

**Springbank Community High School  
Parent Council Meeting  
Wednesday November 20, 2019**

**Attendance:** Jeff Chalmers, Jacqueline Inverarity, Brenda Galonski, Amal Jomaa, Monica Webster, Ann Piercy, Jo Towers, Jana Mura, Gillian Hepworth, Carrie Sweet, Judi Hunter, Louis Champagne, Arlene Abboud, Tammy Yakemchuk (14)

**Approval of November Minutes:**

Motion to Approve minutes – Amal Jomaa

Second – Jo Towers

All in Favor- Carried

**Chair Report:**

**Carrie Sweet**

**Chair Report**

It's been a busy last few months at SCHS. Thank you, parents, for all the volunteering, which helps make everything run smoothly. The joint council meeting was held the end of October. Topics discussed were schools and their emergency response plan, cashless school initiative, enrollment in Rocky View Schools and the upcoming budget. If you are interested in more information on any of these topics feel free to email me at [mcsweet@shaw.ca](mailto:mcsweet@shaw.ca) and I will send you the PowerPoint from the evening. RVS board of trustees have developed their new budget and are trying to minimize the 10-million-dollar shortfall on students to the greatest extent possible. One change that was made is busing fees. Immediately we will be charged for student busing. Everyone, who uses busing should have received information regarding the cost and the changes. If you have not, please contact the school. The newest emergency closure of schools and cancellation of bus service was released last week. For more information go to the RVS app. This app is great to find out any new information regarding Rocky View Schools. Parent council is still looking for a vice chair. If you are interested, please feel free to call me on my cell at 403 681 3175 or email me at [mcsweet@shaw.ca](mailto:mcsweet@shaw.ca). Carrie Sweet

Q- There is a concern about the traffic flow in the parking lot at pick up time – where the busses cross the path of the cars. Why is there not one way to come in and one way to exit.

Jeff – We do not own the parking lot, SPFAS does. They have asked that 3 rows of parking be given to the SPFAS. Jeff can ask SPFAS about the parking lot traffic flow issues.

Q- Can they open up a road by the end of the field so the buses would not have to enter the parking lot.

Jeff – That is a provincial road. Have had conversations in the past regarding the cross walk. Jeff will talk to John at the SPFAS about access and the traffic flow in the parking lot.

Q- Kids are in their cars, chatting and smoking is there anything we can do to make them go to school.

Comments – They may be on spare; it is high School.

Jeff – not all of the students register for a parking pass so it is difficult to see who has one. The HS does not own the parking lot.

Q- Is there a more meaningful way to get the Honors certificates home from the previous year before November of the next year?

Jeff- Can suggest doing it at the end of the semester with report cards.

Q- How much do you need to get honors?

Jeff – We use the Rutherford criteria and it is the average of all of the classes.

Q- Do we do as much recognition of arts, robotics etc. as we do for sports? Seems like there is a lot of mention of sports activities and not as much academic stuff.

Jeff – The culture of the school is celebrated beyond with band, arts, drams etc.

## **Principals Report:**

**Jeff Chalmers**

Springbank Community High School  
School Council Principal's Report  
November 20, 2019

### **1. Celebrations:**

- a. Two students (Liam S, Ming H.) were recognized by the board for 100% on the June Math 30-1 Diploma exam. These two gentlemen took the gr. 12 course in grade 11 and showed tremendous commitment and academic excellence. Congratulations to them!
- b. Volleyball has wrapped up a successful season. Senior Girls are off to provincials in St. Paul this week after placing second in a tough final match at zones against Cochrane. All the other teams had a successful season and we thank the players, coaches and parents for their commitment to the program.

### **2. Budget:**

- a. Faced a significant shortfall due to declining enrollment and the impact of the provincial budget.
  - i. Lower enrollment: Current enrollment at 717; projected at 754; budgeted at 740.
  - ii. \$20/student initial resource allocation reduction; increased to \$40 total/student
  - iii. Reduction of carry-over (28% of carryover recovered to assist RVS overall budget shortfalls)
- b. Have made adjustments to second semester timetable:

