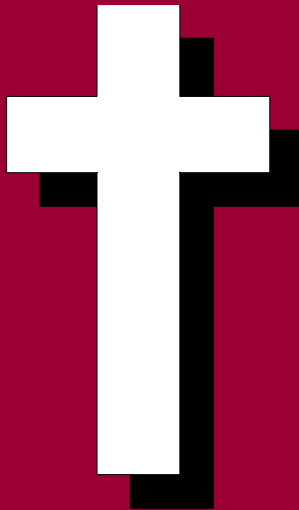


# Medicine Hat Catholic Board of Education

*"SHOWING THE FACE OF CHRIST TO ALL"*



## PUBLIC AGENDA

**Tuesday, June 14, 2011 – 6:00 p.m**

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

# *Medicine Hat Catholic Board of Education*

## **ACTION AGENDA**

**DATE: June 14, 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 May 10, 2011 be approved as circulated.</p>	PG	
3.	<p><i><b>Approval of the Minutes of the Special Board Meeting</b></i></p> <p><b>♦Recommendation:</b> THAT the Minutes of the Special Board Meeting held May 24, 2011 be approved as circulated.</p>	PG	
4.	<p><i><b>Approval of the Action Agenda</b></i></p> <p><b>♦Recommendation:</b> THAT the Action Agenda dated June 14, 2011 be approved as circulated.</p>	PG	<i>Encl. 1 - 5</i>
5.	<p><i><b>Approval of the Non-Action Agenda</b></i></p> <p><b>♦Recommendation:</b> THAT the Non-Action Agenda dated June 14, 2011 be approved as circulated.</p>	PG	<i>Encl. 6</i>
6.	<p><i><b>7:00 PRESENTATIONS</b></i></p> <p><b>6.1 Ambassadors for Catholic Education</b> – Monsignor McCoy High School students Rachel Brown and Katherine Van Der Sloot have been won for multiple years running Regional, Provincial and National Science Fairs. Yet again this year, winning Bronze at the National Science Fair in Toronto is invited to the <i><b>International Science Fair in Slovakia from July 18 – 24, 2011</b></i> this summer. The girls will be members of Team Canada in Expo-Sciences International (ESI), a non-competitive international science fair. Congratulations once again Rachel and Katherine! Mrs. Erika Bodnaruk, Vice-Principal will be in attendance to introduce the students.</p> <p><b>6.2 Centennial Celebration Logo Contest Winner</b> – Notre Dame Academy, grade 8 student Michael Fritzler, won the Centennial Logo Contest. Michael's artwork will be used as the official logo for the 100<sup>th</sup> Centennial Celebration of Medicine Hat Catholic Schools during the upcoming 2011 – 2012 school year. Mr. Rob Grisonich Principal of Notre Dame Academy will be in attendance to introduce Michael. Michael will tell us about his artwork. The artwork will be used on school flags, school t-shirts, centennial pins etc. Congratulations Michael!</p> <p><b>6.3 Rosary Presentation</b> – Mrs. Trish Carr, a Teacher at Notre Dame Academy began a student prayer group 7 years ago. That small group decided to honour Our Blessed Mary by promoting the rosary. Each year, this groups makes rosaries for students to take home, it is given to new students of the school, for residents at St. Joseph's Home. The group has named themselves "Our Lady's Fan Club" meeting during lunch once a week in the school chapel. The students will present Rosaries to Trustees.</p>	PG	

	<p><b>6.4 Minister for a Day</b> – St. Louis School grade 5 student, Jayda Dopp was chosen as Environment Minister of the Day. Jayda’s essay of ideas on the environment and how we might motivate Albertans to change their behavior and become better environmental stewards was selected along with 11 other students in the Province of Alberta. Jayda stepped into a very big role recently in Edmonton taking on the position of Environment Minister. Mrs. Annette Graf, a Teacher at St. Louis School accompanied Jayda to Edmonton will be in attendance to introduce her. Congratulations Jayda!</p> <p><b>6.5 Tell Them From Us</b> – Mrs. Erika Bodnaruk, Vice-Principal at Monsignor McCoy High School will tell us about the pilot project underway at the High School called <b>Tell Them From Us</b>. This is a 3 year student engagement pilot project which gathers data from students to help schools with School Improvement Planning. The data gather measures 42 indicators based on 6 topics: Social; Physical Health; Academics; Demographics and Drivers of Student Outcomes.</p>		
7.	<p><b>Corporate Communications</b></p> <p><b>7.1 Letter from First Nations, Métis and Inuit Education Partnership Council</b> regarding the Year One Action Plan. To assist the Council staff in our school or authority may be asked to provide information to the working group or participate in focus groups or complete surveys to support the action plan.</p> <p><b>7.2 Letter from Alberta Education</b>, Office of the Minister of Education responding to our invitation to the Minister to visit Medicine Hat to see the Collaboration and Capacity Building Project. At this time the Minister is unable to attend.</p> <p><b>7.2 “Spreading the Good News”</b> – This is a monthly publication wherein the Board highlights and acknowledges the accomplishments of students in the Division. Congratulations are extended by the Board. Staff and Parents/Guardians are encouraged to forward the “Good News” submissions to <a href="mailto:communications@mhcbe.ab.ca">communications@mhcbe.ab.ca</a> on an ongoing basis. Thank you.</p>	PG	<p><i>Encl. 7 – 12</i></p> <p><i>13</i></p> <p><i>14</i></p>
8.	<p><b>Retiree Celebration</b></p> <p>The Board of Trustees held a <b>Retiree Evening on Thursday, June 9<sup>th</sup></b> to acknowledge the Retirees for 2010 – 2011. The Board extended their heartfelt thank you’s to the following individuals for the years of service to the division and their dedication and commitment in “Showing the Face of Christ to All”. The evening celebrated and recognized individual talents and expertise. Each retiree was presented with a print including scripture and a plaque acknowledging service to the School Division. All 5 Trustees were in attendance. <b>Congratulations Retirees: Mrs. Doreen Judge; Mrs. Judy Gukert; Mrs. Donna Crush;</b> the late <b>Chuck Love</b> and <b>Mrs. Glenda Syrota</b> (unable to attend). Mrs. Allyson Love and Mr. Charlie Love were in attendance to accept the gift in memory of Chuck Love.</p>	PG	
9.	<p><b>Superintendent Evaluation</b></p> <p>In Accordance with Board Policy 2, the Board is required to evaluate the Superintendent of Schools who is the Chief Executive Office (CEO). The Board, In-Camera provided the details of the evaluation and will present in public the outcome of the evaluation of Mr. David Leahy, Superintendent of Schools.</p>	PG	
10.	<p><b>Staffing for St. Michael’s School Bow Island</b></p> <p>Trustee, Mr. Kelly Van Ham will review the enclosure which outlines the background relating to funding allocations for St. Michael’s School Bow Island. The Board will be asked to consider the following recommendation.</p> <p><b>♦Recommendation:</b> THAT the Board of Trustees for the Medicine Hat Catholic Board of Education add a 0.5 FTE teaching position at St. Michael’s School Bow Island for the 2011 – 2012 school year.</p>	KVH	<p><i>Encl. 15</i></p>

11.	<p><b><i>Budget 2011 – 2012</i></b></p> <p><b><i>11.1</i></b> Appeal of Budget Allocations - <b><i>Letter to the Finance Minister Mr. Michael Walter appealing the funding for MHCBE</i></b></p> <p><b><i>11.2</i></b> Request for a Meeting with the Minister of Education</p> <p><b><i>11.3</i></b> Meeting with MLA's</p>	<p><b>DL</b></p> <p><b>PG</b></p>	<p><i>16 - 18</i></p>
12.	<p><b><i>Policy 19</i></b></p> <p><b><u>♦Recommendation:</u></b></p> <p>THAT the Board of Trustees for the Medicine Hat Catholic Board of Education approve third reading and final adoption Policy 19 – Surplus Lands and Buildings.</p>	<b>GM</b>	<p><i>Encl. 19 - 31</i></p>
13.	<p><b><i>Joint Board Meeting with CAPE</i></b></p> <p>CAPE Board has proposed a meeting for June 20<sup>th</sup>, June 23<sup>rd</sup> or in the fall of 2011.</p> <p><b><u>Recommendation:</u></b></p> <p>THAT the Board of Trustees for the Medicine Hat Catholic Board of Education consider proposing a meeting with CAPE in the fall, perhaps in mid-September 2011.</p>	<b>GM</b>	<p><i>Encl. 32</i></p>
14.	<p><b><i>Superintendent's Report - Mr. David Leahy</i></b></p> <p><b><i>14.1</i></b> Pastoral Reference Administrative Procedure</p> <p><b><i>14.2</i></b> St. Michael's School Bow Island Review- <i>Handout</i></p> <p><b><i>14.3</i></b> Changes to 3 Year Education Plan</p> <p><b><i>14.4</i></b> Budget 2012 – 2013</p> <p><b><i>14.5</i></b> Religious Education Meeting</p>	<b>DL</b>	<p><i>Encl. 33 – 34 35 36 37 38</i></p>
15.	<p><b><i>3<sup>rd</sup> Quarter Finance Report Update</i></b></p> <p><b><u>♦Recommendation:</u></b></p> <p>THAT the Board of Trustees for the Medicine Hat Catholic Board of Education approve the 3<sup>rd</sup> Quarter Finance Report.</p>	<b>GM</b>	<p><i>Handout</i></p>
16.	<p><b><i>Transportation Review</i></b></p> <p>The Board approved a transportation review in the 2010 – 2011 Budget. Mr. Terry Gunderson a consultant with the Alberta Schools Boards Association facilitated the review. The report is presented to the Board for information. Recommendations from the review are on page 57 and 58 of the agenda package.</p>	<b>GM</b>	<p><i>Encl. 39 - 69</i></p>
17.	<p><b><i>Board Work Plan</i></b></p> <p><b><i>17.1 2011–2012 Board Work Plan-</i></b> Annually the Board approves a Work Plan. It is presented in draft. Trustees will review and determine other items for the work plan. It will be approved in September 2011.</p> <p><b><i>17.2 Trustee Meeting Schedule for 2011–2012.</i></b> The Board will review the calendar and determine dates that Trustees would be able to meet intermittently regarding emergent and ongoing Board issues other than Board Meeting dates.</p>	<b>PG/DL</b>	<p><i>Encl. 70</i></p>
18.	<p><b><i>Policy Review</i></b></p> <p>The Board continues to review Board Policy. Trustees were provided with a template to allow for policy recommendations. Trustees will be asked for recommendations on Policy current being reviewed.</p>	<b>PG</b>	
19.	<p><b><i>Director of Student Services – Mr. Hugh Lehr</i></b></p> <p><b><i>19.1</i></b> Seclusion and Restraint Administrative Procedure</p>	<b>HL</b>	<p><i>Encl. 71 - 76</i></p>
20.	<p><b><i>Deputy Superintendent's Report – Mr. Wayne Schlosser</i></b></p> <p><b><i>20.1</i></b> Calendar(s) Revision 2011 – 2012.</p>	<b>WS</b>	<p><i>Encl. 77 – 79</i></p>

	<p>The Board originally approved school year calendars on March 08, 2011. Mr. Schlosser, Deputy Superintendent will provide the rationale for the recommendation.</p> <p><b>♦Recommendation:</b>          THAT the Board of Trustees for the Medicine Hat Catholic Board of Education approve the revisions to the 2011–2012 school year calendars for Medicine Hat and Bow Island.</p> <p><b>20.2</b> Staffing Update  <b>20.2</b> Mentorship Partnership Video</p>		80
21.	<p><b><i>Religious Education Coordinator Report – Mrs. Amanda Crowley</i></b>  <b>21.1</b> New Roman Missal  <b>21.2</b> Faith Development Day 2011 - 2012</p>	AC	Encl. 81 82 - 83
22.	<p><b><i>Bishop's Dinner – Oct 13, 2011</i></b>          The Bishop's Dinner is scheduled for October 13, 2011 in Calgary. Proceeds are targeted to the growing issue of elder care with funds to: <b><i>Assisted Living Project for Priests</i></b> and <b><i>Father Lacombe Health Care Foundation</i></b>. Tickets need to be purchased by September 30<sup>th</sup>.</p>	PG	Encl. 84
23.	<p><b><i>CAPE Lease (for Information)</i></b>          The Board of Trustees will review the lease extended to CAPE for the next two years expiring July 31, 2013. Mr. MacPherson, Secretary-Treasurer will provide the background details for Trustees. Board approval is not required, presented for information only.</p>	GM	Encl. 85 - 107
24.	<p><b><i>Summer Meeting Schedule</i></b>  <b>♦Recommendation:</b>          THAT the Board of Trustees for the Medicine Hat Catholic Board of Education hold no regularly scheduled Board Meeting during the July and August 2011 unless at the call of the Board Chair and that the next regularly scheduled Board Meeting be scheduled for September 13, 2011.</p>	PG	
25.	<p><b><i>COMMITTEE REPORTS (presented by appointed Trustees)</i></b></p> <p><b>23.1</b> Medicine Hat Catholic Schools' Education Foundation - Mr. Dick Mastel  <b>23.2</b> Representative to ACSTA – Mr. Peter Grad  <b>23.3</b> Representative to Teacher Board Advisory Committee – Mr. Dick Mastel  <b>23.4</b> Representative to ASBA Zone 6 - Mr. Stan Aberle  <b>23.5</b> Representative to Support Staff Board Advisory Committee – Mrs. Jodi Churla  <b>23.6</b> Representative to Parent Association – Mrs. Jodi Churla  <b>23.7</b> Salary Negotiations          ATA – Mr. Stan Aberle          CUPE – Mr. Kelly Van Ham  <b>23.8</b> CUPE Staff Board Advisory Committee – Mr. Dick Mastel  <b>23.9</b> Spiritual Leadership Scholarship Board Representatives – Mr. Peter Grad  <b>23.10</b> Centennial Planning Board Representative – Mr. Stan Aberle          Mr. Aberle will review the Centennial Celebration planned for June 08 – June 10, 2012.</p>	PG	
26.	<b><i>Adjournment</i></b>	PG	

# NON - ACTION AGENDA

DATE: June 14, 2011

Place: Catholic Education Centre

Time: 6:00 P.M.

No.	ITEM		PAGE
1.	<b>INFORMATION ITEMS</b>		
1.1	ASEBP Monthly Report		108 – 115
1.2	Totem Transportation using Twitter		116 – 117
1.3	<b>CENTENNIAL CELEBRATION HOMECOMING WEEKEND JUNE 08— JUNE 10, 2012</b>		118
	<ul style="list-style-type: none"> <li>• FRI. JUNE 08, 2012 Medicine Hat Catholic Schools' Education Foundation Golf Tournament "Cottonwood Coulee"</li> <li>• FRI. JUNE 08, 2012 "Evening Social" @ THE CYPRESS CENTRE Former Students; Former &amp; Current Staff (<i>Teachers &amp; all levels of Support Staff</i>) Come &amp; Go ; Co-Sponsored by the Division &amp; ATA Local #39</li> <li>• SAT. JUNE 09, 2012 Open House at all Division Schools 10 am—2 pm</li> <li>• SAT. JUNE 09, 2012 School &amp; Division Displays @ THE CYPRESS CENTRE 10 am—2 pm</li> <li>• SAT. JUNE 09, 2012 "PICNIC IN THE PARK" @ THE CARRIAGE HOUSE - STAMPEDE GROUNDS 12:00 noon—2 pm</li> <li>• SAT. JUNE 09, 2012 BISHOP'S DINNER Proceeds to support Catholic Community Projects 5:00 pm—6:00 pm Reception 6:00 pm Dinner</li> <li>• SUN. JUNE 10, 2012 MORNING MASS @ THE CYPRESS CENTRE. Bishop Frederick Henry <i>Celebrant</i></li> </ul>		

## 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)

## FIRST NATIONS, MÉTIS AND INUIT EDUCATION PARTNERSHIP COUNCIL

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Alberta Education – Alberta Aboriginal Relations – Alberta Advanced Education and Technology  
Metis Nation of Alberta Association - Metis Settlements General Council  
Confederacy of Treaty Six First Nations - Treaty 7 Management Corporation - Treaty 8 First Nations of Alberta

May 18, 2011

Mr. Peter Grad  
Chairman  
Medicine Hat Catholic Separate Regional Division No. 20  
1251 - 1 Avenue S.W.  
Medicine Hat, Alberta  
T1A 8B4

Dear Mr. Grad:

As you may already be aware, Aboriginal leaders and the Government of Alberta launched a First Nations, Métis and Inuit (FNMI) Education Partnership Council in October 2009. The council was established in response to discussions at the Summit on Aboriginal Education hosted by the Council of Ministers of Education, Canada in 2009. The goal of the council is for partners to collaborate in guiding the future direction of First Nations, Métis and Inuit education in Alberta and to close the gap in education achievement and attainment between Aboriginal and non-Aboriginal students.

The partnership council includes the ministers of Education, Aboriginal Relations and Advanced Education and Technology; Grand Chiefs of Treaties 6, 7 and 8; the Presidents of the Métis Nation of Alberta and Métis Settlements General Council; and eight First Nations and Métis community representatives.

As co-chairs of this council, we wish to provide you with background information about the council's priorities and our work to date.

The council's current Year One Action Plan includes a number of strategies to address the following three priority areas:

- ensuring students are ready and able to learn;
- engaging FNMI parents and families; and
- teacher education.

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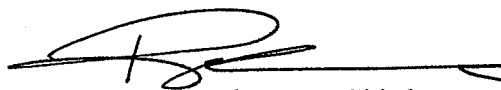
A partnership council working group has been established to implement the action plan. Staff in your school or authority may be asked to provide information to the working group or to participate in focus groups or surveys to support the action plan. Attached are 10 pocket cards with further information about the council, as well as information about the Memorandum of Understanding for First Nations Education in Alberta, to assist you in sharing this information with your district.

The partnership council meets three times a year, and we expect to hold our next meeting in June 2011. If you have any questions regarding the council or the Year One Action Plan, please contact Jane Martin, Director, Aboriginal Policy Branch, at 780-427-5151 (toll-free by first dialing 310-0000) or at [jane.martin@gov.ab.ca](mailto:jane.martin@gov.ab.ca).

Yours truly,



Dave Hancock, Q.C.  
Minister



Rose Laboucan, Chief  
Treaty 8 First Nations



Audrey Poitras, President  
Métis Nation of Alberta

Attachment

cc: Mr. David Leahy, Superintendent





## THE MEMORANDUM OF UNDERSTANDING FOR FIRST NATIONS EDUCATION IN ALBERTA NEWSLETTER - Volume 1, January 2011

### Introduction

This newsletter is intended to provide information about the historic Memorandum of Understanding (MOU) for First Nations Education in Alberta. It is the first newsletter to be issued about the MOU and others will follow. This edition is intended to introduce readers to the MOU, the partners, and explain what is hoped to be accomplished by the MOU. Future newsletters will help readers understand progress that is being made regarding work of the MOU.

### Overview

On February 24, 2010 at Tsuu T'ina First Nation the Grand Chiefs of Treaty No.6, Treaty No.7 and Treaty No.8 along with the federal Minister of Indian Affairs and Northern Development and the Ministers of Education and Aboriginal Relations from the Province of Alberta signed the Memorandum of Understanding on First Nations education in the province of Alberta. The MOU establishes and strengthens meaningful

### Shared Vision

The MOU states: *"Canada, Alberta and the Assembly of Treaty Chiefs in Alberta hold a common vision for First Nation students where First Nations students are achieving or exceeding the full educational outcomes, levels and successes of all other Alberta students."*

All the parties involved share the same goal – to undertake much needed fundamental change to close the existing gaps in education between First Nation and non-First Nation students. In achieving this goal, First Nations will have an effective role in the design and delivery of education services for their children.

This MOU represents an opportunity for Alberta First Nations to be part of implementing change and addressing outstanding educational issues as equal partners with Canada and the Province of Alberta. The MOU outlines how the partners agree to work together to achieve desired outcomes.

***All parties have a collective stake in improving First Nation student success – no single party acting alone can be expected to have all of the answers. This is what makes a partnership approach important.***

relationships among Canada, the Province of Alberta, and the First Nations of Treaty 6, Treaty 7 and Treaty 8 to collectively address all aspects of the education system in order to achieve better educational outcomes for First Nation children in Alberta.

