



Holy Family
Catholic Regional Division

Annual Education Results Report 2020-2021



“Student Success in a Catholic Community, Guided by Christ”

The Education Assurance Plan for Holy Family Catholic Regional Division commencing September 1, 2020, was prepared under the direction of the Board of Trustees in accordance with the responsibilities under the *Education Act* and the *Fiscal Planning and Transparency Act*. This plan was developed in the context of the provincial government’s business and fiscal plans. The Board has used its performance results to develop the plan and is committed to implementing the strategies contained within the plan to improve student learning and results.

The Board approved the Education Assurance Plan for the 2020-2021 school year on November 27, 2020.

BACKGROUND

In Alberta’s K-12 education system, school authorities are accountable organizations. The Department of Education allocates funds to school authorities so they may fulfill their delegated responsibilities of providing education programs for Alberta’s K-12 students. This practice creates an accountability relationship between the department and the school authorities which requires transparency and the obligation to answer for, and publicly report on the spending of public funds and results achieved by the accountable organization through the discharge of responsibilities. This accountability relationship is established in legislation and regulation. In addition to the department, school authorities are also responsible for providing assurance to their local stakeholders and the public that they are fulfilling their responsibilities and students are successful. This assurance arises from the combination of policies, processes, actions and evidence that help build public confidence in the education system. It is achieved through relationship building, engagement with education partners and by creating and sustaining a culture of continuous improvement and collective responsibility. (Alberta Education Funding Manual for School Authorities 2020/21 School Year; pg 14)

Continuous Improvement Cycle (*Alberta Education Funding Manual for School Authorities 2020/21 School Year; page 20*)

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Key Enabling Processes for Continuous Improvement

Key enabling processes that must be part of all phases of a continuous improvement cycle include:

Evidence-informed decision-making: In a continuous improvement cycle, participants are persistently attentive to gathering ongoing, triangulated evidence to inform next steps.

Engagement: Effective engagement processes rely on education partners working together for the purposes of bringing about positive change, with all partners recognizing that the nature of the engagement will vary according to the needs of the participants.

Learning and Capacity Building: In assurance, reflection on learning is critical. Because the provision of assurance is a dynamic process, the opportunities for building capacity for change and improvement must be ongoing.

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DIVISION PROFILE

Holy Family Catholic Regional Division was formed on September 1, 1997, through the regionalization of the former Holy Family Catholic Separate Regional Division No. 17 and North Peace R.C.S.S.D. No. 43.

Holy Family Catholic Regional Division provides Catholic education in the northern communities of Fort Vermilion, Manning, Grimshaw, Peace River, McLennan, High Prairie and Valleyview. In addition, a virtual school has been established in which students from across the province are enrolled. An agreement with Fort Vermilion School Division No. 52 provides that it operates St. Mary's Elementary School that is owned by Holy Family Catholic Regional Division. St. Francis Holistic Learning Centre in the Youth Assessment Centre in High Prairie is also operated by Holy Family Catholic Regional Division.

A comprehensive range of programs is provided for the 2,053 students enrolled in the nine schools in the Division.



ROSARY SCHOOL

Manning

ECS - Grade 9

Enrolment: 120

Principal: Laurie Goyetche

Assistant Principal: Teresa Sallis- Stewart

Grimshaw

ECS - Grade 9

Enrolment: 134

Principal: Krista Veitch

Vice Principal: Jennifer Anderson



**GOOD SHEPHERD
SCHOOL**

Peace River

Pre-K - Grade 6

Enrolment: 372

Principal: Victoria Cornick

Assistant Principal: Terry Hogan

Peace River

Grade 7 - 12

Enrolment: 423

Principal: David Amiot

Vice Principal: Brendon Nichols

Vice Principal: Anna Taplin



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McLennan

Principal: Lauri Goudreault

**ECS - Grade 8
Enrolment: 65**

High Prairie

Principal: Marc Lamoureux
Vice Principal: Joanne Baird
Vice Principal: Stewart McIntyre

