

Medicine Hat Catholic Board of Education



PUBLIC AGENDA

Tuesday, December 10, 2019 @ 3:15 p.m.

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

Medicine Hat Catholic Board of Education

ACTION AGENDA

DATE: December 10, 2019

Place: Catholic Education Centre

Time: 3:15 p.m.

	<p style="text-align: center;">WE ARE CALLED Always and Everywhere to: Model Christ, Pray and Serve, Build a Faith Community</p> <p style="text-align: center;">Theme for 2019-2020: Theme: How can we help each student and each other have an encounter with Jesus each day? <i>“Come near to God and he will come near to you.”</i> <i>James 4:8</i></p>		
1.	<p><i>Prayer Celebration</i> We will begin the meeting with a Reading & Reflection led by Trustee, Reverend Mr. Robert Risling.</p>	Robert Risling	
2.	<p><i>2.1 Approval of the Minutes of the Regular Board Meeting – November 12, 2019</i> <u>♦Recommendation:</u> “THAT the Minutes of the Regular Meeting held November 12, 2019 be approved as circulated”.</p> <p><i>2.2 Approval of the Minutes of the Board Meeting – November 25, 2019</i> <u>♦Recommendation:</u> “THAT the Minutes of the Regular Meeting held November 25, 2019 be approved as circulated”.</p>	Dick Mastel	<i>Encl. 6-12</i>
3.	<p><i>Approval of the Action Agenda</i> <u>♦Recommendation:</u> “THAT the Action Agenda dated December 10, 2019 be approved as circulated”.</p>	DM	
4.	<p><i>Approval of the Non-Action Agenda</i> <u>♦Recommendation:</u> “THAT the Non-Action Agenda dated December 10, 2019 be approved as circulated”.</p>	DM	
5.	<p><i>Board Communications</i> <i>5.1 Thank you card from Sister Vicki and Sister Clem</i> <i>5.2 Delivery of Christmas Cards/Chocolates</i></p>	DM	
6.	<p><i>Catholic Education</i> Note: As part of the monthly Board Meeting format a standing agenda item titled: CATHOLIC EDUCATION will highlight and feature agenda items specifically related to Catholic Education This is a great opportunity for the School District to bring prominence to items relating to Catholic Education at the start of the Board Meetings. This section will include the the Religious Education Coordinator Report. <i>6.1 Religious Education Report</i> – Sandra Richard, Religious Education Coordinator 6.1.1 Mission Mexico 6.1.2 Week of Prayer for Christian Unity 6.1.3 Bishop Visit</p>	SR	<i>Encl. 13-20</i>

	6.1.4 ACSTA – Current Covenant <u>6.2 Parish Community Relations Committee Report – Robert Risling, Trustee</u>	RR	
7.	<u>October Board Work Plan Items</u> <u>7.1 Trustee and Superintendent Evaluation – December 12, 2019</u>	DM	
8.	<u>Corporate Communications – Mrs. Derrian Hallas</u> <u>8.1 Merry Christmas from Medicine Hat Catholic Schools</u> <u>8.2 Online Student Registration</u> <u>8.3 Excellence in Catholic Education Award</u> <u>8.4 Stakeholder Communication – RE: Budget Update</u> <u>8.5 IDPD at École St. John Paul II</u> <u>8.6 Monsignor McCoy Volleyball</u> <u>8.7 School Nutrition Program</u>	DH	<u>Encl. 21-24</u>
9.	<u>Superintendent of Schools Report – Mr. Dwayne Zarichny</u> <u>9.1 Policy and Administrative Procedures Review</u> <u>9.2 Three Year Education Plan</u> <u>9.3 Emails 6:6</u> <u>9.4 School Plans – Sharing Sessions</u>	DZ	<u>Encl. 25-95</u>
10.	<u>Associate Superintendent Human Resources – Mr. Chuck Hellman</u>	CH	
11.	<u>Secretary-Treasurer Report – Mr. Greg MacPherson</u> <u>11.1 2019 – 2020 First Quarter Financial Update</u> <u>11.2 Trustee Request – IMR Information for the Minister</u> <u>11.3 Trustee Request – Vendor Management</u> <u>11.4 2019-2020 School Generated Fund (‘SGF’) Details</u>	GM	<u>Encl. 96-101</u>
12.	<u>Associate Superintendent Learning Services – Mr. Hugh Lehr</u> <u>12.1 Updated Administrative Procedure on Severe Allergies</u>	HL	<u>Encl. 102 - 118</u>
13.	<u>Coordinator of Early Childhood Services – Mrs. Terri Ball</u> <u>13.1 Update on Kindergarten and ELP PD Day</u> <u>13.2 Regional Collaborative Service Delivery Collaborative Services 0-6 Project</u>	TB	<u>Encl. 119-120</u>
14.	<u>COMMITTEE REPORTS (presented by appointed Trustees)</u>	DM	
	<u>14.1</u> Medicine Hat Catholic Schools’ Education Foundation – Dick Mastel		
	<u>14.2</u> Representative to ACSTA– Dick Mastel		<u>Encl. 121</u>
	<u>14.3</u> Representative Teacher Board Advisory Committee –Kathy Glasgo		
	<u>14.4</u> Representative to ASBA Zone 6 – Peter Grad		<u>Encl. 122-123</u>
	<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 <u>14.7.1</u> ATA– Peter Grad <u>14.7.2</u> CUPE– Dick Mastel		
	<u>14.8</u> CUPE Staff Board Advisory Committee – David Leahy		

	<u>14.9</u> Student Board Advisory Committee – Dick Mastel		
	<u>14.10</u> Student Enrolment & Retention (Adhoc) Committee – Dick Mastel		
	<u>14.11</u> Sister of Charity of St. Louis Arts and Athletics Performance Centre (Adhoc) Committee - David Leahy		<i>Encl. 124-129</i>
15.	<p style="text-align: center;"><i>Closing Prayer –</i></p> <p>Carrying out Your Ministry: Lord, <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 Jesus’ name, Amen.</i></p>	Dick Mastel	
16.	<i>Adjournment</i>	Dick Mastel	

NON – ACTION AGENDA

DATE: November 12, 2019

Place: Catholic Education Centre

Time: 6:00 P.M.

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

Notice of Public Board Meetings

- All regularly scheduled Public Board Meetings are held the **2nd Tuesday** of each month at the Catholic Education Centre located at 1251 – 1st Avenue SW (unless otherwise advertised).
- Public Board Meetings for the Medicine Hat Catholic Board of Education begin at **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 2nd Tuesday with presentations at **6:10 (unless otherwise advertised).**
- General Public welcome to attend - Information @ www.mhcbe.ab.ca or 403.527.2292.
- **Upcoming Board Meetings:**
 - 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

MINUTES OF THE REGULAR BOARD MEETING OF THE MEDICINE HAT CATHOLIC BOARD OF EDUCATION held at Catholic School Board Office, 1251 – 1st Avenue S.W., Medicine Hat, Alberta on November 12, 2019 at 6:00 p.m.

TRUSTEES AND OFFICERS PRESENT

Dick Mastel	Trustee, Board Chair	
Robert Risling	Trustee, Vice-Chair	
Kathy Glasgo	Trustee	
Peter Grad	Trustee	
David Leahy	Trustee	
Dwayne Zarichny	Superintendent of Schools	
Chuck Hellman	Associate Superintendent Human Resources	ABSENT
Greg MacPherson	Secretary Treasurer	
Hugh Lehr	Associate Superintendent Learning Services	
Sandra Richard	Religious Education Coordinator	
Terri Ball	Coordinator of Early Childhood Services	
Derrian Hallas	Communications Officer	ABSENT
Stephanie Akehurst	Administrative Assistant – Business Services (Recording Secretary)	

OPENING PRAYER

Note: The meeting was opened with prayer led by Robert Risling.

Note: The meeting was chaired by Mr. Dick Mastel, Board Chair.

APPROVAL OF THE MINUTES OF REGULAR BOARD MEETING – October 8, 2019

3551 Motion. David Leahy: “THAT the Minutes of the Regular Meeting held October 8, 2019 be approved as amended”.

Note: Amend name under Board and Superintendent Evaluation from Vicky to Dr. Cindi Vaselenak.

Carried unanimously.

APPROVAL OF THE MINUTES OF THE ORGANIZATIONAL MEETING – October 8, 2019

3552 Motion. Kathy Glasgo: “THAT the Minutes of the Organizational Meeting held on October 8, 2019 be approved as circulated”.

Carried unanimously.

APPROVAL OF THE MINUTES OF THE SPECIAL BOARD MEETING – November 8, 2019

3553 Motion. David Leahy: “THAT the Minutes of the Special Board Meeting held on November 8, 2019 be approved as circulated”.

Carried unanimously.

APPROVAL OF THE ACTION AGENDA

3554 Motion. Peter Grad: “THAT the Action Agenda dated November 12, 2019 be approved as circulated.”

Carried unanimously.

APPROVAL OF THE NON-ACTION AGENDA

3555 Motion. Robert Risling: “THAT the Non-Action Agenda dated November 12, 2019 be approved as circulated”.

Carried unanimously.

BOARD COMMUNICATIONS

Note:

- Alberta Catholic School Trustees' Association - Financial Committee Report discussed in Committee reports.

CATHOLIC EDUCATION

RELIGIOUS EDUCATION REPORT – presented by Sandra Richard

Note:

- Excellence in Catholic Education Award
- Red Wednesday
- Mission Mexico
- Keep Christ in Christmas

PARISH COMMUNITY RELATIONS COMMITTEE REPORT – presented by Robert Risling

Note: Met with Father Iqbal to discuss beginning the committee meetings again, discussion regarding what the committee would look like again, have a rep be apart of the committee from school (Teacher, Administrator).

OCTOBER BOARD WORK PLAN ITEMS

Note:

MLA Fall Meeting Proposed Dates

- Drew Barnes – January 17, 2020 at 10:00 AM
- Michaela Glagso – TBD

CORPORATE COMMUNICATIONS REPORT – presented by Derrian Hallas

Note:

- Sharing Our Story!
- Education Youth Council
- Pumpkin Art Display
- Student Vote
- St. Francis Xavier Academy Students
- Random Acts of Kindness Day
- Catholic Education Sunday

SUPERINTENDANT OF SCHOOLS REPORT – presented by Dwayne Zarichny

Note:

- Jurisdictional Assurance Model
- Education Act & School Act Comparison/Changes
- Mass Celebrations at Central Office
- Nutrition Program

ASSOCIATE SUPERINTENDANT OF HUMAN RESOURCES REPORT – presented by Chuck Hellman

Note:

- Leadership Enhancement Program
- Joint Health and Safety Committee (JHSC)

SECRETARY TREASURER REPORT – presented by Greg MacPherson

Note:

- Corporate Name Change Approval
- ASEBP Trustees Report
- Copyright Litigation Update
- Trustee Honoraria – Policy 7
- ACSTA Facilities Covenant
 - Add onto ACSTA Agenda for January 2020 Meeting.
- 2019/2020 Budget
 - Discussed at Special Board meeting November 8, 2019.
- School Council Reports
- Modular Classroom Plan
- Collaborative Transportation Update
- 2019/2020 IMR Plan

ASSOCIATE SUPERINTENDANT OF LEARNING SERVICES REPORT – presented by Hugh Lehr

Note:

- RCSD Budget 2019-20
- Debriefing/Post Intervention Process
- Ministerial Order on Seclusion Rooms

COORDINATOR OF EARLY LEARNING REPORT – presented by Terri Ball

Note:

- ELP & Kindergarten PD Day
- PUF Audit

COMMITTEE REPORTS

Medicine Hat Catholic Schools' Education Foundation – Dick Mastel

Note: Nothing to report – next meeting will be December 3, 2019.

Representative to ACSTA – Dick Mastel

Note:

- ACSTA share of the budget will remain unchanged, teleconference with members of finance committee – leave fees the way they are. – budget will remain unchanged in terms of student assessment and student fees.
- Proposal of the bylaws – executive director should be on the executive committee.
-

Representative Teacher Board Advisory Committee – Kathy Glasgo

Note:

- Meeting took place on October 24, 2019. The minutes were distributed.
- Next meeting is February 6, 2020

Representative to ASBA Zone 6 – Peter Grad

Note:

- Meeting to take place to November 25, 2019.

3556 Motion. Robert Risling "THAT the Regular Board Meeting November 25, 2019 at 4:00 PM now start at 4:30 PM".

Carried unanimously.

Representative to Support Staff Board Advisory Committee – Robert Risling

Note: Nothing to report.

Representative to Parent Associate – Kathy Glasgo

Note: Meeting took place on October 28, 2019.

Representative to Salary Negotiations – ATA – Peter Grad

Note: Meeting to take place November 20, 2019.

Representative to Salary Negotiations – CUPE – Dick Mastel

Note: Entered into negotiations on October 18, 2019, next meeting November 13, 2019.

Representative to CUPE Staff Board Advisory – David Leahy

Note: Nothing to report.

Representative to Student Board Advisory Committee – Dick Mastel

Note: Nothing to report.

Representative to Student Enrolment & Retention (Adhoc) Committee – Dick Mastel

Note: Nothing to report

3557 Motion. Kathy Glasgo: "Be it resolved that the Board of Trustees for the Medicine Hat Catholic Board of Education, having identified that the Student Enrolment & Retention (Adhoc) Committee completed the required tasks and therefore be ended".

Carried 4 – 0

Represented to Sister of Charity of St. Louis Arts and Athletics Performance Centre (Adhoc) Committee – David Leahy

Note: David reported an update on what is happening within the committee. He has recently sent an email to the Sister of Charity of St. Louis Arts and Athletics Performance to be able to use their name, as well has been in contact with the drama teacher at Crescent Heights High School requesting to tour their facility.

CLOSING PRAYER

Note: The meeting closed with prayer led by Kathy Glasgo.

ADJOURNMENT

Note: The regular meeting was called adjourned by the Board Chair.

Note: The meeting adjourned at 7:25PM.

Dick Mastel, Board Chair

Greg MacPherson, Secretary Treasurer

MINUTES OF THE REGULAR BOARD MEETING OF THE MEDICINE HAT CATHOLIC BOARD OF EDUCATION held at Catholic School Board Office, 1251 – 1st Avenue S.W., Medicine Hat, Alberta on November 25, 2019 at 4:30 - 6:00 p.m.

TRUSTEES AND OFFICERS PRESENT

Dick Mastel	Trustee, Board Chair	ABSENT
Robert Risling	Trustee, Vice-Chair	
Kathy Glasgo	Trustee	ABSENT
Peter Grad	Trustee	
David Leahy	Trustee	
Dwayne Zarichny	Superintendent of Schools	
Chuck Hellman	Associate Superintendent Human Resources	ABSENT
Greg MacPherson	Secretary Treasurer	
Amanda McCrie	Assistant Secretary Treasurer	
Terri Ball	Coordinator of Early Childhood Services	
Hugh Lehr	Associate Superintendent Learning Services	
Sandra Richard	Religious Education Coordinator	
Derrian Hallas	Communications Officer	
Stephanie Akehurst	Administrative Assistant – Business Services (Recording Secretary)	

OPENING PRAYER

Note: The meeting was opened with prayer led by Robert Risling.

Note: The meeting was chaired by Mr. Robert Risling, Vice-Chair.

APPROVAL OF THE ACTION AGENDA

3558 Motion. David Leahy: “THAT the Action Agenda dated November 25, 2019 be approved as circulated.”

Carried unanimously.

AUDITED FINANCIAL STATEMENTS

Note:

- Amanda McCrie, Assistant Secretary Treasurer, and MNP, Delayne Sackman and Kade Kopec, presented the Audited Financial Statements.

3559 Motion. David Leahy: “Be it resolved that the Board of Trustees for the Medicine Hat Catholic Board of Education approve the 2018-19 Audited Financial Statements as presented. The Board of Trustees further approved the unaudited financial schedules as presented”

Carried unanimously.

2019 – 20 FALL BUDGET UPDATE – presented by Greg MacPherson

Note: Greg MacPherson presented documents in regards to the 2019-20 fall budget update.

3560 Motion. Peter Grad: “THAT the Board of Trustees for The Medicine Hat Catholic Board of Education approve the 2019-20 Fall Budget Update as presented.”

Carried unanimously.

2019 – 20 INFRASTRUCTURE MAINTENANCE RENEWAL ('IMR') - presented by Greg MacPherson

Note:

- 3561 Motion. David Leahy: "THAT the Board of Trustees for The Medicine Hat Catholic Board of Education approve the 2019-2020 IMR Plan in the amount of \$1,544,320 for new projects and the \$594,631 for the previously committed projects approved in 2018-2019."

Carried unanimously.

ASSOCIATE SUPERINTENDENT OF HUMAN RESOURCES – Chuck Hellman

Note:

- Locally Developed Course

- 3562 Motion. David Leahy: "THAT the Board of Trustees for The Medicine Hat Catholic Board of Education authorize Monsignor McCoy High School to offer the Locally Developed Course titled: Advance Acting/ Touring Theatre 15, 25, 35 in 3 and 5 credit courses starting September 1, 2019 to August 31, 2023, as acquired from The Calgary School Division."

Carried unanimously.

RATIFICATION OF THE CUPE COLLECTIVE AGREEMENT 2019 – 2023 - presented by Greg MacPherson

- 3563 Motion. Peter Grad: "To go in camera" at 5:58 p.m.

Carried unanimously.

- 3564 Motion. Peter Grad: "To leave in camera" at 6:15 p.m.

Carried unanimously.

- 3565 Motion. David Leahy: "THAT the Board of Trustees for The Medicine Hat Catholic Board of Education ratify the Memorandum of Settlement with the Canadian Union of Public Employees Local 829 as presented."

Carried unanimously.

CLOSING PRAYER

Note: The meeting closed with prayer led by Robert Risling.

ADJOURNMENT

Note: The regular meeting was called adjourned by Chairperson Risling.

Note: The meeting adjourned at 6:16 p.m.

Dick Mastel, Board Chair

Greg MacPherson, Secretary Treasurer

Title – Religious Education Coordinator

Board Report December 10, 2019

1. Mission Mexico – December 12th, 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. Schools have been having “wear a hat for a loonie”, bake sales, etc to raise funds for this cause.

Recommendation: Receive as information

2. Week of Prayer for Christian Unity 2019

Every year between January 18 and January 25, Christians around the world are invited to celebrate a week of prayer for the unity of all Christians. This year, our resources and theme come from the Christians churches of Malta and Gozo, who have chosen as their theme “They showed us unusual kindness” inspired by Acts 28:2. They invite Christians around the world to the call to a greater generosity to those in need. <https://www.weekofprayer.ca/2020-wpcu-resources>

Recommendation: Join us in prayer for these days by using the prayers attached.

3. Bishop’ Pastoral Visit

All schools involved in the Bishop’s Pastoral visit to Holy Family have received an outline for the day so that they can welcome the Bishop into their schools for a short visit on Friday, December 13. Some of our schools are having the Bishop speak to him in the gym and others are taking him on a tour of the school with students for specific programming ex. STREAM at Mother Teresa. The Bishop will be coming and having lunch with trustees and senior admin at 12:00 in the Board Room which will be catered by the Monsignor McCoy Foods program.

Recommendation: Receive as information.

4. ACSTA Current Covenant

I have contacted Jamie McNamara as suggested by Dwayne who redirected me to Eugenia Kowalczyk from the ACSTA in regards to the status of the ACSTA Current Covenant. She informed me that this was an internal document that is currently in review. A committee has been struck and in the process of reviewing it. The ACSTA in collaboration with the CCSSA and Bishop McGrattan will share the document when it is finalized.

Recommendation: Receive as information

2020 Week of Prayer for Christian Unity
“They showed us unusual kindness” (Acts 28:2)
THE WEEK OF PRAYER FOR CHRISTIAN UNITY CELEBRATED IN SCHOOLS

As Christians around the world will celebrate the Week of Prayer for Christian Unity, we invite you to share this celebration with your school community so that children and young people of all ages may come to recognize the need for a strong Christian witness in society, and the blessing this can be for the world.

We encourage you to share *The Story of the Week of Prayer for Christian Unity* (found below) with your students so they may better understand the purpose of our prayer. This may be shared during morning announcements or in individual classes. You can learn more about the week by visiting the website www.weekofprayer.ca. There are pictures and stories of past celebrations of The Week of Prayer for Christian Unity across Canada, too. Perhaps your school will have photos to add to the collection! When sharing on social media, use the hashtags **#WeekofPrayer**, **#WPCU2020**, and (for French posts) **#SemainedePrière**.

The Story of the Week of Prayer for Christian Unity

What is it?

The Week of Prayer for Christian Unity is an annual *ecumenical* celebration. What that means is that Christians around the world are invited to pray for the unity of all Christians, to reflect on scripture together, to participate in jointly-organized inclusive services, and to share fellowship. In our churches and throughout our communities, Christians will gather during this week to study the word of God together, to consider ways in which we can work together as disciples of Christ, and to join in fellowship and prayer.

In our schools, we can take time during this week to pray for one another and to recognize how we are called to work together.

When does it take place?

In Canada, the Week of Prayer for Christian Unity is traditionally observed between January 18th (the Feast of the Confession of Saint Peter) and January 25th (the Feast of the Conversion of Saint Paul). We have been celebrating this week in Canada for over 50 years.

Why does it matter?

In the Gospel of John, Christ prays for his disciples before going to the cross. He asks that his followers “may all be one,” as he and the Father are one, “so that the world may believe” and have life in his name (John 17). In this prayer of Jesus, Christian unity is central to the very being of the church and to its mission and witness.

Through the worldwide celebration of the Week of Prayer for Christian Unity we strive for “unity in diversity”. This time of shared prayer, reflection, and fellowship invites Christians of different traditions to deepen our relationships and to live and witness together throughout the year.

You may choose to highlight the Week of Prayer for Christian Unity on a single day during the week that is most appropriate in your context, or you may choose to pray each day during the week using the suggestions for daily prayer. In either case, the prayer is followed by a question for reflection or a suggestion for action, so that we can reflect on concrete ways to witness to our shared faith.

As teachers and staff, your shared prayer is also a powerful witness to the desire for “unity in diversity”.

Prayer for a single day

Begin with *the Story of the Week of Prayer for Christian Unity*. Then say:

The Christian community in Malta worked together to make the prayers for this week. On February 10th each year, many Christians in Malta celebrate the Feast of the Shipwreck of St. Paul. This feast reminds us of a great journey at sea when St. Paul was being taken as a prisoner to Rome. There was a storm and the boat was shipwrecked. (see Acts 27:18 – 28:10) Even still, God’s mission continued through Paul because the people on board the ship were saved and welcomed onto the island of Malta. That is how the Christian faith spread in that part of the world. In Malta, there are parades in the streets and fireworks to celebrate! The story reminds us of how we need to trust God, even in times of difficulty, and how by welcoming others and being generous, we can learn more about the Christian faith.

Let us remember all of the Christians in our own community of _____ (*name of city or town*). And let us remember that Jesus prayed that we may all be one so that the world may believe. (John 17:21)

Let us pray for the gifts of hospitality, which is the gift of welcoming, and the gift of generosity. +

God, giver of life,
we thank you for the gift of your love
which soothes and strengthens us.
Help us to be people of welcome.
Grant us a spirit of generosity to all
as we journey together in the path of Christian unity.
We ask this in the name of your Son
who reigns with you and the Holy Spirit

Amen.

Suggestion for action: Find another Christian community, school, or church in your area. How can you show hospitality and generosity? You may find an activity as a class or as a whole school such as: writing notes to introduce yourselves and say that you are happy to be praying together in this week of Prayer for Christian Unity; inviting some members of another Christian group to your school for a time of shared prayer or social gathering; donating to a cause that is important to a Christian group in your community, etc.

You may also want to find out more about St. Paul in Malta.

Here is a website showing the grotto or cave where St. Paul stayed on Malta:

http://www.wignacourtmuseum.com/about/test?fbclid=IwAR1bw4hEOEznySLx_1M4Yy8MpPXGgR3jch7B1NWsWPnMjUNENyF95K_FU38

Here is a Youtube video from inside the church that was built in honor of St. Paul in Malta:

<https://www.youtube.com/watch?v=S2RVht7j40c>

Daily Prayers for the Week

Day 1: Hospitality and Generosity

Begin the week using the prayer for a single day found above.

Day 2: Christ, Our Light

Throughout this week, we will hear the story of the shipwreck of Paul in Malta. Paul was being taken to Rome as a prisoner by boat but a huge storm came and all the sailors were afraid. We hear that the sky was dark – no sun or stars could be seen for days – and the storm was fierce. They thought all hope was lost. (Acts 27:20)

We can sometimes feel that all is dark and we might be afraid. Without the light and guidance of Christ, we can lose our way and get separated from one another. Remember that Christ is our light and our guide. As we seek the light of Christ, we are drawn closer to one another. As we come together, others can see this light more clearly. Together, we can truly become a sign of Christ, the light of the world.

Let us pray

+ God, your word is a light to our steps
and without you we are lost.

Give us your light so that, through your word, we may walk your path.

Help us to recognize when we make it difficult for others to see your light, and give us the grace we need to share your light with others.

We ask this in the name of your Son,
who calls us, his followers, to be light to the world. Amen.

Question for Reflection: What can our school community do to let Christ's light shine?

Day 3: Hope

Paul spoke to the people on the boat and told them not to lose hope! He said, "I urge you now to keep up your courage, for there will be no loss of life among you, but only of the ship ... none of you will lose a hair from your heads ..."

Sometimes, as Christians, we may lose hope. In this week, when all Christians are asked to pray for our unity, we can remember that all of us being together as one is the Lord's prayer for the Church. The Lord is always with us on our journey. We will not be lost.

Let us pray +

God of mercy,
When we are lost or discouraged, we turn to you.
Give us your gift of hope.
May we, as Christians, be people of hope and work for the unity
for which your Son, Jesus, prayed "may they be one".
We ask this through him who lives and reigns with you and the Holy Spirit for ever and ever.
Amen.

Question for Reflection: How do we show we are people of hope?

Day 4: Trust

Paul had to trust that God would care for him and everyone in the boat. He had to trust God would keep them safe. As disciples of Jesus Christ, we are called to trust in God's love. The Bible tells us "God's steadfast love endures forever."

Let us pray +

Almighty God,
Sometimes we are hurt and we cry out to you.
Sometimes we experience sickness or worry or even the death of a loved one.
Teach us to trust you.
May the churches we belong to be signs of how you care for us.
Make us true disciples of your Son, Jesus,

who taught us to listen to your word
and to serve one another.
In confidence we ask this in the name of your Son,
and in the power of the Holy Spirit. Amen.

Suggestion for Action: Even today, there are people in danger on the seas around Malta. Learn more about the difficulty these refugees face. How can our community be a sign of God's care?

Day 5: Strength

Paul encourages the people on the boat to eat finally. They had been many days at sea in the storm with nothing. He knows they will need strength for the journey ahead.

In our church communities, we share the Lord's Supper that provides us with food for the spiritual journey. We are made strong. It builds us up as we commit ourselves to Christian service.

Let us pray +

Loving God,
your Son Jesus Christ broke bread
and shared the cup with his friends on the eve of his passion.
May we grow together in closer communion.
Give us strength and food for our spiritual journey.
In the power of the Holy Spirit,
we ask this in the name of your Son,
who gives his life that we might live. Amen.

Suggestion for Action: We know we need food to stay strong and healthy but many people in our communities lack good food. Find ways to participate in the important mission of feeding those who are in need in your own community.

Medicine Hat Catholic Board of Education

Division Advent Masses & Christmas Celebrations

École St. John Paul II School

Mass & Christmas Lunch	Date: Dec. 4th	Time: 10:30 am	Location: Holy Family
Christmas Concert	Date: Dec. 17th	Time: 6:30 pm	Location: Dream Centre

Advent/Jesse Tree will be done each Monday morning during assembly and then in the classroom each day of the week

Mother Teresa School

Mass with NDA	Date: Dec. 5th	Time: 10:00 am	Location: Holy Family Parish
Christmas Concert	Date: Dec. 18th	Time: 7:00pm	Location: Esplanade

Advent celebrations each Tuesday during Assembly at 9:00 am in the gym
Classes will be making Christmas cards for St. Joseph's home, APARC fundraiser, SADD Liquor Bag Campaign, etc during Advent

Notre Dame Academy

Mass with Mother Teresa	Date: Dec. 5th	Time: 10:00am	Location: Holy Family Parish
Christmas Store	Date: Dec. 10th	Time: 9:30-10:45 am	Location: Notre Dame School
Tree of Hope Purchases	Date: Dec. 13th	Time: 9:45- 10:30 am	Location: WalMart

St. Francis Xavier School

Mass & Christmas Lunch	Date: Dec. 13th	Time: 11:00am	Location: St. Patrick's Parish
Christmas Concert	Date: Dec. 18th	Time: 7:00pm	Location: Dream Centre

St. Louis School

Mass with St. Mike's	Date: Dec. 6th	Time: 10:00am	Location: St. Patrick's Parish
Christmas Concert	Date: Dec. 18th	Time: 6:30pm	Location: School gym
Christmas Dinner	Date: Dec. 19th	Time: 12:00pm	Location: St. Patrick's Parish

Advent assemblies during the month on Wednesdays

St. Mary's School

Mass	Date: Dec. 12th	Time: 10:30 am	Location: St. Patrick's Parish
Christmas Concert	Date: Dec. 17th	Time: 7:00pm	Location: College Theatre
Christmas Dance	Date: Dec. 19th	Time: 6:00 – 9:00 pm	Location: St. Mary's School

Advent celebrations each Monday during Assembly at 9:00 am in the gym

St. Michael's School

Mass with St. Louis	Date: Dec. 6th	Time: 10:00am	Location: St. Patrick's Parish
Christmas Concert	Date: Dec. 12th	Time: 7:00pm	Location: MH College

St. Patrick's School

Mass and Songs	Date: Dec. 11th	Time: 6:00 – 8:00pm	Location: Holy Family Parish
Christmas Carols	Date: Dec. 19th	Time: 10:30 – 11:45 & 1:30-2:45	Location: School Gymnasium



Communications & Public Relations

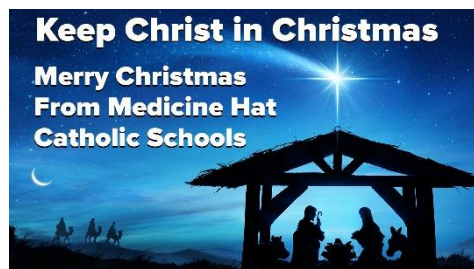
Board Report – December 10, 2019
Communications Officer - Derrian Hallas



Division Updates

Merry Christmas from Medicine Hat Catholic Schools!

Medicine Hat Catholic Schools are waiting in joyful anticipation for the birth of our Lord, Jesus Christ! You are invited to join our Catholic schools during their many Advent Masses & Christmas celebrations. Click the link to view the list of events: <https://tinyurl.com/s3zouuh>



COMING SOON: Online Student Registration!



MHCBE is thrilled to announce that we will be transitioning to **online registration for all new and returning students beginning February 2020**. More information will be communicated with families and school communities as we approach February registration. Stay tuned!

Follow us on [Facebook](#), [Twitter](#) & [Instagram](#) for future February Registration updates.

Excellence in Catholic Education Award



Do you know a deserving teacher who does an exemplary job in preparing youth to grow into outstanding and faith filled citizens?

Nominate them for an Excellence in Catholic Education Award! Nominations close January 31, 2020. Visit our website to learn more.

“Catholic education is a gift that we must treasure, and a gift that we must fight to defend”.

MHCBE alumni, Fr. Cristino Bouvette shares a special message about Catholic education

[A Message from Fr. Cristino Bouvette](#) - video

November Highlights:

Stakeholder Communication - RE: Budget Update

On Monday, November 25, 2019 The Board of Trustees for the Medicine Hat Catholic Board of Education approved the Fall Budget Update and Audited Financial Statements presented at the public board meeting.

In addition to sharing the approved financial documents, MHCBE's Board of Trustees sent a notification to staff, families and stakeholders via email, website and social media regarding the impact of the provincial budget. Visit our website for more information: <https://tinyurl.com/s4dmsh6>

[Catholic board uses reserves to make up shortfall](#) - Medicine Hat News



Medicine Hat Catholic Board of Education

1251 – 1st Avenue SW, Medicine Hat, AB T1A 8B4

Phone 403.527.2292 | www.mhcbe.ab.ca | Fax 403.529.0917

November 26, 2019

RE: Fall Budget Update

On Monday, November 25, 2019, The Board of Trustees approved the Fall Budget Update and Audited Financial Statements.

Heading into the 2019/2020 school year, the Medicine Hat Catholic Board of Education was prepared to make fiscally conservative choices in order to prepare for the provincial budget release in the fall of 2019. Since the release of the provincial budget on October 24, the Board of Trustees and senior administration have been working to find solutions to balance the base grant funding shortfall of \$1.3 million.

We are pleased to share that due to an increase in enrollment numbers from the projected spring numbers and the ability to utilize our reserves, we have enough funding to offset the shortfall for the current school year **without a reduction in staff or program cutbacks in our School Division.**

As always, we value our hard working staff and are committed to providing a safe and caring learning environment and quality educational opportunities for all. Thank you all for your patience during this time of uncertainty throughout our province.

Yours in Christ,

The Board of Trustees
Medicine Hat Catholic Board of Education

Students learn to see abilities rather than disabilities – IDPD at Ecole St. John Paul II

We are all children of God... Wonderfully made, dearly loved, and precious in His sight!



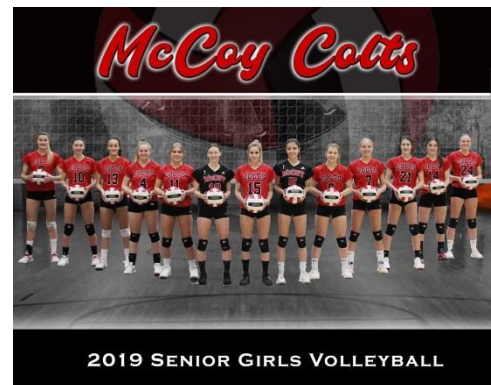
On November 28, École St. John Paul II School had the opportunity to host IDPD events at their school. International Day of Persons with Disabilities, a special day to acknowledge and celebrate abilities, uniqueness and acceptance. Staff & students participated in interactive learning sessions and listened to speakers share their very own inspiring stories. Take a look at some footage from this awesome day!

[Students learn to see abilities rather than disabilities](#) - Chat TV

[Footage from IDPD](#) - video

Monsignor McCoy Volleyball at Provincials!

The Medicine Hat Catholic School Division sends accolades to the Monsignor McCoy Senior Girls Volleyball team, coaches and all involved as they completed their season at ASAA Provincials in St. Paul at the end of November. Congratulations on a well-played season!



More fantastic school sport highlights!

[Colts claim league volleyball crown](#) - Medicine Hat News

[Dawgs claim junior high A volleyball title](#) - Medicine Hat News

[Junior Colts cap off perfect season](#) - Medicine Hat News

[Colts earn upset of the year in volleyball](#) - Medicine Hat News

[Notre Dame BullDawgs take B division title](#) - Medicine Hat News

School Nutrition Program



We are pleased to announce that the Medicine Hat Catholic Board of Education has received \$166,000 in grant funding from Alberta Education to continue the [School Nutrition Program](#) for the 2019-2020 school year.

The School Nutrition Program initiative was implemented by Alberta Education during the 2017/2018 school year. In June of 2019, the program was put on hold due to the uncertainty of funding in the upcoming 2019 Budget. Recently, Alberta Education has granted participating school jurisdictions funding to

keep the program running through the 2019/2020 school year.

The Nutrition Program is currently being re-established at St. Louis, St. Francis Xavier, St. Michael's and Mother Teresa School for the remainder of the school year starting on Monday, November 18, 2019.

[Catholic board of education's nutrition program back up and running](#) - Chat TV

[Nutrition program at Catholic schools ready to go](#) - Medicine Hat News

This is us... #WeAreMHCBE



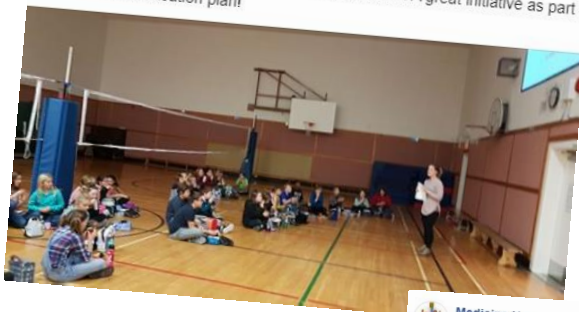
St. Francis Xavier School Medicine Hat

Today was a special day in academy. We were surprised with extra helpers from the Monsignor McCoy High School boys and girls basketball teams!! We can't thank them enough for taking time out of their busy high school schedules to mentor our students! ❤️🏀



St. Patrick's School Medicine Hat

Rethinking Recess with Sonya Brown (AHS) discussing ways in which grade 5 student leaders can help all students enjoy recess. A great initiative as part of our school education plan!



MH Catholic Schools @MHCatholic · Nov 20
MHCBE Central Office staff wearing red for #RedWednesday ❤️ together we pray for persecuted Christians around the world while promoting respect and tolerance for all. #WeAreMHCBE



Medicine Hat Catholic Board of Education
Published by Hootsuite (P) · December 1 at 8:01 AM ·

The season of Advent is officially here!
Advent is a time of waiting with expectant hope. Each week we light a candle on our Advent wreath, recognizing the gifts that have been given to us and for us to see that we go from darkness into light as we near the Nativity of the Lord.
This week we light the purple candle of hope. What brings you hope in times of darkness?



Notre Dame Academy @NotreDame_MH · Nov 26
Community Coming Together (CCT) will be organizing a Christmas Food Drive @NotreDame_MH where students will be collecting non-perishable food items from December 3-16 @MHCatholic #WeAreMHCBE



You Retweeted

ACSTA @ACSTANews · Nov 18
Beautiful message prepared by Medicine Hat Catholic Schools from alumnus Fr. Cristino!

MH Catholic Schools @MHCatholic · Nov 18
"Catholic education is a gift that we must treasure, and a gift that we must fight to defend"

MHCBE alumni, Fr. Cristino Bouvette shares a special message about Catholic education ❤️ #WeAreMHCBE #IBelieveInCatholicEd @calgarydiocese @GrACE4cathed @ACSTANews



St. Michael's School Medicine Hat

Cardio Drumming at OSC! Thanks Wellness Solutions! We had a lot of fun! #wearemhcb





Information Report

REPORT TO THE BOARD OF TRUSTEES

Date: December 10, 2019 **AGENDA ITEM: 1**

To: The Board of Trustees

From: Superintendent of Schools

Originator: Superintendent of Schools

Rationale: Policy/Procedures: Provides leadership in the development of Board policies and administrative procedures.

Subject: Policy and Administrative Procedures Review

BACKGROUND:

The Superintendent is responsible for ensuring the development and updating of Administrative Procedures and providing recommendations for Board policy.

STATUS & RELATIONSHIP TO SLQS:

As we have a new Education Act which came into force September 1, 2019, the Board is required to have all policy and administrative procedures be in alignment with the new Act and related regulations. As this is a completely new Act and set of regulations, all policy and procedure needs to be updated in their entirety. Because of the enormity of this task, the decision has been made to contract this work out to Dr. Cindi Vaselenak from ASBA. This work will take place in the New Year.

This report aligns with the SLQS in the following way:

Competency: School Authority Operations and Resources

Indicators: Delegating responsibility to staff, where appropriate, to enhance operational efficiency and effectiveness.

RESULTS OR ANTICIPATED OUTCOMES:

This report completes the work of the Superintendent in providing leadership in the development of Board policies and administrative procedures. (Reference: Item 4, Policy 12)

GOVERNANCE IMPLICATIONS:

This report is responsive to the Board's work in ensuring it meets its responsibility to establish and maintain written policy and supports the Superintendent in keeping administrative procedures current. (Reference: Policy 10)



Information Report

REPORT TO THE BOARD OF TRUSTEES

Date: December 10, 2019 **AGENDA ITEM:** 2

To: The Board of Trustees

From: Superintendent of Schools

Originator: Superintendent of Schools

Rationale: Annual Information Report Associated with Educational Leadership

Subject: Three Year Education Plan

BACKGROUND:

The Superintendent is responsible for the planning process, goals and implementation.

STATUS & RELATIONSHIP TO SLQS:

The Alberta government utilizes an assurance model for school jurisdictions to plan, implement and share results with the Board, teachers, students, parents and community members. School authorities use the results in the 16 measures associated with the Accountability Pillar to identify areas in need of improvement or celebration, plan for improvement and share the results of implementation. These reports are usually released twice per year – in May and October. The Ministry has indicated that for 2020-2021 to expect only one Accountability Pillar in October 2020.

This report aligns with the SLQS in the following way:

Competency: Supporting Effective Governance

Indicators: Ensuring that all students and staff are provided with a welcoming, caring, respectful and safe learning environment that respects diversity and fosters a sense of belonging.

Ensuring that all students in the school authority have the opportunity to meet the standards of education set by the Minister of Education.

Ensuring that the board's plans, resource allocations, strategies and procedures lead to the achievement of its goals and priorities.

Competency: Leading Learning

Indicators: Building principals' and school jurisdiction leaders' capacities and holding them accountable for providing instructional leadership through effective support, supervision, and evaluation practices.

Competency: **Ensuring First Nations, Metis and Inuit Education for All Students**

Indicators: Aligning school authority resources and building organizational capacity to support First Nations, Metis and Inuit student achievement.

RESULTS OR ANTICIPATED OUTCOMES:

The Ministry has indicated that for the 2020 – 2021 school year a new Assurance Model will be presented and implemented. This means that the current plan attached will be the last one presented in this manner. There should be new measures that will be utilized to highlight the work that is conducted in the jurisdiction. There should be more information to follow in the New Year. Three Year Plan is attached.

