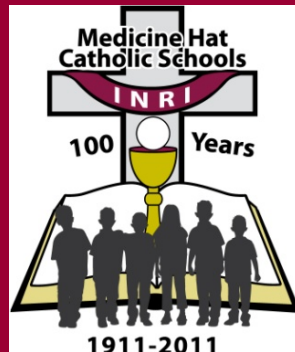


Medicine Hat Catholic Board of Education



*Celebrating 100 Years of
Catholic Education & Service
1911 - 2011*

"SHOWING THE FACE OF CHRIST TO ALL"

PUBLIC AGENDA

Tuesday, March 13, 2012 – 6:00 p.m

St. Mary's School
155 – 11th Street SW Medicine Hat, AB

Medicine Hat Catholic Board of Education

ACTION AGENDA

DATE: March 13, 2012

Place: ST. MARY'S SCHOOL

Time: 6:00 P.M.

1.	<p><i>Opening Prayer</i></p> <p style="text-align: center;">WE ARE CALLED Always and Everywhere to: Model Christ Pray and Serve Build a Faith Community</p>	DL	
2.	<p><i>Approval of the Minutes of the Regular Board Meeting</i></p> <p>◆Recommendation: THAT the Minutes of the Regular Board Meeting held February 14, 2012 be approved as circulated.</p>	PG	
3.	<p><i>Approval of the Action Agenda</i></p> <p>◆Recommendation: THAT the Action Agenda dated March 13, 2012 be approved as circulated.</p>	PG	1 - 4
4.	<p><i>Approval of the Non-Action Agenda</i></p> <p>◆Recommendation: THAT the Non-Action Agenda dated March 13, 2012 be approved as circulated.</p>	PG	5
5.	<p><i>Corporate Communications</i></p> <p>5.1 "Spreading the Good News" – 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 communications@mhcbe.ab.ca on an ongoing basis.</p> <p>5.2 Minister of Education Teleconference with School Councils on 6:00 p.m. on Monday, March 19, 2012.</p> <p>5.3 Letter from Town Council from the Town of Bow Island regarding impact of proposed High School Closure of St. Michael's School Bow Island.</p> <p>5.4 Letters from Mrs. Tammy Fortier, Mr. Robert Van Roessel and Mrs. Wanda McMann– St. Michael's School Bow Island proposed High School Closure.</p>	PG	<p><i>Encl. 6</i></p> <p>7 - 8</p> <p>9</p> <p>10 - 13</p>
6.	<p><i>St. Michael's School Bow Island High School (Grades 10, 11 & 12) Proposed Closure</i></p> <p>Background: In December 2011 the Board of Trustees for the Medicine Hat Catholic Board of Education authorized administration to undertake the provincial and Board mandated processes in order to assist the Board of Trustees for the Medicine Hat Catholic Board of Education as it considers the closure of the high school programming at St. Michael's School in Bow Island.</p> <p>6.1 St. Michael's School Bow Island Parent Community Delegation</p> <p>6.2 Review of costing by School and costing for St. Michael's School using the 2013 Budget</p>	PG/ DL/GM	<p><i>Encl.</i></p> <p>14 - 15</p>
7.	<p><i>French Immersion High School Programming</i></p> <p>Background: Trustees and Administration approved the Budget Assumptions at the January 2012 Board Meeting that stated: due to enrolment, French Immersion may not be offered at Grade 10 for 1 year. The Board then engaged in a public consultation process including a delegation at the January 16, 2012 Board Meeting; a discussion with French Immersion Parents on February 09, 2012. The following motion is presented for Board consideration.</p>	PG/DL	

	<p>◆Recommendation: THAT the Board of Trustees for the Medicine Hat Catholic Board of Education provide Grade Ten French Immersion Programming through Alberta Distance Learning Consortium.</p>		
8.	<p><i>Superintendent's Report - Mr. David Leahy</i> 7.1 Bill 2 7.1 Competition Updates 7.3 New Modular Classrooms 7.4 Three Year Education Plan and Priorities – Board Retreat March 12, 2012 7.5 Administrative Procedure 425 – Certificated Staff Reduction</p>	DL	<p><i>Encl.</i> 16 – 21 22 23 – 27 28 29 – 34</p>
9.	<p><i>Secretary-Treasurer's Report – Mr. Greg MacPherson</i> 9.1 Quarterly Finance Report 9.2 School Fee Approval 9.3 Preliminary Enrolment Numbers for 2012 – 2013 9.4 Preliminary Staffing (GM/DL/WS) 9.5 Capital Plan Approval ◆Recommendation: THAT the Board of Trustees for the Medicine Hat Catholic Board of Education approve the Capital Plan 2012/2013 – 2014/2015 as presented.</p>	GM	<p><i>Encl.</i> 35 – 67</p>
10.	<p><i>Policy Review</i> In accordance with board policy and in particular Policy 10 – Policy Making; the Board annually reviews its policies and make appropriate changes. A sub-committee of the Board was formed to review policy with the purpose of keeping policy in line with provincial regulations and mandated procedures and determining if policy accurately reflects the practices of the Board. The following policies are presented for second and third reading:</p> <p>10.1 POLICY 1 – DIVISION FOUNDATIONAL STATEMENTS ◆Recommendation: THAT the Board of Trustees for the Medicine Hat Catholic Board of Education approve 2nd reading of Policy 1 – Division Foundational Statements. ◆Recommendation: THAT the Board of Trustees for the Medicine Hat Catholic Board of Education approve 3rd reading of Policy 1 – Division Foundational Statements.</p> <p>10.2 POLICY 2 – ROLE OF THE BOARD ◆Recommendation: THAT the Board of Trustees for the Medicine Hat Catholic Board of Education approve 2nd reading of Policy 2 – Role of the Board. ◆Recommendation: THAT the Board of Trustees for the Medicine Hat Catholic Board of Education approve 3rd reading of Policy 2 – Role of the Board.</p> <p>10.3 POLICY 7 – BOARD OPERATIONS ◆Recommendation: THAT the Board of Trustees for the Medicine Hat Catholic Board of Education approve 2nd reading of Policy 7 – Board Operations. ◆Recommendation: THAT the Board of Trustees for the Medicine Hat Catholic Board of Education approve 3rd reading of Policy 7 – Board Operations.</p> <p>10.4 POLICY 8 – COMMITTEES OF THE BOARD ◆Recommendation:</p>	SA	<p><i>Encl.</i> 68 – 70 71 – 74 75 – 87 88 – 90</p>

	<p>THAT the Board of Trustees for the Medicine Hat Catholic Board of Education approve 2nd reading of Policy 8 – Committees of the Board</p> <p>◆Recommendation: THAT the Board of Trustees for the Medicine Hat Catholic Board of Education approve 3rd reading of Policy 8 – Committees of the Board</p> <p>10.5 POLICY 11 – BOARD DELEGATION OF AUTHORITY</p> <p>◆Recommendation: THAT the Board of Trustees for the Medicine Hat Catholic Board of Education approve 2nd reading of Policy 11 – Board Delegation of Authority.</p> <p>◆Recommendation: THAT the Board of Trustees for the Medicine Hat Catholic Board of Education approve 3rd reading of Policy 11 – Board Delegation of Authority.</p>		91 - 92
11.	<p><i>Value Management Audit</i></p> <p>A Value Management Audit was held on February 27th and February 28th, 2012 at Monsignor McCoy High School. Those in attendance will review the process and discuss the next steps. The Board thanked Alberta Education for the audit of our facility.</p>	PG	Encl. 93 - 95
12.	<p><i>Deputy Superintendent Report</i></p> <p>12.1 School Year Calendar Approval 12.2 January Diploma Exams Results</p>	WS	Encl. 96 - 97 98 - 113
13.	<p>COMMITTEE REPORTS (presented by appointed Trustees)</p> <p>13.1 Medicine Hat Catholic Schools' Education Foundation- <i>Mr. Kelly Van Ham</i></p> <p>13.2 Representative to ACSTA- <i>Mr. Dick Mastel</i></p> <p>13.3 Representative to Teacher Board Advisory Committee- <i>Mr. Dick Mastel</i></p> <p>13.4 Representative to ASBA Zone 6 – <i>Mr. Peter Grad</i></p> <p>13.5 Representative to Support Staff Board Advisory Committee-<i>Mrs. Jodi Churla</i></p> <p>13.6 Representative to Parent Association- <i>Mrs. Jodi Churla</i></p> <p>13.7 Salary Negotiations 16.7.1 ATA- <i>Mr. Peter Grad</i> 16.7.2 CUPE- <i>Mr. Dick Mastel</i></p> <p>13.8 CUPE Staff Board Advisory Committee- <i>Mr. Kelly Van Ham</i></p> <p>13.9 Spiritual Leadership Scholarship Board Representative BI- <i>Mr. Kelly Van Ham</i></p> <p>13.10 Spiritual Leadership Scholarship Board Representative – <i>Mr. Stan Aberle</i></p> <p>13.11 Centennial Planning Board Representative – <i>Mr. Stan Aberle</i></p> <p>13.12 Centennial Planning Board Representative- <i>Mr. Stan Aberle</i> Mr. Aberle will review the Centennial Celebrations to-date and the ongoing planning for the Centennial Homecoming Weekend planned for June 08-10, 2012. - HISTORY BOOK LAUNCH PRESENTATION - POWERPOINT</p>	JC	
14.	<i>Adjournment</i>		

NON - ACTION AGENDA

DATE: March 13, 2012

Place: St. Mary's School

Time: 6:00 P.M.

No.	INFORMATION ITEMS	PAGE
1.	<p>1.1 DISNEY'S ALICE IN WONDERLAND JR – APRIL 24, 2012 ESPLANADE. This classic comes to life on stage at the Esplanade with two nightly shows on Tuesday, April 24, 2012 and Wednesday, April 25, 2012. Showtime at 7:00 PM, cost to see this classic is \$10.00 + S/C, GST. Presented by St. Mary's School. www.tixx.ca</p> <p>1.2 CENTENNIAL SPRING SING – MAY 15, 2012 ESPLANADE. Presented by students from Catholic Schools. Tickets \$5. Vocal entertainment from Choirs ranging from Pre-School to High School students. 7:00 p.m. Tickets available soon at www.tixx.ca</p> <p>1.3 CENTENNIAL CELEBRATION HOMECOMING WEEKEND JUNE 08— JUNE 10, 2012. For Tickets, Information, Sponsorship and Events. Contact the Centennial Office at centennial@mhcbe.ab.ca or call 403. 502.8356 or visit the online store on the Centennial Website at http://www.mhcbe.ab.ca/Centennial.php</p> <ul style="list-style-type: none"> • 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 (<i>Teachers & all levels of Support Staff</i>) Come & Go ; Co-Sponsored by the Division & ATA Local #39 • SAT. JUNE 09, 2012 Open House at all Division Schools 10 am—12 noon • SAT. JUNE 09, 2012 Free "PICNIC IN THE PARK" @ THE CARRIAGE HOUSE - STAMPEDE GROUNDS 12:00 noon—2 pm • SAT. JUNE 09, 2012 CENTENNIAL BISHOP'S DINNER 5:00 pm—6:00 pm Reception 6:00 pm Dinner with Bishop Frederick Henry • SUN. JUNE 10, 2012 MORNING MASS @ HOLY FAMILY PARISH Bishop Frederick Henry <i>Celebrant</i> 	

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 **2nd Tuesday** of each month held at the Catholic Education Centre located at 1251 – 1st Avenue SW unless otherwise advertised. **General Public welcome to attend - Information @ www.mhcbe.ab.ca**

SPREADING THE GOOD NEWS!

MARCH 2012

"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 on an ongoing basis for this publication. Here is a sampling from this month's acknowledgements:



★ ***Congratulations to the TEAM of:***

- *Jared Morrison (St. Patrick's School)*
- *Connor Zeidel (St. Patrick's School)*
- *Tyler Sisko (St. Patrick's School)*
- *Jarrett Floberg (St. Michael's School MH) –*

★ Silver Medal winners in the Provincial Bantam Boy's Bowling. ***Congratulations*** Great Job!

From: Education Minister [<mailto:Education.Minister@gov.ab.ca>]

Sent: Thursday, March 08, 2012 11:49 AM

Subject: Minister of Education will be hosting a teleconference with parent representatives on School Councils



**TO: Board Chairs of Public, Separate, Francophone and Charter School Boards
Presidents of the following Provincial Associations:**

ASCA (Alberta School Councils' Association)
Federation des parents francophones de l'Alberta
Federation des conseils scolaires francophones
ASCA Board and Provincial Directors

I am inviting parent representatives on School Councils to participate in a conference call with me to continue the discussion on priorities for Alberta's education system. I believe that parents play an important role in their child's learning, and I am interested in hearing your ideas and perspectives.

The call will begin at **6:00 p.m. on Monday, March 19, 2012** and will take approximately 1.5 hours. When you dial in, you will be greeted by a conference operator asking for the participant pass code, as well as your name and school. I will open the conference call, make a few remarks and follow with a question-and-answer session with you.

All questions and responses will be heard by all participants, and I will try to answer as many questions as possible in the time allotted. If you experience any problems during the conference call, please stay on the line to speak to the operator.

Due to the number of telephone lines available, school council members are encouraged to assemble and call in as a group. For parent groups participating in the call, please have one member register on behalf of the group. To participate in the call, individuals and groups must register in advance online at www.education.alberta.ca/apps/Registration/TeleConferenceMarch19/. A call-in number and participant pass code will be provided to the representative by email once registration is complete.

If you have any questions regarding the teleconference, please contact Maureen Melnyk, Education Manager, Learning Supports and Information Management. Ms. Melnyk can be reached at 780-415-8324 (dial 310-0000 first for toll-free access in Alberta) or by email at maureen.melnik@gov.ab.ca.

Thomas A. Lukaszuk

Minister of Education
MLA, Edmonton – Castle Downs

cc: **Superintendents of Public, Separate, Francophone and Charter School Boards**
Executive Directors of the following Provincial Associations:
ASCA (Alberta School Councils' Association)
Federation des parents francophones de l'Alberta
Federation des conseils scolaires francophones

423 Legislature Building 10800 – 97 Avenue, Edmonton, Alberta T5K 2B6 Canada
Telephone 780-427-5010 Fax 780-427-5018 Email Education.Minister@gov.ab.ca



TOWN OF BOW ISLAND

February 24, 2012

Medicine Hat Catholic Board of Education
1251 1st Avenue S.W.
Medicine Hat, Alberta
T1A 8B4

Attention: Mr. David Leahy

Dear Sir:

Re: St. Michael's School, Bow Island

St. Michael's School has delivered Catholic education in Bow Island for over 50 years and has certainly become part of the fabric of the community. St. Michael's has also provided an educational alternative for non-Catholic families over the years as well. Closing the high school and offering busing to Medicine Hat for affected students is not, in Council's opinion, in the best interests of the students and the community.

The Education Ministry website states that "choice is one of the important principles Alberta's education system is built on." The Council of the Town of Bow Island believes that choice should not be limited to urban centres especially at the expense of rural communities. We want the Medicine Hat Catholic Board of Education to understand that this decision will have an impact on our **whole** community.

Sincerely,

Gordon Reynolds
Mayor Town of Bow Island

GR/amb



February 29, 2012

To: Mr. David Leahy, Superintendent of Schools
Medicine Hat Catholic Board of Education

I am a grandparent that has 2 grandchildren that go to St. Michael's school. We lived in Edmonton until our children were in grades 6 & 4, then we moved to Provost a Rural community. We have lived in both and thought it would be better if our children were raised in a rural community rather than the city. In the city you are lucky if you know 3 or 4 of your neighbours, in the rural area you know everybody and are family. The city has all the modern conveniences, but that is no substitute for friends and neighbours.

When living in the city and doing hiring my husband usually hired rural applicants over city applicants as country (rural) people had a better ability to work without being supervised and often had more initiative to move on to the next task without being told to do so.

