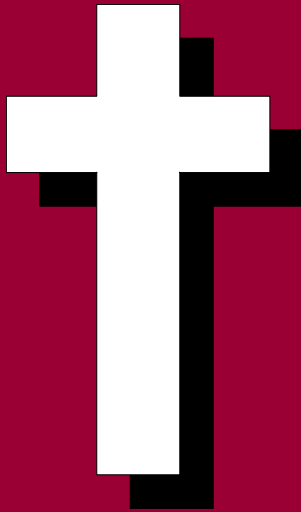


# Medicine Hat Catholic Board of Education

*"SHOWING THE FACE OF CHRIST TO ALL"*



## PUBLIC AGENDA

**June 08, 2010 – 6:00 p.m**

**Catholic Education Centre – 1251 – 1<sup>st</sup> Avenue SW**

# *Medicine Hat Catholic Board of Education*

## **ACTION AGENDA**

**DATE: June 08, 2010**

**Place: Catholic Education Centre**

**Time: 6:00 P.M.**

1.	<p><i>Opening Prayer</i></p> <p style="text-align: center;"><b>WE ARE CALLED Always and Everywhere to: Model Christ Pray and Serve Build a Faith Community</b></p>	JC	
2.	<p><i>7:00 pm – PRESENTATIONS</i></p> <p><i>Ambassador for Catholic Education</i> – A student from St. Micheal's School Bow Island, Miss Ilona Bastiaansen was chosen as a <b>Leader of Tomorrow Award</b> and will be recognized as an Ambassador for Catholic Education. The Leaders of Tomorrow Program recognizes young people who have made outstanding contributions to their community through volunteer work.</p> <p><i>Risk Threat Assessment</i> – Mr. Hugh Lehr will give an overview of the assessment process. As of 2008, the program name has been changed to <b>“Violence Threat/Risk Assessment”</b> (hereafter referred to as <b>V-TRA</b>) to reflect the broader applications of the model. The general purpose of a V-TRA protocol in school jurisdictions is to assist in creating and maintaining an environment where students, staff, parents and others feel safe. The primary purpose of the multidisciplinary V-TRA protocol is to identify indicators that suggest a student may be moving on a pathway towards violence against him/herself or others and intervene to decrease that risk, prevent injury, and support the student in receiving the help he or she needs to address the issues contributing to the high-risk behaviour.</p>	SA	<i>Encl. 7 - 35</i>
3.	<p><i>Approval of the Minutes of the Regular Board Meeting</i></p> <p><b>♦Recommendation:</b> THAT the Minutes of the Regular Board Meeting held May 11, 2010, 2010 be approved as circulated.</p>	SA	
4.	<p><i>Approval of the Minutes of the Special Board Meeting</i></p> <p><b>♦Recommendation:</b> THAT the Minutes of the Special Board Meeting held May 27, 2010, 2010 be approved as circulated.</p>		
5.	<p><i>Approval of the Action Agenda</i></p> <p><b>♦Recommendation:</b> THAT the Action Agenda dated June 08, 2010 be approved as circulated.</p>	SA	<i>1 - 5</i>
6.	<p><i>Approval of the Non-Action Agenda</i></p> <p><b>♦Recommendation:</b> THAT the Non-Action Agenda dated June 08, 2010 be approved as circulated.</p>	SA	<i>6</i>
7.	<p><i>Corporate Communications</i></p> <p><b>7.1   McCoy High School Graduation: Report</b> *Thursday, May 20, 2010 Mass at Holy Family Parish at 3pm - Ceremonies</p>	PG	

	<p>at Cypress Centre at 7pm;  <b>*Friday May 21, 2010</b> Banquet at Cypress Centre at 6pm with Program and Dance to Follow.</p> <p><b>7.2</b> <u><b>St. Michael's School Bow Island Graduation: Report</b></u>  <b>*Saturday, May 29, 2010</b> at the Burdett Hall; Banquet at 5pm with Ceremonies and Program at 7:30pm.</p> <p><b>7.3</b> Spreading the Good News. Each month the Board of Trustees recognizes students and staff who have done something extra special.</p> <p><b>7.4</b> Letter received from the Government of Alberta outlining the AISI Allocation for 2010/2011.</p> <p><b>7.5</b> Letter from University of Alberta, Faculty of Education note of appreciation.</p>	<p><b>KVH</b></p> <p><b>SA</b></p>	<p><i>Encl. 36 - 38</i></p>
<b>8.</b>	<p><u><b>Quarterly Finance Report</b></u>  <b>◆Recommendation:</b>            THAT the Board of Trustees for the Medicine Hat Catholic Board of Education approve the Quarterly Finance Report as presented.</p>	<b>GM</b>	
<b>9.</b>	<p><u><b>Administrative Procedure 546</b></u>  <b>◆Recommendation:</b>            THAT the Board of Trustees for the Medicine Hat Catholic Board of Education authorizes senior administration to adjust AP 546- Before and After School Programs to better reflect the actual operating governance and structure of the Division.</p>	<b>GM</b>	<i>Encl. 39-45</i>
<b>10.</b>	<p><u><b>Superintendent Evaluation</b></u>            The Board will outline the details for extending the contract for the Superintendent of Schools and the Board's obligation to give notice of intent to Re-Appoint the Superintendent of Schools as required to the Minister of Education as per Section 114 of the School Act.  <b>◆Recommendation:</b>            THAT the Board of Trustees for the Medicine Hat Catholic Board of Education approve the Superintendent Evaluation for Mr. David Leahy.</p>	<b>SA</b>	
<b>11.</b>	<p><u><b>ATA Salary Increase for 2010-2011</b></u>  <b>◆Recommendation:</b>            THAT the Board of Trustees for the Medicine Hat Catholic Board of Education approves the Alberta Average Weekly Earnings Index of 2.92% for 2010-2011 and approves the 2010 – 2011 amendment to the 2007 – 2012 ATA Collective Agreement as presented.</p>	<b>GM</b>	<i>Encl. 46-50</i>
<b>12.</b>	<p><u><b>CUPE Salary Increase for 2010-2011</b></u>  <b>◆Recommendation:</b>  <b>THAT the Board of Trustees for the Medicine Hat Catholic Board of Education approves the Alberta Average Weekly Earnings Index of 2.92% for 2010-2011 and approves the amendment to the 2008-2013 CUPE Collective Agreement as presented.</b></p>	<b>GM</b>	<i>Encl. 51 - 55</i>
<b>13.</b>	<p><u><b>Retirement for 2009 – 2010 School Year</b></u>            Annually the Board of Trustees holds a Retiree Celebration for retiring staff. The Board will discuss the retirement celebration for June 2010 and formally acknowledge the staff that will retire from the Division.</p>	<b>DL</b>	<i>Encl. 56</i>
<b>14.</b>	<p><u><b>Superintendent's Report - Mr. David Leahy</b></u>  <u><b>Deputy Superintendent-Mr. Wayne Schlosser</b></u>            14.1 Inspiring Education            14.2 Staffing Report</p>	<b>DL/WS</b>	<i>Encl. 57 - 77</i>

	14.3 St. Thomas Aquinas School –Name Change 14.4 Mother Teresa School – Name Change 14.5 Field Trip Administrative Procedure and Field Trip Permission Forms 14.6 Three Year Education Plan 14.7 100 Year Anniversary 10.8 Meeting with Bishop Frederick Henry Monday, May 31 10.9 Grade Reconfiguration Update		
15.	<b><i>Insurance Levels</i></b> MHCBE has multiple levels of insurance which we obtain as being a member of USIC. The graph identifies coverage and deductibles.	<b>GM</b>	<i>Encl. 78 -79</i>
16.	<b><i>Breakfast with the Bishop - Report</i></b> Bishop Frederick Henry was in Medicine Hat on May 17, 2010 to bless the new addition of solar panels to St. Patrick's School. As part of that visit the Bishop accepted an invitation to meet with the Board of Trustees and Senior Administration. The Bishop was also introduced to our new Religious Education Coordinator. An overview of that meeting will be presented.	<b>SA</b>	
17.	<b><i>Knights of Columbus Annual Staff Pancake Breakfast - Update</i></b> The Board Chair, Mr. Aberle has contacted the Knights of Columbus and the Knights have again offered to host a Staff Appreciation Breakfast. Scheduled for June 28, 2010. An invitation will be sent to all division staff.	<b>SA</b>	
18.	<b><i>Meeting with the Minister of Education, The Honourable Dave Hancock</i></b> An Agenda has been set for the Meeting with the Minister of Education and MLA's Honourable Rob Renner and Mr. Len Mitzel on June 10, 2010. A tour of McCoy High School is scheduled as part of the visit. The Agenda has been sent to the Minister of Education via the Office of the MLA's.	<b>SA</b>	
19.	<b><i>Policy 7 – Board Operations</i></b> With the Alberta Average Earnings Index defined as 5.99%, the average teacher cost increased. The honorarium was calculated accordingly.	<b>GM</b>	<i>Encl. 80 - 81</i>
20.	<b><i>Ministerial Order – Electoral Ward</i></b> The request submitted for revisions to the Electoral Ward Order has been approved by the Minister of Education as presented.	<b>GM</b>	<i>Encl. 82 - 87</i>
21.	<b><i>Modular Update</i></b> The Modulares are on-site for St. Patrick's School and St. Michael's School (Medicine Hat). Mr. MacPherson will provide further details.	<b>GM</b>	<i>Encl. 88</i>
22.	<b><i>Faith Formation Day – Thursday, August 26, 2010</i></b> <b>8:45 – 10:15</b> Mass at Holy Family Parish, Commissioning of New staff and Recognition of 20 year service Awards to occur after the Mass in the Church. <b>10:30 – 11:00</b> Refreshments in Holy Family Parish Hall. <b>11:00 – 3:00</b> Service Projects (organized by individual schools). (For those unable to provide Service, there is other options including praying before the Blessed Sacrament). <b>3:00 – 6:00 (exact time to be determined)</b> Service Project for Central Office and Trustees will be to prepare a BBQ for staff and	<b>DL/AC</b>	

	their families (possibly at McCoy High School/St Francis Xavier School because of the availability of the playground).		
23.	<p><b><i>Director of Student Services – Report</i></b></p> <p><b>23.1 Knowledge and Employability ( K &amp; E) Courses</b> - St. Mary's School; due to grade reconfiguration, will now be offering Knowledge and Employability courses starting in grade 7. To meet the educational needs of students, Knowledge and Employability courses are designed for the student who learns best:</p> <ul style="list-style-type: none"> <li>• when the focus is on the development and application of reading, writing and mathematical literacy, and essential employability skills</li> <li>• through experiential learning activities</li> <li>• when meaningful connections are made between schooling and personal experiences.</li> </ul> <p>The skills, abilities and work effort that Knowledge and Employability courses promote include:</p> <ul style="list-style-type: none"> <li>• academic and occupational skills of a standard determined by the workplace to be necessary for success</li> <li>• practical applications through on and off-campus experiences and/or community partnerships</li> <li>• career development skills to explore careers, develop a career-focused portfolio and assess career skills</li> <li>• interpersonal skills to ensure respect, support and cooperation with others.</li> </ul> <p><b>23.2 Turning Points Program</b> – A plan is presented based on the 2010 Program Review completed in March 2010. The recommendations have been used to create a plan for what Turning Points and behaviour support will look like in the Division starting in Sept. 2010.</p>	HL	Encl. 89 - 94
24.	<p><b><i>Alberta School Boards Association (ASBA) Awards –</i></b>  <b><i>Link to Awards Package - <a href="http://www.asba.ab.ca/services/awards.asp">http://www.asba.ab.ca/services/awards.asp</a></i></b></p>	GM	Encl. 95
25.	<p><b><i>Alberta Catholic School Trustees Association Annual General Meeting – November 19-21, 2010. <a href="http://www.acsta.ab.ca/conferences/agm/index.html">http://www.acsta.ab.ca/conferences/agm/index.html</a></i></b>  Boards are invited to submit provincial issues for consideration at the AGM on or before September 21, 2010. Boards are invited to submit nominations for awards offered by the ACSTA submitted on or before September 10, 2010. Link to Awards Criteria  <a href="http://www.acsta.ab.ca/resources/Award_Nomination_Form_2009.pdf">http://www.acsta.ab.ca/resources/Award_Nomination_Form_2009.pdf</a></p>	GM	Encl. 96-102
26.	<p><b><i>Summer Board Meeting</i></b>  <b><i>♦Recommendation:</i></b>  THAT the Board of Trustees for the Medicine Hat Catholic Board of Education hold no regularly scheduled Board Meeting during the July and August 2010 unless at the call of the Board Chair and that the next regularly scheduled Board Meeting be scheduled for September 14, 2010.</p>	SA	
27.	<p><b><i>COMMITTEE REPORTS</i></b></p>	SA	
	27.1 Medicine Hat Catholic Schools' Education Foundation - Kelly Van Ham		
	27.2 Representative to ACSTA – Peter Grad		
	27.3 Representative to Teacher Board Advisory Committee – Stan Aberle		
	27.4 Representative to ASBA Zone 6 - Ken Arthur		
	27.5 Representative to Spiritual Leadership Scholarship Awards – Stan Aberle		
	27.6 Representative to Support Staff Board Advisory Committee – Jodi Churla		
	27.7 Representative to Parent Association – Jodi Churla		
	27.8 Salary Negotiations		
	a. ATA – Ken Arthur		
	b. CUPE – Peter Grad		

# NON - ACTION AGENDA

DATE: June 08, 2010

Place: Catholic Education Centre

Time: 6:00 P.M.

No.	ITEM		PAGE
1.	<p><b>INFORMATION ITEMS</b></p> <ul style="list-style-type: none"> <li><b><u>PRE-SCHOOL AND KINDERGARTEN REGISTRATION CONTINUES IN ALL MEDICINE HAT AND BOW ISLAND CATHOLIC SCHOOLS FOR THE 2010 – 2011 SCHOOL YEAR.</u></b></li> <li><b><u>ELECTION 2010</u></b> A Municipal election will be held on <b>October 18, 2010</b> in Alberta. We invite our Catholic community to consider running for Catholic School Board Trustee. <b>Trusteeship</b> is a unique vocation which serves the Church and the community. You will play an integral part in ensuring that Christ is at the heart of every Catholic school in Medicine Hat and Bow Island. You are fully supported by the Alberta Catholic School Trustees Association, to assist you in providing exceptional service to the Catholic community. Please contact the Catholic School Board Office @ (403) 527-2292 for more information.</li> <li><b><u>ASEBP Trustee Reports</u></b></li> </ul>		Encl. 103-110

## Notice of Public Board Meetings

Public Board Meetings for the Medicine Hat Catholic Board of Education will begin at **6:00 PM** with **presentations** at **7:00 PM**

All regularly scheduled Public Board Meetings are the **2<sup>nd</sup> Tuesday** of each month held at the Catholic Education Centre located at 1251 – 1<sup>st</sup> Avenue SW unless otherwise advertised.

Public welcome to attend - Information @ [www.mhcbe.ab.ca](http://www.mhcbe.ab.ca)

**Medicine Hat Catholic Separate  
Regional Division No. 20  
Protocol**

**Assessing Violence  
Potential of High-Risk  
Student Behaviors**

**5th Edition**

**June 2009**

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## Introduction

### **Background**

High profile school shootings in Canada and the United States, as well as terrorist attacks and other high profile violent traumas, have understandably increased anxiety among many students, staff, parents and others. Without formal procedures in schools and communities to assess high risk and threat making behaviour, the likelihood of over-reacting or under-reacting is increased.

In 2000, Lethbridge College and the Canadian Threat Assessment Training Board collaborated in the development of a "Threat Assessment Training" program initiative to train multidisciplinary Threat/Risk Assessment Teams. This protocol was developed by J. Kevin Cameron and Deborah Sawyer as part of the original training. As of 2008, the program name has been changed to "**Violence Threat/Risk Assessment**" (hereafter referred to as **V-TRA**) to reflect the broader applications of the model.

The general purpose of a V-TRA protocol in school jurisdictions is to assist in creating and maintaining an environment where students, staff, parents and others feel safe. The primary purpose of the multidisciplinary V-TRA protocol is to identify indicators that suggest a student may be moving on a pathway towards violence against him/herself or others and intervene to decrease that risk, prevent injury, and support the student in receiving the help he or she needs to address the issues contributing to the high-risk behaviour.

### **Limitations**

#### **Need for Training**

This protocol document is not a substitute for training in the field of violence threat/risk assessment and should not be used until adequate training is received. The V-TRA protocol is intended to be used by multidisciplinary teams trained in the theory and practice of student threat/risk assessment through the "Level I Violence Threat/Risk Assessment Training" program offered by Lethbridge College and the Canadian Centre for Threat Assessment and Trauma Response.

#### **Importance of Safe School Culture**

Prosocial school programs and/or safe school culture are acknowledged to be imperative and the only way to effectively reduce school violence. Healthy, safe school cultures offer students clearly articulated proactive and pro-social standards of conduct to which all parties are held accountable and are environments where positive interactions and social responsibility are actively promoted and valued. It is critical for students themselves to be actively involved in the development of safe school initiatives and programming.

## School Staff Trained in Violence Threat/Risk Assessment

- Minimum Level 1 Training
- Received Level II Training.

School	Trained Staff	School	Trained Staff
Central Office		Mother Teresa	
McCoy		St. Louis	
		St. Mary's	
Notre Dame		St. Patrick's	
		St. Francis	
St. Michael's BI		St. Michael's MH	

## Composition of a Violence Threat/Risk Assessment Team (V-TRA)

### Stage I: “Data Collection and Immediate Risk Reducing Intervention”

Every School District/Division has unique factors that may require modification to V-TRA membership. These include number of students, location (inner city or rural), organizational structure and dynamics, and availability of community resources. As well, district/division level **Stage I V-TRA Committees** may be developed to oversee policy and practice while **Stage I V-TRA Teams** are smaller and intended to be in every school where possible: these teams may report to the Committee or Committee Chair. The following is a list of common personnel who are often part of the “Committee” and the “V-TRA” teams.

V-TRA Committees should be minimally represented by the following and/or their “designate”.

- Superintendent/Director (depending on province)
- Chief of Police
- Director/Manager of Safe Schools
- Director/Manager of Student Services
- Supervisor of Clinical Services
- Director/Manager of Special Education
- Others

V-TRA Teams must include the following three professionals and others as the team or committee deems appropriate (on a continuous or case by case basis).

- School Principal and/or designate
- Clinician (e.g. psychologist, counsellor, social worker)
- Police of Jurisdiction
- Other

### Stage II: “Comprehensive Risk Evaluation and Longer Term Treatment Planning”

In order to formalize the V-TRA process with the community agencies listed below, a formal written and signed off multidisciplinary protocol will need to be developed and approved. After the School District/Division and Police of Jurisdiction have fine tuned their Stage I Protocol and assessment process then the “committee”, as already defined, will expand to include collateral representation from the appropriate outside agencies.