This report supports the work of the Superintendent in leading the strategic planning process including the development of Division goals, budget, facilities and transportation plans and implements plans as approved. (Reference: Item 6, Policy 12)

GOVERNANCE IMPLICATIONS:

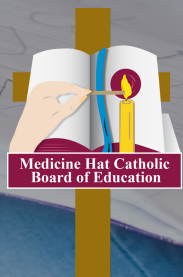
The preceding information strongly satisfies the Board's Governance role in the following area:

Board Policy 2: Role of the Board

1. Accountability to Provincial Government
2. Accountability to the District's Communities
4. Three-Year Education and Strategic Planning
 - 4.1 Provide overall direction for the District by establishing mission, vision, strategic priorities and key results.
 - 4.2 Annually approve Three Year Education Plan process and timelines.
 - 4.3 Identify Board priorities at the outset of the annual Three Year Education planning process.
 - 4.4 Annually approve Three Year Education Plan and AERR for submission to Alberta Education by the respective due dates.
 - 4.5 Approve the Annual Education Results Report (AERR) for distribution to the public.

MEDICINE HAT CATHOLIC BOARD OF EDUCATION

Combined Annual Education Results Report (AERR) & Three Year Education Plan for 2019-2022



@MHCatholic



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Message from the Board Chair

I am privileged to serve as the chairperson of the Medicine Hat Catholic Board of Education. Our Catholic Schools are schools of hope committed to meeting the needs of all students. In our mission of "Showing the Face of Christ to All" we work closely in partnership with our families, schools and parishes. This partnership which serves to build community is at the cornerstone of why we exist.

The Board of Trustees is very proud of the work that is done each and every day in our schools. Our Three Year Education Plan and Annual Education Results Report serve as a tool to communicate our goals and strategies to our stakeholders.

The Division priorities for 2019-2020 focuses on **MARKS OF A CATHOLIC SCHOOL**, to celebrate our Catholic identity. Provide a **CONTINUUM OF SUPPORT** for the **MENTAL HEALTH** and wellbeing for students, parents & staff in a welcoming, caring, respectful and safe learning environment. Developing teachers with the necessary skills to teach **21st CENTURY LEARNERS**. Support student learning through the use of **TECHNOLOGY**. To foster **MEANINGFUL PARENT INVOLVEMENT** and **STAKEHOLDER ENGAGEMENT**.

On behalf of the Board of Trustees I welcome you to our faith community, one committed to excellence, where each child is valued loved and within a safe and caring environment.

MEDICINE HAT CATHOLIC BOARD OF EDUCATION

Dick Mastel, Board Chair

Mission Vision Values

Our Mission

In partnership with family, Church and community, we provide Catholic education of the highest quality to our students.

Our Vision

A gospel-centered community committed to learning excellence, Christian service, living Christ

Motto

Showing the Face of Christ to All

Our Values

We believe that Catholic education is a ministry that is at the heart of the church.

In our ministry, 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
- The uniqueness of each child (that each child is special)

Our Principles of Practice

In our ministry we are called, always and everywhere, to:

- Model Christ, Prayer, Service, Strive for Excellence, Build Community

Accountability Statement

The Annual Education Results Report for the 2019-2020 school year and the Education Plan for the three years commencing September 1, 2019 for Medicine Hat Roman Catholic Separate School Division was prepared under the direction of the Board in accordance with its responsibilities under the School Act and the Fiscal Planning and Transparency Act.

This document was developed in the context of the provincial government's business and fiscal plans. The Board has used the results reported in the document, to the best of its abilities, to develop the Education Plan and is committed to implementing the strategies contained within the plan to improve student learning and results.

The Board approved this combined Annual Education Results Report for 2019-2020 school year and the Three Year Education Plan for 2019-2022 on December 10, 2019.



Board Chair: Mr. Dick Mastel



Superintendent of Schools: Mr. Dwayne Zarichny

A Profile of the School Authority

Medicine Hat Catholic Board of Education is a publicly funded school division with approximately 2600 students in 9 schools.

Medicine Hat is located in Southeastern Alberta and is known as communities of choice. Also known as the sunniest city in Canada, Medicine Hat offers a low cost of living, many amenities and is an ideal place to raise a family.

Our school division ensures the integrity and enhancement of Catholic education. We are a faith-based community that strives to inspire and prepare our students to pray, to learn, to work, to live fully and serve God in one another. Our schools are immersed in faith, offering liturgies, masses, and many celebrations throughout the school year including "Faith Development Days" that enrich the lives of students, our parents and our staff.

Our division offers quality Catholic education with a focus on academic achievement and success for all students. We serve the communities of Medicine Hat, Redcliff, Dunmore and surrounding areas.

Our schools operate as professional learning communities through school success teams that promote effective schools in safe and caring environments. We offer strong core academic programming, diverse and inclusive fine arts programming, French immersion, comprehensive co-curricular programming and academy programming in fine arts and sports.

Demographics

- Enrolment **2629** students ECS - 12
- **129** Full Time Equivalent (FTE) Certified Teachers
- **155** Full Time Equivalent (FTE) Support Staff
- **9** Schools
 - **4** *Elementary Schools, K - 6*
 - **1** *Elementary School, K - 5*
 - **1** *Dual-Track English/French Immersion Elementary School, K - 6*
 - **1** *Middle School Dual-Track English/French Immersion with Fine Arts Academy, 7 - 9*
 - **1** *Middle School with Sports Academy, 6 - 9*
 - **1** *High School Dual Track- English/French Immersion, 10 - 12*
- **125** of our students study English as a Second Language (ESL)
- **81** First Nations, Métis and Inuit student population (FNMI)

Strategic Priorities

The Medicine Hat Catholic Board of Education is committed to creating a culture of continuous improvement through the implementation of division strategic priorities. Planning and reporting processes at the school level are essential for focusing efforts to improve the quality of education provided to students. Each year schools complete an annual plan. School plans focus on the strategic priorities of the division and align with the Provincial Annual Education Results Report.

In the spring of 2019, Medicine Hat Catholic Board of Education held a series of Strategic Planning sessions. The Strategic Planning sessions provided an opportunity for stakeholders to review the vision, mission, values, and to articulate the strategic priorities for the Division. Representatives from stakeholder groups included trustees, senior administration, central office staff, and school based administration, teachers and parents.

Based on the responses, the stakeholder groups brainstormed possible themes. The information collected was used to develop Division Strategic Priorities. The Strategic Priorities are the focus for the MHCBE 3 year plan (2019-2022) and for School Based Annual Plans for the 2019-2020 school year.

Developing School Education Plan Priorities

Each priority includes strategies for implementation at the division and school level and provides outcomes for what success looks like. This year schools will be presenting their education plan to all stakeholder groups, including trustees, staff and parents. Working together, in partnership, the priorities will become achievable.

The Medicine Hat Board of Trustees is committed to strategic planning as a systematic process for developing a long term vision that engages stakeholders in meeting the needs of all students who attend the Medicine Hat Catholic School Division.

Division & School Priorities for 2019-2020

Strategic Priority #1

Celebrate our Catholic identity through the Marks of a Catholic School

Strategic Priority #2

Provide a continuum of support for the mental health and well-being of parents, students, and staff in a welcoming, caring, respectful and safe learning environment.

**Outcome One: Alberta students are successful.*

**Outcome Two: First Nations, Métis, and Inuit students in Alberta are successful*

**Outcome Three: Alberta has excellent teachers, school leaders, and school authority leaders*

Strategic Priority #3

Develop teachers with the necessary skills to teach 21st century learners.

**Outcome One: Alberta students are successful.*

**Outcome Two: First Nations, Métis, and Inuit students in Alberta are successful*

**Outcome Three: Alberta has excellent teachers, school leaders, and school authority leaders*

Strategic Priority #4

Effectively use technology to support learning.

**Outcome One: Alberta students are successful.*

**Outcome Two: First Nations, Métis, and Inuit students in Alberta are successful.*

**Outcome Three: Alberta has excellent teachers, school leaders, and school authority leaders*

Strategic Priority #5

Foster meaningful parental involvement and stakeholder engagement.

**Outcome One: Alberta students are successful.*

**Outcome Two: First Nations, Métis, and Inuit students in Alberta are successful*

**Outcome Four: Alberta's K-12 education system is well governed and managed*

*Annual Education Results Report (AERR) Outcomes

Combined 2019 Accountability Pillar Overall Summary

Combined 2019 Accountability Pillar Overall Summary

Measure Category	Measure	Medicine Hat Roman Catholic Se			Alberta			Measure Evaluation		
		Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
Safe and Caring Schools	Safe and Caring	89.0	90.7	90.1	89.0	89.0	89.3	Very High	Maintained	Excellent
Student Learning Opportunities	Program of Studies	82.3	81.7	80.0	82.2	81.8	81.9	Very High	Improved	Excellent
	Education Quality	92.3	93.1	92.0	90.2	90.0	90.1	Very High	Maintained	Excellent
	Drop Out Rate	0.9	0.8	1.0	2.6	2.3	2.9	Very High	Maintained	Excellent
	High School Completion Rate (3 yr)	83.2	87.1	87.0	79.1	78.0	77.5	Very High	Maintained	Excellent
Student Learning Achievement (Grades K-9)	PAT: Acceptable	83.3	82.9	83.8	73.8	73.6	73.6	High	Maintained	Good
	PAT: Excellence	18.7	18.8	19.2	20.6	19.9	19.6	Intermediate	Maintained	Acceptable
Student Learning Achievement (Grades 10-12)	Diploma: Acceptable	83.1	87.8	84.9	83.6	83.7	83.1	Intermediate	Maintained	Acceptable
	Diploma: Excellence	20.8	26.9	23.3	24.0	24.2	22.5	High	Maintained	Good
	Diploma Exam Participation Rate (4+ Exams)	52.7	61.6	58.4	56.3	55.7	55.1	Intermediate	Declined	Issue
	Rutherford Scholarship Eligibility Rate	68.1	68.9	68.9	64.8	63.4	62.2	Intermediate	Maintained	Acceptable
	Transition Rate (6 yr)	74.0	73.4	68.4	59.0	58.7	58.7	Very High	Improved	Excellent
Preparation for Lifelong Learning, World of Work, Citizenship	Work Preparation	84.4	86.5	85.4	83.0	82.4	82.6	High	Maintained	Good
	Citizenship	84.3	85.9	85.1	82.9	83.0	83.5	Very High	Maintained	Excellent
Parental Involvement	Parental Involvement	83.8	80.4	81.5	81.3	81.2	81.1	Very High	Maintained	Excellent
Continuous Improvement	School Improvement	84.3	85.5	84.9	81.0	80.3	81.0	Very High	Maintained	Excellent

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. Overall evaluations can only be calculated if both improvement and achievement evaluations are available.
3. Results for the ACOL measures are available in the detailed report: see "ACOL Measures" in the Table of Contents.
4. Student participation in the survey was impacted between 2014 and 2017 due to the number of students responding through the OurSCHOOL/TTFM (Tell Them From Me) survey tool.
5. Aggregated PAT results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each course. Courses included: English Language Arts (Grades 6, 9, 9 KAE); Français (6e et 9e année); French Language Arts (6e et 9e année); Mathematics (Grades 6, 9, 9 KAE); Science (Grades 6, 9, 9 KAE); and Social Studies (Grades 6, 9, 9 KAE).
6. Participation in Provincial Achievement Tests was impacted by the fires in May to June 2016 and May to June 2019. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
7. Aggregated Diploma results are a weighted average of percent meeting standards (Acceptable, Excellence) on Diploma Examinations. The weights are the number of students writing the Diploma Examination for each course. Courses included: English Language Arts 30-1; English Language Arts 30-2; French Language Arts 30-1; Français 30-1; Mathematics 30-1; Mathematics 30-2; Chemistry 30; Physics 30; Biology 30; Science 30; Social Studies 30-1; and Social Studies 30-2.
8. Caution should be used when interpreting evaluations and results over time for Mathematics 30-1/30-2, as equating was not in place until the 2016/17 school year. Alberta Education does not comment on province wide trends until it has five years of equated examination data.
9. Participation in Diploma Examinations was impacted by the fires in May to June 2016 and May to June 2019. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
10. Weighting of school-awarded marks in diploma courses increased from 50% to 70% in the 2015/16 school year. Caution should be used when interpreting trends over time.
11. 2016 results for the 3-year High School Completion and Diploma Examination Participation Rates have been adjusted to reflect the correction of the Grade 10 cohort.

Combined 2019 Accountability Pillar Overall Summary

Combined 2019 Accountability Pillar First Nations, Métis and Inuit Summary

Measure Category	Measure	Medicine Hat Roman Catholic Se (FNMI)			Alberta (FNMI)			Measure Evaluation		
		Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
Safe and Caring Schools	Safe and Caring	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Student Learning Opportunities	Program of Studies	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	Education Quality	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	Drop Out Rate	0.0	2.9	3.4	5.4	4.8	5.6	Very High	Improved	Excellent
	High School Completion Rate (3 yr)	82.4	73.8	80.1	56.6	53.3	52.4	Very High	Maintained	Excellent
Student Learning Achievement (Grades K-9)	PAT: Acceptable	79.2	78.0	69.1	54.0	51.7	51.9	Intermediate	Maintained	Acceptable
	PAT: Excellence	20.8	19.5	13.8	7.4	6.6	6.5	High	Maintained	Good
Student Learning Achievement (Grades 10-12)	Diploma: Acceptable	81.0	79.3	84.3	77.2	77.1	76.7	Intermediate	Maintained	Acceptable
	Diploma: Excellence	4.8	24.1	15.5	11.4	11.0	10.6	Very Low	Maintained	Concern
	Diploma Exam Participation Rate (4+ Exams)	35.3	46.1	39.0	24.6	24.4	22.3	Low	Maintained	Issue
	Rutherford Scholarship Eligibility Rate	75.0	53.3	55.9	37.1	35.9	34.0	Very High	Maintained	Excellent
Preparation for Lifelong Learning, World of Work, Citizenship	Transition Rate (6 yr)	*	54.4	63.6	34.2	33.0	32.8	*	*	*
	Work Preparation	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	Citizenship	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Parental Involvement	Parental Involvement	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Continuous Improvement	School Improvement	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. Overall evaluations can only be calculated if both improvement and achievement evaluations are available.
3. Aggregated PAT results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each course. Courses included: English Language Arts (Grades 6, 9, 9 KAE); Français (6e et 9e année); French Language Arts (6e et 9e année); Mathematics (Grades 6, 9, 9 KAE); Science (Grades 6, 9, 9 KAE); and Social Studies (Grades 6, 9, 9 KAE).
4. Participation in Provincial Achievement Tests was impacted by the fires in May to June 2016 and May to June 2019. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
5. Aggregated Diploma results are a weighted average of percent meeting standards (Acceptable, Excellence) on Diploma Examinations. The weights are the number of students writing the Diploma Examination for each course. Courses included: English Language Arts 30-1; English Language Arts 30-2; French Language Arts 30-1; Français 30-1; Mathematics 30-1; Mathematics 30-2; Chemistry 30; Physics 30; Biology 30; Science 30; Social Studies 30-1; and Social Studies 30-2.
6. Caution should be used when interpreting evaluations and results over time for Mathematics 30-1/30-2, as equating was not in place until the 2016/17 school year. Alberta Education does not comment on province wide trends until it has five years of equated examination data.
7. Participation in Diploma Examinations was impacted by the fires in May to June 2016 and May to June 2019. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
8. Weighting of school-awarded marks in diploma courses increased from 50% to 70% in the 2015/16 school year. Caution should be used when interpreting trends over time.
9. 2016 results for the 3-year High School Completion and Diploma Examination Participation Rates have been adjusted to reflect the correction of the Grade 10 cohort.

Whistleblower Protection

A commitment to the value of stewardship within Medicine Hat Catholic Board of Education is the promise that we respect and protect Gods' creation; we ensure that our resources and efforts best serve the needs of all our students; we are accountable to our supporters and will operate in a fiscally responsible manner; we ensure that decisions are both fact and policy driven; we support and provide processes which promote fair and objective decision making through a Catholic perspective; and we are open and transparent.

In June 2013, the Public Interest Disclosure (Whistleblower Protection) Act (PIDA) came into force in Alberta.

Medicine Hat Catholic Board of Education developed Administrative Procedure 420 titled: PUBLIC INTEREST DISCLOSURE (*Whistleblower Protection*) ACT resulting as a result of Section 32 of the *Public Interest Disclosure Act* (2013).

Link to Administrative Procedure 420: <https://www.mhcbe.ab.ca/download/136462>

Disclosures are reported in this annual report for Medicine Hat Catholic Board of Education relating to the Whistleblower Protection Act.

Number of Inquiries: 0

Number of Complaints: 0

Reference: Section 32 of the Public Interest Disclosure Act (2013) requires that school authorities report disclosure under the act within our Annual Report.

Religious Education

“Showing the Face of Christ to All”

The Medicine Hat Catholic Board of Education is an inclusive learning community uniting home, parish and school and is rooted in the love of Christ. We educate students to grow in grace and knowledge to lead lives of faith, hope and charity.

We are dedicated to ensuring that people thrive in a safe, healthy and compassionate environment grounded in respect for the diversity of every person. We believe in the critical role that our Catholic schools play in promoting Gospel values, social justice, environmental responsibility, human solidarity and the common good.

This year our theme is *“Come near to God and he will come near to you.” James 4:8*. Having this focus helps us to understand that God wants us to be in relationship with him and through him. We are called to help our students and each other to have an encounter with Jesus each day – through Scripture, through acts of service, through daily conversations. As Pope Francis says, “Whatever is an encounter with Christ – helps grow faith.”

We need to share our gifts that we have been given to our students and each other and to help them see the gifts that they possess as well. Walking alongside our students in their journey of strengthening their relationship with Jesus and each other.

Catholic education invites each one of us – parents, students, teachers, principals, support staff, trustees, clergy, supervisory personnel, parishioners, to work together as a community of believers committed to putting the values of our faith into practice in the daily life of the school, the home, and in all of society.

Division Outcome 1: The Enhancement of Catholic Education

Outcomes	Measures	Results							
				Evaluation			Targets		
		Current Result 2017	Previous 3-Yr Avg	Achievement	Improvement	Overall	17/18	18/19	19/20
Our Catholic faith and values permeates our school curriculum and is reflected in the presence of Catholic symbols, religious celebrations, Faith Development opportunities and positive relationships between parishes, schools and homes									
	Percentage of Teacher, parent and student agreement that students are learning Catholic faith and values through curriculum, celebrations, and service projects	89.6	86.6	Very High	Improved	Excellent	86.5	87	87.5
	Percentage of Teacher, parent and student agreement that Catholic faith and values are reflected in Catholic symbols throughout the schools	94.3	94.3	Very High	Maintained	Excellent	94.5	95	95.1
	Percentage of Teacher, parent and student agreement that Catholic faith and values are reflected in a relationship between parish, school, and home.	88.7	86	Very High	Improved	Excellent	86.5	87	87.5
Notes: 1) The results are based upon a comparison of data gathered in May 2014 to data gathered in May 2017. 2) The Achievement evaluation uses the average of the range of values for Program of Studies, Education Quality, and Parental Involvement. 3) Strategies listed for this outcome will serve to improve our overall results.									
Our students, staff, and parents believe that Catholic Education offers a unique and valuable dimension to education	Percentage of teacher, parent and student agreement that Catholic Education offers unique and valuable learning through curriculum, celebrations/retreats and prayer	86.6	85.2	High	Improved	Good	85.5	85.6	85.7
	Percentage of teacher, parent and student agreement that Catholic Education offers unique and valuable learning through participation in service projects and faith-based activities in school	82	84.5	Very High	Declined	Good	84.5	84.6	84.7
Notes: 1) The results are based upon a comparison of data gathered in May 2014 to data gathered in May 2017. 2) The Achievement evaluation uses the average of the range of values for Education Quality and Citizenship.									

Division Outcome 1:

The Enhancement of Catholic Education (*continued*)

DIVISION STRATEGIES	INDICATORS OF SUCCESS
<p>1. Inspired by a Supernatural Vision</p> <ul style="list-style-type: none"> -Prayer is central to our day: all schools will be given resources to use throughout the year to add to their prayer libraries. -Our schools will each be consecrated to Mary again during the month of May. -Information about our Saints will be sent out to our teachers, students and parents on a regular basis so that we are able to see our relationship with these holy people. 	<ul style="list-style-type: none"> -Prayers will be said in each school at least three times throughout the day. -All schools will have had one of our priests or deacons in to their buildings to consecrate them to Mary before the end of May. -Increased awareness of our Saints and their support through prayer for us.
<p>2. Founded on a Christian Anthropology</p> <ul style="list-style-type: none"> -All Grade four students will receive a bible at our Bible Liturgy in the fall and then be taught Lectio Divina to open up the word of God. -Students in Grades 5 & 6 will attend retreats at their parishes to bridge our Faith Curriculum with our parishes. -The dignity of all students will be acknowledged through our inclusion of all students into our spiritual family. 	<ul style="list-style-type: none"> -All students receive a bible and the Religious Education Coordinator will go into each class for teachings. -All students in these grades will attend the retreats and when possible join the parishioners in the Eucharist at mass. Evaluation of the retreat will follow. -Students feeling a sense of belonging and family.
<p>3. Animated by Communion and Community</p> <ul style="list-style-type: none"> -Create a shared word document for schools to input their Charity and Social Action projects highlighting the Catholic Social Teaching Connection and opportunities to incorporate prayer. These will be shared with parishioners during Catholic Education Week. -Continue communication with our parishes by having an administrator sitting on each church's Parish Pastoral Council. -Continuation of School Sponsored masses to share in community with our parish families. -Meeting with our priests and administrators once a year to plan masses, liturgies, retreats, school visits, etc. to build on our school/parish partnerships. -Help to support schools in finding and/or providing visible symbols of our faith. 	<ul style="list-style-type: none"> -Admin, teachers and students will be able to identify the intentional connection between actions and our faith. -Communication flowing freely between parish and schools. -Each school sponsors a mass and social gathering for parishioners in one of our churches. -Yearly planning meeting in June to set dates for the upcoming school year. -Each classroom has visible signs of our faith and entrances to our schools are clearly recognizable as Catholic.
<p>4. Imbued with a Catholic Worldview throughout its Curriculum</p> <ul style="list-style-type: none"> -Dedicated support for our new Religion program by offering in-service to grade 6 teachers. -Encouraging our new Chaplain to create sessions for junior and high school teachers on how to permeate faith into various core subjects. -Permeation ideas sent out regularly to teachers to add to their lesson plans/encouraging grade level groups to work on these during one of their PD sessions this year. 	<ul style="list-style-type: none"> -Teachers feeling confident in delivering the new program and creation of outcomes for reporting purposes. -Creation of brochure for teachers and summary of how many sessions were accessed. -Sharing of permeation ideas with other grade level teachers in various subjects.

DIVISION STRATEGIES	INDICATORS OF SUCCESS <i>(continued)</i>
<p>5. Sustained by Gospel Witness</p> <ul style="list-style-type: none"> -Support for our newly hired teachers in providing Faith Formation sessions held four times throughout the year. -Division Faith Day: all staff in the division will come together and deepen their faith through our keynote speaker centered on our theme – “Come near to God and he will come near to you.” James 4:8 as well as two division masses throughout the year. -Division Leadership team will participate in book study and reflection on <i>The Grateful Disciple</i> – by David Wells. -All teachers have access to Professional Development opportunities via links on our Division website, RCIA classes, Pearson online sessions. -Celebrate nominees for Excellence in Catholic Teaching and provide financial support for attendees of SPICE or Blueprints. 	<ul style="list-style-type: none"> -New teachers feel confident in sharing their faith and curriculum with their students. -Staff feel renewed and empowered in their vocation as an employee of Medicine Hat Catholic. Feedback received through personal conversations and e-mails. -Obtain feedback from the team through a form of reflection or survey. -Number of staff that have accessed these resources. -One teacher or administrator will be selected as the successful recipient of Excellence in Catholic Teaching. Three teachers/administrators are provided financial assistance from the Education foundation (standing item).

Measure Evaluation Reference

Achievement Evaluation

Achievement evaluation is based upon a comparison of Current Year data to a set of standards that remain consistent over time. The Standards are calculated by taking the 3-year average of baseline data for each measure across all school jurisdictions and calculating the 5th, 25th, 75th and 95th percentiles. Once calculated, these standards remain in place from year to year to allow for consistent planning and evaluation.

The table below shows the range of values defining the 5 achievement evaluation levels for each measure.

Measure	Very Low	Low	Intermediate	High	Very High
Safe and Caring	0.00 - 77.62	77.62 - 81.05	81.05 - 84.50	84.50 - 88.03	88.03 - 100.00
Program of Studies	0.00 - 66.31	66.31 - 72.65	72.65 - 78.43	78.43 - 81.59	81.59 - 100.00
Education Quality	0.00 - 80.94	80.94 - 84.23	84.23 - 87.23	87.23 - 89.60	89.60 - 100.00
Drop Out Rate	100.00 - 9.40	9.40 - 6.90	6.90 - 4.27	4.27 - 2.79	2.79 - 0.00
High School Completion Rate (3 yr)	0.00 - 57.03	57.03 - 62.36	62.36 - 73.88	73.88 - 81.79	81.79 - 100.00
PAT: Acceptable	0.00 - 66.07	66.07 - 70.32	70.32 - 79.81	79.81 - 84.64	84.64 - 100.00
PAT: Excellence	0.00 - 9.97	9.97 - 13.44	13.44 - 19.56	19.56 - 25.83	25.83 - 100.00
Diploma: Acceptable	0.00 - 71.45	71.45 - 78.34	78.34 - 84.76	84.76 - 87.95	87.95 - 100.00
Diploma: Excellence	0.00 - 9.55	9.55 - 12.59	12.59 - 19.38	19.38 - 23.20	23.20 - 100.00
Diploma Exam Participation Rate (4+ Exams)	0.00 - 31.10	31.10 - 44.11	44.11 - 55.78	55.78 - 65.99	65.99 - 100.00
Rutherford Scholarship Eligibility Rate	0.00 - 47.98	47.98 - 55.78	55.78 - 68.95	68.95 - 74.96	74.96 - 100.00
Transition Rate (6 yr)	0.00 - 39.80	39.80 - 46.94	46.94 - 56.15	56.15 - 68.34	68.34 - 100.00
Work Preparation	0.00 - 66.92	66.92 - 72.78	72.78 - 77.78	77.78 - 86.13	86.13 - 100.00
Citizenship	0.00 - 66.30	66.30 - 71.63	71.63 - 77.50	77.50 - 81.08	81.08 - 100.00
Parental Involvement	0.00 - 70.76	70.76 - 74.58	74.58 - 78.50	78.50 - 82.30	82.30 - 100.00
School Improvement	0.00 - 65.25	65.25 - 70.85	70.85 - 76.28	76.28 - 80.41	80.41 - 100.00

Notes:

- 1) For all measures except Drop Out Rate: The range of values at each evaluation level is interpreted as greater than or equal to the lower value, and less than the higher value. For the Very High evaluation level, values range from greater than or equal to the lower value to 100%.
- 2) Drop Out Rate measure: As "Drop Out Rate" is inverse to most measures (i.e., lower values are "better"), the range of values at each evaluation level is interpreted as greater than the lower value and less than or equal to the higher value. For the Very High evaluation level, values range from 0% to less than or equal to the higher value.

Improvement Table

For each jurisdiction, improvement evaluation consists of comparing the Current Year result for each measure with the previous three-year average. A chi-square statistical test is used to determine the significance of the improvement. This test takes into account the size of the jurisdiction in the calculation to make improvement evaluation fair across jurisdictions of different sizes.

The table below shows the definition of the 5 improvement evaluation levels based upon the chi-square result.

Evaluation Category	Chi-Square Range
Declined Significantly	3.84 + (current < previous 3-year average)
Declined	1.00 - 3.83 (current < previous 3-year average)
Maintained	less than 1.00
Improved	1.00 - 3.83 (current > previous 3-year average)
Improved Significantly	3.84 + (current > previous 3-year average)

Overall Evaluation Table

The overall evaluation combines the Achievement Evaluation and the Improvement Evaluation. The table below illustrates how the Achievement and Improvement evaluations are combined to get the overall evaluation.

Improvement	Achievement				
	Very High	High	Intermediate	Low	Very Low
Improved Significantly	Excellent	Good	Good	Good	Acceptable
Improved	Excellent	Good	Good	Acceptable	Issue
Maintained	Excellent	Good	Acceptable	Issue	Concern
Declined	Good	Acceptable	Issue	Issue	Concern
Declined Significantly	Acceptable	Issue	Issue	Concern	Concern

Category Evaluation

The category evaluation is an average of the Overall Evaluation of the measures that make up the category. For the purpose of the calculation, consider an Overall Evaluation of Excellent to be 2, Good to be 1, Acceptable to be 0, Issue to be -1, and Concern to be -2. The simple average (mean) of these values rounded to the nearest integer produces the Category Evaluation value. This is converted back to a colour using the same scale above (e.g., 2=Excellent, 1=Good, 0=Intermediate, -1=Issue, -2=Concern)

Outcome One: Alberta's students are successful

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2015	2016	2017	2018	2019		Achievement	Improvement	Overall	2020	2021	2022
Overall percentage of students in Grades 6 and 9 who achieved the acceptable standard on Provincial Achievement Tests (overall cohort results).	83.9	84.6	84.0	82.9	83.3		High	Maintained	Good			
Overall percentage of students in Grades 6 and 9 who achieved the standard of excellence on Provincial Achievement Tests (overall cohort results).	18.4	20.1	18.7	18.8	18.7		Intermediate	Maintained	Acceptable			

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. Overall evaluations can only be calculated if both improvement and achievement evaluations are available.
3. Aggregated PAT results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each course. Courses included: English Language Arts (Grades 6, 9, 9 KAE); Français (6e et 9e année); French Language Arts (6e et 9e année); Mathematics (Grades 6, 9, 9 KAE); Science (Grades 6, 9, 9 KAE); and Social Studies (Grades 6, 9, 9 KAE).
4. Participation in Provincial Achievement Tests was impacted by the fires in May to June 2016 and May to June 2019. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2015	2016	2017	2018	2019		Achievement	Improvement	Overall	2020	2021	2022
Overall percentage of students who achieved the acceptable standard on diploma examinations (overall results).	87.9	83.9	83.0	87.8	83.1		Intermediate	Maintained	Acceptable			
Overall percentage of students who achieved the standard of excellence on diploma examinations (overall results).	22.1	19.7	23.4	26.9	20.8		High	Maintained	Good			

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. Overall evaluations can only be calculated if both improvement and achievement evaluations are available.
3. Aggregated Diploma results are a weighted average of percent meeting standards (Acceptable, Excellence) on Diploma Examinations. The weights are the number of students writing the Diploma Examination for each course. Courses included: English Language Arts 30-1; English Language Arts 30-2; French Language Arts 30-1; Français 30-1; Mathematics 30-1; Mathematics 30-2; Chemistry 30; Physics 30; Biology 30; Science 30; Social Studies 30-1; and Social Studies 30-2.
4. Participation in Diploma Examinations was impacted by the fires in May to June 2016 and May to June 2019. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.

Outcome One: Alberta's students are successful

(continued)

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2014	2015	2016	2017	2018		Achievement	Improvement	Overall	2020	2021	2022
High School Completion Rate – Percentage of students who completed high school within three years of entering Grade 10.	87.2	88.3	85.4	87.1	83.2		Very High	Maintained	Excellent			
Percentage of students writing four or more diploma exams within three years of entering Grade 10.	59.5	56.5	57.0	61.6	52.7		Intermediate	Declined	Issue			
Drop Out Rate - annual dropout rate of students aged 14 to 18	0.6	1.2	1.0	0.8	0.9		Very High	Maintained	Excellent			
High school to post-secondary transition rate of students within six years of entering Grade 10.	69.1	62.4	69.5	73.4	74.0		Very High	Improved	Excellent			
Percentage of Grade 12 students eligible for a Rutherford Scholarship.	n/a	67.1	70.6	68.9	68.1		Intermediate	Maintained	Acceptable			

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. Overall evaluations can only be calculated if both improvement and achievement evaluations are available.
3. Diploma Examination Participation, High School Completion and High school to Post-secondary Transition rates are based upon a cohort of grade 10 students who are tracked over time.
4. Aggregated Diploma results are a weighted average of percent meeting standards (Acceptable, Excellence) on Diploma Examinations. The weights are the number of students writing the Diploma Examination for each course. Courses included: English Language Arts 30-1; English Language Arts 30-2; French Language Arts 30-1; Français 30-1; Mathematics 30-1; Mathematics 30-2; Chemistry 30; Physics 30; Biology 30; Science 30; Social Studies 30-1; and Social Studies 30-2.
5. Caution should be used when interpreting evaluations and results over time for Mathematics 30-1/30-2, as equating was not in place until the 2016/17 school year. Alberta Education does not comment on province wide trends until it has five years of equated examination data.
6. Participation in Diploma Examinations was impacted by the fires in May to June 2016 and May to June 2019. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
7. Weighting of school-awarded marks in diploma courses increased from 50% to 70% in the 2015/16 school year. Caution should be used when interpreting trends over time.
8. Due to the change from previous data source systems to Provincial Approach to Student Information (PASI), historical Rutherford Scholarship Eligibility Rate results are not available.
9. 2016 results for the 3-year High School Completion and Diploma Examination Participation Rates have been adjusted to reflect the correction of the Grade 10 cohort.

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2015	2016	2017	2018	2019		Achievement	Improvement	Overall	2020	2021	2022
Percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.	85.1	85.2	84.1	85.9	84.3		Very High	Maintained	Excellent			

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. Student participation in the survey was impacted between 2014 and 2017 due to the number of students responding through the OurSCHOOL/TTFM (Tell Them From Me) survey tool.

DIVISION STRATEGIES	INDICATORS OF SUCCESS
1. Senior Administration working closely with the District Leadership team in analyzing DIP's, PAT's results. Increase use of data analysis with Powerschool to identify academic needs.	-Review provides direction to enhance instruction in the areas identified. -School improvement plans indicate strategies to improve areas of need. -Improvement in STUDENT LEARNING OPPORTUNITIES Accountability Pillar Results.
2. Provide intake, assessment and instructional support to our ESL Students. Utilize Dossier system to input student benchmarks.	-All ESL coded students will be tracked and benchmarked to inform Teacher planning.
3. Develop and implement assessments to improve responsiveness to student needs. Provide PD opportunities for teachers on student assessment and benchmarking through SAPDC.	-All grade 1-6 students in elementary schools will be benchmarked a minimum of two times per year to assess reading levels. -Improvement in the EDUCATION QUALITY Accountability Pillar Results.
4. Evaluate elementary tools for assessing and benchmarking literacy and numeracy. Engage schools in developing strategies for students who are not experiencing success.	-Programs will be established at each school for students to provide support ensuring success in literacy and numeracy. -Schools will assess students in grades 1-6 to benchmark levels in literacy and numeracy.
5. Offer PD opportunities for teachers on student assessment and benchmarking through SAPDC, to improve responsiveness to student needs.	-Schools will assess students in grades 1-6 to benchmark levels in literacy.
6. Offer a wide variety of programming including Alberta Distance Learning, CyberSchool, Dual Credit, Off-Campus programming in Work Experience and Registered Apprenticeship Program.	-Diversity in program offerings provide opportunities for all students to be engaged in learning and successful in their chosen career path.
7. Safe and Caring Policies and Procedures are developed and implemented to create inclusive communities that respect diversity and promote a sense of belonging.	-Improvement in the SAFE and CARING and PROGRAM OF STUDIES Accountability Pillar Results.
8. MHCBE is committed to providing support classrooms at all levels to help with both academic struggles and sensory/emotional regulation. These support spaces are designed as tools to keep students engaged in their learning. They are also places where students can build relationships and develop social skills to foster a safe and caring environment.	-Children will be in a "Just Right" state for learning as evident by the training of Teachers and staff and also by children gaining an awareness of their sensory needs. -Improvement in the SAFE and CARING and STUDENT LEARNING OPPORTUNITIES Accountability Pillar Results.
9. Continue to support the Inclusive Learning Consultant position. Supporting students with complex needs from Early Learning to Grade 12 including transition to adult and community services post-graduation.	-Families are connected and students are supported with appropriate services bridging the gap between school and community post-secondary opportunities.
10. Continue with the multidisciplinary team to deliver integrated case management. This team will consist of the District's Inclusive Learning Consultant and Occupational Therapist and a Speech Language Pathologists. This team will work closely with the RCSD Low Incidence team to support our most complex students.	-A collaborative team approach is developed and teachers and administrators are confident in meeting the needs of complex learners. -Families will be connected to community agencies to increase the level of support available.

DIVISION STRATEGIES	INDICATORS OF SUCCESS <i>(continued)</i>
11. Continue to implement the Individual Support Plan System (Dossier) district-wide.	-All teachers will utilize the system to identify and support the needs of all learners including benchmarking ESL students.
12. Elementary schools will continue to support students through the Collaborative Planning Circle process. School (teacher, administration, specialists, learning assistants) and school-linked teams (Speech Language Pathologists, Occupational Therapist, and Mental Health) meet monthly to respond to student needs.	-Student, teachers and families are engaged in solution focused meetings.
13. Develop protocol to facilitate effective transitions between elementary to middle school and middle school to high school including Sports Teams and Camps, Tournaments, Community Classrooms, use of Cosmetology and Lab Area.	-Protocol will be developed that provides opportunities for schools to work together to provide smooth transitions and student retention.
14. Continue Nutrition program at two schools and add program to two additional school that support the creation of school environments that promote wellness and facilitate healthy lifestyle choices for staff and students. Support healthy eating choices as per the Alberta Nutrition Guidelines for Children and Youth.	<p>-Students, teachers, parents, caregivers and community members have the opportunity to learn more about:</p> <ul style="list-style-type: none"> • the importance of choosing and preparing healthy foods • the importance of reading food labels • access to Alberta's food resources <p>-Providing children with a healthy and varied meal and unique opportunities for social interaction develop a sense of community.</p> <p>-A child who starts the day with breakfast or is provided a nutritional lunch is more likely to be at school, willing to participate in the classroom, and be a more successful learner. Nutrition program leads to Improvement in the SAFE and CARING and STUDENT LEARNING ACHIEVEMENT Accountability Pillar Results.</p>

DIVISION STRATEGIES	INDICATORS OF SUCCESS <i>(continued)</i>
<p>15. Support for career life planning and post-secondary through the High School Resdesign model at Monsignor McCoy High School.</p> <ul style="list-style-type: none"> a) Implement strategies and approaches aimed at transforming the high school experience for students and Teachers through changes to school structure, culture, pedagogy or leadership b) Develop a jurisdiction vision for high school completion and student success. c) Set, monitor and measure goals for the High School Re-design program in key areas including Student Engagement, High Levels of Achievement, and Quality Teaching. <p>Flexible Learning Environments</p> <ul style="list-style-type: none"> ● Learning Environments support students as they engage in their studies that give them more control over when and where, and with whom they learn. ● Embedded Teacher team time that empowers Teachers to decide how best to structure time to teach students. <p>Assessment</p> <ul style="list-style-type: none"> ● To continue the creation of learner assessments that are outcome based. <p>Mastery Learning</p> <ul style="list-style-type: none"> ● Increase staff capacity for supporting a school culture of flexible learning. 	<p>-Students feel successful and knowledgeable about post-secondary choices. Success of the program is discussed and reviewed. Data collected suggests that the program is making a difference in student engagement, achievement and Teacher practice.</p> <p>-High School Completion rates increase. Improvement in the STUDENT LEARNING OPPORTUNITIES Accountability Pillar Results.</p> <p>-Drop-out rates decline. Improvement in the STUDENT LEARNING OPPORTUNITIES Accountability Pillar Results.</p> <p>-Our SCHOOL survey indicates students have less mental health concerns, such as anxiety, stress and depression.</p>
<p>16. A Division wide PD plan will be developed to allow teacher focused collaboration time, personal PD opportunities and will allow the school to develop PD plans unique to the needs of each school.</p>	<p>-Number of opportunities school staff members are able to utilize for collaboration or personal PD.</p> <p>-Number of school based PD opportunities unique to schools.</p>
<p>17. Alberta Learning Teacher Quality Standards will be a focus for School P.D.</p>	<p>-Number of focused PD opportunities allowing teachers to unpack the TQS.</p> <p>-Number of TQS Competencies unpacked by each school staff.</p>
<p>18. Formation of a Division Leadership Enhancement Program.</p>	<p>-Number of teachers participating in the Leadership Enhancement Program.</p>
<p>19. Alberta Leadership Quality Standards will be a focus for division leaders.</p>	<p>-Number of focused PD opportunities allowing division leaders to unpack the LQS.</p> <p>-Number of LQS competencies unpacked by the DLT.</p>
<p>20. Engage schools in developing specific programming to assist students struggling with literacy/numeracy. (RTI, LLI, Leveled Grouping, Joyful Literacy, etc.)</p>	<p>-Programs will be implemented at each school for students to provide support ensuring success in literacy and numeracy.</p> <p>-Schools will use the data in program planning and implementation.</p>

Outcome Two: First Nations, Metis, and Inuit students in Alberta are successful

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2015	2016	2017	2018	2019		Achievement	Improvement	Overall	2020	2021	2022
Overall percentage of self-identified FNMI students in Grades 6 and 9 who achieved the acceptable standard on Provincial Achievement Tests (overall cohort results).	64.7	64.9	64.4	78.0	79.2		Intermediate	Maintained	Acceptable			
Overall percentage of self-identified FNMI students in Grades 6 and 9 who achieved the standard of excellence on Provincial Achievement Tests (overall cohort results).	5.9	10.6	11.1	19.5	20.8		High	Maintained	Good			
Overall percentage of self-identified FNMI students who achieved the acceptable standard on diploma examinations (overall results).	92.6	88.0	85.7	79.3	81.0		Intermediate	Maintained	Acceptable			
Overall percentage of self-identified FNMI students who achieved the standard of excellence on diploma examinations (overall results).	14.8	8.0	14.3	24.1	4.8		Very Low	Maintained	Concern			

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. Overall evaluations can only be calculated if both improvement and achievement evaluations are available.
3. Aggregated PAT results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each course. Courses included: English Language Arts (Grades 6, 9, 9 KAE); Français (6e et 9e année); French Language Arts (6e et 9e année); Mathematics (Grades 6, 9, 9 KAE); Science (Grades 6, 9, 9 KAE); and Social Studies (Grades 6, 9, 9 KAE).
4. Participation in Provincial Achievement Tests was impacted by the fires in May to June 2016 and May to June 2019. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
5. Aggregated Diploma results are a weighted average of percent meeting standards (Acceptable, Excellence) on Diploma Examinations. The weights are the number of students writing the Diploma Examination for each course. Courses included: English Language Arts 30-1; English Language Arts 30-2; French Language Arts 30-1; Français 30-1; Mathematics 30-1; Mathematics 30-2; Chemistry 30; Physics 30; Biology 30; Science 30; Social Studies 30-1; and Social Studies 30-2.
6. Caution should be used when interpreting evaluations and results over time for Mathematics 30-1/30-2, as equating was not in place until the 2016/17 school year. Alberta Education does not comment on province wide trends until it has five years of equated examination data.
7. Participation in Diploma Examinations was impacted by the fires in May to June 2016 and May to June 2019. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
8. Weighting of school-awarded marks in diploma courses increased from 50% to 70% in the 2015/16 school year. Caution should be used when interpreting trends over time.