- i. Cancelled 3 option courses (Philosophy, Advanced Acting, Psychology)
    - ii. Collapsed a section of Social 30-1
  - c. Significant reduction of spending allocations across all budget lines at the school level.
  - d. Will need to look at staffing implications as well.
  - e. In spite of budget reductions, we will do our best to continue level of service and support our students. Will need careful considerations for future planning given the funding landscape.
    - i. Class sizes, program offerings, enrollment strategies
- 3. Four Year Plan/Playbook Development:
  - a. We have developed and submitted our Playbook that addresses the 4 Year Plan
  - b. Five primary goals (4 from RVS, 1 additional SCHS) addressing 5 themes:
    - i. Student Engagement
    - ii. Inclusive Practices
    - iii. Instructional Practices
    - iv. Making Learning Visible
    - v. Enhancing School Culture
  - c. Would like input on “How might we...” questions
    - i. Student Engagement:
      - How might we move students beyond compliance to full, active engagement in their studies?
    - ii. Inclusive practices:
      - How might we engage all stakeholders to respond to all students’ needs?
    - iii. Instructional Practices:
      - How might we move towards objective-based assessment in all subjects?
    - iv. Making Learning Visible:
      - How might we celebrate and showcase the everyday learning that takes place at SCHS?
    - v. Enhancing School Culture:
      - How might we promote the RISE principles to reflect our everyday, lived experience at SCHS?
      - How might we provide opportunities for parents to have a meaningful and constructive role in our school community?
      - How might we provide opportunities for our students to serve the community?
  - d. Considering having “Town Hall” coffee meetings quarterly with open invitation to parents to meet with school administration. Feedback?
- 4. Upcoming Dates:

- a. December 2- PL day we will have a session from the Centre for Sexuality on positive masculinity and supporting students in healthy relationships.
- b. December 4- Fall Athletic Banquet
- c. December 5- Winter Band Concert and the Football Banquet
- d. December 19- Charity Hockey Game

**School Trustee**

**Judy Hunter**

**Ward 5, Trustee Report, November, 2019**

Dr. Lynn Miller presented at Springbank High School, September 23, 2019. Her presentation was most interesting. She provided the bibliography which is attached at the end of this report. Reprinted with permission

Dr. Miller recommended [www.anxietycanada.com](http://www.anxietycanada.com) as a website offering information and strategies for family. The website is an excellent resource.

At the October 3 meeting, the Board received a presentation from the Numeracy Team. Numeracy improvement was one of the strategic goals of the Board.

The lead teachers, Shauna Pascoe, and Stacy Connolly, shared their framework for working with teachers and administration. The team has offered many professional development activities to teachers and has worked with a lead teacher and administration of most school to advance the numeracy goals of the division.

The focus of their work is intentional learning with a focus on fluency, reasoning and problem-solving and is grounded in research and solid pedagogy.

As part of their work they also have developed a section on the RVS website called "Making Numeracy Visible"

The Numeracy work that the Team has embarked on has the potential to improve math instruction and math achievement. For more information you can visit the Rockyview website [www.rockyview.ab.ca](http://www.rockyview.ab.ca) and view the literacy/numeracy framework.

I attended an inclusive playground presentation. It was excellent. I have forwarded the presentation for you. What was really interesting was the statistics around demographic shifts. By 20 there will be more people over the age of 65 than there are children under 15. Over 15% of general population has some handicap. Spending by this subset of the population is estimated to be 17.3 billion to 34.63 billion per year. Many cities are developing business strategies around disability destination travel.

Also interesting was the number of grandparents who are raising their grandchildren due to the opioid crisis in the United States.

The framework around which the playgrounds were created is called universal design. It looks at the interaction between social structures, economic considerations and environmental sustainability. It is a process that enables a diverse population by improving human performance, health, wellness, and social participation. I have attached a number of videos showing accessible playgrounds at the end of this report.

Rockyview is going cashless. Parents can set up a wallet where they can deposit funds. The wallet can then be used to purchase services or products. More information on the website.

**Recommended readings regarding children and youth with anxiety concerns:**

Chansky, Tamar E. (2004). *Freeing Your Child from Anxiety: Powerful, Practical Solutions to Overcome Your Child's Fears, Worries, and Phobias*. New York, NY: Broadway. *How to talk with your child about anxiety.*

Dacey, J. (2000). Your Anxious Child: How Parents and Teachers Can Relieve Anxiety in Children. (Brief but practical)

Foa, Edna B. and Linda W. Andrews. (2006). *If Your Adolescent Has an Anxiety Disorder: An Essential Resource for Parents*. New York, NY: Oxford University Press. *Clinical and practical advice for parents to help their teen with anxiety.*

Kearney, C. A. & Albano, A. (2009). When Children Refuse School: A cognitive-behavioral therapy approach. Parent Workbook. Oxford University Press, USA.

