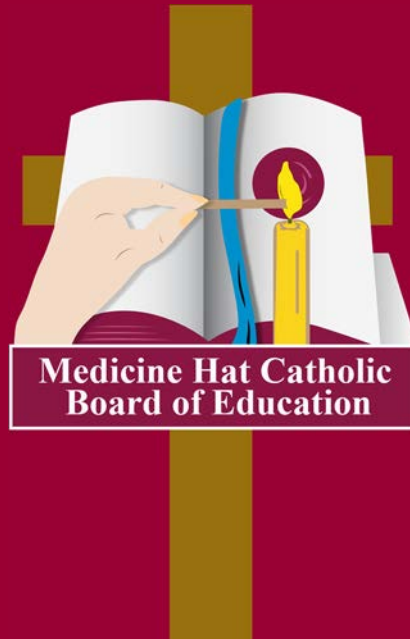


Medicine Hat Catholic Board of Education



PUBLIC AGENDA

Tuesday, November 13, 2018 @ 6:00 p.m.

Catholic School Board Office
1251 – 1st Avenue SW Medicine Hat, AB

Medicine Hat Catholic Board of Education

ACTION AGENDA

DATE: November 13, 2018

Place: Catholic Education Centre

Time: 6:00 p.m.

	<p style="text-align: center;">WE ARE CALLED Always and Everywhere to: Model Christ, Pray and Serve, Build a Faith Community</p> <p style="text-align: center;">Theme for 2018-2019: How do we lead our young people (students) to recognize & accept the love & joy experience when they encounter Christ. <i>"These things I have spoken to you, that my joy may be in you, and that your joy may be full". John 15:11</i></p>		
1.	<p><i>Prayer Celebration</i> We will begin the meeting with a Reading & Reflection led by Trustee, Reverend Mr. Robert Risling.</p>	Robert Risling	
2.	<p><i>Approval of the Minutes</i> <i>2.1 Approval of the Minutes of the Organization Board Meeting – October 09, 2018</i> <i>♦Recommendation:</i> "THAT the Minutes of the Organizational Meeting held October 09, 2018 be approved as circulated".</p> <p><i>2.2 Approval of the Minutes of the Regular Board Meeting – October 09, 2018</i> <i>♦Recommendation:</i> "THAT the Minutes of the Regular Meeting held October 09, 2018 be approved as circulated".</p>	Dick Mastel	<i>Encl.</i>
3.	<p><i>Approval of the Action Agenda</i> <i>♦Recommendation:</i> "THAT the Action Agenda dated November 13, 2018 be approved as circulated".</p>	DM	<i>Encl. 1 - 5</i>
4.	<p><i>Approval of the Non-Action Agenda</i> <i>♦Recommendation:</i> "THAT the Non-Action Agenda dated November 13, 2018 be approved as circulated".</p>	DM	<i>Encl. 6</i>
5.	<p><i>PRESENTATION</i> <i>5.1 – Community Coming Together</i> – Representatives from Community Coming Together (CCT) will give a presentation to the Board on the programming currently offered in our Schools by CCT.</p>	DM	
6.	<p><i>Catholic Education</i> Note: As part of the monthly Board Meeting format a standing agenda item titled: CATHOLIC EDUCATION will highlight and feature agenda items specifically related to Catholic Education This is a great opportunity for the School District to bring prominence to items relating to Catholic Education at the start of the Board Meetings. This section will include the the Religious Education Coordinator Report. <i>6.1 Religious Education Report</i> – Sandra Richard, Religious Education Coordinator</p>	DM SR	<i>Encl. 7 - 8</i>

	14.9.1 Presentation of the Board Sponsored Spiritual Leadership Scholarship Award presented at the Monsignor McCoy High School Awards Evening.		
	14.10 Student Board Advisory Committee – Dick Mastel		
	14.11 Student Enrolment & Retention (Adhoc) Committee – Dick Mastel		
15.	<p style="text-align: center;"><i>Closing Prayer –</i></p> <p>Carrying out Your Ministry: Lord, Thank you for being with us during this meeting and for having guided our thoughts, words and actions. Stay with us now as we leave this meeting and return to our respective lives. Help us to keep you, as you are now, in our thoughts, words, and actions. We ask this in your name, Amen.</p>	Kathy Glasgo	
16.	<i>Adjournment</i>	Dick Mastel	

NON – ACTION AGENDA

DATE: November 13, 2018

Place: Catholic Education Centre

Time: 6:00 P.M.

No.	INFORMATION ITEMS	PAGE
1.1	<p>TAXES – DECLARE YOUR SUPPORT for CATHOLIC SCHOOLS – <i>The Medicine Hat Catholic Board of Education</i> reminds our community of the importance of declaring your PROPERTY TAXES in support of Catholic Education How do you declare your support? - To ensure your property taxes are supporting Catholic Schools, you must declare your Catholic school support as “Separate” on your annual property assessment notice. <i>Contact the Taxation Office at the City of Medicine Hat, or the Town or Municipal Office in your area.</i> Changes made on or before Dec 31 will be in effect for the next taxation year. Thank you for your supporting Catholic Schools.</p>	


Notice of Public Board Meetings

- All regularly scheduled Public Board Meetings are held the **2nd Tuesday** of each month at the Catholic Education Centre located at 1251 – 1st Avenue SW (unless otherwise advertised).
- Public Board Meetings for the Medicine Hat Catholic Board of Education begin at **6:00 pm** with **presentations** at **6:00 pm** (unless otherwise advertised).
- General Public welcome to attend - Information @ www.mhcbe.ab.ca or 403.527.2292.

Title – Religious Education Coordinator

Board Meeting November 13, 2018

1. Excellence in Catholic Education


-  MHCBE has many teachers who make a real difference in the lives of our Catholic students. Our school jurisdiction may award one certificate to acknowledge their commitment to Catholic education. Nomination Process and Selection Committee have been attached. Please note that the criteria are used to determine the successful recipient. One trustee will be needed to sit on the 2019 selection committee. The committee will meet in February to determine the successful recipient.

Recommendation: Receive as information

**Action – Nomination form and one page summary must be forwarded to Religion Coordinator and Superintendent by school administrators. Deadline is January 31st.
Require one trustee to sit on selection committee**


Attachments – Nomination Process for Excellence in Catholic Education

2. Service Projects

-  Our schools are encouraging our staff and students to actively show their faith by participating in a number of service projects. Some of our projects are focusing on actively being of service through hands on actions in our community as well as other efforts that focus on raising funds to help others in our own community as well as the world. Some of these projects will be shared with the group gathered as well as promoting this in our parish bulletins.

Recommendation: Receive as information through digital format

3. Catholic Education Week

-  We have been in communication with the Bishop through our vicar of Education, Father Jerome about the possibility of creating a Catholic Education week to celebrate together with our school and parish community the gifts of Catholic Education. A committee has been struck which will take input gathered from our larger stakeholders group and formulate a division focus.

Recommendation: Receive as information - updates

4. High School/Junior High Chaplaincy

- ✚ Updated information about the Chaplaincy job description and job posting will be shared with Trustees as well as updated information on outside funding support from our church community partners.

Recommendation: Receive as information

Nomination Process for Excellence in Catholic Education Award

The Excellence in Catholic Education award was established by the Council of Catholic School Superintendents of Alberta to communicate clearly and convincingly the benefits of Catholic education and its value to society. This prestigious award recognizes Catholic teachers in Alberta who have done an exemplary job in preparing our youth to grow into outstanding Catholic citizens. Each Catholic school jurisdiction chooses a recipient to be honoured annually at the Blueprints or SPICE Annual Spring Conference.

Who is eligible?

To be eligible for this award a nominee must hold a teaching certificate and be working full time in Medicine Hat Catholic. He/she must be a practicing Catholic.

Who can nominate?

Teachers, parents, administrators, members of the parish community

How do I nominate someone?

1. Ask permission of the teacher to be nominated
2. Complete the nomination form using the criteria provided
3. Submit the nominee's name and form to the school administrator

When is the deadline?

Nominations are due January 31st.

Being nominated for this award is an honour; therefore each nominee will be recognized as an Ambassador for Catholic Education and will be presented with a certificate at a board meeting.

Nomination Form for the Excellence in Catholic Education Award

Name of nominee _____

School of nominee _____

Nominee has agreed to the nomination _____

Please check eligibility requirements:

Works full time in Medicine Hat Catholic _____

Holds a teaching certificate _____

Practicing Catholic _____

In a one page summary, comment on why this faith-filled person is an outstanding candidate for this award? Please refer to the criteria provided:

- Role models Catholic values and a Catholic lifestyle;
- Fosters the development of students and their spiritual, intellectual, social, emotional and physical growth;
- Motivates students to exceed their own expectations;
- Attends to individual student needs;
- Works collaboratively with colleagues and parish;
- Demonstrates an in-depth knowledge of subject matter, curriculum, and the integration of the teachings of the Catholic Church;
- Is involved in professional and spiritual growth activities;
- Achieves positive results in student learning
- Demonstrates caring for the well-being of students and colleagues, thereby contributing to a positive school climate

Please attach the summary to this page and submit to the school administrator.



SAFETY CITY

Box 1145 Medicine Hat, AB T1A 7H3 PH: (403)529-2912 Fax: (403)529-2827 E-mail: tom@safetycity.org

November 2, 2018

Medicine Hat Catholic Board of Education
Attention: Joe Colistro Superintendent
1251-1st Avenue SW
Medicine Hat, AB
T1A 8B4

Dear Mr. Colistro,

Please accept this letter as our application for funding for Safety City.

The South Eastern Alberta Safety Alliance Society also know as Safety City is a not for profit charitable organization whose main focus is to improve community safety through education and awareness thus reducing and/or preventing injury related incidents. Our vision is "Being instinctively safe for life" and our mission is "One organization leading our communities by promoting and delivering effective educational programs and partnership collaboration to meet our health, safety and injury prevention needs". Our Canadian Charitable Registration number is 11913 1878 RR0001.

Safety City is the primary service provider of safety programs for school aged children. We see on average between 10,000 and 15,000 students each year. The following is a list of safety programs that we provide; Arrive Alive (Pedestrian/Bus Safety), Trick or Treat (Halloween Safety), No Regrets (Risk Management), Conflict Management (Small vs Big Problems), Stay Cyber Safe (Internet Safety), Home Safe Home (Home Safety), How to be a good friend (Anti Bullying), Country Caution (Farm Safety), Stay Summer Safe, and Ready to Ride (Bike/Helmet Safety). In addition to these programs we partner with other safety organizations to help facilitate community initiatives. Some of these include the PARTY (Prevention of Alcohol and Risk Related Trauma in Youth) program, various safety days, community bike rodeos and a weekly car seat installation and inspection clinics. Additionally Safety City holds the Safe Community Designation for Medicine Hat and Area.

Each year we travel to numerous schools in and around Medicine Hat to deliver our safety programs. The Catholic School division is no exception. More specifically Last year we delivered 85 presentations and saw 1707 Catholic students.

Due to the changes in the oil and gas industry, provincial government and general economic downturn, Safety City has seen a decline in sponsorships, grants, and donations and are experiencing financial difficulty.



SAFETY CITY

Box 1145 Medicine Hat, AB T1A 7H3 PH: (403)529-2912 Fax: (403)529-2827 E-mail: tom@safetycity.org

As a result, we are approaching the Catholic School Board and asking for \$5,000.00 to help offset the operational costs of our programs and services. As a sponsor of Safety City we will be recognizing your organization through advertising of your logo on all our correspondence, on our web page, Facebook, Twitter and our brochures.

Thank you for your consideration and I look forward to hearing from you. Please feel free to contact me if you have any questions or concerns.

Sincerely

Tom Carney
Executive Director

PACE
(PARENTS ADVOCATING FOR
CATHOLIC EDUCATION)
PRESENTS

WITH GRACE AND HOPE

LEARN MORE ABOUT THE ISSUES
FACING CATHOLIC EDUCATION TODAY
AND HOW THEY WILL DIRECTLY IMPACT
YOUR CHILD'S LEARNING

Holy Family Parish Hall

Tuesday, October 16th

7 pm



INDIGENOUS ACKNOWLEDGEMENT STATEMENT

Background

The Medicine Hat Catholic Board of Education acknowledges the historical significance and contributions of Indigenous Peoples and their cultures. In gratitude, the Medicine Hat Catholic Board of Education honours the traditional territory of Indigenous Peoples in the spirit of the Truth and Reconciliation Commission (TRC) of Canada.

Definitions

In the context of Indigenous Peoples, territory refers to a specific place that has been a traditional meeting grounds, gathering place and travelling route of the Treaty 7 and 4 Territory of the Blackfoot and Cree Nations and Métis Local.

Treaty Acknowledgement Statement

"Before we begin, the Medicine Hat Catholic Board of Education would like to acknowledge that we are gathering on the traditional land of the Blackfoot people who have welcomed here for centuries the Cree, the Métis, other First Nations and Non-Indigenous people. The land is now recognized as the traditional territory of Treaty 7 to the north, west and south and Treaty 4 to the east. In gratitude, the Medicine Hat Catholic Board of Education honours the traditional territory of Indigenous Peoples".

Procedures

1. District Administration, School Administration and School Staff will acknowledge the treaty territory with the Treaty Acknowledgement Statement at a significant School and/or Community Special Events, Celebration and Gatherings.
2. The Acknowledgement needs to be made at an appropriate time during the Opening Remarks.

References:

Truth and Reconciliation Calls to Action
United Nations Declaration on the Rights of Indigenous Peoples
Royal Proclamation
Alberta Human Rights Act
School Act
Board Motion # 3427, October 09, 2018

Introducing...



WHY?

The gift of publicly funded Catholic education in Alberta is a true blessing. As a community we are called in gratitude, faith and action to ensure that our children and future generations continue to learn and grow in our Catholic schools.

WHAT?

The mission of GrACE is to inspire, invigorate and embolden the spirit of Catholic education in order to unite, engage, educate and communicate with one voice on its behalf. GrACE is a partnership of stakeholders resolutely committed to Catholic education within the province of Alberta.

WHO? YOU!

GrACE invites all those committed to Catholic education, through the unity of the Holy Spirit, to be advocates and witnesses for our schools' successes and their future.








WHERE?

In your homes, your neighborhoods, your schools and your parishes. Watch for and get involved with your local GrACE team. Tell your stories of Catholic education. Let your voice be heard.

WHEN? NOW!

Every day is a celebration of Catholic education. Let us be grateful for our blessings and commit our support.

DID YOU KNOW?

-  Catholic education affirms parents as their children's primary educators and respects the rights of parents to choose the school that meets their needs
-  In Catholic schools, it is our deepest desire ensure that every child knows and the love of God through the witness of their community
-  Principles of diversity and inclusion are central in the teachings of the Catholic Church and permeate all aspects and curriculum in a Catholic school
-  180,000 students currently attend schools in Alberta
-  Alberta is one of three provinces in Canada with publicly funded Catholic education. Ontario and Saskatchewan are the other two.
-  Catholic education in Alberta is 158 years old
-  An organized effort of public school lobbyists are attempting to disrupt Catholic education in our province. Your engagement; your advocacy; your voice is vital.

"The grace of our Lord Jesus Christ be with you all. Amen"

Romans 16:24

Page 15 of 100

Stepping Stones

ALBERTA MÉTIS SETTLEMENTS AND AGREEMENTS

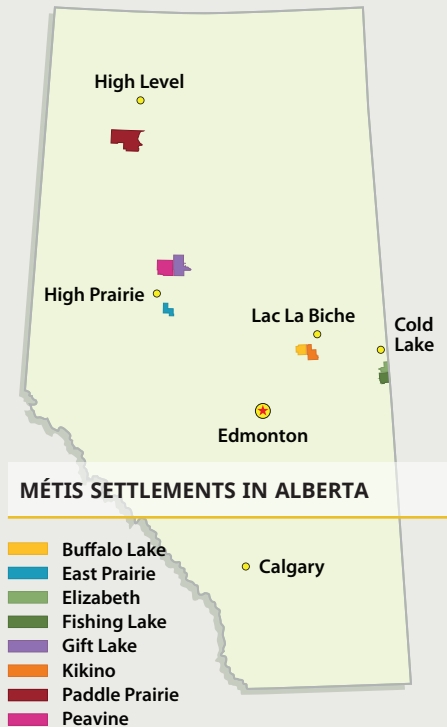
Planning your learning journey

Who are the Métis and how did there come to be Métis settlements in Alberta?

FIRST STEPS



Métis communities and their distinct culture were established with the fur trade prior to the North-West Territories becoming part of Canada.¹ The Métis are one of the three distinct Aboriginal people of Canada recognized in the 1982 Canadian constitution. Many Canadians have mixed Aboriginal and non-Aboriginal ancestry but do not self-identify as Métis. Métis in Alberta are Aboriginal people who are related by kinship to, but culturally distinct from, other Aboriginal people, possessing their own Michif language², customs, traditions and relationships to land.



REPRINTED WITH PERMISSION FROM BLAKE DESJARLAIS OF THE METIS SETTLEMENTS GENERAL COUNCIL, <https://metissettlements.com/history/>.

L'Association founders – Pictured from left to right: Malcolm Norris, Jim Brady, Peter Tomkins, Joseph Dion and Felix Calliou.



Walking
Together

EDUCATION FOR
RECONCILIATION



The Alberta Teachers' Association



EARLY NORTH-WEST TERRITORIES HISTORY

Historically, the Métis played a crucial role in the development and success of the fur trade throughout the North-West beginning as early as the 18th century.³ As European fur traders moved into the [North-West Territories](#)⁴ some entered into “country marriages” with Aboriginal women and had children with them. Alberta Métis communities that flourished as prominent fur trade locations include Fort Chipewyan (c. 1778), Fort Vermilion (c. 1779), Lac La Biche Mission (c. 1785) and Fort Augustus (Edmonton House) (c. 1795). A distinct Métis culture emerged in these early settlements. Following the Canadian westward expansion, the Métis in Alberta lost jobs and land and endured deplorable living conditions following the failed and fraudulent Métis scrip processes. These factors contributed to the 1885 Métis North-West Resistance.⁵



The Métis flag displays a white infinity symbol on either a blue or a red background. The infinity symbol represents the joining of two cultures and the existence of a people forever.

