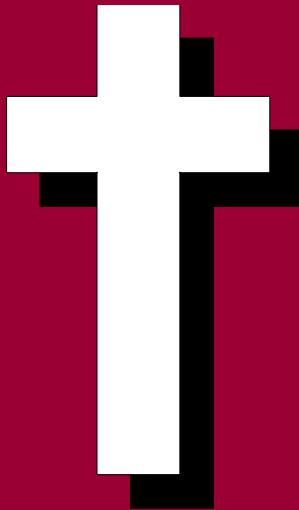


# Medicine Hat Catholic Board of Education

*"SHOWING THE FACE OF CHRIST TO ALL"*



## PUBLIC AGENDA

**April 12, 2011 – 6:00 p.m**

**Catholic Education Centre – 1251 – 1<sup>st</sup> Avenue SW**

# *Medicine Hat Catholic Board of Education*

## **ACTION AGENDA**

**DATE:** April 12, 2011

**Place:** Catholic Education Centre

**Time:** 6:00 P.M.

1.	<p><i><b>Opening Prayer</b></i></p> <p style="text-align: center;"><b>WE ARE CALLED Always and Everywhere to: Model Christ Pray and Serve Build a Faith Community</b></p>	PG	
2.	<p><i><b>Approval of the Minutes of the Regular Board Meeting</b></i></p> <p><b>♦ Recommendation:</b> THAT the Minutes of the Regular Board Meeting held March 08, 2011 be approved as circulated.</p>	PG	
3.	<p><i><b>Approval of the Action Agenda</b></i></p> <p><b>♦ Recommendation:</b> THAT the Action Agenda dated April 12, 2011 be approved as circulated.</p>	PG	<i>Encl. 1 - 4</i>
4.	<p><i><b>Approval of the Non-Action Agenda</b></i></p> <p><b>♦ Recommendation:</b> THAT the Non-Action Agenda dated April 12, 2011 be approved as circulated.</p>	PG	<i>Encl. 5</i>
5.	<p><i><b>7:00 PRESENTATIONS</b></i></p> <p><b><u>5.1 Edwin Parr Nominee</u></b>– Mr. Ian Rattan, a first year Teacher at Monsignor McCoy High School was nominated for an Alberta School Boards Association (ASBA) Edwin Parr First Year Teacher Award by fellow teaching colleagues Mrs. Carol Drew; Mrs. Natasha Taylor and Mrs. Erika Bodnaruk. As part of the nomination package the Division produced a video which will be viewed by the Board. The Board of Trustees will present Mr. Rattan with an Ambassador for Catholic Education Award. The ASBA will announce the winner of the Edwin Parr Award on May 11, 2011.</p> <p><b><u>5.2 Rotary Music Festivals</u></b>– The Board acknowledges the entries to the Annual Rotary Music Festival. The accomplishments and recognition received by the groups of students entered in this event is a reflection of the dedication and commitment demonstrated by the Teachers who prepare the students to represent our Division. Many of the performances received high achievement awards at the local level, with nominations to perform in the Provincial competitions. The Board will present an Ambassador for Catholic Education Award to the following individuals: <i><b>Helen Snortland, Maureen Woelfle, Patricia Swan, Dana Bruins, Erika Bodnaruk, Grainne Concagh, Grace Hellman, Corbie Dorner &amp; Jim Schmid.</b></i></p> <p><b><u>5.3 Technology</u></b>–Mr. Rolf Traichel, Director of Information System will review the operation of the Information Systems department within the Division. Mr. Traichel will discuss the current status of computer infrastructure and emerging trends.</p>	<p>PG</p> <p>DL</p> <p>DL</p>	
6.	<p><i><b>Corporate Communications</b></i></p> <p><b>6.1</b> Letter from the Minister of Education – Lease Agreements</p> <p><b>6.2</b> Alberta School Board's Association Communication – Funding cuts to Education</p>	PG	<i>Encl. 6 - 8</i>
7.	<p><i><b>Budget 2011 – 2012</b></i></p> <p><b>7.1</b> School Based Decision Making (SBDM) Allocations</p>	DL/GM	<i>Encl. 9</i>

	7.2 Staffing 7.3 Special Board Meeting May 24, 2011 6:00 p.m.		
8.	<b><i>Early Retirement Incentive Plan (ERIP)</i></b> In accordance with Article 14 of the Alberta Teacher's Association Collective Agreement, application for the Early Retirement Incentive Plan shall be filed no later than April 1 <sup>st</sup> . At this time, the Division has received four applications. The Board will review and make a determination based on each application's own merits and advise the employee by May 01, 2011 whether the ERIP is approved or declined.	<b>DL</b>	<i>Encl. 10</i>
9.	<b><i>Division Charity Status</i></b> The School Division is not currently a registered charity. A process has begun to apply for registered charity status. At this time the Board will continue with the application and develop a process to work with the Medicine Hat Catholic Schools' Education Foundation to ensure this application is effective for both parties.	<b>GM</b>	<i>Encl. 11</i>
10.	<b><i>Organizational Meeting</i></b> The Board will review requirements around the Board's Organizational Meeting relative to the School Act and Board Policy 7 regarding a possible change to the date of the Organizational Meeting.	<b>SA/GM</b>	<i>Encl. 12 - 25</i>
11.	<b><i>Catholic School Board and Public School Board Meeting</i></b> The Board of Trustees and Senior Administration held a meeting with the Medicine Hat School District #76 on March 31, 2011 to discuss future partnership opportunities and the provincial budget. The Board will review the outcomes of the meeting.	<b>PG</b>	
12.	<b><i>Superintendent's Report - Mr. David Leahy</i></b> 12.1 Three Year Education Plan 12.2 Ecole St. Thomas d'Aquin Modulars 12.3 Town Hall Meetings 12.4 Joint Board Meeting with MHCBE and CAPE 12.5 Policy Review	<b>DL</b>	<i>Encl. 26 - 66 67 68 69 70 - 71</i>
13.	<b><i>O H &amp; S Officer</i></b> Medicine Hat Catholic Board of Education will continue the partnership with the public school district in order to obtain the services of an Occupational Health and Safety Officer in a shared capacity.	<b>GM</b>	<i>Encl. 72</i>
14.	<b><i>Transportation Consultant</i></b> In the Board's previous budget, a transportation review was approved. The Board has consulted with Mr. Terry Gunderson of the Alberta Schools Boards Association to do the review. Timeline for completion of the report is May 20, 2011 with presentation to the Board at the June 2011 Board Meeting.	<b>GM</b>	<i>Encl. 73 - 75</i>
15.	<b><i>Southridge Transportation Agreement – Notre Dame</i></b> The Secretary-Treasurer will review the transportation agreement currently in place with the City of Medicine Hat and provide the rationale for the recommendation presented to the Board. <b>♦Recommendation:</b> THAT the Board of Trustees for the Medicine Hat Catholic Board of Education not transport the ineligible middle school students for the 2011 – 2012 and work with Totem to find the most efficient manner of transporting those funded students in Southridge and Notre Dame.	<b>GM</b>	<i>Encl. 76 - 82</i>

16.	<b><i>National Bussing Standards for DT70 Buses</i></b> The Board is provided with information on the National D-270 Standards, a document from the Government of Alberta regarding 15 Passenger Van Use and the Boards administrative procedure. The Board of Trustees will review and make a determination if action is required.	<b>GM</b>	<i>Encl. 83 - 89</i>
17.	<b><i>Religious Education Coordinator Report – Mrs. Amanda Crowley</i></b> 17.1 Faith Formation 17.2 Family Life 17.3 Youth Ministry	<b>AC</b>	<i>Encl. 90 - 92</i>
18.	<b><i>Director of Student Services Report – Mr. Hugh Lehr</i></b> 18.1 Letter to the Deputy Minister Jay Ramotar regarding funding of the Community Coming Together Mental Health Project. 18.2 New Funding Announcement	<b>HL</b>	<i>Encl. 93</i>
19.	<b><i>Area Structure Plan for Regional Airport</i></b> The City of Medicine Hat requested our review of the Area Structure Plan. <b>♦Recommendation:</b> THAT the Board of Trustees for the Medicine Hat Catholic Board of Education advise the City of Medicine Hat that the Division has no concerns with the Area Structure Plan as presented.	<b>GM</b>	<i>Encl. 94 - 128</i>
20.	<b><i>COMMITTEE REPORTS (presented by appointed Trustees)</i></b>	<b>PG</b>	
	<b>20.1</b> Medicine Hat Catholic Schools' Education Foundation - Mr. Dick Mastel		
	<b>20.2</b> Representative to ACSTA – Mr. Peter Grad		
	<b>20.3</b> Representative to Teacher Board Advisory Committee – Mr. Dick Mastel		
	<b>20.4</b> Representative to ASBA Zone 6 - Mr. Stan Aberle		
	<b>20.5</b> Representative to Support Staff Board Advisory Committee – Mrs. Jodi Churla		
	<b>20.6</b> Representative to Parent Association – Mrs. Jodi Churla		
	<b>20.7</b> Salary Negotiations ATA – Mr. Stan Aberle CUPE – Mr. Kelly Van Ham		
	<b>20.8</b> CUPE Staff Board Advisory Committee – Mr. Dick Mastel		
	<b>20.9</b> Spiritual Leadership Scholarship Board Representatives – Mr. Stan Aberle		
	<b>20.10</b> Centennial Planning Board Representative – Mr. Stan Aberle Mr. Aberle will review the Centennial Celebration planned for June 08 – June 10, 2012.		
21.	<b><i>Adjournment</i></b>	<b>PG</b>	






# NON - ACTION AGENDA

DATE: April 12, 2011

Place: Catholic Education Centre

Time: 6:00 P.M.

No.	ITEM		PAGE
1.	<p><b>INFORMATION ITEMS</b></p> <ul style="list-style-type: none"> <li>• <b>ASEBP Trustee Report</b></li> <li>• <b>SPICE AND BLUEPRINTS CONFERENCES</b>  <a href="#">LINK TO SPICE CONFERENCE</a>  <a href="#">LINK TO BLUEPRINTS</a></li> <li>• <b>TOWN HALL MEETING – Monday, May 09, 2011 at Holy Family Parish Hall @ 7:00 p.m. Topics:</b> <ul style="list-style-type: none"> <li>○ Budget</li> <li>○ Board Strategic Plan</li> <li>○ Centennial Celebrations</li> </ul> </li> <li>• <a href="#">Education Week 2011</a></li> </ul> <div style="text-align: center;">    <p><b>Education Week 2011</b>  <b>Education: The Heart of our Communities</b>  <b>– Engaged, Ethical, Entrepreneurial</b>  <b>May 2 to May 6</b></p> <p>Alberta Education invites you to celebrate Education Week 2011 in our schools and communities across the province. This year's theme, Education: The Heart of our Communities – Engaged, Ethical, Entrepreneurial, provides all Albertans with an opportunity to highlight the important role education plays in shaping the future of our province. Join us this year as students, schools, parents and local communities celebrate Education Week 2011!</p> </div>		<p><i>129 - 131</i></p> <p><i><a href="#">Hyperlink</a></i></p>

## Notice of Public Board Meetings

Public Board Meetings for the Medicine Hat Catholic Board of Education will begin at **6:00 PM** with **presentations** at **7:00 PM**

All regularly scheduled Public Board Meetings are the **2<sup>nd</sup> Tuesday** of each month held at the Catholic Education Centre located at 1251 – 1<sup>st</sup> Avenue SW unless otherwise advertised.

Public welcome to attend - Information @ [www.mhcbe.ab.ca](http://www.mhcbe.ab.ca)



ALBERTA  
EDUCATION

*Office of the Minister*

March 9, 2011

Mr. Peter Grad  
Chair  
Medicine Hat Catholic Separate Regional Division  
1251 - 1 Avenue SW  
Medicine Hat, Alberta  
T1A 8B4

Dear Mr. Grad:

As noted in my Budget 2011 conference call on February 24, 2011, changes to the policy governing the leasing of jurisdiction-owned facilities to other jurisdictions will be phased in beginning with the 2011/2012 school year.

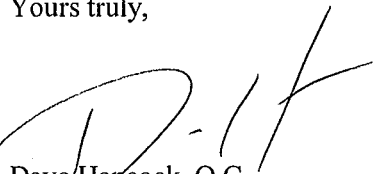
This policy change is the result of a review of current leasing policy and practice and reflects a need to create consistency and equity in support of leased arrangements, while also ensuring the education system remains fiscally responsible to taxpayers. In some cases, government is paying twice for publicly owned and financed school facilities.

Please note that the new policy also requires that school jurisdictions include any other requests for lease support (i.e., to lease space in privately owned facilities) in their three-year capital plans, prioritized against requests for other capital funding. A further review is currently underway regarding a new policy to govern the leasing of privately owned facilities by school jurisdictions.

The attached table provides an estimate of the anticipated effect on the related funding streams of the Medicine Hat Catholic Separate Regional Division in year one and upon full implementation once all of the affected leases have expired and been switched to Infrastructure Maintenance and Renewal funding. This estimate is based on lease support data from 2010/2011.

This new policy puts in place a more consistent and reasonable framework to help government meet its responsibility to ensure all Alberta students have appropriate school facilities. For further information about the new leasing policy, please contact Dr. Avi Habinski, Director, Capital Planning South, at 780-427-2272 (toll-free by first dialing 310-0000) or by e-mail at [avi.habinski@gov.ab.ca](mailto:avi.habinski@gov.ab.ca).

Yours truly,



Dave Hancock, Q.C.  
Minister

Attachment

cc: David Leahy  
Superintendent, Medicine Hat Catholic Separate Regional Division

<b>Medicine Hat Catholic Separate Regional Division</b>		
Leases: 1 School - Charter		
	Year One	Full Implementation
A. Reduction in lease support	(\$0.11 million)	(\$0.11 million)
B. Anticipated increase to IMR funding as a result of policy change	\$0.03 million	\$0.04 million
<b>A+B = Net (loss)/gain in jurisdiction income</b>	<b>(\$0.08 million)</b>	<b>(\$0.07 million)</b>

## Government makes education priority in tough fiscal times

“The government made education a priority in a tough budget – it could have been worse,” said Alberta School Boards Association President Jacquie Hansen of the 2011-12 provincial budget. That said, Hansen warned services to students will be cut because of this budget.

Schools’ core funding: the base instruction grant will go up by 4.4 per cent. “This means we will be able to honor our salary commitments to teachers and we will have some flexibility to work with the other staff who work with students,” said Hansen. Staff costs represent 70 to 80 per cent of school board budgets.

Cuts to other grants will result in cuts to services for students. “For example: funding for AISI – a program that promotes innovation to improve student learning – is being cut by 50 per cent,” said Hansen. As a result some school boards may face over 3 per cent in cuts to their local budgets.

“As local governments, school boards understand the responsibility to the taxpayer in a tough fiscal period for this province. In the next days, school boards will run the numbers; talk with their communities and make the decisions they are elected to make about our priorities for students and student learning,” said Hansen.

The ASBA sounded a warning about the need for new schools and repairs to old schools. “We have students attending school in community centers. Over 42 per cent of our schools were built more than 50 years ago. If we don’t repair them; we will be rebuilding – and that’s going to be even more expensive in the long run.”

### **For more information:**

Suzanne Lundrigan, ASBA Communications at 1.1.780.819.1361 or 1.780.451.7122.

*The Alberta School Boards Association serves and represents all Alberta’s public, separate and francophone school boards.*

## Memorandum

April 12, 2011

To: Board of Trustees

From: David Leahy, Superintendent of Schools

Topic: Budget

Electronic Enclosure No

Item presented for: Discussion

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**Background:** Senior administration has prepared a draft budget for the 2011-2012 school year and will review it for the Board of Trustees.

## Memorandum

April 12, 2011

To: Board of Trustees

From: David Leahy, Superintendent of Schools

Topic: Early Retirement Incentive Plan Applications

Electronic Enclosure: No

Item presented for: Decision Making

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**Background:** The Division has received four applications for early retirement benefits.

**Medicine Hat Catholic Board of Education  
Board Meeting  
April 12, 2011**

**PUBLIC MEETING**

**To:** Board of Trustees

**From:** Greg MacPherson, Secretary-Treasurer

**Agenda Item:** Division Registered Charity Status Update

**Purpose:** Information

**Attachments:** None

**Background:** As had previously been discussed with the Board of Trustees, the Division is not set up as a registered charity. This has created challenges for the Medicine Hat Catholic Schools Education Foundation to support the division and schools as they cannot direct funds to an organization which is not a registered charity.

The division has begun the process for applying for registered charity status. We have started compiling the information required and have engaged the lawyer that Calgary Catholic used for their charitable status application and that the Foundation had used for advice.

It is not known at this point when the division will obtain status.

When the division has charitable status, additional options for fundraising become open for schools and for the division. Certain technical processes will need to be developed in conjunction with the Foundation to ensure CRA reporting and internal processes are effective and efficient. It may be beneficial to work with the Foundation to have them be responsible for receiving all funds and issuing tax receipts, while the schools (via their division SBDM accounts) would then receive certain funds in a regular manner. These processes can be developed over the coming months.

**Recommendation/  
Decision:** None

**Resulting Action:** Continue with the application process for the division and develop a process to work with the Foundation to ensure the receipt of charitable funds is effective and efficient for both parties.

**Responsibility:** Secretary-Treasurer

**Medicine Hat Catholic Board of Education  
Board Meeting  
April 12, 2011**

**PUBLIC MEETING**

**To:** Board of Trustees

**From:** Greg MacPherson, Secretary-Treasurer

**Agenda Item:** Organizational Meeting Change

**Purpose:** Information

**Attachments:** Policy 7 – Board Operations  
Section 64 of the School Act – Organizational Meeting

**Background:** The Board had inquired on whether the date of the organizational meeting could be adjusted.

The School Act section 64 indicates that it shall be held annually unless a general election is held in which the organization shall be held within 4 weeks following the date of the election.

Policy 7 – Board operations states that the organizational meeting shall be held annually and no later than 4 weeks following the election day.

Neither document discusses a specific date other than after a general election. The Board is therefore free to adjust the date of the organizational meetings so long as one is held annually and within 4 weeks after a general election.

If the Board were so inclined to change the organizational meeting dates there would be no need to adjust the policy. The Board would, as part of their work plan, indicate when the organizational meetings were to be held so long as the above items were addressed (annually and after the general election).

**Recommendation/  
Decision:** None

**Resulting Action:** To be determined by the Board.

**Responsibility:** Board Chair



- (d) enter into an agreement with an organization representing the residents of an unorganized territory for the provision of educational services by the board.

(3) If an agreement under subsection (2)(b), (c) or (d) provides for the appointment of one or more individuals resident in the unorganized territory to the board, those individuals are deemed on their appointment to be members of the board and to have all the rights and obligations of trustees as set out in the agreement.

(4) A board shall, on the request of an institution that has a program of teacher education authorized by the Minister, enter into an agreement with the institution permitting those individuals enrolled in the program of teacher education and their instructors to attend a classroom of a school operated by the board while the school is in session for the purpose of observing or student teaching.

1988 cS-3.1 s46; 1999 c28 s13

#### Joint committees, etc.

**63(1)** If an agreement is entered into pursuant to section 62(1)(a)(ii) or 197, the board may appoint one or more of its trustees to be members of a joint committee with persons appointed by another board and, if appropriate, by a person or municipality.

(2) A board, person or municipality may provide the committee established pursuant to subsection (1) with any money the board, person or municipality considers proper and the committee may expend any money received for the control, management, upkeep and operation of the undertaking.

(3) A committee established pursuant to subsection (1) shall in each year furnish to the board, person or municipality

- (a) an audited statement of its receipts and payments for the preceding year, and
- (b) any information regarding its management and operation that is considered necessary by the board, person or municipality.

(4) Notwithstanding anything in this Act, a board may, for the purposes of this Act and the regulations, appoint another board to act on its behalf or on behalf of a joint committee established pursuant to this section.

1988 cS-3.1 s47

#### Organizational meeting

**64(1)** The organizational meeting of a board

- (a) subject to clause (b), shall be held annually, and
- (b) in any year in which a general election takes place, shall be held within 4 weeks following the date of that election,

at a time and place to be fixed by the secretary of the board.

(2) The secretary of the board shall give notice of the organizational meeting to each trustee as if it were a special meeting.

1988 cS-3.1 s48

#### Chair

**65(1)** At the organizational meeting, and afterwards at any time as determined by the board, the board shall elect one of its members as chair and another as vice-chair to hold office during the pleasure of the board.

(2) If the chair through illness or other cause is unable to perform the duties of the chair's office or is absent, the vice-chair has all the powers and shall perform all the duties of the chair during the chair's inability to act or absence.

(3) If both the chair and the vice-chair through illness or other cause are unable to perform the duties of the office or are absent, the board shall appoint from among its members an acting chair, who on being so appointed has all the powers and shall perform all the duties of the chair during the chair's and vice-chair's inability to act or absence.

1988 cS-3.1 s49

#### Regular meetings

**66(1)** The board shall hold as many regular meetings as it considers necessary to deal adequately with its business.

(2) The resolution of the board establishing the regular meetings of the board shall state the date, time and place of the regular meeting.

(3) The board is not required to give notice of the regular meetings of the board.

1988 cS-3.1 s50

#### Special meetings

**67(1)** A special meeting of a board may be called by

- (a) the chair of the board,
- (b) a majority of the trustees, or

## **BOARD OPERATIONS**

The Board believes that its ability to discharge its obligations in an efficient and effective manner is dependent upon the development and implementation of a sound organization design. In order to discharge its responsibilities to the electorate of the Division, the Board shall hold meetings as often as is necessary. A quorum, which is a simple majority of the number of trustees, must be present for every duly constituted meeting. The Board has adopted policies so that the business of the Board can be conducted in an orderly and efficient manner.

The Board believes that its fundamental obligation is to preserve, if not enhance, the public trust in education, generally, and in the affairs of its operations in particular. Consistent with its objective to encourage the Catholic community to contribute to the educational process, Board meetings will be open. Towards this end, the Board believes its affairs are to be conducted in public to the greatest extent possible.

The Board believes there are times when public interest is best served by private discussion of specific issues in "in-camera" sessions. The Board believes it is necessary to protect individual privacy and the Board's own position in negotiating either collective agreements or contracts and therefore expects to go in-camera for issues dealing with individual students, individual employees, land, labour, litigation or negotiation.

The Board welcomes opportunities to become familiar with the views of parents or electors through presentations at Board meetings.

### **1. Wards**

Within the stipulations of Ministerial Orders 086/94 and 170/94 establishing the Medicine Hat Catholic Separate Regional Division No. 20, and subsequent Ministerial Orders 009/2007 and 039/2009, the Board has approved bylaw 2010/01 provide for the nomination and election of trustees within the Division by wards, and electoral subdivisions where appropriate.

- 1.1 Electoral Ward 1 shall comprise all those lands within the former Medicine Hat Roman Catholic Separate School District No. 21 and as amended from time to time:
  - 1.1.1 Four (4) trustees shall be elected at large from within the Ward.
- 1.2 Electoral Ward 2 shall comprise all those lands within the former Bow Island Roman Catholic Separate School District No. 82:
  - 1.2.1 One (1) trustee shall be elected at large from within the Ward.
- 1.3 The provisions of the Local Authorities Election Act respecting the election of trustees shall apply to every election in each ward and electoral subdivision in the same manner as if it were a subdivision in a school division.

- 1.4 If a vacancy occurs in the membership of the Board during the three years following an election, a by-election may be held, unless this vacancy occurs in the last six months before the next election.

## 2. Organizational Meeting

An organizational meeting of the Board shall be held annually, and no later than four weeks following election day when there has been a general election. The Superintendent or designate will give notice of the organizational meeting to each trustee as if it were a special meeting.

Each trustee will take the oath of office immediately following the call to order of the organizational meeting after a general election. Special provisions will be made for a trustee taking office following a by-election.

As per the School Act, the Secretary Treasurer act as Chair of the meeting for the purpose of the election of the Board Chair. Upon election, the Board Chair shall preside over the remainder of the organizational meeting. The Board Chair shall be elected for a period of one year.

The organizational meeting shall, in addition include, but not be restricted to, the following:

- 2.1 Elect a vice-chair;
- 2.2 Create such standing or ad hoc committees of the Board as are deemed appropriate, and appoint members;
- 2.3 Appoint Board representatives to the various Boards or committees of organizations or agencies where the Board has regular representation, as appropriate;
- 2.4 Establish a schedule (date, time and place) for regular meetings, and any additional required meetings;
- 2.5 Review Board member conflict of interest stipulations and determine any disclosure of information requirements; and
- 2.6 Other organizational items as required.

Trustees will volunteer for committee and representative assignments.

## 3. Regular Meetings

- 3.1 Regular Board meetings will be held once every month as a general rule. There will be no meeting in July or August. The schedule of meetings will be set at the Board's annual organizational meeting or the first regularly scheduled meeting.

3.1.1 Notwithstanding the schedule noted above, the Board may, by resolution, alter the schedule in such manner as it deems appropriate.

- 3.2 All trustees shall notify the Board Chair or the Superintendent if they are unable to attend a Board meeting.

- 3.3 All trustees who are absent from three consecutive regular meetings shall:

3.3.1 Obtain authorization by resolution of the Board to do so; or

- 3.3.2 Provide to the Chair evidence of illness in the form of a medical certificate respecting the period of absence.

Failure to attend may result in disqualification.

- 3.4 If both the Chair or Vice-Chair through illness or other cause are unable to perform the duties of the office or are absent, the Board shall appoint from among its members an acting Chair, who on being so appointed has all the powers and shall perform all the duties of the Chair during the Chair's and Vice-Chair's inability to act or absence.
- 3.5 Regular meetings of the Board will not normally be held without the Superintendent and/or designate(s) in attendance.

#### 4. Special Meetings

- 4.1 Occasionally, unanticipated or emergent issues require immediate Board attention and/or action.
- 4.2 Special meetings of the Board will only be called when the Chair, the majority of Trustees or the Minister, is of the opinion that an issue must be dealt with before the next regular Board meeting.
- 4.3 A written notice of the special meeting including date, time, place and nature of business shall be issued to all trustees by registered mail (at least seven days prior to the date of the meeting) or in person (at least two days prior to the date of the meeting) unless every trustee agrees to waive in writing the requirements for notice.
- 4.4 The nature of the business to be transacted must be clearly specified in the notice of the meeting. Unless all trustees are present at the special meeting, no other business may be transacted. Items can be added to the agenda only by the unanimous consent of the entire Board.
- 4.5 Special meetings of the Board will not normally be held without the Superintendent and/or designate(s) in attendance.

#### 5. In-Camera (Private) Sessions

The School Act uses the term "private" for non-public meetings. Robert's Rules of Order uses the term "executive session" for the same distinction. The term "in-camera" is commonly used and is synonymous with the other two terms.

The Board may, by resolution, schedule an in-camera meeting at a time or place agreeable to the Board or recess a meeting in progress for the purpose of meeting in-camera. Such resolutions shall be recorded in the minutes of the Board and shall specify those individuals eligible to attend in addition to trustees and the Superintendent. The reason for the In-Camera session shall be stated prior to its approval and shall be limited to discussion pertaining to the following stated reasons:

- 5.1 Individual students and ECS children;
- 5.2 Individual employees and personnel matters;
- 5.3 Collective bargaining issues;
- 5.4 Litigation issues;

5.5 Acquisition/disposal of property; and

5.6 Other topics that a majority of the trustees present feel should be held in private, in the public interest

Such sessions shall be closed to the public and press. The Board shall only discuss the matter which gave rise to the closed meeting. Board members and other persons attending the session shall maintain confidentiality and not disclose the substance of discussions at such sessions.

The Board shall, during the in-camera session, adopt only such resolution as is required to re-convene the Board in an open, public meeting.

## 6. Agenda for Regular Meetings

The Board Chair in consultation with the Superintendent is responsible for preparing an agenda for Board meetings.

6.1 The order of business at a regular meeting shall be as follows:

### 6.1.1 Opening

- ♦ Call to Order
- ♦ Opening Prayer
- ♦ Approval of Minutes
- ♦ Business Arising
- ♦ Consideration of the Action Agenda
  - Modifications, Additions, Deletions
  - Approval
- ♦ Consideration of Non-Action Agenda
  - Approval

### 6.1.2 Action Items

- ♦ New Business
- ♦ Committee Reports

### 6.1.3 Non Action Items

- ♦ Information
- ♦ Correspondence

### 6.1.4 Adjournment

6.2 The agenda will be supported by copies of letters, reports, contracts and other materials as are pertinent to the business which will come before the Board and will be of value to the Board in the performance of its duties.

6.3 Items may be placed on the agenda in one of the following ways:

- 6.3.1 By notifying the Superintendent or Board Chair at least five (5) working days prior to and not including the Board meeting day.
- 6.3.2 By notice of motion at the previous meeting of the Board.
- 6.3.3 As a request from a committee of the Board.
- 6.3.4 Issues that require Board action may arise after the agenda has been prepared. The Board Chair, at the beginning of the meeting, shall ask for additions to and/or deletions from the agenda prior to agenda approval. Changes to the agenda may be made by a majority of those present.
- 6.4 The agenda package, containing the agenda and supporting information, will be delivered to each trustee at least four (4) calendar days prior to the date of the meeting. Subsequently, emergent information may be sent electronically.
- 6.5 The list of agenda items shall be posted on the Division website and be available in the Division Office. Any elector may inspect the agenda and request a paper copy.
- 6.6 The Board will follow the order of business set by the agenda unless the order is altered or new items are added by agreement of the Board.
- 6.7 During the course of the Board meeting, the majority of trustees present may amend the agenda and place items before the Board for discussion. The Board may take action on such items.

7. Minutes for Regular or Special Meetings

The Board shall maintain and preserve by means of minutes a record of its proceedings and resolutions.

7.1 The minutes shall record:

- 7.1.1 Date, time and place of meeting;
- 7.1.2 Type of meeting;
- 7.1.3 Name of presiding officer;
- 7.1.4 Names of those trustees and administration in attendance;
- 7.1.5 Approval of preceding minutes;
- 7.1.6 A brief summary of the circumstances which gave rise to the matter being debated by the Board;
- 7.1.7 All resolutions, including the Board's disposition of the same, placed before the Board, must be entered in full;
- 7.1.8 Names of persons making the motion;
- 7.1.9 Points of order and appeals;
- 7.1.10 Appointments;
- 7.1.11 Summarized reports of committees;

7.1.12 Recording of the vote on a motion (when requested pursuant to the School Act); and

7.1.13 Trustee declaration pursuant to the School Act.

7.2 The minutes shall:

7.2.1 Be prepared as directed by the Superintendent;

7.2.2 Be reviewed by the Superintendent prior to submission to the Board;

7.2.3 Be delivered to all trustees prior to the next regular meeting of the Board;

7.2.4 Be considered an unofficial record of proceedings until such time as adopted by a resolution of the Board;

7.2.5 Upon adoption by the Board, be deemed to be the official and sole record of the Board's business; and

7.2.6 Be distributed to stakeholders.

7.3 The Superintendent shall ensure, upon acceptance by the Board, that appropriate initials are appended to each page of the minutes, and that appropriate signatures and the corporate seal of the Division are affixed to the concluding page of the minutes.

