

# Medicine Hat Catholic Board of Education



## PUBLIC AGENDA

**Tuesday, November 12, 2019 @ 6:00 p.m.**

Catholic School Board Office  
1251 – 1<sup>st</sup> Avenue SW Medicine Hat, AB

## ACTION AGENDA

Time: 6:00 p.m.

2 of 180

	<u>7.2 Supervised Consumption Site – Kathy Glasgo</u>		
8.	<b><u>Corporate Communications – Mrs. Derrian Hallas</u></b> <u>8.1 Sharing Our Story!</u> <u>8.2 Education Youth Council</u> <u>8.3 Pumpkin Art Display</u> <u>8.4 Student Vote</u> <u>8.5 St. Francis Xavier Academy Students</u> <u>8.6 Random Acts of Kindess Day</u> <u>8.7 Catholic Education Sunday</u>	DH	Encl. 19-24
9.	<b><u>Superintendent of Schools Report – Mr. Dwayne Zarichny</u></b> <u>9.1 Jurisdictional Assurance Model</u> <u>9.2 Education Act &amp; School Act Comparison/Changes</u> <u>9.3 Mass Celebrations at Central Office</u> <u>9.4 Nutrition Program</u>	DZ	Encl. 25-83
10.	<b><u>Associate Superintendent Human Resources – Mr. Chuck Hellman</u></b> <u>10.1 Leadership Enhancement Program</u> <u>10.2 Joint Health and Safety Committee (JHSC)</u>	CH	Encl. 84
11.	<b><u>Secretary-Treasurer Report – Mr. Greg MacPherson</u></b> <u>11.1 Corporate Name Change Approval</u> <u>11.2 ASEBP Trustees Report</u> <u>11.3 Copyright Litigation Update</u> <u>11.4 Trustee Honoraria – Policy 7</u> <u>11.5 ACSTA Facilities Covenant</u> <u>11.6 2019/2020 Budget</u> <u>11.7 School Council Reports – Update on status</u> <u>11.8 Modular Classroom Plan</u> <u>11.9 Collaborative Transportation Update</u> <u>11.10 2019/2020 IMR Plan</u>	GM	Encl. 85-125
12.	<b><u>Associate Superintendent Learning Services – Mr. Hugh Lehr</u></b> <u>12.1 RCSD Budget 2019-20</u> <u>12.2 Debriefing/Post Intervention Process</u> <u>12.3 Ministerial Order on Seclusion Rooms</u>	HL	Encl. 126-179
13.	<b><u>Coordinator of Early Childhood Services – Mrs. Terri Ball</u></b> <u>13.1 ELP &amp; Kindergarten PD Day</u> <u>13.2 PUF Audit</u>	TB	Encl. 180
14.	<b>COMMITTEE REPORTS (presented by appointed Trustees)</b>	DM	
	<u>14.1</u> Medicine Hat Catholic Schools' Education Foundation – Dick Mastel		
	<u>14.2</u> Representative to ACSTA– Dick Mastel		
	<u>14.3</u> Representative Teacher Board Advisory Committee –Kathy Glasgo		
	<u>14.4</u> Representative to ASBA Zone 6 – Peter Grad		
	<u>14.5</u> Representative to Support Staff Board Advisory Committee– Robert Risling		
	<u>14.6</u> Representative to Parent Association– Kathy Glasgo		
	<u>14.7</u> Salary Negotiations		

	<b><u>14.7.1</u> ATA– Peter Grad</b>		
	<b><u>14.7.2</u> CUPE– Dick Mastel</b>		
	<b><u>14.8</u> CUPE Staff Board Advisory Committee – David Leahy</b>		
	<b><u>14.9</u> Student Board Advisory Committee – Dick Mastel</b>		
	<b><u>14.10</u> Student Enrolment &amp; Retention (Adhoc) Committee – Dick Mastel</b>		
	<b><u>14.11</u> Sister of Charity of St. Louis Arts and Athletics Performance Centre Committee - David Leahy</b>		
<b>15.</b>	<p style="text-align: center;"><i>Closing Prayer –</i></p> <p><b>Carrying out Your Ministry: Lord,</b>  <i>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.</i></p>	<b>Kathy Glasgo</b>	
<b>16.</b>	<b><i>Adjournment</i></b>	<b>Dick Mastel</b>	



# NON – ACTION AGENDA

DATE: November 12, 2019

Place: Catholic Education Centre

Time: 6:00 P.M.

No.	INFORMATION ITEMS	PAGE
1.1	<p><b>TAXES – DECLARE YOUR SUPPORT for CATHOLIC SCHOOLS</b> – <i>The Medicine Hat Catholic Board of Education</i> reminds our community of the importance of declaring your <b>PROPERTY TAXES</b> in support of Catholic Education <b>How do you declare your support?</b> - To ensure your property taxes are supporting Catholic Schools, you must declare your Catholic school support as “<b>Separate</b>” 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. <i>Thank you for your supporting Catholic Schools.</i></p>	

## Notice of Public Board Meetings

- All regularly scheduled Public Board Meetings are held the **2<sup>nd</sup> Tuesday** of each month at the Catholic Education Centre located at 1251 – 1<sup>st</sup> Avenue SW (unless otherwise advertised).
- Public Board Meetings for the Medicine Hat Catholic Board of Education begin at **3:15 pm** commencing December 2019. In the event that the meeting is on a Statutory Holiday, the Public Meeting will be at **6:00 p.m.** on the 2<sup>nd</sup> Tuesday with presentations at **6:10 (unless otherwise advertised).**
- General Public welcome to attend - Information @ [www.mhcbe.ab.ca](http://www.mhcbe.ab.ca) or 403.527.2292.
- **Upcoming Public Board Meetings:**
  - December 10, 2019 at 3:15 PM
  - January 14, 2020 at 3:15 PM
  - February 11, 2020 at 3:15 PM
  - March 10, 2020 at 3:15 PM
  - April 14, 2020 at 6:00 PM
  - May 12, 2020 at 3:15 PM

## Finance Committee Report

Period of time this report covers: June 14, 2019 – September 12, 2019

Committee Chair: Cheryl Low

### Committee Members:

Lory Iovinelli  
Alene Mutala  
Dick Mastel  
Vince MacDonald

Serena Shaw  
Dean Sarnecki

### Summary of Activity:

#### 1. Finance Committee Conference Call – August 28, 2019

- Reviewed the proposed budget and Budget Assumption Considerations

### Recommendations and Requests of the Board of Directors:

- Review and provide input into the proposed Budget and Budget Assumption considerations Assumptions. (attached)

For consideration of the Board of Directors the committee has provided three budget scenarios.

**Scenario 1 - The proposed 2020 Budget is \$23,310 (2.7%) higher than the 2019 budget.**

**2.1% of the Membership Assessment increase is due to enrollment growth.**

### Membership Assessment formula:

\$9.60 (2019 - \$9.52, 2018 - \$9.21,) for the first 1,000 students,

\$4.80 (2019 - \$4.76, 2018 - \$4.60) for each student thereafter.

\$2.58 (2019 - \$2.56, 2018 - \$2.47) per home education student.

**Scenario 2 - The proposed 2020 Budget is \$15,958 (2.1%) higher than the 2019 budget.**

**100% of this 2.1% Membership Assessment increase is due to enrollment growth.**

\$9.52 (2019 - \$9.52, 2018 - \$9.21,) for the first 1,000 students,

\$4.76 (2019 - \$4.76, 2018 - \$4.60) for each student thereafter.

\$2.56 (2019 - \$2.56, 2018 - \$2.47) per home education student.

**Scenario 3 – Budgeting 0% with a membership assessment fee decrease from last year.**

**Membership Assessment formula:**

\$9.34 (2019 - \$9.52, 2018 - \$9.21,) for the first 1,000 students,

\$4.67 (2019 - \$4.76, 2018 - \$4.60) for each student thereafter.

\$2.51 (2019 - \$2.56, 2018 - \$2.47) per home education student.

**RECOMMENDATION from FINANCE COMMITTEE:** It is the recommendation of the committee that the BOD consider Scenario 2 as the proposed budget for 2020.

2. Please review the attached documents in preparation for this conversation at the September 12, 2019 BOD meeting. We are looking for a full conversation on all areas of the budget; all input is invited and welcomed.
3. Approval of the 2020 budget and Budget Considerations for presentation at the 2019 AGM.

The committee requests the approval of the Budget for the 2020 budget.

**Next Steps:**

1. Administration with the support of the Finance Committee finalizes a proposed budget based on the input from the BOD for the 2019 AGM
2. November 16 - Budget Presented to AGM for approval

**Proposed Motion:**

That the proposed 2020 ACSTA operating budget Scenario \_\_\_\_ be accepted and further, that it be presented to the 2019 Annual General Meeting for approval.

**ALBERTA CATHOLIC SCHOOL TRUSTEES' ASSOCIATION**  
**Proposed 2020 Budget**

Item	Most Recent Audit 2018	2019 Budget	2020 Proposed Budget Scenario 1 2.7% Increase (2.1% is related to increased enrollment)	% Chg with 2.7% Increase	2020 Proposed Budget Scenario 2 2.1% (fees remain the same budget higher due to increased enrollment)	% Chg with 2.1% Increase	2020 Proposed Budget Scenario 3 0% (per student fee reduction)	% Chg with 0%
<b>REVENUE:</b>								
Membership Assessments	816,891	859,625	882,935	2.7	875,583	1.8	859,021	-0.1
Investment Income	12,764	10,000	10,000	0.0	10,000	0.0	10,000	0.0
Other	3,000	0	0	0.0	0	0.0	0	0.0
<b>TOTAL REVENUE:</b>	<b>\$832,655</b>	<b>\$869,625</b>	<b>\$892,935</b>	<b>2.7</b>	<b>\$885,583</b>	<b>1.8</b>	<b>\$869,021</b>	<b>-0.1</b>
<b>EXPENSES:</b>								
<b>OFFICE</b>								
Capital Equipment	0	0	0	0.0	0	0.0	0	0.0
Equipment Maintenance	3,093	3,000	3,400	13.3	3,400	13.3	3,400	13.3
Equipment Rental	5,533	5,533	5,534	0.0	5,534	0.0	5,534	0.0
Facility Rent & Maintenance	69,239	70,535	48,000	-31.9	48,000	-31.9	48,000	-31.9
Library/Subscriptions/Memberships	380	250	250	0.0	250	0.0	250	0.0
Office Supplies/Bank Charges	9,267	5,700	7,500	31.6	7,500	31.6	7,500	31.6
Postage	604	500	500	0.0	500	0.0	500	0.0
Telephone/Website/Email	5,568	5,660	5,750	1.6	5,750	1.6	5,750	1.6
Amortization	6,286	0	0	0.0	0	0.0	0	0.0
<b>Total Office Expenses:</b>	<b>99,970</b>	<b>91,178</b>	<b>70,934</b>	<b>-22.2</b>	<b>70,934</b>	<b>-22.2</b>	<b>70,934</b>	<b>-22.2</b>
<b>ADMINISTRATIVE</b>								
Audit	8,200	7,688	8,098	5.3	8,098	5.3	8,098	5.3
CCSTA Membership	37,266	38,703	40,401	4.4	40,401	4.4	40,401	4.4
General Legal	61,270	67,456	54,500	-19.2	54,500	-19.2	54,500	-19.2
Insurance	6,253	6,300	6,600	4.8	6,600	4.8	6,600	4.8
<b>Total Administrative Expenses:</b>	<b>112,979</b>	<b>120,147</b>	<b>109,599</b>	<b>-8.8</b>	<b>109,599</b>	<b>-8.8</b>	<b>109,599</b>	<b>-8.8</b>

For presentation to the ACSTA Board of Directors.

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**ALBERTA CATHOLIC SCHOOL TRUSTEES' ASSOCIATION**  
**Proposed 2020 Budget**

4.0

Item	Most Recent Audit 2018	2019 Budget	2020 Proposed Budget Scenario 1 3% increase (2.7% is related to increased enrollment)	% Chg with 2.7% increase	2020 Proposed Budget Scenario 2 2.1% (fees remain the same budget higher due to increased enrollment)	% Chg with 2.1% increase	2020 Proposed Budget Scenario 3 0% (per student fee reduction)	% Chg with 0%
<b>BOARD OF DIRECTORS</b>								
Directors' Travel	60,006	61,625	68,000	10.3	65,000	5.5	65,000	5.5
Zone 7 & GrACE Representatives	2,407	7,500	10,000	33.3	7,500	0.0	7,500	0.0
Officers' Honoraria	6,948	7,108	7,214	1.5	7,214	1.5	7,214	1.5
Officers' Per Diem	16,300	17,535	17,535	0.0	17,535	0.0	17,535	0.0
<b>Total Directors' Expenses</b>	<b>85,661</b>	<b>93,768</b>	<b>102,749</b>	<b>9.6</b>	<b>97,249</b>	<b>3.7</b>	<b>97,249</b>	<b>3.7</b>
<b>HUMAN RESOURCES</b>								
Salaries & Contracted Services	401,834	436,960	456,000	4.4	456,000	4.4	456,000	4.4
Casual Staffing	0	10,000	10,000	0.0	10,000	0.0	10,000	0.0
Benefits	58,913	57,000	58,000	1.8	58,000	1.8	58,000	1.8
Staff Professional Development	1,839	2,000	2,000	0.0	2,000	0.0	1,438	-28.1
Executive Director & Staff Travel	20,893	19,000	21,000	10.5	21,000	10.5	21,000	10.5
<b>Total Human Resources Expenses:</b>	<b>483,479</b>	<b>524,960</b>	<b>547,000</b>	<b>4.2</b>	<b>547,000</b>	<b>4.2</b>	<b>546,438</b>	<b>4.1</b>
<b>ASSOCIATION GOALS</b>								
Advocacy/Communications	148,328	32,000	48,000	50.0	48,000	50.0	32,000	0.0
Governance	21,712	7,073	14,153	100.1	12,301	73.9	12,301	73.9
<b>Total Association Goals Expenses:</b>	<b>170,040</b>	<b>39,073</b>	<b>62,153</b>	<b>59.1</b>	<b>60,301</b>	<b>35.2</b>	<b>44,301</b>	<b>13.4</b>
<b>RESERVES</b>								
Internally Restricted Reserve-Equipment Allocation	0	500	500	0.0	500	0.0	500	0.0
<b>Total Reserves:</b>	<b>0</b>	<b>500</b>	<b>500</b>	<b>0.0</b>	<b>500</b>	<b>0.0</b>	<b>500</b>	<b>0.0</b>
<b>TOTAL EXPENSES:</b>	<b>\$952,129</b>	<b>\$869,625</b>	<b>\$892,935</b>	<b>2.7</b>	<b>\$885,549</b>	<b>1.8</b>	<b>\$869,021</b>	<b>-0.1</b>
For presentation to the ACSTA Board of Directors: Excess (Deficit) of Revenue over Expenses:		-119,474						

## ACSTA 2020 Proposed Membership Assessments

4.0

District	Sept. 30, 2017 TOTAL Enrollment	Sept. 30, 2018 Enrollment less Home Education	Sept. 30, 2019 Home Education Enrollment	Sept. 30, 2019 TOTAL Enrollment	Change in Enrollment	2019 Membership Assessment	2020 Proposed Membership Assessment Scenario 1 2.7%	2020 Proposed Membership Assessment Scenario 2 2.1%	2020 Proposed Membership Assessment Scenario 3 0.9%
Calgary RCSSD No. 1	51,207	52,445		52,445	1,238	\$248,505.32	254,536.60	254,398.20	249,888.15
Catholic Education Association of Yukon <sup>1</sup>	804	807		807	3	\$8,225.28	7,747.20	7,582.84	7,537.38
Christ the Redeemer CSRD No. 3	9,830	9,990	2,453	9,443	-387	\$45,572.40	44,589.74	44,312.86	43,479.33
Conseil scolaire Centre-Est	853	1,048		1,048	195	\$3,120.56	9,530.46	9,748.48	9,984.16
Conseil scolaire Centre Nord	2,224	2,180		2,180	-44	\$15,345.24	15,264.60	15,136.80	14,880.80
Conseil scolaire du Nord-Ouest	114	111		111	-3	\$1,065.28	1,065.60	1,066.72	1,066.74
Conseil scolaire FrancoSud	939	910		910	-29	\$5,538.28	5,736.00	5,863.28	5,999.40
East Central Alberta CSRD No. 16	2,308	1,904	356	2,260	-48	\$14,853.36	14,657.60	14,734.40	14,453.24
Edmonton CSRD No. 7	37,353	37,767		37,767	414	\$162,960.28	166,661.60	164,538.92	161,841.89
Elk Island CSRD No. 41	5,829	6,067	1,170	7,237	1,428	\$32,508.04	37,636.20	36,729.32	36,632.99
Evergreen CSRD No. 2	3,674	3,980		3,980	306	\$23,200.24	23,608.80	23,609.60	23,163.20
Fort McMurray RCSSD No. 32	5,103	5,371		5,371	268	\$29,050.20	30,508.80	30,325.96	29,782.57
Grande Prairie RCSSD No. 26	4,391	4,841		4,841	450	\$25,881.16	27,076.80	26,881.16	26,243.47
Greater St. Albert RCSSD No. 734	5,254	5,299		5,299	45	\$29,789.04	30,691.20	29,940.44	29,276.33
Holy Family CRD No. 37	1,913	1,912		1,912	-1	\$13,885.88	13,977.60	13,861.12	13,869.84
Holy Spirit RCSSD No. 4	4,473	4,513		4,513	40	\$26,051.48	26,462.40	26,341.80	25,748.71
Lakeland RCSSD No. 150	2,157	2,311		2,311	154	\$18,027.32	18,882.80	18,766.36	18,463.27
Living Waters CRD No. 42	1,951	1,889		1,889	-62	\$14,046.76	13,771.20	13,696.44	13,366.23
Lloydminster RCSSD No. 801 <sup>1</sup>	1,514	1,537		1,537	23	\$11,989.64	12,177.60	12,075.12	11,847.79
Medicine Hat CSRD No. 20	2,239	2,241		2,241	2	\$15,417.64	15,666.80	15,427.16	15,135.47
Red Deer CRD No. 39	9,910	9,190		9,190	-720	\$47,171.60	46,912.80	46,804.40	47,687.30
St. Paul ERD No.1	883	896		896	13	\$8,501.36	8,826.80	8,548.96	8,387.32
St. Thomas Aquinas RCSD No. 38	3,721	3,914		3,914	193	\$22,471.08	23,687.20	23,399.84	22,948.38
Yellowknife SED No. 2 <sup>1</sup>	1,231	1,205		1,205	-26	\$11,509.68	10,984.80	10,496.80	10,297.36
<b>Total:</b>	<b>189,063</b>	<b>189,080</b>	<b>3,679</b>	<b>183,689</b>	<b>-5,374</b>	<b>\$839,628.08</b>	<b>\$822,834.82</b>	<b>\$795,583.60</b>	<b>\$809,031.91</b>

Proposed Formula:	First 1,000 Students	\$9.88	\$9.82	\$9.34
	Each Student thereafter	\$4.80	\$4.76	\$4.67
	Per Home Education Student	\$2.53	\$2.86	\$2.91

<sup>1</sup> September 30, 2019 Total Enrollment based on the Alberta Education 2018/2019 School Enrolment Data

[https://www.alberta.ca/student-population-statistics.aspx?utm\\_source=redirection&utm\\_medium=referral](https://www.alberta.ca/student-population-statistics.aspx?utm_source=redirection&utm_medium=referral)

(see table EC2)

For Presentation to the ACSTA Board of Directors  
Total Enrollment submitted by school board.

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## **Budget Considerations and Assumptions Developed at the Beginning of the Process**

### **Process:**

The ACSTA Board of Directors is responsible for approving a proposed budget for presentation at the Annual General Meeting. One of the first steps in the budget process is to develop budget assumptions.

In May or June of each year, the Finance Committee presents the Board of Directors with the budget assumptions. Consideration of the budget assumptions provides the Directors with time to explore the key elements of the upcoming budget and discuss expected revenue and expenses.

Approved budget assumptions are then reflected in the proposed budget prepared by Administration and brought to the Board of Directors in September for discussion and decision making. The membership votes by weighted ballot on the proposed budget at the Annual General Meeting.

### **Budget Considerations**

A number of factors are taken into consideration when preparing the annual budget:

- The state of the economy;
- The political party in power in Alberta;
- Increased challenges to Catholic education in the public sphere;
- ACSTA strategic priorities as identified in the 2019-2022 ACSTA Strategic Plan;
- Appropriate compensation and working conditions for staff;
- Appropriate expense reimbursement for trustees, volunteers and staff working on Association business; and
- The amount of funds in the unrestricted reserve.

### **Budget Assumptions**

The following assumptions will be taken into consideration when preparing this year's budget:

- a. The budget will be balanced.

- b. Past experience and the annual consumer price index for Alberta at February 2018 – February 2019 (1.5%) will be used to estimate expenses. Expenses will be reviewed in detail to identify any potential savings. <http://www.statcan.gc.ca/tables-tableaux/sum-som/l01/cst01/cpis01-eng.htm>
- c. Interest revenue will be based on current rates (1.7 to 2.46%).
- d. No new funds will be allocated for replacement of office equipment and furnishings. All of the office desk top computers were replaced in 2018 and 2019.
- e. Continue with the Transfer to Internally Restricted-Equipment Allocation to cover future technical equipment upgrades.
- f. ACSTA will extend the lease on the current office space for another 5 year term. Projecting an annual lease rate of \$16/sq. ft. Building operating costs and taxes will be projected based on the actual \$14.36 (January 2019) per sq. ft. plus 1.5%. Parking stalls are subject to market changes.
- g. Maintain current membership in CCSTA.
- h. Recognizing the current situation of Catholic education and recent challenges General Legal expenses will be based on an average of the previous three year's actual expenses. Note: Legal fees for Constitutional legal matters are not included in the operating budget. These matters are brought to the Board through a process and are covered by reserves collected through a special assessment.
- i. Insurance is adequate and will be renewed at current levels. Current coverage includes commercial and directors and officers liability policies.
- j. Board of Directors' Meetings
  - i. Maintain current format for the Board of Directors' meetings
  - ii. 4 regular face to face board meetings (Feb., May/June, Sept., Nov.)
  - iii. 3 - 1 day meetings for the Executive Director and Board self-evaluations, strategic planning session, Board professional development, and Board Ad Hoc Committee meetings.
- k. The mileage rate will increase from .54/km to .56/km. The reasonable per kilometer allowance for 2019 as per Canada Revenue Agency is .58/km.
- l. The per diem rate for Elected Officers, ASBA Zone 7 & GrACE Representatives will increase from \$167 to \$169.50 per day (1.5%).



- m. When estimating the travel, meal and accommodation expenses for the Zone 7 and GrACE Representative, it will be assumed that the representatives do not live in the greater Edmonton area.
- n. The honorarium rates for the positions of President and Vice-President will increase by 1.5%.
- o. Structuring staff to implement the 2019-2022 ACSTA Strategic Plan:
  - Executive Director – 1.00
  - Director of Advocacy – .80 (Secondment)
  - Executive Assistant/Finance Officer – 1.00
  - Administrative Assistant – .80
- p. Executive Director and staff will continue to attend conferences and conventions to fulfill the goals of the Association and requirements for professional development and the needs of the Association.
- q. Advocacy/Communications – Project that advocacy and communications professional services will continue to dramatically increase due to the political and social environment. Proposing a 50% increase from \$32,000 to \$48,000.
- r. The meeting costs for the various Ad Hoc Committees will be estimated using information (re: number of meetings) provided in the committee terms of reference.
- s. Office expenses will be based on an average of the previous three year's actual expenses

#### The 2020 Proposed Budget

#### Notes for Revenue

Scenario 1 - The proposed 2020 Budget is \$23,310 (2.7%) higher than the 2019 budget. 2.1% of the Membership Assessment increase is due to enrollment growth.

#### Membership Assessment formula:

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Scenario 2 - The proposed 2020 Budget is \$15,958 (2.1%) higher than the 2019 budget. 100% of this 2.1% Membership Assessment increase is due to enrollment growth.

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Scenario 3 – Budgeting 0% with a membership assessment fee decrease from last year.

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\$2.51 (2019 - \$2.56, 2018 - \$2.47) per home education student.

Investment Revenue continues to be low due to low interest rates.

Notes for Office Expenses

Capital Purchases - ACSTA upgraded its computers over the past 2 years. No funds have been allocated in the 2020 budget for the replacement of office furnishings and equipment.

Equipment Maintenance covers photocopier repair and maintenance costs.

Equipment Rental includes costs related to leasing the office photocopier.

Facility Rent & Maintenance Includes cost for the office rent and operating expenses, storage and parking. ACSTA successfully negotiated a lease extending agreement in June 2019 which included two significant incentives, a \$2 per sq ft rent reduction and a \$22 per sq ft tenant inducement amount which has been used towards rent reduction for part of the 2020 budget year.

Details Office Rental Lease:

Lease Expires: May 31, 2025

Rent:

1,900 square feet at \$16 + GST (January – May 2020) = \$12,984.

The rent for (June – December 2020) will be covered by the above mentioned Tenant Inducement Amount

Other Costs:

- Estimated operating expenses – 1,900 sq ft @ \$10.37 + GST = \$20,202.
- Estimated property taxes – 1,900 sq ft @ \$4.20 + GST= \$8,184.
- Off-site storage - \$2,460.
- Parking (2 stalls) - \$3,690.

Library and Subscriptions and Association Memberships Projection is based on 2019 actual library purchases and membership in CAPSLE (Canadian Association for the Practical Study of Law in Education).

## **Title – Religious Education Coordinator**

### **Board Report November 12, 2019**

#### **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 2020 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 31<sup>st</sup>.**

**Require one trustee to sit on selection committee**

**Attachments – Nomination Process for Excellence in Catholic  
Education Award**

#### **2. Red Wednesday-**

On **Wednesday, November 20**, the Church in Canada will celebrate Red Wednesday, a day of prayer for persecuted Christians. Last year, the Diocese of Calgary demonstrated its commitment to praying for persecuted Christians by hosting more Red Wednesday events than the rest of the country combined. This year, they hope to show our solidarity and unity by having a prayer event in every parish across the Diocese of Calgary. Our schools will be receiving the information shared with us by the Diocese and are asked to wear red and the prayer read in the morning. <https://acn-canada.org/red-wednesday>

#### **3. Mission Mexico – December 12<sup>th</sup>, 2019**

Students and staff in Medicine Hat Catholic schools will once again participate in Mission Mexico Day in order to help support the humanitarian needs of the marginalized mountain communities in southern Mexico. Many Mexican students benefited from the proceeds donated last year to “Alex’s Welding Shop” in memory of former Monsignor McCoy student, Alex Graf. This is also the National Day of Prayer in Solidarity with Indigenous People as it is the Feast Day for Our Lady of Guadalupe, patroness of the Americas.

**Recommendation: Receive as information**

## **2. Keeping Christ in Christmas**

We once again have a great opportunity to remind our students of the reason for this Holy season. The Knights of Columbus and the Catholic Women's League from St. Patrick's Parish is sponsoring a poster/video essay or song contest with the theme: Keeping Christ in Christmas. Students create a poster or digital presentation - sharing their reflections of this important message. The posters will be displayed at St. Patrick's Hall and we will share any videos on our District website if we have FOIP permission.

**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 31<sup>st</sup>.

**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 and the Religious Education Coordinator



Government  
of Canada

Gouvernement  
du Canada

Canada

# Nominate an **EXCEPTIONAL EDUCATOR** today!



## 2020

## **PRIME MINISTER'S AWARDS**

- Teaching Excellence
- Teaching Excellence in Science, Technology, Engineering and Math (STEM)
- Excellence in Early Childhood Education

**NOMINATION DEADLINE** 19 of 180  
January 14, 2020, at 11:59 a.m. (Pacific time)

Funded in part by:



Foundation

[Canada.ca/pm-awards](https://Canada.ca/pm-awards)

#pmawards



The **Catholic Bishops**  
of **Alberta** and the  
**Northwest Territories**

Les évêques catholiques  
de l'**Alberta** et des  
**Territoires du Nord-Ouest**

8421 - 101 Avenue, Edmonton, Alberta, Canada, T6A 0L1 | T 780.469.1010 F 780.465.3003

November 2019

Dear Sisters and Brothers in Christ,

*United in Prayer and Grateful for Catholic Schools*

Catholic Education Sunday is an annual opportunity to celebrate Catholic schools in the province of Alberta. Publicly funded Catholic education is a gift that we acknowledge with deep gratitude and embrace with unwavering resolve. We are grateful for the opportunity to provide faith-based education to more than 180,000 students in Alberta and for the teachers, administrators, parents, students, priests and parishioners who are committed to Catholic Education.

The Alberta Bishops' commitment to Catholic education is resolute and we are actively working and advocating to ensure the future of Catholic education. One year ago, we announced the formation of GrACE (Grateful Advocates for Catholic Education), a joint initiative with the Catholic School Trustees and Superintendents that will unite, engage, educate and communicate on behalf of Catholic education throughout the province of Alberta. Since that announcement, GrACE groups have been established across our province and these grassroots movements have begun the vital work of prayer, dialogue and action. Community engagement sessions have been widely attended and this reflects the Catholic community's proactive advocacy and engagement on behalf of our publicly funded Catholic schools.

Everyone has a role to play in Catholic education and this includes each of us. Keep our Catholic schools in your prayers that God may lead them in faithfulness, wisdom and charity; get informed about the issues; and commit to the work of advocacy to sustain their future. We invite you to become a positive voice in this conversation. Your involvement will support the many parents who see religion and the Catholic faith as an integral value in the education and formation of their children.



The Bishops of Alberta are encouraged by the active response of our Catholic community in past decades and today to the support of this ministry of the Church. The future of Catholic education will be supported by your prayers, involvement, and advocacy. Just as the Christian community at Colossae was advised by Paul to, “devote yourselves to prayer, being watchful and thankful” (Colossians 4:2), we too, live in gratitude for our Catholic schools and are called to vigilance and prayer.

We are encouraged by the GrACE initiative to organize a Prayer Novena that will unite our Catholic parishes and schools in a spirit of devotional prayer to further our commitment to Catholic education in Alberta. Let us petition the Lord to direct our actions by His inspiration, and support them by His aid, that every prayer and work in our Catholic schools may begin with His grace and be completed in His service.

May all of our efforts unite us and strengthen our ongoing commitment to Catholic education. We extend to our Catholic school communities our prayers and blessing for offering this Novena and celebrating Catholic Education Sunday.

Yours sincerely in Christ,

Catholic Bishops of Alberta and NWT



Most Reverend Richard W. Smith  
Archbishop of Edmonton



Most Reverend William T. McGrattan  
Bishop of Calgary



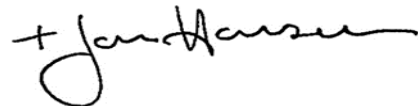
Most Reverend David Motiuk  
Bishop of the Ukrainian Eparchy of Edmonton



Most Reverend Gerard Pettipas CSsR  
Archbishop Grouard-McLennan



Most Reverend Paul Terrio  
Bishop of St. Paul



Most Reverend Jon Hansen CSsR  
Bishop of Mackenzie-Fort Smith

Communications Officer- Derrian Hallas

Board Report – November 12, 2019

Communications & Public Relations

## October 2019 Highlights

### Sharing our story!

"Sharing good news - what's up at MHCBE?!" is a new monthly email communication that will be sent to All-Division Staff to help share upcoming division events, Board Bulletins and highlight some of the great things that are happening in our division as we move through another exciting school year.

### McCoy senior to represent Medicine Hat students on education youth council

MHCBE is proud to announce that Monsignor McCoy High School Student, Seth Akins (photographed) will be representing Medicine Hat as part of the Minister's Youth Council! The selected group of 31 students from across the province will be meeting in Edmonton three times throughout the school year to provide input to Education Minister Adriana LeGrange.



Youth Council members will travel to Edmonton in October, February and May of the 2019/2020 school year. Seth will also be involved in many other ways, including webinars and activities throughout the year with the Minister and fellow Youth Council members from across the province. We can't wait to follow Seth on this exciting new journey!