In our Rural Catholic School at St. Michaels as well as St. Thomas in Provost (another small rural Catholic school), the students are a family. You will see the seniors help the elementary students, and see the elementary students cheer the senior on in sports. The elementary students are so proud to know the senior students that they will tell you, "that is Tom, I know him he goes to our school". My husband drove school bus when we lived at Provost. The public school went on strike and all he had was Catholic students to drive to school. Naturally his bus route was changed, and he found out that the senior students help the little grade 1 to 3's find the right bus, and helped them collect their things, so they were ready to get off the bus. We are not a number but a person there to care and help one another out. All of these things are true of St. Michael's students as well.

If my grandchildren were to continue to get a Catholic school education, and not attend St. Michaels High School, they would have to be up before 6:00a.m. to be in town to catch the Bus @ 7:10 to go to Medicine Hat. (Right now one would be in High school and the other in Junior High, which would mean the Junior High student would have to get on the bus in the morning by herself and come home at night to an empty house as mom would be in town either delivering or picking up her son, as Dad would be gone to work). They have after school sports and sometimes do not get home until 10:00p.m. What kind of sleep hours does that give them? Not enough. How many hours does that give them to do homework? Not enough. But you would like to close St. Michaels High School because. . . ? Are St. Michael's High School students suppose to do nothing but go to school and come home? No extracurricular activities as time does not allow for them? How does this create a well rounded child?

My grandson is a farm boy and has been taught how to drive tractor, make meals because Mom's on the combine, and knows how to shut off augers, lower hoists and if necessary move grain trucks (these are tractor trailers) out of the way. All this is done in case of an emergency, a preventive measure. He has been taught to stay cool and calm, do what has to be done then call someone for help. Is that not a good educational lesson? Why would a city school be better? He will graduate from high school and further his education with university or college. If deciding to farm he knows it is necessary to have a good education to become a good farmer.

We were brought into this world to love and care for each other, we have this at St. Michaels and you think we need to go to a bigger school. Let St. Michaels be the one to show Alberta how well rural schools can work with all the new technology out there. We can do it! We can be a leader and Medicine Hat /Bow Island will be put on the map!

If you think our school is to empty, bring some of the city students out. They can get two educations – one, rural life and the other, a diploma to further their education. It is important to remember it is the same distance for the city to travel to the country as the country to travel to the city. Rural life is unique, as is Catholic education, and we would like to see our grandchildren continue to be learn both at St. Michael's School in Bow Island.

Thank you for your time.
God be with you,

Wanda McMann

Wanda McMann (grandparent)

Feb 29/12

Box 23
Bow Island, AB
T0K 0G0

Mr. David Leahy
Superintendent of Schools
Medicine Hat Catholic Board of Education
1251 1st Ave SW
Medicine Hat, AB
T1A 8B4

Dear Mr. Leahy:

Please forward this letter to the Medicine Hat Catholic Board of Education Trustees for the March 13, 2012 meeting. This letter is written in regards to the motion to consider closure of St. Michael's Bow Island High School.

I would like the Medicine Hat Catholic Board of Education Trustees to consider changing its Policy 15 – School Building Closure (item 1.2). Currently, a school closure or a portion of school may be considered by the Board if the enrolment falls below 60 for at least two consecutive years. It seems maintaining greater than 60 students per division is not feasible for three of nine of the schools in the Medicine Hat Catholic Board of Education. According to this policy, St. Louis, St. Thomas, and St. Michael's Bow Island schools should all be considered for closure. In our demographics, maintaining the threshold of 60 students per division is unrealistic. Please consider lowering this number to realistically reflect the current population of our area.

Sincerely,

Robert Van Roessel

To Whom it may Concern

First, let me start by saying I did attend the general meeting at St. Mike's School - but due to the late hour I never got up to voice my concern.

I, as a parent of a child attending St. Mike's School have been urged to write to you people who have the big decision to make.

I'm not going to go on about finances which I am not familiar enough about. It doesn't take an exceptionally brilliant person to see the numbers in the graduating classes going up. So, if the concern is actually about smaller classes coming up in years to come - why not worry about it then?

I don't know if any one of you people making this decision are aware of what St. Mike's School actually means to the students that attend there! It's easy to say - "it's just different" - but there is a lot more to it than that. I have friends that have asked what the big deal is? Just go across the street to Pershaw. It's not as easy as that. The students that attend St. Mike's truly consider it to be a "SAFE HAVEN". Now, in this day and age if there is a school that is considered, by the students, to be a safe haven, it is almost criminal to force these students into circumstances that will be totally out of their comfort zone and for some students cause irreparable damage. The students at St. Mike's consider themselves as part of a large family.

It is a very unusual concept that the school has been teaching these kids. But, as a "family", they help, protect and respect each other. The students themselves have decided not to allow any one to be bullied or mistreated.

Like I said, in this day and age it is very unusual and wonderful that the students can feel this way.

I can not believe you people would consider taking this away from them. Shame on you if you decide to close the high school down!

When people say "why not go across the street?" I will reply very honestly that it is not at all the same. This is very real and serious for our children attending St. Mike's School.

TAMMY FORTIER.
J. Fortier



Medicine Hat Catholic Board of Education
Board Meeting Agenda Item
March 13, 2012



Memorandum

To: Board of Trustees

From: Secretary-Treasurer

Agenda Item: St. Michael's Bow Island - Financial Report - 2012-13 Revenue Budget

Purpose: Information

Strategic Plan Reference: Efficient and Effective Operations

Enclosures: A. SMBI Financial Report

Background: In the February 2012 Board Meeting, Trustees required the SMBI Financial Report be adjusted with the impact of the 2012-13 budgeted revenues. It was understood that the expenditures would not be restated as there were significant uncertainties on where the expenditures would be, particularly with regards to collective agreements and other salary increases.

Recommendation/Decision: None

Resulting Action: None

Responsibility: Secretary-Treasurer

Medicine Hat Catholic Board of Education
Analysis of Impacts of High School Closure at St. Michael's in Bow Island
for 2012-13 School Year and Beyond using 2012-13 Budget Revenues

	Close St. Michael's High School - Division Impact				School Impact	
	32 Students attend Monsignor McCoy	15 Students attend Monsignor McCoy	0 Students attend Monsignor McCoy		32 High School Students stay at St. Michael's - ADLC Focused	32 High School Students stay at St. Michael's - VC Focused
Revenue Impact to Division ²						
CEU Impact (40 CEU per High School FTE) - 1% increase	\$ -	\$ (127,486)	\$ (239,974)		\$ 239,974	\$ 239,974
CEU Tier 2-3 (Determined on Historical) - 1% increase	-	(110)	(219)		219	219
Base Funding - K-9 - 1% increase	-	-	-		403,543	403,543
Class size Funding (Grade K-3) - 1 % increase	-	-	-		25,093	25,093
Small School By Necessity - 2% increase	(103,028)	(103,028)	(103,028)		281,101	281,101
LRDC Credit - 2% increase	-	(209)	(394)		1,151	1,151
Small Board Administration - 2% increase	-	1,272	2,395		6,998	6,998
Socio-economic Status Funding - 2% increase	-	(1,463)	(2,925)		9,296	9,296
Transportation - 2% increase (estimated)	143,460	71,730	-		-	-
School Fees - 0% increase	-	(609)	(1,300)		3,795	3,795
ATRF Funding - 0% increase	(15,889)	(15,889)	(15,889)		51,638	51,638
Equity of Opportunity - New	-	(2,652)	(4,992)		14,586	14,586
Equity of Opportunity - Density/Distance - New	(2,300)	(2,300)	(2,300)		2,300	2,300
Inclusive Education - District amount - prorated - New	-	(935)	(1,760)		15,407	15,407
Inclusive Education - per student Allocation - New	-	-	-		5,143	5,143
Plant Operations and Maintenance - Pro-rated - 2% increase	-	-	-		87,480	87,480
Total Revenue Impact	22,243	(181,679)	(370,386)		1,147,724	1,147,724
Expenditure Impact to Division ¹						
Impact to St. Michael's Certificated Staffing (reduce 2.0 FTE in K-12)	(220,046)	(220,046)	(220,046)		733,273	733,273
Non-Certificated Adjustment	(15,645)	(15,645)	(15,645)		54,659	54,659
School expenditures	(22,303)	(24,703)	(27,103)		59,120	59,120
ADLC and Video-Conference	-	-	-		22,141	80,031
Maintenance and Custodial	(18,645)	(18,645)	(18,645)		149,597	149,597
Transportation - Parent Reimbursement	16,113	8,056	-		-	-
Transportation - Bussing Bow Island to Medicine Hat	66,185	66,185	-		-	-
Student Services Costs	-	-	-		65,232	65,232
Division Overheads	-	-	-		80,179	80,179
Total Expenditure Impact	(194,342)	(204,798)	(281,439)		1,164,201	1,222,091
Net Impact to the Division	\$ 216,585	\$ 23,119	\$ (88,947)		\$ (16,477)	\$ (74,367)

Note:

1. The expected expenditures have not been adjusted from the 2011-12 figures. These amounts are expected to increase in the following areas:

- Certificated Staff costs once the terms of the collective agreement are determined
- CUPE Salary increase
- Non-certificated salary increases
- Cost of Transportation
- Utility increases
- Other cost increases

2. The revenues were increased based on the known increases in the 2012-13 Budget



Medicine Hat Catholic Board of Education

Board Meeting Agenda Item

Date: March 13, 2012

Memorandum



Date: March 13, 2012

To: Board of Trustees

From: Superintendent of Schools

Agenda Item: Bill 2: The Education Act

Purpose: Information/Discussion

Strategic Plan Reference: Advocacy

Enclosures: Yes (2)

Background: On February 14, 2012, Education Minister Thomas Lukaszuk, introduced Bill 2: The Education Act for first reading.

In response to the introduction of Bill 2 the Alberta Catholic School Trustees Association has sent a letter to Minister Lukaszuk. It has also circulated briefing points. Both of these documents are attached.

Recommendation/Decision: None required

Resulting Action: None

Responsibility: Board Chair/Superintendent of School



Alberta Catholic School Trustees' Association

Suite 205, 9940 - 106 Street
Edmonton, Alberta, Canada T5K 2N2

Phone: (780) 484-6209 Fax: (780) 484-6248
Internet: www.acsta.ab.ca e-mail: admin@acsta.ab.ca

DELIVERED

February 17, 2012

The Honourable Thomas A. Lukaszuk
Minister of Education
MLA, Edmonton-Castle Downs
423 Legislature Building
10800-97 Avenue NW
Edmonton, AB T5K 2B6

Dear Minister:

RE: Concerns of Alberta Catholic School Trustees With Respect to Bill 2: *The Education Act*

We have now had an opportunity to review Bill 2: *Education Act*, which received first reading on Tuesday, February 14 and second reading (adjourned) on Wednesday, February 15, 2012. We note that although Bill 2 contains a number of amendments from Bill 18: *Education Act*, which was given first reading in the Legislature on April 27, 2011 and adjourned for debate on second reading on April 28, 2011, no amendments have been made as requested in our correspondence to former Minister of Education, the Honourable Dave Hancock, Q.C., of June 10, August 28, and October 4, 2011.

We therefore take the opportunity of repeating our most pressing concerns, with a hope that we can address this with you at our meeting of next Tuesday, February 21, 2012, with a view to obtaining House amendments, if possible, during committee-of-the-whole on Bill 2.

Eligibility of Separate School Residents to Vote or Run for Public School Trustee

The first significant concern is with respect to the eligibility of separate school residents to vote or run for public school trustee as provided in section 74(4), and with respect to francophone regional authorities in section 135(4), of Bill 2. We acknowledge that in the context of this eligibility, separate school residents maintain their residence in the separate school division, maintain their declaration that they are of the minority faith, but are allowed the additional right to vote and run for public school trustee, if they so choose. We acknowledge that as a result of this scheme, no rights are lost to separate school electors, but more rights are granted to them. We, nevertheless, continue to oppose this proposal. We do not wish separate school electors to have these additional rights compared to public school electors. We anticipate that public school electors will be unhappy with this grant of additional rights to separate school electors, causing political division and discord, and we believe that this grant of additional rights to separate school electors will inevitably lead to a request from public school electors that they be given the right to vote and run for separate school trustee, which would, of course, be constitutionally and legislatively unsound. This grant of additional rights to separate school electors was initiated on behalf of only one person, the late Roy Brassard, benefits a very small minority, is

contrary to the “no choice” Court of Appeal decision in *Schmidt and Calgary Board of Education* (1976), and is rife with political and legal consequences now and in the future.

Establishment of New Separate School Districts

Sections 98 through 109 of Bill 2 address the establishment provisions for separate school districts, replacing sections 212 through 220 of the *School Act*, which have been colloquially known as the “4 x 4” provisions.

This new model for establishment, which has been called in educational circles the “flower petal” formation, whereby the Minister may determine that the establishment area for a new separate school district be the area of the original public school district, together with those districts which are “contiguous to the public school district in which the initiating separate school electors reside” and are “located in the separate school region”, thus constituting the “flower petal”, is an innovative and interesting provision with which we do not disagree.

However, we are of the opinion that in addition to this new “flower petal” formation system, there must be the express right, should “flower petal” establishment be unsuccessful, for the separate school electors to form a separate school district on the basis of the traditional “4 x 4” provisions which are constitutionally mandated by incorporation into section 17(1) of the *Alberta Act, 1905* of the provisions of sections 41 through 45 of the *Schools Ordinance, 1901*. We acknowledge the advice of Alberta Education officials that these constitutionally protected “4 x 4” provisions have not been lost in Bill 2, because they are preserved by reference in the Preamble to an “education system ... that honours the rights guaranteed under the Constitution of Canada in respect of ... minority denominational education”, and because the establishment area to be determined by the Minister pursuant to section 101(3) is permissive, rather than mandatory, such that the Minister may declare a separate school establishment area to be only the area of “the public school district in which the initiating separate school electors reside”. We believe that it would be far safer, legally, to have those constitutionally protected provisions expressly maintained, and request that you reinstate those traditional establishment provisions in Bill 2.

Shared Facilities

Section 192(2) of Bill 2 allows you, as Minister, should space be available in a school building, to direct a board operating that school building to make that space available to another board. That would be problematic if you determined to direct a Catholic school board to provide space in one of its schools to a non-Catholic school board, or visa versa, thus establishing a shared facility. We seek an amendment to section 192(2) to prohibit such a direction.

Religious Instruction and Exercises

Section 58(2) of Bill 2, like section 50(2) of the *School Act*, and section 11.1(2) of the *Alberta Human Rights Act*, allows a parent to request that a student be excluded from religious instruction, such that the teacher is required to permit the student to leave the classroom or to remain in the classroom without taking part in the instruction or exercises. We would request consideration of an exemption for Catholic schools, where religious instruction or exercises comprise the totality of the entire school day, with the essential purpose of fully permeating Catholic theology, philosophy, practices and beliefs, the principles of the Gospel and teachings of the Catholic Church, in all aspects of school life, including in the

curriculum of every subject taught, both in and outside of formal religious classes, celebrations and exercises.

Appointment of Trustees

Sections 82(1) and 84(1) of Bill 2 provide for Ministerial appointment of trustees where two attempts to fill a vacancy on a board have been made and no nominations have been put forward, or to allow for the appointment of a trustee to represent First Nations students on the board. We have no objection to these appointments in principle, but would seek an amendment such that those appointments on a separate school board must be members of the denominational minority.