7.4 The Superintendent shall establish a codification system for resolutions determined by the Board which will:

7.4.1 Provide for identification as to the meeting at which it was considered;

7.4.2 Establish and maintain a file of all Board minutes.

7.5 Upon adoption by the Board, the minutes shall be open to public scrutiny through posting on the Division website or availability at the Board Office.

## 8. Motions

Motions do not require a seconder, except in rare instances as described below.

### 8.1 Notice of Motion

The notice of motion serves the purpose of officially putting an item on the agenda of the next or future regular meeting and gives notice to all trustees of the item to be discussed. A notice of motion is not debatable and may not be voted on.

A trustee may present a notice of motion for consideration at the next regular meeting of the Board or may specify another meeting date. A trustee may also provide the Superintendent with a written notice of motion and ask that it be placed on the agenda of the next regular meeting and read at the meeting. The trustee will need not be present during the reading of the motion, however if the trustee is not present, a seconder is required at the meeting at which the notice is given, otherwise the item will be dropped.

### 8.2 Discussion on Motions

The custom of addressing comments to the Board Chair is to be followed by all persons in attendance.

A Board motion or a recommendation from administration must be placed before the Board prior to any discussion taking place on an issue. Once a motion is before the Board and until it is passed or defeated, all speakers shall confine their remarks to the motion or to the information pertinent to the motion.

### 8.3 Speaking to the Motion

The mover of a motion first and every trustee shall have an opportunity to speak to the motion before any trustee is allowed to speak a second time.

The mover of the motion is permitted to close debate on the motion.

As a general guide, a trustee is not to speak longer than five minutes on any motion. The Board Chair has the responsibility to limit the discussion by a trustee when such a discussion is repetitive or digresses from the topic at hand, or where discussion takes place prior to the acceptance of a motion.

No one shall interrupt a speaker, unless it is to ask for important clarification of the speaker's remarks, and any such interruption shall not be permitted without permission of the Board Chair.

Should a trustee arrive at the meeting after a motion has been made and prior to taking a vote, the trustee may request further discussion prior to the vote. The Board Chair shall rule on further discussion.

### 8.4 Reading of the Motion

A trustee may require the motion under discussion to be read at any time during the debate, except when a trustee is speaking.

### 8.5 Recorded Vote

Whenever a recorded vote is requested by a trustee before the vote is taken, the minutes shall record the names of the trustees who voted for or against the matter. Immediately after a vote is taken and on the request of a trustee, the minutes shall record the name of that trustee and whether that trustee voted for or against the matter or abstained.

### 8.6 Required Votes

The Board Chair, and all trustees present, unless excused by resolution of the Board or by the provisions of the School Act, shall vote on each question. Each question shall be decided by a majority of the votes of those trustees present. A simple majority of a quorum of the Board will decide in favour of the question. In the case of an equality of votes, the question is defeated. A vote on a question shall be taken by open vote, expressed by show of hands, except the vote to elect the Board Chair or Vice-Chair, which is by secret ballot, unless there is unanimous agreement among the trustees to use a show of hands.

### 8.7 Debate

In all debate, any matter of procedure in dispute shall be settled, if possible, by reference to Robert's Rules of Order. If this reference is inadequate, procedure



may be determined by motion supported by the majority of trustees in attendance.

#### 9. Delegations to Board Meetings

The Board welcomes public participation at Board meetings as a desirable demonstration of the public's interest in education.

The Board welcomes the opportunity to hear presentations on educational matters from individuals or groups.

- 9.1 Normally, the Board will hear a presentation from groups or individuals at a regular Board meeting. The Board will assess the information presented and decide on appropriate action when required.
- 9.2 Petitions not supported by the appearance of the petitioners before the Board will be dealt with as regular correspondence.
- 9.3 Anyone desiring to make a presentation to the Board shall approach the Superintendent or the Board Chair with the request, giving reasons for it.
- 9.4 A written request for an item to be placed on the agenda for a regular meeting must be received by the Board Chair or the Superintendent at least five (5) working days prior to and not including the date of the meeting. The request shall contain sufficient information to enable the trustees to become acquainted with the subject beforehand. The delegation shall first discuss the request with the Superintendent. If an appearance before the Board is then desired, a copy of the request shall be sent to each trustee with the agenda for the meeting at which the delegation is to appear. It is preferable that the request includes possible solutions.
- 9.5 Any presentation by a group or individuals shall be added to the Board agenda at a time determined by the Board Chair.
- 9.6 A spokesperson(s) for the delegation must be identified.
- 9.7 The Board Chair shall make time available to the members of the delegation to speak to the agenda item under discussion by the Board. Delegations are encouraged to keep their presentations brief, with a maximum of fifteen (15) minutes. The Board Chair has the right to restrict the length of time for any delegation at any meeting.
- 9.8 Matters deemed to be of a sensitive and/or confidential nature shall be heard at an in-camera session of the Board. Personnel issues will not be discussed in an open forum.
- 9.9 Upon completion of the presentation the Board Chair shall allow for trustee questions of the delegation.
- 9.10 In discussing matters with the delegation, the Board Chair shall act as spokesperson for the Board. It must be remembered that delegations come to express problems and give information thereon. For this reason, individual trustees may only seek clarification of items presented by the delegation. At no time during the presentation shall any trustee commit the Board to any specific course of action.

9.11 Delegations will be given a copy of this section of Policy 7 prior to their presentation.

9.12 The Board will normally make a decision on the matter at a meeting following the meeting at which the presentation is made. Upon completion of the presentation, the Board Chair shall inform the delegation when a decision, if required, will be made. Such decision will be communicated in writing to the spokesperson.

9.13 The Superintendent or designate shall see that there is adequate seating for the public at regular Board meetings. If the attendance is expected to be beyond the capacity of the Boardroom, the Superintendent or designate shall provide for the meeting in another location.

## 10. Recording Devices

The Board expects that anyone wanting to use a recording device at a public Board meeting shall obtain prior approval of the Chair.

## 11. Trustee Compensation

The Board recognizes that the duties of a trustee require time and commitment. In order to compensate trustees for time spent on Board business and time away from regular work and family, the Board provides each trustee with an honorarium. Rather than the Board compensating trustees for meeting attendance, in-town travel expenses and sundry out of pocket expenses, the Board provides each trustee with an honorarium. Recognizing that the Board Chair must devote more time to preparing agendas and acting as spokesperson for the Board, the Board Chair receives a larger honorarium than the other four trustees. Reimbursement of out of town travel expenses and conference attendance for trustees is the same as for Division personnel as outlined below.

The Board believes that an honorarium is a fair method of compensation for trustees.

### 11.1 Honorarium

11.1.1 The total trustees' honoraria shall be a sum equal to the average teacher's salary calculated by dividing the total salary paid to all certificated teachers covered by the collective agreement, of the Medicine Hat Catholic Board of Education by the total number of full time equivalent certificated teachers.

11.1.2 The Board Chair shall receive 22% of the average teacher's salary.

11.1.3 The remaining 78% of the average teacher's salary shall be divided equally among the remaining four trustees.

11.1.4 The Superintendent or designate shall calculate the average teacher salary on September 30 of each year and from that calculation, determine the amount of each trustee's honorarium for the ensuing school year.

11.1.5 At the first regular Board meeting following October 31 of each year, the Superintendent or designate shall advise the Board of the honorarium payable to each trustee for that school year.

## 11.2 Allowances and Expenses

11.2.1 Trustees shall be reimbursed expenses (unless reimbursed by another agency) incurred in carrying out business of the Board, public relations, or attending a convention or conference and requiring absence from his or her place of residence. Reimbursement will be made upon submission of an expense form.

11.2.2 Mileage shall be paid at the Government of Alberta rate per kilometer for each automobile required. Air travel may be used where economy of time or money warrants.

11.2.3 Trustees will be paid a per diem allowance of \$100.00 for each day or part day the trustee is absent from his/her place of residence.

11.2.4 When hotel accommodations are required, the cost of a single accommodation will be reimbursed upon submission of a receipt. Meal allowance will be at a rate not to exceed \$40.00 per day (breakfast - \$7.00; lunch - \$10.00 and dinner - \$23.00).

11.2.5 Miscellaneous expenses such as registration fees, delegate's attendance at banquets, taxi fares, etc, will be reimbursed upon submission of receipts.

11.2.6 Advances may be granted upon written application.

## 12. Trustee Conflict of Interest

The trustee is directly responsible to the electorate of the Division and to the Board.

Upon election to office, the trustee must complete a disclosure of personal interest statement and accept a position of public trust. The trustee is expected to act in a manner which will enhance the trust accorded the trustee, and through the trustee, the trust accorded to the Board.

The Board believes that its ability to discharge its obligations is dependent upon the trust and confidence of the electorate in its Board and its trustee members. Therefore, the Board believes in the requirement to declare conflict of interest.

12.1 The trustee is expected to be conversant with sections 80-91 of the School Act.

12.2 The trustee is responsible for declaring him/herself to be in possible conflict of interest.

12.2.1 The trustee shall make such declaration in open meeting prior to Board or committee discussion of the subject matter which may place the trustee in conflict of interest.

12.2.2 Following the declaration of conflict of interest by a trustee, all debate and action shall cease until the trustee has left the room.

12.3 It shall be the responsibility of the trustee in conflict to absent him/herself from the meeting in accordance with the requirements of the School Act and ensure that his/her declaration and absence is properly recorded within the minutes.

12.4 The recording secretary will record in the minutes:

12.4.1 The trustee's declaration;

12.4.2 The trustee's abstention from the debate and the vote; and

12.4.3 That the trustee left the room in which the meeting was held.

13. Board Memberships

The Board believes it is important to trustees to remain current with provincial issues concerning education. The Board believes that in order to stay well informed membership in provincial associations is essential.

The Board supports membership in the Alberta School Boards Association (ASBA) and the Alberta Catholic School Trustees' Association (ACSTA).

- 13.1 The Board will endeavour to send at least one representative to the General Meetings of the ASBA and the ACSTA.
- 13.2 The Board approves the attendance, at the Board's expense, of trustees at ASBA and ACSTA conferences, conventions, seminars and workshops at the Zone or provincial levels.
- 13.3 The annual budget will provide for membership dues to the ASBA and the ACSTA.

14. Board Self-Evaluation

The Board believes that evaluation is essential to the continual improvement and success of a school division.

The Board shall plan for and carry through an evaluation of its functioning as a Board.

- 14.1 The annual Board self-evaluation process will complement the Superintendent evaluation process described in the document entitled *Superintendent Evaluation Process, Criteria and Timelines*.
- 14.2 The purpose of the Board self-evaluation is to answer the following questions:
  - 14.2.1 How well have we fulfilled each of our defined roles in relation to our mission, goals and objectives as a Board this past year?
  - 14.2.2 How do we perceive our interpersonal working relationships?
  - 14.2.3 How well do we receive input and how well do we communicate?
  - 14.2.4 How well have we adhered to our annual work plan?
  - 14.2.5 How would we rate our Board-Superintendent relations?
  - 14.2.6 How well have we adhered to our governance policies?
  - 14.2.7 What have we accomplished this past year? How do we know?
- 14.3 The principles upon which the Board self-evaluation is based are as follows:
  - 14.3.1 A learning organization or a professional learning community is focused on the improvement of practice.
  - 14.3.2 A pre-determined process for evaluation strengthens the governance functions and builds credibility for the Board.
  - 14.3.3 An evidence-based approach provides objectivity.
- 14.4 The components of the Board self-evaluation are:

14.4.1 Review of Board Role Performance

14.4.2 Monitoring Interpersonal Working Relationships

14.4.3 Monitoring Board Representation/Communication

14.4.4 Review of Annual Work Plan Completion

14.4.5 Monitoring Board-Superintendent Relations

14.4.6 Review of Board Motions

14.4.7 Review of Board Governance Policies

14.4.8 Creating a Positive Path Forward

Reference: Section 60, 64, 65, 66, 67, 68, 70, 71, 72, 73, 74, 75, 76, 80, 81, 82, 83, 145, 261, 262, School Act  
Local Authorities Elections Act

First Reading: MARCH 11, 2008  
Second Reading: MARCH 11, 2008  
Third Reading: APRIL 08, 2008

First Reading:	December 08, 2009	Motion # 2332
Second Reading:	December 08, 2009	Motion # 2333
Third Reading:	January 12, 2010	Motion #2355

## Memorandum

April 12, 2011

To: Board of Trustees

From: David Leahy, Superintendent of Schools

Topic: Three Year Education Plan

Electronic Enclosure: (Yes) 2009-2013 Three Year Plan

Item presented for: Information

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**Background:** The Three Year Education Plan needs to be updated for 2011-2012. Input is requested from all stakeholder groups. Strategic priorities for the next three years established by the Board of Trustees will be incorporated into the new Three Year Plan.

# **Three Year Education Plan**

## **Medicine Hat Catholic Board of Education**

**2009 - 2012**

# MEDICINE HAT CATHOLIC BOARD OF EDUCATION

## **2009 - 2012 Three Year Education Plan Planting Seeds Nurturing Growth**





## **BOARD OF TRUSTEES**

Mr. Stan Aberle, Chairman

Mrs. Jodi Churla, Vice-Chairman

Mr. Kelly Van Ham, Trustee

Mr. Ken Arthur, Trustee

Mr. Peter Grad, Trustee

## **SENIOR ADMINISTRATION**

Mr. David Leahy, Superintendent of Schools

Wayne Schlosser, Deputy Superintendent

Mr. Greg MacPherson, Secretary-Treasurer

Mr. Hugh Lehr, Director of Student Services

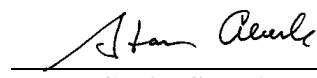
## **INSTRUCTIONAL TEACHER SUPPORT**

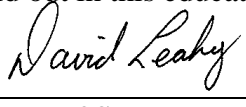
Mrs. Denise Dirk-Feininger, Religious  
Instruction/Curriculum Coordinator

Mrs. Jill Wilkinson, AISI Coordinator

# Accountability Statement

**The Medicine Hat Catholic Board of Education** - Three Year Education Plan, for the three years commencing September 1, 2009; was prepared under the direction of the Board in accordance with responsibilities under the *School Act* and the *Government Accountability Act*. This education plan was developed in the context of the provincial government's business and fiscal plans. The Board is committed to achieving the results laid out in this education plan.

  
Board Chair: Stan Aberle

  
Superintendent of Schools: David Leahy

## Foundational Statements

**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

**Our 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

# Division Profile

The Medicine Hat Catholic Separate Regional Division #20 came into existence on January 01, 1995. This new Division resulted from the merger of two Roman Catholic Separate School Districts namely Medicine Hat No. 21 formed in 1911 and Bow Island No. 82. Additionally, the newly formed Dunmore Roman Catholic Separate School District No. 663 formed in March 2007 was dissolved and added to the Medicine Hat Catholic Separate Regional Division No. 20.

As of September 2007, the Division is made up of nine schools; five elementary schools, two middle schools, one K-12 school (located in the farming community of Bow Island, 55 kms west on Highway 3), and one high school.

<b>SCHOOLS</b>	<b>GRADES</b>	<b>ENROLMENT in Full-Time Equivalent (as of Sept 30, 2008)</b>
McCoy	9-12	756
St. Mary	K-6 French Immersion, 6-8	462.5
Notre Dame Academy	5-8	414
St. Michael (Bow Island)	K-12	90
St. Francis Xavier	K-5	148.5
St. Louis	K-5	109.5
St. Michael (Medicine Hat)	K-5	152.5
Mother Teresa	K-5	229
St. Patrick	K-4	322.5
Pre-School	Pre-School	23
<b>TOTAL</b>		<b>2707.5</b>

# Priority Areas

## 1. Catholicity

Increasing our Catholicity will always be the Division's number one goal. Catholic Education is at the core of the Church. Sacramental preparation and increasing the number of students participating in the sacraments is one challenge facing the Division. While our percentage of students participating in First Communion, First Reconciliation and Confirmation is higher than other Division's we aspire to increase that percentage. Faith Formation of new teachers and recruiting teachers with an active faith life is also a challenge for the Division. The Division looks forward to developing a close relationship with the new teacher education program at St. Mary's in Calgary.

## 2. Student Achievement/Accountability Pillar

Division results in the Accountability Pillar are trending upwards in most areas. Performance in Diploma Examinations measurements continues to be an issue. The Three Year Plans contains specific strategies to address these concerns. *The Medicine Hat Catholic Board of Education Accountability Pillar Overall Summary indicates the Division has predominately high achievement and a good to excellent overall rating.*

## 3. Facilities

Almost all of our facilities are near maximum capacity. In particular the following schools: St. Francis Xavier School St. Michael's School (Medicine Hat), McCoy High School, St. Patrick's School and Notre Dame Academy are under extreme pressure. The Division agreed to participate in the development in a new regional facility plan early in the 2008-2009 school year. The Division has not been pleased with the progress and process of this plan. We have applied for emergent modulars.

## 4. Budget

The impact of the economic down turn can be seen in our 2009-2010 operational budget. All areas in the budget have seen some form of readjustment. Our teaching compliment has been reduced by approximately four teaching positions. Division enrolment is down by approximately one per cent.

## 2009 May Accountability and Pillar Overall Summary

Goal	Measure Category	Measure Category Evaluation	Measure	Medicine Hat CSRD No. 20			Alberta			Measure Evaluation		
				Current Result	Prev Year Result	Prev 3 yr Average	Current Result	Prev Year Result	Prev 3 Yr Average	Achievement	Improvement	Overall
Goal 1: High Quality Learning Opportunities for All	Safe and Caring Schools	Good	Safe and Caring	87.0	86.8	84.8	86.9	85.1	84.6	High	Improved	Good
	Student Learning Opportunities	Excellent	Program of Studies	83.2	79.5	79.0	80.3	79.4	78.7	Very High	Improved Significantly	Excellent
			Education Quality	88.9	89.5	87.9	89.3	88.2	87.8	High	Maintained	Good
			Drop Out Rate	3.6	3.1	3.5	4.8	5.0	4.9	High	Maintained	Good
			High School Completion Rate (3 yr)	81.7	74.8	76.5	70.7	71.0	70.6	Very High	Improved	Excellent
Goal 2: Excellence in Learner Outcomes	Student Learning Achievement (Grades K-9)	Good	PAT: Acceptable	84.1	84.4	84.1	75.8	75.9	76.7	High	Maintained	Good
			PAT: Excellence	20.0	19.8	20.4	19.6	19.4	19.3	Intermediate	Maintained	Acceptable
	Student Learning Achievement (Grades 10-12)	n/a	Diploma: Acceptable	80.4	82.5	81.1	85.0	85.4	85.2	Low	Maintained	Issue
			Diploma: Excellence	14.5	14.5	15.3	22.3	23.3	23.1	Low	Maintained	Issue
			Diploma Exam Participation Rate (4+ Exams)	49.5	49.9	51.7	53.0	53.6	53.6	Intermediate	Maintained	Acceptable
			Rutherford Scholarship Eligibility Rate (Revised)	56.0	55.6	56.3	57.3	56.8	55.8	Intermediate	n/a	n/a
	Preparation for Lifelong Learning, World of Work, Citizenship	Good	Transition Rate (6 yr)	63.7	67.7	66.6	60.7	60.3	59.1	High	Maintained	Good
			Work Preparation	77.1	84.5	80.3	79.6	80.1	78.1	Intermediate	Maintained	Acceptable
			Citizenship	81.0	79.4	77.2	80.3	77.9	77.1	High	Improved Significantly	Good
Goal 4: Highly Responsive and Responsible Jurisdiction (Ministry)	Parental Involvement	Good	Parental Involvement	79.4	83.4	81.2	80.1	78.2	77.9	High	Maintained	Good
	Continuous Improvement	Excellent	School Improvement	81.2	75.9	77.8	79.4	77.0	76.7	Very High	Improved	Excellent

### Notes:

- 1) Student Learning Achievement: PAT Values reported are weighted averages of PAT Acceptable and PAT Excellence results. Courses included: ELA (Grades 3, 6, 9), Math (Grades 3, 6, 9), Social Studies (Grades 6, 9), Science (Grades 6 only), French Language Arts (Grades 6, 9), Français (Grades 6, 9).
- 2) Student Learning Achievement: Diploma Exam Values reported are averages of Diploma Acceptable and Diploma Excellence results, weighted by the number of students enrolled in each course.
- 3) Overall evaluations can only be calculated if both improvement and achievement evaluations are available.
- 4) Data values have been suppressed where the number of students is less than 6. Suppression is marked with an asterisk (\*).
- 5) The subsequent pages include the current results, previous 3-year average and evaluations for each performance measure. If jurisdictions desire not to present this information for each performance measure in the subsequent pages, please include a reference to this overall summary page for each performance measure.

DIVISION GOAL 1: THE ENHANCEMENT OF CATHOLIC EDUCATION									
Outcomes	Measures	Results							
				Evaluation			Targets		
		Current Result	Previous 3-yr Avg.	Achievement	Improvement	Overall	09/10	10/11	11/12
Our Catholic faith and values permeates our school/ program curriculum and is reflected in the presence of Catholic symbols and art, religious celebrations, and the respectful relationships, attitudes and behaviour of students and staff	Teacher, parent and student satisfaction with faith development and spiritual growth.	92	NA	Very High	Improved	Excellent	93	94	95
	Percentage of classrooms that have a designated prayer space	100	NA	Very High	Improved Significantly	Excellent	100	100	100
	Teacher, parent and student satisfaction with relationships between students, parents, staff, senior administration and the Board	86	NA	Very High	Improved Significantly	Excellent	87	88	89
	Number of student suspensions.	115	NA	NA	NA	NA	112	109	106
<b>Strategies:</b> <ul style="list-style-type: none"> <li>Faith Development day to begin the school year.</li> <li>A common Faith Development theme for the entire Division: “Always and everywhere we are called to model Christ, pray, serve and build a community of faith”</li> <li>Offer two Faith Development days during the school year- topics to be chosen based on teacher input and need</li> <li>Create and or maintain faith based professional learning communities</li> <li>Explore and find opportunities to offer further faith formation to all staff</li> <li>Continue to offer faith formation to all new teaching staff</li> <li>Review all administrative procedures in regards to faith</li> <li>Modify Division faith development survey to generate more data</li> <li>Ensure each school has a religion teacher leader</li> <li>Focus on permeation strategies for all subjects</li> <li>Religious PD for Division Leadership Team</li> <li>Schools increase the amount of Catholic Symbols in their buildings</li> <li>Continue to play a key role in striving for the implementation of the Youth Advisory Council Ministry</li> <li>Hiring Catholic staff will remain a priority</li> <li>Meet with Bishop Henry at least once a year.</li> <li>Meet with representatives of the Medicine Hat Catholic Community once a year. ( K. of C, CWL, Legion of Mary, etc)</li> </ul>									

Outcomes	Measures	Results							
		Current Result	Previous 3-yr Avg.	Achievement	Improvement	Overall	09/10	10/11	11/12
Our students, staff, and parents believe that Catholic Education offers a unique and valuable dimension to education	Teacher, parent and student satisfaction that Catholic Education offers a unique and valuable dimension.	93	NA	Very High	Improved Significantly	Excellent	94	95	96
	Number of schools that offer a prayer group for staff and/or students	56	NA	NA	NA	NA	67	78	89
	Percentage of students involved in Sacramental Preparation	45	NA	Very Low	Improved Significantly	Acceptable	47	49	51

### Strategies

- Faith Development day to begin the school year
- Promote Catholic Schools
- A common Faith Development theme for the entire Division: “Always and Everywhere we are called to Model Christ, Pray and Serve and Build a community of Faith”
- Develop a Culture of Exemplary teaching and leadership and excellent in student achievement
- Offer two Faith Development days during the school year- topics to be chosen based on teacher input and need
- Continue to offer faith formation to all new teaching staff
- Review all administrative procedures in regards to faith
- Ensure each school has a religion teacher leader
- Work closely with the local churches, clergy, and Catholic Service Organizations ( Knights of Columbus, Catholic Women’s League, Legion of Mary)
- The Division will support parish sacramental preparation programs.
- Encourage and support the formation of prayer groups at all Division locations.
- Continue to provide religious retreat experiences for our middle school and high school students.
- Reflective of our foundational statements schools will develop service projects for all students
- Continue preparations for 100<sup>th</sup> Anniversary Celebration in 2011
- All extracurricular events hosted by Medicine Hat Catholic begin with prayer
- Four times a day students and staff will gather in community to pray
- All classrooms will have a prayer center
- The Division consults with the Bishop on matters affecting Catholic Education in the diocese
- Promote attendance at SPICE/BUEPRINTS

# DIVISION GOAL 1: THE ENHANCEMENT OF CATHOLIC EDUCATION

Outcomes	Measures	Results							
		Evaluation					Targets		
		Current Result	Previous 3-yr Avg.	Achievement	Improvement	Overall	09/10	10/11	11/12
Schools provide a safe and caring environment for students and staff	Overall teacher, parent and student agreement that students are safe at school, learning the importance of caring for others, learning respect for others and are treated fairly in school.	<b>87.0</b>	<b>84.8</b>	High	Improved	Good	<b>88</b>	<b>89</b>	<b>90</b>
	Number of student suspensions.	<b>123</b>	<b>N/A</b>	N/A	N/A	N/A	<b>118</b>	<b>115</b>	<b>110</b>

## Strategies:

- Focus on creating and maintaining a safe and orderly environment (Effective School correlate)
- Continue to Support resource officer placement in schools
- Maintain increased School Resource Officer time at McCoy High School
- Introduce new DARE Program Structure
- Support mental health and family liaison workers in schools
- Review all administrative procedures
- Schools to share best practices for dealing with inappropriate behaviours
- Continue Youth Advisory Council Ministry
- Continue to support Middle School Mental Health Project “The Community Coming Together”
- Continue “On Track” Program
- The Division completes its pandemic plan
- The Division reviews lock down procedures for students and staff who are outside when a lockdown is initiated. Special focus will be given to establishing procedures involving lockdowns where students are on busses either arriving or departing the school.
- Develop a safety plan for Central Office

Outcomes	Measures	Results							
		Evaluation					Targets		
		Current Result	Previous 3-yr Avg.	Achievement	Improvement	Overall	09/10	10/11	11/12
Students model the characteristics of active citizenship	Overall teacher, parent and student agreement that students model the characteristics of active citizenship.	<b>81.0</b>	<b>77.2</b>	High	Improved Significantly	Good	<b>82</b>	<b>83</b>	<b>84</b>

## Strategies:

- Permeation of faith throughout curriculum
- A common Faith Development theme for the entire Division: “Always and everywhere we are called to model Christ, pray, serve and build a community of faith”
- Continue to offer faith formation to all new teaching staff
- Scheduled meetings with parish priests and their teams
- All extracurricular events hosted by Medicine Hat Catholic begin with prayer
- All students participate in service projects
- Schools and Central Office provide summaries of service and charity work to schools councils, trustees, parent associations and other stakeholders



Outcomes	Measures	Results							
				Evaluation			Targets		
		Current Result	Previous 3-yr Avg.	Achievement	Improvement	Overall	09/10	10/11	11/12
The jurisdiction demonstrates effective working relationships with partners and stakeholders	Teacher and parent satisfaction with parental involvement in decisions about their child's education.	79.4	81.2	High	Maintained	Good	81	82	83
<b>Strategies:</b> <ul style="list-style-type: none"> <li>• Review the communications strategy of the Board</li> <li>• Meet with stakeholders for feedback on issues of importance</li> <li>• Host two town hall meetings</li> <li>• Develop a Culture of Exemplary teaching and leadership and excellent in student achievement</li> <li>• Positive home-school relations (Effective School correlate)</li> <li>• Build positive relationships with staff through more staff recognition</li> <li>• Hold more meetings with other local school boards</li> <li>• Build positive relationship with local Members of the Alberta Legislature</li> <li>• Build positive relationships with local government officials</li> <li>• Board develops long range strategy for Division programs</li> <li>• Board develops strategy for involving Catholic Community in awareness campaign for needed facilities</li> </ul>									

## DIVISION GOAL 2: THE IMPROVEMENT OF STUDENT LEARNING

### Goal One: High Quality Learning Opportunities for All

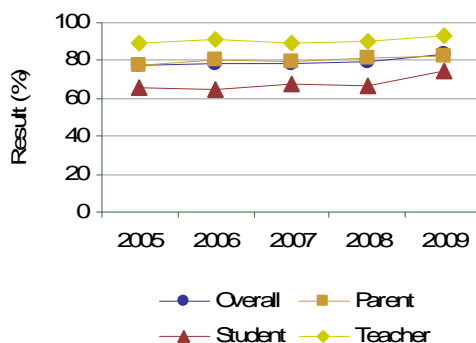
**Outcome:** Schools provide a safe and caring environment.

Outcome	Measure	Results							
		May 2009 Evaluation					Targets (see note)		
	Performance Measures	Current Result	Previous 3-yr Avg.	Achievement	Improvement	Overall	2009/2010	2010/2011	2011/2012
The Education System meets the needs of all K – 12 students, society and the economy	Overall teacher, parent and student satisfaction with the opportunity for students to receive a broad program of studies, including fine arts, career, technology, and health and physical education.	83.2	79.0	Very High	Improved Significantly	Excellent	84	85	86
	Overall teacher, parent and student satisfaction with the overall quality of basic education.	88.9	87.9	High	Maintained	Good	90	91	92
	<b>Strategies:</b> <ul style="list-style-type: none"> <li>• Offer a wide range of programming for students</li> <li>• Climate of high expectations for success (Effective School correlate)</li> <li>• Frequent monitoring of student progress (Effective School correlate)- <b>AISI Project</b></li> <li>• Opportunity to learn and time on task (Effective School correlate)</li> <li>• Continue to offer full day every day kindergarten</li> <li>• Offer professional development and in-service for new curriculum implementation</li> <li>• Evaluate the structure of Grade Nine programming at McCoy High School</li> <li>• Evaluate Academy Programs</li> <li>• Evaluate Turning Points</li> <li>• The Board will conduct a self evaluation</li> <li>• Continue professional model for Division professional development days.</li> <li>• Implement Round IV of AISI</li> <li>• Board develops long range strategy for Division programs</li> <li>• Develop a Culture of Exemplary teaching and leadership and excellence in student achievement</li> </ul>								

## Measure History

**Overall teacher, parent and student satisfaction with the opportunity for students to receive a broad program of studies, including fine arts, career, technology, and health and physical education.**

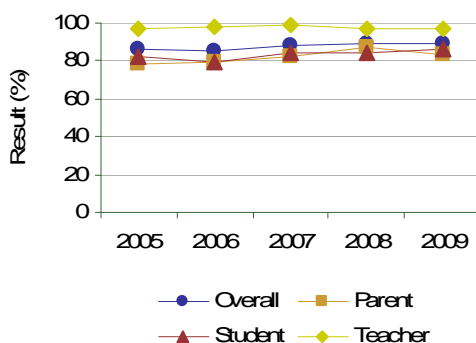
	2005		2006		2007		2008		2009	
	N	%	N	%	N	%	N	%	N	%
Overall	468	77.1	702	78.5	595	78.9	660	79.5	677	83.2
Parent	169	77.0	197	80.2	162	79.8	163	81.8	161	82.5
Student	227	65.4	417	64.5	338	67.6	367	66.2	397	74.4
Teacher	72	89.0	88	90.7	95	89.3	130	90.4	119	92.8



Note: Data values have been suppressed where the number of respondents is less than 6. Suppression is marked with an asterisk (\*).