[Louis Riel](#)⁶, leader of the 1869 Métis Red River Resistance, joined forces with [Gabriel Dumont](#)⁷, president of the South Saskatchewan River Métis, to fight for Métis land rights in what is now Saskatchewan and Alberta in the North-West Resistance that culminated at [Batoche](#)⁸ in 1885. After a four-day battle, the better equipped Canadian militia defeated the Métis forces. Riel surrendered, was tried for treason by the Canadian government, and convicted and executed on November 16, 1885.⁹ Dumont escaped capture and fled to the United States. In 1886, the Canadian Government granted amnesty to Dumont, and he returned to live in Saskatchewan until his death in 1906. In 1992, the Canadian government recognized Louis Riel

as the founding father of Manitoba. Dumont remains a popular Métis folk hero, remembered for his selflessness and bravery during the 1885 Resistance and for his unrivaled skill as a Métis hunting chief.

ALBERTA HISTORY

Prior to Alberta joining confederation, the Métis were not welcome in white settlements nor allowed to live on treaty land. Legally the Métis did not have a land base like the First Nations or access to permanent homestead agreements as did the settlers. During this time, the Canadian government offered money and land scrip to the Métis as compensation for relinquishing [title](#)¹⁰ to any land due to them based on their First Nations’ ancestry. The Métis land scrip was seen as the least expensive way for the government to extinguish the Métis title.¹² Many who took the land scrip eventually sold their land, while others chose to join Indian bands in which they had relatives.¹¹ The Métis became landless and destitute as a result. During this period the Métis made their homes on road allowances, narrow strips of Crown land designated for future road development throughout Alberta. These homes were often burned and the road allowance land expropriated by the Crown. This is why the Métis were once called the “[road allowance people](#)”¹³ or nomadic half-breeds.

Father Lacombe, a Roman Catholic missionary in northern Alberta, became concerned for the well-being of the Métis and lobbied the Canadian government to establish a Métis colony and a school to assimilate the Métis. In 1896 the government set aside 92,160 acres of land on a 99-year lease to establish a colony east of the Saddle Lake Reserve at St Paul. Fifty Métis families moved into St Paul des Métis; however, in 1906 the federal government terminated the lease and opened the land to French-Canadian settlers.¹⁴ In spite of these setbacks, many contemporary Métis communities throughout Alberta, such as Fishing Lake, St Albert, Grouard, Gift Lake, St Paul and Carcajou can attribute their existence today to the early settlement efforts of [Métis](#)¹⁵ families.¹⁶

In 1932, the Métis in Alberta began to organize themselves politically. L’association des Métis d’Alberta et des Territoires du Nord-Ouest (later called the Métis Association of Alberta) was formed by Malcolm Norris, Jim Brady,



GLENBOW ARCHIVES NA-5127-2

Joe Dion at organizing meeting, Elizabeth Métis settlement, Alberta. (ca. 1939)

Peter Tomkins, Joseph Dion and Felix Calliou in response to the *Natural Resources Transfer Act, 1930*. The Association's purpose was to lobby the government for improved social and economic conditions and a land base for the Métis.¹⁷ These lobbying efforts led to the Alberta government forming the [Ewing Commission](#)¹⁸ in 1934 to investigate the living and economic conditions of Alberta Métis. One of the recommendations of the Ewing Commission final report was for the province to set aside land for the establishment of Métis colonies. In 1938, the Alberta government passed the [Métis Population Betterment Act](#)¹⁹ and Alberta became the first province in Canada to enact legislation specific to Métis and to designate land for 12 Métis settlements. The people of each settlement formed their own elected governing councils for self-determination over the Métis land.

Over the years, however, the Alberta government unilaterally closed four settlements, made changes to the legislation and misused the Métis Betterment Trust, prompting the eight remaining settlement councils to organize in response. In 1975, the Alberta Federation of Métis Settlement, today the Métis Settlements General Council, was legally formed and became a strong, united voice for the settlements to advance their collective interests.²⁰

In 1989, the Alberta government and the Federation signed the historic [Alberta-Métis Settlements Accord](#)²¹

establishing the Métis Settlements General Council (MSGC) and a new framework for working together. The following year, Alberta passed four pieces of legislation related to the Métis settlements, creating a governance framework for the eight remaining settlements and providing for comanagement of subsurface resources on settlements (*Metis Settlements Act*); protecting Métis settlement lands under the provincial constitution (*Metis Settlements Land Protection Act* and *Constitution of Alberta Amendment Act*); and providing a 17-year statutory funding commitment (*Metis Settlements Accord Implementation Act*). A total of 1.25 million acres of land was transferred to the Métis Settlements General Council, resulting in the only protected Métis land base in Canada.²²

TODAY'S MÉTIS

The 1982 Canadian constitution recognized the Métis as "Aboriginal people of Canada," along with First Nations and Inuit, giving them Aboriginal rights under the constitution. Statistics Canada 2011 census data reported the self-identified Alberta Métis population as 96,870, which is the largest of any province in Canada. Approximately 8,000 live on the eight Métis settlements, with the remaining living throughout the province.²³ The [Métis Settlements General Council](#)²⁴, representing settlement members, and the [Métis Nation of Alberta](#)²⁵, representing nonsettlement Métis, are two provincial organizations working to advance the socio-economic and cultural well-being of the Métis people of Alberta. The [Rupertsland Institute Métis Centre of Excellence](#)²⁶, established in 2010, is a not-for-profit education, training and research institute that provides support for Métis K-12 education throughout the province. The Métis still struggle to gain recognition of their aboriginal rights and for reconciliation. Recently the Supreme Court ruled in *Daniels v Canada*, April 2016, that Métis and nonstatus Indians are "Indians" under section 91(24) of the *Constitution Act, 1867*. This ruling clarifies that the federal government has primary responsibility for Métis. The full impact of the [Daniels v Canada](#)²⁷ has yet to be determined.



Metis Settlements of Alberta flag, representing the federation of eight metis settlements of Alberta, Canada's only Métis land base.

USED WITH PERMISSION FROM THE METIS SETTLEMENTS GENERAL COUNCIL.

NEXT STEPS



The Métis are the largest group of self-identified Aboriginals in Canada and Alberta; therefore, it is likely the vast majority of schools in Alberta have students who self-identify as Métis. Reconciliation is about understanding the past and working together to build a new future. Having a knowledge of Alberta Métis history and current issues will support teachers as they work with these students and their families.

Continuing Your Learning Journey

- a) *What were the findings of the Ewing Commission that lead to the establishment of Métis Settlements?*
- b) *The Truth and Reconciliation Commission Calls to Action seek to eliminate the education gap for all Aboriginal peoples, including the Métis. How can classroom teachers support this call to action?*

NOTES

1. Library and Archives Canada (LAC). 2017. "Metis Nation" LAC website. www.bac-lac.gc.ca/eng/discover/aboriginal-heritage/metis/Pages/introduction.aspx.
2. For more information go to www.metismuseum.ca/michif_tools.php.
3. Rupertsland Institute Métis Centre of Excellence. 2017. "Historical Significance: The Métis People." Rupertsland Institute website. www.rupertsland.org/about/historical_significance.
4. For more information go to www.thecanadianencyclopedia.ca/en/article/north-west-territories-1870-1905/.
5. Adapted from Métis Settlements General Council (MSGC). 2005. *Making History. Our Land. Our Culture. Our Future*. p 5. MSGC website. https://metissettlements.files.wordpress.com/2017/01/msgc_centennial_book.pdf.
6. For more information go to www.thecanadianencyclopedia.ca/en/article/louis-riel/.
7. For more information go to www.thecanadianencyclopedia.ca/en/article/dumont-gabriel/.
8. For more information go to www.thecanadianencyclopedia.ca/en/article/battle-of-batoche-feature/.
9. Library and Archives Canada (LAC). 2016. "Hidden in Plain Sight: Discovering the Métis Nation in the Collection of Library and Archives Canada Exhibition." LAC website. www.bac-lac.gc.ca/eng/about-us/events/Pages/metis-nation.aspx.
10. For more information go to www.collectionscanada.gc.ca/metis-scrip/005005-2000-e.html.
11. Library and Archives Canada (LAC). 2016. "Metis Scrip — The Foundation for a New Beginning." LAC website. www.collectionscanada.gc.ca/metis-scrip/005005-2000-e.html.
12. Alberta Teachers' Association. 2016. *Education is Our Buffalo*. ATA website. [https://www.teachers.ab.ca/SiteCollectionDocuments/ATA/Publications/Human-Rights-Issues/Education%20is%20Our%20Buffalo%20\(PD-80-7\).pdf](https://www.teachers.ab.ca/SiteCollectionDocuments/ATA/Publications/Human-Rights-Issues/Education%20is%20Our%20Buffalo%20(PD-80-7).pdf).
13. For more information go to http://esask.uregina.ca/entry/metis_history.html.
14. Nathalie Kermaal. 2007. "From Saint Paul des Metis to Saint Paul: A Patch of Franco-Albertan History." Encyclopedia of French Cultural Heritage in North America website. www.ameriquefrancaise.org/en/article-706/From_Saint_Paul_des_M%C3%A9tis_to_Saint_Paul_A_Patch_of_Franco-Albertan_History.html.
15. For more information go to http://wayback.archive-it.org/2217/20101208175135/http://www.albertasource.ca/metis/eng/people_and_communities/metis_historic.htm.
16. Adapted from Métis Settlements General Council (MSGC). 2005. *Making History. Our Land. Our Culture. Our Future*. p.5. MSGC website. https://metissettlements.files.wordpress.com/2017/01/msgc_centennial_book.pdf.
17. *Making History. Our Land. Our Culture. Our Future*, 13.
18. For more information go to http://wayback.archive-it.org/2217/20101208175149/http://www.albertasource.ca/metis/eng/people_and_communities/issues_ewing_commission.htm.
19. For more information go to http://wayback.archive-it.org/2217/20101208175150/http://www.albertasource.ca/metis/eng/people_and_communities/issues_betterment.htm.
20. *Making History. Our Land. Our Culture. Our Future*, 13.
21. For more information go to <http://indigenous.alberta.ca/documents/BriefHistoryMetis.pdf>.
22. Government of Alberta Aboriginal Affairs. nd. "Brief History of the Metis." Government of Alberta website. <http://indigenous.alberta.ca/documents/BriefHistoryMetis.pdf>.
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24. For more information go to <https://metissettlements.com/>.
25. For more information go to <http://albertametis.com/>.
26. For more information go to www.rupertsland.org/.
27. For more information go to <http://albertametis.com/wp-content/uploads/2013/08/M%C3%A9tis-Rights-Booklet-2016.pdf>.



Stepping Stones is a publication of the Alberta Teachers' Association **Walking Together Project** intended to support certificated teachers on their learning journey to meet the First Nations, Métis and Inuit Foundational Knowledge competency in the Teaching Quality Standard.

Walking Together would like to acknowledge the contributions of First Nations, Métis and Inuit community members within Alberta in developing these resources. In addition, Walking Together is grateful to the *Metis Settlements General Council* for providing significant contributions to this particular document.

For additional resources and information on Walking Together visit www.teachers.ab.ca.

www.teachers.ab.ca [walkingtogetherata](https://www.instagram.com/walkingtogetherata) [@ATAindigenous](https://twitter.com/ATAindigenous)



Walking Together

EDUCATION FOR RECONCILIATION



The Alberta Teachers' Association

Why do Albertans Celebrate Metis Week?

Metis Settlements and their members have a long history in the province of Alberta, going back before the province was established in 1905. It was an act of the Legislature in 1938, the Metis Betterment Act that established what were then referred to as the Metis colonies. Those communities evolved and grew as beacons of the Metis way of life. The Metis suffered their share of setbacks and difficulties, there were challenges with the relationship between the Metis Settlements and Alberta. But in 1990, after a long hard negotiation, both partners agreed to ratify the 1990 Metis Settlements/Alberta Accord and implement the four pieces of legislation, including the Metis Settlements Act and the Metis Settlements Land Protection Act that created the framework under which the Settlements operate today. Ultimately the goal of the accord and the legislation was to enhance local autonomy and respect the Metis Settlements' right to self-determination.

Metis week is traditionally celebrated with a historic flag raising ceremony commemorating the anniversary of the proclamation of legislation negotiated as part of the Metis Settlements/Alberta Accord (1989). Alberta and the government of Canada have come a long way in 80 years and the recent beginnings of reconciliation include the Metis Settlements, Alberta, and Canada. The accord established the eight Metis Settlements and the governance structure that exists today. Metis people helped to settle the West and played an important role in the evolution of Alberta. The Metis People were here before Alberta was even a province and many Albertans are not aware that the only legislatively protected, land-based Metis communities in Canada are right here in their province.

On Nov. 1, 1990, a legislative package was proclaimed and included the Constitution of Alberta Amendment Act, Metis Settlements Land Protection Act, Metis Settlements Act, and Metis Settlements Accord Implementation Act. Alberta also transferred the title of 1.25 million acres of land to the Metis Settlements, making Alberta the only province in Canada with a recognized Metis land base entrenched in provincial statute, ensuring that Metis people in Alberta will always have a land base to call home. The provincial minister further recognizes the 27th anniversary of the passing of legislation resulting in land and self-governance for those living on Metis Settlements. Alberta is committed to the principles of the United Nations Declaration on the Rights of Indigenous Peoples. This means that Alberta is also committed to making life better for Metis people, by ensuring they are recognized, their voices are heard, and they have the tools they need to succeed.

Alberta has a strong connection with the Metis people, and the province continues to be made richer through their influence, contributions, traditions and heritage. As we continue to work together toward reconciliation, commemoration of important milestones such as the proclamation of the Metis Settlements Act enables Albertans to learn more about our province's past and how we can build even stronger relationships with the Metis people.

Superintendent's Report November 2018

Regular Board meeting

1. MHCBE Board and DLT Retreat – Dec 13th 2018

In the Board Work Plan an Annual Retreat is scheduled for trustees and the Division Leadership Team. We will once again this year be inviting **Bonnie Annicchiarico** to facilitate the retreat. Last year Bonnie presented on the Marks of a Catholic School.

The date has been set for Dec 13th, 9-3 pm at Holy Family Parish Hall.

This year the topic of the retreat will be *Catholic Education: Marks of an Excellent Catholic Leader*. This topic follows the document created as a supplementary resource for leaders in Catholic Education. Building on the document *The Excellent Catholic Teacher* (CCSSA, 2015), *The Marks of an Excellent Catholic Leader* begins with the premise that superb Catholic school leaders are also master Catholic teachers. While embracing the essence of teaching excellence, this treatise goes beyond teaching to address the roles and responsibilities of both Catholic school and Catholic district leaders. This Catholic leadership framework may be used to:

- Inspire Catholic leaders in their service of Catholic education
- Offer a role description for Catholic leaders
- Provide indicators and offer exemplars
- Create conversations around Catholic leadership
- Assist leaders as they strive for excellence in their vocation
- Serve as a resource when identifying, recruiting and hiring Catholic school leaders

Receive as Information and Discussion

2. School Education Plan Presentations

The following schools will be presenting on the dates listed below.

November 22, 2018 at Holy Family Parish Hall, 6-8pm

St. Patrick's School, St. Francis Xavier School, Mother Teresa School,

December 5, 2018 at St. Patrick's Parish Hall, 6-8pm, St. Michael's School, École St. John Paul II School St. Louis School

December 6, 2018 at Monsignor McCoy High School, 6-8pm

Notre Dame Academy, St. Mary's School, Monsignor McCoy

The Format

Presentations should be 30 - 35 minutes long.

- a. Prayer and Information about each school –5-8 minutes
- b. Education Plan Highlights – 20 min
 - i. Presentation by PPT
 - ii. Highlight two strategies from each priority that you are excited about.
 - iii. Highlight your AERR results
 - iv. Question and Answers - 5-7 minutes
 - v. Handout - 2 pages

Total time 30-35 min

Receive as Information and Discussion

3. Professional Growth Plans and Education Plan review meetings

Thank-you to our school administration for the work in completing their personal Professional Growth Plan and School Education Plan. The development of the Education Plans is a collaborative effort including school administration, staff and parents, and reflects Division Strategic Priorities and any areas of improvement noted in the Annual Education Results Report.

As per Administrative Procedure 418, School Based Administrator Growth, Supervision & Evaluation Item 3.4 and 3.5, review meetings with members of the Medicine Hat Catholic senior admin team and school based administrators were held October 29th -Nov 2nd.

3.4 By October 15th of each school year an administrator must complete a professional growth plan. This plan will be reviewed with the Superintendent in October. A second review will be conducted in April or May.

3.5 Professional Growth Plans should address the following:

- 3.5.1 Professional learning goal;
- 3.5.2 Strategies to obtain each goal;
- 3.5.3 A time line for implementation, and;
- 3.5.4 The intended method of assessment respecting goal attainment.

Receive as Information

4. St. Mary's Trip – Quebec Trip

Attached to the trustee's package is a proposal from St. Mary's School for a field trip to Quebec.

Topic – French Language Arts/Social Studies

Dates - April 8th – 14th, 2020.

The trip was reviewed by the Assessment Committee on November 6th 2018.

Receive as Information, Discussion and Approval

Handout provided

5. November Meetings

November will be a very busy month with numerous important conferences and meetings for trustees and senior administration. Conferences and meetings include:

- a. November 7th Consultative Meeting regarding the Leadership Quality Standard (LQS) Accreditation with St. Mary's University Calgary
- b. November 7-10 CASS Fall conference – Calgary
- c. Remembrance Day in Lieu – November 12th Medicine Hat
- d. Board Meeting – November 13th Medicine Hat
- e. CCSSA meetings – November 14th -16th Edmonton
- f. ACSTA AGM and Convention – November 16th – 18th Edmonton
- g. ASBA Conference – November 19th - 21st Edmonton
- h. Parent Association Meeting November 26th Medicine Hat
- i. Special Board Meeting November 27th Medicine Hat

j. CASSIX - November 29th -30th Lethbridge
Receive as Information

6. Kev Soft Update

School Cash Online is a tool our District started using in 2017 that allows parents to make purchases online. It is a safe, fast and convenient way to pay for school fees, activities, field trips, hot lunches, events and more! Payment options include credit card, E-Cheque (similar to a debit transaction) and My Wallet (similar to a preloaded Starbucks card).