School Divisions Consisting of Public School Districts, Separate School Districts and School Divisions

Section 112(1) of Bill 2 allows you, as Minister, to establish a school division consisting of “any number of public school districts, separate school districts and school divisions”. This appears to allow a school division to be comprised of a combination of public school districts, separate school districts, public school divisions and separate school divisions. This section should be amended to make it clear that a public school division may only be comprised of public school districts or public school divisions, and a separate school division may only be comprised of separate school districts or separate school divisions, except where the public school division is a Catholic public school division, when it may also be comprised of Catholic separate school districts. This same difficulty is seen in section 113(a), (b) and (c). This amendment would allow for rationalization of the situation in the Greater St. Albert area and the Sturgeon Valley but would not otherwise allow “blended” school boards serving both public and separate school electors who are not all declared to be of the Catholic denomination.

Opting Out of the ASFF

Section 164(2) through (5) of Bill 2 maintains the right of separate school divisions to opt out of the Alberta School Foundation Fund. The Bill does not indicate whether a new opting-out resolution will be required under the *Education Act* or whether a resolution under the *School Act* will continue in effect under the new Act. Clarification as to whether a new opting-out resolution is necessary is requested.

Naming of Catholic School Divisions

Section 260(10) of Bill 2 provides that current school districts and regional divisions continue as “The _____ School Division”. In contrast, section 77(2) of Bill 2 provides that the members of the board, as a corporation, will be named “The Board of Trustees of _____ Separate School Division”, or the equivalent for a public school division pursuant to section 77(1). For consistency purposes, the word “public” or “separate”, as indicated in section 77 should be included in the name of the division in section 260(10). In addition, where the public or separate school division is Catholic, the name of the school division should include the words “Catholic Separate” or “Catholic Public”, or in the case of St. Albert, providing that there is a combination of separate school districts within the Catholic Public School Division, perhaps just the name “The St. Albert Catholic School Division”.

Regulations

We note that there are a significant number of provisions which provide for further regulations to be gazetted after passage of the *Education Act*. We would be very interested in participating in the drafting of those regulations, particularly with respect to the establishment of new separate school districts (for which regulations are provided in sections 101(2), (3), (4), 103(2), (3), and (5), 104(4)(b), and 106(3)).

Thank you for this opportunity to comment on Bill 2 as it affects Catholic school education in Alberta. We look forward to a continuing dialogue both with respect to amendments to Bill 2 and with respect to the drafting of the regulations thereunder.

Sincerely,

A handwritten signature in black ink, appearing to read 'Sykora', written in a cursive style.

Tony Sykora
President

The Alberta Catholic School Trustees' Association (ACSTA) commends Alberta Education and the Alberta Government for the work they have done in drafting *Bill 2: The Education Act*. We are confident that this legislation will include a number of positive features that will enhance education in Alberta and work towards creating a system that is welcoming and able to meet the needs of students in the 21st Century. The ACSTA, after reviewing the proposed Bill 2, has prepared the following key messages:

Points of Emphasis:

1. Eligibility of Separate School Residents to Vote or Run for Public School Trustee (s. 74(4) & s. 135(4))

While we acknowledge that this grants additional rights to separate school electors, this was not an issue that we lobbied for and we anticipate that the granting of this right will cause dissension in the community among public school electors. As such, we do not wish separate school electors to have this additional right.

2. Establishment of New Separate School Districts (s. 98 - 109)

We recognize that much work has gone into the creation of the new model for establishment of school districts (the "flower petal" formation), and we believe that it is an innovative and interesting provision. However, we are of the opinion that in addition to this new model of formation, we must have the traditional 4 x 4 method of establishment written into the legislation (to safeguard the process of establishment if the "flower petal" formation is challenged).

3. Shared Facilities (s. 192(2))

The ACSTA supports facilities remaining distinct to each board and does not support shared facilities. Catholic schools in Alberta are unique faith environments. The school environment, in its entirety, is filled with the Catholic faith. This has made our schools distinct from all other schools in the province.

4. Religious Instruction and Exercises (s. 58(2))

This clause allows parents to request that a student be excluded from religious instruction. We would ask for the government to consider an exemption for Catholic schools, where the Catholic faith permeates the school in its entirety.

5. Appointment of Trustees (s. 82(1) & 84(1))

We believe that if the Minister appoints trustees to a Catholic board, they must be Catholic.

6. School Divisions Consisting of Public School Districts, Separate School Districts and School Divisions (s. 112(1))

The ACSTA supports an amendment of this section to make distinct that a separate school division may only be comprised of separate school districts or separate school divisions; this distinction would occur along denominational lines. The ACSTA supports stand alone boards.

7. Opting Out of the ASFF (s. 164(2)-164(5))

Bill 2 maintains the right of separate school divisions to opt out of the Alberta School Foundation Fund. The Bill does not indicate whether a new opting-out resolution will be required under the *Education Act* or whether a resolution under the *School Act* will continue under the new act. Clarification is required.

8. Naming of School Divisions (s. 260(10) & s.77(2))

New school divisions should include the word "Catholic" in their naming, so their names would read "The _____ Catholic Separate School Division".

9. Regulations

The ACSTA has found it fruitful to work with the Alberta Education and the Alberta Government in their continued development of *Bill 2: The Education Act* and appreciates being invited to work on the development of regulations after the passing of the legislation.



Medicine Hat Catholic Board of Education

Board Meeting Agenda Item

Date: March 13, 2012

Memorandum



Date: March 13, 2012

To: Board of Trustees

From: Superintendent of Schools

Agenda Item: Competition Updates

Purpose: Information

Strategic Plan Reference: Efficient and Effective Operations

Enclosures:

Background: Senior administration will give trustees an update on the competitions to select a new Religious Education Coordinator and a new principal for St. Patrick's School.

Recommendation/Decision: None required

Resulting Action:

Responsibility: Superintendent of Schools



Medicine Hat Catholic Board of Education

Board Meeting Agenda Item

Date: March 13, 2012



Memorandum

Date: March 13, 2012
To: Board of Trustees
From: Superintendent of Schools
Agenda Item: Modular classrooms for St. Michael's Medicine Hat and St. Patrick's
Purpose: Information
Strategic Plan Reference: Efficient and Effective Operations
Enclosures: Yes

Background: The Division received a letter on February 24, 2012, from Keray Henke, Alberta Education Deputy Minister. In the letter Mr. Henke informed the Division that we had been approved for three new modular classrooms:

- One Modular classroom for St. Thomas Aquinas School
- Two Modular classrooms for St. Patrick's School

In discussing the addition of these modulares with the City of Medicine Hat several issues arose.

1. If a modular is added at St. Michael's a fire wall would need to be constructed. Estimated cost is \$50,000
2. Two additional parking stalls may need to be added.
3. We may need to add several new parking stalls at St. Patrick's School.

The Division has contacted Alberta Education to clarify if they will pay for the cost of the firewall. If the answer is no then the Division may need to advise Alberta Education that we cannot accept the modular classroom at this time.

Recommendation/Decision: Pending Response from Alberta Education

Resulting Action:

Responsibility: Superintendent of Schools

AR74233

February 15, 2012

Mr. David Leahy
Superintendent of Schools
Medicine Hat Catholic Separate Regional Division No. 20
1251 - 1 Avenue SW
Medicine Hat, Alberta
T1A 8B4

Dear Mr. Leahy:

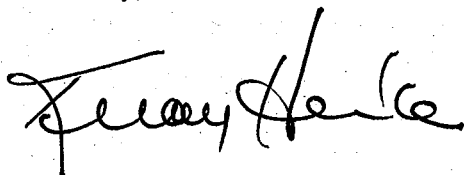
The Minister of Education has recently approved three new modular classrooms for your board as follows:

- one modular classroom for St. Thomas Aquinas School; and
- two modular classrooms for St. Patrick's School.

Attached, for your reference, is a checklist of the steps that must be undertaken to ensure the successful and timely installation of your modular classrooms.

Also attached is the required Modular Classroom Prep Sheet, which must be completed and submitted to your Infrastructure, Learning Facilities representative. Once an appropriate budget has been determined, you will receive approval to proceed with the preparation of tender documents. If you have any questions, please call Judith Wright, Director, South, Learning Facilities Branch, Infrastructure, at 780-422-7442 (dial 310-0000 first for toll-free access in Alberta).

Sincerely,



Keray Henke
Deputy Minister
Alberta Education

Attachments:

- 1) Modular Procurement Process
- 2) Modular Classroom Prep Sheet

cc: Judith Wright
Director
Alberta Infrastructure

Schedule	Activity	Responsibility
FEBRUARY	<p><u>Consultant Design Team Appointment</u></p> <p>School jurisdictions will appoint a consultant design team, and submit "Prep Sheets" for the design and costs of the modular units to Alberta Infrastructure.</p>	SCHOOL JURISDICTION
MARCH	<p><u>Modular Approval and Ordering</u></p> <p>Education and Infrastructure will review and approve the "Prep Sheets" submissions. Infrastructure will advise jurisdictions of the approval and order the modular classrooms.</p>	ALBERTA EDUCATION AND INFRASTRUCTURE
APRIL	<p><u>Project Tender</u></p> <p>Jurisdiction will put the project out to tender and receive bids. If the winning bid is over \$200,000, the jurisdiction must submit a request to Infrastructure for approval to award the contract.</p>	SCHOOL JURISDICTION
MAY	<p><u>Contract Review Committee (CRC) Review and Approval</u></p> <p>For contracts over \$200,000, Infrastructure's CRC will review and approve/deny awarding the contract. Jurisdictions will be advised of the CRC approval to award and the final budget.</p>	ALBERTA EDUCATION AND INFRASTRUCTURE
MAY - JUNE	<p><u>Permit(s), Site Works and Installation</u></p> <p>School jurisdictions will award the contract to the installation works contractor. The jurisdiction or the contractor must apply for a development and building permit(s). To ensure modular classrooms are in place on or before September 1 of the coming school year, it is suggested that school jurisdictions hand over the modular site to an installation works contractor and commence site work no later than 2 months prior to the opening of the modular units. School jurisdictions need to ensure that they coordinate modular unit delivery before the 2 month deadline in order to facilitate project completion on or before to September 1st of the coming school year.</p>	SCHOOL JURISDICTION
DECEMBER	<p><u>Confirmation of New Modular Classroom Space</u></p> <p>School jurisdictions are to provide confirmation to Alberta Infrastructure that the additional space is operational. Jurisdictions will also provide project plans to Alberta Infrastructure to enable space utilization information be updated.</p>	SCHOOL JURISDICTION
NO LATER THAN FOLLOWING JUNE	<p><u>Submission of Statement of Final Costs</u></p> <p>School jurisdictions will submit the Statement of Final Costs to Alberta Infrastructure for each completed modular project.</p> <p><u>Review of Statement of Final Costs</u></p> <p>Alberta Infrastructure to recommend acceptance or otherwise of Statement of Final Costs for each modular project to Alberta Education.</p>	<p>SCHOOL JURISDICTION</p> <p>ALBERTA EDUCATION AND INFRASTRUCTURE</p>

Modular Classroom Prep Sheet

Instructions (Important): In preparation for the receipt of your new modular classrooms, and the funding required to deliver, place and set up the classrooms, please provide your regional representative with the following information for each school site that is to receive modular classrooms:

Basic Information:

Name of School Board: _____

Name of School Board Contact: _____

School Board Contact Phone No: _____ Fax No: _____

School Board Contact email address: _____

Name of School: _____

School Address: _____

and Type of A Unit Modulares
Needed: (Standard Duty/Heavy Duty) _____

of B Unit Modulares Needed:
(Standard Duty/Heavy Duty) _____

New modulares: Attaching to existing
modulares on site: (Y/N) _____

Preferred Exterior Finish:
(Hardi Board or Prefinished Metal Cladding) _____

Gas Rough In
(Roof or Floor) _____

Is a connecting link required (Y/N) _____

Intended contracting method:
(Public tender or Own Forces) _____

Site Plan:

A site plan, fully dimensioned, of the entire site showing school, the location and orientation of the modular classrooms, connecting link (if required) and site access points. The site plan should identify the type of modular classrooms (A-Unit Type and Orientation and/or B-Unit).

The site plan will need to indicate a description of the topography of the site and the elevation to which the modular classrooms will be set, as well as any underground utilities that may be impacted by the placement of the modular classrooms. This information will determine the method of placement of the modular classrooms when they are delivered to the site.

Cost Estimate:**A) Delivery Costs** (A site visit is required, prior to delivery, to determine "other" delivery costs):

Cost of transport from manufacturer's site to the school (km x \$/km):	\$	
Other costs (jack rolling, crane costs, etc., if applicable):	\$	
Total Delivery Costs:		\$

b) Demolition Costs (if applicable):

Cost of demolition and removal of existing portable classrooms:	\$	
Other demolition required for new modular classroom setup:	\$	
Total Demolition Costs:		\$

c) Consultant Costs:

Consultant fees (not to exceed 12.58% of the delivery, set-up and link project costs):	\$	
Expenses (permits, alarm verification, etc.):	\$	
Total Consultant Costs:		\$

d) Site Preparation Costs:

Screw Piles:	\$	
Landscaping:	\$	
Skirting:	\$	
Stairs:	\$	
Total Site Preparation:		\$

e) Utility Hook up Costs:

Mechanical:	\$	
Electrical:	\$	
Other (fire alarm, etc.):	\$	
Total Utility Hook up Costs:		\$

f) Other Connecting Costs: (exhaust fan, threshold connections, etc. please identify)

\$

g) Furniture and Equipment Costs (not to exceed \$12,000/modular classroom):

\$

Set-Up Sub-Total:	\$
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Non-Refundable GST:	\$
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Total Set-Up Costs:	\$
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h) Connecting Link (if applicable):

Area of Link	m ²	Construction:	\$	
		Project expenses:	\$	

Connecting Link Sub-Total:	\$
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Non-Refundable GST:	\$
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Total Connecting Link Costs:	\$
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Total Project Cost:	\$
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Thank you for completing this checklist. Please return a copy to your Regional Director.



Medicine Hat Catholic Board of Education

Board Meeting Agenda Item

Date: March 13, 2012



Memorandum

Date: March 13, 2012

To: Board of Trustees

From: Superintendent of Schools

Agenda Item: Three Year Plan Priorities-Board/Division Leadership Retreat

Purpose: Information

Strategic Plan Reference: Efficient and Effective Operations

Enclosures:

Background: The board's annual work plan calls for trustees to establish in March new priorities for the Three Year Education Plan. In order to facilitate that exercise the Board of Trustees, senior administration, and Division Principals are participating in a one day retreat on Monday, March 12, 2012.

The retreat will review the current strategic plan with the purpose of determining if any elements should be modified, deleted, or added.

Recommendation/Decision: A preliminary report from the retreat will be provided at the March 13, 2012, board meeting.

Resulting Action:

Responsibility: Superintendent of Schools.



Medicine Hat Catholic Board of Education

Board Meeting Agenda Item

Date: March 13, 2012

Memorandum



Date: March 13, 2012

To: Board of Trustees

From: Superintendent of Schools

Agenda Item: AP 425 Certified Staff Reduction

Purpose: Information

Strategic Plan Reference: Efficient and Effective Operations

Enclosures: Yes

Background: AP 425 needed to be updated. Input was solicited from both the Alberta School Boards Association and the Alberta Teacher's Association.

Recommendation/Decision:

Resulting Action:

Responsibility: Superintendent of Schools

CERTIFICATED STAFF REDUCTION

Background

The Superintendent will consider such factors as he/she may deem appropriate in determining whether the ability to provide educational services has been affected and, without limiting the generality of the matters to be considered by the Division, the Division may consider any or all of the following factors:

- a. Student enrollments, both current and projected;
- b. Population patterns;
- c. Financial support for education, both current and projected;
- d. Funding from all sources;
- e. Student educational needs, both current and projected;
- f. Curricular content or practices;
- g. Programs offered by the Division;
- h. Changes in function to existing facilities, both current and projected;
- i. Other factors that the Superintendent considers relevant.