**Overall teacher, parent and student satisfaction with the overall quality of basic education.**

	2005		2006		2007		2008		2009	
	N	%	N	%	N	%	N	%	N	%
Overall	637	86.1	887	85.6	825	88.5	866	89.5	901	88.9
Parent	169	78.7	197	79.0	162	82.1	163	87.4	161	83.4
Student	396	82.5	602	79.8	568	84.5	573	84.1	621	86.1
Teacher	72	97.0	88	98.1	95	98.8	130	97.1	119	97.3



Note: Data values have been suppressed where the number of respondents is less than 6. Suppression is marked with an asterisk (\*).

**Outcome: Children and youth at risk have their needs addressed through effective programs and supports.**

Performance Measure	Current Result	Previous 3-yr Avg.	May 2009 Evaluation			Targets (see note)		
			Achievement	Improvement	Overall	2009/2010	2010/2011	2011/2012
Annual dropout rate of students aged 14 to 18.	3.6	3.5	High	Maintained	Good	3.5	3.4	3.3

#### Strategies

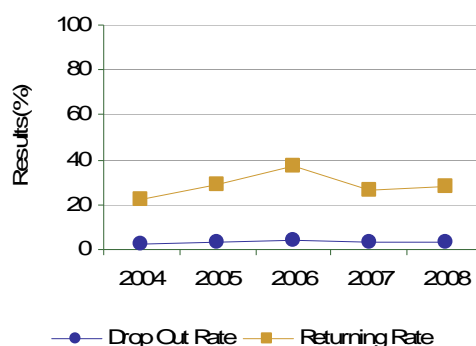
#### Strategies:

- Offer a wide range of programming to students
- Increase the number of pre-schools offered by the Division
- Maintain level current level of service for students coded severe
- Continue to play a key role in striving for the implementation of the Youth Advisory Council Ministry
- Continue to support Middle School Mental Health Project“ The Community Coming Together”
- Climate of high expectations for success (Effective School correlate)
- Frequent monitoring of student progress (Effective School correlate)- **AISI Project**
- Opportunity to work time on task ( Effective School correlate)

## Measure History

Annual dropout rate of students aged 14 to 18.

	2004		2005		2006		2007		2008	
	N	%	N	%	N	%	N	%	N	%
<b>Drop Out Rate</b>	<b>679</b>	<b>2.1</b>	<b>716</b>	<b>3.4</b>	<b>762</b>	<b>4.1</b>	<b>797</b>	<b>3.1</b>	<b>808</b>	<b>3.6</b>
Returning Rate	33	22.1	20	28.7	31	37.0	42	26.2	34	28.5



Note: Data values have been suppressed where the number of students is less than 6. Suppression is marked with an asterisk (\*).

# Outcome: Students complete programs.

Performance Measure	Current Result	Previous 3-yr Avg.	May 2009 Evaluation			Targets (see note)		
			Achievement	Improvement	Overall	2009/2010	2010/2011	2011/2012
High school completion rate of students within three years of entering Grade 10.	81.7	76.5	Very High	Improved	Excellent	83	84	85

## Strategies

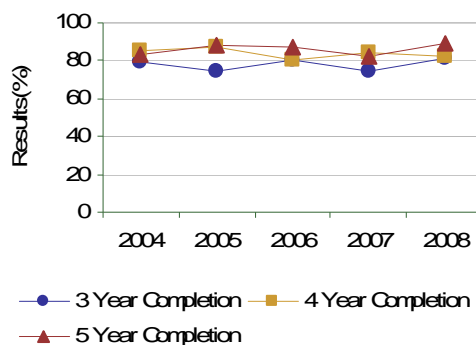
### Strategies:

- Offer a wide range of programming to students
- Climate of high expectations for success (Effective School correlate)
- Frequent monitoring of student progress (Effective School correlate)- **AISI Project**
- Opportunity to learn and time on task (Effective School correlate)
- Offer professional development and in-service for new curriculum implementation
- Evaluate the structure of the Grade Six programming at our two Middle Schools
- Evaluate the structure of Grade Nine programming at McCoy High School
- Use targeted funding provided by Alberta Education to support Work Experience Program at McCoy High School

## Measure History

High school completion rate of students within three years of entering Grade 10.

	2004		2005		2006		2007		2008	
	N	%	N	%	N	%	N	%	N	%
3 Year Completion	190	79.2	166	74.1	173	80.5	210	74.8	212	81.7
4 Year Completion	180	85.5	186	87.1	165	80.0	174	84.8	209	82.5
5 Year Completion	154	83.7	181	87.8	187	87.5	165	82.4	174	88.8



Note: Data values have been suppressed where the number of students is less than 6. Suppression is marked with an asterisk (\*).

## Goal Two: Excellence in Student Learning Outcomes

**Outcome: Students demonstrate high standards in learner outcomes.**

Performance Measures	Current Result	Previous 3-yr Avg.	May 2009 Evaluation			Targets (see note)		
			Achievement	Improvement	Overall	2009/2010	2010/2011	2011/2012
Overall percentage of students in Grades 3, 6 and 9 who achieved the acceptable standard on provincial achievement tests.*	84.1	84.1	High	Maintained	Good	85	86	87
Overall percentage of students in Grades 3, 6 and 9 who achieved the standard of excellence on provincial achievement tests.	20.0	20.4	Intermediate	Maintained	Acceptable	21	22	23
Overall percentage of students who achieved the acceptable standard on diploma examinations.*	80.4	81.1	Low	Maintained	Issue	81.5	82.5	83.5
Overall percentage of students who achieved the standard of excellence on diploma examinations.	14.5	15.3	Low	Maintained	Issue	15.5	16.5	17.5
Percentage of students writing four or more diploma exams within three years of entering Grade 10.	49.5	51.7	Intermediate	Maintained	Acceptable	50.5	51.5	52.5
Percentage of Grade 12 students eligible for a Rutherford Scholarship.	56.0	56.3	Intermediate	n/a	n/a	57	58	59

### Strategies:

- Offer professional development in the area of instructional leadership
- Develop a Culture of Exemplary teaching and leadership and excellent in student achievement
- Provide a safe and orderly environment
- Set a climate of high expectations for success
- Frequent monitoring of student progress- **AISI Project**
- Enhance home-school-parish relations
- Increase opportunity to learn and time on task
- Offer professional development and in-service for new curriculum implementation
- Evaluate the structure of Grade Nine programming at McCoy High School

## Issue Strategies

### Strategy #1

**AISI – Monthly Development Activities Directly Linked To Effective Assessment For Learning Practices; eg: Second Chances, Exemplars, Formative Assessment Practices etc.**

- Professional discussions that highlight effective practices currently done in classrooms. This will give teachers an opportunity to share sound educational assessment practices. The focus will be on sharing proven successful practices.
- Professional discussions highlighting the effective educational theory and practice currently done in the field. This will focus on **how** and **why** promising practices work.
- Professional development presented by AISI Coordinator and AISI specialist directly linked to effective practice in assessment
- Effective Professional Development utilizing technology to enhance Assessment for/of Learning (Scanner for test analysis, Senteo system, Smartboard)
- Analysis of PAT/DIPS to assist in improving instruction

## **Strategy #2**

### **Professional Learning Environment – Monthly Professional Development Activities Directly Linked To Effective Teaching Practices That Support The School Culture**

- PLC groups will share the results of their professional discussions to guide future practices that affect:
  - Positive School Culture – both in the classroom and in the school
  - Effective Management Practices – attendance, behaviour, classroom time management, etc.
  - Effective Teaching Practices – engaging students, use of technology, challenging students, etc.
  - DIPS/PATS Analysis Practices – Boxplots, other methods

## **Strategy #3**

### **Support Additional Professional Development for Teacher Growth**

- Financially support and encourage teachers to go to the “Teacher to Teacher” Conference which build effective use of technology for student success and achievement.
- External support for PD in specific fields – ATA funds, SAPDC funds
- Connect teacher with expertise to our teachers – teachers from other districts
- AISI – 80 minute pull out, AISI days, AISI Conferences
- Peer Coaching – Teachers observe other teachers within our school or at another school within their subject area

## **Strategy #4**

### **Transition Plan For Students Coming to McCoy From Middle Schools**

- Continue with the Plan to assist students with the transition from the Middle Schools to McCoy so that their main focus can be academics.

## **Strategy #5**

### **AISI Coordinator**

- The AISI Coordinator will be directed to spend additional time working with the teachers at McCoy

## **Strategy #6**

### **Leadership Support**

- The Division will contract mentorship/coaching support to the administrative teams at McCoy, St. Michael's Medicine Hat and St. Louis.

\*The percentages achieving the acceptable standard include the percentages achieving the standard of excellence.

Notes:

- 1) Student Learning Achievement: PAT Values reported are weighted averages of PAT Acceptable and PAT Excellence results. Courses included: ELA (Grades 3, 6, 9), Math (Grades 3, 6, 9), Social Studies (Grades 6, 9), Science (Grades 6 only), French Language, Arts (Grades 6, 9), Français (Grades 6, 9).
- 2) Student Learning Achievement: Diploma Exam Values reported are averages of Diploma Acceptable and Diploma Excellence results, weighted by the number of students enrolled in each course.
- 3) Data values have been suppressed where the number of students is less than 6. Suppression is marked with an asterisk (\*).
- 4) Please note that the rules for Rutherford Scholarships changed in 2008/09, which increased the number of students eligible for Rutherfords. The history for the measure has been re-computed to allow for trends to be identified, however, jurisdictions and schools are not directly accountable for results prior to the “current year” 2008 results – thus, only an evaluation for “Achievement” is provided based upon standards computed for the revised rules.

**Provincial Achievement Tests (PAT) Results Course By Course Summary By Students Enrolled With Measure Evaluation**

		Achievement	Improvement	Overall	2008		Prev 3 Yr Avg	
Course	Measure				N	%	N	%
English Language Arts 3	Acceptable Standard	Very High	Improved	Excellent	240	94.6	228	91.8
	Standard of Excellence	High	Maintained	Good	240	18.3	228	20.0
Mathematics 3	Acceptable Standard	Intermediate	Maintained	Acceptable	240	88.3	228	89.6
	Standard of Excellence	Intermediate	Maintained	Acceptable	240	27.1	228	28.8
English Language Arts 6	Acceptable Standard	High	Maintained	Good	243	90.1	236	87.6
	Standard of Excellence	Very High	Improved	Excellent	243	23.5	236	17.6
French Language Arts 6	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Français 6	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Mathematics 6	Acceptable Standard	Intermediate	Declined	Issue	243	81.5	236	85.3
	Standard of Excellence	Intermediate	Maintained	Acceptable	243	13.6	236	14.3
Science 6	Acceptable Standard	Intermediate	Maintained	Acceptable	243	85.2	236	85.8
	Standard of Excellence	High	Declined	Acceptable	243	25.9	236	30.1
Social Studies 6	Acceptable Standard	High	Maintained	Good	243	88.1	236	87.8
	Standard of Excellence	High	Maintained	Good	243	25.9	236	24.1
English Language Arts 9	Acceptable Standard	High	Improved	Good	216	88.0	203	81.9
	Standard of Excellence	Intermediate	Maintained	Acceptable	216	13.0	203	11.3
French Language Arts 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Français 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Mathematics 9	Acceptable Standard	Intermediate	Declined	Issue	214	61.7	200	70.1
	Standard of Excellence	Low	Declined Significantly	Concern	214	9.8	200	17.3
Science 9	Acceptable Standard	Intermediate	Maintained	Acceptable	215	71.2	203	68.3
	Standard of Excellence	Intermediate	Maintained	Acceptable	215	8.4	203	8.4
Social Studies 9	Acceptable Standard	Intermediate	Maintained	Acceptable	215	76.7	201	73.7
	Standard of Excellence	High	Maintained	Good	215	21.4	201	18.5

Note: Data values have been suppressed where the number of students is less than 6. Suppression is marked with an asterisk (\*).

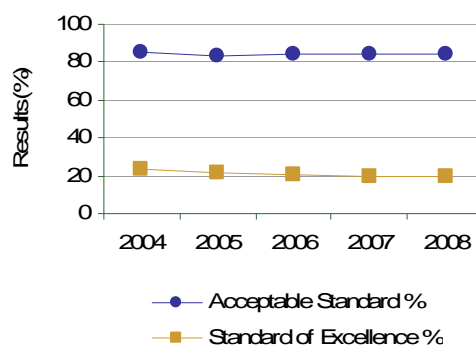
Too few jurisdictions offer Français (Grades 6, 9) for an Achievement Evaluation to be calculated. However, the results from Français (Grades 6, 9) are included in the aggregation of all PAT courses.



## Measure History

### Provincial Achievement Tests Results based on Students Enrolled.

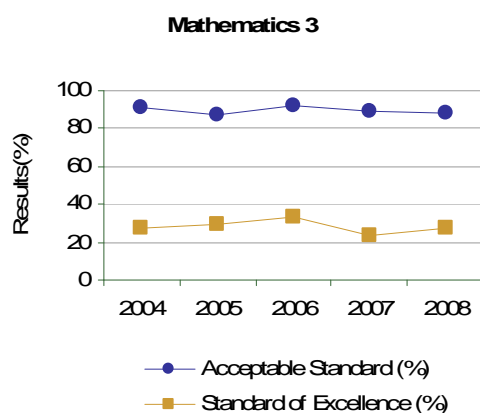
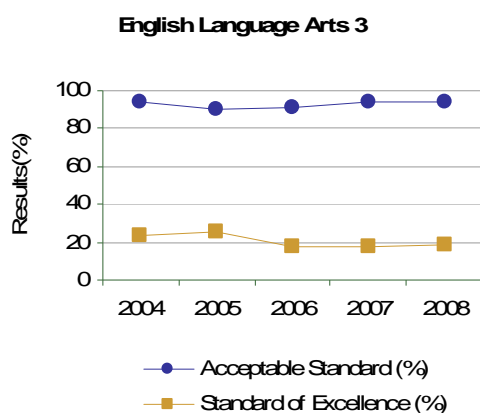
	2004	2005	2006	2007	2008
N	592	687	657	662	699
Acceptable Standard %	85.7	83.1	84.7	84.4	84.1
Standard of Excellence %	23.1	21.2	20.2	19.8	20.0



Note: Data values have been suppressed where the number of students is less than 6. Suppression is marked with an asterisk (\*). Aggregated PAT results are based upon a weighted average of Acceptable or Excellence percent meeting standards. The weights are the number of students in the cohort for the course.

Student Learning Achievement: PAT Values reported are weighted averages of PAT Acceptable and PAT Excellence results. Courses included: ELA (Grades 3, 6, 9), Math (Grades 3, 6, 9), Social Studies (Grades 6, 9), Science (Grade 6 only), French Language Arts (Grades 6, 9), Français (Grades 6, 9).

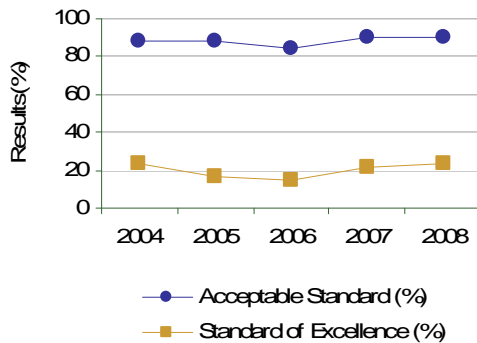
### Provincial Achievement Tests Course Results Based on Students Enrolled



Note: Data values have been suppressed where the number of students is less than 6. Suppression is marked with an asterisk (\*). Grade 9 Science results are for information only. Grade 9 Science is not currently included in the PAT results aggregation measure.

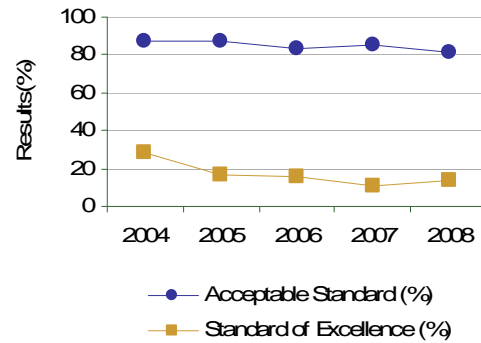
## Provincial Achievement Tests Course Results Based on Students Enrolled (cont'd)

### English Language Arts 6



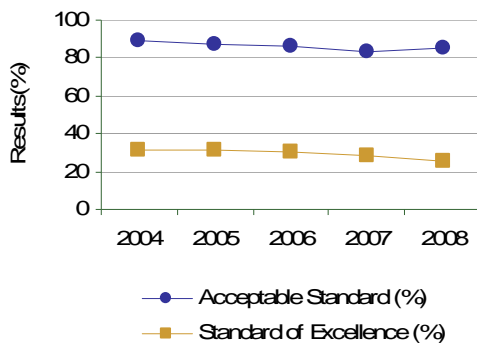
[No Data for French Language Arts 6]

### Mathematics 6

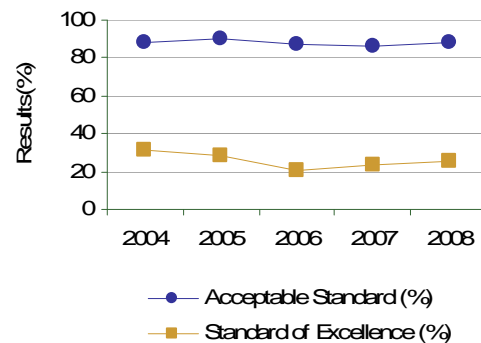


[No Data for Français 6]

### Science 6



### Social Studies 6



Note: Data values have been suppressed where the number of students is less than 6. Suppression is marked with an asterisk (\*). Grade 9 Science results are for information only. Grade 9 Science is not currently included in the PAT results aggregation measure.

## Provincial Achievement Tests Course Results Based on Students Enrolled (cont'd)

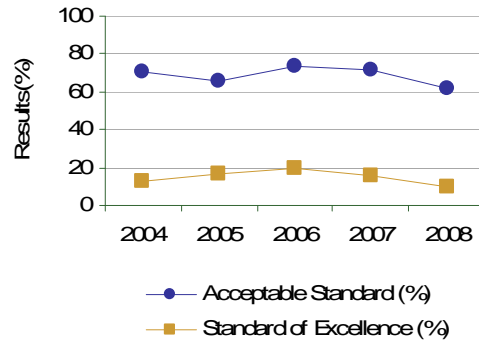
### English Language Arts 9



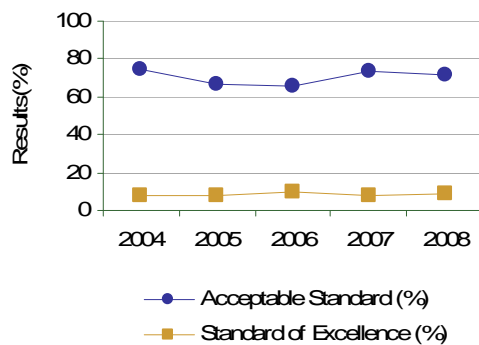
[No Data for French Language Arts 9]

[No Data for Français 9]

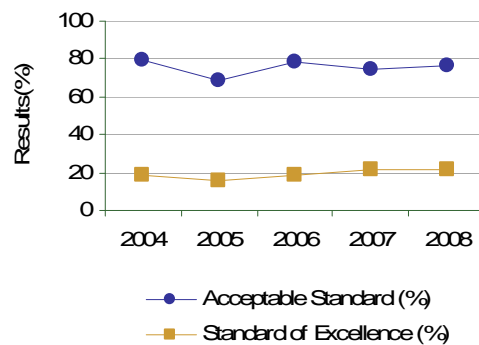
### Mathematics 9



### Science 9



### Social Studies 9



Note: Data values have been suppressed where the number of students is less than 6. Suppression is marked with an asterisk (\*). Grade 9 Science results are for information only. Grade 9 Science is not currently included in the PAT results aggregation measure.

**Provincial Achievement Tests Results Course By Course Summary Based on Students Enrolled**

			2004	2005	2006	2007	2008
<b>Grade 3</b>	English Language Arts 3	Students Enrolled	201	219	234	230	240
		Acceptable Standard (%)	94.0	90.0	91.5	93.9	94.6
		Standard of Excellence (%)	23.9	25.1	17.5	17.4	18.3
	Mathematics 3	Students Enrolled	201	220	234	230	240
		Acceptable Standard (%)	91.0	87.7	91.9	89.1	88.3
		Standard of Excellence (%)	27.4	29.1	33.3	23.9	27.1
<b>Grade 6</b>	English Language Arts 6	Students Enrolled	197	245	235	227	243
		Acceptable Standard (%)	88.3	87.8	84.7	90.3	90.1
		Standard of Excellence (%)	23.9	16.3	14.9	21.6	23.5
	French Language Arts 6	Students Enrolled	n/a	n/a	n/a	n/a	n/a
		Acceptable Standard (%)	n/a	n/a	n/a	n/a	n/a
		Standard of Excellence (%)	n/a	n/a	n/a	n/a	n/a
	Français 6	Students Enrolled	n/a	n/a	n/a	n/a	n/a
		Acceptable Standard (%)	n/a	n/a	n/a	n/a	n/a
		Standard of Excellence (%)	n/a	n/a	n/a	n/a	n/a
	Mathematics 6	Students Enrolled	197	245	235	227	243
		Acceptable Standard (%)	86.8	86.9	83.4	85.5	81.5
		Standard of Excellence (%)	28.9	17.1	15.3	10.6	13.6
	Science 6	Students Enrolled	197	245	235	227	243
		Acceptable Standard (%)	89.3	87.3	86.4	83.7	85.2
		Standard of Excellence (%)	31.5	31.0	30.6	28.6	25.9
	Social Studies 6	Students Enrolled	197	245	235	227	243
		Acceptable Standard (%)	87.8	90.6	86.8	85.9	88.1
		Standard of Excellence (%)	31.5	28.6	20.4	23.3	25.9
<b>Grade 9</b>	English Language Arts 9	Students Enrolled	192	221	185	204	216
		Acceptable Standard (%)	82.8	82.4	81.6	81.9	88.0
		Standard of Excellence (%)	8.9	10.4	8.6	14.7	13.0
	French Language Arts 9	Students Enrolled	n/a	n/a	n/a	n/a	n/a
		Acceptable Standard (%)	n/a	n/a	n/a	n/a	n/a
		Standard of Excellence (%)	n/a	n/a	n/a	n/a	n/a
	Français 9	Students Enrolled	n/a	n/a	n/a	n/a	n/a
		Acceptable Standard (%)	n/a	n/a	n/a	n/a	n/a
		Standard of Excellence (%)	n/a	n/a	n/a	n/a	n/a
	Mathematics 9	Students Enrolled	193	221	180	199	214
		Acceptable Standard (%)	71.0	65.2	73.3	71.9	61.7
		Standard of Excellence (%)	13.0	16.3	19.4	16.1	9.8
	Science 9	Students Enrolled	190	222	186	201	215
		Acceptable Standard (%)	74.7	66.2	65.6	73.1	71.2
		Standard of Excellence (%)	7.9	7.7	10.2	7.5	8.4
	Social Studies 9	Students Enrolled	192	222	183	199	215
		Acceptable Standard (%)	79.2	68.5	78.1	74.4	76.7
		Standard of Excellence (%)	18.8	15.8	18.6	21.1	21.4

Note: Data values have been suppressed where the number of students is less than 6. Suppression is marked with an asterisk (\*).  
Grade 9 Science results are for information only. Grade 9 Science is not currently included in the PAT results aggregation measure.

## Diploma Exam Results Course By Course Summary With Measure Evaluation

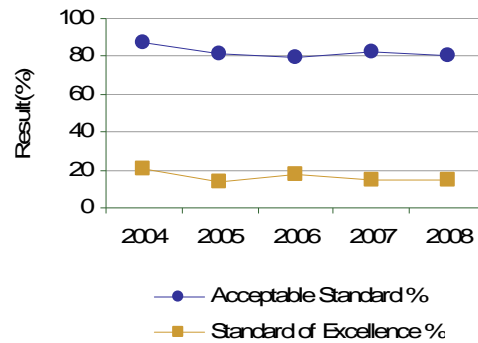
		Achievement	Improvement	Overall	2008		Prev 3 Yr Avg	
Course	Measure				N	%	N	%
English Lang Arts 30-1	Acceptable Standard	Low	Declined	Issue	118	83.9	111	91.3
	Standard of Excellence	Low	Maintained	Issue	118	10.2	111	13.5
English Lang Arts 30-2	Acceptable Standard	Intermediate	Maintained	Acceptable	68	89.7	57	86.1
	Standard of Excellence	Intermediate	Maintained	Acceptable	68	5.9	57	7.6
French Lang Arts 30	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Français 30	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Pure Mathematics 30	Acceptable Standard	Low	Declined	Issue	67	71.6	73	80.2
	Standard of Excellence	Low	Maintained	Issue	67	17.9	73	18.3
Applied Mathematics 30	Acceptable Standard	Very Low	Declined	Concern	51	72.5	38	81.7
	Standard of Excellence	Intermediate	Maintained	Acceptable	51	15.7	38	9.7
Social Studies 30	Acceptable Standard	Intermediate	Improved	Good	89	88.8	94	79.2
	Standard of Excellence	Intermediate	Maintained	Acceptable	89	18.0	94	14.9
Social Studies 33	Acceptable Standard	High	Improved	Good	99	85.9	63	76.8
	Standard of Excellence	Intermediate	Maintained	Acceptable	99	14.1	63	11.7
Biology 30	Acceptable Standard	Very Low	Maintained	Concern	82	65.9	81	70.7
	Standard of Excellence	Low	Maintained	Issue	82	13.4	81	16.1
Chemistry 30	Acceptable Standard	Intermediate	Maintained	Acceptable	78	80.8	76	81.2
	Standard of Excellence	Intermediate	Maintained	Acceptable	78	23.1	76	21.5
Physics 30	Acceptable Standard	Intermediate	Maintained	Acceptable	41	80.5	50	77.6
	Standard of Excellence	Low	Maintained	Issue	41	19.5	50	22.7
Science 30	Acceptable Standard	Very Low	Maintained	Concern	15	66.7	13	83.3
	Standard of Excellence	Very Low	Maintained	Concern	15	0.0	13	0.0

Note: Data values have been suppressed where the number of students is less than 6. Suppression is marked with an asterisk (\*). Too few jurisdictions offer Français 30 for an Achievement Evaluation to be calculated. However, the results from Français 30 are included in the aggregation of all Diploma courses.

## Measure History

### Diploma Exam Results By Students Writing

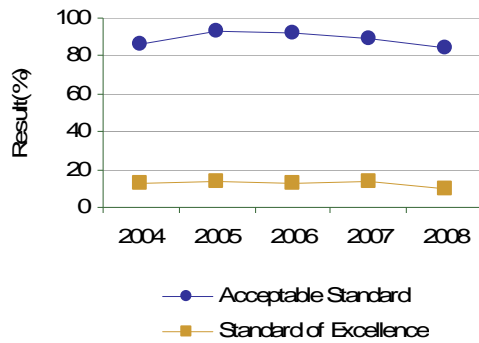
	2004	2005	2006	2007	2008
N	223	236	235	268	266
Acceptable Standard %	87.1	81.5	79.3	82.5	80.4
Standard of Excellence %	20.7	13.5	17.8	14.5	14.5



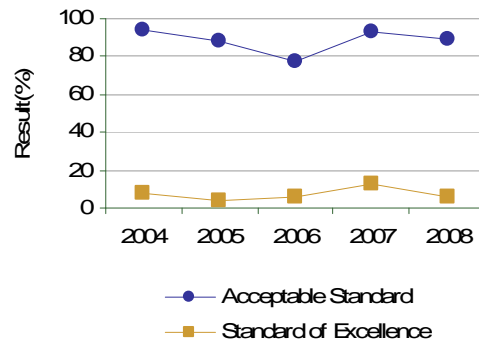
Note: Data values have been suppressed where the number of students is less than 6. Suppression is marked with an asterisk (\*). Aggregated Diploma results are based upon a weighted average of Acceptable or Excellence percent meeting standards. The weights are the number of students writing the Diploma Examination for each course.