- Mental Health Workers
- Child Protection Workers
- Probation Workers
- Psychiatrists (Forensic and Non-Forensic)
- Police of Jurisdiction (Behavioural Science Units)
- Hospital (ER Units)
- Other

## Violence Threat/Risk Assessment Team (V-TRA) Membership

<b>Stage One Team: Multidisciplinary Team (Initial Response)</b>		
<b>Primary Function: Data Collection and Immediate Risk Reducing Intervention</b>		
	<b>Medicine Hat Schools</b>	<b>Bow Island Schools</b>
<b>School</b>	Principal or trained designate (School Staff Trained in Threat/Risk Assessment)	
<b>Community Mental Health</b>		
<b>Mental Health MHCBE</b>	Mental Health Consultants/Therapists	
<b>Police</b>		
<b>Child and Family Services</b>		

<b>Stage Two Team: Long Term Intervention and Treatment Planning</b>		
<b>Primary Function: Risk Evaluation (Low, Moderate, High)</b>		
	<b>Medicine Hat Schools</b>	<b>Bow Island Schools</b>
<b>School</b>		
<b>Community Mental Health</b>		
<b>Mental Health MHCBE</b>		
<b>Police</b>		

**Note:** Professionals who conduct Stage 1 Assessment are also part of the Stage 2 Assessment process. However, in the majority of school-based threat assessments the Level 1 Assessment team's intervention and planning is usually sufficient to reach a final disposition on the case.

## Determining When to Activate a Violence Threat/Risk Assessment

### Categories of Behaviour to Consider

There is a wide range of student behaviour that is of concern to schools and families. It is sometimes difficult, however, to determine whether or not to activate a formal Violence Threat/Risk Assessment (V-TRA) process. The following guidelines are intended to help school personnel make this determination but there are no hard and fast rules. It is important to carefully consider each and every individual incident to ensure the most appropriate response.

### **Behaviours that Typically Do Not Warrant Formal Threat/Risk Assessment as a Primary Intervention**

In practice, the V-TRA members regularly consult with each other on situations of concern but “Formal” action (activating the School Board Protocol) is only taken when particular criteria are met. There are several situations where the protocol will either not be activated or will be a later consideration rather than a primary intervention.

#### **1. Immediate Risk Situations**

These situations include armed intruders inside the building or on the periphery, who pose a risk to some target or targets, or active shooter (attacker) scenarios. When immediate risk is identified, the principal will contact the police and take steps to ensure the safety of all school members, as denoted in established protocols (e.g., perimeter lockdown, full-scale lockdown, etc.). In these cases, a threat is posed and the matter is one of immediate police intervention and protective school response; not Stage I Violence Threat/Risk Assessment.

*In these situations, the V-TRA will not undertake a formal Threat/Risk Assessment until the situation has been stabilized, the assailant detained and the services of the formal V-TRA requested. In many cases, the legal system will have already referred the assailant for a comprehensive forensic assessment. V-TRA Committees may still request an assessment or review by the V-TRA Team prior to making decisions about re-entry into the regular school system if the assailant is a student.*

#### **2. Students Under Twelve Years of Age**

When students under the age of twelve engage in violent or threat-related behaviours, developmental and exceptionality issues need to be taken into consideration. Although formal activation of the V-TRA team may not occur, students who are even younger may benefit from police involvement as a way for the law enforcement team member to provide a “teaching moment” for the child. Generally speaking, most threat-related behaviour exhibited by elementary aged students would fall into the category of “worrisome behaviours”. However, just because a student is elementary age does not mean they cannot pose a risk.

If there is a significant increase in baseline behaviour, weapons possession or clear, direct, and plausible threats, the formal V-TRA protocol will still be activated.

### **3. Worrisome Behaviours**

Worrisome behaviours are those that cause concern for members of the school system that may indicate that a student is moving toward a greater risk of violent behaviour. This would include instances where a student may be engaging in behaviours such as drawing pictures, writing stories in class, or making vague statements that do not, of themselves, constitute “uttering threats” as defined by law but are causing concern for some members of the school community because of their violent content.

The majority of high-risk behaviour, from Kindergarten to Grade 12, falls into this category. In keeping with zero tolerance for not responding to threat-related behaviour, all worrisome behaviours will be communicated to the V-TRA’s administrative and clinical members for consultation. In these cases, the team is not activated formally. The principal consults with the clinician as to whether or not some formal action (assessment) should occur. The police member of the V-TRA team may be consulted but not through a formal “complaint” because there is not sufficient data/evidence to warrant that action. If further data is obtained that suggests the student has been violent, uttered threats to kill, or is in possession of a weapon, then the team is formally activated to deal with the new data.

*In many cases, following up on “Worrisome Behaviours” results in good early intervention measures. There are also cases where “a little data leads to a lot” and what seems like a minor case can quickly evolve to the formal activation of the V-TRA team.*

### **4. Non-School Hour Cases**

If information is received by a V-TRA member regarding a threat that is “clear, direct, and plausible” before or after school hours, police will be called and parent(s) or caregiver(s) will be notified immediately so that they can take steps to notify and protect the target.

*As a second step, the V-TRA team will be activated if the situation is deemed to have potential to pose ongoing risk to some member(s) of the school community.*

## **Behaviours that Warrant Threat/Risk Assessment**

### **Violence/Threat Making Behaviours:**

Examples of high-risk behaviours addressed in this protocol include but are not limited to:

- Serious violence or violence with intent to harm or kill
- Verbal/written threats to kill others (“clear, direct, and plausible”)

- Internet website / MSN threats to kill others (refer to Appendix B for abbreviations commonly used on the Internet)
- Possession of weapons (including replicas)
- Bomb threats (making and/or detonating explosive devices)
- Fire Setting
- Sexual intimidation or assault
- Gang related intimidation and violence

## 1. Threats

Threats may be written, verbal, drawn, posted on the Internet or made by gesture only and, as noted by the Federal Bureau of Investigation (FBI) may be:

- Direct
- Indirect
- Conditional
- Veiled

Some threats (veiled and indirect) may not meet the standard of law for criminal charges but do warrant assessment. An example might be when V-TRA members become aware of a target who is the subject of a gang-related hand sign that denotes "let's get him" or "take him out". These situations are often unique to the culture and dynamics of each school and community. In other cases, V-TRA members may know from prior assessments that a particular student of concern has used a non-verbal but veiled throat cutting gesture prior to severely beating his targets. In such a case the VTRA team would be justified in responding to this pre-incident indicator because, for this student, it has already been determined that "the gesture" is part of his "clear and discernible pattern of offending".

## 2. Violence

When violence occurs, the following general guidelines can help administrators to determine if the case should be dealt with as a disciplinary matter only or as a violence/threat risk assessment case:

Consult with a V-TRA member if:

- 1) lower baseline violence appears unprovoked
- 2) clear victim and perpetrator dyad with power imbalance (age, size, social power, etc.)
- 3) no intent to harm present
- 4) if the frequency, intensity, recency (FIR) of the violence denotes an increase in behavioural baseline of the perpetrator(s)

Activate Violence Threat/Risk Assessment team and protocol if:

- 1) serious violence occurs
- 2) there is intent to seriously injure the target(s)
- 3) when illegal weapons (knives, guns, replicas, machetes, etc.) are brandished or used in the commission of the offence
- 4) direct, clear, and plausible threats to kill or seriously injure are communicated

### **3. Exceptional Cases: High Profile Worrisome Behaviour**

Canadian schools are within the impact zones of several high profile school shootings from Littleton, Colorado and Taber, Alberta to Dawson College, Montreal and Virginia Tech. Elevated sensitivity by some students, staff, and parents to threat making behaviours and worrisome behaviours in the aftermath of these school shootings, and other high profile violent incidents, is typical. As such, there are situations where students engage in threat-related behaviour that would be assessed as “worrisome behaviour” but, due to the context of the threat, formal threat/risk assessment may be required (e.g., during lunch hour a fifteen year old student posts a picture he drew on the cafeteria wall depicting a boy shooting students in a school cafeteria).

In these exceptional cases, the “worrisome behaviour” occurs in a setting where, by circumstance or design, there is an audience that may be traumatized and their reactions to the incident may trigger a broader trauma response in the school and community system. In these cases, failure to recognize the traumatizing impact of high profile “worrisome behaviour” (under-reacting) may result in dramatic over-reacting by members of the school and community system. To avoid over-reactions, a formal activation of the threat/risk assessment protocol is warranted.

### **4. Students with Special Needs and V-TRA**

The multidisciplinary V-TRA protocol will not be activated when students with special needs engage in threat-making or aggressive behaviours that are typical to their “baseline”. In other words, if their conduct is consistent with their diagnoses and how it has been known to manifest in them then the V-TRA Team will not be called upon to conduct an assessment. For instance, some students diagnosed along the Autism Spectrum or Fetal Alcohol Spectrum may have histories of verbal threatening when they are frustrated and make statements such as “I’m going to take a knife kill you” as part of their typical baseline behaviour. This would not result in the activation of the V-TRA Team. However, if the student with special needs moves beyond their typical baseline and for the first time is caught with a knife in their possession or threatened a target with a knife in their hand, then the V-TRA Team would be activated to assist in determining why the increase in baseline and do they pose a risk to self or others? Once the V-TRA Team is activated the process of data collection and assessment is not modified other than to ensure appropriate interviewing strategies with the student with special needs. Staff members from the school and district level responsible for program planning and service delivery to students with special needs will always be consultants to the V-TRA Team in these cases.



Good case management with students with special needs means that school officials should already know more about these students than others as program planning requires comprehensive assessment in the first place. This foundational knowledge about the student means that any significant shift in baseline that meets the criteria for the V-TRA protocol activation is easily identified: the purpose of the team would be to assist with determining why the increase and then contribute to the intervention planning.

There are times when the student with special needs has had a “slow but steady” increase in the “frequency” and “intensity” of their violent or acting out behaviours. In these cases there may not be a single incident prompting a Stage I Threat Assessment but information may emerge that requires the benefit of all or some of the Stage II members. Stage II V-TRA Team members can include Mental Health, Children’s Services, Probation, Hospital ER Units, and others who can be utilized to assist with more general violence risk assessment and intervention planning.

**A note of caution:** sometimes school and community members may under react to a serious threat posed by a student with special needs assuming that all of their behaviours are caused by or a result of their diagnoses rather than consider that a student with special needs can move along a pathway of “justification” as well. The same dynamics that can increase the risk of violence in the general student population can also be factors in contributing to the violence potential of the student with special needs independent of their diagnoses.

## Implementing a Violence Threat / Risk Assessment Process

### Definition of Threat Assessment

Threat assessment is the process of determining if a threat maker (someone who utters, writes, emails, etc., a threat to kill a target or targets) actually poses a risk to the target(s) being threatened. Although many students, and others, engage in threatmaking behaviour, research indicates that few actually pose a risk to harm the target being threatened. Multidisciplinary Stage I V-TRA teams engage in a data collection process, through semi-structured interviews, to determine “initial levels of risk” that may be posed and plan necessary risk-reducing interventions. Although a student of concern may be assessed as low risk there may be data that indicates a more comprehensive risk assessment is required.

### Definition of Risk Assessment

A risk assessment is typically a more lengthy process that may involve a number of standardized tests and measures that go beyond the scope of the school-based multidisciplinary V-TRA process. After the Stage I “initial level of risk” is assessed and “immediate risk reducing intervention” has occurred, a further risk assessment may be required. Therefore, risk assessment is the process of determining if a student of concern may

pose a further risk to some known or unknown target(s) at some unknown period in time. The student may be evidencing increasing violent ideation or behaviours that suggest that the frequency or intensity of his/her violence or violence potential may be escalating. Unlike the immediate intervention, the risk assessment is meant to be a more comprehensive evaluation of all risk reducing and risk enhancing factors affecting the student's functioning and to use that data to guide longer term intervention and treatment goals.

## **Fair Notice**

Prior to any violence threat/risk assessment protocol being implemented, all students, staff, and parents should be provided with information about the protocol and procedures so that **"fair notice"** is given that violence and threats of violence will not be tolerated. Senior school division personnel should take the lead in presenting the protocol to ensure that students, parents and staff are all aware that the new protocol is a jurisdiction-wide policy and that a consistent message is given regarding the use of the protocol.

The authors believe that standard "zero tolerance" policies are too difficult to apply to the endless complexities confronting school systems. As noted earlier, either underreacting or over-reacting to threats is a concern. An alternative standard then is that schools have **"zero tolerance for not responding to serious violence or threatmaking behaviours"**. In other words, all high-risk behaviours will be taken seriously and high-risk students will be assessed accordingly. Determining what actions will be taken in any case (legal, disciplinary, mental health evaluation, etc.) will depend on the context of the incident.

Fair Notice can be given through letters to parents, brochures, media releases, parent meetings, staff meetings, new student orientation or all of the above. Several school districts/divisions across the country have used some or all of the above and many have also included brief "Fair Notice" statements in student "agendas".

## **Create an Expectation for Responsible Reporting**

All staff and students need to be advised that any person in a school community having knowledge of high-risk student behaviour or having reasonable grounds to believe there is a potential for high-risk or violent behaviour should promptly report the information to the school principal and/or his/her designates. Actively teach students that seeking adult support for worrisome behaviour is not "ratting or snitching" but, rather, a social responsibility for the wellbeing of all. School staffs need to actively counter the "code of silence".

It is also important for all to understand that no action will be taken against a person who makes a report unless the report is made maliciously and without reasonable grounds. In such exceptional cases, the person making the malicious report should be dealt with according to school jurisdiction policy and law, where applicable.

## Responsible Sharing of Information

Provinces and states have legislation that permits information sharing under circumstances where there is imminent danger. It is important to review the relevant legislation (education, child protection services etc.) in your own province or state to ensure adherence while providing for school safety.

The **Supreme Court of Canada** (1998) has established legal precedent by ruling (in *R. vs. M (M.R.)*) that in certain situations, the need to protect the greater student population supersedes the individual rights of the student. The ruling explicitly acknowledges that school officials must be able to act quickly and effectively to ensure the safety of the students and to prevent serious violations of the school rules. Two principles relevant to Violence Threat/Risk Assessment Protocols were established by the Supreme Court:

*The individual charter rights of the student are lessened to protect the collective need for safety and security of the general student population;*

*Schools officials have greater flexibility to respond to ensure the safety of the general student population in an educational setting than law enforcement officials have in a public setting.*

## Involving Parents in Threat/Risk Assessment

### Parent (Caregiver) Notification – (Threat Maker)

Parent(s) or caregiver(s) of the threat maker should be notified at the “earliest opportunity”. Specifically, notification should occur after the V-TRA team has collected enough initial data to confirm that a threat or violent incident has occurred and has determined the current level of violence potential.

*Notification guidelines follow that of the standard practice for fist fights between two students at a school. Before school administration calls home, they collect some initial data, talk with the students involved and then notify the parents (caregivers) of the situation and the circumstances surrounding it.*

In the case of threat/risk assessment, the parent(s) or caregiver(s) are also part of the assessment process as they are necessary sources of insight and data regarding the “bedroom dynamic”, “increases or decreases in baseline”, and other contextual factors that may be either “risk-reducing or risk-enhancing”. As such, notification of parent(s) or caregiver(s) is meant to activate a collaborative process between home and school to more fully assess the student and collaboratively plan for appropriate intervention where necessary.

### Common Reasons for Delay of Notification

If the student discloses child abuse during the threat/risk assessment process, Child Protection personnel will collaborate with the Stage I V-TRA Team on appropriate timing of parent(s) or caregiver(s) notification of the threat/risk assessment as the Child Protection agency may opt to notify parents or caregivers themselves as part of their child protection investigation.

In some cases, prior history with the parent(s) or caregiver(s) of the threat maker may denote that the parent(s) or caregiver(s) poses a risk of violence to staff or others. In these cases, notification of such adults would be timed to minimize potential risk and the police member of the V-TRA team may opt to notify the parent(s) or caregiver(s) themselves.

### **Parent (Caregiver) Notification – (Target)**

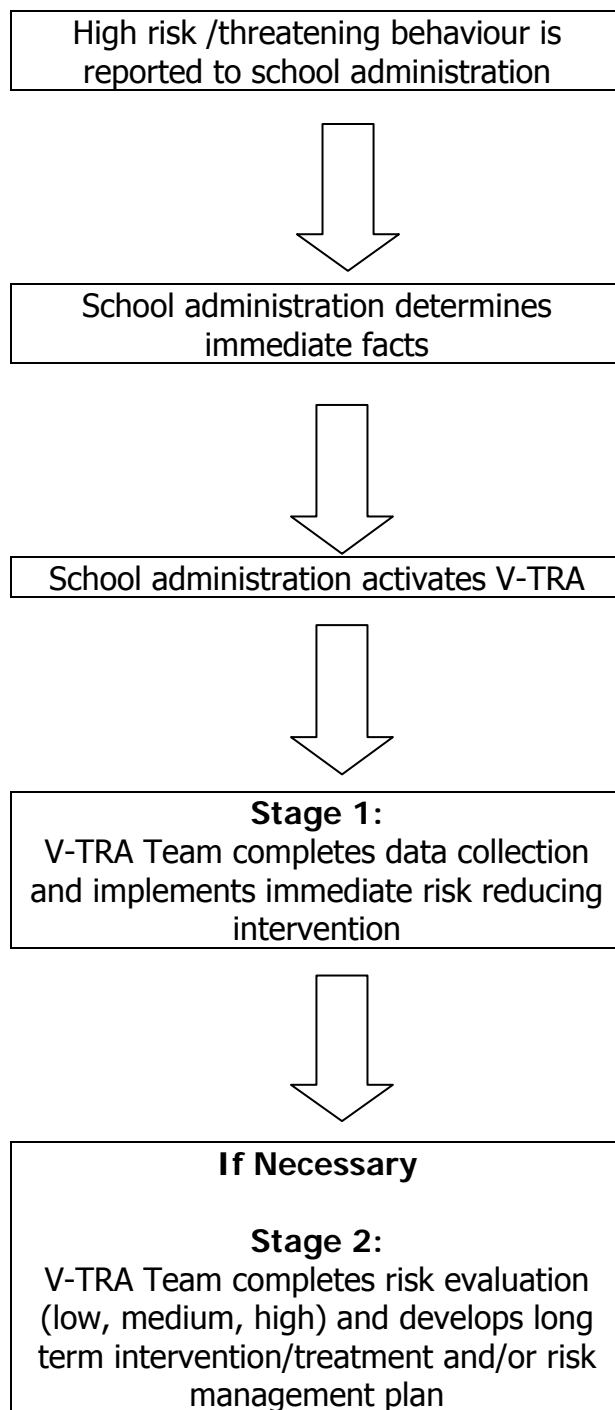
The parent(s) or caregiver(s) of the target(s) should be notified at the “earliest opportunity.” Often the target and his/her parent(s) or caregiver(s) are fearful or traumatized by the situation therefore notification should be done with skill, tact and planning. A plan should be made for possible emotional supports the family may need. As such, if the threat is “clear, direct, and plausible” or the V-TRA team feels violence may be imminent, notification will occur after the target is secured/protected (if the case is unfolding during school hours and the target is present at school) from potential harm. If the initial threat is not “clear, direct, and plausible”, the V-TRA team will continue to collect data to determine the level of risk before the parent(s) or caregiver(s) are notified: this is to prevent unnecessarily traumatizing individuals when no risk is present.

<p><i>Taking the time to do a proper initial assessment can prevent some of the extreme overreactions that have occurred in several low risk cases across this country.</i></p>
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There are also times when a case may first appear as high-risk but quickly prove to be a minor non-threat related situation.