It is now MHCBE's preferred method of payment as it minimizes the amount of time the school secretary spends counting cash, recording transactions and taking deposits to the bank. We have made an FAQ available on the homepage of the Districts website. Clicking on the shopping card on any of the District or schools' website will take you directly to the School Cash Online website where you can get started.

All of our schools have made their school fees available to pay using School Cash Online and most are in the process of using the system for Early Learning Program fees, Before and After School Care fees, spirit wear and hot lunches. As some of these events/processes are largely administered by the school's Parent Council (ie hot lunches) we suggested they discuss with their school principal and secretary as to how School Cash Online can work for their next hot lunch/fundraiser, etc.

This year 1796 students, up from 1,019 last year, are currently using Kev Soft. This represent 66.3% of the student population up from 39% last year.

Receive as Information and Discussion

7. Field Trip Administrative Procedure 260 process and Water Activities update

Over the past two years we have made significant changes to the Field Trip AP 260. This includes clarification on definitions, approval process, volunteers, and codes of conduct for students, etc. We have reviewed our expectations for Water Activities and Swimming Activity and will be providing changes to the current AP.

Receive as Information and Discussion



1. **Corporate Communications Advertising/Public Relations** - Exhibit a consistent message and increase community awareness.

Catholic Schools are a vibrant part of the public education system in Alberta. In Alberta, there is no tuition to attend a Catholic Schools. All are Welcome. Catholic & Non-Catholic students welcome in our Schools.

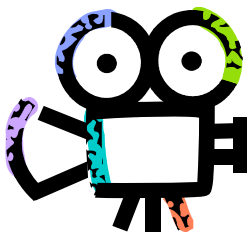
Communications & Marketing Strategy September 2018 – June 2019

1.1 Goal Setting

- #1 - Review advertising products and how they relate to the Audience, Purpose of the product & the Value they bring to the District/Schools.
- #2 - Better utilize dedicated advertising \$ to specifically target our audience.
- #3 - Use advertising dollars in new ways.

1.2 Advertising Product Development

1. District-Wide Video



- i. **Videographer** is hired, timeline for new Video is Feb 2019. Footage captured between now and Jan 2019.
- ii. **Message to Parents in Nov School Newsletter DISTRICT VIDEO** → Great Schools, Fantastic Staff, Exceptional Programming! We are excited to let you know we are creating a new promo-video to highlight MH Catholic Schools with filming to begin soon. Your child may be featured in a classroom activity or event during filming. Children love the opportunity to see themselves in photos or video about their school. Our goal is to create a positive experience for students. If you have any concerns or questions, please contact your child's School Principal or contact us at communications@mhcbce.ab.ca. Timeline for completion of the video is early Spring 2019.

2. School Brochures – 2018-2019

- i. Goal: Each MHCBE School has a dedicated brochure to advertise School & School Programs.
- ii. Timeline: Finalize by December 20th. As we begin to think about February Registration, we will finalize the Brochures in Dec/January – Have them professionally printed in January 2019 for insert into the Registration Packages
- iii. “NEW”, ADDITION TO THE BROCHURES: Coming out of the Student Enrolment & Retention Committee a recommendation was to add Academic Results to highlight the academic success of our schools.

2. CONNECTING WITH OUR COMMUNITY

1. Cannabis Legislation Info-Sharing.

- a. Web & Social Media sharing resources from AHS & Federal & Provincial Government
- b. Clarity on Cannabis:
 - FAQ for Educators/Teachers;
 - FAQ for Schools;
 - FAQ for Parents
- c. AP 132-Smoke Free Environment

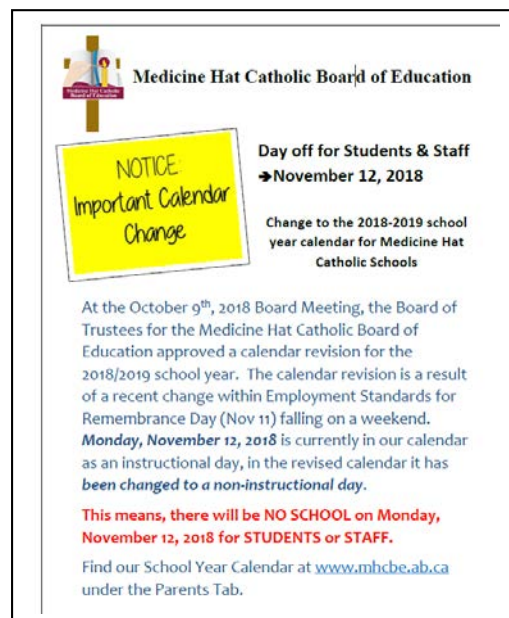
Information link was shared with Parents in November School Newsletter



<https://www.mhcbe.ab.ca/our-district/news/post/policies-around-cannabis-legalization>

2. November 12th Day in Lieu

- a. Messaging to Staff
- b. Messaging to Parents – Backpack & Email
- c. November Newsletter Insert
- d. Posters for Schools



3. École St. John Paul II School Grand Opening – Monday, October 22, 2018



Awesome Event: Approximately 150 people from Dignitaries, Provincial & Local Government Officials, Staff, Clergy, Parish Community, Parents, Media, Students attended the Ceremony, Ribbon Cutting & Cake Cutting Ceremony & School Blessing. Advertised ➔ **Web, Social Media, MH News School Newsletters, Parish Bulletins.** Programs and Special Cards distributed.



Yesterday was a very special day for the Medicine Hat Catholic Board of Education as we marked the **Grand Opening** of our newest **Catholic Elementary School** in Medicine Hat, **École St. John Paul II School**.

It was a wonderful day of celebration starting with the Grand Opening Ceremony & Liturgy, followed by School & Classroom Blessings, Ribbon Cutting & Cake Cutting ceremony and School Tours.

Thank you to Father Jerome from the Diocese of Calgary for presiding at the celebration. Thank you to our Parish Priests Father Vijaya and Deacon Terry for attending.

Thank you to our education partners, Alberta Infrastructure and the Government of Alberta for funding this exceptional educational facility.

Thank you to those who attended this special celebration including Provincial and Local Government Officials, our Medicine Hat Catholic Schools' Education Foundation, our Parish Community, our Education Partners, Staff, Parents & Students, General Public and Guests. A very special thank you to Sister Mary Anne, Sister Clem & Sister Vicki from the Sisters of Charity of St. Louis for celebrating with us. The Sisters of Charity have strong roots in Medicine Hat and have fuelled the fires of Catholic Education in our Community since 1911. We are very grateful.

Thank you to the staff of École St. John Paul II School for your hard work and dedication in preparing for this special event. Thank you to the students. Thank you to our choir and musical performers accompanied by Sally Meyers led by Choir Director Kearsten Hoffart for bringing our celebration to life.

On behalf the Board of Trustees for the Medicine Hat Catholic Board of Education, thank you for celebrating with us!



The Board of Trustees for the Medicine Hat Catholic Board of Education is pleased to have partnered with Alberta Infrastructure and the Government of Alberta on the construction of our new Catholic Elementary School, École St. John Paul II School. Located in Medicine Hat's Southland's neighborhood, the dual-track English/French Immersion School will serve students from Grades K-6 and Early Learning in an innovative state of the art education facility designed for collaborative learning.

3. EMERGENCY PROTOCOLS –

- a. **Action:** Principals and Vice Principals – Encourage your parents to “sign up” to receive emergency messages.
- b. Big posters 11 x 17 created for Schools to display in high traffic areas to encourage Parents to sign onto School Messenger
- c. November Newsletter Insert.
- D. ➔ TEXT “YES” TO 724665



SCHOOLMESSENGER®
The Trustee for School Communications

Parents and Guardians

You can take advantage of our Text Messaging Service

Our school utilizes the SchoolMessenger system to deliver text messages, straight to your mobile phone with important information about events, school closings, safety alerts and more.*

You can participate in this free service* just by sending a text message of “Y” or “Yes” to our school’s short code number, 724665.

You can also opt out of these messages at any time by simply replying to one of our messages with “Stop”.

SchoolMessenger is compliant with the [Student Privacy Pledge™](#), so





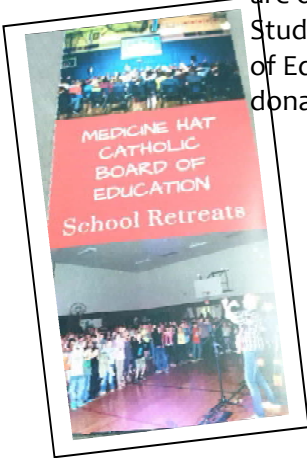
4. Activity/ Community Engagement

- a. **Donation of Winter Coats –** Knights of Columbus gracious donation of winter coats for students in need.
- b. **No Stone Left Alone –** Students from St. Mary’s School and École St. John Paul participated in the Royal Canadian Legion “No Stone Left Alone” event in **Medicine Hat**. As well, each of our Catholic Schools acknowledged Remembrance Day with Special Celebrations, Trustees are invited to attend Ceremonies & School Assemblies.



5. **Bishop's Dinner 2018 – SUPPORTING CATHOLIC SCHOOLS!** - MHCBE annually supports the Bishop's Dinner. This year, a portion of funds will directly support MH Catholic School Retreats.

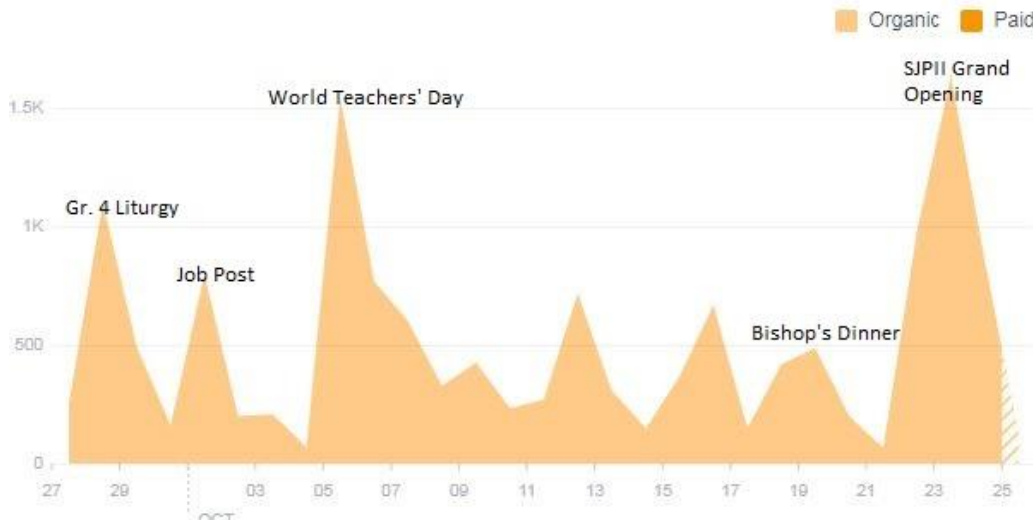
- a. **School Retreat Brochures** –were developed to circulate at the Bishop's dinner and to share within our school community. Brochures were circulated to schools to share the good news of the donation from the Diocese and to highlight the exceptional experiences our Schools are offering to students through Students Retreats. MH Catholic Board of Education is grateful for this donation from the Diocese of Calgary.



6. **CACE** – Canadian Association of Communicators in Education –

- a. **MHCBE** is a member of CACE. Two representatives from the District attended the CACE Conference in Toronto Oct 27 – Oct 30th. A presentation will be made to the Board with an overview of the Conference details. The theme of the communications conference was Inspiration and it certainly delivered!





Social Media Activity

986 to 998 likes on **Facebook** 611 to 617 followers on **Twitter**

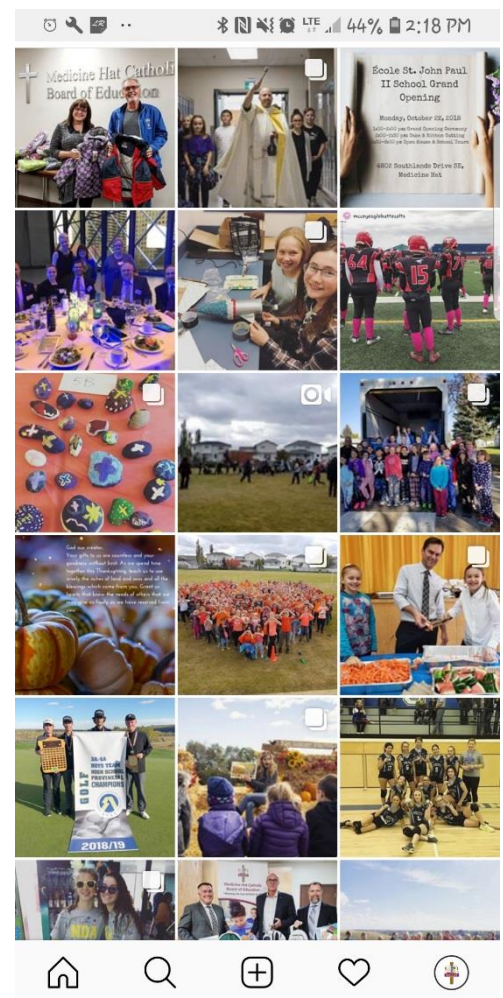
464 to 487 followers on **Instagram**

October Projects:

- ✓ Instagram – Notre Dame, St. Francis Xavier
- ✓ Fine Arts Calendar
- ✓ Communications Strategy Created
- ✓ École St. John Paul II Grand Opening
 - Video, posts before event
 - Photographs published after the event
 - Article posted to web
 - Media engagement – MH News
- ✓ Started Liturgical Calendar Posts
- ✓ CACE conference
- ✓ World Teachers' Day Video

November Projects:

- French Immersion Video
- Nutrition Video
- Catholic Education Sunday – video & social media post
- Community Service Projects – share video, photographs on social media



What's New? Liturgical Calendar Posts! And Welcome to instagram, NDA and St. Francis!



Medicine Hat Catholic Board of Education

Published by Hootsuite [?] · October 18 at 2:07 PM ·

Today is the feast day of St. Luke the Evangelist. Luke was born in Antioch, part of modern-day Turkey, and served as a physician and evangelist accompanying St. Paul. He wrote both the Gospel According to Luke and the Acts of the Apostles, which offer an extensive account of Christ's birth and resurrection, as well as the history of the early church. Luke is known as one of the top historians of his time period and is also thought to have been a prolific artist who painted several icons of Mary. His scripture demonstrates a commitment to accuracy, as well as a love for the poor, respect for women and a desire for the gospel to be accessible to all.

#MHCatholic #CatholicEd



Medicine Hat Catholic Board of Education

Published by Mhobe Schools [?] · October 5 at 1:23 PM ·

Today is #WorldTeachersDay! We asked our staff about the teachers who inspired them.

Do you have a story about a teacher who impacted your life? Share it in the comments (or write them today to say thank you)!

#WorldTeachersDay #CatholicEd #ThankATeacher



2,285

People Reached

689

Engagements

Boost

Today we received a huge blessing from the Knights of Columbus Council 9502! Patrick Ries stopped by to drop off a box full of warm winter jackets for our students. Thank you Knights of Columbus! 🙏❤️



...



Medicine Hat Catholic Board of Education

Published by Hootsuite [?] · October 11 at 10:01 AM ·

"We were all made in God's image, and thus, we are all Godly alike."

Today is the feast day of Pope St. John Paul XXIII (Pope 1958-1963). John Paul XXIII, called "Good Pope John," convened the Second Vatican Council, launching a renewal in the Roman Catholic Church.

He is known for his endless pursuit of world peace, notably when he urged President Kennedy and Premier Khrushchev to exercise restraint during the Cuban Missile Crisis, and when he saved at least 50,000 Hungaria...

[See More](#)



Medicine Hat Catholic Board of Education

Published by Hootsuite [?] · October 19 at 8:20 PM ·

Guests from our Catholic School community celebrating the Bishops Dinner in Calgary. Proceeds supporting Catholic Schools in SE Alberta.



Medicine Hat Catholic Board of Education

Published by Hootsuite [?] · October 15 at 12:07 PM ·

Curious about Alberta Education's Draft K-4 curriculum? You can pre-register for the October 17th Telephone Town Hall until 9 tonight.

More here: <https://goo.gl/UmA8k8>

View the draft curriculum: <https://new.learnalberta.ca/>



Medicine Hat Catholic Board of Education

Published by Mhobe Schools [?] · October 22 at 5:07 PM ·

Doesn't this Nigerian Welcome song make you want to dance? École St. John Paul II School's choir did a fantastic job at the school's grand opening this afternoon!



Get More Likes, Comments and Shares

This post is performing better than 70% of other posts on your Page. Boost it to get more great results.

1,499

People Reached

560

Engagements

Boost Post



Medicine Hat Catholic Board of Education

Published by Hootsuite [?] · October 12 at 4:11 PM ·

Rock painting at today's grade 5 retreat! These rocks represent that we are the church and we need to build the church. Most of them went back to prayer tables at our schools, but we hid some around Medicine Hat for you to find! Tag us if you see one. 😊

#medhat #CatholicEd



**Associate Superintendent Human Resources
Board Meeting, November 13, 2018**

Accountability Survey Report

The Board will receive the Accountability Pillar Results Report for 2018. The Accountability Pillar consists of a common set of performance measures and consistent, fair evaluations of results. Through the Accountability Pillar, increased emphasis is placed on achieving outcomes, reporting results and using results for informed decision making for the purpose of improving programs and student results in subsequent years. School authority performance is measured, evaluated and reported by comparing current results against both past performance and provincial standards on a common set of measures for all jurisdictions, using a common evaluation methodology. Medicine Hat Catholic is extremely proud of the district results. Teachers, administrators, support staff, parents and especially students are to be commended for their incredible work.

Action: N/A

Recommendation: Information

New Curriculum

The Board will receive an update on the new K-4 curriculum, including the timeline for implementation and future curriculum release.