Outcome Two: Alberta's education system supports First Nations, Métis, and Inuit students' success (continued)

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2014	2015	2016	2017	2018		Achievement	Improvement	Overall	2020	2021	2022
High School Completion Rate – Percentage of self-identified FNMI students who completed high school within three years of entering Grade 10.	66.7	100.0	66.7	73.8	82.4		Very High	Maintained	Excellent			
Percentage of self-identified FNMI students writing four or more diploma exams within three years of entering Grade 10.	33.3	37.5	33.3	46.1	35.3		Low	Maintained	Issue			
Drop Out Rate - annual dropout rate of self-identified FNMI students aged 14 to 18	0.0	3.1	4.4	2.9	0.0		Very High	Improved	Excellent			
High school to post-secondary transition rate of self-identified FNMI students within six years of entering Grade 10.	*	48.8	87.6	54.4	*		*	*	*			
Percentage of Grade 12 self-identified FNMI students eligible for a Rutherford Scholarship.	n/a	42.9	71.4	53.3	75.0		Very High	Maintained	Excellent			

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. Overall evaluations can only be calculated if both improvement and achievement evaluations are available.
3. Diploma Examination Participation, High School Completion and High school to Post-secondary Transition rates are based upon a cohort of grade 10 students who are tracked over time.
4. Weighting of school-awarded marks in diploma courses increased from 50% to 70% in the 2015/16 school year. Caution should be used when interpreting trends over time.
5. Due to the change from previous data source systems to Provincial Approach to Student Information (PASI), historical Rutherford Scholarship Eligibility Rate results are not available.
6. Student demographic data used when calculating Student Outcome Measures and Provincial Achievement Tests results was updated in October 2016. This impacted results based on enrolment (e.g., self-identified First Nations, Métis and Inuit), exception (e.g., learning disability) and grant program codes (e.g., English as Second Language students) reported in previous years.
7. 2016 results for the 3-year High School Completion and Diploma Examination Participation Rates have been adjusted to reflect the correction of the Grade 10 cohort.

DIVISION STRATEGIES	INDICATORS OF SUCCESS
<p>1. The Division continues to build community with the Division Indigenous student and parent population by funding a 0.4 FTE Indigenous support Teacher and collaborate with outside agencies to acquire resources and the delivery of resources. In consultation with Learning Services the supports will include:</p> <ul style="list-style-type: none"> ● Providing resources for Families, Parents and Teachers ● Promotion of Cultural Healthy Active Living ● Liaise and assist Students, Staff and Parents in acknowledging heritage and traditions ● Working with the Division to apply foundational knowledge about Canadian Indigenous to teachers and staff. ● Continue to engage the Division in celebrations to create Indigenous cultural awareness including Orange Shirt Day. ● Indigenous support Teacher provides Band information, post-secondary information, tutoring information and community support for families and parents. ● Teachers are provided academic resources, team collaboration in core subjects to integrate Indigenous material. ● Indigenous support Teacher works with Division to network and work with other Divisions; Education Stakeholders, Communities and other Ministries to share strategies and initiatives for supporting Indigenous students and programming. ● Indigenous support teacher attends annual Indigenous professional development conferences, such as, CASS FNMI Gathering. ● Indigenous support staff attends activities with Elders from the surrounding communities. ● St. Michael School and the Indigenous support Teacher is Collaborating with Miywasin Centre and the Be Fit For Life Centre with Embedding Traditional Indigenous Physical Activity in grade 3 curriculum. ● Students and staff are engaged in cultural awareness activities such as, Orange Shirt Day and Metis Week. ● Indigenous support Teacher delivers the most recent Indigenous resources to the Division and staff. 	<p>-Band information, post-secondary information, tutoring information and community support for families and parents is provided. Teachers are provided academic resources, team collaboration in core subjects to integrate FNMI material.</p> <p>-Students meet individually for cultural resiliency, self-esteem support from FNMI Support Teacher.</p> <p>Improvement in the FNMI Accountability Pillar Results.</p>
<p>2. Support teachers in applying foundational knowledge about Indigenous Peoples. The Indigenous support Teacher works with the Division to:</p> <ul style="list-style-type: none"> ● ensure all teachers are knowledgeable, understanding and respectful of the rich diversity of the Canadian Indigenous Peoples diverse cultures, languages and histories ● the importance of Treaties; ● and the legacy of residential schools. <p>Indigenous support Teacher works with the Division to provide cultural openness, innovative ideas, leadership and collaboration.</p>	<p>-Provide presentations to Division staff such as cultural openness, Treaties, the Residential School experience, TQS, Call to Action, New Teacher Orientation.</p> <p>-Indigenous Acknowledgement Statement is presented at community, Division and individual school led events.</p> <p>-Maintaining excellence in high school completion rate and PAT diploma rates in the FNMI Accountability Pillar Results.</p>

DIVISION STRATEGIES	INDICATORS OF SUCCESS <i>(cont.)</i>
<p>3. Applying Foundational Knowledge to strengthen understanding of Canadian Indigenous perspectives among all students; provide Indigenous learners with culturally relevant learning opportunities.</p> <ul style="list-style-type: none"> English and Language Arts Teachers integrate Indigenous novel materials.-English and Language Arts Teachers integrate Indigenous novel materials. Unit study and lesson development in key subject areas integrate Indigenous heritage. Social Study Teachers integrate enriching material provided by Indigenous support Teacher in lessons. Indigenous support Teacher presents Special classroom presentations during Orange Shirt Day week, Metis Week, and National Indigenous Peoples Day. Indigenous support Teacher presents Special classroom presentations in Art and CTS. School field trips to the Esplanade for Indigenous Based performances, such as, Mistitim 	<p>-Improvement in the FNMI Accountability Pillar Results.</p>
<p>4. Increase focus and support for Indigenous students at the high school level. Indigenous support Teacher will act as a graduation coach for Indigenous students. This includes tracking attendance and marks. Facilitate access to community academic supports including Medicine Hat College Drop-in Tutor program and information for post-secondary resources. Graduating students meet to discuss post-secondary information on bursaries and scholarships.</p> <ul style="list-style-type: none"> Annual Indigenous graduates receive a cultural traditional gift. Scholarship application assistance and provide references to complete the application process. 	<p>-Maintain high achievement within the self-identified students in the FNMI Accountability Pillar Results.</p> <p>-Drop-out rate of self-identified FNMI is lowered and high school achievement rate improves. -- Increase in FNMI students who achieve acceptable and excellence standards on DIPs and PATs.</p>
<p>5. The Division will send out communications to parents prior to registration explaining the advantages to the Division of parents self-identifying Indigenous status.</p>	<p>-Parents respond to mailed information. Communication continues via personal meetings, email and phone calls.</p>
<p>6. Division to host a FNMI Professional Development Day.</p>	<p>-Division teachers participate in the division FNMI day November 8, 2019.</p>

Outcome Three: Alberta has excellent teachers, school leaders, and school authority leaders

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2015	2016	2017	2018	2019	2019	Achievement	Improvement	Overall	2020	2021	2022
Percentage of teachers, parents and students satisfied with the opportunity for students to receive a broad program of studies including fine arts, career, technology, and health and physical education.	79.3	78.4	80.0	81.7	82.3		Very High	Improved	Excellent			

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. Student participation in the survey was impacted between 2014 and 2017 due to the number of students responding through the OurSCHOOL/TFM (Tell Them From Me) survey tool.

DIVISION STRATEGIES	INDICATORS OF SUCCESS
<p>1. MHCBE is committed to facilitating student mental wellness within a tiered support model in collaboration with community systems of care. Building mental health awareness, literacy, and expertise and addressing the challenge of stigma are key priorities. Emphasis is on the alignment of existing resources and strengthening community partnerships through collaborative communication, respect for confidentiality and the promotion of a shared language.</p> <p>MHCBE will work collaboratively with our Alberta Health Partners to deliver specialized services including Mental Health, Physical Therapy, Speech Language, Pathology and others. Members of Senior Administration will serve on executive and leadership committees for Regional Collaborative Service Delivery (RCSD).</p>	<p>-Mental Health Strategic Plan is initiated and actions are implemented within Schools resulting in students being successful.</p> <p>-Mental Health Strategic Priorities are achieved.</p> <p>-Tiered supports in coordinated systems of care: Provide a continuum of support through school teams consisting of School Liaison Counsellors, Mental Health Workers, CCT wellness facilitators, teachers trained in mental health literacy, Learning Services facilitators, behaviour associates and administrators.</p> <p>-Each school has an established Mental Health team that meets regularly to discuss students and the support needed.</p> <p>-Increase in community engagement in collaborative meetings. Increased family/community supports and family-school connections. Enhance connection, communication and collaboration. Improvement in the SAFE and CARING Accountability Pillar Results</p> <p>Students will receive equitable and sustainable service delivery in the region. Services will be seamless and timely in their support of students.</p>
<p>2. International Education – Continue to develop an international education program that creates a better understanding of internationalization and creates opportunities for students and staff to be part of a broad and rich learning experience at home and abroad.</p>	<p>-Staff and students are more aware of global opportunities.</p> <p>-A balanced approach is fostered where opportunities that improve global opportunities are identified including programs such as receiving international students, developing school partnerships, language programs and encouraging exchange programs for staff and students.</p> <p>Improvement in the PROGRAM OF STUDIES Accountability Pillar Results.</p>
<p>3. Early Childhood Education review to enhance programming and services, integrate effectively with community services, and meet the needs of children and families.</p>	<p>-Enhance programming focuses on integrated early childhood development. Improvement in the satisfaction of QUALITY OF EDUCATION.</p>

DIVISION STRATEGIES	INDICATORS OF SUCCESS <i>(continued)</i>
4. Undertaken an Early Learning Program Review to align program and services to meet the needs of children and families.	-Program review is completed and provides recommendations for improving student success.
5. Complete a Before and After School Review to provide for consistency and standards across all programs within the Division.	-Reviews completed and provides recommendations for continuity in programming.
6. Division technology planning committee will review the Learning and Technology Policy Framework, Division Technology survey results, Division Technology Vision and Mission statement, best practices from other Divisions and begin development of a defined three-year plan for technology in the Division.	-Technology committee meets quarterly. -Technology committee prepares a draft 3 year plan for technology for the Division.
7. Division teachers will implement a K-6 technology scope and sequence. (Draft document presented to Board and DLT for feedback).	-Number of teachers (K-6) successfully implementing the Technology Scope and Sequence.
8. The Division Technology Committee outlines a staff PD plan utilizing “lead teachers” in each school as trainers.	-Each school identifies at least one lead teacher. -Each school spends a minimum of one PD day on teaching and learning using technology with the lead teacher as main presenter.
9. Lead teachers will access a variety of hardware and software on a trial basis to determine best fit for teaching and learning.	-Number of lead teachers accessing and learning new technology for teaching and learning.
10. Division technology lead teachers improve technology skills for teaching and learning.	-A PD day is scheduled for all technology lead teachers (August 2020).
11. Participation continues in the ATLE – Alberta Technology Leadership in Education Conference.	-Division Technology staff are involved with ATLE events and the opportunity to network, discuss and learn about trends in the field along with emerging technologies and Alberta Education initiatives. - Certificated staff members attend the annual conference. -Conference attendees report and share knowledge with the Committee.
12. Continue to monitor the transition of French Immersion students from elementary school to middle school and middle school to high school. French immersion teachers create a transition plan to maximize the number of students successfully moving from elementary school to middle school, and middle school to high school.	-Monitor and review provides direction for best practices of French Immersion program.
13. Continue to review the success of placing a part-time French Immersion teacher at Monsignor McCoy High school to foster support for the program.	-Discussion is held outlining the outcomes, pros, and cons of providing a designated French Immersion teacher at Monsignor McCoy High School. Recommendations are provided.

DIVISION STRATEGIES	INDICATORS OF SUCCESS <i>(continued)</i>
<p>14. Sports and Fine Arts Academy Review</p> <ul style="list-style-type: none"> ● Review the Notre Dame Sports Academy review and discuss implementation of recommendations and impact to student learning and program enhancement.. ● Commence and complete the St. Mary's Fine Arts Academy Review to ensure effective programming and delivery and provide recommendation to enhance focus on the Fine Arts. Increase Fine Arts activity in the Division through specialist support in the high school Fine Arts program. Create a Division Fine Arts yearly calendar to outline each schools performances and activities; calendar will be posted on the website. 	<p>-Review is conducted on the Academy's program currently being offered. Outcomes and recommendations are discussed with key stakeholders.</p>
<p>15. Provide support for grade 7, 8 & 9 teachers on the Fourth R Curriculum – Catholic. This program will support the teaching of relationship knowledge and skills in the health curriculum.</p>	<p>-Junior high schools will promote healthy youth relationships by building the capacity of schools and communities.</p>

Outcome Four: Alberta's K-12 education system is well governed and managed

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2015	2016	2017	2018	2019	2019	Achievement	Improvement	Overall	2020	2021	2022
Percentage of teacher, parent and student agreement that: students are safe at school, are learning the importance of caring for others, are learning respect for others and are treated fairly in school.	90.1	90.2	89.4	90.7	89.0		Very High	Maintained	Excellent			
Percentage of teachers, parents and students satisfied with the overall quality of basic education.	92.7	91.0	91.9	93.1	92.3		Very High	Maintained	Excellent			
Percentage of teachers and parents who agree that students are taught attitudes and behaviours that will make them successful at work when they finish school.	80.5	83.8	86.0	86.5	84.4		High	Maintained	Good			
Percentage of teacher and parent satisfaction that students demonstrate the knowledge, skills and attitudes necessary for lifelong learning. <i>(This measure is required for charter and private school authorities that do not have grades 10-12.)</i>	75.2	71.7	73.4	72.3	69.9		n/a	n/a	n/a			
Percentage of teachers and parents satisfied with parental involvement in decisions about their child's education.	83.2	83.6	80.6	80.4	83.8		Very High	Maintained	Excellent			
Percentage of teachers, parents and students indicating that their school and schools in their jurisdiction have improved or stayed the same the last three years.	86.4	85.8	83.2	85.5	84.3		Very High	Maintained	Excellent			

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. Student participation in the survey was impacted between 2014 and 2017 due to the number of students responding through the OurSCHOOL/TTFM (Tell Them From Me) survey tool.

DIVISION STRATEGIES	INDICATORS OF SUCCESS
1. Teachers are aware of the ministerial order on student learning. Greater emphasis is placed on the development of cross-curricular competencies. Instruction is more student-focused, less prescriptive, and built on a foundation of literacy and numeracy.	-Increase in performance measure in the STUDENT LEARNING ACHIEVEMENT and PARENTAL INVOLVEMENT Accountability Pillar Results.
2. The development of Professional Learning Communities (PLC's) will focus on Division priorities, Alberta Education Initiatives and on the success for every student. Professional Learning Communities (PLC's) will meet several times a year. School based professional development time will be added to the PD calendar to allow school staffs to plan PD based on school needs.	-Improvement in STUDENT LEARNING ACHIEVEMENT and CONTINUOUS IMPROVEMENT measures in the Accountability Pillar Results.
3. Participation of Teacher(s) with the Technical Expert Group on the Alberta Curriculum Development team.	-A Teacher represents the Division on the Expert Group on the Alberta Education Curriculum Development team.
4. Focus on instructional leadership for Division's leaders. Division Leadership Team have regular professional discussions on instructional leadership. Review and discuss implementation of the proposed Teacher Quality Standard with Principals and Teachers.	-Administrators gain an understanding of the definition of instructional leadership. Through collaboration administrators will demonstrate an understanding of the Principal Quality Standard and the Teacher Quality Standard as set out by Alberta Education. This will be done during Division leadership professional development. Improvement in EDUCATION QUALITY and STUDENT LEARNING ACHIEVEMENT Accountability Pillar Results.
5. Research on the most promising ways of using technology to improve student achievement: <ul style="list-style-type: none"> • condition of facilities • available technology • potential professional development opportunities and requirements. 	-Research is completed on the use of technology to enhance learning and this data helps direct decision making of the 5-year plan.
6. Industry professionals are employed where feasible to support student learning.	-Improvement in the BROAD PROGRAM OF STUDIES Accountability Pillar Results.
7. Implement "Safe Interventions with Students" Administrative Procedure and Support Space Guidelines, to ensure safe interactions between students and staff.	-Administrative Procedure is shared with stakeholders to increase awareness and support for implementation of strategies at each of these levels: <ul style="list-style-type: none"> • Proactive and/or Regulatory Strategies • De-escalation Strategies • Follow-up/Restorative/De-briefing Strategies
8. Continue to train staff in creating and maintaining holistic safety through SIVA, Self-regulation training and a focus on Trauma-informed practices	-Shift from Behaviour Support Plans that put the emphasis primarily on the reaction cycle to Safety and Regulation Support Plans and/or WISE Plans that place the emphasis on ongoing safety and regulation. -Plans are completed by teachers in the ISP Dossier system. -Emphasis on student involvement (and eventual leadership) in these plans.

DIVISION STRATEGIES	INDICATORS OF SUCCESS <i>(continued)</i>
9. Develop a post-intervention process for school staff and students to reflect and restore safety after a traumatic event.	<ul style="list-style-type: none"> -Following an incident, environment safety and impact on others is assessed in order to restore safety. -Accurate and comprehensive documentation of an incident is recorded to create safety for both the support persona and the person being supported. -Accurate documentation reflects changes in behavior, the type of care and support the individual is receiving, and protects the support person.
10. Provide a continuum of support through school teams consisting of School Liaison Counsellors, Mental Health Workers, CCT Wellness Facilitators, teachers trained in mental health literacy, Learning Services Facilitators, Behaviour Associates and Administrators.	<ul style="list-style-type: none"> -Increase in community engagement in collaborative meetings. -Increased family/community supports and family-school connections. -School teams meet regularly to plan programming based on the needs of the students.
11. Communities Coming Together Project is part of the provincial Mental Health Capacity Building Initiative to support students by providing mental health promotion and prevention education.	<ul style="list-style-type: none"> -CCT continues working toward teaching staff, student and families how to promote wellness in themselves and others.
12. Implement the Inclusive Education Framework that responds to the needs of all learners, addresses factors that contribute to the achievement gap and other negative impacts that result from poverty, social exclusion, marginalization, underachievement and mental health issues.	<ul style="list-style-type: none"> -Improvement in the SAFE and CARING and PROGRAM OF STUDIES Accountability Pillar Results
13. Members of the school team will deliver Social Emotional Learning strategies and curriculum to assist students in gaining knowledge, attitudes and skills to manage emotions, build healthy relationships, set goals and make decisions.	<ul style="list-style-type: none"> -Learning Support Behavior Support Classrooms are provided in each school. Their effectiveness is closely monitored by Learning Services and school personnel. Improvement in the SAFE and CARING Accountability Pillar Results.
14. The <i>Our SCHOOL</i> survey is provided annually for students in middle and high schools. Results provide valuable information for future planning. A focus in the current school year will be placed on mental health and addiction issues as an outcome of the previous years' results.	<ul style="list-style-type: none"> -Schools will continue to use data to plan supports for students.
15. Provide annual training in Violence Threat-Risk Assessment (VTRA) in collaboration with Alberta Health Services and MH Police Service.	<ul style="list-style-type: none"> -Trained personnel in every school who effectively respond and conduct VTRA's as required. Improvement in the SAFE and CARING Accountability Pillar Results.
16. Work with Medicine Hat Police Service on the Encouraging Positive Informed Choices (EPIC Program).	<ul style="list-style-type: none"> -Encouraging Positive Informed Choices program is implemented within schools. Improvement in the SAFE and CARING Accountability Pillar Results.
17. Develop a Division wide Occupational Health & Safety Program (OH&S) Program for all employees that meets the requirements of the new OHS legislation introduced in June 2018.	<ul style="list-style-type: none"> -An Occupational Health and Safety program is developed and shared with the Division Leadership Team (DLT). DLT work closely with their school communities to meet the requirements outlined in the program.
18. Ensure that the MHCBE and its schools are safe, caring and welcoming, viewing parents as partners by inviting parents and stakeholders to participate in key areas such as Liturgical celebrations, Strategic Planning, Division committees, (Mission review), and other decisions that affect their children.	<ul style="list-style-type: none"> -Improvement in PARENTAL INVOLVEMENT Accountability Pillar Results.

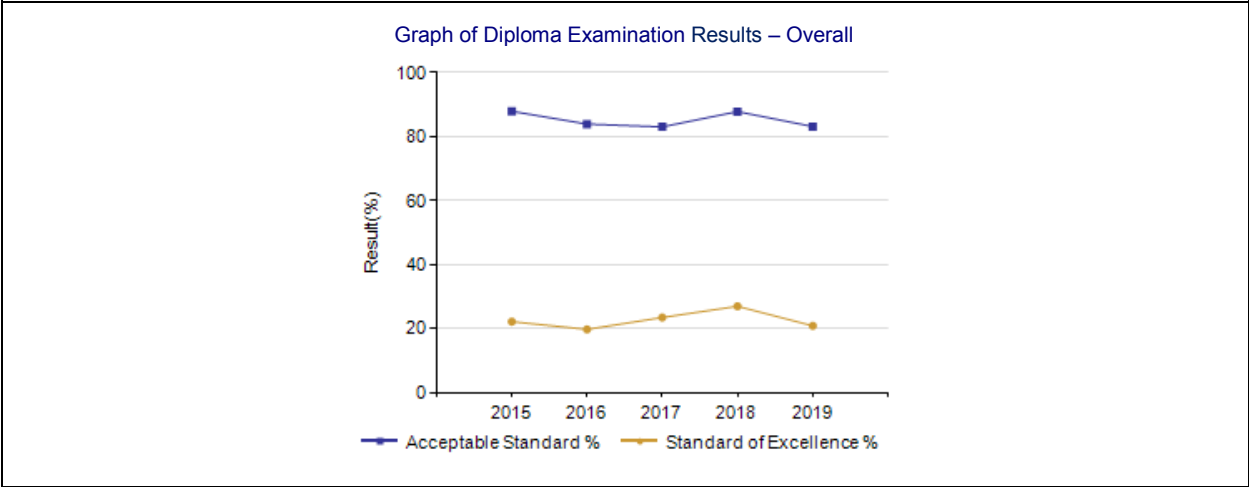
DIVISION STRATEGIES	INDICATORS OF SUCCESS <i>(continued)</i>
19. Build an integrated early childhood development, learning and care system with Community and Social Services, Children's Services and Health by aligning programs and services to meet the needs of children and families.	-Improvement in the SAFE and CARING and PROGRAM OF STUDIES Accountability Pillar Results.
20. Meet with parents and stakeholders to provide information, engage in open conversation and receive feedback on strategies outlined within School Education Plans, Annual Education Results Report (AERR) and discuss other topics of interest to parents and stakeholders.	-Parents feel engaged in decisions that affect their children. -Improvement in Parental Involvement Accountability Pillar Results.
21. Ensure that the MHCBE and its schools are safe, caring and welcoming, viewing parents as partners by inviting parents and stakeholders to participate in key areas such as Liturgical celebrations, Strategic Planning, Division committees, (Mission review), and other decisions that affect their children.	-Parents are included in activities, committees and planning sessions held by the division. -Improvement in Safe and Caring Schools Accountability Pillar Results. <i>Percentage of teacher, parent and student agreement that: students are safe at school, are learning the importance of caring for others, are learning respect for others and are treated fairly in school.</i>
22. Develop a communications work plan for the coming year. The plan will incorporate a monthly communication priorities within the division.	-A Communication Work Plan is completed that outlines the strategies and goals to be undertaken throughout the school year. -Communication goal aligns with the annual Division Strategic Priorities. -The Communications Work Plan will serve as a monthly timeline to efficiently and effectively implement communication strategies.
23. Social media platforms are regularly used to communicate and engage stakeholders.	-Stakeholder's engagement increases on all social media platforms. -Public bodies and stakeholders endorse MHCBE content through social media platforms by sharing, liking, and retweeting posts.
24. Effective ongoing communication with our parish communities, including regular updates in church bulletins and invitations to school and Division functions. Members of the Parish community are invited to participate in division functions and committees.	-The two parishes and parishioners within Medicine Hat feel connected to the Medicine Hat Catholic School Division and knowledge about the school division increases. -School Parish Relations Committee meets with parish service groups to provide suggestions for nurturing the relationship between parish, home and school. -Two administrators become a parish council member at each of the parishes.

Diploma Examination Results – Measure Details

Diploma Exam Course by Course Results by Students Writing.													
		Results (in percentages)										Target	
		2015		2016		2017		2018		2019		2019	
		A	E	A	E	A	E	A	E	A	E	A	E
English Lang Arts 30-1	Authority	89.7	9.3	90.7	4.7	83.3	7.6	87.4	5.3	87.4	5.9		
	Province	86.5	11.4	86.8	10.7	86.5	11.7	87.5	13.2	86.8	12.3		
English Lang Arts 30-2	Authority	93.8	15.4	91.8	6.6	90.8	13.8	94.8	20.7	84.6	7.7		
	Province	88.6	11.2	89.1	12.3	89.5	11.4	88.0	13.1	87.1	12.1		
French Lang Arts 30-1	Authority	n/a	n/a	n/a	n/a	n/a	n/a	*	*	*	*		
	Province	95.5	9.9	93.8	8.7	94.7	9.4	93.8	11.0	91.5	10.1		
Français 30-1	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Province	95.3	17.1	99.3	20.3	98.1	18.6	97.4	23.0	98.6	29.5		
Mathematics 30-1	Authority	78.9	28.1	56.8	14.9	67.5	27.3	95.5	40.9	76.9	27.7		
	Province	76.1	31.6	70.7	25.9	73.1	30.7	77.8	35.3	77.8	35.1		
Mathematics 30-2	Authority	70.8	12.5	80.0	3.6	65.4	15.4	66.7	7.0	67.9	7.1		
	Province	73.9	15.5	75.4	16.8	74.7	15.9	74.2	16.4	76.5	16.8		
Social Studies 30-1	Authority	94.1	23.5	88.5	19.2	96.1	15.7	94.4	22.2	94.0	22.0		
	Province	87.1	16.2	84.9	14.3	86.0	14.8	86.2	17.7	86.6	17.0		
Social Studies 30-2	Authority	95.9	26.8	92.7	38.2	96.2	36.5	96.1	33.3	88.6	21.1		
	Province	81.3	12.5	81.1	13.1	80.6	12.6	78.8	12.2	77.8	12.2		
Biology 30	Authority	84.8	31.6	84.4	23.8	78.4	23.9	84.7	42.3	70.1	17.5		
	Province	85.8	33.0	85.1	32.4	84.2	32.3	86.6	36.6	83.9	35.5		
Chemistry 30	Authority	84.1	26.8	76.9	21.8	79.1	28.6	77.2	29.8	88.5	46.9		
	Province	82.1	34.2	81.5	34.5	83.1	38.6	83.6	38.3	85.7	42.5		
Physics 30	Authority	91.1	22.2	90.9	36.4	89.4	44.7	94.3	37.1	95.2	38.1		
	Province	83.9	35.8	85.8	39.8	85.7	41.8	86.2	43.6	87.5	43.5		
Science 30	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Province	83.9	26.6	84.4	27.6	84.9	28.4	85.4	31.5	85.7	31.2		

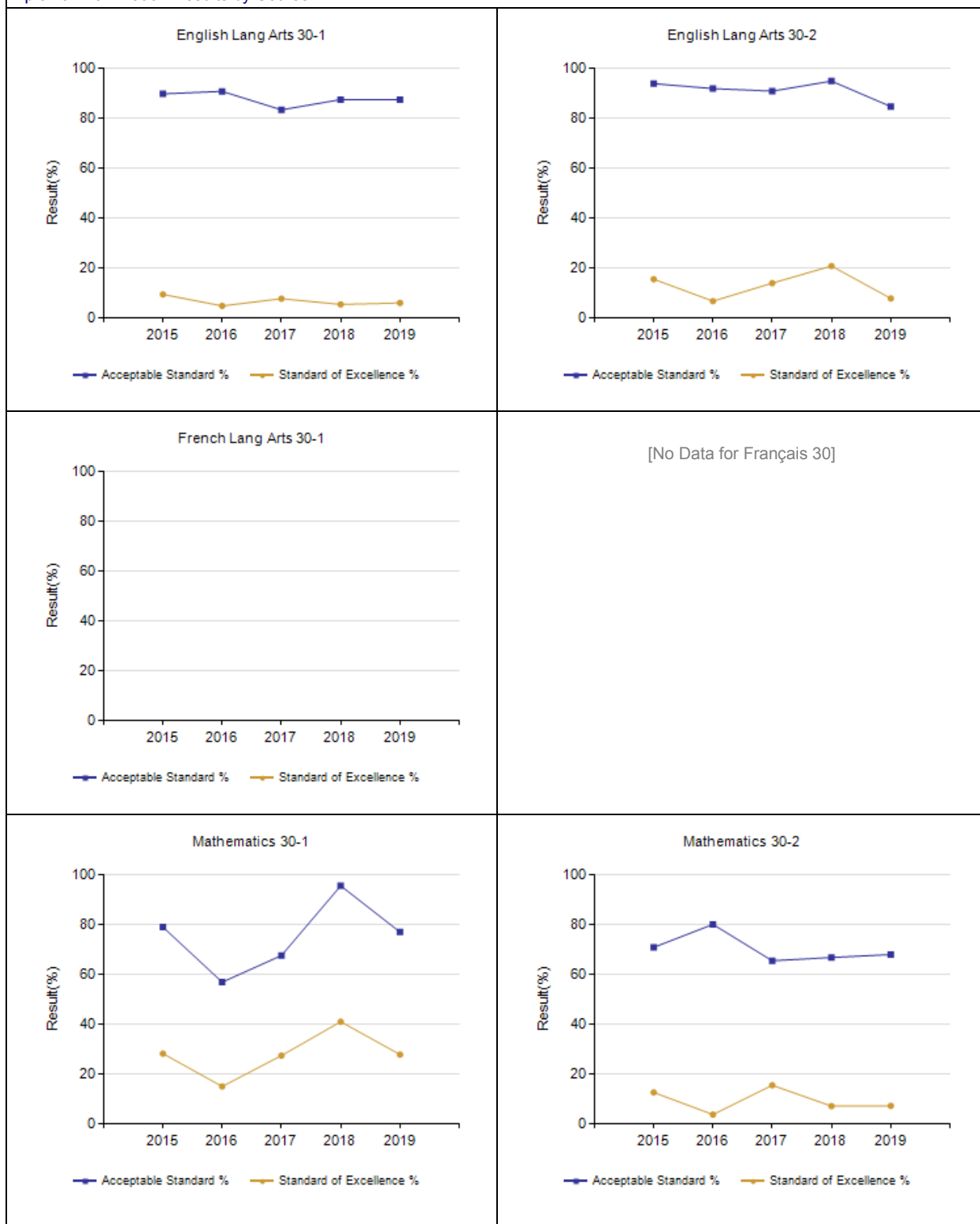
Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. "A" = Acceptable; "E" = Excellence — the percentages achieving the acceptable standard include the percentages achieving the standard of excellence.
3. Caution should be used when interpreting evaluations and results over time for Mathematics 30-1/30-2, as equating was not in place until the 2016/17 school year. Alberta Education does not comment on province wide trends until it has five years of equated examination data.
4. Participation in Diploma Examinations was impacted by the fires in May to June 2016 and May to June 2019. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
5. A written-response component worth 25% of the total exam mark was added to the Mathematics 30-1/30-2 diploma exams in 2018/19.



- Notes:
1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
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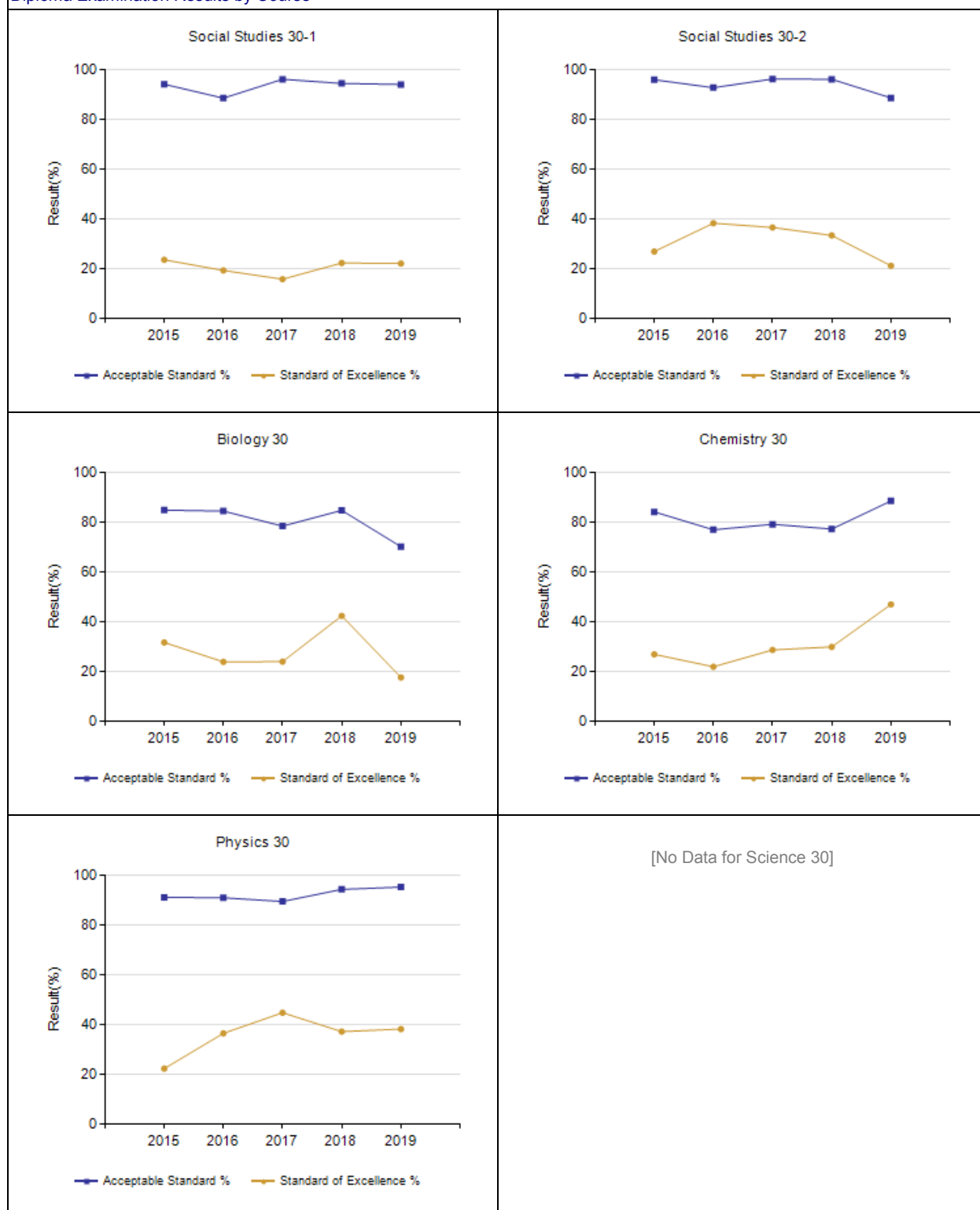
Diploma Examination Results by Course



Notes:

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4. A written-response component worth 25% of the total exam mark was added to the Mathematics 30-1/30-2 diploma exams in 2018/19.

Diploma Examination Results by Course



Notes:

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Diploma Examination Results Course By Course Summary With Measure Evaluation

		Medicine Hat Roman Catholic Se								Alberta			
		Achievement	Improvement	Overall	2019		Prev 3 Year Average		2019		Prev 3 Year Average		
Course	Measure				N	%	N	%	N	%	N	%	
English Lang Arts 30-1	Acceptable Standard	Intermediate	Maintained	Acceptable	119	87.4	115	87.1	29,832	86.8	30,091	86.9	
	Standard of Excellence	Low	Maintained	Issue	119	5.9	115	5.9	29,832	12.3	30,091	11.9	
English Lang Arts 30-2	Acceptable Standard	Low	Declined	Issue	65	84.6	61	92.5	16,640	87.1	16,563	88.9	
	Standard of Excellence	Low	Declined	Issue	65	7.7	61	13.7	16,640	12.1	16,563	12.3	
French Lang Arts 30-1	Acceptable Standard	*	*	*	4	*	n/a	n/a	1,215	91.5	1,296	94.1	
	Standard of Excellence	*	*	*	4	*	n/a	n/a	1,215	10.1	1,296	9.7	
Français 30-1	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	139	98.6	154	98.3	
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	139	29.5	154	20.6	
Mathematics 30-1	Acceptable Standard	n/a	n/a	n/a	65	76.9	65	73.2	19,389	77.8	20,337	73.9	
	Standard of Excellence	n/a	n/a	n/a	65	27.7	65	27.7	19,389	35.1	20,337	30.6	
Mathematics 30-2	Acceptable Standard	n/a	n/a	n/a	56	67.9	63	70.7	14,465	76.5	14,107	74.8	
	Standard of Excellence	n/a	n/a	n/a	56	7.1	63	8.7	14,465	16.8	14,107	16.4	
Social Studies 30-1	Acceptable Standard	High	Maintained	Good	50	94.0	32	93.0	21,610	86.6	22,179	85.7	
	Standard of Excellence	Very High	Maintained	Excellent	50	22.0	32	19.0	21,610	17.0	22,179	15.6	
Social Studies 30-2	Acceptable Standard	High	Declined	Acceptable	123	88.6	136	95.0	20,758	77.8	20,078	80.2	
	Standard of Excellence	High	Declined Significantly	Issue	123	21.1	136	36.0	20,758	12.2	20,078	12.6	
Biology 30	Acceptable Standard	Low	Declined Significantly	Concern	97	70.1	122	82.5	22,442	83.9	22,853	85.3	
	Standard of Excellence	Low	Declined Significantly	Concern	97	17.5	122	30.0	22,442	35.5	22,853	33.8	
Chemistry 30	Acceptable Standard	Very High	Improved	Excellent	96	88.5	75	77.7	18,525	85.7	18,929	82.7	
	Standard of Excellence	Very High	Improved Significantly	Excellent	96	46.9	75	26.7	18,525	42.5	18,929	37.2	
Physics 30	Acceptable Standard	Very High	Maintained	Excellent	42	95.2	42	91.5	9,247	87.5	9,974	85.9	
	Standard of Excellence	High	Maintained	Good	42	38.1	42	39.4	9,247	43.5	9,974	41.7	
Science 30	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	9,676	85.7	9,180	84.9	
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	9,676	31.2	9,180	29.2	

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. Achievement Evaluation is not calculated for courses that do not have sufficient data available, either due to too few jurisdictions offering the course or because of changes in examinations.
3. Caution should be used when interpreting evaluations and results over time for Mathematics 30-1/30-2, as equating was not in place until the 2016/17 school year. Alberta Education does not comment on province wide trends until it has five years of equated examination data.
4. Participation in Diploma Examinations was impacted by the fires in May to June 2016 and May to June 2019. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
5. A written response component worth 25% of the total exam mark was added to the Mathematics 30-1/30-2 diploma exams in 2018/19.

Measure Evaluation Reference - Achievement Evaluation

Achievement evaluation is based upon a comparison of Current Year data to a set of standards that remain consistent over time. The Standards are calculated by taking the 3-year average of baseline data for each measure across all school jurisdictions and calculating the 5th, 25th, 75th, and 95th percentiles. Once calculated, these standards remain in place from year to year to allow for consistent planning and evaluation.

The table below shows the range of values defining the 5 achievement evaluation levels for each measure.

Course	Measure	Very Low	Low	Intermediate	High	Very High
English Lang Arts 30-1	Acceptable Standard	0.00 - 81.51	81.51 - 85.05	85.05 - 90.15	90.15 - 94.10	94.10 - 100.00
	Standard of Excellence	0.00 - 2.28	2.28 - 6.43	6.43 - 11.18	11.18 - 15.71	15.71 - 100.00
English Lang Arts 30-2	Acceptable Standard	0.00 - 81.90	81.90 - 88.81	88.81 - 94.35	94.35 - 97.10	97.10 - 100.00
	Standard of Excellence	0.00 - 3.70	3.70 - 8.52	8.52 - 14.55	14.55 - 18.92	18.92 - 100.00
French Lang Arts 30-1	Acceptable Standard	0.00 - 78.73	78.73 - 92.86	92.86 - 100.00	100.00 - 100.00	100.00 - 100.00
	Standard of Excellence	0.00 - 0.00	0.00 - 5.21	5.21 - 16.67	16.67 - 23.04	23.04 - 100.00
Social Studies 30-1	Acceptable Standard	0.00 - 69.65	69.65 - 80.38	80.38 - 87.98	87.98 - 95.79	95.79 - 100.00
	Standard of Excellence	0.00 - 2.27	2.27 - 8.63	8.63 - 14.51	14.51 - 19.76	19.76 - 100.00
Social Studies 30-2	Acceptable Standard	0.00 - 71.97	71.97 - 79.85	79.85 - 87.56	87.56 - 91.42	91.42 - 100.00
	Standard of Excellence	0.00 - 3.94	3.94 - 8.65	8.65 - 14.07	14.07 - 23.34	23.34 - 100.00
Biology 30	Acceptable Standard	0.00 - 68.26	68.26 - 79.41	79.41 - 85.59	85.59 - 92.33	92.33 - 100.00
	Standard of Excellence	0.00 - 10.75	10.75 - 21.84	21.84 - 29.26	29.26 - 33.42	33.42 - 100.00
Chemistry 30	Acceptable Standard	0.00 - 58.10	58.10 - 69.51	69.51 - 80.34	80.34 - 84.74	84.74 - 100.00
	Standard of Excellence	0.00 - 11.22	11.22 - 20.47	20.47 - 30.47	30.47 - 35.07	35.07 - 100.00
Physics 30	Acceptable Standard	0.00 - 50.06	50.06 - 71.77	71.77 - 83.00	83.00 - 88.67	88.67 - 100.00
	Standard of Excellence	0.00 - 5.61	5.61 - 18.10	18.10 - 31.88	31.88 - 41.10	41.10 - 100.00
Science 30	Acceptable Standard	0.00 - 64.19	64.19 - 77.66	77.66 - 86.33	86.33 - 98.50	98.50 - 100.00
	Standard of Excellence	0.00 - 0.00	0.00 - 14.69	14.69 - 25.03	25.03 - 38.93	38.93 - 100.00

Notes:

- The range of values at each evaluation level is interpreted as greater than or equal to the lower value, and less than the higher value. For the Very High evaluation level, values range from greater than or equal to the lower value to 100%.
- Achievement Evaluation is not calculated for courses that do not have sufficient data available, either due to too few jurisdictions offering the course or because of changes in examinations.