## Diploma Exam Results Course By Course Summary By Students Writing

**English Lang Arts 30-1**



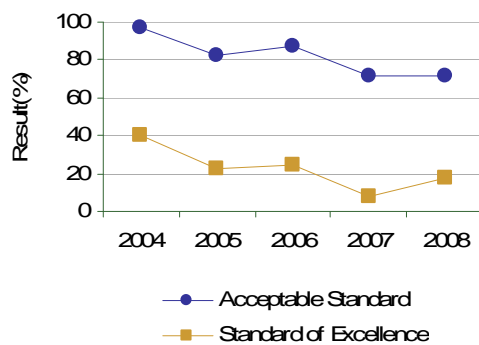
**English Lang Arts 30-2**



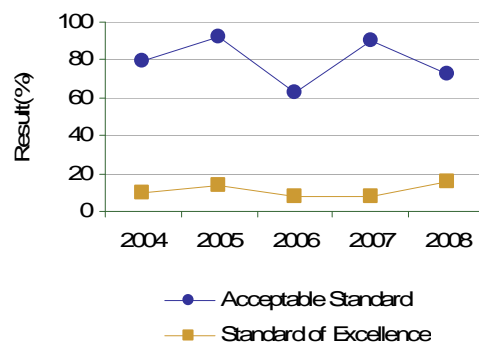
[No Data for French Lang Arts 30]

[No Data for Français 30]

**Pure Mathematics 30**

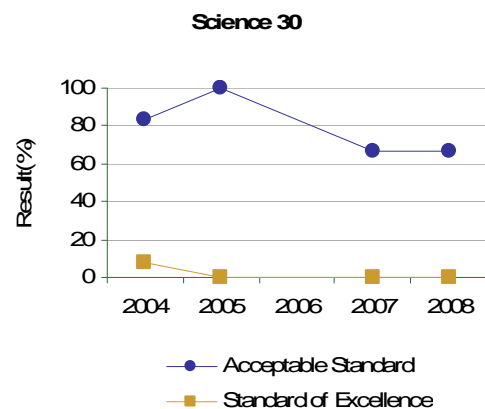
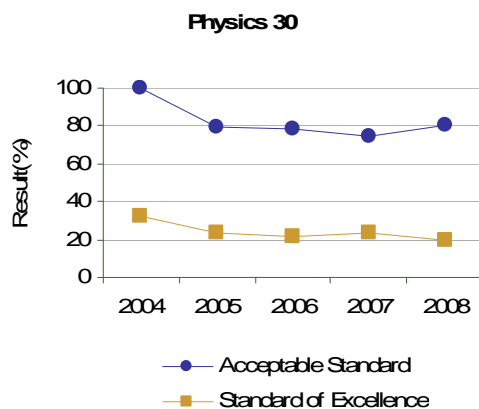
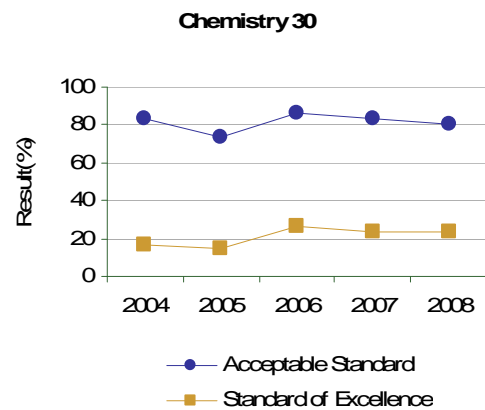
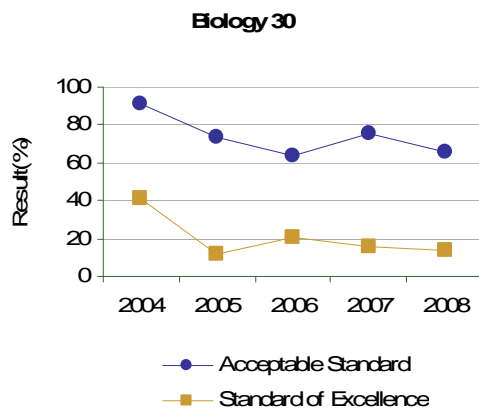
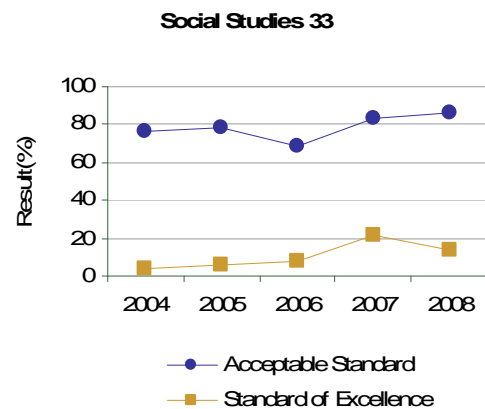
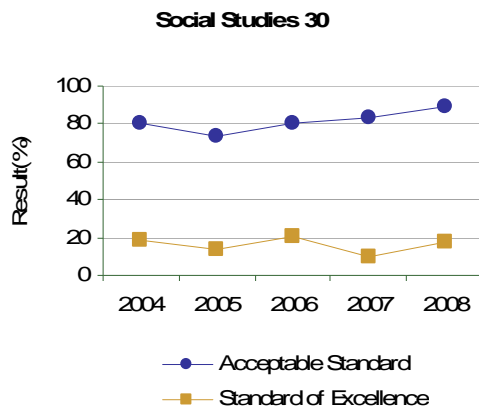


**Applied Mathematics 30**



Note: Data values have been suppressed where the number of students is less than 6. Suppression is marked with an asterisk (\*).

## Diploma Exam Results Course By Course Summary By Students Writing (cont'd)



Note: Data values have been suppressed where the number of students is less than 6. Suppression is marked with an asterisk (\*).



**Diploma Exam Results Course By Course Summary By Students Writing (cont'd)**

		2004	2005	2006	2007	2008
English Lang Arts 30-1	Students Writing	111	113	111	110	118
	Acceptable Standard %	86.5	92.9	91.9	89.1	83.9
	Standard of Excellence %	12.6	14.2	12.6	13.6	10.2
English Lang Arts 30-2	Students Writing	49	49	54	69	68
	Acceptable Standard %	93.9	87.8	77.8	92.8	89.7
	Standard of Excellence %	8.2	4.1	5.6	13.0	5.9
French Lang Arts 30	Students Writing	n/a	n/a	n/a	n/a	n/a
	Acceptable Standard %	n/a	n/a	n/a	n/a	n/a
	Standard of Excellence %	n/a	n/a	n/a	n/a	n/a
Français 30	Students Writing	n/a	n/a	n/a	n/a	n/a
	Acceptable Standard %	n/a	n/a	n/a	n/a	n/a
	Standard of Excellence %	n/a	n/a	n/a	n/a	n/a
Pure Mathematics 30	Students Writing	75	62	76	81	67
	Acceptable Standard %	97.3	82.3	86.8	71.6	71.6
	Standard of Excellence %	40.0	22.6	25.0	7.4	17.9
Applied Mathematics 30	Students Writing	49	36	27	52	51
	Acceptable Standard %	79.6	91.7	63.0	90.4	72.5
	Standard of Excellence %	10.2	13.9	7.4	7.7	15.7
Social Studies 30	Students Writing	90	100	91	91	89
	Acceptable Standard %	80.0	74.0	80.2	83.5	88.8
	Standard of Excellence %	18.9	14.0	20.9	9.9	18.0
Social Studies 33	Students Writing	56	52	54	82	99
	Acceptable Standard %	76.8	78.8	68.5	82.9	85.9
	Standard of Excellence %	3.6	5.8	7.4	22.0	14.1
Biology 30	Students Writing	81	82	82	78	82
	Acceptable Standard %	91.4	73.2	63.4	75.6	65.9
	Standard of Excellence %	40.7	12.2	20.7	15.4	13.4
Chemistry 30	Students Writing	77	77	78	73	78
	Acceptable Standard %	83.1	74.0	85.9	83.6	80.8
	Standard of Excellence %	16.9	14.3	26.9	23.3	23.1
Physics 30	Students Writing	43	34	65	52	41
	Acceptable Standard %	100.0	79.4	78.5	75.0	80.5
	Standard of Excellence %	32.6	23.5	21.5	23.1	19.5
Science 30	Students Writing	12	10	3	15	15
	Acceptable Standard %	83.3	100.0	*	66.7	66.7
	Standard of Excellence %	8.3	0.0	*	0.0	0.0

Note: Data values have been suppressed where the number of students is less than 6. Suppression is marked with an asterisk (\*).

## Measure History

### Diploma Exam Participation Rate

	2004	2005	2006	2007	2008
<b>N</b>	<b>190</b>	<b>166</b>	<b>173</b>	<b>210</b>	<b>212</b>
% Writing 0 Exams	11.7	16.0	12.4	11.5	9.8
% Writing 1+ Exams	88.3	84.0	87.6	88.5	90.2
% Writing 2+ Exams	85.6	81.6	83.5	84.6	86.9
% Writing 3+ Exams	69.7	61.2	67.6	62.6	64.4
<b>% Writing 4+ Exams</b>	<b>58.5</b>	<b>50.1</b>	<b>55.2</b>	<b>49.9</b>	<b>49.5</b>
% Writing 5+ Exams	41.0	34.0	40.6	28.9	32.7
% Writing 6+ Exams	17.0	12.4	21.7	9.8	11.1

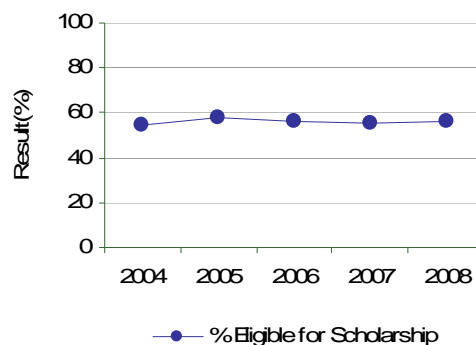
	2004	2005	2006	2007	2008
<b>N</b>	<b>190</b>	<b>166</b>	<b>173</b>	<b>210</b>	<b>212</b>
English 30/30-1	57.9	58.4	61.8	50.0	56.1
English 33/30-2	31.1	24.1	25.4	34.3	31.6
<b>Total of 1 or more English Diploma Exams</b>	<b>86.8</b>	<b>80.7</b>	<b>85.5</b>	<b>83.8</b>	<b>86.3</b>
Social 30	55.8	55.4	55.5	42.9	39.2
Social 33	28.9	27.1	28.9	41.4	46.2
<b>Total of 1 or more Social Diploma Exams</b>	<b>83.2</b>	<b>80.1</b>	<b>82.7</b>	<b>82.9</b>	<b>84.4</b>
Math 30/Pure	37.9	33.7	42.2	30.5	33.0
Math 33/Applied	26.3	19.9	15.6	25.2	26.4
<b>Total of 1 or more Math Diploma Exams</b>	<b>64.2</b>	<b>53.6</b>	<b>57.2</b>	<b>55.7</b>	<b>59.0</b>
Biology 30	50.5	37.3	48.0	29.0	34.0
Chemistry 30	43.2	38.6	42.8	33.3	35.4
Physics 30	23.2	20.5	33.5	24.3	22.6
Science 30	5.3	4.2	0.6	6.7	7.1
<b>Total of 1 or more Science Diploma Exams</b>	<b>62.1</b>	<b>54.2</b>	<b>60.1</b>	<b>54.3</b>	<b>54.2</b>
Français 30	0.0	0.0	0.0	0.0	0.0
French Language Arts 30	0.0	0.0	0.0	0.0	0.0
<b>Total of 1 or more French Diploma Exams</b>	<b>0.0</b>	<b>0.0</b>	<b>0.0</b>	<b>0.0</b>	<b>0.0</b>

Note: Data values have been suppressed where the number of students is less than 6. Suppression is marked with an asterisk (\*). Results are based upon a cohort of grade 10 students who are tracked over time. The table shows the percentage of students in this cohort who complete diploma exams by the end of their third year of high school.

## Measure History

### Rutherford Scholarship Eligibility Rate

	2004	2005	2006	2007	2008
Total Gr 12 Students	182	172	188	205	207
Percent Eligible for Scholarship	54.9	57.6	55.9	55.6	56.0



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
2004	182	89	48.9	82	45.1	62	34.1	100	54.9
2005	172	90	52.3	82	47.7	44	25.6	99	57.6
2006	188	98	52.1	86	45.7	53	28.2	105	55.9
2007	205	101	49.3	91	44.4	52	25.4	114	55.6
2008	207	108	52.2	92	44.4	51	24.6	116	56.0

Note: Data values have been suppressed where the number of students is less than 6. Suppression is marked with an asterisk (\*).

**Outcome: Students are well prepared for lifelong learning.**

			May 2009 Evaluation			Targets (see note)		
Performance Measure	Current Result	Previous 3-yr Avg.	Achievement	Improvement	Overall	2009/2010	2010/2011	2011/2012
High school to post-secondary transition rate of students within six years of entering Grade 10.	63.7	66.6	High	Maintained	Good	65	66	67

**Strategies**

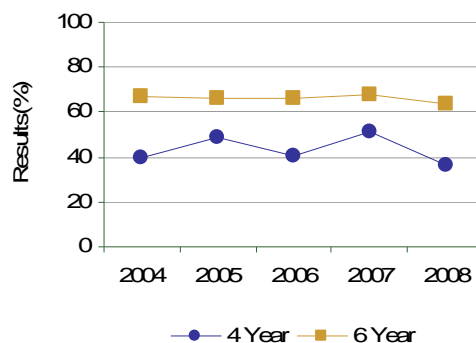
**Strategies:**

- Offer professional development in the area of instructional leadership
- Provide a safe and orderly environment
- Set a climate of high expectations for success
- Frequent monitoring of student progress- **AISI Project**
- Enhance home-school-parish relations
- Increase opportunity to learn and time on task
- Evaluate the structure of Grade Nine programming at McCoy High School
- Increase the number of pre-schools offered by the Division
- Develop a Culture of Exemplary teaching and leadership and excellent in student achievement
- Board develops long range strategy for Division programs
- 

**Measure History**

High school to post-secondary transition rate of students within six years of entering Grade 10.

	2004		2005		2006		2007		2008	
	N	%	N	%	N	%	N	%	N	%
4 Year	177	39.8	186	48.9	160	40.4	167	51.3	206	36.4
6 Year	188	67.0	154	65.8	177	66.4	186	67.7	160	63.7



Note: Data values have been suppressed where the number of students is less than 6. Suppression is marked with an asterisk (\*).

# Outcome: Students are well prepared for employment.

Performance Measure	Current Result	Previous 3-yr Avg.	May 2009 Evaluation			Targets (see note)		
			Achievement	Improvement	Overall	2009/2010	2010/2011	2011/2012
Overall teacher and parent agreement that students are taught attitudes and behaviors that will make them successful at work when they finish school.	77.1	80.3	Intermediate	Maintained	Acceptable	80	82	83

## Strategies

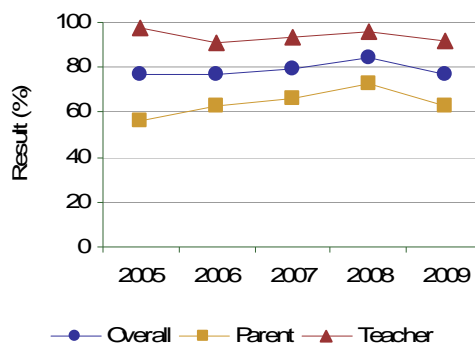
### Strategies:

- Offer professional development in the area of instructional leadership
- Review mission, vision, values and goals
- Provide a safe and orderly environment
- Set a climate of high expectations for success
- Frequent monitoring of student progress- **AISI Project**
- Enhance home-school-parish relations
- Increase opportunity to learn and time on task
- A common Faith Development theme for the entire Division: "Service in an Extension of Modeling Christ."
- Reflective of our foundational statements schools will develop service projects for all students
- Develop a Culture of Exemplary teaching and leadership and excellent in student achievement
- Establish a leadership development program
- Establish a teacher induction program

## Measure History

Overall teacher and parent agreement that students are taught attitudes and behaviours that will make them successful at work when they finish school.

	2005		2006		2007		2008		2009	
	N	%	N	%	N	%	N	%	N	%
Overall	230	76.9	276	76.7	254	79.7	292	84.5	274	77.1
Parent	159	56.6	190	62.6	161	65.8	162	72.8	155	62.6
Teacher	71	97.2	86	90.7	93	93.5	130	96.2	119	91.6



Note: Data values have been suppressed where the number of respondents is less than 6. Suppression is marked with an asterisk (\*).

## Goal Three: Success for First Nation, Métis and Inuit (FNMI) Students

**Outcome: FNMI students are well prepared for citizenship, the workplace and post-secondary education and training.**

<b>Performance Measures</b> [results required to be reported in 2010]
High school to post-secondary transition rate of self-identified FNMI students within six years of entering Grade 10.
<b>Strategies:</b> <ul style="list-style-type: none"> <li>The Division will send out several communications to parents prior to registration explaining the advantages to the Division of parents self-identifying FNMI status.</li> <li>The Division will continue to use our small amount of FNMI money to support special education programs which serve FNMI students.</li> </ul>

**Outcome: Key outcomes for FNMI students improve.**

<b>Performance Measures</b> [results required to be reported in 2010]
<ul style="list-style-type: none"> <li>Overall percentage of self-identified FNMI students who achieved the acceptable standard and overall percentage who achieved the standard of excellence on provincial achievement tests.</li> </ul>
<ul style="list-style-type: none"> <li>Overall percentage of self-identified FNMI students who achieved the acceptable standard and overall percentage who achieve the standard of excellence on diploma examinations.</li> </ul>
<ul style="list-style-type: none"> <li>Annual dropout rate of self-identified FNMI students aged 14-18.</li> </ul>
<ul style="list-style-type: none"> <li>High school completion rate of self-identified FNMI students (three-year rate).</li> </ul>
<ul style="list-style-type: none"> <li>Percentages of self-identified FNMI students writing four or more diploma exams within three years of entering Grade 10.</li> </ul>
<ul style="list-style-type: none"> <li>Percentages of self-identified Grade 12 FNMI students eligible for a Rutherford Scholarship.</li> </ul>
<b>Strategies:</b> <ul style="list-style-type: none"> <li>The Division will send out several communications to parents prior to registration explaining the advantages to the Division of parents self-identifying FNMI status.</li> <li>The Division will continue to use our small amount of FNMI money to support special education programs which serve FNMI students.</li> </ul>

**Outcome: The education system at all levels demonstrates leadership & continuous improvement.**

Performance Measure	Current Result	Previous 3-yr Avg.	May 2009 Evaluation			Targets (see note)		
			Achievement	Improvement	Overall	2009/2010	2010/2011	2011/2012
Overall percentage of teachers, parents and students indicating that their school and schools in their jurisdiction have improved or stayed the same in the last three years.	81.2	77.8	Very High	Improved	Excellent	82	83	84

**Strategies**

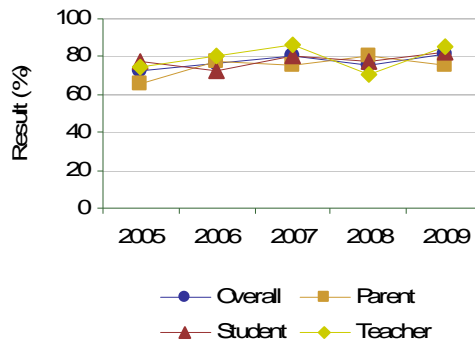
**Strategies:**

- Offer professional development in the area of instructional leadership
- Develop a Culture of Exemplary teaching and leadership and excellent in student achievement
- Establish a leadership development program
- Establish a teacher induction program
- Provide a safe and orderly environment
- Set a climate of high expectations for success
- Frequent monitoring of student progress- **AISI Project**
- Enhance home-school-parish relations
- Increase opportunity to learn and time on task
- School Success Teams to lead school development planning process
- Continue to work with support staff through the Board/Support Staff Advisory Committee
- Host two town hall meetings
- Evaluate the structure of Grade Nine programming at McCoy High School
- Evaluate Academy Programming
- Evaluate Turning Points
- Board develops long range strategy for Division programs

## Measure History

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

	2005		2006		2007		2008		2009	
	N	%	N	%	N	%	N	%	N	%
Overall	634	72.7	882	76.9	823	80.7	862	75.9	892	81.2
Parent	168	65.5	195	77.9	162	75.3	162	80.2	158	75.9
Student	395	77.8	601	72.4	568	80.6	573	77.3	620	82.6
Teacher	71	74.6	86	80.2	93	86.0	127	70.1	114	85.1



Note: Data values have been suppressed where the number of respondents is less than 6. Suppression is marked with an asterisk (\*).



# Budget Highlights – Guiding Principles

Medicine Hat Catholic Board of Education allocates its revenues in accordance to the following beliefs and guiding principles:

- Expenditures must address the Missions, Vision, Values and Goals of the Division;
- Meet the needs of all students in the Division;
- Public accountability for the use of resources; and,
- Equitable distribution of funds.

## General Comments

The 2009-10 budget has been developed within the guidelines of the *Funding Manual for School Authorities* provided by Alberta Education. The *Funding Manual* provides school boards with the flexibility to spend on student needs and local priorities. The funding framework also requires that the school board is accountable for how funds are spent and to ensure outcomes are achieved with continuous improvement over time. The *Funding Manual* funds boards not only on a per student basis, but on specific profiles.

## Budget Process

Each year the Business Services team, in conjunction with senior administration, prepares a draft budget outlining projected revenues and expenditures. The draft budget is based on the priorities of the Division as set out in the *Three Year Education Plan*. This draft budget is then presented to the Division Leadership Team for discussion and input. The Division Leadership Team, in a consultative process, provides input for teaching and support staff required in each school site and operating expenditures required for the delivery of effective Catholic education. It is then the task of senior administration to produce a balanced budget that is presented to the Board of Trustees for approval. Budget highlights can be found on the website at [www.mhcbe.ab.ca](http://www.mhcbe.ab.ca).

# Highlights of Facility and Capital Plans

**Our facility situation remains unchanged. We are in need of more instructional space. In response to meeting current and future space needs and to effectively meet the education needs of their students the Division has developed two options to address their ten year facility needs.**

## **Option 1:**

- a. Reconfigure grades (K-6, 7-9, and 10-12) in 2010 to improve utilization at all levels.
- b. Add one new Elementary School in Sector 5.
- c. Provide modular classrooms until new school can be opened.
- d. Modernize McCoy at a later date.
- e. Continue to lease St Thomas to Greater Southern Public Francophone board.
- f. Continue to lease Montreal Street to CAPE.

## **Option 2:**

- a. Reconfigure grades (K-6, 7-9, and 10-12) in 2010 to improve utilization at all levels.
- b. Modernize McCoy.
- c. Provide modular classrooms as required.
- d. Add one new Elementary School at a later date.
- e. Reopen St Thomas as K-6 in 2010.

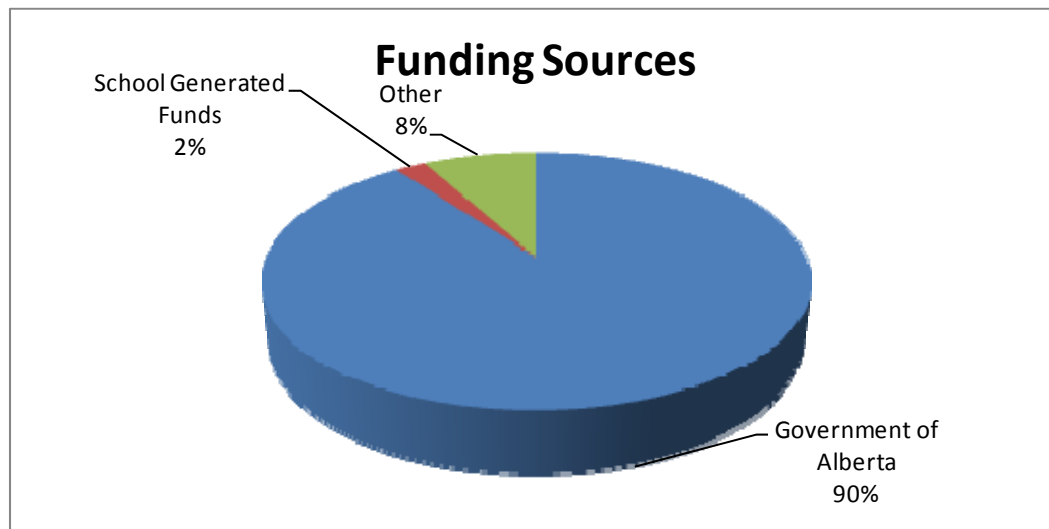
## **Conclusions:**

- Option 1: Meets the educational needs and space requirements for the Division in the short-term and mid-term.
- Option 2: Meets the educational needs and space requirements for the Division in the short-term, but does not address the issue of over-utilization of schools in Sector 5.

**In addition to the above, the Division has applied for emergent modulars at St. Michael's School Medicine Hat and St. Patrick's School.**

# 2009-10 Proposed Operating Budget

<b>Revenues</b>	<b>2009-10 Budget</b>	<b>2008-09 Revised</b>	<b>2007-08 Actual</b>
<i>Government of Alberta</i>	\$ 26,661,117	\$ 25,689,773	\$ 26,363,515
<i>Other Income</i>	\$ 1,448,050	\$ 1,911,506	\$ 2,281,846
<i>Net School Generated Funds</i>	\$ 640,000	\$ 640,000	\$ 839,756
<i>Amortization of Capital Allocations</i>	\$ 919,995	\$ 734,401	\$ 698,775
<b>TOTAL REVENUE</b>	<b>\$ 29,669,162</b>	<b>\$ 28,975,680</b>	<b>\$ 30,183,892</b>
<b>EXPENSES</b>			
<i>Certificated Salaries &amp; Benefits</i>	\$ 16,163,357	\$ 15,780,369	\$ 15,504,796
<i>Uncertificated Salaries &amp; Benefits</i>	\$ 5,482,079	\$ 5,600,166	\$ 5,244,704
<i>Services Contracts &amp; Supplies</i>	\$ 6,449,715	\$ 6,080,112	\$ 6,658,987
<i>Net School Generated Funds</i>	\$ 640,000	\$ 640,000	\$ 839,756
<i>Capital &amp; Debt Service</i>	\$ 997,936	\$ 844,876	\$ 916,538
	\$ 29,733,087	\$ 28,945,523	\$ 29,164,781
<b>SURPLUS (Deficit) OF REVENUES OVER EXPENSES</b>	<b>\$ (63,925)</b>	<b>\$ 30,157</b>	<b>\$ 1,019,111</b>
<b>Transfer from Reserves</b>	<b>\$ 189,801</b>		
<b>BUDGETED SURPLUS</b>	<b>\$ 125,876</b>		



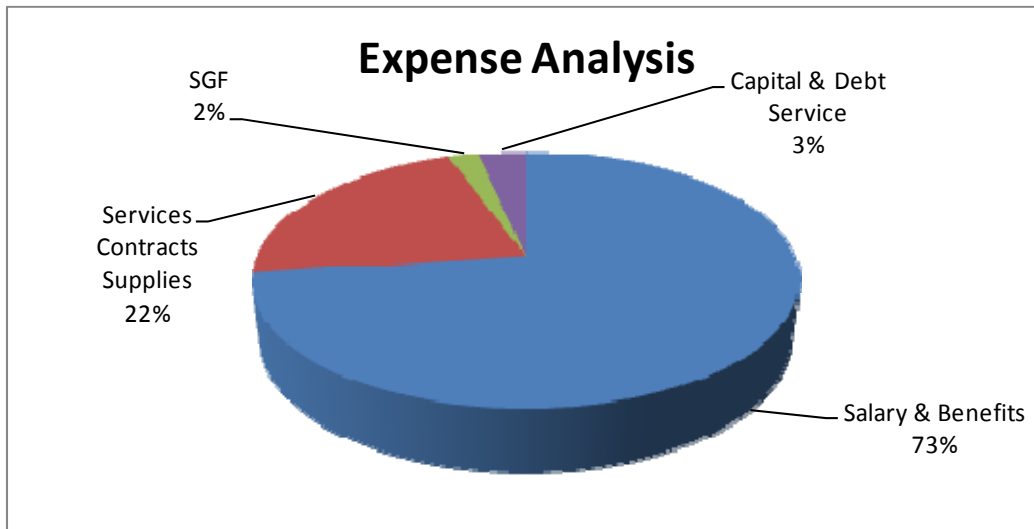
# Enrollment

Enrollment is projected to be stable for 2009-10, with a decrease of 0.57%. The decrease is felt to be attributed to the economy with families moving from the jurisdiction.

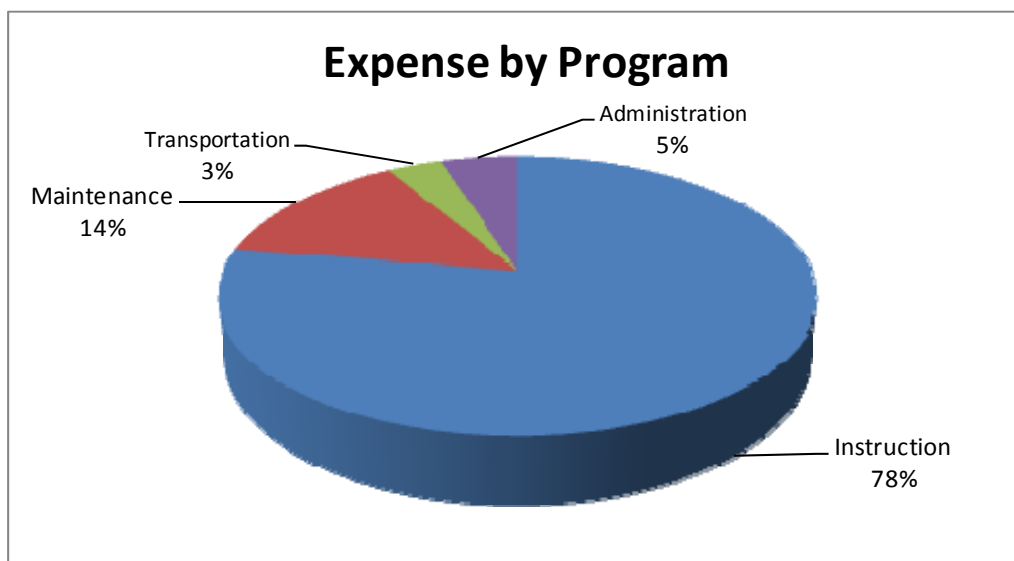
<b>Enrollment</b>	<b>2009-10</b>	<b>2008-09</b>
<b>ECS</b>	<b>242</b>	<b>263</b>
<b>ECS - FTE</b>	121	131.5
<b>Grade 1</b>	207	205
<b>Grade 2</b>	212	214
<b>Grade 3</b>	224	196
<b>Grade 4</b>	193	240
<b>Grade 5</b>	249	225
<b>Grade 6</b>	231	255
<b>Grade 7</b>	251	250
<b>Grade 8</b>	235	212
<b>Grade 9</b>	205	181
<b>Grade 10</b>	168	211
<b>Grade 11</b>	202	205
<b>Grade 12</b>	196	184
<b>TOTAL FTE</b>	2694	2709.5
<b>Increase</b>	-15.5	-0.57%

# Expenditures

Expenditures are allocated to the following expenditure areas:



## Expenditures by Program



## Publication and Communication

Medicine Hat Catholic Board of Education will post the Three Year Education Plan on the website @ [www.mhcbe.ab.ca](http://www.mhcbe.ab.ca); on or before June 30, 2009. Copies will be available at the Division office and will also be forwarded to all schools and school councils in the Division. In December the site-based administrators were asked to include the 'Three Year Plan' as a standing Agenda item on staff and school council meeting agendas for the rest of the year. The purpose was to have these important stakeholder groups reflect on the 2008 - 2011 Three Year Plan and to begin generating ideas for the new Three Year Plan.

The Division Leadership Team also went through an audit process of the existing Three Year Plan in an effort to place more emphasis on those strategies deemed to have the greatest potential for favourable impact on the Division.

**Weblinks:**                      [2009 – 2010 Approved Operating Budget - www.mhcbe.ab.ca](http://www.mhcbe.ab.ca);

## Contact Information

The Medicine Hat Catholic Board of Education is committed to providing quality education to the students entrusted in our care.

We thank you for your interest in this document.