[Monsignor McCoy student named member of Minister's Youth Council](#) - Medicine Hat News

[McCoy senior to represent Medicine Hat students on education youth council](#) - Chat TV

### Pumpkin art displays literary favourites – St. Patrick's School

*St. Patrick's School is using the Halloween season to get students excited about literacy. Students from all grades at the K-5 school have the opportunity to paint a pumpkin as their favourite literary character for the "Storybook Pumpkin Contest," which were on display in the school's learning commons. Click the link to continue reading.*



[Pumpkin art displays literary favourites](#) - Medicine Hat News

## October 2019 Highlights Continued.

### MHCBE Participated in Student Vote 2019



In preparation for Canada's upcoming Federal Election, over 9500 schools and one million students across the country participated in [Student Vote](#). This national program provides students with the opportunity to experience the voting process firsthand and practice habits of active and informed citizenship! Student Vote results were shared on MHCBE social media in real time on election night.

[Student Vote engages youth in process](#) – Medicine Hat News  
[Students cast ballots in Student Vote 2019](#) – Chat TV

### St. Francis Xavier Sports Academy Students

CHAT News caught up with student-athletes to hear what it's like to be a part of the academy. Plus, Ms. Werre sheds more light on what goes into making this program a success.

[Sports academy at St. FX providing opportunities for Hat youth](#) - Chat TV



### Random Acts of Kindness Day



### Staff & students participated in Random Acts of Kindness Day on Friday, November 1.

We were thrilled to see so many random acts of kindness in our city today. Sometimes the smallest gestures make the largest impact. Kindness starts with one... you can make a difference!



## October 2019 Highlights Continued.

### Catholic Education Sunday



Sunday, November 3 was Catholic Education Sunday! This special day gives us the opportunity to celebrate Catholic schools throughout the province of Alberta. Publicly funded Catholic education is a gift that we acknowledge with deep gratitude and embrace with unwavering resolve. We are grateful for the opportunity to provide faith-based education to more than 2500 students in our school division in the City of Medicine Hat.

Please view the [Alberta-NWT Bishops Video Message](#) for Catholic Education Sunday, 2019 and let us all celebrate together!

Link: [Alberta Bishops Catholic Education Sunday Letter - 2019](#)

---

### Red Wednesday - November 20, 2019

**On Wednesday, November 20, Medicine Hat Catholic Schools will acknowledge Red Wednesday, a day of prayer for persecuted Christians.**

The purpose of Red Wednesday is for Christians to join together and raise a strong voice in support of persecuted around the world who are unable to speak freely, and who look to us - brothers and sisters in Christ - to speak on their behalf.

In Partnership with the Church of Canada, Aid to the Church in Need and The Roman Catholic Diocese of Calgary, Medicine Hat Catholic

Schools will support this initiative by engaging in prayer and wearing red in solidarity on November 20.



### Prayer for Persecuted Christians

*Lord Jesus Christ,*

*As the Good Shepherd, You gave Your life for all people.*

*You have personally called each one of us to serve suffering and persecuted Christians.*

*In them, You continue Your passion for the redemption of the world. It is a grace to vary the cross with them.*

*Grant us love, courage and readiness to sacrifice so that we can aid and console our brothers and sisters in faith.*

*Fill us with Your merciful love for one another, that we may also bless our enemies and forgive them. Thus, we want to joyfully testify to Your presence in the world and find fullness of life in you.*

*Amen*

**Superintendent's Report**  
**November 12<sup>th</sup>, 2019**  
**Regular Board Meeting**

**1. Jurisdictional Assurance Model**

Attached is an example of what the new jurisdictional report may look like. This is the model that has been used for the last 5 years with a handful of divisions in the province.

**Recommendation: Receive as Information**

**2. Education Act & School Act Comparison/Changes**

Changes to regulations and the Education Act are attached for review.

**Recommendation: Receive as Information**

**3. Mass Celebrations at Central Office**

**Recommendation: Receive as Information**

**4. Nutrition Program**

Staff have been hired and the program has started. We are fortunate to have returning staff who will be supporting this important program!

**Recommendation: Receive as Information**



# Parkland School Division

2018 - 2019 Education Plan



## Executive Summary

As a leading public school division dedicated to the success and well-being of all students, Parkland School Division prepares, engages, and inspires our students to be their best in a quickly changing global community. We believe that Parkland School Division is a place where exploration, creativity and imagination make learning exciting and where all learners aspire to reach big dreams.

This education plan is designed to ensure that we are accomplishing our Vision and Mission as a school division. Our mission, our enduring priorities and our objectives enable us to remain committed to a focus on success and well-being.

As Parkland School Division is committed to growth and learning, our educational planning is a process without beginning or end. By developing clear outcomes and effective strategies in our education planning process, we have emerged as a transformative school division, well-respected for inspired exploration and excellence in education.

As a blueprint for success, this plan sets a four-year direction for Parkland School Division. It also ensures that all of our schools are on the same page as the Division. The school division and all our schools engage students, staff, parents and their local communities in creating strategies with clear outcomes that pave the way to student success and well-being.

Our Education Plan establishes strategic processes (enduring priorities) that are considered in the generation of strategies (forward-thinking actionable plans). These strategies enable us to demonstrate growth toward our intended outcomes.

By participating in Alberta Education's Assurance Model, our stakeholders are actively engaged in the development of local priorities and plans. We believe combining local and provincial measures allows us to provide a more balanced and complete assessment of the progress we have made towards our intended outcomes. As we engage our stakeholders, our education plan ensures we remain simultaneously forward-thinking and responsive to stakeholder concerns. The confidence our stakeholders hold in our practices can be revealed through engagement processes. Because of this, Parkland School Division recognizes and appreciates the importance of stakeholder engagement.



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## Accountability Statement

The Education Plan for Parkland School Division No. 70 provides direction for four years, commencing September 1, 2018. This plan was prepared under the direction of the Board in accordance with responsibilities under the *School Act* and the Fiscal Planning and Transparency Act.

This education plan was developed in the context of the provincial government's business and fiscal plans. The Board has used its performance results to develop the plan and is committed to implementing the strategies contained within the plan to improve student learning and results.

The Board approved the Education Plan on June 12, 2018.



## Message from the Board Chair

### Board of Trustees



Eric Cameron  
Chair, Ward 5

Lorraine Stewart  
Vice Chair, Ward 2

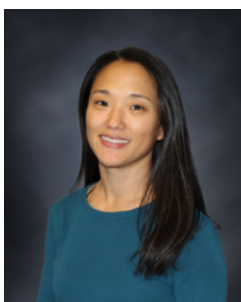
Ron Heinrichs  
Ward 1



Sally Kucher-Johnson  
Ward 3

Paul McCann  
Ward 4

Darlene Clarke  
Ward 5



Anne Montgomery  
Ward 5

Parkland School Division's Board of Trustees is the proud governing body overseeing the education of more than 11,000 students. The Board currently operates with a blend of returning and new members, who have worked hard to observe and actively participate in the development of this new education plan. We are proud of this document and believe it provides students, parents, staff and community partners with a solid direction for learning, starting with the 2018–2019 school year.

The Division's assurance methods aim to strike a balance between participating in Alberta Education's Assurance Model, trusting our own Divisional expertise and experience, and actively seeking to understand the thoughts, feelings and needs of our students, parents and other community stakeholders. We believe that a collaborative approach to education planning results in a superior plan that provides students with skills and overall wellness, while leading them toward the Division's Ultimate Goal of Student Success and Well-being. Parents are more involved in their child's educational experience. To encourage their contribution, we issue online feedback surveys and host stakeholder engagement events, such as our annual Education Planning Day, where parents are invited to help develop the education plan. We want everyone to have a chance to be heard, to be seen and to play an active role in the creation of plans, such as this, that guide our children's future.

As a school community, we have the responsibility of preparing our children for the rest of their lives. Therefore, this plan was designed to provide every student with a consistent educational experience—one that respects both local nuances and recognizes broader societal expectations. As the Board of Trustees, we continually work to earn and keep the confidence and trust of students, parents, staff and the community-at-large. We are confident that the plan's enduring priorities, forward-thinking actionable plans, education domains and accompanying assurance elements, accurately illustrate our dedication to preparing, engaging and inspiring our students to be their best—both at home and anywhere else they dream to go.

### Executive



Shauna Boyce  
Superintendent

Mark Francis  
Deputy Supt.

Scott Johnston  
Associate Supt.

Dianne McConnell  
Associate Supt.

Scott McFadyen  
Associate Supt.



**Eric Cameron**  
Board Chair

## Vision

Parkland School Division is a community of engaged learners where exploration, creativity and imagination make learning exciting and where all learners aspire to reach their dreams.

## Mission

We prepare, engage and inspire our students to be their best in a quickly changing global community.

## Values and Beliefs

In Parkland School Division everyone is accepted and experiences a sense of belonging. In full adherence to the Alberta Human Rights Act, all persons are equal in: dignity, rights and responsibilities without regard to race, religious beliefs, colour, gender identity, gender expression, physical disability, mental disability, age, ancestry, place of origin, marital status, source of income, family or sexual orientation. In Parkland School Division, every student has meaningful contributions to make.

The following belief statements guide our decisions and behaviours to ensure that we are creating environments and engaging in practices that have their foundation in fundamental Human Rights:

### We Value:

- Collaboration and engagement with students, parents and our communities. Our successes are not possible without these contributions.
- Trust and mutual respect among all of our education stakeholders.
- Inclusion and diversity within our schools.
- Citizenship, and recognize our central role in guiding students to understand their responsibilities and their place in the world.
- Leadership in all places - everyone in our Division has the potential to be a leader.
- Excellence, innovation and risk-taking.

### We Believe:

- Learning is the foundation of all we do.
- Integrity and fairness are key pillars for student growth.
- That confident, adaptable and resilient students are successful students.

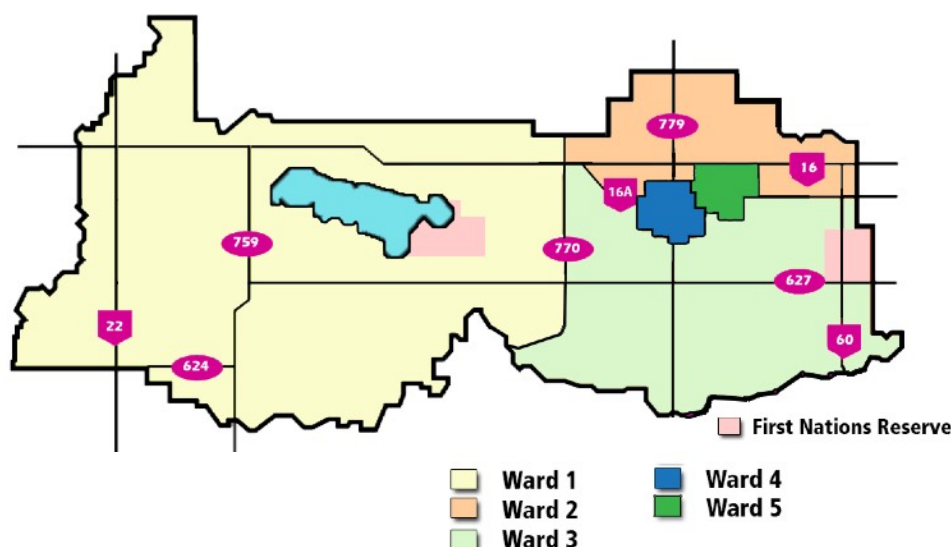
### We Are:

- A caring and compassionate organization, guided by what's in the best interest of our students.
- Committed to providing safe and caring places for all students to learn.

### We Embrace:

- Open and honest communication.

## Profile of the School Authority



Parkland School Division (PSD) is a dedicated provider of quality education, serving more than 73,000 residents, living west of Edmonton. The Division is large in area, spanning almost 4,000 square kilometres, but small enough that students, parents and staff learn each other's faces and names quickly. Attendance areas stretch as far west as Tomahawk and Entwistle, and include rural areas south of Spruce Grove and Stony Plain with the North Saskatchewan River providing a natural southern boundary all the way to Devon.

PSD is a recognized leader among the greater education community, and continues to strengthen that distinct reputation by focusing on the needs of local families. The Division is attuned to shifts in local demographics, including family types, cultures, beliefs, special needs, socioeconomic situations and settings, as we serve both rural and urban communities. Efforts are made to ensure that every student, regardless of location or ability, has access to the educational services they need.

The Division is able to broaden the variety of unique learning opportunities we offer at our schools and other local facilities, by building relationships with community partners. One example is our Nature Kindergarten program, which allows students to step into the world outside their classroom, by visiting a local recreation area.

PSD believes that our students' well-being plays a key role in their overall success. As such, we have designed our Wellness Initiative to help students develop social and emotional skills that build resilience. This strong foundation of self allows them to reach beyond themselves and accept opportunities to engage in social responsibility and citizenship, helping them understand how a strong community is equally important as individual expression and pride of self.

The opening of Copperhaven School in the fall of 2018 will raise the number of learning sites to 25 including two high school outreach locations and a number of alternate programs offered through the Connections for Learning campus.

The Division operates one of the largest regional student transportation systems in the province, providing exceptional safety to each of its more than 8,400 student riders.

Parkland School Division is a place where all are welcomed, supported and encouraged, so that everyone can be a part of our children's learning.

## Our Schools:

### Rural Parkland School Division

	GRADES SERVED	TELEPHONE
Blueberry School	K-9	780-963-3625
Graminia School	K-9	780-963-5035
Muir Lake School	K-9	780-963-3535
Parkland Village School	K-4	780-962-8121

#### Hamlet of Duffield

Duffield School	GRADES SERVED K-9	TELEPHONE 780-892-2644
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#### Hamlet of Entwistle

Entwistle School	GRADES SERVED K-9	TELEPHONE 780-727-3811
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#### Summer Village of Seba Beach

Seba Beach School	GRADES SERVED K-9	TELEPHONE 780-797-3733
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#### Hamlet of Tomahawk

Tomahawk School	GRADES SERVED K-9	TELEPHONE 780-339-3935
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#### Village of Wabamun

Wabamun School	GRADES SERVED K-9	TELEPHONE 780-892-2271
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### Urban Parkland School Division

#### Spruce Grove City

Brookwood School	GRADES SERVED K-4	TELEPHONE 780-962-3942
Copperhaven School	K-8 (2018-2019)	780-571-8488
École Broxton Park School	K-9	780-962-0212
Greystone Centennial Middle School	5-9	780-962-0357
Millgrove School	K-4	780-962-6122
Prescott Learning Centre	K-9	780-571-8079
Spruce Grove Composite High School	10-12	780-962-0800
Spruce Grove Composite High School Outreach	10-12	780-962-1414
Woodhaven Middle School	5-9	780-962-2626

#### Town of Stony Plain

Connections For Learning	GRADES SERVED 1-12	TELEPHONE 780-963-0507
Forest Green School	K-6	780-963-7366
High Park School	K-9	780-963-2222
Memorial Composite High School	10-12	780-963-2255
Memorial Composite High School Outreach	10-12	780-963-0840
École Meridian Heights School	K-9	780-963-2289
Stony Plain Central School	K-9	780-963-2203

## Governance

Parkland School Division's Board of Trustees consists of seven Trustees who represent the City of Spruce Grove and surrounding area, the Town of Stony Plain and surrounding area, as well as the rural communities to the west including the Hamlet of Duffield, the Hamlet of Entwistle, the Summer Village of Seba Beach, the Village of Spring Lake, the Hamlet of Tomahawk and the Village of Wabamun.

The Board is also charged with the responsibility of providing its students and their parents with an education system organized and operated in these stakeholders' best interests. It exercises this responsibility by setting local educational policy and using resources wisely.

The Board's main purpose is to provide educational services as required by the *School Act*.

## School Councils

Parental involvement is crucial when it comes to our children's education. Learning does not stop when the school bell rings, and it takes an entire community to set up our students for success. Each year, schools log thousands of volunteer hours in the areas of classroom support, clerical assistance, fundraising activities, and special event planning.

By provincial legislation, each school in Parkland School Division is required to have a school council. A council is a collaborative collection of parents, school staff and community representatives who take on an advisory role to the school principal, weighing in on a variety of matters including school programs, policies and budgeting.

Members of the Board of Trustees attend monthly school council meetings and send a Trustee representative to the regular Council of School Councils meetings.

## Centre for Education

Parkland School Division's Centre for Education is the administrative centre that provides support for the Division's community of 25 learning sites. The Centre for Education houses Parkland School Division's senior executive and administrative staff, including several important departments:



- Communications and Strategic Planning
- Facilities Services
- Financial Services
- Human Resources
- Learning Services
- Technology Services
- Transportation Services



## Trends and Issues

Ongoing, meaningful engagement enables the Board to hear its stakeholders and consider the issues that are of greatest concern in light of changing trends in education. Effective strategic planning involves a consideration of emerging trends and significant issues, and the impact each of these factors has on student success and well-being. Notwithstanding the Division's priorities and strategies, the Board recognizes significant trends and issues that will continue to impact education.

There is a growing dependence on the education system to provide a solid foundation for society's future, to develop engaged and ethical citizens who will be able to use their skills and competencies to effectively resolve environmental, economic, political and cultural issues, and to ensure that the upcoming generation is healthy and active. Expanding the definition of learner success to encompass more than academic outcomes creates a significant increase in community expectations of the education system and in expectations of educators.

Parkland School Division's Ultimate Goal of Student Success and Well-being encompasses the broader future scope of education that has become the expectation of society, and opens the door for developing an assurance model of planning and reporting. The Division acknowledges the enduring and integral commitment of teachers to promote citizenship and social responsibility, to teach and model an active and healthy lifestyle, to deal with the growing issues of drugs and alcohol that have become more prevalent with youth, and to prepare students to take their place in a rapidly changing world. The Division also recognizes the important roles community members and experts play in collaborating with educators to respond adequately to the broader outcomes of education.

This education plan identifies emerging and continuing trends and issues in education that must be considered in planning for student success and well-being:

- The Board recognizes a continued need to embrace our First Nations, Métis and Inuit learners, families and communities;
- The Board recognizes a continued need to provide safe, effective transportation to the region's students while attending to equity and resource stewardship;
- The Board recognizes the need to plan for the growth of its urban centres and the impact of this growth on the larger system; and,
- With the expected change in the system's demographics, the Board anticipates the opening of the new Copperhaven School in Spruce Grove's west end.

## Trend: Embracing Our First Nations, Métis And Inuit Learners, Families, and Communities

Parkland School Division acknowledges the historical significance and contributions of Indigenous People and their cultures and understands the important role that the Indigenous community plays today and in the future. The Division recognizes the need to take action to bridge and build our relationships with our First Nation communities. As such, the Division continues to foster relationships with our Indigenous communities through the leadership of the Indigenous Education Facilitator, whose portfolio includes:

- Expanding understanding of Indigenous language and culture within our schools;
- Increasing awareness and understanding of best-practice approaches for engaging Indigenous learners leading to a reduced achievement gap through holistic approaches; and,
- Establishing stronger relationships through effective collaboration with our Indigenous community partners.

In addition to creating school-based supports for First Nations, Métis and Inuit students, the Division is taking new steps to fulfill the recommendations of the Truth and Reconciliation Commission of Canada that apply to the education system. These steps include the raising of the Treaty 6 flag in front of the Division office, the acknowledgement of the ancestral and traditional lands of the Treaty 6 Territory on which our buildings are located, and the Division's commitment to ensure our schools foster Indigenous awareness and understanding by infusing Indigenous artifacts and language within our schools as a reminder of the history and importance of the Treaties.

The Division has also trained students to facilitate the Blanket Exercise; an interactive learning experience aimed at teaching the historic and contemporary relationship between Indigenous and non-Indigenous peoples of Canada. The exercise covers 500 years of history in a 90 minute participatory session that deepens understanding of treaty-making, colonization, resistance, and reconciliation.



## Issue: Transportation

Parkland School Division is a regional transportation provider, offering school bus service to Parkland School Division as well as Evergreen Catholic Separate School Division, Wildrose School Division in Drayton Valley, Black Gold School Division in Devon, Star Catholic School Division in Drayton Valley, Grande Yellowhead School Division in Evansburg, and additional private schools and academies in the area.

- The regional transportation system operates as a strong example of the Board's enduring priority of resource stewardship, maximizing bus capacity and minimizing the number of buses that the region requires on our roads each day.
- Bus route design is based on maximizing the overall efficiency of the system and is not dedicated to specific stakeholders.

The current growth in the City of Spruce Grove and Town of Stony Plain continues to challenge the Division's bus capacity. The expansion of the eastern side of Spruce Grove has led to congestion challenges for the Greystone Transfer Station, and we continue to work with the City of Spruce Grove to minimize any potential hazards encountered when entering and exiting the site. To address the need for increased capacity of Spruce Grove bus routes, Transportation Services has added two additional buses to transport students directly to Prescott Learning Centre from Parkland Village and the neighbourhood of Spruce Village.

The Division purchased the land and teamed up with Alberta Education to build a new transfer site adjacent to the new Copperhaven School. That site opened in January 2018 and has capacity for additional buses. This has gone a long way in alleviating some of the pressures in Spruce Grove and allows the system to operate even more efficiently.

Limited physical roadway access into some neighbourhoods in Spruce Grove and Stony Plain and Parkland County subdivisions has also presented Transportation Services with an additional challenge, as the current 72+ passenger buses are unable to travel these routes safely. This tasks Transportation Services to use smaller bus configurations that, in turn, increase operating costs.

In keeping with the enduring priority of Resource Stewardship, the Board will continue to determine strategies for maximizing services to meet increasing demands while working to maintain a reasonable and equitable fee structure to offset service delivery funding deficits.





## Trend: Changing Demographics and Enrolment

In early 2017, Statistics Canada shared a “first glimpse” of the latest national statistical portrait with results of the 2016 Census count on population and dwellings.

Spruce Grove, City	
Population, 2016 (+ 7,895 since previous census)	34,066
Population, 2011	26,171
Population Percentage Change (2011 to 2016)	30.2%

Stony Plain, Town	
Population, 2016 (+ 2,138 since previous census)	17,189
Population, 2011	15,051
Population Percentage Change (2011 to 2016)	14.2%

Parkland County, Municipal District	
Population, 2016 (+ 1,529 since previous census)	32,097
Population, 2011	30,568
Population Percentage Change (2011 to 2016)	5.0%

Current, detailed enrolment information for Parkland School Division exists by visiting [www.psd70.ab.ca/Reports.php](http://www.psd70.ab.ca/Reports.php).

The City of Spruce Grove is one of the fastest growing communities in the province, followed closely by the Town of Stony Plain. The number of children between the ages of 0-4 years of age continues to increase and, as a result, the Division is experiencing significantly increased enrolment in its Early Years and K-9 schools in Spruce Grove and Stony Plain. Total enrolment as of September, 2017 reached 10,968, indicating a Divisional student population growth of 1.83%.

The Board also recognizes changes in the diversity of our student population. Our students are from diverse cultures, socioeconomic backgrounds, and family structures. In addition, Parkland School Division is experiencing a significant growth in the number of students with severe special needs. The number of children with diverse needs and requiring extensive programming supports and services is growing, and the Division is challenged to provide appropriate and adequate support within its current financial reality.

The Division believes that the addition of new schools and the modernization and preservation of existing facilities is necessary to meet the expected pressures that will be placed on the Division. To this end, the Division is appreciative for the recent construction of our new Copperhaven School in Spruce Grove. Improving and increasing our learning facilities provides much needed classroom spaces to accommodate rapidly growing school populations in the Division's urban schools.

## Our Educational Stakeholders



A big thank you to all the stakeholders who gathered together in Stony Plain on May 3, 2018 to help us write the current Education Plan.

*where the* **WORLD** *opens up*

Parkland School Division's tagline is "Where the World Opens Up." We are dedicated to our students and believe that meaningfully engaging the global community is a necessity for human development. We are preparing children for an uncertain future, and we know we are not alone in the process of their growth. Parkland School Division views meaningful engagement as an enduring priority.

**Engage Our Students – Engage our Parents – Engage our Staff – Engage our Local & Global Communities**

The Government of Alberta is working to transform education so that it more effectively meets the changing needs of society and students. As a result, Parkland School Division is currently participating in an Assurance Model for planning and reporting that enables a focus on priority areas that are critical to the learning needs of the students served by the Division.

The Board is guided by the Vision and Mission of Parkland School Division. It is committed to transparent and collaborative efforts to achieve its priorities through the engagement of students, staff and community. The Board takes its role very seriously when it comes to effectively managing its resources to support student learning.

An Assurance Model for planning means that the Board is committed to determining the level of confidence that our stakeholders have in our system.

## So, who are our stakeholders?

Participant stakeholders at the Board's Annual Education Planning Engagement were asked to answer this question. The consensus provided is that our stakeholders include: students, parents, school division staff, community members, school councils, Indigenous Elders - including senior citizens, Trustees, neighbours, Alberta Education, future employers, volunteers, community agencies, government agencies, the RCMP, municipal government, post-secondary institutions, - even the media may be considered a stakeholder. In one way or another, all members of a functioning society exist as stakeholders in education.

Our planning participants noted the challenge of connecting our students' learning with extended stakeholders in meaningful ways. Society is rapidly evolving and this change becomes a form of pressure on our schools. As we plan to achieve our Ultimate Goal of Student Success and Well-being, we will need to address effective ways of bridging perceived 'gaps' in communication or involvement from extended stakeholders through meaningful engagement.

The Division's Plan for Education is a product of strong stakeholder engagement. In keeping with the School Councils Regulation (113/2007), the Board provided opportunities for School Councils and stakeholders to be involved in this education plan:

- Through the daily commitment of our Trustees in engaging our students, staff and community;
- Through the ongoing conversations and engagement that our staff has with students, staff, parents and the community;
- Through School Council meetings and representation at the Council of School Councils;
- Throughout the year at three Student Advisory Committee meetings;
- Through public board meetings; and,
- Through, specific events and activities that were held to facilitate planning, based on a model of assurance, including:
  - An annual Stakeholder Engagement Event;
  - An annual Stakeholder Education Planning Event;
  - An annual Leadership Planning session;
  - Superintendent's Teacher Advisory Team sessions; and,
  - Our ThoughtExchange Stakeholder Engagement Process.

Parkland School Division recognizes that every interaction provides an opportunity to learn and grow. The Parkland School Division Board of Trustees remains committed to improving and increasing stakeholder engagement.

Our education plan is organized around the primary domains within education.

Our primary domain is **Student Growth and Achievement**. Our students' success and well-being is impacted daily by **Teaching and Leading** along with strong **Learning Supports** determined by effective **Governance** while **Attending to Local and Societal Context**.

## Key Domains in Education

**Student Growth and Achievement** refers to the variety of educational programs, experiences and strategies by which students meet their learning needs, interests and aspirations, and progress towards learning outcomes, centred on academic achievement, well-being and intellectual engagement.

Public assurance occurs when the public has trust and confidence that students grow as learners and contribute as engaged citizens.

**Teaching and Leading** refers to teachers and leaders analyzing the learning context, attending to local and societal considerations, and applying the appropriate knowledge and abilities to make decisions resulting in quality teaching, leading and optimum learning for all.

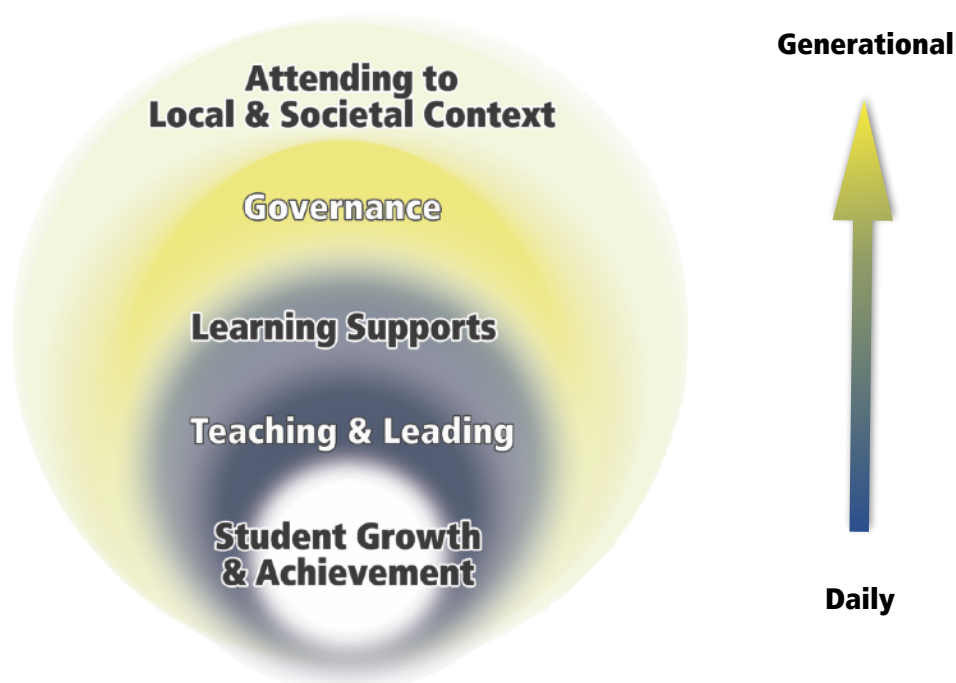
Public assurance occurs when the public has trust and confidence that certificated teachers and certificated leaders demonstrate the standards of professional practice

**Learning Supports** refers to the mobilization of resources, (including expertise, facilities, human and community services) required to demonstrate shared, system-wide responsibility for all children and students, and then applying the resources needed to ensure optimum learning.

Public assurance occurs when the public has trust and confidence that resources are managed and applied to establish learning environments where local and societal context is recognized, diversity is embraced, a sense of belonging is emphasized, all learners are welcomed, cared for, respected, and safe.

**Governance** refers to the processes by which leaders at all levels of the education system follow while **Attending to Local and Societal Context**; determine strategic policy direction; evaluate policy implementation; and manage fiscal resources to ensure learning supports, quality teaching and leading and optimum learning for all.

Public assurance occurs when the public has trust and confidence that leaders demonstrate stewardship of system resources with an emphasis on student success, generative community engagement, transparency and accountability.





## Our Ultimate Goal: Student Success and Well-being

Student Growth and Achievement is the primary domain within our education plan. Students will be encouraged to explore, create, imagine and engage in lifelong learning as they develop competencies that prepare them to enter the world of post-secondary studies or work. The Division believes that student success is closely linked to student well-being and the development of social-emotional assets that build resiliency and is therefore committed to the development of the whole child at all levels of their education.

We recognize that success and well-being will continually require the complete engagement of our educational stakeholders. We further recognize that effective strategic planning requires an educational system that maintains forethought and fiscal responsibility.

The elements that provide assurance identified in this plan are focused on the achievement of our Ultimate Goal: Student Success and Well-being.

Six enduring priorities continue to guide the work of the Division. These priorities are considered to be enduring as they are necessary priorities to consider in establishing any outcome.

*What priorities should we consider as we look for measures of confidence within each domain to assure our stakeholders we are achieving our Ultimate Goal? Our Enduring Priorities help us understand the way we attend to our goal within Parkland School Division.*

There are six enduring priorities:

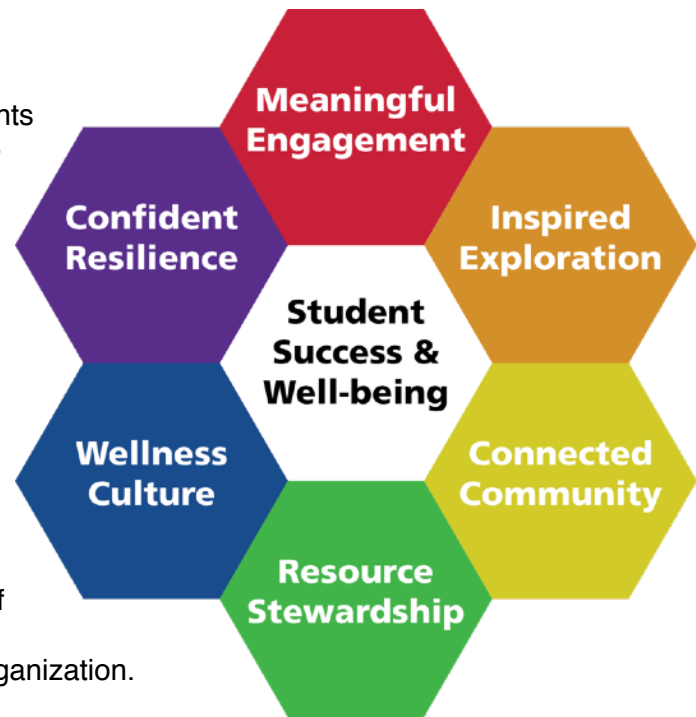
- Meaningful Engagement
- Inspired Exploration
- Connected Community
- Resource Stewardship
- Wellness Culture
- Confident Resilience



## Enduring Priorities

**Meaningful Engagement:** Assurance Elements that prioritize meaningful engagement include a consideration of how these elements will be shared and supported by all stakeholder groups. Meaningful engagement is foundational to providing stakeholder assurance that the Division is achieving its Ultimate Goal: Student Success and Well-being.