Improvement Table

For each jurisdiction, improvement evaluation consists of comparing the Current Year result for each measure with the previous three-year average. A chi-square statistical test is used to determine the significance of the improvement. This test takes into account the size of the jurisdiction in the calculation to make improvement evaluation fair across jurisdictions of different sizes.

The table below shows the definition of the 5 improvement evaluation levels based upon the chi-square result.

Evaluation Category	Chi-Square Range
Declined Significantly	3.84 + (current < previous 3-year average)
Declined	1.00 - 3.83 (current < previous 3-year average)
Maintained	less than 1.00
Improved	1.00 - 3.83 (current > previous 3-year average)
Improved Significantly	3.84 + (current > previous 3-year average)

Overall Evaluation Table

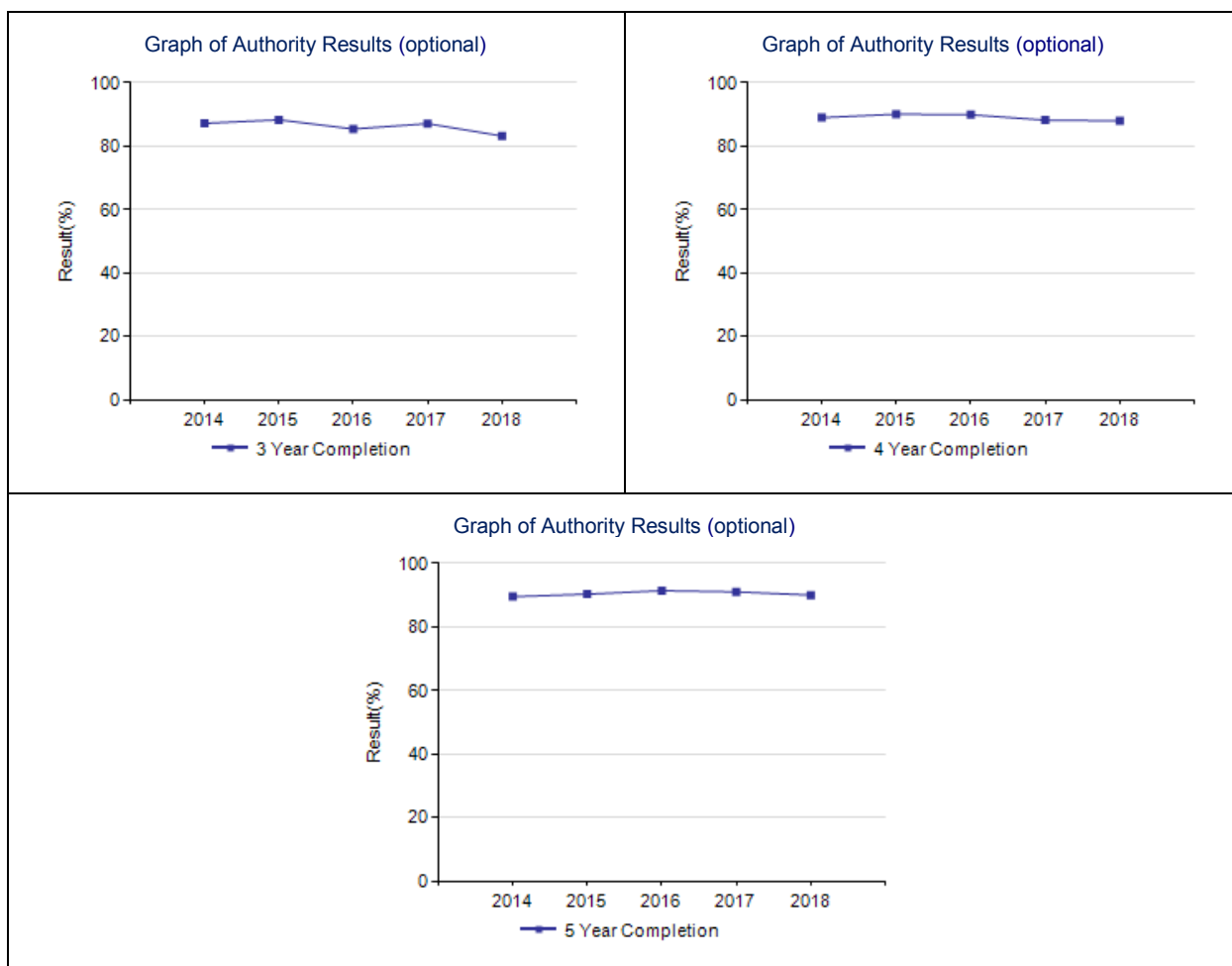
The overall evaluation combines the Achievement Evaluation and the Improvement Evaluation. The table below illustrates how the Achievement and Improvement evaluations are combined to get the overall evaluation.

	Achievement				
	Very High	High	Intermediate	Low	Very Low
Improved Significantly	Excellent	Good	Good	Good	Acceptable
Improved	Excellent	Good	Good	Acceptable	Issue
Maintained	Excellent	Good	Acceptable	Issue	Concern
Declined	Good	Acceptable	Issue	Issue	Concern
Declined Significantly	Acceptable	Issue	Issue	Concern	Concern

High School Completion Rate – Measure Details

High School Completion Rate - percentages of students who completed high school within three, four and five years of entering Grade 10.

	Authority					Province				
	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018
3 Year Completion	87.2	88.3	85.4	87.1	83.2	76.5	76.5	78.0	78.0	79.1
4 Year Completion	89.0	90.1	89.9	88.2	88.0	79.9	81.0	81.2	82.6	82.7
5 Year Completion	89.5	90.3	91.4	91.0	90.0	82.0	82.1	83.2	83.4	84.8

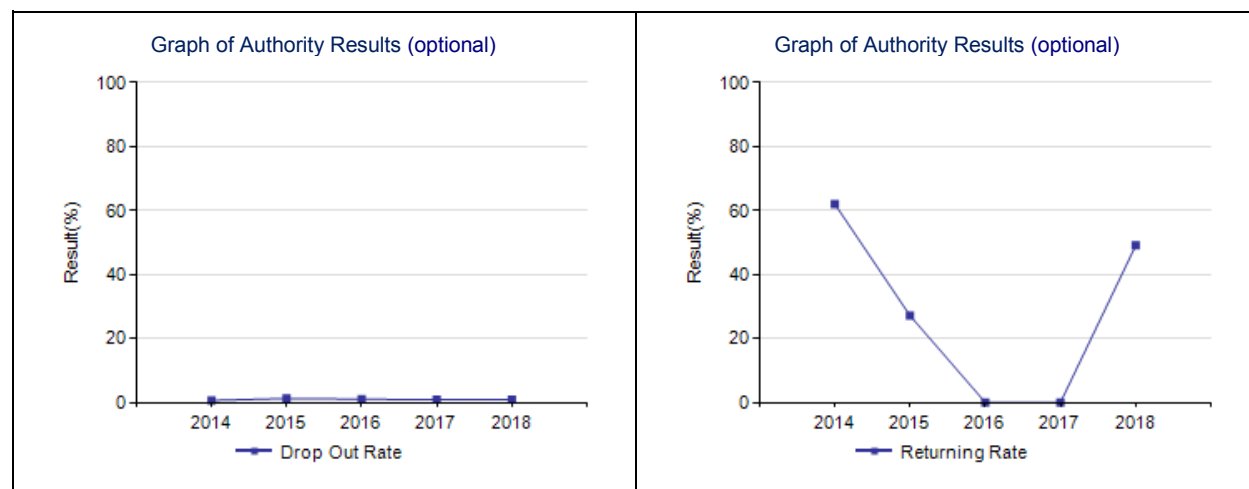


Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. Weighting of school-awarded marks in diploma courses increased from 50% to 70% in the 2015/16 school year. Caution should be used when interpreting trends over time.
3. 2016 results for 3-year High School Completion and Diploma Examination Participation Rates have been adjusted to reflect the correction of the Grade 10 cohort.

Drop Out Rate – Measure Details

Drop Out Rate - annual dropout rate of students aged 14 to 18										
	Authority					Province				
	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018
Drop Out Rate	0.6	1.2	1.0	0.8	0.9	3.5	3.2	3.0	2.3	2.6
Returning Rate	62.0	27.1	0.0	0.0	49.1	20.9	18.2	18.9	19.9	22.7

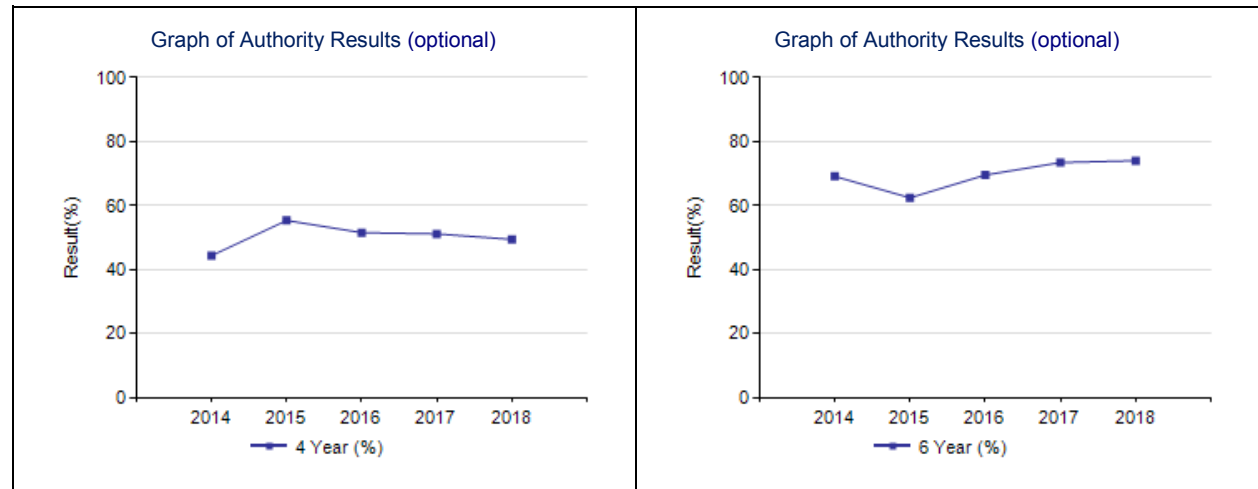


Notes:

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High School to Post-secondary Transition Rate – Measure Details

High school to post-secondary transition rate of students within four and six years of entering Grade 10.										
	Authority					Province				
	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018
4 Year Rate	44.3	55.3	51.5	51.1	49.4	38.3	37.0	37.0	39.3	40.1
6 Year Rate	69.1	62.4	69.5	73.4	74.0	59.7	59.4	57.9	58.7	59.0



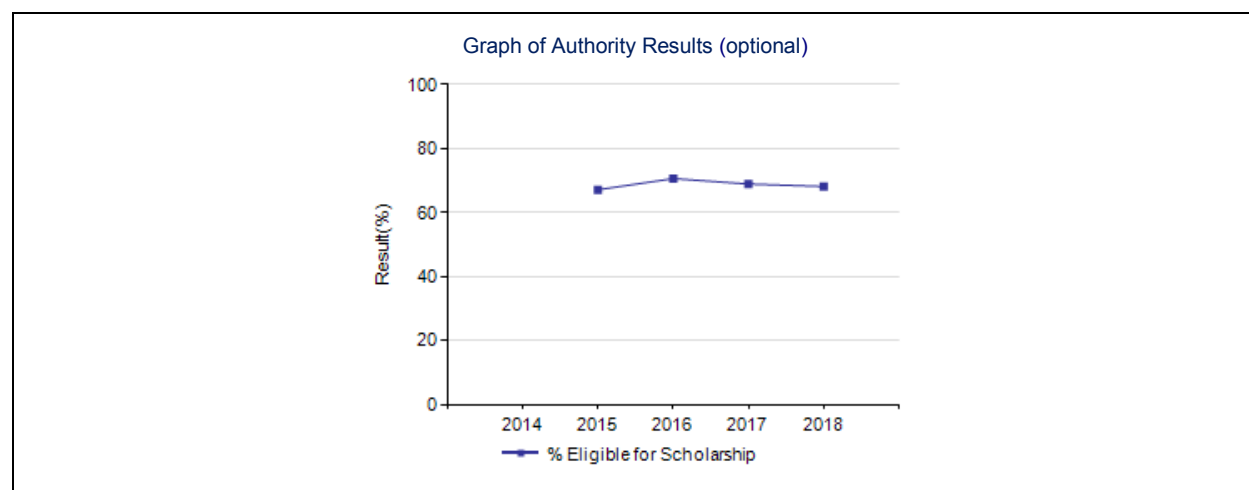
Notes:

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Rutherford Eligibility Rate – Measure Details

Percentage of Grade 12 students eligible for a Rutherford Scholarship.										
	Authority					Province				
	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018
Rutherford Scholarship Eligibility Rate	n/a	67.1	70.6	68.9	68.1	n/a	60.8	62.3	63.4	64.8

Rutherford eligibility rate details.									
Reporting School Year	Total Students	Grade 10 Rutherford		Grade 11 Rutherford		Grade 12 Rutherford		Overall	
		Number of Students Eligible	Percent of Students Eligible	Number of Students Eligible	Percent of Students Eligible	Number of Students Eligible	Percent of Students Eligible	Number of Students Eligible	Percent of Students Eligible
2014	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
2015	167	108	64.7	97	58.1	69	41.3	112	67.1
2016	170	115	67.6	100	58.8	72	42.4	120	70.6
2017	222	145	65.3	135	60.8	79	35.6	153	68.9
2018	160	101	63.1	91	56.9	70	43.8	109	68.1



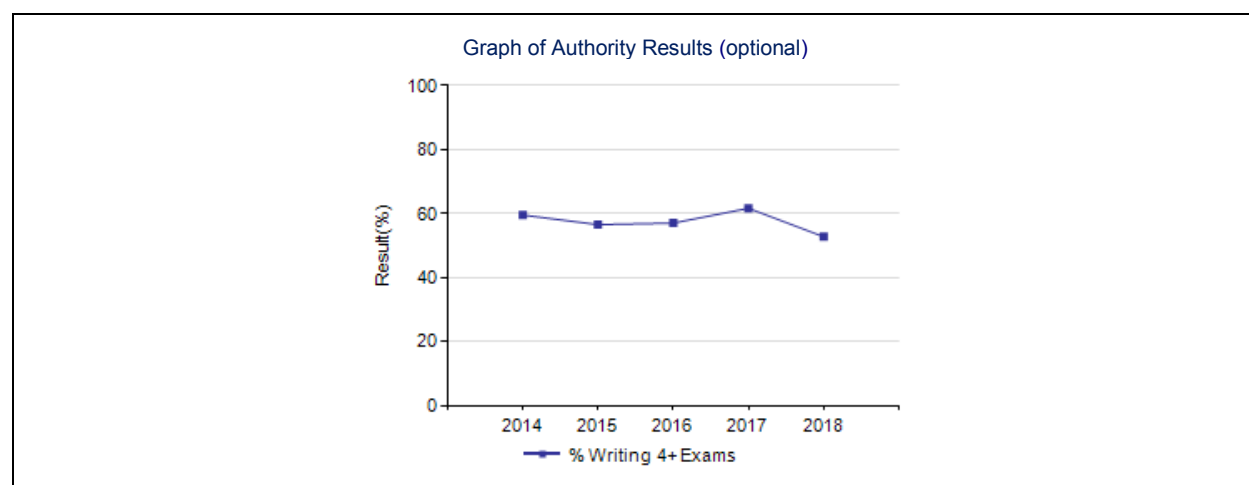
Notes:

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2. Weighting of school-awarded marks in diploma courses increased from 50% to 70% in the 2015/16 school year. Caution should be used when interpreting trends over time.
3. Due to the change from previous data source systems to Provincial Approach to Student Information (PASI), historical Rutherford Scholarship Eligibility Rate results are not available.

Diploma Examination Participation Rate – Measure Details

Diploma examination participation rate: Percentage of students writing 0 to 6 or more Diploma Examinations by the end of their 3rd year of high school.

	Authority					Province				
	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018
% Writing 0 Exams	6.0	8.1	9.0	6.6	10.4	15.7	15.7	15.0	14.8	14.2
% Writing 1+ Exams	94.0	91.9	91.0	93.4	89.6	84.3	84.3	85.0	85.2	85.8
% Writing 2+ Exams	91.7	90.1	87.9	91.0	88.3	81.4	81.2	82.0	82.3	83.0
% Writing 3+ Exams	71.4	67.1	68.7	76.3	69.3	65.0	64.7	65.2	66.1	66.8
% Writing 4+ Exams	59.5	56.5	57.0	61.6	52.7	54.4	54.6	54.9	55.7	56.3
% Writing 5+ Exams	37.4	43.6	43.3	42.6	36.9	36.3	37.1	37.5	37.8	38.7
% Writing 6+ Exams	11.3	17.7	17.3	14.2	14.6	13.1	13.8	13.6	13.9	14.2



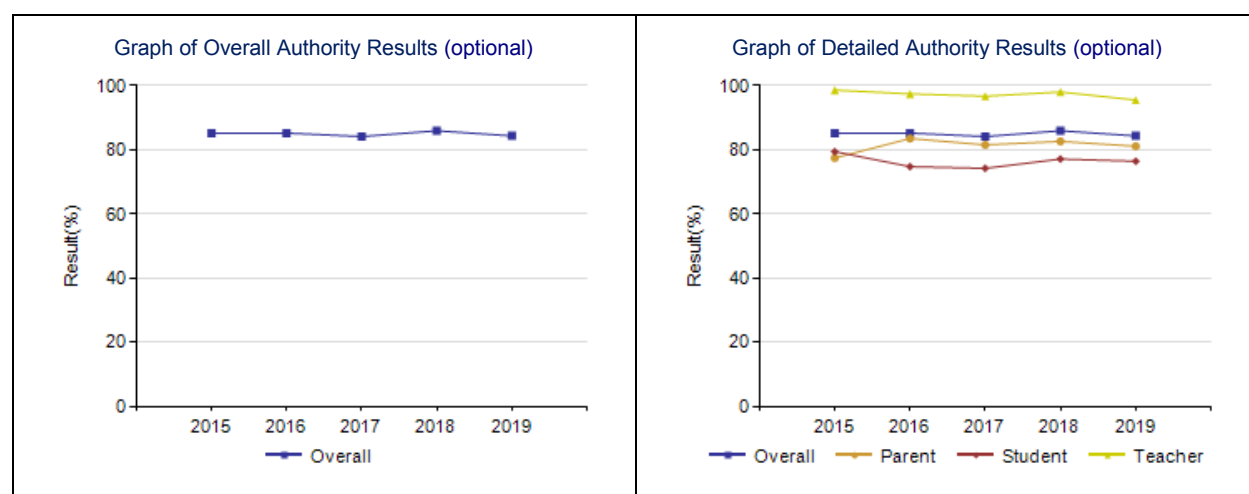
Percentage of students writing 1 or more Diploma Examinations by the end of their 3rd year of high school, by course and subject.

	Authority					Province				
	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018
English Language Arts 30-1	62.0	55.2	56.4	64.9	53.8	54.0	53.2	54.0	55.0	56.3
English Language Arts 30-2	30.2	35.5	35.0	29.8	35.0	28.0	28.7	28.7	28.8	27.8
Total of 1 or more English Diploma Exams	89.9	89.5	89.0	91.2	86.9	79.7	79.5	80.1	80.9	81.1
Social Studies 30-1	25.7	22.1	15.3	22.4	12.5	45.1	43.5	45.1	44.9	45.0
Social Studies 30-2	65.9	66.9	74.2	67.8	75.0	35.2	36.7	35.8	36.4	37.1
Total of 1 or more Social Diploma Exams	91.1	89.0	87.7	90.2	86.9	79.6	79.5	80.3	80.7	81.4
Pure Mathematics 30	0.0	0.0	0.0	0.0	0.0	0.1	0.0	0.0	0.0	0.0
Applied Mathematics 30	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Mathematics 30-1	32.4	32.6	36.8	35.1	25.0	37.3	37.1	36.4	35.5	36.5
Mathematics 30-2	31.3	29.7	27.6	35.1	33.8	21.4	22.4	23.7	25.1	24.9
Total of 1 or more Math Diploma Exams	63.1	59.9	61.3	68.8	58.1	57.0	57.6	58.3	58.6	59.3
Biology 30	62.0	47.1	53.4	58.5	52.5	41.4	40.6	40.7	41.7	42.7
Chemistry 30	31.3	48.3	41.1	42.0	38.8	34.7	35.7	35.6	35.1	35.8
Physics 30	21.8	25.6	23.3	22.4	20.0	20.0	19.9	19.3	18.6	18.7
Science 30	1.1	2.3	6.1	4.9	2.5	12.8	14.1	15.7	16.9	17.0
Total of 1 or more Science Diploma Exams	66.5	61.0	63.8	70.2	61.3	59.4	59.8	60.5	61.2	61.8
Français 30-1	0.0	0.0	0.0	0.0	0.0	0.3	0.2	0.3	0.3	0.3
French Language Arts 30	0.0	1.2	0.0	0.5	0.6	2.7	2.8	2.8	3.0	2.7
Total of 1 or more French Diploma Exams	0.0	1.2	0.0	0.5	0.6	2.9	3.0	3.1	3.3	3.0

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2. Participation in Diploma Examinations was impacted by the fires in May to June 2016. Caution should be used when interpreting trends over time for the province and those school authorities affected by this event.
3. Weighting of school-awarded marks in diploma courses increased from 50% to 70% in the 2015/16 school year. Caution should be used when interpreting trends over time.
4. 2016 results for 3-year High School Completion and Diploma Examination Participation Rates have been adjusted to reflect the correction of the Grade 10 cohort.

Citizenship – Measure Details

Percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.										
	Authority					Province				
	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019
Overall	85.1	85.2	84.1	85.9	84.3	83.5	83.9	83.7	83.0	82.9
Teacher	98.6	97.4	96.7	98.0	95.5	94.2	94.5	94.0	93.4	93.2
Parent	77.4	83.5	81.5	82.6	81.1	82.1	82.9	82.7	81.7	81.9
Student	79.4	74.7	74.2	77.1	76.4	74.2	74.5	74.4	73.9	73.5



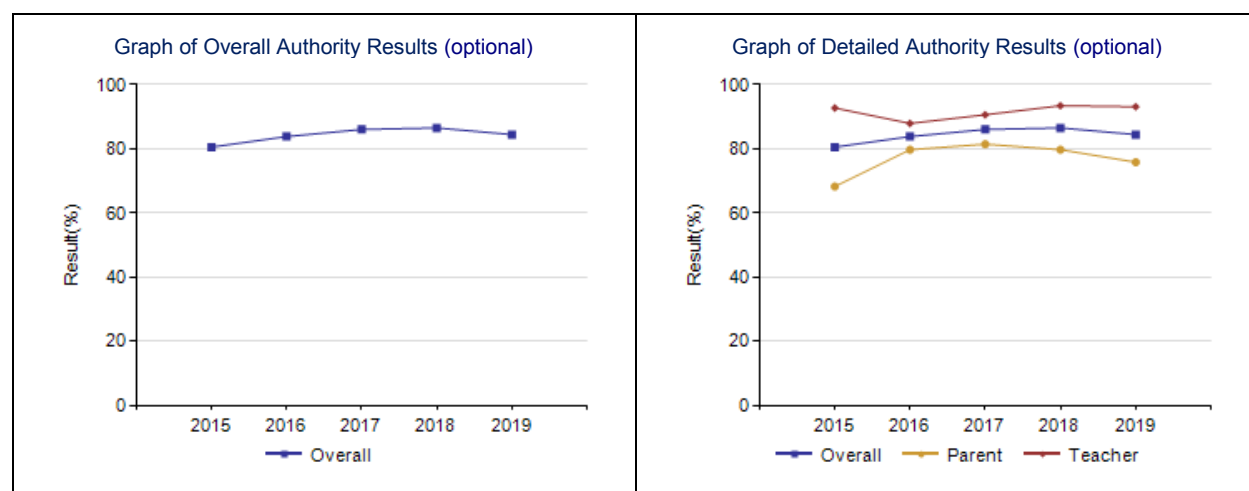
Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. Student participation in the survey was impacted between 2014 and 2017 due to the number of students responding through the OurSCHOOL/TTFM (Tell Them From Me) survey tool.

Work Preparation – Measure Details

Percentage of teachers and parents who agree that students are taught attitudes and behaviours that will make them successful at work when they finish school.

	Authority					Province				
	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019
Overall	80.5	83.8	86.0	86.5	84.4	82.0	82.6	82.7	82.4	83.0
Teacher	92.7	87.9	90.6	93.4	93.1	89.7	90.5	90.4	90.3	90.8
Parent	68.2	79.7	81.4	79.7	75.8	74.2	74.8	75.1	74.6	75.2



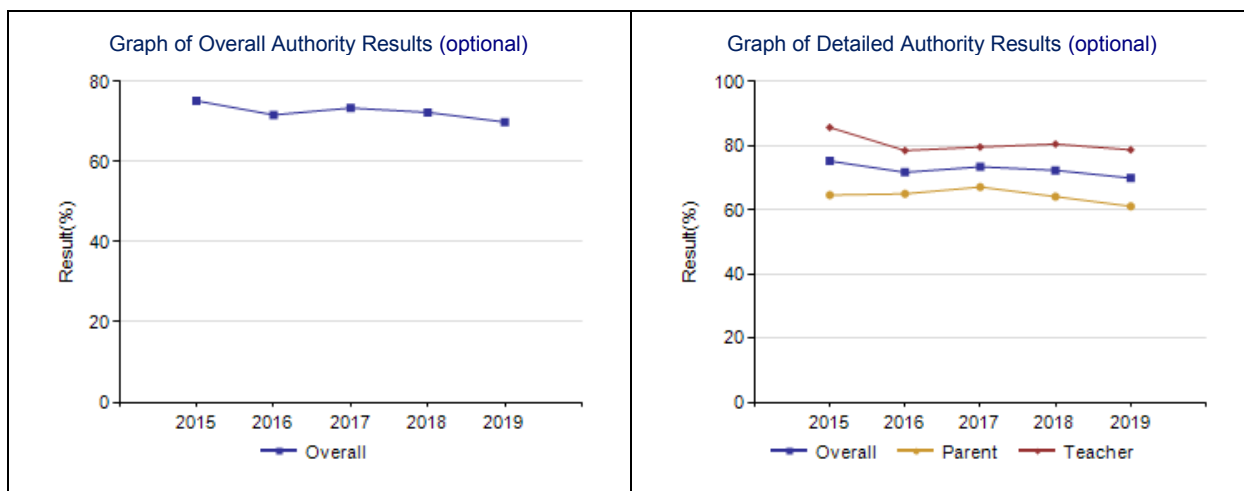
Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).

Lifelong Learning – Measure Details

Percentage of teacher and parent satisfaction that students demonstrate the knowledge, skills and attitudes necessary for lifelong learning.

	Authority					Province				
	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019
Overall	75.2	71.7	73.4	72.3	69.9	70.0	70.7	71.0	70.9	71.4
Teacher	85.7	78.5	79.6	80.5	78.7	76.0	77.3	77.3	77.8	78.8
Parent	64.6	65.0	67.1	64.1	61.1	64.0	64.2	64.8	64.0	64.0



Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).

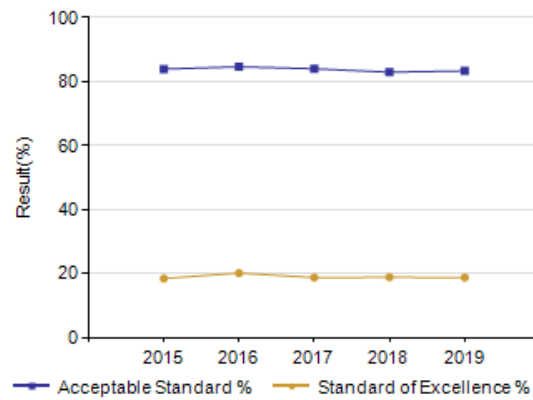
Provincial Achievement Test Results – Measure Details

PAT Course by Course Results by Number Enrolled.													
		Results (in percentages)										Target	
		2015		2016		2017		2018		2019		2019	
		A	E	A	E	A	E	A	E	A	E	A	E
English Language Arts 6	Authority	96.4	23.0	91.1	20.8	89.2	17.4	87.6	20.5	92.8	18.7		
	Province	82.8	19.5	82.9	20.4	82.5	18.9	83.5	17.9	83.2	17.8		
French Language Arts 6 année	Authority	84.6	0.0	64.3	0.0	87.5	0.0	88.9	0.0	80.0	0.0		
	Province	87.5	13.6	87.7	14.2	85.1	13.5	85.2	12.3	87.7	15.7		
Français 6 année	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Province	89.0	15.0	91.4	17.2	92.1	21.6	93.3	23.1	90.3	24.6		
Mathematics 6	Authority	82.7	15.3	83.2	16.3	74.2	7.2	80.5	9.5	80.9	16.3		
	Province	73.2	14.1	72.2	14.0	69.4	12.6	72.9	14.0	72.5	15.0		
Science 6	Authority	88.3	25.6	89.6	30.7	88.7	27.8	92.4	31.4	88.7	30.8		
	Province	76.3	25.3	78.0	27.1	76.9	29.0	78.8	30.5	77.6	28.6		
Social Studies 6	Authority	82.8	22.8	84.2	21.3	87.6	21.6	86.1	22.4	88.2	27.7		
	Province	69.8	18.1	71.4	22.0	72.9	21.7	75.1	23.2	76.2	24.4		
English Language Arts 9	Authority	88.5	10.3	94.0	18.1	91.5	15.4	87.1	14.4	91.5	13.4		
	Province	75.6	14.4	77.0	15.2	76.8	14.9	76.1	14.7	75.1	14.7		
K&E English Language Arts 9	Authority	46.7	0.0	76.2	0.0	71.4	14.3	82.4	17.6	76.5	17.6		
	Province	63.0	4.5	59.8	6.2	58.8	5.9	55.7	5.9	57.4	5.4		
French Language Arts 9 année	Authority	*	*	63.6	0.0	100.0	10.0	80.0	0.0	30.0	0.0		
	Province	85.8	10.1	83.0	10.8	83.1	11.2	81.4	9.8	82.9	12.3		
Français 9 année	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Province	88.5	20.2	86.4	26.8	88.9	26.1	82.7	22.3	88.6	26.0		
Mathematics 9	Authority	75.3	16.7	77.1	17.3	80.8	21.8	70.8	13.5	67.0	14.4		
	Province	65.3	17.9	67.8	17.5	67.2	19.0	59.2	15.0	60.0	19.0		
K&E Mathematics 9	Authority	44.4	5.6	86.4	18.2	86.7	20.0	84.2	5.3	79.2	8.3		
	Province	60.9	14.4	61.2	13.0	57.5	13.3	57.4	13.6	59.6	13.2		
Science 9	Authority	84.2	16.4	83.6	20.5	83.2	21.9	80.4	17.5	82.3	16.7		
	Province	74.1	22.8	74.2	22.4	74.0	21.4	75.7	24.4	75.2	26.4		
K&E Science 9	Authority	46.7	6.7	75.0	12.5	41.7	0.0	81.3	12.5	66.7	13.3		
	Province	64.5	15.1	63.8	14.3	63.9	13.3	64.6	12.3	61.7	10.7		
Social Studies 9	Authority	84.2	23.6	79.5	21.8	81.1	20.4	76.7	23.8	80.2	14.9		
	Province	65.1	19.8	64.7	18.0	67.0	20.2	66.7	21.5	68.7	20.6		
K&E Social Studies 9	Authority	46.7	0.0	75.0	18.8	41.7	0.0	70.6	5.9	81.3	31.3		
	Province	57.3	11.2	58.0	11.6	56.3	12.7	55.2	14.2	55.9	15.0		

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. "A" = Acceptable; "E" = Excellence — the percentages achieving the acceptable standard include the percentages achieving the standard of excellence.
3. Participation in Provincial Achievement Tests was impacted by the fires in May to June 2016 and May to June 2019. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
4. Part A, which requires students to complete number-operation questions without using calculators, was added to Mathematics 6 in 2016/17 and Mathematics 9 in 2017/18, respectively.

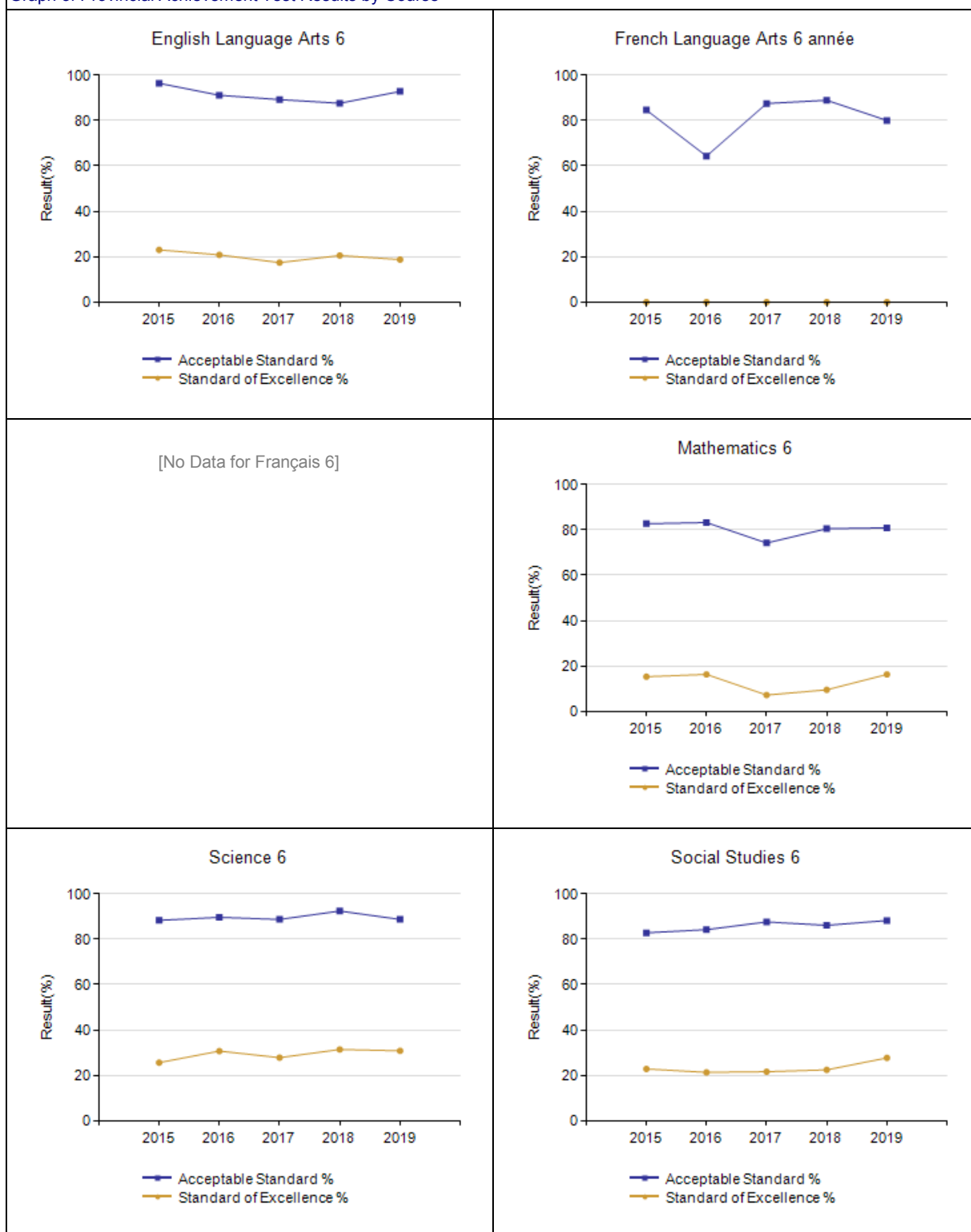
Graph of Overall Provincial Achievement Test Results



Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. Participation in Provincial Achievement Tests was impacted by the fires in May to June 2016 and May to June 2019. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.

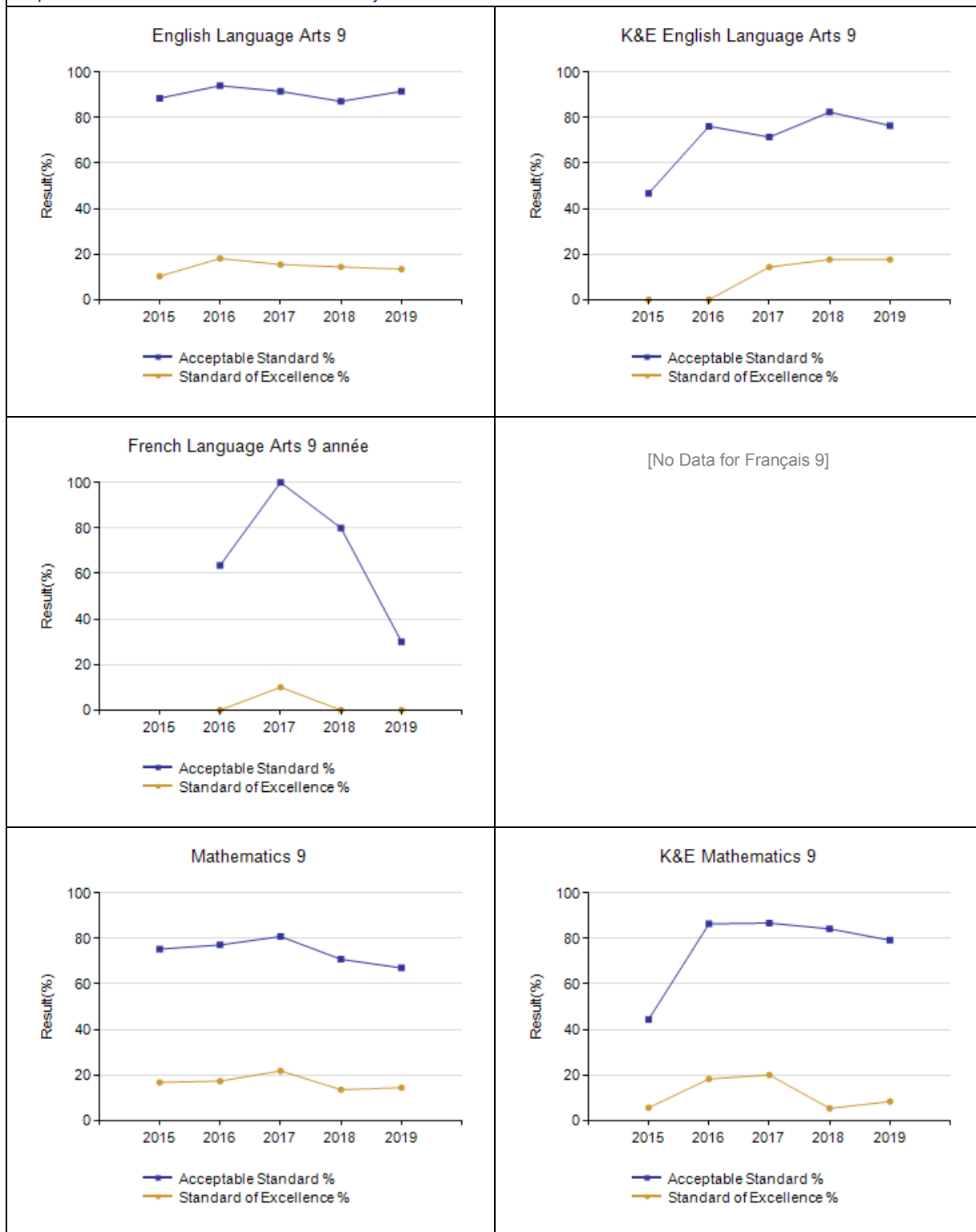
Graph of Provincial Achievement Test Results by Course



Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. Participation in Provincial Achievement Tests was impacted by the fires in May to June 2016 and May to June 2019. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
3. Part A, which requires students to complete number-operation questions without using calculators, was added to Mathematics 6 in 2016/17 and Mathematics 9 in 2017/18, respectively.