St. Francis Youth Assessment Centre
Enrolment: 4

**ECS - Grade 12
Enrolment: 414**



Valleyview

Principal: Jodie Chisholm
Assistant Principal: Sandy Campbell
Assistant Principal: Beverly Dietzen

**Pre-K - Grade 6
Enrolment: 372**

Peace River

Principal: David Amiot

Grade 10 - 12





Holy Family

Catholic Regional Division

MESSAGE FROM THE BOARD CHAIR

On behalf of the Holy Family Catholic Separate School Division Board of Trustees, I am pleased to present the 2020-2021 Annual Education Results Report.

Our team of dedicated trustees, administrators, educators, and support staff strive to produce excellence in Catholic Education, as evidenced in this report. Guided by the Light of Christ to serve our students, our schools continue to grow and shine in outstanding ways, while providing all students with equitable access to learning and technology. We strive to close the gap so the most vulnerable students can achieve their full potential. Despite the Covid pandemic, we continue to deepen the focus on learning strategies, universal design and differentiated instruction to meet the learning needs of all students and increase critical thinking skills while remaining rooted in Gospel values. Holy Family Catholic Separate School Division remains firmly and proudly committed to offering a range of programs for our diverse student demographic while offering the highest quality of Catholic Education.

The Board of Trustees wishes to thank all our staff and partners who collaborated on the preparation of this report and its positive results. As partners in the task of serving our world through education, it is our fervent hope that the education provided will continue to create and celebrate inclusive and accepting environments in our School and Board communities where all students and staff feel safe, valued, and heard.

Kelly Whalen,

Board Chair

2020-2021

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Overriding Domain: Faith Permeation

Goal is to ensure faith permeation opportunities for growth and learning for all students, staff, and board members. It is a priority to provide quality Catholic education, build catholic citizens, strive for excellence of individual God-given talents and model Christ in a fair, equal and permeated learning environment.

- a. Maintain and expand faith development opportunities and evangelization for students
- b. Maintain and expand faith development opportunities and evangelization for staff
- c. Maintain and expand faith development opportunities and evangelization for Board of Trustees
- d. Ensure quality teaching and learning of religious studies curriculum
- e. Provide opportunities and supports for staff to become more engaged with their faith
- f. Ensure student and staff feel safe and welcomed in their environments
- g. Create and support environmental spaces within the school, classrooms and facilities

Contextual Variables:

- Improvement in staff participation in mass attendance, leadership in ministries and faith related professional development.
- Increase knowledge of permeation of curriculum across subject areas.
- Catholic teachers teaching religion.
- Hiring and evangelization of Catholic Staff
- Provide professional development opportunities for teachers to learn religious and cross curricular programming.
- Discussions, dialog and discussions regarding the role of a catholic teacher and leader.
- Work with the Faith Coordinator to assess for professional, personal and environmental needs to school and teachers.
- Work with office of Evangelization and Catechesis for archdiocese

Comments:

- **COVID-19 protocols limited our ability to provide Faith Development activities for staff and students.**
- **There were some virtual opportunities for faith development for students in 2020-2021**
- **Professional development was offered to teachers who have not taught Religion for awhile and those new**
- **A survey was completed by all staff on their Faith Formation needs**

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Domain 1: Student Growth and Achievement

- a. Students use ongoing assessment feedback to reflect continuously on their progress, identify strengths and areas of need and set new learning goals.
- b. Students achieve prescribed provincial learning outcomes, demonstrating strengths in literacy and numeracy.**
- c. Students are active, healthy and well.
- d. Students apply knowledge, understanding and skills in real life contexts and situations.
- e. Students advance reconciliation by acquiring and applying foundational knowledge of First Nations, Métis and Inuit experiences.
- f. Students demonstrate understanding and respect for the uniqueness of all learners

Contextual Variables:

- Benchmarking diagnostic assessment for literacy, psychological assessments
- Using the Early Years Evaluation to drive instruction and supports.
- To provide where possible, pre-kindergarten opportunities
- Review and monitor academic progress
- Quantitative and anecdotal feedback from teacher, parents/guardians, admin

	HFCRD						Alberta
Measure	Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall	Current Result
3-year High School Completion	81.6	76.1	73.5	Intermediate	Improved	Good	83.4
5-year High School Completion	78.8	84.4	80.6	Low	Maintained	Issue	86.2

FMNI	HFCRD						Alberta (FMNI)
Measure	Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall	Current Result
3-year High School Completion	66.7	52.8	55.9	Low	Maintained	Issue	62.0
5-year High School Completion	76.3	73.5	71.3	Low	Maintained	Issue	68.1

ESL	HFCRD		
Measure	Current Result	Prev Year Result	Prev 3 Year Average
3-year High School Completion	n/a	n/a	n/a
5-year High School Completion	n/a	n/a	n/a

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Measure	Current Result	Prev Year Result	Prev 3 Year Average
Student Learning Engagement	85.6	n/a	n/a
Citizenship	84.3	87.3	84.0

The percentage of teachers, parents and students who agree that students are engaged in their learning at school.

	Authority		Province	
	2021		2021	
	N	%	N	%
Overall	645	85.6	230,956	85.6
Parent	60	80.6	30,994	89.0
Student	462	79.1	169,789	71.8
Teacher	123	97.3	30,173	96.0

Comments:

- Teachers, parents and students who agree that students are engaged in their learning at school overall our percentage equals the Province
-Teachers and students were greater than the provinces.

Percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.

	Authority		Province	
	2021		2021	
	N	%	N	%
Overall	645	84.3	230,843	83.2
Parent	60	75.1	30,905	81.4
Student	462	80.2	169,741	74.1
Teacher	123	97.7	30,197	94.1

Comments:

- Overall HFCRD exceeded the provincial percentage

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Domain 2: Teaching and Leading

- a. Teachers and leaders respond with skill and competence to the unique learning needs, interests and cultural, social and economic circumstances of all.
- b. Teachers and leaders improve their professional practice through collaborative engagement in processes of growth, supervision and evaluation.
- c. Collaboration amongst teachers, leaders, students and their families, and other professionals enables optimum learning.
- d. All teachers and leaders are accountable to a standard of professional conduct and a standard of professional practice.
- e. **University teacher education, university leadership education and on-going professional learning programs prepare teachers and leaders to meet the standards for professional practice.**
- f. **Teachers and leaders use a range of data arising from their practice to inform cycles of evidence-based continuous learning.**

Contextual Variables:

- Due to At Home Learning/COVID we know there are some gaps in achievement and remediation is required.
- Teachers need to review and provide what is required to close the gap for students to be successful. Monitor regularly reporting cycle, comparative of at-home learner achievement versus in school
- Feedback from stakeholders
- Increase supervision by administration of teacher instruction in multiple modes.
- Anecdotal data feedback from at home learners and parents

Measure	Current Result	Prev Year Result	Prev 3 Year Average
Education Quality	89.3	91.6	89.5

Percentage of teachers, parents and students satisfied with the overall quality of basic education.

	Authority		Province	
	2021		2021	
	N	%	N	%
Overall	645	89.3	230,814	89.6
Parent	60	79.9	31,024	86.7
Student	462	90.7	169,589	86.3
Teacher	123	97.1	30,201	95.7

Comments:

- Beginning 2021-2022 school year the Division has introduced a Numeracy tool called MIPI for teachers Gr. 2- 10 to assess the learning gaps in mathematics
- The Division will continue to use the Acadience for Gr. K-6 for literacy learning gaps
- A comprehensive professional development plan for teachers Gr.1-6 has been developed to support their plan for interventions.