**Inspired Exploration:** Parkland School Division continues to provide leadership through inspired exploration as an enduring priority. Assurance Elements that prioritize inspired exploration include a consideration of how the Division will employ cutting-edge research and leadership as a true learning organization.



**Connected Community:** Whereas meaningful engagement is a process priority, connecting to the community involves determining who best to engage. Assurance Elements that consider this priority work to assure that the Division is connecting students with the greater community, while also determining ways to connect the community with the school.

**Resource Stewardship:** Ensuring equitable and sustainable use of our resources and ensuring financial responsibility remains a priority. Assurance Elements that prioritize resource stewardship include a consideration of how limited resources will be utilized with maximum results.

**Wellness Culture:** Parkland School Division is committed to our Ultimate Goal: Student Success and Well-being. The Division recognizes that, as a system, well-being must be present for all stakeholders, and therefore is committed to fostering physical literacy, lifelong health and well-being at all levels. Assurance Elements that prioritize our wellness culture include a consideration of how the Division is directly contributing to the social and emotional assets of individual health and well-being.

**Confident Resilience:** The Division believes that confident, adaptable and resilient students are successful students. This belief extends to all stakeholders in education and Assurance Elements that consider this priority promote independence and a zeal for problem solving in the face of adversity.

## Trust and Confidence

An effective plan for education provides specific targets within each domain as assurance outcomes that consider the enduring priorities as we endeavour to achieve our Ultimate Goal.

**Assurance Element:** What will we see when we achieve our intended outcomes?

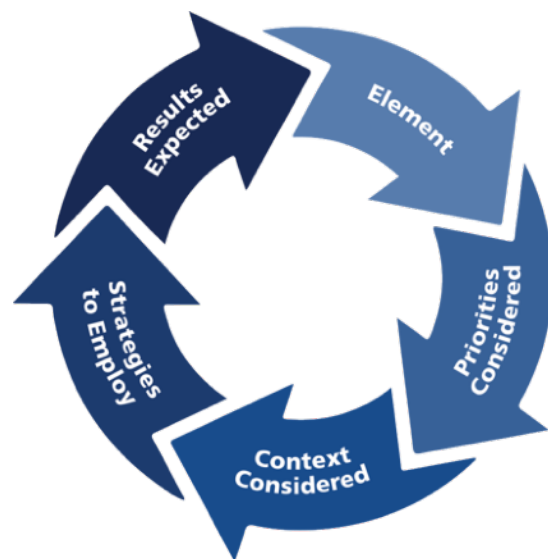
**Enduring Priority:** What must we consider when thinking about ways to reach our outcomes?

**Context:** Why is this element something that would be important to stakeholders?

**Strategy:** How will we improve our chances to achieve our Ultimate Goal through demonstrating this element? Strategies may depend on the local context. What might we do?

**Results Expected:** What evidence or measures will we see that support that we have improved upon our Ultimate Goal? What might we see?

To achieve our Ultimate Goal, 20 elements are presented in this plan.



## Planning Principles

### Distributed Decision-Making Belief

- The distribution of decision-making responsibility will create, and draw upon, leadership capacity within our organization.
- The Division's staff has the capability to make decisions about activities within the realms of its responsibility.
- Individuals who have critical knowledge and expertise about a certain activity are best suited to make the necessary decisions on how to achieve the goal and objectives for that activity.
- Decision-making responsibility must be supported by equitable resource allocation.
- Equity is established through a process of collaboration and consensus building.

### Decision-Making Guiding Principles

- Those who are closest to the activity will have the major influence in decision-making surrounding that activity.
- Informed decisions will be made with attention to balancing choice, responsibility, and accountability, while maintaining alignment with the organization's mission, vision and principles.
- Individuals will accept responsibility for their decisions.
- Decision makers will endeavour to take into account the full scope of impact of their decisions, and will collaborate with those who may be affected by such decisions.
- Information will be shared as freely as possible throughout the organization.

## Twenty Elements to Provide Assurance

### Within the Domain of Student Growth and Achievement

1. Students demonstrate student learning outcomes and competencies as outlined in the Alberta Programs of Study.
2. Students demonstrate proficiency in literacy and numeracy.
3. Students demonstrate understanding and appreciation for the diversity of all learners.
4. Students are meaningfully engaged learners who demonstrate confident resilience and are inspired to explore without fear of failure.
5. Students and teachers use assessment feedback to identify strengths and areas of need, set goals for new learning, and continuously reflect on their progress.

### Within the Domain of Teaching and Leading

6. The Division's schools explore and share the design and delivery of excellent teaching practices that promote student achievement.
7. Collaboration amongst teachers, leaders, parents, students and other professionals enables optimum learning.
8. Teachers demonstrate the ability to cultivate community within the classroom.
9. Teachers demonstrate an understanding of Indigenous perspectives within the context of teaching and learning.

### Within the Domain of Learning Supports

10. The school community applies the resources needed to support First Nations, Métis and Inuit student success and well-being.
11. Schools nurture a wellness culture that fosters healthy learning communities, healthy lifestyle choices, positive peer relationships and a sense of belonging.
12. Teachers and educational stakeholders are supported to fulfil their respective roles.
13. School staff effectively and adequately identify learning support needs.
14. Stakeholders demonstrate an improved understanding of the supports and services that can be reasonably accessed in a timely, consistent, and dependable manner.


### Within the Domain of Governance

15. Governors promote engagement practices that enable a shared vision for student success and well-being.
16. Governors demonstrate an appreciation for inspired exploration and calculated risk-taking intended to generate improved learning and system improvements.
17. Governors utilize stakeholder assurance and evidence-informed approaches to monitor the Division's progress.
18. Governors represent and advocate, in a manner consistent with the Board's Vision and Mission, within local, provincial and national advocacy processes.
19. Fiscal resources are allocated and managed in the interests of ensuring student success and well-being, in alignment with system priorities and in accordance with all statutory, regulatory and disclosure requirements.

### Within the Domain of Attending to Local and Societal Context

20. Staff attend with agility and flexibility to the distinct learning needs, interests, aspirations and diverse cultural, social and economic circumstances of all students.



Assurance Element 1:	<b>Students demonstrate student learning outcomes and competencies as outlined in the Alberta Programs of Study.</b>	
Domain:	Student Growth and Achievement	
Reviewed:	Ongoing	
Focus	Kindergarten to Grade 12	

#### **The Context: Why is this important?**


Student success and well-being depends on quality instruction in an atmosphere that respects each learner's independent spirit. Quality teaching practices promote the development of innovation and creativity while attending to meaningful assessment and reporting practices. Stakeholder trust and confidence is gained when all student learning is meaningfully connected to the Alberta Programs of Study and all students have the supports and educational quality necessary to achieve success.

#### **Strategies in Action: What might we do?**

- The Division explores, shares and promotes improvements to instructional practices that increase success and mindful student engagement utilizing the Alberta Programs of Study.
- The Division promotes exemplars that capture the process of utilizing the Alberta Programs of Study through competencies as opposed to content.
- The Division researches, reveals and shares innovation and technology approaches to remove barriers to learning.
- The Division supports staff initiatives to stay current with, and apply, educational research to learning and teaching.

#### **Results Expected: What might we see?**

Students experience, and can effectively demonstrate and achieve, student learning outcomes and competencies across the Alberta Programs of Study. Evident learning will effectively connect students to the world outside of school and provide a greater audience for students to share and collaborate. Increased attention to this assurance element will be recognized through increased achievement results, captured formatively through assurance methods and as derived through provincial results.

Assurance Element 2:	<b>Students demonstrate proficiency in literacy and numeracy.</b>	
Domain:	Student Growth and Achievement	
Reviewed:	Ongoing	
Focus	Early Education to Grade 12	

### **The Context: Why is this important?**

Parkland School Division's Ultimate Goal aligns with Outcome One of the Alberta Education Business Plan, which stipulates that the province's students be successful. Through the provision of Kindergarten through grade twelve education, the Ministry enables all students to achieve Alberta Education's student learning outcomes through a focus on competencies, which include critical thinking, collaboration and communication, across subject and discipline areas that are based on a strong foundation of literacy and numeracy.


### **Strategies in Action: What might we do?**

- Schools develop, promote and share strategies for increasing student proficiency in literacy and numeracy.
- The Division will align to a Literacy Framework.

### **Results Expected: What might we see?**

Students are better able to articulate what they are learning and where they are at in their learning process. School staff members are perceived, through assurance measures, as exemplifying confidence in literacy and numeracy. Learning in literacy and numeracy is differentiated in a manner that best suits each learner. Teacher preparation, collaboration and professional growth centres on the design of quality learning with respect to literacy and numeracy, and the competencies needed to help students learn.



Assurance Element 3:	<b>Students demonstrate understanding and appreciation for the diversity of all learners.</b>	
Domain:	Student Growth and Achievement	
Reviewed:	Ongoing	
Focus	Early Education to Grade 12	

### **The Context: Why is this important?**


Appreciating learning diversity involves the development of an inclusive education system; one that demonstrates behaviours and decisions that reflect valuing all students. Inclusive education is not just programming for students with special needs or disabilities. The process of getting to know oneself and others will lead to both staff and students developing empathy while contributing to a welcome, caring, respectful and safe learning environment that fosters diversity and nurtures a sense of belonging with a positive sense of self. This assurance element provides trust and confidence that all educational stakeholders demonstrate respect for differences in people, their ideas and opinions.

### **Strategies in Action: What might we do?**

- The Division's schools access supports and services to foster the delivery of appropriate and effective programs for all students (effectively matching resources to needs).
- The Division ensures the creation of environments in which all children and students belong, are supported and successful by strengthening inclusive education.
- The Division generates effective practices to share and celebrate school-specific strategies that promote inclusive education and that foster welcoming, caring and safe learning environments.
- The Division supports provincial efforts to build an integrated early learning and care system in collaboration with the Alberta ministries of Community and Social Services and Health.

### **Results Expected: What might we see?**

Part of inclusion is tied to wellness. If everyone (students, staff, families) feels included and well (emotionally, physically, socially and academically) we should see improved attendance, connection, perseverance and resilience.

Assurance Element 4:	<b>Students are meaningfully engaged learners who demonstrate confident resilience and are inspired to explore without fear of failure.</b>	
Domain:	Student Growth and Achievement	
Reviewed:	Classroom: Ongoing Division: Bi-annually	
Focus	Early Education to Grade 12	

### **The Context: Why is this important?**


Our stakeholders have observed that there is a continued need to focus on youth resiliency. Students having the ability to face struggle, whether that be academic, emotional or physical and forming their own strategies to build hope is critically important when preparing for life beyond Grade 12. Building a culture where mistakes and failure are an important part of learning and growing is a key role for educators as we develop ethical citizens.

### **Strategies in Action: What might we do?**

- Teachers will explore new ways to celebrate mistakes in class and make ‘challenge’ the new comfort zone.
- Schools will explore and design school-specific strategies to promote confident resilience and inspired exploration.

### **Results Expected: What might we see?**

Students will be thoughtfully engaged with, and actively connected to cross-cultural experiences and historical perspectives. Students will be given some freedom to take charge of their learning and the system and our teachers will have the capacity to support students’ brave and confident pursuit of their ideas and dreams.

Assurance Element 5:	<b>Students and teachers use assessment feedback to identify strengths and areas of need, set goals for new learning, and continuously reflect on their progress.</b>	
Domain:	Student Growth and Achievement	
Reviewed:	Daily	
Focus	Early Education to Grade 12	

### **The Context: Why is this important?**

Parkland School Division develops, documents, maintains and implements a student evaluation procedure for conducting continuous assessments and evaluations of student learning. Assessment and evaluation of student learning in education:

- Shall be accurate, fair, timely and equitable;
- Shall attend to the student's right of appeal and procedures for appeal;
- Shall clarify the role of the student and the teacher in evaluations;
- Shall ensure the use of evaluation information exists for the improvement of the quality of educational programs;
- Shall be effectively communicated to students and parents; and,
- Shall be effectively shared (at a school performance level) with school councils.


Learning is improved through effective assessment, and stakeholder trust and confidence is achieved through effectively attending to this assurance element.

### **Strategies in Action: What might we do?**

- Principals meaningfully engage staff to demonstrate a competent understanding of the Division's assessment procedure and accompanying best-practices.

### **Results Expected: What might we see?**

This assurance measure will increase stakeholder trust and confidence that students are better able to demonstrate the results of their achievement and competency development.

Assurance Element 6:	<b>The Division's schools explore and share the design and delivery of excellent teaching practices that promote student achievement.</b>	
Domain:	Teaching and Leading	
Reviewed:	Ongoing Annual Report	
Focus	Early Education to Grade 12	

#### **The Context: Why is this important?**

Stakeholders have expressed that they would like to see the best learning strategies in action in any school applied to every school. This assurance element provides trust and confidence that our schools and school communities are engaged in learning from each other.

#### **Strategies in Action: What might we do?**

- The Division supports professional learning practices that encourage school-to-school learning and sharing.

#### **Results Expected: What might we see?**

Teachers will express an appreciation for the opportunities to collaborate and applying new strategies in their classrooms will see growth when it comes to student achievement.



Assurance Element 7:	<b>Collaboration amongst teachers, leaders, parents, students and other stakeholders enables optimum learning.</b>	
Domain:	Teaching and Leading	
Reviewed:	Monthly (Lead Team)	
Focus	Teachers with stakeholders School Councils	

### **The Context: Why is this important?**

Parkland School Division maintains Meaningful Engagement as an enduring priority. This assurance element continues to build on the element of collaboration within schools and extends to include the enduring priority of developing a connected community. All school division staff demonstrate the belief that parents play an important role in student success. School councils allow parents to contribute to making decisions that impact student learning, and welcome their involvement. Whether by volunteering in the school, or by contributing knowledge, perspective and ideas at school council meetings, parents are actively contributing to the success of the school community.


### **Strategies in Action: What might we do?**

- School leaders explore strategies with parents to improve school council involvement in the schools.
- The Division improves stakeholder understanding by providing clear and consistent messaging, that is both timely and presented using common terms.

### **Results Expected: What might we see?**

This assurance element will demonstrate improvements in our collaborative practices. Parents and teachers continually demonstrate increased satisfaction with parental involvement in decisions, and increased understanding about their child's education. Parents, students, staff and the community will demonstrate high levels of engagement in a commitment to student success and well-being.



Assurance Element 8:	<b>Teachers demonstrate the ability to cultivate community within the classroom.</b>	
Domain:	Teaching and Leading	
Reviewed:	Ongoing Schools Report Annually	
Focus	Early Education to Grade 12 School Culture	

#### **The Context: Why is this important?**


Parkland School Division established, through policy, a commitment to the creation of an inclusive education system. An inclusive education system is one that demonstrates behaviours and decisions that reflect valuing all students and those behaviours and decisions help us to achieve our vision where exploration, creativity and imagination make learning exciting and where all learners aspire to reach their dreams. Within an inclusive education system all students experience the most appropriate learning environments and opportunities for them to best achieve success. Each student belongs and receives a quality education no matter his/her ability, disability, language, cultural background, gender or age. The success of inclusive education programming relies on the engagement, collaboration and involvement of students, parents, staff and community.

#### **Strategies in Action: What might we do?**

- The Division generates effective practices to share and celebrate school-specific strategies that promote inclusive education and that foster welcoming, caring and safe learning environments.
- The Division supports provincial efforts to build an integrated early learning and care system in collaboration with the Alberta ministries of Community and Social Services and Health.
- The Division continues to articulate a clear understanding of inclusion and communicate this to all stakeholders.

#### **Results Expected: What might we see?**

Stakeholders express an increased sense of trust and confidence that students are experiencing a sense of belonging in their classrooms. Stakeholders have trust and confidence that the school is connecting students with the greater community, while also demonstrating improved methods to connect the community with the school.

Assurance Element 9:	<b>Teachers demonstrate an understanding of Indigenous perspectives within the context of teaching and learning.</b>	
Domain:	Teaching and Leading	
Reviewed:	Ongoing Annual Report	
Focus	Early Education to Grade 12	

#### **The Context: Why is this important?**


It is the responsibility of every Canadian to respond to the Truth and Reconciliation Commission of Canada: Calls to Action. In response to the calls to action, Parkland School Division promotes success and well-being for all students by respecting and embracing diversity. The process of enhancing the educational experience for our First Nations, Métis, and Inuit students requires an understanding of Indigenous world views, cultural beliefs, ways of knowing, languages and values.

#### **Strategies in Action: What might we do?**

- The Division designs opportunities for staff to engage in authentic learning experiences.
- Opportunities are provided to engage staff in professional learning opportunities around historical thinking.

#### **Results Expected: What might we see?**

Teachers will be better equipped to work with students as they analyze historical events through inspired exploration of historical cause and effect. Historical thinking skills enable a consideration of a diversity of perspectives. Critical thinking skills are continuously developed.

Assurance Element 10:	<b>The school community applies the resources needed to support First Nations, Métis and Inuit student success and well-being.</b>	
Domain:	Learning Supports	
Reviewed:	Ongoing Annual Report	
Focus	School and system leaders	

#### **The Context: Why is this important?**

In Alberta, it is mandatory that current and future Kindergarten to Grade 12 curriculum includes student learning outcomes specific to First Nations, Métis and Inuit perspectives and experiences, as well as content on the significance of residential schools and treaties.


Parkland School Division recognizes the historical significance and contributions of Indigenous People and their cultures and understands the important role that the Indigenous community plays today and in the future. The Division recognizes the importance of taking action to bridge and build our relationships with our First Nation communities. The Division continues to foster relationships with local Indigenous communities, such as Paul First Nation.

#### **Strategies in Action: What might we do?**

- Schools develop best practice holistic approaches for engaging Indigenous learners leading to a reduced achievement gap.
- Community connections are established to strengthen relationships through effective collaboration with our Indigenous community partners.
- The Division identifies strategies that promote a strong start for early years First Nations, Métis and Inuit students.
- The Division and its schools support First Nations, Métis and Inuit students using culturally relevant and responsive education practices and strategies.
- The Division actively supports and employs Truth and Reconciliation Commission of Canada awareness initiatives.

#### **Results Expected: What might we see?**

Engaging Indigenous learners through holistic approaches leads to a reduced achievement gap. Our Indigenous students experience an increased sense of belonging resulting in greater student engagement. Staff demonstrate an expanded understanding of Indigenous language and culture within our schools.

Assurance Element 11:	<b>Schools nurture a wellness culture that fosters healthy learning communities, healthy lifestyle choices, positive peer relationships and a sense of belonging.</b>	
Domain:	Learning Supports	
Reviewed:	Ongoing	
Focus	School and system leaders	

### **The Context: Why is this important?**

Parkland School Division's Wellness Initiative is focused on working collectively with staff, caregivers and community to provide programming supports and services aimed at fostering wellness. Wellness includes bringing people together for things that include fun, play, and hope. Wellness is also about innovation in health and well-being rather than being presented as a response to illness.


Every student presents at school with her or his unique cultural background, talents and skills as well as challenges. The Division recognizes that a culture of belonging and wellness exists to embrace a variety of learning experiences and reasonable learning supports for each student. The Division has embraced the concept that if students and staff are not well (physically, socially and emotionally), their ability to engage and therefore succeed will be compromised. As a result, our division ensures that we intentionally embed physical literacy, nutrition and positive social-emotional supports and teaching into our learning environments.

### **Strategies in Action: What might we do?**

- Positive activities are in place in all schools to promote active citizenship and demonstrate an appreciation for diversity.
- The Division improves stakeholders' understanding of the context of bullying, aggression and mean behaviour. We can then reveal research-based strategies to reduce these behaviours.
- The Division seeks to better understand causes of anxiety and reveal strategies for anxiety reduction.
- Schools establish a focus on positive social environments, physical literacy and nutrition and engage students in becoming involved in an active, healthy lifestyle.

### **Results Expected: What might we see?**

This assurance element provides trust and confidence that all learners are welcomed, cared for, respected and safe. Stakeholders will express appreciation for the wellness culture in place.

Assurance Element 12:	<b>Teachers and educational stakeholders are supported to fulfil their respective roles.</b>	
Domain:	Learning Supports	
Reviewed:	Ongoing	
Focus	Certificated and support staff Learning Services	

### **The Context: Why is this important?**


This assurance element reaches the heart of the Learning Supports domain. Through collaboration, engagement and empowerment, principals work with all partners to develop and implement a continuum of specialized supports and services to ensure that staff deliver high quality and socially engaging learning opportunities and supports to enable each student to achieve success.

### **Strategies in Action: What might we do?**

- The Division's Learning Services department continues to develop supports and services accessible to teachers and students to facilitate quality learning for all students.
- The Division's schools determine, and access supports and services to foster the delivery of appropriate and effective programs for all students (effectively matching resources to needs).

### **Results Expected: What might we see?**

Stakeholders express trust and confidence that supports, services and environments are in place. Teacher, support staff and parents will know where to look and what to ask for when they need help.

Assurance Element 13:	<b>School staff effectively and adequately identify learning support needs.</b>	
Domain:	Learning Supports	
Reviewed:	Ongoing	
Focus	Certificated and support staff	

### The Context: Why is this important?

Alberta's vision for an inclusive education system provides guiding principles that inform value-based and learner-centred decisions related to practices and actions at every level of Alberta's education system.


### Strategies in Action: What might we do?

- The Division reveals and shares evidence-based instructional practices and strategies to support student engagement in inclusive settings.

### Results Expected: What might we see?

Stakeholders express trust and confidence that effective learning supports are in place. Staff can anticipate, value and support diversity and learner differences. A high expectation exists for all learners. Staff and stakeholders can demonstrate an understanding of learners' strengths and needs. There are reduced barriers within learning environments. There is an increased shared responsibility with increased capacity building.



Assurance Element 14:	<b>Stakeholders demonstrate an improved understanding of the supports and services that can be reasonably accessed in a timely, consistent, and dependable manner.</b>	
Domain:	Learning Supports	
Reviewed:	Ongoing	
Focus	Stakeholders (Parents, Students, School Councils)	

### **The Context: Why is this important?**

Stakeholders expressed a lack of confidence in understanding the support services that may be in place for our learners, and the methods that may be used to access these resources. This assurance element intends to address this problem by ensuring our stakeholders know the supports that are available. Furthermore, this assurance element provides confidence in understanding how learning supports may be reasonably accessed given the resources available to the Division.


### **Strategies in Action: What might we do?**

- The Division and schools reveal improved methods to meaningfully engage stakeholders in understanding the service delivery model.

### **Results Expected: What might we see?**

Stakeholders express trust and confidence that the Division is reasonably and equitably providing the best supports available, in a timely manner.



Assurance Element 15:	<b>Governors promote engagement practices that enable a shared vision for student success and well-being.</b>	
Domain:	Governance	
Reviewed:	Annually	
Focus	Governors with support from system leaders	

### The Context: Why is this important?

This assurance element provides stakeholders with trust and confidence that the Board meaningfully engages with stakeholders. Parkland School Division's *Board Policy 2 Role of the Board* outlines communications and community relations as a specific area of responsibility. The Board:


1. Establishes processes and provides opportunities for input from its constituents;
2. Promotes positive community engagement within the Division;
3. Represents the community's needs, hopes and desires;
4. Supports the school's programs, needs and desires to the community; and,
5. Holds regular meetings and maintains timely, frank and constructive communications with locally elected officials.

### Strategies in Action: What might we do?

- The Board remains committed to the province's Assurance Model for planning and reporting.
- Board-Stakeholder engagements that provide an opportunity for at least one evening and one full-day engagement shall continue.

### Results Expected: What might we see?

Stakeholders demonstrate increased trust and confidence that the Board provides positive community engagements and establishes a shared vision for student success and well-being.

Assurance Element 16:	<b>Governors demonstrate an appreciation for inspired exploration and calculated risk-taking intended to generate improved learning and system improvements.</b>	
Domain:	Governance	
Reviewed:	Ongoing Annual Report	
Focus	Governors with support from system leaders and school administration	

### **The Context: Why is this important?**


This assurance element addresses stakeholder trust and confidence in the Board’s ongoing support for the enduring priority of Inspired Exploration. Parkland School Division is a learning community where exploration, creativity and imagination make learning exciting and where all learners aspire to reach their dreams. The Division has a long-standing passion demonstrating true commitment to what it means to be a “learning organization.”

### **Strategies in Action: What might we do?**

- The enduring priority of Inspired Exploration is supported by the Board through advocacy and a commitment to new initiatives and research.

### **Results Expected: What might we see?**

Parkland School Division continues to be renowned locally, provincially, nationally and internationally for taking innovative approaches to achieving student success and well-being.

Assurance Element 17:	<b>Governors utilize stakeholder assurance and evidence-informed approaches to monitor the Division's progress.</b>	
Domain:	Governance	
Reviewed:	Ongoing Stakeholder Engagement Events	
Focus	Full system	

#### **The Context: Why is this important?**


This assurance element speaks to an ongoing commitment to stakeholder assurance processes. By maintaining a process of stakeholder assurance integrity, the Board continues to explore improved avenues to hear our stakeholders' perspectives on education.

#### **Strategies in Action: What might we do?**

- The Board provides an ongoing commitment to engaging stakeholders in assurance processes.
- The Board utilizes stakeholder engagement technologies such as the ThoughtExchange platform.

#### **Results Expected: What might we see?**

Stakeholders express trust and confidence that they see themselves in the process of education planning and reporting.

Assurance Element 18:	<b>Governors represent and advocate, in a manner consistent with the Board's Vision and Mission, within local, provincial and national advocacy processes.</b>	
Domain:	Governance	
Reviewed:	Ongoing Advocacy Committee	
Focus	Board of Trustees and system leaders	

### The Context: Why is this important?

This assurance element provides stakeholders with trust and confidence that the Board meaningfully advocates for issues that are of significant concern to the School Division specifically and student education in general. Parkland School Division's *Board Policy 2 Role of the Board* outlines political advocacy as a specific area of responsibility. The Board:


1. Develops a yearly plan for advocacy including focus, key messages, and mechanisms.
2. Participates in local, provincial and national advocacy processes.
3. Reinforces local, provincial and national positions with media and members of the legislature and parliament.

### Strategies in Action: What might we do?

- The Board establishes and engages in advocacy initiatives in alignment with the Division's Mission, Vision and this education plan.
- The Board utilizes the processes of assurance engagement to determine advocacy priorities.

### Results Expected: What might we see?

Stakeholder trust and confidence is increased as stakeholders are connected to Board advocacy initiatives. The Board effectively leverages advocacy to enact positive changes in educational outcomes.

Assurance Element 19:	<b>Fiscal resources are allocated and managed in the interests of ensuring student success and well-being, in alignment with system priorities and in accordance with all statutory, regulatory and disclosure requirements.</b>	
Domain:	Governance	
Reviewed:	Regular Board Meetings	
Focus	Governors with support from system leaders and school administration	

### The Context: Why is this important?

The *School Act of Alberta, Part 6 – Finance* specifically outlines the Board’s fiscal responsibilities including the application of funds, financial reporting and audits, levies, etcetera. One of the Board’s primary responsibilities is to effectively plan for the utilization of fiscal resources.

With respect to governance and planning, the Board:


- Reviews and approves the annual budget assumptions;
- Reviews and approves capital plans, on an annual basis; and,
- Reviews and approves the annual budget.

### Strategies in Action: What might we do?

- The Board reviews financial reports and financially plans in alignment with the Mission and Vision and the Board’s enduring priorities.

### Results Expected: What might we see?

Stakeholders have trust and confidence that fiscal resources are allocated effectively to promote student success and well-being.

Assurance Element 20:	<b>Staff attend with agility and flexibility to the distinct learning needs, interests, aspirations and diverse cultural, social and economic circumstances of all students.</b>	
Domain:	Attending to Local and Societal Context	
Reviewed:	Ongoing	
Focus	Full system	

### **The Context: Why is this important?**

No two schools have exactly the same context. Planning and reporting must consider the unique aspects of the demographic, economic and cultural aspects of the Division and its schools. Parkland School Division is both an urban and a rural school division, and our communities have a variety of contextual factors.

### **Strategies in Action: What might we do?**

- Education planning and results reporting at the school level capture the unique cultural, social and economic circumstances that impact the school and stakeholders within the community context.

### **Results Expected: What might we see?**

Stakeholders demonstrate trust and confidence that their school is effectively attending to the unique needs of the community in which the school exists.

## Budget Summary

Budget Statement of Operations  
for the Year Ending August 31

	Spring Budget 2018/2019	Fall Budget 2017/2018
<b>REVENUES</b>		
Alberta Education	\$126,266,414	\$126,947,309
Federal Government and First Nations	\$1,929,889	\$1,799,719
Other Alberta school authorities	\$142,087	\$174,008
Out of province authorities	\$0	\$0
Alberta Municipalities	\$40,000	\$23,000
Fees	\$3,342,058	\$2,686,465
Other sales and services	\$475,512	\$451,612
Investment income	\$170,000	\$170,000
Gifts and donations	\$406,500	\$392,200
Rental of facilities	\$18,680	\$15,680
Fundraising	\$295,600	\$287,850
<b>TOTAL REVENUES</b>	<b>\$133,086,740</b>	<b>\$132,947,843</b>
<b>EXPENSES</b>		
Instruction - Early Childhood Services	\$11,353,257	\$12,234,948
Instruction - Grades 1-12	\$91,550,723	\$90,050,075
Plant operations & maintenance	\$15,234,325	\$15,951,894
Transportation	\$10,975,144	\$10,921,115
Administration	\$4,241,495	\$4,358,553
External Services	\$58,680	\$38,680
<b>TOTAL EXPENSES</b>	<b>\$133,413,624</b>	<b>\$133,555,265</b>
<b>ANNUAL SURPLUS (DEFICIT)</b>	<b>(\$326,884)</b>	<b>(\$607,422)</b>





# Capital and Facilities Plan

All new school facilities are funded from the Province of Alberta with consultation between Alberta Education and the Department of Infrastructure. Each year, school jurisdictions submit facility needs for the next three years and await funding and approval from the province.

The Board has approved a Three Year Capital Plan on April 3, 2018. Over the last three years, Parkland School Division has been the recipient of three brand new Kindergarten to Grade 9 schools with Prescott Learning Centre opening in September 2016, Copperhaven School scheduled to open in September, 2018 as well as the replacement school for Stony Plain Central which is tentatively scheduled to open for the 2022-2023 school year.

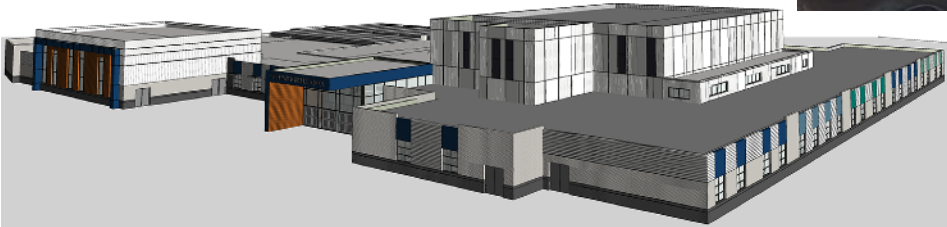
Another previously identified need is being tended to with the announcement of the modernization and expansion of Woodhaven Middle School in Spruce Grove. Construction will begin in the spring of 2018. When all is said and done, Woodhaven’s capacity will increase from approximately 600 to 900 students.