Last, Cynthia G. (2006). *Help for Worried Kids: How Your Child Can Conquer Anxiety and Fear*. New York, NY: The Guilford Press.

Lyons, L., & Wilson, R. (2013). *Anxious Kids, Anxious Parents: 7 Ways to Stop the Worry Cycle and Raise Courageous and Independent Children*

Manassis, K. (2008). Keys to parenting your anxious child. NY: Barrons Education Series. *Very practical overview of anxiety concerns.*

Rapee, R., Wignall, A., Spence, S.H., Cobham, V. & Lyneham, H. (2016). *Helping Your Anxious Child: A Step-By-Step Guide for Parents*. San Francisco: New Harbinger. Available at [Amazon](#).

Sorenson, E. S. (1993). Children's Stress and Coping: A Family Perspective *Provides a perspective on how children deal with stress and how parents and clinicians can teach them effective coping strategies.*

Spence, Sue, et al. (2000). *Helping Your Anxious Child: A Step-by-Step Guide for Parents*. Oakland, CA: New Harbinger Publications, Inc. *Good chapter on teaching relaxation skills.*

Dzung X. Vo *The Mindful Teen*.

Recommended websites for parents of children with anxiety concerns:

[www.anxietybc.com](http://www.anxietybc.com)

Run and operated by the AnxietyBC, a nonprofit organization whose mission is to increase awareness and promote education of anxiety disorders, increase access to evidence-based treatment, and to encourage and develop new treatments and delivery. Has a click and print self-test for anxiety disorders for adults. Video clips with “child experts” explain the different subtypes of anxiety disorders, with tips for parents.

[www.adaa.org](http://www.adaa.org)

Run and operated by the Anxiety Disorders Association of America. Has a very good page on literature for children, adolescents, parents, and professionals. Has a click and print test for adolescents for anxiety disorders.

[www.childanxiety.net](http://www.childanxiety.net)

A nonprofit educational website.

#### How to order FRIENDS materials:

1. As part of the province-wide MCFD sponsored FRIENDS Program, BC school teachers and educators teaching grade k/1, 4/5 & 7 students can order FRIENDS materials at no cost after completion of the required FRIENDS 1-day training.

For more information go to the FRIENDS website at:  
[www.mcf.gov.bc.ca/mental\\_health/friends.htm](http://www.mcf.gov.bc.ca/mental_health/friends.htm)

2. For those wishing to use the FRIENDS program for other purposes outside of the school system, FRIENDS materials can be purchased directly via:

Crown Publications  
Queen's Printer for British Columbia  
Phone: 250-387-6409  
Toll Free: 1-800-663-6105  
Website: [www.publications.gov.bc.ca](http://www.publications.gov.bc.ca)  
Email: [crownpub@gov.bc.ca](mailto:crownpub@gov.bc.ca)

What is Anxiety?

*Anxiety means feeling worried and nervous. It is a normal human reaction to stressful situations or even new situations. Anxiety is both psychological and physical.*

*Psychological symptoms* include worried thoughts, being unable to concentrate, being irritable, thinking the worst, and feeling afraid.

*Physical symptoms* of anxiety include racing heart, fast breathing, stomach aches or “butterflies”, headache, muscle tension, and constantly feeling tired and “on edge”.

Isn't Anxiety Normal?

*Anxiety is a normal built-in human reaction to signal that you need to be ready for action or that there is some danger. Anxiety is a signal that often helps us to pay attention, to be careful, or to recognize that there is a problem to be solved. Anxiety plays a role in the development of the conscience as children are growing up; they learn that disobeying rules makes them anxious which doesn't feel good.*

*It is normal to become anxious when big changes are happening: a new school, a move, changes in the family structure (new baby, new marriage, etc.), or when upsetting things happen – loss of a friend, when parents are fighting. Children also tend to worry about certain things at different ages.*

*Preschoolers worry about the dark or being separated from their parents. Older children worry about whether they will be accepted by friends or on a team, or about tests. Teens worry about friends, their future, their health and so on.*

When is Anxiety a Problem?