The Superintendent recognizes that changes in any of the above-noted factors may have a negative impact on the ability of the Division to fulfill its educational goals within the limits of its financial resources. Should the Superintendent be of the opinion that any of these factors warrant a reduction in the number of certificated staff positions, this administrative procedure may be applied, at the Superintendent's discretion, to a particular school, or the school division as a whole.

In the event that it is determined that the Division needs to implement the certificated staff reduction administrative procedure, the primary consideration shall be to retain staff members who best meet the program requirements in the school and the educational needs of the students.

1. The Board delegates to the Superintendent overall responsibility for the implementation of the staff reduction administrative procedure; including making the initial decision as to whether certificated staff reduction is required and implementing all required procedures.
2. The Superintendent or designate, in consultation with Principals, shall determine staffing levels in their schools. In the event staff reduction is considered necessary, the Superintendent or designate, in consultation with Principals will identify the number of and identity of certificated teachers, that the Superintendent or designate deems to be surplus to the needs of the school and/or Division. The Principal shall also be responsible for alerting the Superintendent to any potential need to implement the staff reduction procedures on a timely basis.
3. If the Superintendent is of the opinion that any of the above-described factors warrant a reduction in the number of certificated staff positions, this certificated staff



reduction administrative procedure may be applied to a particular school, geographic area, or the school division as a whole.

Procedures

1. If the Superintendent deems a reduction in the number of certificated staff employees to be warranted, the Superintendent will endeavor, first, to effect such reduction through voluntary attrition, including, *inter alia* (among other)
 - 1.1 Voluntary resignation;
 - 1.2 Retirement;
 - 1.3 Early Retirement Incentive Plan (ERIP), and/or other additional incentives as mutually agreed upon by the ATA and the Division;
 - 1.4 Voluntary leave of absence;
 - 1.5 Voluntary changes in employment status (i.e. full time to part time);
 - 1.6 Voluntary transfer.
2. If voluntary attrition does not result in the necessary staff reduction, the Superintendent will then endeavor to effect further staff reduction through the transfer of staff to other appropriate assignments. The Principal shall work in collaboration with the Superintendent and make recommendations regarding the staffing needs for the school, including the number of surplus positions, if any, and make recommendations regarding any teaching positions that need to be transferred as a result of the decreased need for teaching staff in that particular school. The Superintendent shall make the final determination regarding any required transfers. Any such recommendations and decisions will be based upon the following considerations:
 - 2.1 The primary consideration shall be to retain staff members who best meet the program requirements of the school and the educational needs of the students. School administration will make recommendations to the Superintendent based upon these factors and will work collaboratively with the Superintendent, who shall be responsible for determining which transfers shall be made in light of the Superintendent's need to meet the program requirements and educational needs of the students;
 - 2.2 Student and program needs, not employee seniority, will be the primary criteria for enacting teacher transfers;
 - 2.3 All provisions within the current collective agreement between the Superintendent and the Alberta Teachers' Association shall be adhered to regarding the transfer of teachers;
 - 2.4 When program requirements and student needs can be equally well met by more than one teacher in a particular school, seniority shall be the



determining factor when making final decisions regarding the transfer of teachers.

3. The Superintendent may vary the amount of time that a teacher under a part-time contract of employment teaches, in a subsequent semester or school year based upon the program requirements of the school and the educational needs of the students, unless otherwise prohibited by contract.
4. If sufficient staff reduction cannot be fully achieved through voluntary attrition, transfer to other assignments or reduction in part-time teaching contracts, the Superintendent will endeavor to effect reduction through termination of contracts of employment.
5. The following criteria may be utilized to determine which contracts of employment will be terminated:

5.1 Teachers on temporary contracts of employment will be the first to be released and in accordance with Policy 11 – Board Delegation of Authority;

5.2 If this administrative procedure is applied on or before January 1st of any school year, teachers on probationary and interim contracts may be released next;

5.3 If this administrative procedure is being applied on or after January 1st of any school year, teachers on probationary and interim contracts will be the next to be released;

5.4 Seniority based on years of service with the Division will be the primary consideration when determining which contracts of employment are to be terminated. Those most senior teachers will be the last to be terminated, subject to program requirements and student's educational needs To determine years of seniority, the following principles will be used:

5.4.1 Seniority will be determined from the original date of hire to the date of application of the administrative procedure, provided that there has been no break in service, other than as described below:

5.4.1.1 Maternity leaves, sick leaves and education leave will be included as year of services with the Division. Leaves for personal reasons, of a duration of 30 days or longer, will not be counted for determining years of service. Length of service shall be calculated based upon the number of years and full months of service provided to the Division.

5.4.2 Employees who are on part-time continuous contracts will be treated in the same manner as employees who are on full-time contracts;

5.4.3 The Superintendent shall determine whether a seniority list will be used for a particular school(s), or the school division as a whole.



6. Notwithstanding the above, teachers on temporary, probationary, or interim contracts may be retained and continuous contract teachers released if the teacher holds a specialized teaching assignment. For example, in the areas of second languages, special education, specialized career and technology studies programs and essential core subjects at the grade 12 Diploma course level, it may be necessary to retain teachers on temporary and probationary contracts in order to maintain these programs.
7. Teachers on leaves of absence for any reason will not be exempt from the application of this policy.
8. The needs of each school with regard to “specialized teaching assignments” that may include areas such as CTS specializations, Diploma Exam courses, second languages, music and special education will be carefully considered, and a teacher placed in a “specialized teaching assignment” may be considered temporarily exempt from the staff reduction process. Senior Administration will, from time to time, review categories defined as “specialized teaching assignments”: and make recommendations to the Board regarding recognition of the same.
9. The Board delegates to the Superintendent responsibility for applying these criteria and for recommending to the Board those contracts of employment that should be terminated where the Board has not already delegated the authority to terminate such teaching contracts.
10. The Board delegates the authority to the Superintendent to arrive at a mutual agreement with the teacher without necessitating the holding of a hearing if a settlement can be reached.
11. Where required, recommendations for termination of continuous contracts of employment shall be made by the Superintendent to the Board after informing the teacher(s) in writing of:
 - 11.1 The recommendation for termination of the teacher’s contract of employment;
 - 11.2 The reasons for the termination;
 - 11.3 The date, time, and location of the Board meeting at which the Board will consider the recommendation;
 - 11.4 The teacher’s right to attend the Board meeting and be represented by a member of the ATA or legal counsel, or both, and to make representations to the Board in person or through his or her representative, or both.
12. Any notice of termination shall be given in accordance with the requirements of the *School Act*.

Reference: Section 60, 61, 104, 105, 107, 113 School Act
Policy 14 – Hearings on Teacher Matters
Employment Standards Code





Medicine Hat Catholic Board of Education

Board Meeting Agenda Item

Agenda Item

March 13, 2012



Memorandum

To: Board of Trustees

From: Secretary-Treasurer

Agenda Item: Three-year Capital Plan

Purpose: Decision Making

Strategic Plan Reference: Facilities

Enclosures: Three-year Capital Plan – 2012/13 to 2014/15

Background: Annually the Board of Trustees are to approve the updated three-year plan.

Recommendation/Decision: That the Board of Trustees for Medicine Hat Catholic Board of Education adopt the 2012-2014 Capital Plan as presented effective April 1, 2012.

Resulting Action: The three year plan is to be submitted to Alberta Education in the format and systems as required.

Responsibility: Secretary-Treasurer

Three-year Capital Plan

2012-13 to 2014-15

March 2012

Proposed Recommendation:

THAT the Board of Trustees for Medicine Hat Catholic Board of Education adopt the 2012-2014 Capital Plan as presented effective April 1, 2012.



Medicine Hat Catholic Board of Education
Three-year Capital Plan
2012/13 – 2014/15

This is the capital plan for the 2012 to 2014 Three-year Capital Plan. The primary feature of this plan is the modernization of Monsignor McCoy and construction of a new elementary school in sector 5.

Unlike previous years where school boards presented their new school priorities and modernization priorities independently, school boards are now required to rank all their priorities. As such, the modernization of Monsignor McCoy was ranked greater than the new sector 5 elementary school

Rank	School	Description
1	Monsignor McCoy	Functional modernization to address programming deficiencies. A value management audit was held in February 2012 and proposals were developed to address the following: <ol style="list-style-type: none"> 1. Electrical capacity of the school 2. Upgrade of the washrooms 3. Expand and modernize the CTS spaces 4. Improve gymnasium functionality 5. Improve fine arts facilities 6. Open up the front of the school for greater access to allow for a multipurpose room/cafeteria.
2	New sector 5 elementary school	New elementary school in sector 5 for enrollment of 250 students to address the pressures in sector 5.
3	St. Michaels - Medicine Hat	Continued growth in the north (sector 1) will place pressure on the current size. A Functional modernization with some expansion will be required and supported with modulares.
4	St. Francis	Continued growth in the north (sector 1) will place pressure on the current size. A Functional modernization with some expansion will be required and supported with modulares
5	Notre Dame	Functional modernization to address CTS deficiencies in the school.
6	St. Thomas	Functional modernization. Facility audit indicates there is significant work required within the school (FCI > 50%). With the impending demolition of the modulares and the replacement with one modular, the FCI is expected to reduce to approximately 19%.

Medicine Hat Catholic Board of Education
Three-year Capital Plan
2012/13 – 2014/15

Rank	School	Description
7	St. Michaels - Bow Island	Functional modernization to 'right-size' the school and to provide the services required for a school of this size.
8	St. Patrick	Assess opportunities for the future. School is over capacity and rezoning may need to be considered. Further expansion of the school is problematic on the site.
9	Mother Teresa	Assess opportunities for the future.
10	St. Mary's	Assess opportunities for the future. The school has capacity currently and into the future and may need to consider rezoning.
11	St. Louis	Assess opportunities for the future. The school has capacity and consideration for rezoning may need to be considered.

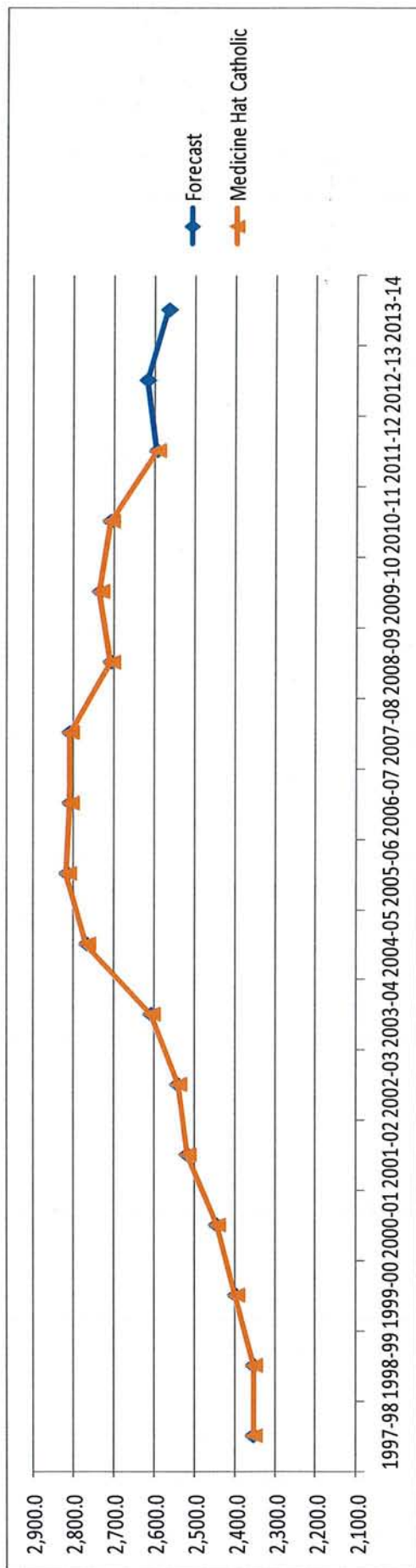
Advantages

1. Addresses Monsignor McCoy deficiencies
2. Addresses sector 5 enrollment pressures
3. Addresses CTS concerns at Notre Dame

Disadvantages

1. Pressure remains in sector 5 until the new school facilities are ready. St. Patrick's may not have the capacity to physically accommodate the growth.
2. Does not recognize any impact from public school construction in sector 5

Medicine Hat Catholic Board of Education
 Three-year Facility Plan
 2012/13 – 2014/15
Enrollment Trend and Forecast



Medicine Hat Catholic Board of Education
Three-year Facility Plan
2012/13 – 2014/15
Enrollment Trend and Forecast

	1997-98	1998-99	1999-00	2000-01	2001-02	2002-03	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14
McCoy	526.0	499.0	494.0	521.0	515.0	660.0	710.0	731.0	764.0	770.0	792.0	756.0	745.0	561.0	530.0	563.0	562.0
St. Francis	178.0	178.5	178.5	171.5	158.5	170.0	183.0	151.0	155.0	165.0	161.0	148.5	138.5	157.0	123.5	109.0	106.0
St. Louis	106.0	126.5	127.5	135.5	143.0	135.5	138.5	139.5	116.0	118.0	115.0	109.5	94.0	102.5	103.5	102.0	96.0
St. Mary's	557.0	545.0	559.0	539.0	564.0	427.0	445.0	382.0	391.5	427.5	449.0	462.5	482.5	372.0	382.0	375.0	326.0
St. Michael's - MH	157.5	203.0	210.0	212.5	228.0	212.5	201.0	185.5	155.5	157.0	160.5	152.5	175.5	213.0	213.0	216.0	215.0
St. Patrick's	235.5	225.5	231.5	293.5	306.5	359.5	365.0	300.0	337.5	324.5	329.5	322.5	328.0	399.5	399.5	406.0	425.0
St. Thomas	152.5	145.0	140.5	135.5	139.5	124.0	116.5	93.5	68.0	-	-	-	-	101.0	101.0	102.0	105.0
Mother Teresa	294.0	292.5	303.5	284.0	297.5	295.0	268.5	205.5	201.5	263.0	247.5	229.0	269.0	314.5	264.0	280.0	278.0
St. Michael's - BI	130.5	142.5	156.5	156.5	169.0	161.0	153.0	156.5	153.5	115.5	90.5	90.0	92.5	94.0	98.5	101.0	98.0
Notre Dame								395.0	425.0	419.0	415.0	414.0	411.0	396.0	382.0	369.0	359.0
Other	21.0						30.0	29.8	50.0	51.0	51.0	25.0					
Medicine Hat Cathol	2,358.0	2,357.5	2,401.0	2,449.0	2,521.0	2,544.5	2,610.5	2,769.3	2,817.5	2,810.5	2,811.0	2,709.5	2,736.0	2,710.5	2,597.0	2,623.0	2,570.0

Medicine Hat Catholic Board of Education
Capital Planning

Projected Enrollments 2011 - 2026 (15 Years) and Impacts on Utilization

Year	St. Thomas	St. Pats	SMMH	SMBI	St. Marys	St. Louis	St. Francis	Notre Dame	Mother Teresa	Monsignor McCoy	Division	Division as a School Model	Workforce Planning - Division	Ward 1 Only
2011	108	462	233	100	385	108	130	382	291	541	2,740	2,740	2,946	2,640
2012	109	470	241	104	375	110	119	369	314	563	2,774	2,739	3,001	2,635
2013	108	486	236	98	379	105	114	357	312	551	2,746	2,715	3,102	2,617
2014	113	485	238	102	326	103	116	359	315	562	2,719	2,697	3,189	2,595
2015	114	489	236	95	327	102	117	367	324	565	2,736	2,714	3,276	2,619
2016	105	501	235	96	320	105	121	367	321	573	2,744	2,733	3,357	2,637
2017	105	510	243	95	325	105	127	373	334	564	2,781	2,778	3,445	2,683
2018	109	510	238	96	320	106	129	390	344	570	2,812	2,826	3,523	2,730
2019	112	519	240	100	318	108	134	396	347	589	2,863	2,889	3,595	2,789
2020	114	526	242	104	337	108	140	411	348	613	2,943	2,964	3,671	2,860
2021	117	545	245	105	355	110	143	405	345	624	2,994	3,025	3,736	2,920
2022	121	553	251	110	348	111	145	404	353	638	3,034	3,076	3,796	2,966
2023	124	561	254	111	351	111	146	412	358	653	3,081	3,125	3,841	3,014
2024	126	565	258	117	355	111	149	422	362	683	3,148	3,187		3,070
2025	127	571	259	119	371	111	151	443	369	663	3,184	3,224		3,105
2026	127	575	259	121	380	111	151	450	372	664	3,210	3,267		3,146
Severe (2011)	2	52	32	2	10	15	3	4	32	15		167		165
Capacity	151	405	273	226	649	316	181	465	400	840		3,906		3,680