Year one of the Capital Plan includes a modernization of Spruce Grove Composite High School. Year two has identified the need for a new high school to be located in Parkland School Division. Priorities are determined using the strategic facilities plan as a framework.

The Capital Plan for 2019-2022 is referenced for information purposes only, and does not form part of Parkland School Division No. 70’s operating budget.

The Strategic Facilities Plan is a support document that will provide future direction to Parkland School Division.

Woodhaven Middle School  
(Artist’s rendering)



Copperhaven School





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# Regulations and Orders Under the *Education Act*

## What is changing?

Regulation	What is changing under the <i>Education Act</i>
Board Procedures Regulation (New)	<ul style="list-style-type: none"><li>• Requires boards to develop local policy governing internal board procedures and meetings.</li><li>• Consolidates the various procedural and administrative requirements from the <i>School Act</i>.</li><li>• Quorum clarification (in line with the <i>Education Act</i>) – quorum includes any appointed First Nations trustees.</li></ul>
Borrowing Regulation	<ul style="list-style-type: none"><li>• Short-term borrowing is now allowed for infrastructure, maintenance and renewal purposes.</li><li>• This short-term borrowing is limited to the amount of borrowing room a board has. Ministerial approval is required if a board proposes to exceed its borrowing room.</li></ul>
Certification of Teachers and Teacher Leaders Regulation	<ul style="list-style-type: none"><li>• Outlines requirements for new leadership and superintendent leadership certificates, including temporary certificates for new principals and superintendents.</li><li>• Requirements and processes for issuing teaching certificates remain unchanged.</li></ul>
Charter Schools Regulation	<ul style="list-style-type: none"><li>• Requirements for establishment of charter schools by the Minister are broadened to include a focus on research and innovation.</li><li>• More detailed list of contents of charter, including requirement for board to state its enrolment cap consistent with its mandate and facility space, and a description of collaboration with post-secondary institution or school division.</li><li>• The student enrolment cap remains based on the charter school mandate and facility space.</li></ul>



Regulation	What is changing under the <i>Education Act</i>
Disposition of Property Regulation	<ul style="list-style-type: none"> <li>• Gives boards increased flexibility for the method of sale of real property (public tender, auction, realty) as well as how the proceeds from the disposition may be spent (can be used towards a past, current or future capital project).</li> <li>• School boards' disposition policies must now include the length of time a school has been closed or the length of time reserve land has not been needed by the board.</li> <li>• The provisions prescribing payment ratios and responsibilities for the transfer of property between boards have been removed.</li> <li>• Leasing provisions have been removed from the regulation and included in the <i>Education Act</i>.</li> </ul>
Early Childhood Services Regulation	<ul style="list-style-type: none"> <li>• Kindergarten is defined to provide distinction between the Kindergarten year and any other early childhood services years, which for some children may precede Kindergarten.</li> <li>• Common age of entry (effective 2020) will require children entering Kindergarten to be at least 5 years of age by December 31 of the school year.</li> <li>• The authority of the Minister to impose terms and conditions on approvals, as well as cancel them, has been specifically stated. A one-year term approval has been added for clarity.</li> <li>• Policy requirements (safety standards, programs, evaluation, teacher growth, etc.) for early childhood services operators are stipulated.</li> </ul>
Establishment of Separate School Districts Regulation	<ul style="list-style-type: none"> <li>• Under the <i>Education Act</i>, presentations at the community information meeting are limited to the petitioners, a representative of the operating separate school board and a representative of the Minister.</li> <li>• To ensure neutrality, a representative of Alberta Education will present the general information.</li> <li>• This approach balances increased transparency in the establishment process while assuring constitutional rights are protected.</li> <li>• Deadline for vote moved from March 31 to April 30.</li> </ul>

Regulation	What is changing under the <i>Education Act</i>
Investment Regulation	<ul style="list-style-type: none"> <li>The board of trustees has the responsibility to review investments on a regular basis to ensure that they continue to be appropriate to the circumstances of the board. A number of specific matters to consider are stated.</li> <li>Removes references to the schedule under the <i>Trustee Act</i>, which no longer exists, and clearly identifies the types of investments that are allowed. Any investments outside these must have the Minister's approval.</li> </ul>
Petitions and Public Notices Regulation (New)	<ul style="list-style-type: none"> <li>Captures provisions previously identified in the <i>School Act</i> that have been modernized where necessary.</li> <li>Petition and public notice requirements for the establishment (and disestablishment) of a separate school district are unique and are managed according to the <i>Establishment of Separate School Districts Regulation</i>.</li> <li>Addition of the notification requirement related to the outcome of a board's review of a petition, which should be channeled to the designated petitioner's representative.</li> <li>Boards are required to establish and maintain policies on the administration of petitions.</li> </ul>
Practice Review of Teachers and Teacher Leaders Regulation	<ul style="list-style-type: none"> <li>Changes to implement leadership certification. This regulation sets out review processes to address allegations against the conduct or competency of individuals who hold leadership and superintendent leadership certificates.</li> <li>Maintains the current appeal and hearing committees, but streamlines the appointment process through selecting members from a single Practice Review General Panel.</li> </ul>
Private Schools Regulation	<ul style="list-style-type: none"> <li>Will require private schools to allow students the opportunity to write provincial assessments.</li> <li>Requirement that principals of funded schools must have leadership certification.</li> <li>Requirement that funded schools provide a welcoming, caring, respectful and safe learning environment.</li> </ul>

Regulation	What is changing under the <i>Education Act</i>
School Councils Regulation	<ul style="list-style-type: none"> <li>• Clarification that a board must provide results from provincial assessment along with the interpretation of the results to school councils.</li> <li>• School councils have up to 40 calendar days to hold the first meeting in the new school year.</li> </ul>
School Fees Regulation	<ul style="list-style-type: none"> <li>• Boards are no longer required to submit their fee policy and schedules for ministerial approval.</li> <li>• Charter schools are now subject to the same limits on instructional supply and material fees as public/separate boards.</li> <li>• School boards have the autonomy to charge school fees with the exception of fees for instructional supplies and materials, which are being maintained.</li> </ul>
Student Record Regulation	<ul style="list-style-type: none"> <li>• Regulation continues to apply to all early childhood services operators (including private operators) and private schools, in addition to school boards, francophone regional authorities and charter school operators.</li> <li>• Clarification provided on responsibilities of receiving and sending boards related to student record sharing.</li> </ul>
School Transportation Regulation	<ul style="list-style-type: none"> <li>• School boards continue to have an obligation to provide transportation services to students that reside 2.4 km or greater from their designated school.</li> <li>• Transportation fees may now be charged for both eligible and ineligible students.</li> <li>• The transportation fee schedule must be established prior to the commencement of each school year; however, ministerial review and approval is no longer required.</li> <li>• The limitation on fees for early childhood services transportation has been removed.</li> <li>• The current requirement that transportation fees do not exceed the difference between the cost to transport the student and the funding provided by Alberta Education remains in place. In instances where a student is not eligible for transportation funding, the transportation fee cannot exceed the cost of transporting the student.</li> </ul>



Regulation	What is changing under the <i>Education Act</i>
Superintendent of Schools Regulation	<ul style="list-style-type: none"> <li>Requirement added that a superintendent hold a superintendent leadership certification.</li> <li>Boards may compensate superintendents up to maximum in salary ranges without ministerial approval.</li> <li>The Minister is able to make exemptions or modifications to the compensation framework.</li> <li>Changes to how continuous service is calculated for severance purposes.</li> </ul>

## Ministerial Orders

The following new Ministerial Orders were required to operationalize the *Education Act*. Note that this is not a comprehensive list of Ministerial Orders.

Order	Reason for addition
Separate School Regions Establishment Order	<ul style="list-style-type: none"> <li>Required due to terminology changes in the <i>Education Act</i> on school jurisdiction naming. Also required to identify the operating separate school board for each separate school region in Alberta.</li> </ul>
The Continuance of the School Divisions and The Board of Trustees Order ( <b>New</b> )	<ul style="list-style-type: none"> <li>Required due to changes in school division terminology/naming under the <i>Education Act</i>, and to ensure that the board of trustees is accurately identified for each area.</li> <li>School district names are standardized as "divisions," creating a level playing field for all school divisions. Previously, different types of school divisions had different powers. The changes provide all school divisions with the same degree of flexibility.</li> <li>Changes only apply to legal names, not the common usage (e.g. on school letterhead, buildings, website, etc.).</li> </ul>
The Continuance of the Francophone Education Regions and Francophone Regional Authorities Order ( <b>New</b> )	<ul style="list-style-type: none"> <li>Required due to changes in school division terminology/naming under the <i>Education Act</i>, and to ensure that the board of trustees is accurately identified for each area.</li> </ul>

Order	Reason for addition
	<ul style="list-style-type: none"> <li>Changes only apply to legal names, not the common usage (e.g. on school letterhead, buildings, website, etc.).</li> </ul>

## What is not changing significantly?

The following regulations will not change or will have only minor changes:

- Alberta School Foundation Fund Regulation
- Board of Reference Fees Regulation
- Home Education Regulation
- Special School Tax Levy Plebiscite Regulation

## What regulations have been eliminated?

Regulations no longer in place	Implications for school authorities
Student Evaluation Regulation	<ul style="list-style-type: none"> <li>This regulation set out the requirements for standardized evaluations of student ability, achievement or development, including provincial achievement tests, diploma exams and provincially administered national and international tests.</li> <li>Reason for removal: The regulation-making authority no longer exists under the <i>Education Act</i>. The Minister can still issue directives respecting assessments that will address these matters.</li> </ul>
Closure of Schools Regulation	<ul style="list-style-type: none"> <li>This regulation set out the circumstances under which a school may be closed, may discontinue offering education programs to three or more consecutive grades, or may permanently transfer all students to another school.</li> <li>Reason for removal: The <i>Education Act</i> provides procedural requirements that boards must follow within the legislation. School boards will now have the opportunity to develop and implement policies that provide an effective and efficient process to close schools as required.</li> </ul>

Regulations no longer in place	Implications for school authorities
Joint Property Agreements (Calgary and Edmonton) Regulation	<ul style="list-style-type: none"> <li>• This regulation outlines the circumstances in which ministerial approval is required in joint use and planning agreements between school boards and the cities of Calgary and Edmonton.</li> <li>• Reason for removal: The <i>Education Act</i> is written in alignment with the content of the previous regulation. A regulation would be redundant.</li> </ul>
School Building and Tendering Regulation	<ul style="list-style-type: none"> <li>• This regulation identified procedures that school boards were to follow in tendering the construction of school buildings and additions.</li> <li>• Reason for removal: It has been determined that this regulation is no longer required. This supports the shift to principles-based governance by removing some of the rules and providing boards with the flexibility they need to make decisions based upon local needs. Provisions under the <i>Education Act</i>, the <i>New West Partnership Trade Agreement</i> and the <i>School Capital Manual</i> can provide sufficient oversight, direction and guidance without the need for a regulation. However, should a regulation be needed, the <i>Education Act</i> includes authority for such a regulation by the Minister.</li> </ul>
Withdrawal of Ward Plebiscite Regulation	<ul style="list-style-type: none"> <li>• This regulation set out the procedures to be followed in circumstances where residents of a specific ward of a regional division seek to have the lands of their ward withdrawn from that division so that they may join a different school division that is willing to accept the lands and serve these students.</li> <li>• Reason for removal: The regional division governance structure no longer exists under the <i>Education Act</i>.</li> </ul>

# School Act to Education Act

## What is changing?

	<i>School Act</i>	<i>Education Act</i> with amendments from Bill 8
Alignment with the <i>Local Authorities Election Act</i>	<ul style="list-style-type: none"> <li>Not Applicable</li> </ul>	<ul style="list-style-type: none"> <li>Requires bylaws for boundary adjustments and trustee representatives to be passed by December 31 in an election year.</li> </ul>
Alternative Programs	<ul style="list-style-type: none"> <li>Is silent on out-of-boundary alternative programs.</li> </ul>	<ul style="list-style-type: none"> <li>Expressly states that school boards will be permitted to provide alternative programs outside of their geographic boundaries, if the resident school board has the first opportunity to deliver the alternative program.</li> </ul>
Appeals	<ul style="list-style-type: none"> <li>No prerequisite step for an appeal to the board</li> </ul>	<ul style="list-style-type: none"> <li>Prior to appealing a decision to the board, the parent/student must have followed the school dispute resolution policy established by the board.</li> </ul>
Board Requirements: Audit Committees	<ul style="list-style-type: none"> <li>A board is required to appoint an auditor who must prepare an auditor's report on the financial statements prepared by the board. The board chair is responsible for bringing the auditor's report to the board and for providing an opportunity for discussion.</li> </ul>	<ul style="list-style-type: none"> <li>Boards (including charter schools) are still required to appoint an auditor, but now must also establish an audit committee consisting of public members.</li> <li>The audit committee will recommend the appointment of an auditor to the board, review the audited financial statements and report to the board.</li> </ul>



	<i>School Act</i>	<i>Education Act</i> with amendments from Bill 8
Board Requirements: Property	<ul style="list-style-type: none"> <li>Boards are limited in how they can acquire property and who they can partner with as it relates to the joint ownership, construction, operation and maintenance (joint activities) of a school building (e.g., boards could only enter into a joint agreement with another school board for the joint activities of a school building).</li> <li>If a board wishes to engage in a school building project, they must inform the Minister regarding their plans or to get approval as laid out in the regulations.</li> </ul>	<ul style="list-style-type: none"> <li>Boards have greater flexibility in how they acquire property as well as whom they may partner with when it comes to the joint activities of a school building.</li> <li>A board may not engage in a school building project without the prior written approval of the Minister.</li> </ul>
Board Requirements: Trustee Codes of Conduct	<ul style="list-style-type: none"> <li>Boards are required to develop and implement a code of conduct for trustees including definitions of breaches and providing for sanctions for breaches, in accordance with principles set out by the Minister by order.</li> </ul>	<ul style="list-style-type: none"> <li>Provisions have been maintained. In addition, a trustee may be disqualified if that person has breached the code of conduct of the board, where the sanction for the breach is determined by the board to be disqualification.</li> </ul>
Charter Schools: Establishment Criteria	<ul style="list-style-type: none"> <li>The Minister is permitted to establish charter schools if the Minister is of the opinion that the charter school: <ul style="list-style-type: none"> <li>will have significant community support;</li> <li>has the potential to improve student learning; and</li> <li>offers programming that is not already offered by the boards (public or separate school districts) where the school is located.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>The Minister may issue a charter to establish a charter school if the Minister is of the opinion that the program to be offered by the charter school: <ul style="list-style-type: none"> <li>has the potential to provide improvements to the education system as a whole and enhances education research and innovation in Alberta;</li> <li>focuses on a learning style, teaching style, approach or pedagogy not already offered by the board of a</li> </ul> </li> </ul>

	<i>School Act</i>	<i>Education Act</i> with amendments from Bill 8
	<ul style="list-style-type: none"> <li>The initial term of a charter is five years. The charter board is required to apply for renewal of the charter. The longest term of a renewal is 15 years.</li> </ul>	<p>school division in which the charter school is located; and</p> <ul style="list-style-type: none"> <li>has the potential to improve student-learning outcomes.</li> </ul>
Charter Schools: Fees	<ul style="list-style-type: none"> <li>Charter schools are exempt from certain parts of the fees regulation.</li> </ul>	<ul style="list-style-type: none"> <li>A charter school cannot charge a fee that may not be charged by a board.</li> </ul>
Charter Schools: Provincial Cap	<ul style="list-style-type: none"> <li>Provides specific regulation-making authority to regulate the number and operation of charter schools in the province. The <i>Charter Schools Regulation</i> capped the number of charter schools at 15.</li> </ul>	<ul style="list-style-type: none"> <li>The regulation-making authority is more general and does not contain specific authority to regulate the number of charter schools in Alberta.</li> </ul>
Dispute Resolution	<ul style="list-style-type: none"> <li>Does not require a dispute resolution policy at the school level between parents and school staff.</li> </ul>	<ul style="list-style-type: none"> <li>Boards will be required to establish a policy respecting the resolution of disputes or concerns at the school level between parents and school staff.</li> </ul>
Early Childhood Services	<ul style="list-style-type: none"> <li>Certain rights and benefits are only for students, not children in an early childhood services program.</li> </ul>	<ul style="list-style-type: none"> <li>The rights and benefits currently given to students (age 6 and over) are extended to children registered in school boards and private schools.</li> </ul>
Elections: Separate School Divisions	<ul style="list-style-type: none"> <li>Only those of minority faith can run or vote in separate school board elections.</li> </ul>	<ul style="list-style-type: none"> <li>Maintains provision that only those of minority faith can run or vote in separate school board elections.</li> <li>Separate school electors are allowed the choice of which school board to vote for or run in as trustee.</li> </ul>

	<i>School Act</i>	<i>Education Act</i> with amendments from Bill 8
Elections: Ward Structures	<ul style="list-style-type: none"> <li>• The Minister must approve the electoral ward bylaw of a board.</li> <li>• A regional division could not amend its ward boundaries, unless it converted to a school division. The option to convert to a school division is not available to separate regional divisions.</li> </ul>	<ul style="list-style-type: none"> <li>• Boards are permitted to determine their own electoral ward structure, and must only inform the Minister of their decision.</li> <li>• Boards must establish, implement and make publicly available a policy respecting considerations and processes used by a board to determine the wards.</li> </ul>
Naming and Governance Structure	<ul style="list-style-type: none"> <li>• Distinctions are drawn between school districts, school divisions and regional divisions.</li> <li>• The different types of school boards have different abilities to amend their ward boundaries.</li> </ul>	<ul style="list-style-type: none"> <li>• Distinctions between school districts, divisions and regional divisions are removed.</li> <li>• Previously, different types of school divisions had different powers. Changes provide all school divisions with the same degree of flexibility.</li> <li>• See the Regulations and Orders document for more information.</li> </ul>
First Nations: Education Services Agreements	<ul style="list-style-type: none"> <li>• Allows boards, with the approval of the Minister, to enter into agreements with First Nations for the education of students who live on a First Nation and attend a school under the jurisdiction of the board. The <i>School Act</i> also allows the Minister to establish standards for these agreements.</li> </ul>	<ul style="list-style-type: none"> <li>• Boards (including charter schools) may enter into agreements with First Nations for the education of students who live on a First Nation and attend a school under the jurisdiction of the board. The <i>Education Act</i> also allows the Minister to establish standards for these agreements.</li> <li>• Ministerial approval is no longer required for boards to enter into these agreements.</li> </ul>



	<i>School Act</i>	<i>Education Act</i> with amendments from Bill 8
First Nations: Trustee Appointments	<ul style="list-style-type: none"> <li>A board may appoint a trustee to represent First Nations students and parents, but only if this appointment is provided for in the agreement between the board and the First Nation.</li> </ul>	<ul style="list-style-type: none"> <li>The board or Minister may appoint a trustee to represent First Nations students and parents where the board and the First Nation are party to an education services agreement.</li> </ul>
Support for Student Organizations	<ul style="list-style-type: none"> <li>On the request of a student or group of students, a principal shall immediately permit the establishment of a student organization.</li> </ul>	<ul style="list-style-type: none"> <li>On the request of a student or group of students, a principal shall permit the establishment of a student organization.</li> </ul>
Natural Person Powers	<ul style="list-style-type: none"> <li>Does not currently provide school boards with natural person powers.</li> </ul>	<ul style="list-style-type: none"> <li>Natural person power gives greater flexibility as to how a school board may exercise its jurisdiction as set out in the <i>Education Act</i>.</li> </ul>
Preamble	<ul style="list-style-type: none"> <li>N/A</li> </ul>	<ul style="list-style-type: none"> <li>The preamble focuses on education as a lifelong pursuit, a shared and collaborative responsibility and a key foundation of a democratic and civil society.</li> <li>The preamble emphasizes that the best interests of the child is paramount and that parents have the rights and responsibility to make informed decisions about their child's education.</li> <li>Publicly funded choice in education and choice in methods of learning are highlighted in the preamble, as is a smooth transition between the education system and entry into the workforce.</li> </ul>

	<i>School Act</i>	<i>Education Act</i> with amendments from Bill 8
Private Schools: Cancel or Suspend Registration or Accreditation	<ul style="list-style-type: none"> <li>The Minister may cancel or suspend the registration or accreditation of a private school.</li> </ul>	<ul style="list-style-type: none"> <li>Two additional criteria for cancelling or suspending the registration or accreditation have been added.</li> </ul>
Review by the Minister*  * NOTE: This is not an exhaustive list for Review by the Minister. Please consult the act.	<ul style="list-style-type: none"> <li>The Minister may review (school boards and charter schools):               <ul style="list-style-type: none"> <li>placement of a student in a special education program (excluding charter schools);</li> <li>a matter referred where an individual is exercising minority language educational rights under the <i>Canadian Charter of Rights and Freedoms</i>;</li> <li>a home education program;</li> <li>the expulsion of a student;</li> <li>access to, or the accuracy of, completeness of student records;</li> <li>amount of fees;</li> <li>which board is responsible for a student; and</li> <li>a decision made by a Special Needs Tribunal.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>The Minister may review (school boards and charter schools):               <ul style="list-style-type: none"> <li>the provision of specialized supports and services to a student or a child in an early childhood services program;</li> <li>the expulsion of a student;</li> <li>access to, or the accuracy of, completeness of student records;</li> <li>which board is responsible for a student; and</li> <li>a decision made by a Complex Education Needs Tribunal.</li> </ul> </li> <li>A request must be made within 60 calendar days of being informed of the board's decision.</li> </ul>
Roles and Responsibilities of Students, Parents, Trustees, and School Boards	<ul style="list-style-type: none"> <li>Students are required to abide by the code of conduct that is set out in the <i>School Act</i>.</li> </ul>	<ul style="list-style-type: none"> <li>The roles and responsibilities of students, parents, trustees and school boards are consolidated in dedicated sections to ensure that these key partners understand their respective legislative roles and responsibilities in ensuring student success.</li> </ul>

	<i>School Act</i>	<i>Education Act</i> with amendments from Bill 8
Special Education Program	<ul style="list-style-type: none"> <li>Special Education Program</li> </ul>	<ul style="list-style-type: none"> <li>Name change to specialized supports and services to a student (applies to school boards and charter schools).</li> </ul>
Special Needs Tribunal	<ul style="list-style-type: none"> <li>Special Needs Tribunal</li> </ul>	<ul style="list-style-type: none"> <li>Name change to Complex Education Needs Tribunal.</li> </ul>
Student Advisory Council	<ul style="list-style-type: none"> <li>Although the <i>School Act</i> did not contain provisions expressly establishing a student advisory council, informal student councils have existed in the past (i.e., Minister's Youth Council).</li> </ul>	<ul style="list-style-type: none"> <li>Authorizes the Minister to establish a Student Advisory Council made up of student members appointed by the Minister.</li> <li>The Student Advisory Council shall, at the Minister's request, advise or consult with the Minister on any matter, or perform any duty or function assigned by the Minister.</li> </ul>

## Key elements that are not changing

	School Act	Education Act with amendments from Bill 8
Age of Access	<ul style="list-style-type: none"> <li>• Student is entitled to education programming provided they are younger than 19 years of age on September 1.</li> <li>• Boards have discretion to fund education programming to students who are under age 20 as of September 1.</li> </ul>	<ul style="list-style-type: none"> <li>• No change. The current age of access has been maintained.</li> </ul>
Age of Attendance	<ul style="list-style-type: none"> <li>• Attendance is compulsory up to 16 years of age.</li> </ul>	<ul style="list-style-type: none"> <li>• No change. The current age of attendance has been maintained.</li> </ul>
Age of Entry	<ul style="list-style-type: none"> <li>• Effective 2020, a common age of entry will be introduced for the province where children must be 5 years old by December 31 of the school year in which they would begin school.</li> </ul>	<ul style="list-style-type: none"> <li>• No change. The current age of entry has been maintained.</li> </ul>
Home Education Programs	<ul style="list-style-type: none"> <li>• A parent of a student may provide, at home or elsewhere, a home education program for the student if the program meets the requirements of the regulations and is under the supervision of a board or the person responsible for the operation of an accredited private school.</li> </ul>	<ul style="list-style-type: none"> <li>• No change. The current requirements have been maintained.</li> </ul>



	School Act	Education Act with amendments from Bill 8
Leadership Certification	<ul style="list-style-type: none"> <li>Includes provisions, coming into force on September 1, 2019, to allow leadership certificates to be issued to principals and superintendents, including the requirement to hold these certificates as a condition of employment.</li> </ul>	<ul style="list-style-type: none"> <li>No change. The new leadership certification requirements come into force with the <i>Education Act</i> on September 1, 2019.</li> </ul>
Resident Student	<ul style="list-style-type: none"> <li>A student is determined to be a resident student of a board based on the residence of their parent or guardian.</li> </ul>	<ul style="list-style-type: none"> <li>No change. The current requirements on residency have been maintained.</li> </ul>
Separate School District Establishment	<ul style="list-style-type: none"> <li>Recent amendments were made to support the establishment of separate school districts in a more open and transparent manner, including a voting process.</li> </ul>	<ul style="list-style-type: none"> <li>No change to the act.</li> <li>Some changes in Establishment of Separate School Districts Regulation – see Regulations and Orders document for details.</li> </ul>
Superintendents: Compensation	<ul style="list-style-type: none"> <li>The superintendent compensation framework under the <i>Superintendent of Schools Regulation</i> took effect on June 1, 2018.</li> <li>Requires superintendent appointments to be approved by the Minister.</li> </ul>	<ul style="list-style-type: none"> <li>No change to the act.</li> <li>Some changes in Superintendent of Schools Regulation – see Regulations and Orders document for details.</li> </ul>
Transportation: Eligibility Criteria	<ul style="list-style-type: none"> <li>Legally obligates boards to provide transportation services in accordance with the regulations.</li> </ul>	<ul style="list-style-type: none"> <li>No change to the act. Maintains the requirement for boards to provide transportation services subject to the regulations.</li> <li>The transportation eligibility distance remains the same.</li> <li>Some changes in School Transportation Regulation – see Regulations and Orders document for details.</li> </ul>

**Associate Superintendent Human Resources  
Board Meeting, November 12, 2019**

**1. Leadership Enhancement Program**

The first session of the Leadership Enhancement Program took place on Tuesday, October 29<sup>th</sup>, the theme was Catholic Leadership. The presentation had two parts; Jesus Christ – An Example of True Leadership and The 5 Marks of the Catholic Leader. Eight teachers and one administrator took part. The next session is scheduled for November 25<sup>th</sup>, the topic is Instructional Leadership. The program consists of 7 sessions in total, to be completed by June 2020.

**Action: N/A**

**Recommendation: Information**

**2. Joint Health and Safety Committee (JHSC)**

The JHSC is intended to create an awareness of health and safety issues among all workers and to foster a collaborative relationship between management and workers by creating and maintaining an active interest in health and safety. The District Committee ensures MHCBE meets the OHS legislative requirements. (Alberta OHS Act, Part 3, Section 22, 1b) The guiding principles of the JHSC are as follows:

- The Committee reports to and makes recommendations to the Superintendent and Executive Team.
- The Committee has an advisory role and is not directly responsible for carrying out recommendations.
- Policy/procedure decisions, implementation of recommendations and monitoring for compliance remains the overall responsibility of the Executive Team, working with trustees and school/department management.
- The Committee does not replace the legal and job related health and safety responsibilities of the employer and worker such as the duty of workers to report hazards and the duty of the employer to address unsafe conditions at worksites in a timely manner.
- Committee members shall participate in workplace inspections, incident investigations and work refusal investigations as required. (Alberta OHS Act, Part 3, Section 20)
- The Committee structure and process will allow for meaningful involvement of front line staff (e.g. through posting of minutes, weekly wrap ups, monthly safety moments and links to site OHS reps).
- The Committee operates in a business-like fashion (i.e. agenda's, regular meetings, regular attendance and minutes).
- Sub-committees or task groups may be formed from time to time to carry out specific projects/tasks. All costs associated with committee participation shall be borne by the school or department.

Membership to the committee is intended to provide equity to all employees by having no more than half of the committee composed of managers and ensuring representation by employees and union members. The committee has representation from all schools, the ATA, CUPE and MHCBE support staff. Legislation states that all OHS Committee members have a minimum of 2 shifts of OHS training to help them fulfill their duties on the Committee.

**Action: N/A**

**Recommendation: Information**

**1. Refund Litigation with Access Copyright – Limited Discovery**

**Introduction and Background**

In 2018 Ministries of Education, except Quebec, Ontario and BC, and all the school boards in Ontario, sued Access Copyright, a copyright collective, to collect \$25.5 million in over-paid tariff fees. This lawsuit is coordinated through the Council of Ministers of Education, Canada, (CMEC) Copyright Consortium. It should have been a fairly straightforward proceeding to recover \$25.5 million in tariff fees over-paid to Access Copyright in 2010, 2011 and 2012 based on the elementary-secondary school tariff. However, the counter-claim filed by Access Copyright to defend against this lawsuit asserts that Access Copyright is owed \$8 million for every year since 2013, the year in which school boards/departments stopped paying the tariff. Access Copyright asserts that its tariffs are mandatory and the school boards cannot choose not to pay them.

The Consortium does not accept Access Copyright's position. A Supreme Court of Canada decision in 2012 made it possible for the school boards/departments to rely on the fair dealing provision in the *Copyright Act* rather than a tariff to meet its copying needs.

A long and labour-intensive documentary discovery and pre-trial process will be required to resolve this issue. The Federal Court has ordered Ministries of Education and elementary/secondary school boards outside of Quebec and BC, and a sample of schools, to search for and provide copies of specified records and documents to Access Copyright. This process is called 'discoveries'. Some school boards have been randomly selected for 'full discovery' while the rest will participate in 'limited discovery'. Litigants, including Access Copyright, have the right under the *Federal Courts Rules* to relevant records and documents that are in the power, possession and control of the opposing side.

Our board is required to participate in a 'limited discovery' process that involves searching for and providing to Access Copyright records and documents specified in paragraph 6 of the Federal Court Order. We have collected the required documents and submitted them as directed.

**Recommendation:** *Trustees are aware of the background provided above.*



**Attachment:** None

## **2. Corporate Name Change**

The Minister of Education has approved the Board's request to change the corporate name of the Division to Medicine Hat Catholic Board of Education.

**Recommendation:** *That trustees are aware of the name change and the use of the corporate name.*

**Attachment:** a. Ministerial Order 041/2019  
b. October 23, 2019 email from Greg MacPherson

## **3. ASEBP Trustees' Report**

The October 2019 ASEBP Trustees' Report is attached for information

**Recommendation:** *Trustees are familiar with the report.*

**Attachment:** October 2019 Report

## **4. Budget Survey Results**

The results of the Budget Survey were shared with the trustees in the Committee of the Whole where a discussion occurred. It is anticipated there would be a public presentation in December 2019 or January 2020

**Recommendation:** *None*

**Attachment:** None

## **5. 2019-20 Trustee Honorarium – Policy 7**

The 2019-20 Trustee Honorarium has been calculated in accordance with Policy 7 and is attached.

**Recommendation:** *That Trustees be familiar with the document*

**Attachment:** 2019-20 Trustee Honorarium Document

## **6. ACSTA Facilities Covenant**

The Board work plan has the trustees reviewing the ACSTA Facilities Covenant and is attached.

**Recommendation:** *That trustees be familiar with the document.*

**Attachment:** ACSTA Facilities Covenant and Guidelines

## **7. 2019-20 Budget**

Information regarding the budget will be shared with the board.

**Recommendation:** *None*

**Attachment:** None

## **8. Collaborative Transportation**

The proposal from the City of Medicine Hat regarding the collaborative transportation is attached.

The transportation clerk and the communications officer will be developing the roll-out for this initiative. This will be focused on High School transportation opportunities. This will not be a mandatory requirement but will provide information on future opportunities from public transportation perspectives.

**Recommendation:** *That Trustees be familiar with the concept of the initiative*

**Attachment:** November 1, 2019 email from City of Medicine Hat

## **9. School Council Reports – Policy 17**

The required reporting from the school councils has not been fully received as yet. We continue working with the school principals to obtain the reports and anticipate having the reports available for December 2019.