*Anxiety is a problem if it occurs too much of the time, or is interfering with daily life.*

Anxiety in Young People:

*Children can have all the anxiety disorders that adults suffer. At least 5 per hundred children will have a significant anxiety problem such as Panic Disorder, Generalized Anxiety, Obsessive Compulsive or Posttraumatic Stress Disorder. Even more will have Social Phobia, or other phobias or fears.*

*The challenge with childhood anxiety is that it is often not recognized. While some children may be obviously upset and worried, others will have different reactions, becoming angry, uncooperative and even aggressive.*

Common symptoms of anxiety in children:

- ☐ Worries
- ☐ Tearfulness
- ☐ Clinging
- ☐ Avoidance or Withdrawal
- ☐ Separation fears
- ☐ Sleep problems
- ☐ Physical complaints
- ☐ Constant fatigue

Other symptoms of anxiety in children:

- ☐ Anger, Tantrums
- ☐ Irritability
- ☐ Oppositional attitude
- ☐ Inflexibility
- ☐ Aggression
- ☐ Inattentiveness
- ☐ Fidgety or hyperactive
- ☐ Refusal to go to school
- ☐ Excessive resistance to doing work

What Causes Anxiety?

- ☐ Inborn, inherited tendency
- ☐ Shy or cautious temperament
- ☐ Unpredictable lifestyle
- ☐ Stressful experiences
- ☐ Learning from anxious parents
- ☐ Habit patterns of avoidance

The tendency to anxiety is inherited, and made worse by stressful experiences.

Anxiety is Contagious in Families:

*Anxious children affect the rest of the family. Often the anxious child is demanding, difficult to please, won't go to sleep in her own bed at night, and disrupts daily routines with refusal to cooperate or emotional outbursts. Parents may disagree about handling this, and feel unsure about whether to be more firm, or to give in. The end result is frustrated, tired parents who feel they are "walking on eggshells" around the anxious child. Often the parents are already*



*anxious people. Anxiety is contagious within families, and it seems that everyone ends up its prisoner.*

Anxiety and Perfectionism:

*Many anxious children are “perfectionistic”. They want to do things perfectly right away – or else they may refuse to do them at all. Sometimes perfectionistic children are quite paralyzed by this. They don’t feel like they can start anything because they won’t do it well enough anyway. They finally start, and a little thing goes wrong, and they have a catastrophic reaction.*

*Generally, they end putting everything off or “procrastinating”. Homework piles up, chores are not done, the room is a mess, and they certainly don’t look like most people’s idea of a perfectionist. They may refuse to try new things.*

*They won’t ride a bike, won’t go to the new preschool, and often won’t do written schoolwork. This is even worse if they also have a minor problem with coordination so their work doesn’t look neat.*

*The suggestions that follow for managing anxiety really work for these kids. An excellent book is called Perfectionism: What’s So Bad About Being Too Good by Adderholdt-Williams.*

### Helping Anxious Children

In most cases, the tendency to be anxious stays with a person throughout their life. So, we need to help anxious children develop coping skills to manage their own anxiety eventually. This starts with parents helping them. Older children and teens can do some of this for themselves!

1. Assessment: Have a child’s general health checked by the doctor. Untreated allergies, anemia, ear infections or other problems make it harder for anxious children to cope. The doctor can also check out whether panic attacks or obsessive-compulsive disorder, which need very specific treatment, are present. For some kinds of anxiety, medicine may be suggested, but in most cases treatment includes learning new coping skills.

2. Look after the basics: No one copes well when they are tired or hungry. Anxious children often forget to eat, don’t feel hungry, and don’t get enough sleep. Establish bedtime routine (see below), and offer frequent, nutritious snacks. Anxious children rarely eat a large full meal. They are better to “graze” as long as the snacks cover the basic food groups in a day.

3. Establish routines: Routines reduce anxiety. But anxiety tends to disrupt routines. So, you need to work hard to build regular patterns so life is more predictable. Have the child help plan the routine. Making an attractive schedule for the fridge gives a sense of control and order. This is not the kind of child who copes well with a

disorganized, “spontaneous” family style. Help the child adjust to changes by gradually introducing them and preparing them in advance.