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The percentage of teachers reporting that in the past 3-5 years the professional development and in-servicing received from the school authority has been focused, systematic and contributed significantly to their ongoing professional growth.				
	Authority		Province	
	2021		2021	
	N	%	N	%
Overall	120	90.0	29,619	84.9

Comments:

- Overall HFCRD exceeded the provincial percentage

Domain 3: Learning Supports

- a. **Learning environments are welcoming, caring, respectful and safe.**
- b. **Learning environments are adapted as necessary to meet learner needs, emphasizing a sense of belonging and high expectations for all.**
- c. Education partners fulfil their respective roles with a shared understanding of an inclusive education system.
- d. Students and their families work in collaboration with education partners to support learning.
- e. The school community applies the resources needed to support First Nations, Métis and Inuit student achievement.
- f. **Cross-ministry initiatives and wraparound services enhance conditions required for optimal learning.**
- g. Infrastructure (e.g., technology and transportation services) supports learning and meets the needs of Alberta students and their families, staff and communities.

Contextual Variables:

- Transition on new model/service
- Optimization of services by reducing travel
- Ongoing professional development
- High accountability and responsibility as per TQS
- Effective use of psychological, benchmarking and diagnostic assessments
- Partnership agreement with other school divisions to maintain Peace Collaborative services including OT, Speech Language, PT, Low Incidents
- In-house psychological services and supports
- Level B training,
- In house mentorship for student services personnel
- Monitoring and accountability to students services lead administration to ensure goals and recommendations of support are being followed

Measure	Current Result	Prev Year Result
Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	89.8	n/a
Access to Supports and Services	82.8	n/a

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(WCRSLE)	Authority		Province	
	2021		2021	
	N	%	N	%
Overall	645	89.8	231,091	87.8
Parent	60	85.7	30,980	88.2
Student	462	84.6	169,900	79.8
Teacher	123	98.9	30,211	95.3

Comments:

- Overall HFCRD exceeded the provincial percentage

Percentage of teacher, parent and student agreement that programs for children at risk are easy to access and timely.

	Authority		Province	
	2021		2021	
	N	%	N	%
Overall	645	83.3	230,686	82.7
Parent	60	72.7	30,874	76.7
Student	462	87.2	169,631	80.2
Teacher	123	89.9	30,181	91.2

Comments:

- Overall HFCRD exceeded the provincial percentage

Domain 4: Governance

- Governors engage students and their families, staff and community members in the creation and ongoing implementation of a shared vision for student success.
- Legislation, policy and regulation provides clarity regarding the roles and responsibilities of education partners in matters of governance.
- Fiscal resources are allocated and managed in the interests of ensuring student success, in alignment with system goals and priorities and in accordance with all statutory, regulatory and disclosure requirements.**
- Curriculum is relevant, clearly articulated and designed for implementation within local contexts.
- Governors in school authorities and in government employ a cycle of evidence-based continuous improvement to inform ongoing planning and priority setting, and to build capacity.

Contextual Variables:

- Increase funding to provide resources to ensure the well-being of students and staff.

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- Hiring extra daytime caretakers, hiring more certified FTE to support at-home learning program.
- Division ensuring clear, concise and transparent communication to stakeholders.
- 2020-2021 Increased certified FTE for Cyberhigh to enhance the capacity for high school home learners.
- 2020-2021 created quarter semesters for K - 9 at-home learners to provide students an opportunity to return to face-to-face learning.
- Resulted in smaller class size for face to face learners

Percentage of teachers and parents satisfied with parental involvement in decisions about their child's education.

	Authority		Province	
	2021		2021	
	N	%	N	%
Overall	183	79.0	60,919	79.5
Parent	60	68.6	30,886	72.2
Teacher	123	89.3	30,033	86.8

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	
	2021		2021	
	N	%	N	%
Overall	627	84.4	224,041	81.4
Parent	54	77.8	28,016	81.7
Student	457	85.6	167,992	79.1
Teacher	116	89.7	28,033	83.4

Comments:

- Overall HFCRD exceeded the provincial percentage

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- a. Education partners anticipate local and societal needs and circumstances and respond with flexibility and understanding.
- b. Adjusting to a COVID educational new-normal.