Should you require additional information about our Three-Year Education Plan please contact:

Mr. David Leahy Superintendent of Schools  
Medicine Hat Catholic Board of Education  
1251 – 1<sup>st</sup> Avenue SW  
Medicine Hat, Alberta  
T1A 8B4  
(403) 527-2292

Please see our website for the 2009 – 2012 Three Year Education Plan, Planting Seeds Nurturing Growth.

[www.mhcbe.ab.ca](http://www.mhcbe.ab.ca)

## Memorandum

April 12, 2011

To: Board of Trustees

From: David Leahy, Superintendent of Schools

Topic: École St. Thomas d'Aquin Modular

Electronic Enclosure: No

Item presented for: Information

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**Background:** One of the modular classrooms at École St. Thomas d'Aquin has developed some sloping of its floor. The division hired an engineer to examine the structure. The engineers report outlined some concerns about the modular. While the report said that the modular was still suitable for use administration determined it was prudent to no longer use the building. The music classes that were in the room have been moved elsewhere in École St. Thomas d'Aquin.

Alberta Infrastructure has been apprised of the situation and we are awaiting further direction.

## Memorandum

April 12, 2011

To: Board of Trustees

From: David Leahy, Superintendent of Schools

Topic: Town Hall Meetings

Electronic Enclosure: No

Item presented for: Information

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**Background:** Consultation with stakeholders has become an important facet of board operations within the division. The following stakeholder consultations are planned for the near future:

- ***Wednesday, April 13, 2011, 7:00 p.m. - Support Staff Town Hall-St. Patrick's Church Hall***
- ***Wednesday, April 27, 2011, 7:00 p.m. – Teacher Town Hall- Holy Family Parish Hall***
- ***Monday, May 9, 2011, 7:00 p.m.- Community Town Hall – Holy Family Parish Hall***

Discussions in all town halls will focus on budget, division improvement, strategic plan, and centennial celebrations.



## Memorandum

April 12, 2011

To: Board of Trustees

From: David Leahy, Superintendent of Schools

Topic: Joint Board Meeting between MHCBE and CAPE

Electronic Enclosure: No

Item presented for: Discussion/Decision Making

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**Background:** The Board of Directors from CAPE and the Board of Trustees from the Medicine Hat Board of Education have never had a joint meeting to consider and discuss mutual interests. CAPE and MHCBE have a long standing excellent relationship.

**Recommendation:** That senior administration contact CAPE in order to set up a joint meeting between the two boards. Possible agenda items should be shared with CAPE ahead of the meeting.



## MHCBE Board of Trustees Policy Review Template

Policy under Review:

Date:

Upon review, does this policy require amendments? ( Yes/No)

Please indicate reasons for amendment if you indicated yes to the question above?

Other issues related to this policy that the board may wish to consider.

## Memorandum

April 12, 2011

To: Board of Trustees

From: David Leahy, Superintendent of Schools

Topic: Board Policy Review

Electronic Enclosure: "Yes" Policy Review Template and Policy 5, 6, 7 and 8

Item presented for: Discussion

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**Background:** The Board of Trustees has established a schedule for the review of all board policies. This month trustees are asked to make comments about possible changes to Policy 5 through Policy 8.

[Link to Policy 5, Policy 6, Policy 7, Policy 8](#)

**Medicine Hat Catholic Board of Education  
Board Meeting  
April 12, 2011**

**PUBLIC MEETING**

**To:** Board of Trustees

**From:** Greg MacPherson, Secretary-Treasurer

**Agenda Item:** Occupational Health and Safety Officer

**Purpose:** Information

**Attachments:** None

**Background:** Medicine Hat Catholic is continuing the relationship with Medicine Hat Public to obtain the services of an Occupational Health and Safety Officer. Job postings have been published through Medicine Hat Public and interviews are scheduled for April 21, 2011. We will be involved in the interviews.

**Recommendation/  
Decision:** None required

**Resulting Action:** Board to continue to be advised

**Responsibility:** Secretary-Treasurer

**Medicine Hat Catholic Board of Education  
Board Meeting  
April 12, 2011**

**PUBLIC MEETING**

**To:** Board of Trustees

**From:** Greg MacPherson, Secretary-Treasurer

**Agenda Item:** Transportation Consultant

**Purpose:** Information

**Attachments:** Transportation Consultant - RFQ

**Background:** In the 2010-11 Budget, the Board of Trustees approved a transportation review within the year. We have engaged with Mr. Terry Gunderson of ASBA to complete the review.

This review will provide an objective opinion of the school bus transportation system as a whole, not including St. Michael's Bow Island. We have asked that reporting be completed by May 20, 2011.

The budget set aside was for \$15,000 and the accepted offer was for \$22,000.

Four potential vendors were contacted of which one declined as they did not have the specific information systems knowledge, and two did not respond.

**Recommendation/  
Decision:** None

**Resulting Action:** Senior Administration will work with the consultant and expect to have the report ready for the June 2011 Board Meeting.

**Responsibility:** Secretary-Treasurer

**Medicine Hat Catholic Board of Education  
Request for Quotes  
Transportation Consultant**

Medicine Hat Catholic Board of Education is seeking to engage a consultant to examine the school bus transportation system within Medicine Hat Catholic Board of Education.

**Desired Qualifications**

1. Extensive experience with school bus operations and logistics within the Alberta context
2. Experience with VersaTrans

**Expected Outcomes**

The overall purpose of the project is to obtain an objective opinion, in the form of a report, of the school bus transportation system as a whole within Medicine Hat Catholic Board of Education (not including the areas serviced for St. Michael's – Bow Island). Specifically we would like the following addressed:

1. Provide an objective opinion of the transportation routes designed by the school bus provider and determine if they are efficient and effective. This would include recommendations on improving the route efficiency and effectiveness for the upcoming year.
2. Assess the location of pick-up and drop off locations for effectiveness and reasonability.
3. Recommendations on the length of the ride-times and development of guidelines as needed.
4. Impact of provision of transportation to students residing between 1.2 km and 2.4 km without funding.
5. Assessment on the impact of students cross-attending to programs of choice.
6. Assessment on whether the division is receiving all the funding entitled to.
7. Reasonableness of the rates used and if there are more effective billing models.
8. Recommendations for determining which students are on the bus, or might be on the bus.
9. Assessment of unrecognized risk exposures for the division and recommendations on how to address them such as driver qualifications, vehicle safety inspections and the like.
10. Recommendations and training on better integrating VersaTrans into the transportation management.
- ~~11. Recommendations on transportation fees and implementation processes, if needed.~~
12. Assessment on other options available for transportation.
- ~~13. Assessment of the cold weather policy.~~

~~14. Recommendation of electronic student and bus tracking systems.~~

15. Provide recommendations on how to avoid or minimize the school start up challenges experienced in prior years

16. Assessment of the processes between the service provider and the division and recommendations on how to improve the processes.

We are seeking a quote for completing this project by April 5, 2011 with the project awarded and commenced in mid-April 2011. We would like the project report available to the Secretary-Treasurer by May 20, 2011.

Please submit your quote no later than noon on Tuesday April 5, 2011 to the Secretary-Treasurer at:

Medicine Hat Catholic Board of Education  
1251 – 1 Avenue SW  
Medicine Hat, Alberta T1A 8B4

Fax: (403) 529-0917

Email [greg.macpherson@mhcbce.ab.ca](mailto:greg.macpherson@mhcbce.ab.ca)

**Medicine Hat Catholic Board of Education**

**Board Meeting**

**April 12, 2011**

**PUBLIC MEETING**

**To:** Board of Trustees

**From:** Greg MacPherson, Secretary-Treasurer

**Agenda Item:** Southridge Transportation – Notre Dame Academy

**Purpose:** Decision Making

**Attachments:** Notre Dame Academy Student Busing Letter from the City of Medicine Hat  
Notre Dame Academy Attendance Zone Map  
Notre Dame City Transit Route Map  
Notre Dame Busing – Southridge Cost Analysis

**Background:** The walk boundary for the non-sports academy students attending Notre Dame Academy is almost the entirety of the Attendance Zone for the school. In 2010-11 there are 12 students who are eligible for transportation.

Medicine Hat Transit has been running a route through Southridge and taking the students who board to Notre Dame Academy and returning in the after school. This was not a contractual arrangement between the City and the School Board but a service City Transit had provided. Students would purchase a City Transit bus pass through the school or pay the driver on a per ride basis. The Board would pay for the bus pass for those students who resided more than 2.4 km from the school.

This arrangement has worked well for Medicine Hat Catholic in that the cost of purchasing those bus passes for the eligible students was less than the cost of contracting a school bus and provided non-funded students an opportunity to ride a transit bus at city established rates.

In late November 2010, Medicine Hat Transit indicated they are not recovering the costs of operating the bus through Southridge. They indicated they are willing to continue operating the bus at the charter rate of \$90.00 per hour and they would not be engaged with providing bus passes to the school.

We have performed an analysis of the options available:

1. Use the City Transit charter bus at \$49,680 per year.
  - a. Advantage
    - i. None
  - b. Disadvantage



- i. \$49,680 for one route only
- ii. If we continue to follow the Transportation Admin Procedure of not transporting ineligible middle school students then there could be increased parental complaints.
- iii. Only 13 students are eligible in 2010-11 (average monthly 12.25)

2. Contract with Totem for additional bus

a. Advantage

- i. Less expensive than the City Charter (\$40,000)
- ii. Can run two routes which will assist in decreasing pressure elsewhere
- iii. Possibility of running as an extra trip which is about half of the contract, however there would be no second run.

b. Disadvantage

- i. If we continue to follow the Transportation Admin Procedure of not transporting ineligible middle school students then there could be increased parental complaints.

3. Attempt to Extend Existing Routes

a. Advantage

- i. Incremental cost less than City Transit and less than contracting for an additional bus.

b. Disadvantage

- i. Places greater pressure on the existing bus routes and would increase ride times on those buses.
- ii. Difficult to determine until the routes for the Sports Academy students have been established
- iii. If we continue to follow the Transportation Admin Procedure of not transporting ineligible middle school students then there could be increased parental complaints.

4. Provide Stipend to Parents in Lieu of Transportation

a. Advantage

- i. Less expensive than contracting with the City or Totem
- ii. Compliant with the School Act

b. Disadvantage

- i. If we continue to follow the Transportation Admin Procedure of not transporting ineligible middle school students then there could be increased parental complaints.
- ii. Parents of funded students may not be willing to accept this as an alternative.

The charging of transportation fees would be problematic unless we were to consider charging fees to all ineligible students.

**Recommendation/****Decision:**

As the issue is the transportation for funded middle school students, we should focus only on that aspect. The non-eligible students who had been using the city bus, while an impact to them specifically, is not a decision factor. Communication through Notre Dame and St. Patrick's newsletters should occur to let parents know for the upcoming year that the City bus will not be available in the new year and if their Grade 6-9 students is not outside the 2.4 km walk boundary, transportation will continue to not be provided by the Board.

In terms of the options, the cost of a city charter is cost prohibitive and is therefore not recommended.

The additional Totem bus while a possibility, is cost prohibitive for 12 students, however, may be desirable if we can reduce certain pressures on the second run.

Extending the existing routes may be the least cost pressure, however the increased ride times and delay in establishing the route may not be desirable.

Providing a stipend to those specified parents may be the best balance between the board responsibilities and cost.

*It is recommended that Medicine Hat Catholic not transport the ineligible middle school students for 2011-12 and work with Totem to find the most efficient manner for transporting those funded students in Southridge to Notre Dame.*

**Resulting Action:**

Senior Administration will work with Totem to find the most efficient manner for transporting funded students from Southridge to Notre Dame.

Senior Administration will draft a letter to go out in the St. Patrick's and Notre Dame Academy newsletter to advise parents that the city bus will not be available in the new school year and that only funded students would be transported.

Senior Administration will advise the City that we would not be interesting in chartering their bus for the new school year.

**Responsibility:**

Secretary-Treasurer



# Medicine Hat The Gas City

Community Development Department

**Transit Services**

333 6<sup>th</sup> Avenue Southeast

Medicine Hat, AB

T1A 2S6

Telephone: (403) 529 – 8214

Fax: (403) 527 - 5844

**November 30, 2010**

**Mr. Greg MacPherson  
Secretary-Treasurer  
Medicine Hat Catholic Board of Education  
1251 First Avenue 1<sup>st</sup> Ave SW  
Medicine Hat, Alberta AB  
T1A 8B4**

**Dear Mr. MacPherson,**

**Re: Notre Dame Academy Student Busing**


Medicine Hat Transit has been providing transportation services to the Notre Dame Academy students living in the Saamis and Vista Heights areas. Medicine Hat Transit has been providing this service for many years and is gladly willing to continue to do so moving forward.

Our primary concern moving forward is the cost of providing the service and our ability to fully recover those costs. Currently we recover approximately \$32.00 per day from the sale of passes. Based on 3 hours per day the cost for us to provide the service is approximately \$270.00 per day. As a tax-supported service we are responsible to ensure that we fully recover our operating costs. This clearly means that we will need to change both how we recover the costs of the service and the rate being charged.

Medicine Hat Transit is prepared to honor our current arrangement until the end of June 2011 but will be increasing the rate and method of recovery effective the start of the school term in September 2011. The service we have been providing is a dedicated charter service for Notre Dame Academy only and our intent is to bill the School District Medicine Hat Catholic Board of Education directly at the charter rate of \$90.00 per hour. Accordingly we will also discontinue the provision of passes to the school.

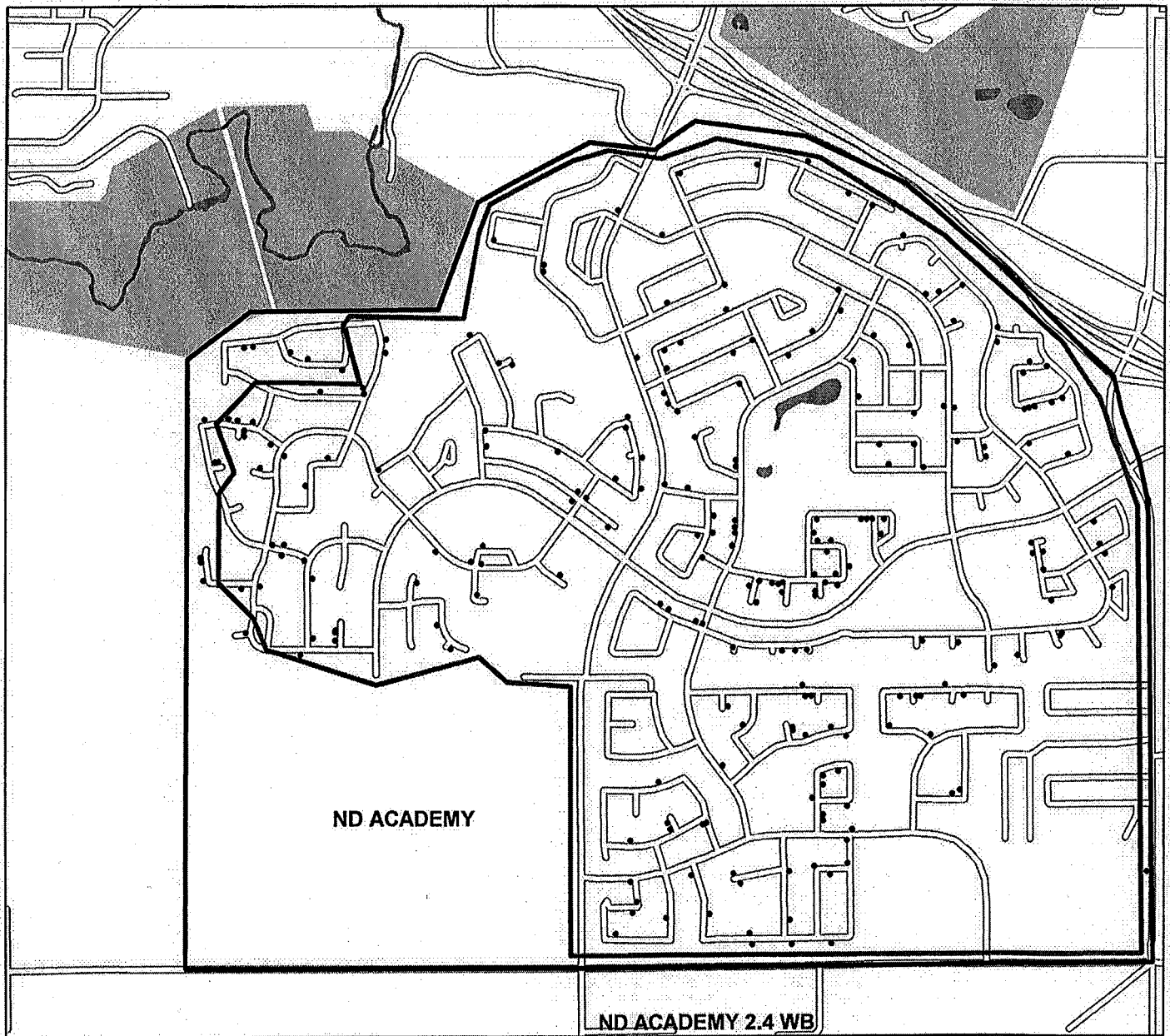
We are more than happy to continue to provide the service at the new rate and await your response.

**Respectfully,**

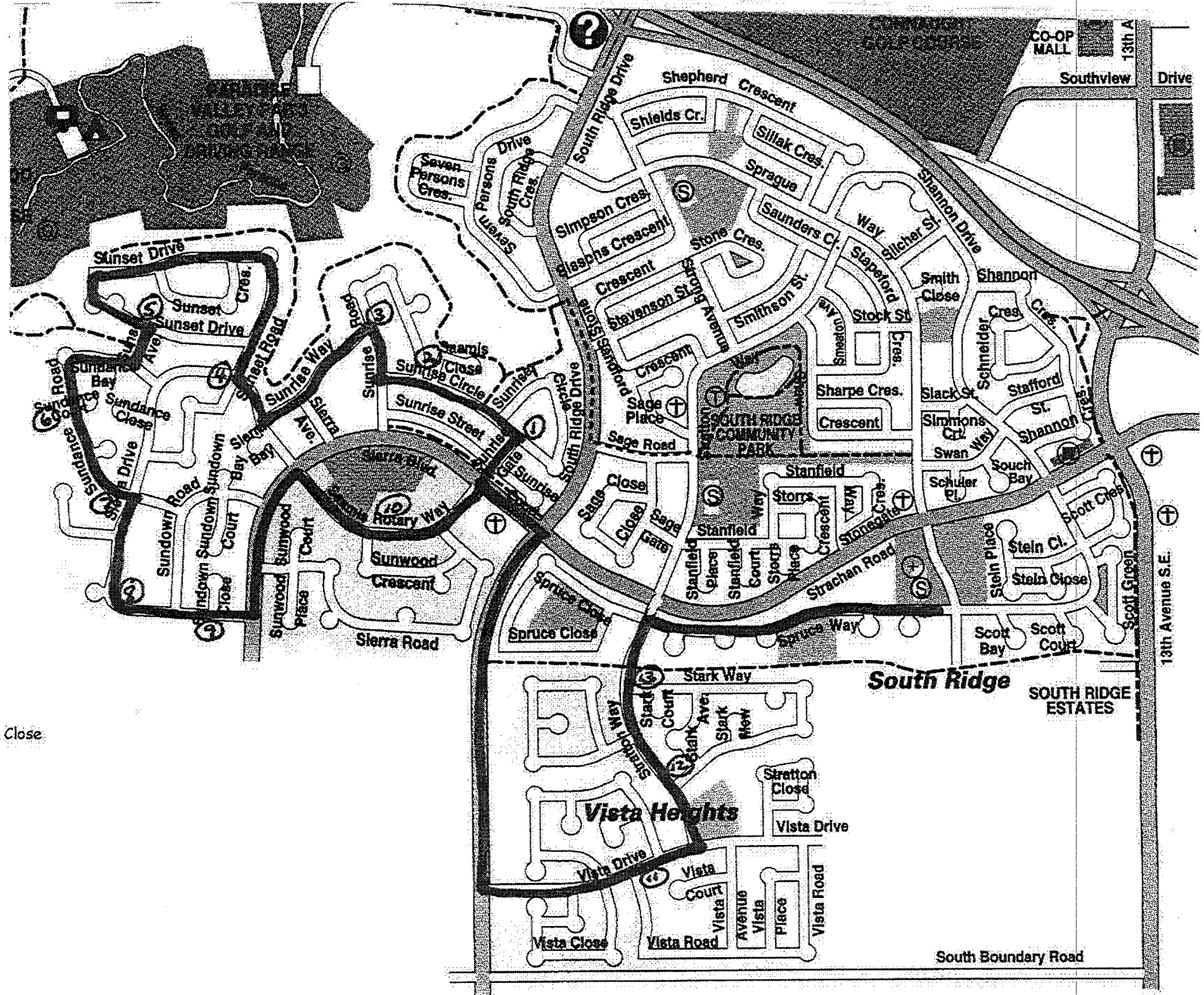
  
**Richard Sieppert  
Manager of Transit Services  
City of Medicine Hat**

**cc: K. Charlton, General Manager of Community Development  
R. Webb, Commissioner of Public Services  
File**

# Medicine Hat Catholic Board of Education District Map



# City Transit Bus Route to Notre Dame



## Current Stops -

1. Sunrise Gate & Sunrise Circle
2. Sunrise Circle just past Saamis Close
3. Sunrise Road & Sunrise Way
4. North end of Sunset Road
5. Sunset Drive & Sunset Avenue
6. Sundance Road
7. Sundance Road & Sierra Drive
8. Sierra Drive & Sierra Place
9. Sierra Drive & Sundown Close
10. Saamis Rotary Way
11. Vista Drive & Vista Road
12. Stratton Way & Stark Way
13. Stratton Way & Stark Way

Route begins at 7:40 AM  
Leave school - 2:45 PM

**Medicine Hat Catholic Board of Education  
Notre Dame Busing - Southridge Cost Analysis  
April 7, 2011**

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**City Charter**

<u>Charter Cost</u>			
Hours		3	
Cost per day	\$	270	
School Days		184	
Annual Cost	\$	49,680	<u>\$ 49,680.00</u>

**Parent Provided**

<u>Provide a Stipend to Parents in Lieu of Transportation</u>			
Riders		13	
Annual Stipend	\$	535.00	
Annual Cost	\$	6,955.00	<u>\$ 6,955.00</u>

**Totem without Bus Pass**

<u>Charter Cost</u>			
Cost per day	\$	216	
School Days		184	
Annual Cost	\$	39,765	<u>\$ 39,765.09</u>

**Totem without Bus Pass - Extra Trip**

<u>Charter Cost</u>			
Cost per day	\$	110	
School Days		184	
Annual Cost	\$	20,240	<u>\$ 20,240.00</u>

**Medicine Hat Catholic Board of Education  
Board Meeting  
April 12, 2011**

**PUBLIC MEETING**

**To:** Board of Trustees

**From:** Greg MacPherson, Secretary-Treasurer

**Agenda Item:** CSA D270 Multi-functional Activity Bus Standard

**Purpose:** Discussion

**Attachments:**

1. Background on National D-270 Standard from Palliser School Division
2. Government of Alberta Document on 15 Passenger Van Use
3. AP551 – School Purchased Vehicles

**Background:** A question was raised in the March Board meeting regarding D270 buses. Research was performed and it was determined that D270 is not bus but the standards related to Multi-functional Activity Bus produced by the Canadian Standards Association. The D270 standards are the same standards for school buses without the requirement for colour, flashing lights stop arms and the like.

We received a document which was produced and shared at the Palliser SD board meeting in December 2010. In it there was advice from their legal counsel advising that all new vehicles purchased by schools or the district be compliant with D270 standards. It further recommends that all existing vehicles which are not D270 compliant not be used.

Currently the division has two 15 passenger vans at Monsignor McCoy High School which are used for transporting students to work experience programming and the like. There are not taken out of the city.

**Recommendation/  
Decision:**

Senior Administration will be updating AP 551 – School Purchased Vehicles to require all purchased vehicles be D270 compliant.

The question of whether to remove the non-compliant D270 vehicles from use at Monsignor McCoy should be considered by the Board of Trustees. Continuing to operate the vehicles which are non-compliant may be exposing the students to injury and the division to legal action in the event of injury.

**Resulting Action:** The Board of Trustees should discuss the results of the report.

**Responsibility:** Board Chair and Secretary-Treasurer.

# Background on national D270 standards

**THE ISSUE:** Changing standards at the national level and recommended by provincial regulation, created a new standard for Multi-Functional Activity Buses (MFAB). The matter stemmed from findings that 15-passenger vans, commonly used for school activities, are more likely to be involved in single-vehicle rollover crashes than any other type of vehicle.

**THE REGULATORY RESPONSE:** With insurers and safety organizations no longer recommending the use of 15-passenger vans, the Canadian Standards Association issued a technical standard for a Multi-Functional Activity Bus, referred to as D270, which it approved April 2008. To be up to D270 standard, the Multi-Functional Activity Bus is structurally similar to a CSA D250 standard school bus (the same reinforced roof and side structural requirements), but the D270 vehicle is not required to have the standard traffic warning devices (flashing lights, pedestrian crossing arms) as a school bus.

Transport Canada's response, posted online in July 2008, to the new CSA D270 standard was that "provinces and territories will decide if they want to use the CSA technical standard for MFABs for transporting school children to extracurricular activities."

Alberta's new Commercial Vehicle Safety Regulation and changes to the Vehicle Equipment Regulation came into effect July 1, 2009. The Commercial Vehicle Safety Regulation defines "Multi-Functional Activity Bus," as one that meets all the regulatory requirements of a school bus, except for the alternating flashing warning lamps, stop arm, crossing arm, school bus signage and the colour yellow. In other words, the provincial definition of an MFAB mirrors the CSA D270 standard.

**PALLISER'S RESPONSE:** Palliser sought legal advice to guide decision-making on the purchase of a multi-functional activity bus.

The advice, in part, was:

*"In terms of your decision concerning the purchase of a multi-functional activity bus, I would recommend following the government recommendations concerning safety standards as contained in regulation D270. If an accident were to occur on a non-conforming bus, evidence that the bus was purchased at a time when it did not meet government recommendations would be evidence of negligence. Although this evidence could potentially be rebutted through expert testimony and evidence of due diligence by the school district, the fact that the bus did not conform to government recommendations would put the school district in an unenviable position of trying to defend their decision in the litigation. In the litigation context, government standards and recommendations are seen as best practices. If the school district adheres to these practices, they should be on solid footing to effectively defend claims based on the type of bus in issue. Of course, the district will also need to prove that the bus was properly maintained and serviced to further reduce the risk of liability exposure... On the whole, I would recommend following regulation D270 in the purchase of buses in the future."*

Further, Palliser sought legal advice on the continued use of an activity bus that did not conform to D270 standards. The advice, in part, stated:



*"I would suggest the discontinue the use of the bus by the end of this school year so not to cause undue hardship on the school for events already planned. Although it would not be a complete defence if an accident to occurs in the interim, the fact the district was making plans to replace the bus as soon as practically possible could be a factor a court considers in the circumstances."*

At its regular meeting on December 14, 2010, the Board passed the following motion:

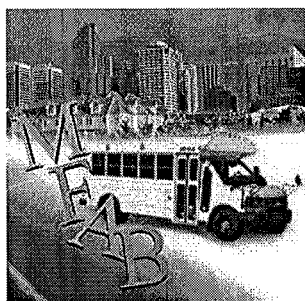
*"The Board will follow the legal advice provided, and that by the end of the 2010-2011 school year, we will no longer use buses that do not comply with D270 regulations. During that time frame, the Board will work on alternative arrangements and develop a plan for student transportation on sports trips."*

# Alberta 15 Passenger Van Use Information for Albertans

Government of Alberta

Fifteen-passenger vans are more likely to be involved in a single-vehicle rollover crash than any other type of vehicle. Collisions involving these vehicles across Canada and the United States have indicated the design of 15 passenger vans may contribute to roll-overs. Many traffic safety agencies across North America are concerned with the use of 15 passenger vans. In Alberta, the Alberta School Board Insurance Exchange has stopped insuring 15 passenger vans for the transportation of students to and from school.

The United States of America, National Highway Traffic Safety Administration (NHTSA) research found that 15 passenger vans were nearly three times more likely to rollover when carrying 10 or more passengers than when carrying five passengers or less. The increased risk occurs because the extra weight increases the vehicle's center of gravity and causes it to shift rearward; both of these situations give the van less resistance to rollover and cause it to handle differently than other, more common, passenger vehicles. Any load carried in a 15 passenger van will increase the roll-over risk, not just passengers.



A Multi-Functional Activity Buses (MFAB) is a new type of vehicle which conforms to the Canadian Standards Association (CSA) D270 Multi-Functional Activity Bus standard. This standard has only existed since 2008; it was created to provide a class of vehicle which would be a safe alternative to school buses. The D270 has the same roof and side structural requirements as the CSA D250 School Buses standard. Both the D270 and D250 standards were created with involvement of manufacturers, regulators, users and carriers.

Alberta Transportation supports the use of a MFAB instead of a 15 passenger van. A MFAB is built to a higher standard than 15 passenger vans, having both a reinforced roof and side structure; in Canada an MFAB must conform to the requirements of the CSA D270 standard as well as Transport Canada's *Motor Vehicle Safety Act* requirements for commercial buses.

The major difference between a MFAB and a school bus is the MFAB does not have traffic and pedestrian control devices or flashing lights and allows alternative seating arrangements. A MFAB is not allowed to be yellow, unlike a school bus which is required to be yellow.

Manufacturers of 15 passenger vans have been developing new technology to increase the safety of these vehicles. New technologies include electronic stability control (ESC) and tire pressure monitoring systems (TPMS). ESC has been a standard equipment piece on 15 passenger vans since 2005; while TPMS systems have been standard equipment since 2008. When purchasing a replacement 15 passenger van, look for these important safety features on your next vehicle.

Since 2008, 15 passenger vans have been built with lap/shoulder belts for rear passengers. The addition of these belts increases the safety of passengers in these vehicles and these belts must be worn. The manufacturers continue to look for new ways to increase the safety of 15 passenger vans. Potential improvements exist in variable ride height systems and the application of side impact air bags.

When operating a 15 passenger van Alberta Transportation recommends the following safety precautions:

- 15 passenger vans should be maintained in good mechanical and operating condition.
- Do not exceed the Gross Vehicle Weight Rating (GVWR) or Gross Axle Weight Rating (GAWR) of the vehicle.
- Place cargo in front of the rear axle if possible and do not place any loads on the roof.
- When not transporting at full capacity, seat passengers in front of the rear axle and never transport more than 15 passengers.
- The driver and all passengers should use seatbelts or an appropriate child restraint at all times.
- Use tires that are in good condition, and tires that are designed for the traveling conditions, before each use check the tire pressure of all tires.
- Only use drivers who are trained and experienced with 15 passenger vans; the drivers should also be operating 15 passenger vans on a regular basis to maintain their familiarity with the vehicle.
- Swerving done at high speed when reacting to obstacles or hazards increases the risk of rollover. For example, swerving to avoid an animal such as a deer; it is safer to have it strike the vehicle than to swerve and avoid the risk of a rollover.
- Drivers should be well rested, keep distractions to a minimum (do not use cell phones while driving, limit conversations with other passengers, volume of radio, etc.) and please limit drive time to eight hours per 24-hour period.
- The driver should be particularly cautious on curved rural roads and pay close attention to road conditions.