**Recommendation:** *Trustees will be receiving the report in December*

**Attachment:** None

## **10. 2019-20 Infrastructure Maintenance Renewal ('IMR') Plan**

Annually the IMR plan is approved by the board of trustees. The plan is being developed and will be available for the November 25, 2019 public board meeting.

**Recommendation:**

*FOR NOVEMBER 25, 2019*

*That the Board of Trustees for The Medicine Hat Catholic Board of Education approve the 2019-20 Infrastructure Maintenance Renewal Plan as presented.*

**Attachment:** 2019-20 IMR Plan – to be distributed upon completion

#### **11. Modular Classroom Plan**

Annually the Modular Classroom Plan is to be submitted to Alberta Education. This plan was received after the budget announcement and was submitted on the due date of November 12, 2019.

The detailed plan is attached for review.

The plan was developed using the three-year and ten-year Capital Plan as a guide

**Recommendation:** *Trustees will be aware of the plan*

**Attachment:** a. 2020-21 MCP document  
b. 2020-21 MCP Submission form

AR 107563

October 15, 2019

Richard Mastel  
Chair, Board of Trustees  
The Medicine Hat Catholic Board of Education  
1251 - 1 Avenue S.W.  
Medicine Hat AB T1A 8B4

Dear Mr. Mastel:

Attached for your records is a copy of Ministerial Order 041/2019, approving a change in the corporate name of The Board of Trustees of Medicine Hat Roman Catholic Separate School Division to The Medicine Hat Catholic Board of Education.

If you should require further information, please call me at 780-644-5755 (toll-free in Alberta by first dialing 310-0000).

Sincerely,



Erin Dalke  
Acting Education Manager  
Business Operations & Stakeholder Support Branch

Attachment

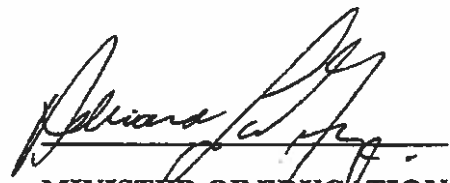
cc: Dwayne Zarichny, Superintendent of Schools, The Medicine Hat Catholic Board of Education  
Greg MacPherson, Secretary Treasurer, The Medicine Hat Catholic Board of Education  
Mike Emery, Director, PASI Project and Student Records.  
Rick Grebenstein, Transportation Manager  
Sharon Johnson, Manager, School Finance  
Brian Smith, Director, Financial Reporting & Accountability



**GOVERNMENT OF ALBERTA**  
**DEPARTMENT OF EDUCATION**  
**MINISTERIAL ORDER (# 041 / 2019 )**

I, Adriana LaGrange, Minister of Education, pursuant to Section 79 of the **Education Act**, make the Order in the attached Appendix, being an Order to approve a change in the corporate name of The Board of Trustees of Medicine Hat Roman Catholic Separate School Division.

DATED at Edmonton, Alberta October 9, 2019.

  
**MINISTER OF EDUCATION**

## **APPENDIX**

### **MINISTERIAL ORDER (# 041 / 2019 )**

#### **EDUCATION ACT**

##### **An Order to approve a change in the corporate name of The Board of Trustees of Medicine Hat Roman Catholic Separate School Division.**

WHEREAS pursuant to Section 260(10) of the **Education Act**, which came into force on September 1, 2019, a school district, school division or regional division established or continued under the former **School Act** is continued and deemed to be a school division under the **Education Act** with the same boundaries.

AND WHEREAS pursuant to Section 260(10.1) of the **Education Act**, a board of trustees of a school district, school division or regional division established or continued under the former **School Act** is deemed to be a board of trustees of a school division under the **Education Act**.

AND WHEREAS Ministerial Order No. 034/2019 dated August 15, 2019 and effective September 1, 2019, continued the "Medicine Hat Roman Catholic Separate School District No. 21" as "The Medicine Hat Roman Catholic Separate School Division" and "The Medicine Hat Catholic Board of Education" as "The Board of Trustees of Medicine Hat Roman Catholic Separate School Division."

AND WHEREAS on September 10, 2019, The Board of Trustees of Medicine Hat Roman Catholic Separate School Division passed a resolution, under Section 79 of the **Education Act**, to change the corporate name of "The Board of Trustees of Medicine Hat Roman Catholic Separate School Division" to "The Medicine Hat Catholic Board of Education".

- 1 Pursuant to Section 79 of the **Education Act**, I approve a change in the corporate name of "The Board of Trustees of Medicine Hat Roman Catholic Separate School Division" to "The Medicine Hat Catholic Board of Education".
- 2 This Order shall come into effect upon signing.



Greg MacPherson <greg.macpherson@mhcbe.ab.ca>

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## Corporate Name Change Ministerial Order

1 message

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Greg MacPherson <Greg.MacPherson@mhcbe.ab.ca> Wed, Oct 23, 2019 at 8:30 AM

To: Dwayne Zarichny <dwayne.zarichny@mhcbe.ab.ca>, Chuck Hellman <Chuck.Hellman@mhcbe.ab.ca>, Hugh Lehr <Hugh.Lehr@mhcbe.ab.ca>, Amanda McCrie <Amanda.McCrie@mhcbe.ab.ca>, Terri Ball <Terri.Ball@mhcbe.ab.ca>, Sandra Richard <Sandra.Richard@mhcbe.ab.ca>, Lore Luca <Lore.Luca@mhcbe.ab.ca>, Bev Hitchen <Bev.Hitchen@mhcbe.ab.ca>, Tina Steinke <Tina.Steinke@mhcbe.ab.ca>, Francis MacQuarrie <Francis.MacQuarrie@mhcbe.ab.ca>, Tracey Hammel <Tracey.Hammel@mhcbe.ab.ca>, Loretta Bradshaw <Loretta.Bradshaw@mhcbe.ab.ca>, Stephanie Akehurst <stephanie.akehurst@mhcbe.ab.ca>, Ingrid Andres <Ingrid.Andres@mhcbe.ab.ca>, Chelsey Lybbert <Chelsey.Lybbert@mhcbe.ab.ca>, Derrian Hallas <derrian.hallas@mhcbe.ab.ca>, Division Principals <DivisionPrincipals@mhcbe.ab.ca>, Division Vice-Principals <DivisionVice-Principals@mhcbe.ab.ca>, Division Secretaries <DivisionSecretaries@mhcbe.ab.ca>

Hello:

FYI...the Minister of Education has approved the Board's request for the corporate name to remain The Medicine Hat Catholic Board of Education. The corporate name had initially changed as part of the implementation of the *Education Act*. All corporate based activities including banking, contracts, collective agreements, legal documents and the like, including offers of employment, should identify and refer to us as The Medicine Hat Catholic Board of Education. This likely has little to no impact to schools but a general awareness of this would be wise.

Alberta Education will refer to us in their records using our Jurisdiction Name which is now Medicine Hat Roman Catholic Separate School Division. This is how they describe us, essentially as a 'separate school division'. We will not need to use this name very often. Alberta Education would use it for reporting exam results, class-size results, etc.

Over the years we have been a School District, then a Regional Division in 1994, then back to a School District in 2017 and now we are a School Division. In fact, all school boards are now described as School Divisions with no numbers being referenced. We will be looking to describe ourselves as a 'Division' in our policies and communications, as opposed to 'District', as we modernize them.

If there are any questions please let me know.

Thanks,

Greg





**Greg MacPherson, CPA, CGA**

**Secretary Treasurer**

Medicine Hat Catholic Board of Education

1251—1st Avenue SW

Medicine Hat, Alberta T1A 8B4

403-502-8360

greg.macpherson@mhcbe.ab.ca



**Ministerial Order for Corporate Name.pdf**

65K

# ASEBP Trustees' Report

Volume 27-19 No. 08 October 2019

## Highlights of the October 18, 2019, Trustees' Meeting

### 1. Plan Design – Second Reading (for January 1, 2020)

- The ASEBP Trustees are constantly striving for value as well as balancing plan benefits and the cost of investing in the current and future health of covered members. They're sensitive to participant needs and stakeholder concerns, as well as the impact of changing medical, dental, pharmaceutical and other practices, in addition to changes to the health care system. The ASEBP Trustees are also cognizant of plan utilization, statutory or regulatory requirements and market conditions (i.e. competition from other benefit providers and fiscal constraints)
- The ASEBP Trustees gave **final approval** (second reading) to plan design changes effective **January 1, 2020**. These are in addition to those given final approval last month, which are outlined in the [September 2019 ASEBP Trustees' Report](#)
- **Extended Disability Benefits (EDB)**
  - The offset provision dealing with 'other income' will be amended to recognize covered members who are working less than 1.0 full-time equivalent (FTE) and have income from another job. In the event a covered member becomes disabled from a position that's covered by ASEBP EDB, but they're still able to complete the duties of their other position, their EDB benefit will be reduced only if the other job commenced after their disability date or within a six-month period prior to their disability date. When other income has been in place longer than six months prior to disability, no offset will be made
- **Extended Health Care**
  - Coverage for flash glucose monitors (e.g. FreeStyle Libre) will be added to the diabetic supplies category, which has an annual maximum of \$4,000. Covered members will be able to purchase one reader every rolling two-year period and 30 sensors every rolling 12-month period, as long as they haven't reached their diabetic supply maximum
  - Assignment billing is a privilege allowing covered members to sign a form authorizing a medical practitioner or medical supply vendor to make a claim for ASEBP benefits on their behalf. This method of billing can be open to unusual claiming practices and it may not always be clear to covered members what they're signing. In 2016, the ASEBP Trustees took the first step in phasing out assignment billing. As most providers are now able to bill the plan directly, it's time to make further changes. Assignment billing will be limited to three benefits: ambulance services, hospital accommodation and oxygen (including oxygen equipment)
- **Multiple benefits**
  - Previously, the ASEBP Trustees suspended relevant provisions of the plan documents to accommodate Workers' Compensation Act changes in 2018, requiring employer groups to continue Extended Health Care, Dental Care and Vision Care coverage for injured workers

#### ASEBP TRUSTEES

Drew Chipman, Chair  
Fred Kreiner, Vice-Chair  
Holly Bilton  
Chad Bowie  
Evelyn Chan  
Maddy Daniels  
Doug Lerke  
Shirene Napier  
Kim Pasula  
Daryl Scott

#### CHIEF EXECUTIVE OFFICER

Kelli Littlechilds

for up to one year after the date of their injury. These provisions will now be amended in the plan wording

- **Administrative change**

- The window for benefits applications will be extended to allow more time for employer groups to complete enrolment transactions on behalf of their employees; however, employees are still encouraged to notify employers within 31 days of a life event that affects benefits (e.g. changing from single to family coverage and adding dependants, involuntary loss of coverage through a spouse, etc.)
- The late applicant deductibles under Vision Care and Dental Care will be removed along with the orthodontic restriction
- An ASEBP Administration Bulletin will announce the details and effective date(s) of these changes once established

## **2. Retirement Incentive for Disability Recipients**

- In 2020, the ASEBP Trustees will be offering the Retirement Incentive for Teachers and Employees (RITE) to covered members on EDB who meet the eligibility criteria. The RITE program gives individuals the opportunity to accept a cash offer in exchange for moving off disability, giving ASEBP the chance to reduce its future financial obligations (claims payments and reserves)
- To be eligible for RITE, individuals must be:
  - between the ages of 55 and 64
  - on disability for at least 2.5 years
  - not previously offered RITE
  - not involved in litigation against ASEBP
  - offered over \$1,000
- RITE includes a tax-free lump sum, as well as benefits coverage to 65. The lump sum will also factor in a cost-of-living allowance
- All eligible candidates will receive an offer from ASEBP in Spring 2020 for a June 30, 2020, retirement date. ASEBP will be holding information sessions for RITE candidates and will be encouraging them to seek financial and legal advice to support their decision making

## **3. Investments**

- The ASEBP Trustees requested that their investment consultant conduct an asset-liability modelling study to develop a comprehensive understanding of the trade-offs in risk faced by the Trust and to identify opportunities to improve the risk-reward profile of the asset mix
- The results of the optimization modelling inform strategic asset mix policy development. Factors considered in choosing a target asset mix include financial health, the profile of liabilities, the investment horizon, the size of the Trust and implementation considerations, such as access to asset classes and managers, costs, etc.
- Implementation of the strategic asset mix policy includes establishing an investment manager structure followed by selection of investment managers (some existing managers may exit while new managers are added) and ongoing monitoring of managers and strategy

- 
- The results of the asset-liability optimization modelling were presented and will result in changes to the strategic asset mix policy. Next steps include amendments to ASEBP's Statement of Investment Policies and an asset mix transition plan
  - The ASEBP Trustees also met with two of their investment managers to review portfolio performance

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The ASEBP Trustees' Report provides an overview of topics discussed at all ASEBP Trustees' Meetings. These meetings provide the opportunity for ASEBP Trustees to come together to discuss matters of importance at ASEBP—from the financial health of the benefit plan to the introduction of new benefits and programs. While all information in each report is an accurate account of decisions made at the meetings, there can be changes that occur between first and second readings of certain topics which may result in differences between their reporting.

To learn more about the ASEBP Trustees, please visit the Governance page, found in the About section of our website, [asebp.ca](http://asebp.ca).



Allendale Centre East • Suite 301, 6104-104 Street NW • Edmonton, AB T6H 2K7  
Phone: 780-438-5300 • Email: [trustees@asebp.ca](mailto:trustees@asebp.ca) • Website: [asebp.ca](http://asebp.ca)

**Medicine Hat Catholic Board of Education**  
**Trustee Honorarium 2019-20**  
**Effective November 1, 2019**  
**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. Effective January 1, 2019, the Total Trustees' Honoraria shall be an amount equal to the average teacher's salary marked up by 18.75%. The average teacher salary is 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. The Board Chair shall receive 24.18% of the average teacher's
2. The remaining 75.82% of the average teacher's salary shall be divided equally among the remaining four Trustees.
3. 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.
4. 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 2019-20 trustee honoraria are as follows:**

The average teacher salary as at September 30, 2019 is \$ 91,831. This is a decrease of 0.75% from the prior year.

	Percentage	2019-20 Honoraria	2018-19 Honoraria Effective January 1, 2019
Chair	24.18%	\$ 26,368 (\$2,197.33 monthly)	\$ 26,567 (\$2,213.92 monthly)
Trustee	75.82% (split evenly between the 4 trustees)	\$ 20,670 (\$1,722.50 monthly)	\$ 20,826 (\$1,735.50 monthly)

## **CATHOLIC SCHOOL FACILITIES IN ALBERTA**

To conform with our Catholic teaching, a Catholic school has a distinct and unique culture and philosophy. It is defined and characterised as being Christ-centered, an instrument of the Church, focused on the development of the whole human person, committed to the inculturation of life and faith, and permeated in every aspect by the Gospel of Jesus Christ. In short, a Catholic school is one in which God's presence, truth and life permeate every aspect of the school.

While we, as trustees, have the responsibility to make decisions for our local communities, we also recognize our reciprocal responsibility to the greater Catholic community. As trustees dedicated to the education of our children, we cannot act independently of one another or of the Alberta Catholic Bishops when our Catholic faith binds us together on key issues.

In light of this teaching, and seeking to work co-operatively with our provincial government, we, the member boards of the ACSTA, together with our Alberta Catholic Bishops, identify the following Fundamental Principles as the foundation for building Catholic schools in Alberta that allow full permeation of Christ's teachings.

### **Fundamental Principles**

1. Free-standing Catholic schools on separate sites have a long and successful history in this province and remain the standard for Catholic educational facilities.
2. ACSTA and its member boards support community partnerships, provided they adhere to these Fundamental Principles.
3. The ACSTA and its member boards oppose the joint use of school buildings with public school boards in any manner that has the effect of undermining or interrupting the full permeation of Catholic values and beliefs.
4. No Catholic school board should be pressured into any type of partnership or joint-use arrangement that could restrict the board's ability to fulfill its mandate to provide quality Catholic education to its students.
5. When a Catholic board wishes to establish a Catholic school, where none has previously existed, facilities must be arranged in adherence with the ACSTA Fundamental Principles. Arrangements would proceed with a commitment from the Minister responsible for a designated Catholic school when numbers warrant.
6. Catholic school districts contemplating a facility other than a free-standing school will take the following steps prior to beginning the project development process:
  - a) inform the ACSTA in writing, and;
  - b) seek and receive support of the local bishop.
7. The ACSTA, its Board of Directors and member boards will not consider as precedent setting any pre-existing arrangement between a Catholic school and a public school that does not conform to these Fundamental Principles.

Adopted January 24, 2003



# **ACSTA FACILITIES COVENANT AND GUIDELINES**

**ADOPTED NOVEMBER 1999**



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## FOREWORD

In the provision of a Catholic education system, it is important to understand the interdependent nature of the process. It is a consultative effort that involves Catholic parents, the local Catholic Board and the local Bishop. At the Provincial level, it involves the local Catholic Board through the Alberta Catholic School Trustees' Association and the Alberta Bishops. Without the participation of all these partners, a Catholic school does not result. As a community dedicated to the education of our children, we need, and depend on, each other. In order to ensure this interdependence, we dialogue regularly, always with the goal that the common good must be reflected in our decision.

During the last three years there has been increasing pressure on Catholic boards to resolve their space crunch through negotiations. This has led to division within communities, overcrowding in Catholic schools, and many meetings with our community members, with government, and with School Boards, public and separate, in an attempt to provide educational space for our children. We would like to put these problems behind us.

To this end, and in response to your request Mr. Minister, the Alberta Catholic School Trustees' Association provides an explanation of our position on facilities and the beginnings of a glossary of terms for use in discussion to help explain the kind of facilities we need for our children.

We are not opposed to 'sharing' as a core value of our society. Indeed, we teach it to our children as something very important in our faith. Catholic schools and Catholic School Boards attempt to live out this sharing in many ways in our communities and can point to many shared initiatives that have been most beneficial to the community and to the Province. Further, we can point to many shared projects with our public school neighbours that have been equally as successful and positive. However, the sharing of school facilities in many circumstances is problematic for us. If sharing causes us to lose our identity and our uniqueness, we also lose our reason to exist. If the purpose of sharing is simply to save money, experience has already shown that in many cases savings are minimal, at best, and often non-existent. Some of the Catholic Boards in the Province have done studies and initiated projects where sharing occurs. Some of these were successful but some were not. Let us be sure not to repeat previous mistakes.

The circumstances facing urban boards will be addressed in a section entitled, "Facilities in Urban Centres".

Circumstances regarding the housing of Catholic educational systems in rural Alberta are unique and will be addressed in a section headed "Facilities in Small Communities". The question has become a topic of debate with regard to the Boundaries Expansion Proposal and its introduction of a new educational choice to smaller rural communities.

It has never been the intention of our Association, or of Separate school systems, to close, or make non-viable, existing Public schools. We see ourselves as an integral part of public education in Alberta. To establish a Catholic school at the expense of an existing Public school flies in the face of the principle of choice.

We hope this document will clarify our position indicating in the case of facilities, what we can share, what is negotiable and what we cannot share because of our Catholic philosophy and teaching.

This document has the support of the Alberta Conference of Catholic Bishops.

If you have any questions please contact the ACSTA for a personal response.

Lois Burke-Gaffney  
ACSTA President

## **ESSENTIAL PRINCIPLES FOR CATHOLIC SCHOOL FACILITIES**

Catholic schools are places where the whole ethos and learning environment – the syllabus, curriculum and the total life of the school – are permeated with the teaching of our faith.

In particular:

- The curriculum in all its aspects – content and teaching approach – reflect our gospel values.
- School buildings are blessed and dedicated as special places where study, prayer and faith celebrations are an integral part of school life. Religious symbols and artifacts are displayed in each classroom, in the halls and in signage both inside and outside the building. These are regularly used as teaching opportunities. Often there is a dedicated chapel.

In short, Catholic schools are centered on our Catholic faith.

## **ACSTA FACILITIES COVENANT**

On this day, November 6, 1999, we, the membership of the Alberta Catholic School Trustees' Association, represented by our Board of Directors, our Board Chairs accompanied by our Superintendents, met to determine a corporate position regarding what type of building configurations are acceptable to house Catholic Educational systems in the Province of Alberta. Notwithstanding the configurations agreed to in the past, from this date forward the following Covenant Agreement is attested through the signature of all parties and understood to be the position of the Alberta Catholic School Trustees' Association on the question of facilities.

1. The ACSTA is opposed to the sharing of school buildings with public school boards in any manner that has, in the opinion of a Catholic School District and the ACSTA, the effect of undermining or interrupting the full opportunity for the permeation of Catholic values and beliefs throughout the entire school day.
2. Sharing facilities on a short-term or transitional basis is also a concern, although some options may be acceptable under guidelines to be established by the ACSTA.
3. The ACSTA is not opposed to community partnerships. Catholic school districts have demonstrated an ability and willingness to foster and implement such arrangements with community-based organizations and groups which do not compromise our philosophy and faith values.
4. Any current arrangements between Catholic and Public schools, which might exist throughout the province, should not be considered to be precedent setting.
5. Any Catholic school district contemplating any proposal for sharing school facilities with public school districts will consult formally with the ACSTA and its membership.

Grey Nuns Conference and Retreat Centre  
Edmonton, Alberta  
Dated November 6, 1999

## **ACSTA GUIDELINES FOR SHARING SCHOOL FACILITIES ON A SHORT-TERM OR TRANSITIONAL BASIS**

1. In order to begin instructional services and only when there has been a commitment by the Ministry of Infrastructure to a firm date for an independent Catholic School facility can a short-term or transitional sharing of facilities be considered. These Independent Catholic school facilities can be provided in one of the following ways:
  - a new building
  - transfer of a Public school to the Catholic system
  - renovation of an existing Public building into a school.
2. Each jurisdiction must operate and manage its own area of the facility and be in charge of its own space, programs, students, staff and services.
3. Temporary facilities are not intended to extend beyond three years.

## **FACILITIES IN URBAN CENTRES**

The shortage of classroom space in urban centres is, in many instances, even more critical than elsewhere. The demographic shift that is occurring in most centres has exacerbated the problem. Housing starts and new developments are flowering throughout the province. Despite Separate Boards best efforts to bus students to any excess space, there is simply no more space available. The problem is made even more difficult because Public Boards see a need for new schools in those areas as well. The fact that they are not being allocated has upset them. The explanation of under-utilization gets lost in the recognition that in new areas they see their own parents sending their students to Catholic schools. In other locations many parents see our schools as a opportunity for choice because of a number of reasons, not the least of which is our excellent Diploma and Achievement Test results. Throughout the province, on average, Separate School enrollment is increasing and Public School enrollment is decreasing. Despite this, Separate Boards are unable to get approval for independent buildings, or even have unused Public School space reconfigured to allow for a building to be freed up for their use. Academic success and increased enrollment are not recognized as accomplishments, but rather as a handicap resulting in overcrowded classrooms and schools that have no ancillary space whatever.

Urban Separate Boards face unique problems. The growing enrollments demand new facilities. The Ministry remains adamant that there will be no new construction until excess space is utilized in public systems. Urban Separate Boards are placed in a no win circumstance. The only way new construction is available to them is through some innovation configuration that involves a community facility. The most acceptable added community facility is a recreational one that is under independent community management. The first choice of all Separate Boards in the province is for an independent facility. In the past some Separate Boards made concessions in order to have a much-needed school approved. The result of such cooperation is that we are now expected to do that in all instances. What was intended to be an experiment has now become an expected norm. In our view it may well lead to a one-facility educational system. Separate Districts experiencing critical space shortage are directed to Public Boards with under-utilization to resolve their problem. The two systems are being played one against the other on the issue of facilities. Government fiscal responsibility is being satisfied but is it all achieved at the expense of Separate Boards. The Roman Catholics of the Province of Alberta have a constitutional right to an educational system of their own. With that right is the responsibility of the Government to provide a facility within which that education takes place.



Notwithstanding the configurations now under consideration by some Separate Boards, our Association continues to request the construction of independent facilities in order for us to deliver a Catholic Education reflecting our educational philosophy. We require the display of religious artifacts, crucifixes and liturgical celebration space. The rationale for these requests remains consistent. In order for Separate Boards to have both the ambiance and ethos within our teaching facilities, it is essential that the province continue the practice of approving independent facilities as it has for the last 100 years.

The argument has been made by Government that the joining of several buildings together is cost efficient and time saving. It is now being substantiated that the suggestion of cost saving is false. The current joint site complexes are all more expensive than planned. The increase in administrative time and effort on supervision alone has, in most cases, doubled. The suggestion of placing two competing educational systems on one site is tantamount to suggesting that a Tim Hortons and a Robin's Donuts operation should be on the same site. It doesn't happen in industry—why should it happen in education. The logistics of having two schools of 500 students or more on one-site presents a major traffic and infrastructure strain on any community. The Calgary City Police, supported by other Police agencies, have stated categorically that these infusions of large numbers of students into a community are a risk to the safety and security of students and residents alike.

In conclusion our position with regard to facilities in urban centres is:

- We require independent facilities to educate our Catholic children
- We are prepared to negotiate the construction a community recreational facility alongside the school if the recreational facility is independently owned and managed and does not contravene our Facilities Covenant.
- We are prepared to share mechanical/utilities/athletic fields or playgrounds.

Because of our educational philosophy of permeation we are not prepared to share instructional space, administration offices or personnel, teaching staff or staff lounges, common timetable, or the public address system. Nor are we prepared to share any facility that allows free flow traffic area for the public that would give access into or out of our facilities.

## **FACILITIES IN SMALL COMMUNITIES**

In many instances small communities have been served by a local public school for years. The introduction of a Separate school is seen as a threat to the viability of the local school. Facilities are an essential ingredient to all school districts – public and separate. The allocation of them has become a contentious issue because of the appearance of a lack of consideration given to special circumstances. This assumption survives because of two independent but related directives from the Department of Infrastructure. They are:

- The Department has developed utilization formulae which, perhaps unwittingly, appear to discriminate against small town rural Alberta.
- The Ministry, aided by numerous MLAs, has declared there will be no new construction until excess space has been resolved.

The combination of these directives, plus the demographic shift from rural to urban communities now occurring throughout Alberta, has set rural public boards on edge. Already dealing with dwindling registration and restricted ability to meet core course delivery, public schools see the looming prospect of a Separate school in their community as a threat to the survival of their local school. Inadvertently, we have become their scapegoat. In the larger communities we have been directed by Infrastructure to negotiate with public boards for unused space. This adds fuel to the fire in any discussion in rural public boards. The atmosphere is charged before any negotiations begin. The only resolution, it appears, is a new paradigm.

In the face of no new buildings on the one hand, and the reality of closing the public school on the other, the choices open to Separate boards are difficult. One option would be to refuse to establish Catholic educational delivery to the parents requesting it, on the grounds that there were insufficient students to make a school viable. The other is to request an independent building – which the Department has declared it will not supply. The only other possible consideration is to allow for a locally negotiated ad hoc solution in each specific situation as it arises. This solution must be in consort with the ACSTA Facilities Covenant with the right to appeal to the Minister if negotiations fail.

In larger communities where public districts have several schools, different problems exist. One is the declared under-utilization by the public system while at the same time there is overcrowding in the separate system. Currently this problem is being perpetuated by the Ministry directing the two boards to negotiate a resolution. As indicated earlier, the atmosphere is usually already overheated before the negotiations begin.

Clearly, a different paradigm is needed here as well. If we are to be successful the Ministry must take an active role in directing the under-utilized authority to reconfigure their schools to free up a building. To continue the current practice simply divides the community into camps in the same way the current establishment of new Separate Districts does. The talks continue without resolution because there is no political will on the part of the public board to do so.

## **FACILITIES GLOSSARY**

The following terms are currently being used by the Ministry of Infrastructure and the ACSTA in discussions on facilities.

**Facilities Covenant:**

Refers to the ACSTA agreement on facilities as determined by ACSTA Member Boards on November 6, 1999. (see page 4)

**Permeation of Catholic values:**

Refers to the understanding in a Catholic school that all dimensions of school life, including the course content, school celebrations and activities, expected student and staff deportment, and the aesthetics and decoration of the building, reflect the values of our Catholic faith.

**Instructional space:**

Refers to classrooms, library, gymnasium, computer labs, CTS space, gathering and reflection areas and auditorium.

**Independent Shared Programming Facility:**

Refers to a facility where programs offered by one or the other system which, because of small class sizes, have students attending from both systems and have been determined not to jeopardize the integrity of either system. This situation is usually found only in small rural schools.

**Independent Facilities:**

Refers to a Public School or a Catholic School that is not shared or joined in any way. Each school is located on its own geographical site and has its own footprint.

**Shared Site or Joint Campus:**

Refers to three independent buildings located on the same geographical site - including a Public school, a Catholic school, and a Community Facility:

- each building has its own entrance.
- may have shared mechanical/utilities/sports fields/playgrounds.
- there is no sharing of instructional space.
- the Community Facility will not include partners who would compromise Catholic teaching (e.g. some community health facilities).
- the Community Facility would be independently owned and operated, i.e. not by the schools involved.
- the Community Facility may include a gymnasium, theatre or swimming pool, all of which may be individually scheduled by either the Catholic school, the Public school or the community.

**Shared Roof, Joint Use Facility:**

Refers to three buildings under one roof - a Public school, a Catholic school and a Community Facility:

- each building has its own entrance.
- may have shared mechanical/utilities/sports fields/playgrounds.
- there is no sharing of instructional space.
- the Community Facility will not include partners who would compromise Catholic teaching (e.g. some community health facilities).
- the Community Facility would be independently owned and operated, i.e. not by the schools involved.
- the Community Facility may include a gymnasium, theatre or swimming pool, all of which may be individually scheduled by either the Catholic school, the Public school or the community.

**Shared School:**

Refers to a Public school and Catholic school sharing a joint multi-use facility between them. This model envisages the sharing of administrative offices, gymnasia, staff lounges, libraries, some classrooms, CTS Labs, food court, community services, etc. or a combination of some of these. In short, it allows for a spectrum of sharing of administrative, community and instructional space.



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September 4, 2002

### **Catholic Education: Becoming Salt and Light for the World**

In his homily concluding the 17th World Youth Day in Toronto on July 28th, Pope John Paul, drawing upon the gospel imperative, challenged the youth of the world to be "salt" and "light" for the world.

*The world you are inheriting is a world which desperately needs a new sense of brotherhood and human solidarity. It is a world which needs to be touched and healed by the beauty and richness of God's love. It needs witnesses to that love. The world needs salt. It needs you — to be the salt of the earth and the light of the world. Salt is used to preserve and keep. As apostles for the third millennium, your task is to preserve and keep alive the awareness of our Saviour Jesus Christ, especially in the celebration of the Eucharist, the memorial of his saving death and glorious resurrection. You must keep alive the memory of the words of life which he spoke, the marvelous works of mercy and goodness which he performed. You must constantly remind the world of the "power of the Gospel to save." (Romans 1: 16)*

*Salt seasons and improves the flavour of food. Following Jesus, you have to chance and improve the "taste" of human history. With your faith, hope and love, with your intelligence, courage and perseverance, you have to humanize the world we live in, in the way that today's reading from Isaiah indicates: "loose the bonds of injustice ... share your bread with the hungry ... remove the pointing of the finger, the speaking of evil ... then your light shall rise in the darkness." (Isaiah 58: 6-10)*

In Catholic education we seek to keep alive the memory of the words of life which Jesus spoke, and the marvelous works of mercy and goodness which Jesus performed.

The heart and soul of Catholic education is following Jesus Christ, and our school system finds its very reason for existence in the communication of the Christian message. The goal of Catholic education is nothing less than a truly holistic formation of persons who will become living witnesses to the faith. This vision of Catholic education is inspired and sustained by an understanding of the Catholic school as a participant in the saving mission of the Church, a mission that is realized in and for the world.



Following Jesus, we must change and improve the "taste" of human history. With our faith, hope and love, and with our intelligence, courage and perseverance, we are called to humanize the world we live in.

As bishops, we are committed to working together with parents, educators, and trustees to ensure the integrity of Catholic education. This responsibility does not and cannot rest solely on the shoulders of a few individuals but is grounded in the interdependence of all members of the Catholic education community.