Utilization

2011	70%	125%	99%	45%	62%	41%	70%	84%	81%	68%	75%	77%
2012	70%	126%	102%	46%	61%	42%	64%	81%	86%	71%	75%	76%
2013	69%	130%	101%	44%	61%	40%	61%	78%	85%	69%	74%	76%
2014	72%	131%	102%	45%	53%	40%	62%	79%	85%	70%	74%	75%
2015	73%	132%	102%	42%	53%	39%	62%	81%	89%	71%	74%	76%
2016	67%	134%	101%	42%	52%	40%	64%	81%	88%	72%	75%	77%
2017	67%	135%	103%	42%	53%	40%	67%	82%	91%	71%	76%	78%
2018	69%	135%	101%	42%	52%	41%	68%	86%	93%	71%	77%	79%
2019	71%	137%	102%	44%	52%	41%	71%	87%	94%	74%	78%	80%
2020	72%	139%	102%	46%	55%	41%	74%	90%	94%	77%	80%	82%
2021	74%	143%	103%	46%	58%	42%	76%	89%	93%	78%	82%	84%
2022	77%	145%	108%	48%	57%	42%	77%	89%	95%	80%	83%	85%
2023	79%	147%	107%	49%	57%	42%	77%	90%	96%	81%	84%	86%
2024	80%	148%	108%	51%	58%	42%	79%	92%	97%	85%	86%	88%
2025	81%	149%	109%	52%	60%	42%	80%	97%	99%	83%	87%	89%
2026	81%	150%	109%	53%	62%	42%	80%	98%	99%	83%	88%	90%

Notes:

1. Uses Baragar's Software Classic Projection Model with the assumptions as developed from December 2012.
2. Capacity remains constant (no school additions or removals).
3. Rezoning not considered in analysis.
4. 'Division as a School' considers all regional assumptions on the entire population whereas 'Division' is the total of each school's assumed enrollment.
5. Heat Map for Utilization (less than 80% = green, Between 80% and 90% = yellow, greater than 90% = red).
6. Workforce Planning Model is from the Alberta Education spreadsheet provided in 2011 based on 2010 information.
7. Enrollment counts warm bodies - not FTE. Utilization adjusts to FTE.

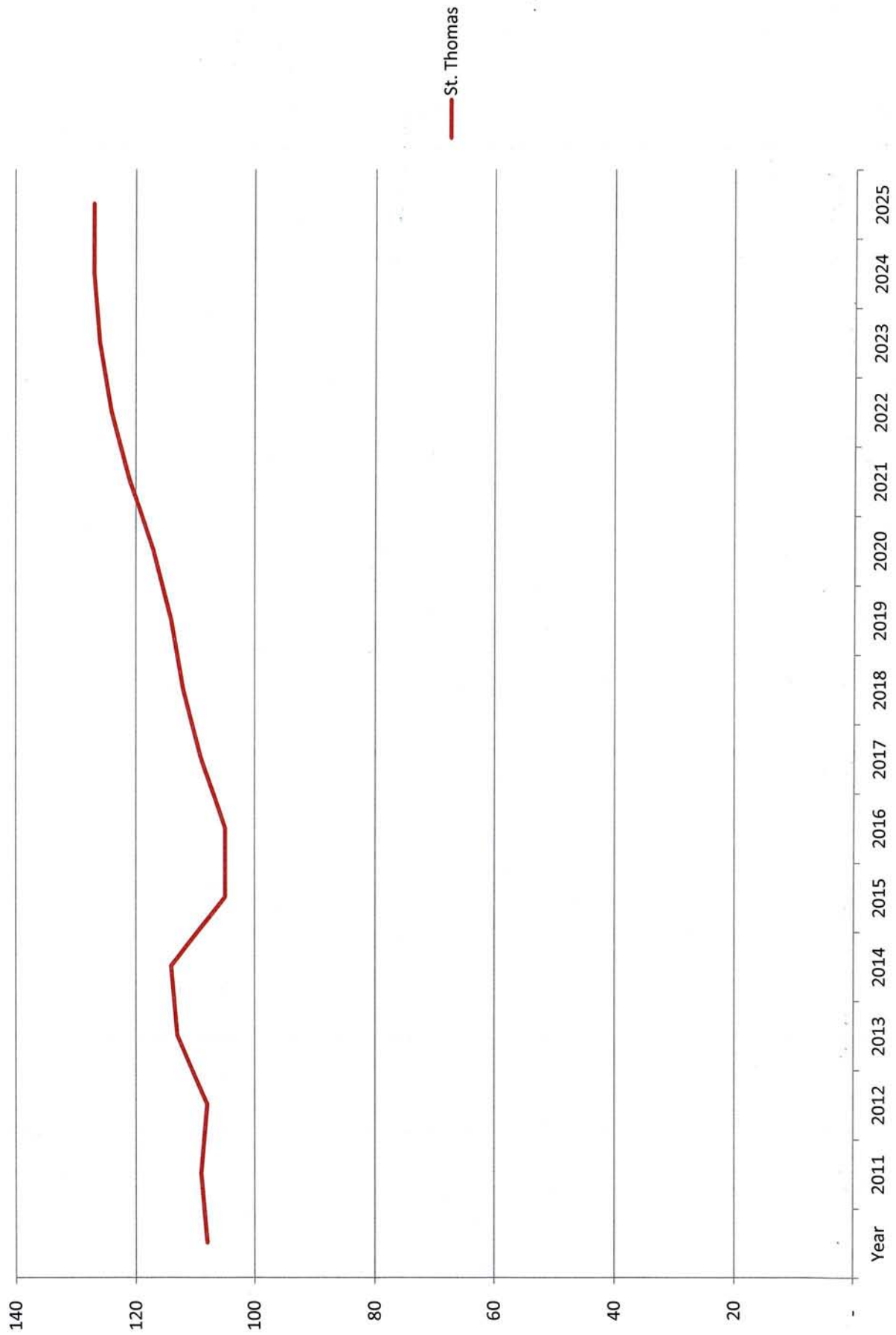
Enrollment Projection: Baragar assumptions without local knowledge

Medicine Hat Catholic Separate Regional Division
St. Thomas Aquinas School

A Projection of Total Enrollment: ALL Programs

Grade	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022	2023	2024	2025	2026
PK					3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3
K				15	10	12	13	13	12	13	14	14	15	15	15	15	15	15	15	15
1				24	18	12	14	16	16	14	16	17	17	18	18	18	18	18	18	18
2				13	25	19	12	15	16	16	15	16	17	17	19	19	19	19	19	19
3				11	13	25	19	12	15	16	16	15	16	17	17	19	19	19	19	19
4				17	11	13	25	19	12	15	16	16	15	16	17	17	19	19	19	19
5				13	16	10	12	24	18	12	14	15	15	14	15	16	16	18	18	18
6				17	12	15	10	11	22	16	11	13	14	14	13	14	15	15	16	16
1 to 3	0	0	0	48	56	56	45	43	47	46	47	48	50	52	54	56	56	56	56	56
4 to 6	0	0	0	47	39	38	47	54	52	43	41	44	44	44	45	47	50	52	53	53
1 to 6	0	0	0	95	95	94	92	97	99	89	88	92	94	96	99	103	106	108	109	109
K to 6	0	0	0	110	105	106	105	110	111	102	102	106	109	111	114	118	121	123	124	124
Total	0	0	0	110	108	109	108	113	114	105	105	109	112	114	117	121	124	126	127	127
Change from 2011:																				
1 to 3						0	-11	-13	-9	-10	-9	-8	-6	-4	-2	0	0	0	0	0
4 to 6						-1	8	15	13	4	2	5	5	5	6	8	11	13	14	14
1 to 6						-1	-3	2	4	-6	-7	-3	-1	1	4	8	11	13	14	14
K to 6						1	0	5	6	-3	-3	1	4	6	9	13	16	18	19	19
Total						1	0	5	6	-3	-3	1	4	6	9	13	16	18	19	19

St. Thomas



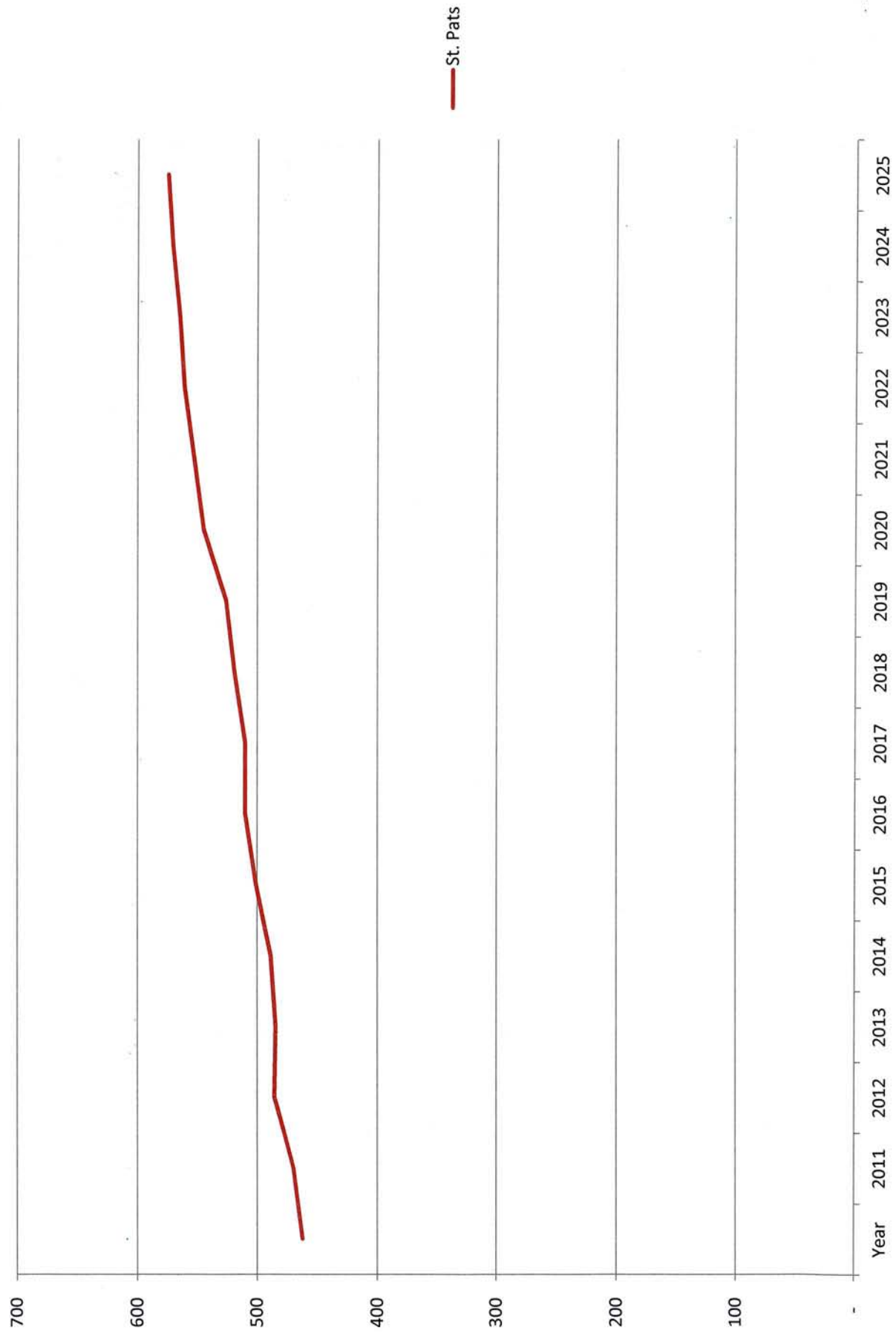
Enrollment Projection: Baragar assumptions without local knowledge

Medicine Hat Catholic Separate Regional Division
St. Patrick's School

A Projection of Total Enrollment: ALL Programs

Grade	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022	2023	2024	2025	2026
PK	18	10	27	46	50	48	48	44	49	51	52	53	53	54	54	54	55	55	55	56
K	63	81	67	75	71	81	75	76	66	76	79	80	82	83	85	85	86	86	86	86
1	70	60	70	63	68	71	81	75	75	66	76	79	80	82	83	85	85	85	86	86
2	74	71	63	76	68	68	71	82	76	76	66	77	80	81	83	84	85	86	86	87
3	77	71	74	61	74	66	66	70	81	75	75	65	76	79	80	81	83	84	85	85
4	78	80	75	74	60	74	67	67	71	82	76	76	66	77	79	81	82	83	85	86
5				73	71	62	78	71	71	75	86	80	80	70	81	83	85	86	88	89
1 to 3	221	202	207	200	210	205	218	227	232	217	217	221	236	242	246	250	253	255	257	258
4 to 5	78	80	75	147	131	136	145	138	142	157	162	156	146	147	160	164	167	169	173	175
K to 5	362	363	349	422	412	422	438	441	440	450	458	457	464	472	491	499	506	510	516	519
PK to 5	380	373	376	468	462	470	486	485	489	501	510	510	517	526	545	553	561	565	571	575
Total	380	373	376	468	462	470	486	485	489	501	510	510	517	526	545	553	561	565	571	575
Change from 2011:																				
1 to 3						-5	8	17	22	7	7	11	26	32	36	40	43	45	47	48
4 to 5						5	14	7	11	26	31	25	15	16	29	33	36	38	42	44
K to 5						10	26	29	28	38	46	45	52	60	79	87	94	98	104	107
PK to 5						8	24	23	27	39	48	48	55	64	83	91	99	103	109	113
Total						8	24	23	27	39	48	48	55	64	83	91	99	103	109	113