Contextual Variables:

- 2020-2021 COVID19 has landed us in an environment that is restrictive and we have to significantly adjust our approaches and practices to ensure quality instruction, learning and assessment.
- The use of technology and innovative, flexible learning has become a necessity. Communication, parent involvement, access to technology, human resources, and running an in-school and at-home program provides new challenges including financial implications and unknowns.
- Timely communication from ministry, Alberta Health Services, division to stakeholders, school to and from home,
- As needs arise, we are reacting and accommodating the need. This includes teaching and learning, access to technology, enhanced caretaking, safe school environment, cohorting,
- School has developed systems of record keeping of contact and cohorting to assist in responding to any identified positive case.

Drop Out Rate – Measure Details

Drop Out Rate - annual dropout rate of students aged 14 to 18							
	Authority					Province	
	2020		Measure Evaluation			2020	
	N	%	Achievement	Improvement	Overall	N	%
Drop Out Rate	520	1.0	Very High	Maintained	Excellent	186,228	2.6
Returning Rate	11	33.5	n/a	n/a	n/a	6,720	18.1

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Accountability Statement for the Annual Education Results Report

The Annual Education Results Report for Holy Family Catholic Regional Division for the 2020/2021 school year was prepared under the direction of the Board/Board of directors in accordance with the responsibilities under the Education Act and the Fiscal Planning and Transparency Act. The Board is committed to using the results in this report, to the best of its abilities, to improve outcomes for students and to ensure that all students in the school authority can acquire the knowledge, skills and attitudes they need to be successful and contributing members of society. This Annual Education Results Report for 2020/2021 was approved by the Board on November 23, 2021.

Whistleblower Protection

In accordance with Section 32 of the Public Interest Disclosure Act (2012), Holy Family Catholic Regional Division had no incidences of public disclosure during the 2020-2021 school year.

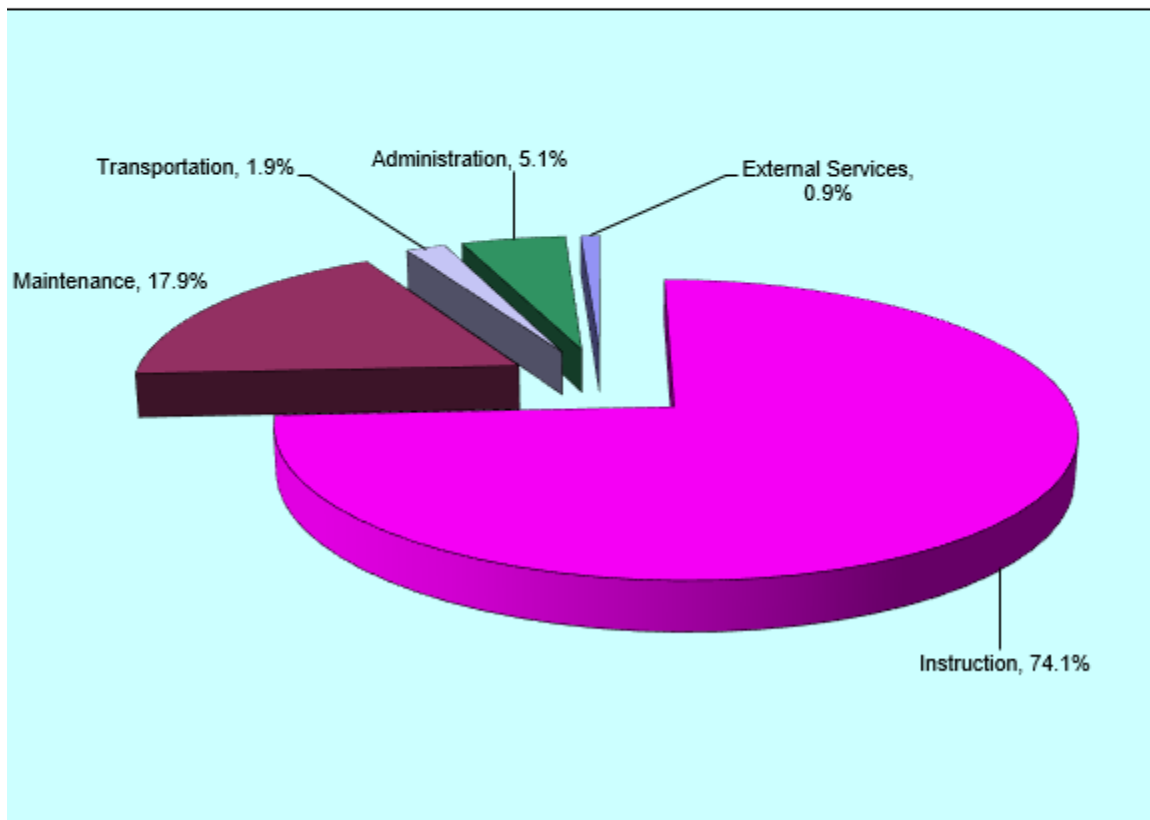
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Financial Summary