*"Catholic education is inspired by the general principles enunciated by the Second Vatican Council concerning collaboration between the hierarchy and those who work in the apostolate. In consequence of the principle of participation and co-responsibility, the various groupings which constitute the educational community are, according to their several competencies, to be associated in the decision-making concerning the Catholic school and in the application of decisions once taken." (The Catholic School, Sacred Congregation for Catholic Education 1977, 70)*

Together we all face the task of developing schools into communities of faith in which the requirements of good citizenship will be learned in a vital way from the perspective of the message of the Gospel and the teachings of the Church. We are bound together by a common faith and in common service.

In order to realize this mission and instill the virtues of the Catholic community of faith in our youth, we require and employ the same basic principles that are employed in a family. In intimate circles of communion, love, and service we work to foster the virtues and lifestyle that will later serve the common good of our whole society. For this to be effective, a Catholic school, like a family, needs some time and a place for itself. It is a basic requirement if we are to submerge our youth in the culture of the faith.

In light of this mission, we would like to share a few reflections with you on the phenomenon of "shared facilities." This has become a major issue of concern for Catholic Education in Alberta. During the past four years there has been increasing pressure on Catholic boards to resolve their need for space by negotiating with public school boards to construct one shared school building rather than having each build its own independent, stand-alone schools.

The pressure to build "shared facilities" has led to division within communities, overcrowding in some Catholic Schools, and many meetings with our community members, with government, and with School Boards, public and separate, in an attempt to provide educational space for our children. It is not our intention to close or make non-viable existing public schools. We see ourselves as an integral part of the educational endeavor in Alberta. Nevertheless, we are compelled to stress with the utmost clarity that the sharing of facilities creates grave problems for Catholic education.

Our concern with "shared facilities" does not arise out of any desire to segregate ourselves from the rest of society. When a family raises its children in the separate confines of its own home, it does not reject every other home and every other family. It is merely preparing its own children for the necessary and desirable interaction to come. Our insistence on having our own schools is not a rejection of society, but a preparation for full engagement in it.

In the same way, a separate Catholic school is not a rejection of the culture, but a designated environment of faith formation, which requires its own separate space for the sake of cohesion, unity, and growth. Far from rejecting our pluralistic society, we nurture these young citizens in an atmosphere of faith, so that they can make a unique contribution to that society. The particular contribution they do, in fact, make to our province because of their Catholic education is recognized and valued by our fellow citizens of all faiths.

To educate our youth in the context of the Gospel a certain distinct educational environment is needed. Catholic schools are places where the whole ethos and learning environment — the syllabus, curriculum and the total life of the school — are permeated with our faith. School buildings are blessed and dedicated as special places where study, prayer, and faith celebrations are an integral part of school life. Religious symbols and artifacts are displayed in each classroom, in the halls, and in signage both inside and outside the building. These are regularly used as teaching opportunities. Often there is a dedicated chapel in a Catholic school, and the Blessed Sacrament is reserved there. The shared faith life of the school permeates every part of the building and every activity that happens within and around it. Anything that detracts from this permeation, such as a "shared facility" situation, leads to the loss of something vital to Catholic education.

The Catholic community of Alberta must be allowed to continue the time-honoured and constitutionally-protected tradition of forming and educating our children in an environment we foster and fashion. Together we must continue to state clearly our position that "shared facilities" are not acceptable to the Catholic community.

There are many opportunities for ecumenical co-operation with people of diverse faith traditions. The "shared facilities" approach is not one of them. Ecumenism is based upon a conversion of hearts and upon prayer which will also lead to the necessary purification of past memories. With the grace of the Holy Spirit, Christians, inspired by love, by the power of the truth, and by a sincere desire for mutual forgiveness and reconciliation, are called to re-examine together their painful past and to inspire in everyone a renewed willingness to proclaim the Gospel. This mission is clearly outside the mandate of public schools.

From childhood, all of us are taught that sharing is good, and there are many creative ways in which distinct school systems, or distinct stand-alone neighbouring schools, can share resources so as to assist each other as they go about the mission of education in their own very different ways. There might on occasion be some situations in which there is a good reason for negotiating the construction of a community recreation facility alongside the school if the recreational facility is independently owned and managed, and does not contravene the Facilities Covenant of the Alberta Catholic School Trustees' Association.

It is not true creative sharing, however, when two schools with significantly different educational philosophies are simply attached to one another, in a mechanical way, in the hope that this will somehow automatically produce added convenience or economic benefit. This uncreative strategy may look like sharing, but there is little real benefit to be gained from it. Furthermore, such arrangements not only impede the ability of a Catholic school to have the distinct environment which is needed for Catholic education, but also set the stage for the future merging of the two intertwined entities, at which point Catholic education ceases. This would be a loss to the Catholic community, but also to our wider society.

Canadian society continues to define itself as one in which community values (linguistic, cultural and religious) are to be respected rather than denied. We have staked our hope as a nation on the possibility of strengthening the common social fabric by safeguarding the distinctive quality of each thread within it. One such thread is the preservation of a vibrant Catholic education system, not just for our good but for the good of our whole society.

Catholic education creates a real hope for the future when we teach the next generation the mystery of the Body of Christ, where all members are important for the body's well being, and where the body brings together the members into a life-giving unity. The rise of nationalism and war around the globe demands such a unity — a unity that respects legitimate diversity and recognizes the God-given freedom and dignity of each human being, whatever their race, colour, or creed.

Real hope for the world is created when we form our youth in the spiritual principles of justice and of respect for all human life. Environmental crises plague us, yet we form real hope when we imbue our youth with the Biblical standard of a people who know themselves to be called by name as stewards of creation.

Our ongoing commitment to the development of Catholic education is one of our greatest contributions to the common fabric of society. By reinforcing this distinctive thread of what is best in our Church community, far from closing in on ourselves, we release formidable energies for the benefit of society, so that we may help each other to grow wiser, and to harmonize personal rights with the other requirements of social living in the world.


We conclude our reflections on Catholic education and shared facilities, with the prayer of John Paul II:

*O Lord Jesus Christ, keep (our) young people in your love. Let them hear your voice and believe what you say, for you alone have the words of life. Teach them how to profess their faith, bestow their love, and impart their hope to others. Make them convincing witnesses to your Gospel in a world so much in need of your saving grace. Make them the new people of the Beatitudes, that they may be*


*the salt of the earth and the light of the world at the beginning of the Third Christian Millennium! Mary, Mother of the Church, protect and guide these young men and women of the Twenty-first Century. Keep us all close to your maternal heart. Amen.*

+ Thomas Collins  
Thomas Collins  
Archbishop of Edmonton

Arthé Guimond  
Arthé Guimond  
Archbishop of Grouard-McLennan

  
Frederick Henry  
Bishop of Calgary

+ Lawrence Huculak  
Lawrence Huculak, OSBM  
Bishop of Edmonton Eparchy

  
Luc Bouchard  
Bishop of St. Paul

# MEMO

**DATE:** November 5, 2002

**TO:** ACSTA Member Boards

**FROM:** Medicine Hat Catholic Separate Regional Division No. 20  
Board of Trustees

**RE:** *Response to Nov. 2, 2002 Draft Joint-Use Facilities Guiding Principles*

Our Board of Trustees would like to make the following comments in response to the above noted *Draft Guiding Principles*.

Our mission states "In partnership with family, Church and community, we provide Catholic Education of the highest quality to our students". That desired future is "A Gospel-centered community committed to: learning excellence; Christian service; and, living Christ. We believe that Catholic education is a ministry that is at the heart of the Church. We value and celebrate: teaching and living our Catholic Faith; our Catholic traditions; our ability to offer a full range of educational programs for all students; and, the uniqueness of each child. In our ministry, always and everywhere, we are: called to model Christ; called to prayer; called to service; called to strive for excellence; and, called to build community.

We believe that a Catholic school is created whenever a Catholic teacher teaches children within the above noted context. The permeation of our Faith must transcend every aspect of the teacher's instruction to their students. This can happen in any given room, in any location whether it is in a formal school or on a field trip or while using community or other recreational facilities. The physical room does not make or break the "Catholic" teaching. A Catholic school is more than bricks and mortar.

We believe that cooperating and collaborating with other community organizations in building and providing educational or multi-use facilities provides an opportunity to strengthen Catholic education. This type of partnering helps create an important perception within the community at large that a publicly funded Catholic education system provides value-added resources to the community. Such positive perceptions will help ensure that the community "at large" continues to see value in having two "publicly" funded educational systems.

We believe that, as Catholic school boards, we must stand up for one another in defense of our beliefs and Catholic principles. Should any external organization, such as a provincial government, attempt to force or coerce any Catholic board into actions the

board does not think are in the best interests of its students or actions that go against the wishes of the Faith community, *'all'* Catholic boards should unite and help defend that individual board's rights. We must provide that solidarity to each other.

We also believe that duly elected boards of education should have the right and freedom to build and administer schools in the manner they believe is best suited for their particular Faith-based community. This must be done in conjunction with the values and aspirations of the Church, the Family and the School Community. We also believe that as duly elected trustees we are then in the best position to make such decisions for our particular school system.

Yours in Christ,

The Board of Trustees

The Medicine Hat Catholic Separate Regional Division No. 20



# Catholic board joins protest of shared schools

Thursday, February 6, 2003

## Separate system must stand alone, board insists

SHELLEY KNAPP  
CALGARY HERALD

**T**he Calgary Catholic school board voted Wednesday night to line up alongside its sister boards provincewide in forbidding the sharing of facilities with public school systems.

Trustee Linda Wellman said she was troubled that a northern Alberta school district was ordered to share a facility with the public system or risk losing \$5.5 million in funding for its junior/senior high school — especially because Premier Ralph Klein recently expressed outrage that Ottawa is giving the provinces money for health care but telling them how to spend it.

"That is the medicine that we have choking on for a very long time," Wellman said.

School district officials say that sharing facilities inhibits a Catholic school's ability to be Christ-centred.

Board chairwoman Lois Burke Gaffney said she is concerned about coercion tactics apparently being used by the Alberta government.

"The whole issue of shared facilities is very divisive," she said.

The Calgary Catholic trustees unanimously approved a recent declaration by the Alberta Catholic School Trustees' Association that it does not support sharing school facilities.

The association's statement was prepared during a Jan. 24 meeting between Alberta Catholic school board trustees and the province's Catholic bishops in Edmonton.

"In short, a Catholic school is one in which God's presence, truth and life permeate every aspect of the school," the association said.

The association said Catholic schools should be free-standing, there should be no joint usage of facilities and a Catholic school board should not be pressured into agreeing to any arrangement.

It said any Catholic school districts contemplating a joint-use facility must inform the ACSTA in writing and receive support from a local bishop.

The Calgary Board of Education has repeatedly stated it would not be averse to sharing facilities with the city's Catholic school district.

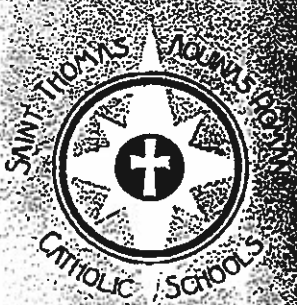
Both of the city's school boards are waiting for frozen infrastructure funding from the province for desperately needed new schools proposed in their three-year capital spending plans submitted last May.

The CBE is looking at building 13 new schools and the separate school board nine schools, mostly in the city's burgeoning bedroom communities such as McKenzie Lake and Arbour Lake.

The provincial government recently stated it will free up around \$500 million from its projected \$1.5-billion budget surplus to meet its backlog on infrastructure spending.

The Calgary Catholic school board's next meeting will be on Feb. 19.

KNAPP@THEHERALD.SOUTHAM.CA



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January 8, 2003

The Honourable Mr. Ty Lund  
Minister of Infrastructure  
424 Legislature Building  
10800-97 Avenue  
Edmonton, AB  
T5K 2B6

Dear Minister Lund:

The Board of Trustees for St. Thomas Aquinas Roman Catholic Separate Regional Division #38 wishes to seek your support in providing the Living Waters Catholic Regional Division #42 with a stand alone school facility to accommodate its students in Hinton, Alberta.

That this issue has remained unresolved for so long is a source of considerable concern for our Board that demands the immediate attention of government. Our Board joins with other Catholic Boards in supporting the Living Waters facility plan for a grade 4-12 school on the Eaton site and the modernization of Gerard Redmond School to accommodate Kindergarten to Grade 3 students.

Our Board remains confident that the Government of Alberta remains committed to providing adequate and appropriate school facilities. We urge you to lend your support in prompt action in meeting the expressed needs of the Living Waters CRD #42 will be seen as a strong affirmation of the right and the opportunity for Catholic education throughout the province.

Thank you for your consideration of this very important matter that has garnered the attention of all Catholic School Boards throughout the province.

On behalf of the Board of Trustees of the St. Thomas Aquinas Roman Catholic Regional Division #38 I would like to extend my sincere best wishes for a happy and successful 2003.

Sincerely,

  
Fred Calkins  
Board Chair

cc: Premier Ralph Klein  
Dr. Lyle Oberg, Minister of Learning  
Mr. Albert Klapstein, MLA, Leduc  
Mr. LeRoy Johnston, MLA, Wetaskiwin/Camrose  
Mr. Tony Abbott, MLA, Drayton Valley/Calmar  
Mr. Halvar Jonson, MLA, Ponoka/Rimbey  
\* Board Chairs, Catholic School Divisions

For

## Greg MacPherson

---

**From:** Laurie Schlachter <LAUSCH@medicinehat.ca> on behalf of Leah Prestayko <leapre@medicinehat.ca>  
**Sent:** Friday, November 01, 2019 2:03 PM  
**To:** Robert Nicolay; Greg MacPherson; jerry.labossiere@sd76.ab.ca; Brian Mastel; Mark Davidson; robert.olson@sd76.ab.ca; Wayne Resch; Simon Amos; Dwayne Zarichny; Leah Prestayko  
**Cc:** Della Dewald; Joni Treen; Troy Tait; Lindsay Perry; Laurie Manz; Laurie Schlachter  
**Subject:** Regional Transportation Initiative Update

\*\*\*\* This message has been sent from outside of the MHCBE email system. Please ensure you can verify the sender's identity before engaging, opening attachments, or following links. \*\*\*\*

Good afternoon,

Please accept this email as an update on discussions related to regional transportation opportunities.

City of Medicine Hat will be providing a set number of Youth monthly bus passes at no charge to SD76 and MHCBE starting January 2020 and until June 2020. Students provided the passes will have unlimited use of the transit system for the period of the pilot. In return, SD76 and MHCBE will survey students provided passes about utilization, satisfaction and potential future use. It is anticipated the pilot will target use geographically, which will help in establishing larger pilot projects.

Through this pilot project, we hope to:

- better understand student and family willingness to consider public transportation as a means of transportation to and from school
- identify student and family needs related to school transportation with a lens to integration with a public system
- identify opportunities for general transit system improvement from the perspective of youth

Secondarily, the project will:

- Expose non-riders to the benefits of using the public transit system
- Provide students with access to transportation for other purposes, including extracurricular activities

Thank you to Robert (SD76), Gregg (MHCBE) and Simon (City) for continuing to work together to find appropriate opportunities to find win-win opportunities for students, the public and our organizations. This may be a modest step forward, but one which will help provide valuable information for future projects.

If you have any questions, please feel free to reach out to me or to the identified individual from your organization.

Thanks,  
Leah



**Leah Prestayko**  
General Manager  
Community Development, City of Medicine Hat

tel: 403.529.8310  
cell: 403.977-0764

[leapre@medicinehat.ca](mailto:leapre@medicinehat.ca)  
<http://www.medicinehat.ca>

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**Medicine Hat Catholic Board of Education  
2020-21 Modular Classroom Program  
October 2019**

**Background**

Annually, school boards may submit a request for modular relocations, new modulars and demolitions. This document outlines the proposed 2020-21 Modular Classroom Program 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.

**Proposal**

**1. 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 restricts the use as well.
- iii. The Requirement Cost for the portable is \$200,000 and the portable reflects a 0.31 FCI. There are concerns on the ability to cost effectively maintain the facility. Replacement parts for some of the components are becoming difficult to source.

**b. New**

- i. A request for a new modular classroom to replace the demolished portable.
- ii. A connecting link would be added to connect the school to the modular classroom. The connecting link shall include an appropriate ramp for disabled access.
- iii. This would be able to fit into the three-year and 10-year capital plan design if the modernization of St. Michael's school becomes approved.

**2. St. Francis School**

**a. Demolition**

- i. The two 1978 portables would be demolished. The portables would be 42-years old for the 2020-21 MCP and will require significant work shortly.
- ii. Cost from facility audit for the work is \$151,230 with an FCI of 0.12; however, there are concerns on the ability to cost effectively maintain the facility. Replacement parts for some of the components are becoming difficult to source.

**b. New**

- i. Two new modulars would be required for replacement of the demolished modulars.
- ii. This would fit into the three-year and ten-year Capital Plan as developed.

**3. 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 \$405346 of lifecycle maintenance on the four modulars. The average FCI on each of the units is 0.28. Replacement parts for some of the components is becoming difficult to source.
- ii. Tied into the three-year Capital Plan

**b. New**

- i. Four modulars are requested to replace the demolished modulars.
- ii. Fits into the planning for the three-year Capital Plan.

# 2020-2021 MODULAR CLASSROOM PROGRAM REQUEST FORM

## Schedule A - New Modular Requests

Jurisdiction: The Medicine Hat Roman Catholic Separate School Division

Board Priority #	Facility Name	Location	Grade Configuration	Is this a P3 school?	Number of Type A Units Required	Number of Type B Units Required	Number of Washroom Units	Request Category Code	Additional Scope Requirement (e.g. fire hydrant, parking space)	Additional Scope Requirement Documentation Attached?	Site Layout Attached (Yes or No)	Site Ready Date	Explanation for Request <small>Please provide detailed explanation for the Modular Request, Category Code, Additional Site Requirement (if applicable)</small>
1	St. Michael's School	Medicine Hat	K-6	No	1	0	0	4	No	No	Yes	10/1/2018	This is contingent on the existing standalone modular being demolished and replace with this new one. An appropriate connecting link would be added as well.
2	St. Francis School	Medicine Hat	K-6	No	2	0	0	4	No	No	Yes	10/1/2018	This is contingent on the existing two being demolished and replace with these two new units. Consideration would also be available on the addition of only one unit.
3	Mother Teresa School	Medicine Hat	K-6	No	2	2	0	4	No	No	Yes	10/1/2018	This is contingent on the existing four being demolished and replace with these four new units.
4													
5													
6													
7													
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12													
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14													
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18													
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20													
21													
22													
23													
Total of New Units Requested					5	2	0						

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

Superintendent or Designate  
 (Signature req'd on the last page of this sheet only)

Please e-mail the original Excel document to [edc.cpdata@gov.ab.ca](mailto:edc.cpdata@gov.ab.ca)





**Medicine Hat Catholic Board of Education  
Board Meeting  
Agenda Items**

**Associate Superintendent  
Learning Services**

Date: November 12, 2019

Name: Hugh Lehr

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**Agenda Item: RSCD Budget 2019-20**

Regional Collaborative Service Delivery (RCSD) describes the roles, responsibilities and decision-making processes of cross-ministry partners in delivery of collaborative supports and services to meet the needs of children, youth and their families. RCSD funding is administered by Alberta Education in partnership with Health, Community and Social Services, Children Services and Alberta Health Services.

On behalf of the RCSD Provincial Office, we are pleased to advise you that the RCSD funding allocation for 2019-2020 is **\$1,981,175** for **Southeastern Alberta RCSD**. The funding listed under the Other Provincial Allocation category is targeted for the expansion of RCSD to children, youth and families living in First Nation communities.

The amount that each RCSD region receives is calculated by applying the funding distribution formula as described in the [2019-2020 Funding Manual For School Authorities](#).

The RCSD Funding Model is a combination of per student allocation with differential modifiers to reflect regional needs and an allocation for Regional Management. The 2019-20 allocation for your region consists of:

Per Student Allocation	Regional Differential Modifiers Allocation	First Nations Differential Allocation	Regional Management Allocation	Other Provincial Allocation	Total RCSD Allocation*
\$1,318,752	\$560,392	\$2,031	\$100,000	\$0	<b>\$1,981,175</b>

\*Based on 2018/2019 frozen funded enrolments (will be provided in follow up email)

**Recommendation**

- Receive as information

**Agenda Item:****Debriefing/post-intervention process**

Outlining supports available to those experiencing and witnessing acts of aggression or violence. – utilize service within the schools and outside agencies to provide support.

- Committee struck with HR, MH to identify outside agency support.
- Committee struck to develop a debriefing strategy to be used in schools.

A **critical incident** is any incident or sequence of events which overwhelms the normal coping mechanisms of the individual, group, classroom, and/or school.

**Critical Incident Categories** (note these need to be significant enough to fit into the definition of critical incident outlined above)

- Medical Emergency
- Physical Intervention (restraint, seclusion, physical transfer)
- Aggression and Violence (involving staff and student)
- Aggression and Violence (student to student)
- VTRA - Threat
- Grief/Loss of other Incidents that have a Significant Psychological Impact
- Compassion Fatigue - Point of Overwhelm

**Process**

1. Initial Assessment of Incident/Situation (administrator)
2. Action Planning/Information Gathering/Team Building - This will vary based on incident - solution focused.
3. Action - will vary based on incident
4. Follow-up

**Recommendation**

- Receive as information

**Agenda Item:**

*Ministerial Order No. 042/2019 Seclusion and Physical Restraint in Alberta Schools Standards and Guidelines for Time-out in Alberta Schools*

These documents are to be the basis for school authorities to develop policies, procedures and practices on the use of seclusion, physical restraint and time-out in schools.

**Recommendation**

- Receive as information

**Attachments:**

- *Ministerial Order No. 042/2019 Seclusion and Physical Restraint in Alberta Schools Standards*
- AP 391 – Safe Interventions with Students
- *Guidelines for Time-out in Alberta Schools*
- DRAFT AP – Time-out

# Guidelines for Time-out

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## in Alberta Schools

For more information regarding this content visit: [www.alberta.ca/education](http://www.alberta.ca/education)

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# Foreword

Alberta Education is committed to ensuring welcoming, caring, respectful and safe learning environments for all children/students and staff. School authorities, school staff, parents/guardians and children/students all have a role to play in creating these learning environments.

Schools that have a positive school-wide culture promote positive behaviour in children/students, which can reduce occurrences of challenging behaviours that negatively affect teaching and learning.

There are a variety of strategies and approaches to promote and encourage positive and respectful behaviour in children/students. It is important that teachers, school/school authority leaders and parents/guardians have a common and shared understanding of these strategies and approaches, and work together collaboratively to contribute to safe and caring learning environments.

This document aims to provide clarity on the use of time-out in schools by outlining expectations for their use, in order to minimize the inappropriate use of these procedures while ensuring that the safety, security and well-being of all members of the school community are maintained. It intends to clarify the meaning of these procedures within a school context and provide a common set of expectations on when and how they are to be used, in addition to evidence-informed practices.

This document also provides guidance for school authorities in developing or revising their policy and/or procedures on the prevention and use of time-out in schools. The goal of providing such guidance is to help ensure welcoming, caring, respectful, inclusive and safe learning environments for all children/students and staff.

This document is to be used in conjunction with other information provided by Alberta Education to enable welcoming, caring, respectful and safe learning environments such as Positive Behaviour Supports, Social-Emotional learning, Restorative Practices, Mental Health and Trauma-Informed Practices. Resources for additional information on these topics are included at the end of this document.

Within the context of a number of possible behaviour interventions, it is important for school authorities to have a well-defined approach for the use of time-out in schools. This will help prevent misuse and ensure that the well-being, safety and dignity of all children and students are preserved.

# The Learning Support Team

There are at least three core partners on any child's/student's learning support team: the child/student, the parent/guardian and the teacher. A parent/guardian may include the primary caregivers of a child such as parents, legal guardians, foster parents, grandparents, elders and other applicable family members or relatives.

In consultation with the principal, this core team consults on and shares information relevant to the child's/student's education and works together to plan, implement, monitor and evaluate programming, supports and services.

Parents/guardians and teachers are important members of a child's/student's learning support team. In accordance with the *Education Act*, parents have a responsibility to take an active role in their child's educational success. Parents/guardians are key partners in their child's education and members of their child's learning support team.

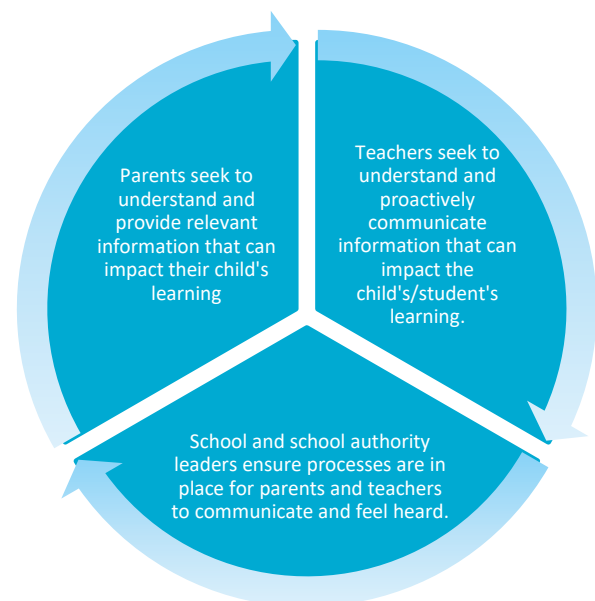
In addition to parents/guardians and teachers, members of the learning support team include the child/student, where appropriate, and other school authority staff such as educational assistants, other support, etc., who understand the child's/student's strengths and needs. When required, the learning support team may also include specialized professionals, including but not limited to mental health and social service professionals, community agencies and service providers, cultural resource people, liaison workers and elders that work collaboratively to meet the child's/student's learning needs.

All members of a school community have a role to play in supporting a child's/student's learning and in creating safe and caring learning environments.

## Fostering Effective Relationships

Positive relationships are critical to an effective learning support team. Parents/guardians and school staff need to invest time and energy into building and maintaining these relationships.

Engaging all members of the learning support team is important for building strong home-school partnerships and in ensuring positive learning outcomes. Meaningfully involving partners takes time, and requires trust and action that conveys an understanding that parents/guardians are partners in their child's





education. Strong, positive relationships help foster an atmosphere of openness and partnership within the learning support team and allows for transparent sharing of information and perspectives that affect a child's/student's learning.

Fostering effective relationships also calls for an awareness of other community agencies, service providers or non-educational systems that the child/student may be involved with, for example, the justice and health systems, or Family Supports for Children with Disabilities (FSCD). School authorities are expected to continue working collaboratively with community and provincial organizations or agencies to support children/students in their schools. Working together intentionally and collaboratively across systems as much as possible can be useful in building positive relationships, problem solving and providing the necessary supports and interventions.

## Positive Behaviour Supports

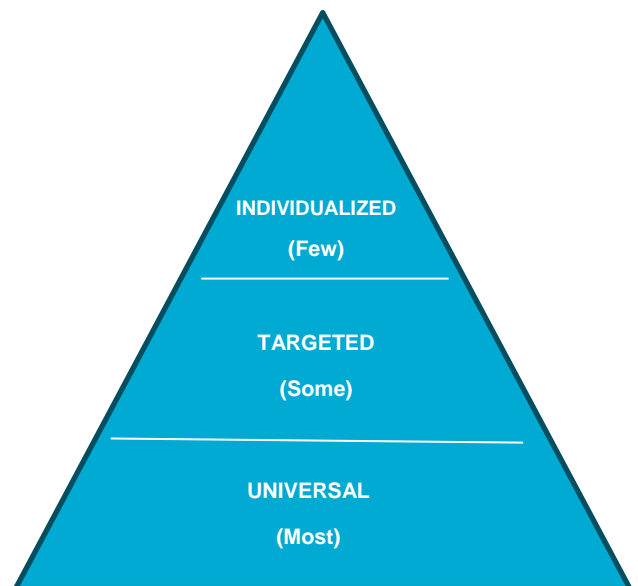
Positive behaviour supports is a school-wide collaborative effort to design and implement strategies, practices and interventions for promoting positive social and communication skills. It is also useful for teaching, coaching and reinforcing skills required for academic and social success. It involves universal, targeted and intensive or individualized behaviour supports.

All children/students benefit from universal supports, which are sufficient to maintain positive behaviour for most children/students.

Some children/students will benefit from additional targeted supports to help maintain positive behaviour.

A smaller number of children/students who may not respond to universal and targeted supports will benefit from intensive individualized supports.

Additional information, including specific strategies for implementing positive behaviour supports at the universal, targeted and individual levels are included in the Resources section of this document.



# An Individualized Approach

Each child/student is unique and therefore requires an individualized approach to managing challenging behaviour. Time-out is a behavioural intervention that requires an individualized approach within the context of a positive school-wide and classroom environment.

Key elements of an individualized approach to supporting positive behaviour in schools include:

- strong collaboration between the home and school;
- professional supports and expertise;
- appropriate staff training;
- an understanding of individual child's/student's behaviour;
- a problem-solving approach; and
- data-informed/evidence-based decision-making.

School staff are expected to employ positive and proactive means of engaging a child/student before the use of time-out. An individual behaviour support plan is useful for taking an individualized approach to supporting a child's/student's positive behaviour.

An individual behaviour support plan is essential for a child/student with complex behavioural needs that may result in or have resulted in the need for crisis or safety management procedures in school. The focus of the individual behaviour support plan is mostly on preventive and proactive strategies, but responsive strategies can also be included in the plan. Preventative and proactive strategies, supports and services are designed to increase and maintain behaviour that is appropriate to the learning environment, while responsive strategies include crisis management strategies that may be utilized in the event of the occurrence of behaviour that has the potential to put the safety of the child/student or others at risk.

Additional information on using individual behaviour support plans is included in the Resources section of this document.

# A Function-based Approach

A variety of environmental factors can predict, cause, prevent and/or maintain appropriate and challenging behaviours in school. To effectively support children/students who display challenging behaviour and help them develop new and more positive behaviour, it is necessary to understand why a particular child/student behaves in the manner they do and how other factors (e.g., social, community, family, etc.) can affect the child's/student's behaviour. Behaviour interventions and crisis or safety management procedures are to be implemented in a culturally sensitive and contextually appropriate manner.

An effective way of understanding a child's/student's problem behaviour is by recognizing that behaviour has an underlying reason. A functional behavioural assessment (FBA) is an effective process for identifying environmental conditions that predict and maintain problem behaviour<sup>1</sup>. It provides information that is useful for selecting appropriate interventions to address problem behaviour and teaching appropriate replacement behaviour or skills. Specialized expertise and/or additional training is required to properly conduct and implement an FBA. Resources on using a function-based approach to problem behaviour and functional behavioural assessments are included at the end of this document.

## Time-Out

### What is Time-out?

The term "time-out" is a shortened form of a behavioural management strategy known as time-out from positive reinforcement. It is a behavioural intervention that involves reducing or limiting the amount of reinforcement that is available to an individual for a brief period of time in order to decrease or stop a predefined challenging behaviour.

The primary purpose of time-out is to reduce or stop the future frequency of problem behaviours by changing the amount of reinforcement that is available to an individual. Positive reinforcement is an event that follows a behaviour and increases the likelihood that the behaviour will be repeated.

The appropriate use of time-out as a behavioural intervention can be an effective method of reducing problem behaviours that negatively impact children/student learning and the classroom environment. However, time-out is not a go-to intervention for all challenging behaviour. Inappropriately used, time-out can be harmful and ineffective at reducing the problem that one is attempting to address.

It is important for school authorities to have a well-defined and evidence-based approach on the use of time-out in schools. This will help prevent misuse and ensure that the well-being, safety and dignity of children/students are preserved.

The learning environment must be a welcoming, safe and caring one where children/students benefit from a variety of positive reinforcements and instructional strategies. Positive reinforcement strategies include, but are not limited to praise, encouragement, reward for positive behaviour, etc. For time-out to be effective, the child/student must perceive the learning environment they are regularly part of as more reinforcing than when they are in time-out.

<sup>1</sup> Filter, K. J., & Alvarez, M. (2012). Functional behavioural assessment: A three-tiered prevention model.

Before the use of any form of time-out in a learning environment, it is important to employ and assess the effectiveness of every possible positive and proactive means of engaging the child/student in learning and in appropriately interacting with others.