## Conducting a Violence Threat/Risk Assessment

### Overview of Procedure



## Assessing Violence and Threats

### Pre-suspension Intervention Caution

It is imperative that school administration develop a preliminary intervention plan to manage threat makers prior to an out of school suspension. An out of school suspension is high risk as this period is often viewed by high-risk student as the “last straw”. It is in this stage that many threat makers decide to finalize a plan to terrorize their school or attack a specific target: this can include homicidal or suicidal acts. The suspension does not “cause” the violence to occur but creates the necessary “context” for the high-risk student, who is already struggling with suicidal and/or homicidal ideation, to take the final step from planning to action. School Administration is responsible to determine whether suspension is warranted but consultation with the VTRA team should always be a precursor to a final decision on the matter. If suspension is necessary, a critical question beyond “when to suspend” is “where to suspend”. The isolation and disconnection felt by high-risk students during an out of school suspension may be exacerbated if steps are not taken to keep the student connected to healthy adult supports.

**Stage I:** Stage I violence threat/risk assessment is the evaluation of immediate risk based on initial data collected by the V-TRA Team. Interviewing the target, bystanders, peers, teachers, caregivers, checking the locker and the bedroom are all part of the “data collection and immediate risk reducing intervention” associated with this stage. This stage is focused on the threat or violence at hand and whether or not the student poses an immediate risk. Some cases are isolated incidents between two individuals related to a particular issue and no actions by the V-TRA are required beyond the Stage I assessment and intervention. Other cases are simply a moment in time along the complex, evolutionary pathway to serious violence where V-TRA Teams learn that the incident at hand is one of many increases in baseline over the past weeks, months, or years and without further intervention the student is likely to escalate further.

**Stage II:** When obtained data suggests that a student who has made a threat (or has already engaged in violence) actually poses a threat (or risk of further violence), other members of the larger team may become involved in the “Stage II (comprehensive response)” phase. At this stage, the V-TRA can draw on the expertise and/or jurisdictional authority of child protection workers, forensic psychologists or psychiatrists, specialized treatment programs, etc. At this stage the focus is more comprehensive (often global) evaluation and longer term treatment planning.

### REMEMBER:

First Hypothesis in Threat Assessment: “It’s a cry for help!”  
Second Hypothesis: “Fluidity”

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[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]



## Threat Assessment Incident Report Required Information

- Name of the threat-maker and his/her relationship to the school and to the recipient.
- Name(s) of the victims or potential victims.
- When and where the incident occurred.
- What happened immediately prior to the incident?
- The specific language of the threat.
- Physical conduct that would substantiate intent to follow through on the threat.
- How the threat-maker appeared (physically and emotionally).
- Names of others who were directly involved and any actions they took.
- How the incident ended.
- Names of witnesses.
- What happened to the threat-maker after the incident?
- What happened to the other students or employees directly involved after the incident.
- Names of any administrators, teachers, or staff and how they responded.
- What event(s) triggered the incident?
- Any history leading up to the incident.
- The steps that have been taken to ensure the threat will not be carried out.
- Suggestions for preventing school violence in the future.

Adapted from the *"Guide for Preventing and Responding to School Violence"*. Published by the International Association of Chiefs of Police.

## THREAT ASSESSMENT REPORT FORM

### Stage 1

**Sources of Data** may be obtained from multiple sources including teachers and other school staff, students, target(s), threat maker(s), parents/caregivers and others.

- |  |   |
|--|---|
| <ul style="list-style-type: none"> <li>➤ Current and <i>previous</i> school/discipline records</li> <li>➤ Law Enforcement, Probation, Diversion, etc.</li> <li>➤ Parent interview: offer support, seek their help in understanding, clarify interest in/access to weapons</li> </ul> | <ul style="list-style-type: none"> <li>➤ Searches of the student(s), lockers, desk, backpack and cars</li> <li>➤ Searches of the student(s), bedroom etc.</li> <li>➤ Other agencies: mental health, human services, etc.</li> <li>➤ Activities: internet histories, diaries, notebooks</li> </ul> |
|--|---|

Student: \_\_\_\_\_ School: \_\_\_\_\_

DOB: \_\_\_\_\_ Student Number: \_\_\_\_\_ Grade: \_\_\_\_\_ Age: \_\_\_\_\_

Parents Name: \_\_\_\_\_ Date of incident: \_\_\_\_\_

#### Step 1: Make Sure All Students Are Safe

- Appropriately detain the student(s).
- If there is imminent danger call the School Police
- Do not allow access to coats, backpacks, desks, or lockers.

#### Step 2: Determine if the threat maker has access to the means (knife, gun, etc.).

#### Step 3: Notify the Student's Parent(s) or Guardian(s)

- Parents/guardians have been notified of the situation and this assessment.
- Parents/guardians have NOT been notified because: \_\_\_\_\_

#### Step 4: Interview witnesses including all participants directly and indirectly involved.

### Step 5: Initiate the Stage 1 Threat Assessment.

The following warning signs are offered to guide the threat assessment process. The purpose of this process is to determine whether a student *poses* a threat to the safety of others. Does the student appear to have the resources, intent, and motivation to carry out the threat? Is there evidence of attack-related behaviors that suggest movement from thought to violent action? Document and discuss all warning signs that apply.

Series I Questions (The Incident)	Notes
➤ Where did the incident happen & when?	
➤ How did it come to the interviewee's attention?	
➤ What was the specific language of the threat, detail of the weapon brandished, or gesture made?	
➤ Who was present & under what circumstance did the incident occur?	
➤ What was the motivation or perceived cause of the incident?	
➤ What was the response of the target (if present) at the time of the incident?	
➤ What was the response of others who were present at the time of the incident?	

Other: \_\_\_\_\_

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<b>Series II Questions (Attack-Related Behaviours)</b>	<b>Notes</b>
➤ Has the student (subject) sought out information consistent with their threat making or threat-related behavior	
➤ Have there been any communications suggesting ideas or intentions to attack a target currently or in the past?	
➤ Has the student (subject) attempted to gain access to weapons or do they have access to the weapons they have threatened to use?	
➤ Have they developed a plan & how general or specific is it (time, date, identified target selection, site selection, journal of justifications, maps & floor plans)?	
➤ Has the student (subject) been engaging in suspicious behaviour such as appearing to show an inordinate interest in alarm systems, sprinkle systems, video surveillance in schools or elsewhere, schedules & locations of police or security patrol?	
➤ Have they engaged in rehearsal behaviours, including packing or brandishing fake but realistic looking weapons, air rifles, pistols, or engaged in fire setting (i.e.: lighting fire to cardboard tubes cut & taped to look like a pipe bomb, etc.)?	
➤ Is there any evidence of attack related behaviours in their locker (back pack, car trunk, etc.) at school or bedroom (shed, garage, etc.) at home?	
➤ Have others been forewarned of a pending attack or told not to come to school because "something big is going to happen?"	

<b>Series III Questions (The Threat Maker /Subject)</b>	<b>Notes</b>
➤ Does the threat maker (subject) have a history of violence or threats of violence?	

➤ If yes, what is the frequency, intensity & recency (FIR) of the violence?	
➤ What has been their past human target selection?	
➤ What has been their past site selection?	
➤ Do they have a history of depression or suicidal thinking/behaviour?	
➤ Is there evidence of fluidity?	
➤ Does the threat maker (subject) use drugs or alcohol?	

<b>Series IV Questions (The Target)</b>	<b>Notes</b>
➤ Does the target have a history of violence or threats of violence?	
➤ If yes, what is the frequency, intensity & recency (FIR) of the violence?	
➤ What has been their past human target selection?	
➤ What has been their past site selection?	
➤ Is there evidence the target has instigated the current situation?	

<b>Series V Questions (Peer Dynamics)</b>	<b>Notes</b>
➤ Are others involved in the incident that may intentionally or unintentionally be contributing to the justification process?	
➤ Who is in the threat makers (subjects) peer structure & where does the threat maker (subject) fit (i.e.: leader, co-leader, and follower)?	
➤ Is there a difference between the threat maker's individual baseline & their peer	

group baseline behaviour?	
➤ Who is in the targets peer structure & where does the target fit (i.e.: leader, co-leader, and follower)?	
➤ Is there a peer who could assist with the plan or obtain the weapons necessary for an attack?	

Series VI Questions (Empty Vessel)	Notes
➤ Does the student of concern (subject) have a healthy relationship with a mature adult?	
➤ Does the student have inordinate knowledge or interest in violent events, themes, or incidents, including prior school – based attacks?	
➤ How have they responded to prior violent incidents (local, national, etc.)?	
➤ What type of violent games, movies, books, music, Internet searches, does the student (subject) fill themselves with?	
➤ Is there evidence that what they are filling themselves with is influencing their behaviour? (Imitators vs. Innovators?)	
➤ What related themes are present in their writings, drawings, etc?	
➤ Is there evidence of fluidity and/or religiosity?	

### Genogram

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Series VII Questions (Family Dynamics)	Notes
➤ How many homes does the student (subject) reside in (shared custody, goes back and forth from parent to grandparents home)?	
➤ Is the student (subject) connected to a healthy/ mature adult in the home?	
➤ Who all lives in the family home (full-time and part-time)?	
➤ Who seems to be in charge of the family and how often are they around?	
➤ Has the student engaged in violence or threats of violence towards their siblings or parent(s) caregiver(s)? If so, what form of violence and to whom including Frequency, Intensity, Recency (FIR)?	
➤ What is the historical baseline at home?	
➤ What is the current baseline at home? Is there evidence of evolution at home?	
➤ Are parent(s) or caregiver(s) concerned for their own safety or the safety of their children or others?	
➤ Does the students level or risk (at home, school, or the community) cycle according to who is in the home (i.e. the student is low risk for violence when his/her father is home but high risk during the times their father travels away from home for work)?	
➤ Does the student have a history of trauma? Including car accidents, falls, exposed to violence, abuse, etc.	
➤ Has the student been diagnosed with a DSM IV diagnoses?	
➤ Is there a history of mental health disorders in the family?	
➤ Is there a history of drug or alcohol abuse in the family?	

## Step 6: Review Findings with the Threat Assessment Team

Convene the Threat Assessment Team and discuss all relevant information regarding the student. As a team, ask the question: "*To what extent does the student pose a threat to school/student safety?*" "Do they pose a threat to themselves or someone outside the school (i.e. family)?"

### □ **Low Level of Concern**

Risk to the target(s), students, staff, and school safety is minimal.

- Threat is vague and indirect.
- Information contained within the threat is inconsistent, implausible or lacks detail; threat lacks realism.
- Available information suggests that the person is unlikely to carry out the threat or become violent.
- Typical baseline behaviour.

### □ **Medium Level of Concern**

The threat could be carried out, although it may not appear entirely realistic. Violent action is possible.

- Threat is more plausible and concrete than a low level threat. Wording in the threat and information gathered suggests that some thought has been given to how the threat will be carried out (e.g., possible place and time).
- No clear indication that the student of concern has taken preparatory steps (e.g., weapon, seeking), although there may be an ambiguous or inconclusive references pointing to that possibility. There may be a specific statement seeking to convey that the threat is not empty: "I'm serious!"
- Moderate or lingering concerns about the student's potential to act violently.
- Increase in baseline behaviour.

### □ **High Level of Concern**

The threat or situation of concern appears to pose an imminent and serious danger to the safety of others.

- Threat is specific and *plausible*. There is an identified target. Student has the *capacity* to act on the threat.
- Information suggests concrete steps have been taken toward acting on threat. For example, information indicates that the student has acquired or practiced with a weapon or has had a victim under surveillance.
- Information suggests strong concern about the student's potential to act violently.
- Significant increase in baseline behaviour.



## Step 7: Decide on a Course of Action

With the input of *a//*Threat Assessment Team members, decide on a course of action. If there is a low to medium level of concern, the student can likely be managed at school with appropriate (increased) supervision.

- ☐ **Low to Medium Level of Concern**
  - Implement the Intervention Plan (*Most students can be managed at school with interventions.*)
- ☐ **Medium to High Level of Concern**
  - The Threat Assessment Team has determined that a Stage II Threat Assessment is needed.
  - *District Resource Counselor will notify Student Support Service Administration.*
  - *If there is imminent danger, call the RCMP Liaison Officer or 911 (e.g., a gun is found).*

## Step 8: Develop an Intervention Plan

Use the following Intervention Plan to address all concerns identified during the Stage I Assessment.

### Stage I Intervention Plan (attach additional pages as needed)

#### Disciplinary action taken:

- ☐ Intended victim warned and/or parents or guardians notified.
- ☐ Suicide assessment initiated on: \_\_\_\_\_ by \_\_\_\_\_
- ☐ Contract not to harm self or others created (please attach).
- ☐ Alert staff and teachers on a need-to-know basis.
- ☐ Daily or ☐ Weekly check-in with (Title/Name):
- ☐ Travel card to hold accountable for whereabouts and on-time arrival to destinations.
- ☐ Backpack, coat, and other belongings check-in and check-out by:
- ☐ Late Arrival and/or Early Dismissal.
- ☐ Increased supervision in these settings:
- ☐ Modify daily schedule by:
- ☐ Behaviour plan (attach a copy to this Threat Assessment).
- ☐ Intervention by support staff (Psychologist, Social Worker, Counsellor).
- ☐ Identify precipitating/aggravating circumstances, and intervene to alleviate tension. Describe:

- ☐ Drug and/or alcohol intervention with:
- ☐ *Referral to Student Services team to consider possible Special Education Assessment.*
- ☐ *If Special Education student, review IPP goals and placement options.*
- ☐ Review community-based resources and interventions with parents or caretakers.
- ☐ Obtain permission to share information with community partners such as counselors and therapists (See District Release of information Form)
- ☐ Other action:

**PARENT/GUARDIANS (attach additional pages as needed)**

- ☐ Parents will provide the following supervision and/or intervention:
- ☐ Parents will:

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Parents/Guardians

**Comments:** \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**Monitor this Intervention Plan regularly and modify it as appropriate.**

**Threat Assessment Date:** \_\_\_\_\_

**Threat Assessment Team Members: (Signatures)**

Principal or Vice-Principal	
Director of Student Services	
School Resource Officer	
Mental Health	
School Staff	
Other	
Other	

**Step 9: Fax this completed screening to MHCBE Central Office (403-529-0917)**

- ☐ File this copy in the student's records.

# SPREADING THE GOOD NEWS!

Each month the Board of Trustees would like to recognize students and staff who have done something extra special.

**Congratulations to Michelle Neitz. Michelle is a teacher at St. Patrick's School. Michelle has won a APEGGA (Association of Professional Engineers, Geologists, and Geophysicists of Alberta) science award. She was nominated by a student. The school will be receiving a check for \$2000 on Monday at the assembly.**

**Congratulations are extended to Ilona Bastiaansen a Grade 12 student at St. Michael's School in Bow Island. Miss Bastiaansen was recognized as one of the 'Leaders of Tomorrow.' She will be further recognized as an Ambassador for Catholic Education.**

## Good News from Notre Dame Academy

1. Chad Buchmeier won a contest entitled: WHERE CHALLENGE WINNER. Received a \$200.00 prize and is now going into the national contest.
2. Three of our former hockey academy students have been drafted by WHL teams. Torrin White was drafted in the first round by Moose Jaw Warriors, Preston Kopeck in the 3<sup>rd</sup> round by Portland Winterhawks and Mac McNulty by Prince George Cougars.
3. Tiana Schmaltz won the City Championship in Badminton Singles for Grade 7 Girls.
4. Our Dancers at Notre Dame School have done well over the last two competitions. Here are their results.
  1. Kirsten Hill (Jazz solo - high silver, Musical Theatre Solo - high silver, Jazz Group - gold, Ballet Group - gold, Musical Theatre Group - gold, Hip Hop Group - gold and Jazz Duet - gold)
  2. Kalista Pisoni (Musical Theatre Group - gold)
  3. Tiana Pisoni (Musical Theatre Group - gold)
  4. Sydney Bachmeier (Jazz Group - gold and Musical Theatre Group - gold)
  5. Joselyn Kohls (Tap duet - high gold, Jazz Group - gold, Jazz Solo - high silver, Lyrical Group - high silver, Tap Group - high silver and Musical Theatre Group - high silver)
  6. Cassidy Bosch (Tap Group - gold and Musical Theatre Group - gold)
  7. Capri Koch (Lyrical Group - high silver and Jazz Group - gold)
  8. Megan Koch (Jazz Group - high silver, Lyrical Group - high silver and Lyrical Solo - high silver)
  9. Kayla Kobly (Jazz Group - high silver and Lyrical Group - high silver)
  10. Mercedes Yeast (Musical Theatre Group - gold, Hip Hop Group - gold, Tap Group - gold and Hip Hop Duet - silver)
  11. Kristen Moss (Jazz Group - high silver, Hip Hop Group - high silver, Tap Group - high silver, Lyrical Group - silver and Musical Theatre - gold)
  12. Christie Sparrow (Musical Theatre Solo - gold)
  13. Morgan Little (Tap Group - high silver, Musical Theatre Group - high silver and Jazz Group - gold)
  14. Sarah Mitchell (Jazz Group - high silver, Lyrical Group - high silver, Musical Theatre Group - gold and Hip Hop Group - silver)
  15. Taelynn Boschee (Hip Hop Group - silver, Lyrical Group - silver, Musical Theatre Group - gold and Jazz Group - high silver)
  16. Laura Huck (Jazz Group - gold, Lyrical Group - gold and Musical Theatre Group - high silver)
  17. Danika Bukmeier (Modern Group - gold, Lyrical Group - gold, Jazz Group - gold, Tap Group - silver, Hip Hop Group - high silver, Stylized Jazz Group - gold, Musical Theatre Group - gold and Ballet Group - gold)
  18. Chantell Ball (Jazz Group - high silver, Lyrical Group - high silver and Tap Group - silver)
  19. Danica Kohls (Tap Solo - high silver, Lyrical Solo - high silver, Jazz Group - high silver, Lyrical Group - gold, Tap Group - gold and Musical Theatre Group - gold)
  20. Mackenzie Miller (Tap Group - gold, Musical Theatre Group - gold, Lyrical Group - gold, Jazz Group - high silver and Hip Hop Group - high silver)
  21. Brook Jackle (Musical Theatre Group - gold, Tap - gold, Jazz Group - high silver and Hip Hop Group - high silver)
  22. Lauren Janzer (Musical Theatre Group - gold, Jazz Group - high silver, Lyrical Group - high silver, Hip Hop Group - high silver, Lyrical Duet - high silver and Tap Group - silver)

## In Track and Field at the City Championships on May 25<sup>th</sup>

Tiana Pisoni – Top Midget Girl

Mackenzie Salmon – Top Bantam Girl

Leonard Schumacher – Top Bantam Boy

May 10, 2010

Mr. David Leahy  
Superintendent of Schools  
Medicine Hat Catholic Separate Regional Division No. 20  
1251 - 1 Avenue S.W.  
Medicine Hat, AB T1A 8B4

Dear Mr. Leahy:

**RE: AISI ALLOCATION TO YOUR SCHOOL AUTHORITY FOR 2010/2011**

The Alberta Initiative for School Improvement (AISI) rate for the 2010/2011 school year is \$139.40 per FTE registered student for public school jurisdictions and charter schools based on student registrations at September 30, 2009.