Action: N/A

Recommendation: Information

Fine Arts Academy Review

Colleen Whidden has agreed to complete the fine arts academy review. She is an instructor at the Medicine Hat College in the Mount Royal Education program. She holds a doctorate degree in Choral Music Education from the University of Calgary and spent six years at this university directing choirs, musical theatre, and teaching music education courses.

Colleen's November timeline includes interviewing administrators, teachers, parents and students in the fine arts program. She is scheduled to have the review completed by January, and hopes to submit the review to the Board in February 2019.

Action: N/A

Recommendation: Information

**Medicine Hat Catholic Board of Education
Secretary Treasurer Board Report
November 13, 2018 Public Meeting**

1. Resurfacing of All-Weather Track

Dr. Ken Sauer of the Medicine Hat and District Track and Field Society has a proposal to the Board of Trustees regarding a MHCBE contribution to resurfacing the all-weather track that our school use.

Recommendation: *That the board of trustees consider the request.*

Attachment: Proposal from Dr. Sauer

2. 2018-19 Big Brothers Big Sisters Memorandum of Understanding

The 2018-19 Big Brothers Big Sisters Memorandum of Understanding is attached for information. The arrangement is the same as in prior years.

Recommendation: *None – Information only*

Attachment: 2018-19 Big Brothers Big Sisters Memorandum of Understanding

3. Draft AP 162 - Sharps Safe Disposal

Draft AP 162 Sharps Safe Disposal is presented for the review by the board of trustees. It has been presented to the District Leadership Team.

It will be operationalized after the Board meeting.

Recommendation: *None – Information only*

Attachment: Draft AP 162 - Sharps Safe Disposal

4. 2019 Modular Plan Submission

The 2019 Modular Plan was submitted to Alberta Education

Recommendation: *None – Information only*

Attachment: 2019 Modular Plan Submission

5. 2018-19 Trustee Honorarium – Policy 7

The 2018-19 Trustee Honorarium will be presented

Recommendation: *None – Information only*

Attachment: 2018-19 Trustee Honorarium

6. 2017-18 School Council Financial Statements

The 2017-18 School Council Financial Statements have not been received from all principals as yet as required under policy 17. We are working with the schools to have them available for December 2018.

Recommendation: *None – Information only*

Attachment: None

7. 2018-19 Infrastructure Maintenance and Renewal ('IMR') Plan

The 2018-19 IMR plan will be presented to the Board of Trustees for approval.

Recommendation: *TBD*

Attachment: 2018-19 IMR Plan – to be distributed at the meeting

8. ACSTA Facilities Covenant Review

The board work plan will have the trustees review the ACSTA Facilities Covenant.

Recommendation: *None*

Attachment: ACSTA Facilities Covenant

9. CAPE Lease

The CAPE lease agreement is attached. It extends the lease to the end of May 2019 or earlier to allow CAPE to transfer to their new facilities and to rehabilitate the site.

Recommendation: *None*

Attachment: CAPE Lease Extension

10. Reminder of November 27, 2018 Public Meeting

There is a public meeting on November 27, 2018 at 3:30 to

- a. Approve the 2017-18 audited financial statements
- b. Approve the 2018-19 fall budget update
- c. Approve the 2018-19 annual education results report and three year plan

Recommendation: *None*

Attachment: None

**Mr. Jerry Labossiere, Secretary Treasurer
Medicine Hat Public School Division
601 1st Ave SW
Medicine Hat, AB**

3-Nov-18

**Mr. Greg McPherson, Secretary Treasurer
Medicine Hat Catholic Board of Education
1201 1st Avenue SW
Medicine Hat, AB**

Dear Jerry/Greg:

Re: Resurfacing of the All-Weather Track

BACKGROUND

The All Weather Track was completed on May 31, 2007 and has proven to be a very important facility in the life of mainly persons between the grades of IV and XII. Over 5,000 students participate in the facility annually, and results have shown that not only is Track a great foundation for itself but also as foundation conditioner in many other sports. Over the years there have been several graduates who have gone to full USA scholarships with the recipient universities complimenting the development program at the Track facility by devoted coaches and teachers.

When the track was developed Track Facility experts noted that the life of the surface should be considered for resurfacing in ten years, mainly because of our hot summers and winter weather conditions. We are now in our 11th season but want to resurface the Track for the future, and the Provincial Senior Track Meet to be held in June 2020.

RESURFACING PROJECT

A decision was made to send out an RFP to three associated contractors in the field to get Project costs, however, one only responded. Ocean Pacific, the original contractor made a bid of \$155,080. WSP Engineering, contract Manager, cost estimates totaled \$19,004 (engineering, Inspections, etc), and the GST to \$8,504, presented a total cost estimate of \$183,000.

Potential Revenue

- A small hitch is involved with the potential Revenue stream, therefore, two columns will be addressed:**
- A Grant request to the Community Foundation of Southeastern Alberta for \$20,000 may be granted if the Project has an Agent who has a CRA identity**

- (both SD76 and the City are looking at an Affiliate Agreement to allow for this):

Revenue Sources	With CFSEA Grant	Without CFSEA Grant
• City of Medicine Hat	\$25,000	\$25,000
• MH & District T&F Society	\$20,000	\$20,000
• Reserve Contribution*	\$28,000	\$28,000
• CFEP (Government)	\$83,000	\$83,000
○ Sub Total	\$146,000	\$146,000
• CFSEA	\$20,000	N/A
○ Sub Total	\$166,000	\$146,000
• School District/Foundations	\$17,000	\$37,000
○ SD76	\$10,000	\$16 000
○ MCBE	\$ 5,000	\$ 7,000
○ PPRRD	\$ 2,000	\$ 3,000
○ CFEP Adjustment		\$11,000

**** It must be noted that the CFEP Application must a 50-50 split between the Applicant and Alberta Culture**

**** Should the City be prepared to act as the Affiliate Agent there will be no GST so adjustments would need to be made**

RECOMMENDATION

That a request for a grant from the district as noted, be approved to resurface the existing All-Weather Track in July 2019

Thank you very much.

Sincerely

Ken

Dr. Ken Sauer, Secretary

MH and District Track and Field Society

CC: Scott Howes, Chairman

Greg MacPherson

From: kensauer69@gmail.com
Sent: Saturday, November 03, 2018 3:16 PM
To: Jerry Labossiere; Greg MacPherson
Subject: Fwd: Resurfacing Proct
Attachments: RESURFACING PROJECT.docx

Gentlemen

I leave it to you make point of the need to get this done with a partnership of the School Districts and the City.

Thank you kindly.

Ken

----- Forwarded message -----

From: Ken Sauer <kensauer@shaw.ca>
Date: Sat, Nov 3, 2018 at 3:13 PM
Subject: Resurfacing Proct
To: Ken Sauer <kensauer69@gmail.com>

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Dr. Ken Sauer, C.M., A.O.E., C.D.
23 Prairie Court NE
Medicine Hat, AB T1C 1R4
P: 403-526-6259
F: 403-526-9349
E: kensauer@shaw.ca



Big Brothers Big Sisters
of Medicine Hat and District

September 1, 2018

Mr. Greg MacPherson
Board Chair
Medicine Hat Catholic Board of Education
1251 1st Ave SW
Medicine Hat, AB
T1A 8B4

Dear Mr. Greg MacPherson,

Re: 2018/2019 Memorandum of Understanding

Big Brothers Big Sisters of Medicine Hat & District continues to be incredibly appreciative of our partnership with Medicine Hat Catholic Board of Education. We look forward to working with you yet again in promoting one-on-one as well as group mentoring.

Many children in our community are resilient, despite the life experiences they have encountered. However, many more need the positive influence, consistency and stability that an adult mentor can provide them with. Mentors can help them increase their self-worth, obtain a sense of hope for the future, and provide them with added resources to gain life skills.

Enclosed is the 2018/2019 Memorandum of Understanding between Medicine Hat Catholic Board of Education and Big Brothers Big Sisters of Medicine Hat & District. The programs include 1) In-School Mentoring, 2) Go Girls, 3) Game On, and 4) Teen Mentoring. If you would kindly review the document, and if there are no changes needed, please sign, date and return to our office as soon as possible. I have enclosed a second copy for you to keep for your records.

If you have any questions, please contact me directly at (403) 527-6640.

Sincerely,

Krysten Lutz
Mentoring Coordinator
Krysten.lutz@bigbrothersbigsisters.ca



Big Brothers Big Sisters
of Medicine Hat and District

**Medicine Hat Catholic Board of Education
Partnership in Education
Application and Approval**

Application:

September 1, 2018

Name of Partner:

Big Brothers Big Sisters of Medicine Hat & District

Name of Schools:

**Notre Dame Academy, St. Michael's (MH), St. Mary's, St. Louis, St. Francis Xavier,
Mother Teresa, Monsignor McCoy, St. Patrick's, St. Thomas**

Goal of Partnership:

**To provide consistent, stable, and supportive adult mentors for children/youth in
order to enhance self-esteem, success for their future and enjoyment of school.**

Type of Contribution:

**The four programs: 1) In-School Mentoring, 2) Go Girls, 3) Game On, and 4) Teen
Mentoring are designed to augment and support the work done by school
personnel at all levels in helping children/youth reach their full potential.**

Method of Evaluation:

**Pre and Post Evaluations are completed by the teachers of those students involved
in the In-School Mentoring and Teen Mentoring Programs to assess such aspects
as self-esteem, motivation, ability to resolve conflicts appropriately, ability to
express feelings, hygiene, school attendance, and academic expectations.**

**Pre and Post Evaluations are also created and circulated by Go Girls Group
Facilitator's (Medicine Hat College Nursing Students) and results are compiled into**



Big Brothers Big Sisters
of Medicine Hat and District

a final report for each 9 week session. These final reports can also be shared with the schools upon request.

Pre and Post Evaluations are created and circulated by Game On Group Facilitator's (Medicine Hat College Nursing Students) and results are compiled into a final report for each 8 week session. These final reports are also shared with the schools upon request.

Start and End date of Partnership:

This partnership will begin September 1, 2018 and will continue to June 30, 2019 or, until such time that either partner gives 2 months' notice of their desire to withdraw from the partnership.



Greg Matheson
Medicine Hat Catholic Board of Ed. Representative

Oct 23/2018 October 19, 2018
Date



Kristen Lutz
Big Brothers Big Sisters Representative

September 3, 2018
Date



**2018/2019 Memorandum of Understanding between
Big Brothers Big Sisters of Medicine Hat Catholic School Board of Education for
In-School Mentoring**

Preamble

It is agreed that Big Brothers Big Sisters (BBBS) and the Medicine Hat Catholic School Board of Education (the School) will be partners in the In-School Mentoring (ISM) program as developed by BBBS. This agreement shall begin September 1, 2018 and continue until such time that either partner gives 2 months written notice of their desire to withdraw from the partnership. This agreement outlines the respective responsibilities of the school and BBBS for this program. The Memorandum of Understanding will be reviewed at the time of re-introduction of ISM into the School. Any changes will be indicated by written amendment that is signed by both partners and attached to the original agreement.

In-School Mentoring

This program matches children/youth (6-16) with an adult volunteer, 18 years of age or older, for the school year. The volunteer Mentors are caring, supportive, and non-judgmental, with a keen interest in the welfare of young people. The Mentors' role is to be an adult companion, a positive role model, a friend, a listener, a limit setter and a resource or guide. The Mentor does not take on the role of counsellor, teacher, parent or authority figure.

All Mentors are screened in accordance with the Big Brothers Big Sisters of Canada National Standards. MENTOR VOLUNTEER ENROLLMENT PROCESS:

1. Names and birthdates of all volunteer applicants are:
 - a) submitted to the Volunteer Registry; and
 - b) cross-referenced with the Volunteer Registry prior to acceptance, the date and result of check is documented in the volunteer's file
2. The volunteer enrollment procedure includes the following elements:
 - a) An inquiry Meeting takes place in the office with the Caseworker to discuss the program and application process
 - b) A written application, signed and dated by the volunteer
 - c) Volunteer Permission and Release form



- d) A police records check, including a vulnerable sectors check. This cannot be older than 3 months, and it is preferred that it be done specifically for BBBS application. BBBS of Medicine Hat also obtains Provincial Children's Services Record Check. This cannot be older than 3 months, and it is preferred that it be done specifically for BBBS application
- e) Three references from people who have known the applicant for at least 2 years with at least one reference check received from each of the following types: Character, Employment/volunteer work, and Family
- f) An in-person individual *volunteer interview*
- g) Child Safety Training (CST) and Agency Orientation
- h) Timely notification of acceptance/rejection
- i) Signed and dated Agreement of Confidentiality
- j) The Screening Checklist
- k) Written consent to use the individual's photograph or personal circumstances in a public venue, including for internal agency purposes, prior to use
- l) Cross-reference the Volunteer Registry prior to acceptance

NOTE: Assessment is conducted throughout the application process, at every point of contact.

Responsibilities of MHCBE

Before program start, the School:

- Will appoint a school liaison (SL) who will be responsible for coordinating the program within the school. He or she will be the primary contact person for the ISM Caseworker at BBBS, the Mentors when they are at the school, the Mentees participating in the program, and the parents and teachers of the Mentees;
- Will be responsible for pre-screening the Mentees. This entails determining which children will be suitable for the program, based on information provided by BBBS, and completing referral forms provided by BBBS. All forms must be completed in full and submitted to BBBS before a match can commence;
- Will instruct the SL to meet or speak with parent(s)/guardian(s) to explain the program and solicit their co-operation and support;
- Will always be the parents' primary contact for the ISM program. The ISM Coordinator shall be brought in for consultation when necessary;



- Will obtain signed parental consent/waiver and provide BBBS with a copy; and
- Will designate a physical environment(s) where Mentors and Mentees can meet.

Before program start, BBBS:

- Will recruit, screen and train all Mentors in accordance with Big Brothers Big Sisters of Canada Child Safety Standards.
- Will provide all forms needed to implement the program including:
 - i. Referral forms;
 - ii. Parent Permission forms and information and;
 - iii. Teacher/SL pre and post evaluation forms.
- Will provide Mentees with Child Safety Training set forth by Big Brothers Big Sisters of Canada

At program start, the School:

- Will set up an orientation to provide Mentors with relevant School information, including the proposed locations Mentors can use within the School premises and where the activity bin can be stored; and
- Will ensure teachers complete a teacher referral form for each student (indicating the reason for referral and best mentoring times) which is then attached to the signed parent consent form. The SL will then submit these to the ISM Coordinator.

At program start, BBBS:

- Will ensure that the ISM Coordinator facilitates the match meeting by introducing the Mentor to the Mentee at the School at a pre-arranged time and be available to the Mentors and/or School should problems or questions arise;
- Will ensure that the Mentoring Coordinator facilitates the School intro meetings; and
- Will provide access to activity supplies/sporting equipment for the Mentors and Mentees to use when they meet.



During the program, the SL:

- Will, when possible, notify Mentor in advance if Mentee is away;
- Will notify the ISM Coordinator when a Mentor misses an appointment;
- Will openly discuss ongoing successes and concerns regarding the Mentor and Mentee's match and rematch; a Little will be reassessed before rematch and if they have been unmatched for at least a school year. Reassessment includes an update to their personal situation, as well as a review of any successes and/or issues involving any previous matches.
- Will maintain rapport with the school personnel regarding the successes and challenges of the match relationships;
- Will maintain a file on the Mentee's involvement in the ISM program;
- Will provide a current list of all active Mentors in the school to the designated school staff (i.e. classroom teacher who's Little is participating in ISM program or School secretary);
- Will inform the School designate (i.e. classroom teacher who's little is participating in ISM program or School secretary) when a Mentor is no longer able to continue with their match;
- Will encourage the continuation of match relationships at new schools when Mentees change schools;
- Will ensure all match information on file adheres to all privacy legislation;
- Will also monitor the arrival and departure of the Mentors through sign-in procedure, and shall observe the Mentee's reaction when returning from meeting with his/her Mentor; and
- Will support and reinforce the rules and limits of the program, as set out by the Big Brothers Big Sisters of Canada Child Safety Standards. Specifically, the Mentee and Mentor cannot, under any circumstances, meet or have contact in any way (including



in-person, email, phone, letter, social media, etc.) outside of the school unsupervised (this includes summer months. The only occasion where this may happen is on a supervised School or BBBS activity, where BBBS policy allows. When such occasions occur, the Mentor will not be permitted to transport the Mentee to or from the activity. The School will provide transportation for School outings, and either the school or the parents will be responsible for the transportation of the Mentee for BBBS activities.

During the program, BBBS:

- Will have contact at least 3 times throughout the school year with all ISM matches;
- Will have regular supervisory contact with each Mentor in person throughout the duration of their mentorship placement at the school;
- Will permit Mentors to participate in school organized field trips or off site organized activities where child/adult ratios meet standards and under the supervision of School staff;
- Will provide all Mentors with ongoing access to Mentoring Coordinator;
- Will ensure that ISM Coordinator will be available, upon request, to meet with parents (by telephone or in person) to answer questions and provide information about the programs, however, the school will be the parent's primary contact; and
- Will keep a confidential file for each Mentor.

At program end, the School:

- Will participate in the evaluation of the program at the completion of every match. This process and all forms will be provided by BBBS; and
- Will ensure that the teachers complete the mandatory year end evaluation form, so outcomes of the program may be measured.

At program end, BBBS:



Big Brothers Big Sisters
of Medicine Hat and District

Will conduct an evaluation of the program and provide the School with a summary of the results of that evaluation upon request.

Shared Responsibilities:

- Both BBBS and the School agree to maintain valid and in force, a policy or policies of liability insurance; these policies are held as separate entities from each other, controlled by each individual organization/school board and no insurance or other policies will be 'shared' in regards to BBBS and MHCBE.
- Both BBBS and the School agree to inform each other of any ISM program communication related to the media;
- Should the Mentee disclose any abusive experience to the Mentors, the School will deal with the disclosure according to Board of Education policy and provide support to the Mentor in reporting the incident. The School shall inform BBBS of the situation; and
- Each party shall notify the other of match closure.