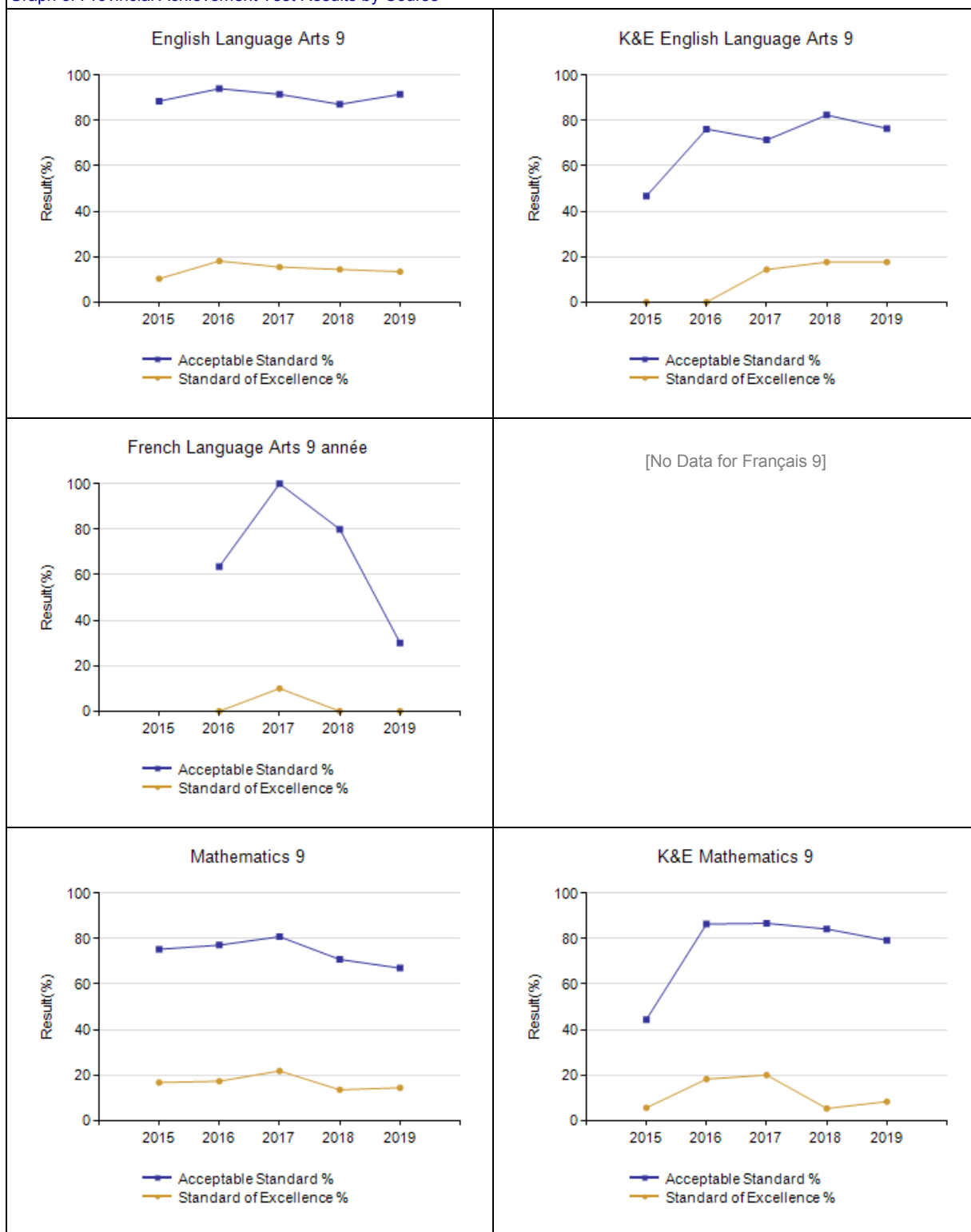
Graph of Provincial Achievement Test Results by Course



Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. Participation in Provincial Achievement Tests was impacted by the fires in May to June 2016 and May to June 2019. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
3. Part A, which requires students to complete number-operation questions without using calculators, was added to Mathematics 6 in 2016/17 and Mathematics 9 in 2017/18, respectively.

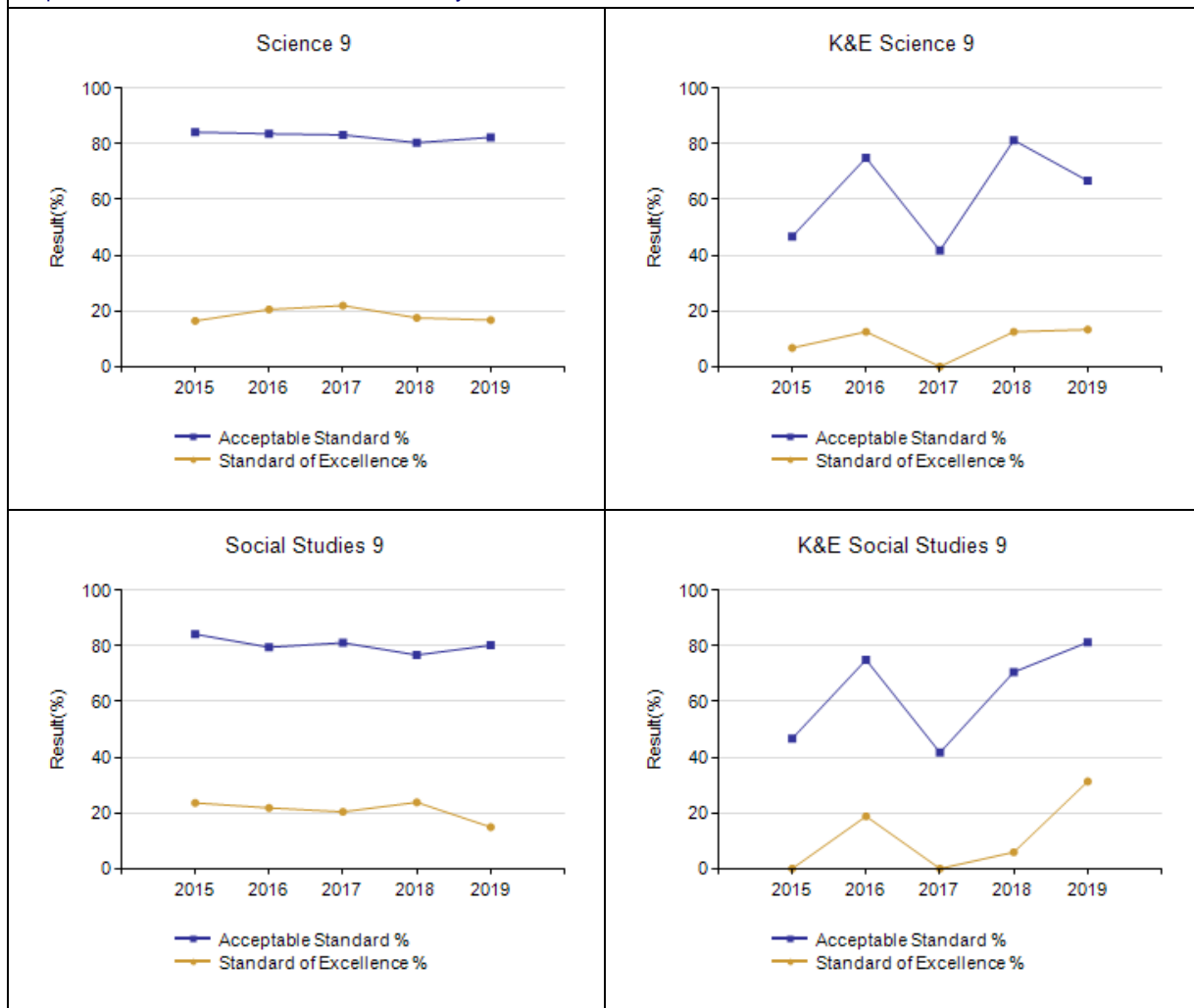
Graph of Provincial Achievement Test Results by Course



Notes:

4. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
5. Participation in Provincial Achievement Tests was impacted by the fires in May to June 2016 and May to June 2019. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
6. Part A, which requires students to complete number-operation questions without using calculators, was added to Mathematics 6 in 2016/17 and Mathematics 9 in 2017/18, respectively.

Graph of Provincial Achievement Test Results by Course



Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. Participation in Provincial Achievement Tests was impacted by the fires in May to June 2016 and May to June 2019. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.

PAT Results Course By Course Summary By Enrolled With Measure Evaluation

		Medicine Hat Roman Catholic Se							Alberta			
		Achievement	Improvement	Overall	2019		Prev 3 Year Average		2019		Prev 3 Year Average	
Course	Measure				N	%	N	%	N	%	N	%
English Language Arts 6	Acceptable Standard	Very High	Improved	Excellent	209	92.8	202	89.3	54,820	83.2	49,573	82.9
	Standard of Excellence	High	Maintained	Good	209	18.7	202	19.6	54,820	17.8	49,573	19.1
French Language Arts 6 année	Acceptable Standard	Intermediate	Maintained	Acceptable	15	80.0	13	80.2	3,559	87.7	3,122	86.0
	Standard of Excellence	Very Low	Maintained	Concern	15	0.0	13	0.0	3,559	15.7	3,122	13.3
Français 6 année	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	663	90.3	574	92.2
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	663	24.6	574	20.6
Mathematics 6	Acceptable Standard	High	Maintained	Good	209	80.9	202	79.3	54,778	72.5	49,502	71.5
	Standard of Excellence	Intermediate	Improved	Good	209	16.3	202	11.0	54,778	15.0	49,502	13.5
Science 6	Acceptable Standard	High	Maintained	Good	195	88.7	206	90.2	54,879	77.6	49,520	77.9
	Standard of Excellence	High	Maintained	Good	195	30.8	206	30.0	54,879	28.6	49,520	28.9
Social Studies 6	Acceptable Standard	Very High	Maintained	Excellent	195	88.2	206	86.0	54,802	76.2	49,511	73.1
	Standard of Excellence	High	Improved	Good	195	27.7	206	21.8	54,802	24.4	49,511	22.3
English Language Arts 9	Acceptable Standard	Very High	Maintained	Excellent	201	91.5	203	90.9	47,465	75.1	45,363	76.6
	Standard of Excellence	Intermediate	Maintained	Acceptable	201	13.4	203	16.0	47,465	14.7	45,363	14.9
K&E English Language Arts 9	Acceptable Standard	High	Maintained	Good	17	76.5	15	76.7	1,569	57.4	1,551	58.1
	Standard of Excellence	High	Maintained	Good	17	17.6	15	10.6	1,569	5.4	1,551	6.0
French Language Arts 9 année	Acceptable Standard	Very Low	Declined Significantly	Concern	10	30.0	10	81.2	2,811	82.9	2,758	82.5
	Standard of Excellence	Very Low	Maintained	Concern	10	0.0	10	3.3	2,811	12.3	2,758	10.6
Français 9 année	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	396	88.6	380	86.0
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	396	26.0	380	25.1
Mathematics 9	Acceptable Standard	Intermediate	Declined Significantly	Issue	194	67.0	200	76.3	46,764	60.0	44,959	64.7
	Standard of Excellence	Intermediate	Maintained	Acceptable	194	14.4	200	17.5	46,764	19.0	44,959	17.1
K&E Mathematics 9	Acceptable Standard	High	Maintained	Good	24	79.2	19	85.7	2,190	59.6	2,007	58.7
	Standard of Excellence	Intermediate	Maintained	Acceptable	24	8.3	19	14.5	2,190	13.2	2,007	13.3
Science 9	Acceptable Standard	Very High	Maintained	Excellent	203	82.3	203	82.4	47,489	75.2	45,363	74.6
	Standard of Excellence	Very High	Maintained	Excellent	203	16.7	203	20.0	47,489	26.4	45,363	22.7
K&E Science 9	Acceptable Standard	Intermediate	Maintained	Acceptable	15	66.7	15	66.0	1,536	61.7	1,520	64.1
	Standard of Excellence	Intermediate	Maintained	Acceptable	15	13.3	15	8.3	1,536	10.7	1,520	13.3
Social Studies 9	Acceptable Standard	Very High	Maintained	Excellent	202	80.2	203	79.1	47,496	68.7	45,366	66.1
	Standard of Excellence	Intermediate	Declined	Issue	202	14.9	203	22.0	47,496	20.6	45,366	19.9
K&E Social Studies 9	Acceptable Standard	High	Improved	Good	16	81.3	15	62.4	1,466	55.9	1,501	56.5
	Standard of Excellence	High	Improved	Good	16	31.3	15	8.2	1,466	15.0	1,501	12.8

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. Achievement Evaluation is not calculated for courses that do not have sufficient data available, either due to too few jurisdictions offering the course or because of changes in tests.
3. Participation in Provincial Achievement Tests was impacted by the fires in May to June 2016 and May to June 2019. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
4. Part A, which requires students to complete number-operation questions without using calculators, was added to Mathematics 6 in 2016/17 and Mathematics 9 in 2017/18, respectively.

Measure Evaluation Reference - Achievement Evaluation

Achievement evaluation is based upon a comparison of Current Year data to a set of standards that remain consistent over time. The Standards are calculated by taking the 3-year average of baseline data for each measure across all school jurisdictions and calculating the 5th, 25th, 75th, and 95th percentiles. Once calculated, these standards remain in place from year to year to allow for consistent planning and evaluation.

The table below shows the range of values defining the 5 achievement evaluation levels for each measure.

Course	Measure	Very Low	Low	Intermediate	High	Very High
English Language Arts 6	Acceptable Standard	0.00 - 67.95	67.95 - 78.40	78.40 - 86.09	86.09 - 91.37	91.37 - 100.00
	Standard of Excellence	0.00 - 6.83	6.83 - 11.65	11.65 - 17.36	17.36 - 22.46	22.46 - 100.00
French Language Arts 6 année	Acceptable Standard	0.00 - 41.69	41.69 - 73.54	73.54 - 92.32	92.32 - 97.93	97.93 - 100.00
	Standard of Excellence	0.00 - 2.72	2.72 - 8.13	8.13 - 15.29	15.29 - 23.86	23.86 - 100.00
Mathematics 6	Acceptable Standard	0.00 - 63.91	63.91 - 70.73	70.73 - 79.61	79.61 - 88.67	88.67 - 100.00
	Standard of Excellence	0.00 - 8.53	8.53 - 11.31	11.31 - 18.13	18.13 - 25.17	25.17 - 100.00
Science 6	Acceptable Standard	0.00 - 60.36	60.36 - 78.51	78.51 - 86.46	86.46 - 90.64	90.64 - 100.00
	Standard of Excellence	0.00 - 11.74	11.74 - 17.42	17.42 - 25.34	25.34 - 34.31	34.31 - 100.00
Social Studies 6	Acceptable Standard	0.00 - 58.97	58.97 - 68.15	68.15 - 76.62	76.62 - 83.55	83.55 - 100.00
	Standard of Excellence	0.00 - 7.30	7.30 - 12.45	12.45 - 19.08	19.08 - 30.09	30.09 - 100.00
English Language Arts 9	Acceptable Standard	0.00 - 63.55	63.55 - 75.66	75.66 - 83.70	83.70 - 90.27	90.27 - 100.00
	Standard of Excellence	0.00 - 5.96	5.96 - 9.43	9.43 - 14.72	14.72 - 20.46	20.46 - 100.00
K&E English Language Arts 9	Acceptable Standard	0.00 - 29.97	29.97 - 53.86	53.86 - 76.19	76.19 - 91.85	91.85 - 100.00
	Standard of Excellence	0.00 - 0.00	0.00 - 0.30	0.30 - 10.00	10.00 - 20.31	20.31 - 100.00
French Language Arts 9 année	Acceptable Standard	0.00 - 67.59	67.59 - 81.33	81.33 - 92.06	92.06 - 97.26	97.26 - 100.00
	Standard of Excellence	0.00 - 1.67	1.67 - 6.81	6.81 - 17.11	17.11 - 28.68	28.68 - 100.00
Mathematics 9	Acceptable Standard	0.00 - 52.42	52.42 - 60.73	60.73 - 73.88	73.88 - 78.00	78.00 - 100.00
	Standard of Excellence	0.00 - 8.18	8.18 - 12.49	12.49 - 18.10	18.10 - 24.07	24.07 - 100.00
K&E Mathematics 9	Acceptable Standard	0.00 - 28.14	28.14 - 53.85	53.85 - 75.83	75.83 - 94.44	94.44 - 100.00
	Standard of Excellence	0.00 - 0.00	0.00 - 6.07	6.07 - 20.43	20.43 - 31.67	31.67 - 100.00
Science 9	Acceptable Standard	0.00 - 50.57	50.57 - 60.14	60.14 - 72.50	72.50 - 76.89	76.89 - 100.00
	Standard of Excellence	0.00 - 3.39	3.39 - 6.71	6.71 - 11.81	11.81 - 15.85	15.85 - 100.00
K&E Science 9	Acceptable Standard	0.00 - 38.75	38.75 - 59.30	59.30 - 78.33	78.33 - 87.58	87.58 - 100.00
	Standard of Excellence	0.00 - 0.00	0.00 - 7.47	7.47 - 21.41	21.41 - 40.82	40.82 - 100.00
Social Studies 9	Acceptable Standard	0.00 - 56.26	56.26 - 62.27	62.27 - 74.04	74.04 - 79.85	79.85 - 100.00
	Standard of Excellence	0.00 - 10.03	10.03 - 12.78	12.78 - 19.76	19.76 - 24.03	24.03 - 100.00
K&E Social Studies 9	Acceptable Standard	0.00 - 38.79	38.79 - 53.82	53.82 - 72.42	72.42 - 84.88	84.88 - 100.00
	Standard of Excellence	0.00 - 0.00	0.00 - 5.71	5.71 - 17.19	17.19 - 36.26	36.26 - 100.00

Notes:

- The range of values at each evaluation level is interpreted as greater than or equal to the lower value, and less than the higher value. For the Very High evaluation level, values range from greater than or equal to the lower value to 100%.
- Achievement Evaluation is not calculated for courses that do not have sufficient data available, either due to too few jurisdictions offering the course or because of changes in tests.

Improvement Table

For each jurisdiction, improvement evaluation consists of comparing the Current Year result for each measure with the previous three-year average. A chi-square statistical test is used to determine the significance of the improvement. This test takes into account the size of the jurisdiction in the calculation to make improvement evaluation fair across jurisdictions of different sizes.

The table below shows the definition of the 5 improvement evaluation levels based upon the chi-square result.

Evaluation Category	Chi-Square Range
Declined Significantly	3.84 + (current < previous 3-year average)
Declined	1.00 - 3.83 (current < previous 3-year average)
Maintained	less than 1.00
Improved	1.00 - 3.83 (current > previous 3-year average)
Improved Significantly	3.84 + (current > previous 3-year average)

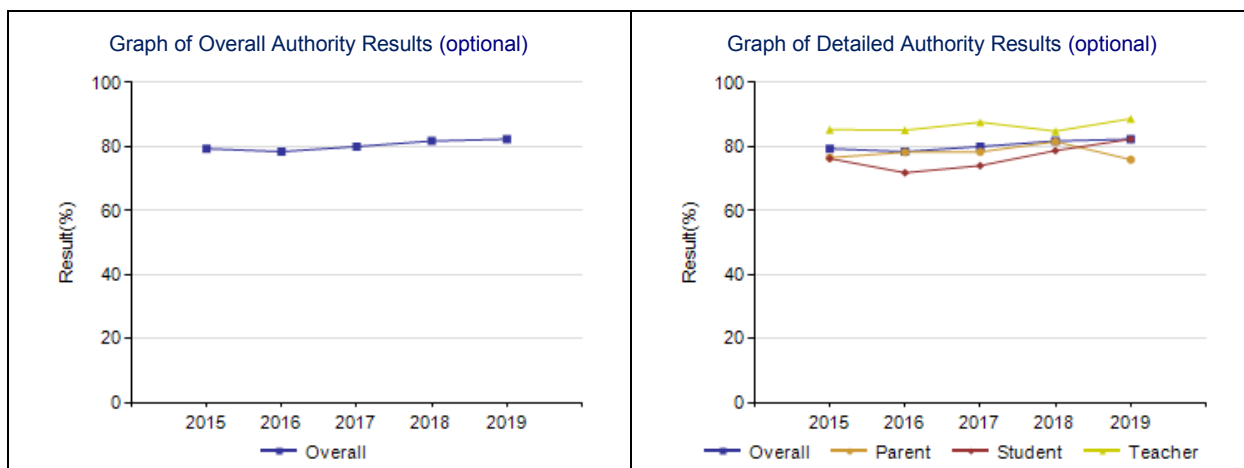
Overall Evaluation Table

The overall evaluation combines the Achievement Evaluation and the Improvement Evaluation. The table below illustrates how the Achievement and Improvement evaluations are combined to get the overall evaluation.

	Achievement				
	Very High	High	Intermediate	Low	Very Low
Improved Significantly	Excellent	Good	Good	Good	Acceptable
Improved	Excellent	Good	Good	Acceptable	Issue
Maintained	Excellent	Good	Acceptable	Issue	Concern
Declined	Good	Acceptable	Issue	Issue	Concern
Declined Significantly	Acceptable	Issue	Issue	Concern	Concern

Program of Studies – Measure Details

Percentage of teachers, parents and students satisfied with the opportunity for students to receive a broad program of studies including fine arts, career, technology, and health and physical education.										
	Authority					Province				
	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019
Overall	79.3	78.4	80.0	81.7	82.3	81.3	81.9	81.9	81.8	82.2
Teacher	85.3	85.1	87.6	84.8	88.7	87.2	88.1	88.0	88.4	89.1
Parent	76.5	78.2	78.3	81.5	75.9	79.9	80.1	80.1	79.9	80.1
Student	76.2	71.8	74.0	78.7	82.3	76.9	77.5	77.7	77.2	77.4

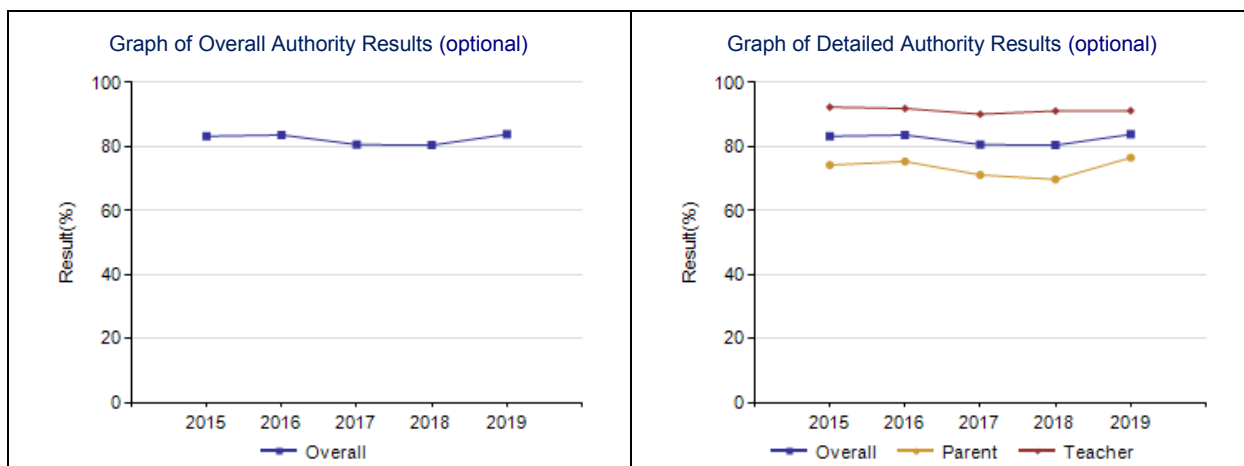


Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. Student participation in the survey was impacted between 2014 and 2017 due to the number of students responding through the OurSCHOOL/TTFM (Tell Them From Me) survey tool.

Parental Involvement – Measure Details

Percentage of teachers and parents satisfied with parental involvement in decisions about their child's education.										
	Authority					Province				
	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019
Overall	83.2	83.6	80.6	80.4	83.8	80.7	80.9	81.2	81.2	81.3
Teacher	92.3	91.9	90.1	91.1	91.2	88.1	88.4	88.5	88.9	89.0
Parent	74.2	75.3	71.1	69.7	76.5	73.4	73.5	73.9	73.4	73.6

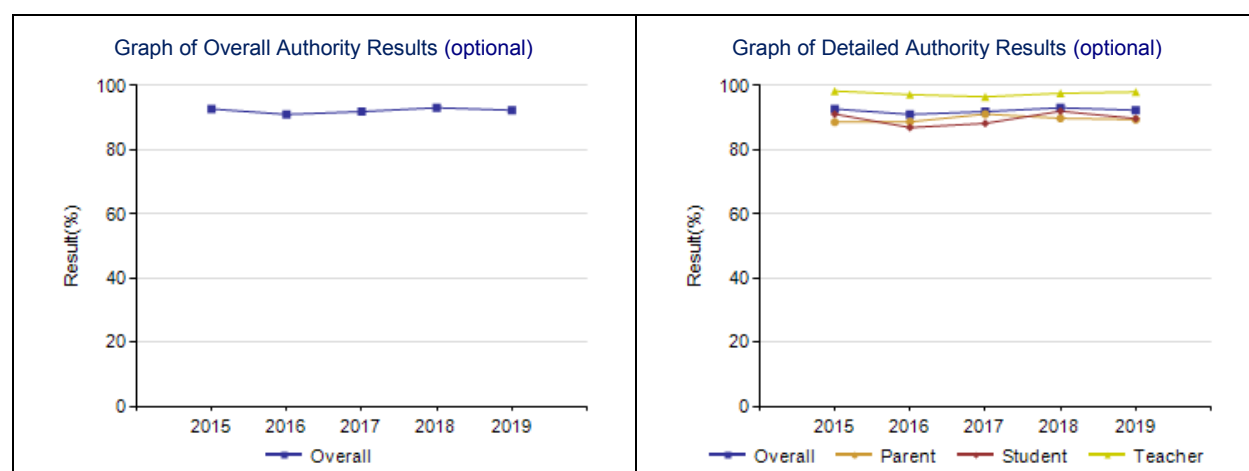


Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).

Education Quality – Measure Details

Percentage of teachers, parents and students satisfied with the overall quality of basic education.										
	Authority					Province				
	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019
Overall	92.7	91.0	91.9	93.1	92.3	89.5	90.1	90.1	90.0	90.2
Teacher	98.3	97.2	96.5	97.6	98.0	95.9	96.0	95.9	95.8	96.1
Parent	88.6	88.7	91.1	89.8	89.4	85.4	86.1	86.4	86.0	86.4
Student	91.1	86.9	88.2	92.0	89.7	87.4	88.0	88.1	88.2	88.1

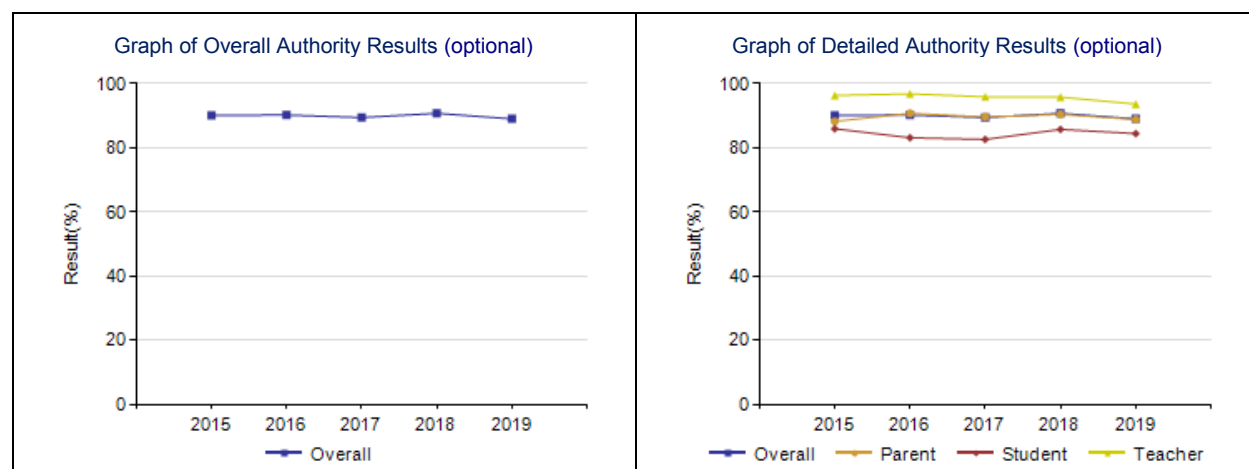


Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. Student participation in the survey was impacted between 2014 and 2017 due to the number of students responding through the OurSCHOOL/TTFM (Tell Them From Me) survey tool.

Safe and Caring – Measure Details

Percentage of teacher, parent and student agreement that: students are safe at school, are learning the importance of caring for others, are learning respect for others and are treated fairly in school.										
	Authority					Province				
	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019
Overall	90.1	90.2	89.4	90.7	89.0	89.2	89.5	89.5	89.0	89.0
Teacher	96.3	96.8	95.9	95.8	93.6	95.4	95.4	95.3	95.0	95.1
Parent	88.2	90.7	89.6	90.4	88.8	89.3	89.8	89.9	89.4	89.7
Student	85.9	83.1	82.6	85.7	84.4	83.0	83.4	83.3	82.5	82.3



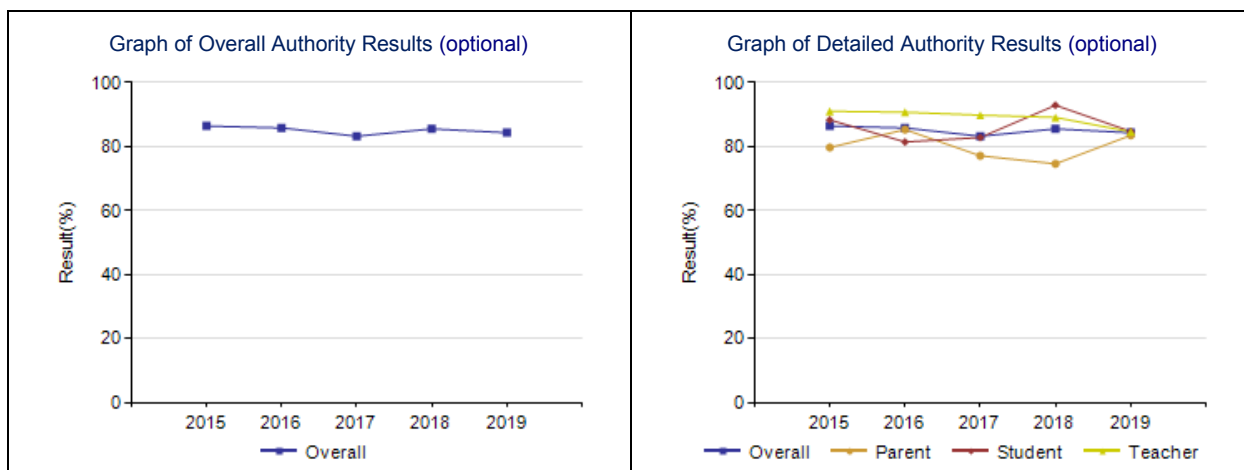
Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. Student participation in the survey was impacted between 2014 and 2017 due to the number of students responding through the OurSCHOOL/TTFM (Tell Them From Me) survey tool.

School Improvement – Measure Details

Percentage of teachers, parents and students indicating that their school and schools in their jurisdiction have improved or stayed the same the last three years.

	Authority					Province				
	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019
Overall	86.4	85.8	83.2	85.5	84.3	79.6	81.2	81.4	80.3	81.0
Teacher	91.0	90.7	89.8	89.1	84.6	79.8	82.3	82.2	81.5	83.4
Parent	79.7	85.3	77.1	74.6	83.5	78.5	79.7	80.8	79.3	80.3
Student	88.3	81.4	82.8	92.9	84.7	80.7	81.5	81.1	80.2	79.4



Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. Student participation in the survey was impacted between 2014 and 2017 due to the number of students responding through the OurSCHOOL/TTFM (Tell Them From Me) survey tool.

Medicine Hat Catholic Board of Education 2019- 2020 Annual Education Results Report Summary

Progress

Accountability Pillar Results continue to indicate strong results. The Accountability Pillar ensures all school jurisdictions are measuring success in the same way. Our school Division has done exceptionally well and we have a lot to celebrate. Medicine Hat Catholic Schools continue to excel on the Alberta Education accountability pillars. Students are achieving well above the provincial average in **10** of **16** categories, outperforming their provincial counterparts. Our Grade 6 & 9 students average **9.3 %** higher than the province on meeting the acceptable standards in all Provincial Achievement Exams and our High School Completion Rate continues to be strong with results **10.5 %** higher than the provincial average. In **5** categories measured in the accountability pillar survey, MHCBE results improved over 2018-2019. These results show the high quality of education in our Catholic Schools and the commitment of staff and parents in ensuring students are safe, engaged and successful.

Priorities

- Celebrate our Catholic identity through the Marks of a Catholic School
- Provide a continuum of support for the mental health and well-being of parents, students, and staff in a welcoming, caring, respectful and safe learning environment.
- Develop teachers with the necessary skills to teach 21st century learners.
- Effectively use technology to support learning.
- Foster meaningful parental involvement and stakeholder engagement.

Summary

Medicine Hat Catholic Board of Education continues to provide excellent Catholic education in partnership with family, church and community.

We are continuing to work together in partnership to find ways to support and sustain our programs throughout the division.

We continue to be innovative in striving to become more effective and efficient. Supporting student with needs in an inclusive education model will continue to be a division goal in order to achieve success for all students. Supporting student with needs in an inclusive education model will continue to be a division goal in order to achieve success for all students.

Financial Summary

School Jurisdiction Code: 4501

STATEMENT OF OPERATIONS For the Year Ended August 31, 2019 (in dollars)

	Budget 2019	Actual 2019	Actual 2018
REVENUES			
Government of Alberta	\$ 26,441,527	\$ 27,000,542	\$ 25,865,483
Federal Government and First Nations	\$ -	\$ -	\$ -
Out of province authorities	\$ -	\$ -	\$ -
Alberta municipalities-special tax levies	\$ -	\$ -	\$ -
Property taxes	\$ 4,404,533	\$ 4,191,654	\$ 4,791,791
Fees (Schedule 8)	\$ 470,412	\$ 629,230	\$ 612,667
Other sales and services	\$ 832,332	\$ 1,031,966	\$ 886,082
Investment income	\$ 35,000	\$ 76,373	\$ 77,340
Gifts and donations	\$ 120,933	\$ 163,646	\$ 128,462
Rental of facilities	\$ 17,640	\$ 26,121	\$ 21,573
Fundraising	\$ 112,719	\$ 137,175	\$ 236,002
Gains on disposal of capital assets	\$ -	\$ -	\$ -
Other revenue	\$ 13,000	\$ 116,793	\$ 18,695
Total revenues	\$ 32,448,096	\$ 33,373,500	\$ 32,638,095
EXPENSES			
Instruction - ECS	\$ 3,513,461	\$ 3,602,361	\$ 3,320,908
Instruction - Grades 1 - 12	\$ 21,273,427	\$ 21,184,031	\$ 21,979,901
Plant operations and maintenance (Schedule 4)	\$ 4,589,190	\$ 4,665,435	\$ 4,391,402
Transportation	\$ 1,233,229	\$ 1,260,072	\$ 1,193,294
Board & system administration	\$ 1,702,728	\$ 1,672,813	\$ 1,674,790
External services	\$ 411,636	\$ 456,946	\$ 559,124
Total expenses	\$ 32,723,671	\$ 32,841,658	\$ 33,119,418
Operating surplus (deficit)	\$ (275,575)	\$ 531,843	\$ (481,323)
Accumulated operating surplus (deficit) at beginning of year		\$ 2,166,557	\$ 2,647,880
Accumulated operating surplus (deficit) at end of year	\$ (275,575)	\$ 2,698,399	\$ 2,166,557

The accompanying notes and schedules are part of these financial statements.

School Generated Funds

'School Generated Fund information for the Medicine Hat Catholic Board of Education can be found in Note 16 of the Audited Financial Statements for the year ending August 31, 2019.'

More information by contacting Business Services at Medicine Hat Catholic Board of Education (403) 527-2292 or by email communications@mhcb.e.ab.ca.

Budget Allocation by Program

Medicine Hat Catholic Board of Education Budget Allocation by Programs

2018-19 Audited Financial Statements							
Category	Instruction	POM	TSPN	Board and System	External Services	Total	%age
Certificated Salaries	13,286,529	-	-	330,025	-	13,616,554	41%
Certificated Benefits	2,975,842	-	-	42,457	-	3,018,299	9%
Non-Certificated Salaries	4,415,540	1,164,291	16,340	756,251	263,180	6,615,603	20%
Non-Certificated Benefits	945,537	283,605	4,440	165,031	88,375	1,486,988	5%
Services, Contracts & Supplies	3,122,722	1,534,668	1,239,292	375,517	105,391	6,377,590	19%
Amortization of Supported Assets	40,221	1,622,443	-	3,252	-	1,665,916	5%
Other Interest & Finance Charges	-	-	-	280	-	280	0%
Losses on Disposal of Tangible Capital Assets	-	60,428	-	-	-	60,428	0%
Total Expenditures	24,786,392	4,665,435	1,260,072	1,672,813	456,946	32,841,658	100%
Add: Capitalized Assets	31,491	8,959	-	-	-	40,450	
Adjusted Total Expenditures	24,817,883	4,674,394	1,260,072	1,672,813	456,946	32,882,108	

2019-20 Fall Budget Update							
Category	Instruction	POM	TSPN	Board and System	External Services	Total	%age
Certificated Salaries	12,777,621	-	-	315,250	-	13,092,871	40%
Certificated Benefits	3,010,065	-	-	42,079	-	3,052,144	9%
Non-Certificated Salaries	3,848,889	1,145,004	14,779	738,693	595,125	6,342,490	19%
Non-Certificated Benefits	1,005,792	298,994	4,926	174,214	95,798	1,579,724	5%
Services, Contracts & Supplies	3,700,053	1,579,105	1,300,702	388,774	65,982	7,034,616	21%
Amortization Expense	43,473	1,624,644	-	-	-	1,668,117	5%
Other Interest & Finance Charges	-	-	-	-	-	-	0%
Losses on Disposal of Tangible Capital Assets	-	-	-	5,000	-	5,000	0%
Total Expenditures	24,385,893	4,647,746	1,320,407	1,664,010	756,905	32,774,961	100%

Summary of Net Assets

Medicine Hat Catholic Board of Education Summary of Net Assets and Reserve Budget 2019-20 Fall Budget Update Summary

	2019-20			2019-20 Closing Balance	Change in Balance
	2019-20 Opening Balance	Transfers In	Transfers Out		
Unrestricted Net Assets					
Unrestricted	477,346			160,086	(317,260)
2019-20 Revenue over Expenses	(693,063)		693,063		
Unsupported Amortization from Investment in Capital Assets	249,267	249,267			
Transfer Portion of Amortization to Capital Assets	-		-		
Transfer to Capital Reserve - Child Care Modular Capital Reserve	(6,500)		6,500		
School Generated Fund Balances	63,441	63,441			
Learning Services CCT Program	-		-		
International Student Surplus - Restricted	(23,099)	23,099	-		
School and Department use of Restricted Reserve	46,495	46,495			
Restricted Reserves					
Working Capital (5-days = \$656,463)	-	-	-	-	
Department Reserves					
School Based	84,269	-	46,495	37,774	
Learning Services - CCT Program	1,076	-		1,076	
School Generated Funds	620,263		63,441	556,822	
International Student Program	40,605	-	23,099	17,505	
Band	36,028		-	36,028	
O&M Equipment	57,416			57,416	
Total Operating Reserves	839,657	-	133,035	706,621	(133,035)
Total Accumulated Operating Surplus	1,317,003	382,302	832,598	866,707	(450,296)
Capital Reserves					
Child Care Modular	52,000	6,500		58,500	6,500
Amortization from Capital Assets	-	-	-	-	-
Total Net Assets (Not invested in Capital Assets)	1,369,003	388,802	832,598	925,207	(443,796)
Accumulated Surplus from Operations net of SGF	696,740			309,885	

Summary of Facility & Capital Plan & Infrastructure Maintenance Renewal (IMR) Projects

Capital Plan

The Board continues to work with FWBA Architects to develop a 10-year and 3-year capital plan. The Current Capital Plan may be found in the documents library @ www.mhcbe.ab.ca

Infrastructure Maintenance Renewal Plan

The Board of Trustees for the Medicine Hat Catholic Board of Education approved the 2019-20 IMR Plan in November 2019 and the plan may be found in the documents library @ www.mhcbe.ab.ca

The table below outlines the IMR resources available to the Division in 2019-2020:

IMR Funds Available for 2018-19	\$ 2,669,920
less: 2018-19 IMR Funds Capitalized	1,250,390
less: 2018-19 IMR Funds Expensed	121,537
Prior year IMR Funds Carry-forward	1,297,992
add: 2019-20 IMR Allocation	942,898
IMR Funds Available for 2019-20	2,240,890
less: Prior year project budgets to be completed Capital	527,722
less: Prior year project budgets to be completed Expense	66,909
IMR Funds Available for new projects 2019-20	1,646,260
less: 2019-20 New Projects Capital	1,178,560
less: 2019-20 New Projects Expense	365,760
IMR Funds available for emergent needs or carry forward	\$ 101,940

The amounts being invested into schools based on the 2019-20 IMR is outlined below:

Facility	Approved Budget
All schools	\$ 30,480
Monsignor McCoy	136,226
Mother Teresa	293,637
Notre Dame Academy	43,688
St. Francis Xavier	610,197
St. Louis	30,480
St. Mary's	443,376
St. Michael's	285,689
St. Patrick's	265,176
Total	\$ 2,138,949

Additional information can be obtained by contacting the Medicine Hat Catholic Board of Education, Secretary-Treasurer, Mr. Greg MacPherson at (403) 502-8360.

Parent Involvement

Site-based administrators are asked to include the 'Three Year Plan' and Annual Education Report as standing items on school council meeting agendas during their development and preparation.

School based administrators are also required to interpret and share school results with school council. Summaries of accountability results are made available through school newsletters.

The Annual Education Results Report (AERR) and the Three Year Plan are discussed at Parent Council Association which is an umbrella group of all school councils.

Approval

The Board of Trustees for the Medicine Hat Catholic Board of Education approved the 2019 - 2022 Annual Education Results Report and Three Year Education Plan at the December 10, 2019 Board Meeting.

Communication

Medicine Hat Catholic Board of Education will post the Combined Annual Education Results Report and Three Year Education Plan on the website @ www.mhcbe.ab.ca

Copies will be available at the division office and will also be forwarded to all schools and school councils in the division. The Medicine Hat Catholic Board of Education is committed to providing quality education to the students entrusted to our care.