	Audited Financial Statements	Updated and Approved Budget	
	2020-21	2021-22	Percent
REVENUES			
Government of Alberta	28,048,434	26,425,074	85.8%
Federal Govt/First Nations	2,529,761	2,192,450	7.1%
All Other Revenues	2,251,952	2,194,800	7.1%
Total Revenues	\$ 32,830,147	\$ 30,812,324	100.0%
EXPENSES			
Instruction	23,291,578	24,580,607	75.2%
Operations and Maintenance	5,635,950	5,457,926	16.7%
Transportation	608,364	544,233	1.7%
Board & System Administration	1,612,085	1,799,159	5.5%
External Services	289,555	320,163	1.0%
Total Expenses	\$ 31,437,532	\$ 32,702,088	100.0%
NET OPERATING RESULTS	\$ 1,392,615	\$ (1,889,764)	
ACCUMULATED OPERATING			
SURPLUS FROM OPERATIONS	4,799,585	3,438,345	
Less: School Generated Funds	(337,279)	(337,279)	
Adjusted Accumulated Surplus from Operations	4,462,306	3,101,066	
<u>Detailed Expenses:</u>			
Salaries, wages and benefits	22,800,900	23,339,894	71.4%
Services, contracts and supplies	5,944,277	6,950,535	21.3%
Capital Amortization and Debt Services	2,692,355	2,411,659	7.4%
Total Expenses	31,437,532	32,702,088	100.0%