## What is not Time-out?

Time-out is not a universal intervention for challenging behaviour; rather, strategies are to be employed based on the child's/students' individual needs. Time-out may not be appropriate or effective for all children/students; it is only one of many behavioural management strategies to manage the frequency, severity and intensity of problem behaviours. Each child/student is unique and may require alternative strategies to assist them in managing challenging behaviour.

The term "time-out" is often used inaccurately to refer to strategies or spaces intended for other purposes, such as calming a child/student or in situations where a child/student is located in a physical space separate from their peers. However, the primary purpose of time-out is to reduce or stop the future frequency of problem behaviour by changing the amount of reinforcement that is available to an individual. There are a variety of other reasons that a child/student may be located in a separate space from their peers for periods of time, such as:

- when a child/student requests to be in a separate location for a brief period of time to help them self-regulate their behaviour (e.g., using a sensory room);
- when independent work in a quiet space is occurring, when periods of individualized one-on-one instruction are taking place; or
- when a distraction-free environment is necessary for short periods of time for specific purposes.

These situations are not considered time-out from positive reinforcement.

Time-out is not the same as seclusion or physical restraint. Whereas time-out is considered a behaviour reduction strategy for the purposes of reducing or stopping future instances of problem behaviour, seclusion and physical restraint are considered to be emergency or safety procedures aimed at stopping behaviour that may result in immediate harm to an individual or others. Further information is found in the *Standards for Seclusion and Physical Restraint in Alberta Schools* document.

## Types of Time-out

Based on the degree of separation of a child/student from the learning environment, there are two main types of time out: non-exclusion time-out and exclusion time-out.

### **Non-exclusion Time-out (time-out within the classroom or other instructional setting)**

This type of time-out is also referred to as inclusion time-out or inclusionary time-out. It does not involve the removal of the child/student from the learning environment or instructional setting. When the problem behaviour occurs, access to positive reinforcement is removed for a period of time within the instructional or learning environment. Non-exclusion time-out is considered a less restrictive form of time-out.

### **Exclusion Time-out (time-out in a separate space outside of the classroom or instructional setting)**

This type of time-out is also referred to as exclusionary time-out. It involves removing the child/student from the reinforcing activity to another fully or partially enclosed part of the immediate instructional setting or to another supervised location within the school (for example, the library, the principal's office, counsellor's office or another classroom), provided other sources of reinforcement are not available in these other locations. The child/student is not allowed to participate in or observe the reinforcing activity. Seclusion rooms are not to be used for exclusion time-out.

For the purposes of this document, exclusion time-out is a more restrictive procedure than non-exclusion time-out and may only be used after other supports have been utilized.

## Expectations on the use of Time-out

Time-out is a behavioural intervention that needs to be strategically planned, implemented and linked to positive behavioural management. If positive approaches are unsuccessful, and/or the use of time-out from positive reinforcement is being considered, the following is expected:

- **School Authority Policies and Procedures**
  - School authorities are to develop and implement written policies and/or procedures for the use of time-out within their schools. These policies and/or procedures are to be in alignment with provincial guidance on the use of time-out and clearly communicated to parents/guardians and school staff.
- **Positive and Proactive Strategies**
  - Positive and proactive behaviour management strategies are to be employed before the use of time-out in learning environments. See the resources included at the end of this document for additional information on positive behaviour supports and strategies.
  - Time-out interventions are to be accompanied by positive behaviour approaches to reinforce and increase appropriate behaviour.

- **Knowledgeable and Skilled Staff**

- School staff are to be provided with access to related professional learning in implementing positive behaviour interventions and supports, as well as in function-based approaches to understand the reasons for challenging behaviour, in order to manage problem behaviour on a regular basis.
- Staff involved in the use of time-out procedures are required to have an understanding of behaviour-change principles; have the necessary training and experience; give careful consideration to the range of potential interventions available; and be aware of potential risks for their use. This will help ensure the appropriate use and effectiveness of these procedures.
- The appropriate level of professional and/or specialized expertise (e.g., qualified professionals trained in function-based approaches to managing problem behaviour) is to be sought in planning and implementing time-out procedures.

**Responsibilities for specific school authority staff on establishing schools with staff who are knowledgeable and skilled in the use of time-out procedures include, but are not limited to:**

<b>Superintendent or school authority leader</b>	<ul style="list-style-type: none"> <li>• Allocate resources to enable access to specialized expertise and related professional learning for schools.</li> </ul>
<b>Principal</b>	<ul style="list-style-type: none"> <li>• Create opportunities and support school staff in accessing professional learning opportunities in positive behaviour interventions and supports, and function-based approaches to problem behaviour.</li> <li>• Ensure that school staff who implement time-out procedures have completed the relevant training prior to implementing these procedures.</li> <li>• Facilitate access to the appropriate specialized expertise to support school staff in managing problem behaviour.</li> </ul>
<b>Teacher</b>	<ul style="list-style-type: none"> <li>• Participate in training on implementing positive behaviour supports and function-based approaches to problem behaviour.</li> <li>• Complete training on the use of time-out procedures prior to implementing time-out procedures.</li> <li>• Consult with the appropriate level of professional and/or specialized expertise to support managing problem behaviours.</li> </ul>

- **Setting Expectations**

- Behaviour expectations are to be clearly and appropriately outlined and communicated to children/students and parents/guardians.
- Appropriate social skills are to be taught and modelled to children and students.
- Challenging behaviour(s) that may result in the use of time-out are to be clearly outlined and communicated to school staff, children/students and parents/guardians.

- **Understanding Individual Child/Student Behaviour**

- Decisions on the use and type of time-out used require an individualized approach that considers:
  - the individual learning needs of the child/student;
  - why a child/student acts in a certain way or what is behind the challenging behaviour (understanding the function/purpose of the behaviour), and whether the use of time-out will appropriately address the underlying reasons for the behaviour;
  - the child's/student's developmental age;
  - environmental and other external factors at play;
  - relevant information provided by other members of the child's/student's learning support team; and
  - input from parents/guardians.
- When a child/student displays challenging behaviour that negatively affects their learning or the learning of others on an ongoing or recurrent basis:
  - it is essential to involve parents/guardians in planning to address the ongoing behaviour and meet the child's/student's educational needs;
  - an FBA is to be conducted as early as possible, with the support of an appropriately trained and certified professional (e.g., qualified professionals trained in function-based approaches to managing problem behaviour), as required;
  - educational assessments, including specialized assessments, are to be conducted, as required, and used to inform educational planning for the child/student. Parental/guardian consent is required for specialized assessments. With parental/guardian consent obtained, information from such assessments is to be communicated to parents/guardians and used to guide decisions regarding educational programming and behaviour interventions;
  - an individualized support plan including the child's/student's learning outcomes, behaviour plan and required learning supports and services may need to be developed with parental/guardian involvement; and
  - the appropriate level of professional or specialized expertise (e.g., qualified professionals trained in function-based approaches to managing problem behaviour) and/or training is to be sought, as needed.



- **Appropriate use**

- Time-out is to be used in a reasonable manner, in accordance with the expectations articulated in this document and be appropriate for the child's/student's age and/or other characteristics.
- When utilized, time-out interventions are to use the least restrictive but most effective forms first, before more restrictive forms.

- **Implementing Time-out**

- Consider the desired outcomes, potential benefits and risks of implementing time-out and impacts on the learning environment prior to implementation.
- Prior to the implementation of time-out, rules, expectations and how the time-out process is to occur are to be explained to the child/student in a way that they will understand.
- Staff considering the use of time-out are to ask the following questions prior to implementing a time-out procedure:
  - Does the child/student understand the reason for the time-out?
  - Does the child/student have the ability and opportunity to stop the challenging behaviour and demonstrate appropriate behaviour?
  - Does the child/student understand expectations for a successful return to activities with the classroom or common learning environment?
  - How will the decision to use time-out be communicated to the parents/guardians?

- **Resolving Differences**

- School authorities are expected to make every reasonable effort to resolve concerns collaboratively with parents/guardians.
- Processes for resolving differences, filling complaints or making appeals are expected to be in place and communicated to parents/guardians and, where applicable, children/students.

## **Exclusion Time-out**

- If exclusion time-out is to be used as a behaviour reduction strategy for a child/student who displays challenging behaviour that negatively affects their learning or the learning of others on an ongoing or recurrent basis, it is expected that prior to its use:
  - parents/guardians, and where appropriate, children/students, are provided with opportunities for meaningful involvement in discussions and decision-making regarding the use of such time-out intervention;

- informed written parental/guardian consent is obtained and documented in the child's/student's individual behaviour support plan (IBSP). If parents/guardians do not support the use of exclusion time-out, involve them in determining if alternative options are possible and include these in the child's/student's IBSP;
  - a behaviour plan is developed and included in the child's/student's instructional support plan (ISP);
  - a documented plan is in place should the child/student refuse to go to the designated space;
  - a plan and/or process is outlined for moving the child/student to the designated space should physical guidance or physical transporting/relocating the child/student be necessary;
  - safety features and specifications of the space are detailed; and
  - the space to be used meets building codes and fire codes.
- Seclusion rooms are not to be used for exclusion time-out. Multi-use spaces within the school, such as a library, principal's office, etc., are better utilized for exclusion time-out, provided other sources of reinforcement are not available in these spaces. For any space used for exclusion time-out, it is expected that:
- the safety and security of the child/student is paramount;
  - the child/student is visible and supervised at all times while in the space;
  - there is strict adherence to the child's/student's privacy and safety rights;
  - the space is large enough for an average adult to freely move around, stand upright, and lie on the floor fully extended, without touching the walls;
  - the space is well-lit, well-ventilated and at a suitable temperature;
  - the space allows for exit should there be an emergency;
  - the space is not overly stimulating;
  - the space is unlocked and does not have a passive locking mechanism;
  - the space does not contain items that may be harmful to children/students; and
  - should the child/student need to be physically transported to the space, appropriately trained staff are present and required to carry out the transportation of the child/student.

- **School Based Documentation**

- When exclusion time-out is used as a behaviour reduction strategy for a child/student who displays challenging behaviour that negatively affects their learning or the learning of others on an ongoing or recurrent basis, it is expected that:
  - the details associated with use of exclusion time-out in this context are documented in an IBSP and regularly evaluated to determine effectiveness and appropriateness of the time-out intervention for the child/student;
  - documented information includes but is not limited to:
    - positive and proactive or alternative strategies attempted prior to the use of time-out;
    - behaviour resulting in the use of time-out;
    - duration of time-out;
    - frequency of time-outs; and
    - objectively reported behaviour observed while in time-out; and
  - documented information is transparently disclosed with the learning support team in accordance with applicable privacy legislation (e.g., *Freedom of Information and Protection of Privacy Act (FOIP)*, *Personal Information Protection Act (PIPA)*).
- Documentation is required for the purposes of reviewing the frequency of use, planning, oversight and identifying issues and/or practices that require further attention.

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# Resources

The following resources are provided for information purposes only. The links are not part of *Time-out in Alberta Schools*. Alberta Education bears no responsibility for the accuracy or content of the link. Users are responsible for evaluating the content and appropriate use of the information provided.

These resources are helpful for building a positive school-wide culture while reducing and preventing problem behaviours and provide additional relevant information:

Alberta Education: Behaviour and Social Participation,  
<http://www.learnalberta.ca/content/ieptlibrary/lib05.html>

Alberta Education: Comprehensive School Health, <https://education.alberta.ca/comprehensive-school-health/what-is-comprehensive-school-health/>

Alberta Education: Inclusive Education <https://www.alberta.ca/inclusive-education.aspx>

Alberta Education: Inclusive Education Library, Behaviour and Social Participation,  
<http://www.learnalberta.ca/content/ieptlibrary/lib05.html>

Alberta Education: Mentoring, <https://www.alberta.ca/student-mentoring.aspx>

Alberta Education: Response to Intervention, <https://www.alberta.ca/response-to-intervention.aspx>

Alberta Education: Restorative Practices, <https://www.alberta.ca/restorative-practices.aspx>

Alberta Education: Positive Behaviour Supports, <https://www.alberta.ca/positive-behaviour-supports.aspx>

Alberta Education: Social-Emotional Learning, <https://www.alberta.ca/social-emotional-learning.aspx>

Alberta Education: Social Participation, <https://www.alberta.ca/diverse-learning-needs.aspx>

Alberta Education: The Learning Team, <https://education.alberta.ca/media/3531893/learning-team-handbook-for-parents.pdf>

Alberta Education: Trauma Informed Practice, <https://www.alberta.ca/trauma-informed-practice.aspx>

Alberta Education: Welcoming, Caring, Respectful and Safe Learning Environments,  
<https://www.alberta.ca/safe-and-caring-schools.aspx>

Alberta Education: Using Individual Behaviour Support Plans  
[http://www.learnalberta.ca/content/ieptlibrary/documents/en/bs/using\\_indiv\\_beh\\_supp\\_plan.pdf](http://www.learnalberta.ca/content/ieptlibrary/documents/en/bs/using_indiv_beh_supp_plan.pdf)

# References

The following Alberta Education documents serve as references and provide additional information:

Alberta Education: Leadership Quality Standard

<https://education.alberta.ca/media/3739621/standardsdoc-lqs-fa-web-2018-01-17.pdf>

Alberta Education: Ministerial Order on Student Learning

<https://www.alberta.ca/k-12-education-policies-and-standards.aspx>

Alberta Education: Teaching Quality Standard

[https://education.alberta.ca/media/1626523/english-tqs-card-2013\\_3.pdf](https://education.alberta.ca/media/1626523/english-tqs-card-2013_3.pdf)

Alberta Education: Revised Teaching Quality Standard

<https://education.alberta.ca/media/3739620/standardsdoc-tqs-fa-web-2018-01-17.pdf>

Alberta Education: Standards for Special Education,

<https://education.alberta.ca/media/1626539/standardsforspecialeducation.pdf>

Alberta Education: Standards for the Provision of Early Childhood Special Education

[https://education.alberta.ca/media/3227597/2016-06-08\\_ecs\\_specialedstds2006.pdf](https://education.alberta.ca/media/3227597/2016-06-08_ecs_specialedstds2006.pdf)

Alberta Education: Superintendent Leadership Quality Standard

<https://education.alberta.ca/media/3739621/standardsdoc-lqs-fa-web-2018-01-17.pdf>



# Additional Resources

The following resources are provided for information purposes only:

Positive Behavioural Interventions & Supports, <https://www.pbis.org/>

Loman, S. & Borgmeier C. Practical Functional Behavioural Assessment Training Manual for School-based Personnel,  
[https://www.pbis.org/common/cms/files/pbisresources/practicalfba\\_trainingmanual.pdf](https://www.pbis.org/common/cms/files/pbisresources/practicalfba_trainingmanual.pdf)

Bain, K., Fulton, D., & Sautner, B. (2017). BOATS: Behaviour, Observation, Assessment, Teaching Strategies  
[https://docs.wixstatic.com/ugd/747229\\_d465e00039c34a5f913d39feda329c2f.pdf](https://docs.wixstatic.com/ugd/747229_d465e00039c34a5f913d39feda329c2f.pdf)

# SAFE INTERVENTIONS WITH STUDENTS

## Background

Medicine Hat Catholic Board of Education is committed to the care, welfare, safety and security of students and staff. The purpose of using safe interventions with students is to effectively and safely manage crisis or conflict situations. The focus is on interventions that will support student safety and regulation and assist staff members to prevent and, if necessary, de-escalate a potential crisis. Safe interventions are acts of care in exceptional circumstances, not discipline or behaviour management techniques.

## Procedures

### Primary Preventions (preventing and reducing the need for emergency safety interventions):

1. Behavioural interventions with students must consider the right of all children and youth to be treated with dignity.
2. All students should receive responsive educational programming and supports in a safe and least restrictive environment. When a student has ongoing escalations related to completion of school work, delivery, interventions, supports, adaptations and/or modifications to school work and/or schedule should be explored and implemented.
3. Positive behaviour supports and opportunities for social/emotional/behavioural learning should be put in place to promote predictability, positive relationships with staff and peers, self-regulation, social-emotional learning, and an optimum learning environment and approach for the student and the classroom.
4. When a student displays chronic, inappropriate behaviours, a collaborative team meeting that includes parents/guardians will occur in a timely manner. School-based administrators, in consultation with district Learning Services staff as necessary, will decide who should attend this meeting. This meeting should result in a documented plan to explore and implement school-based interventions, supports and/or strategies, to complete needed observations and assessments, and/or to connect students and families to community-based supports. It is the responsibility of school-based administration to ensure follow-up occurs.
5. Student support spaces and regulation tools should be made available to support students in their efforts to develop self-regulation. School-based and school-linked team members will support the process of discovering and implementing personal regulation strategies. A guide to defining and implementing student support spaces can be found in Appendix A – Student Support Spaces.

6. Staff will be trained in Supporting Individuals through Valued Attachments (SIVA) in order to ensure proactive behaviour supports and safe interventions when required.
  - a. A minimum of one school administrator and one other staff member at each school will maintain current SIVA certification.
  - b. All behavioural support staff (i.e. staff who work out of designated student support spaces or who do district behavioural consultation) in the district will maintain current SIVA certification.
  - c. The principal will determine other school staff whom should access the training. Other trainees may include learning assistants and classroom teachers, as determined by student needs.
  - d. District training opportunities will be coordinated by the Associate Superintendent - Learning Services.

**Secondary Preventions (Using the least restrictive means possible):**

7. In an effort to maintain a safe and caring environment for staff and students, de-escalation strategies will be used to manage a potential conflict or crisis situation. De-escalation involves the process of communicating safety and support to the student (verbally and non-verbally), establishing a positive connection with the student, and helping the student find a way to relieve their distress or agitation. The goal of the process of de-escalation is to avoid the need for physical safety interventions and to give the student a sense of control, calm and security.
8. Physical intervention and/or escort to a safe location is viewed as a “last resort” intervention while maintaining student dignity as much as possible. “Last resort” means that all other possible reasonable interventions have been implemented with fidelity and these interventions have failed to prevent or de-escalate a situation and there is significant concern for the personal safety of the student and/or others. These situations may include:
  - a. The student attempts to injure/assault another person (staff, student, or volunteer);
  - b. The student attempts to self-injure; or
  - c. The student puts own safety at risk, (e.g. moving toward an unsafe area, roadway, etc.).
- 8.1 Physical intervention refers to any procedure in which staff use any part of their body (hands, trunk, legs) or any approved specialized protective device to substantially restrict the movement of a student.
- 8.2 Physical intervention must be consistent with the following principles.
  - a. Physical Safety Interventions are always an act of care. They are not a part of a discipline procedure or a method to gain student compliance.
  - b. Self-Protection, Physical Escorts and Physical Barriers shall be used in the school setting only in cases where there is significant and imminent concern for the safety of the student and/or others.
- 8.3 If a physical safety intervention is used, it should be for the least amount of time possible (i.e. only until that student no longer creates/poses an imminent risk of injury to self or others).
- 8.4 It is recommended in these situations to involve the support and supervision of a second adult if possible.
- 8.5 A restoration space, supervised and supported by a known and trusted adult, will be provided for the student to regain a calm and alert state. See

Appendix A for definition and guidelines for restoration spaces.

**Tertiary Prevention (Interventions to reduce or prevent negative consequences):**

9. The Associate Superintendent – Learning Services or designate shall be informed after a situation arises where physical intervention was necessary.
  - a. A [Physical Intervention Incident Report Form](#) must be submitted to the Associate Superintendent – Learning Services immediately following an incident. See Appendix B.
  - b. Parents will be informed during or immediately following an incident that requires a Physical Intervention.
  - c. Post intervention assessment and debriefing focused on restoring safety, maintaining trust and converting negative behavior incidents into positive learning experiences will occur within a reasonable time frame of the incident. Post intervention notes and plans will be documented.
  - d. An individual Safety and Regulation Support Plan shall be developed or reviewed (if one is already in place) by the school based team to inform staff regarding proactive strategies to avoid challenging situations and procedures to de-escalate and manage challenging situations if they do occur.
  - e. Personalized support spaces (Appendix A), support person/people and procedures will be identified within the Safety and Regulation Support Plan that can be used to regulate and/or de-escalate with the individual student.

Reference: Section 20, 60, 61, 113 School Act

# STUDENT SUPPORT SERVICES

## Background

The Medicine Hat Catholic Board of Education (MHCBE) recognizes its responsibility to provide a safe, caring, and supportive learning and working environment for all students and staff.

It is the goal of the MHCBE to keep students within their natural learning environment to the greatest extent possible. To be successful in natural environments, some students will need supports that may be best delivered within a variety of different student support spaces. The goal of these support spaces is both to connect the student positively and respectfully to school and to prepare or equip the student so that they are able to actively learn, engage and participate within inclusive learning, life, and social contexts.

MHCBE does not support the reactive use of these support spaces as a form of involuntary isolation and/or for disciplinary purposes. As well, the MHCBE does not support physically restricting a student's ability to exit a room, except in the case of an emergency in order to protect the safety of student(s) and/or staff from imminent risk of injury.

These guidelines for use of student support spaces provide a consistent and respectful approach in supporting student personal, social, emotional, academic and behavioral needs/development as well as in the prevention and de-escalation of challenging student behaviour.

## Documentation, Collaboration and Parental Consent

- The parent/guardian and student (in accordance with their age and level of understanding) should be informed and agree to the use of a student support space. The parent/guardian should be given the opportunity to see the space if requested.
- When a support space is being used at the targeted or specialized level of the support pyramid, the purpose for using the space and the frequency/duration should be documented in either The Individual Support Plan (ISP), Safety and Regulation Support Plan, or Medical Support Plan.
- Parents must be consulted when changes are made to type of support space being used, purpose of the use of the support space and/or the frequency of the use of the support space. This should be documented, including parent/guardian signature, in either Case Conference Notes, an ISP Update, or a Safety and Regulation Support Plan Reviews.

## Definitions

**Self-Regulation:** Self-Regulation is about managing the brain-body responses to stress, including energy expenditure, recovery, and restoration. Effective self-regulation requires learning to recognize and respond to stressors that occur in the five core domains: physiological, emotion, cognitive, social and pro-social.

**Sensory Regulation:** Maintaining an appropriate level of physical arousal and alertness in order to respond appropriately across environments to various sensory stimuli (sight, touch, smell, hearing, vestibular and proprioception).

**Self-Regulation Strategies:** The process of developing personalized strategies related to maintaining a calm and alert learning state through recognizing, reducing and managing stressors across all domains.

**Student Support Space:** A space within a school focused on responding to personal care, therapy, regulation, developmental, social, emotional, academic and/or behavioral support needs at either the targeted or specialized level of the support pyramid.

1. **Restoration Space:** a safe place where the student can co-regulate or self-regulate (depending on ability) from their current emotional/arousal state. The restoration space should be an environment that includes items and/or activities that the individual student finds soothing and/or restorative.
2. **Calming Space:** A sensory-controlled area that a student proactively self-selects to remove him or herself to from overwhelming situations or environments. The purpose of a calming space is not exclusion or punishment. The main purpose of the space is to support the student in the development and implementation of self-regulation strategies, resulting in the reduction of challenging stress related behaviours. The calming space may contain materials to assist the student in calming methods (e.g. personalized calming boxes, albums or books, stuffed animals, squishy balls, visuals of deep breathing, calming music...etc.).
3. **Sensory Space:** A room that offers a nurturing, student-centered sensory supportive environment. It is used to facilitate self-organization, self-regulation, restoration, and sensory awareness. The goal of the student's program in the room is to address the primary senses of sight, sound, touch, smell, hearing, vestibular and proprioception.
4. **Low Arousal Work/Testing or Individualized Programming Space:** A modified area identified within a school that offers a low sensory working or testing environment that is self-selected by the student. These areas offer spaces where stimulation in the form of people, sounds, light, noise, time pressures, and movement are reduced.
5. **Medical, Therapy and/or Personal Care Space:** Spaces that are used to address exceptional medical, personal care or therapeutic needs. Depending on the nature of these needs, these spaces may need to be private or semi-private.
6. **Junior/Senior High Student Support Space:** A focused staffed environment to provide ongoing support for students with personal, behavioural, regulatory, social/emotional and/or academic needs.

### **Guiding Principles for Student Support Spaces**

Student support spaces will look different in every school as they are meant to be responsive to the needs of the students within the school. These supports spaces may

serve any combination of the following purposes. The following principles should be employed based on the purposes that a specific school's support spaces.

### **1. Restoration Space – Guiding Principles**

A restoration space is used to support a student when in a high-arousal state. The student may need to be encouraged and/or supported to use the space when in this state.

The use of restoration spaces in MHCBE schools is a responsive regulation strategy and is guided by the following principles:

- a. In all situations, it is the intent of the MHCBE to provide the best possible care and to ensure the welfare, safety and security of all involved.
- b. Where a separate room is used as a restoration space, the space should
  - Be a space that does not cause any further emotional or behavioural escalation.
  - Not contain items or fixtures that may be potentially harmful to student in an escalated emotional state.
  - Provide a means by which staff can be present to co-regulate with the student at all times.
- c. When using a restoration space, an adult must be present at all times. The supervising adult's role is to employ strategies that will support the student's de-escalation and restoration. Teaching should not be a component of the restoration process.
- d. Restoration spaces will not be used as a disciplinary measure or as punishment for inappropriate behaviour.
- e. Students will not be restricted in their ability to leave restoration spaces through the use of locks on the door or restricting the student's exit (e.g. holding the door, barring the door way, etc.)
- f. The use of a restoration space must be tracked in the student's anecdotal notes to refine and determine the effectiveness of regulation and de-escalation strategies employed.

## **2. Calming Space – Guiding Principles**

Some students may experience high levels of arousal, stress/anxiety, frustration, and anger while at school as a direct outcome of their personal profile or history. Supporting these students to develop self-regulation strategies is a proactive means of addressing safety issues and providing these student with increased opportunity for success.

A student's Calming Space may be the same space as their Restoration Space.

The use of calming spaces in MHCBE schools is a proactive regulation strategy and is guided by the following principles:

- a. Self-regulation strategies, including the use of a calming space, are implemented in collaboration with the student.
  - Students work with trusted adults in low-arousal times to discover and implement an individual plan for the location and use of a calming space.
  - A trusted adult supports the student in understanding the purpose of a calming space, how to request the use of the space, and how to communicate needs and wants while in the space.
  - The student accesses the calming space voluntarily as part of a predetermined plan. Students accessing a calming space will not be transported physically into or out of that space by staff.
- b. When using a calming space, the students must be supervised. Depending on the developmental needs of the student, the supervising adult may serve as a co-regulator while the student is using a calming space.
- c. Calming spaces will not be used as a disciplinary measure or as punishment for inappropriate behaviour.
- d. Students will not be restricted in their ability to leave calming spaces through the use of locks on the door or restricting the student's exit (e.g. holding the door, barring the door way, etc.)

## **3. Sensory Regulation Space – Guiding Principles**

Sensory regulation strategies and tools can be applied in many contexts. Ideally, they are implemented in the classroom but it may be necessary for some students to explore and implement sensory regulation strategies in spaces outside the classroom.

The use of sensory regulation spaces in MHCBE schools is a proactive regulation strategy and is guided by the following principles:

- a. The sensory regulation space is available for individual students under the supervision of an adult.
- b. The space is used to facilitate self-organization, self-regulation, restoration, and sensory awareness.
- c. The goal of the student's program in the space is to address the primary senses of sight, touch, smell, hearing, vestibular and proprioception.



- d. The level of the child's arousal, either too high or too low, should match the degree, intensity, type and frequency of sensory input.
- e. An occupational therapist should be consulted in the process of developing a plan around the student's use of sensory regulation strategies and tools. This work should include ongoing evaluation and documentation of successful strategies.
- f. The use and scheduling of a sensory space should be explicitly outlined in the student's Individual Support Plan and should reflect strategies that are effective for that individual student.
- g. The student should be encouraged and supported to employ sensory regulation strategies across all environments that he/she functions in.

#### **4. Low Arousal Work/Testing or Individualized Programming Space – Guiding Principles**

Some students struggle in school because of the high level of sensory input or anxiety within the school, classroom or testing environment. This may be particularly relevant for students with an Autism diagnosis, sensory processing difficulties, or sensory (vision or hearing) impairment. Low Arousal Work or Testing Spaces are designed as teaching, learning or testing areas and are a means to lower student stress/anxiety.

The use of low arousal work and testing spaces in MHCBE schools is a proactive regulation strategy and is guided by the following principles:

- a. The use of space should be discussed and agreed upon with the parents and students (in accordance with their age and level of understanding). Purpose for the use of the space and frequency of use should be documented in the student's ISP.
- b. Sensory and environmental clutter should be reduced as much as possible in the space.
- c. Students should always have a choice whether or not to access the space. There should be no physical or other restrictions preventing the student from leaving the space.
- d. Pupils must be supervised at all times while using a space.

"Pull-out" refers to implementation of individualized programming which occurs in an Individualized Programming Space outside of the student's classroom. Where it has been determined that outcomes or interventions designed for an individual student cannot be optimally met in the classroom setting, and alternative learning environment may be accessed.

For a student to receive instruction or intervention in an alternate learning space the following criteria must be met:

- It has been demonstrated that the learning cannot optimally occur in the student's assigned classroom.
- The use of an alternative learning space has been discussed and agreed upon with parents and student (in accordance with their age and level of understanding). Purpose for the use the space and frequency/conditions of use should be documented in the student's ISP.

- There is a plan in place to transfer skills learned in an alternative learning setting to the inclusive classroom context.

## **5. Medical, Therapy, and/or Personal Care Space – Guiding Principles**

Some personal care, medical, and therapeutic tasks can and should be carried out within the natural learning environment. Others will have to happen away from the general education spaces, sometimes in a specialized space.

The following guiding principles will serve to uphold the safety and dignity of students and staff:

- a. The student should be ensured full privacy for any care or therapy that requires removal of clothing (i.e. only child and necessary adults should remain in the space and privacy screens or curtains should be used if there are windows in the room).
- b. Visual privacy (doors, portable screens, blinds, curtains) should be used to ensure the dignity of the student related to specialized care or therapy.
- c. Specialized care and therapy that is delivered in alternative spaces should not be discussed in a way that students or staff not involved with the care/therapy could overhear.
- d. Care and therapy should be delivered in a way that facilitates movement toward the student gaining skills in directing their care.
- e. Immediate access for safe disposal of waste and hand-washing for staff should be available in spaces that are used for medical or personal-care procedures.
- f. Secure, known, documented, and safe storage spaces and plans should be in place for students who require medical equipment (epi-pens, suctioning equipment, emergency trach replacement kits...etc.), medicine (refrigerated or locked) and g-tube equipment and feeding supply storage. Documentation of this information should be included in the Student's Medical Support Plan.
- g. A suitable and respectful place for resting or recovery after a seizure should be part of the medical emergency plan for any student who is known to have seizures.

## **6. Junior/Senior High Student Support Space – Guiding Principles**

The spaces support students who are struggling to be more successful within the context of the school environment. Students who access these spaces will have a written support plan. The plan is a collaborative document that is designed to share key information about a student with staff who work with the student. The plan will be developed with input from the student, staff, parents and outside agencies when applicable.

The use of these support spaces in MHCBE schools may be either a proactive or responsive strategy and is guided by the following principles:

- a. Staff assigned to the support space have a key healthy adult connection to students who access the space.
- b. The school-based team, including staff assigned to the support space, will monitor student progress through any combination of informal ongoing monitoring, Check-in/Check-out, Term Reports, Anecdotal Notes/Checklists,

and/or Team Collaboration Meetings. Students and families will be connected to needed school and community supports (including mental health) when deemed necessary through monitoring processes.

- c.** The student is able to autonomously access the space as an alternative learning environment or regulation space on as-needed basis. Procedures for accessing and using the space in this way will be included in the student support plan.
- d.** The space may be used to implement any support components of the school's progressive discipline procedures, including, but not limited to, facilitating development of self-regulation skills, social-emotional learning, academic or organizational support, strategy development, working with students using principles of SIVA, restorative justice or collaborative problem solving (Ross Greene), providing an alternative classroom space during times of stabilization or reflection...etc.
- e.** Staff will support the process of de-escalation, regulation, problem solving and restoration on an as-needed basis. The student will be supported to develop problem solving and self-advocacy skills that help him/her learn acceptable alternatives to inappropriate behavior and work habits.