We thank you for your interest in this document.

Should you require additional information please contact:

The Superintendent of Schools
Medicine Hat Catholic Board of Education
1251 – 1st Avenue SW Medicine Hat, Alberta T1A 8B4
(403) 527-2292





Information Report

REPORT TO THE BOARD OF TRUSTEES

Date: December 10, 2019 **AGENDA ITEM: 3**

To: The Board of Trustees

From: Superintendent of Schools

Originator: Superintendent of Schools

Rationale: Staff Welfare

Subject: Emails 6:6

BACKGROUND:

The Superintendent is responsible for teacher welfare in the jurisdiction.

STATUS & RELATIONSHIP TO SLQS:

With the advent of technology came a promise to reduce the workload for staff due to increased efficiencies. What we have found however is that with our growing connectedness comes a sense of obligation when we receive emails after “regular working hours.” To support all members of our jurisdictional family, I will be implementing a soft direction whereby emails within our jurisdiction should only be sent between 6 am and 6 pm excluding emergent issues. This will allow for all members of our jurisdictional family to be able to disconnect from work and spend time with their family etc. We will support staff in maximizing the use of Gmail features such as delay send in order to support those who like to work at night. School based administrators have been asked to discuss this idea with staff in order to ensure that we do not cause any unforeseen difficulties. Feedback to date has been very supportive of this direction.

This report aligns with the SLQS in the following way:

Competency: School Authority Operations and Resources

Indicators: Ensuring effective alignment of the school authority’s human resources to achieve the school authority’s education plan.

Delegating responsibility to staff, where appropriate, to enhance operational efficiency and effectiveness.

Implementing programs and procedures for the effective management of human resources in support of mentorship, capacity-building and succession planning.

RESULTS OR ANTICIPATED OUTCOMES:

This report supports the work of the Superintendent in having the overall authority and responsibility for all personnel-related issues, except: the development of mandates for collective bargaining and those personnel matters precluded by Board policy. (Reference: Item 3, Policy 12)

GOVERNANCE IMPLICATIONS:

This report is responsive to the Board's work in ensuring it meets its responsibility to establish and maintain written policy and supports the Superintendent in the ability to enact Administrative Procedures, practices or regulations require to carry out the authority as prescribed by the board. (Reference: Policy 11)



REPORT TO THE BOARD OF TRUSTEES

Date: December 10, 2019 **AGENDA ITEM: 4**

To: The Board of Trustees

From: Superintendent of Schools

Originator: Superintendent of Schools

Rationale: Annual School Plan sharing

Subject: School Plans – Sharing Sessions

BACKGROUND:

The Superintendent is responsible for the planning process, goals and implementation.

STATUS & RELATIONSHIP TO SLQS:

It is my understanding that a number of different methods have been implemented over the years to share school plans. After some discussion with school based administrators, they have requested that the plans be shared with the Board and Senior Administration during the school day in order to utilize students, staff etc., in their presentations. I have indicated that I would discuss this request with the Board.

This report aligns with the SLQS in the following way:

Competency: Supporting Effective Governance

Indicators: Ensuring that all students and staff are provided with a welcoming, caring, respectful and safe learning environment that respects diversity and fosters a sense of belonging.

Ensuring that all students in the school authority have the opportunity to meet the standards of education set by the Minister of Education.

Ensuring that the board's plans, resource allocations, strategies and procedures lead to the achievement of its goals and priorities.

Competency: Leading Learning

Indicators: Building principals' and school jurisdiction leaders' capacities and holding them accountable for providing instructional leadership through effective support, supervision, and evaluation practices.

RESULTS OR ANTICIPATED OUTCOMES:

This report supports the work of the Superintendent in leading the strategic planning process including the development of Division goals, budget, facilities and transportation plans and implements plans as approved. (Reference: Item 6, Policy 12)

GOVERNANCE IMPLICATIONS:

This report is responsive to the Board's work in reporting at least annually the success and challenges of the District's priorities, goals and desired outcomes. (Reference: Item 2.5, Policy 2)

**Medicine Hat Catholic Board of Education
Secretary Treasurer Board Report
December 10, 2019 Public Meeting**

1. 2019-2020 First Quarter Financial Update

The 2019-2020 1st quarter financial update will be provided

Recommendation: *Trustees are aware of the above.*

Attachment: To be distributed

2. Trustee Request – IMR Information for the Minister

The minister has released information regarding the use of IMR in 2019-20 whereby school boards may be authorized to repurpose the operating portion (70% of the IMR) to support staffing costs. Boards would need to demonstrate a reasonable draw on operating reserves. Specifically boards would need to identify the amount of reserve accessed, other revenue or expenditure adjustments being implemented and the amount of IMR to repurpose.

MHCBE is proud that the fall budget update did not need to adjust staffing. As such we would not need to consider accessing the IMR transfer.

The IMR plan the board approved has significant projects contained in it. Some of the projects will have energy saving elements embedded which will save operational costs on a go forward basis.

Recommendation: *Trustees are aware of the above.*

Attachment: a. November 27, 2019 email from the minister
b. December 3, 2019 email from the minister

3. Trustee Request – Vendor Management

During the MNP report it was mentioned MHCBE have taken various steps with respect to vendors.

1. New vendors are examined to ensure GST and WCB (if appropriate) are collected.
2. Examination on select vendors if there is a 'presence' – is there a building, web presence.
3. Reviews of a vendor listing report with purchased amounts to be aware of the volume of business we are doing with the vendors and if there are any areas which would warrant further investigation.

4. Changes to vendor details have specific steps and requirements to ensure the change request is authentic. This applies for employee vendors.
5. Training has been provided to financial staff on social engineering fraud and as examples are detected discussed with staff for greater awareness.

Recommendation: *Trustees are aware of the above.*

Attachment: None

4. 2019-2020 School Generated Fund ('SGF') Details

The 2019-2020 SGF details are attached. These were prepared by the schools and will be reviewed throughout the year as site budget meetings occur.

Recommendation: *Trustees are aware of the above.*

Attachment: 2019-20 SGF Documents



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

IMR Grant

2 messages

EDC Minister <Education.Minister@gov.ab.ca>

Wed, Nov 27, 2019 at 2:02 PM

Cc: Brian Smith <Brian.Smith@gov.ab.ca>

**** 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. ****

To: Board Chairs of Public, Separate, Francophone and Charter School Authorities

Since Budget 2019 was tabled in the Legislature, I have spoken to many of you regarding your concerns. I realize the challenges a fall budget presents for your school jurisdictions as we adjust to our current fiscal reality.

I have decided that for the 2019/20 school year only, I will permit school boards to repurpose the operating portion of the Infrastructure Maintenance and Renewal (IMR) grant to support classroom, or school-based, certificated and non-certificated staffing costs. The current school year is a transition year to a new funding and assurance model that will be introduced with Budget 2020.

Providing school boards with this short-term flexibility will help maintain stability for your classrooms and allow boards more time to strategically review their entire cost and revenue structures and put plans in place next spring for the 2020/21 school year. School boards who choose to utilize this additional flexibility may do so if they have first demonstrated a reasonable draw on operating reserves, with the provision that critical student health and safety needs are maintained.

If your board wishes to seek approval to access this additional flexibility in the 2019/20 school year, please have your secretary-treasurer email Brian Smith, Director of Financial Reporting and Accountability, at brian.smith@gov.ab.ca. You will be expected to answer the following questions related to the current school year:

- How much of your reserves did you access?
- What other cost or revenue adjustments are you implementing?
- How much IMR funding do you wish to repurpose?

I will commit to providing a decision within three business days of the request, which will be communicated to your secretary-treasurer via department staff. Mr. Smith can also be contacted for questions at 780-415-9355 (toll-free by first dialing 310-0000).

Finally, I would like to advise you of a small adjustment to the 2019/2020 funding profiles that were released on budget day. The line item entitled "Decrease for LAPP Employer Contributions" for the 2019/2020 school year is being adjusted to be the same as the final actual amount that was deducted in the 2018/2019 school year. In other words, there will be no additional amount deducted in 2019/2020. Revised funding profiles for 2019/2020 can be found at <https://www.alberta.ca/education-projected-operational-funding.aspx>.

I truly appreciate all the work you and your staff do.

Sincerely,

Adriana LaGrange

Minister of Education

cc: Superintendents of Public, Separate, Francophone and Charter School Authorities
Secretary-Treasurers of Public, Separate, Francophone and Charter School Authorities
Communications Contacts at School Divisions

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Dwayne Zarichny <dwayne.zarichny@mhcbe.ab.ca>

Wed, Nov 27, 2019 at 2:06 PM

To: Greg MacPherson <greg.macpherson@mhcbe.ab.ca>, Chuck Hellman <chuck.hellman@mhcbe.ab.ca>, Hugh Lehr <hugh.lehr@mhcbe.ab.ca>

Please note a few changes to funding!

[Quoted text hidden]



Dwayne Zarichny

Superintendent

Medicine Hat Catholic Board of Education

1251 1 Ave SW | Medicine Hat, AB | T1A 8B4

t 403-502-8345

c 403-581-7000





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

Property insurance

1 message

EDC Minister <Education.Minister@gov.ab.ca>

Tue, Dec 3, 2019 at 12:34 PM

Cc: Richard Arnold <Richard.Arnold@gov.ab.ca>

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To: Board Chairs of Public, Separate and Francophone School Boards

Over the last few weeks, our government has been examining potential responses to the spike in property insurance premiums experienced by school boards across the province. My office has been briefed and understands that this situation unfolded rapidly.

We also recognize that for the boards which are members of ASBIE, the final due date for premiums is this coming Friday, December 6th, and that as a result of the one year opt-out clause with ASBIE, the affected boards will not be able to avoid this requirement. Per the Education Act section 54(1), a board shall, in respect of its operations, keep in force adequate and appropriate policies of insurance.

Last week I announced that, for the 2019/20 school year only, boards will be permitted to repurpose the operating portion of the Infrastructure Maintenance and Renewal (IMR) grant to support classroom or school based staffing costs. I would encourage boards to consider how this flexibility might help them address staffing costs and provide them with flexibility elsewhere to address any insurance issues they face. Should you have any further questions, please advise Richard Arnold, Acting Executive Director, Strategic Financial Services at richard.arnold@gov.ab.ca in my department as soon as possible.

I will continue to work with my department to explore long term solutions for future years and will communicate any possible direction at the earliest opportunity.

Regards,

Adriana LaGrange
Minister of Education

cc: Superintendents of Public, Separate and Francophone School Boards
Secretary Treasurers of Public Separate and Francophone School Boards
Executive Directors of the following Associations:
Alberta School Boards Association (ASBA)
Association of School Business Officials of Alberta (ASBOA)
Alberta School Councils' Association (ASCA)

College of Alberta School Superintendents (CASS)

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Medicine Hat Catholic Board of Education
Monsignor McCoy
School Generated Funds
2019-20

A	B	C	H	I	J	K	L	M	N
SGF Element	August 31, 2019 balance	Where or how did the balance originate?	What is the fund used for?	How is the balance to be used	When will the balance be depleted	Estimated SGF Revenue 2019- 20	Estimated SGF Expense 2019-20	Estimated SGF Surplus (Deficit) (K- L)	Estimated August 31, 2020 Balance (B+M)
002 Choir	\$ 828.81	Bal carried over fr 2015	Karaoke & music sheets	Music downloads	4 yrs	\$ -	\$ 100	\$ (100)	\$ 729
005 General	\$ 9,654.44	Bal carried over fr 2015	Misc office supplies	Cover Guidance this yr	10 yrs	\$ -	\$ 4,000	\$ (4,000)	\$ 5,654
014 Musical Theatre	\$ 11,084.77	Bal carried over fr 2015	Instruments	Eventually build a stage	10-15 yrs	\$ -	\$ 1,000	\$ (1,000)	\$ 10,085
015 Religion Retreat	\$ 14,072.01	Bal carried over fr 2015	Religious Retreats	Religious Retreats	6-7 yrs	\$ -	\$ 2,300	\$ (2,300)	\$ 11,772
017 School Operations	\$ 38,024.31	Bal carried over fr 2015	Blinds, Score Clock	Cover Guidance this yr	10 yrs	\$ -	\$ 4,500	\$ (4,500)	\$ 33,524
100 Concession	\$ (109.25)	Annually	Hot Lunch sales	1/2 SBDM 1/2 Neil's wage	end of yr	\$ 4,500	\$ 4,500	\$ -	\$ (109)
109 Yearbook	\$ 11,380.41	Small bal carried over	Covered cost of 2018/19	Unforeseen cost	unsure	\$ 9,000	\$ 19,000	\$ (10,000)	\$ 1,380
150 School Council	\$ 37.00	Student pd \$1.00	Minus balance	No longer collecting	2020	\$ -	\$ -	\$ -	\$ 37
151 Student Council	\$ 11,501.00	Carried over annually	Student Activities, dances	Carried over	Never	\$ 12,000	\$ 10,000	\$ 2,000	\$ 13,501
161 Breakfast Prog	\$ 2,156.11	Don fr the Lions Club	Breakfast for Students	Breakfast food purchases	2021	\$ -	\$ 1,100	\$ (1,100)	\$ 1,056
164 Chalice	\$ 1,024.72	2017 - 2019 Donations	Charitable Donation	Donated	2020	\$ -	\$ 1,025	\$ (1,025)	\$ (0)
165 Donations	\$ -	Fundraising fr Students	Charitable Donation	Donated	2020	\$ -	\$ -	\$ -	\$ -
201 Band	\$ (185.04)	Bal carried over fr 2015	Music, Instr Purchases	It's at a deficit	2020	\$ -	\$ -	\$ -	\$ (185)
203 Science	\$ 670.99	Bal carried over fr 2015	Camtria, Magnets,	Classrm needs	2021	\$ -	\$ 300	\$ (300)	\$ 371
207 Modular Phys Ed	\$ 272.44	Students pay \$40	Bowling, golf, swimming	off campus activities	2020	\$ -	\$ -	\$ -	\$ 272
209 Math	\$ 457.11	Bal carried over fr 2015	Student workbooks	Classrm needs	2021	\$ -	\$ 225	\$ (225)	\$ 232
210 English	\$ 569.88	Bal carried over fr 2015	Books, classrm supplies	Classrm needs, books	2021	\$ -	\$ 275	\$ (275)	\$ 295
211 Social	\$ 275.47	Bal carried over fr 2015	Classrm supplies	Special events for rm	2021	\$ -	\$ 125	\$ (125)	\$ 150
212 Religion	\$ 48.57	Bal carried over fr 2015	Classrm supplies	Pastoral events	2020	\$ -	\$ 49	\$ (49)	\$ -
214 Shop	\$ 3,642.45	Bal carried over fr 2015	Equip purchases	equipment purchases	2022	\$ -	\$ 1,200	\$ (1,200)	\$ 2,442
286 Cosmetology	\$ 462.41	Bal carried over fr 2015	Classrm supplies	Classrm supplies	2021	\$ -	\$ 200	\$ (200)	\$ 262
454 Inter'l Travel Club	\$ 4,244.54	Bal carried over fr 2016	Used to cover travel cost	Used in the next 2-3 trips	2022	\$ -	\$ -	\$ -	\$ 4,245
455 K&E	\$ (56.84)	Zero balance				\$ -	\$ -	\$ -	\$ (57)
456 LOTS	\$ (39.38)	Zero balance				\$ -	\$ -	\$ -	\$ (40)
459 Panterra	\$ 66.03	Balance fr previous trip	Cover trip cost	Cover Trip cost	2020	\$ -	\$ 66	\$ -	\$ -
463 Transportation	\$ 51,425.95	Bal carried over fr 2015	Maintenace of van	To purchase new vehicle	Unknown	\$ -	\$ 400	\$ -	\$ 51,026
465 Band /Trip	\$ 1,254.57	Opening 2017/2018	Cover Band trips	Refund to students	2020	\$ -	\$ 1,255	\$ 1,255	\$ -
501 Theatre Stage Fund	\$ 11,265.65	Opening 2017/2018	Sale play tickets,	build a new stage	10-15 yrs	\$ 1,000	\$ -	\$ 1,000	\$ 12,266
503 Fundraising	\$ 353.90	Balance from 2018/2019	Charitable Donation	Donated	2019	\$ -	\$ 354	\$ (354)	\$ -
509 V-Ball Tourn Fund	\$ 213.60	Balance from 2017/2018	Pay Trophy, Officials	Other Tournaments	2021	\$ -	\$ -	\$ -	\$ 214
551 Bank charges	\$ 12,053.71	2015 Bal was -\$112.00	Remains as a school acct	Ask to be SBDM	Never	\$ 9,000	\$ 4,000	\$ 5,000	\$ 12,554
552 Bank Interest	\$ 1,739.57	Bal carried over fr 2015	Pay fees for Moneris	Balance stays in Bank	Never	\$ 400	\$ 1,800	\$ 1,400	\$ 340
555 Staff Coffee	\$ 740.16	Bal carried over fr 2015	staff parties	staff parties	2021	\$ -	\$ 250	\$ (490)	\$ 490
557 Prior Yr Surplus Acct	\$ 35,678.14	Bal 2017/2018	Pd Wahl Const. 2018	future large purchases	unknown	\$ -	\$ -	\$ -	\$ 35,678
Total	\$ 224,808.21					\$ 35,900	\$ 58,023	\$ (16,588)	\$ 198,185

**Medicine Hat Catholic Board of Education
NOTRE DAME ACADEMY
School Generated Funds
2019-20**

✓ ✓ Transfer in/out

Code	Act Name	Aug 31/18 Balance	How did balance originate	What is the fund used for?	How is the balance to be used?	When will balance be depleted?	Estimated SGF Revenue	Estimated SGF Expense	Estimated SGF Surplus/Deficit	Estimated August 31 balance	Comments
001	Activities	\$250.15	through student contributions, transfer from accts that generate funds for school activities	Used for some school activities, plays, spirit days, Backyard BBQ, etc.	To be uses for school and student activities, sub costs for time in lieu for Spirit days preparation (if available)	Since this is a general activity account, it may carry a balance from year to year.	\$7,000.00	\$5,500.00	\$1,500.00	\$1,750.15	Suggest to transfer from Gr 7 and 8 activities accounts - around \$2300 between both - trsf approved by NS and added into revenue
004	Food Lab	\$254.05	Foods option - chili sales from left over made in class	Will be used to replace broken equipment in foods option	Will be used to replace broken equipment in foods option in an effort to reduce costs in SBDM	Dependant upon what is needed to be replaced	\$200.00	\$250.00	-\$50.00	\$204.05	
007	Grade 6	\$453.31	Balance build up from unused funds from student contributions and parent council donation	Mainly year end activities or field trip funds collected if needed - Parent council also contributes each year for year end activity	Grade specific activities and year end activities	Unknown at this time, it is dependant on what year end activities are chosen and related costs	\$3,200.00	\$3,200.00	\$0.00	\$453.31	
008	Grade 7	\$1,809.74	Balance build up from unused funds from student contributions for activities that are grade specific, parent council donation	Mainly year end activities or field trip funds collected if needed, a portion of funds sometimes used for Tyrell Field trip - Parent Council also contributes each year for year end activity	Grade specific activities, possibly Tyrell Museum field trip expenses and year end activities	Unknown at this time, it is dependant on what year end activities are chosen and related costs	\$1,838.00	\$2,800.00	-\$962.00	\$847.74	Suggest to transfer to Activities account for student activities - around \$1000 - trsf approved by NS
009	Grade 8	\$2,155.01	Balance build up from unused funds from student contributions and parent council for activities that are grade specific, parent council donation	Mainly year end activities or field trip funds collected if needed, a portion of funds may be used for Survivor Camp if needed. Parent Council contributes each year for year end activity.	Grade specific activities, possibly Survivor Camp and year end activities	Unknown at this time, it is dependant on what year end activities are chosen and related costs, it is possible that some of these funds could be used to cover costs from Survival Camp for Gr 8 students	\$1,500.00	\$2,897.00	-\$1,397.00	\$758.01	Suggest to transfer to Activities account for student activities - around \$1300 between both - trsf approved by NS
010	Grade 9	-\$125.02	Acct is in negative due to costs from Gr 9 farewell.	Mainly year end activities or field trip funds collected if needed, some costs from Gr 9 farewell. Parent Council also contributes each year for year end activity	Grade specific activities, Gr 9 farewell and year end activities	Unknown at this time, dependant on what year end activities are chosen and related costs for Gr. 9 farewell/year end	\$1,200.00	\$1,000.00	\$200.00	\$74.98	Suggest to transfer from Activities to cover neg balance \$300
015	Religion Retreat	\$75.21	Remaining balance from when \$10 per student was collected in school fees	Religion activities	Activities that are faith based, guest speakers, etc.	Dependant on activities, likely will be used by year end for Shrove Tuesday Expenses	\$0.00	\$75.21	-\$75.21	\$0.00	
016	Running Club	\$0.00		Costs of running club	Costs of running club		\$0.00	\$0.00	\$0.00	\$0.00	
018	Leadership	\$360.02	Student leadership group. Funds raised through previous years fundraisers, tranfer of Me to We Funds combining accounts.	Leadership group activities. Money has been raised then used with student activities.	Student lead activity supplies, possibly use as registration for leadership conferences?	Dependent on activities by leadership group. Now being run by Kim Rae	\$100.00	\$250.00	-\$150.00	\$210.02	
100	Concession, Vending, Pizza	\$2,399.63	Funds have originated from Concession and vending machine sales	Fund has been used in the past to maintain the concession and vending machine	General funds used to maintain accounts, possibly provide EA PD when requested and approved. Account balance will be tranfered to activities.	The Concession program was changed partway through the last school year and was run through the Breakfast (Healthy lunch) program as it was being. The vending machine is now being run out of it's own account. The balance of this account will be transferred to Activities.	\$0.00	\$2,399.63	-\$2,399.63	\$0.00	Account balance is to be tranferred to Activities.
105	Milk Program	\$401.47	Student contributions for prepaid milk program.	Funds used to sustain prepaid milk program and sometimes incentive lunches are bought for students who volunteer to run the program with Mr. Deis	Balance used to sustain milk program and possible purchase of lunch incentives for student volunteers.	Remaining funds may accumulate over time in order to purchase needed items (i.e., previously a milk cart was purchased)	\$5,900.00	\$6,000.00	-\$100.00	\$301.47	
150	School Council	\$3,094.99	This bal was due to hot lunch being credited to wrong acct. Should have been the School Council fundraiser acct	Acct would be used for possible parent council purchases	Balance will be transferred to cover the School Fundraiser account	Transfer will be made to SC fundraiser acct and balance will be 0	\$0.00	\$3,094.99	-\$3,094.99	\$0.00	Transfer will be made to SC fundraiser acct and balance will be 0

Code	Acct Name	Aug 31/18 Balance	How did balance originate	What is the fund used for?	How is the balance to be used?	When will balance be depleted?	Estimated SGF Revenue	Estimated SGF Expense	Estimated SGF Surplus/ Deficit	Estimated August 31 balance	Comments
153	School council fundraiser	-\$3,087.12	This acct is used for hot lunch fundraisers to be paid online	Parent Council hot lunches (online portion), etc.	this is an in/out acct for hot lunch fundraiser, funds will be cr through online orders and paid to parent council. Hot lunches now done through Munch-a-lunch so parent council will not be using this account.	Acct will be covered through transfer from School council acct as hot lunch online collection went to wrong acct	\$3,087.12	\$0.00	\$3,087.12	\$0.00	
161	Breakfast Program	\$3,686.74	\$500 donation from K of C Yearly. Donations received to sustain the breakfast program. Donation from Elders for Healthy lunch program deposited to this acct.	Costs related to breakfast/healthy lunch program. In 2018/19 mid year, this account was being used for the healthy lunch program as well. Healthy lunch program now being moved to Breakfast/Lunch program account. Sub cost for day in lieu for teacher working in program	Purchase of breakfast and forgotten lunch program, lunch program supplies	Since we are no longer receiving donations from Sobey's and we are purchasing more breakfast program items. Some funds will be transferred from here to new Breakfast/Lunch Program in 19/20	\$500.00	\$4,000.00	-\$3,500.00	\$186.74	\$3500 Transferred to new Breakfast lunch acct #162 - Anticipate new acct to generate revenue of \$9,000, Expenses of \$7,000,
170	Missions/Charitable Works	\$43.18	Mission projects - funds raised and paid out	Mission such as Mission Mexico or other service project fundraisers	Student fundraisers, ie. Terry Fox, Mission Mexico, etc funds collected and paid out directly	Depleted as deposited	\$3,200.00	\$3,200.00	\$0.00	\$43.18	
173	Service Project - Pisoni	\$3.09	Mission project for Ron Pisoni's class - funds were raised in for sponsorship of child	Ron's sponsorship of child acct for his grade 8 class	Funds are paid to Chalice in a monthly subscription for sponsorship of child	Acct is used ongoing for this purpose. Funds are now raised through his recycling project and will be transferred yearly to cover costs of the project	\$444.00	\$444.00	\$0.00	\$3.09	Transfer of \$444 to cover the cost of sponsorship from recycling - approved by NS
200	Library	\$128.84	Book fair, QSP Magazine order, replacement cost of library books repaid	Library book replacement, library supplies and incentives	library book replacement, library supplies, incentives, book fair, magazine order fundraising	purchase of library books, supplies and incentive	\$2,800.00	\$2,600.00	\$200.00	\$328.84	
201	Band Program	\$0.00		Account no longer used.	No longer used		\$0.00	\$0.00	\$0.00	\$0.00	
209	Math	\$41.82	Remaining balance funds collected when we offered parents to sign up and use the Mathletics website	Mathletics subscriptions	No longer using Mathletics	Possibly when purchase of math resources is needed	\$0.00	\$0.00	\$0.00	\$41.82	
212	Religion	\$27.76	Remaining balance prior to Fee - Religion retreat account	Religious activities	Religion related supplies, candles for wreaths, etc.	Dependent on what is needed. Since this fund is depleted, religion supplies have been purchased through SBDM budget	\$0.00	\$0.00	\$0.00	\$27.76	
213	Resource Room	\$178.50	Balance has been in acct prior to 2013/14 and would be used if items were purchased for resource room purchases.	Amount remaining from resource room funds - possible funds for items purchased for PASE room	Items purchased for PASE room, resources as needed, ie. Nessy subscription	Dependent on what is needed.	\$0.00	\$100.00	-\$100.00	\$78.50	
215	Sports Activity Support	\$71.09	Funds each year donated from K of C, these funds are then used to pay for a portion of the Athletic Association fee	Used to help pay for sports related fees (Knights of Columbus \$500 donation to go towards the Athletic Association fees). In 2019/20 we will be transferring the start up balance of up to \$500 from team accounts. This will now go to this acct to ensure funds are there to cover tournament entry prior to student fees being collected.	To help pay for yearly fee of SZHAA and MHJHAA athletic fees and house the "overdraft" in SGF for tournament entries if student fees have not yet been collected in team sports. May also be a source of funding for extracurricular sports if a student has their fees waived due to financial issues	Dependent on how fees are needed	\$6,000.00	\$1,100.00	\$4,900.00	\$4,971.09	
286	Cosmetology	\$359.13	Funds raised during and prior to 13/14 for purpose of COS purchases and activities	costs related to cos/flex - usually field trip admission or sometimes bus costs (ie. leisure centre)	costs related to cos program, fieldtrips etc.	Dependent on supplies that are needed, funds could likely be depleted during the current year for cos supplies and/or activities	\$0.00	\$300.00	-\$300.00	\$59.13	
400	Equipment	\$3,689.24	Remainder of funds from parent council for purpose of classroom purchases/equipment	purchase of teacher supplies allocated by parent council/other equipment and school supplies as approved by admin	Funds used for SGF equipment and supply purchases,	Dependent on what is needed for the current year	\$2,500.00	\$3,200.00	-\$700.00	\$2,989.24	
402	Technology	\$797.54	Funds from previous years in Cyber and Computer funds combined. Funds originate from prior to 13/14, some funds remainder from parent council donation for lego robotics purchase	These funds would be used for technology purchases and to purchase more lego supplies or prizes for Robotics option	for tech/software purchases and LEGO purchases/Lego lunch for option	Dependent on what is needed for the current year.	\$0.00	\$600.00	-\$600.00	\$197.54	
451	Tyrell Museum	\$954.71	Student contributions for Tyrell museum field trip.	Tyrell Museum field trip for Gr 7	For costs related to Tyrell Museum Gr 7 fieldtrip	Likely used towards upcoming Tyrell Fieldtrip	\$5,700.00	\$6,000.00	-\$300.00	\$654.71	

Code	Acct Name	Aug 31/18 Balance	How did balance originate	What is the fund used for?	How is the balance to be used?	When will balance be depleted?	Estimated SGF Revenue	Estimated SGF Expense	Estimated SGF Surplus/ Deficit	Estimated August 31 balance	Comments
458	Gr 9 Outdoor Education	-\$575.85	Acct will have transfer from Survivor camp as student fees from this went to other acct in error. Student contributions for Gr 9 outdoor education	Costs related to Gr 9 outdoor education	To pay costs of supplies, camp rental, sub costs, etc from Camp McCoy trip	Dependant on cost of the camp activity.	\$5,500.00	\$3,500.00	\$2,000.00	\$1,424.15	Transfer of \$3300 made from Survivor camp to Camp McCoy. Student fees went into Survivor Camp account.
460	Ski Trip	\$1,077.74	Funds raised through ski trip registration fees	Costs and proceeds generated from ski trip	To be used towards costs of ski trip	Costs of the ski trip, possible balance carried forward for deposit at ski hill, etc	\$8,500.00	\$8,400.00	\$100.00	\$1,177.74	
461	Survivor Camp	\$3,762.48	This account did house the Gr 8 Survivor Camp and Gr 9 Camp McCoy until midway through last year. Student contributions for Gr 8 and 9 Survivor camp	student contributions and costs from Grade 8 and 9 Survivor Camp	to be used towards costs of survival camp	Not necessarily, may need to leave funds in reserve for deposits, etc - Expense is high as this includes the transfer to Gr 9 Outdoor Ed	\$1,500.00	\$5,000.00	-\$3,500.00	\$262.48	Transfer of \$3300 made from Survivor camp to Camp McCoy. Student fees went into Survivor Camp account.
503	Fundraising	-\$948.12	Funds in this account have been from purchase of school wear.	School wear, purchasing staff shirts purchased by admin	N/A	Negative balance recovered through transfer of funds from Bank Charges acct to balance acct	\$1,200.00	\$0.00	\$1,200.00	\$251.88	trsf from Bank Charges acct to cover costs in fundraising acct for staff gifts - approved NS
505	Me to We	\$0.00	Balance is at 0	Acct is not being used at this time	Acct is not being used at this time	N/A	\$0.00	\$0.00	\$0.00	\$0.00	
550	Staff	\$0.00	Negative balance has been carried over since 16/17. Staff appreciation and staff meals. Acct will be covered with transfer this year possibly from bank interest acct	Staff activities - staff parties, etc	N/A	N/A	\$0.00	\$0.00	\$0.00	\$0.00	
551	Bank Charges	\$3,813.57	originates from bank interest etc	Interest/charges from bank	bank interest, etc rec'd	Transfer of \$1000 to fundraising acct to cover cost of staff gifts purchased last year.	\$1,000.00	\$1,000.00	\$0.00	\$3,813.57	Suggest to transfer to fundraising acct to cover cost of staff gifts purchased last year.
553	Recycle Program - Pisoni	\$1,754.35	\$250 from recycling incentive project for Lon Bosch, remainder is Recycling project	\$250 will be used for Bosch PD, remainder will be used as incentives and activities for students - to encourage recycling program and also service project for Ron Pisoni for sponsorship thru Chalice	For Chalice service project, use of recycling incentives for student and volunteers of program (portion of the balance was a teacher incentive to participate in recycling program - \$250)	\$250 of balance will be available for Bosch for PD or purchase due to incentive program remainder to be used for recycling program incentive, activities, etc.	\$2,300.00	\$1,500.00	\$800.00	\$2,554.35	
554	School Dances	\$4,362.07	Balance from School dance proceeds	Costs and proceeds generated from school dances - used to fund general projects as this is one of our main general projects to raise funds within the school to be used as general funds.	Acct is used for general purchases, activities and to take care of dance expenses	Account balance will not likely be depleted as this account is used for purchases made by the school	\$2,800.00	\$750.00	\$2,050.00	\$6,412.07	
60	Awards	\$198.22	Each year we receive a \$800 donation from K of C which is deposited to this account. The donation has been used to recover the costs as awards range between \$1200 to \$2357	This account is mainly used for academic awards which are presented to students in September.	For academic awards - purchased yearly	Acct will be depleted by end of year. Awards generally cost more than the donation rec'd. This year, awards will be paid first from this acct then the remainder from PR in SBDM	\$800.00	\$995.00	-\$195.00	\$3.22	
625	Badminton	\$5,558.43	Student fees and proceeds from Badminton tournament	Used for entry fees into tournaments, purchase of new equipment, badminton tournament proceeds have also been used in part to pay a portion of Athletic Association Fee, Coaching in lieu, uniforms,	To pay for cost of all Badminton related costs, tournaments, student wear, purchase of new equipment, Athletic association fees, etc. PD funds for coaches, sub costs.	This account usually carries a balance and is used as needed and approved by admin	\$10,000.00	\$9,400.00	\$600.00	\$6,158.43	

Code	Account Name	Aug 31/18 Balance	How did balance originate	What is the fund used for?	How is the balance to be used?	When will balance be depleted?	Estimated SGF Revenue	Estimated SGF Expense	Estimated SGF Surplus/Deficit	Estimated August 31 balance	Comments
628	Basketball - Berthold	\$468.58	remaining balance is opening "overdraft" balance (usually around \$500)	Portion of account balance (around \$500) has been intended as cushion in the past, this year, this amt is being transferred to Sports Support acct for ease of tracking. Remaining funds after tournament proceed transfers are done can be used at coach discretion, to lower player fees or can be used as Coach PD for teaching staff, windup party, etc. (incentive to maintain coaches)	Opening balance of around \$500 will be removed from acct if available and put into Sport Support Account. This opening balance will no longer remain in team accts to avoid confusion of balances in team accounts. Remaining funds over \$500 (if the coach remains as coach can be used at their discretion, to lower player fees or can be used as Coach PD (incentive to maintain coaches) - remaining funds over \$500 are mainly tournament proceeds as student fees have been used based on coach budget for tournament entries, student wear and player costs, windup party etc. If new coach, leftover funds will be transferred to tournament account	At the end of the season any remaining funds may be accumulated from tournament proceeds for returning coaches which can be put towards coaching PD or applied towards student fees in upcoming year. Coaches may carry a balance up to \$1000 at end of season to use towards above mentioned. If the coach does not return then balance is transferred to tournament account	\$2,900.00	\$3,300.00	-\$400.00	\$68.58	
630	Basketball - Kupertick	\$339.98	remaining balance is opening "overdraft" balance (usually around \$500)	Portion of account balance (around \$500) has been intended as cushion in the past, this year, this amt is being transferred to Sports Support acct for ease of tracking. Remaining funds after tournament proceed transfers are done can be used at coach discretion, to lower player fees or can be used as Coach PD for teaching staff, windup party, etc. (incentive to maintain coaches)	Opening balance of around \$500 will be removed from acct if available and put into Sport Support Account. This opening balance will no longer remain in team accts to avoid confusion of balances in team accounts. Remaining funds over \$500 (if the coach remains as coach can be used at their discretion, to lower player fees or can be used as Coach PD (incentive to maintain coaches) - remaining funds over \$500 are mainly tournament proceeds as student fees have been used based on coach budget for tournament entries, student wear and player costs, windup party etc. If new coach, leftover funds will be transferred to tournament account	At the end of the season any remaining funds may be accumulated from tournament proceeds for returning coaches which can be put towards coaching PD or applied towards student fees in upcoming year. Coaches may carry a balance up to \$1000 at end of season to use towards above mentioned. If the coach does not return then balance is transferred to tournament account	\$1,800.00	\$2,100.00	-\$300.00	\$39.98	
637	Basketball - Leitch	\$231.69	opening balance (usually around \$500) is cushion for account startup - Volunteer coach - portion of startup used as actual costs or budget calculation was off	Opening balance (usually around \$500) has been intended as cushion, remainder is used towards tournament costs, team wear, windup party, etc. Tournament proceeds are given to teams (max of \$500) to use toward player fees, activities, etc or can be used for Coach pd (for teaching staff) to a max of \$1,000, any overage goes to Tournament account.	Opening balance of \$500 will be removed from acct if available and put into Sport Support Account. This opening balance will no longer remain in team accts to avoid confusion. Remaining funds over \$500 if returning coach can be used at coach discretion, to lower player fees or can be used as Coach PD (incentive to maintain coaches) - remaining funds over \$500 are mainly tournament proceeds as student fees have been used based on coach budget for tournament entries, student wear and player costs, windup party etc. If new coach, leftover funds will be transferred to tournament account	At the end of the season any remaining funds may be accumulated from tournament proceeds for returning coaches which can be put towards coaching PD or applied towards student fees in upcoming year. Coaches may carry a balance up to \$1000 at end of season to use towards above mentioned. If the coach does not return then balance is transferred to tournament account	\$1,900.00	\$2,100.00	-\$200.00	\$31.69	

Code	Acct Name	Aug 31/18 Balance	How did balance originate	What is the fund used for?	How is the balance to be used?	When will balance be depleted?	Estimated SGF Revenue	Estimated SGF Expense	Estimated SGF Surplus/ Deficit	Estimated August 31 balance	Comments
638	Basketball - Jill Eric	\$413.11	opening balance (usually around \$500) is cushion for account startup - Volunteer coach - portion of startup used as actual costs or budget calculation was off	Opening balance (usually around \$500) has been intended as cushion, remainder is used towards tournament costs, team wear, windup party, etc. Tournament proceeds are given to teams (max of \$500) to use toward player fees, activities, etc or can be used for Coach pd (for teaching staff) to a max of \$1,000, any overage goes to Tournament account.	Opening balance of \$500 will be removed from acct if available and put into Sport Support Account. This opening balance will no longer remain in team accts to avoid confusion. Remaining funds over \$500 if returning coach can be used at coach discretion, to lower player fees or can be used as Coach PD (incentive to maintain coaches) - remaining funds over \$500 are mainly tournament proceeds as student fees have been used based on coach budget for tournament entries, student wear and player costs, windup party etc. If new coach, leftover funds will be transferred to tournament account	At the end of the season any remaining funds may be accumulated from tournament proceeds for returning coaches which can be put towards coaching PD or applied towards student fees in upcoming year. Coaches may carry a balance up to \$1000 at end of season to use towards above mentioned. If the coach does not return then balance is transferred to tournament account	\$1,900.00	\$2,300.00	-\$400.00	\$13.11	
639	Basketball - Rebecca	\$505.26	remaining balance is opening "overdraft" balance (usually around \$500)	Opening balance (usually around \$500) has been intended as cushion, remainder is used towards tournament costs, team wear, windup party, etc. Tournament proceeds are given to teams (max of \$500) to use toward player fees, activities, etc or can be used for Coach pd (for teaching staff) to a max of \$1,000, any overage goes to Tournament account.	Opening balance of \$500 will be removed from acct if available and put into Sport Support Account. This opening balance will no longer remain in team accts to avoid confusion. Remaining funds over \$500 if returning coach can be used at coach discretion, to lower player fees or can be used as Coach PD (incentive to maintain coaches) - remaining funds over \$500 are mainly tournament proceeds as student fees have been used based on coach budget for tournament entries, student wear and player costs, windup party etc. If new coach, leftover funds will be transferred to tournament account	At the end of the season any remaining funds may be accumulated from tournament proceeds for returning coaches which can be put towards coaching PD or applied towards student fees in upcoming year. Coaches may carry a balance up to \$1000 at end of season to use towards above mentioned. If the coach does not return then balance is transferred to tournament account	\$2,700.00	\$3,200.00	-\$500.00	\$5.26	
640	Basketball Rec Van Mulligan	\$461.23	remaining balance is opening "overdraft" balance (usually around \$500)	Opening balance (usually around \$500) has been intended as cushion, remainder is used towards tournament costs, team wear, windup party, etc. Tournament proceeds are given to teams (max of \$500) to use toward player fees, activities, etc or can be used for Coach pd (for teaching staff) to a max of \$1,000, any overage goes to Tournament account.	Opening balance of \$500 will be removed from acct if available and put into Sport Support Account. This opening balance will no longer remain in team accts to avoid confusion. Remaining funds over \$500 if returning coach can be used at coach discretion, to lower player fees or can be used as Coach PD (incentive to maintain coaches) - remaining funds over \$500 are mainly tournament proceeds as student fees have been used based on coach budget for tournament entries, student wear and player costs, windup party etc. If new coach, leftover funds will be transferred to tournament account	At the end of the season any remaining funds may be accumulated from tournament proceeds for returning coaches which can be put towards coaching PD or applied towards student fees in upcoming year. Coaches may carry a balance up to \$1000 at end of season to use towards above mentioned. If the coach does not return then balance is transferred to tournament account	\$1,000.00	\$1,400.00	-\$400.00	\$61.23	