The signatures below indicate each party's commitment to the above stated responsibilities.

[Signature]
School Board Representative

Board Chair Secretary Treasurer
Title

Medicine Hat Catholic Board of Education
School Board

Oct 23/2018 October 19, 2018
Date

[Signature]
BBBS Representative

Mentoring Coordinator
Title

September 3, 2018
Date



**2018/2019 Memorandum of Understanding between
Big Brothers Big Sisters of Medicine Hat & District and Medicine Hat Catholic Board of
Education for Go Girls!**

Preamble

It is agreed that Big Brothers Big Sisters (BBBS) and Medicine Hat Catholic Board of Education (the School) will be partners in the Go Girls program as developed by BBBS. This agreement shall begin September 1, 2018 and continue until such time that either partner gives 2 months written notice of their desire to withdraw from the partnership. This agreement outlines the respective responsibilities of the school and BBBS for this program. The Memorandum of Understanding will be reviewed at the time of re-introduction of Go Girls into the School. Any changes will be indicated by written amendment that is signed by both partners and attached to the original agreement.

Go Girls!

Big Brothers/Big Sisters of Canada's *Go Girls! Healthy Bodies, Healthy Minds* is a mentoring program designed to encourage physical activity participation, healthy eating choices, and the development of a positive self-image, among girls ages 11 to 14. A nine-session program, facilitated by Medicine Hat College 2nd and 3rd Year Nursing Students as well as volunteer community members, *Go Girls!* incorporates fun, educational games and activities to stimulate mentor/participant relationship-building as well as self-reflection and group discussions about healthy living and emotional, social and cultural issues.

The main goal of the *Go Girls!* program is to develop an appreciation of the benefits of an active, healthy, lifestyle among girls in grade 6. In addition, the program strives to achieve the following key objectives:

- To support girls and young women in choosing to maintain a healthy active lifestyle;
- To provide girls and young women with the tools and information they need to choose to lead and maintain a healthy lifestyle;



- To enhance competence, confidence and self esteem of girls and young women regarding healthy active living; and
- To build the leadership and life skills of all program participants.

The Need for the Go Girls! Program

Studies show that when girls reach adolescence their aerobic capacity begins to decline. Adolescent girls are less likely than boys to be physically active. They are three times more likely to have a negative body image and engage in unhealthy eating behaviours which leave many of them malnourished, and to engage in weight loss practices especially dieting. There is a need to focus on physical activity and healthy living because:

- Regular physical activity regulates weight, increases self-esteem, knowledge, influences patterns of healthy eating and sleeping, and helps establish positive attitudes and behaviours that are likely to persist into adulthood. (Simons-Morton et al., 1998)
- Physical activity improves self-esteem and enhances psychological well-being. (CFLRI, 1997)
- Physical activity can enhance mental health by offering adolescent girls positive feelings about body image, improved self-esteem, tangible experiences of competency and success and increased self-confidence. (The President's Report, 1998)
- Participation in regular physical activity can enhance learning readiness, deters antisocial behaviour and reduces absenteeism. (The President's Report, 1998)
- Physical activity is an effective tool for reducing the symptoms of stress and depression among girls. (The President's Report, 1998)

The Mentoring Approach

Go Girls! is a mentoring program that provides adolescent girls with the information and support to make informed lifestyle choices while maintaining sensitivity toward their emotional, social and cultural issues. The Mentors develop relationships with the girls and lead them through a process of positive self-reflection. They assist them in enhancing their self-confidence, self-esteem, and their knowledge about healthy lifestyles—especially with regard to physical activity,



healthy eating and positive self-image. The *Go Girls!* program provides the Mentors with an excellent opportunity to enhance their leadership skills.

The mentoring approach is used in this program because Mentors are close in age to the girls, have had similar experiences, and have survived adolescence. Mentors are role models who provide girls with someone they can talk to outside their immediate family or school and with whom they can build a trusting relationship. This relationship is an important factor in providing safety for girls so that they can try out new behaviour and make changes in their lives.

How is Go Girls! Structured?

Go Girls! Is an eight-week, after-school/lunch time program. Each session should consist of two consecutive hours and one day of the week must be chosen.

Each session is structured around three key themes:

- 1) Active Living
- 2) Balanced Eating
- 3) Feeling Good about Oneself

School Responsibilities

The following is a list of things the school will be asked to provide:

- Physical space for the program to take place. An unused classroom, multipurpose room, anywhere that the volunteers can create a safe, comfortable space free from interruptions.
- The school must designate a School Liaison who will assist in coordinating the program and provide indirect supervision. (See below for more details.)
- Occasional gym access – preferred but not required. Active Living activities which start each session often require space to move around and make noise.
- Minimal fridge space in the school for the mentors to occasionally store snacks for the balanced eating portion of the program.

The following is a list of the School Liaisons responsibilities:

- will be a contact person for the BBBS agency



- will be a contact person and resource for the volunteers placed at the school
- will promote and lead the selection of program participants
- will meet with the volunteers before programs begin
- will be on school property during program times
- will complete and return all evaluation materials to BBBS
- School Liaisons are asked to give the group privacy as sensitive topics often arise during sessions. If they need to check in with volunteers it is preferred that they do so before or after the session.

Participants are selected by the School Liaison. The SCHOOL will be responsible for prescreening the student participants. This entails determining which students will be suitable for this program. Girls who may benefit from this program are those who are struggling with self-esteem, those who would normally not participate in organized school activities, students who would benefit from mentoring around physical activity, good eating habits, and making healthy choices. The School Liaison is asked to keep the number of participants to three or four girls per adult Mentor, to a maximum of eight or nine girls. This number supports the activities that are used. It also allows for group discussion to maintain an intimate feel with mentors able to give equal attention to all the participants.

The SCHOOL (School Liaison) will meet or speak with parent(s)/guardian(s) to explain the program and solicit their co-operation and support. BBBS will also be available, should a parent/guardian have questions, concerns, comments. The school will be the parents' primary contact for the program. BBBS provides the SCHOOL with a template for consent forms, and it is the responsibility of the SCHOOL and School Liaison to ensure these forms are completed by the child's parent(s)/guardian(s).

The SCHOOL will provide BBBS with a copy of the completed consent forms to be reviewed by BBBS. All forms must be completed in full and submitted to BBBS before a student begins the sessions.



The SCHOOL will designate a physical space for the program to take place. (i.e. an unused classroom, multipurpose room, anywhere that the mentors can create a safe, comfortable space, with minimal interruptions).

Child Safety and Match Monitoring

The SCHOOL shall also monitor the arrival and departure of mentors through check in-out procedure. Should a Go Girls participant disclose of any abusive experiences to the Mentor/Facilitator of the program, the SCHOOL will deal with the disclosure according to the Board of Education Policy and provide support to the facilitator in reporting the incident. The SCHOOL shall inform BBBS of the situation.

The School Liaison shall meet with the Go Girls participants at their discretion on a one-on-one basis to find out how they are enjoying the involvement in the program and if they feel safe and comfortable.

The SCHOOL shall support and reinforce rules and limits of the program, as set out by Big Brothers Big Sisters of Canada National Standards. Specifically, student participants and mentor/facilitators cannot, under any circumstances meet outside of the school unsupervised.

Responsibilities of BBBS

Administration

BBBS shall keep a confidential file on each volunteer Mentor. It will conduct an evaluation of the program and provide the school with a summary of the results of that evaluation upon request. The Big Brothers Big Sisters Caseworker will review the profiles of children to ensure suitability for the program. If there is a disagreement between the school and the agency as to the suitability of a child for the program, the final decision will be made by BBBS.

The Big Brothers Big Sisters Caseworker will be available, upon request, to meet with parents (by telephone or in person) to answer questions and provide information about the program, however the school will be the parents' primary contact.

Volunteer Recruitment, Screening, Training and Monitoring



BBBS shall recruit, screen and train all Go Girls Mentors/Facilitators in accordance with Big Brothers Big Sisters of Canada's National Standards. Prior to facilitating the Go Girls Program, the Nursing Students and volunteers must:

- a) Sign a Volunteer Permission and Release form
- b) Provide a police records check, including a vulnerable sectors check. This cannot be older than 3 months, and it is preferred that it be done specifically for BBBS application. BBBS of Medicine Hat also obtains Provincial Children's Services Record Check. This cannot be older than 3 months, and it is preferred that it be done specifically for BBBS application
- c) Attend Child Safety Training (CST) and Agency Orientation
- d) Sign and date an Agreement of Confidentiality
- e) Provide written consent to use the individual's photograph or personal circumstances in a public venue, including for internal agency purposes, prior to use.

NOTE: Assessment is conducted throughout the application process, at every point of contact.

The Mentors/Facilitator's will provide their Nursing Instructor and the Caseworker with weekly activity plans and summaries of each session. In addition, all Mentors/Facilitators are provided with ongoing access to BBBS should the need arise.

End of Session Process: BBBS will close each session upon the completion of eight weeks.



Big Brothers Big Sisters
of Medicine Hat and District

Shared Responsibilities

Both BBBS and the SCHOOL shall provide Insurance for the Program. The Big Brothers Big Sisters Caseworker and the School Liaison will work together to ensure the program runs successfully.

Each party shall notify the other of any concerns.

The signatures below indicate each party's commitment to the above stated responsibilities.



School Board Representative

Board Chair Secretary Treasurer
Title

Medicine Hat Catholic Board of Education
School Board

Oct 23/2018 October 19, 2018
Date



BBBS Representative

Mentoring Coordinator
Title

September 3, 2018
Date



**2018/2019 Memorandum of Understanding between
Big Brothers Big Sisters of Medicine Hat & District and Medicine Hat Catholic Board of
Education for Game On!**

Preamble

It is agreed that Big Brothers Big Sisters (BBBS) and Medicine Hat Catholic Board of Education (the School) will be partners in the Game On program as developed by BBBS. This agreement shall begin September 1, 2018 and continue until such time that either partner gives 2 months written notice of their desire to withdraw from the partnership. This agreement outlines the respective responsibilities of the school and BBBS for this program. The Memorandum of Understanding will be reviewed at the time of re-introduction of Game On into the School. Any changes will be indicated by written amendment that is signed by both partners and attached to the original agreement.

Game On!

Big Brothers/Big Sisters of Canada's *Game On! Eat Smart, Play Smart, Live Smart* is a mentoring program designed to encourage physical activity participation, healthy eating choices, and the development of a positive self-image, among boys ages 11 to 14. An eight-session program, facilitated by Medicine Hat College 2nd and 3rd Year Nursing Students, *Game On* incorporates fun, educational games and activities to stimulate mentor/participant relationship-building as well as self-reflection and group discussions about healthy living and emotional, social and cultural issues.

The main goal of the *Game On* program is to develop an appreciation of the benefits of an active, healthy, lifestyle among boys in grades 7 - 9. In addition, the program strives to achieve the following key objectives:

- To advocate for progressive policies regarding boys and young men's health;
- To support boys and young men in choosing to maintain a healthy, active lifestyle;



- To provide boys and young men with the tools and information they need to choose to lead and maintain a healthy lifestyle;
- To enhance competence, confidence and self-esteem of boys and young men regarding healthy, active living; and
- To build the leadership and life skills of all program participants (including mentors).

The Need for the Game On! Program

The Game On! program offers:

- A space where mentors can openly discuss current and pressing issues facing boys and young men;
- A unique opportunity for boys to explore their full human potential and to address numerous societal pressures to “act like a man”;
- An opportunity to learn new ways of being active, eating healthy and communicating more effectively with boys from similar and diverse backgrounds.

Why Boys?

- Studies show boys account for the vast majority of juvenile alcohol and drug violations, school suspensions and expulsions. They are also five times more likely to be diagnosed with ADHD, and make up two thirds of students in special education (Barry Macdonald: “Boy Smarts – Mentoring Boys for Success at School”).
- Attitude/Behaviour concerns (e.g. loss of interest in school, disruptive or aggressive behaviour).
- Crime and Life Skill deficiencies (e.g. adult men constitute 90% of prisoners and are also more likely to be involved in crime, drink alcohol, and take drugs).

BBBS found that a program targeted to male youth would be unique. Areas of focus for the program would include body image messaging, challenging traditional forms of masculinity that



focus on strength and power, and the provision of social support from families and peers to ensure that when a boy does find a physical activity of interest, his behaviour is positively reinforced.

Boys-only programs are designed to provide mentors with an opportunity to openly discuss current and pressing issues facing boys and young men. Through the lens of healthy living, the learning environment offers many opportunities for a relationship based on trust to develop.

The Game On! program is based on the view that boys have few opportunities to explore their full human potential because of numerous societal pressures to “act like a man”. For example, sports that stress aggression, physical strength and overcoming an opponent are most celebrated in our culture and often depict hyper-masculine individuals. Few opportunities exist to offer alternative to this macho culture. The Game On! program aims to challenge these ideas of being a young man in our society and offers a place (and space) where each boy will be positively supported in challenging and overcoming the pressures they face. Sport plays an active role in sustaining the culture of masculinity and the Game On! program offers other choices to be physically active; ones that are more cooperative, supportive and geared to lifelong lifestyle changes.

The Mentoring Approach

Game On is a mentoring program that provides adolescent boys with the information and support to make informed lifestyle choices while maintaining sensitivity toward their emotional, social and cultural issues. The Mentors develop relationships with the boys and lead them through a process of positive self-reflection. They assist them in enhancing their self-confidence, self-esteem, and their knowledge about healthy lifestyles—especially with regard to physical activity, healthy eating and positive self-image. The *Game On* program provides the Mentors with an excellent opportunity to enhance their leadership skills.

The mentoring approach is used in this program because Mentors are close in age to the boys, have had similar experiences, and have survived adolescence. Mentors are role models who provide boys with someone they can talk to outside their immediate family or school and with whom they can build a trusting relationship. This relationship is an important factor in providing safety for boys so that they can try out new behaviour and make changes in their lives.

How is Game On! Structured?



Game On! is comprised of eight 75-minute core sessions. There are also four extension modules that capture potential issues and topics specific to various locales and the interests of the mentors and program participants. These modules may be used if time permits.

Each session is loosely structure around three themes:

- 1) physical activity
- 2) healthy eating/nutrition
- 3) self-esteem and communication skills

School Responsibilities

The following is a list of things the school will be asked to provide:

- Physical space for the program to take place. An unused classroom, multipurpose room, anywhere that the volunteers can create a safe, comfortable space free from interruptions.
- The school must designate a School Liaison who will assist in coordinating the program and provide indirect supervision. (See below for more details.)
- Occasional gym access – preferred but not required. Active Living activities which start each session often require space to move around and make noise.
- Minimal fridge space in the school for the mentors to occasionally store snacks for the balanced eating portion of the program.

The following is a list of the School Liaisons responsibilities:

- will be a contact person for the BBBS agency
- will be a contact person and resource for the volunteers placed at the school
- will promote and lead the selection of program participants
- will meet with the volunteers before programs begin
- will be on school property during program times
- will complete and return all evaluation materials to BBBS



- School Liaisons are asked to give the group privacy as sensitive topics often arise during sessions. If they need to check in with volunteers it is preferred that they do so before or after the session.

Participants are selected by the School Liaison. The SCHOOL will be responsible for prescreening the student participants. This entails determining which students will be suitable for this program. Boys who may benefit from this program are those who are struggling with self-esteem, those who would normally not participate in organized school activities, students who would benefit from mentoring around physical activity, good eating habits, and making healthy choices. The School Liaison is asked to keep the number of participants to approximately eight or nine boys. This number supports the activities that are used. It also allows for group discussion to maintain an intimate feel with mentors able to give equal attention to all the participants.

The SCHOOL (School Liaison) will meet or speak with parent(s)/guardian(s) to explain the program and solicit their co-operation and support. BBBS will also be available, should a parent/guardian have questions, concerns, comments. The school will be the parents' primary contact for the program. BBBS provides the SCHOOL with a template for consent forms, and it is the responsibility of the SCHOOL and School Liaison to ensure these forms are completed by the child's parent(s)/guardian(s).

The SCHOOL will provide BBBS with a copy of the completed consent forms to be reviewed by BBBS. All forms must be completed in full and submitted to BBBS before a student begins the sessions.

The SCHOOL will designate a physical space for the program to take place. (i.e. an unused classroom, multipurpose room, anywhere that the mentors can create a safe, comfortable space, with minimal interruptions).

Child Safety and Match Monitoring

The SCHOOL shall also monitor the arrival and departure of mentors through check in-our procedure. Should a Game On participant disclose of any abusive experiences to the Mentor/Facilitator of the program, the SCHOOL will deal with the disclosure according to the



Board of Education Policy and provide support to the facilitator in reporting the incident. The SCHOOL shall inform BBBS of the situation.

The School Liaison shall meet with the Game On participants at their discretion on a one-on-one basis to find out how they are enjoying the involvement in the program and if they feel safe and comfortable.

The SCHOOL shall support and reinforce rules and limits of the program, as set out by Big Brothers Big Sisters of Canada National Standards. Specifically, student participants and mentor/facilitators cannot, under any circumstances meet outside of the school unsupervised.

Responsibilities of BBBS

Administration

BBB shall keep a confidential file on each volunteer Mentor. It will conduct an evaluation of the program and provide the school with a summary of the results of that evaluation upon request. The Big Brothers Big Sisters Caseworker will review the profiles of children to ensure suitability for the program. If there is a disagreement between the school and the agency as to the suitability of a child for the program, the final decision will be made by BBBS.

The Big Brothers Big Sisters Caseworker will be available, upon request, to meet with parents (by telephone or in person) to answer questions and provide information about the program, however the school will be the parents' primary contact.

Volunteer Recruitment, Screening, Training and Monitoring

BBBS shall recruit, screen and train all Game On Mentors/Facilitators in accordance with Big Brothers Big Sisters of Canada's National Standards. The Mentors/Facilitator's will provide their Nursing Instructor and the Caseworker with weekly activity plans and summaries of each session. In addition, all Mentors/Facilitators are provided with ongoing access to BBBS should the need arise.