Expenditures by Program for 2020-21

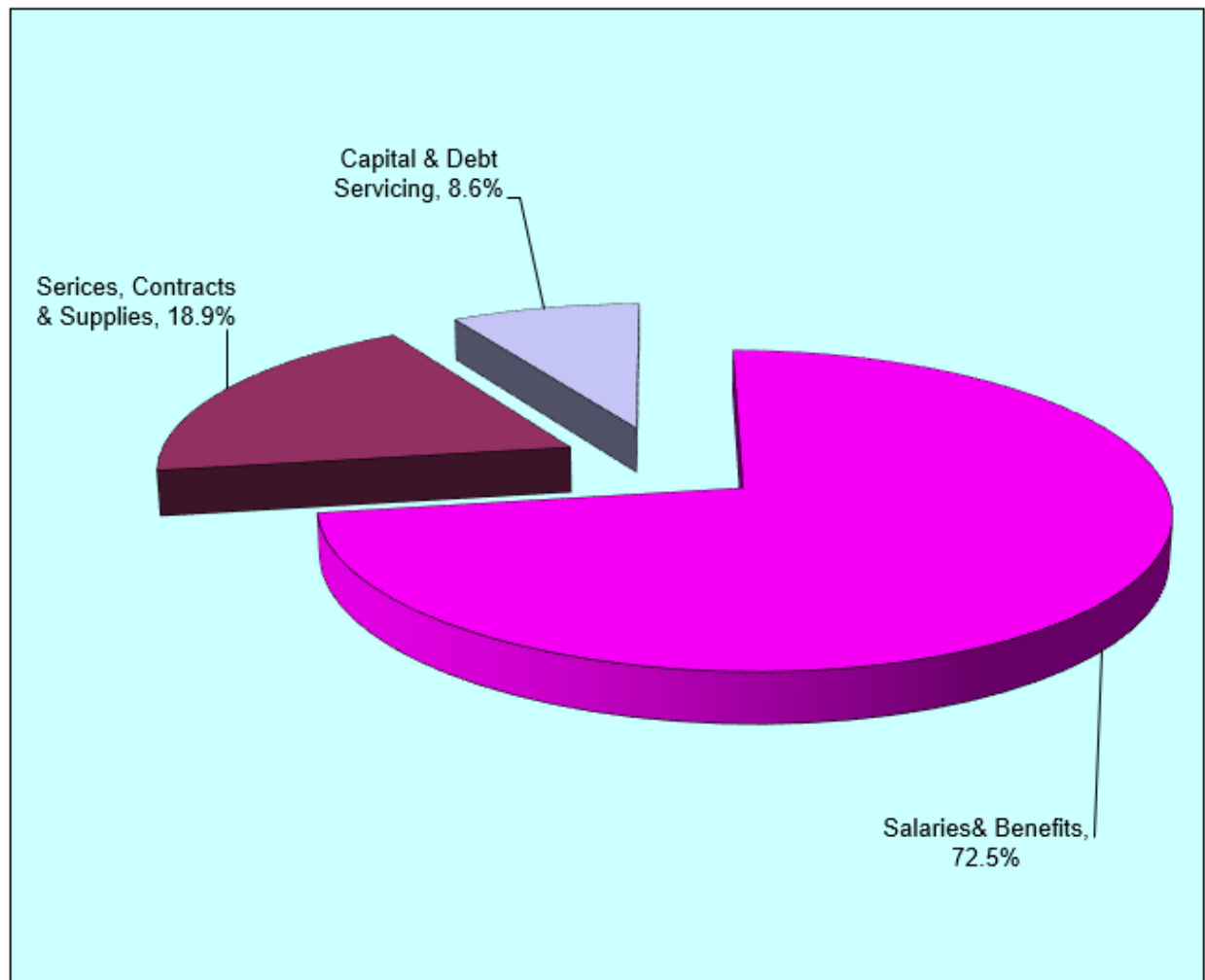
	<u>Revenues</u>	<u>Expenditures</u>		<u>Surplus/Deficit</u>
Instruction	24,446,361	23,291,578	74.1%	1,154,783
Maintenance	5,555,101	5,635,950	17.9%	(80,849)
Transportation	523,282	608,364	1.9%	(85,082)
Administration	2,011,631	1,612,085	5.1%	399,546
External Services	<u>293,772</u>	<u>289,555</u>	<u>0.9%</u>	<u>4,217</u>
Total	32,830,147	31,437,532	100%	1,392,615



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Expenditures by Type for 2020-21

Salaries& Benefits	22,800,900	72.5%
Serices, Contracts & Suppl	5,944,277	18.9%
Capital & Debt Servicing	2,692,355	8.6%
	31,437,532	100.0%



Capital and Facilities Projects

The Division maintains a Three-Year Facility Plan that is updated on an annual basis. All school facilities are audited through the Alberta Infrastructure School Facility Evaluation Program. The audits are key drivers in identifying additional space and modernization needs that will be prioritized in the Three-Year Capital Plan of the jurisdiction. The ultimate goal of this plan is to ensure students are taught in schools that facilitate programming needs in a healthy and safe environment.

St. Andrew's School (High Prairie)

St Andrew's School has been identified as the number one priority in the 2020-2023 Three-Year Facility Plan. The school requires significant upgrading to mechanical and electrical components. Funding will be beyond IMR. A new two station junior/senior high gymnasium is required to meet safety standards and accommodate high school sports. Additional CTS space is required to accommodate the growing need for occupational programming.