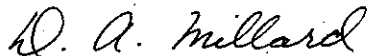
The maximum amount of 2010/2011 AISI funding that can be approved through AISI projects for your school authority is determined as follows:

**4501 Medicine Hat Catholic Separate Regional Division No. 20**

NUMBER OF REGISTERED STUDENTS				FUNDING ALLOCATION @ \$139.40 PER FTE STUDENT
GRADES 1 to 12	ECS	ECS FTE	TOTAL FTE	
2593	288	144	2737	\$381,538

Should you have any questions about AISI funding, please call Alfred Sakyi at the School Research and Improvement Branch at 780-422-8556 (to connect toll free in Alberta, dial 310-0000).

Sincerely,



Dianna Millard  
Director, School Research and Improvement Branch

cc: AISI Coordinator  
Secretary-Treasurer



May 18, 2010

Mr. David Leahy  
Superintendent  
Medicine Hat CS Regional Division No. 20  
1251 - 1 Avenue  
Medicine Hat, AB T1A 8B4

Dear Mr. Leahy:

On behalf of Undergraduate Student Services at the University of Alberta, Faculty of Education, we would like to express our gratitude for the willingness of your staff to support, encourage and mentor our Student Teachers. Students often share that the highlight of their undergraduate program is their field experiences. Without your support, this would not happen.

Your staff's professional contributions provide beginning teachers with an amazing opportunity to gain an understanding of schools and the complexity of the teaching profession. We appreciate the time you all commit to Student Teachers. During the 2009/2010 term, 2465 Student Teachers were placed in schools across Alberta and the Northwest Territories. This would not be possible without your support. Our records show that 4 students were placed in schools within your district. Thank you for your ongoing support.

We trust that your staff found their work with Student Teachers rewarding, and we thank you again for your commitment.

Sincerely,

Dr. Susan Barker  
Associate Dean, Teacher Education

Dr. Bob Ritter  
Assistant Dean, Field Experiences

**Medicine Hat Catholic Board of Education  
Board Meeting  
June 8, 2010**

**PUBLIC MEETING**

**To:** Board of Trustees

**From:** Greg MacPherson, Secretary-Treasurer

**Agenda Item:** Before and After School Programs

**Purpose:** Decision Making

**Attachments:** AP546 – Before and After School Programs  
Before and After School Programs Comparisons in MHCBE

**Background:** During discussions with the schools there appeared to be inconsistency between certain schools on how the Before and After School programs were being run. When AP 546 – Before and After School Programs was being examined, it was identified that the Before and After School Programs were not being run as indicated in the AP. All Schools were canvassed to determine which had a Before and After School Program and how they were being run and managed.

The significant issue is that AP546 indicated that the "School Council shall direct the Before and After School Program...and any earned revenue from the program shall belong to the School Council". This contrasts with how the programs are being run in the schools, where the Principal is for the most part solely making the decisions regarding the program, sometimes with minor involvement of a parent. The revenue of the program is retained within the school and is used as determined by the principal. These monies are not retained in MHCBE bank accounts but in separate accounts set up by the schools, therefore they do not appear in SGF and by extension the division financial statements.

**Recommendation/  
Decision:**

As the reality of the program operation is in conflict with the AP, the board has two options, direct that schools be in compliance with the AP or direct that the AP be changed to better reflect the actual program operations.

Overall, changing the words "School Council" to the Division or the School within the AP would correct a significant portion of the inconsistency.

If the Board feels that the BAS program and child care as a whole is a risk they are willing to retain, then the board should direct senior administration to change the AP to allow for the division to provide a BAS program

*Be it resolved that the Board of Trustees for Medicine Hat Catholic Board of Education authorizes senior administration to adjust AP 546 – Before and After School Programs to better reflect the actual operating governance and structure.*

**Resulting Action:** Secretary-Treasurer to work with principals of schools with a before and after school program to adjust AP 546 and bring the AP back to the Board for review.

**Responsibility:** Secretary-Treasurer.



## Administrative Procedure 546

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### BEFORE AND AFTER SCHOOL PROGRAMS

#### Background

Our schools, which operate in partnership with families and Church, become a natural setting for childcare before and after school. For parents who work outside the home, quality childcare before and after school can sometimes be cost prohibitive. Childcare programs operating in the school outside the hours of instruction of a school day have been initiated by School Councils as a way to offer reasonably priced, quality child care before and after school.

The Division supports the offering of Before and After School Programs in elementary schools as a way to assist families and to benefit our students.

#### Procedures

1. The School Council ~~shall direct~~ the Before and After School Program in the school without financial assistance from the Division. Fees charged for programs shall be the responsibility of the School Council and ~~any earned revenue from the program shall belong to the School Council.~~
2. Any Before and After School Program shall have an operating license granted by the Province under the Day Care licensing regulations. A copy of the Service Plan of the program, and the operating license shall be forwarded to the Secretary-Treasurer.
3. The employee(s) hired by the School Council to supervise students ~~shall be considered an employee of the School Council.~~ These employees, as caretakers of children are encouraged to:
  - 3.1 Hold a valid first aid certificate
  - 3.2 Hold a valid CPR certificate
  - 3.3 Be at least 18 years of age
4. The School Council and the principal shall designate areas of the school for use by the program participants.
5. Proper student registration and release forms must be completed and kept up to date.
6. The School Council shall have procedures in place for emergencies involving injury of students and emergency site evacuation.



7. The School Council shall have procedures in place for the accounting of each student participating in the program and the release of students to parents or guardians authorized to pick up students.
8. The Division will offer assistance to School Councils in the following ways:
  - 8.1 The use of school facilities;
  - 8.2 The preparation of payroll cheques for School Council employees. (The Division will subsequently invoice School Councils for payroll amounts and appropriate benefits of School Council employees)
  - 8.3 Provide liability insurance for the School Council employee and student participants in the program under the Division's blanket liability insurance;
  - 8.4 Provide assistance in researching and applying for available financial grants.
  - 8.5 Assistance with staff selection and recruitment, reference checks, etc.

Reference: Section 20, 22, 60, 61, 113, 116, School Act  
Child Care Regulation



**Medicine Hat Catholic Board of Education**  
**Before and After School Programs Comparison**  
**April 30, 2010**

Ref.	Question	St. Mary's	St. Michael's MH	Mother Teresa	St. Patrick's
1	Who is the license with, the school board or another organization?	The license is issued under the Child Care Licensing Act and licenses the school board to operate the program. Ours is valid until Sept. 30, 2010	We switched over to the School Board this year.	Medicine Hat Catholic Board of Education	The Before and After School Program is licensed through the Medicine Hat Catholic Board of Education.
2	Who is providing the insurance, the school board or through a separate insurance policy?	As you wrote on Sept. 16, 2008, St. Mary School's Before and After School Program "is covered under our Commercial General Liability Insurance Policy with AON Reed Stenhouse Inc. (our insurance carrier) in the amount of \$2 million."	Insurance is covered through the School Board.	Medicine Hat Catholic	I am under the impression that we are insured under the board, hence the licensing change at the beginning of this year from the St. Patrick's Parents Society to Medicine Hat Catholic Board of Education.
3	Who runs the program and makes the decisions? Is this the school principal, a parent body, another outside organization or a combination?	Paul Bauche, in consultation with Robert Dumanowski and Theresa Phillips.	Decisions are made by myself and Nova Lee Towsend, the program coordinator.	Combination parent volunteer/principal	The school principal make decisions regarding programming, budgeting, staffing, certification, grants, policies, procedures, management of bookkeeping.
4	Who hires and supervises the staff?	Paul Bauche	Nova Lee Towsend	Combination	The principal hires the staff and deals with concerns, complaints and issues with payments. A staff member (Louise Westland) is paid

Ref.	Question	St. Mary's	St. Michael's MH	Mother Teresa	St. Patrick's
					an extra \$2.00 an hour to act as a supervisor for day today activities.
5	Who is making the decisions about the program?	Paul Bauche and Theresa Phillips	Nova Lee Townsend, Kelly Bennett and myself	Combination	The principal is conjunction with the program supervisor (Louise Westland).
6	Who is doing the bookkeeping	Paul Bauche and Sandy Plotsky	Kelly Bennett	Parent Volunteer	We have hired a professional bookkeeper to manage balance sheets, income statements, payroll and deductions.
7	Who is signing the cheques? Signing the pay cheques?	Paul Bauche and Sandy Plotsky	Myself and Kelly Bennett	Combination (dual signing authority on checks)	The signing authority on all checks is allocated to the principal and the bookkeeper.
8	For the submission of the EI and CPP contributions, whose business number is being used?	St. Mary's Before and After School program has its own business number	Yikes, I thought I could answer all of these for you. I will double check and get back to you, sorry.	Before and After school program has its own number	St. Patrick's Before and After Program has a registered number we use.
9	Is this run through SGF or is this a separate bank account?	A separate bank account	We have a totally separate bank account for this program.	Separate bank account	These monies are run through a separate bank account.
10	Is this really a school offered and run program or is this a parent council run program?	School	Our Before and after school program is totally separate from the school council or our society.	School	In the past it was a parent council run program, I took the program over last year as it was not running efficiently and was a risk of being shut down due to overspending. This program is now a school run program, with

Ref.	Question	St. Mary's	St. Michael's MH	Mother Teresa	St. Patrick's
					all revenue being put back into school programming and supplies.

**Medicine Hat Catholic Board of Education  
Board Meeting  
June 8, 2010**

**PUBLIC MEETING**

**To:** Board of Trustees

**From:** Greg MacPherson, Secretary-Treasurer

**Agenda Item:** ATA Salary increase for 2010-11

**Purpose:** Decision Making

**Attachments:** Letter from ATA re: Rate increases for 2010-11  
Copy of Draft Amendment to the ATA Collective Agreement  
Letter from ASBA confirming the AAWEI for 2010-11

**Background:** The Alberta Average Weekly Earnings index has been set as 2.92% for 2010-11 in accordance with the ATA Collective Agreement. Annually, the collective agreement is amended with the revised salaries and allowances.

**Recommendation/  
Decision:** Be it resolved that the Board of Trustees for Medicine Hat Catholic Board of Education approves the Alberta Average Weekly Earnings Index as 2.92% for 2010-11 and approves the 2010-11 amendment to the 2007-2012 ATA Collective Agreement as presented.

**Resulting Action:** Chair and Secretary-Treasurer to sign the 2010-11 amendment to the collective agreement and send to the ATA for their ratification.

**Responsibility:** Secretary-Treasurer.



# The Alberta Teachers' Association

11010 142 Street NW, Edmonton, Alberta T5N 2R1

T 780-447-9400 or 1-800-232-7208

F 780-455-6481

www.teachers.ab.ca

Carol D Henderson  
President

Dr Gordon R Thomas  
Executive Secretary

Sharon L. Armstrong  
Vice-President

Dr Ernest C Clintberg  
Associate Executive Secretary

H Mark Ramsankar  
Vice-President

Frank Brusoker  
Past President

2010 04 21

via Fax—403-529-0917

Mr Greg MacPherson, Secretary-Treasurer  
Medicine Hat Catholic  
Separate Regional Division No 20  
1251 1 Avenue SW  
Medicine Hat AB T1A 8B4

Dear Mr MacPherson

Re Rate Increases for 2010/11

The 2007/12 collective agreement between the Alberta Teachers' Association (the Association) and Medicine Hat Catholic Separate Regional Division No 20 states that the 2010 09 01 rate increase will be determined by comparing average weekly earnings for Alberta for 2009 to the Alberta average weekly earnings for 2008. The increase for 2010 09 01 has been determined to be 2.92 per cent.

In order to confirm agreement between the parties, we would like to have an addendum containing the 2010/11 rates signed by the board and the Association attached to the 2007/12 collective agreement.

Would you please prepare an addendum containing the rate increases for all affected clauses and e-mail it to paula.coliton@ata.ab.ca for review. If you would prefer, the document can be prepared by this office and forwarded to you for review. Please e-mail paula.coliton@ata.ab.ca to make such a request.

Sincerely

Sharon L Vogrinetz  
Coordinator  
Teacher Welfare

SLV/ejp

cc D N Hendricks, EPC/NSC Chair, Medicine Hat CSRD No 20  
M J Kischuk

## Greg MacPherson

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**From:** David Anderson [danderson@asba.ab.ca]  
**Sent:** Wednesday, April 28, 2010 10:20 AM  
**To:** \*Board Chairs; \*Superintendents-Email; \*Secretary Treasurers  
**Cc:** \*Labour Relations

*Good morning,*

*Please be advised Alberta Education has verified Statistics Canada has reported the revised Alberta Average Weekly Earnings (AAWE) Index for December 2009.*

*As a result, the increase in the AAWE Index for 2009, as compared to 2008, is 2.92%.*

*Please contact ASBA Labour Relations if you have any questions regarding this figure.*

David Anderson

Executive Director

Alberta School Boards Association

780.451.7109



The following has been agreed upon as an addendum to the 2007-2012 collective agreement which was previously amended on September 15, 2008 and February 23, 2010 between

**MEDICINE HAT CATHOLIC BOARD OF EDUCATION**  
(hereinafter called "the Employer")

of the first part

**DRAFT**

and

**THE ALBERTA TEACHERS' ASSOCIATION**  
A body corporate, incorporated under the laws of the Province of Alberta,  
(hereinafter called "the Association")

of the second part

WHEREAS the current agreement provides for increases during the term of the agreement, the following provisions are intended to reflect the specific amendments to the agreement. All other provisions of the current collective agreement shall continue to apply and these revised rates shall be administered in accordance with the balance of the agreement.

Effective September 1, 2010, the parties agree the following amendments shall apply:

### ARTICLE 3 – SALARY SCHEDULE

#### 3.3 Salary Schedule

Amend the salary schedule as follows:

STEP	CAT 4	CAT 5	CAT 6
0	57,602	61,048	64,235
1	60,985	64,431	67,615
2	64,365	67,811	70,998
3	67,745	71,191	74,378
4	71,128	74,574	77,758
5/6	74,507	77,954	81,141
7	77,889	81,335	84,520
8	81,270	84,716	87,901
9	84,650	88,095	91,281
10	88,032	91,476	94,663

**DRAFT**

**ARTICLE 6 – ADMINISTRATION ALLOWANCES**

6.1 Principals

Amend the principal's basic allowance to ~~\$15,605~~ per annum with an additional per student allowance (for each pupil over 200) of ~~\$18.21~~ per annum.

**ARTICLE 7 – SUBSTITUTE PAY**

7.2 Amend the substitute teacher rate of pay to ~~\$193.79~~ per day (includes 4% vacation pay).

**IN WITNESS WHEREOF** to parties have executed this Agreement this \_\_\_\_ day of \_\_\_\_\_, 2010

ON BEHALF OF THE MEDICINE HAT CATHOLIC  
BOARD OF EDUCATION

ON BEHALF OF THE ASSOCIATION

\_\_\_\_\_  
Chair

\_\_\_\_\_  
(Coordinator, Teacher Welfare)

\_\_\_\_\_  
Secretary Treasurer

**Medicine Hat Catholic Board of Education  
Board Meeting  
June 8, 2010**

**PUBLIC MEETING**

**To:** Board of Trustees

**From:** Greg MacPherson, Secretary-Treasurer

**Agenda Item:** CUPE Salary increase for 2010-11

**Purpose:** Decision Making

**Attachments:** Copy of Draft Amendment to the CUPE Collective Agreement  
Letter from ASBA confirming the AAWEI for 2010-11

**Background:** The Alberta Average Weekly Earnings index has been set as 2.92% for 2010-11 in accordance with the CUPE Collective Agreement. Annually, the collective agreement is amended with the revised salaries and allowances.

**Recommendation/  
Decision:** Be it resolved that the Board of Trustees for Medicine Hat Catholic Board of Education approves the Alberta Average Weekly Earnings Index as 2.92% for 2010-11 and approves the 2010-11 amendment to the 2008-2013 CUPE Collective Agreement as presented.

**Resulting Action:** Chair and Secretary-Treasurer to sign the 2010-11 amendment to the collective agreement and send to the CUPE for their ratification.

**Responsibility:** Secretary-Treasurer.

**Greg MacPherson**

---

**From:** David Anderson [danderson@asba.ab.ca]  
**Sent:** Wednesday, April 28, 2010 10:20 AM  
**To:** \*Board Chairs; \*Superintendents-Email; \*Secretary Treasurers  
**Cc:** \*Labour Relations

*Good morning,*

*Please be advised Alberta Education has verified Statistics Canada has reported the revised Alberta Average Weekly Earnings (AAWE) Index for December 2009.*

*As a result, the increase in the AAWE Index for 2009, as compared to 2008, is 2.92%.*

*Please contact ASBA Labour Relations if you have any questions regarding this figure.*

David Anderson

Executive Director

Alberta School Boards Association

780.451.7109

## LETTER OF UNDERSTANDING

Between Medicine Hat Catholic Board of Education and the Canadian Union of Public Employees, Local 829.

The parties agree to the following:

1. This Letter of Understanding forms part of the September 1, 2008 to August 31, 2013 collective agreement signed 25 July, 2008 and amends the Letters of Understanding signed September 11, 2009 and April 21, 2010.
2. Schedule B of the collective agreement relating to September 1, 2010 is to be replaced with the following:

The percentage increase for September 1, 2010 shall be two point nine two per cent (2.92%) to be applied to the salary grid, allowances and bonuses in effect on August 31, 2010.

3. The revised salary grids and grids for allowances and bonuses effective September 1, 2010 shall now be the following:

	Monthly Start	Hourly Start	Annual Full Time	Monthly after 6 Months	Hourly after 6 Months	Annual Full Time
Head Custodian I						
September 1, 2009	3496	20.17	41952	3596	20.75	43152
Head Custodian II						
September 1, 2009	3409	19.67	40908	3511	20.26	42132
Assistant Head Custodian						
September 1, 2009	3384	19.52	40608	3484	20.10	41808
Custodian II						
September 1, 2009	3299	19.03	39588	3399	19.61	40788

a. Group Classification Based on Personnel Supervised

**Head Custodian I**

Head Custodian I Allowances	1-Sep-10
No. Supervised	
1	53.36
2	73.83
3	91.20
4	102.81
5	116.41
6	124.30

**Head Custodian II**

Head Custodian II Allowances	1-Sep-10
No. Supervised	
1	23.63
2	44.10
3	61.45
4	73.07
5	86.67
6	94.56

**Assistant Head Custodian**

Assistant Head Custodian Allowances	1-Sep-10
No. Supervised	
1	17.32
2	31.52
3	42.56
4	50.41
5	55.93
6	58.30

b. Monthly Allowance

Monthly allowances for Head Custodians I, Head Custodians II and Assistant Head Custodians will be rolled into the basic salaries.

c. Bonuses

In addition to salaries, the following bonuses will be paid to any employee, during the term of this Agreement as follows:

1. Holder of Certificate of Maintenance
2. Works a shift chiefly falling between midnight and 8:00 am (not applicable during July and August)
3. Holder of Alberta Building Operators Certificate B.

**Bonuses**

	1-Sep-10
Certificate of Maintenance	47.60
Shift between midnight and AM	38.51
Building Operator B	60.06

All other sections of the collective agreement remain intact.

Signed in Medicine Hat, Alberta this \_\_\_\_\_ day of \_\_\_\_\_, 2010.