All of the partners are confident that the MOU will provide the necessary framework to improve outcomes of First Nations students.

### Protection of First Nations Rights

The Treaty and Aboriginal Rights of First Nations in Alberta are acknowledged and affirmed. This agreement does not derogate or compromise the Treaty Right to education. The authority and autonomy of individual First Nations are recognized. There is no off-loading of responsibilities between governments. No commitments will be undertaken without the agreement of all three parties.

### Working Together

The concept of partnership is at the heart of this MOU. All parties have a collective stake in improving First Nation student success – no single party acting alone can be expected to have all of the answers. This is what makes a partnership approach important. This is especially true given the need to ensure seamless transitions for those students who transfer between provincial and First Nation schools.

The parties to this MOU strongly believe that a new approach will benefit all Albertans. They are proud to work together, and believe this MOU will provide a framework for collaboration and support a range of education-related initiatives including: an



Indigenous Knowledge and Wisdom Centre; education improvement and resourcing; accountability and performance management; relationship building; First Nation children in care; special education and school aged children not in school; parental and community involvement; recruitment, retention and professional development of teachers; Treaty and cultural awareness and a holistic approach to education.

## History of the MOU

The MOU is the result of concentrated efforts by all parties, beginning in 2009 with resolutions passed by the Assembly of Treaty Chiefs (AoTC) identifying an Education Working group with representation by the three Treaty organizations. From this starting point, the Government of Alberta and the AoTC delivered a proposal to Indian Affairs and Northern Development Canada Minister Chuck Strahl in June 2009 to develop an MOU. The Minister accepted the proposal and staff from all parties were assigned to begin discussions to develop an MOU. A working group drafted the MOU over a period of six months with direction from their respective senior officials, and then presented the draft to all parties in November 2009. Recommended changes were incorporated and the final draft was approved on January 27, 2010.

Since the signing of the MOU by elected leaders, an all-party MOU working group has developed an implementation framework to assist in fulfilling the commitments of the MOU. Implementation will be an ongoing process that will evolve to meet the changing dynamics of First Nations education in Alberta.

## Statements of elected officials at the signing ceremony

*Former Treaty 6 Grand Chief Eddie Makokis:*

"The signing of this historic document marks the beginning of a new relationship with all partners to

move forward on First Nation Education, including all Treaty 6 First Nation children, youth, parents and elders."

*Treaty 7 Grand Chief Charles Weaselhead:*

"The MOU on First Nation Education marks a new beginning for all First Nation children in the province. One key aspect (of the MOU) is the honouring of our culture and language and maintaining our identity to guide our children to success. We recognize the importance of the partnership between the three governments to improve educational outcomes for the future of First Nations People in Alberta."

*Former Treaty 8 Grand Chief Allan Adam:*

"This (MOU) represents the spirit and intent of the Treaty relationship envisioned when our ancestors signed with the Queen. I hope this marks the beginning of a true Treaty partnership that, among other things, provides us the opportunity to ensure ever increasing knowledge for our children."

*Former Indian Affairs and Northern Development Canada Minister Chuck Strahl:*

"I am deeply encouraged by the announcement made here today. I have great confidence in the positive impact of good schools, committed teachers and the hard work of students themselves. When you add in the active support of parents and communities, you create the conditions for success."

*Alberta Education Minister Dave Hancock:*

"This (MOU) is a significant step in fostering the supports, relationships and resources needed to ensure that every student in this province has the equity of opportunity to succeed."

*Alberta Aboriginal Relations Minister Len Webber:*

"Education is the foundation upon which the future success of First Nation children, youth and communities is built. This (MOU) will significantly advance our work with First Nations and federal partners on achieving our shared vision for First Nation education in Alberta."



Ministers and Grand Chiefs signing the Memorandum of Understanding at Tsuu T'ina School - February 24, 2010



## Highlights

- The Parties agree to work to continuously improve educational outcomes for First Nation students through the development of a long-term strategic plan for restructuring First Nations education in Alberta in order to meet the stated goals of the MOU.
- The establishment of an Indigenous Knowledge and Wisdom Centre (IKWC) focused on improving the educational outcomes of First Nation students in accordance with all the principles set out in the MOU. First Nations will develop the concept and create a mechanism to preserve all aspects of First Nation teachings that will encourage student success.
- The creation of the Alberta First Nations Education Circle to oversee the implementation of the MOU. Senior officials from all the Parties will provide direction as the MOU develops.
- The Parties will focus on improving the educational outcomes of First Nation children in care, those with special education needs, and those not attending or at risk of not attending school.
- The Parties will work with institutions that contribute to preparing teachers to develop more First Nations teachers and improve recruitment, retention and professional development of teachers in First Nation schools.
- More emphasis is to be placed on teaching all students and teachers First Nations culture, languages, traditions and history.

## Actions/Next steps

On July 27, 2010, the Alberta First Nations Education Circle – senior officials from the three Parties – met to discuss progress and priorities on MOU implementation. All agreed that early efforts would be focused on the following priorities:

- Establishing the Indigenous Knowledge and Wisdom Centre;
- Completion of a comparative funding analysis;
- Continuing to work to address tuition and education service agreement issues; and
- Determining a protocol for the collection and sharing of data across educational systems.

First Nations are drafting a work plan to set out how the Indigenous Knowledge and Wisdom Centre will be developed, using the expertise and knowledge of First Nations elders and First Nation education experts.

Treaty area information sessions about the MOU have been held to raise awareness regarding the purpose of the MOU. On September 23, 2010 Treaty 7 Management Corporation hosted a Community Information Session on the MOU for First Nations Education in Alberta. The session was very well attended with over 100 participants from the Treaty 7 communities and Provincial School Boards. The participants consisted of students, elders, parents, teachers, Education Directors/Superintendents and Board members. Also, Treaty 8 held a community information session on October 29, 2010 hosted by the Athabasca Tribal Council that was well attended, generating much discussion and enthusiasm.

Ongoing communications initiatives by all the Parties are being developed. This newsletter is only one part of a broader information-sharing and communications strategy developed by the Parties.

The MOU Working Group continues to meet regularly as they develop a strategic plan for implementing the commitments in the MOU.

## Questions and Answers

**Q: *What is the purpose of the Memorandum of Understanding (MOU)?***

**A:** The MOU highlights the commitment of all parties to work together to improve First Nation education outcomes in the province.

**Q: *What will the MOU mean to First Nations education?***

**A:** Implementation of the MOU will result in equal levels of understanding, improved information sharing, additional resources and greater involvement from all parties concerned in improving education for First Nation students.

**Q: *How will the Agreement improve the education of First Nation students?***

**A:** The partners are targeting key areas such as teacher recruitment and retention, parental and community engagement, and treaty and cultural awareness.

**Q: *How do we ensure the MOU is effective?***

**A:** The effectiveness of the MOU is dependent on the collective will of all those involved. The relationships being built, the common vision for ensuring improved educational outcomes for First Nation students, the shared principles and the guidelines for action that are being developed – all are critical to ensure success.

**Q: *Is there any money invested by the Government of Alberta or the Government of Canada in this MOU? Will funding be equitable?***

**A:** All the partners agree this is not just about money. All the parties will work collectively to ensure the effective and efficient use of available resources. Support will be provided to First Nations in Alberta to ensure they are able to implement the MOU.

*(continued on back)*



Q: *Are there similar arrangements in other places?*

A: There are signed agreements of various types with a number of provinces to improve education outcomes for First Nation students in band- operated schools on reserve and provincial schools off reserve. Other tripartite education partnerships are currently under development across Canada.

Q: *What is the Indigenous Knowledge and Wisdom Centre?*

A: The Centre is an important part of the MOU. The vision of the Indigenous Knowledge and Wisdom Centre is improving the educational outcomes of First Nation students in accordance with all the principles set out in the MOU. First Nations will develop the concept and create a mechanism to preserve all aspects of First Nation teachings that will encourage student success.

## Your Input Is Important

First Nations citizens and organizations are strongly encouraged to provide their input and opinions on the evolving MOU implementation process. Your input is important. If you have suggestions, comments or concerns about this process or about how we can work together to improve educational outcomes for First Nations children, you are encouraged to contact your Chief and Council or representatives from the three Treaty organizations, the Province of Alberta and the Government of Canada, as identified here.

## Contacts/Information

### Assembly of Treaty Chiefs

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ALBERTA  
EDUCATION

May 17, 2011

*Office of the Minister*

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

Dear Mr. Grad:

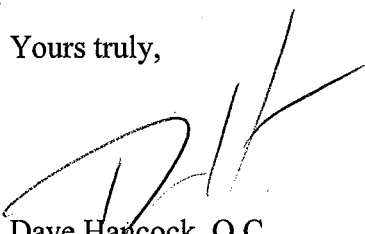
Thank you for your April 19, 2011 letter informing me of the innovative work of the Collaboration and Capacity Building Project in the Medicine Hat area, and for the invitation to visit the schools involved to experience firsthand the exciting and impressive results.

I commend you and your team for making a difference for the students and teachers who are benefitting from the project's dedicated efforts. I am pleased to hear of your successes and commitment in moving towards the goal of an inclusive education climate. Our Inclusive Education Cross-Ministry team has been busy working on the implementation plan for building an inclusive education system, and collaboration and capacity building are foundational elements of this plan. The work that your area is currently undertaking aligns very well with the work that the team has been doing.

Due to my schedule, I am unable to commit to visit at a specific time, but will certainly consider a visit if I am in the area. In the meantime, I have forwarded your letter to Dr. Dianne McConnell, Director, *Action on Inclusion*, so that the *Action on Inclusion* team is aware of your project's work. Feel free to contact Dr. McConnell at 780-422-6544 (toll-free by first dialing 310-0000) or by e-mail at [dianne.mcconnell@gov.ab.ca](mailto:dianne.mcconnell@gov.ab.ca), with any more detailed information you wish to provide. More information and updates on the work of *Action on Inclusion* are available on Education's website at [www.education.alberta.ca/inclusion](http://www.education.alberta.ca/inclusion).

Thank you again for taking the time to write. I wish the Collaboration and Capacity Building Project continued success in the future.

Yours truly,



Dave Hancock, Q.C.  
Minister

# SPREADING THE GOOD NEWS!

## JUNE 2011

**"SPREADING THE GOOD NEWS"** is a monthly publication included in the Board Agenda Package highlighting accomplishments of former & current students. Parents/Guardians or Staff are encouraged to forward **"Good News" submissions** to [communications@mhcbe.ab.ca](mailto:communications@mhcbe.ab.ca) on an ongoing basis for this publication. Here is a sampling from this month's acknowledgements:

1. **TIER ONE BASEBALL** - Monsignor McCoy High School won the SILVER MEDAL at Provincial's. CONGRATULATIONS!
2. **Monsignor McCoy High School Choir** won 2<sup>nd</sup> at the Provincial Choral Championships in May in Edmonton. CONGRATULATIONS!
3. **Simon Frelick**, a grade 6 student at Mother Teresa School received 1<sup>st</sup> place in **12 and under** SOLO VOICE at the Provincial Rotary Music Festival in Edmonton. CONGRATULATIONS SIMON!

Submitted by Trustee Kelly Van Ham for the June 14, 2011 Board Meeting.

Medicine Hat Catholic Allocations to Schools based on Cost Analysis by School Document.

The allocation of Small School by Necessity Grant is based on individual school needs and specific to each school, therefore if we remove that from the cost analysis we see the true cost of each school on a per pupil basis.

School	Cost/ pupil	SSBNG/ pupil
1. St. Louis	\$ 8130.00	\$ 1798.00
2. St. Francis Xavier	\$ 8083.00	\$ 326.00
3. St. Mary's	\$ 7798.00	
4. Mother Teresa	\$ 7859.00	
5. Monsignor McCoy	\$ 7706.00	
6. Notre Dame Academy	\$ 7638.00	
7. St. Michael's Medicine Hat	\$ 7627.00	\$ 707.00
8. St. Patrick's	\$ 7430.00	
9. St. Thomas Aquinas	\$ 7419.00	\$ 1719.00
10. St. Michael's Bow Island	\$ 7372.00	\$ 2958.00

The feeling at Medicine Hat Catholic for as long as I have been trustee is one of take care of the feeder schools (elementary) in order to fill your junior and senior high. Therefore I expected to see the three high schools to be at the lower end as they normally would help the small elementary schools. I do believe that each of these schools is in need of their allocation and could benefit from more.

If St. Michael's Bow Island received the same level of support as St. Louis we would receive an additional 1.0 FTE and even if we were to receive the average I believe we could expect a 0.5 FTE.

We are the only K-12 school in the system and yes that requires additional funding if it is a very small school. The programming requirements of a K-12 is different than a K-6 program and should be viewed differently.

If we increase the staffing at St. Michael's Bow Island by 0.5 FTE it would raise our support for that school by:  $\$50,000.00 / 90.5 \text{ students} = \text{approx. } \$552. \text{ per pupil}$  raising the cost per pupil to  $\$7372 + \$552 = \$7924$  which is not the highest and because of the small number of students would put us near the average.





# **Medicine Hat Catholic Board of Education**

1251 – 1<sup>st</sup> Avenue SW, Medicine Hat, Alberta T1A 8B4

Toll Free 1.866.864.0013

Phone 403.527.2292

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

Fax 403.529.0917

June 6, 2011

Mr. Michael Walter, Assistant Deputy Minister  
Strategic Services, Alberta Education  
7th floor Commerce Place  
10155 - 102 Street  
Edmonton, AB T5J 4L5

via email [michael.walter@gov.ab.ca](mailto:michael.walter@gov.ab.ca)

Dear Mr. Walter:

***Re: APPEAL of Government Allocations to Medicine Hat Catholic Board of Education***

The Medicine Hat Catholic Board of Education (MHCBE) is appreciative of the funding and support received from the Government of Alberta. We believe that we have been excellent stewards of the resources provided to us and have been very prudent in utilizing the resources. We applaud the government for its recent efforts to help school divisions that were extraordinarily impacted by government allocations for 2011-12 budget. When MHCBE heard of the government's actions we were greatly relieved as our analysis indicates that we too were extraordinarily affected. When combining the funding received this year and forecasted for next year our overall reduction is approximately 3.64% of our current year funding, which on a percentage basis is greater than the Department's projected loss for any school board in the province. In a meeting with MLA Len Mitzel on Tuesday, May 31, 2011, he shared a government spreadsheet which outlined projected school board impacts based on operational dollars.

As a result please consider this a formal appeal of the 2011-12 allocation provided by government to MHCBE. Enclosed you will find a financial analysis supporting our position. We are available at your convenience to discuss our appeal.

The rationale for the appeal is based on three factors. First, the Division is experiencing a decline in enrollment of 130 FTE which translates to a loss of \$844,000. Second, with the elimination of the Declining Enrollment grant we are further impacted with a loss of \$376,000. Lastly, in 2010-11 we lost \$422,000 with the adjustment to the class size initiative funding. In June of 2010, Minister Hancock visited our Division and we discussed the large loss of class size initiative funding. He stated he was told by department officials that no district would lose that much money. The Minister assured us that he would look into it and get back to us. Subsequently, our board chair sent the attached letter. We never heard back from the department.

The factors cited above would not have been included in the analysis which the department performed to determine the impact each jurisdiction would be faced with in 2011-12. As such, we feel we have a strong case for increased financial support comparable to the amounts other school jurisdictions received.

Thank you for your time and consideration. Please feel free to contact me on my cell phone at your convenience as follows 403-580-0339.

Sincerely,

David Leahy, Superintendent of Schools

DL/dd

Encl: Financial Analysis  
Minister Letter

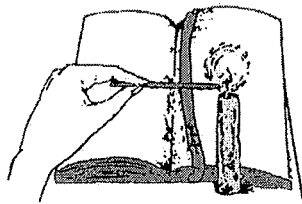
***"Showing the Face of Christ to All"***



**Medicine Hat Catholic Board of Education**  
**Analysis of Government Operational Impacts for 2011-12**  
**June 2, 2011**

2010-11 Operational Government Funding      \$    28,860,065

	4.54%				
			Class Size Reduction 2010-11	2011-12 Enrolment Decline	Net Impacts
	Grants	Increase			
<u>Operational Grant Increases</u>					
Basic Instruction 1-9	\$ 12,323,492	\$ 559,487			\$ 559,487
Basic Instruction 10-12	4,203,555	190,841			190,841
ECS Basic Grant	876,253	39,782			39,782
2011-12 Enrollment Decline				(844,572)	(844,572)
Socio-economic Status				(12,673)	(12,673)
Small School by Necessity				201,025	201,025
Small Board Administration				60,008	60,008
Class Size Initiative	1,272,271	57,761			57,761
Total Grant Increase (Decrease)		847,871	-	(596,212)	251,659
<u>Operational Grants Adjusted</u>					
Enhanced ESL		(17,574)			(17,574)
Intrajurisdiction Distance		(3,795)			(3,795)
AISI		(192,616)			(192,616)
Lease Revenue		(114,903)			(114,903)
Class Size 4-6		(191,477)			(191,477)
2010-11 Class Size Reduction			(422,432)		(422,432)
Elimination of Enrollment Decline Grant				(376,311)	(376,311)
IMR		16,000			16,000
Total Grant Adjustments		(504,365)	(422,432)	(376,311)	(1,303,108)
Net Increase (Reduction)	\$	343,506	\$ (422,432)	\$ (972,523)	\$ (1,051,449)
Increase (Reduction) as a percentage of Revenue		1.19%	-1.46%	-3.37%	-3.64%



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

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June 22, 2010

Honourable Dave Hancock  
Minister of Education  
#224 Legislature Building  
10800-97 Avenue  
Edmonton, Alberta  
T5K 2B6

Dear Honourable Minister:

On behalf of the Board of Trustees I would like to thank you for your recent visit to our School Division. Your visit to McCoy High School and the meeting we held at the board office were very much appreciated. On behalf of the Board of Trustees I would ask that you keep me informed of any developments in relation to two of the items we discussed.

1. Regional Facility Plan: We are very interested in working with government again on this initiative. A commitment to a wide ranging consultation and the active involvement of all partners in the project offers us hope of fulfilling the promise you first envisioned for this initiative.
2. Class Size Initiative Allocation: We outlined for you that we have lost \$500,000 in revenue due to the re-structuring of the class size initiative allocation. \$500,000 out of our budget of approximately \$30,000,000 is definitely adding to our budgeting pressures. It is our hope that you will ask your department to find a way to lessen the impact of this loss of revenue during the 2010-2011 school year.

Your leadership in the education portfolio has been strong and we appreciate your challenge to all stakeholders to focus on continuous improvement. We further acknowledge the involvement of our local MLA's and appreciate their advocating our local issues to government.

We hope you will agree that Medicine Hat Catholic is poised to make a significant contribution towards the improvement of the education system in our province.

Sincerely,

Stan Aberle, Chairman of the Board  
Medicine Hat Catholic Board of Education

cc      Honourable Rob Renner, MLA  
         Len Mitzel, MLA

**Medicine Hat Catholic Board of Education  
Board Meeting  
June 14, 2011**

**PUBLIC MEETING**

**To:** Board of Trustees

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

**Agenda Item:** Third Reading of Policy 19 Surplus Lands and Buildings

**Purpose:** Decision Making

**Attachments:**

1. Draft Policy 19 – Surplus Lands and Buildings
2. Communication from the Minister regarding the Disposition of Property Regulation
3. Disposition of Property Regulation

**Background:**

The Disposition of Property Regulation was revised in late 2010 with some significant changes including requirements for Boards to have a policy in place to:

1. Determine whether a closed school is surplus to a boards needs; and,
2. Determine whether unused school reserve land is surplus to a boards needs.

Senior Administration has reviewed the Regulation and prepared the draft policy including criteria to be used for determining whether the closed buildings or school reserve lands are surplus to the boards needs.

If the policy is approved, senior administration will prepare a report for the board using the policy and established criteria.

The Board of Trustees had first and second readings at the May 10, 2011 Public Board meeting.

**Recommendation/  
Decision:** It is recommended that the Board of Trustees for Medicine Hat Catholic Board of Education give third reading to Policy 19 – Surplus Lands and Buildings.

**Resulting Action:** Policy 19 to be published and implemented. A report to the Board on surplus lands and building in compliance with Policy 19 will be provided in the Fall.