Reference:       Section 20, 60, 61, 113 School Act

**GOVERNMENT OF ALBERTA**  
**DEPARTMENT OF EDUCATION**  
**MINISTERIAL ORDER (#042/2019)**

**Seclusion and Physical Restraint in Alberta Schools Standards**

WHEREAS students are entitled to welcoming, caring, respectful and safe learning environments that respect diversity and nurture a sense of belonging and a positive sense of self;

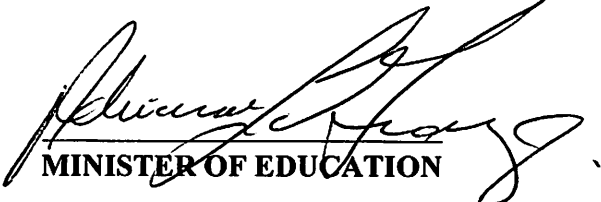
WHEREAS these standards will be a basis for school authorities to develop policies, procedures and practices on seclusion and physical restraint in schools; and

WHEREAS school authorities will be required to submit regular reports, on a per school basis, on the use of seclusion rooms and this information will be reviewed by Alberta Education for follow up with school authorities, as necessary.

I, Adriana LaGrange, Minister of Education, pursuant to section 18(2)(b) of the **Education Act**, hereby make the Order in the attached Appendix, being the Seclusion and Physical Restraint in Alberta Schools Standards Order.

This Order comes into effect on November 1, 2019.

DATED at Edmonton, Alberta, Oct 23, 2019.

  
**MINISTER OF EDUCATION**

# Standards for Seclusion and Physical Restraint in Alberta Schools

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APPENDIX

MINISTERIAL ORDER (#042/2019)

For more information regarding this content visit: [www.alberta.ca/education](http://www.alberta.ca/education)

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## Foreword

Alberta Education is committed to ensuring welcoming, caring, respectful and safe learning environments for all children/students and staff. School authorities, school staff, parents/guardians and children/students all have a role to play in creating these learning environments.

Schools that have a positive school-wide culture promote positive behaviour in children/students, which can reduce occurrences of challenging behaviours that negatively affect teaching and learning.

There are a variety of strategies and approaches to promote and encourage positive and respectful behaviour in children/students. It is important that teachers, school/school authority leaders and parents/guardians have a common and shared understanding of these strategies and approaches, and work together collaboratively to contribute to safe and caring learning environments.

This document aims to provide clarity on the use of seclusion and physical restraint in schools by outlining requirements for their use, in order to minimize the inappropriate use of these procedures while ensuring that the safety, security and well-being of all members of the school community are maintained. It intends to clarify the meaning of these procedures within a school context and provide a common set of requirements on when and how they are to be used, in addition to other evidence-informed practices.

This document also provides guidance for school authorities in developing or revising their policy and/or procedures on the prevention and use of seclusion and physical restraint in their schools. The goal of providing such guidance is to help ensure welcoming, caring, respectful, inclusive and safe learning environments for all children/students and staff.

This document is to be used in conjunction with other information provided by Alberta Education to enable welcoming, caring, respectful and safe learning environments such as positive behaviour supports, social-emotional learning, restorative practices, mental health and trauma-informed practices. Resources for additional information on these topics are included at the end of this document.

Within the context of a number of possible behaviour interventions and safety measures, it is important for school authorities to have a well-defined approach for the use of seclusion and physical restraint in schools. This will help prevent misuse and ensure that the well-being, safety and dignity of all children and students are preserved.



## The Learning Support Team

There are at least three core partners on any child's/student's learning support team: the child/student, the parent/guardian and the teacher. A parent/guardian may include the primary caregivers of a child such as parents, legal guardians, foster parents, grandparents, elders and other applicable family members or relatives.

In consultation with the principal, this core team consults on and shares information relevant to the child's/student's education and works together to plan, implement, monitor and evaluate programming, supports and services.

Parents/guardians and teachers are important members of a child's/student's learning support team. In accordance with the *Education Act*, parents have a responsibility to take an active role in their child's educational success. Parents/guardians are key partners in their child's education and members of their child's learning support team.

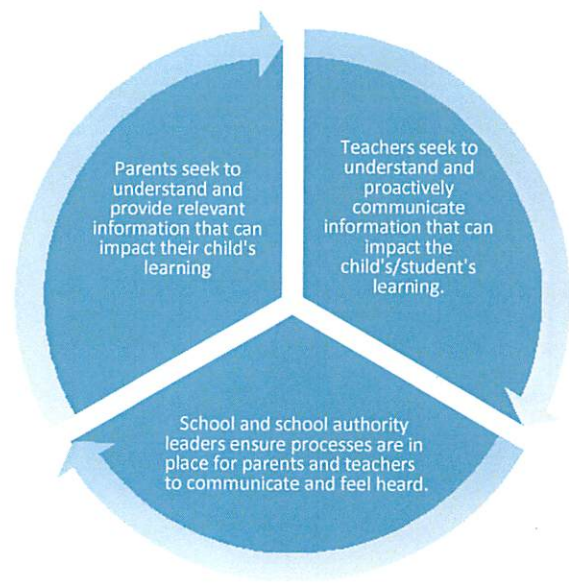
In addition to parents/guardians and teachers, members of the learning team include the child/student, where appropriate, and other school authority staff such as educational assistants, other support staff, etc., who understand the child's/student's strengths and needs. When required, the learning support team may also include specialized professionals, including but not limited to mental health and social service professionals, community agencies and service providers, cultural resource people, liaison workers and elders that work collaboratively to meet the child's/student's learning needs.

All members of a school community have a role to play in supporting a child's/student's learning and in creating safe and caring learning environments.

## Fostering Effective Relationships

Positive relationships are critical to an effective learning support team. Parents/guardians and school staff need to invest time and energy into building and maintaining these relationships.

Engaging all members of the learning support team is important for building strong home-school partnerships and in ensuring positive learning outcomes. Meaningfully involving partners takes time, and requires trust and action that conveys an understanding that parents/guardians are partners in their child's education. Strong, positive relationships help foster an atmosphere of openness



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and partnership within the learning support team and allows for transparent sharing of information and perspectives that affect a child's/student's learning.

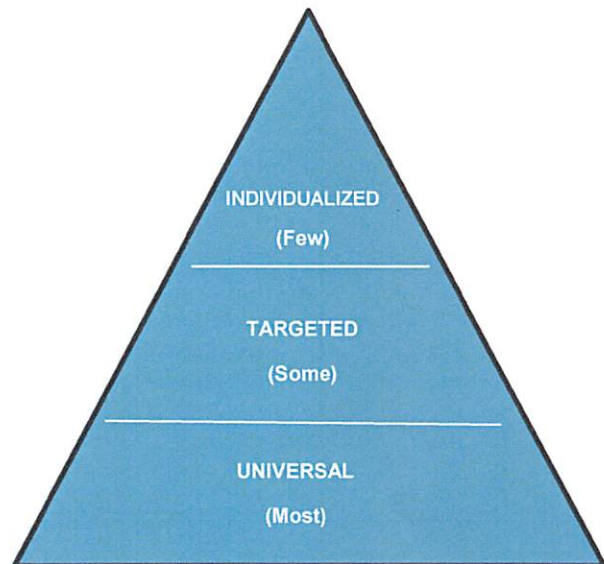
Fostering effective relationships also calls for an awareness of other community agencies, service providers or non-educational systems that the child/student may be involved with, for example, the justice and health systems, or Family Supports for Children with Disabilities (FSCD). School authorities are expected to continue working collaboratively with community and provincial organizations or agencies to support children/students in their schools. Working together intentionally and collaboratively across systems as much as possible can be useful in building positive relationships, problem solving and providing the necessary supports and interventions.

## Positive Behaviour Supports

Positive behaviour supports is a school-wide collaborative effort to design and implement strategies, practices and interventions for promoting positive social and communication skills. It is also useful for teaching, coaching and reinforcing skills required for academic and social success. It involves universal, targeted and intensive or individualized behaviour supports.

All children/students benefit from universal supports, which are sufficient to maintain positive behaviour for most children/students.

Some children/students will benefit from additional targeted supports to help maintain positive behaviour.



A smaller number of children/students who may not respond to universal and targeted supports will benefit from intensive individualized supports.

Additional information, including specific strategies for implementing positive behaviour supports at the universal, targeted and individual levels are included in the Resources section of this document.



## An Individualized Approach

Each child/student is unique and therefore requires an individualized approach to managing challenging behaviour. Seclusion and physical restraint are procedures that require an individualized approach within the context of a positive school-wide and classroom environment.

Key elements of an individualized approach to supporting positive behaviour in schools include:

- strong collaboration between the home and school;
- professional supports and expertise;
- appropriate staff training;
- an understanding of individual child's/student's behaviour;
- a problem-solving approach; and
- data-informed/evidence-based decision-making.

School staff are required to employ positive and proactive means of engaging a child/student to help prevent the use of seclusion or physical restraint. An individual behaviour plan is useful for taking an individualized approach to supporting a child's/student's positive behaviour.

A behaviour plan is essential for a child/student with complex behavioural needs that may result in or have resulted in the need for crisis or safety management procedures in school. The focus of the individual plan is mostly on preventive and proactive strategies, but responsive strategies can also be included in the plan. Preventative and proactive strategies, supports and services are designed to increase and maintain behaviour that is appropriate to the learning environment, while responsive strategies include crisis management strategies that may be utilized in the event of the occurrence of behaviour that has the potential to put the safety of the child/student or others at risk.

Additional information on using individual behaviour support plans is included in the Resources section of this document.

## A Function-based Approach

A variety of environmental factors can predict, cause, prevent and/or maintain appropriate and challenging behaviours in school. To effectively support children/students who display challenging behaviour and help them develop new and more positive behaviour, it is necessary to understand why a particular child/student behaves in the manner they do and how other factors (e.g., social, community, family, etc.) can affect the child's/student's behaviour. Behaviour interventions and crisis or safety management procedures are to be implemented in a culturally sensitive and contextually appropriate manner.

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An effective way of understanding a child's/student's problem behaviour is by recognizing that behaviour has an underlying reason. A functional behavioural assessment (FBA) is an effective process for identifying environmental conditions that predict and maintain problem behaviour<sup>1</sup>. It provides information that is useful for selecting appropriate interventions to address problem behaviour and teaching appropriate replacement behaviour or skills. Specialized expertise and/or additional training is required to properly conduct and implement an FBA. Resources on using a function-based approach to problem behaviour and functional behavioural assessments are included at the end of this document.

## A Focus on Prevention

Preventing the use of seclusion and physical restraint and employing de-escalation strategies to defuse situations is a primary objective when dealing with challenging behaviour. The information above and the additional resources provided in this document are intended to provide information to help prevent the use of these procedures.

Positive and proactive means of engaging a child/student are to be utilized to help prevent the use of seclusion or physical restraint. A focus on decreasing the likelihood of behaviour that could endanger a child/student or others is key to preventing crisis or emergency situations.

Despite a focus on prevention, a crisis or safety management plan may be necessary in exceptional situations, where:

- a child/student displays behaviour that has the potential to put their safety or the safety of others at serious and imminent risk of physical harm; and
- de-escalation, preventative strategies or alternative interventions appear ineffective.

Seclusion and physical restraint are not the default crisis management approaches in such situations. However, they might be considered when alternative strategies are not possible or effective and where they can diminish the risk of harm.

The following sections provide further information on seclusion and physical restraint, not to encourage its use, but to provide clarity on its use as a potential crisis management approach.

Positive and proactive means of engaging a child/student are to be utilized to help prevent the use of seclusion or physical restraint.

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<sup>1</sup> Filter, K. J., & Alvarez, M. (2012). Functional behavioural assessment: A three-tiered prevention model.



## Seclusion and Physical Restraint

The purpose of this section is to provide school authorities with guidance, expectations and requirements on the use of seclusion and physical restraint in schools. Seclusion and physical restraint are measures of last resort and are to be used only as safety or crisis management procedures to manage child/student behaviour that appears or has the potential to be dangerous. Dangerous behaviour is behaviour that is likely to cause injury or harm to self or others.

Given the potential risks that arise from improper use, seclusion and/or physical restraint are recognized as emergency, safety or crisis management procedures in educational settings and not as behaviour management procedures. They may only be used as a last resort when a child's/student's behaviour poses significant imminent danger of serious physical harm to themselves or others. The use of seclusion or physical restraint is to be immediately discontinued when the child's/student's behaviour no longer poses such danger.

Seclusion and/or physical restraint are to never be used to punish or discipline children/students. Only staff who have received specific training on the particular procedure are to attempt physical restraint or seclusion. The goal is to increase and improve proactive behaviour interventions so that the use of seclusion and/or physical restraint is minimized or unnecessary. Seclusion and physical restraint are not considered interventions for teaching appropriate behaviour or classroom management approaches.

### What is Seclusion?

Seclusion is the involuntary confinement or isolation of a person, alone in a room or area from which the person cannot freely exit or is physically prevented from leaving. This generally occurs in a room with a door that has a lock. The lock may be engaged, or if not engaged, the door is otherwise blocked or held shut.

Seclusion and time-out are not the same or synonymous with each other.

For the purposes of this document, time-out is a behaviour intervention for the purposes of reducing or stopping challenging behaviour in the long-term, while seclusion and physical restraint are emergency or safety procedures that are to be used in exceptional situations for immediately preventing harm to self or others. Further information on time-out is found in the *Time-out in Alberta Schools* document.

A seclusion room is defined as a room, structure or enclosure in a school operated by a school authority, the primary purpose or use of which involves the involuntary confinement or isolation

Seclusion and physical restraint are emergency procedures and measures of last resort.

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of a student where the student is prevented or incapable of evacuating from the room, structure or enclosure without the assistance of another person because security measures are not under the student's control. All seclusion environments are safe, humane and abide by all building, safety and fire codes, free of items that may be harmful to students, adequately lit, well-ventilated, and at a suitable temperature.

## What is Physical Restraint?

Physical restraint is defined as any method of using physical contact for restricting or immobilizing another person's freedom of movement, physical activity, or normal access to their body. It is a personal restriction that serves as a means of controlling an individual's movement, reconstituting behavioural control, and establishing and maintaining safety for the individual and other individuals.

Physical restraint does not include physical escort, which may involve temporarily touching or holding of the hand, wrist, arm, shoulder or back for the purpose of accompanying and inducing a child/student who is beginning to act out or is slightly agitated to walk to a safe location. Such contact is often brief and directional and does not serve as an immobilization or a means for reconstituting behavioural control.

Temporary physical contact for purposes such as moving a child/student away from danger or breaking up a fight is not considered physical restraint. Physical restraint also does not include providing physical guidance or the prompting of a child/student when teaching a skill.

This document focuses on physical restraint, as other types of restraint, such as mechanical or chemical restraints are not to be used in school settings. Mechanical restraints do not include safety restraints or harnesses used for the safe transportation of a child/student in a vehicle when recommended by an appropriate health professional (e.g., physiotherapist, etc.).

Physical restraint and seclusion are often closely associated because physical restraint techniques are sometimes used when transporting an individual to a seclusion environment. However, one may occur without the other.

## Requirements on the use of Seclusion and/or Physical Restraint

While seclusion and physical restraint are two separate procedures, they share similar requirements for use. These requirements apply to unanticipated events where a child's/student's behaviour poses a danger of imminent harm to self or others or when, with parental/guardian consent, these procedures are being considered as pre-planned safety, emergency or crisis measures.

The use of seclusion and/or physical restraint may be necessary only in situations where a child's/student's behaviour poses significant imminent danger of serious physical harm to



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themselves or those around them. In such emergency or crisis situations, seclusion and physical restraint may be used as a last resort emergency or crisis procedure to maintain safety before contacting emergency responders, if necessary.

Within this context, if seclusion and/or physical restraint are to be used within a school/school authority, the following is required:

- **School Authority Policy and Procedures**

- School authorities are to have written policies and/or procedures on the use of physical restraint and seclusion if they are to be used. Such policies and/or procedures are to:
  - o clearly indicate that seclusion and physical restraint are only to be used as safety or crisis management procedures, not as behaviour management procedures;
  - o be in alignment with provincial standards on the use of these procedures; and
  - o be periodically reviewed for currency, relevance, accountability purposes and updated/revised accordingly.
- School authority policies are to be developed in consultation with and shared with parents/guardians.
- Safety or crisis management strategies for children/students are to promote the rights of all children/students to be treated with dignity and respect.

- **Prevention**

- Preventative and positive behaviour supports are required to be in place to help prevent the use of seclusion or physical restraint. Seclusion or physical restraint are not substitutes for comprehensive, proactive and positive behaviour supports. They are measures of last resort in crisis situations. Appropriate educational supports and behavioural interventions are to be provided to children/students who need them in a safe and least restrictive environment.

- **Safety**

- If seclusion and/or physical restraint are used, it is required that:
  - o all seclusion environments are: safe, humane and abide by all building, safety and fire codes; free of items that may be harmful to students; and adequately lit, well-ventilated, and at a suitable temperature;
  - o seclusion and/or physical restraint procedures are conducted in a manner that reduces harm to a child/student and others;
  - o there is continual visual and aural monitoring of any child/student throughout the period of seclusion or physical restraint;
  - o seclusion is not used when a child/student is engaging in severe self-injurious behaviours; and

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- for a child/student who is unable to adequately express themselves through speech alone, school staff who are able to communicate with the child/student are present at all times if seclusion is used with such a child/student.
- Seclusion and/or physical restraint are not used:
  - as punishment, discipline or to force compliance;
  - to stop a child/student who is engaged in destructive behaviour such as damaging property, unless there is a risk to the safety of the child/student or others;
  - as substitutes for appropriate educational support; and
  - when a known medical, physical, psychological or other condition would make the use of seclusion or physical restraint dangerous for a child/student.
- **Knowledgeable and Skilled Staff**
  - School staff are expected to be aware or have knowledge of provincial and local legislation on the use of emergency procedures (e.g., *Occupational Health and Safety Act*, *Occupational Health and Safety Regulation*, *Occupational Health and Safety Code*, *Alberta Fire Code*, etc.).
  - If seclusion and/or physical restraint are to be used within a school, it is required that trained and appropriately certified professionals (e.g., qualified professionals trained in function-based approaches to managing problem behaviour) are consulted on the use of seclusion or physical restraint as a general safety procedure or an emergency measure prior to their use.
  - If seclusion and/or physical restraint are to be used within a school, school authorities are to designate at least two staff members at the school and/or school authority level that are responsible for training for and oversight of the use of these procedures. This will help ensure the safety of children/students and staff within the school. The number of designated staff may increase depending on the size of the school authority.
  - School/school authorities are required to include among their staff, individuals with training in conflict de-escalation, crisis de-escalation, non-violent crisis intervention and implementing positive behaviour interventions to facilitate defusing conflict and crisis situations.
  - School staff are required to undertake training in implementing positive and proactive strategies to reduce the need for crisis response strategies.
  - Seclusion and physical restraint are to be implemented only by staff who have adequate knowledge and training in the use of these procedures.
  - School staff who work with a child/student in situations where there is a potential for imminent danger of serious harm to the child/student or others are required to have practical training in prevention and de-escalation strategies, recognizing situations where imminent harm is likely to occur and safely implementing crisis responses when warranted.



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Responsibilities for specific school authority staff on establishing schools with staff who are knowledgeable and skilled in the use of seclusion and/or physical restraint include, but are not limited to:	
<b>Superintendent or school authority leader</b>	<ul style="list-style-type: none"> <li>• Allocate resources to enable access to specialized expertise and related professional learning in implementing positive and proactive strategies to reduce the need for crisis response strategies.</li> <li>• Designate at least two school authority staff that are responsible for training and oversight of the use of seclusion and/or physical restraint in schools.</li> <li>• Monitor school authority policies and/or procedures and communicate requirements to all staff.</li> </ul>
<b>Principal</b>	<ul style="list-style-type: none"> <li>• Create opportunities and support staff in accessing professional learning opportunities in implementing positive and proactive strategies to reduce the need for crisis response strategies.</li> <li>• Designate at least two school staff that are required to complete training and act as a school-wide resource on the use of seclusion and/or physical restraint in the school.</li> <li>• Ensure that school staff who work with a child/student in situations where there is potential for imminent danger of serious harm to the child/student or others, complete training in prevention and de-escalation strategies and in the appropriate use of seclusion and/or physical restraint.</li> <li>• Facilitate access to the appropriate specialized expertise to support school staff in managing problem behaviour.</li> <li>• Monitor school policies and/or procedures and communicate requirements to all staff.</li> </ul>
<b>Teacher</b>	<ul style="list-style-type: none"> <li>• Participate in training on implementing positive and proactive strategies and function-based approaches to problem behaviour to reduce the need for crisis response strategies.</li> <li>• Complete relevant training on the appropriate use of seclusion and/or physical restraint prior to implementing these procedures.</li> <li>• Consult with the appropriate level of professional and/or specialized expertise to support managing problem behaviour in schools.</li> </ul>

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- **Parental/Guardian Involvement**

- When the use of seclusion and/or physical restraint is being considered for a child/student as a pre-planned safety, emergency or crisis measure, it is required that parents/guardians are involved in the development of these plans and provide their informed consent. Where appropriate, children/students should also be involved.
- Parents/guardians are to be informed as soon as possible after each incident involving the use of physical restraint or seclusion with their child. Reasonable efforts to reach the parent/guardian are required to be made and documented before the end of the school day.

- **Crisis Intervention/Emergency Management**

- Crisis or emergency management procedures within schools are required to be regularly reviewed by a central authority for accountability and emergency preparedness purposes.
- Seclusion and/or physical restraint is to only be used for dangerous behaviour, not disruptive behaviour. Dangerous behaviour is behaviour that is likely to cause injury or harm to self or others.
- The principle of using the least restrictive and/or least intrusive option is to guide the use of physical restraint and/or seclusion. Seclusion and/or physical restraint are only to be employed as a last resort after less restrictive methods have been attempted, where possible.
- Seclusion and/or physical restraint are to be used only in emergency or exceptional situations where:
  - the behaviour of a child/student poses imminent danger of harm to self or others;
  - less restrictive interventions are not possible or have been ineffective at ending such imminent danger or harm; and
  - when the threat of imminent danger can be diminished by using seclusion or physical restraint.
- Recurrent use of seclusion and/or physical restraint is not to be a regular part of a child's/student's educational program. However, if the use of these procedures are agreed to as a safety, emergency or crisis measure by parents/guardians, this agreement is to be noted in a safety or crisis management plan developed for the child/student. This safety or crisis management plan is to be noted and attached to the child's/student's Instructional Support Plan (ISP).
- Seclusion and/or physical restraint are to be used only for as long as necessary and be discontinued when the child/student no longer presents an immediate threat to themselves or others.

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- In addition to the above, when a child/student has a history of engaging in crisis-level behaviour or a child's/student's behaviour can be reasonably predicted to pose a danger, it is required that the following actions will be undertaken:
  - o conducting a functional behavioural assessment (FBA) with the assistance of an appropriately trained professional (e.g., qualified professionals trained in function-based approaches to managing problem behaviour) to inform educational planning for the child/student;
  - o including specific positive, preventative and proactive supports as part of an ISP;
  - o including appropriate safety or emergency measures as part of the safety or crisis management plan;
  - o providing training for staff in the use of seclusion or physical restraint;
  - o involving parents or guardians and, where appropriate, the child/student in the discussions and development of the ISP and safety or crisis management plan;
  - o consulting with appropriate professional experts, as needed; and
  - o seeking written informed consent from parents or guardians on the emergency or safety measures to be implemented. If parents/guardians do not support the use of seclusion, involve them in determining if alternative options that are equally protective of the child/student and staff safety are reasonable, and include these in the child's/student's safety or crisis management plan.
- **Documentation**
  - As soon as possible after each instance where seclusion and/or physical restraint is used, detailed information regarding the use is to be documented and regularly reviewed for frequency of use and appropriate educational planning for the child/student. Documented information can be captured in an incident report that includes but is not limited to the following elements:
    - o interventions used prior to the implementation of seclusion and/or physical restraint;
    - o attempts to de-escalate the situation and stop the dangerous behaviour;
    - o behaviour resulting in the use of seclusion and/or physical restraint;
    - o duration of seclusion and/or physical restraint;
    - o child's/student's behaviour while being physically restrained or in seclusion;
    - o physical restraint techniques used;
    - o injuries to self or others and damage to property, if applicable;
    - o names of school staff involved in the implementation of the physical restraint and/or seclusion; and

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- efforts, including methods used, to notify parents/guardians, including dates and times.
- Documented information regarding each use of seclusion and/or physical restraint is to be disclosed in accordance with applicable privacy legislation (e.g., *Freedom of Information and Protection of Privacy Act* (FOIP), *Personal Information Protection Act* (PIPA)).
- After each incident where there is use of seclusion and/or physical restraint:
  - the principal is to be notified as soon as possible after the incident and on the same school day on which the incident occurred;
  - the principal is required to notify the child's/student's parents/guardians as soon as possible after the incident and on the same school day during which the incident occurred; and
  - the superintendent or equivalent school jurisdiction leader is to be notified as soon as possible after the incident occurs.
- Documented information regarding each use of seclusion and/or physical restraint is to be reported to a central administration or equivalent within the school authority for purposes of reviewing frequency of use, planning, oversight and identifying issues and/or practices that require further attention.
- **De-briefing**
  - After each incident where there is use of seclusion and/or physical restraint, it is required that:
    - a debriefing session with all involved staff will occur and be documented within three days of the incident. The purpose of this debriefing session is to help determine the cause of the behaviour and what preventative actions could be implemented in the future to avoid the use of seclusion or physical restraint. When possible, appropriate expertise should be involved in the debriefing session;
    - an opportunity to de-brief with parents/guardians and the child/student, where appropriate, is provided as soon as possible after the incident; and
    - a review of the individual behaviour plan, where one has been previously created, occurs and the plan is updated to prevent and reduce recurrence.
- **Resolving Differences**
  - School authorities are required to make every reasonable effort to resolve concerns collaboratively with parents/guardians.
  - Processes for resolving differences, filing complaints or making appeals are required to be in place and clearly communicated to parents/guardians and, where applicable, children/students.



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APPENDIX

MINISTERIAL ORDER (#042/2019)

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## Resources

The following resources are provided for information purposes only. The links are not part of the *Standards for Seclusion and Physical Restraint in Alberta Schools*. Alberta Education bears no responsibility for the accuracy or content of the link. Users are responsible for evaluating the content and appropriate use of the information provided.

These resources are helpful for building a positive school-wide culture while reducing and preventing problem behaviours and provide additional relevant information:

Alberta Education: Behaviour and Social Participation,  
<http://www.learnalberta.ca/content/ieptlibrary/lib05.html>

Alberta Education: Comprehensive School Health, <https://education.alberta.ca/comprehensive-school-health/what-is-comprehensive-school-health/>

Alberta Education: Inclusive Education <https://www.alberta.ca/inclusive-education.aspx>

Alberta Education: Inclusive Education Library, Behaviour and Social Participation,  
<http://www.learnalberta.ca/content/ieptlibrary/lib05.html>

Alberta Education: Mental Health in Schools, <https://www.alberta.ca/mental-health-in-schools.aspx>

Alberta Education: Mentoring, <https://www.alberta.ca/student-mentoring.aspx>

Alberta Education: Response to Intervention, <https://www.alberta.ca/response-to-intervention.aspx>

Alberta Education: Restorative Practices, <https://www.alberta.ca/restorative-practices.aspx>

Alberta Education: Positive Behaviour Supports, <https://www.alberta.ca/positive-behaviour-supports.aspx>

Alberta Education: Social-Emotional Learning, <https://www.alberta.ca/social-emotional-learning.aspx>

Alberta Education: Social Participation, <https://www.alberta.ca/diverse-learning-needs.aspx>

Alberta Education: The Learning Team, <https://education.alberta.ca/media/3531893/learning-team-handbook-for-parents.pdf>

Alberta Education: Trauma Informed Practice, <https://www.alberta.ca/trauma-informed-practice.aspx>

Alberta Education: Welcoming, Caring, Respectful and Safe Learning Environments,  
<https://www.alberta.ca/safe-and-caring-schools.aspx>

Alberta Education: Using Individual Behaviour Support Plans,  
[http://www.learnalberta.ca/content/ieptlibrary/documents/en/bs/using\\_indiv\\_beh\\_supp\\_plan.pdf](http://www.learnalberta.ca/content/ieptlibrary/documents/en/bs/using_indiv_beh_supp_plan.pdf)



## References

The following Alberta Education documents serve as references and provide additional information:

Alberta Education: Leadership Quality Standard,  
<https://education.alberta.ca/media/3739621/standardsdoc-lqs- fa-web-2018-01-17.pdf>

Alberta Education: Ministerial Order on Student Learning, <https://www.alberta.ca/k-12-education-policies-and-standards.aspx>

Alberta Education: Teaching Quality Standard,  
[https://education.alberta.ca/media/1626523/english-tqs-card-2013\\_3.pdf](https://education.alberta.ca/media/1626523/english-tqs-card-2013_3.pdf)

Alberta Education: Revised Teaching Quality Standard,  
<https://education.alberta.ca/media/3739620/standardsdoc-tqs- fa-web-2018-01-17.pdf>

Alberta Education: Standards for Special Education,  
<https://education.alberta.ca/media/1626539/standardsforspecialeducation.pdf>

Alberta Education: Standards for the Provision of Early Childhood Special Education,  
[https://education.alberta.ca/media/3227597/2016-06-08\\_ecs\\_specialedstds2006.pdf](https://education.alberta.ca/media/3227597/2016-06-08_ecs_specialedstds2006.pdf)

Alberta Education: Superintendent Leadership Quality Standard,  
<https://education.alberta.ca/media/3739621/standardsdoc-lqs- fa-web-2018-01-17.pdf>

## Additional Resources

The following resources are provided for information purposes only:

Positive Behavioural Interventions & Supports, <https://www.pbis.org/>

Loman, S. & Borgmeier C. Practical Functional Behavioural Assessment Training Manual for School-based Personnel,

[https://www.pbis.org/common/cms/files/pbisresources/practicalfba\\_trainingmanual.pdf](https://www.pbis.org/common/cms/files/pbisresources/practicalfba_trainingmanual.pdf)

Bain, K., Fulton, D., & Sautner, B. (2017). BOATS: Behaviour, Observation, Assessment, Teaching Strategies

[https://docs.wixstatic.com/ugd/747229\\_d465e00039c34a5f913d39feda329c2f.pdf](https://docs.wixstatic.com/ugd/747229_d465e00039c34a5f913d39feda329c2f.pdf)

**MHCBE Board Report**  
**November 12<sup>th</sup>, 2019**  
**Coordinator of Early Childhood Services**

**1. Kindergarten and ELP PD Day**

On Friday October 25<sup>th</sup>, Ruth Isaac with Advance OT presented the Good Sense Program to our early learning and kindergarten teams. Good Sense is a sensory processing-based intervention designed to help children be at the "Just Right" state for learning. Early learning educators, kindergarten teachers and several of our learning assistants were invited to participate in this session. The importance of understanding sensory processing in order to help children maximize their learning was discussed. Strategies and resources for classrooms and Just Right Rooms were shared. The same presentation was shared with our learning assistants that support children with MHCBE that have qualified for Program Unit Funding (PUF) within our private preschool and daycare centres on October 11<sup>th</sup>, 2019.

**Recommendation:** Receive as information

**2. PUF Audit 2019-2020**

Beginning in 2019/20, school authorities whose audit files have met the standards for Program Unit Funding (PUF) eligibility for the last three consecutive years will be exempt from this year's audit. Learner Services will continue the practice of exempting school authorities from one year of the annual PUF audit, each time they achieve three consecutive years of 100% file approval. Medicine Hat Catholic Board of Education is one of the school authorities to meet this criteria and as a result will be exempt from the 2019/2020 PUF audit. We have a hard-working and dedicated early learning team that works to maximize support for children and families as well to ensure that documentation and reporting meet the highest standards in preparing our files and meeting funding criteria.

**Recommendation:** Receive as information