Signed on behalf of the Employer

Signed on Behalf of the Union

\_\_\_\_\_  
Stan Aberle, Chair

\_\_\_\_\_  
Willie Brees, Vice President

\_\_\_\_\_  
Greg MacPherson, Secretary-Treasurer

\_\_\_\_\_  
Rick Ulmer

\_\_\_\_\_  
Danielle Williamson,  
National Representative

## Memorandum

June 08, 2010

To: Board of Trustees

From: David Leahy, Superintendent of Schools

Re: Retiree Recognition

Action: Item presented for: Decision Making

---

**Background:** Mr. Chuck Love will be retiring from the Division this month. It has been the practice of the Board of Trustees to hold a dinner to recognize all retiring teachers. Mr. Love remains in Edmonton recovering from his recent accident and will be unable to attend a dinner.

**Recommendation:** That representatives from the Board and Senior Administration travel to Edmonton to have dinner with Mr. Love and his family and to present the board's retirement recognition to him.



## Memorandum

June 8, 2010

To: Board of Trustees

From: David Leahy, Superintendent of Schools

Re: Possible name change for St. Thomas Aquinas and Mother Teresa School

Action: Item presented for: Decision Making

---

### Background:

1. Mother Teresa School- the Church has started the process which may result in Mother Teresa being canonized. Already the Church has bestowed Beatification on Mother Teresa. Her life has been deemed to have been heroic. With the Beatification Mother Teresa now has the title Blessed.  
Many schools that were formerly named 'Mother Teresa' have changed their name to 'Blessed Mother Teresa '
2. St. Thomas Aquinas School will be a single track elementary French Immersion School next year. As a result it may be appropriate to change the signage of the school to read," Ecole St. Thomas Aquinas "

**Recommendation:** The Board of Trustees provides direction to senior administration about possible names changes for Mother Teresa School and St. Thomas Aquinas School.

## Memorandum

June 08, 2010

To: Board of Trustees

From: David Leahy, Superintendent of Schools

Re: Field Trip Administrative Procedure

Action: Item presented for: Information

---

**Background:** The final version of the revised Field Trip Administrative Procedure with new forms has been completed. The AP will become effective on June 11, 2010. Changes made in the AP since the last board meeting have been highlighted.

**Recommendation:**

# FIELD TRIP SUPERVISION

## Background

The Division recognizes that field trips that occur off the school site can be an effective means of providing students with learning opportunities beyond those which can be offered within the school. The community can be viewed as being an extension of the school, and therefore, the Division endorses educational field trips during school hours when such field studies have educational value and complement the school curriculum.

The Division endorses field trips that have clear educational value, that support the mission of the Division, and enhance student learning as described in the program of studies, particular to the grade level of the student.

## Definitions

Field Trip means an approved school activity that occurs outside of school property. This definition includes Division sponsored student exchange programs, classes, programs, and extra curricular activities that occur outside of school property but excludes, work study, work experience programs and educational travel outside of the province beyond five (5) days in duration.

Secondary classes conducted at off-site facilities in the community during regular class times are not considered field trips (i.e.: Physical Education skating class). Parents must be provided with a **course syllabus that includes a** schedule of off-site classes

Teacher(s) in charge means the Teacher(s) responsible for the planning, coordination and implementation of an excursion or field trip.

Parent means a person defined as a parent in the School Action Section 1 (q) and (2). Safety Guidelines mean the most current Safety Guidelines for Physical Activity in Alberta schools that are in force.

Participant means a student, volunteer, teacher or other Division staff member who travels on the off-site activity, but does not include a guide or service provider staff.

## Procedures

1. All Division policies and administrative procedures are deemed to be in effect during all field trips.

## PURPOSE

2. The purpose of an educational field trip is to enable students to participate in quality off-site educational experiences that:



- 2.1. **At the heart of the educational process;**
- 2.2. Are connected to the Guide to Education, Program of Studies, Curriculum and Learning Outcomes and;
- 2.3. Are relevant, flexible, responsive, affordable and accessible.
3. Field trips must take place within a context of:
  - 3.1. Attention to the safety and security of students;
  - 3.2. Attention to risk assessment of field trip activities; and
  - 3.3. Protection of students, staff and volunteers and the Board.

## **APPROVAL**

4. No field trip shall be undertaken without prior written authorization by:
  - 4.1. The principal, in consultation with the Superintendent for field trips involving travelling 200 km or more from the school.
  - 4.2. The Board for travel outside of Canada and the continental United States.
  - 4.3. Student travel is limited by the following:
    - 4.3.1. Elementary students may only travel within Alberta.
    - 4.3.2. Middle School students may only travel within Canada **with the following exceptions:**
      - 4.3.2.1. **2 – 4 bus trips to Montana, Washington State or Idaho involving sport or cultural activities.**
5. Principals must ensure that eligibility criteria are established for all field trips. **Eligibility criteria can include previous behavior.**
6. Field trips may be supported in part or in whole by parents or guardians of eligible students, but no eligible students may be denied participation on the basis of inability to pay. This provision does not apply to voluntary trips.
7. Field trips are expected to be affordable for students, and assistance is available for students who are unable to pay the costs due to financial need. Assistance will be provided by the school, club or team that is sponsoring the trip.
8. The teacher in charge must:
  - 8.1. Consult with and obtain the approval of the principal before planning for the field trip may proceed.
  - 8.2. Submit an educational assessment for the principal's approval that:

- 8.2.1. Includes a statement of purposes that explicitly defines instructional objectives;



- 8.2.2. Outlines the lead up and follow up activities, as required;
- 8.2.3. Provides a safety assessment of the activity;
- 8.3. Wherever possible or reasonable, have visited the location of the field trip prior to the trip and be familiar with the seasonal conditions at the time of the activity.
- 8.4. Have the training, experience and knowledge appropriate for leading the trip **or have the assistance of a guide with the training, knowledge and experience needed.**
- 8.5. Select appropriate volunteers for the trip and provide volunteers with direction as to the requirements of the trip and their responsibilities prior to departure; (see Administrative Procedure **390 490**— Volunteers).
- 8.6. Use guides when appropriate or as directed.
- 8.7. Ensure that appropriate document is filed with the principal and accompanies the teacher in charge on the trip.
- 8.8. Advise students regarding trip hazards and appropriate safety procedures, including required vaccinations.
- 8.9. Comply with all Board Policies and Administrative Procedures while on the trip.
9. Before approving a field trip, a principal must:
- 9.1. Be satisfied that the teacher in charge understands the policies and procedures defining the teachers' responsibilities and duty of care;
- 9.2. Be satisfied that the current safety guidelines have been met or exceeded;
- 9.3. Be satisfied that the students, teachers, staff, volunteers and parents or guardians will receive the appropriate information about the trip;
- 9.4. Be satisfied that arrangements are in place for covering all the financial matters, including refund procedures, contingency funds and an accounting for all expenditures;
- 9.5. Consult with the teachers in charges before recommending final approval;
- 9.6. Ensure that the teacher in charge completes a preliminary risk assessment for any trips not on the approved list;
- 9.7. Submit a copy of all appropriate documentation related to the trip to the Superintendent;
- 9.8. Advise the Superintendent in writing of any trips out of province or beyond two (2) days in duration.



## SUPERVISION

10. Unless otherwise approved by the Superintendent, the minimum acceptable standard of supervision for field trips is:

- 10.1. For students in Kindergarten, one adult to 5 students;
- 10.2. For students in Grades 1 – 3, one adult to 8 students;
- 10.3. For students in Grades 4 – 9, one adult to 10 students; and
- 10.4. For students in Grades 10 – 12, one adult to 15 students.
- 10.5. Exceptions to the above will apply to school team sports and clubs where the ratio shall be one adult to 15 participants.

11. For field trips outside of the Province of Alberta, the minimum acceptable standard of supervision is two adult supervisors, one of whom must be the teacher in charge.

12. Where field trips include overnight stays and the student group includes male and female students, supervision of the group must include both male and female supervisors.

13. Additional supervision by certificated staff and/or volunteers from the school must be considered for field trips involving:

- 13.1. Increased risks;
- 13.2. Large numbers of students;
- 13.3. Participation of students with special needs;
- 13.4. Crowded venues;
- 13.5. Trips that is new to the school.

14. All supervision must be provided by individuals who are over the age of 18 and who meet the requirements of Administrative Procedure 490 Volunteers.

15. In addition to the requirement for adult supervision, in special circumstances, students who are in grades 10, 11 and 12 and who have demonstrated leadership skills or special qualifications such as National Lifeguard Service Qualification may provide specialized supervision.

## TRANSPORTATION

16. Transportation of students on field trips must comply with Division Policy and Procedure.

16.1. Commercial transportation shall be used ~~where possible.~~ **whenever possible, when practical and when numbers warrant.**

16.1.1. Only properly licensed and insured commercial transportation vehicles and drivers shall be used.

16.1.2. Schools are advised to use carriers under contract to the Division.



- 16.1.3. If a school wishes to use a carrier not contracted with the Division, the carrier must have an Operating Authority Certificate from the Motor Transport Board and a Certificate of Insurance coverage of not less than five (5) million dollars.
- 16.2. The principal must ensure that a staff member, student or volunteer driving a vehicle that is not Division-owned is properly licensed and insured.
- 16.3. The Division has insurance coverage that provides for indemnification in the event of bodily injury or property damage to third parties as the result of an automobile accident for which the staff member, student or volunteer is legally responsible. However, the primary liability protection for the staff member, student or volunteer driving a vehicle that is not Division owned is provided by his/her own liability policy. The minimum liability coverage is required to be two (2) million dollars.
- 16.4. Schools are encouraged to retain copies of the driver's license and insurance pink slip information. The Driver Information form attached to Administrative Procedure 551-552 Student Transportation Private Vehicles may be used as a record.
- 16.5. Air transportation other than on commercial carriers will not be authorized.
17. **Secondary classes conducted at off-site facilities in the community during regular class times are not considered field trips (ie: Physical Education skating class). Parents must be provided with a course syllabus that includes a schedule of off-site classes**
- CONSENT**
18. In order to ensure informed consent, parents shall be provided with the following information in writing:
- 18.1. Purpose of educational goal of the field trip;
  - 18.2. The name of the teacher in charge and a contact telephone number;
  - 18.3. The date;
  - 18.4. The destination, and where necessary, a map of the area;
  - 18.5. A detailed itinerary, setting out the general nature and number of activities;
  - 18.6. Departure and return times;
  - 18.7. Mode of transportation;
  - 18.8. Financial arrangements;
  - 18.9. Safety precautions;
  - 18.10. Level of supervision;
  - 18.11. The date of the parent meeting(s); if required;
  - 18.12. Any unusual factors such as rigorous physical activity, water related activities or water sports;



- 18.13. Any special risks associated with the activity;
- 18.14. A reminder that parents or guardians must inform the teacher in charge about any relevant medical conditions of the student;
- 18.15. Emergency procedures to be followed in the event of injury, illness or unusual circumstances;
- 18.16. The need for additional medical coverage for out-of-province and out-of-country trips;
- 18.17. Other relevant information about the trip which may influence the parent's or guardians' decision to withhold permission.

19. When a parent meeting has been called for a trip:

- 19.1. The teacher in charge must keep a record of attendance at the parent meeting and;
  - 19.2. The student's parent or guardian must attend the parent meeting to discuss the field trip and the rules of conduct expected of students. If emergent reasons prevent the parent from attending the meeting the parent must make arrangements to meet the teacher, at a time convenient to the teacher, to speak about the trip.
20. One permission form is acceptable for a series of walking activities in the neighborhood of the school. **Permission forms are not necessary for Daily Physical Activity walks or walking to church.**
21. One permission form is acceptable for a series of off-site activities such as performing arts, swimming lessons, physical education classes, outdoor education classes or athletics as long as the permission form includes a schedule of all activities and meets requirements of the Superintendent.

22. Each student participating in an off-site activity must:

- 22.1. Comply with the rules of the school and the requirements of the schools code of conduct;
- 22.2. Comply with the rules of the activity venue;
- 22.3. Fulfill all preparatory requirements at an appropriate level of performance;
- 22.4. Dress appropriately according to the type of off-site activity;
- 22.5. Cooperate fully with everyone authorized by the Board to provide education programs and other services;
- 22.6. Participate in a responsible and cooperative manner during the trip;





- 22.7. Account to the teacher in charge for their conduct;
- 22.8. Respect the rights of others; and
- 22.9. Carry out all follow up procedures in an appropriate manner.
23. A student may not participate in an off-site activity unless the student is enrolled in a sponsoring or participating school and is part of the class or group taking part in the off-site activity. **Children of supervisors and chaperones may be allowed to participate if child care cannot be arranged.**
24. Volunteers:
- 24.1. Volunteers must:
- 24.1.1. Comply with the requirements of Administrative Procedure 490 Volunteers;
- 24.1.2. Have qualifications appropriate to the off-site activity; and
- 24.1.3. Complete the appropriate trip forms;
- 24.2. Volunteers are expected to know the details of the off-site activity and their specific duties and authority prior to departure.
- 24.3. Volunteers must support and follow the school **code of conduct** **school discipline policy** and;
- 24.3.1. Report any inappropriate conduct to the teacher in charge;
- 24.3.2. Adhere to the schedule of itinerary;
- 24.3.3. Dress appropriately according to the type of off-site activity;
- 24.3.4. Fulfill their duties for the duration of the off-site activity, including evenings and weekends.
25. The **following** off-site activities are not permitted:
- 25.1. Off-site activities that require travel time that would be too long for the age of the students involved;
- 25.2. Off-site activities that require inordinate expenses or excessive absence from the school; or
- 25.3. Off-site activities that are hazardous or prohibited activities.
26. Active participation in the following off-site activities is not permitted as a Division off-site activity:
- 26.1. Aerial gymnastics
- 26.2. Auto racing



- 26.3. Boxing
  - 26.4. Bobsledding
  - 26.5. Hang gliding
  - 26.6. Hiking on the West Coast Trail in the Pacific Rim National Park Reserve BC
  - 26.7. Ice climbing
  - 26.8. Motorcycling of any nature
  - 26.9. Paintball, laser tag games of war
  - 26.10. Rodeos
  - 26.11. Trampolining
  - 26.12. American gladiator style events
  - 26.13. Bicycle motocross (BMX)
  - 26.14. Bungee jumping
  - 26.15. Caving
  - 26.16. Drag racing
  - 26.17. Extreme sports
  - 26.18. White water rafting
  - 26.19. Horse jumping
  - 26.20. Hot air balloon rides (tethered and untethered)
  - 26.21. Luge
  - 26.22. Mountain scrambling and technical mountaineering
  - 26.23. Rifle ranges or other activities involving firearms
  - 26.24. Skydiving
  - 26.25. Winter biathlon with firearms
27. The following off-site activities are permitted with proper pre-authorization of the Superintendent:
- 27.1. Canoeing
  - 27.2. Fencing
  - 27.3. Kayaking
  - 27.4. Mountain biking
  - 27.5. Open water swimming
  - 27.6. Rock climbing
  - 27.7. Scuba diving
  - 27.8. Tobogganing, tubing, sledding
  - 27.9. Wall climbing

The activities listed in Sections 26 and 27 are not meant to be exhaustive in terms of all available field trips and possible field trip activities. Activities not listed in either section will be considered on a case by case basis.

## **OFF-SITE ACTIVITIES IN REMOTE OR WILDERNESS AREAS**

28. In a remote or wilderness area, the teacher in charge must:

- 28.1. Have visited the location of the off-site activity prior to the trip and be familiar with the proposed route and seasonal conditions at the time of the trip;
- 28.2. Use professional guides when appropriate or as directed;



- 28.3. Establish and communicate class safety and emergency procedures to all participants;
- 28.4. Ensure that appropriate communication devices are taken on the trip;
- 28.5. Ensure constant communication within the group and access to external communication as needed;
- 28.6. Be familiar with the nearest accessible medical station and telephone service;
- 28.7. Notify local area authorities, such as police, forestry or park officials about the proposed activity And location or route to be used;
- 28.8. Contact local authorities for information regarding environmental conditions, seasonal wildlife concerns and trail conditions;
- 28.9. Establish procedures so that contact can be made with the principal via police, forestry or park officials or other persons in the area;
- 28.10. Obtain camping permits, fire permits, fishing and other licenses and area use permission where required; and;
- 28.11. Ensure that one supervisor is qualified in emergency first aid and CPR.

## **WATER ACTIVITIES**

- 29. Each trip that includes water-related activities must have a safety assessment, unless the trip is on an approved activities list.
  - 29.1. All participants involved in sailing or boating activities must:
    - 29.1.1. Have swimming skills commensurate with the activity and;
    - 29.1.2. Wear a Transport Canada approved lifejacket or personal floatation device.
  - 29.2. For activities involving canoeing, sailing, and power craft, the activity must meet or exceed safety guidelines.
  - 29.3. When canoe trips take place on lakes or rivers, the teacher in charge must have visited the site prior to the trip, and be familiar with the proposed route and the seasonal conditions at the time of the trip.
  - 29.4. Adequate instruction and demonstration must be given to all participants involved before allowing the participants to undertake any water-related activity.  
**Depending on the location the recommended supervisor to student ratio for canoeing, sailing and power craft activities may range from 1- 5 to 1- 10.**

## **30. Swimming Activities**



- 30.1. Students attending off-site activities may not swim unless there is a lifeguard on duty.
- 30.2. If the facility operator does not provide a lifeguard at a swimming activity, students may swim if the school provides a lifeguard with current certification in National Lifeguard Service, Standard First Aid a CPR Basic Rescuer for every fifty (50) participants using the swimming pool.
- 30.3. Students are permitted to swim in unsupervised hotel swimming pools as long as a teacher or parent supervisor is present.**

## 31. Skiing and Snowboarding

- 31.1. Downhill skiing and snowboarding are acceptable activities for students provided the following conditions have been met:
  - 31.1.1. Conditioning activities have occurred in physical education classes, or as part of a fitness program leading up to the skiing or snowboarding activity.
  - 31.1.2. Skiing or snowboarding are part of a well balanced yearly program and reflect the schools commitment to a quality physical education program and;
  - 31.1.3. For students in grade 6 and under the activity includes a minimum one mandatory lesson at the beginning of each day on a ski hill.
- 31.2. Prior to the skiing or snowboarding trip, the teacher in charge must have visited the ski resort recently and be familiar with seasonal conditions at the time of the activity;
  - 31.2.1. Make contact with the ski resort operator in order to arrange the student identification and controls procedures and;
  - 31.2.2. Understand the ski resort's emergency protocol.
- 31.3. Upon arrival at the ski resort, the teacher in charge must:
  - 31.3.1. Divide students into levels of ability as described by the parent or guardians signed acknowledgment of the student's skier or snowboarder's classification;
  - 31.3.2. Assist the ski resort staff with grouping students for their lessons;
  - 31.3.3. Along with the ski resort staff, emphasize to the students that they will be given permission to use specified slopes or trails and that the use of other slopes or trails is prohibited and;
  - 31.3.4. Assist the ski resort staff with controlling student access to slopes or trails.
- 31.4. At the conclusion of the K-6 mandatory lesson:



31.4.1. The ski resort instructor will identify the level of ability of the students, and assign appropriate ski or snowboarding slopes or trails; and

31.4.2. Students will begin supervised skiing and snowboarding on the assigned slopes or trails;

31.5. During the supervised ski time, students must ski in pairs or groups of three or four.

31.6. A minimum supervision ratio for skiing and snowboarding is one adult to 10 students, including at least one adult supervisor in the ski lodge.