You can view the Transport Canada web page regarding 15 passenger vans, which has many links providing information on safety issues.

<http://www.tc.gc.ca/roadsafety/tp/tp2436/rs200808/menu.htm>

There are many other informative sites on 15 passenger van safety that interested parties can visit. The National Highway Traffic Safety Administration (NHTSA) in the United States has a number of research documents and an information page on 15 passenger vans; please visit the following link to find their general website on 15 passenger vans:

<http://www.nhtsa.gov/cars/problems/studies/15passvans/15passcustomer.html>

The NHTSA has issued a release showing their findings from their research, this release can be viewed here:

<http://www-nrd.nhtsa.dot.gov/Pubs/811143.pdf>

The Insurance Institute for Highway Safety also has a web page providing information on 15 passenger van safety, which is available at the following site:

[http://www.iihs.org/research/qanda/fifteen\\_passenger.html](http://www.iihs.org/research/qanda/fifteen_passenger.html)

Keep Alberta highways safe for everyone!

**Administrative Procedure 551**

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**SCHOOL-PURCHASED VEHICLES****Background**

The Division recognizes the desire on the part of schools to provide adequate transportation for extracurricular activities. The Division requires that the provision of such transportation is to be regulated to ensure legal compliance, student safety and appropriate responsibility.

**Procedures**

1. General Purchasing, Insurance And Registration Procedures
  - 1.1 Schools may purchase vehicles for their own use. Such vehicles must not accommodate more than 15 passengers, excluding the driver. Any such purchase must not incur a financial liability to the Division.
  - 1.2 The vehicle shall be insured under the Division's insurance policy and arranged through Financial Services.
  - 1.3 Registration of vehicles purchased by schools shall be in the name of the Division and shall be made through Financial Services. To register a vehicle and issue license plates, the Motor Vehicles Branch requires an Application for Vehicle Registration completed and Proof of Insurance Coverage. Proof of Insurance (or pink card) can be obtained from Financial Services. After registering the vehicle, a copy of the registration must be sent to Financial Services for record keeping.
  - 1.4 All costs associated with the purchase, licensing, maintenance, repair, insurance, and operation of any such vehicle shall be the sole responsibility of the school.
2. Additional Procedures For Purchasing And Registering School-Purchased Vehicles
  - 2.1 Prior to purchase, vehicles shall be inspected by an authorized mechanic to ensure they meet safety requirements.
  - 2.2 A copy of the Vehicle Inspection form and the mechanic's report indicating that an inspection has been carried out and that the necessary repairs and replacements have been completed shall be kept on file at the school.
3. Operation Of School Purchased Vehicles
  - 3.1 Only authorized drivers in possession of valid "Class 1" or "Class 2" Operator's Certificates shall be permitted to drive school buses owned by the Division.
  - 3.2 In the event that a school-purchased vehicle is not registered as a school bus, it is recommended that operator be in possession of a Class 4 Operator's Certificate. Operators must be at least 21 years of age.



- 3.3 In the event that a driver holding a Class 5 Operator's Certificate is required to drive a school-purchased vehicle, operators must be at least 21 years of age.
- 3.4 School-purchased vehicles shall only be made available to agencies outside the Division for use in youth-related activities, and shall not be rented or used by individuals for any personal or business purpose.
- 3.5 All accidents involving school-owned vehicles shall be reported immediately to Financial Services. A written statement by the driver involved shall accompany the accident report.
- 3.6 In the event that the Division maintenance staff is required to deal with a call regarding a school-purchased vehicle, the call-out cost will be charged to the school.

#### 4. Gasoline Excise Tax Rebate

- 4.1 A single consolidated claim shall be made for all qualifying vehicles owned by the Division.
- 4.2 Schools wishing to participate in the Division claim shall follow the procedures indicated below.
- 4.3 The appropriate portion of the refund shall be forwarded to each participating school when the refund is received. The refund does not apply to diesel or propane fuel.
- 4.4 Procedures:
  - 4.4.1 On the last week of school before each of the Christmas and summer recesses, schools shall forward to revenue accounting, all original bills for gasoline purchases together with the appropriate claim form. To meet Federal Government requirements, each bill must show:
    - 4.4.1.1 Name of school
    - 4.4.1.2 Date of purchase
    - 4.4.1.3 License number of bus
    - 4.4.1.4 Number of liters purchased
    - 4.4.1.5 Total price
    - 4.4.1.6 Signature of driver purchasing gasoline
    - 4.4.1.7 Proof of use

Proof of use shall be established by the principal's signature on a statement provided by revenue accounting.
- 4.5 Financial Services shall retain original gasoline bills for federal government audit purposes.

Reference: Section 18, 20, 45, 60, 61, 113 School Act  
 Traffic Safety Act  
 School Bus Operation Regulation 437/86  
 National Safety Code



## Memorandum

April 12, 2011

To: Board of Trustees

From: Amanda Crowley

Topic: Faith Formation

Electronic Enclosure: No

---

Item presented for: Information

Background: Our Opening Faith Formation day on September 19<sup>th</sup> will take the format of a mini-teacher convention with break-out sessions all based around a faith theme. A committee has been formed to take responsibility for organizing the day.

## Memorandum

April 12, 2011

To: Board of Trustees

From: Amanda Crowley

Topic: Family Life

Electronic Enclosure: No

---

Item presented for: Information

Background: Grade 7, 8 and 9 teachers attended Family Life workshops led by Amanda Crowley and Cathy Rafa-Hern (Public Health Nurse). As well as presenting to teachers, an invitation was also extended to parents of Grade 7, 8 and 9 students at Notre Dame and St Mary's to view the content of the Family Life curriculum and the resources provided to teachers.

## Memorandum

April 12, 2011

To: Board of Trustees

From: Amanda Crowley, Religious Education Coordinator

Topic: Youth Ministry

Electronic Enclosure: No

---

Item presented for: Discussion

Background: The Superintendent and Religious Education Coordinator have met to discuss a vision for our Youth Ministry.



March 31, 2011

Mr. Peter Grad  
Board Chair  
Medicine Hat Catholic Board of Education  
1251 – 1 Avenue SW  
Medicine Hat AB T1A 8B4

Dear Mr. Grad:

Thank you for your follow-up letter of March 1, 2011 clarifying that the funding concern you had identified for your Mental Health Capacity Building (MHCB) initiative was for the timeframe from January 31 to June 30, 2011.

Originally, the Mental Health Capacity Building grant term was to end on January 31, 2011. Due to the time required for start-up and staff recruitment, many projects advised that they had sufficient funds to last to the end of the school year. As a result, the grant term was extended to June 30, 2011. The MHCB Project Leads then contacted each Project Coordinator to determine which project could sustain itself to June 30, 2011 using surplus funds, and which required additional funding.

I have been advised that Medicine Hat initially indicated it required additional funding but did not submit a budget request. When the MHCB Project Leads attended the Community Coming Together advisory meeting on January 26, 2011, neither the school division nor the Project Coordinator indicated that additional funds were required. However, prior to the Connecting for Kids Conference, the Project Coordinator contacted the Project Lead to request \$6100 for staff to attend the training event. The service agreement was revised to include this additional funding but, when asked, the Project Coordinator indicated no further funding was required.

Alberta Health Services would be pleased to review a submission from the Medicine Hat Catholic Board of Education Community Coming Together project as the original intent of attaining additional funding for the extension to June 30, 2011 was to ensure the existing programming remained intact. Please contact Ms. Julie Peacock, Director, Primary Health Care, Children, Youth and Families Intervention, AHS by e-mail at [Julie.Peacock@albertahealthservices.ca](mailto:Julie.Peacock@albertahealthservices.ca) or phone at 780-644-7869 to explore funding.

Thank you again for writing and for your commitment to children's mental health.

Sincerely,

  
Jay G. Ramotar, P. Eng.  
Deputy Minister

**Medicine Hat Catholic Board of Education  
Board Meeting  
April 12, 2011**

**PUBLIC MEETING**

**To:** Board of Trustees

**From:** Greg MacPherson, Secretary-Treasurer

**Agenda Item:** Medicine Hat Regional Airport Area Structure Plan

**Purpose:** Decision Making

**Attachments:** Medicine Hat Regional Airport Area Structure Plan

**Background:** The City of Medicine Hat has developed a Area structure plan to "...provide policy guidance to ensure efficient, orderly development while recognizing synergies between land uses and the Medicine Hat Regional Airport".

The City has requested that we review the document and advise the City if we have any concerns regarding the plan.

No significant concerns were identified in review of the document.

**Recommendation/  
Decision:** It is recommended that Medicine Hat Catholic advise the City of Medicine Hat that we have no concerns with the Area Structure Plan as presented.

**Resulting Action:** Senior Administration will advise the City.

**Responsibility:** Secretary-Treasurer



# Medicine Hat The Gas City

## CITY CLERK DEPARTMENT

580 First Street SE  
Medicine Hat, Alberta T1A 8E6  
Telephone: 403.529.8234  
Fax: 403.529.8182  
e-mail: [davlef@medicinehat.ca](mailto:davlef@medicinehat.ca)

March 25, 2011

Mr. Greg MacPherson, Sec.-Treas.  
M.H. Catholic Board of Education  
1251 First Avenue SW  
Medicine Hat, AB T1A 8B4

**SUBJECT: MEDICINE HAT REGIONAL AIRPORT AREA STRUCTURE PLAN**

The accompanying proposed Medicine Hat Regional Airport Area Structure Plan was prepared by Scheffer Andrew Ltd., Planners and Engineers, on behalf of the City of Medicine Hat. Please review the document, and advise whether you have any concerns.

If you have technical questions about or arising from the document, please contact Kent Snyder of Scheffer Andrew: his telephone number is 403.526.3434 and his e-mail address is [k.snyder@schefferandrew.com](mailto:k.snyder@schefferandrew.com).

**If you have any comments about this Area Structure Plan, please submit them to me not later than Tuesday, April 26, 2011**, by letter or by e-mail. If you have no comments, a brief e-mail to that effect would be appreciated.

If you have no need to keep your copy of the document after your review, it would be appreciated if you could return it to me.

Yours truly,

David S. Leflar  
City Clerk

Attach.

MARCH 2011

# area structure plan

MEDICINE HAT REGIONAL AIRPORT



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# introduction

## 1

The preparation of the Area Structure Plan (ASP) is consistent with the legislative requirements outlined in Section 633 of the Municipal Government Act, and the City of Medicine Hat standards and policies.

### 1.1 PURPOSE OF THE PLAN

The purpose of this ASP is to provide policy guidance to ensure efficient, orderly development while recognizing synergies between land uses and the Medicine Hat Regional Airport.

ASPs typically have a time horizon of approximately 20 years. It is anticipated that variables that shaped this plan will change over the 20 year horizon. Any future amendments to this plan should remain consistent with the broad intent of this plan.

This ASP also includes a Shadow Plan for some of the lands immediately outside the ASP boundary. The purpose of the Shadow Plan is to ensure planning and development within the ASP considers the long-term potential for runway extensions at the airport. The Shadow Plan and ASP boundaries are displayed in Figure 1 and discussed further in Section 5.

### 1.2 VISION

The Medicine Hat Regional Airport is a catalyst for growth in the City of Medicine Hat and the Region. With the development of available lands, it is well positioned to continue its support of growth in the traditional local industries while providing exciting new opportunities for aviation and technology-related industries. It also provides a vital transportation link for residents and businesses in Southeast Alberta and Southwest Saskatchewan.

The airport is a key gateway to the City and region for air transportation and is strategically located adjacent to Highway 3 which is the primary ground transportation corridor from the southwest.

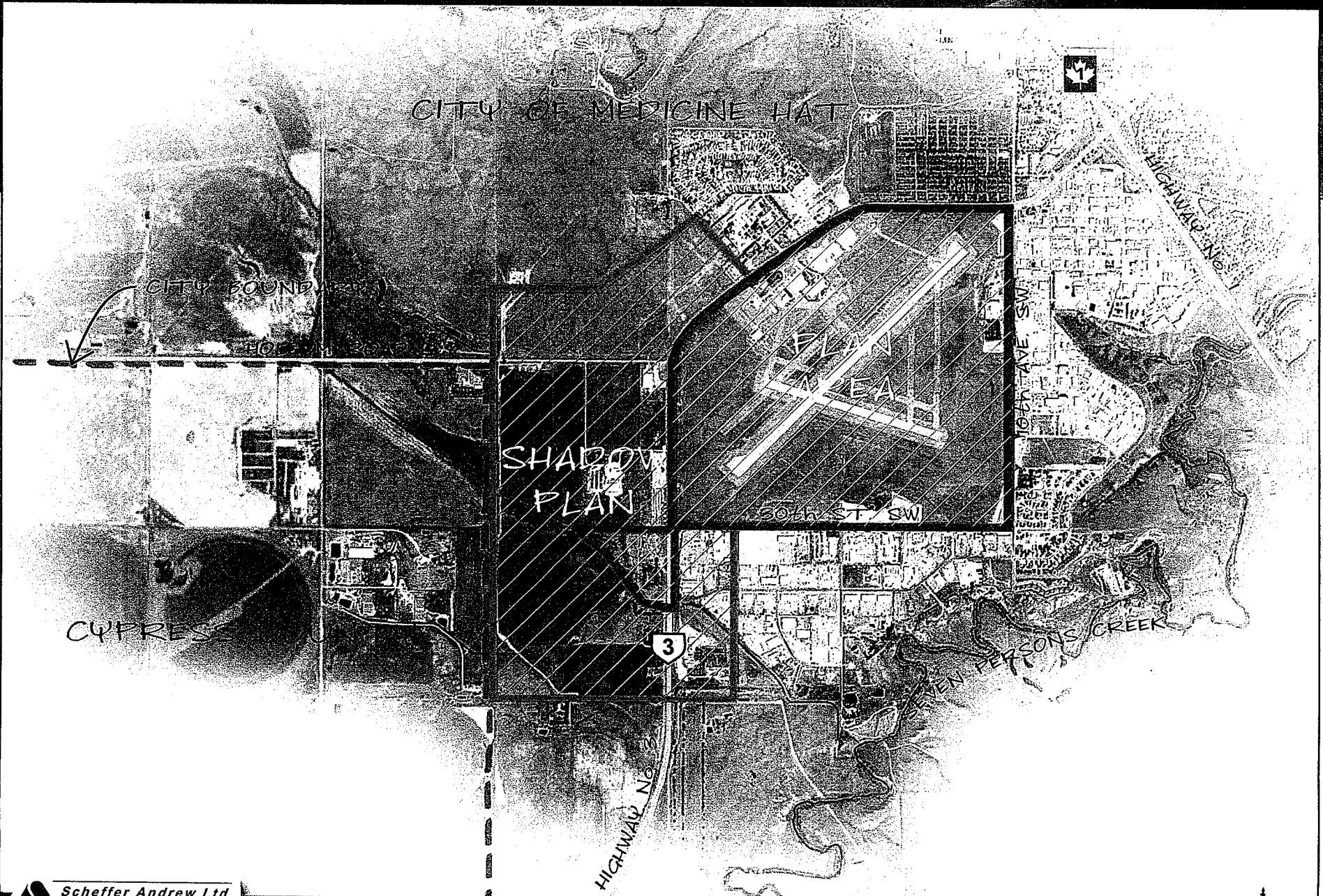
### 1.3 PLAN INTERPRETATION

#### 1.3.1 JURISDICTION

Compatibility of the airport and surrounding land uses is fundamental to the success of this Plan. On the one hand, it is critical that airport operations not be jeopardized by surrounding development. Equally important is the need to consider safety and quality of life from a land owner's perspective in all



# figure 1 plan area





# policy context

## 2

### 2.1 INTERMUNICIPAL DEVELOPMENT PLAN

The City of Medicine Hat, Town of Redcliff and Cypress County have adopted an Intermunicipal Draft Plan (IDP) Bylaw #3938. This ASP is consistent with the vision and policies contained in the IDP.

### 2.2 MUNICIPAL DEVELOPMENT PLAN

The current Municipal Development Plan (MDP) Bylaw #3565 shows the airport as 'existing development and infill'. This ASP is consistent with the vision and policies contained in the MDP.

It should be noted that the City is undertaking a major MDP review which is anticipated to be adopted in 2011.

### 2.3 LAND USE BYLAW

The City of Medicine Hat Land Use Bylaw #3181 has established the following districts within the plan area:

- TU – Transportation and Utilities District

- M1 – General Light Industrial District

The current districts do not fully allow development of the plan area and an amendment to the Land Use Bylaw is required in order to allow development to occur.

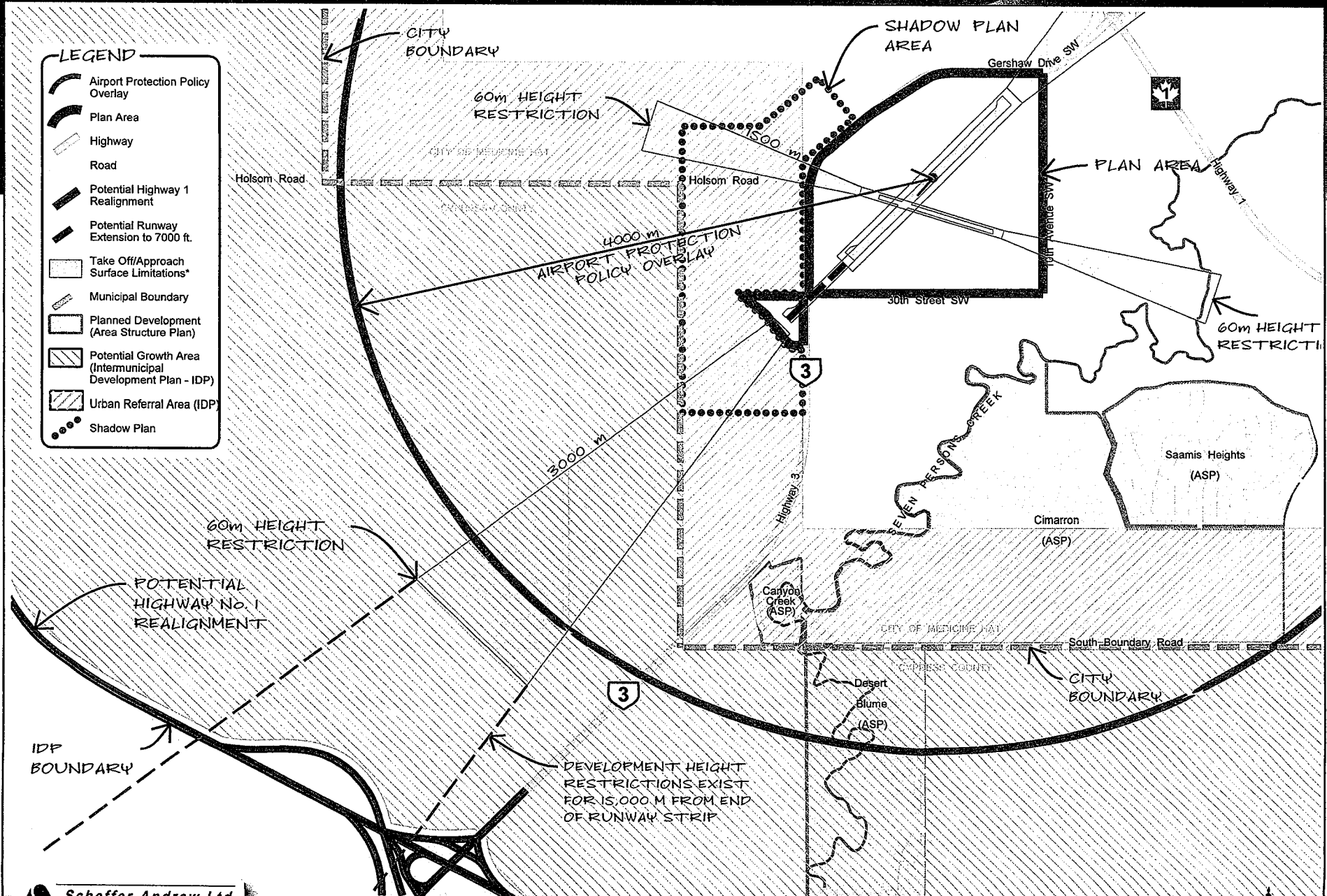
### 2.4 AREA STRUCTURE PLANS

There are several adopted Area Structure Plans within the general vicinity of the plan area:

- Cimarron Area Structure Plan (City of Medicine Hat Bylaw No. 3940)
- Saamis Heights Area Structure Plan (City of Medicine Hat Bylaw No. 3374)
- Canyon Creek Area Structure Plan (City of Medicine Hat Bylaw No. 3734)
- Desert Blume Area Structure Plan (Cypress County)

The most significant constraint/opportunity contained in the above plans is the potential of a road connection across the Seven Persons Creek valley at 10th Avenue SW, which is referenced in the Cimarron Area Structure Plan.

# figure 2 policy context



# public consultation

## 3

The City of Medicine Hat is committed to an open and transparent public consultation process in the preparation of this ASP.

### 3.1 PROCESS

The comprehensive consultation program to gather information and input included interviews with stakeholders, two public open houses and a public hearing hosted by City Council.

#### 3.1.1 STAKEHOLDER INTERVIEWS

Numerous interviews were held with stakeholders to identify specific opportunities and constraints to the development of the subject lands.

#### 3.1.2 OPEN HOUSES

Open houses were held on May 18, 2010 and November 27, 2010 at the Fire Hall #3 located at the airport. The purpose of the open houses was to:

- inform the public that an ASP was being prepared;
- receive input from the public regarding opportunities and constraints; and
- receive comments from the public regarding the draft Plan.

The open houses were well attended with approximately a total of 130 participants attending either open house.

### 3.2 CONSULTATION INPUT

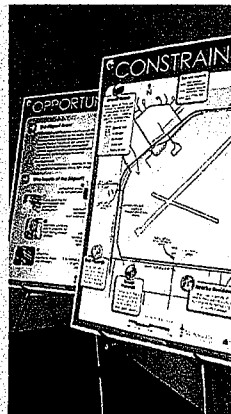
The input received from both the stakeholders and the general public was valuable and is reflected in the ASP.

Generally, all stakeholders view the airport as very important to the growth of the region.

The majority of the participant comments at the open houses were in regards to future airport expansion and/or relocation. The comments received about the proposed

#### ENGAGING THE PUBLIC:

Public open houses kept the community informed about the project's status and provided an opportunity for input from citizens.



# influencing factors

## 4

### 4.1 PLAN BOUNDARY

The ASP boundary is defined generally by Highway 3, 10th Avenue SW and 30th Street SW. The exception is the small extension of the plan area which crosses Highway 3 in the southwest. The ASP area is comprised of 225 ha.

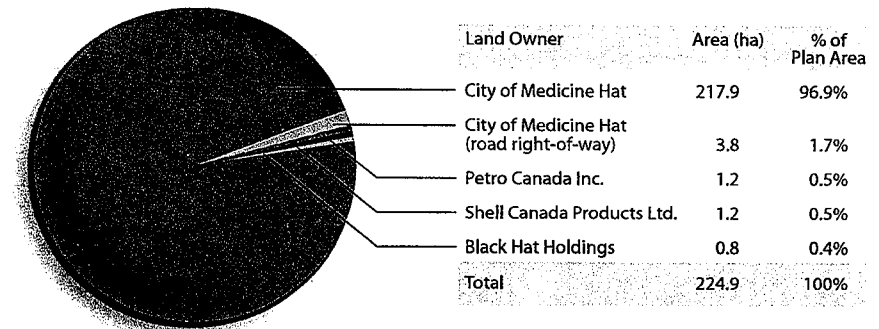
### 4.2 LAND OWNERSHIP

All of the lands within the plan area are owned by the City of Medicine Hat, except for several small private parcels adjacent to 10th Avenue SW. The land ownership is displayed in Table A. All land owners within the plan area were contacted and their input was considered in the preparation of the ASP. The land ownership pattern is displayed in Figure 3.

### 4.3 EXISTING USES

The plan area is mostly comprised of airport operation lands including runways, taxiways, tarmac, terminal, parking, and other airport operation uses. Most of

TABLE A: AIRPORT LAND OWNERSHIP



the airport lands currently being utilized are in the north end of the plan area. This area also includes the City of Medicine Hat Fire Station #3 and several aviation related businesses on leased land. The east portion of the plan area is comprised of several industrial uses along 10th Avenue SW. The south portion of the plan area is vacant.

#### 4.5.4 HISTORICAL RESOURCES IMPACT ASSESSMENT

Alberta Culture and Community Spirit have identified a known historical site in the vicinity of 30th Street SW. A historical resources impact assessment (HRIA) was completed by Bison Historical Services Ltd. in July 2010. The HRIA concluded that the previously identified site was not historically significant or valuable.

Alberta Culture and Community Spirit have granted Historical Resources Assessment clearance for the plan area.

### 4.6 MAN-MADE CONSIDERATIONS

#### 4.6.1 MEDICINE HAT REGIONAL AIRPORT

The Medicine Hat Regional Airport is a significant and important gateway to the City and the region.

The airport consists of two runways, two taxiways, an apron, aircraft tie-down areas, and the Air Terminal Building. The airport provides regularly scheduled passenger flights, charter flights, just-in-time cargo delivery and private aircraft service. As a certified aerodrome the airport falls under federal Canadian Aviation Regulations (CARs). The categories of runways are:

##### **Runway 03/21**

- Certified as a Code 3C non-precision runway
- 1,524 m (5,000 ft) long and 45 m (150 ft) wide

##### **Runway 09/27**

- Certified as a Code 2B non-instrument runway
- 695 m (2,280 ft) long and 30 m (100 ft) wide

This ASP considers that the runway may at some point in the future be extended and as a result a greater setback from the existing runway was designed into the ASP concept to retain flexibility for future planning. The Land Use Concept discussed in Section 5 considers the potential for the runway to be certified as a Code 4D runway at some point in the future.

The existing terminal building accommodates a restaurant, concession areas for car rental, check-in counters and a secure departure lounge.

#### 4.6.2 AIRPORT REGULATIONS

Aviation is regulated through the authority of federal agencies. Transport Canada and NavCanada regulate the federal land use restrictions with regard to airports including electronic interference and height of structures.

##### **4.6.1.1 Electronic Interference**

NAV Canada establishes and regulates the minimum standards required for the protection of navigation aids and other telecommunication systems (TP 1247 Land Use in the Vicinity of Airports 2005). Erected structures which contravene the required standards may be approved by NAV Canada, provided that analysis indicates that such approvals will be on a non-interfering basis.

NAV Canada implements different types of regulations on the following systems:

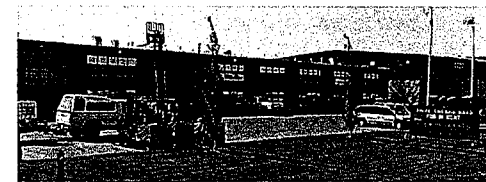
- Radar System
- Navigation Aid (Non-Directional Beacons, Distance Measuring Equipment, and VHF)
- VHF/UHF Radio Communication Systems
- Instrument Landing Systems (ILS)

##### **4.6.1.2 Height Restrictions**

Transport Canada regulates height restrictions through the implementation of the TP312E Aerodrome Standards and Recommended Practices. The TP312E addresses height restrictions of buildings, structures and objects in regards to airport safety and operation. In order to protect and mitigate the potential negative impacts of air traffic on adjacent

#### CODE 4D RUNWAY:

Runway codes refer to the technical specifications of a runway as established by Transport Canada. A code 4D refers to runways which are 1,800 m (5,940 ft) or greater in length.



#### LIGHT INDUSTRIAL:

The south side of 30th Street SW consists of largely light industrial uses.

of the plan area. These distribution lines do not pose significant development constraints.

There is a planned water transmission line that will traverse the plan area on the west side adjacent to Highway 3. The water transmission line is currently only a minimal constraint, and to reduce the long-term impact on future airport development the water transmission line should be placed as close to the existing gas production transmission line as possible.

The gas production transmission and planned water transmission line constraint will be addressed in the future during the planning of the airport expansion.

#### 4.6.6 PHASE 1 ENVIRONMENTAL SITE ASSESSMENT

A Phase 1 environmental site assessment (ESA) was conducted for the plan area by Cirrus Environmental Services Inc. in June 2010. The ESA identified a number of areas that may present future development considerations. The ESA also included recommendations on how to mitigate the identified potential constraints. None the areas of potential concern represent a significant threat to development.

The identified on-site areas and their potential concern within the ESA include:

- a former shooting range (potential metal contamination);
- glycol barrel and empty barrel storage (potential glycol and/or hydrocarbon contamination);
- above ground fuel storage tanks (potential hydrocarbon contamination);
- snow dump sites (potential salt contamination);
- potentially hazardous building materials in older existing buildings; and
- an active gas well (potential hydrocarbon contamination and drilling waste).

Additionally, the ESA identified current and former fuel storage tanks adjacent to the plan area which could potentially contaminate lands within the plan area through migration.