St. Pats

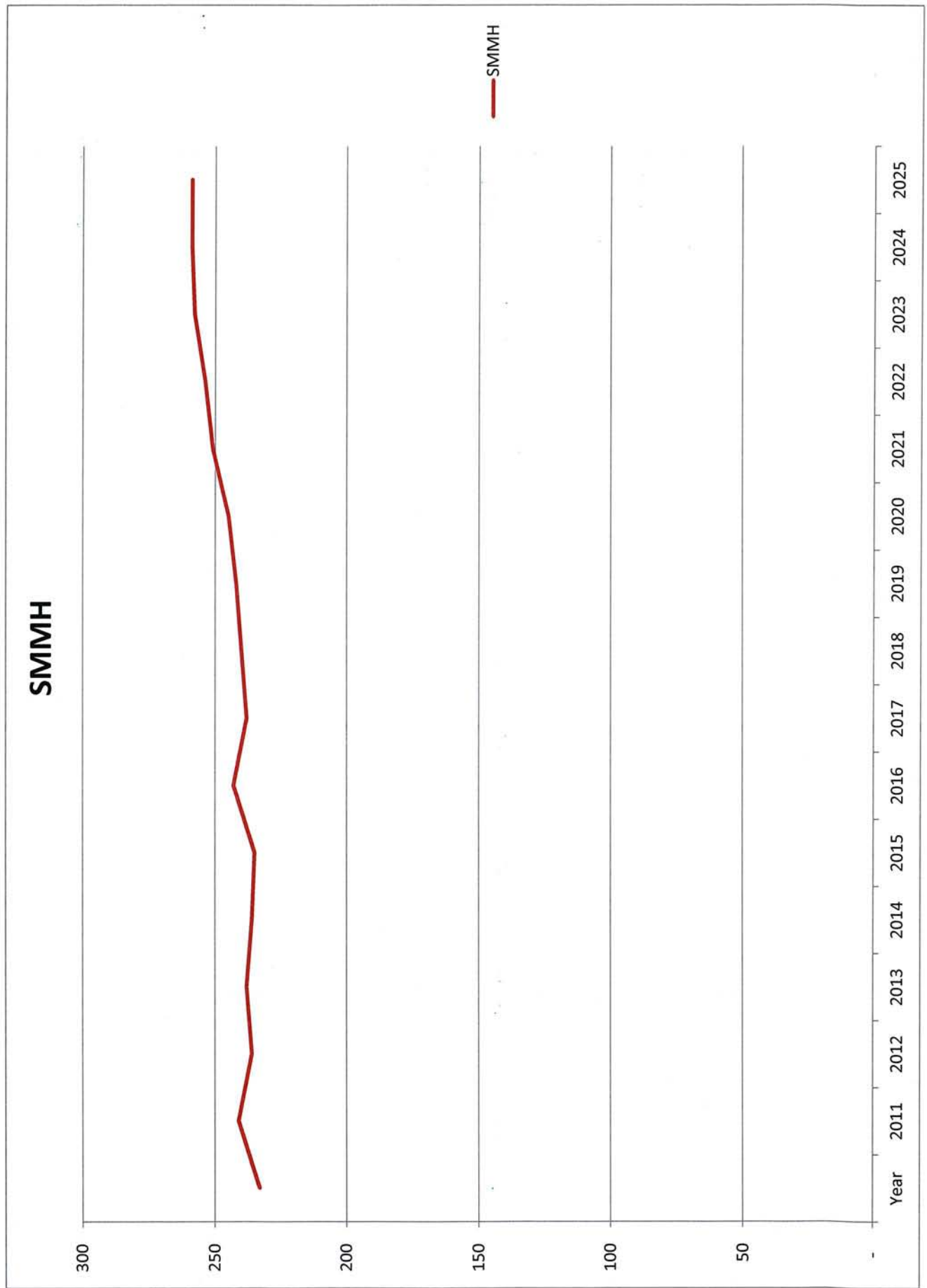


Enrollment Projection: Baragar assumptions without local knowledge

Medicine Hat Catholic Separate Regional Division
St. Michael's School - (Medicine Hat)

A Projection of Total Enrollment: ALL Programs

Grade	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022	2023	2024	2025	2026
PK	9	11	21	22	11	17	15	13	14	14	15	16	16	16	16	16	16	16	16	16
K	23	29	37	26	41	34	36	34	30	33	34	36	36	37	37	37	37	37	37	37
1	29	24	32	37	27	41	34	36	34	30	33	34	36	36	37	37	37	37	37	37
2	32	20	26	28	32	26	39	32	34	32	28	31	32	34	34	35	35	35	35	35
3	26	30	26	33	31	33	26	39	32	34	32	28	31	32	34	34	35	35	35	35
4	29	27	30	30	27	31	33	26	39	32	34	32	28	31	32	34	34	35	35	35
5	24	29	27	31	33	25	28	30	23	37	30	31	30	26	29	29	31	32	32	32
6				33	29	32	23	26	28	21	35	28	29	28	24	27	27	29	30	30
1 to 3	87	74	84	98	90	100	99	107	100	96	93	93	99	102	105	106	107	107	107	107
4 to 6	53	56	57	94	89	88	84	82	90	90	99	91	87	85	85	90	92	96	97	97
K to 6	163	159	178	218	220	222	219	223	220	219	226	220	222	224	227	233	236	240	241	241
PK to 6	172	170	199	240	231	239	234	236	234	233	241	236	238	240	243	249	252	256	257	257
Self Contained Special Ed.	0	0	0	0	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2
Total	172	170	199	240	233	241	236	238	236	235	243	238	240	242	245	251	254	258	259	259
Change from 2011:																				
1 to 3						10	9	17	10	6	3	3	9	12	15	16	17	17	17	17
4 to 6						-1	-5	-7	1	1	10	2	-2	-4	-4	1	3	7	8	8
K to 6						2	-1	3	0	-1	6	0	2	4	7	13	16	20	21	21
PK to 6						8	3	5	3	2	10	5	7	9	12	18	21	25	26	26
Self Contained Special Ed.						0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Total						8	3	5	3	2	10	5	7	9	12	18	21	25	26	26



Enrollment Projection: Baragar assumptions without local knowledge

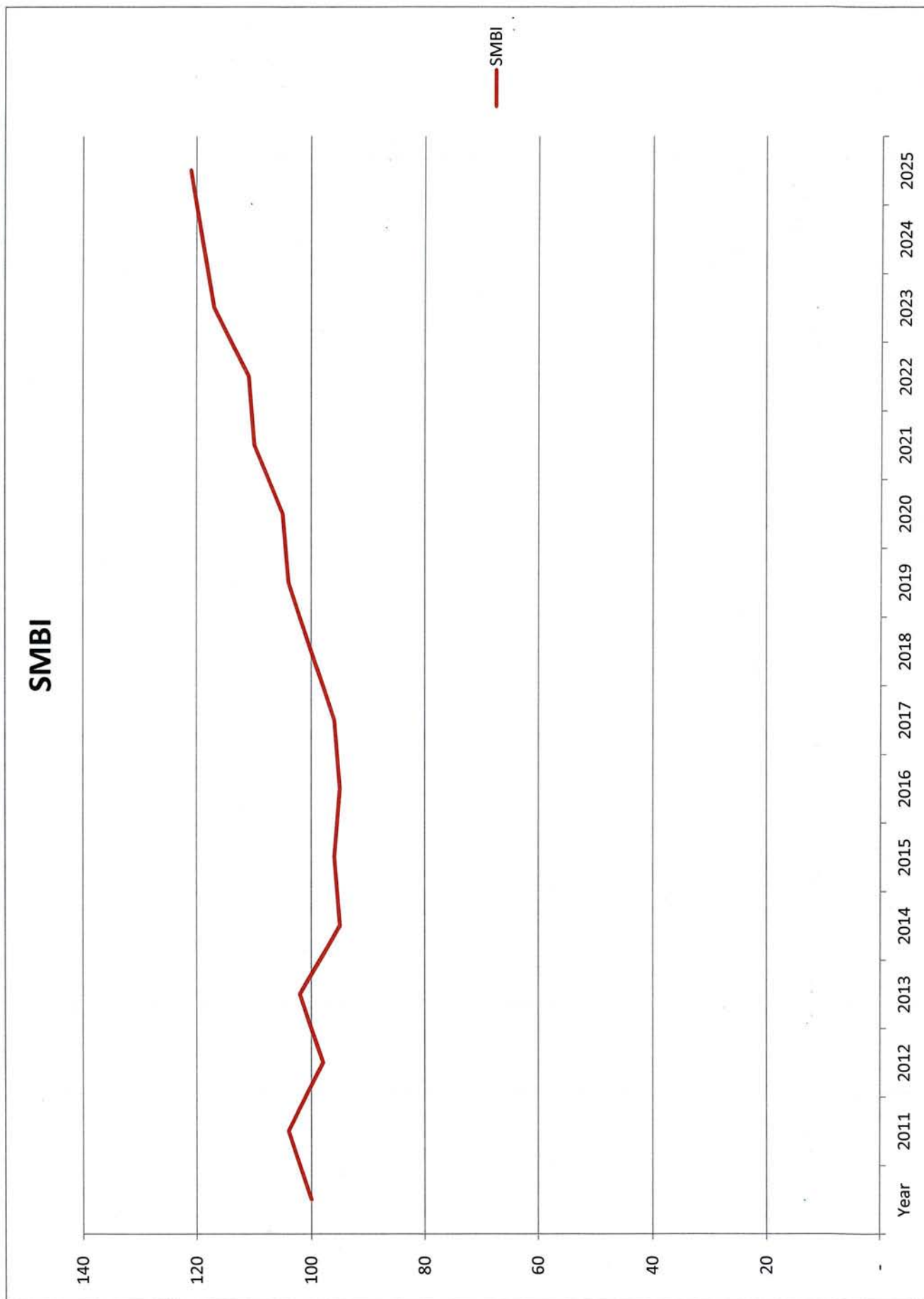
Medicine Hat Catholic Separate Regional Division
St. Michael's School - (Bow Island)

A Projection of Total Enrollment: ALL Programs

Grade	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022	2023	2024	2025	2026
PK					1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
K	12	8	5	9	3	6	6	8	7	7	8	8	8	9	9	9	9	9	9	9
1	4	10	7	4	8	3	6	7	8	7	7	8	8	9	9	9	9	9	9	9
2	12	3	10	7	5	8	3	7	7	8	7	8	8	9	9	9	9	9	9	9
3	12	11	4	9	8	5	8	3	7	7	8	8	8	9	9	9	9	9	9	9
4	8	11	10	5	8	8	5	8	3	7	7	8	8	8	9	9	9	9	9	9
5	15	6	10	8	5	8	8	5	8	3	7	7	8	8	8	9	9	9	9	9
6	10	12	5	9	9	5	8	8	5	8	3	7	7	8	8	8	9	9	9	9
7	11	9	13	7	10	10	5	9	9	5	9	4	8	8	9	9	9	10	10	10
8	4	12	7	14	6	10	10	5	9	9	5	9	4	8	8	9	9	9	10	10
9	4	4	13	7	15	6	10	10	5	9	9	5	9	4	8	8	9	9	9	10
10	4		2	11	7	15	6	10	10	5	9	9	5	9	4	8	8	9	9	9
11			4	3	12	7	15	6	10	10	5	9	9	5	9	4	8	8	9	9
12			4	4	3	12	7	15	6	10	10	5	9	9	5	9	4	8	8	9
K to 6	73	61	51	51	46	43	44	46	45	47	47	54	55	60	61	62	63	63	63	63
K to 12	96	86	94	97	99	103	97	101	94	95	94	95	99	103	104	109	110	116	118	120
7 to 12	23	25	43	46	53	60	53	55	49	48	47	41	44	43	43	47	47	53	55	57
1 to 12	84	78	89	88	96	97	91	93	87	88	86	87	91	94	95	100	101	107	109	111
Total	96	86	94	97	100	104	98	102	95	96	95	96	100	104	105	110	111	117	119	121

Change from 2011:

K to 6	-3	-2	0	-1	1	1	8	9	14	15	16	17	17	17	17	17	17	17	17	17
K to 12	4	-2	2	-5	-4	-5	-4	0	4	5	10	11	11	11	11	11	11	17	19	21
7 to 12	7	0	2	-4	-5	-6	-12	-9	-10	-10	-6	-6	-6	-6	-10	-6	-6	0	2	4
1 to 12	1	-5	-3	-9	-8	-10	-9	-5	-2	-2	-1	-9	-5	-2	-1	4	5	11	13	15
Total	4	-2	2	-5	-4	-5	-4	0	4	5	10	11	11	11	11	10	11	17	19	21



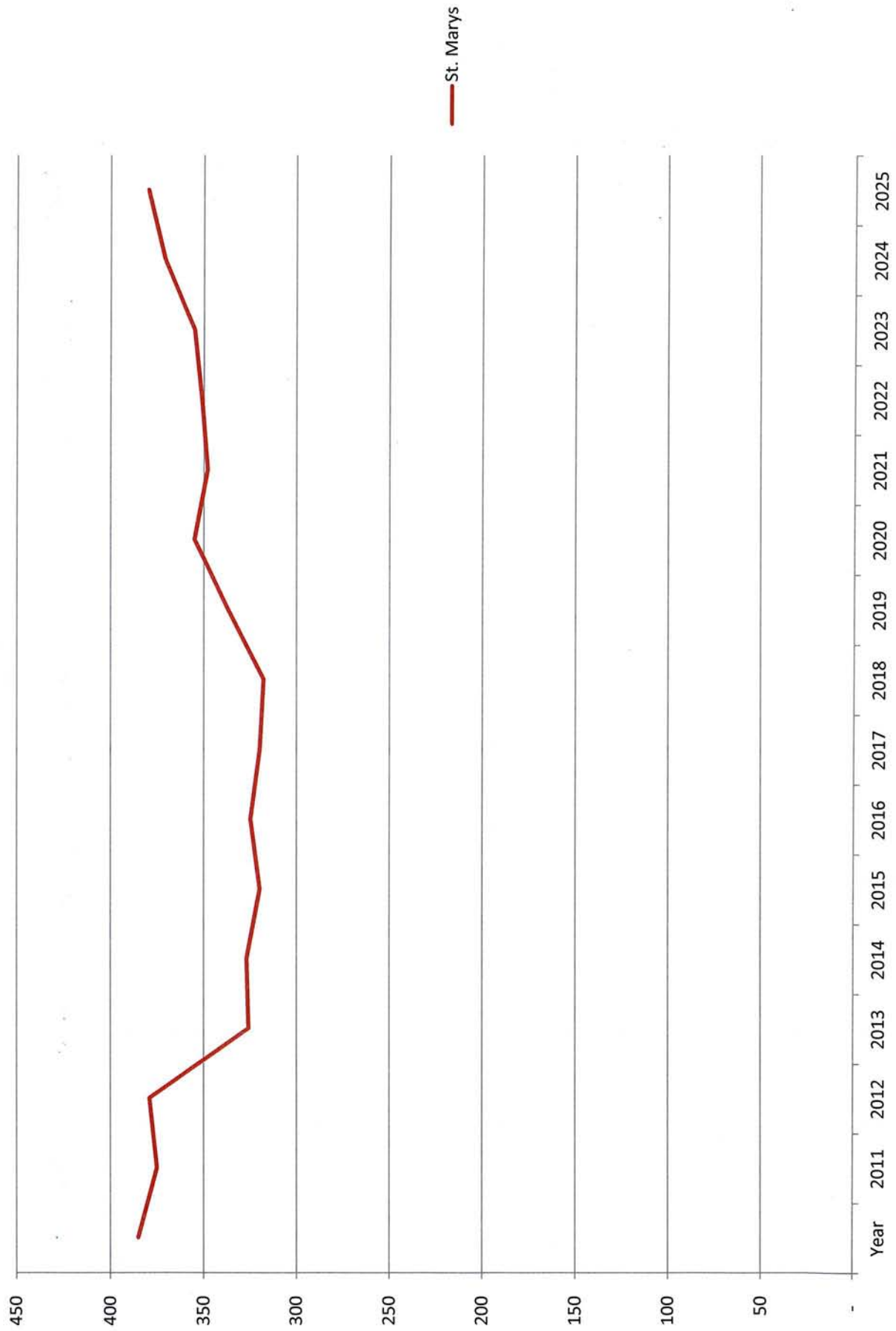
Enrollment Projection: Baragar assumptions without local knowledge

Medicine Hat Catholic Separate Regional Division
St. Mary's School

A Projection of Total Enrollment: ALL Programs

Grade	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022	2023	2024	2025	2026
PK		1																		
K	16	17	25																	
1	26	20	14																	
2	16	24	15																	
3	24	15	23																	
4	12	22	16																	
5	17	11	20																	
6	126	130	127																	
7	98	139	128	130	148	114	132	103	113	122	108	112	122	123	128	115	127	132	134	138
8	123	99	131	126	121	145	106	124	97	106	113	100	104	114	116	120	107	119	122	124
9				121	115	115	140	98	116	91	103	107	91	99	110	112	116	103	114	117
8 to 9	123	99	131	247	236	260	246	222	213	197	216	207	195	213	226	232	223	222	236	241
7 to 9	221	238	259	377	384	374	378	325	326	319	324	319	317	336	354	347	350	354	370	379
Self Contained Special Ed.	0	0	0	5	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
Total	458	478	499	382	385	375	379	326	327	320	325	320	318	337	355	348	351	355	371	380
Change from 2011:																				
8 to 9				24	10	-14	-23	-39	-20	-29	-41	-23	-10	-4	-13	-14	0	5		
7 to 9				-10	-6	-59	-58	-65	-60	-65	-67	-48	-30	-37	-34	-30	-14	-5		
Self Contained Special Ed.				0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Total				-10	-6	-59	-58	-65	-60	-65	-67	-48	-30	-37	-34	-30	-14	-5		