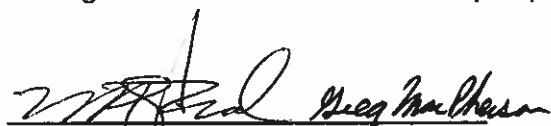
Big Brothers Big Sisters
of Medicine Hat and District

Shared Responsibilities

Both BBBS and the SCHOOL shall provide Insurance for the Program. Both BBBS and the School agree to maintain valid and in force, a policy or policies of liability insurance; these policies are held as separate entities from each other, controlled by each individual organization/school. The Big Brothers Big Sisters Caseworker and the School Liaison will work together to ensure the program runs successfully.

Each party shall notify the other of any concerns.

The signatures below indicate each party's commitment to the above stated responsibilities.


School Board Representative

Board Chair Secretary Treasurer
Title

Medicine Hat Catholic Board of Education
School Board

Oct 23/2018 October 19, 2018
Date


BBBS Representative

Mentoring Coordinator
Title

September 3, 2018
Date



**2018/2019 Memorandum of Understanding between
Big Brothers Big Sisters of Medicine Hat & District and Medicine Hat Catholic Board of
Education for Teen Mentoring**

Preamble

It is agreed that Big Brothers Big Sisters (BBBS) and Medicine Hat Catholic Board of Education (the School) will be partners in the Teen Mentoring program as developed by BBBS. This agreement shall begin September 1, 2018 and continue until such time that either partner gives 2 months written notice of their desire to withdraw from the partnership. This agreement outlines the respective responsibilities of the school and BBBS for this program. The Memorandum of Understanding will be reviewed at the time of re-introduction of Teen Mentoring into the School. Any changes will be indicated by written amendment that is signed by both partners and attached to the original agreement.

Teen Mentoring

This program matches children in elementary schools with youth/teen volunteer mentors in high schools. The matches meet once per week in a supervised group setting but participate in one to one matches that take place for one hour directly after school, at the participating elementary school. This program offers benefits to both the child in need of a positive role model, as well as the teen providing his or her time.

SECONDARY SCHOOLS:

The Teen Mentoring program is open to any student in grade 10 - 12 attending a secondary school who has agreed to participate in the program and has completed the necessary requirements set forth by Big Brothers Big Sisters of Canada.

School Responsibilities

Each secondary school agrees to:

- Appoint a school liaison (SL) who will be responsible for coordinating the program within the school. He or she will be the primary contact person for the Teen Mentoring Coordinator at BBBS, the Teen Mentors, teachers, and parents/guardians of the Mentors



- Be responsible for pre-screening the Teens to determine suitability for the program and complete a referral based on information and forms provided by BBBS
- Ensure the Teen application, parent/guardian consent and reference forms, provided by BBBS, are fully completed
- Provide BBBS with a copy of the completed referral forms, parent/guardian consent and application to be reviewed by the Mentoring Coordinator. BBBS may reject a referral if they deem any Teen inappropriate for the program.
- Participate in the evaluation of the program. This process and all forms will be provided by BBBS.

Child Safety and Match Monitoring

- Should a Mentee disclose any abusive experiences to the Teen Mentor, the school will deal with the disclosure according to the Board of Education Policy and provide support to the Teen volunteer in reporting the incident. The school shall inform BBBS and the School Liaison of the participating elementary school of the situation
- The School Liaison may meet with the Teens in the program on a one-to-one basis to find out how they are enjoying their involvement and if they feel comfortable with their Mentees.
- Each school shall support and reinforce the rules and limits of the program, as set out by the Big Brothers Big Sisters of Canada Child Safety Standards. Specifically, the Mentee and Teen Mentor can not, under any circumstances, meet outside of the school. The only occasion where this may happen is on a supervised school or agency outing where BBBS's policy allows.

Prior to program start, the Teen volunteers must:

- Complete Child Safety Training facilitated by BBBS
- Submit all application documents and consents to SL to return to BBBS Mentoring Coordinator



Responsibilities of BBBS

Administration

Big Brothers Big Sisters of Medicine Hat & District agrees to:

- keep a confidential file on each volunteer Mentor. The Mentoring Coordinator will review the profiles of the Teens to ensure suitability for the program. The final decision regarding the acceptance of any Teen Mentor will rest with the Agency
- The Big Brothers Big Sisters Mentoring Coordinator will be available, upon request, to meet with parents (by telephone or in person) to answer questions and provide information about the program, however the school will be the parents' primary contact.

Volunteer Recruitment, Screening, Training and Monitoring

- BBBS shall recruit, screen and train all Teen Mentors in accordance with Big Brothers Big Sisters of Canada's National Standards.
- BBBS will provide Teen application, consents and referral forms to the SL to be distributed, completed and returned.

Shared Responsibilities

- Both BBBS and the SCHOOL shall provide Insurance for the Program. Both BBBS and the School agree to maintain valid and in force, a policy or policies of liability insurance; these policies are held as separate entities from each other, controlled by each individual organization/school. The Big Brothers Big Sisters Caseworker and the School Liaison will work together to ensure the program runs successfully.
- Each party shall notify the other of any match closures or concerns.



ELEMENTARY SCHOOLS:

The Teen Mentoring program is open to any child attending an elementary school who has agreed to participate in the program and has obtained the necessary parent/guardian consents.

School Responsibilities

Each elementary school agrees to:

- Appoint a school liaison (SL) who will be responsible for coordinating the program within the school. He or she will be the primary contact person for the Teen Mentoring Caseworker at BBBS, Mentees, teachers, and parents/guardians of the Mentees
- Be responsible for pre-screening the children to determine suitability for the program and complete a referral based on information and forms provided by BBBS
- Communicate with the parent(s)/guardian(s) to explain the program and solicit their cooperation and support. BBBS will provide an "Information for Parents" handout to aid in this process. The School will always be the parent(s)/guardian(s) primary contact for the program. The BBBS Mentoring Coordinator will be available for consultation when necessary.
- Provide BBBS with a copy of the completed referral forms and parent/guardian consents to be reviewed by the Mentoring Coordinator. BBBS may reject a referral if they deem any child inappropriate for the program.
- Provide physical space for the program to take place.
- Notify (as much as possible) the Mentor's school in advance when the child is away.
- Participate in the evaluation of the program. This process and all forms will be provided by BBBS.

Child Safety and Match Monitoring



- The school shall monitor the arrival and departure of the Mentors by means of a sign-in/sign-out sheet provided by BBBS.
- Should a Mentee disclose any abusive experiences to the Teen Mentor, the school will deal with the disclosure according to the Board of Education Policy and provide support to the child upon reporting the incident. The school shall inform BBBS of the situation.
- The School Liaison may meet with the Mentees in the program on a one-to-one basis to find out how they are enjoying their involvement and if they feel comfortable with their Teen Mentors.
- Each school shall support and reinforce the rules and limits of the program, as set out by the Big Brothers Big Sisters of Canada Child Safety Standards. Specifically, the Mentee and Teen Mentor cannot, under any circumstances, meet outside of the school. The only occasion where this may happen is on a supervised school or agency outing where BBBS's policy allows.

Prior to program start, the Mentees must:

- Complete Child Safety Training facilitated by BBBS
- Submit all documents and consents to SL to return to BBBS Mentoring Coordinator

Responsibilities of BBBS

Administration

Big Brothers Big Sisters of Medicine Hat & District agrees to:

- keep a confidential file on each child Mentee and Teen Mentor. The Mentoring Coordinator will review the profiles of each to ensure suitability for the program. The final decision regarding the acceptance of any Mentee or Mentor will rest with the Agency
- The Big Brothers Big Sisters Mentoring Coordinator will be available, upon request, to meet with parents (by telephone or in person) to answer questions and provide information about the program, however the school will be the parents' primary contact.

Screening, Training and Monitoring




Big Brothers Big Sisters
of Medicine Hat and District

- BBBS shall screen and train all Mentees in accordance with Big Brothers Big Sisters of Canada's National Standards.
- BBBS will provide Mentee referral and consent forms to the SL to be distributed, completed and returned.

Shared Responsibilities

- Both BBBS and the School agree to maintain valid and in force, a policy or policies of liability insurance; these policies are held as separate entities from each other, controlled by each individual organization/school board and no insurance or other policies will be 'shared' in regards to BBBS and MHCBE.
- Each party shall notify the other of any match closures or concerns.

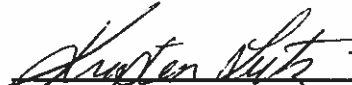
The signatures below indicate each party's commitment to the above stated responsibilities.

 Greg MacPherson
School Board Representative

Board Chair Secretary Treasurer
Title

Medicine Hat Catholic Board of Education
School Board

Oct 23/2018 October 19, 2018
Date

 Kristen Nitz
BBBS Representative

Mentoring Coordinator
Title

September 3, 2018
Date

SHARPS SAFE DISPOSAL

Background

The presence of sharps in areas close to where staff, students and members of the general public interact could represent a potentially serious risk to human health. Precautions must be taken to ensure that sharps are disposed in a safe and healthy manner.

There are risks of touching sharps or by being poked by a sharp. In certain circumstances a sharp may contain blood inside or on the sharp. If another person happens to be poked by a contaminated sharp the blood may enter the bloodstream and they may potentially get sick should the user have a blood borne disease such as HIV or Hepatitis. While the vast majority of people will not get sick by picking up or getting poked by a sharp it is extremely important to be cautious due to the hazard. Viruses in or on sharps generally die within minutes to hours, sometimes longer, and since there is no way to know how long a sharp has been lying where found, precautions must be taken.

Definition

1. Sharps shall include needles, syringes, crack pipes (glass stems), hookah, razor blades and other similar items.
2. Designated Custodian is the custodian designated by the Facilities and Operations Supervisor who is appropriately trained for patrolling school grounds and is appropriately trained for the disposal of needles and sharps.

Procedures

Schools and the Facility and Operations Department must be vigilant in the identification of used needles or sharps and respond promptly.

1. The Facilities and Operations Supervisor shall:
 - 1.1. Ensure a custodian on staff is designated to patrol the school grounds and playground in the morning, prior to students coming to school, to check for needles or sharps of any kind and if found, dispose of the sharp in the method outlined below.
 - 1.2. Ensure designated custodians are appropriately trained for:
 - 1.2.1. the identification of needles and sharps;
 - 1.2.2. how to patrol and check for sharps and needles; and,
 - 1.2.3. how to appropriately dispose of needles and sharps.
 - 1.3. Ensure schools have sufficient supplies for the disposal of needles and sharps including:
 - 1.3.1. Latex gloves

- 1.3.2. Tongs, pliers or tweezers
 - 1.3.3. Disinfectant for cleaning tongs, pliers or tweezers
 - 1.3.4. Sharps container for transporting the needle or sharp from the location found to the secure storage.
- 1.4. Arrange for the disposal of the sharps container as appropriate (ie. when full or on an as needed basis). This disposal may include HIV Link or other vendor as appropriate.
 - 1.5. Ensure schools have an appropriate designated secured location for holding collected needles or sharps.
 - 1.6. Notify the Superintendent and Secretary Treasurer in the event a sharp or needle is found at a school and jointly:
 - 1.1.1. consider notification of all school to ensure awareness
 - 1.1.2. consider increased frequency of school ground patrols or intensity of the morning patrol
 - 1.1.3. consider notification to HIV Link, police and other stake holders as deemed appropriate
 - 1.1.4. consider if there is a trend and consider if other procedures are needed
2. Designated Custodian Needles and Sharps Disposal Procedure
 - 2.1. Treat all needles sharps as contaminated.
 - 2.2. Wear latex gloves. Gloves protect against fluids, not against punctures or cuts.
 - 2.3. Use designated tongs, pliers or tweezers to pick up the needle; be sure to disinfect the pickup instrument afterwards.
 - 2.4. Pick up the needle by the plastic end (syringe).
 - 2.5. Point the needle tip away from the body. Be careful not to poke yourself – your safety is the most important thing.
 - 2.6. Put the needle or sharp in the sharps container on a stable surface. Be sure not to hold the container while placing the needle inside.
 - 2.7. Place the needle point down into the container. Do not force the needle into the container.
 - 2.8. If a sharps container is not readily available, place the needle in a puncture-proof container with a lid (i.e. thick plastic container or tin can).
 - 2.9. Close the container securely.
 - 2.10. Find the nearest needle disposal location. Do not flush the needle down the toilet or place them in the garbage/recycling.

- 2.11. Wash your hands or use hand sanitizer after removal of gloves.
- 2.12. If a needle-stick injury occurs, seek medical attention immediately and contact the Facilities and Operations Supervisor who will ensure Human Resources is notified.
- 2.13. Notify the principal of the school and the Facilities and Operations supervisor in the event a needle or sharp is disposed of.
3. The School Principal shall ensure:
 - 3.1. School staff are aware of this Administrative Procedure and their responsibilities
 - 3.2. Students are instructed to not touch needles or Sharps and who to notify if one is found.
4. If a needle or sharp is discovered on the school grounds by staff, students or others, they shall:
 - 4.1. Ensure the supervising staff is notified
 - 4.2. The supervising staff shall secure the location to prevent access to the needle or sharp as appropriate and notify the principal immediately
 - 4.3. The principal shall notify the designated custodian to dispose of the needle or sharp as soon as safely possible
 - 4.3.1. If the designated custodian is not available, notify the Facilities and Operations Supervisor who shall arrange to dispose of the needle or sharp which may include HIV Link.
 - 4.4. The principal shall ensure the location where the needle or sharp was found remains appropriately secured and safe
 - 4.5. If after hours, contact the Facilities and Operations Supervisor.

References:
OHS ACT and regulations
MHCBE OHS manual
HIV Link document - 2018

**Medicine Hat Catholic Board of Education
Modular Request/Relocation/Demolition
October 2018**

Background

Annually, school boards may submit a request for modular relocations, new modulars and demolitions. This document outlines the proposed 2018-19 request.

There are several aging modulars/portables in the district. At St. Francis there remains two 1978 modulars which are in need of work. At Mother Teresa there are four 1975 relocated portables which are in need of work. At St. Michaels School there is a stand-alone 1981 portable which is not accessible by individuals with limited mobility and requires significant work. With the transition of CAPE away from the former St. Louis School there may be one surplus modular, subject to CAPE declaring the modular surplus to their needs, available for relocation.

Proposal

1. CAPE (Former St. Louis School)
 - a. Relocation (from)
 - i. Subject to CAPE declaring the new modular surplus to their needs, this modular would be relocated to St. Michael's School.
 - b. Demolition
 - i. Consideration for demolition of 1980 Portable as needed work to the modulars would be cost prohibitive to maintain.
2. St. Michael's School
 - a. Demolition
 - i. The 1981 stand-alone portable would be demolished as it is not connected to the school and requires much work. It is also not handicapped accessible which limits the use of the modular.
 - ii. The current use of the portable is limited due to it not being connected to the school and the current internal configuration. The lack of handicapped access significantly limits the use as well.
 - iii. Cost from facility audit for the work is \$14,028; however, there are concerns on the ability to cost effectively maintain the facility. Replacement parts for some of the components is becoming difficult to source.
 - b. Relocation (to)
 - i. A request to relocate the modular from CAPE to replace the demolished modular.
 - ii. A connecting link to connect the school to the modular. This connecting link shall include an appropriate ramp for disabled access.
3. St. Francis School
 - a. Demolition
 - i. The two 1978 portables would be demolished. The portables are 40-years old and will require significant work shortly.
 - ii. Cost from facility audit for the work is \$18,744; however, there are concerns on the ability to cost effectively maintain the facility. Replacement parts for some of the components is becoming difficult to source. The 2002/03 indicates lifecycle planning – 4 years remaining.

- b. New**
 - i. Two new modulares would be required for replacement of the demolished modulares.**
- 4. Mother Teresa School**
 - a. Demolition**
 - i. There are four 1975 portables at Mother Teresa School which will require significant work to maintain. The facility audit indicates there are \$346,923 of deferred maintenance on the four modulares. Replacement parts for some of the components is becoming difficult to source.**
 - b. New**
 - i. Four modulares are requested to replace the demolished modulares.**

Jurisdiction:

Facility Name	City	Grade Configuration	Is this a P-3 school?	Number of Type A Units Required	Number of Type B Units Required	Number of Washroom Units	Category Code	Required Documents Attached?	Site Ready Date	Site Layout Attached?	Detailed Explanation for Category Code / Modular Request
Mother Teresa School	Medicine Hat	K-6	No	4	0	0	4	Yes	11/1/2018	Yes	This is contingent on the existing four 1975 portables being demolished. These would be the replacements for the demolished modulars to support the utilization of the school currently and for future growth.
St. Francis School	Medicine Hat	K-6	No	2	0	0	4	Yes	11/1/2018	Yes	This is contingent on the existing two 1978 portables being demolished. These would be the replacements for the demolished modulars to support the utilization of the school currently and for future growth.
Total of New Units Requested				6	0	0	Category Codes:				

1 - Health and Safety (Please explain)
2 - Enrichment Pressures (Please explain)
3 - Program Delivery (Please explain)
4 - Evergreening (Please Explain)

Greg M. Phelps
 Superintendent or Designate
 Signature req'd on last sheet only)

Please e-mail the original Excel document to edc.cpdata@gov.ab.ca

Government of Alberta ■ DEMOLITION AND RECLAMATION REQUESTS FOR 2019-2020

Education

Jurisdiction: Medicine Hat Roman Catholic Separate School District No. 21

Note - Please use 1 row for each portable/modular classroom demolition being requested.