**Responsibility:** Secretary-Treasurer.

## **Policy 19 - DRAFT**

---

### **SURPLUS LANDS AND BUILDINGS**

The Board believes that when land and buildings become surplus to needs, the Board should arrange for the effective disposal of these items.

The authority of the Board is derived from the *School Act* and the *Disposition of Property Regulation*, which permit the Board to:

1. determine whether the Board has use for a school building which has been closed pursuant to the *Closure of Schools Regulation* and Board Policy 15: School/Program Closure; and
2. for the purposes of section 672 of the *Municipal Government Act*, declare that the Board is of the opinion that an interest in a school reserve, municipal and school reserve or municipal reserve is surplus to the Board's needs.

### **GENERAL**

1. The Board should dispose of land and buildings in the best interest of the students of the Division and the community, pursuant to existing government legislation and regulation.
2. Disposing of surplus land and buildings requires the approval of the Board of Trustees.
3. In assessing the criteria, the Board is not required to hold public consultation.
4. The Board is required to review whether a closed school or reserve land is surplus to its needs at least every three years.

### **DETERMINATION WHETHER THE BOARD HAS USE FOR A CLOSED SCHOOL BUILDING**

1. If a school building has been closed pursuant to the *Closure of Schools Regulation*, the Superintendent of Schools will provide a recommendation to the Board concerning whether there is no use for the school building, and, if so, whether the school building is temporarily surplus to the Board's needs or permanently surplus to the Board's needs.
2. In determining whether a school is temporarily or permanently surplus to the Board, the Board shall consider all of the following criteria:
  - a. demographic factors, including but not limited to:

- i. population and demographic data for the surrounding area;
    - ii. the former enrolment of the school, and enrolment trends in the foreseeable future including the state of residential development or redevelopment;
    - iii. the location and proximity of other schools, and their potential enrolment in the foreseeable future.
  - b. other potential public educational uses for the building in the foreseeable future (this is intended to refer to use by public (not private) school authorities);
  - c. the likely cost to staff and operate an educational program at the school in the foreseeable future, including student accommodation and transportation issues;
  - d. the facility condition and the cost to maintain the facility in, or restore the facility to, a usable condition, and other costs of ownership; and
  - e. such other criteria as the Board may consider relevant.
3. If the Board determines that there is no present use for the school building, but that there may be a need for the school building in the foreseeable future, the Superintendent may investigate the lease the school building in accordance with the *Disposition of Property Regulation*.
- a. Notwithstanding section 200(2) of the School Act, the Board may, without approval of the minister:
    - i. Lease any real property that is neither a school building or a portion of a school building;
    - ii. Lease a school building or a portion of it for less than 12 months; and,
    - iii. Lease a school building or portion of it for 12 months or more if the lease contains a termination provision allowing the Board to terminate the lease on 12 months' notice.
4. If the Board cannot identify a use for a school building in the foreseeable future, the Board may attempt to sell the school building in accordance with the *Disposition of Property Regulation*.

## **DETERMINATION WHETHER RESERVE LANDS ARE SURPLUS**

1. The Board may determine that, in its opinion, an interest in a school reserve, municipal and school reserve or municipal reserve is surplus to the Board's needs, and shall consider the following criteria:
  - a. enrolment trends within the area intended to be served by the school reserve, municipal and school reserve or municipal reserve,
  - b. residential development progression,
  - c. student accommodation and transportation issues,
  - d. whether a school on the school reserve, municipal and school reserve or municipal reserve is included in the Board's capital plans (three-year and ten-year),
  - e. whether other school boards have a need for the school reserve, municipal and school reserve or municipal reserve, and
  - f. such other criteria as the Board may consider relevant.
2. In the event of the Superintendent recommending a determination that an interest in reserve lands is surplus to the Board's needs, or upon the Board considering whether an interest in reserve lands is surplus to the Board's needs, the Superintendent shall consult with other school boards operating in the area whether those school boards have a need for the reserve lands.
3. If upon considering the factors above, the Board is of the opinion that the school reserve, municipal and school reserve or municipal reserve is surplus to the Board's needs; the Board shall provide the Minister of Education with a declaration to that effect.

Legal Reference: School Act – section 200  
Disposition of Property Regulation  
Municipal Government Act - section 672  
Closure of School Regulation

## Greg MacPherson

---

**From:** Greg MacPherson  
**Sent:** Friday, May 06, 2011 2:29 PM  
**To:** Greg MacPherson  
**Subject:** Disposition of Property Regulation

---

From: Education Minister <[Education.Minister@gov.ab.ca](mailto:Education.Minister@gov.ab.ca)>  
Cc: Hector Goudreau - MA <[hector.goudreau@gov.ab.ca](mailto:hector.goudreau@gov.ab.ca)>; Ray Gilmour - MA <[ray.gilmour@gov.ab.ca](mailto:ray.gilmour@gov.ab.ca)>; Avi Habinski <[Avi.Habinski@gov.ab.ca](mailto:Avi.Habinski@gov.ab.ca)>  
Sent: Wed Dec 01 15:29:57 2010  
Subject: Disposition of Property Regulation

TO: Board Chairs of Public, Separate, Francophone and Charter School Boards  
Presidents, Stakeholder Associations ACSTA (Alberta Catholic School Trustees' Association) ASBA (Alberta School Boards Association) AAPCS (Association of Alberta Public Charter Schools) ACFA (Association canadienne-francaise de l'Alberta) ASBOA (Association of School Business Officials of Alberta) CASS (College of Alberta School Superintendents) PSBAA (Public School Boards' Association of Alberta) CCSSA (Council of Catholic Superintendents of Alberta)

The issue of reserve lands and closed schools has been the focus of much discussion over the last few years. I am pleased to inform you that the Disposition of Property Regulation (attached) under the School Act is amended to support clarity and efficiency around the issue of surplus lands and buildings. The amendments also support changes to the Municipal Government Act.

The amended regulation requires that every school board put into a place policy around determining if a school building and/or reserve land is surplus to its needs. By requiring school boards to establish policy, government can more easily identify surplus lands that could be used for other public education needs. For example, surplus lands could be transferred to another school board or Francophone Regional Authority, and surplus school buildings could be transferred to another school board or Francophone Regional authority or leased to a charter school. If no other public education purpose is identified, then surpluses, under the Municipal Government Act, could be used for alternative municipal needs. Boards will continue to be able to sell non-reserve lands at market value to support additional capital needs.

Further, the amendments provide school boards a more streamlined process by eliminating additional bureaucracy. Under the previous regulation, the Ministry of Infrastructure had jurisdiction over the disposition of lands and buildings; however, responsibility for the disposition of all school board property will now rest with Education.

Amendments to the Disposition of Property Regulation are in effect. If you have any questions about amendments to the Regulation, please contact Avi Habinski, Director, South Region, Capital Planning, at 780-427-2272 or email [avi.habinski@gov.ab.ca](mailto:avi.habinski@gov.ab.ca) <<mailto:avi.habinski@gov.ab.ca>>

Yours truly,

Dave Hancock, Q.C.  
Minister of Education

Attachment

cc: Superintendents of Public, Separate, Francophone and Charter School Boards  
Executive Directors of Stakeholder Associations (as above)  
School Division Communications Contacts



## APPENDIX

### School Act

#### DISPOSITION OF PROPERTY REGULATION

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- 4 Board policy respecting surplus reserve land
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- 7 Declaration by Minister

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##### **Lease, Sale or Transfer of Real Property**

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- 9 Method for sale of property
- 10 Sale of real property
- 11 Transfer of real property

##### **Part 3**

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- 12 Repeal
- 13 Expiry
- 14 Coming into force

##### **Interpretation**

##### **1(1) In this Regulation,**

- (a) "Act" means the *School Act*;
- (b) "board" includes
  - (i) a Regional Authority of a Francophone Education Region, and
  - (ii) except in sections 2 to 7, an operator of a charter school;
- (c) "Government contribution" means money provided by the Government to a board for a school building project and includes all money paid to a board from the former School Foundation Program Fund;

- (d) “municipal and school reserve” means a municipal and school reserve within the meaning of the *Municipal Government Act*;
  - (e) “municipal reserve” means a municipal reserve within the meaning of the *Municipal Government Act*;
  - (f) “school reserve” means a school reserve within the meaning of the *Municipal Government Act*.
- (2) A reference to “Minister” in this Regulation is to be read as a reference to the Minister of Education.

## **Part 1**

### **Establishment of Policies**

#### **Board policy respecting use of school buildings**

- 2(1)** A board must establish a policy respecting the criteria and process used to determine whether the board has use for a school building that has been closed pursuant to the *Closure of Schools Regulation* (AR 238/97).
- (2) A policy referred to in subsection (1) must include, but is not limited to, the consideration of
- (a) demographic factors,
  - (b) other public educational uses for the school building, and
  - (c) any other criteria the board considers necessary.

#### **Policy set by Minister**

- 3(1)** Despite section 2, the Minister may establish a policy respecting the criteria and process that a board must apply to determine whether a board has use for a school building that has been closed pursuant to the *Closure of Schools Regulation* (AR 238/97).
- (2) If a policy established by the Minister under subsection (1) differs from a board’s policy under section 2, the Minister’s policy governs.

#### **Board policy respecting surplus reserve land**

- 4(1)** A board must establish a policy respecting the criteria and process used to determine for the purposes of section 672 of the *Municipal Government Act* whether its interest in a school reserve,

municipal and school reserve or municipal reserve is surplus to the board's needs.

(2) A policy referred to in subsection (1) must include, but is not limited to, the consideration of

- (a) enrolment trends within the area intended to be served by the school reserve, municipal and school reserve or municipal reserve,
- (b) student accommodation and transportation issues,
- (c) whether a school on the school reserve, municipal and school reserve or municipal reserve is included in the board's capital plan,
- (d) consultation with other boards with respect to their needs for the school reserve, municipal and school reserve or municipal reserve, and
- (e) any other criteria the board considers necessary.

#### **Policy set by Minister**

**5(1)** Despite section 4, the Minister may establish a policy respecting the criteria and process that a board must apply to determine whether its interest in a school reserve, municipal and school reserve or municipal reserve is surplus to the board's needs.

(2) If a policy established by the Minister under subsection (1) differs from a board's policy under section 4, the Minister's policy governs.

#### **Declaration of surplus reserve land**

**6(1)** If a board is of the opinion that a school reserve, municipal and school reserve or municipal reserve in which the board has an interest is surplus to the board's needs, the board must provide the Minister with a declaration to that effect.

(2) A declaration under subsection (1) does not take effect until it is approved in writing by the Minister.

(3) The Minister may refuse to approve a declaration under subsection (2) if the Minister is of the opinion that the board's interest in the school reserve, municipal and school reserve or municipal reserve should be used for public educational purposes.

(4) If the Minister refuses to approve a declaration under subsection (2), the Minister may require the board to transfer its interest in the school reserve, municipal and school reserve or municipal reserve to another board in accordance with the Minister's direction.

#### **Declaration by Minister**

7 Despite section 6, if the Minister has established a policy under section 5, the Minister may by order declare a board's interest in a school reserve, municipal and school reserve or municipal reserve to be surplus to the board's needs.

## **Part 2 Lease, Sale or Transfer of Real Property**

#### **Lease of real property**

8(1) Notwithstanding section 200(2) of the Act, a board may, without the approval of the Minister,

- (a) lease any real property that is neither a school building nor a portion of a school building,
- (b) lease a school building or portion of it for less than 12 months, and
- (c) lease a school building or portion of it for 12 months or more if the lease contains a termination provision allowing the board to terminate the lease on 12 months' notice.

(2) On leasing a school building or portion of it for 10 days or longer, the board shall

- (a) keep the lease agreement on file at the board's offices, and
- (b) provide to the Minister any information related to the leasing of the school space that the Minister requires.

(3) When, in the opinion of the Minister, space is available in a school building, the Minister may direct the board operating the school to make that space available to another board.

#### **Method for sale of property**

9(1) If a board intends to sell

- (a) an item of real property that has a value of more than \$50 000, or
- (b) an item of personal property that has a value of more than \$10 000,

the board must conduct the sale in accordance with this section.

- (2) Prior to selling the property, the board shall obtain 2 or more current independent appraisals of the market value of the property.
- (3) The sale must be conducted by tender or public auction.
- (4) The board shall advertise the sale at least twice in a newspaper circulating in the district, division or Francophone Education Region prior to the sale.
- (5) The board may only sell the property if
  - (a) the bid or tender received is reasonable, in the opinion of the board, having regard to the appraisals it received, and
  - (b) in the case of real property, the Minister approves the sale after the bid or tender is received.
- (6) If the board selling the property obtains the approval of the Minister, subsections (2) to (5) do not apply where the sale is to
  - (a) another board,
  - (b) a municipality,
  - (c) a community association,
  - (d) a charitable or non-profit organization,
  - (e) the Crown in right of Canada or its agent, or
  - (f) the Crown in right of Alberta or its agent.
- (7) Subsections (3) to (5) do not apply to
  - (a) a sale of a teacherage by a board if the board selling the teacherage obtains the prior approval of the Minister for a procedure for selling the teacherage that is different from that set out in this section, or
  - (b) a sale of a property to which an agreement under section 197(b) of the Act applies if the board selling its interest in

the property obtains the prior approval of the Minister for a procedure for selling the property that is different from that set out in this section.

- (8) If a board offers real property for sale in accordance with subsections (3) to (5) but does not receive a reasonable bid or tender, the board may, with the prior approval of the Minister, list the property with a real estate agent.

#### **Sale of real property**

**10(1)** If a board sells real property,

- (a) the board must repay all the outstanding debt relating to that real property, and
  - (b) any proceeds remaining from the sale of the real property must be divided into 2 amounts so that
    - (i) one amount bears the same ratio to the remaining proceeds as the Government contribution bears to the total amount of the project for which that contribution was made, and
    - (ii) the other amount bears the same ratio to the remaining proceeds as the contribution by the board bears to the total amount of the project for which that board's contribution was made.
- (2)** The remaining proceeds referred to in subsection (1)(b) that are attributable
- (a) to the Government contribution under subsection (1)(b)(i) are to be retained by the board and, together with the interest earned, applied only
    - (i) to the cost of a future school building project approved by the Minister, or
    - (ii) to the current operations and maintenance of existing buildings with the prior approval of the Minister,
- and
- (b) to the board under subsection (1)(b)(ii) may be applied only
    - (i) to a future capital expenditure, or

- (ii) to the current operations and maintenance of existing buildings with the prior approval of the Minister.

#### **Transfer of real property**

**11(1)** If, with the approval of the Minister, a board agrees to transfer to another board ownership of real property on which a school building is located,

- (a) the amount payable to the transferring board must bear the same ratio to the current independent appraisal of the market value of the land, together with the depreciated value of the school building as set out in the board's most recent audited financial statements, as the contribution by the transferring board bears to the total amount of the project for which that board's contribution was made, and
- (b) it is not necessary for the transferring board to repay any outstanding debt on the school building.

(2) The amount payable under subsection (1)(a) is to be paid by the Government but if the board that is receiving the real property has any school building capital reserves, those reserves must be used to pay the amount payable under subsection (1)(a) and the shortfall, if any, is to be paid by the Government.

### **Part 3 Repeal, Expiry and Coming into Force**

#### **Repeal**

**12** The *Disposition of Property Regulation* (AR 3/2001) is repealed.

#### **Expiry**

**13** For the purpose of ensuring that this Regulation is reviewed for ongoing relevancy and necessity, with the option that it may be repassed in its present or an amended form following a review, this Regulation expires on July 31, 2018.

#### **Coming Into force**

**14** This Regulation comes into force on the coming into force of sections 4 to 11 of the *Municipal Government Amendment Act, 2008* (No. 2).

**Medicine Hat Catholic Board of Education  
Board Meeting  
June 14, 2011**

**PUBLIC MEETING**

**To:** Board of Trustees

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

**Agenda Item:** Joint Board Meeting with CAPE

**Purpose:** Decision Making

**Attachments:** None

**Background:** Both the Board of Trustees for Medicine Hat Catholic and the Board for CAPE had indicated they would welcome a Joint Board Meeting.

CAPE has proposed the following options:

1. June 20, 2011 at their regular board meeting at 6:00 for an hour;
2. June 23, 2011 at 6:00 at their AGM for an hour; and,
3. The fall

**Recommendation/  
Decision:** It is recommended that the Board of Trustees consider proposing a meeting with CAPE in the fall, perhaps in mid-September 2011. This would afford the opportunity to develop an agenda and adequately prepare for the meeting. Further it may be preferable to have the meeting on a night were a public meeting for either board is scheduled, allowing for sufficient time for complete discussion.

**Resulting Action:** Coordinate with CAPE based on the decision of the Board.

**Responsibility:** Secretary-Treasurer and Executive Assistant



## Memorandum

Date: June 14, 2011  
To: Board of Trustees  
From: David Leahy, Superintendent of Schools  
Agenda Item: Pastoral Reference Administrative Procedure  
Purpose: Information  
Enclosures: Pastoral Reference Administrative Procedure 430

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**Background:** Increasing Catholicity is a key element of the Division's Strategic Plan.

**Recommendation/Decision:** None required

**Resulting Acting:** Pastoral Reference Administrative Procedure 430 is added to the Administrative Procedures Manual

**Responsibility:** Superintendent of Schools

## Administrative Procedure 430

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### Pastoral References

#### Background

One of the critical components of the Division's strategic plan is to increase Catholicity. Hiring practicing Catholic and Catholic Teachers is one strategy which will help the division achieve this goal. Circumstance may arise that necessitate the hiring of a non-Catholic teacher. In such cases the division needs to ensure that the non-Catholic is a practicing Christian. All Teachers new to the Division sign a contract which contains a Catholicity Clause.

#### Procedures

1. All teaching candidates who are offered a probationary contract will receive a letter informing them of the contents of this administrative procedure by September 1.
2. By April 1 of their probationary year all Catholic Teachers on probationary contracts will provide Human Resources with an updated pastoral reference from a parish priest. This will be one of the conditions to be met before an offer is made for a continuous contract.
3. By April 1 of their probationary year all non-Catholic Teachers on probationary contract will provide Human Resources with an updated pastoral reference from their minister. This will be one of the conditions to be met before an offer is made for a continuous contract.
4. When the Division has a competition for an administrative position, candidates must include an up to date pastoral reference as part of the application package, in order to be eligible for short listing.

References:

Board Strategic Plan



## Memorandum

Date: June 14, 2011  
To: Board of Trustees  
From: David Leahy, Superintendent of Schools  
Agenda Item: St. Michael's Bow Island Review  
Purpose: Information  
Enclosures: - - -

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**Background:** At its March 8, 2011, meeting the Board of Trustees passed the following motion:

*"THAT the Board of Trustees continue to evaluate and review programs in the Division and specifically at this time, do a review of the high school programming at St. Michael's School Bow Island; the review is to be completed by the November 8, 2011, Board Meeting".*

A work plan for the review of high school programming at St. Michael's Bow Island has been developed and will be circulated at the meeting for information for Trustees.

**Recommendation/Decision:** Non required

**Resulting Acting:** Superintendent of School implements

**Responsibility:** Superintendent of Schools

## Memorandum

Date: June 14, 2011

To: Board of Trustees

From: David Leahy, Superintendent of Schools

Agenda Item: Division Three Year Plan

Purpose: Information

Enclosures: - - -

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**Background:** The Three Year Plan for MHCBE will be updated when it is submitted to Alberta Education in November. Important new elements of the plan will be:

- Strategies for implementing Action on Inclusion Recommendations
  - The province has allocated 12 million dollars to support this initiative and has indicated that money will be distributed to jurisdictions in September, 2011.
- Review of the high school program at St. Michael's Bow Island
- The five critical components of the divisions three year strategic plan:
  - Increasing Catholicity
  - Efficient and Effective Operations
  - Facilities
  - Advocacy
  - Student Achievement
- Reviewing all Division operations as part of the budget development process for 2012-2013.
- Centennial Celebrations

**Recommendation/Decision:** None required

**Resulting Acting:** Changes to the Three Year plan will be presented for approval at the November 8, 2011 regular meeting of the board of trustees. The updated plan must be submitted to Alberta Education by November 30, 2011.