Code	Acct Name	Aug 31/18 Balance	How did balance originate	What is the fund used for?	How is the balance to be used?	When will balance be depleted?	Estimated SGF Revenue	Estimated SGF Expense	Estimated SGF Surplus/Deficit	Estimated August 31 balance	Comments
641	Basketball Tournament	\$1,105.83	Basketball tournament proceeds	Transfer of tournament funds to team accounts was not done until the fall of 2018/19 so proceeds of the tournament were dispersed to cover coaching in lieu day for basketball coaches, remainder was divided to teams to recover initial \$500 opening costs if needed or for PD incentive to coaches. (All tournament related expenses and funds are paid from this acct. At end proceeds are divided between teams to a maximum of \$500 but team balance can not exceed \$1000 - anything remaining is put in tournaments	After all tournament costs are paid, coaching time in lieu, scorekeepers, etc, the remaining balance is divided between teams to be put towards remaining team costs, coaching PD, to help coverage outage in opening balance if necessary.	Tournament funds are divided between team accounts at the end of the season to a maximum of \$500 per team. If any remaining funds are left, then these are usually transferred to the Tournament account to use for the purchase of new equipment. At times we may have carry over in tournament accounts, sometimes these are entry fees for next year tournaments.	\$8,500.00	\$8,700.00	-\$200.00	\$905.83	
643	Coach in Lieu	\$871.44	Remainder of funds from coaching in lieu transfers	Coaches get 1 day in lieu for each team coached. \$200 budget from team costs and trsf to this acct	Balance is used to cover the cost of the allocated coaching days as earned through coaching (these are for Basketball, Volleyball, Track, Golf and Badminton, fitness room and as approved by admin)	Acct is generally depleted each year as coaches use their time in lieu	\$4,500.00	\$4,928.00	-\$428.00	\$443.44	
646	Football	-\$2,203.29	Football ran a negative balance as they purchased equipment prior to fees being collected.	NDA/St. Mary's football team acct - player fees used to purchase new equipment, bus costs, team expenses, insurances, etc.	Team expenses, replacement of equipment, insurances, etc.	Dependent on team expenses and purchase of equipment, etc.	\$14,500.00	\$12,000.00	\$2,500.00	\$296.71	
647	Golf	\$464.24	Student fees for extracurricular golf team	fund is used for student fees and extracurricular golf team expenses.	To be used toward cost of student wear, coaching time in lieu and team expenses	Coaching time in lieu will deplete the acct likely in beginning of 2018 school year	\$1,900.00	\$1,700.00	\$200.00	\$664.24	
649	Tournaments	\$1,502.41	Funds in this account have accumulated from tournament proceeds between basketball and volleyball after division between teams. Remainder is transferred into tournament account.	Amounts transferred from tournament accounts once team portions have been allocated. This fund is used for purchases such as replacement of equipment or supplies or other expenses as approved by admin	Possible coverage of costs associated with extra curricular sports or athletic association fees, etc.	Remaining balance being depleted is dependent on needs of the school, balance may be accumulated to cover the costs of equipment replacement	\$500.00	\$1,000.00	-\$500.00	\$1,002.41	
650	Track and Field	\$74.98	Student fees and proceeds from Track and field day concession	Account is used for track and field costs, track team coach costs for subs	Portion for coach day in lieu, unpaid zones entry not previously charged, costs associated to Track	Once coach day in lieu is taken and dependent on upcoming track costs	\$4,400.00	\$4,500.00	-\$100.00	-\$25.02	
651	Uniforms	\$195.08	Extracurricular teams contribute to replacement costs of uniforms each season (\$200 per team)	\$200 per team budgeted for uniform replacement each year. Transferred in at end of each season. This account accumulates and when team uniforms need to be replaced, the funds are used.	For the replacement cost of uniforms as needed	Dependant on when uniform replacement is needed for extra curricular teams	\$2,200.00	\$0.00	\$2,200.00	\$2,395.08	
652	Volleyball - Pisoni	\$605.67	remaining balance is opening balance (usually around \$500) and portion of tournament proceeds and any remaining player fees	Opening balance (usually around \$500) has been intended as cushion, remainder is used towards tournament costs, team wear, windup party, etc. Tournament proceeds are given to teams (max of \$500) to use toward player fees, activities, etc or can be used for Coach pd (for teaching staff) to a max of \$1,000, any overage goes to Tournament account.	Opening balance of around \$500 will be removed from acct if available and put into Sport Support Account. This opening balance will no longer remain in team accts to avoid confusion of balances in team accounts. Remaining funds over \$500 if returning coach can be used at coach discretion, to lower player fees or can be used as Coach PD (incentive to maintain coaches) - remaining funds over \$500 are mainly tournament proceeds as student fees have been used based on coach budget for tournament entries, student wear and player costs, windup party etc. If new coach, leftover funds will be transferred to tournament account	At the end of the season any remaining funds may be accumulated from tournament proceeds for returning coaches which can be put towards coaching PD or applied towards student fees in upcoming year. Coaches may carry a balance up to \$1000 at end of season to use towards above mentioned. If the coach does not return then balance is transferred to tournament account	\$3,000.00	\$2,600.00	\$400.00	\$1,005.67	Rhonda Klein and Ron Pisoni will be coaching together so remaining funds of opening balance after \$500 TRSF to Sports support will be moved to Pisoni acct to be used at coach discretion for PD or team costs

Code	Acct Name	Aug 31/18 Balance	How did balance originate	What is the fund used for?	How is the balance to be used?	When will balance be depleted?	Estimated SGF Revenue	Estimated SGF Expense	Estimated SGF Surplus/Debit	Estimated August 31 balance	Comments
653	Volleyball - Klein	\$1,531.45	remaining balance is opening balance (usually around \$500) and portion of tournament proceeds and any remaining player fees	Opening balance (usually around \$500) has been intended as cushion, remainder is used towards tournament costs, team wear, windup party, etc. Tournament proceeds are given to teams (max of \$500) to use toward player fees, activities, etc or can be used for Coach PD (for teaching staff) to a max of \$1,000, any overage goes to Tournament account.	Opening balance of \$500 will be removed from acct if available and put into Sport Support Account. This opening balance will no longer remain in team accts to avoid confusion. Remaining funds over \$500 if returning coach can be used at coach discretion, to lower player fees or can be used as Coach PD (incentive to maintain coaches) - remaining funds over \$500 are mainly tournament proceeds as student fees have been used based on coach budget for tournament entries, student wear and player costs, windup party etc.	At the end of the season any remaining funds may be accumulated from tournament proceeds for returning coaches which can be put towards coaching PD or applied towards student fees in upcoming year. Coaches may carry a balance up to \$1000 at end of season to use towards above mentioned. If the coach does not return then balance is transferred to tournament account	\$1,300.00	\$2,700.00	-\$1,400.00	\$131.45	Rhonda Klein and Ron Pisoni will be coaching together so remaining funds of opening balance after \$500 TRSF to Sports support will be moved to Pisoni acct to be used at coach discretion for PD or team costs
654	Volleyball - Bosch	\$1,527.65	remaining balance is opening balance (usually around \$500) and portion of tournament proceeds and any remaining player fees	Opening balance (usually around \$500) has been intended as cushion, remainder is used towards tournament costs, team wear, windup party, etc. Tournament proceeds are given to teams (max of \$500) to use toward player fees, activities, etc or can be used for Coach PD (for teaching staff) to a max of \$1,000, any overage goes to Tournament account.	Opening balance of around \$500 will be removed from acct if available and put into Sport Support Account. This opening balance will no longer remain in team accts to avoid confusion of balances in team accounts. Remaining funds over \$500 if returning coach can be used at coach discretion, to lower player fees or can be used as Coach PD (incentive to maintain coaches) - remaining funds over \$500 are mainly tournament proceeds as student fees have been used based on coach budget for tournament entries, student wear and player costs, windup party etc. If new coach, leftover funds will be transferred to tournament account	At the end of the season any remaining funds may be accumulated from tournament proceeds for returning coaches which can be put towards coaching PD or applied towards student fees in upcoming year. Coaches may carry a balance up to \$1000 at end of season to use towards above mentioned. If the coach does not return then balance is transferred to tournament account	\$1,700.00	\$2,300.00	-\$600.00	\$927.65	
659	Volleyball - Blom	\$1,127.32	remaining balance is opening balance (usually around \$500) and portion of tournament proceeds and any remaining player fees	Portion of account balance (around \$500) has been intended as cushion in the past, this amt is being transfered to Sports Support acct for ease of tracking. Remaining funds after tournament proceed transfers are done can be used at coach discretion, to lower player fees or can be used as Coach PD for teaching staff, windup party, etc. (incentive to maintain coaches)	Opening balance of around \$500 will be removed from acct if available and put into Sport Support Account. This opening balance will no longer remain in team accts to avoid confusion of balances in team accounts. Remaining funds over \$500 if returning coach can be used at coach discretion, to lower player fees or can be used as Coach PD (incentive to maintain coaches) - remaining funds over \$500 are mainly tournament proceeds as student fees have been used based on coach budget for tournament entries, student wear and player costs, windup party etc. If new coach, leftover funds will be transferred to tournament account	At the end of the season any remaining funds may be accumulated from tournament proceeds for returning coaches which can be put towards coaching PD or applied towards student fees in upcoming year. Coaches may carry a balance up to \$1000 at end of season to use towards above mentioned. If the coach does not return then balance is transferred to tournament account	\$500.00	\$1,600.00	-\$1,100.00	\$27.32	

Code	Acct Name	Aug 31/18 Balance	How did balance originate	What is the fund used for?	How is the balance to be used?	When will balance be depleted?	Estimated SGF Revenue	Estimated SGF Expense	Estimated SGF Surplus/Deficit	Estimated August 31 balance	Comments
660	Volleyball - Rae	\$708.04	remaining balance is opening balance (usually around \$500) and portion of tournament proceeds and any remaining player fees	Opening balance (usually around \$500) has been intended as cushion, remainder is used towards tournament costs, team wear, windup party, etc. Tournament proceeds are given to teams (max of \$500) to use toward player fees, activities, etc or can be used for Coach pd (for teaching staff) to a max of \$1,000, any overage goes to Tournament account.	Opening balance of around \$500 will be removed from acct if available and put into Sport Support Account. This opening balance will no longer remain in team accts to avoid confusion of balances in team accounts. Remaining funds over \$500 if returning coach can be used at coach discretion, to lower player fees or can be used as Coach PD (incentive to maintain coaches) - remaining funds over \$500 are mainly tournament proceeds as student fees have been used based on coach budget for tournament entries, student wear and player costs, windup party etc. If new coach, leftover funds will be transferred to tournament account	At the end of the season any remaining funds may be accumulated from tournament proceeds for returning coaches which can be put towards coaching PD or applied towards student fees in upcoming year. Coaches may carry a balance up to \$1000 at end of season to use towards above mentioned. If the coach does not return then balance is transferred to tournament account	\$2,000.00	\$2,200.00	-\$200.00	\$508.04	
661	Volleyball - Alt	\$909.76	remaining balance is opening balance (usually around \$500) and portion of tournament proceeds and any remaining player fees	Opening balance (usually around \$500) has been intended as cushion, remainder is used towards tournament costs, team wear, windup party, etc. Tournament proceeds are given to teams (max of \$500) to use toward player fees, activities, etc or can be used for Coach pd (for teaching staff) to a max of \$1,000, any overage goes to Tournament account.	Opening balance of around \$500 will be removed from acct if available and put into Sport Support Account. This opening balance will no longer remain in team accts to avoid confusion of balances in team accounts. Remaining funds over \$500 if returning coach can be used at coach discretion, to lower player fees or can be used as Coach PD (incentive to maintain coaches) - remaining funds over \$500 are mainly tournament proceeds as student fees have been used based on coach budget for tournament entries, student wear and player costs, windup party etc. If new coach, leftover funds will be transferred to tournament account	At the end of the season any remaining funds may be accumulated from tournament proceeds for returning coaches which can be put towards coaching PD or applied towards student fees in upcoming year. Coaches may carry a balance up to \$1000 at end of season to use towards above mentioned. If the coach does not return then balance is transferred to tournament account	\$1,460.00	\$1,800.00	-\$340.00	\$569.76	
664	Volleyball Tournament	\$2,547.99	Volleyball tournament - some remaining funds from tournament proceeds, also some tournament fees prepaid for 18/19 tournament	All tournament related expenses and funds. At end proceeds are divided between teams to a maximum of \$500 but team balance can not exceed \$1000 - anything remaining is put in tournaments	Remaining funds are mainly upcoming tournament entry fees for 2019/20 tournament	Funds will be used to pay for expenses of upcoming tournament as they are fees for Oct 2018 tournament	\$15,000.00	\$16,100.00	-\$1,100.00	\$1,447.99	
668	Volleyball - Purcell	\$327.36	remaining balance is opening balance (usually around \$500) and portion of tournament proceeds and any remaining player fees	Opening balance (usually around \$500) has been intended as cushion, remainder is used towards tournament costs, team wear, windup party, etc. Tournament proceeds are given to teams (max of \$500) to use toward player fees, activities, etc or can be used for Coach pd (for teaching staff) to a max of \$1,000, any overage goes to Tournament account.	Opening balance of around \$500 will be removed from acct if available and put into Sport Support Account. This opening balance will no longer remain in team accts to avoid confusion of balances in team accounts. Remaining funds over \$500 if returning coach can be used at coach discretion, to lower player fees or can be used as Coach PD (incentive to maintain coaches) - remaining funds over \$500 are mainly tournament proceeds as student fees have been used based on coach budget for tournament entries, student wear and player costs, windup party etc. If new coach, leftover funds will be transferred to tournament account	At the end of the season any remaining funds may be accumulated from tournament proceeds for returning coaches which can be put towards coaching PD or applied towards student fees in upcoming year. Coaches may carry a balance up to \$1000 at end of season to use towards above mentioned. If the coach does not return then balance is transferred to tournament account	\$600.00	\$900.00	-\$300.00	\$27.36	
901	Fee - Technology	\$40.00	student fees paid, most likely paid as balance forward after year end	These funds can be transferred to Central office. Likely paid online through School Cash	These funds can be transferred to CEC as balance fwd paid by parents	To be paid to CEC	\$0.00	\$40.00	-\$40.00		Page 110 of 150

Code	Acct Name	Aug 31/16 Balance	How did balance originate	What is the fund used for?	How is the balance to be used?	When will balance be depleted?	Estimated SGF Revenue	Estimated SGF Expense	Estimated SGF Surplus/Deficit	Estimated August 31 balance	Comments
921	Fees - Gr 6	\$50.00	student fees paid, most likely paid as balance forward after year end	This goes directly to school based budget	These funds can be transferred to CEC as balance fwd paid by parents	To be paid to CEC	\$0.00	\$50.00	-\$50.00	\$0.00	
922	Fees - Gr 7-9	\$350.00	student fees paid, most likely paid as balance forward after year end	This goes directly to school based budget	These funds can be transferred to CEC as balance fwd paid by parents	To be paid to CEC	\$0.00	\$350.00	-\$350.00	\$0.00	
924	Fee - Academy Tuition	-\$900.00	Academy Tuition - negative balance as one full payment was returned NSF and one deposit returned	These funds sent to 8/O to be applied to the academy budget	To be paid to CEC	To be paid to CEC	\$273,600.00	\$272,700.00	\$900.00	\$0.00	
927	Program Fees	\$200.00	Balances forward - fees paid online from previous year	These funds can be transferred to Central office. Likely were paid online through School Cash	To be paid to CEC	To be paid to CEC	\$33,400.00	\$33,600.00	-\$200.00	\$0.00	
928	Lockers	\$6.00	Likely balance fwd fees paid online from previous year	Paid to school based budget	To be paid to CEC	To be paid to CEC	\$0.00	\$6.00	-\$6.00	\$0.00	
929	Locks	\$0.00		Paid to school based budget	To be paid to CEC		\$1,770.00	\$1,770.00	\$0.00	\$0.00	
930	Lost or Broken School Items	\$385.86	Balance has accumulated over the years when textbooks are lost	Replacement of textbooks and school items.	To replace textbooks if needed	dependent on needs for textbook purchases	\$450.00	\$200.00	\$250.00	\$635.86	
	Total SGF	\$50,873.61					\$462,249.12	\$465,699.83	-\$3,450.71	\$47,422.90	

Medicine Hat Catholic Board of Education
ST. MARY'S SCHOOL
School Generated Funds
2019-20

A	B	C	H	I	J	K	L	M	N
SGF Element	August 31, 2019 balance	Where or how did the balance originate?	What is the fund used for?	How is the balance to be used	When will the balance be depleted	Estimated SGF Revenue 2019- 20	Estimated SGF Expense 2019- 20	Estimated SGF Surplus (Deficit) (L)	Estimated August 31, 2020 Balance (B+M)
1	\$ (10,010)	all the activities that the school does - Blue Day, winter activity day, speakers, alberta opera	all student activities for 2019-2020 we charge \$30 activity fee instead of fundraising chocolate	will be cleared out from the fundraising accounts and general	2019-2020	\$ 11,340	\$ 11,340	\$ -	\$ (10,010)
5	\$ 9,561	from years of CASHE system. Old practice was to roll all accounts into general at the end of the year	clearing negative accounts	clear up negative accounts		\$ 3,289	\$ 2,942	\$ 347	\$ 9,909
11	\$ 346	Was from years ago from the Healthy Initiative Team that did some fundraising	Activites around school that was healthy			\$ -	\$ -	\$ -	\$ 346
12	\$ 306	error in transfer should have been cleared out last year		cleared out		\$ -	\$ 306	\$ (306)	\$ (0)
13	\$ 1,727	Fundraising from leadership kids	To attend the Leadership Conference 2020-21	To attend the Leadership Conference 2020-21	2020-21	\$ -	\$ -	\$ -	\$ 1,727
106	\$ 3,279	From the sale of school hoodies, t-shirts and bags	clearing negative accounts	clear up negative accounts transferred to general to help clear out accounts	2019-2020	\$ -	\$ 3,279	\$ (3,279)	\$ 0
108	\$ 15,211	vending machine sales	clearing negative accounts	purchase another vending machine and pay for items needed around the school to pay for sub costs when teachers learn the yearbook program	2020-21	\$ 8,000	\$ 11,440	\$ (3,440)	\$ 11,771
109	\$ (136)	sent teachers to learn yearbook program	yearbook proceeds	program		\$ -	\$ -	\$ -	\$ (136)
166	\$ 1,213	from soup fridays from staff	cancer donation	to donate to cancer	2019-2020	\$ -	\$ 1,213	\$ (1,213)	\$ 0
173	\$ (71)					\$ -	\$ -	\$ -	\$ (71)
453	\$ 2,389	fundraising for french trip	french trip to Quebec	french trip to quebec	April 2020	\$ -	\$ 2,389	\$ (2,389)	\$ 0
460	\$ 887	ski trip at Hidden Valley Ski Hill	busing to ski trip and payment of fees to Hidden Valley	to pay for students that cant afford to ski but would like to go	2020-2021	\$ 3,200	\$ 2,900	\$ 300	\$ 1,187
503	\$ 1,934	from Chocolate sales	all student activities	student activites to offset	2019-20	\$ -	\$ 1,934	\$ (1,934)	\$ (0)
507	\$ 422	and spring show for fine arts	spring show			\$ -	\$ -	\$ -	\$ 422
550	\$ (1,138)	yearend party and christmas	yearend party and christmas	cleared out		\$ 1,138	\$ 500	\$ 638	\$ (500)
551	\$ 1,832	Bank charges				\$ -	\$ -	\$ -	\$ 1,832
553	\$ 5,308	bottle recycling	clearing of negative accounts	and purchased every		\$ 1,500	\$ 800	\$ 700	\$ 6,008
554	\$ 3,322	dances	DJ and clear up negative	clear up negative accounts		\$ 3,000	\$ 1,000	\$ 2,000	\$ 5,322

601	\$	465	Sponsors	awards for awards night	awards for awards night	2019-2020	\$	-	\$	-	\$	-	\$	465
604	\$	(227)	the deficit is from the rights	musical production	products that they can use		\$	25,000	\$	23,000	\$	2,000	\$	1,773
625	\$	1,388	mega badminton tournament	phys. Ed			\$	7,000	\$	7,300	\$	(300)	\$	1,088
630	\$	(1,267)	tournaments and zones and	basketball team expenses	up this account	2019	\$	3,000	\$	3,000	\$	-	\$	(1,267)
631	\$	497	year we decreased the	players to try to use up the	players to try to use up the	2019-2020	\$	4,000	\$	4,500	\$	(500)	\$	(3)
632	\$	627	year we decreased the	players to try to use up the	players to try to use up the	2019-2020	\$	3,500	\$	4,000	\$	(500)	\$	127
633	\$	838	money from previous year	money from previous years	players to try to use up the		\$	3,500	\$	4,000	\$	(500)	\$	338
642	\$	331	we had cheeleading in the	we had cheeleading in the	ever start it up again		\$	-	\$	-	\$	-	\$	331
644	\$	71	from students	and zone costs			\$	-	\$	-	\$	-	\$	71
647	\$	(94)	but the cost exceeded what	pay for golf fees and shirts			\$	300	\$	300	\$	-	\$	(94)
650	\$	(23)	track and field fees	recover costs	will be cleared out		\$	1,000	\$	1,000	\$	-	\$	(23)
651	\$	5,650	that plays) and pizza sales	gym and new uniforms for	- plans are to purchase a new time		\$	14,000	\$	15,000	\$	(1,000)	\$	4,650
653	\$	(350)	not pay their fee	attend tournaments	will be cleared out		\$	1,850	\$	1,500	\$	350	\$	0
656	\$	231	Girls Volleyball fees	year	working on using the extra	2019-2020	\$	2,000	\$	2,200	\$	(200)	\$	31
657	\$	607	conten from tournament	previous year. Each year she	there from previous years as		\$	2,100	\$	2,100	\$	-	\$	607
658	\$	811	Girls Volleyball fees	year	next years play fees will be		\$	1,300	\$	1,800	\$	(500)	\$	311
662	\$	180	that paid during the summer	will be sent to board office		2019-2020	\$	11,000	\$	11,180	\$	(180)	\$	-
903	\$	100	parking fees	in the summer	sent to the board office	2019-2020	\$	330	\$	430	\$	(100)	\$	-
904	\$	5	need to submit to the board			2019-2020	\$	-	\$	5	\$	(5)	\$	-
907	\$	40	students that paid during the	will be sent to board office		2019-2020	\$	5,300	\$	5,340	\$	(40)	\$	-
924	\$	40	paid during the summer	will be sent to board office		2019-2020	\$	24,000	\$	24,040	\$	(40)	\$	(0)
928	\$	10	paid over summer	will be sent to board office		2019-2020	\$	790	\$	800	\$	(10)	\$	-
930	\$	300	damaged	books as replacement	purchase when needed		\$	-	\$	-	\$	-	\$	300
Total	\$	46,611					\$	141,437	\$	151,538	\$	(10,101)	\$	36,511

**Medicine Hat Catholic Board of Education
École St. John Paul II School
School Generated Funds
2019-20**

A	B	C	H	I	J	K	L	M	N
SGF Element	August 31, 2019 balance	Where or how did the balance originate?	What is the fund used for?	How is the balance to be used	When will the balance be depleted	Estimated SGF Revenue 2019- 20	Estimated SGF Expense 2019- 20	Estimated SGF Surplus (Deficit) (K- L)	Estimated August 31, 2020 Balance (B+M)
001 - Activities-Students	\$ 277	Bowling, McCoy presentation Parent purchasing of recorder kits at school	Student activities	Offset cost of future field trips Purchase recorder for a child who can't pay	2019-2020	\$ 1,000	\$ 1,277	\$ (277)	\$ 0
002 - Choir	\$ 13		Purchasing recorders	Being zeroed out; donation funds in intervals of \$5000 per/yr x 3 yrs will offset this negative variance	2019-2020	\$ 240	\$ 253	\$ (13)	\$ 0
005 - General	\$ (8,064)	School startup supplies, etc.	General supplies		2019-2020	\$ 5,000	\$ -	\$ 5,000	\$ (3,064)
016 - Running Club	\$ 39	Fee for joining the Club	Running Club (noon)	Yearend party	2019-2020	\$ 500	\$ 539	\$ (39)	\$ (0)
104 - Hot Lunch	\$ -		n/a	n/a	n/a	\$ 9,593	\$ 9,793	\$ (200)	\$ -
105 - Milk Program	\$ 1,375	In/out funds	Milk Program supplies	Purchase carts, etc.	Ongoing	\$ 2,400	\$ 3,000	\$ (600)	\$ 775
105 - Yearbook	\$ 490	STA yearbooks	Yearbook purchases	If School Council does a yearbook, we will offset the total cost	Unknown	\$ -	\$ -	\$ -	\$ 490
165 - Concessions	\$ 253	School council events	Fundraising Society	Future activities, presentations, field trips, etc.	2019-2020	\$ 220	\$ 473	\$ (253)	\$ -
200 - Library/Book Fair	\$ (157)	School Council	Purchasing library books	Will be zeroed out	2019-2020	\$ 500	\$ 343	\$ 157	\$ 0
440 - Out of School Care	\$ 23,832	Parent fees	Out of School Care Program	Staffing, supplies, equipment, snacks, toys, etc.	Ongoing	\$ 60,011	\$ 65,011	\$ (5,000)	\$ 18,832
450 - Field Trip-Swimming	\$ -		n/a	n/a	n/a	\$ -	\$ -	\$ -	\$ -
451 - Field Trip-Tyrell Museum	\$ 14		Tyrell Museum field trip	Offset future field trips	2019-2020	\$ -	\$ -	\$ -	\$ 14
458 - Outdoor Education	\$ 513		Camp McCoy	Offset future field trips	2019-2020	\$ 1,267	\$ 1,780	\$ (513)	\$ 0
460 - Ski Trip	\$ 107		Grade 5/6 Field Trip	Offset future ski trip	2019-2020	\$ 2,863	\$ 2,970	\$ (107)	\$ 0
463 - Transportation	\$ (34)		Variety of field trips	Offset future field trips	2019-2020	\$ 2,750	\$ 2,716	\$ 34	\$ (0)
472 - Books 100% GST	\$ -		Books 100% GST	n/a	n/a	\$ -	\$ -	\$ -	\$ -
551 - Bank Charges	\$ 74		Banking fees	Carry over	Ongoing	\$ -	\$ -	\$ -	\$ 74
553 - Recycle	\$ 698		Recycling milk/bottles	Recycling initiatives and Green Team	Ongoing	\$ 750	\$ 1,000	\$ (250)	\$ 448
555 - Staff Coffee Fund	\$ -		n/a	n/a	n/a	\$ -	\$ -	\$ -	\$ -
556 - Teacher Supplies	\$ (1,435)	Carry-over from STA	Teacher supply allocation	Will be zeroed out; funds coming out of SBDM going forward	2019-2020	\$ -	\$ -	\$ -	\$ (1,435)
576 - Fee: Agenda	\$ (1,570)	Bought agendas out of SGF instead of SBDM	Student agendas	Will be zeroed out; funds coming out of SBDM going forward	2019-2020	\$ -	\$ -	\$ -	\$ (1,570)
900 - Fee: ELP	\$ -	In/out funds	ELP fees		n/a	\$ 73,365	\$ 73,365	\$ -	\$ -
903 - Parking Fees	\$ -	In/out funds	Parking fees		n/a	\$ 300	\$ 300	\$ -	\$ -
Total	\$ 16,426					\$ 160,759	\$ 162,820	\$ (2,061)	\$ 14,565

**Medicine Hat Catholic Board of Education
St. Patrick's School
School Generated Funds
2019-20**

A	B	C	H	I	J	K	L	M	N
SGF Element	August 31, 2019 balance	Where or how did the balance originate?	What is the fund used for?	How is the balance to be used	When will the balance be depleted	Estimated SGF Revenue 2019- 20	Estimated SGF Expense 2019- 20	Estimated SGF Surplus (Deficit) (K- L)	Estimated August 31, 2020 Balance (B+M)
Activities - Students	\$ 1,675	Skate A Thon pledges (58% Kinsmen & 42% School)	general student activities	Support extra field trip costs (bussing)	throughout the year extra field trips	\$ 1,500	\$ 2,300	\$ (800)	\$ 875
General	\$ 3,271	Parent Council fundraising - support school needs	Support classroom and school initiatives	Makerspace Room and equipment	continue to purchase Makerspace equipment	\$ 2,000	\$ 5,000	\$ (3,000)	\$ 271
Milk Program	\$ 14,119	Secretaries organize and offer to all students	Replace of refrigeration unit, carts, and other program equipment. Funds also help to support school wide activities/needs.	New school murals inside hallways (\$1400), Install of Fire magnet door (\$1500), and Recess Reflection equipment \$2000)	Throughout the school year	\$ 500	\$ 4,900	\$ (4,400)	\$ 9,719
School Council	\$ 917	In and Out account for school community projects - remove account	Playground, Community Classroom, etc.	Continue to support Recess Reflection initiative costs	Throughout the school year	\$ -	\$ 900	\$ (900)	\$ 17
Parent Council Fundraise	\$ 258	Fundraising	Not used anymore...transfer funds and remove account	balance into the school council account above	as soon as funds are transferred	\$ -	\$ 258	\$ (258)	\$ (0)
Donations	\$ (31)	Donations collected from school services (Terri Fox, etc.)	Food Bank, Terri Fox, Remembrance Day, etc...	Donations to community groups/persons		\$ 500	\$ 469	\$ 31	\$ 0
Library/Book Fair	\$ 1,372	Parent Council support AR and Book Fair proceeds	AR yearly licensing and purchase of AR/Library books	Renaissance Licensing \$6000 US and purchase of books	AR invoices are paid in May along with costs of Dog Tags (\$1500)	\$ 7,000	\$ 6,000	\$ 1,000	\$ 2,372
Kindergarten - Class A	\$ 268	Collection from parents \$8/each	Pay for materials to build student year journals	cover costs for materials - no extra proceeds needed	Throughout the year	\$ 260	\$ 350	\$ (90)	\$ 178
Kindergarten - Class B	\$ 41	Collection from parents \$8/each	Pay for materials to build student year scrapbooks	cover costs for materials - no extra proceeds needed	Throughout the year	\$ 200	\$ 240	\$ (40)	\$ 1
Out of School Care	\$ 60,224	OSC charges for am/pm care program (charge \$1/15 minutes)	Staff wages, updated equipment, First Aid cert, training, PD, etc...	Increase in staff salaries (NEW), replace equipment, 1st Aid training. Cover SBDM deficit (\$6325 of 2019) balance of	Throughout the year	\$ 10,000	\$ 16,000	\$ (6,000)	\$ 54,224
Field Trip	\$ 7,340	Parent Council fundraising - support school needs	Classroom and School field trips	Cover potential costs for bus costs (weather) and extra field trips	Throughout the year	\$ 4,000	\$ 6,000	\$ (2,000)	\$ 5,340
Fundraising	\$ 336	School Fundraisers	Honorariums for presenters and staff supports (flowers, cards, etc.)		Throughout the year	\$ -	\$ 200	\$ (200)	\$ 136
Bank Charges	\$ 3,817	NSF collections and Bank interests	School costs or needs	Support school furniture, initiatives,	Throughout the year	\$ -	\$ 500	\$ (500)	\$ 3,317
Fee: Agenda	\$ 16	Student Agenda	Agenda fees/student (previous years)	Transfer to SBDM deficit (\$6076.68)		\$ -	\$ -	\$ -	\$ 16
Golf	\$ -	remove account				\$ -	\$ -	\$ -	\$ -
Fee: ELP	\$ (109)	Balance from Bank Charges and remove				\$ -	\$ -	\$ -	\$ (109)
Fee: Technology	\$ 1	Balance from Bank Charges and remove				\$ -	\$ -	\$ -	\$ 1
Parking Fees	\$ -	remove account				\$ -	\$ -	\$ -	\$ -
Fee: Kindergarten	\$ (10)	Balance from Bank Charges and remove	Previous years fee			\$ -	\$ -	\$ -	\$ (10)
Fee: Grades 1-6	\$ 15	Balance from Bank Charges and remove	Previous years fee			\$ -	\$ -	\$ -	\$ 15
SGF Wages - 3PB	\$ -	remove account				\$ -	\$ -	\$ -	\$ -

Total	\$ 93,520					\$ 25,960	\$ 43,117	\$ (17,157)	\$ 76,363
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Medicine Hat Catholic Board of Education

St. Francis

School Generated Funds

2019-20

A	B	C	H	I	J	K	L	M	N
SGF Element	August 31, 2019 balance	Where or how did the balance originate?	What is the fund used for?	How is the balance to be used	When will the balance be depleted	Estimated SGF Revenue 2019- 20	Estimated SGF Expense 2019-20	Estimated SGF Surplus (Deficit) (K- L)	Estimated August 31, 2020 Balance (B+M)
001-Activities-students	\$ 38	difference in fees	student activities	off set fees this year	June	\$ -	\$ -	\$ -	\$ -
003-Fees: studnets	\$ -					\$ -	\$ -	\$ -	\$ -
005- General	\$ 6,590	previous consolidated surplus	school projects	school projects	NA	\$ -	\$ 4,000	\$ (4,000)	\$ 2,590
102 - Foods Class	\$ -					\$ -	\$ -	\$ -	\$ -
104 - Hot Lunch	\$ -					\$ -	\$ -	\$ -	\$ -
105 - Milk Program	\$ 365	profit from milk	milk program	future repair/replacement of milk fridge		\$ -	\$ -	\$ -	\$ 365
108 - Vending machine:	\$ -					\$ -	\$ -	\$ -	\$ -
115 - null	\$ -					\$ -	\$ -	\$ -	\$ -
6 - Kindergarten Suppli	\$ -					\$ -	\$ -	\$ -	\$ -
119 - Null	\$ -					\$ -	\$ -	\$ -	\$ -
121 - null	\$ -					\$ -	\$ -	\$ -	\$ -
134 - null	\$ -					\$ -	\$ -	\$ -	\$ -
40 - swimming -lesson	\$ -					\$ -	\$ -	\$ -	\$ -
150 - School council	\$ 113	Proceeds from School Cash	school cash	online	Jun-20	\$ -	\$ -	\$ -	\$ 113
- Parent Council Fundr.	\$ 31	parent council fundraising	parent council	parent council projects		\$ -	\$ -	\$ -	\$ 31
160 - Green Projects	\$ 1,169	previous fundraisers	unknown	unknown	unknown	\$ -	\$ -	\$ -	\$ 1,169
164 - Chalice	\$ 228	fundraising via recycling	sponsoring chalice children	sponsorship	June	\$ 300	\$ 500	\$ (200)	\$ 28
165 - Donations	\$ -					\$ -	\$ -	\$ -	\$ -
167 - Haiti - Schools	\$ -					\$ -	\$ -	\$ -	\$ -
168 - Holy Childhood	\$ -					\$ -	\$ -	\$ -	\$ -
169 - Mission Mexico	\$ 73	donation to mission Mexico	sponsorship	sponsorship	June	\$ -	\$ -	\$ -	\$ 73
- Missions: Other Char	\$ 433	donations to various charities	sponsorship	sponsorship	June	\$ -	\$ 400	\$ (400)	\$ 33
171 - Salvation Army	\$ -					\$ -	\$ -	\$ -	\$ -
172 - Santa Claus Func	\$ -					\$ -	\$ -	\$ -	\$ -
174 - Snack Program	\$ 571	unknown	past snack program	unknown	unknown	\$ -	\$ -	\$ -	\$ 571
75 - St. Vincent De Pau	\$ -					\$ -	\$ -	\$ -	\$ -
'6 - Terry Fox Foundati	\$ -					\$ -	\$ -	\$ -	\$ -
200 - Library/Book Fair	\$ 1,913	book fair fundraiser	purchasing library resources	purchasing resources	unknown	\$ -	\$ 1,000	\$ (1,000)	\$ 913
209 - Math	\$ 301	unknown	math related materials	math related materials	June	\$ -	\$ 300	\$ (300)	\$ 1
400 - Equipment	\$ 1,202	Academy fees	equipment purchases	purchasing equipment	June	\$ -	\$ 1,200	\$ (1,200)	\$ 2
402 - Technology	\$ -					\$ -	\$ -	\$ -	\$ -
140 - Out of School car	\$ 20,192	surplus from B and A care	Before and After school pro	purchasing supplies and sal	unknown	\$ 24,350	\$ 25,000	\$ (650)	\$ 19,542
452 - Field Trips	\$ 265	field trip expenses	field trip expenses	unknown	unknown	\$ -	\$ -	\$ -	\$ 265
457 - Music Festival	\$ 27	Fees	music related expenses	fees for music festival		\$ -	\$ -	\$ -	\$ 27
58 - Outdoor educatio	\$ -					\$ -	\$ -	\$ -	\$ -
503 - Fundraising	\$ 125	unknown	unknown	unknown	unknown	\$ -	\$ -	\$ -	\$ 125
506 - Skate-A-Thon	\$ 1,615	funds raised from skate-a-th	fundraising	equipment purchase	unknown	\$ 800	\$ -	\$ 800	\$ 2,415
551 - Bank Charges	\$ 1,251	bank fees	bank fees	SCO fees	unknown	\$ 600	\$ -	\$ 600	\$ 1,851
553 - Recycle	\$ 744	bottle returns	unknown	unknown		\$ -	\$ -	\$ -	\$ 744

556 - teacher supplies	\$	0	supply costs	teacher supplies	unknown	unknown	\$	-	\$	-	\$	-	\$	0
576 - Fee: Agenda	\$	-					\$	-	\$	-	\$	-	\$	-
626 - Baseball	\$	-					\$	-	\$	-	\$	-	\$	-
Total	\$	13,028					\$	300	\$	7,400	\$	(7,100)	\$	5,890

Medicine Hat Catholic Board of Education
Mother Teresa School
School Generated Funds
2019-20

A	B	C	H	I	J	K	L	M	N
SGF Element	August 31, 2019 balance	Where or how did the balance originate?	What is the fund used for?	How is the balance to be used	When will the balance be depleted	Estimated SGF Revenue 2019- 20	Estimated SGF Expense 2019-20	Estimated SGF Surplus (Deficit) (K- L)	Estimated August 31, 2020 Balance (B+M)
550 - Staff Activities	\$ (89)	Staff Social fund collection	Staff Christmas Party	Christmas supper Canadiana Musical Theatre	Nov-19	\$ -	\$ 89	\$ (89)	\$ -
1 - Student Activities	\$ 1,281	School fee collection surplus	Performances/Speakers Office supplies/first aid supplies	Company Office supplies/first aid supplies	May 2020	\$ -	\$ 1,281	\$ (1,281)	\$ (0)
551-Bank Interest/Charg	\$ 4,637	Bank	Programing costs/School Supplies/PD/Courses required/Leraning Commons soft seating/STREAM Commons supplies	Programing costs/School Supplies/PD/Courses required/Leraning Commons soft seating/STREAM Commons supplies	Some balance will remain for start up in 2020-21 school year	\$ 2,000	\$ -	\$ 2,000	\$ 6,637
440-OSC Program	\$ 49,015	OSC User Fees				\$ 67,000	\$ 95,000	\$ -	\$ 21,015
161 - Breakfast Program	\$ 8,801	Donations from the Community	Purchase extra food for students	Food cupboard - needed for students throughtout the year		\$ -	\$ 1,000	\$ (1,000)	\$ 7,801
2 - Choir	\$ 699	Recorder Collections/Bottle Drive	Music Supplies/Choir Field Trips	Music Supplies/Choir Field Trips	Some balance will remain as a nest egg for 2020-21	\$ 500	\$ 500	\$ -	\$ 699
602 - Christmas Concert	\$ 157	Bottle Drive Parent Council	classroom Field trips	royalties/christmas concert costumes and supplies	June 2019	\$ -	\$ 157	\$ (157)	\$ (0)
165 - Donations	\$ (24)	Requested Closure in 2018				\$ -	\$ -	\$ -	\$ (24)
576 - Agenda Fee	\$ 526		Face2Face Ministries retreat	Balance paid to F2F for retreat	June 2020	\$ -	\$ 526	\$ (526)	\$ (0)
900-ELP	\$ 2,770		ELP programming/field trips	Supplies/field trips Materials needs for STREAM programming	June 2020	\$ -	\$ 2,770	\$ (2,770)	\$ -
921 - Grades 1-6	\$ 50	Requested Closure in 2018	STREAM materials		June 2020	\$ -	\$ 50	\$ (50)	\$ -
920- Kindergarten	\$ -	Requested Closure in 2018				\$ -	\$ -	\$ -	\$ -
901 - Technology	\$ 5	Requested Closure in 2018	STREAM materials	programming	Dec 2019	\$ -	\$ 5	\$ (5)	\$ -
503- Fundraising	\$ 370		STREAM materials	programming	Dec 2019	\$ -	\$ 370	\$ (370)	\$ -
026-GST rebate	\$ (322)		STREAM materials	programming	#####	\$ -	\$ 322	\$ (322)	\$ (644)
206 - Kindergarten Class	\$ 1,670	Fundraising	Trips/Supplies	Trips/Supplies	June 2020	\$ 1,000	\$ 2,000	\$ (1,000)	\$ 670
200 - Library/Book Fair	\$ 359	Book Fair/Pizza Day Sales	Books/Supplies	Books/Supplies	June 2020	\$ 2,200	\$ 2,200	\$ (2,200)	\$ 159
105 - Milk Program	\$ 2,228	Milk Program	us Day costs	Instructor fees (Genius Day)	May 2020	\$ 5,000	\$ 6,500	\$ (1,500)	\$ 728
458 - Outddor Education	\$ 1,677	Field Trips/User Fee Activities	McCoy (Elkwater)	Park Interpreter/Course fees,	June 2020	\$ 3,900	\$ 4,300	\$ (400)	\$ 1,277
909 - Over/Under	\$ -	Requested Closure in 2018				\$ -	\$ -	\$ -	\$ -
401- Playground Upgrad	\$ -					\$ -	\$ -	\$ -	\$ -
903- Parking Fees	\$ -	Requested Closure of account	Central office paid directly			\$ -	\$ -	\$ -	\$ -
150 - School Council	\$ 56	collection	General Field trips	Field trip support	June 2020	\$ -	\$ 56	\$ (56)	\$ -

A	B	C	H	I	J	K	L	M	N
SGF Element	August 31, 2019 balance	Where or how did the balance originate?	What is the fund used for?	How is the balance to be used	When will the balance be depleted	Estimated SGF Revenue 2019- 20	Estimated SGF Expense 2019-20	Estimated SGF Surplus (Deficit) (K- L)	Estimated August 31, 2020 Balance (B+M)
019 - YEP program	\$ -					\$ -	\$ -	\$ -	\$ -
17000 -YR End Outstand	\$ -					\$ -	\$ -	\$ -	\$ -
Element 27	\$ -					\$ -	\$ -	\$ -	\$ -
Element 28	\$ -					\$ -	\$ -	\$ -	\$ -
Element 29	\$ -					\$ -	\$ -	\$ -	\$ -
Element 30	\$ -					\$ -	\$ -	\$ -	\$ -
Total	\$ 73,866					\$ 81,600	\$ 117,126	\$ (9,726)	\$ 38,318

**Medicine Hat Catholic Board of Education
St. Michael's School
School Generated Funds
2019-20**

A	B	C	H	I	J	K	L	M	N
SGF Element	August 31, 2019 balance	Where or how did the balance originate?	What is the fund used for?	How is the balance to be used	When will the balance be depleted	Estimated SGF Revenue 2019- 20	Estimated SGF Expense 2019-20	Estimated SGF Surplus (Deficit) (K- L)	Estimated August 31, 2020 Balance (B+M)
Element 1	\$ 947	General	Recycling Fees	Cost of recycling is increasing	June	\$ -	\$ 947	\$ 947	\$ 1,894
Element 2	\$ 595	Pizza is ordered for students	Extra pizza is ordered for families without funds. Paid for from the profits in this account	June		\$ -	\$ 595	\$ 595	\$ 1,190
Element 3	\$ 2,409	Milk Program- has accumulated through the years- current profit on milk is about 0.10.		A spring activity will be planned for the students, swimming, BBQ,	June	\$ -	\$ 2,409	\$ 2,300	\$ 4,709
Element 4	\$ 576	Balance has been carried for a number of years. A donation was made by a family to the students of St. Michael's	To be deemed need by the school.	Balance to cover cost to 2019 Christmas Concert	June	\$ -	\$ 576	\$ 576	\$ 1,152
Element 5	\$ 747	Book Fair	Purchase of Books for the school library	Books to be purchased.	June	\$ -	\$ 700	\$ 700	\$ 1,447
Element 6	\$ 3,840	Playground Upgrades- has been accumulating for a number of years.	Playground upgrades	Balance is being saved to purchase a swing for handicapped students (about \$11, 000)	2025	\$ 1,000	\$ -	\$ 1,000	\$ 4,840
Element 7	\$ 14,534	OSC	OSC Wages	OSC purchases snacks, treats, brings in Bounce of Fun as well as conducts staff meetings where employees are paid. We are also currently overstaffed 1 hour/day until January.. due to change in co-ordinator. Are staffing an extra hour/week for co-ordinator to prepare on Mondays		\$ -	\$ 8,500	\$ (8,500)	\$ 6,034
Element 8	\$ 10,468	Field Trip- has been this amount since the year of the flooding-all trips were cancelled.	Classroom Field Trips	Heritage Park, Grade 6 Camp McCoy, Medalta, the Esplanade	June	\$ -	\$ 8,000	\$ (8,000)	\$ 2,468

Element 9	\$	308	Music Festival		Balance to be used to cover the cost of Christmas concert.	December	\$	-	\$	308	\$	(308)	\$	-
Element 10	\$	2,178	Bank Charges				\$	-	\$	-	\$	-	\$	2,178
Element 11	\$	450	Fee: Agenda	Agendas are given to and used by each student at St. Michael's	Cover increasing cost of agendas	May	\$	-	\$	-	\$	-	\$	450
Element 12	\$	209	Christmas Concert	Christmas Concert Requirements	Costume requirements, rental of the college, etc.	Dec	\$	-	\$	209	\$	(209)	\$	-
Element 13	\$	337	ELP Fees		Cleared out ot be returned to the Board Office		\$	-	\$	337	\$	(337)	\$	-
Element 14	\$	423	FA General	Fine Arts Block	Supplies required for mask making, instrument repair,	June	\$	-	\$	400	\$	(400)	\$	23
Element 30	\$	-					\$	-	\$	-	\$	-	\$	-
Total	\$	38,021					\$	1,000	\$	22,981	\$	(11,636)	\$	26,385

**Medicine Hat Catholic Board of Education
St. Louis School
School Generated Funds
2019-20**

A	B	C	H	I	J	K	L	M	N
SGF Element	August 31, 2019 balance	Where or how did the balance originate?	What is the fund used for?	How is the balance to be used	When will the balance be depleted	Estimated SGF Revenue 2019- 20	Estimated SGF Expense 2019-20	Estimated SGF Surplus (Deficit) (K- L)	Estimated August 31, 2020 Balance (B+M)
Activities Students	\$ (1,253)	Donation program no longer running	Physical activity through YMCA	used Hot lunch to offset deficit		\$ -	\$ -	\$ -	
Get Active	\$ (117)			no longer exists		\$ -	\$ -	\$ -	\$ (46)
Hot Lunch	\$ -			used to offset activities. Was at \$736.00		\$ -	\$ -	\$ -	\$ -
Milk Program	\$ (225)		Milk for purchase by students daily breakfast for students		deficit	\$ -	\$ -	\$ -	\$ (225)
Breakfast Program	\$ (334)				deficit	\$ -	\$ -	\$ -	\$ (334)
Breakfast Program Lunche	\$ -			Used to offset activities. Was at \$132		\$ -	\$ -	\$ -	\$ -
Breakfast Program Milk	\$ 8,604	Donation by Service organization				\$ -	\$ -	\$ -	\$ 8,604
Donations	\$ (35)					\$ -	\$ -	\$ -	\$ (35)
Library/Book Fair	\$ (224)					\$ -	\$ -	\$ -	\$ (224)
Field Trip	\$ (36)					\$ -	\$ -	\$ -	\$ (36)
Fundraising	\$ (558)					\$ -	\$ -	\$ -	\$ (558)
Skate a Thon	\$ -			Used to offset activities. Was at \$456		\$ -	\$ -	\$ -	\$ -
Bank Charges	\$ -			Used to offset field trips. Was at \$1227		\$ -	\$ -	\$ -	\$ -
Fee Grades 1-6	\$ -			Used to offset fundraising. Was at \$110.00		\$ -	\$ -	\$ -	\$ -
Element 30	\$ -					\$ -	\$ -	\$ -	\$ -
Total	\$ 5,822					\$ -	\$ -	\$ -	\$ 7,146



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

**Associate Superintendent
Learning Services**

Date: December 10, 2019

Name: Hugh Lehr

Agenda Item:

In July of this year, the Alberta Government passed Bill 201, Protection of Students with Life-Threatening Allergies Act and this Act comes into force, 1 January 2020.