Board Priority #	School Name	Location	Is this a PS school?	Type A Unit (Indicate with a "1")	Type B Unit (Indicate with a "1")	Washroom Unit (Indicate with a "1")	Reclamation Required (Yes or No)	Required Documents Attached?	Age of unit (in years)	Proposed Demolition Date (Month, Year)	Site Layout Attached?	Detailed Explanation of Request (including Unit T Number)
1	Mother Teresa School	Medicine Hat	No	1.00			No	Yes	41-45	6/30/2019	Yes	T number not known. There are four portables at Mother Teresa School. It is proposed that these four be demolished and replaced with four new. The age of the modulators does not allow for efficient repairs./ Replacement parts for the furnaces are not available and will require substantial work. The FCI on the portables is in excess of \$350,000. Demolition is subject to the four replacement modulators being available
2	Mother Teresa School	Medicine Hat	No	1.00			No	Yes	41-45	6/30/2019	Yes	T number not known. There are four portables at Mother Teresa School. It is proposed that these four be demolished and replaced with four new. The age of the modulators does not allow for efficient repairs./ Replacement parts for the furnaces are not available and will require substantial work. The FCI on the portables is in excess of \$350,000. Demolition is subject to the four replacement modulators being available
3	Mother Teresa School	Medicine Hat	No	1.00			No	Yes	41-45	6/30/2019	Yes	T number not known. There are four portables at Mother Teresa School. It is proposed that these four be demolished and replaced with four new. The age of the modulators does not allow for efficient repairs./ Replacement parts for the furnaces are not available and will require substantial work. The FCI on the portables is in excess of \$350,000. Demolition is subject to the four replacement modulators being available
4	Mother Teresa School	Medicine Hat	No	1.00			No	Yes	41-45	6/30/2019	Yes	T number not known. There are four portables at Mother Teresa School. It is proposed that these four be demolished and replaced with four new. The age of the modulators does not allow for efficient repairs./ Replacement parts for the furnaces are not available and will require substantial work. The FCI on the portables is in excess of \$350,000. Demolition is subject to the four replacement modulators being available

Government of Alberta ■ DEMOLITION AND RECLAMATION REQUESTS FOR 2019-2020
Education

Jurisdiction: Medicine Hat Roman Catholic Separate School District No. 21

Note - Please use 1 row for each portable/modular classroom demolition being requested.

Board Priority #	School Name	Location	Is this a PS school?	Type A Unit (Indicate with a "1")	Type B Unit (Indicate with a "1")	Washroom Unit (Indicate with a "1")	Reclamation Required (Yes or No)	Required Documents Attached?	Age of unit (in years)	Proposed Demolition Date (Month, Year)	Site Layout Attached?	Detailed Explanation of Request (Indicate Unit T Number)
5	St. Francis School	Medicine Hat	No	1.00			No	Yes	41-45	6/30/2019	Yes	The portables are very old and will require significant work shortly. The efficient cost of these portables is decreasing and replacement parts are difficult to source. We would require a demolition contingent of two new modulars being available. T number not available
6	St. Francis School	Medicine Hat	No	1.00			No	Yes	41-45	6/30/2019	Yes	The portables are very old and will require significant work shortly. The efficient cost of these portables is decreasing and replacement parts are difficult to source. We would require a demolition contingent of two new modulars being available. T number not available
7	Former St. Louis School	Medicine Hat	No	1.00			No	Yes	36-40	6/30/2019	Yes	T number not available. The school is no longer leased by CAPE. The need for the additional space is not needed and is not efficient to heat or maintain. It creates a security issue with potential vandalism or entry point to the school. The condition of the facility is poor. Costs of maintaining the portable is increasing.
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9												
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22												
23												
				Total of New Units Requested	7	0	0					

Government of Alberta ■ DEMOLITION AND RECLAMATION REQUESTS FOR 2019-2020

Education

Jurisdiction: Medicine Hat Roman Catholic Separate School District No. 21

Note - Please use 1 row for each portable/modular classroom demolition being requested

Board Priority	School Name	Location	Is this a PS school?	Type A Unit (Indicate with a "1")	Type B Unit (Indicate with a "1")	Washroom Unit (Indicate with a "1")	Reclamation Required (Yes or No)	Required Documents Attached?	Age of unit (in years)	Proposed Demolition Date (Month, Year)	Site Layout Attached?	Detailed Explanation of Request (including Unit T Number)
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[Signature]
Superintendent or Designate
(Signature valid on last sheet only)

Please e-mail the original Excel document to edc.updates@gov.ab.ca

This is only for requests to move portable/ modular classrooms within your own jurisdiction

Medicine Hat Roman Catholic Separate School District No. 21

Originating Facility Name/Location	Receiving Facility Name/Location	City	Grade Configuration	# of Units to be moved to Receiving Facility	Category Code	Required Documents Attached?	Explanation for Request
Former St. Louis School - Leased to CAPE.	St. Michael's	Medicine Hat	K-6	1	4	Y	With CAPE moving to their own facility, the former St. Louis School will be vacant. There is a need at St. Michael's School. There is an existing stand alone portable at the school which is well past its end life and needed to be replaced with a functional modular. The modular being moved is a recent modular allocated to CAPE and will be remaining. We request it be moved to St. Michaels and that the portable there be demolished. This relocation would include a proper connecting link to better allow for handicapped accesses to the modular.
Total							Category Codes:

Category Codes:
 1 = Health and Safety (Please explain)
 2 = Enrollment Pressures (Please explain)
 3 = Program Delivery (Please explain)
 4 = Other (Please Explain)

Gay A. Hesse
Captain Planning Branch

**RELOCATION OF PORTABLE / MODULAR
CLASSROOM REQUESTS FOR 2019-2020**

This is only for requests to move portable/ modular classrooms within your own jurisdiction

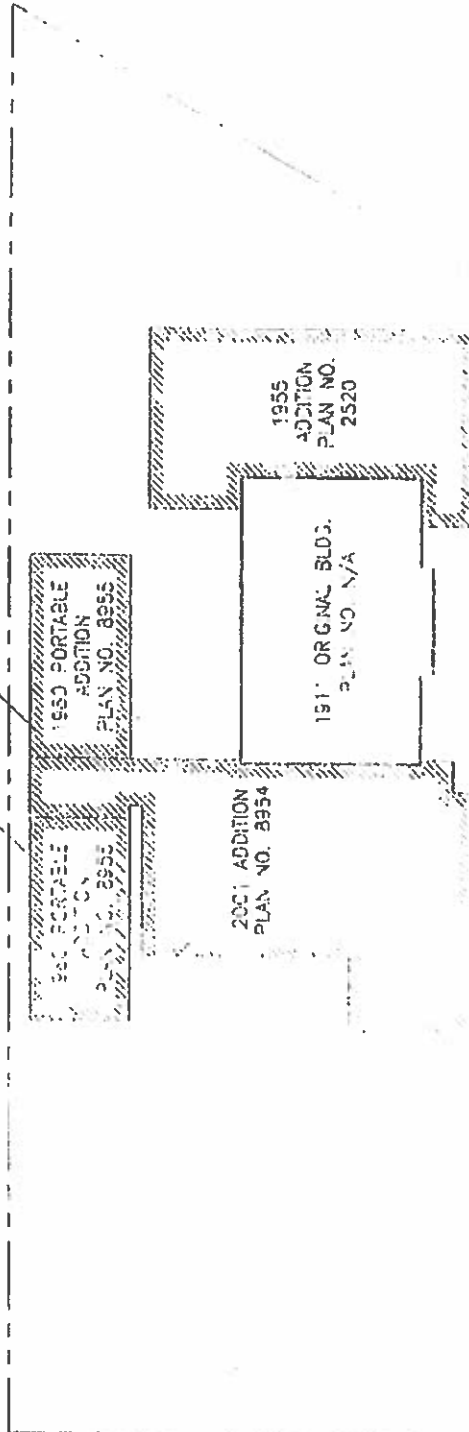
Jurisdiction: Medicine Hat Roman Catholic Separate School District No. 21

Originating Facility Name/Location	Receiving Facility Name/Location	City	Grade Configuration	# of Units to be moved to Receiving Facility	Category Code	Required Documents Attached?	Explanation for Request
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Superintendent or Designate
(Signature req'd on last sheet only)

Please e-mail the original Excel document to edc.cpdata@gov.ab.ca

REMOVE
DEMOLISH



LEGAL DESCRIPTION
LOT 7-12, BLOCK 74, PLAN 52237
MEDICINE HAT, ALBERTA



1:500
0 5 10 15

MEDICINE HAT CATHOLIC SEPARATE REGIONAL DIVISION NO. 20

CAPE SCHOOL (FORMER ST. LOUIS SCHOOL)
830A BALMORAL STREET S.E., MEDICINE HAT

DATE: 02-05-04
DRAWN BY: SGS
SCALE: 1/8" = 1'-0"
PLTID:
CODE: 6035
SHEET: 1 of 1

SITE PLAN

1980 PORTABLE

1980 PORTABLE

1980 PORTABLE

1980 PORTABLE

1911 ORIGINAL BLDG.

2001 ADDITION

1955 ADDITION

2001 MODERNIZATION

MAIN FLOOR PLAN



MEDICINE HAT CATHOLIC SEPARATE
REGIONAL DIVISION NO. 20

CAPE SCHOOL (FORMER ST. LOUIS SCHOOL)
830A BALMORAL STREET S.E., MEDICINE HAT

DATE: 02-05-2011

DRAWN BY: 805

SCALE: 1/8" = 1'-0"

PLT ID:

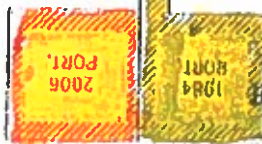
FLOOR PLAN

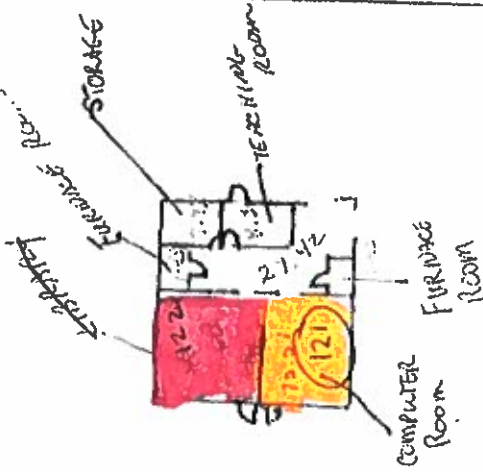
CODE: 5005

SHEET: 2 OF 4

DATE: 07-08-14	OWN BY: AT	SCALE: 1/250
SITE PLAN		
CODE:	SHEET: 1 of 3	
ST FRANCIS XAVIER SCHOOL		
MEDICAL HAT CAHOON REGIONAL DIVISION NO. 20		
518 8th STREET NE		

-MOVED
TO ESSP2
2018





MEDICINE HAT CATHOLIC REGIONAL DIVISION NO. 20

ST. FRANCIS XAVIER SCHOOL

318 20th STREET NE

DATE: 07-08-14

DWN BY: JTT

SCALE: 1:500

PLT ID:

CODE:

SHEET: 2 of 3

FLOOR PLAN



1000

2001 PORTABLE
PLAN NO. XXXX

2001
DRAFT
FROM MEDICAL DIVISION



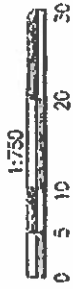
1965
ORIGINAL BLDG.
PLAN NO. 4369

1967
ADDITION
PLAN NO. 4679

2000 ADDITION
PLAN NO. XXXX

2010 MODULARS
& LINK
PLAN NO. XXXX

2012 MODULAR
PLAN NO. XXXX



MEDICINE HAT CATHOLIC SEPARATE REGIONAL DIVISION NO. 20

ST. MICHAEL'S SCHOOL
SCHOOL BUILDING SERVICES

DATE: 13-21-13	PLT'D: 2013
DRAWN BY: ES-JE	CODE: 587-
SCALE: 1/8" = 1'-0"	SHEET: 1 of 3

SITE PLAN

Medicine Hat Catholic Board of Education

Trustee Honorarium 2018-19

Policy 7 Board Operations - Article 11

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 plus an additional \$200 per month.
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 2017-18 trustee honoraria are as follows:

The average teacher salary as at September 30, 2018 is \$ 92,522. This is an decrease of 1.91% from the prior year.

	Percentage	2018-19 Honoraria	2017-18 Honoraria
Chair	22% plus \$2,400	(\$ 20,355 plus \$2,400) \$ 22,755 (\$1,896.25 monthly)	\$ 20,752 plus \$2,400 \$ 23,152 (\$1,929.33 Monthly)
Trustee	78%	\$ 18,042 (\$1,503.50 monthly)	\$ 18,394 (\$1,532.83 monthly)

**Secretary Treasurer
Board Report
November 13, 2018**

1. Trustee Honorariums

With the March 22, 2017 federal budget (Bill C-44), there was a change made to the taxation of municipal officers' allowances which will directly affect the Trustees commencing January 1, 2019.

The current process allows for a school board to pay a non-accountable expense allowance to a trustee to perform the duties of that office. The honorarium's the MHCBE trustees were receiving was taxed at 67% leaving 33% as a non-taxable allowance.

The effect of the tax change will be that all of the honorarium will be fully taxable commencing January 2019.

The chart below outlines the potential effect of the change on the trustee, depending on their individual circumstances:

Allowance Rate	Current Trustee Honorarium (Full Amount)	1/3 previously not taxable	Estimated Tax Rate Impact (2018 rates)			
			First \$46,605 @25%	Over \$46,605 @ 30.5%	Over \$93,208 @ 36%	over \$128,145 to \$144,489 @ 38%
Chair	22,755	7,585	1,896	2,313	2,731	2,882
Trustee	18,042	6,014	1,504	1,834	2,165	2,285
<i>Includes Alberta rate of 10%/12%</i>						

Some boards are examining this situation and may be considering adjusting the honoraria to ensure trustees are not negatively affected by the change in the *Income Tax Act*.

Assuming the Trustees select the 36% tax rate as the adjustment factor for the tax rate, the following changes would be needed to preserve the net pay:

	Honorarium	Tax-free Portion	Tax	Net
Original Chair	\$ 22,755	7,585	5,461	17,294
Revised Chair	27,022	-	9,728	17,294
Increase	<u>\$ 4,267</u>			
Original Trustee	\$ 18,042	6,014	4,330	13,712
Revised Trustee	21,425	-	7,713	13,712
Increase	<u>\$ 3,383</u>			
Net cost	\$ 17,799			

The effect of this change will be to hold trustees harmless from the effect of the new tax implications.

The annualized impact from the change would be \$17,799. If this is accepted then the pro-rated portion would be included in the 2018-19 budget.

Policy 7 Article 11 would need to be modified to account for the changes.

Recommendation: *To be determined*

Attachment: None

This Agreement made this 30 day of October 2018

BETWEEN

Medicine Hat Catholic Board of Education, a Board established pursuant to the School Act of Alberta
("Lessor")

-and -

CAPE - Centre for Academic and Personal Excellence Institute, a Society incorporated pursuant to the Societies Act, operating a Charter School in the City of Medicine Hat, in the Province of Alberta
("Lessee")

AMENDMENT TO THE LEASE AGREEMENT

Background:

- A. The parties have entered into a lease agreement dated February 6, 2001 and amended on December 3, 2002, April 11, 2008, June 3, 2011, June 12, 2013, May 27, 2015 and again on June 19, 2018 which are attached and form an integral part of this agreement;
- B. The Lessee will be relocating to a new facility on or around January 1, 2019 and will require time to rehabilitate the interior and exterior, including the grounds;
- C. The parties wish to update and amend the Agreement to extend the lease for ten (10) months with the existing conditions as detailed in the agreements identified in 'A' above except as amended below;
- D. Subject to the changes contained herein, the parties wish to confirm the terms of the existing lease.

IN CONSIDERATION OF:

- A. The Payments to be made by the Lessee to the Lessor; and
- B. The Promises made by the parties.

The Parties agree as follows:

1. Article 1 - Grant of Lease

- 1.1. The Term of the Lease will be for ten (10) months ("Term").
- 1.2. The Term will start August 1, 2018 ("Commencement Date") and end May 31, 2019 ("Termination Date").

1.2.1. In the event the Lessee were able to fulfill their requirements regarding the condition and repair of the Leased Premises, in accordance with clause 6e, the parties may mutually agree to termination of the lease sooner than the Termination Date.

To confirm their agreement, the parties have signed this Amendment to Lease Agreement this the 30 day of October 2018.

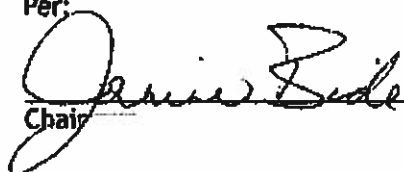
**THE BOARD OF TRUSTEES FOR THE MEDICINE HAT
CATHOLIC BOARD OF EDUCATION**
Per:

Chair

Secretary- Treasurer

**CAPE - CENTRE FOR ACADEMIC AND PERSONAL
EXCELLENCE INSTITUTE**

Per:


Chair

1. Utility Right of Way – École St. John Paul II School

The outdoor rink located on École St. John Paul II School grounds is serviced by water and electricity. This servicing will require a Utility Right of Way with the City of Medicine Hat and be registered on the land title.

Recommendation: *That the Board of Trustees for the Medicine Hat Catholic Board of Education approve registration of a Utility Right of Way Agreement on the Land Title for École St. John Paul II School.*

Attachment:

- a. Utility Right of Way Agreement
- b. Plan Survey
- c. Site Imagery

UTILITY RIGHT-OF-WAY AGREEMENT

MEDICINE HAT CATHOLIC BOARD OF EDUCATION hereinafter called the "Grantor") being the registered owner or entitled to become the registered owner of those certain lands described as:

PLAN 1612262
BLOCK 8
LOT 29SR
EXCEPTING THEREOUT ALL MINES AND MINERALS

(hereinafter called the "Land")

does hereby in consideration of payment of the sum of One Dollar (\$1.00) and other good and valuable consideration, the receipt and sufficiency whereof is hereby acknowledged, give, grant, transfer and make over unto the CITY OF MEDICINE HAT (hereinafter called the "Grantee") the right and privilege of a utility right-of-way on, over and under those portions of the Land, shown as utility rights of way on Registered Utility Right-of-Way Plan Number 181 _____ (hereinafter called the "Right-of-Way") for the purpose of digging, putting down, taking up, relaying, connecting, disconnecting, constructing, repairing, replacing, maintaining, inspecting and operating any public utility facility or infrastructure which may include but not necessarily be restricted to infrastructure and lines for the transmission, distribution, transportation, conveyance or disposal of water, sewage, gas, oil, electrical energy, telephone and telecommunication messages, or any one or more of them, together with the usual and ordinary appurtenances thereto (hereinafter called the "Utility Line or Lines") to be constructed on, over or under the Right-of-Way, the said right and privilege being subject to the following terms and conditions which are hereby agreed to by and between the Grantee and the Grantor, namely:

1. The term "Grantee" wherever used hereinafter shall include and shall be interpreted to mean the City of Medicine Hat and the nominees or appointees of the City.
2. The Right-of-Way hereby granted shall be for such length of time as the Utility Line or Lines are required by the Grantee.
3. The Grantee, its officers, employees, servants, agents, workmen, contractors and subcontractors shall have the full and free right and liberty to have ingress and egress to, and to pass and repass on the Right-of-Way, either on foot or by means of vehicles or necessary machines whatsoever, and to remain on the Right-of-Way for all purposes of digging, putting down, taking up, relaying, connecting, disconnecting, constructing, repairing, replacing, maintaining, inspecting and operating the Utility Line or Lines.
4. The Grantee, in carrying out any of the aforesaid operations, shall do so in a good and workmanlike manner and shall cause or do as little damage and inconvenience to the Grantor's interest in the Land as is reasonably practicable, and following any excavations or workings made or done by or on behalf of the Grantee, the Land shall, so far as is reasonably practicable, be restored to its former condition. The replacement of trees or shrubs, and landscaping other than seeding to grass, is hereby agreed by the parties hereto to be impracticable.