**Responsibility:** Superintendent of Schools

## Memorandum

Date: June 14, 2011

To: Board of Trustees

From: Superintendent of Schools

Agenda Item: Budget 2012-2013  
*Reference: Strategic Plan (Efficient and Effective Operations)*

Purpose: Information

Enclosures: -

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**Background:** Efficient and Effective Operation is a key element of the Division's three year strategic plan. In this spirit and in light of anticipated budget pressures continuing in 2012-2013 senior administration has moved up substantially the budgeting development process. At the June 7, 2011, meeting of the Division Leadership Team members were informed that all facets of division operation needed to be reviewed as part of the budget development process. Senior administration will present a PowerPoint to brief trustees on the work being contemplated as part of the operational review and the issues in front of us.

**Recommendation/Decision:** None required

**Resulting Acting:** Senior Administration and other Division administrators complete review of division operations.

**Responsibility:** Superintendent of Schools

## Memorandum

Date: June 14, 2011  
To: Board of Trustees  
From: David Leahy, Superintendent of Schools  
Agenda Item: Community Religious Education Meeting  
Purpose: Decision Making  
Enclosures: -

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**Background:** The annual community religious education meeting was postponed in October.

**Recommendation/Decision:** Trustees advise the Religious Education Coordinator of their availability for a meeting in June. Trustees direct the Religious Education Coordinator to select a date and invite the various representatives for a meeting.

**Resulting Acting:** Community Religious Education meeting is held in June

**Responsibility:** Superintendent of Schools/Religious Education Coordinator

**Medicine Hat Catholic Board of Education  
Board Meeting  
June 14, 2011**

**PUBLIC MEETING**

**To:** Board of Trustees

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

**Agenda Item:** Transportation Review Report

**Purpose:** Information

**Attachments:** 1. Transportation Report  
2. Response to Recommendations  
3. Maximum Ride Times

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

The results of the review along with Senior Administration's comments on the recommendations are attached.

**Recommendation/  
Decision:** None

**Resulting Action:** Senior Administration to evaluate the results of the report and evaluate how best to implement the recommendations results of the review.

**Responsibility:** Secretary-Treasurer

Medicine Hat Catholic Separate  
Regional Division No. 20  
Student Transportation Review  
May 2011



**A · S · B · A**  
Alberta School Boards  
Association

Prepared by:

Terry G. Gunderson  
Education Consultant, ASBA

James Meadahl  
Former Student Transportation Director,  
Elk Island Public Schools



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## **INTRODUCTION**

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The Alberta School Boards Association was contracted to undertake a comprehensive review of the student transportation services provided by Medicine Hat Catholic Separate Regional Division No. 20, not including the areas serviced for St. Michael's School – Bow Island.

## **PURPOSE AND TASKS**

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The purpose of the review was to examine the student transportation system to assess the efficiency and effectiveness of the system and to identify aspects of the operation and management of the system that require change to improve or enhance financial efficiency, while retaining desired service effectiveness.

Specifically, the following were to be 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. Assessment on other options available for transportation.
12. Provide recommendations on how to avoid or minimize the school start up challenges experienced in prior years.
13. Assessment of the processes between the service provider and the Division and recommendations on how to improve the processes.

## **CONTEXT**

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Fiscal constraints juxtaposed with public demands for continued services underscore the need for the Secretary-Treasurer (Chief Financial Officer) to periodically evaluate different aspects of its operation in some detail to ensure optimal results are being obtained for the dollars expended.

## **DIVISION DESCRIPTION**

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The Medicine Hat Catholic Separate Regional Division No. 20 came into existence on January 1, 1995 as a result of a decision by the Government of Alberta to reduce the number of school jurisdictions in the province. 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 new Roman Catholic District No. 624 in Redcliff, formed in January 2004, was amalgamated with Medicine Hat Catholic Separate Regional Division No. 20. The Dunmore Roman Catholic Separate School District No. 663 formed in March 2007 was dissolved and also added to the Medicine Hat Catholic Separate Regional Division No. 20.

Five trustees are elected to a Board of Trustees to represent Catholic school supporters within the boundaries of the Division.

The composition of the nine schools in Medicine Hat is as follows:

- ♦ 4 Pre-K to 6 schools
- ♦ 1 Pre-K to 5 school
- ♦ 1 French Immersion Single Track Pre-K to 6 school

- ♦ 2 middle schools; one of which is a sports academy, the other, a fine arts academy and French Immersion host (7 to 9)
- ♦ 1 high school

Significant choice is provided through Division programming.

The Division's Central Office is located in the City of Medicine Hat. The jurisdiction has a student population of approximately 2,800, ranging from ECS to grade 12.

## **METHODOLOGY**

The approach taken to the review reflected the need to examine policy issues related to student transportation as well as technical/operational issues.

An initial meeting with the Secretary-Treasurer and his Executive Assistant was held to confirm the parameters of the engagement, to establish key research questions, to review study methodology, to ensure that deliverables were clearly understood, and to receive pertinent information.

A subsequent meeting included the Executive Vice-President, Tot-Em Transportation (TRAXX), and the Operations Supervisor, Tot-Em Transportation (TRAXX).

Relevant provincial documents were reviewed. These included:

- ♦ School Act, sections 12, 13, 30, 39, 45, 47, 51, 52
- ♦ Bill 18 (Education Act), sections 3, 4, 5, 7, 11, 21, 31, 32, 35, 56
- ♦ Commercial Vehicle Safety Regulation 121/2009
- ♦ Education Grants Regulation 120/2008

- ♦ Use of Highway and Rules of the Road Regulation 304/2002 (consolidated up to 152/2009)
- ♦ Vehicle Equipment Regulation 122/2009 (amended up to 165/2009)
- ♦ Student Transportation Regulation 250/1998 (amended up to 128/2010)
- ♦ Funding Manual for School Authorities 2010/11, sections 1.22, 1.23, 1.25, 1.27, 8.1

Pertinent Division documents were reviewed. These included:

- ♦ Administrative Procedures Manual – relevant procedures
- ♦ Annual Education Results Report and Three Year Education Plan Combined Report 2009-2013
- ♦ Audited Financial Statements 2009/10
- ♦ Budget Report Form 2010/11
- ♦ Bus Contract
- ♦ Bus Route Maps
- ♦ Bus Route Statistics
- ♦ Grant Claim Submission 2009/10 and 2010/11
- ♦ Policy Handbook – relevant sections
- ♦ Student Transportation Budget 2009/10 and 2010/11
- ♦ Three Year Education Plan 2009-2012

The ASBA document “Agreement on Internal Trade: Questions and Answers” was also reviewed for applicability to the Medicine Hat Catholic Board of Education situation.

Comparative compensation data was requested from four school jurisdictions in the province. This data was reviewed in conjunction with Medicine Hat Catholic data.

The information gathered from the preceding data collection activities was summarized and reviewed, and a report identifying major strengths, areas requiring improvement and related recommendations was developed.

## **FINDINGS**

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### **CLIENTS**

As of September 30, 2010, the student transportation program served the transportation needs of 1,607 students enrolled in ECS, elementary, secondary and special education programs.

The primary client and the main reason for the existence of the student transportation program are the students who are 'eligible' for transportation to and from school because of walking distances or disabilities.

The secondary client group for the program is certain types of 'ineligible' students who currently receive transportation services.

The data following are taken directly from grant submission forms.

### **Grant Eligible Students**

1,297 eligible students are the primary clients for the student transportation program. Of these, 79 are ECS children who attend half-day classes. Transportation is provided to school for ECS students who attend morning classes and from school for those who attend afternoon classes. No noon-time transportation is provided by the carrier.

The total eligible students consist of:

- ♦ 204 rural transportation students (via Tot-Em Transportation)
- ♦ 1,077 urban transportation students (via Tot-Em Transportation)
- ♦ 14 urban transportation students (via public transit)
- ♦ 2 urban transportation students (via parent-provided)
- ♦ 41 special education transportation students (via parent-provided and handibus)
- ♦ 83 program unit fund (PUF) students (via parent-provided and taxi with aide)

### **Grant Ineligible Students**

186 grant ineligible students are the secondary clients for student transportation.

- ♦ 0 rural transportation students
- ♦ 186 urban transportation students

There is no fee charged for the transportation of ineligible students. (Fees may only be charged to ameliorate a deficit in student transportation.)

### **PROGRAM DELIVERY**

The student transportation program is given direction through policy decisions of the Board of Education and through administrative procedures, and is administered by the Secretary-Treasurer. The Executive Assistant provides day-to-day assistance in program administration.



Three key functions are essential to the delivery of the student transportation program including:

- ♦ Establishing policy statements as desired by the Board for the transportation of students;
- ♦ Establishing administrative procedures for the operation of student transportation services;
- ♦ Setting the levels of transportation service to be provided.

### **Policy/Administrative Procedures**

The Board has identified the approval of transportation contracts as a selected responsibility in its Role of the Board policy (Policy 2). Transportation contracts therefore express the will of the Board related to contractors' responsibilities for the delivery of student transportation services. The Board has also identified the approval of school attendance areas as a selected responsibility in its role statement.

A number of administrative procedures have been designed to provide the framework for the delivery of transportation services. Specifically, the procedures address the following:

- ♦ 131 Emergency Closure – Regular School Day
- ♦ 305 Boundaries and Attendance Areas
- ♦ 357 Suspension and Expulsion of Students
- ♦ 550 Transportation of Students
- ♦ 551 School-Purchased Vehicles
- ♦ 552 Student Transportation - Private Vehicles

The Board provides transportation services to certain ineligible students for whom it does not charge a fee. Elementary students who live 1.2 km or more from the school in their attendance area are provided transportation without a charge.

The school attendance area or transportation service boundaries established by the Board generally designate the 'nearest' school as the one to be attended by students. School capacity must obviously be a consideration in boundary determination. The Board offers French Immersion, a Fine Arts Academy and a Sports Academy as programs of choice. Administrative Procedure 305 – Boundaries and Attendance Areas permits school choice, but indicates transportation will only be provided for students attending a school of choice when there is space available on an existing bus.

Section 45(3) of the School Act provides that any student may attend any publicly funded school in the province provided there is room and resources. Section 13(3) states that students from a designated attendance area must be given priority to attend the school in their area. Therefore, the Division is precluded from preventing such a move if there is room and resources in the receiving school. However, in these instances, transportation is not a legislated responsibility of the Division.

The Board has chosen not to charge a fee for school of choice transportation. The per-student urban allocation from Alberta Education is \$497.

The Alberta School Boards Association (ASBA) Report, *At the Breaking Point: Alberta's Student Transportation System*, highlights the "sandwich" position that Medicine Hat Catholic Board of Education and other school boards find themselves in, regarding the issue of transportation to a school of choice. *"One side of the sandwich" is formed by Alberta Education and parent expectations regarding the desired availability of programs and schools of choice. The other side of the "sandwich" is formed by provincial transportation and funding policies that do not support the creation of or*

*transportation to schools of choice within public and separate school jurisdictions.” It continues as follows, “Most school boards see the issue of providing schools of choice and providing transportation to schools of choice as an unfunded mandate that must be addressed in the provincial funding framework. Most school boards want to have local policy control over the question of access to programs and schools of choice to ensure that it is in the best interests of students and communities.”* The Report goes on to identify school of choice as one of the five pressure points facing school boards in transportation funding.

Another pressure point referenced in the above study is the 2.4 km walk limit standard. The Report states *“In short, Alberta’s school boards see the 2.4 km provincial standard as an artifact of history. Very few use it as an operational guideline as most have established walk distances significantly shorter than 2.4 km because of the expectations of parents and concerns about student safety.”* It goes on to say, *“Alberta’s school boards want a more realistic and current benchmark for funding and walk limit purposes.”*

These two pressures points relate to a third point in the ASBA Report, that of transportation fees. It makes this statement about fees. *“After a period of relative stability from 2000 to 2003, transportation fees charged by Alberta’s school boards have increased by 61 per cent over the past three years, or approximately 20 per cent per year.”*

It appears that Medicine Hat Catholic Board of Education is on the verge of these pressure points identified.

### **Service Levels**

The passenger loads overall are good; the carrier has capacity for 1,466 students and currently transports 1,467 students per day. Load factor overall is excellent, with an average load factor of 90%. Total bus route times appear to be long, but it should be

noted that buses pick up in an area, drop students at their schools, then move on to pick up students for another school. Drop-off and pick-up points are clearly specified and appear to be in suitable locations.

The average ride times for students for the 2010/11 school year as reflected by the Alberta Education Grant Claim forms is 78 minutes. The average pick-up time is 7:27 a.m.; average arrival at school is 8:46 a.m. The vast majority of students are picked up between 7:13 a.m. and 7:52 a.m. Nearly one half of urban students reside between 2.4 km to 5.9 km from their designated school. Approximately one half of rural students reside between 10 km to 13.9 km from their designated school.

### **Bus Routes**

Medicine Hat Catholic Board of Education contracts Tot-Em Transportation, a fleet carrier, to provide student transportation services for its Medicine Hat schools. Currently, the carrier provides service utilizing 21 buses. The carrier is responsible for route design, providing bus route maps and numbers of students on each bus route. The routing system is adjusted on an as-needed basis when student population increases or decreases. The carrier is also responsible to respond to parent concerns.

The bus route system is very complex but appears to be efficient and provides a good level of service to students. The 2010/11 Alberta Education Grant Claims reflects the following:

- ♦ 4 buses accommodate urban and rural students
- ♦ 4 buses are considered rural
- ♦ 13 buses are considered urban

Nearly 2,108 km are travelled daily. The daily route distances vary from 58 km to 147 km, with an average of 100 km. The average route time is 78 minutes.

Details are shown in Appendix 3.

## **RESOURCES**

### **Financial**

The student transportation program's expenditures for 2009/10 were \$1,017,147, resulting in a surplus of \$25,609 in operations. Revenues totaling \$1,042,756 in the categories of urban transportation, rural transportation, urban special, rural special, ECS special, and family-oriented programming were received.

The 2010/11 budget totaling \$1,235,408 is forecast to result in a year-end surplus of \$11,545 as per projections made in the fall of 2010.

The budget comparison 2009/10 to 2010/11 is shown in Appendix 1.

Increasing operational costs necessitate a vigilant approach to student transportation efficiency.

### **Staffing**

The Secretary-Treasurer oversees the provision of transportation services by the contractor, Tot-Em Transportation. The executive assistant to the Secretary-Treasurer handles direct interface with the contractor on a day-to-day basis.

A decentralized approach and the use of technology affords the Division the opportunity to maintain contracted transportation services with minimal administrative time.

### **Telecommunications/Technology**

The Division is using VersaTrans software to assist in the grant claim submission. It is contemplating utilizing the VersaTrans electronic routing and tracking system to create bus routes and monitor student movement throughout the Division. Further use of the electronic system will allow the Division to maximize bus route efficiencies and to create required reports.

Communications with individual bus operators are accomplished through a radio communications system operated by Tot-Em Transportation.

### **Contractor Compensation**

Contractor rates were compared with four school boards who utilize yellow bus services. The boards used for comparison have larger student populations than Medicine Hat Catholic Board of Education. The rate comparison indicated that the rate Medicine Hat Catholic Board of Education currently pays the carrier is more than two of the boards surveyed, and considerably less than the other two boards surveyed. It should be noted that the Board's contract with its carrier stipulates a minimum driver compensation of \$90 per day.

Contractors requested that actual rates not be disclosed.

## **Cost of Transporting Ineligible Students**

Currently, Medicine Hat Catholic Board of Education provides student transportation service for ineligible students who reside more than 1.2 km from their designated school. No funding is provided by Alberta Education for students who reside 2.39 km or less from their designated school. The Alberta Education Urban Grant claim for 2010/11 indicates that 186 ineligible students are provided transportation. Ineligible students access eight urban buses. Estimated cost to Medicine Hat Catholic Board of Education is \$115,821 based on three buses currently costing \$38,607 per year per bus. Currently, Medicine Hat Catholic Board of Education does not charge a fee to offset costs.

It should be noted that many jurisdictions in the province charge a user fee for service if ineligible students are accessing student transportation. A fee of \$275 to \$300 per student is not uncommon. Some boards set a maximum user fee rate for families. Potential additional revenues for the Board would be \$51,150 per year, based on a fee of \$275 per student for the 186 ineligible students currently transported. It should be noted the number of ineligible students accessing the service program usually decreases when a fee for service program is implemented.

## **Busing Students to School of Choice (Other than French Immersion)**

Currently, Medicine Hat Catholic Board of Education is providing transportation for 242 students who are attending a school of choice. Section 45(13) of the School Act provides that students may attend any public school, provided that there is room and resources are available at the school they wish to attend. However, in these instances, transportation is not a legislated responsibility of the Board.

Most school boards provide transportation service for students who are attending a school of choice, providing there is room on existing school bus routes and no major route deviations are made to accommodate the student and a fee for service is paid.

A survey of rates charged for school of choice busing indicated that \$300 per year per student was not uncommon. Potential revenue that could be generated would be approximately \$72,600 per year, based on 242 students currently being provided student transportation to a school of choice, charging a fee of \$300 per year per student. As is the case for fees charged to ineligible students, boards establish a family rate. It should be noted that the number of students accessing transportation to a school of choice decrease if a fee were implemented.

## **COMMENDATIONS**

1. The student transportation operation is safe and effective in meeting student needs.
2. Service levels provided are above the current minimum provincial requirements.
3. Service delivery is a demonstrable high priority for the carrier.
4. The current operations supervisor is well regarded by Division Office staff.
5. Bus routes are complex but effectively designed.
6. The administration of the student transportation program is accomplished with minimal Division staff.
7. The distinction between Board policy and administrative procedures facilitates flexibility and responsiveness.
8. Transportation service area boundaries generally promote efficient bus routing.
9. School hours of operation facilitate a complex bus routing system.



## **RECOMMENDATIONS**

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1. That the Board consider a fee for the provision of transportation services to ineligible students and to students attending schools of choice, other than French Immersion.
2. That the Secretary-Treasurer consider part-time or contracted assistance devoted to student transportation in order to provide necessary input into, and monitoring of, the carrier's operations.
3. That, where applicable, extra effort be expended at schools to collect necessary transportation information on student registration forms for placement in the Division student information database.
4. That provisions be made for seamless articulation between the Division student information database and the VersaTrans database.
5. That provisions be made for the "roll-over" of student grades and incorporation of "next year" ECS registrations in mid June.
6. That the current complement of VersaTrans modules be reviewed to ensure the Division has access to the bus routing and route optimization modules.
7. That the use of VersaTrans software be extended to include bus routing and route optimization capability, initially through a one-time contracted service.
8. That the carrier's tentative route information, as provided May 1 as per current contract, be reviewed through the use of VersaTrans software.
9. That bus routing information, when determined, continue to be available on the Division website commencing mid August.
10. That the carrier make provision for enhanced "help desk" service, mid August to mid September.
11. That the Secretary-Treasurer ensure appropriate dialogue in the determination of provision of transportation services for special needs students.
12. That diligence continue to be exercised in the completion of all aspects of the grant claim submission, including student grades and codes.

13. That the Secretary-Treasurer ensure the following documentation is received from the carrier:
  - ♦ records of bus evacuations
  - ♦ drivers' abstracts
  - ♦ semi-annual inspections
  - ♦ roadside inspections
14. That the Secretary-Treasurer receive assurance from the carrier that daily driver "walkarounds" are completed.
15. That the Secretary-Treasurer request the carrier profile from Alberta Transportation on an annual basis.
16. That the student transportation contract be tendered periodically to ensure prudent financial management and in accordance with the Agreement on Internal Trade.

Taken together, these recommendations have potential to improve efficiencies in the delivery of transportation services. They will also provide for greater monitoring of services by the Division.

Continued vigilance in data entry, data analysis and route design will be imperative in order to maintain efficiencies in student transportation. It will also be imperative to maintain the current positive business relationship with the carrier.

## **ACKNOWLEDGEMENTS**

Special thanks are extended to Greg MacPherson and to Colleen Nicholson for assisting with the detailed data collection associated with the conduct of this review. Tot-Em Transportation personnel were also very accommodating.

The hospitality afforded the consultants while conducting the review was exemplary.