St. Marys



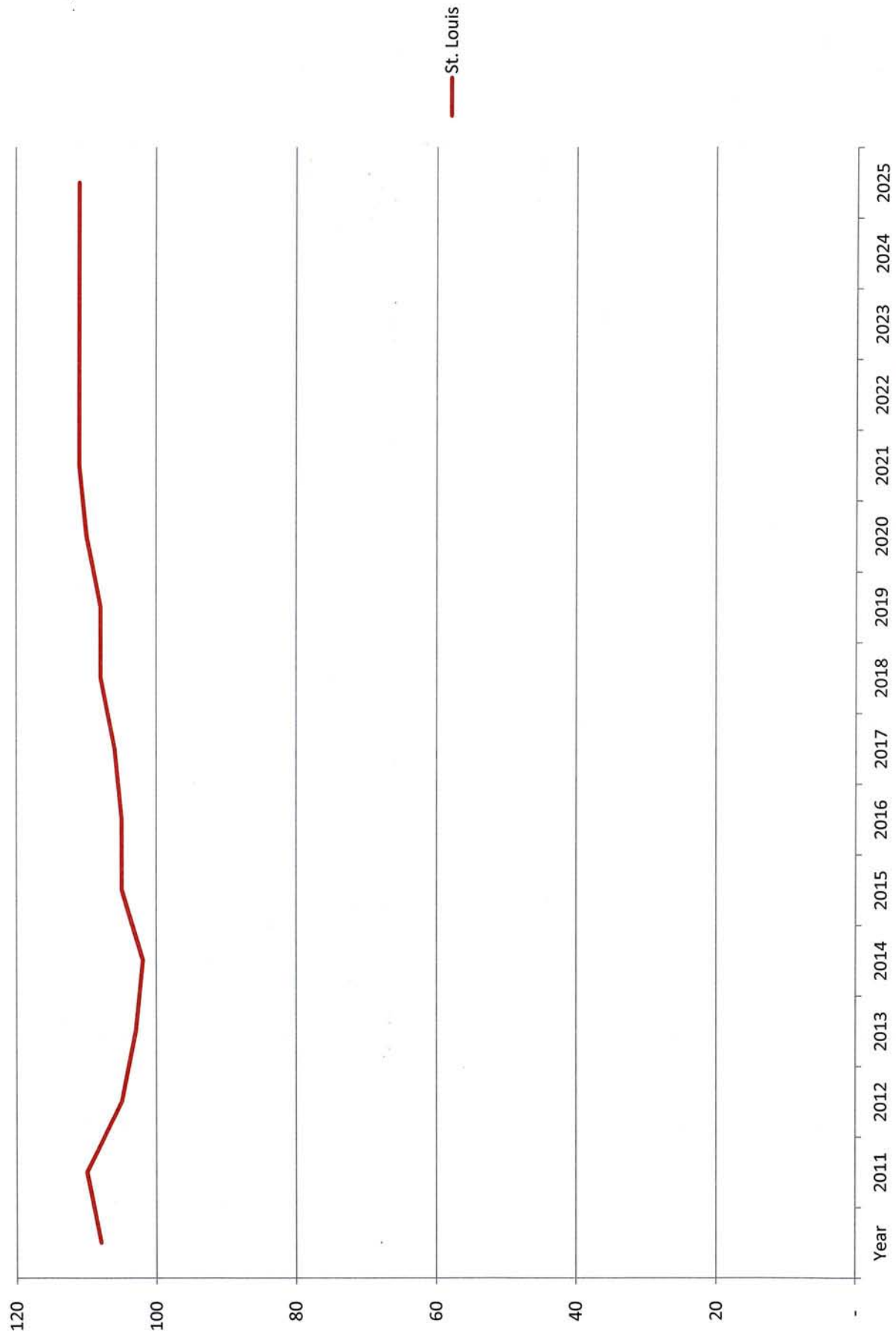
Enrollment Projection: Baragar assumptions without local knowledge

Medicine Hat Catholic Separate Regional Division
St. Louis School

A Projection of Total Enrollment: ALL Programs

Grade	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022	2023	2024	2025	2026
PK	19	1			3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3
K	16	13	10	13	12	13	12	12	12	13	13	13	13	13	13	13	13	13	13	13
1	16	20	15	11	13	12	13	11	12	12	13	13	13	13	13	13	13	13	13	13
2	17	19	16	10	11	13	13	15	13	14	13	15	15	15	15	15	15	15	15	15
3	16	19	21	15	13	11	13	13	15	13	14	13	15	15	15	15	15	15	15	15
4	18	14	16	19	14	13	11	13	12	13	11	12	12	13	13	13	13	13	13	13
5	26	17	15	11	20	16	15	12	13	14	15	13	14	13	15	15	15	15	15	15
6				11	12	19	15	14	12	13	13	14	13	13	13	14	14	14	14	14
1 to 3	49	58	52	36	37	36	39	39	40	39	40	41	43	43	43	43	43	43	43	43
4 to 6	44	31	31	41	46	48	41	39	37	40	39	39	39	39	41	42	42	42	42	42
1 to 6	93	89	83	77	83	84	80	78	77	79	79	80	82	82	84	85	85	85	85	85
K to 6	109	102	93	90	95	97	92	90	89	92	92	93	95	95	97	98	98	98	98	98
Self Contained Special Ed.	0	0	0	20	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10
Total	128	103	93	110	108	110	105	103	102	105	105	106	108	108	110	111	111	111	111	111
Change from 2011:																				
1 to 3						-1	2	2	3	2	3	4	6	6	6	6	6	6	6	6
4 to 6						2	-5	-7	-9	-6	-7	-7	-7	-7	-5	-4	-4	-4	-4	-4
1 to 6						1	-3	-5	-6	-4	-4	-3	-1	-1	1	2	2	2	2	2
K to 6						2	-3	-5	-6	-3	-3	-2	0	0	2	3	3	3	3	3
Self Contained Special Ed.						0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Total						2	-3	-5	-6	-3	-3	-2	0	0	2	3	3	3	3	3

St. Louis



Enrollment Projection: Baragar assumptions without local knowledge

Medicine Hat Catholic Separate Regional Division
St. Francis Xavier School

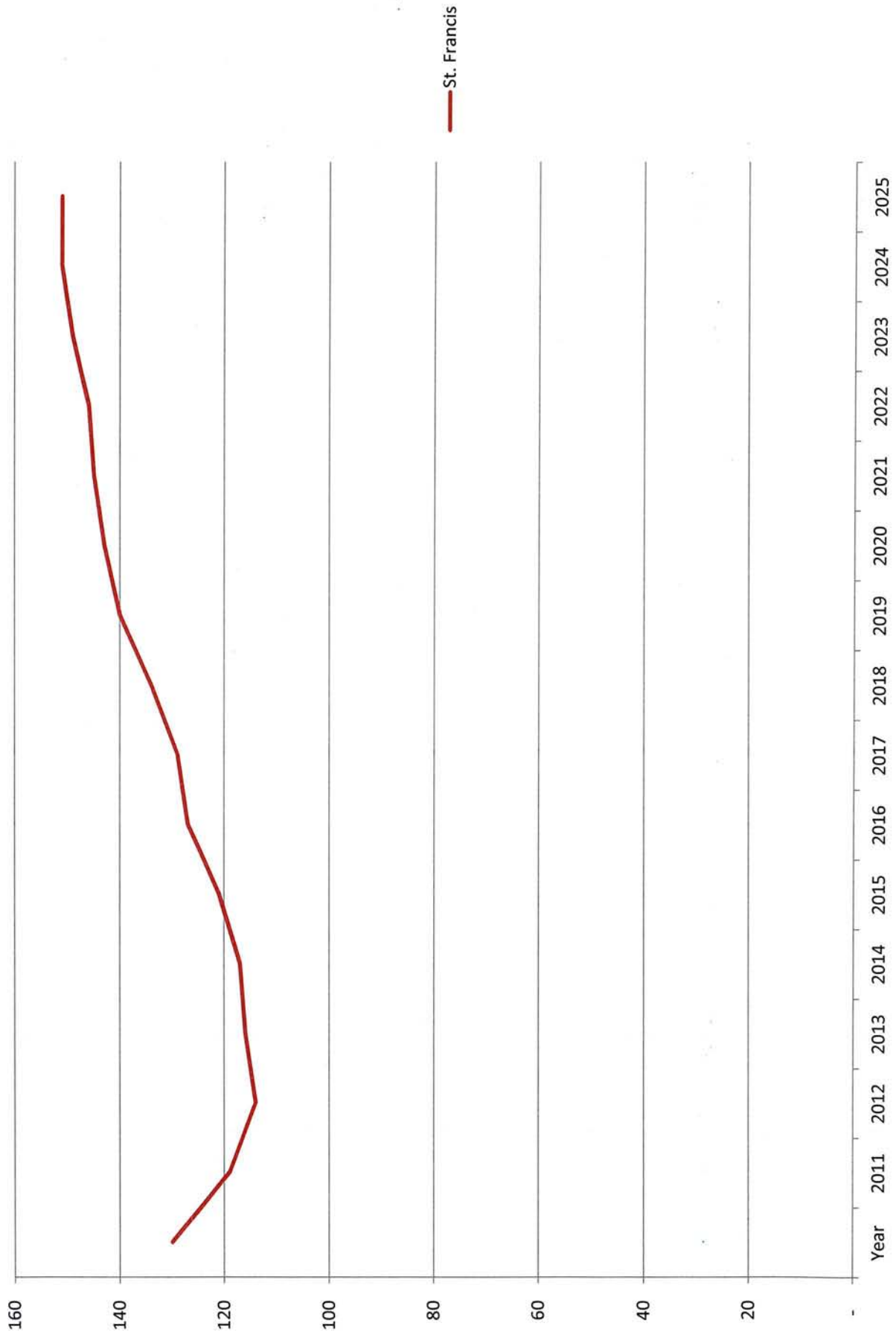
A Projection of Total Enrollment: ALL Programs

Grade	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022	2023	2024	2025	2026
PK		1		5	2	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3
K	29	21	19	17	15	17	16	18	19	19	20	20	21	21	21	21	21	21	21	21
1	27	27	19	19	17	16	18	18	19	20	21	21	21	23	23	23	23	23	23	23
2	31	27	26	18	19	17	16	18	18	20	20	21	21	22	23	23	23	23	23	23
3	26	28	25	25	17	19	17	16	18	18	20	20	21	22	22	23	23	23	23	23
4	34	29	26	24	21	17	20	17	16	18	18	20	21	21	22	22	23	23	24	24
5	28	27	33	27	23	20	17	19	17	16	18	17	19	20	21	21	21	23	23	23
6				33	16	10	7	7	7	7	7	7	7	8	8	9	9	10	11	11
1 to 3	84	82	70	62	53	52	51	52	55	58	61	62	63	67	68	69	69	69	69	69
4 to 6	62	56	59	84	60	47	44	43	40	41	43	44	47	49	51	52	53	56	58	58
K to 6	175	159	148	163	128	116	111	113	114	118	124	126	131	137	140	142	143	146	148	148
PK to 6	175	160	148	168	130	119	114	116	117	121	127	129	134	140	143	145	146	149	151	151
Total	175	160	148	168	130	119	114	116	117	121	127	129	134	140	143	145	146	149	151	151

Change from 2011:

1 to 3	-1	-2	-1	2	5	8	9	10	14	15	16	16	16	16	16	16	16	16	16	16
4 to 6	-13	-16	-17	-20	-19	-17	-16	-13	-11	-9	-8	-7	-4	-2	-2	-2	-2	-2	-2	-2
K to 6	-12	-17	-15	-14	-10	-4	-2	3	9	12	14	15	18	20	20	20	20	20	20	20
PK to 6	-11	-16	-14	-13	-9	-3	-1	4	10	13	15	16	19	21	21	21	21	21	21	21
Total	-11	-16	-14	-13	-9	-3	-1	4	10	13	15	16	19	21	21	21	21	21	21	21

St. Francis



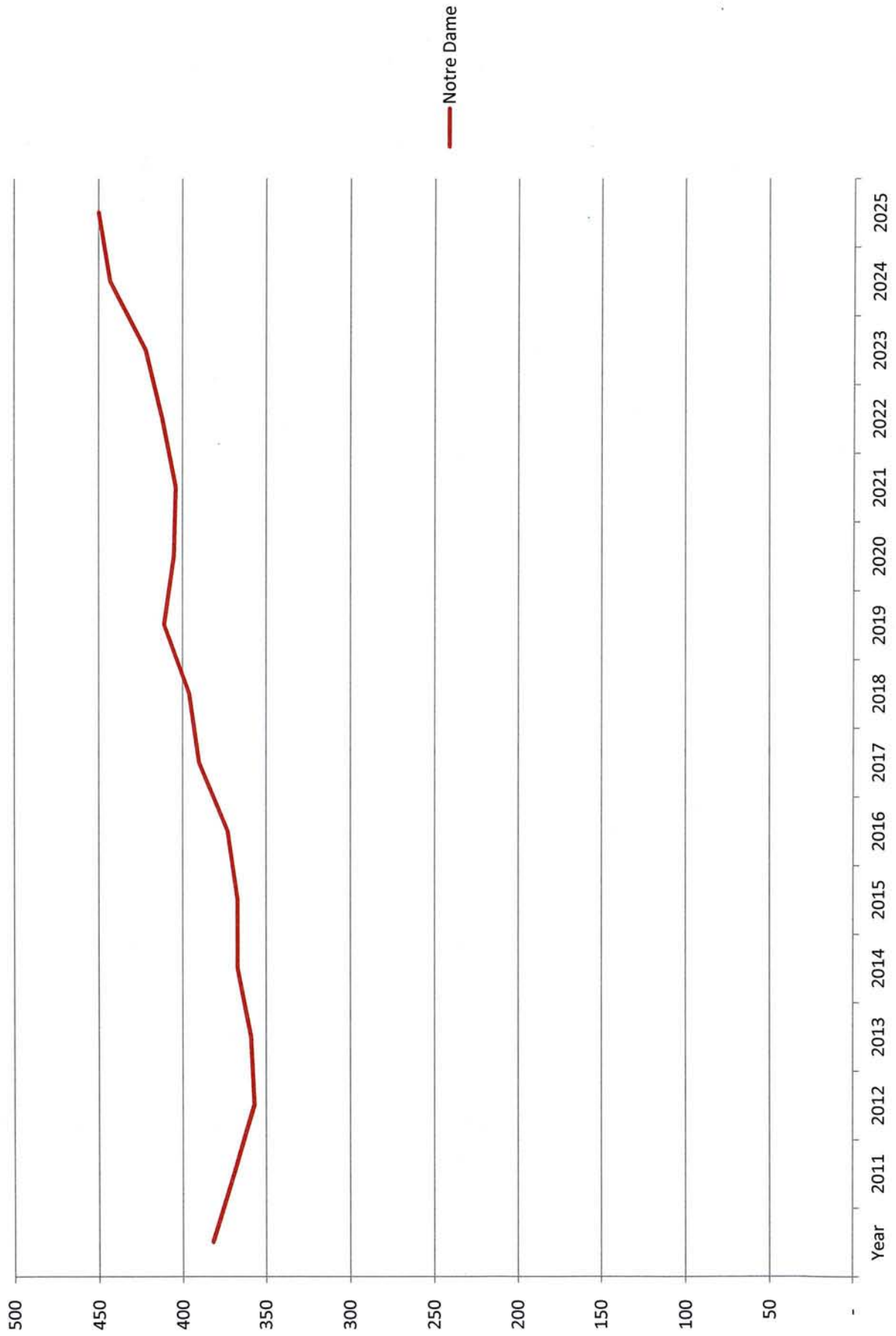
Enrollment Projection: Baragar assumptions without local knowledge