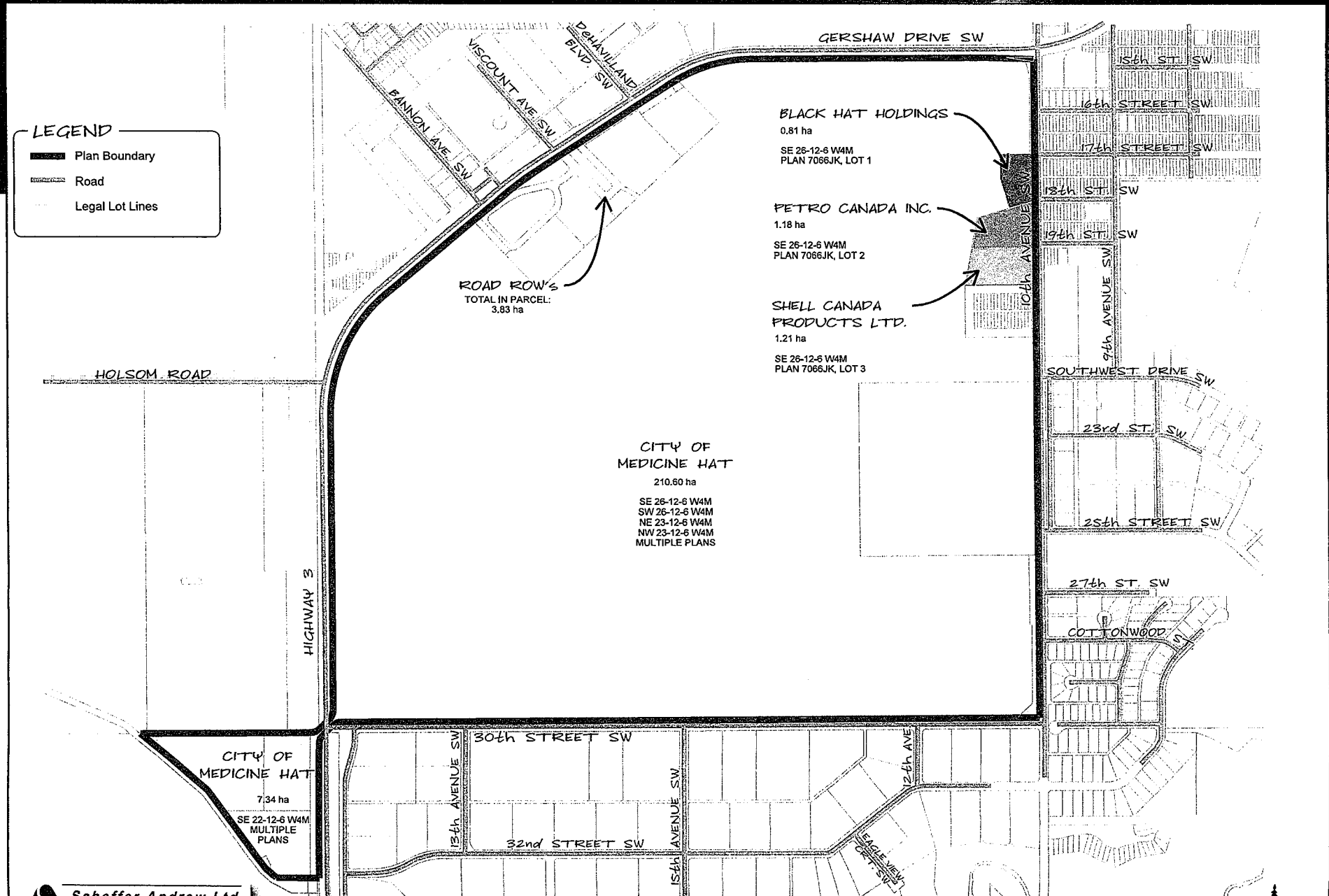
Not all of the above identified potential areas of concern are development constraints. Prior to the commencement of development, the recommendations in the ESA which immediately impact each phase of development will need to be implemented.

The areas of potential concern are identified on Figure 5.

#### AIRPORT HISTORY:

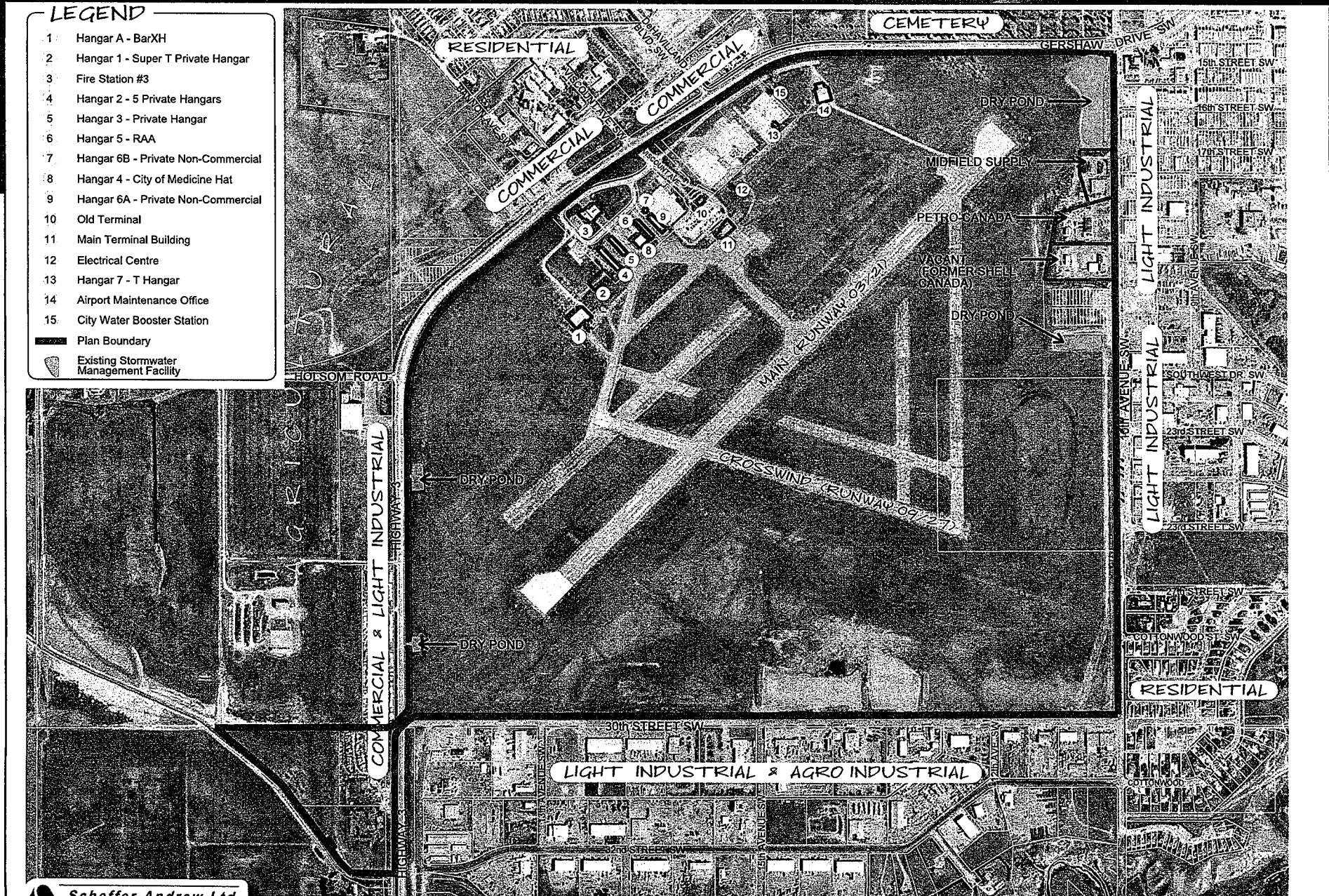
During the second world war the airport was operated by the Department of National Defence and was utilized as a Commonwealth Air Training Base.

# figure 3 land ownership



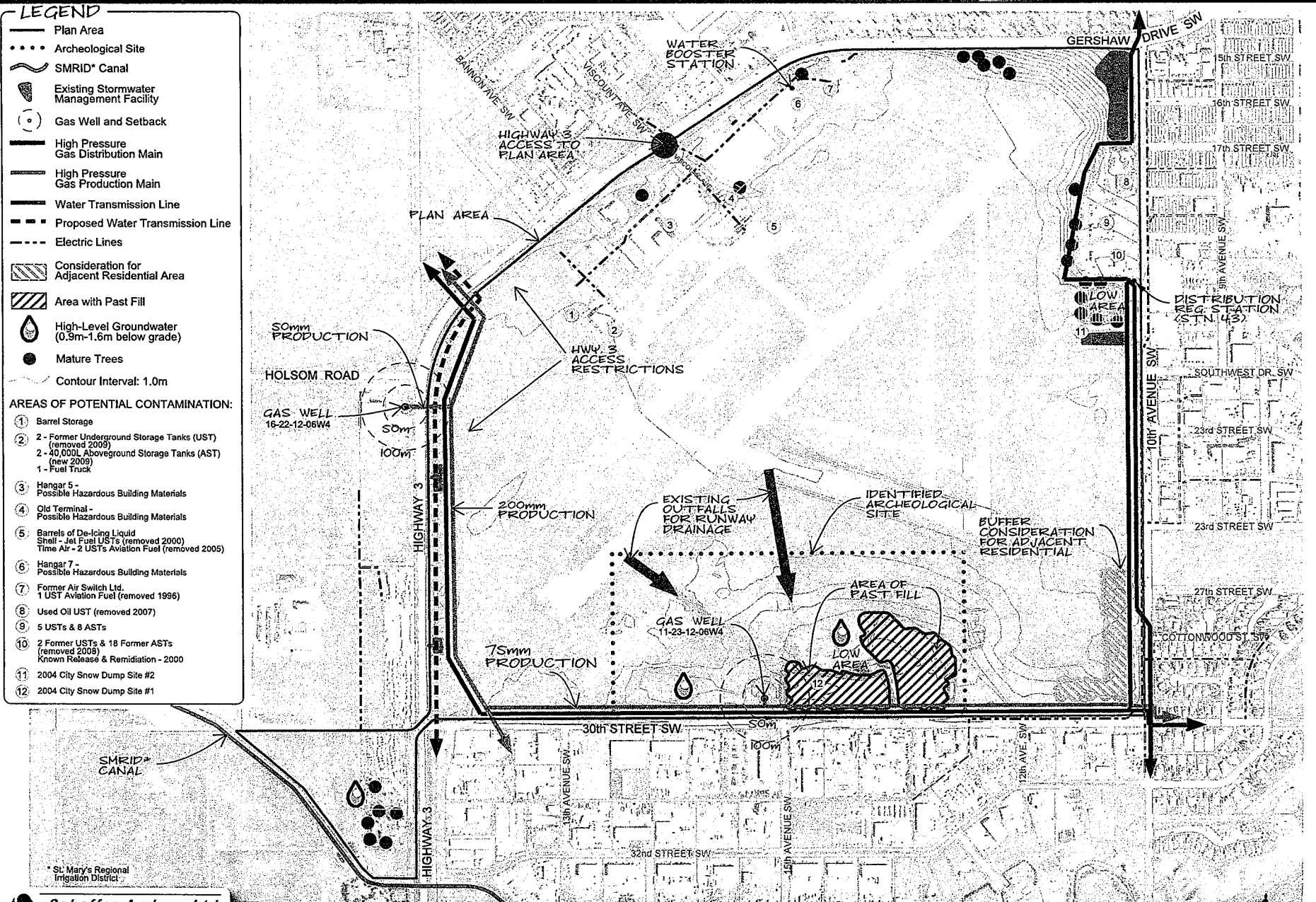


# figure 4 existing uses

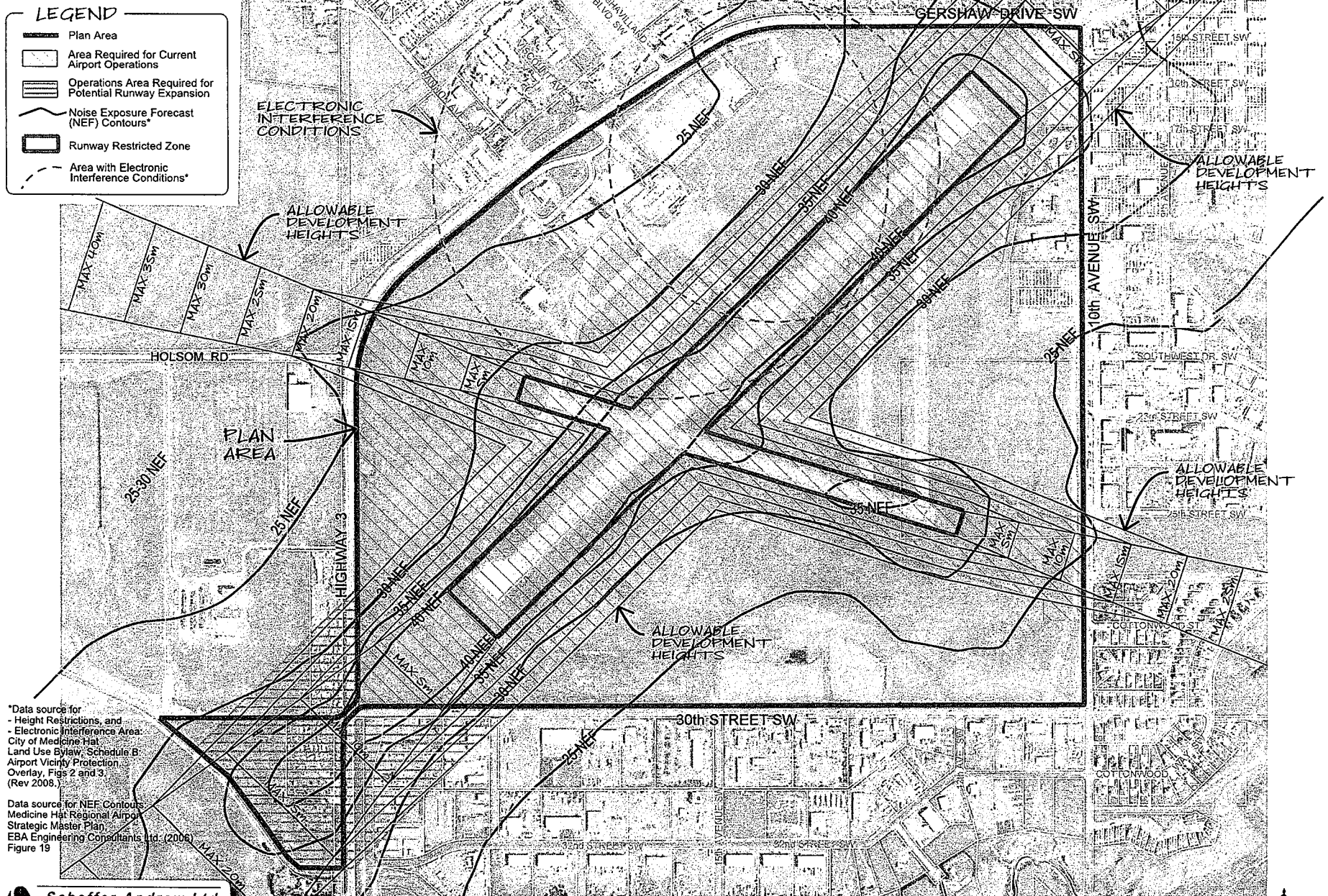




# figure 5 development considerations



# figure 6 airport operations considerations



# land use concept

## 5

This section of the Plan outlines the land use concept. The first portion of this section describes the land use designations envisioned, while the second half describes the land use concept and associated policies.

### 5.1 LAND USE DESIGNATIONS

#### 5.1.1 TERMINAL COMMERCIAL

The area around the existing airport terminal is retained for future terminal commercial/industrial uses, including future terminal expansion and airport operation needs.

#### 5.1.2 AIRSIDE INDUSTRIAL/COMMERCIAL

These lands have strategic benefits as they provide direct access to air transportation through a system of taxiways. The expected uses include transportation services, aviation related industries, aviation hangars, and technology industries.

#### 5.1.3 TECHNOLOGY OFFICE/INDUSTRIAL

This land use is intended to accommodate industrial and office uses that produce low noise and emissions. The expected uses include; aviation

related industries, technology and research industries, defense research and production, light manufacturing, and professional offices.

#### 5.1.4 BUSINESS PARK CAMPUS

The business park campus will include the same uses as the technology office/ industrial designations, but will be in the format of a campus. The campus will be a condominium development. The business park campus format will provide the following benefits:

- greater flexibility in site and building designs,
- allows space for small businesses to grow,
- increased security as campus can be gated,
- the opportunity for businesses to share space (i.e. parking, landscaped common areas, other buildings and facilities), and
- allows for a greater opportunity for the private sector to participate in the development of the airport lands as large parcels can be sold.

#### 5.1.5 COMMERCIAL

Commercial uses are intended to support and compliment the other uses within the plan area and adjacent industrial and residential communities. The anticipated uses include hotels, restaurants, vehicle rentals, drug stores, coffee shops, and retail.

recreation and amenity space for area workers and visitors. The amenity area will include trails, benches, natural landscaping, interpretative signage, and viewing/lookout areas.

The north PUL will accommodate a bulk potable water filling station.

### 5.2.3 EAST NODE

The east node accessed from 10th Avenue SW is intended to primarily provide opportunity for light industrial development and airside industrial/commercial uses.

There is 12.7 ha of industrial land designated for the east node of which 3.4 ha is already developed. The light industrial uses are expected to be an extension in terms of use, form and quality to the recently developed industrial east of 10th Avenue SW. Industrial uses which compromise the safe operation and function of the airport will not be allowed.

The inclusion of conventional industrial uses in the plan will diversify the airport lands market and accommodate short to medium term demand for industrial lands in the area.

The SWMF will provide recreational and amenity space for area workers in addition to stormwater management. The open space is anticipated to include trails, natural landscaping, viewing/lookout areas, and benches.

The PUL will accommodate the existing south water transmission line. Additionally, a small PUL will accommodate a recycling depot.

### 5.2.4 SOUTH NODE

The south node will be a significant cluster of technology and aviation related businesses. The south node will be known as Medicine Hat's technology park and be home to many innovative 'clean' industries.

The south node will feature high quality developments with significant landscaping and amenities to attract clean industries and professional employees. The quality of the development will allow businesses to establish strong positive impressions for visiting clients and guests.

In addition to high quality development and landscaping, the south node will feature innovative sustainable designs. Cutting edge sustainable designs will compliment and further establish the theme of this node being the City's preeminent technology park. The specific sustainable designs are discussed in Section 6.

There are two small commercial sites within the south node adjacent to 30th Street SW. These commercial sites will compliment and support the working population of the south node, the existing adjacent industrial, and the Cottonwood residential community. The expected uses include restaurants, coffee shops, drug stores, and other similar uses. It is anticipated that the commercial area in the south node will accommodate approximately 3,250 m<sup>2</sup> (35,000 ft<sup>2</sup>) of floor space.

The SWMF will be a multi-purpose facility that accommodates stormwater management and will provide amenity and recreational opportunities for workers, visitors, and nearby residents. The SWMF will be the major focal point of the south node and it will establish a strong sense of place. Development will utilize the SMWF as an amenity with patios, windows, and doors orientated to the open space. It is anticipated that the SWMF will generally include trails, boardwalks, benches, gazebos, hard surfaced plazas, natural landscaping, interpretative signs, and viewing/lookout areas.

In the extreme southwest area of the plan there is a short term commercial site. Ultimately these lands will be required for airport operations once the main runway is extended. The short term commercial uses should include low intensity commercial uses without permanent structures or public roads. Allowing the lands to have a short-term placeholder use allows for efficient and economical use of the land without comprising the ultimate long-term plan.

## 5.3 OPEN SPACE

As previously noted the recreation and open space requirements for the plan area are addressed through the enlarged multi-purpose SWMFs. These SWMFs will be nodes for recreational and social interaction within the plan area. The SWMF will serve the three development nodes well as the majority of development will be within a five minute walk of one of the recreation areas.

The SWMFs and their intended recreational/open space role along with their general amenities is displayed in Figure 9.

Due to the open space concept in the plan area there is no formal dedication of municipal reserve. The portion of the SWMFs that have been enlarged or designed to accommodate passive recreational and social interaction will receive municipal reserve credit. Table B displays the anticipated municipal

- 5.5.10 Consideration shall be given during the design of buildings to minimize nesting, roosting, and perching habitat.
- 5.5.11 Airside commercial/industrial uses should be reserved for those uses that will or have the potential to utilise the direct access to air transportation.
- 5.5.12 The stormwater management facilities in the north, east, and south nodes shall be designed and landscaped to provide a recreation and amenity space.
- 5.5.13 The oversizing of the stormwater management facilities, for the purpose of providing amenity space, shall be recognized as municipal reserve credit.
- 5.5.14 To achieve the 10% municipal reserve requirement money in lieu of land dedication shall be paid excluding any SWMF amenity lands that are granted municipal reserve credit.
- 5.5.15 PULs in key gateway locations should be landscaped and maintained to complement the adjacent development.
- 5.5.16 All landscaping designs should frame good view corridors and screen poor views.
- 5.5.17 Signage, landscaping, and road design should establish important gateways to the development nodes.
- 5.5.18 Landscaping and road names should incorporate a local and/or Canadian aviation theme where possible to establish a unique sense of place.
- 5.5.19 All outdoor storage should be screened and buffered from the perimeter of the site.
- 5.5.20 A phase II environmental site assessment shall be completed for the lands identified in the phase I environmental site assessment prior to the time of subdivision and/or development.
- 5.5.21 All developments shall be in accordance with the Airport Vicinity Protection Overlay contained in the Land Use Bylaw.
- 5.5.22 All subdivision and development applications shall be referred to the Airport Manager and NavCanada for their respective comments and approvals.
- 5.5.23 Architectural controls should be designed and implemented by the Airport Authority.

#### **North Node Development Policies**

- 5.5.24 Apron, terminal building expansion, and parking should take priority over other airside and/or groundside uses within the Terminal Commercial/Industrial Area.
- 5.5.25 Development should be of a high quality to establish a significant and impressive gateway to the airport terminal, and the City of Medicine Hat.
- 5.5.26 Development immediately adjacent to a SWMF should orientate buildings, windows, doors, patios, private open space to the SWMF to create a strong focal point and sense of place.

#### **East Node Development Policies**

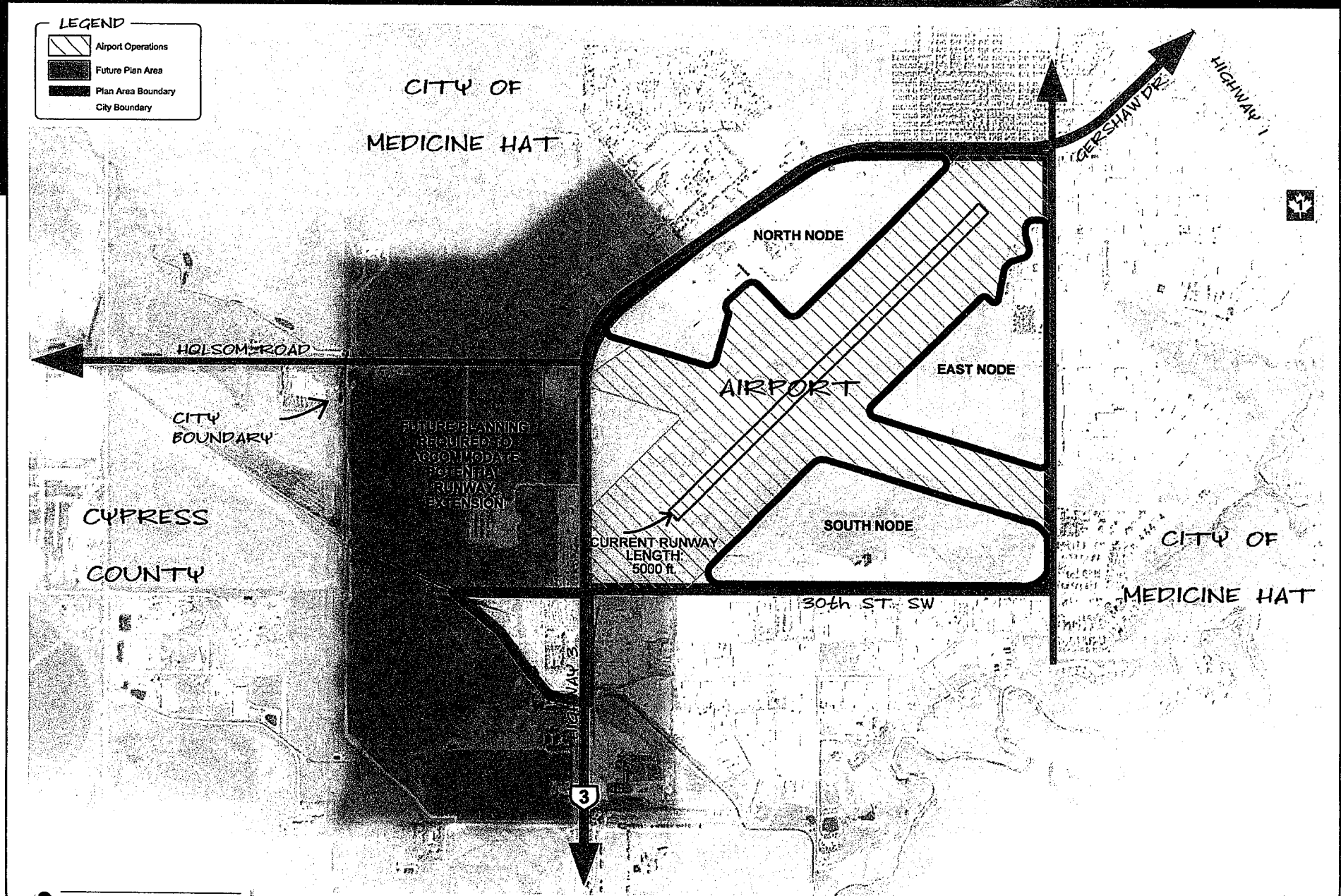
- 5.5.27 Industrial uses shall be assessed individually to consider prevailing winds, anticipated emissions and the potential negative impact on the safety of air transportation.

#### **South Node Development Policies**

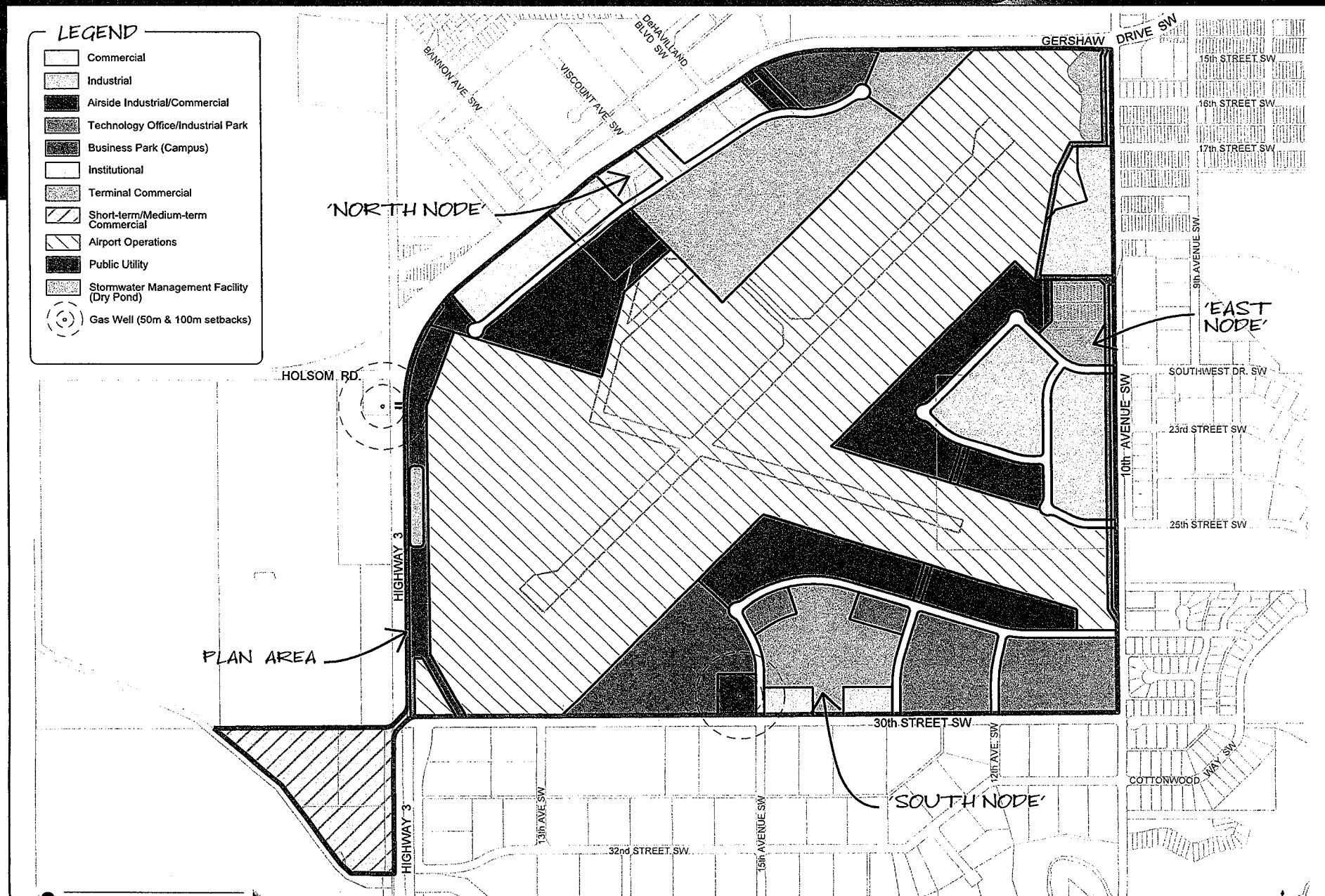
- 5.5.28 Development should be of a high quality to establish a technology business park.
- 5.5.29 Development immediately adjacent to a SWMF should orientate buildings, windows, doors, patios, private open space to the SWMF to create a strong focal point and sense of place.
- 5.5.30 Development adjacent to the community of Cottonwood should have additional landscaping to the satisfaction of the City of Medicine Hat to provide a buffer between residential and commercial/industrial uses.
- 5.5.31 The development of the short term commercial site should be of low intensity and of a temporary nature to retain the option of extending the main runway.
- 5.5.32 A biophysical assessment to the satisfaction of the City of Medicine Hat shall be completed prior to the subdivision and development of the south node.