## APPENDIX 1 – Student Transportation Budget Comparison: 09/10 to 10/11

Medicine Hat Catholic Board of Education

Transportation Budget - 2010-2011

Revenue	Students	Rate	2010-11 Fall Budget	2010-11 Projected	2009-10	Variance
Rural Transportation			255,334	255,334	255,334	-
Urban Special Needs			117,137	117,137	117,137	-
Rural Special Trans	3	5,714	17,142	17,142	17,142	-
ECS Transportation-Disabilities (days)			36,046	36,046	36,046	-
Family Oriented			5,929	5,929	5,929	-
Urban Transportation			803,820	803,820	611,168	192,652
<b>Total Revenue</b>			<b>1,235,408</b>	<b>1,235,408</b>	<b>1,042,756</b>	<b>192,652</b>

Transportation Expense	Buses	Rate	2010-11 Fall Budget	2010-11 Projected	2009-10	Variance
Regular Busing	21.5	38,607	830,045	767,938	691,145	138,900
St. Mary's Extra Bus			14,400	15,000	15,000	600
STAA Membership			600	-	-	600
Consultant			15,000	15,000	-	15,000
Special Needs /Turning Points			176,254	176,254	136,349	39,905
Bus Tickets			3,200	3,200	3,200	-
Early Dismissal on Exam days - middle school			6,000	6,000	-	6,000
Safety			-	-	15,400	15,400
Fuel Increase			77,137	77,137	77,137	-
County Bus			83,227	82,775	61,496	21,731
Prairie Rose			4,000	4,000	3,766	234
Software			7,000	7,000	7,000	-
Parent Provided			7,000	7,000	6,654	346
<b>Total Cost</b>			<b>1,223,863</b>	<b>1,161,304</b>	<b>1,017,147</b>	<b>206,716</b>
<b>Net Envelope Surplus(deficit)</b>			<b>11,545</b>	<b>74,104</b>	<b>25,609</b>	<b>14,064</b>
<b>2009-10 Actuals</b>					<b>1,024,124</b>	

Bus Costs			
Bus per day	206.52	200.50	6.02
GST	3.30	3.85	0.55
Total Cost per day	209.82	204.35	5.47
Number of Buses	21.5	18.0	3.5
Number of Instructional Days	184	181	3
<b>Total Bus Costs</b>	<b>38,607</b>	<b>36,987</b>	<b>1,620</b>

## APPENDIX 2 – School Bus Inventory 2010/11

**Tot-em Transportation School Bus Fleet Currently Providing Service to MHBE  
By Capacity & Year of Manufacture  
2010-2011 School Year**

Year of Bus	Bus Capacity											Total
	20	30	36	42	48	56	54	60	66	70	72	
1994											2	2
1995											2	2
1996				1							1	2
1997											2	2
1998						1					4	5
1999											8	8
Total	0	0	0	1	0	1	0	0	0	0	19	21

**Average Age of Entire School Bus Fleet**

1997

## APPENDIX 3 – Medicine Hat Catholic Board of Education – All Routes 2010/11

Medicine Hat Catholic Board of Education All Bus Routes - 2010-2011

Route No.	Bus Size	Bus Model Year	Daily Route Distance	Passenger Load	Load Factor	First Pickup	Arrival Last School	Total Time in Minutes	Schools Served
713	72	1996	102	37	38.0	7:22	8:30	68	St. Thomas
714	72	1996	114	25	37.0	7:13	8:55	102	McCoy, Notre Dame
715	42	1996	110	51	76.5	7:18	8:55	97	McCoy, St. Mary
716	72	1999	102	72	92.0	7:29	8:40	71	St. Michael, St. Mary
787	72	1994	110	83	108.0	7:14	8:30	76	McCoy, St. Louis, St. Thomas
791	56	1998	62	19	19.0	7:42	8:45	63	St. Michael
795	72	1995	99	114	139.5	7:21	8:55	64	McCoy, St. Francis
796	72	1994	97	104	156.0	7:30	8:35	65	McCoy, St. Mary
7703	72	1997	104	48	48.0	7:29	8:30	61	St. Thomas
7710	72	1997	140	33	38.5	7:21	8:55	94	Mother Teresa, St. Mary's, St. Michael
7707	72	1999	106	102	153.0	7:28	8:38	70	McCoy, St. Mary
7709	72	1998	67	70	70.0	7:52	8:45	53	St. Michael
7711	72	1998	97	109	125.5	7:08	8:55	107	Mother Teresa, Notre Dame
7713	72	1999	98	108	124.5	7:35	8:45	70	McCoy, St. Patricks
7714	72	1999	98	81	102.5	7:13	8:35	82	Notre Dame, Mother Teresa
7719	72	1999	118	10	10.0	7:29	8:55	86	St. Michael
7721	72	1998	98	101	122.5	7:05	8:55	110	McCoy, St. Patricks
7724	72	1999	58	65	97.5	8:13	8:55	42	St. Mary
7725	72	1999	147	38	53.5	7:00	8:55	115	Notre Dame, McCoy, St. Michael,
7728	72	1999	79	70	91.5	8:13	8:55	42	St. Louis, St. Mary, Mother Theresa
7727	72	1998	102	127	190.5	7:20	8:55	95	McCoy, St. Mary

Total Routes 21


Total Daily Distance 2,108

Average Route Distance 100

Average Ride Length 78

7:27

8:46


 Combined Urban & Rural  
 Rural Routes  
 Urban Routes

Capacity 1466

Average WF 90.2

Total Students Transported 1467

## APPENDIX 4 – Passenger Type by Bus Route 2010/11

Medicine Hat catholic Board of Education  
 Passsenger Type By Bus Route  
 Medicine Hat Catholic Board of Education  
 Students by Passenger Type 2010-2011

Route No.	Bus Size	Passenger Type			Total
		Code 1	Code 2	Code 8	
713	72	30	0	2	32
713	72	5	0	0	5
714	72	20	5	0	25
715	42	48	3	0	51
715	72	62	10	0	72
787	72	76	0	7	83
791	56	8	3	8	19
795	72	49	26	37	112
795	72	2	0	0	2
796	72	104	0	0	104
7703	72	26	0	0	26
7705	72	16	6	0	22
7705	72	17	16	0	33
7707	72	102	0	0	102
7709	72	70	0	0	70
7711	72	25	39	45	109
7713	72	33	16	59	108
7714	72	32	49	0	81
7719	72	0	10	0	10
7721	72	54	20	27	101
7724	72	64	1	0	65
7725	72	19	19	0	38
7726	72	46	16	1	63
7726	72	4	3	0	7
7727	72	127	0	0	127
Total		1039	242	186	1467

 Rural  
 Urban

**Code 1** Eligible student attending their designated school  
**Code 2** Eligible student attending a school of choice  
**Code 8** Ineligible student

## APPENDIX 5 – Passenger Distances from Designated School 2010/11

### Medicine Hat Catholic Board of Education Passenger Distances from Designated School 2010-2011

Urban		
Distance	Number of Students	Average Distance
< 2.4	186	1.80
2.4 - 5.9	694	3.88
6 - 9.9	398	7.44
10 - 13.9	1	11.5
14 - 17.9	0	0
18 - 25.9	0	0
26 - 37.9	0	0
38 +	0	0
Total Students	1279	

Rural		
Distance	Number of Students	Average Distance
< 2.4	0	0
2.4 - 5.9	16	4.7
6 - 9.9	66	8.2
10 - 13.9	94	11.44
14 - 17.9	28	15.2
18 - 25.9	0	0
26 - 37.9	0	0
38 +	0	0
Total Students	204	

**Medicine Hat Catholic Board of Education  
Response to Recommendations  
Student Transportation Review  
May 2011**

1. That the Board consider a fee for the provision of transportation services to ineligible students and to students attending schools of choice, other than French Immersion.

*This is in the purview of the Board. Consideration would be need to be given to:*

- 1) to the maximum amount available for collection in the projected deficit in Transportation,*
- 2) the Board cannot use transportation fees as a revenue generation, and*
- 3) whether the ridership would remain the same, or even if the students would continue to attend the school of choice.*

*The 2011-12 projected deficit in transportation is \$50,000, however, this could rise if we do not receive the funding we are expecting or if costs increase beyond the budget.*

2. That the Secretary-Treasurer consider part-time or contracted assistance devoted to student transportation in order to provide necessary input into, and monitoring of, the carrier's operations.

*This has not been budgeted for. If several of the recommendations below are to be implemented, this recommendation would first need to be implemented.*

3. That, where applicable, extra effort be expended at schools to collect necessary transportation information on student registration forms for placement in the Division student information database.

*We agree with this recommendation and will need to work with Information Technology and the School Secretaries to ensure that the correct information in the required format is entered into the student information database. This will be a critical component if Versatrans transportation software is to be used as described in the subsequent recommendation. Additional resources may be required to manage this task depending on the training and support required at the schools.*

4. That provisions be made for seamless articulation between the Division student information database and the Versatrans database.

*We agree with the recommendation. Recommendation 3 would need to be fully implemented prior to embarking on this task. Coordination and training with Versatrans*



*may be required. This would further assist in the development of the student transportation funding application.*

5. That provisions be made for the "roll-over" of student grades and incorporation of "next year" ECS registrations in mid June.

*We agree and this would be contingent on Recommendation 4 being successfully implemented.*

6. That the current complement of Versatrans modules be reviewed to ensure the Division has access to the bus routing and route optimization modules.

*We will verify we have the identified modules. If the modules are not present, consideration should be given to procuring these modules if they are to be used as detailed in Recommendation 7 and 8.*

7. That the use of Versatrans software be extended to include bus routing and route optimization capability, initially through a one-time contracted service.

*We agree with this recommendation as it would assist in improving the accountability of the provider for route efficiency. For this recommendation to be fully implemented, additional staffing as indicated in Recommendation 1 would need to be obtained.*

8. That the carrier's tentative route information, as provided May 1 as per current contract, be reviewed through the use of Versatrans software.

*We agree with the recommendation as it would improve the accountability. Additional resources would be required for this recommendation to be implemented. Further, the student information would need to be in the student information system as indicated in Recommendation 3, 4, and 5. Consideration would also need to be given to the timelines to ensure the work is performed in an orderly fashion.*

9. That bus routing information, when determined, continue to be available on the Division website commencing mid August.

*We will continue with this practice.*

10. That the carrier make provision for enhanced "help desk" service, mid August to mid September.

*The carrier has previously provided additional staff during the identified time period. We will discuss with the contractor to determine the feasibility of additional service. We have attempted to be proactive with getting information to parents to advise the carrier in July that transportation will be needed. This information will be incorporated into the*

*routes which will be published in mid-August. If parents are proactive, then the carrier expects to see a reduction of the calls in August and September.*

11. That the Secretary-Treasurer ensure appropriate dialogue in the determination of provision of transportation services for special needs students.

*We agree. The Secretary-Treasurer will coordinate with the Director of Student services to determine where enhancements in transportation services for special needs students would be beneficial.*

12. That diligence continue to be exercised in the completion of all aspects of the grant claim submission, including student grades and codes.

*We will continue with the levels.*

13. That the Secretary-Treasurer ensure the following documentation is received from the carrier:

- ♦ records of bus evacuations
- ♦ drivers' abstracts
- ♦ semi-annual inspections
- ♦ roadside inspections

*We have discussed this in principle with the carrier and are developing a process to obtain and review the documentation detailed.*

14. That the Secretary-Treasurer receive assurance from the carrier that daily driver "walkarounds" are completed.

*We have discussed this with the carrier and received assurances that these walkarounds are completed. We have also obtained assurances that end of trip reviews occur as well. We will look to obtain these assurances in writing.*

15. That the Secretary-Treasurer request the carrier profile from Alberta Transportation on an annual basis.

*We agree with this and will develop a process to obtain the carrier profile for not only the school bus provider but for all transportation providers.*

16. That the student transportation contract be tendered periodically to ensure prudent financial management and in accordance with the Agreement on Internal Trade.

*We agree with this and had discussed this. The current agreement expires June 30, 2014. Development of the tendering and RFP requirements should begin in early 2013 and should allow for a proper assessment and allow for the transition to occur smoothly.*

*Consideration should be given to having a joint tender with another school jurisdiction(s) in order to obtain economies of scale. This discussion should occur in mid-2012.*

School	Bus #	First PU AM	Drop at school	Time on Bus AM	Leave School	Last DO PM	Time on Bus PM
<b>McCoy</b>	Redcliff	7:21	7:50	30	2:45	3:14	30
	#1	7:35	8:00	25	2:45	2:57	15
	#2	7:30	7:55	25	2:45	3:02	20
	#3	7:28	7:55	25	2:45	3:10	25
	#4 Veinerville	7:21	7:45	25	2:45	3:17	30
	#4	7:27	7:55	25	2:45	3:01	15
	#5	7:14	7:45	30	2:45	3:06	20
	#6	7:20	7:45	25	2:45	3:17	25
	#7	7:18	7:45	25	2:45	3:06	20
	#8	7:05	7:50	45	2:45	3:23	30
	Rural 2	7:00	8:00		2:45	4:26	
<b>St. Mary's</b>	Redcliff	7:58	8:30	30	3:30	4:04	35
	#1	8:25	8:45	20	3:30	3:59	30
	#2	8:20	8:47	27	3:30	3:54	25
	#3	8:04	8:48	50	3:30	4:27	55
	#4	8:13	8:48	40	3:30	4:07	40
	#5 Veinerville	8:13	8:55	45	3:30	8:38	45
	#6	8:13	8:55	45	3:30	4:17	50
	Rural 2	7:00	8:18		3:30	4:26	
<b>Notre Dame</b>	Redcliff	7:21	7:55	35	2:50	3:14	25
	#1	7:08	8:10	1 hr	2:50	3:49	1 hr
	#2 AM	7:28	8:10	40			
	#2 AM Extension	7:13	8:10	55			
	#2 PM				2:50	3:04	15
	#2 PM Extension				2:50	4:08	
	#3 PM				2:50	3:12	25
	Rural 2	7:00	7:41	40	2:50	4:26	
<b>Mother Teresa</b>	#1	8:21	8:39	20	3:25	3:44	20
	#2	8:23	8:45	20	3:25	3:47	20
	Rural 2	7:00			3:25	4:26	
<b>St. Francis</b>	#1	8:03	8:27	20	3:30	3:46	15
<b>St. Louis</b>	#1	8:19	8:40	20	3:15	3:33	15
	#4 Veinerville	7:21	7:30	10	3:10	3:17	7

<b>SMMH</b>	Redcliff	7:58	8:25	25	3:15	4:04	50
	#1 AM	7:52	8:25	30			
	#1 PM				3:15	3:57	
	#2 AM	7:29	8:25	55			
	#3	7:52	8:20	30	3:15	3:54	45
	#4 PM				3:15	4:22	
	Rural 2	7:00	8:05		3:15	4:26	
<b>St. Patrick's</b>	#1	8:35	8:55	20	3:25	3:50	25
	#2	8:35	8:55	20	3:25	3:41	15
<b>St. Thomas</b>	Redcliff	7:29	8:20	50	3:10	4:11	
	#1	7:22	8:25		3:10	4:09	
	#2	8:00	8:30	30	3:10	3:42	30

# MEDICINE HAT CATHOLIC BOARD OF EDUCATION – BOARD WORK PLAN 2011 – 2012 DRAFT

JANUARY	FEBRUARY	MARCH	APRIL	MAY	JUNE	JULY	AUGUST	SEPTEMBER	OCTOBER	NOVEMBER	DECEMBER
<p><b>AP500 BUDGET Review and Board Priorities and Assumptions</b></p> <p><b>Board Policy Review</b></p> <p><b>Board &amp; DLT Strategic Planning Retreat</b></p>	<p>Three Year Education Plan review</p>	<p>Quarterly Finance Report BOARD MOTION (APPROVAL)</p> <p><b>AP305 – Boundaries and Attendance areas established by March 31</b> BOARD MOTION (APPROVAL)</p> <p><b>AP 505 – School Fees approved by the Board by March 31</b> BOARD MOTION (APPROVAL)</p> <p><b>School Calendar approved by March 31</b> BOARD MOTION (APPROVAL)</p> <p><b>Preliminary Staffing</b></p> <p><b>Student Enrolment Projections</b></p> <p><b>ASBA Edwin Parr Nomination Mar 30</b></p> <p><b>Board develops new Three Year Education Plan priorities and approves strategic plan</b></p>	<p>ERIP – Early Retirement Incentive Plan approval by April 30 BOARD MOTION (APPROVAL)</p> <p><b>AP500 - Preliminary (DRAFT BUDGET) for Board Review</b></p> <p><b>AP 432 – Termination notice or notice of change for VP Consultant or Coordinator by Apr 30 effective June 30</b></p> <p><b>Finalize SBDM Allocations</b></p> <p><b>Revised Staffing Requirements</b></p> <p><b>Three Year Education Plan review</b></p> <p><b>Board Review of Achievement &amp; Diploma Exams</b></p> <p><b>Board Annual Work Plan Development</b></p> <p><b>SPICE Conference Apr 2011 - TBA</b></p> <p><b>BLUEPRINTS Conference May 2011- TBA</b></p> <p><b>ACSTA Spring Conference is 2011 TBA</b></p>	<p><b>BUDGET due to AB ED May 31</b> BOARD MOTION (APPROVAL)</p> <p><b>Three Year Facility Plan</b> BOARD MOTION (APPROVAL)</p> <p><b>Locally Developed Courses</b> BOARD MOTION (APPROVAL)</p> <p><b>Staffing Report to the Board</b></p> <p><b>Revised (draft) BUDGET for Board Review &amp; Stakeholder Feedback</b></p> <p><b>McCoy Grad</b></p> <p><b>St. Michael's School Grad</b></p> <p><b>ASBA Zone 6 Edwin Parr Awards</b></p> <p><b>Board Planning with P/VP regarding Three Year ED Plan</b></p> <p><b>Education Week May 13 to May 19, 2012</b></p>	<p>Three Year Education Plan to AB ED by June 30 BOARD MOTION (APPROVAL)</p> <p><b>Quarterly Finance Report</b> BOARD MOTION (APPROVAL)</p> <p><b>Policy 2 – Superintendent's Evaluation</b></p> <p><b>Staffing Report to the Board</b></p> <p><b>ASBA Spring Conference June 2012</b></p> <p><b>Retiree Recognition Evening</b></p> <p><b>Meeting with Bishop</b></p> <p><b>June 08 –10, 2012 Centennial Weekend</b></p>			<p><b>Policy 2 – Approve the Board Annual Work Plan</b> BOARD MOTION (APPROVAL)</p> <p><b>Policy 7 - Annual Board Self-Evaluation</b></p> <p><b>ASBA Friends of Education, Honorary Life Member, Long Service Award, Premier's Award, President's Award Sept 22,2011</b></p> <p><b>ASBA and ACSTA Awards Review</b></p> <p><b>Superintendent's of Schools Contract Approval</b> BOARD MOTION (APPROVAL)</p> <p><b>School Opening Day Mass Monday, Sept 19</b></p>	<p><b>IMR Project Approval</b> BOARD MOTION (APPROVAL)</p> <p><b>Policy 17 – By October 15 school councils provide Financial Statements</b></p> <p><b>Bishop's Dinner October</b></p> <p><b>McCoy School Awards</b></p> <p><b>Facility Planning Review</b></p> <p><b>World Teachers' Day October 5</b></p> <p><b>Board Organizational Meeting &amp; Trustee Swearing In Ceremony-Special Board Meeting October 2011</b></p> <p><b>Religious Education Advisory Meeting, Breakfast Meeting Late October</b></p>	<p><b>Annual Education Results Report due to AB ED by Nov 30</b> BOARD MOTION (APPROVAL)</p> <p><b>Audited Financial Statement and Management Letter - In Camera and Audited Financial Statement due to AB ED by Nov 30</b> BOARD MOTION (APPROVAL)</p> <p><b>Fall BUDGET Revision</b> BOARD MOTION (APPROVAL)</p> <p><b>Policy 7 –inform the Board of the Honorarium</b></p> <p><b>Meet with MLA's</b></p> <p><b>Review of Achievement &amp; Diploma Exams</b></p> <p><b>ACSTA Facilities and Covenant Review</b></p> <p><b>ACSTA and ASBA AGM November</b></p> <p><b>Catholic Education Sunday Nov 06, 2011</b></p> <p><b>Accountability Pillar Results Report</b></p> <p><b>Board Retreat</b></p> <p><b>Special Board Meeting (Budget &amp; Audited Financial Statement , AERR&amp; 3<sup>rd</sup> Plan Approval)</b></p> <div>Town Hall Meeting</div>	<p><b>Quarterly Finance Report</b> BOARD MOTION (APPROVAL)</p> <p><b>Boundary Review and Academy Program entrance criteria; defined for Registration Recommendation</b> BOARD MOTION (APPROVAL)</p>

## Memorandum

Date: June 14, 2011

To: Board of Trustees

From: Hugh Lehr, Director of Student Services

Re: Time Out Room/Physical Restraint AP

Enclosure Yes

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**Item presented for:** Action / Discussion / **Information**

### **Background**

The Safe and Caring Schools (SACS) Initiative was launched by the former Minister of Education in 1996. In 1999, the mission of the SACS Initiative was incorporated into the *School Act*:

*45(8) A board shall ensure that each student enrolled in a school operated by the board is provided with a safe and caring environment that fosters and maintains respectful and responsible behaviours.*

There are many ways to promote safe and caring schools and encourage responsible and respectful behaviours in students. All behavioural interventions assume a regard for the well-being and dignity of students and staff. The use of timeout procedures is well documented in the professional literature and, when implemented correctly, has proven to be an effective method of reducing a wide variety of disruptive behaviours in children.