5. The Grantor covenants that it shall not build, erect or maintain nor permit or suffer to be built, erected or maintained on, over or under the Right-of-Way any building, structure, or other improvement of any kind nor change or allow changes to the design or existing surface grades, nor plant or maintain or allow or suffer to be planted or maintained thereon, any trees, shrubs or landscaping which would or could prevent or hinder the exercise by the Grantee of any of the rights herein granted. The Grantor further covenants that there are not as of the date of this Agreement, any buildings, structures or other improvements on, over or under the Right-of-Way or any trees, shrubs or landscaping which would or could prevent or hinder the exercise by the Grantee of any of the rights herein granted.
6. The Grantee agrees to indemnify and save harmless the Grantor, its officers, employees, servants and agents from and against any and all claims, demands, actions, causes of action, suits, costs, (including solicitor and client costs), expense and damages arising out of or attributable to any act or omission of the Grantee or any other person for whom the Grantee is in law responsible, in the exercise of the right and privilege granted under this Agreement.
7. The Grantor agrees to indemnify and save harmless the Grantee, its officers, employees, servants, agents and elected officials from and against any and all claims, demands, actions, causes of action, suits, costs, (including solicitor and client costs), expense and damages arising out of or attributable to any act or omission of the Grantor or any other person for whom the Grantor is in law responsible, in relation to its use or occupancy of the Land.
8. This Right-of-Way, including all the terms and conditions herein contained, is and shall be of the same force and effect and to all intents and purposes as a covenant running with the Land and shall extend to, be binding upon, and enure to the benefit of the heirs, executors, administrators, successors and assigns of the parties hereto.

IN WITNESS WHEREOF the parties hereto have executed these presents as of the _____ day of _____, A.D. 2018.

CITY OF MEDICINE HAT

**MEDICINE HAT CATHOLIC BOARD OF
EDUCATION**

MAYOR – TED CLUGSTON

Per: _____

Title: _____

CITY CLERK – ANGELA CRUICKSHANK

Per: _____

Title: _____

PLAN OF SURVEY
SHOWING
UTILITY RIGHT OF WAY
AFFECTING
LOT 29SR BLOCK 8 PLAN 161 2262
WITHIN THE
SW 1/4 SEC 17 TWP 12 RGE 5 W4M
ALBERTA
2018

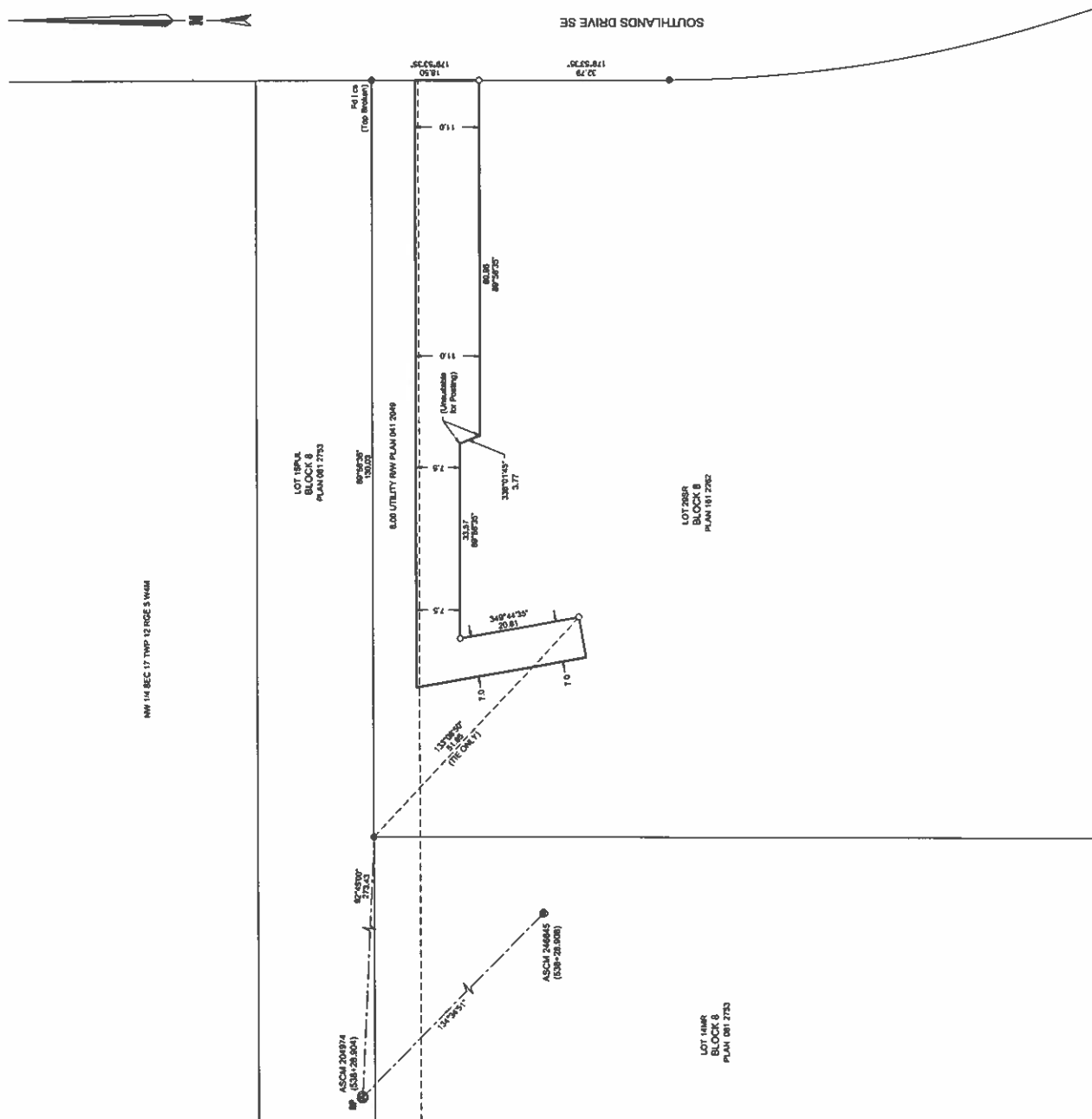
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LESLIE MEHRER, A.L.S.
 Survived between the dates of May 11th, 2016 and July 16th, 2016
 in accordance with the provisions of the Survivors Act.

PLAN REQUESTED BY:
City of Medicine Hat

GLOBAL RAYMAC SURVEYS INC.
24 • 1310 Kingsway Ave SE Medicine Hat, Alberta T1A 2Y4
Ph: 403.528.9300 www.globalraymac.ca

LP	Checked by: TF
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SOUTHLANDS DRIVE SE



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Support Staff Committee Meeting Minutes - Amended

Thursday, June 21, 2018

In attendance: Tammy Toews, Roxanne Gjerlaug, Louise Westland, Chuck Hellman, David Leahy, Kathy Marchant, Hugh Lehr, Terri Ball, Brenda Hammel, Mary Kahl, Heather Woodward, Julie Bessant, Lisa Savage

1. Opening Prayer- Chuck Hellman

2. Welcome and Introductions – Welcome to Lisa Savage, Secretary and Heather Woodward, CCT

3. Support Staff Handbook Review

- A) Salary Grids have been added for the School Liaison Counsellor and Cyber School Facilitator. There is currently 1 full time and 1 part time School Liaison Counsellor. Hugh gave a brief description of the RCSD grant money that goes directly to AHS mental health workers in McCoy, St. Mary's, Notre Dame and Mother Teresa. The division currently has two School Liaison counsellors that serve the mental health role in the rest of our elementary schools. The division chooses to hire our own School Liaison Counsellors instead of topping up the grant for AHS mental health workers. This gives us a minimum of 1 day a week of mental health support in all our schools.
- B) Information in regards to the CCT schedule/calendar – Hugh is to get clarification from Patty Wagman as to how the CCT schedule works
- C) Time in Lieu- New Sections 8.4.5 and 8.4.6 in the handbook. SSBAC committee was in agreement that it needs some slight revision to fit the school year calendar. It was again suggested the ESS system be utilized to track record Lieu Time (same as administrators) but Chuck once again advised that the division staff are not ready for that. David suggested the committee develop a FAQ resource site for support staff to ask questions & find answers.

4. Salary Grid Negotiations

- A) David Leahy reported there will be no support staff COLA or pay increase for the 2018-19 school year. He recommended this as an item on the agenda to be presented at the first SSBAC meeting. David also encouraged SSBAC to take initiative with senior administration to discuss the possibility of being involved in the negotiation process in the future.
- B) Chuck presented a Support Staff Pay Grid Analysis as prepared by Greg MacPherson that was distributed to the committee. After a brief explanation, it was asked that it be reviewed on our own time.

5. Evaluations- Chuck reported that they had to do 70 new probationary (6 month) support staff evaluations this year. There is a possibility of probation extension. On page 17 they have added the following "Evaluations can be initiated by the employer or employee upon request." This opens the door for formal or informal discussions with administrators as requested.

6. New Business – Kathy Marchant advised that Diane MacDonald will be joining the support group in 2018/2019 to represent Business Manager

Next Meeting David would like us to set dates for meeting in the 2018/19 school year in early September.

**Medicine Hat Catholic Board of Education
Support Staff Board Advisory Committee
Meeting Minutes
Tuesday, Oct 16, 2018 – 4:00 PM**

Present:

Tammy Toews- Chair - Secretary Middle School

Roxanne Gjerlaug- Vice Chair - Secretary Middle School

Louise Westland- Early Learning LA, Before/After School Care

Kathy Marchant- Cyber School Facilitator

Brenda Hammel- Elem. Librarian

Mary Kahl- Elem. LA

Cathy Wright- Middle School Librarian

Cathy Bachmier- Elem. Secretary

Jaylene Taupert- Elem. Secretary

Danielle Schaitel- Wellness Facilitator

Chuck Hellman- Associate Superintendent Human Resources

Hugh Lehr- Associate Superintendent Learning Services

David Leahy- Board Trustee

Kim Letkeman- Middle School Behaviour Management Associate

Kara Zdan - Elem. LA, Before/After School Care

Brenda McDowell – Middle School LA

Jamie Hodgman- Early Childhood Services

Shawna Wogrinc- Elem. Secretary

Diane MacDonald- Business Manager

Patti Wagman – CCT Program Coordinator

*Greg MacPherson – Secretary Treasurer - invited to attend but declined

**Terri Ball – Coordinator of Early Childhood Services – absent

*Lore Luca – Human Resources & Benefits Officer – invited to attend but declined

1. Opening Prayer: Chuck Hellman (Associate Superintendent, Human Resources)

2. Welcome and Introductions: Tammy Toews (Chair)

3. Minutes from June 21st, 2018

Correction from Hugh Lehr regarding School Liaison Counsellor see Amended Minutes (attached)

4. Unfinished Business - Tammy Toews

4.1 2017-2018 Support Staff Handbook

- i) School Liaison Counselor position - cell phone & car allowance to be added to Support Staff Handbook
- ii) CCT Wellness Facilitators - Patti Wagman (CCT Program Coordinator)
 - Clarification of hours, days worked and scheduling for Facilitators. Facilitators work 8 hour days with flexed start and end times and follow the school calendar year. They may have some casual hours over the summer depending on budget and events. When asked, Patti Wagman confirmed that casual summer hours are to be paid with timesheet submission. There was a question regarding the dollar amount of the Wellness Facilitators' Health Spending Account being \$200 when all 1.0 Support Staff are entitled to \$500 in the handbook. Patti Wagman to follow up with this question next meeting. Chuck Hellman agreed to amend the "Wellness Facilitator- Paid Days Chart" in the handbook to make reference to the current year board approved school calendar.

iii) Lieu Time clause and ESS

- Support Staff again requested that a “time in lieu” option be added to ESS as a way to log absences. Currently there is no way to digitally log this. Chuck Hellman will look into this request.
- Changes to Support Staff Handbook will be made to Article 8.4 Extra Hours/Overtime Hours (Paid/Time in Lieu). Chuck Hellman indicated that the Lieu time clause would be revised as previously requested.
- Chuck Hellman was unsure when asked why an email was sent July 4, 2018 to all support staff indicating the 2017-2018 Handbook was complete and posted on the division website, even though there were still outstanding items from the June 21, 2018 SSBAC meeting. It was noted that Human Resources was aware of these outstanding items. It was recommended that moving forward, the Handbook be posted as DRAFT until unfinished business is addressed. Discussion followed as to why the Handbook cannot be fully completed versus constantly revising and sitting in draft mode. Hugh Lehr indicated the flexibility to make changes would be lost. Kim Letkeman reminded the committee of the problems this flexibility can create when there is no formal communication regarding those changes, as evidenced in the past. It was suggested that moving forward, once the handbook is finalized, all changes be communicated to all school based support staff through Addendums.

4.2 Support Staff Pay Grid Analysis - Tammy Toews & David Leahy

- Chuck Hellman distributed a revised copy of the Salary Grid Analysis as presented by Greg MacPherson at a closed session of the October 9, 2018 Board meeting. Questions were raised regarding some of the costs that were presented in the data table and how they are relevant to School Based Support Staff. It was also noted there is significant disparity in Base Wage Rates among the 10 school divisions in Zone 6, with MCHBE being on the low end in most areas.
- David Leahy reported that the Board is willing to enter into a dialogue with some representatives from the SSBAC and recommended a formal letter request be sent to Chair, Mr. Dick Mastel.

5. New Business

5.1 Clause for Appealing Termination- David Leahy (Board Trustee)

David Leahy reported that the Support Staff handbook currently has no appeal process for Support Staff who have been terminated. Teachers have this option through the ATA and suggested that Support Staff should have this same right as teachers. It was further suggested that there may be a need to also have a grievance processes outlined in the Support Staff handbook as well. These topics will continue to be looked at.

5.2 Support Staff Vacation Pay - Diane MacDonald (Business Manager)

The question was asked as to why MCHBE support staff vacation sits at 6% when other divisions offer a tiered system. Tammy Toews indicated that all the other school divisions in Zone 6 offer a tiered system; half being unionized environments and the other half non-unionized. It was confirmed this will be part of the discussion when the SSBAC reps meet with the Board.

5.3 Support Staff Mileage - Diane MacDonald

Diane asked for clarification about Support Staff who can collect mileage. Chuck Hellman indicated there will be a clause added to the Support Staff Handbook with reference to AP 512.

5.4 Before/after school care workers - Louise Westland (Learning Assistant & Before & After School Care Worker)

Louise Westland and Kara Zdan spoke to the SSBAC about the concerns of staff who work in the Before and After School Care Program. This was the beginning of discussion to have this group moved under the Support Staff handbook, where salary grids and job descriptions can be added. Chuck Hellman will follow up with this group to further discuss the concerns and program.

6. Action Items

- 6.1** The SSBAC is working to schedule a meeting with Board Trustees and Administration to discuss the Salary Grid Analysis and Vacation pay. It is the hope of this committee that this meeting will take place before the next SSBAC meeting which is scheduled for December 5, 2018.
- 6.2** The SSBAC will support Before and After School Care Workers in their request for clarifications on these positions.

7. Next Meeting: Wednesday, December 5, 2018 at 4:00 PM

8. Adjournment

Meeting adjourned at: 6:00 PM

Introducing...



WHY?

The gift of publicly funded Catholic education in Alberta is a true blessing. As a community we are called in gratitude, faith and action to ensure that our children and future generations continue to learn and grow in our Catholic schools.

WHAT?

The mission of GrACE is to inspire, invigorate and embolden the spirit of Catholic education in order to unite, engage, educate and communicate with one voice on its behalf. GrACE is a partnership of stakeholders resolutely committed to Catholic education within the province of Alberta.

WHO? YOU!

GrACE invites all those committed to Catholic education, through the unity of the Holy Spirit, to be advocates and witnesses for our schools' successes and their future.








WHERE?

In your homes, your neighborhoods, your schools and your parishes. Watch for and get involved with your local GrACE team. Tell your stories of Catholic education. Let your voice be heard.

WHEN? NOW!

Every day is a celebration of Catholic education. Let us be grateful for our blessings and commit our support.

DID YOU KNOW?

-  Catholic education affirms parents as their children's primary educators and respects the rights of parents to choose the school that meets their needs
-  In Catholic schools, it is our deepest desire to ensure that every child knows and experiences the love of God through the witness of their community
-  Principles of diversity and inclusion are central in the teachings of the Catholic Church and permeate all aspects and curriculum in a Catholic school
-  180,000 students currently attend Catholic schools in Alberta
-  Alberta is one of three provinces in Canada with publicly funded Catholic education. Ontario and Saskatchewan are the other two.
-  Catholic education in Alberta is 158 years old
-  An organized effort of public school lobbyists are attempting to disrupt Catholic education in our province. Your engagement; your advocacy; your voice is vital.

"The grace of our Lord Jesus Christ be with you all. Amen"

Romans 16:24

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