31.7. Supervision of ski slopes must be carried out by supervisors on the hill, at the base and in the lodge on a constant rotation.

31.8. All participants in **skiing and** snowboarding activities must:

31.8.1. Wear a CSA approved helmet and;

31.8.2. Ski or snowboard only on designated open runs within the ski area.

## **32. Skating**

32.1.

**All students are required to wear helmets when participating in a skating activity.**



**NON-RESTRICTED ACTIVITY, NON-PROHIBITED ACTIVITY WITHIN ALBERTA**

School:	Phone:	Fax:
Name of Service Provider:	Contact Person of Service Provider:	Phone No. of Service Provider:
Destination:	Departure Date: _____	Return Date: _____
	Departure Time: _____	Return Time: _____
Area of Study:	Purpose of Trip:	
Grade Level (Please check): <input type="checkbox"/> ECS <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12		
No. of Students:	Male: _____ Female: _____	

	Gender	Date of Last Visit To Site:	Will You Be Onsite For The Entire Trip? If not, specify schedule.	Certifications (If applicable)
Teacher-in-Charge:				
Staff: (list)				
No. of Volunteers:				

<b>Method of Transportation (As per RDCRD Policy)</b> <input type="checkbox"/> School-owned Van <input type="checkbox"/> School-owned Bus <input type="checkbox"/> Arranged by Service Provider <input type="checkbox"/> Rental Van (company) <input type="checkbox"/> Charter Bus (company) <input type="checkbox"/> Volunteer Driver (parent/coach) <input type="checkbox"/> No transportation provided by school <input type="checkbox"/> Other: _____		<b>Requirements Checklist</b> <input type="checkbox"/> Volunteer Driver Information <input type="checkbox"/> Itinerary Attached <input type="checkbox"/> Medical Alerts (students) <input type="checkbox"/> Parent Correspondence attached	
<b>Estimated Cost of Trip</b> Fees, including guides \$ _____ Transportation \$ _____ Accommodation \$ _____ Meals \$ _____ Other Expenses _____ \$ _____ <b>Total Estimated Cost</b> \$ _____		<b>Source of Funding</b> School Funds \$ _____ School's Decentralized Budget \$ _____ Student Fee \$ _____ Fund-Raising by: \$ _____ Other (please specify) \$ _____ <b>Total Estimated Funds Required</b> \$ _____	

<b>Educational Assessment</b> 1. How has the activity been part of the planned program for this class/group?  2. How have you ensured equal access for all students?  3. What activities will occur during the off-site excursion?
---

### Trip Preparation

1. What preparation has occurred regarding the site, terrain, hazards, worthiness of equipment, animals, insects and weather?
2. How have you prepared the students' skills, knowledge and attitude for the off-site activity?

### Supervision

1. Students must be supervised at all times. What are the responsibilities for supervisors (other teachers and volunteers) and how have such expectations been communicated?
2. A gender balance is necessary for all overnight trips.
3. What supervision is provided by the Service Provider (if applicable)?

### Volunteers

1. Volunteers must meet the requirements as detailed in the Field Trip Administrative Procedure. Indicate what training and knowledge is required of volunteers for this off-site activity.

### Emergency Procedures

1. Teachers need to familiarize themselves with the emergency procedures set out for severe weather or poor driving conditions and for accidents, as detailed in the Field Trip Administrative Procedure. What steps will be followed if a student is ill or has a non-life threatening injury?

☐

I have consulted the Safety Guidelines Manual.

**Name of Teacher-in-Charge** (please print)      Date (year/month/day)      Signature of Teacher-in-Charge

\_\_\_\_\_/\_\_\_\_\_/\_\_\_\_\_  
**Name of Principal** (please print)      Date (year/month/day)      Signature of Principal

**Approval forms must be submitted to the Principal two week in advance of the planned activity. Approval for trip of 500km or greater must be submitted to the Superintendent of Schools two weeks in advance of the planned activity.**

### Authorization for Collection of Personal Information

Personal information is collected under the authority of the Alberta Freedom of Information and Protection of Privacy Act for the purpose of completing the off-site activity mentioned above. If you have questions about the collection, use of this information, contact the SUPERINTEDENT OF SCHOOLS, Medicine Hat Catholic Board of Education, 1251 – 1<sup>st</sup> Avenue SW., Medicine Hat, Alberta T1A 8B4 (403) 527-2292.

**RESTRICTED ACTIVITY or OUTSIDE OF ALBERTA FIELD TRIP FORM**

School:	Phone:	Fax:
Name of Service Provider:	Contact Person of Service Provider:	Phone No. of Service Provider:
Destination:	Departure Date: _____	Return Date: _____
	Departure Time: _____	Return Time: _____
Area of Study:	Purpose of Trip:	
Grade Level (Please check): <input type="checkbox"/> ECS <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12		
No. of Students:	Male: _____ Female: _____	

	Gender	Date of Last Visit To Site:	Will You Be Onsite For The Entire Trip? If not, specify schedule.	Certifications (If applicable)
Teacher-in-Charge:				
Staff: (list)				
No. of Volunteers:				

<b>Method of Transportation (As per RDCRD Policy)</b> <input type="checkbox"/> School-owned Van <input type="checkbox"/> School-owned Bus <input type="checkbox"/> Arranged by Service Provider <input type="checkbox"/> Rental Van (company) <input type="checkbox"/> Charter Bus (company) <input type="checkbox"/> Volunteer Driver (parent/coach) <input type="checkbox"/> No transportation provided by school <input type="checkbox"/> Other: _____		<b>Requirements Checklist</b> <input type="checkbox"/> Travel & Health Insurance (travel outside of Canada) <input type="checkbox"/> Itinerary Attached <input type="checkbox"/> Teacher Off-Site Summary on file with Principal & Superintendent of Schools <input type="checkbox"/> Parent Meeting – Date <input type="checkbox"/> Parent Correspondence Attached	
<b>Estimated Cost of Trip</b> Fees, including guides \$ _____ Transportation \$ _____ Accommodation \$ _____ Meals \$ _____ Other Expenses _____ \$ _____ <b>Total Estimated Cost</b> \$ _____		<b>Source of Funding</b> School Funds \$ _____ School's Decentralized Budget \$ _____ Student Fee \$ _____ Fund-Raising by: \$ _____ Other (please specify) \$ _____ <b>Total Estimated Funds Required</b> \$ _____	



### **Educational Assessment**

1. How has the activity been part of the planned program for this class/group?
2. How have you ensured equal access for all students?
3. What activities will occur during the off-site excursion?

### **Trip Preparation**

1. What preparation has occurred to:
  - Gain familiarity and check the appropriateness of the site?
  - Ensure appropriateness of the terrain?
  - Ensure the worthiness of the equipment?
2. What effects will weather have on this off-site activity?
3. How have you prepared the students' skills, knowledge and attitude for the off-site activity?
4. How will you assess their individual readiness?
5. How have you ensured that parents and students have received all pertinent information regarding this trip, including emergency procedures?
6. What are the expectations of student behavior during the off-site activity?
7. Have the students and parents been informed of the consequences of inappropriate behavior?
8. What are the specific hazards of this trip, how would you rate the risk of each (low, moderate, high), and what adjustments or precautions have you made to minimize the risk?
9. How have you ensured an appropriate standard of student hygiene and proper food preparation during the off-site activity?

### **Supervision**

1. Students must be supervised at all times. What are the responsibilities for supervisors (other teachers and volunteers) and how have such expectations been communicated?
2. A gender balance is necessary for all overnight trips.
3. What supervision is provided by the Service Provider (if applicable)?

**Volunteers**

1. Volunteers must meet the requirements as detailed in the Field Trip Administrative Procedure. Indicate what training and knowledge is required of volunteers for this off-site activity.

**Emergency Procedures**

1. Teachers need to familiarize themselves with the emergency procedures set out for severe weather or poor driving conditions and for accidents, as detailed in the Field Trip Administrative Procedure.
2. What is the process to activate emergency services (police, fire, ambulance, search and rescue) in the area of the off-site activity?
3. Is the off-site activity in a rural, urban or remote area?
4. If the off-site activity is in a remote area, how will that effect the response of emergency personnel?
5. What first aid equipment will be available to the group?
6. What is the level of first aid training within the group?
7. What steps will you follow if a student is ill or has a non-life threatening injury?

I have consulted the Safety Guidelines Manual.

**Name of Teacher-in-Charge** (please print)      Date (year/month/day)      Signature of Teacher-in-Charge

☐

**Name of Principal** (please print)

Date (year/month/day)

Signature of Principal

**Once the Principal has recommended the off-site activity, fax to the Superintendent of Schools at least one month prior to departure or before the payment of any non-refundable deposit, whichever comes first.**

**SUPERINTENDENT OF SCHOOLS APPROVAL**

APPROVAL GRANTED:

\_\_\_\_\_  
**Superintendent of Schools**

\_\_\_\_\_  
**Date**

APPROVAL DENIED FOR THE FOLLOWING REASON(S):

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**Authorization for Collection of Personal Information**

Personal information is collected under the authority of the Alberta Freedom of Information and Protection of Privacy Act for the purpose of completing the off-site activity mentioned above. If you have questions about the collection, use of this information, contact the SUPERINTEDENT OF SCHOOLS, Medicine Hat Catholic Board of Education, 1251 – 1<sup>st</sup> Avenue SW., Medicine Hat, Alberta T1A 8B4 (403) 527-2292.

## **Memorandum**

June 8, 2010

To: Board of Trustees

From: David Leahy, Superintendent of Schools

Re: Three Year Education Plan

Action: Item presented for: Information

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### **Background:**

Alberta Education as part of its effort to gain efficiencies has made a number of change in policy relating to accountability and reporting. One of these changes involves the Three Year Education Plan (3YEP) and the Annual Education Results Report (AERR). Starting in the 2010-2011 school year the 3YEP and the AERR are due on the same date, November 30, 2010. Alberta Education will be providing jurisdictions with a pre-populated template that combines the 3YEP and AERR requirements. These templates will include update Accountability Pillar updates based on the June Provincial Achievement and Diploma test results.

As a result administration will not be bringing a revised 3YEP for board approval in June. The plan will be update during the summer and early fall and brought forward for approval on November 9, 2010.

Schools 3YEP and AERR reports will be handled in the same manner.

### **Recommendation:**

## Memorandum

June 08, 2010

To: Board of Trustees

From: David Leahy, Superintendent of Schools

Re: Grade Configuration

Action: Item presented for: Information

Electronic Enclosure

[http://new.mhcbe.ab.ca/docs/library/Grade%20Reconfiguration%20Work%20Plan%20Final\\_1.pdf](http://new.mhcbe.ab.ca/docs/library/Grade%20Reconfiguration%20Work%20Plan%20Final_1.pdf)

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**Background:** Senior administration will present an update on the Grade Reconfiguration Work Plan.

**Recommendation:**

**Medicine Hat Catholic Board of Education  
Board Meeting  
June 8, 2010**

**PUBLIC MEETING**

**To:** Board of Trustees

**From:** Greg MacPherson, Secretary-Treasurer

**Agenda Item:** Insurance Levels

**Purpose:** Information and Discussion

**Attachments:** Graph of Insurance coverage levels

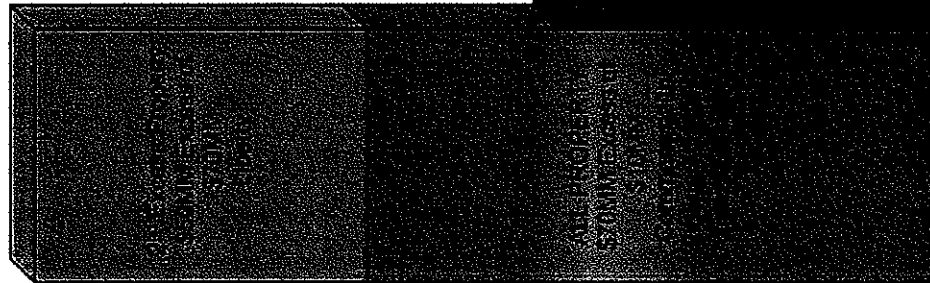
**Background:** MHCBE has multiple levels of insurance which we obtain as being a member of USIC. The graph identifies the coverage we have as well as the deductibles each party deals with.

**Recommendation/  
Decision:** None required.

**Resulting Action:** None required.

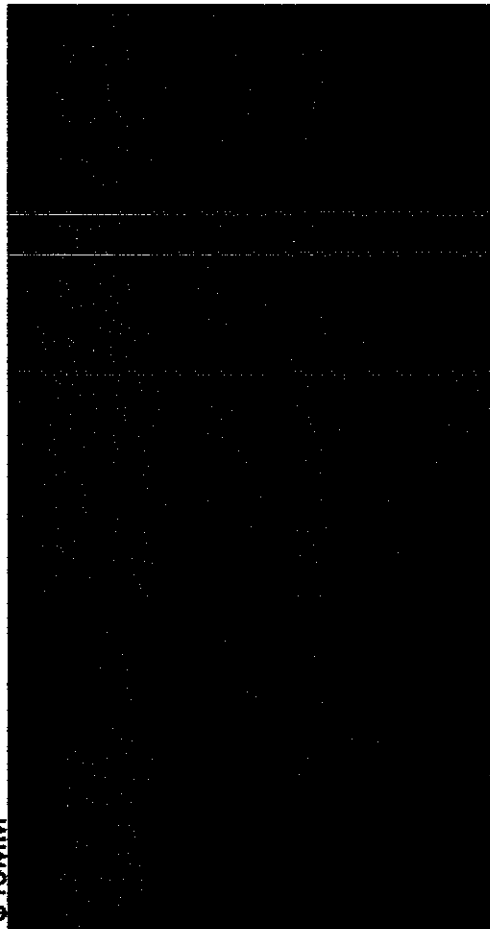
**Responsibility:** Secretary-Treasurer.

\$130MM

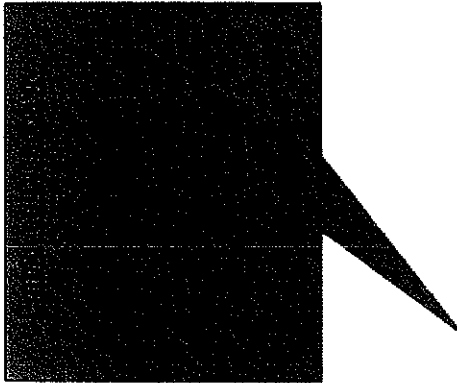


\$80MM

\$40MM



\$5MM



USIC Deductibles

79 of

SB Deductibles

Insurers

Annual Aggregate Deductible \$3,000,000	\$75,000 each and every loss	N/A	Annual Aggregate Deductible \$1,500,000	N/A
\$5000	\$1,000 Light Commercial \$2,500 Heavy Commercial	\$1,000 Light Commercial \$2,500 Heavy Commercial \$1,000 TP Liability	\$2,500 Bodily Injury & Property Damage 15% of covered loss for Sexual Abuse	\$5,000 Deductible \$100,000 Class Action Deductible
Various	St. Paul Fire & Marine			\$10,000
				Guarantee Company of North America

**Medicine Hat Catholic Board of Education  
Board Meeting  
June 8, 2010**

**PUBLIC MEETING**

**To:** Board of Trustees

**From:** Greg MacPherson, Secretary-Treasurer

**Agenda Item:** Policy 7 – Board Operations – Trustee Honorarium 2009-10 (revised)

**Purpose:** Information

**Attachments:** Policy 7 – Board Operations – Trustee Honorarium 2009-10 (revised)

**Background:** With the Alberta Average Earnings index being defined as 5.99% for 2009-10, the average teacher salary increased. As the Trustee's Honorarium was originally calculated based on the estimate of 4.82% for the average teacher salary, the honorarium needs to be recalculated with the actual average teacher salary as per policy 7.

This agenda item revises what was previously presented in November 2009.

**Recommendation/  
Decision:**

None required.

**Resulting Action:** None required – retro payments were made to the Trustees.

**Responsibility:** Secretary-Treasurer.



**Medicine Hat Catholic Board of Education**  
**Trustee Honorarium 2009-10**  
**Policy 7 Board Operations - Article 11**  
**Revised – May 11, 2010**

**Background**

As per Policy 7, the Board recognizes that the duties of a trustee require time and commitment. In order to compensate trustees for time spent on Board business and time away from regular work and family, the Board provides each trustee with an honorarium. Rather than compensating trustees for meeting attendance, in-town travel expenses and sundry out of pocket expenses, the board provides each trustee with an honorarium. Recognizing that the Board Chair must devote more time to preparing agendas and acting as spokesperson for the Board, the Board Chair receives a larger honorarium than the other four trustees. Reimbursement of out of town travel expenses and conference attendance for trustees is the same for Division personnel as outlined in Policy 7. The increased rates take effect November and run to the following October.

**Trustee Honorarium Calculation:**

1. The total Trustees' honoraria shall be a sum equal to the average teacher's salary calculated by dividing the total salary paid to all certificated teachers covered by the collective agreement, of the Medicine Hat Catholic Board of Education by the total number of full time equivalent certificated teachers.
2. The Board Chair shall receive 22% of the average teacher's salary.
3. The remaining 78% of the average teacher's salary shall be divided equally among the remaining four Trustees.
4. The Superintendent or designate shall calculate the average teacher salary on September 30 of each year and from that calculation, determine the amount of each Trustee's honorarium for the ensuing school year.
5. At the first regular Board Meeting following October 31 of each year, the Superintendent or designate shall advise the Board of the honorarium payable to each trustee for that school year.

**Therefore the 2009-10 trustee honorariums are as follows:**

The average teacher salary as at September 30, 2009 is ~~\$81,821~~.

Deleted: 80,918

The average teacher salary from the previous year (2008-09) was \$75,627.

	Percentage	2009-10 Honoraria	2008-09 Honoraria
Chairman	22%	<del>\$ 18,001</del>	\$16,638
Trustee (4)	78%	<del>\$ 15,955</del>	\$14,747

Deleted: 17,802

Deleted: 15,778

**Medicine Hat Catholic Board of Education  
Board Meeting  
June 8, 2010**

**PUBLIC MEETING**

**To:** Board of Trustees

**From:** Greg MacPherson, Secretary-Treasurer

**Agenda Item:** Ministerial Order 023/2010 – Electoral Ward Order

**Purpose:** Information

**Attachments:** Ministerial Order 023/2010

**Background:** MHCBE submitted a request for revisions to the Electoral Ward order. The minister has approved the request.

**Recommendation/  
Decision:** None required

**Resulting Action:** To be used for Election 2010.

**Responsibility:** Secretary-Treasurer.

April 21, 2010

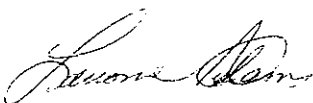
Greg MacPherson, Secretary Treasurer  
Medicine Hat Catholic Separate Regional Division No. 20  
1251-1<sup>st</sup> Avenue SW  
Medicine Hat AB T1A 8B4

Dear Mr. MacPherson:

Attached for your records is a copy of the Ministerial Order 023/2010, The Medicine Hat Catholic Separate Regional Division No. 20 Electoral Ward Order.

If you should require further information, please call me at 780-422-5844. To be connected toll free from outside of Edmonton, call 780 310 0000 and give the operator the appropriate telephone number.