Timeout may not be effective for all children. Each child is unique and may require alternative strategies to deal with inappropriate behaviours. The use of timeout requires well-defined procedures, routines and interventions to prevent and modify problem behaviour before timeout is ever considered.

Timeout lies within a continuum of behavioural interventions and exclusion and seclusion timeout should only be used when less restrictive interventions have not been successful. The exception to this would be when a student presents with acting out behaviours that school personnel did not anticipate and the safety of staff and students is in jeopardy. Subsequent to this single, unpredictable incident, a behaviour plan must be developed.

Educators, parents and other members of the school communities should work together to promote positive behaviour, teach and reinforce appropriate social skills and encourage the development of respect and responsibility in students.

Early intervention is the first strategy to be used to prevent acting-out behaviour and promote academic and behavioural student success. If timeout is used, strategies must be systematically planned, delivered, supervised and evaluated to determine their effectiveness with individual students.

Parental permission *must* be obtained in order to utilize seclusion timeout as a strategy in the behaviour management of their children. The *School Act* prescribes how schools must involve and communicate with parents in suspension and expulsion processes. Parents may not support the use of timeout. If that is the case, they must be involved in determining alternative strategies for dealing with appropriate behaviours of their children.

Physical restraint is the last resort and is only utilized when the student is at risk to himself or others (staff or students).

### Time-out Room/Physical Restraint

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## 1) **DEFINITIONS**

1. **Contingent Observation or Non-exclusion Timeout** — The student is removed from the reinforcing activity, but is still allowed to observe the activity. For example, a grade 4 student continues to disrupt the class by poking a neighbour and talking during a class project, despite attempts from the teacher to encourage the student to stop and focus on the task at hand. The teacher directs the student to a timeout area in the classroom where the student is able to listen to the discussion, but not allowed to participate for a period of time.
2. **Exclusion Timeout** — The student is excluded from the reinforcing activity and is not allowed to participate or observe the activity. For example, the student continues to talk while in contingent observation timeout. The student yells, throws a pencil and disrupts the class activity. The teacher asks the student to leave the timeout area and go to another supervised area until the student demonstrates appropriate behaviour and is ready to return to class.
3. **Seclusion Timeout** — The student is removed from the reinforcing activity area, placed in a separate room and is supervised during the entire seclusion timeout. For example, the student grabs a pair of scissors off the teacher's desk and runs around the room and then out of the class. The student threatens other students and is in danger of hurting self and/or others. The student is moved to a timeout room that is safe, where he or she is constantly supervised.
4. **Suspension and Expulsion** — These interventions are recognized as forms of timeout. Refer to MHCBE Administrative Procedure 357 – Suspension and Expulsion of Students for details.
5. **Emergency Restraint**, for the purpose of this procedure, is defined as physical contact in an emergency situation in order to prevent a student from imminent injury to himself or others. For the purpose of this procedure, is defined as restraint of a student to safely restrict the student's ability to move freely using techniques which involve the least amount of force, which may include the use of the time-out room approved holding techniques applied by one or more persons trained and certified by the Crisis Prevention Institute (CPI)

## 2) **GUIDELINES**

**The following are guidelines for implementation of effective use of timeouts:**

1. There must be a documented attempt to establish the cause of the behaviour leading to an exclusion timeout. This documentation will also guide future education and behaviour programming decisions. Through the analysis of documentation and data collected, more effective prevention programs may be established. Research indicates that the degree of timeout effectiveness is tied to an understanding of why the student is misbehaving. A functional behaviour



and/or communicative assessment should be conducted for students who display chronic, inappropriate behaviours. This may include, but are not limited to, an assessment of:

- a. the student's ability, areas of strengths and needs
  - b. the situation(s) that occur prior to the student's behavior
  - c. the frequency, intensity, duration and intent of the behavior
  - d. previous attempts to deal with the behaviour and the result of those attempts
  - e. the environmental factors that may be contributing to the behaviour.
2. The classroom environment must provide a nurturing, safe, and caring environment where the student benefits from a wide variety of positive reinforcements and instructional strategies.
- a. Clear, concise expectations for behaviour, including pre-correction, must be communicated to the student, in a manner the student is best able to understand, prior to the use of timeout.
  - b. Positive reinforcement for appropriate behaviour, as well as negative consequences for inappropriate behaviour, must be stated clearly and in a manner appropriate for the student's age and/or ability.
  - c. There must be a clear distinction between the amount of positive reinforcement the student receives when engaged in appropriate behaviours and when involved in a timeout from the activity.
  - d. Positive behaviour strategies may include, but are not limited to, praise and encouragement, positive behaviour contracts, positive phone calls and notes home. The praise and encouragement provided should be delivered frequently and provide the student with clear descriptions of expected behaviours. Strategies to deal with misbehaviour may include, but are not limited to, ignoring minor misbehaviour, redirecting students to another task, loss of privileges and timeout. If timeout is to be at all effective, the student must perceive the environment he or she is removed from as being considerably more reinforcing than the timeout environment.
3. Timeout procedures for specific behaviours *must* be included as part of the student's behaviour plan and clearly stated and communicated to the student, parent(s), staff and the administration.
- a. The behaviours that result in timeout *must* be stated prior to the use of timeout. Staff should be able to identify the specific behaviour that has resulted in the timeout and the reinforcing situations that are allowing the student's inappropriate behaviour to continue.
4. Should a student present with behaviours that compromise the safety of others, and the student has never presented such behaviours before, the use of timeout, for safety reasons, may occur regardless of the contents of the IPP. This incident must be documented and reported to the parents. Revisions to the IPP are advised immediately after the incident.
- a. Milder forms of timeout *must* be tried prior to resorting to the use of seclusion timeout. Documentation that milder forms of timeout have not been effective with a student should be provided before using seclusion timeout.



- b. If exclusion and/or seclusion timeout is to be utilized as a strategy in the behavioural interventions continuum, the specific behaviour(s) resulting in timeout *must* be clearly communicated to the student, parent(s) and the administration prior to the use of exclusion and/or seclusion timeout. The plan should be documented on the student's Individualized Program Plan (IPP) and should include specific strategies to deal with the disruptive behaviour(s).

### 3) **PROCEDURES**

When using seclusion timeout the following procedures should be utilized:

1. The use of seclusion timeout should be documented in the student's behaviour plan and/or on the student's IPP and signed by the student's parent and IPP team that includes the student, parent(s), teacher(s), administration and other appropriate personnel.
2. Administration *must* be informed of the student's need for seclusion timeout and involved in providing support and assistance, if necessary.
3. A staff member who is familiar with the student's behaviour plan must continuously supervise the student.
4. The staff member will document, in a central log available to all members of the team, the student's name, the behaviour resulting in seclusion timeout, the time of day that the student entered timeout, the time the student was released from timeout, the total time in timeout and the student's behaviour in timeout.
5. The effectiveness of the use of seclusion timeout should be evaluated on an ongoing basis.
6. Timeout rooms *must* provide for the safety and security of the student and be shown to be effective in the reduction of dangerous behaviours and the promotion of appropriate behaviour. For example, timeout rooms must:
  - a. not be locked *from either the outside or inside*
  - b. meet Fire Marshal standards
  - c. be supervised at all times
  - d. not contain items or fixtures that may be harmful to students
  - e. be well ventilated
  - f. allow students to exit should there be an emergency (see Fire Marshal standards)
  - g. provide the means where adults can visually monitor the student at all times.



#### **4) EMERGENCY RESTRAINT**

Emergency physical restraint is the last resort and is only utilized when the student is at risk to himself or others (staff or students). Staff members should try to avoid forcing a student through physical means to take a student to a seclusion timeout. If a student is posing physical danger to self or others, a plan of action shall be in place and staff will be properly trained on its implementation. All physical contact with a student must be documented in the student's record.

#### **5) Guidelines:**

1. Emergency restraint may be required for any student to prevent a student from imminent injury to self or others.
2. Documentation must be completed showing cause, events leading up to the use, frequency, and duration.
3. Following each use of emergency restraint, the parent(s)/guardian(s) of the student must be contacted and debriefed on the incident.
4. Where the use of emergency restraint may become reoccurring, a Behaviour Support Plan (BSP) must be created and signed by the parent(s)/guardian(s) of the student.

#### **6) Procedures:**

1. Prior approval, including the parent(s)/guardian(s) authorization, will be obtained;
2. Authorization will be granted by the school's Superintendent/Director of Student Services on the advice of the school's multi-disciplinary team; and authorization must be time-limited and undertaken for an appropriate assessment period as a part of the generation of a Behaviour Support Plan (BSP) for that student.
3. Documentation must be completed showing cause, events leading up to the use, frequency, and duration.
4. Following each use of planned restraint, a debriefing must be held with the parent(s)/guardian(s) of the student.
5. In the event that the parent(s)/guardian(s) refuse to authorize the use of physical restraint and this decision places the child, other children, or staff at risk, action may be considered in accordance with Section 265 (m) of the Education Act and/or Regulation 474 of the Safe Schools Act. This review will involve the Superintendent/Director of Student Services, the board's legal counsel, and the Coordinator of Safe Schools and Community Outreach.

#### **References:**

Guidelines for Using Time-Out in Schools, Alberta Learning, October 2002 – Special Programs Branch  
Section 45 (8) School Act



**June 14, 2011 Board of Trustees  
AGENDA ITEM**

**NAME:** Wayne Schlosser

**AGENDA ITEM:** 2011-2012 School Calendar Revisions

**PURPOSE:** Information/Discussion

**ATTACHMENTS:** Enclosures

**BACKGROUND:** **BOW ISLAND CALENDAR:** PRSD has shortened their school year and have placed their non-instructional PD days on Mondays (ours PD days are mostly on Fridays). They have 9 days scheduled where we would be having school and they wouldn't be having busses running. We have re-adjusted both the Division's SMBI Calendar and the City Calendar to minimize the bussing costs on days where we would have school and PRSD doesn't. SMBI was running at 1055 instructional hours. With the revised calendar some PD days are synchronized with Prairie Rose; some days are for SMBI teachers only to provide additional planning time. There are still PLC days for SMBI teachers to collaborate with other Division teachers.

**Summary:** we deleted four (4) days from SMBI calendar and added them as teacher PD days; three (3) PD days were changed to coincide with PRSD and two (2) days MHCBE will pay for bussing (May 7 and June 4).

SMBI will still have 1032 instructional hours with the reduction of four (4) days.

**MEDICINE HAT CALENDAR:** The March 16<sup>th</sup> PD Day has been changed to March 23<sup>rd</sup>; this change is to coincide with the PR School Division's Technology Workshop that Division Teachers' attend.

**RECOMMENDATION/  
DECISION:** **That the Board accept the revised 2011-12 Calendars as presented.**

**RESULTING ACTION:** A memo will be sent out to all Division staff and for submission to any/all year-end school Newsletters. The Calendars will also be updated on the Division website.

**RESPONSIBILITY:** Executive Assistant

# MEDICINE HAT CATHOLIC BOARD OF EDUCATION

## SCHOOL YEAR CALENDAR

# 2011-2012

**PROPOSED CHANGE FOR June 14th Board Meeting**

S M T W T F S

S M T W T F S

S M T W T F S

### August

21	22	23	24	25	26	27
28	29*	30 <sup>S</sup>	31			

1	P.D./Staff Day
2	Instructional
3	Total
*	First day for Teachers
S	First day for Students

### September

				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

1	Faith Formation 1/2 day; PD 1/2 day
20	Instructional
21	Total

### October

						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

2	P.D.
18	Instructional
20	Total

### November

		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

1	P.D.
20	Instructional
21	Total

### December

				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23 <sup>L</sup>	24
25	26	27	28	29	30	31

L	Last day of classes before Christmas
17	Instructional
17	Total

### January

1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31 <sup>S</sup>				

1	P.D.
15	Instructional - 1st Semester
1	Instructional - 2nd Semester
17	Total
S	First day of 2nd Semester

### February

			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21*	22*	23	24	25
26	27	28	29			

4	Teachers' Convention + 2 days in lieu
16	Instructional
20	Total
*	Time in lieu for P/T Conferences

### March

				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

1	P.D.
21	Instructional
22	Total

### April

1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

0	P.D.
15	Instructional
15	Total

### May

		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

1	P.D.
21	Instructional
22	Total

### June

				1	2
3	4	5	6	7	8
10	11	12	13	14	15
17	18	19	20	21	22
24	25	26	27 <sup>E</sup>	28 <sup>H</sup>	29*

3	PD/Staff Days Elem/Middle (8,28,29)
2	PD/Staff Days MMcCoy (8,29)
18	Instructional-Elem/Middle
19	Instructional-MMcCoy
21	Total
H	Last day/High School Students
E	Last day/Elem & Middle School Students
*	Last day for all teachers

Semester	1	2	Total
<u>Instructional Days</u>			
Elementary/Middle	92	92	184
MMcCoy High School	92	93	185
<u>Non-instructional Days</u>			
PD/School Closing Days: Elem/Middle			
	6	5	11
PD/School Closing Days: M McCoy			
	6	4	10
Parent Teacher Conferences			
	0	2	2
Teacher's Convention			
	0	2	2
TOTAL: Elem/Middle	98	101	199
TOTAL: M McCOY	98	101	199

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

# MEDICINE HAT CATHOLIC BOARD OF EDUCATION

## SCHOOL YEAR CALENDAR

### 2011- 2012 PROPOSED CHANGES FOR June 14th Board Meeting

#### BOW ISLAND

S M T W T F S

S M T W T F S

S M T W T F S

#### August

21	22	23	24	25	26	27
28	29*	30*	31 <sup>S</sup>			

2*	P.D./Staff Day
1	Instructional
3	Total
*	First day for Teachers
S	First day for Students

#### September

				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

1	Faith Formation 1/2 day; PD 1/2 day
20	Instructional
21	Total

#### October

						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

2	P.D.
18	Instructional
20	Total

#### November

		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

2	P.D.
19	Instructional
21	Total

#### December

				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21 <sup>L</sup>	22	23	24
25	26	27	28	29	30	31

L	Last day of classes before Christmas
1	P.D. (Dec. 5)
14	Instructional
15	Total

#### January

1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31 <sup>S</sup>				

1	P.D.
17	Instructional - 1st Semester
1	Instructional - 2nd Semester
19	Total
S	First day of 2nd Semester

#### February

			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21*	22*	23	24	25
26	27	28	29			

4	Teachers' Convention + 2 days in lieu
16	Instructional
20	Total
*	Time in lieu for P/T Conferences

#### March

				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

2	P.D.
20	Instructional
22	Total

#### April

1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

0	P.D.
15	Instructional
15	Total

#### May

		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

1	P.D.
21	Instructional
22	Total

#### June

				1	2
3	4	5	6	7	8
10	11	12	13	14	15
17	18	19	20	21	22
24	25	26	27 <sup>E</sup>	28	29*

3	PD/Staff Days (8,28,29)
18	Instructional
21	Total
E	Last day School for Students except Diploma
*	Last day for all teachers

Semester	1	2	Total
<i>Instructional Days</i>	89	91	180
<i>Non-Instructional Days</i>			
PD/School Closing Days	9	6	15
Parent Teacher Conferences	0	2	2
Teacher's Convention	0	2	2
TOTAL	98	101	199

MHCBE pays for bussing

## **Certificated Staffing to June 8, 2011**

### **Highlights**

1. **Retirements:** two
2. **Resignations:** one TBD
3. **Personal LOA:** Three granted for next year.
4. **Maternity Leaves:** 3 teachers will start the year on Mat leave; 1 is expected to be on mat leave for all of 2011-2012.
5. **Total certificated FTE staff reduction to date:** ( $\pm 6.56$  FTE). We have added a 1.00 FTE for FNMI and a 0.50 FTE for ESL that are included in the  $\pm 6.56$  FTE.
6. **FTE Positions to hire yet:** 1.00 French Immersion at St. Mary's; 0.75 FTE at NDA; 1.5 at SMBI; 1.00 Temporary (6 weeks) French Immersion at St. Thomas; 0.50 FTE at SMBI
7. **Staff budgeted for but still unallocated:** 0 FTE
8. **Recommendation:** I strongly urge our Division to look at additional models for early retirement incentives in addition to the one in the CA.



## Memorandum

Date: June 14, 2011  
To: Board of Trustees  
From: Amanda Crowley, Religious Education Coordinator  
Topic: New Missal  
Electronic Enclosure: No

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Item presented for: Information

Background: Update on plan for introducing New Roman Missal to our staff

## Memorandum

Date: June 14, 2011  
To: Board of Trustees  
From: Amanda Crowley, Religious Education Coordinator  
Topic: Faith Formation Day 2011 - 2012  
Electronic Enclosure: Yes

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Item presented for: Information

Background: Update on plan for Faith formation day on September 19<sup>th</sup> 2011.

# Faith Formation Day – September 19<sup>th</sup> 2011

*The day will take place at Monsignor McCoy High School and take the format of teacher convention, with the opportunity to attend break-out sessions on a Faith related theme.*

8.30 – 10.00	Mass at St Patrick's Parish, Greetings, Commissioning of New Staff and Recognition of Long Service Awards
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10.00 – 10.30	Relocate to Monsignor McCoy
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10.30 – 10.45	Refreshment Break
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10.45 – 12.00	Break Out Session 1
---------------	---------------------

12.00 – 12.45	Lunch
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12.45 – 2pm	Break Out Session 2
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2.00 – 2.15	Refreshment Break
-------------	-------------------

2.15 – 2.45	Closing Prayer Service
-------------	------------------------

Please join us for  
the 12th Annual



# Bishops' Dinner



The  
Growing Issue  
of Elder Care

*Honour your father and mother,  
so that your days may be long...*

—Ex. 20:12

Beneficiaries:  
Assisted Living Project for Priests  
Father Lacombe Health Care Foundation

**Thursday, October 13, 2011**  
**Commonwealth Hall**  
**1177, 3961 - 52 Ave NE**  
**Free Parking**

**Cocktails: 6:30 PM**  
**Dinner: 7:30 PM**

**\$150/person**  
**\$1200/table of 8**

*A Southern Alberta  
Celebration and  
Charity Benefit*

[www.calgarydiocese.ca](http://www.calgarydiocese.ca)

**Medicine Hat Catholic Board of Education  
Board Meeting  
June 14, 2011**

**PUBLIC MEETING**

**To:** Board of Trustees

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

**Agenda Item:** CAPE Lease

**Purpose:** Information

**Attachments:** Lease Agreement with CAPE 2011 - 2013

**Background:** The Board of Trustees had agreed to make contact with CAPE and enter into a lease agreement with CAPE for the lease of the former St. Louis School.

The lease agreement has now been amended with the following changes:

1. The lease will be for two years, expiring July 31, 2013;
2. Housekeeping - affirmed that Plant Operations and Maintenance funding is coming from Alberta Education and not Alberta Learning or Alberta Infrastructure;
3. Amended the payment clause to remove reference to a lease payment from Alberta Education and added that Infrastructure, Maintenance and Renewal funding would be provided;
4. Removed the options to renew. Previously CAPE had three options to renew for 5 years each; and,
5. Included a clause to be in compliance with the Disposition of Property Regulation allowing for termination of the Lease with 12 months notice. This eliminates the issue we faced with St. Thomas.