4. Bedtime routines are especially important. Start at least an hour before the planned bedtime, build in a story, a chat time, some warm milk or snack. A warm bath ahead of time may help. The ritual helps the child gradually relax. It is important that parents not get into the habit of sleeping with the child or having them fall asleep in the parents’ bed as this becomes a habit, which is hard to break. Settle them with some quiet music or a story tape, and check in briefly at planned intervals (5 min. for young child, 10-15 min. with older) so they don’t need to worry about where people are. A good routine can take several weeks to establish, but everyone will feel better once it is in place.

5. Plan time for homework and projects: This needs to be a regular part of the schedule, as anxious children tend to procrastinate. Because anxious children become overwhelmed, breaking the job up into small chunks, setting a specific time to work, and rewarding yourself for each bit done are tools they need to learn. Often the hardest part is getting started, so knowing that the TV program is on afterwards, or having computer time to look forward to can help to start.

6. Firm, consistent parenting: Anxious children feel calmer when life is predictable, when they know what is expected of them, and what the consequences will be. Setting limits is a challenge for parents, however, when the child becomes so upset. With practice, everyone can feel more secure, and children are relieved to have adults in charge.

7. Tools to relax: Teach the child a way of relaxing by mental imagery, progressive muscular relaxation, described in the booklets, “Taming the Worry Dragon”. To order phone (604)875-3549.

8. Tools to cope with worrying: Some simple ways of “locking up” worries in an imaginary box, or setting a scheduled “worry” time are some tools to control the amount of energy worry takes up. Other ideas are to mentally “pull the plug” on the worry, “take out the worry disk so it’s not using up all the RAM”, “caging the worry dragon”, or whatever image suits a child’s interests. Fortunately, most anxious children have a talent for “creative worrying” which can be harnessed for creative problem-solving instead.

9. Taking risks: Anxious children need to try some experiments like making phone calls, talking to a new friend, and encouraging themselves through positive “self-talk” instead of imagining the worst. Parents can model these tools by using them too.

10. Physical exercise: This is helpful not only in relieving stress, but also in triggering a physical “relaxation response”. Anxious children often feel “tired all the time” because they are always exhausting themselves with worry, so they don’t feel like

exercising. But exercise will improve energy and reduce worry.

Try to find something fun to do together rather than making this a chore.  
Does Anxiety Go Away?

Anxiety can get better or be better controlled, but the tendency stays with people. If it is not managed, other problems like depression can occur. That's why it is so important to develop tools to master it. The good news is that anxious children can become very skilled and confident at managing their anxiety, and this is an achievement which helps them cope with future life challenges with extra skill.

For more information: Anxiety Disorders Association of British Columbia  
(604) 681-3400 website: [www.anxietybc.com](http://www.anxietybc.com)

### **ACCESSIBLE PLAYGROUND VIDEOS**

Bremerton Beyond Inclusive Playground

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

We-go-round video

<https://www.youtube.com/watch?v=bU4CQWpC8jc>

Parkersburg West Virginia Splash pad video

<https://www.youtube.com/watch?v=BMWgUCy-6pk>

### **Other Reports**

#### **a) Volunteer Coordinators**

**Arlene Abboud/Amal Jomaa**

Screenagers 2 (the next movie) – would like to know if the HS would like to come on board with the showing of Screenagers 2. SMS is all for it, movie is more for grades 6-12. Dealing with mental health/depression issues. The students would view and offer an evening for the parents. SCHS would be the first to show the movie. Jeff will discuss and let Amal and Arlene know if SCHS will be involved and will provide them with a date.

#### **b) Spirit Wear Coordinators**

**Tammy Yakemchuk/Carrie Sweet**

Spirit wear was sold during the Parent Teacher Interview evening. Sales will occur again at interviews next semester. There is not much left of the original SCHS spirit wear but we do have all sizes in the new Champion Sweat tops. In the fall, students will be able to pre-order spirit wear. This will eliminate inventory costs.

**c) Grad Representative**

**Gillian Hepworth**

The students have now received their Grad clothing and they're really happy with their new gear!

Jostens were in the school on Nov 20<sup>th</sup> to take Grad jewelry orders.

Grad Committee is accepting baby photos (ages 1-3 years) until 1<sup>st</sup> March ....photos should be emailed to [SCHSGradYYC@gmail.com](mailto:SCHSGradYYC@gmail.com)

Grad ticket pricing for the evening event will be available in the new year.....it is expected to be less than in previous years.