Sincerely,



Lavonne Adams  
Business Operations Manager  
Business Operations & Stakeholder Support Branch

Attachments

cc: Ray Barnard, Chief Administrative Officer, City of Medicine Hat  
Lutz Perschon, Manager, Cypress County  
Dale Brown, Administrator, County of Forty Mile No. 8  
Anna-Marie Bridge, Town Manager, Town of Bow Island  
Shanon Simon, Acting Municipal Manager, Town of Redcliff  
David Anderson, Executive Director, Alberta School Boards Association  
Stefan Michniewski, Alberta Catholic School Trustees' Association  
Michael Merritt, ADM, Alberta Municipal Affairs

GOVERNMENT OF ALBERTA  
DEPARTMENT OF EDUCATION  
MINISTERIAL ORDER (# 023/2010 )

I, Dave Hancock, Q.C., Minister of Education, pursuant to Section 262(5) of the **School Act**, make the Order in the attached Appendix, being The Medicine Hat Catholic Separate Regional Division No. 20 Electoral Ward Order.

DATED at Edmonton, Alberta March 25, 2010.

  
MINISTER OF EDUCATION

## APPENDIX

### MINISTERIAL ORDER (# 023/2010 )

#### SCHOOL ACT

##### The Medicine Hat Catholic Separate Regional Division No. 20 Electoral Ward Order

- 1 Pursuant to Section 262(5) of the School Act, Bylaw No. 2010/01 being a bylaw to provide for the nomination and election of trustees of The Board of Trustees of The Medicine Hat Catholic Separate Regional Division No. 20, is hereby approved.
- 2 The nomination and election of trustees shall be by wards as follows:
  - (a) Four (4) trustees shall be elected in Ward 1 – The Medicine Hat Roman Catholic Separate School District No. 21 Ward
  - (b) One (1) trustee shall be elected in Ward 2 – The Bow Island Roman Catholic Separate School District No. 82 Ward
- 3 The boundaries of the wards referred to in section 2 are described as follows:
  - (a) Ward 1 – The Medicine Hat Roman Catholic Separate School District No. 21 Ward shall be comprised of the following lands:

Township 11, Range 4, West of the 4<sup>th</sup> Meridian  
Sections 29 to 32 inclusive.

Township 11, Range 5, West of the 4<sup>th</sup> Meridian  
Sections 25 to 36 inclusive.

Township 11, Range 6, West of the 4<sup>th</sup> Meridian  
Sections 25 and 26; Sections 31 to 36 inclusive; East half of Section 27;  
Northwest quarter of Section 30.

Township 12, Range 4, West of the 4<sup>th</sup> Meridian  
Sections 5 to 8 inclusive; Sections 17 to 21 inclusive; Sections 28 to 33 inclusive.

Township 12, Range 5, West of the 4<sup>th</sup> Meridian  
Sections 1 to 36 inclusive.

Township 12, Range 6, West of the 4<sup>th</sup> Meridian  
Sections 1 to 36 inclusive.

Township 13, Range 4, West of the 4<sup>th</sup> Meridian  
Sections 5 to 8 inclusive; Sections 17 to 20 inclusive; Sections 30 and 31.

Township 13, Range 5, West of the 4<sup>th</sup> Meridian  
Sections 1 to 36 inclusive.

Township 13, Range 6, West of the 4<sup>th</sup> Meridian  
Sections 1 to 30 inclusive; Sections 33 to 36 inclusive.

Township 14, Range 5, West of the 4<sup>th</sup> Meridian  
Sections 3 to 9 inclusive; Sections 15 to 18 inclusive; Those portions of Sections 2, 10, 13, and 14 lying North and West of the South Saskatchewan River.

APPENDIX

MINISTERIAL ORDER (# 023/2010 )

Township 14, Range 6, West of the 4<sup>th</sup> Meridian  
Sections 1 to 4 inclusive; Sections 9 to 16 inclusive.

- (b) Ward 2 - The Bow Island Roman Catholic Separate School District No. 82 Ward shall be comprised of the following lands:

Township 8, Range 11, West of the 4<sup>th</sup> Meridian  
Sections 30 and 31; North half and Southwest quarter of Section 19; Northeast quarter of Section 32.

Township 8, Range 12, West of the 4<sup>th</sup> Meridian  
Section 7; Sections 18 to 36 inclusive.

Township 9, Range 10, West of the 4<sup>th</sup> Meridian  
Sections 29 to 32 inclusive.

Township 9, Range 11, West of the 4<sup>th</sup> Meridian  
Sections 3 to 10 inclusive; Sections 15 to 22 inclusive; Sections 25, 26, 35, and 36.

Township 9, Range 12, West of the 4<sup>th</sup> Meridian  
Sections 1 to 36 inclusive.

Township 10, Range 8, West of the 4<sup>th</sup> Meridian  
Sections 3 to 10 inclusive; Sections 15 to 22 inclusive; West halves of Sections 2, 11, 14, and 23; South half and Northwest quarter of Section 30.

Township 10, Range 9, West of the 4<sup>th</sup> Meridian  
Sections 1 to 17 inclusive; Sections 20 to 28 inclusive; South half and Northeast quarter of Section 18.

Township 10, Range 10, West of the 4<sup>th</sup> Meridian  
Sections 5 to 12 inclusive; Sections 14 to 23 inclusive; Sections 27 to 34 inclusive; South half of Section 26.

Township 10, Range 11, West of the 4<sup>th</sup> Meridian  
Sections 1 and 2; Sections 11 to 15 inclusive; Sections 22 to 28 inclusive; Sections 32 to 36 inclusive; East half of Section 21.

Township 10, Range 12, West of the 4<sup>th</sup> Meridian  
Sections 1 to 16 inclusive; Sections 21 to 28 inclusive; South half and Northeast quarter of Section 17; South halves of Sections 18, 33, 34, 35, and 36; East half of Section 20.

Township 11, Range 9, West of the 4<sup>th</sup> Meridian  
Sections 7 to 9 inclusive; Sections 16 to 21 inclusive; North halves of Sections 4 to 6 inclusive; West halves of Sections 10, 15, and 22; Northwest quarter of Section 3.

Township 11, Range 10, West of the 4<sup>th</sup> Meridian  
Sections 3 to 24 inclusive; Sections 30 and 31; North half and Southwest quarter of Section 2; North half of Section 1; South halves of Sections 26 to 29 inclusive.

APPENDIX

MINISTERIAL ORDER (# 023/2010 )

Township 11, Range 11, West of the 4<sup>th</sup> Meridian

Sections 1 to 4 inclusive; Sections 9 to 14 inclusive; Sections 23 to 26 inclusive; Section 36; East halves of Sections 5 and 8; Those portions of Sections 15, 16, 22, 27, 34, and 35 lying generally South and East of the South Saskatchewan River.

Township 12, Range 11, West of the 4<sup>th</sup> Meridian

Those portions of Sections 1, 2, and 11 lying generally South and East of the South Saskatchewan River.

- 4 This Order shall be effective for the October 2010 local authorities election.

**Medicine Hat Catholic Board of Education  
Board Meeting  
June 8, 2010**

**PUBLIC MEETING**

**To:** Board of Trustees

**From:** Greg MacPherson, Secretary-Treasurer

**Agenda Item:** Update on Modulares

**Purpose:** Information

**Attachments:** None

**Background:** The modulares for St. Patrick's and St. Michael's Medicine Hat are on-site and placed on the piles. The rest of the installation is proceeding. The expected substantial completion date is July 31, 2010.

**Recommendation/  
Decision:** None required

**Resulting Action:** Secretary-Treasurer to monitor situation.

**Responsibility:** Secretary-Treasurer.



# Themes - Turning Points Review

June 1, 2010

<b>1. Mainstream Schools</b>	
<b>Our Vision</b> - Build Capacity in each School to handle the problems and behaviour of challenging students	<b>Action Plan</b> - PD for teachers and L.A's - Learning Coach - Division Support - Hire for Psych Services- clinical/behavioural focus - TP associates support the mainstream school - Positive Behaviour Supports PD – train the trainer in fall 2010
<b>2. Communication</b>	
<b>Our Vision</b> - Common understanding of the philosophy, vision, and strengths of the program throughout the division	<b>Action Plan</b> - Education, brochure, Web site - Explanation to staff through Leadership - Facilitators as communicators/leaders within schools - Communicate successes and demonstrate how this helps teachers in the classroom
<b>3. Skill Building</b>	
<b>Our Vision</b> - Skills training is an important and unique part of the programming	<b>Action Plan</b> - Continue to formally teach anger management and social skills - Provide resources for teaching these skills
<b>4. Therapy</b>	
<b>Our Vision</b> - All student within the program will have access to one-on-one therapy	<b>Action Plan</b> - Mental Health support and individual one-on-one therapy - Maintain connections to community agencies and supports Included in IPP – behavior support plan
<b>5. Entry and Exit Criteria</b>	
<b>Our Vision</b> - Entry and exit form program is flexible, short term and considerate of individual needs.	<b>Action Plan</b> - Goals to work towards – include students - Entry – frequency and intensity of behaviour - Can we help them better at their resident school or at TP - 3 level system of privileges
<b>6. Integration</b>	
<b>Our Vision</b> - Students within the Turning Points program will be integrated into regular class where and when appropriate	<b>Action Plan</b> - Opportunity for turning points students to experience the mainstream classroom - Maintain school ties and friends - Teach the skills necessary for integration
<b>7. Parents</b>	

<p><b>Our Vision</b></p> <ul style="list-style-type: none"> <li>- Parents will be active and welcomed participants in their child's education plan</li> </ul>	<p><b>Action Plan</b></p> <ul style="list-style-type: none"> <li>- Open to stakeholders coming downstairs</li> <li>- Parent advisory group – opportunity to meet throughout the year. (like protocol for youth in care)</li> <li>- Connect parents with the school community</li> <li>- Have “parent days”</li> <li>- Involved in regular school celebrations and activities</li> <li>- Part of the learning team and involved in IPP and behavior planning</li> <li>- Support for parents</li> <li>- Access to agencies for parent and family support</li> </ul>
<b>8. Team</b>	
<p><b>Our Vision</b></p> <ul style="list-style-type: none"> <li>- The learning team will be comprised of all stakeholders</li> </ul>	<p><b>Action Plan</b></p> <ul style="list-style-type: none"> <li>- Include the many partners involved with the student</li> <li>- Wrap-around service</li> <li>- Weekly debrief with internal team</li> <li>- Meet with the parent team at least three times a year.</li> <li>- Include students in planning, especially at middle school</li> </ul>
<b>9. Time Out</b>	
<p><b>Our Vision</b></p> <ul style="list-style-type: none"> <li>- Seclusion time out will be use as a private and safe place to self-calm and not for punishment</li> </ul>	<p><b>Action Plan</b></p> <ul style="list-style-type: none"> <li>- Ensure the well being of students</li> <li>- Ensure compliance with AbEd. Guidelines</li> <li>- Last resort – not used as a punishment</li> </ul> <p>Ensure reflection after behaviour</p>
<b>10. Restraint</b>	
<p><b>Our Vision</b></p> <ul style="list-style-type: none"> <li>- Restraint is used as a last resort when the safety of the individual or those around him/her is compromised</li> </ul>	<p><b>Action Plan</b></p> <ul style="list-style-type: none"> <li>- CPI training, non-crisis intervention and de-escalation strategies</li> </ul>
<b>11. Staffing</b>	
<p><b>Our Vision</b></p> <ul style="list-style-type: none"> <li>- Provide a safe and adequate number of trained staff for programming</li> </ul>	<p><b>Action Plan</b></p> <ul style="list-style-type: none"> <li>- Increased PD opportunities</li> <li>- Increased opportunities for TP staff to connect with mainstream staff</li> <li>- TP staff supporting mainstream teachers</li> </ul>
<b>12. Academic Model</b>	
<p><b>Our Vision</b></p> <ul style="list-style-type: none"> <li>- Students need opportunities to use their skill in the “real” classroom</li> </ul>	<p><b>Action Plan</b></p> <ul style="list-style-type: none"> <li>- Teacher as lead in the classroom with behavioural supports</li> <li>- Student have a “real” classroom experience daily</li> <li>- Academics taught by a teacher, no cyber</li> <li>- See attached plans for programming at the elementary, middle and high school levels</li> </ul>

13. Transportation	
Our Vision - Ensure students safely get to and get home from school	Action Plan - TP programming in three sites. - Eliminate number of Cabs May cab students to school who may not be able to ride the bus
14. Address Student Need	
Our Vision - IPP's and behavior plans will be tailored to meet the specific needs of the student	Action Plan - Learning team, including parents and where appropriate the student in developing the IPP and behavior plan

## Elementary Model

1. Staff
  - a. Principal (as lead)
  - b. 0.6 FTE Teacher
  - c. 3 Turning Points Associates
  - d. Psychologist/Mental Health
2. Individualized Behavioural Support Plans
  - a. Refer to “Supporting Positive Behaviour in Schools: an intensive individualized approach”
3. Academics
  - a. Integrated in core subjects (as much as possible)
4. Social Skills
  - a. Daily instruction and practice in, but not limited to:
    - i. Classroom skills
    - ii. Friendship making skills
    - iii. Problem solving
    - iv. Anger management
  - b. Monitoring, tracking and positive reinforcement
5. Therapy
  - a. Licensed Therapist
  - b. Designated time allocated to TP
6. Environment
  - a. Access to computers
  - b. Gym
  - c. Independent study area
  - d. Time Out room
  - e. Group instruction area
  - f. Classroom

- g. Access to all school facilities and classrooms
- 7. Transportation
  - a. As required
- 8. Staffing/Hiring
  - a. Director, Principal
- 9. Student Involvement
  - a. IPP
  - b. Behaviour plan
  - c. Goals for reintegration
- 10. Record Keeping
  - a. Central Time Out log reflecting:
    - i. Name
    - ii. Behavior resulting in T/O
    - iii. Time in
    - iv. Total Time
    - v. Behavior while in T/O
  - b. Use checklist (EBS) for tracking behavior like the rest of school
  - c. Anecdotal notes on incidents
  - d. Use data to drive programming and integration opportunities
  - e. Reduction in time recording data and increased time spent with kids
- 11. Behaviour Management
  - a. A natural/logical consequence is carried through
  - b. Results of an intervention are documented and evaluated
  - c. Well defined procedures for time-out
  - d. Educate and consult with parents on the use of time-out procedures

## **Middle School Model**

- 1. Staff
  - a. Principal (as lead)
  - b. Supervising Teacher (facilitator supervision)
  - c. Turning Point Associate
  - d. Learning Assistant
- 2. Individualized Behavioural Support Plans
  - a. Refer to “Supporting Positive Behaviour in Schools: an intensive individualized approach”
  - b. Identified student have access to room (not a dumping ground) – code 42’s
- 3. Academics
  - a. Integrated in all subjects

- b. Can complete work in isolation
  - c. Teachers provide instruction and materials
  - d. Support can be provided in the classroom or the drop-in-centre
- 4. Social Skills
  - a. Daily instruction and practice in, but not limited to:
    - i. Classroom skills
    - ii. Friendship making skills
    - iii. Problem solving
    - iv. Anger management
  - b. Monitoring, tracking and positive reinforcement
- 5. Therapy
  - a. Access to licensed therapy
- 6. Environment
  - a. Classroom
  - b. Access to computers
  - c. Independent study carols
  - d. Group instruction area
- 7. Transportation
  - a. As required
- 8. Staffing/Hiring
  - a. Director, Principal
- 9. Student Involvement
  - a. IPP
  - b. Behaviour plan
  - c. Goals
- 10. Record Keeping
  - a. Central log reflecting:
    - i. Name
    - ii. Behavior resulting in support
    - iii. Time in Room
    - iv. Time Leaving Room
    - v. Behavior while in room
  - b. Anecdotal notes on incidents
  - c. Use data to drive programming and integration opportunities
  - d. Reduction in time recording data and increased time spent with kids
- 11. Behaviour Management
  - a. A natural/logical consequence is carried through
  - b. Results of an intervention are documented and evaluated
  - c. Well defined procedures for time-out
  - d. Educate and consult with parents on the use of time-out procedures

- e. 3 levels of increasing integration and opportunities
  - i. More privileges with improved behavior
  - ii. Can lose privileges with negative behaviour

**Medicine Hat Catholic Board of Education  
Board Meeting  
June 8, 2010**

**PUBLIC MEETING**

**To:** Board of Trustees

**From:** Greg MacPherson, Secretary-Treasurer

**Agenda Item:** ASBA Awards

**Purpose:** Decision-Making

**Attachments:** ASBA Awards 2010

**Background:** There are several awards which ASBA awards based on member board nominations

2010 Friends of Education	due September 24, 2010
2010 Honorary Life Member Award	due September 24, 2010
2010 Long Service Awards	due September 24, 2010
2010 Zone Appreciation Award	due June 25, 2010
2010 Premier's Award	due September 24, 2010

**Recommendation/  
Decision:** None required

**Resulting Action:** Secretary-Treasurer to monitor situation.

**Responsibility:** Secretary-Treasurer.

**Medicine Hat Catholic Board of Education  
Board Meeting  
June 8, 2010**

**PUBLIC MEETING**

**To:** Board of Trustees

**From:** Greg MacPherson, Secretary-Treasurer

**Agenda Item:** ACSTA – AGM November 19 – 21, 2010

**Purpose:** Decision-Making

**Attachments:** Letter dated May 13, 2010 from ACSTA re: 2010 Annual General Meeting and Convention

**Background:** ACSTA has invited member boards to submit provincial issues for consideration at the AGM. Those issues need to be submitted to the ACSTA by September 21, 2010.

As well, ACSTA is looking for nominations for ACSTA President and Vice-President.

Further, ACSTA has invited member boards to submit nominations for certain awards, which must be received by September 10, 2010.

**Recommendation/  
Decision:** The Board of Trustees to decide on how they wish to respond.

**Resulting Action:** To be determined.

**Responsibility:** Secretary-Treasurer.





Alberta Catholic School Trustees' Association

Suite 205, 9940 - 106 Street  
Edmonton, Alberta, Canada T5K 2N2

Phone: (780) 484-6209 Fax: (780) 484-6248  
Internet: [www.acsta.ab.ca](http://www.acsta.ab.ca) e-mail: [admin@acsta.ab.ca](mailto:admin@acsta.ab.ca)

May 13, 2010

**Memorandum to:** ACSTA Board of Directors  
ACSTA Member Board Chairs  
ACSTA Member Board Superintendents  
ACSTA Member Board Secretary-Treasurers

**From:** Stefan Michniewski, Executive Director

**Re:** **2010 Annual General Meeting and Convention:**  
a) **Resolutions**  
b) **Nominations for Executive Positions**  
c) **Award Nominations**

a) Resolutions

The ACSTA 2010 Annual General Meeting and Convention will be held November 19-21, at The Westin Edmonton.

The Board of Directors Resolutions Committee invites your Board to submit provincial issues for consideration at the AGM. Please forward these issues in writing to the ACSTA office **by September 20, 2010.**

The Resolutions Committee will:

- review each issue and if necessary, edit or combine issues and, after consulting with the sponsoring board, draft a resolution for presentation at the AGM; and
- ensure a copy of all resolutions to be presented will be circulated to member boards 30 days prior to the AGM.