**Recommendation/  
Decision:** None required

**Resulting Action:** Implement the lease agreement

**Responsibility:** Secretary-Treasurer

This Agreement made this 3<sup>rd</sup> day of June 2011

BETWEEN

**Medicine Hat Catholic Board of Education**, a Board established pursuant to the *School Act* of Alberta  
("Lessor")

-and -

**CAPE - Centre for Academic and Personal Excellence Institute**, a Society incorporated pursuant to the *Societies Act*, operating a Charter School in the City of Medicine Hat, in the Province of Alberta  
("Lessee")

#### **AMENDMENT TO THE LEASE AGREEMENT**

##### **Background:**

- A. The parties have entered into a lease agreement dated February 6, 2001 and amended on December 3, 2002 and again on April 11, 2008 which are attached and form an integral part of this agreement;
- B. The parties wish to update and amend that Agreement;
- C. Subject to the changes contained herein, the parties wish to confirm the terms of the existing lease.

##### **IN CONSIDERATION OF:**

- A. The Payments to be made by the Lessee to the Lessor; and
- B. The Promises made by the parties.

The Parties agree as follows:

1. Article 1 - Grant of Lease

*renew effective August 1, 2006 on April 11, 2008. The parties agree that there are no remaining options to renew the lease agreement.*

**FILE**

This Agreement made this 11 day of APRIL 2008

Between

**The Medicine Hat Catholic Separate Regional Division No. 20,**  
a Board established pursuant to the *School Act* of Alberta  
("Lessor")

- and -

**CAPE – Centre for Academic and Personal Excellence**  
**Institute**, a Society incorporated pursuant to the *Societies Act*,  
operating a Charter School in the city of Medicine Hat, in the  
Province of Alberta  
("Lessee")

### **AMENDMENT TO THE LEASE AGREEMENT**

#### **Background:**

- A. The parties have entered into a Lease Agreement dated February 6, 2001;
- B. The parties wish to update and amend that Agreement;
- C. Subject to the changes contained herein, the parties wish to confirm the terms of the existing Lease.

#### **IN CONSIDERATION OF:**

- A. The payments to be made by the Lessee to the Lessor; and
- B. The promises made by the parties,

The parties agree as follows:

- 1. Article I- Grant of Lease
  - 1.1 The Term of the Lease will be five (5) years ("Term").
  - 1.2 The Term will start on **August 1, 2006** ("Commencement Date") and end **July 31, 2011** ("Termination Date").



Case file  
116-096

This Agreement made this 3<sup>rd</sup> day of December, 2002.

Between:

**The Medicine Hat Catholic Separate Regional  
Division No. 20**, a Board established pursuant to  
the *School Act* of Alberta  
("Lessor")

- and -

**C.A.P.E. - The Centre for Academic and  
Personal Excellence Institute**, a Society  
incorporated pursuant to the *Societies Act*,  
operating a Charter School in the City of Medicine  
Hat, in the Province of Alberta  
("Lessee")

#### **AMENDMENT TO LEASE AGREEMENT**

##### **Background:**

- A. The parties have entered into a Lease Agreement dated February 6, 2001;
- B. The parties wish to update and amend that Agreement;
- C. Subject to the changes contained herein, the parties wish to confirm the terms of the existing Lease.

##### **IN CONSIDERATION OF:**

- A. The payments to be made by the Lessee to the Lessor; and
- B. The promises made by the parties,

To confirm their agreement, the parties have signed this Amendment to Lease Agreement, this the 7<sup>th</sup> day of December, 2002.

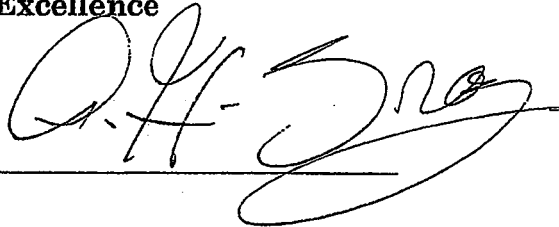
**The Medicine Hat Catholic Separate  
Regional Division No. 20**

Per:

  
\_\_\_\_\_

**The Centre for Academic and  
Personal Excellence**

Per:

  
\_\_\_\_\_

Appendix 4

Capital Block  
Section, Funding  
Manual For  
School  
Authorities

- b) The charter school will be given the first choice for renewal of the lease.
- c) The **host jurisdiction** will continue to be responsible for the preservation (upgrade and modernization) of the facilities. BQRP and modernization funding for facilities leased to Charter boards will NOT be provided to the **host jurisdiction** since provincial support is now based on full market rates. (See section 3 – Lease Support Approval, sub-section b below).
- d) The **host jurisdiction** is eligible to receive a capacity exemption determined by Alberta Infrastructure. The exempt space is excluded from the total capacity of the **host jurisdiction**; the capacity exemption to the host jurisdiction for space leased to charter schools will not be callable for the term of the approved charter (which will also be the term of the lease – see section a above).
- e) The school board is eligible to receive an annual lease administration fee of four per cent (4%) of the approved yearly lease support funding.

3. Lease Support Approval

- a) The charter board is eligible to receive a lease support amount to cover the leasing costs of school facilities.
- b) Provincial support to the charter board for the lease of facilities will be based on full market rates as determined by the Realty Services Division of Alberta Infrastructure and approved by Alberta Infrastructure (see Appendix 9).
- c) The charter board may be eligible for limited support for furniture and equipment to start the operation of a charter school as determined by Alberta Infrastructure.
- d) The charter board must apply to receive lease support from Alberta Infrastructure. If the charter board received Alberta Infrastructure approval in preceding years and the lease agreement has not changed, no additional information is required other than a letter requesting the annual lease support amount for the approved facilities' space.

4. Lease Support Allocation

- a) Alberta Infrastructure will approve the current year lease support as well as provide *approval in principle* for the next two-year capital plan period.
- b) Ninety per cent (90%) of the annual lease support funding will be forwarded to the charter board upon receipt of lease support request, usually well before the start of the school year.
- c) The remaining ten per cent (10%) will be upon receipt of the Statement of Final Costs.

This Lease Agreement made in duplicate.

BETWEEN:

**The Medicine Hat Catholic Separate Regional  
Division No. 20, a Board established pursuant to the  
School Act of Alberta  
("Lessor")**

- and -

**C.A.P.E. - The Centre for Academic and Personal  
Excellence Institute, a Society incorporated pursuant to  
the Societies Act, operating a Charter School in the City of  
Medicine Hat, in the Province of Alberta  
("Lessee")**

### **LEASE AGREEMENT**

#### **BACKGROUND:**

- A. The Lessor is the owner of the following lands:  
Legal Description - Plan 62207, Block 74, Lots 7 to 12  
Municipal Description - 830A Balmoral Street SE, Medicine Hat, AB  
("Lands").
- C. There is located on the Lands, a building. ("Building")
- D. The Lessor and Lessee wish to confirm the terms on which the Lessor will  
rent the Lands and the Building to the Lessee.

#### **IN CONSIDERATION OF:**

- A. The payments to be made by the Lessee under this Lease, and

rent is to be paid. The amount of such funding from Alberta Learning is to include the cost of all utilities and services, excluding telephone, supplied to the Leased Premises, which, without limitation, shall include the cost of water and sewer, service, electricity, heating, and custodian, provided the plant operations and maintenance funding which is in addition to the rental amount received by the Lessor covers the cost of operations and maintenance of the premises. If the actual cost to the Lessor for such operations and maintenance exceeds the funding received from Alberta Learning for the purpose, the Lessee shall be responsible to pay to the Lessor in addition to the rent specified, an amount equal to the difference between the plant operations and maintenance funding received and the actual costs of such operations and maintenance in respect of the Leased Premises to the Lessor.

- 2.1 Notwithstanding the preceding paragraph, the Lessor shall be responsible for the payment of all real property taxes associated with the Leased Premises and all insurance premiums assessed against the Leased Premises in relation to insurance protection for fire and other such perils as are normally insured by a prudent Lessor of similar buildings.
- 2.2 Structural repairs of the Building will be the responsibility of the Lessor pursuant to Paragraph 7(c).

#### ARTICLE III - PAYMENT OF RENT

3. The Lessee promises to pay to the Lessor during the term, without any setoff or deduction of any description, rent as follows:
  - a) Monthly rental on a ten month basis, September to June in each year in advance based upon the rate specified in the Alberta Learning's Funding Manual in effect during the time that such rent accrues. That portion of the appropriate Funding Manual relating to rental

#### ARTICLE V - GOODS AND SERVICES TAX

5. Without limiting the generality of Article II, the Lessee promises to pay to the Lessor all Goods and Services Tax (GST) in the amount and within the time required by the Excise Tax Act of Canada.
- 5.1 If the Lessee fails to pay, when due, the GST payable to the Lessor, the amount unpaid will bear interest at the interest rate described in Article IV.
- 5.2 The obligation of the Lessee to pay the GST owing, accrued or unpaid at the end of the term will survive the expiration or sooner termination of this Lease.
- 5.3 In the event of non-payment of the GST, the Lessor will have the same remedies and may take the same steps for the recovery of the GST as the Lessor may take for the recovery of rent in arrears under the terms of this Lease.

#### ARTICLE VI - LESSEE'S PROMISES

6. The Lessee promises the Lessor that:
  - a) It will make use of the Leased Premises during the term of this Lease for the operation of a charter school as that term is defined within the *School Act* of Alberta and for no other purpose.
  - b) To pay the rent payable in accordance with the terms of this Lease.
  - c) To properly maintain the Leased Premises and to keep them in a reasonably clean and safe condition and to properly maintain

- i) the financial background and status, business history of the proposed Lessee and capability in the Lessee's line of business;
  - ii) if the proposed Lessee is a Corporation, whether the Shareholders and Directors are prepared to guarantee the proposed Lessee's performance of this Lease.
- i) No major renovations or alterations will be undertaken upon the Leased Premises during the Term, or any renewal of the Term, without the prior written consent of the Lessor.

The Lessee will not permit any liens to be registered against the Lands with respect to renovations or alterations performed by the Lessee on the Lands. If a lien is registered against the Lands the Lessee will, within 15 days after the registration of the lien, either:

- i) pay the lien; or
  - ii) obtain discharge of the lien by giving security or in such other manner as is permitted by law.
- j) The Lessor and its agents will be entitled, at any reasonable time and upon prior notice to the Lessee, to enter and examine:
- i) the state of maintenance, repair, decoration and order of the Leased Premises,
  - ii) all equipment and fixtures within the Leased Premises,
  - iii) any improvements made to the Leased Premises.

by dampness or by other cause of any kind or caused by other tenants or occupants or other persons on the Leased Premises or in any other part of the School or resulting from construction, alteration or repair.

- m) i) The Lessee shall, during the whole of the Term and during such other time as the Lessee occupies the Leased Premises, take out and maintain the following insurance, at the Lessee's sole expense, in such form and with such companies and the Lessor may reasonably approve:
  - 1) comprehensive general liability applying to all operations of the Lessee and against claims for bodily injury, including death, and property damage or loss arising out of the use or occupation of the Leased Premises; such insurance shall include the Lessor as an additional insured and indemnify and protect both the Lessee and Lessor and shall contain a "cross liability" or "severability of interests" clause so that the Lessor and the Lessee may be insured in the same manner and to the same extent as if individual policies had been issued to each, and shall be for the amount of not less than \$2,000,000.00 combined single limit or such other amount as may be reasonably required by the Lessor from time to time; and such comprehensive general liability and tenant's legal liability insurance in a form and of a nature broad enough to insure the obligations imposed upon the Lessee under the terms of this Lease.
  - 2) "all risks insurance upon its furniture, equipment, supplies, improvements including leasehold improvements and upon all other property in the Leased



The Lessee agrees to hold harmless the Lessor from any and all third party claims, demands or action for which the Lessee is legally responsible, including those arising out of negligence, wilful harm or crimes by the Lessee or the Lessee's employees or agents. This hold harmless provision shall survive this agreement.

- 6.1 The promises of the Lessee contained in paragraph 6 are for the benefit of the Lessor and will survive the termination of this Lease.
- 6.2 The Lessee indemnifies the Lessor from and against any and all claims, damages or costs which the Lessor may incur as a result of any of the promises contained in paragraph 6 being incorrect or breached by the Lessee.

#### ARTICLE VII - LESSOR'S PROMISES

- 7. The Lessor promises the Lessee that:
  - a) Throughout the Term the Lessor will:
    - i) pay all property taxes levied by the City of Medicine Hat; and
    - ii) keep in force property insurance with respect to the Leased Premises (excluding Lessee's fixtures or leasehold improvements) in such amount as the Lessor may determine from time to time as being reasonable against fire and such other perils as are normally insured against in similar circumstances by prudent Lessors of similar Buildings.

lessees for any purpose other than that for which the Leased Premises were rented;

then it will be lawful for the Lessor to enter into and upon the Leased Premises to take possession of the Leased Premises and become the owner of and remove the Lessee's property from the Leased Premises.

8.1 The Lessee promises the Lessor that if the Lessee:

- a) makes any assignment for the benefit of creditors; or
- b) becomes bankrupt or insolvent or take the benefit of any Act that may be in force or is of advantage to bankrupt or insolvent debtors; or
- c) if the Term is at any time seized or taken in execution or in attachment;

then, at the option of the Lessor, this Lease will cease and be void and:

- i) the Term will be at an end; and
- ii) the rent for the next ensuing 3 months will immediately become due and payable; and
- iii) the Lessor may re-enter the Leased Premises and take possession; and
- iv) the Term will be forfeited and void.

8.2 Without prejudice to all other rights and remedies of the Lessor with respect to collecting unpaid rent under this Lease, the Lessor may seize and sell all

Premises in the name of and as the agent of the Lessee on the terms the Lessor deems reasonably appropriate. The actions of the Lessor in subletting the Leased Premises will not amount to a waiver of any of the obligations of the Lessee or the subsequent exercise of any of the Lessor's remedies for default.

If the Lessor sublets the Leased Premises, the Lessor will be entitled to receive all sublease rents and other costs and charges due to the Lessor and apply the same in its discretion to any indebtedness of the Lessee to the Lessor, and the payment of any costs and expenses of reletting. The Lessor will be liable to account to the Lessee only for the excess, if any of monies actually received by it. If the sublease rents are less than are necessary to pay and discharge all the then existing continuing obligations of the Lessee, the Lessee will pay such deficiency from time to time upon demand to the Lessor.

- 8.6 Mention in this Lease of any particular remedy or remedies in respect of any default or threatened default by the Lessee in the performance of its obligations will not preclude the Lessor from exercising, or limit the extent of any other remedy available to the Lessor at law, at equity, or pursuant to the terms of this Lease. No remedy will be interpreted as exclusive or dependant upon any other remedy. The Lessor may from time to time exercise any one or more of such remedies independently or in combination.

#### ARTICLE IX - OPTIONS TO RENEW

9. If the Lessee is not in default under the terms of this Lease, the Lessee has the right to extend the term of this Lease for three additional periods of five years each. The Renewal Lease in the event of exercise of such option will be upon the same terms and conditions as this Lease Agreement, provided however, Rent shall be determined by the applicable Alberta Learning's

## ARTICLE XI - MISCELLANEOUS

11. If the Lessee remains in possession of the Leased Premises after the end of the Term and without the signing and delivery of a new Lease, there will be no tacit renewal of this Lease or extension of the Term granted. The Lessee will be deemed to be occupying the Leased Premises as a tenant from month to month, at a monthly rent payable in advance on the 1st day of each month equal to 1/12 of the Minimum Annual Rent payable during the last year of the Term of the Lease and otherwise upon the same terms, conditions and provisions as are set forth in this Lease insofar as the terms are applicable to a month-to-month tenancy.
  - 11.1 If the Leased Premises or adjoining premises will become the subject matter of expropriation in such a manner that, in the sole opinion of the Lessor, this Lease will be effectively frustrated, the Lessor will be at liberty to cause notice to be served upon the Lessee in the manner provided that the Lease will terminate within 90 days of receipt of notice by the Lessee. The Lease will then cease to be in force and effect at the end of the 90 day period.
  - 11.2 In the event of any dispute between the parties arising out of the interpretation, performance or observance of the terms of this Lease, the dispute will be submitted to arbitration in accordance with the provisions of the *Arbitration Act* of Alberta.
  - 11.3 No condoning, excusing or overlooking by the Lessor or Lessee of any default, breach or non-observance by the Lessee or the Lessor at any time or times in respect of any covenant, proviso or condition will operate as a waiver of the Lessors or the Lessee's rights under this Lease in respect of any continuing or subsequent default, breach of non-observance, or so as to defeat or affect in any way the rights of the Lessor or the Lessee in respect of any such continuing or subsequent default or breach. No waiver will be inferred from

If in this Lease, two or more persons are named as Lessee, the notice, demand, request, consent or objection will also be sufficiently given or made if and when the same will be delivered personally to any one of the persons.

Either party may at any time give notice in writing to the other or any change of address of the party given such notice and from and after the giving of such notice the address therein specified will be deemed to be the address of such party for the giving or making of any notice, demand, request, consent or objection.

All payments required to be made by this Lease will be addressed as provided for in this section unless otherwise directed by the Lessor.

- 11.7 The headings appearing in this Lease have been inserted as a matter of convenience and for reference only and in no way limit or enlarge the scope of meaning of this Lease or any provision thereof.
- 11.8 The Lease will be construed and governed by the laws of the Province of Alberta. Should any provision or provisions of the Lease and/or its conditions be illegal or not enforceable, it or they will be considered separate and severable from the Lease and its remaining provisions and conditions will remain in force and be binding upon the parties as though the said provision or provisions had never been included.
- 11.9 The Lessee further covenants and agrees to pay the Lessor as Rent, all legal costs, and legal fees on a solicitor and his client basis, lawfully incurred in obtaining possession of the Leased Premises upon the expiration or earlier termination of the term or incurred by the Lessor in enforcing any promise or agreement of the Lessee contained in this Lease.

## SCHEDULE "A"

**A POLICY FOR  
LEASING OF FACILITIES FOR A CHARTER SCHOOL****PURPOSE**

Funding for the lease of facilities provides space for the instruction of charter school students where a charter school facility is not available.

**CONDITIONS**

1. The School Buildings Board may provide funding for a charter board to lease a facility for the instruction of students provided that:
  - a) the charter board does not own a facility which can accommodate the students; and
  - b) facilities which can be obtained at a nominal cost or without charge and to which students might be reasonably transported are unavailable.
2. Funding will not be provided to a charter board:
  - a) for the lease cost of private sector facilities where school facilities belonging to a school jurisdiction are available;
  - b) for purposes other than the instruction of students;
  - c) for programs that are not mandated by Alberta Education, e.g. outreach;
  - d) for physical and recreational activities;
  - e) for lease costs that exceed the support amount established by the School Buildings Board; and
  - f) for lease costs that are covered by a charter board's insurance.

**REQUIREMENTS**

1. A charter board requesting approval from the School Buildings Board for funding to cover the leasing cost of a facility must submit the following information to the Director of School Facilities Branch:
  - a) The number of students and the programs that would be accommodated in the leased facility;
  - b) The enrolment projection for each year of the approved term of the charter;
  - c) The utilization rates of all facilities currently owned or occupied by the charter board;

- b) the jurisdiction is eligible to receive a space exemption determined by the School Buildings Board. The exempt space is excluded from the total capacity of a school jurisdiction;
  - c) the charter board is eligible to receive a lease support amount to cover the leasing costs of school facilities;
  - d) the charter board may be eligible for limited support for furniture and equipment to start the operation of a charter school as determined by the School Buildings Board; and
  - e) in extraordinary circumstances where school facilities require essential upgrading to address health and safety of students, a school jurisdiction may submit an application to the School Buildings Board for a one-time funding consideration. For a new charter school, such an application must be decided by the School Buildings Board prior to the execution of a lease agreement between a school jurisdiction and a charter board.
3. If a school jurisdiction leases a school facility to a charter school at a cost higher than the provincial rates, the jurisdiction will not be eligible to receive a space exemption and funding for modernization and Building Quality Restoration Program (BQRP) for the facility.
4. If the cost of a lease approved by the School Buildings Board includes an amount for the cost of plant operations and maintenance, the funding that may be provided will be the lease cost less any plant operations and maintenance funding provided by Alberta Education.
5. Where it can be demonstrated that school facilities belonging to a school jurisdiction are full or are not available or to which students might not be reasonably transported, the School Buildings Board may approve funding for a charter school to lease facilities from a private sector organization. The charter board may receive the funding to cover the lease cost only. A charter board is not eligible for funding for modernization, Building Quality Restoration Program (BQRP) and other capital construction projects.
6. Provincial support for the lease of facilities is based on the following rates:
- |          |       |                           |
|----------|-------|---------------------------|
| Calgary  | \$ 65 | per square meter per year |
| Edmonton | \$ 43 | per square meter per year |
| Other    | \$ 32 | per square meter per year |

These rates represent about fifty per cent of market lease rates.

