to submit nominations.  Send out reminder of deadline to submit.  (link to Policy 20)	March 16, 2017  April 13 and May 1
<b>Newsletters District eNews</b>	David / Carol	Issue news item to all staff.	March 16, 2017
<b>Telling Our Story</b>	Carol/Colin	Include in one spring edition.	April
<b>Trustee eNews</b>	Carol	Include in spring edition.	May 1, 2017

**Budget:**

All costs associated with promotional material and advertising will be charged to the Trustee General account. The use of online promotion & in house resources will minimize costs.

Design/Production: \$ 500  
Advertising: \$1,000  
**Total (estimate): \$1,500**