As the school layout resembles a maze, a Concept Plan is needed to reconfigure the existing space and consolidate the many additions that have occurred over the years. The concept plan is part of the request for replacement or modernization to Alberta Education.

Using CMR funds, the Division installed a wheelchair accessibility lift at the school in the 2020-21 school year.

Holy Family School (Grimshaw)

In December 2013, the Government of Alberta announced that Holy Family School was approved for a replacement school. The new project allows for a partnership between Holy Family Catholic Regional Division No. 37, the Town of Grimshaw, and Peace River School Division No. 10. The new school was completed in April 2017 and opened to students in September 2017. The school has a capacity to expand to 350 students. The new school is attached to the Mile Zero Multiplex which allows for opportunities to share space and provide increased options for students and the community. The School has been designed with two CTS Labs, a shared Library, Theater, and Atrium space.

Glenmary School (Peace River)

In the 2015-2018 Three-Year Facility Plan, the Division identified Glenmary as the number one priority for modernization and lab addition. In October 2014, the

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Provincial government announced that Glenmary School will receive a modernization and CTS lab addition.

After extensive stakeholder consultation, priorities were set to ensure student engagement through a focus on development of CTS Labs, improved science classrooms and lab spaces, upgrades to the electrical systems for the entire building and significant mechanical upgrades to the heating and air systems. There are also improvements to spaces for the arts, efficiencies to be gained through renewed front office facilities and renovated classrooms whose design no longer reflect curriculum outcomes. The project commenced in September of 2016 and is now complete.

Ecole Providence (McLennan)

In March 2013, the Holy Family Catholic Regional Division No. 37 Board of Trustees unanimously supported the reorganization of Ecole Providence School to a grades K-6 school effective in the 2013-2014 school year. Consequently, the Division closed a portion of the school in the 2013-14 school year. Upon the request of parents in McLennan, the school was reconfigured to grades K- 7 in 2019-2020 and again in 2020-2021 added grade 8.

The closed portion of the Ecole Providence building now accommodates a community gymnasium under our Joint Use agreement with the Town of McLennan and has lease arrangements with other organizations.

In 2020-21, the Division commissioned a wheelchair accessibility lift at the school, using CMR funding.

Rosary School (Manning)

A modernization and addition was completed in 2002. The project provided for a modern and functional learning environment as well as appropriate space for ECS to grade 9.

Significant investment in heating systems has been made through IMR to ensure the continued health and learning goals of the school. Facility evaluation completed in 2015 continues to guide our investments in this school building.

During the 2020-21 school year, a wheelchair accessibility lift was commissioned at the school using CMR funding.

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Good Shepherd School (Peace River)

In 2008, a second modular classroom was added to meet the Class Size Initiative targets. Due to increased enrolment, a new modular classroom was requested in October 2014. This modular was received and installed for the 2015-2016 year and has alleviated enrolment pressures on the building.

In 2019, IMR funds were used for renovations to meet the needs of our playschool, ECS and Grade One students.

An evaluation in 2019 identified the need to replace or closely monitor the Glycol Distribution System. This upgrade was therefore identified as a second priority on the 2021-24 Three Year Facility Plan.

Using CMR funding, a wheelchair accessibility lift was installed at the school during the 2020-21 school year.

St. Stephen's School (Valleyview)

A new school has been operational since 2006-2007 which provides students with a modern and functional facility to accommodate growing ECS to grade 9 programs. In 2015-16 cooling solutions have been addressed through a retrofit of windows funded by our IMR program. In addition, we have worked in concert with Alberta Infrastructure, to address solutions to the settling of the slab at St. Stephen's. These efforts at remediation are ongoing.

Further information regarding school facilities may be obtained by contacting the Secretary-Treasurer at Central Office in Peace River at 780-624-3956 or email Nicholas.Masvikeni@hfcrd.ab.ca.