The rates are reviewed on a regular basis by the School Buildings Board.

## REFERENCES

For the glossary of terms and additional information, refer to the *School Capital Manual* and the *Funding Manual for School Authorities in the 1998/1999 School Year*.

**SECTION 1.C.5 CHARTER SCHOOLS**

Page 2 of 4

**REQUIREMENTS**

1. A charter board requesting approval from the SBB for funding for the leasing cost of a learning facility must submit the following information to the Executive Director of the Learning and Housing Facilities Branch, Alberta Infrastructure:
  - a) the number of students and the programs that would be accommodated in the leased facility;
  - b) the enrolment projections for each year of the approved term of the charter;
  - c) the utilization rates of all learning facilities currently owned or occupied by the charter board;
  - d) the area (in square metres) of facilities to be leased;
  - e) the terms and conditions and all costs associated with the requested lease. If the cost of the lease includes an amount for the cost of plant operations and maintenance, this information must be stated in the application;
  - f) the terms and conditions of other existing leases and any other information that is relevant to the requested lease;
  - g) the terms of the charter and any special conditions attached to its approval;
  - h) written copies of correspondence provided to, and received from, public school jurisdictions in their area regarding the charter board's requests to access facility space owned by those jurisdictions; and
  - i) any other information required by the SBB.
2. All new requests for lease support must be submitted to the SBB for decision prior to the charter board entering into a lease agreement.
3. Once approval has been granted by the SBB for lease support, charter boards will have received approval *'in full'* for the first year and approval *'in principle'* for the following two years of lease support or to the end of the charter term, which ever may occur first.



**CTION 1.C.5 CHARTER SCHOOLS****Page 4 of 4****CONSIDERATIONS (Contd.)**

3. If a school jurisdiction leases a school facility to a charter school at a cost higher than the provincial rates (see #7), the jurisdiction will not be eligible to receive a space exemption and funding for modernization and Building Quality Restoration Program (BQRP) for the facility.
4. If the cost of a lease approved by the SBB includes an amount for the cost of plant operations and maintenance, the funding that may be provided will be the lease cost less any plant operations and maintenance funding provided by Alberta Learning.
5. The charter board may be eligible for limited support for furniture and equipment to start the operation of a charter school as determined by the SBB.
6. A charter board may request that the SBB provide funding in excess of the provincial rate, if it can be demonstrated that market lease rates in that area of the province exceed the rates approved by the SBB.
7. Provincial support for the lease of facilities is based on the following rates\*:

Calgary	\$ 65 per square meter per year
Edmonton	\$ 43 per square meter per year
Other	\$ 32 per square meter per year

**Note**

\* These rates represent approximately sixty-five (65) per cent of market lease rate and are reviewed by Realty Services Division, Alberta Infrastructure, on a regular basis and approved by the SBB.

**SECTION 1.B.1****PLANT OPERATIONS AND MAINTENANCE**

Page 2 of 3

**CONSIDERATIONS**

1. The areas of school facilities not included for funding purposes are those not in active use for ECS to 12 because they are:  

**REVISED** a) closed and not being maintained by the board;  
b) leased to other school jurisdictions or agencies;  
c) used for central administration or other support functions.
2. The areas of school facilities that are provided to school jurisdictions without charge for utilities and maintenance by external agencies such as Hutterite colonies and private corporations will not be included for funding purposes.
3. School boards leasing facilities for instruction must apply to School Facilities by December 31 and receive approval to be eligible for plant operations and maintenance funding.
  - a) Applications for facilities where there are no capital lease costs shall be forwarded to the Minister for approval; and
  - b) Applications for facilities where there are capital lease costs shall be forwarded to the School Buildings Board for approval.
4. Percentage increases based on sparsity and distance factors will be applied to total funding dollars.

The sparsity factor applied is the same as used to determine sparsity funding for instruction and the distance factor is the same as used to determine BQRP funding.

Percentage increase for school jurisdictions in:

Edmonton and Calgary:	0 per cent
Red Deer, Lethbridge and	
Medicine Hat:	1 per cent
Grande Prairie	2 per cent
Fort McMurray	6 per cent

## SCHEDULE 'B'

### Rules and Regulations

- 1) If windows are left open on the premises by the Lessee or by any person invited on the premises by the Lessee, causing plumbing to freeze, damage by rain or water damage to floors or walls, the Lessee shall be responsible for any damage occasioned by such action.
- 2) The Lessee agrees to immediately report to the Landlord any and all damage that may occur to the premises throughout the continuance of this tenancy.
- 3) Neither the Lessee nor the Lessor shall add to or change locks on doors giving access to the premises or to any building property of which the premises for a part without the prior written consent of the other party.
- 4) The Lessee must keep and observe all health, fire and police regulations of the Province and City, Town or Municipality in which the premises are located.
- 5) No additional electric wiring or heating units shall be installed in the premises without prior written approval of the Lessor.
- 6) No combustible material or flammable liquid shall be kept on the premises except in small quantities and in containers approved for this purpose.

The foregoing Rules and Regulations are agreed to and accepted this 6<sup>th</sup> day of February, 2001.

The Medicine Hat Catholic Separate  
Regional Division No. 20

Per:

JABergum

The Centre for Academic and  
Personal Excellence

Per:

[Signature]

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

**NON-ACTION AGENDA**

**To:** Board of Trustees

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

**Agenda Item:** ASEBP Trustees Report

**Purpose:** Information

**Attachments:**

1. April 15, 2011 Report
2. May 19 Report

**Background:** Monthly report of ASEBP Board of Trustees

**Recommendation/  
Decision:** For Information

**Resulting Action:** None

**Responsibility:** None



# Trustees' Report

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

Volume 19-11 No. 05 May 2011

## Highlights of the May 19, 2011, Trustees' Meeting

### 1. Executive Director's Report

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

### 2. Plan Design – Initial Approval

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- ◆ The ASEBP Trustees gave **initial approval** (first reading) to a number of plan design changes. One set of changes will be effective September 1, 2011, the other set will be effective January 1, 2012.
- ◆ The ASEBP Trustees are constantly striving to balance benefits and the cost of investing in the current and future health of covered members. The ASEBP Trustees are sensitive to the difficult fiscal environment the education sector continues to face. Financial constraints are one of many factors considered when making changes to the benefit plans. Others include: participant needs and stakeholder concerns; impact of changing medical, dental, pharmaceutical, and other practices; impact of changes to the health care system; plan utilization; statutory or regulatory requirements and market conditions, i.e. competition from other benefit providers.
- ◆ **Effective September 1, 2011:**
  - **Working early retirees**
    - Full “active employee” benefit coverage will be available to early retirees who return to work. Currently, an individual can hold only one set of benefits coverage with ASEBP – the active employee package or the early retirement package. Starting in September, working early retirees can enrol in both packages if the employer chooses to offer active employee coverage to working early retirees and the individual meets eligibility criteria (e.g., under age 65, working at least 0.2 FTE, etc.).
    - Making active employee benefit coverage available to working early retirees will help employers attract potential employees. While older employees tend to make more claims for disability, the Extended Disability Benefits plan contains a clause that offsets pension income so this should address any increased financial risk. More information about the administration of multiple plans, including how two sets of general health benefits (Extended Health Care, Dental Care, and Vision Care) will be coordinated, etc. will be

communicated with school jurisdiction benefits administrators via ASEBP's *Administration Bulletin* following final approval.

▪ ***Early Retirement Package 2***

- The Early Retirement Package 2 will not be offered after August 31, 2011. The number of early retirees who have chosen to participate in this package continues to dwindle; currently there are less than 200 participants while there are almost 6,000 in Package 1. Participants who retire prior to September 1 will have their Package 2 coverage grandfathered until reaching age 65 or until they no longer meet other eligibility criteria (e.g., must be a resident of Canada).

◆ **Effective January 1, 2012:**

▪ ***X-rays related to chiropractic and podiatric treatment***

- Coverage for x-rays related to chiropractic and podiatric treatment will be added within current per treatment maximums (e.g., \$40/day for treatment and/or x-rays). Chiropractors and podiatrists may have x-rays done in-house while other practitioners refer patients to get x-rays done elsewhere (through a doctor's referral, etc.).

▪ ***Medical equipment and supplies/vision supplies purchased outside Canada***

- Medical equipment, medical supplies, and vision supplies purchased outside Canada will be covered expenses. Extra charges (e.g., shipping, duty, etc.) related to making an outside Canada purchase will be ineligible for reimbursement.
- Many individuals order contact lenses and eyeglasses online from US-based companies and the costs may be lower than equivalent products available inside Alberta or Canada.
- No changes have been made to the current maximums or eligibility requirements related to each specific device or supply. More information about these requirements can be found on [ASEBP's website](#).
- Prescription medicines purchased outside Canada and medical services performed outside Canada remain ineligible (will not be covered) except under the emergency outside Canada travel provision.

▪ ***Maximum salary covered by income replacement benefits***

- The maximum annual salary covered by Extended Disability Benefits, Life Insurance, and Accidental Death and Dismemberment Insurance will increase to \$300,000. This will ensure that all covered members will have their full salary protected now and well into the future.

▪ ***Extended Disability Benefits general amendments***

- A review of the Extended Disability Benefits plan document was completed by a team including ASEBP legal counsel and ASEBP employees. From time to time, the plan document is reviewed to ensure the provisions continue to support the ASEBP Trustees' philosophical direction, claims management, etc. are reflected in the plan wording.

- As a result, the eligibility for coverage criteria were updated and consolidated, the suspension of benefits and termination of benefits clauses were clarified, ASEBP's right to require disability recipients to take all steps necessary to recover amounts from other sources such as the Canada Pension Plan and Workers' Compensation Board was made explicit, and numerous housekeeping changes were made (e.g., remove duplication, clarify intent, etc.).
- ◆ Final approval (second reading) is required and changes may be made between readings. If you have feedback for the ASEBP Trustees, please email them at [trustees@asebp.ab.ca](mailto:trustees@asebp.ab.ca).

### **3. Coverage During Leaves of Absence – Pilot Project**

- ◆ The ASEBP Trustees and Administration have received feedback that extending coverage during leaves of absence beyond the current 30-month maximum would be beneficial. Starting in September 2011, Administration will review requests for coverage in excess of the current maximum on a case-by-case basis. This will help the ASEBP Trustees determine the volume of requests, types of situations, amount of risk, etc. before making a final determination about whether to extend the 30-month maximum.

### **4. Capital Adequacy Policy Review**

- ◆ The ASEBP Trustees reviewed their capital adequacy policy, which they do annually. Some housekeeping changes were made to improve clarity of intent. No changes to the operation of the capital adequacy reserve were made.
- ◆ ASEBP measures its financial health through the capital adequacy ratio and the related capital adequacy reserve. The intent of this reserve is to provide financial stability during unusual times. This reserve is similar in nature to reserves which insurance companies are required to hold. While ASEBP does not have a legal obligation to have a capital adequacy reserve, the Plan Actuary has recommended the ASEBP Trustees establish the capital adequacy reserve, and the ASEBP Trustees believe having such a reserve is prudent, as it has a stabilizing effect. In the absence of a capital adequacy reserve, an unanticipated and significantly negative event resulting in increased liabilities and/or decreased assets would then require higher premium rate increases and/or substantial cuts to benefits.
- ◆ ASEBP's capital adequacy policy identifies how much capital ASEBP reasonably requires under unusual circumstances. The policy is based on the premise that capital adequacy is more than simply being able to meet day-to-day expenses or being solvent—ASEBP has a number of measures in place to protect the plan from risks associated with regular operations. These include having reserves for future disability payments, analyzing past claims experience, and projecting expected changes (including some degree of fluctuation). The capital adequacy reserve is in addition to all regular reserves.
- ◆ The financial framework captured in the capital adequacy policy strives to establish an appropriate balance between assets and liabilities, thus helping the ASEBP Trustees to determine when ASEBP has sufficient financial resources to meet specific risks during

unusual times which impact overall financial performance. These risks are related to asset, reserve, and claims variability:

- asset variability takes into account the market value of investments and other assets held by ASEBP which can be subject to significant variation
  - reserve variability takes into account the possibility of major swings in the number of open disability claims and the corresponding impact on reserves required to make future payments
  - claims variability takes into account the possibility of an unusual fluctuation in claims
- ◆ A factor of financial risk has been assessed for each of these three areas of variability in order to determine total capital requirements. The ratio of total available capital compared to total required capital is expressed as a percentage. When the ratio reaches 100%, the capital adequacy reserve is fully funded. For example, if the required capital was deemed to be \$100 and available capital was \$90, the capital adequacy ratio would be 90%. The available monies are set aside in a capital adequacy reserve (in the example, this would be \$90) and are available to offset unusual circumstances which increase ASEBP's financial liabilities.
- ◆ The measurement of the capital adequacy ratio happens twice per year, as at the end of February (reviewed at the May Trustees' meeting) and again at the end of August (reviewed at the November Trustees' meeting). The ASEBP Trustees then make decisions about funding, including the pace of increases or decreases, and whether premium rate increases or decreases and/or plan design changes are required. This allows them the latitude to take into consideration a number of factors. For example, if market reversals are expected, which mean the capital adequacy reserve will likely improve in the next six months, no short-term action is likely required.

## **5. Experience Adjustment System Policy – Final Approval**

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- ◆ The ASEBP Trustees gave final approval (second reading) to retroactive housekeeping changes reflecting that the Extended Health Care Waiver of Premium Reserve (EHC WOPR) has been excluded in the Extended Disability Benefits/Life Insurance incurred loss ratio calculations since 2007. At that time, the EHC WOPR was determined to be an equity (rather than a liability) reserve. Accordingly, that reserve was no longer used in the experience for assessing experience adjustments. All experience adjustments since 2007 have excluded the EHC WOPR so no retroactive changes to the assessments are required.



## 6. Investments

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- ◆ A private equity firm specializing in Asian markets provided an overview of their investment approach to the ASEBP Trustees. The Trustees are considering an additional commitment to private equity in 2011 or 2012, to meet the target for this asset class.
- ◆ A review of the foreign equity component of the investment strategy is being undertaken.
- ◆ The ASEBP Trustees also reviewed the quarterly investment results for the period ending March 31. Returns continue to rebound. The next review is scheduled for September.

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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.

### **ASEBP Trustees:**

Carol Bazinet, Chair  
Michael Kischuk, Vice-Chair  
Drew Chipman  
Karen Holloway  
Dolaine Koch  
Larry Liffiton  
Valerie Ling  
Gerry Martins  
Lee Pickett  
Arlene Purcell



Suite 700, Weber Centre • 5555 Calgary Trail • Edmonton AB T6H 5P9  
Phone: 780-431-4786 • Toll-free: 1-877-431-4786 • Fax: 780-438-5304  
Email: [trustees@asebp.ab.ca](mailto:trustees@asebp.ab.ca) • Website: [www.asebp.ab.ca](http://www.asebp.ab.ca)

### **Executive Director:**

Jennifer Carson

### **Manager, Governance Support & Administration:**

Trudy Gusse

### **Plan Consultants & Actuaries:**

Johnson Inc.



# Trustees' Report

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

Volume 19-11 No. 04 Apr. 2011

## Highlights of the April 15, 2011, Trustees' Meeting

### 1. Executive Director's Report

---

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

### 2. Plan Design – Preliminary Discussion

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- ◆ The ASEBP Trustees had a preliminary discussion about potential plan design changes for September 1, 2011, and January 1, 2012. Further discussion will occur at the May meeting, when initial approval (first reading) is expected. Changes will be published in the May edition of the *ASEBP Trustees' Report*.
- ◆ The ASEBP Trustees are constantly striving to balance benefits and the cost of investing in the current and future health of covered members. The ASEBP Trustees are sensitive to the difficult fiscal environment the education sector continues to face. Financial constraints are one of many factors considered when making changes to the benefit plans. Others include: participant needs and stakeholder concerns; impact of changing medical, dental, pharmaceutical, and other practices; impact of changes to the health care system; plan utilization; statutory or regulatory requirements and market conditions (i.e. competition from other benefit providers).

### 3. Experience Adjustment System Policy – First Reading

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- ◆ The ASEBP Trustees made retroactive housekeeping changes to reflect that the Extended Health Care Waiver of Premium Reserve (EHC WOPR) has been excluded in the Extended Disability Benefits / Life Insurance incurred loss ratio calculations since 2007. At that time, the EHC WOPR was determined to be an equity (rather than a liability) reserve. Accordingly, that reserve was no longer used in the experience for assessing experience adjustments. All experience adjustments since 2007 have excluded the EHC WOPR so no retroactive changes to the assessments are required.

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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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**Executive Director:**

Jennifer Carson

**Manager, Governance Support & Administration:**

Trudy Gusse

**Plan Consultants & Actuaries:**

Johnson Inc.

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

**NON-ACTION AGENDA**

**To:** Board of Trustees

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

**Agenda Item:** Totem use of Twitter

**Purpose:** Information

**Attachments:** Article from newspaper

**Background:** Totem is planning on using Twitter for information to parents.

**Recommendation/  
Decision:** None

**Resulting Action:** None

**Responsibility:** None

# School bus info expands to Twitter

Medicine Hat News

Beginning with the 2011-12 school year parents and students will be able to get the latest information regarding bus routes, delays, breakdowns and more on Twitter.

Tot-em Transportation will have separate Twitter accounts for Medicine Hat School District No. 76 (@totemdistrict76) and the Medicine Hat Catholic Board of Education (@totemcs). If you have a Twitter account,

messages will automatically and in real time be sent to your phone. Tot-em will only be sending messages it feels are important to local families regarding school bus routes.

Those without a Twitter account or associated phone number can get updates by send "Follow totem district 76" to 21212 or then ON. To follow the Catholic division send "Follow totem CS" to 21212 and then ON.

**A4**

Thursday, June 2, 2011 — THE MEDICINE HAT NEWS

# ***CELEBRATING***

## ***100 Years***

### ***-of Catholic Education & Service-***

**MEDICINE HAT CATHOLIC BOARD OF EDUCATION**



## **CENTENNIAL CELEBRATION HOMECOMING WEEKEND**

**JUNE 08— JUNE 10, 2012**

- **FRI. JUNE 08, 2012**      **Medicine Hat Catholic Schools' Education Foundation Golf Tournament**  
"Cottonwood Coulee"
- **FRI. JUNE 08, 2012**      **"Evening Social" @ THE CYPRESS CENTRE**  
Former Students; Former & Current Staff (*Teachers & all levels of Support Staff*)  
Come & Go ; Co-Sponsored by the Division and the ATA Local #39
- **SAT. JUNE 09, 2012**      **Open House at all Division Schools**  
10 am—2 pm
- **SAT. JUNE 09, 2012**      **School & Division Displays @ THE CYPRESS CENTRE**  
10 am—2 pm
- **SAT. JUNE 09, 2012**      **"PICNIC IN THE PARK" @ THE CARRIAGE HOUSE - STAMPEDE GROUNDS**  
12:00 noon—2 pm
- **SAT. JUNE 09, 2012**      **BISHOP'S DINNER**  
Proceeds to support Catholic Community Projects  
5:00 pm—6:00 pm Reception  
6:00 pm Dinner
- **SUN. JUNE 10, 2012**      **MORNING MASS @ THE CYPRESS CENTRE**  
Bishop Frederick Henry *Celebrant*

**LEGACY PROJECTS†**  
**CENTENNIAL HISTORY BOOK**  
**STUDENT & SCHOOL PRESENTATIONS**  
**"MANY EVENTS & ACTIVITIES"**