Please be advised of the following rules governing the way Emergent Resolutions will be handled:

1. An Emergent Resolution concerns an urgent issue, of provincial scope, arising unexpectedly after the deadline for submission of Regular Resolutions has passed.

..2

2. The proposed Emergent Resolution shall be presented in writing with 150 copies to be delivered to the ACSTA Convention Desk prior to 7:30 p.m., Friday, November 19, 2010 for consideration by the Resolutions Committee.
3. Should the Resolutions Committee accept the Emergent Resolution, Bylaw 8(c) requires a majority vote of the Annual General Meeting to consider it.

b) Nominations for ACSTA President and Vice-President

The 2010 ACSTA Nominations Committee will carry out its responsibilities as follows:

- ensure at least one candidate for the position of President and Vice-President;
- determine incumbents' intentions re: candidacy; and
- announce names of candidates as they are received;
- present candidates at AGM.

c) Award Nominations

ACSTA member boards are invited to submit nominations for the following awards:

- 1) Honorary Life Membership
- 2) Nine and Eighteen Year Service
- 3) Meritorious Service
- 4) Appreciation Award

Nominations received by ACSTA prior to September 10, 2010 will be submitted to the Board of Directors for their review at their September 17 meeting. Award recipients and their board Chair will be informed of the details of the award presentations in advance of the Convention.

A nomination form for all categories with a description of the criteria pertinent to each award is enclosed. Please photocopy the form should additional copies be required.

Attachment

[illegible]

99 of 110

**POSITION**

**DATE**

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## **ACSTA Awards**

### **Meritorious Service**

Awarded to school trustees of a member board of the Association in recognition of meritorious service deemed recognizable by the local board and the ACSTA Officers (President, Vice President, Executive Director). The trustee must be nominated by a member board and/or the ACSTA Board of Directors. School boards wishing to nominate a person are requested to complete the appropriate nomination form and provide an accompanying summary statement of the activities and service of the person nominated. A complimentary Convention banquet ticket is provided to the recipient for the year in which the award is presented.

### **Life Membership**

Awarded to all Past Presidents of the Association in recognition of dedicated service to the Association, as evidenced in:

- faithful commitment to Association business (allowing priority of time commitment to attend meetings and functions of the Association);
- constant accomplishment of all special duties assigned to Directors (both in local communication in a public relations capacity for the Association, and in overall dedication to special assignments);
- supportive and continuous service for Catholic education, as expressed through the Association; and
- personal leadership on the Board of Directors, enabling the Association to progress and grow.

Life Membership award recipients receive complimentary Annual ACSTA Convention registration and a banquet ticket.

### **Honorary Life Membership**

Awarded to a person (other than a trustee, without regard to religious affiliation, e.g. Alberta Learning officials, school district superintendents, school-based personnel, others) who has demonstrated outstanding kinship and support for Catholic education in Alberta and/or the Northwest Territories. This award shall be presented to an individual on completion of that contributory office or when deemed appropriate. The nomination must be made by four trustees of a member board or by four Directors of ACSTA. Honorary Life Membership award recipients receive complimentary Annual ACSTA Convention registration and a banquet ticket.

### **Appreciation Award**

Awarded to an individual in appreciation of commitment and contribution to Catholic education in the province of Alberta and/or the Northwest Territories. This award may

be presented to anyone not classified in any of the above categories. The individual may be nominated by a member board or the ACSTA Board of Directors. A complimentary Convention banquet ticket is provided to the recipient for the year in which the award is presented.

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**Medicine Hat Catholic Board of Education  
Board Meeting  
June 8, 2010**

**PUBLIC MEETING**

**To:** Board of Trustees

**From:** Greg MacPherson, Secretary-Treasurer

**Agenda Item:** ASEBP Trustee Reports and Administration Bulletin

**Purpose:** Information

**Attachments:** April 16, 2010 Trustee's Report  
May 20, 2010 Trustee's Report  
May 14, 2010 Administration Bulletin

**Background:** On a regular basis ASEBP provides member employers with reports of decisions from the ASEBP Trustees Meetings.

**Recommendation/  
Decision:** None required.

**Resulting Action:** Monitor impacts to the budgets from potential or actual changes to the programs.

**Responsibility:** Secretary-Treasurer.



# Trustees' Report

Information for school trustees, participating employers and employee representatives  
published following each regularly scheduled meeting (Sept. - June)

Volume 18-10 • No. 04 • April 2010

## Highlights of the April 16, 2010, Trustees' Meeting

### 1. Executive Director's Report

- ♦ The Executive Director provided the customary overview of claims statistics.

### 3. Plan Design

- ♦ The ASEBP Trustees began reviewing potential plan design changes mindful of the current economic situation and general feedback that the plan continues to provide excellent coverage.
- ♦ Decisions about any changes for 2011 are expected next month and will be detailed in the May edition of this newsletter.

### 4. Premium Rates

- ♦ All school jurisdictions should have received their 2010/11 premium rate notification, which includes experience adjustments. Questions can be directed to Nathan Forsyth or Robin Doan, School Jurisdiction Liaisons.
- ♦ Benefits Canada recently reported that benefit costs increased by almost 10% in 2009 ([www.benefitscanada.com](http://www.benefitscanada.com)). Based on the ASEBP pool's utilization, the ASEBP Trustees approved an overall premium rate increase for 2010/11 of 3.95%.
- ♦ Reserve funds released in the latter half of 2008 through the Retirement Incentive for Teachers and Employees (RITE) program continued to have a stabilizing effect on Extended Disability Benefit premiums. In addition, the ASEBP Trustees have decided to rebuild the Capital Adequacy Reserve slowly and have not built in any special premium assessments to do so. However, increasing

drug and dental costs along with increasing benefits usage continues to put upward pressure on Extended Health Care and Dental Care premiums. The ASEBP Trustees continue to be committed to using a holistic view to balance coverage and costs.

### 5. Alberta Government Pharmaceutical Strategy

- ♦ Details about the Alberta government's pharmaceutical strategy continue to emerge. It has now been confirmed that there will be a combination of savings and costs to ASEBP's Extended Health Care plan.
- ♦ The government has introduced a new pricing model for generic drugs which applies to both public and private plans (such as ASEBP's).
- ♦ The government has also introduced a temporary transition allowance for pharmacies (as they will be losing revenue due to changes for generics and the new compensation model being developed as part of the pharmaceutical strategy is yet to be finalized). This means for every prescription under \$75, pharmacists will receive a transition allowance of \$3 in the first year, \$2 in the second year and \$1 in the final year of the program. These costs also apply to both public and private plans.

**Note:** More information about the impact to ASEBP covered members can be found on our website at [www.asebp.ab.ca](http://www.asebp.ab.ca)

- ♦ The ASEBP Trustees expect the net effect of savings and costs will change over the three years. There are likely going to be greater costs in the first year. Savings will build as



brand name drugs come off patent. New generic replacements will cost 45% of the brand name (rather than 75%).

- ♦ Example: Lipitor, for reducing high cholesterol, is the number one drug on ASEBP's (and virtually all other) drug plans. It is expected to come off patent late in 2010. If that happens as expected (barring a patent extension), savings will be significant.
- ♦ More information about the Alberta government's pharmaceutical strategy is posted on their website at <http://www.health.alberta.ca/initiatives/pharmaceutical-strategy.html>.

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The ASEBP Trustees' Report is distributed to participating employers, School Trustees, ATA and CUPE locals, and other employee representatives. It provides an overview of issues discussed by ASEBP's Trustees. Information from this report may be provided to covered members, but please note that changes may occur between first and second readings. ASEBP will continue to confirm policy changes in Administration Bulletins. If you would like to be included on the distribution list, please contact the Communications Team.



Suite 700 Weber Centre  
5555 Calgary Trail • Edmonton AB T6H 5P9  
Phone: 780-431-4786 • Toll-free: 1-877-431-4786 • Fax: 780-438-5304  
E-mail: [asebp@asebp.ab.ca](mailto:asebp@asebp.ab.ca) • Website: [www.asebp.ab.ca](http://www.asebp.ab.ca)

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**Plan Consultants & Actuaries:**

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# Trustees' Report

Information for school trustees, participating employers and employee representatives  
published following each regularly scheduled meeting (Sept. - June)

Volume 18-10 • No. 05 • May 2010

## Highlights of the May 20, 2010, Trustees' Meeting

### 1. Executive Director's Report

- ♦ The Executive Director provided the customary overview of claims statistics.

### 2. Investments

- ♦ The ASEBP Trustees regularly review their investment policy and have been considering amendments. Upon further reflection, they have decided to make a structural change to the investment portfolio that does not change the nature of the investments but organizes them in a different fashion. The following changes received **initial approval** (first reading) effective September 1, 2010.
  - ♦ In order to better match investment assets with plan liabilities, the portfolio is being split into two parts for asset mix purposes.
  - ♦ Part 1 of the portfolio will back plan requirements related to regular claims. The most significant aspect of these plan liabilities relates to Extended Disability Benefits reserves. ASEBP is required to set aside monies to fund existing claims into the future. Some individuals who become disabled are unable to return to work and remain in receipt of disability payments until age 65. The types of investments that back these liabilities will be more liquid in nature. The asset mix will be 65% public equities and 35% fixed income.
  - ♦ Part 2 of the portfolio will support ongoing capital adequacy requirements which are intended to protect ASEBP's financial health in times of unpredictable increased risk (an example of this type of risk is what happened in the investment market in 2008/09). The types of investments that

form this part of the portfolio will be less liquid. The asset mix will be 45% private equities and 55% real estate.

- ♦ The investment policy and capital adequacy policy will be delinked in that the capital adequacy ratio will no longer determine changes in the overall asset mix. The volatility in the market over 2008/09 caused more changes than had been anticipated when the linkage was first established. Splitting the overall portfolio into two separate pieces will ensure there is still a connection between the two policies without causing frequent and relatively minor changes to the asset mix.
- ♦ A number of related changes (e.g. portfolio rebalancing schedule) will also be made. None of the changes affect premium rate setting or reserve setting.
- ♦ Second reading (final approval) is required.

### 3. Capital Adequacy

- ♦ The ASEBP Trustees also refined their capital adequacy policy effective August 31, 2010.
  - ♦ The risk factors for assets will be amended to better reflect the potential volatility in the investment markets.
  - ♦ The guidelines for action, which coincide with different values of the capital adequacy ratio, have also been revised based on recent experience with the markets.
- ♦ The risk factors are embedded in the capital adequacy policy. The measurement of the capital adequacy ratio happens twice per year, at the end of February and again at the end of

August. The ASEBP Trustees then make decisions about funding, including the pace of increases or decreases and whether premium rate increases or decreases are required or other measures will be taken. This allows them the latitude to take into consideration a number of factors. For example, if market reversals are expected, which mean the capital adequacy reserve will likely improve in the next six months, no short-term action is likely required.

- ♦ ASEBP measures its financial health through the capital adequacy ratio and the related capital adequacy reserve. The intent of this reserve is to provide financial stability during unusual times. This reserve is similar in nature to reserves which insurance companies are required to hold. While ASEBP does not have a legal obligation to have a capital adequacy reserve, the Plan Actuary has recommended the ASEBP Trustees establish the capital adequacy reserve, and the ASEBP Trustees believe having such a reserve is prudent as it has a stabilizing effect. In the absence of a capital adequacy reserve, an unanticipated and significantly negative event resulting in increased liabilities and/or decreased assets would then require higher premium rate increases and/or substantial cuts to benefits.
- ♦ ASEBP's capital adequacy policy identifies how much capital ASEBP reasonably requires under unusual circumstances. The policy is based on the premise that capital adequacy is more than simply being able to meet day-to-day expenses or being solvent—ASEBP has a number of measures in place to protect the plan from risks associated with regular operations. These include having reserves for future disability payments, analyzing past claims experience and projecting expected changes (including some degree of fluctuation). The capital adequacy reserve is in addition to all regular reserves.
- ♦ The financial framework captured in the capital adequacy policy strives to establish an appropriate balance between assets and liabilities, thus helping the ASEBP Trustees to determine when ASEBP has sufficient financial resources to meet specific risks during unusual times which impact overall financial performance. These risks are

related to asset, reserve and claims variability:

- ♦ asset variability takes into account the market value of investments and other assets held by ASEBP which can be subject to significant variation,
- ♦ reserve variability takes into account the possibility of major swings in the number of open disability claims and the corresponding impact on reserves required to make future payments,
- ♦ claims variability takes into account the possibility of an unusual fluctuation in claims.
- ♦ A factor of financial risk has been assessed for each of these three areas of variability in order to determine total capital requirements. The ratio of total available capital compared to total required capital is expressed as a percentage. When the ratio reaches 100% the capital adequacy reserve is fully funded. For example, if the required capital was deemed to be \$100 and available capital was \$90, the capital adequacy ratio would be 90%. The available monies are set aside in a capital adequacy reserve (in the example, this would be \$90) and are available to offset unusual circumstances which increase ASEBP's financial liabilities.
- ♦ As at February 28, 2010, the capital adequacy ratio was 72%. No specific actions are currently being taken to rebuild the capital adequacy reserve at this time. The capital adequacy ratio as at the end of August (ASEBP's fiscal year end) will be reviewed later this year.

#### 4. Plan Design Changes - First Reading

- ♦ The ASEBP Trustees gave **initial approval** (first reading) to a handful of benefit plan changes effective **January 1, 2011**. The ASEBP Trustees are mindful of the current economic situation and have deferred consideration of a number of changes until next year. Two readings are required for final approval.
- ♦ **Extended Health Care**
  - ♦ **Housekeeping for wheelchairs/scooters and orthopedic shoes:**

- ♦ The claiming cycle for wheelchairs/scooters and orthopedic shoes was updated to match the regular multi-year cycle used for other benefits. Coverage is based on a rolling number of years (the reference to calendar years has been removed). It is anticipated that this will have little, if any, impact on costs and will make it easier for covered members to understand.
  - ♦ The ASEBP Trustees are also considering a number of strategies that could help offset additional drug costs resulting from the Alberta government pharmaceutical strategy. These actions would provide cost savings without compromising the health of covered members.
  - ♦ More information about the Alberta government strategy and its impact on the Extended Health Care plan can be found on ASEBP's website at [www.asebp.ab.ca](http://www.asebp.ab.ca).
  - ♦ Details about the strategies ASEBP is considering will be detailed in future editions of the *ASEBP Trustees' Report*.
- ♦ **Dental Care**
- ♦ **Housekeeping for oral exams:**
    - ♦ The wording has been clarified (no change to intent or current practice) to reflect that one oral exam per specialist will be covered in a 12-month period.
    - ♦ The ASEBP Trustees have requested the Plan Consultant research the health implications related to frequency of recall exams, x-rays, teeth cleaning, etc. The research will be presented at the June Trustees' meeting. Any resulting changes to frequency of these services will be announced in the *ASEBP Trustees' Report*.
- ♦ **Extended Health Care, Dental Care and Vision Care**
- ♦ **Clarification of limitation regarding coverage available through government programs:**
    - ♦ Expenses for which coverage is available through a government program are not covered under ASEBP plans. This provision applies whether or not the covered member and/or dependents have applied for such programs. For example, if a government program is voluntary, ASEBP will not pay for expenses that are covered under that government program, regardless of whether or not the ASEBP covered member and/or dependent chooses to participate in the program.
    - ♦ The ASEBP Trustees continue to monitor potential changes to the Alberta government seniors' drug plan and other publicly available plans.

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Suite 700 Weber Centre  
 5555 Calgary Trail • Edmonton AB T6H 5P9  
 Phone: 780-431-4786 • Toll-free: 1-877-431-4786 • Fax: 780-438-5304  
 E-mail: [asebp@asebp.ab.ca](mailto:asebp@asebp.ab.ca) • Website: [www.asebp.ab.ca](http://www.asebp.ab.ca)

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 Valerie Ling  
 Lance Miller  
 Arlene Purcell

**Executive Director:**

Jennifer Carson

**Executive Assistant:**

Trudy Gusse

**Plan Consultants & Actuaries:**

Johnson Inc.



# Administration Bulletin

**To:** School Board Administrators  
**From:** ASEBP  
**Date:** May 14, 2010

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## In this Bulletin...

1. Early Retirement Benefits
2. Structured Settlements

### **1. Early Retirement Benefits**

Employees who decide to retire prior to age 65 will require detailed information about their benefit coverage alternatives. ASEBP has compiled information, available on the school jurisdiction section of the ASEBP website, for you to provide to members retiring early. The information is meant to guide them and you through the application process.

The following documents and forms are attached (or linked if you are reading this electronically) for your reference and are also available online when logged into the School Jurisdiction section of the ASEBP website at [www.asebp.ab.ca](http://www.asebp.ab.ca):

- An Administrator's Guide: Early Retirement Benefits Application
- An Administrator's Guide: Early Retiree Checklist
- Early Retirement Benefit Coverage Application
- Appointment of Beneficiary(ies) Application
- Monthly Premium Payment Worksheet Q & A
- Early Retiree Checklist (for use by early retiree)
- Early Retiree Booklet – *Benefits for Early Retirees*

The monthly *Premium Payment Worksheet* was sent by email on May 12, 2010. If you have not received the worksheet, please contact School Jurisdiction Services.

**Do not send a termination transaction for early retirees.** For more information about this, please see *An Administrator's Guide: Early Retirement Benefits Application*.

**Applications can be either mailed or dropped off in person. We cannot, unfortunately, accept faxed applications.**

## **2. Structured Settlements**

A structured settlement is a written agreement between an employer and an employee in which the employee will cease to be employed at a future effective date. As part of the structured settlement, the employer may agree to continue paying benefit premiums on behalf of the employee for up to 24 months after the employee's last day of active service. **Approval to continue benefits must be approved in writing by ASEBP before the structured settlement begins.**

### **Employee Benefit Options**

The employee has two benefit options:

1. continue all benefits that he/she is currently participating in, **excluding** Extended Disability Benefits\*  
\*Continuation of a Health Spending Account, if applicable, is at the discretion of the school jurisdiction
2. select either single or family coverage for the following benefit package:
  - Life Insurance Plan 3
  - Accidental Death & Dismemberment Plan 3
  - Extended Health Care Plan 3
  - Dental Care Plan 4

It is important to note that if an employee takes a structured settlement, he/she will be ineligible to receive Early Retiree benefits at a later date.

The *Application to Continue Benefits Pursuant to a Structured Settlement* form (ASEBP 062) is available by contacting your School Jurisdiction Liaison. A sample has been attached (or is available online by clicking the form name above).

The form is to be completed once the structured settlement start and end dates are approved by the employer. Once the "Employer Information" and "Employee Benefit Options" sections are completed and both the employee and employer have signed the form, **the form must be sent to ASEBP for final approval before the structured settlement begins.**

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### **For more information:**

#### **School Jurisdiction Services**

Ph. 1.866.989.7212 toll-free within Alberta  
Email: [sjservices@asebp.ab.ca](mailto:sjservices@asebp.ab.ca)  
Website: [www.asebp.ab.ca](http://www.asebp.ab.ca)

#### **Forms and other ASEBP Literature**

Indicate the name of the form or publication, the number needed, and to whose attention they should be sent.  
Email: [mailservices@asebp.ab.ca](mailto:mailservices@asebp.ab.ca)  
Website: [www.asebp.ab.ca](http://www.asebp.ab.ca)  
Fax: 780.438.5304