The Committee decided to use a different gown company this year ....in the past, gowns have been rentals only and needed to be collected at the end of the Grad ceremony. It was thought this could be a problem at the new venue, for various reasons. The new supplier offers the same pricing but for purchase, so Grads get to keep both their gowns and caps this year! Volunteers will be requested in the spring to help with gown measurement.

As their Legacy Project fundraiser, they have decided to do a school bottle collection, on Fridays during second semester.

And the Grad Committee students are still working on the following:

They have discussed ideas for their legacy project but will make a decision at a later date.

Students have started to brain storm about who they would like to be involved in their Grad ceremony.

They hope to bring back the popular Lip Sync event!

Grad 2020 is May 30<sup>th</sup>.

**d) French Program Representative**

**Jo Towers**

Looking into different fundraiser this year – it will be in the new year around March.

Still need to know how the money that was given to the school last year will be spent.

Jeff will let Jo know.

The executive is wondering if the 3 schools would be willing to purchase a membership to the CPF. It is \$60. Jeff will look into.

New Proposal- There is a lot of demand for tutors for younger students in French Immersion. Hoping for a list of names/contacts of students who would be willing to tutor outside of school hours for the elementary and middle school kids.

Jeff will look into.

**e) Casino Representative**

**Louis Champagne**

No report.

**New Business:**

Microsoft store at Chinook Mall offers free courses for kids and parents - similar to Apple store. They will also come into the school and do presentations at no charge. Jeff will put in the newsletter.

Meeting adjourned @ 8:00pm

Next Meeting January 15, 2020 @6:30pm

**The Friends of Springbank Community High School Society**

Treasurer Report

Brenda Galonski

**Treasurer's Report for the year ended June 30, 2019****The Friends of Springbank Community High School Society****Financial Position:**

Please find attached the financial statements for the year ended June 30, 2019.

For the general accounts, revenue for the year ended June 30, 2019 was \$1,937 of cupcake revenue and \$106 of interest income. Expenses were \$126 for cheques and bank fees and \$965 for insurance.

For the casino accounts, revenue received was \$67,790 from the casino held in December 2018 and use of casino proceeds for art therapy (WP Puppet Theatre) of \$6,825 and \$9,249 for ski equipment.

At June 30, 2019, the casino bank accounts totaled \$81,400, and the general bank accounts totaled \$7,735.

Total casino funds available to spend are \$83,376, of which \$13,374 is from the previous casino.

**AGLC Financial Report:**

The AGLC Financial report for the period of April 1, 2018 to March 31, 2019 was filed and reviewed.

**Friends of Community High School Society**  
**Balance Sheet for the period ended**

	June 30, 2019	June 30, 2018
<b>Assets</b>		
<b>Current Assets</b>		
Casino Account - T-Bill	\$ 8,532	\$ 28,453
Casino Account - Chequing	\$ 72,868	\$ 3,420
	<u>\$ 81,400</u>	<u>\$ 31,873</u>
General Account - T-Bill	\$ 2,106	\$ 2,095
General Account - Chequing	\$ 5,630	\$ 4,714
	<u>\$ 7,736</u>	<u>\$ 6,809</u>
Accounts Receivable	\$ 2,213	\$ -
<b>Total Current Assets</b>	\$ 91,349	\$ 38,682
<b>Total Assets</b>	<u>\$ 91,349</u>	<u>\$ 38,682</u>
<b>Liability</b>		
<b>Current Liabilities</b>		
Deferred Casino Revenue	\$ 83,376	\$ 31,661
<b>Total Current Liabilities</b>	\$ 83,376	\$ 31,661
<b>Total Liability</b>	\$ 83,376	\$ 31,661
<b>Equity</b>		
<b>Owners Equity</b>		
Retained Earnings	\$ 7,021	\$ 6,934
Current Earnings	\$ 952	\$ 87
<b>Total Equity</b>	<u>\$ 7,973</u>	<u>\$ 7,021</u>
<b>Liabilities And Equity</b>	<u>\$ 91,349</u>	<u>\$ 38,682</u>