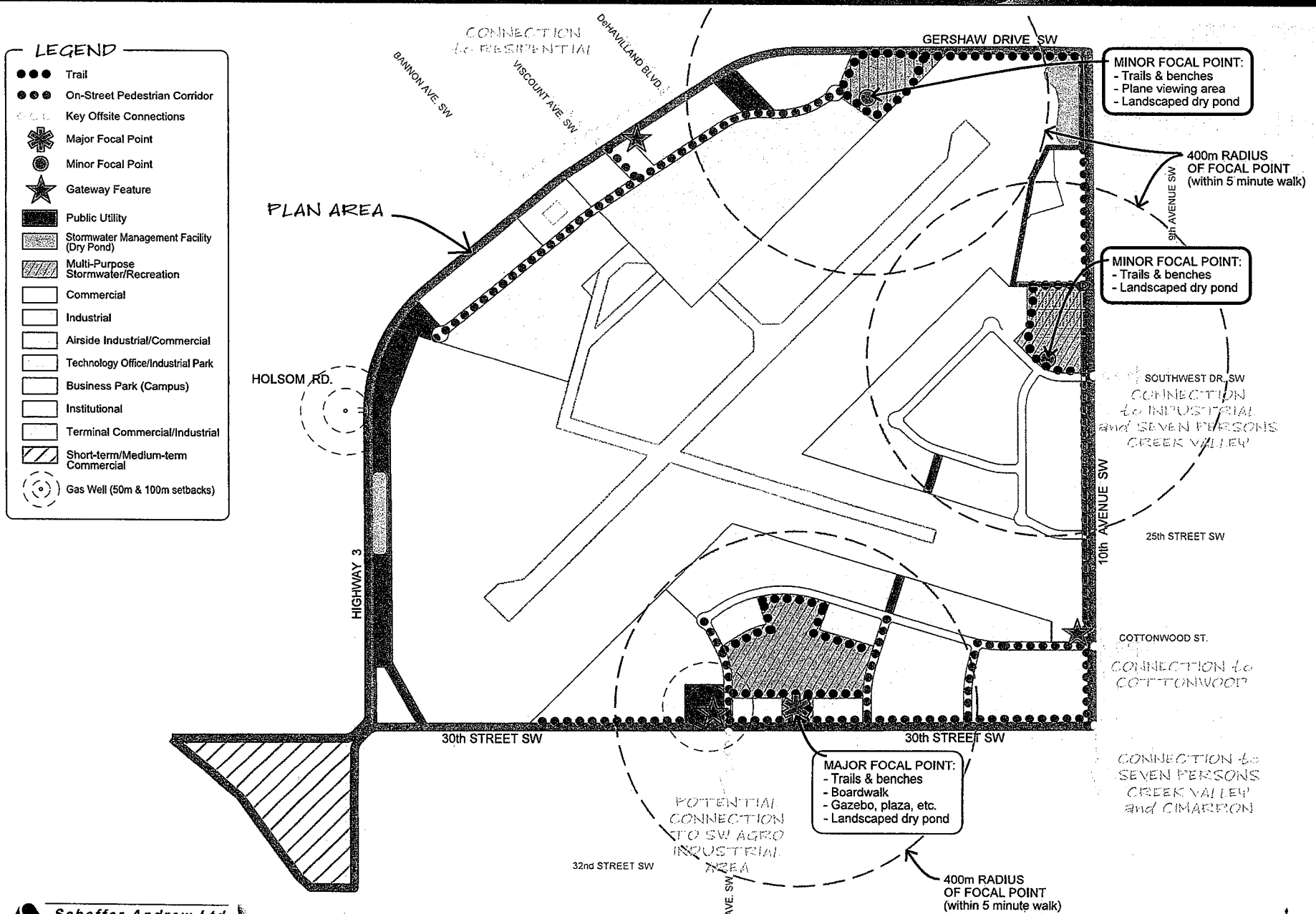
# figure 7 shadow plan concept



# figure 8 land use concept



# figure 9 open space and trails





# community sustainability

6

The Medicine Hat Regional Airport community aims to incorporate sustainability principles into all developments to provide:

- a reduced impact on the local environment,
- a reduction in operating and maintenance costs, and
- a healthier and higher quality of life for workers and visitors to the community.

The entire plan area will incorporate sustainable and innovative design elements. The south node is intended to be a unique cluster of innovative clean industries and to complement these uses the sustainability principles in this node will be more aggressive and original. Although the intent is to achieve a higher level of sustainability in the south node, inclusion of sustainable designs anywhere in the community is encouraged.

## 6.1 COMMUNITY STRATEGIES

All developments in the three nodes will consider the following design elements.

*Street Trees* reduce the temperature of the adjacent buildings, roads and sidewalks. This reduces energy consumption by cooling the surrounding area, and provides a more comfortable pedestrian environment. Additionally, street

trees act as noise buffer and improve air quality. The street trees need to be selected and placed without obstruction to infrastructure and airport safety.

*Energy Efficient Mechanical Systems* reduce the amount of energy waste and consumption which lowers operating costs and production requirements.

*Low Flow Water Fixtures* reduce the amount of water used which lowers operating costs and production requirements.

*Passive Solar Energy Building Designs* reduce energy consumption and operating costs by strategically utilizing solar heating/cooling generally through building siting, window placement, eaves and canopies, and site landscaping.

*Sustainable Landscaping Designs* for public and private spaces reduce irrigation requirements (i.e. incorporating xeriscaping principles).

### DROUGHT RESISTANCE:

Developments will include sustainable landscaping (xeriscaping) which reduces need for irrigation.



# community health and safety

## 7

### 7.1 EMERGENCY & PROTECTIVE SERVICES

The plan area is well serviced in terms of fire protective services with the presence of Fire Station #3. Emergency medical and police services will adequately service the plan area from their existing locations.

An important aspect to safe communities is ensuring that safety is considered in the design of public and private spaces within the plan area. The recognized principles for designing safe spaces is Crime Prevention Through Environmental Design (CPTED). Elements of CPTED include the consideration of providing spaces with natural surveillance, appropriate landscaping, lighting and other design components.

### 7.2 RESOURCE EXTRACTION

#### 7.2.1 ACTIVE GAS WELLS

Within the plan there is one active gas well and several gas production lines. These resource extraction facilities are important to the City and need to be protected to ensure public safety and the continued viability of the infrastructure.

The Municipal Government Act Subdivision and Development Regulation state:

#### Gas and Oil Wells

- 11(1) *A subdivision application or development application shall not be approved if it would result in a permanent additional overnight accommodation or public facility, as defined by the ERCB, being located within 100 meters of gas or oil well or within a lesser distance approved in writing by the ERCB.*
- (2) *For the purposes of this section, distances are measured from the well head to the building or proposed building site.*
- (3) *In this section, "gas or oil well" does not include an abandoned well as defined by the ERCB.*
- (4) *An approval by the ERCB under subsection (1) may refer to applications for subdivision or development generally or to a specific application. (MGA Subdivision and Development Regulation 2002, p.12)*

This ASP designates stormwater management facility, PUL, commercial and Business Park within an anticipated relaxed setback (i.e. 50 m - 100 m). This is consistent with the Subdivision and Development Regulation stating that no permanent overnight accommodation or public facility will be created within the setback area. A setback relaxation request will be forwarded to the ERCB for consideration prior to an application for subdivision. All applications are reviewed individually, must be approved in writing by the ERCB (who has the

# transportation network

## 8

The transportation network is generally consistent with current functional road plans and the City's Roadway System Master Plan (RSMP). Note that the RSMP is currently undergoing a review.

The transportation network is displayed in Figure 10.

### 8.1 HIGHWAY 3

Highway 3 is an important corridor within the City. The Province has a number of short term improvements proposed for the highway within the vicinity of the plan area. The proposed improvements are minor and do not impact the proposed access for this ASP.

It is anticipated that the Highway 3 corridor in the long term will be impacted by the Province's Highway 1 South Bypass route and a potential main runway extension for the airport.

This plan is consistent with the Province's and City's plans for the Highway 3 corridor.

### 8.2 10TH AVENUE SW

This ASP is generally consistent with 10th Avenue SW Functional Design Study (2001). The long term plan for 10th Avenue SW is for the roadway to be a 4-lane divided arterial road with direct driveway access restricted to right-in and right-out and 150 m spacing of local road intersections.

Portions of the 10th Avenue SW corridor require additional road right-of-way to accommodate the long term functional plan. The extent of road dedication will be governed by the functional requirements of the 10th Avenue SW corridor. The land required will be dedicated at the time of subdivision or acquired at the time of the corridor upgrade.

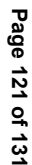
### 8.3 30TH STREET SW

30th Street SW is currently designated as an undivided arterial. In the long term as the plan area develops the road is expected to function as a 4 lane major collector.

The intersection spacing on 30th Street SW will be 200 m and direct driveway access will be allowed and controlled.

- 8.8.3 *Direct driveway access to 30th Street SW shall be controlled to the satisfaction of the City of Medicine Hat.*
- 8.8.4 *The three development nodes should be linked by a series of trails and on-street pedestrian corridors.*
- 8.8.5 *Roads which are pedestrian corridors as indicated on Figure 9 should include street trees, benches, and way-finding markers..*
- 8.8.6 *Public transit routes should be provided within 400 m of 95% of businesses within the plan area.*
- 8.8.7 *Land as determined by the City of Medicine Hat shall be dedicated as road right-of-way to establish the required right-of-way for 10th Avenue SW at the time of subdivision.*
- 8.8.8 *Roadway cross-sections shall be consistent with the Municipal Servicing Standards, but alternative designs that accommodate airport safety and function and sustainability considerations shall be considered.*
- 8.8.9 *Roads shall be designed to accommodate solid waste collection, emergency service, maintenance, and transit vehicles.*
- 8.8.10 *Airside access shall be limited to maintain security.*
- 8.8.11 *Public parking at the airport should be provided and shall include both short and long term parking options.*
- 8.8.12 *All developments should provide off-street parking for employees and visitors.*
- 8.8.13 *Large parking lots should be sited, partitioned, and landscaped to visually break up the appearance of the parking lot.*
- 8.8.14 *The main entrance to the airport should be enhanced to create a landmark and gateway.*
- 8.8.15 *All roadways within the plan area shall be considered for designation as Heavy Truck and Dangerous Goods routes.*

## figure 10 transportation network



# servicing

## 9

### 9.1 WATER

The three development nodes will be serviced from the existing 300 mm main located in 10th Avenue SW, the existing 250 mm main located in 30th Street SW, and the existing 250 mm and 300 mm mains located in the local roads adjacent to the airport terminal building.

The north node will require a connection to the City's 750 mm southwest sector water transmission main which the City will be constructing to service lands in the southwest sector and Cypress County. This connection is needed in order to meet the design criteria under fire flow conditions.

If the north node is developed prior to construction, commissioning, and connection to the South West Sector water transmission main and booster station, the existing water main from the airport booster station to the west end of the north node (approximately 800 m) will need to be upgraded at the developer's cost in order to meet Municipal Servicing standards under fire flow conditions.

Once the South West Sector booster station has been constructed and commissioned the potential conversion of the airport booster station to a potable water filling station may be explored.

The water system concept is displayed in Figure 11.

### 9.2 SANITARY

The three development nodes will be serviced by the following existing mains:

- 200 mm main located in 10th Avenue SW
- 450 mm and 200 mm mains located in 30th Street SW, and
- 300 mm, 350 mm, and 375 mm mains located in the local roads adjacent to the airport terminal building and Highway 3:

In the south node, as large of a proportion of the flow as possible should be directed to the 450 mm sanitary sewer located in 30th Street SW east of 12th Avenue SW. It is expected that some of the flow will have to be directed into the existing 200 mm main west of 12th Avenue SW.

There are no lift stations required to service the development areas. However, four upgrades to the existing downstream system are required to service the development areas: one on Redcliff Drive SW, one on 17th Street SW, and two on the South West trunk main. These upgrades will be completed by the Environmental Utilities Department.

The sanitary system concept is displayed in Figure 11.

## 9.5 SOLID WASTE COLLECTION

Solid waste for the sites within this ASP can be serviced by both public and private solid waste collection providers dependent on individual site layouts and level of service requirements. The roads and lanes will be designed to accommodate solid waste collection vehicles.

## 9.6 OBJECTIVES AND POLICIES

### Objectives:

- Ensure the development has adequate and reliable servicing infrastructure.
- Ensure that the servicing systems meet the level of service envisioned by the City of Medicine Hat and Alberta Environment standards.
- Provide the servicing infrastructure in an economically efficient manner.
- Ensure that the servicing systems recognize the unique requirements associated with airports and air transportation.

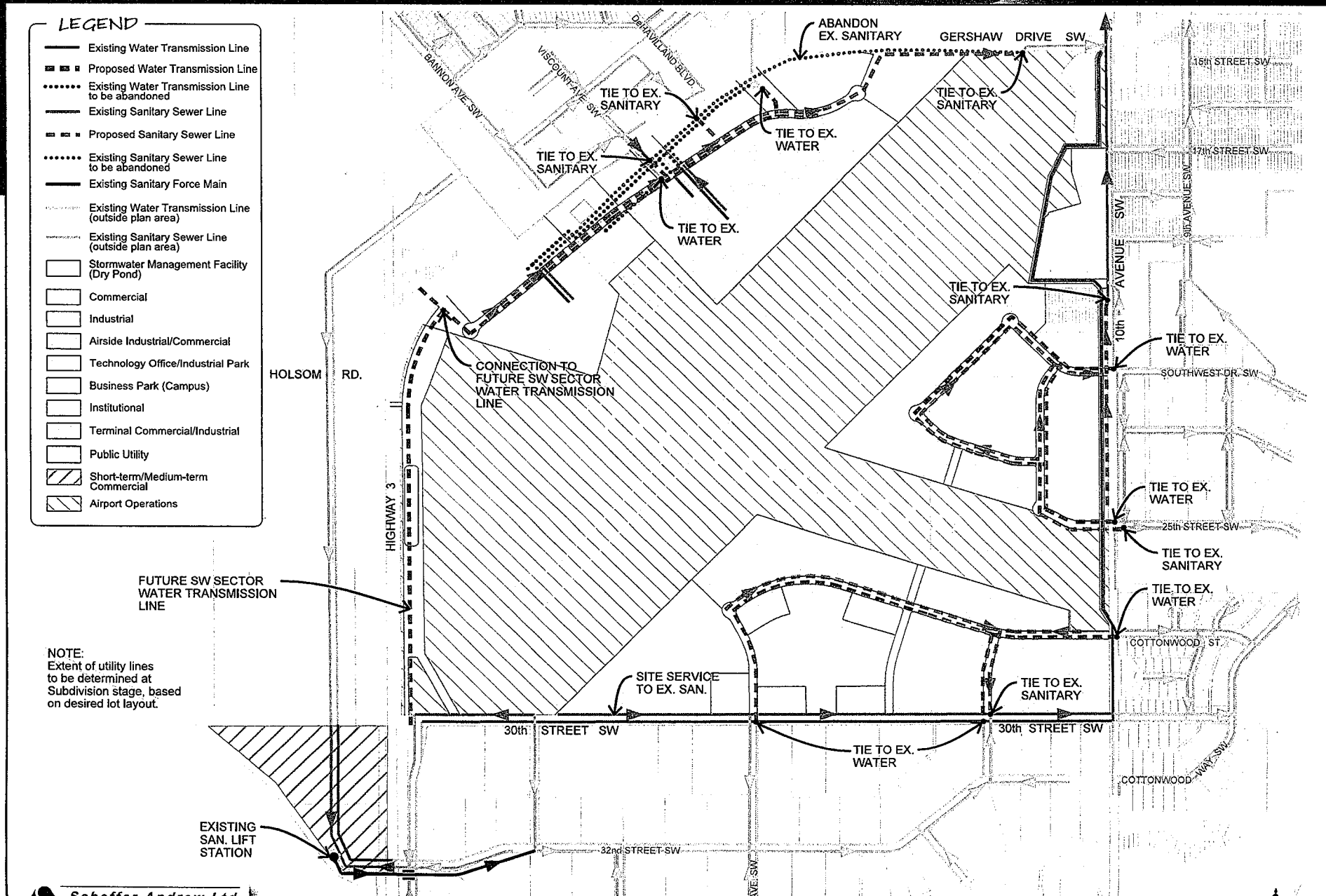
### Policies:

- 9.6.1 *Servicing infrastructure shall be designed to the level of service envisioned in the City of Medicine Hat and Alberta Environment standards.*
- 9.6.2 *The developer shall take into consideration the long term operation and maintenance cost, to the City when evaluating servicing options.*
- 9.6.3 *Infrastructure shall be designed to accommodate lands outside of the plan area where appropriate.*
- 9.6.4 *The design of the SWMFs shall be in accordance with best management practices for airports. Airport and air transportation safety considerations shall govern the design of the facilities.*
- 9.6.5 *All waste containers shall be enclosed and maintained to reduce food sources for wildlife and birds.*
- 9.6.6 *The recycling depot shall be designed to minimize windblown litter and debris, while also reducing the attractiveness of the depot to wildlife and birds.*
- 9.6.7 *De-icing agents shall be disposed of in accordance to Alberta Environment standards.*

9.6.8 *The developer shall be responsible for the servicing costs associated with the development.*

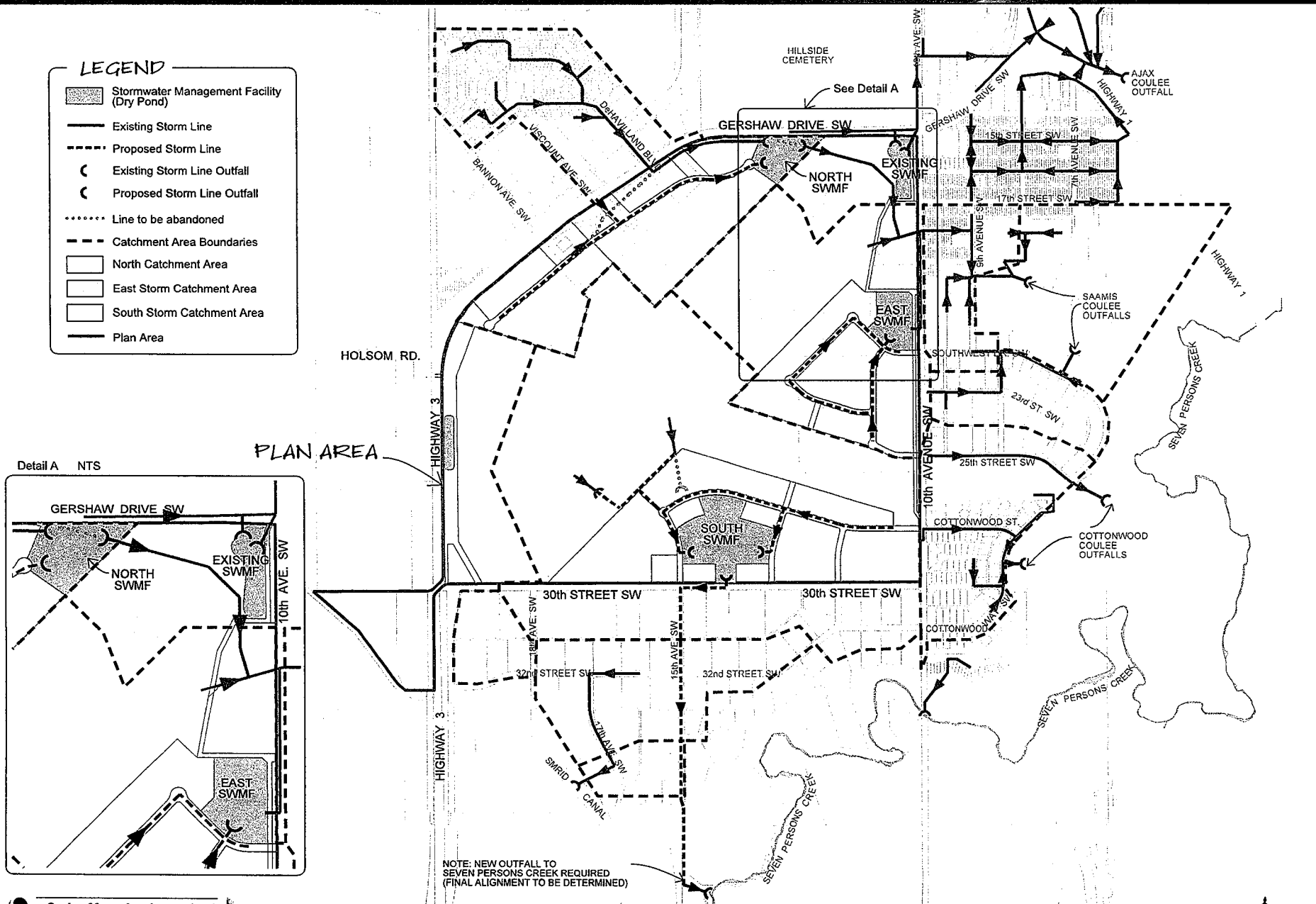
9.6.9 *The developer shall provide the required utility rights-of-way to service the development.*

# figure 11 sanitary & water servicing concept





# figure 12 storm drainage concept



# implementation strategy

10

## 10.1 IMPLICATIONS FOR BYLAWS & PLANS

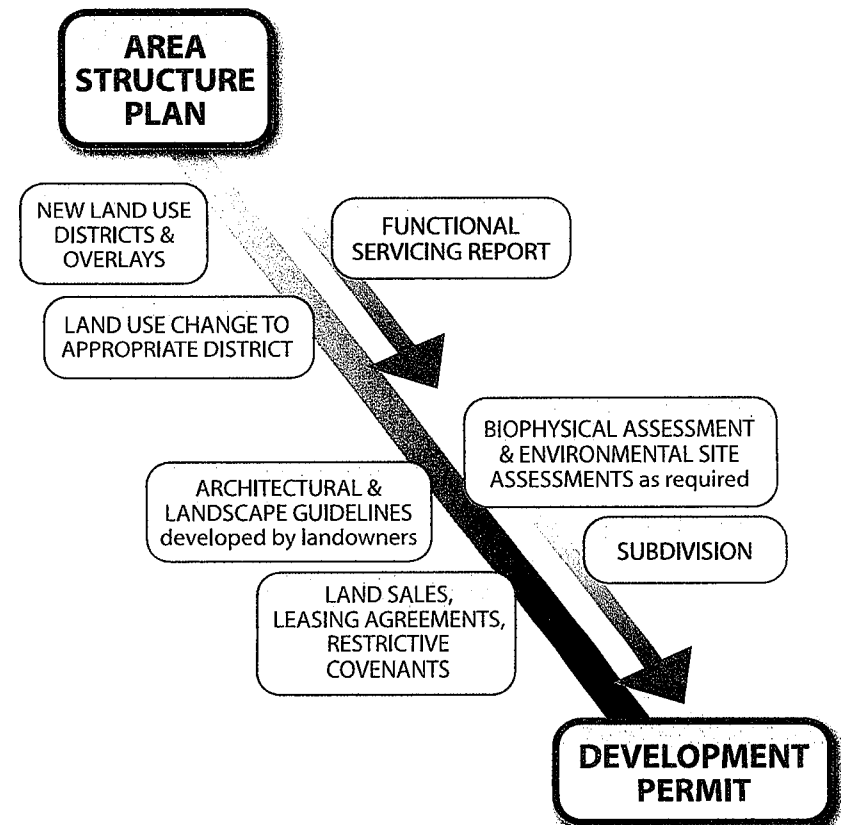
Due to the small plan area size and detail contained within this ASP a conceptual scheme is not required to proceed with subdivision and development of the plan area.

In order to fully implement this ASP, it is envisioned that an additional two to three land use districts or overlays will be required. It is anticipated that the new land use districts or overlays will be needed for:

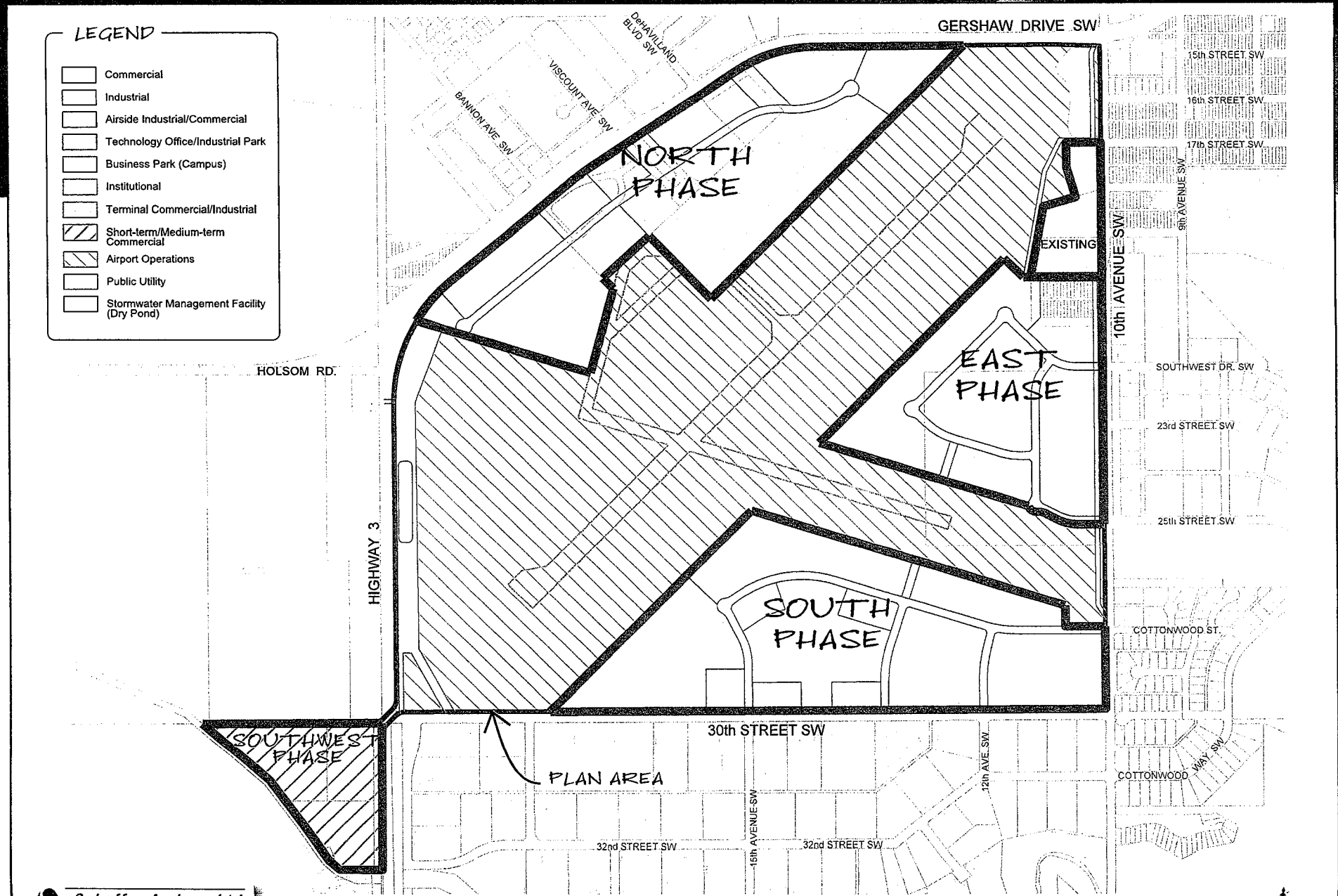
- Airside Commercial/Industrial
- Technology Office/Industrial Park
- Business Park (campus)

The new land use districts or overlays will be established prior to subdivision and/or development. If the districts or overlays are not available prior to subdivision and development, a direct control district may be considered to bridge the implementation gap. In addition, land sales or leasing controls and restrictions and federal regulations as required will need to be implemented prior to subdivision and development.

The adjacent graphic shows the expected process that will generally be followed to accommodate development.



**figure 13** development sequence





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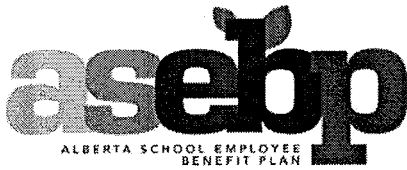
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# Trustees' Report

Information for school trustees, participating employers, and employee representatives  
published following each regularly scheduled meeting (Sept. – June)

Volume 19-11 No. 03 Mar. 2011

## Highlights of the March 18-19, 2011, Trustees' Meeting

### 1. Executive Director's Report

- ◆ The Executive Director provided the customary overview of claims statistics.

### 2. Premium Rates 2011/12 – Second Reading

- ◆ The ASEBP Trustees gave **final approval** (second reading) to September 1, 2011, premium rates. The overall premium rate increase for 2011/12 is 2.96%, the lowest in recent years:
  - Life Insurance: no change
  - Accidental Death & Dismemberment: no change
  - Extended Disability Benefits: no change
  - Extended Health Care: 4.07% increase
  - Dental Care: 5.32% increase
  - Vision Care: 4.89% increase
- ◆ A breakdown of the monthly\* premium rates is provided below.

\*except as noted

#### Income Replacement Benefits

<i>Life Insurance</i>	
Plan 2	\$0.140 per \$1,000 of coverage
<i>Accidental Death &amp; Dismemberment</i>	
Plan 2	\$0.015 per \$1,000 of coverage
<i>Extended Disability Benefits</i>	
Plan D	2.15% of monthly earnings
Plan E	2.15% of monthly earnings

## General Health Benefits

<i>Extended Health Care</i>	<b>Single</b>	<b>Family</b>
<b>Plan 1</b>	\$88.75	\$213.50
<b>Plan 2</b>	\$64.75	\$155.00
<b>Plan 5</b>	\$80.25	\$191.50
<b>Essential</b>	\$52.50	\$125.25
<b>Prime</b>	\$59.00	\$141.00
<b>Prime Plus</b>	\$75.75	\$181.00

<i>Dental Care</i>	<b>Single</b>	<b>Family</b>
<b>Plan 1</b>	\$39.25	\$98.75
<b>Plan 2</b>	\$51.00	\$124.75
<b>Plan 3</b>	\$51.00	\$139.75
<b>Essential</b>	\$31.50	\$79.25
<b>Prime</b>	\$45.25	\$111.50
<b>Prime Plus</b>	\$56.75	\$155.00

<i>Vision Care</i>	<b>Single</b>	<b>Family</b>
<b>Plan 1</b>	\$2.25	\$5.75
<b>Plan 2</b>	\$4.50	\$11.00
<b>Plan 3</b>	\$9.25	\$22.50

## Special Packages

<i>Early Retirement Benefits</i>		
	<b>Single</b>	<b>Family</b>
<b>Package 2</b>	\$125.00	\$200.00

<i>Substitute Teachers and Casual Staff</i>		
	<b>Without Dental</b>	<b>With Dental</b>
<b>Package 1 Single</b>	\$71.75	\$137.75
<b>Package 2 Family</b>	\$162.75	\$319.00
<b>Package 3 Single</b>	\$76.25	\$142.25
<b>Package 4 Family</b>	\$167.25	\$323.50

<i>Blanket Life Insurance for School Trustees</i>		
	<b>Annual</b>	<b>\$60.00</b>

- ◆ Notification to school jurisdictions about their final 2011/12 premium rates, including any discounts and surcharges, will be sent to employer and employee representatives in late March or early April. Preliminary information is available by contacting Robin Doan or Wendy Sheehan in School Jurisdiction Services.
- ◆ *Level 1 and 2 Health Benefits Claims Experience Reports* will be distributed in May.

### 3. Investments

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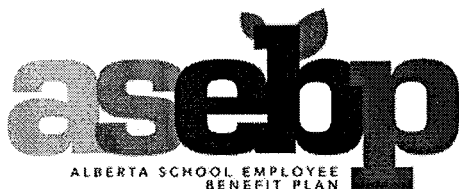
- ◆ The ASEBP Trustees reviewed the detailed 2010 investment results for the entire portfolio. The overall return was 12.45% (top quartile).
- ◆ The ASEBP Trustees also met with three of their investment managers regarding specific mandates.

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The ASEBP Trustees' Report is distributed to participating employers, school trustees, ATA and CUPE locals, and other employee representatives. It provides an overview of issues discussed by ASEBP's Trustees. Information from this report may be provided to covered members, but please note that changes may occur between first and second readings. ASEBP will continue to confirm policy changes in Administration Bulletins. If you would like to be included on the distribution list, please contact ASEBP.

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