We have updated our existing AP 317 – Students with Severe (Anaphylactic) Allergies to be in compliance with Bill 201

Recommendation

- Receive as information

THE LEGISLATIVE ASSEMBLY OF ALBERTA

BILL 201

**PROTECTION OF STUDENTS WITH
LIFE-THREATENING ALLERGIES ACT**

MS ARMSTRONG-HOMENIUK

First Reading

Second Reading

Committee of the Whole

Third Reading

Royal Assent

BILL 201

2019

PROTECTION OF STUDENTS WITH LIFE-THREATENING ALLERGIES ACT

(Assented to , 2019)

WHEREAS students with life-threatening allergies should feel safe and supported at school; and

WHEREAS while parents and students remain responsible for providing schools with information regarding life-threatening allergies and supplying the required medication for use at school if needed, the safety of students with life-threatening allergies is vitally important and it is necessary to provide for policies, procedures and emergency medication to protect these students;

THEREFORE HER MAJESTY, by and with the advice and consent of the Legislative Assembly of Alberta, enacts as follows:

Definitions

1 In this Act,

- (a) “anaphylaxis” means a severe systemic allergic reaction which can be fatal, resulting in circulatory collapse or shock, and “anaphylactic” has a corresponding meaning;
- (b) “board” means
 - (i) a board as defined in the *School Act*,
 - (ii) a board as defined in the *Northland School Division Act*,
 - (iii) the Regional authority of a Francophone Education Region under the *School Act*,

- (iv) a person responsible for the operation of a private school registered under the *School Act*, and
- (v) an operator of a charter school established under the *School Act*;
- (c) “employee” means an employee of a board who regularly works at the school;
- (d) “Minister” means the Minister determined under section 16 of the *Government Organization Act* as the Minister responsible for this Act;
- (e) “parent” has the meaning given to it in the *School Act*;
- (f) “principal” means a teacher designated as a principal or acting principal under the *School Act* or the *Northland School Division Act* or the person designated as the principal of a private school;
- (g) “school” means a structured learning environment through which an education program is offered to a student by a board;
- (h) “student” means a person who is enrolled in a school.

Establishment of policy

2(1) Every board shall establish and maintain an anaphylaxis policy in accordance with this section.

(2) The anaphylaxis policy shall include the following:

- (a) strategies that reduce the risk of exposure to anaphylactic causative agents in classrooms and school common areas;
- (b) a communication plan for the dissemination of information on life-threatening allergies to parents, students and employees;
- (c) mandatory regular training on dealing with life-threatening allergies for all employees;
- (d) a requirement that every principal or designate
 - (i) develop an individual plan for each student who has an anaphylactic allergy,

- (ii) ensure that, upon enrollment, parents and students are asked to supply information on life-threatening allergies, if any, and
- (iii) maintain a file for each anaphylactic student including any current treatments, copies of any prescriptions, any instructions from health professionals and a current emergency contact list.

Individual anaphylaxis plans

3 An individual plan for a student with an anaphylactic allergy shall be consistent with the policy of a board established under section 2 and shall include

- (a) information for employees and others who are in direct contact with the student on a regular basis regarding the type of allergy, monitoring and avoidance strategies and appropriate treatments,
- (b) a readily accessible emergency procedure for the student, including emergency contact information, and
- (c) provisions for and information regarding storage for epinephrine auto-injectors, where necessary.

Record-keeping

4(1) The Minister may make regulations respecting records created under this Act.

(2) Regulations made under subsection (1) may provide that records or information created or collected under this Act form part of a student record under section 38.1 of the *School Act*.

Stock epinephrine auto-injectors

5 A board shall ensure that a minimum of one epinephrine auto-injector is maintained in accordance with the regulations in each school operated by the board.

Preauthorized administration of medication

6(1) An employee may be preauthorized to administer or supervise student administration of medication in response to an anaphylactic reaction, and may do so, if

- (a) the information maintained in the student's file under section 2(2)(d)(iii) remains current, and
- (b) consent has been given by the parent or student, as applicable, in the manner prescribed by the regulations.

(2) Parents and students are responsible for ensuring that the information maintained under section 2(2)(d)(iii) remains current.

Emergency administration of medication

7 Even if not preauthorized to do so under section 6(1), an employee may administer an epinephrine auto-injector or other medication prescribed to a student for the treatment of an anaphylactic reaction if the employee has reason to believe that the student is experiencing an anaphylactic reaction.

Protection from liability

8(1) No action lies or may be commenced against a person for anything done or omitted to be done by that person in good faith in response to an anaphylactic reaction in accordance with this Act unless it is established that the act or omission was caused by gross negligence on the part of that person.

(2) For greater certainty, nothing in subsection (1) affects any protection available to a person under the *Emergency Medical Aid Act*.

Common law preserved

9 Nothing in this Act affects or in any way interferes with the duties any person may have under common law.

Regulations

10 The Lieutenant Governor in Council may make regulations

- (a) respecting the type, storage and location of epinephrine auto-injectors, and the provision of epinephrine auto-injectors to schools, in accordance with section 5;
- (b) prescribing the manner of providing consent under section 6(1)(b);

- (c) defining any word or phrase that is not defined in this Act for the purposes of this Act or the regulations.

Amends SA 2012 cE-0.3

11(1) The *Education Act* is amended by this section.

(2) The following is added after section 281:

Consequential amendment

281.01(1) The *Protection of Students with Life-Threatening Allergies Act* is amended by this section.

(2) Section 1 is amended

(a) by striking out “*School Act*” and substituting “*Education Act*” wherever it occurs, and

(b) by repealing clause (b)(iii) and substituting the following:

(iii) a Francophone regional authority
as defined in the *Education Act*;

(3) Section 4(2) is amended by striking out “under section 38.1 of the *School Act*” and substituting “under section 56 of the *Education Act*”.

Coming into force

12 This Act comes into force on January 1, 2020.

Explanatory Notes

11 Amends chapter E-0.3 of the Statutes of Alberta, 2012, by adding a consequential amendment.

Record of Debate

[illegible]

STUDENTS WITH SEVERE (ANAPHYLACTIC) ALLERGIES

Background

The division recognizes the dangers faced by students and staff with severe allergic or anaphylactic reactions. While the division cannot guarantee an *allergen-free* environment, the division will take reasonable steps to ensure an allergy *aware* environment for students and staff with life-threatening allergies further to the goal of maintaining a safe and caring environment for all students.

The responsibility for communicating concerns about students with severe or anaphylactic reactions belongs to parents and to the students themselves, depending on the student's age and maturity. The responsibility for communicating concerns about staff with severe or anaphylactic reactions belongs to the staff member. It may be necessary at times for school staff to provide an appropriate emergency medical response in the event of an anaphylactic reaction.

Definitions

“Allergen” means a substance capable of inducing allergy or hypersensitivity.

“Allergy” means a hypersensitive state acquired through exposure to a particular allergen, with re-exposure bringing to light an altered capacity to react.

“Allergen-free environments” means school sites that provide assurance that life-threatening allergens are not present at the site.

“Allergy-aware or allergy-safe environments” mean school sites that provide comprehensive information about allergens, allergies and anaphylaxis to students, parents and staff members, and that minimize the extent to which individuals at the site who have severe allergies are at risk of exposure to potentially life-threatening allergens.

“Anaphylaxis” means a severe systematic allergic reaction to any stimulus that has a sudden onset, involves one or more body systems with multiple symptoms, and can be life threatening. As such, it requires avoidance strategies as well as an immediate response and intervention in the event of an emergency.

About Anaphylaxis

Anaphylaxis is a serious allergic reaction that can be life threatening. Food is the most common cause of anaphylaxis, but insect stings, medicine, latex, or exercise can also cause a reaction.

Anaphylactic reactions are those severe allergic reactions that involve several body systems and can lead to death unless immediate medical attention is received.

The most distinctive symptoms of anaphylaxis include hives; swelling of the throat, tongue or around the eyes; and difficulty breathing or swallowing. Other common symptoms include a metallic taste or itching in the mouth, flushing/itching of the skin, digestive discomfort, increased heart rate, rapidly decreasing blood pressure, sudden weakness, anxiety, collapse and loss of consciousness.

There is an urgent need to respond quickly and appropriately to an anaphylaxis as it can threaten life within a very short period of time. Most commonly, an injection of epinephrine via an auto-injector (*EpiPen*) will offer a short window of time to get the affected person to emergency care at a hospital.

Procedures

- 1. Identifying Individuals at Risk:** It is the responsibility of parents of children with severe or anaphylactic allergies to encourage their child to wear an *Allergy Alert* bracelet and preferably carry an epinephrine auto-injector (*EpiPen*) on their person. Parents must also provide information about the diagnosis at the beginning of the school year and a change in diagnosis as it occurs to the principal, home room teacher and bus driver at the beginning of each school year, or when their child changes schools. The principal will ensure that, upon enrollment, parents and students are asked to supply information on life-threatening allergies.
- 2. Stock Epinephrine Auto-Injectors:** A board shall ensure that a minimum of one epinephrine auto-injector is maintained in accordance with the regulations in each school operated by the board.
- 3. Anaphylaxis Emergency Response Plan:** The principal will ensure that an individual emergency response plan is completed for each student with anaphylactic allergies in cooperation with the parents, the student's physician and where the principal deems it necessary, the public health nurse. The Anaphylaxis Emergency Plan is kept in a readily accessible location at the school and will include:
 - information for employees and others who are in direct contact with the student on a regular basis regarding the type of allergy, monitoring and avoidance strategies and appropriate treatments,
 - a readily accessible emergency procedure for the student, including emergency contact information, and provisions for and information regarding storage for epinephrine auto-injectors, where necessary.
 - permission to post and/or distribute the student's photograph and medical information in key locations such as classrooms, school bus, and staff room.

***See Appendix A**

- 4. Preauthorized Administration of Medication:**
 - 4.1 An employee may be preauthorized to administer or supervise student administration of medication in response to an anaphylactic reaction, and may do so, if
 - 4.1.1 the information maintained in the student's file remains current, and
 - 4.1.2 consent has been given by the parent or student, as applicable, in the manner prescribed by the regulations.
 - 4.2 Parents and students are responsible for ensuring that the information remains current.

5. Emergency Administration of Medication: Even if not preauthorized to do so under section 4.1, an employee may administer an epinephrine auto-injector or other medication prescribed to a student for the treatment of an anaphylactic reaction if the employee has reason to believe that the student is experiencing an anaphylactic reaction.

6. Communication: Effective and planned communication strategies that target the different participants in a school community will help to reduce fear and uncertainty while building capacity to respond to individuals with severe allergies.

6.1 All staff members (certified and non-certified) and including bus drivers will be made aware that a child at risk of anaphylaxis is attending their school or riding the bus and that child shall be identified before or immediately after the child registers at the school.

6.2 With the consent of the parent, the principal and the classroom teacher must ensure that the student's classmates are provided with information on severe allergies in a manner that is appropriate for the age and maturity level of the students, and that strategies to reduce teasing and bullying are incorporated in this information.

6.3 A general awareness and information package be sent home via newsletter to all parents regarding allergy's and problematic foods

7. Allergen Avoidance Strategies: Strategies must be based on the developmental age of the student and the particular allergen. Avoidance strategies do not imply that there is zero risk, but strive to create an *allergy safe* as opposed to an *allergen-free* environment.

7.1 The principal shall ask parents of students who share a classroom or school bus with a student at risk of anaphylaxis, to refrain from sending foods containing the allergen to school.

7.2 Young children will be supervised by an adult while eating.

7.3 Individuals with food allergy should not trade or share food, food utensils, or food containers.

7.4 Parents of a student at risk of anaphylaxis shall collaborate with the principal to inform the food service staff that food served during lunch and snack programs is appropriate.

7.5 If a classroom is used as a lunchroom, it will be established as an "allergen-free" area, using a cooperative approach with students and parents. The school staff shall develop strategies for monitoring such "allergen-free" areas and for identifying high-risk areas for students at risk of anaphylaxis.

7.6 If parents provide food to the class for special occasions, they must ensure that the ingredients do not pose a threat to students at risk of anaphylaxis.

7.7 The principal/maintenance supervisor will have insect nests professionally relocated or destroyed, as appropriate.

8. Training:

8.1 Principals will ensure that as many teachers, school-based non-teaching staff, and lunch program supervisors as possible receive first aid training so they learn how to recognize and respond to the signs of anaphylaxis. Standardized anaphylaxis training should be provided once a year at a minimum, preferably around the start of the school year.

8.2 The entire school population will be educated regarding the seriousness of anaphylaxis and taught how to respond appropriately to an anaphylaxis emergency.

9. Roles and Responsibilities: Anaphylaxis management is a shared responsibility that includes allergic children, their parents, caregivers and the entire school community.

10. Parents: Parents should make every effort to teach their allergic children to self-protect. Good safety habits should be established from an early age. Parents:

10.1 Must make every effort to teach their allergic children to protect themselves through avoidance strategies.

10.2 Are responsible for informing the school about the student's allergies, and updating the school on any changes (e.g. diagnosis of an additional allergy, outgrowing an allergy).

10.3 Must provide the child/school with an epinephrine auto-injector which is not expired.

10.4 Will complete an Anaphylaxis Emergency Plan and provide allergy information, emergency contact numbers, emergency protocol, and signature of the parent/guardian and if possible physician.

10.5 Will provide consent to allow school staff to use an epinephrine auto injector when they consider it necessary in an anaphylaxis emergency.

10.6 For food-allergic children, will provide non-perishable foods and safe snacks for special occasions.

10.7 Will communicate with school staff about field trip arrangements.

10.8 Will meet with the principal/food service staff to inquire about allergen management policies and menu items, if their child is to eat foods prepared at school.

11. Students at Risk:

11.1 Will have one epinephrine auto-injector with their name on it, kept in a readily available, unlocked location as designated by the school principal. Students should be encouraged to carry their own auto-injector when age appropriate.

11.2 Will avoid eating if they do not have ready access to an epinephrine auto injector.

11.3 Will be very cautious when eating foods prepared by others

11.4 Will be encouraged to wear medical identification, such as a *Medic Alert* bracelet or necklace which clearly identifies their allergy, or a special badge in the case of very young children.

12. School Community:

12.1 All school staff (including volunteers in supervision of students at risk of anaphylaxis) will be made aware of children who are at risk of anaphylaxis and be trained to respond to an allergic reaction. Teachers will keep a copy of their student's Anaphylaxis Emergency Response Protocol in their day planner or emergency binder where it will be available for substitute teachers.

12.2 Teacher/Supervisor in consultation with parents will ensure that sufficient epinephrine (auto-injector-*EpiPen*) are available for off-campus field trips.

12.3 The child's Emergency Response information shall be kept in areas which are accessible to staff, while respecting the privacy of the student (e.g. office, staff room, lunch room or cafeteria).

12.4 The entire school population will be educated regarding the seriousness of anaphylaxis and be taught how to respond appropriately in the case of anaphylaxis.

13. Food Service and Bus Contractors/Drivers:

13.1 Food service personnel will be aware of the risk of cross contamination through purchasing, handling, preparation, and serving of food.

13.2 When possible, contractors shall include anaphylaxis training as part of the regular first-aid training. It is recommended bus contractors/drivers will establish and enforce a 'no eating' rule during travel on buses that transport students at risk of anaphylaxis.

13.3 If possible, staff at both food service and bus contractors will participate in the school's anaphylaxis training, which includes the identification of students at risk and how to use an epinephrine auto-injector.

Reference:

Bill 201 – Protection of Students with Life-Threatening Allergies Act

Allergy Anaphylaxis Information Response (AAIR) - (www.aaia.ca)

Anaphylaxis Canada (www.anaphylaxis.ca/)

School Act Section 18, 20, 45, 60, 61, 113

Alberta Emergency Medical Aid Act

Anaphylaxis in Schools and Other Child Care Settings, Canadian Society of Allergy and Clinical Immunology, 2005 (www.csaci.ca/schools.html)

Policy Advisory: Anaphylaxis - Alberta School Boards Association

Alberta Education - Resources

<http://www.education.alberta.ca/admin/healthandsafety/aaair/resources.aspx>

Anaphylaxis Emergency Plan: _____ (name)

This person has a potentially life-threatening allergy (anaphylaxis) to:

PHOTO

(Check the appropriate boxes.)

- | | |
|------------------------------------|--|
| <input type="checkbox"/> Peanut | <input type="checkbox"/> Other: _____ |
| <input type="checkbox"/> Tree nuts | <input type="checkbox"/> Insect stings |
| <input type="checkbox"/> Egg | <input type="checkbox"/> Latex |
| <input type="checkbox"/> Milk | <input type="checkbox"/> Medication: _____ |

Food: The key to preventing an anaphylactic emergency is absolute avoidance of the allergen. People with food allergies should not share food or eat unmarked / bulk foods or products with a "may contain" warning.

Epinephrine Auto-Injector: Expiry Date: _____ / _____

Dosage: ☐ EpiPen® Jr 0.15 mg ☐ EpiPen® 0.30 mg
☐ Twinject™ 0.15 mg ☐ Twinject™ 0.30 mg

Location of Auto-Injector(s): _____

- ☐ **Asthmatic:** Person is at greater risk. If person is having a reaction and has difficulty breathing, give epinephrine auto-injector before asthma medication.

A person having an anaphylactic reaction might have ANY of these signs and symptoms:

- **Skin:** hives, swelling, itching, warmth, redness, rash
- **Respiratory (breathing):** wheezing, shortness of breath, throat tightness, cough, hoarse voice, chest pain/tightness, nasal congestion or hay fever-like symptoms (runny itchy nose and watery eyes, sneezing), trouble swallowing
- **Gastrointestinal (stomach):** nausea, pain/cramps, vomiting, diarrhea
- **Cardiovascular (heart):** pale/blue colour, weak pulse, passing out, dizzy/lightheaded, shock
- **Other:** anxiety, feeling of "impending doom", headache

Early recognition of symptoms and immediate treatment could save a person's life.

Act quickly. The first signs of a reaction can be mild, but symptoms can get worse very quickly.

1. **Give epinephrine auto-injector** (e.g. EpiPen® or Twinject™) at the first sign of a reaction occurring in conjunction with a known or suspected contact with allergen. Give a second dose in 10 to 15 minutes or sooner **IF** the reaction continues or worsens. (See second page for instructions.)
2. **Call 911.** Tell them someone is having a life-threatening allergic reaction. Ask them to send an ambulance immediately.
3. **Go to the nearest hospital,** even if symptoms are mild or have stopped. Stay in the hospital for an appropriate period of observation, generally 4 hours, but at the discretion of the ER physician. The reaction could come back.
4. **Call contact person.**

Emergency Contact Information

Name	Relationship	Home Phone	Work Phone	Cell Phone

The undersigned patient, parent, or guardian authorizes any adult to administer epinephrine to the above-named person in the event of an anaphylactic reaction, as described above. This protocol has been recommended by the patient's physician.

Patient/Parent/Guardian Signature

Date

Physician Signature

Date

How to use the EpiPen® Epinephrine Auto-Injector

Comment utiliser l'auto-injecteur d'adrénaline EpiPen®



1.



Grasp unit with black tip pointing downward and pull off grey activator cap.

Tenir l'unité avec le bout noir pointant vers le bas et enlever le bouchon activateur gris.

2.



Jab black tip firmly into outer thigh so it "clicks" AND HOLD on thigh approximately 10 seconds.

Enfoncer brusquement le bout noir dans la cuisse jusqu'à un « déclic » ET MAINTENIR l'unité dans cette position pendant environ 10 secondes.

3.



Seek medical attention.

Obtenir des soins médicaux.

AVAILABLE THROUGH YOUR PHARMACIST
DISPONIBLE CHEZ VOTRE PHARMACIEN

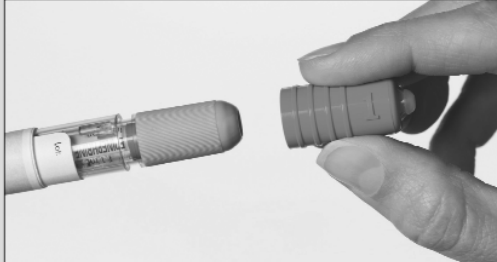


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Twinject: Easy to use, easy to carry your back-up dose.



FIRST DOSE: AUTO-INJECTED



ONE

PULL off GREEN end cap to see a GREY cap.
Never put thumb, finger or hand over the GREY cap.

TWO

PULL off RED end cap.

Numbered caps are for memory purposes only, and order is not important.



INJECT

Place GREY cap against mid-outer thigh. Press down firmly. Hold against thigh while slowly counting to ten. Injects through clothes. Remove auto-injector.

PREPARE FOR SECOND DOSE.

SEEK EMERGENCY MEDICAL HELP IMMEDIATELY.

SECOND DOSE, IF NEEDED: MANUAL



Unscrew and remove GREY cap. **Beware of exposed needle.** Holding BLUE hub at needle base, remove syringe from barrel.



Slide collar off plunger.
PAUSE. If symptoms have not improved in about 10 minutes since first dose, inject second dose.



Insert needle into mid-thigh (at least 5 cm/2 in from first injection site) and push plunger down completely.

SEEK EMERGENCY MEDICAL HELP IMMEDIATELY.

Twinject 0.3 mg Auto-Injector (0.3 mL Epinephrine Injection, USP, 1:1000) and Twinject 0.15 mg Auto-Injector (0.15 mL Epinephrine Injection, USP, 1:1000) are indicated for emergency treatment of severe allergic reactions (Type 1) including anaphylaxis to: stinging insects, biting insects, allergen immunotherapy, foods, latex, other allergens, and drugs. (Please see Product Monograph for full indication.) Epinephrine can also be used in the treatment of anaphylaxis of unknown cause, exercise-induced anaphylaxis, or anaphylactoid reactions.

Epinephrine should be used with caution in patients with cardiac arrhythmias, coronary artery or organic heart disease, hypertension, or in patients who are on medications that may sensitize the heart to arrhythmias. In patients with coronary insufficiency or ischemic heart disease, epinephrine may precipitate or aggravate angina pectoris as well as produce potentially fatal ventricular arrhythmias. Epinephrine use should be avoided in patients with organic brain damage. Administer with caution to elderly or hyperthyroid individuals, pregnant women, individuals with cardiovascular disease or diabetes.

Adverse reactions include transient, moderate anxiety; feelings of over stimulation; apprehensiveness; restlessness; tremor; weakness; shakiness; dizziness; sweating; an increase in pulse rate; the sensation of a more forceful heartbeat; palpitations; pallor; nausea and vomiting; headache, and/or respiratory difficulties.

More than 2 sequential doses of epinephrine should only be administered under direct medical supervision.



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Twinject[™]
auto-injector
(epinephrine Injection USP 1:1000)

Twice the confidence Page 139 of 150

MHCBE Board Report
December 10th, 2019
Coordinator of Early Childhood Services

1. Kindergarten and ELP PD Day

On November 29th, physical therapists, Robin Seitz and Nancy Small presented the Motor Monkeys Program to our early learning and kindergarten teams. Motor Monkeys is a program designed to promote physical literacy and gross motor development at the universal level in the early years. Robin and Nancy are working with a physical therapy assistant to present this program in each of our ELP and kindergarten classes on a weekly basis in order to facilitate an increased understanding and appreciation of the importance of developing these skills in our 3-6 year old children. Early learning educators, kindergarten teachers and several members of our early learning team were invited to participate in this session. The importance of understanding gross motor development and physical literacy in order to help children maximize their learning was discussed. Strategies and resources for classrooms were shared.

Recommendation: Receive as information

2. Regional Collaborative Service Delivery Collaborative Services 0-6 Project

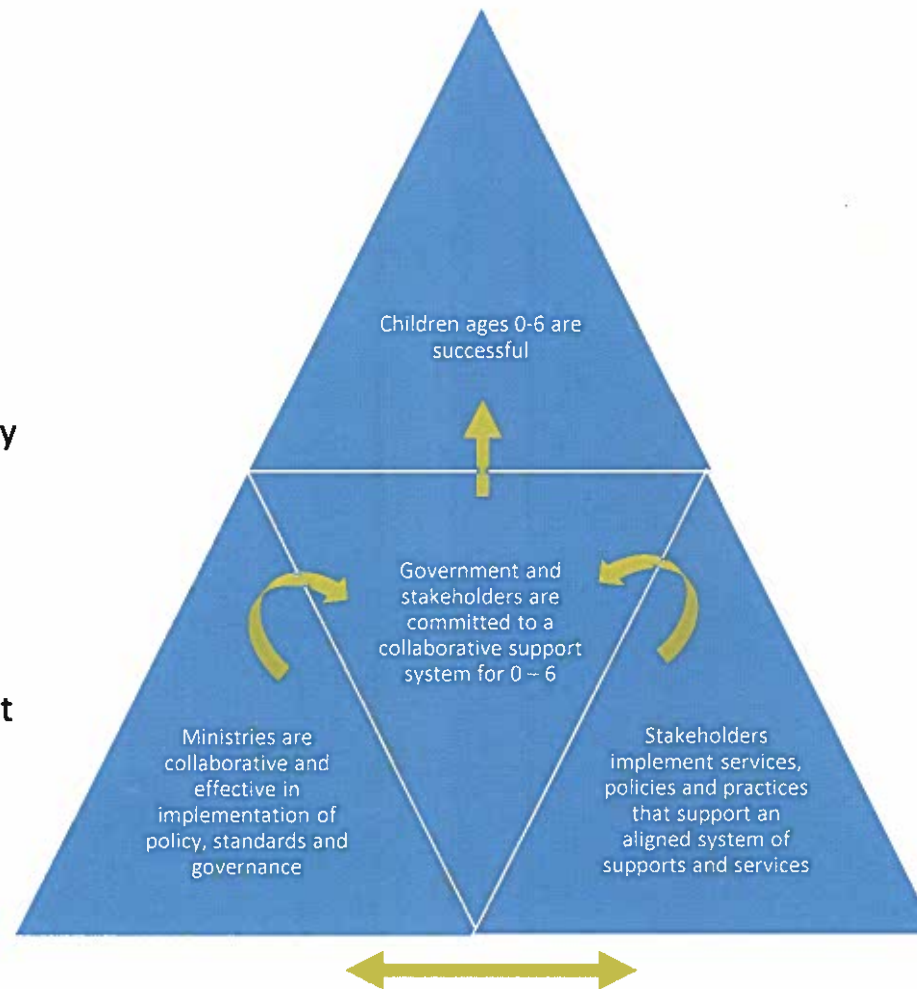
On November 22nd, Vicki Cooke from Alberta Education met with regional school division Coordinators of Early Learning, Early Childhood Coalition Coordinators, Alberta Health Services, Family Support for Children with Disabilities, Child and Family Services as well as several community agencies for the purpose of identifying regional supports for children aged 0-6 years. The discussion included delineation of services and supports we currently have as well as those that are needed in our region. The meeting was designed to improve opportunities to better align regional early childhood services as well as to encourage early childhood development as a priority focus at RCSD tables across the province. Stakeholders were encouraged to continue to engage in focused conversations on how we might ensure families in our region get the supports they need, when they need them and in the community where they live.

Recommendation: Receive as information

Attachment: RCSD Collaborative Services 0-6 Project

RCSD COLLABORATIVE SERVICES 0-6 PROJECT

Regional Collaborative Service Delivery (RCSD) is a provincial program championed by the ministries of Children's Services, Community and Social Services, Community and Social Services, Education and Health and implemented and led in partnership with Alberta Health Services, school authorities, interested First Nations and community organizations.



Project Purpose:
Explore improved opportunities to better align early childhood services, clarify transition pathways and include early childhood development as a priority focus at RCSD tables.

Alberta

Chairman Dick Mastel Report

The last Board of Directors meeting was held on November 15, 2019 at the Westin Hotel in Edmonton. As this meeting is held immediately before the annual meeting, there is not as much business up for discussion. Some meeting time is devoted to prepare for the annual meeting.

There was a discussion of the proposal of the annual budget. A teleconference was held for the Finance committee to discuss the proposal which was to be sent to the Board of Directors and then on to the floor. This discussion was raised in light of the recently released provincial budget. The original position of a 0% increase in per student assessment was upheld. The only increases will come only from increases in student enrollment. This was ultimately passed by the floor at the business meeting on Saturday.

There was further discussion of the new curriculum coordinator for the province. This position, which is viewed as a half time position to start, will be responsible for the coordination of Catholic curriculum in the province. This position is supported by the CCSSA, the Bishops of Alberta and Yukon and the Northwest Territories and the ACSTA. It is estimated that the budget will be approximately \$95,700. The member boards will be "banded" as to size. It is expected that a board of our size would contribute about \$7000.

There is another initiative MCI, Mission Collaborative Initiative. This is an effort to educate about all existing catholic services, ie health care, community services. There is a need to bring catholic voices together.

There are two other topic that I would like to address. The first is a presentation made by Dr Bob Murray, the newly appointed President and CEO of Grande Prairie College and former lead political advocate for Dentons. Bob spoke of the need to change the way we advocate and speak to government. The old methods of writing letters to the Minister and Premier do not work. Requesting meetings with Ministers is not effective either. When you do request a face to face meeting with the Minister, one of dozens received each day, there must be a clear reason to meet, a compelling reason the Ministry would want to meet with you. And, there must be a clearly proposed solution to the problem you are raising. Bob also indicated that we must identify who the "influencers" are, those who have the ear of the Premier and the Minister. The government has changed as so to has the method by which we have to deal with them.

I also attended a meeting on the Monday evening with Jean Williams, ADM. There were several topics discussed, I would like to touch two. One has to do with the increases in insurance premiums for local boards, and the second has to do with TEBA.

Jean mused that the Ministry is concerned with the increase in insurance rates and speculated that one possible solution could be government self insuring. He also indicated that two tier bargaining was not working. He seemed to suggest that it has to be one or the other. I took that to mean either full central or full local.

ASBA ZONE 6 – GENERAL MEETING

Report To MHCBE

November 25, 2019
Livingstone Range Board Office
410 20 St
Fort Macleod, AB

Zone 6 /chair re-elected by acclimation:

- Lori Hodges-Livingstone Range

Other offices elected:

- Zone 6 Vice Chair-re-elected/acclaimed-Patricia Beazer-Livingstone Range.
- Labor/TEBA Relations- re-elected/acclaimed-Greg Long-Livingstone Range
- Edwin Parr Evening Chair- re-elected-Marie Logan-Horizon
- PD/SAPDC Representative- Patricia Beazer-Livingstone Range.
- Handbook Coordinator- Donna Hunt-Lethbridge 51
- South Zone Health Team Representative-Lacey Poitress-Livingstone Range

Reports, Discussion, Questions

- **Budget Presentation** - See Zone 6 Budget spreadsheet.
 - The executive decided to reduce board fees by \$500. Then to balance the budget we would make up for the reduced revenue by withdrawing \$5 000 (500 per Zone 6 Board) from our term deposit. That reduces the term deposit from \$20 000 to \$15 000. The amount will be withdrawn upon maturity in January so that we can collect the interest accrued.
 - We expect to have a surplus unless we need to pay more for desired PD activities/speakers.
 - It was suggested that each board pay their own candidate's cost for an Edwin Parr Banquet ticket. It would cost each board about \$50 but would save the Zone \$500.
 - ASBA is looking into harmonizing Zone Banking Procedures. Each zone does things differently.

- **Appoint Auditor** – Zone 6 Chair was asked to recruit the Livingstone Range Secretary Treasurer as chair of our audit committee as per last year.
- **Chair** – Lori Hodges
 - Lori reported that there was a Zone Chairs meeting on Oct. 30, 2019. There was discussion about using zones more effectively, central topics and feedback for PDAC. The question was asked if zone chairs should become part of building the Strategic Plan.
 - Harmonization of Zone Banking was discussed. ASBA will be coming back with more info regarding this.
- **Zone Director** – Brad Toone
 - Regarding the VP election: One of the speeches mentioned that she had chaired ALL committees and this seemed to be a good thing. Some concerns were raised that ASBA bylaws don't require that the VP chair all committees. Building capacity among the Board of Directors is imperative. She should not be chairing all committees.
- **Labor Relations, bargaining/sharing** – Greg Long
 - Greg reported but the significant information must be reported in-Camera as per PECBA legislation. I have such a report, as I attended TEBA on behalf of MHCBE. It is to be reported in the Committee of the Whole. Refer to my mobile notes.
- **PD/SAPDC** – Patricia Beazer- send all PD requests to Patricia.
- **South Zone Comprehensive School Health** – Lacey Poitress
- **Zone Language Committee update:** A survey was sent to zone jurisdictions to see who is having indigenous languages taught.
- **There was discussion regarding Trustee/Board advocacy.** Some suggestions from our reps:
 - We need to re-adjust the culture in Alberta that we must re-organize the whole school system. We have had a great reputation and should just tweak the system. There was suggestion that we advocate this to our communities.
 - Meet with Chamber Of Commerce to describe what trustees/ boards do. Also discuss budget implications with the Chamber and describe dual credit programs and describe what we do to attract/retain students.
 - Meet with city and municipality officials to educate them regarding what we do.
 - Make stakeholders aware of the savings available by eliminating/reducing jurisdictions vs the cost of the replacement strategy. Did we save under Klein's amalgamation or did it cost? Did other provinces save money or did it cost. Some theories state it cost just as much, if not more, to replace boards. Is data available?
 - We are significant employers in our communities. Play that up.
 - Be able to describe to stakeholders: what Trustees/Boards we do?
 - Are letters to the Minister effective? They become a public document. Do we want to pick a fight with the GoA?
- **ASBA** – emailed Lorie at 10 am to see if they could video conference into the meeting. **WHAT?**

Objectives

1 Develop Plan for raising funds to build the project

Actions

- 1 Establish Fundraising subcommittee for project
- 2 Contact Friends of McCoy Society and brief them on the ad hoc committee. Seek Friends of McCoy approval to route project funds through the society.
- 3 Research government grants to support project
- 4 Research if capital funds from the school district can be transferred to Friends of McCoy as a basis for accessing government grants
- 5 Draft sponsorship request letters
- 6 Develop sponsorship campaign
- 7 Pursue urban infill idea with school board to see if that is a feasible way to raise capital dollars for project
- 8 Develop ideas for stand alone fundraising ideas
- 9 Contact groups that may help in fundraising eg. McCoy Colts Booster Club,
- 10 Develop Alumni program for the Division

Objectives

1 Determine the needs and costs for a new football club house

Actions

- 1 Meet with Coaches for Jr. and Senior Colts to develop their needs in a new football clubhouse.
- 2 Cost features of a new football club house.
- 3 Solicit fundraising help from football booster club.
- 4 submit ideas for football club house of architecture and building committee

Objectives

1 *Determine the needs and costs for equipment for the APC*

Actions

- 1 Establish Athletic Performance Center Subcommittee
- 2 Solicit equipment and space needs from Monsignor McCoy Curricular Teachers
Extra Curricular Coaches, St. Francis Sports Academy Program
- 3 Solicit equipment and space needs from possible community partners
- 4 Consult with staff at Medicine Hat Leisure center on equipment choices.
- 5 Consult with staff at the Medicine Hat Leisure center on alternative programming
without the need of an Athletic Performance Center
- 6 Explore Community Partnerships
- 7 obtain estimates for equipment and building feature costs.

Objectives

1 *Determine the needs and costs for equipment for the Theatre*

Actions

- 1 Establish Theatre Subcommittee
- 2 Solicit equipment and space needs from Theatre Subcommittee members
- 3 Solicit equipment and space needs from possible community partners
- 4 Explore Community Partnerships
- 5 obtain estimates for equipment and building feature costs.

Objectives

1 Determine the design and infrastructure needs of the proposed facility

Actions

- 1 Establish Design and infrastructure Subcommittee
- 2 Determine sites of existing utilities and where needed
- 3 Determine needed footprint for facility and its location on site and connection to main building
- 4 Commission artists conception of building and distribute to stakeholders and use in publicity
- 5 Determine combined cost estimates for all building and site components
- 6 Explore with architects various kinds of building styles and materials that could be used for the shell of the building
- 7 Seek approval for the Sisters of Charity of St. Louis to use their name on the building

Objectives

1 Develop a public relations plan to inform stakeholders of the work on the ad hoc committee

Actions

- 1 Write and circulate letter to stakeholders on the formation and goals of the ad hoc committee
- 2 Develop a plan to recruit volunteers to sit on various subcommittees
- 3 Develop a presence for the ad hoc committee on division webpage, twitter, instagram and facebook