**Friends of Springbank Community High School Society**

**Income Statement for the years ended**

		<b>June 30,</b>
	<b>June 30, 2019</b>	<b>2018</b>
<hr/>		
Revenue		
Revenue		
Casino Proceeds	\$ 16,074	\$ 46,319
Donations	\$ -	\$ -
Interest Revenue	\$ 106	\$ 87
Miscellaneous Revenue	\$ 1,937	\$ -
<hr/>		
Total Revenue	\$ 18,118	\$ 46,406
Expense		
Expense		
Use of Casino Proceeds	\$ 16,074	\$ 45,354
Casino Expenses	\$ -	\$ -
Courier and Postage	\$ -	\$ -
Supplies (cheques)	\$ 126	\$ -
Gifts - Career Day	\$ -	\$ -
Insurance	\$ 965	\$ 965
<hr/>		
Total Expense	\$ 17,166	\$ 46,319
<hr/>		
Net Income	\$ 952	\$ 87
<hr/>		

## **Treasurer's Report November 20, 2019**

### **The Friends of Springbank Community High School Society**

#### **Financial Position at October 31, 2019:**

Please find attached the financial statements for the period ended October 31, 2019

For the general accounts, revenue for the period ended October 31, 2019 was \$659 of cupcake revenue and \$4 of interest income. Expenses were and \$993.25 for insurance.

For the casino accounts, revenue received was \$26 of interest income

At October 31, 2019, the casino bank accounts totaled \$81,427, and the general bank accounts totaled \$6,746.

Total casino funds available to spend are \$83,376, of which \$13,374 is from the previous casino.



**Friends of Community High School Society**  
**Balance Sheet for the period ended**

	<b>October 31, 2019</b>	<b>June 30, 2019</b>
<b>Assets</b>		
<b>Current Assets</b>		
Casino Account - T-Bill	\$ 8,548	\$ 8,532
Casino Account - Chequing	\$ 72,879	\$ 72,868
	<u>\$ 81,427</u>	<u>\$ 81,400</u>
General Account - T-Bill	\$ 2,110	\$ 2,106
General Account - Chequing	\$ 4,636	\$ 5,630
	<u>\$ 6,746</u>	<u>\$ 7,736</u>
Accounts Receivable	\$ 2,872	\$ 2,213
<b>Total Current Assets</b>	<b>\$ 91,045</b>	<b>\$ 91,349</b>
<b>Total Assets</b>	<b>\$ 91,045</b>	<b>\$ 91,349</b>
<b>Liability</b>		
<b>Current Liabilities</b>		
Deferred Casino Revenue	\$ 83,376	\$ 83,376
<b>Total Current Liabilities</b>	<b>\$ 83,376</b>	<b>\$ 83,376</b>
<b>Total Liability</b>	<b>\$ 83,376</b>	<b>\$ 83,376</b>
<b>Equity</b>		
<b>Owners Equity</b>		
Retained Earnings	\$ 7,973	\$ 7,021
Current Earnings	\$ (304)	\$ 952
<b>Total Equity</b>	<b>\$ 7,669</b>	<b>\$ 7,973</b>
<b>Liabilities And Equity</b>	<b>\$ 91,045</b>	<b>\$ 91,349</b>

**Friends of Springbank Community High School Society**

**Income Statement for the period ended**

	<b>October 31, 2019</b>	<b>June 30, 2019</b>
<hr/>		
Revenue		
Revenue		
Casino Proceeds	\$ -	\$ 18,288
Donations	\$ -	\$ -
Interest Revenue	\$ 30	\$ 106
Miscellaneous Revenue	\$ 659	\$ 1,937
<hr/>		
Total Revenue	\$ 689	\$ 20,331
Expense		
Expense		
Use of Casino Proceeds	\$ -	\$ 16,074
Casino Expenses	\$ -	\$ 2,213
Courier and Postage	\$ -	\$ -
Supplies (cheques)	\$ -	\$ 126
Gifts - Career Day	\$ -	\$ -
Insurance	\$ 993	\$ 965
<hr/>		
Total Expense	\$ 993	\$ 19,379
<hr/>		
Net Income	\$ (304)	\$ 952
<hr/>		

Brenda makes a motion to accept the financial statements as presented.

Carrie Sweet seconds.

All in favor – Carried

There are casino funds that we need to use. Jeff has a quote for the Drama and lighting he will follow up and let council know.

Q- When is the next casino? Oct-Dec 2020

Brenda makes a motion for up to \$5000 to be used for the CTS Enhancement.

Monica Webster seconds.

All in favor – carried.

Meeting Adjourned @ 8:13pm

Next Meeting January 15, 2020 @6:30pm