Medicine Hat Catholic Separate Regional Division
Notre Dame Academy

A Projection of Total Enrollment: ALL Programs

Grade	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022	2023	2024	2025	2026
5	100	100	90																	
6	106	112	109	98	97	98	101	101	104	99	106	118	113	115	103	117	122	124	126	127
7	107	102	112	103	89	91	92	94	95	98	93	100	110	105	107	97	109	115	117	118
8	103	100	100	105	98	86	84	85	88	88	90	86	93	103	98	98	89	100	105	106
9				85	98	94	80	79	80	82	84	86	80	88	97	92	92	83	95	99
7 to 9	210	202	212	293	285	271	256	258	263	268	267	272	283	296	302	287	290	298	317	323
6 to 9	316	314	321	391	382	369	357	359	367	367	373	390	396	411	405	404	412	422	443	450
Total	416	414	411	391	382	369	357	359	367	367	373	390	396	411	405	404	412	422	443	450
Change from 2011:																				
7 to 9						-14	-29	-27	-22	-17	-18	-13	-2	11	17	2	5	13	32	38
6 to 9						-13	-25	-23	-15	-15	-9	8	14	29	23	22	30	40	61	68
Total						-13	-25	-23	-15	-15	-9	8	14	29	23	22	30	40	61	68

Notre Dame



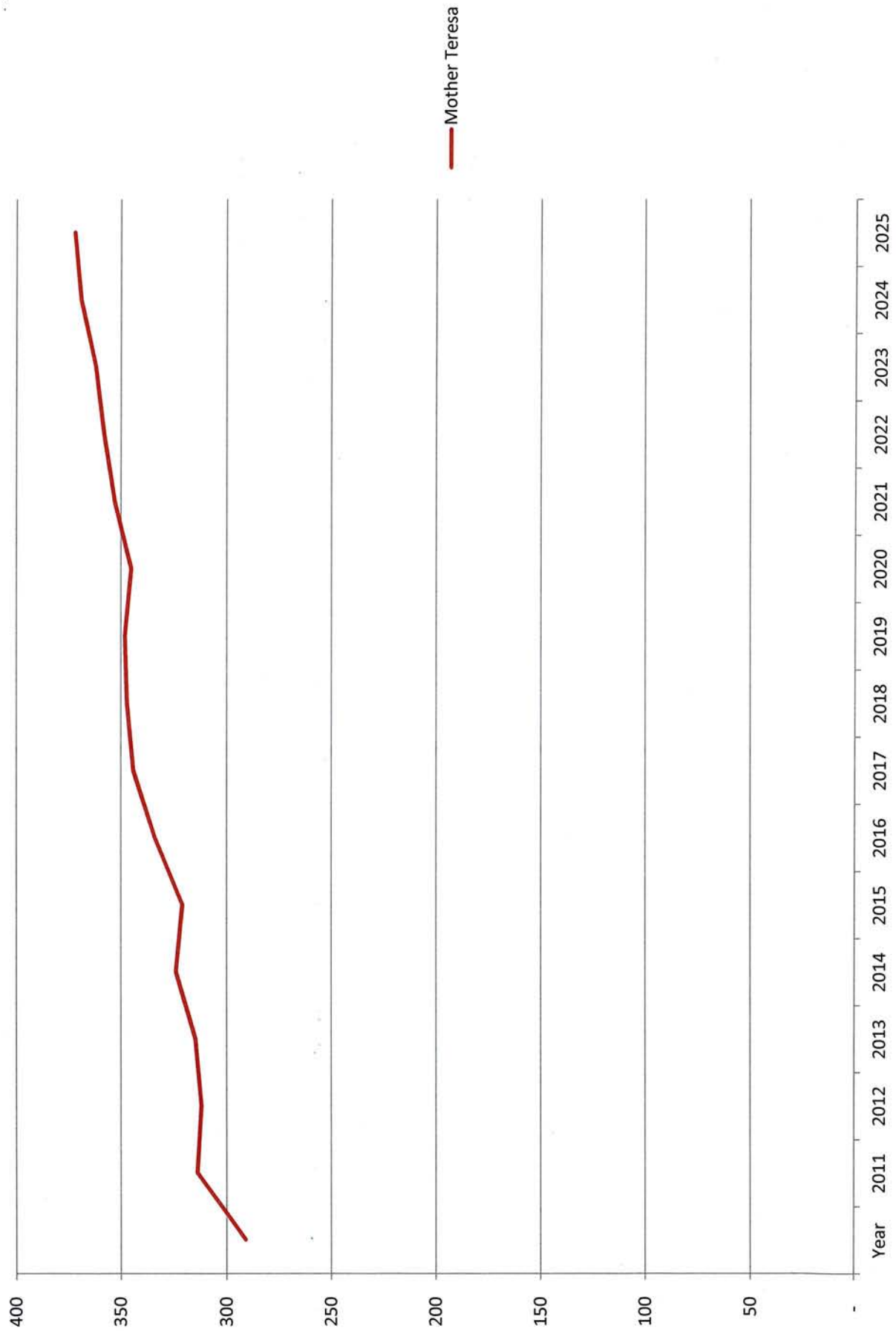
Enrollment Projection: Baragar assumptions without local knowledge

Medicine Hat Catholic Separate Regional Division
Mother Teresa School

A Projection of Total Enrollment: ALL Programs

Grade	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022	2023	2024	2025	2026
PK	8	22	38	32	21	26	31	25	26	26	27	28	28	28	28	29	29	29	29	30
K	41	44	46	41	39	43	45	50	42	42	43	45	46	47	47	47	48	48	49	49
1	52	44	50	49	37	38	43	45	50	42	43	44	45	46	47	48	48	48	49	49
2	23	49	51	47	47	36	38	43	46	51	43	44	45	46	47	48	48	49	49	50
3	60	21	53	49	36	47	36	38	44	47	52	43	44	45	46	48	49	49	50	50
4	47	57	25	57	43	35	47	37	39	45	47	53	44	45	46	47	48	49	50	50
5	45	35	49	24	52	44	35	48	37	39	46	48	54	45	46	47	48	49	51	51
6				50	16	45	37	29	40	29	33	39	41	46	38	39	40	41	42	43
1 to 3	135	114	154	145	120	121	117	126	140	140	138	131	134	137	140	144	145	146	148	149
4 to 6	92	92	74	131	111	124	119	114	116	113	126	140	139	136	130	133	136	139	143	144
K to 6	268	250	274	317	270	288	281	290	298	295	307	316	319	320	317	324	329	333	340	342
PK to 6	276	272	312	349	291	314	312	315	324	321	334	344	347	348	345	353	358	362	369	372
Self Contained Special Ed.	0	0	0	2	0															
Total	276	272	312	351	291	314	312	315	324	321	334	344	347	348	345	353	358	362	369	372
Change from 2011:																				
1 to 3						1	-3	6	20	20	18	11	14	17	20	24	25	26	28	29
4 to 6						13	8	3	5	2	15	29	28	25	19	22	25	28	32	33
K to 6						18	11	20	28	25	37	46	49	50	47	54	59	63	70	72
PK to 6						23	21	24	33	30	43	53	56	57	54	62	67	71	78	81
Self Contained Special Ed.																				
Total						23	21	24	33	30	43	53	56	57	54	62	67	71	78	81

Mother Teresa



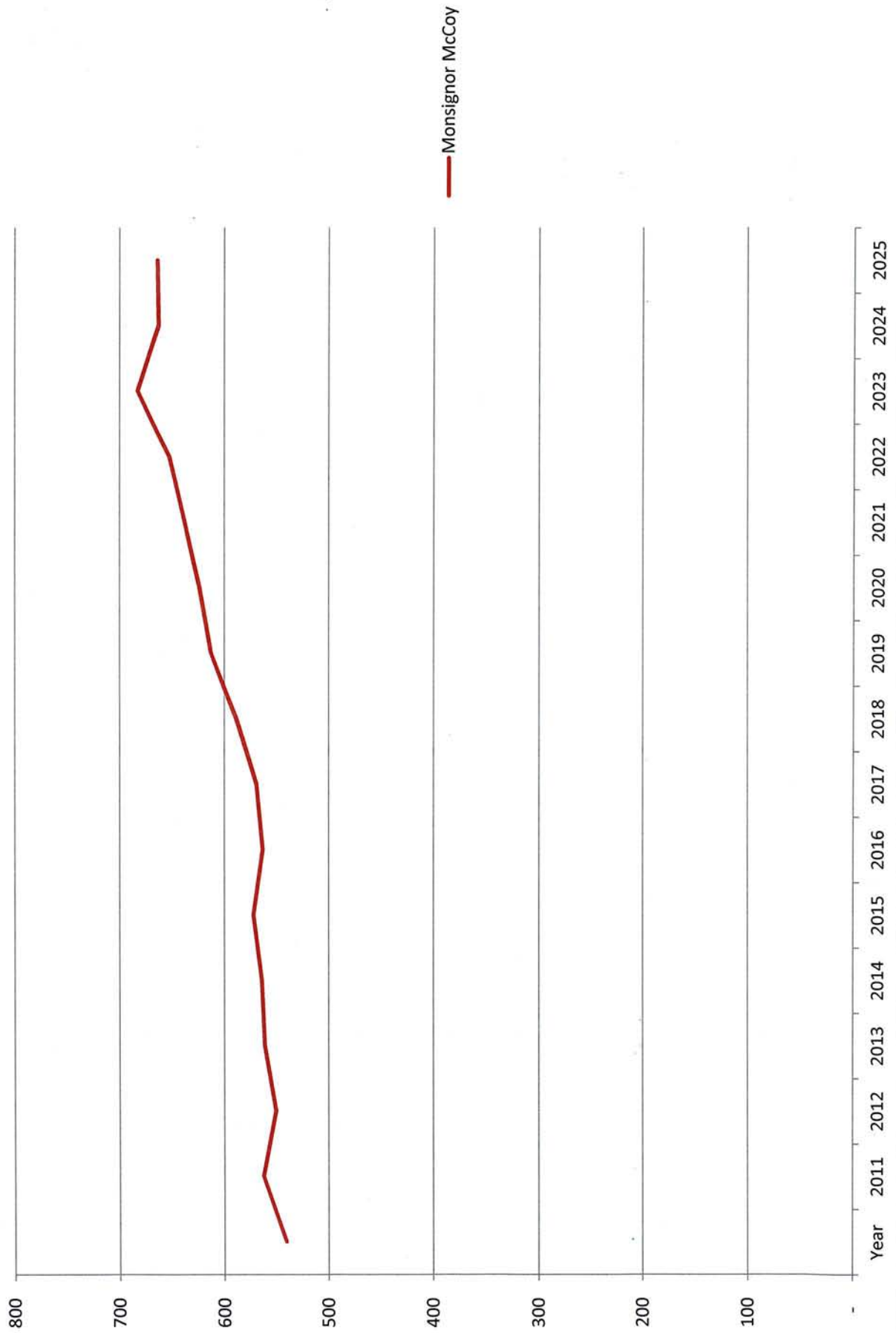
Enrollment Projection: Baragar assumptions without local knowledge

Medicine Hat Catholic Separate Regional Division
McCoy High School

A Projection of Total Enrollment: ALL Programs

Grade	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022	2023	2024	2025	2026
9	212	174	187																	
10	204	206	171	184	179	178	173	189	179	184	180	185	202	204	196	215	218	225	197	220
11	171	194	194	160	188	181	180	177	192	181	186	183	188	204	207	199	218	221	228	199
12	204	177	196	196	162	192	186	184	182	196	186	190	187	193	209	212	205	225	226	233
10 to 11	375	400	365	344	367	359	353	366	371	365	366	368	390	408	403	414	436	446	425	419
11 to 12	375	371	390	356	350	373	366	361	374	377	372	373	375	397	416	411	423	446	454	432
10 to 12	579	577	561	540	529	551	539	550	553	561	552	558	577	601	612	626	641	671	651	652
Self Contained Special Ed.	0	0	0	7	12	12	12	12	12	12	12	12	12	12	12	12	12	12	12	12
Total	791	751	748	547	541	563	551	562	565	573	564	570	589	613	624	638	653	683	663	664
Change from 2011:																				
10 to 11						-8	-14	-1	4	-2	-1	1	23	41	36	47	69	79	58	52
11 to 12						23	16	11	24	27	22	23	25	47	66	61	73	96	104	82
10 to 12						22	10	21	24	32	23	29	48	72	83	97	112	142	122	123
Self Contained Special Ed.						0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Total						22	10	21	24	32	23	29	48	72	83	97	112	142	122	123

Monsignor McCoy



Enrollment Projection: Baragar assumptions without local knowledge

Medicine Hat Catholic Separate Regional Division
Division as a school

A Projection of Total Enrollment: ALL Programs

Grade	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022	2023	2024	2025	2026
PK	54	46	86	105	91	94	94	87	96	100	102	103	105	105	106	106	107	108	108	109
K	200	213	209	196	191	204	201	207	192	212	222	226	230	233	234	235	236	237	238	240
1	224	205	207	207	188	193	206	205	212	196	217	228	231	236	238	239	240	241	243	244
2	205	213	207	199	207	186	190	206	204	211	196	216	226	230	235	238	239	240	241	242
3	241	195	226	203	192	205	184	190	206	204	211	196	216	226	230	235	237	239	240	241
4	226	240	198	226	184	193	206	187	193	209	207	214	199	219	229	233	239	241	242	243
5	255	225	244	187	220	185	194	207	188	195	210	209	216	201	221	232	235	240	243	244
6	242	254	241	251	191	216	191	198	213	199	203	220	218	226	209	231	242	245	250	253
7	216	250	253	240	247	206	223	202	209	224	215	216	236	233	241	224	247	259	263	268
8	230	211	238	245	225	235	190	208	190	194	208	199	202	220	218	226	208	231	241	244
9	216	178	200	213	228	211	226	178	197	177	185	194	186	190	207	204	211	196	216	227
10	208	206	173	195	186	191	190	197	184	187	188	189	204	208	201	220	218	226	209	231
11	171	194	198	163	200	191	198	198	203	192	193	194	196	211	216	207	228	226	234	216
12	204	177	200	200	165	204	197	202	202	208	196	197	199	201	215	221	213	233	231	240
K to 6	1593	1545	1532	1469	1373	1382	1372	1400	1408	1426	1466	1509	1536	1571	1596	1643	1668	1683	1697	1707
7 to 9	662	639	691	698	700	652	639	588	596	595	608	609	624	643	666	654	666	686	720	739
10 to 12	583	577	571	558	551	586	585	597	589	587	577	580	599	620	632	648	659	685	674	687
PK to 12	2892	2807	2880	2830	2715	2714	2690	2672	2689	2708	2753	2801	2864	2939	3000	3051	3100	3162	3199	3242
Self Contained Special Ed.	0	0	0	34	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25
Total	2892	2807	2880	2864	2740	2739	2715	2697	2714	2733	2778	2826	2889	2964	3025	3076	3125	3187	3224	3267

Change from 2011:

K to 6	9	-1	27	35	53	93	136	163	198	223	270	295	310	324	334
7 to 9	-48	-61	-112	-104	-105	-92	-91	-76	-57	-34	-46	-34	-14	20	39
10 to 12	35	34	46	38	36	26	29	48	69	81	97	108	134	123	136
PK to 12	-1	-25	-43	-26	-7	38	86	149	224	285	336	385	447	484	527

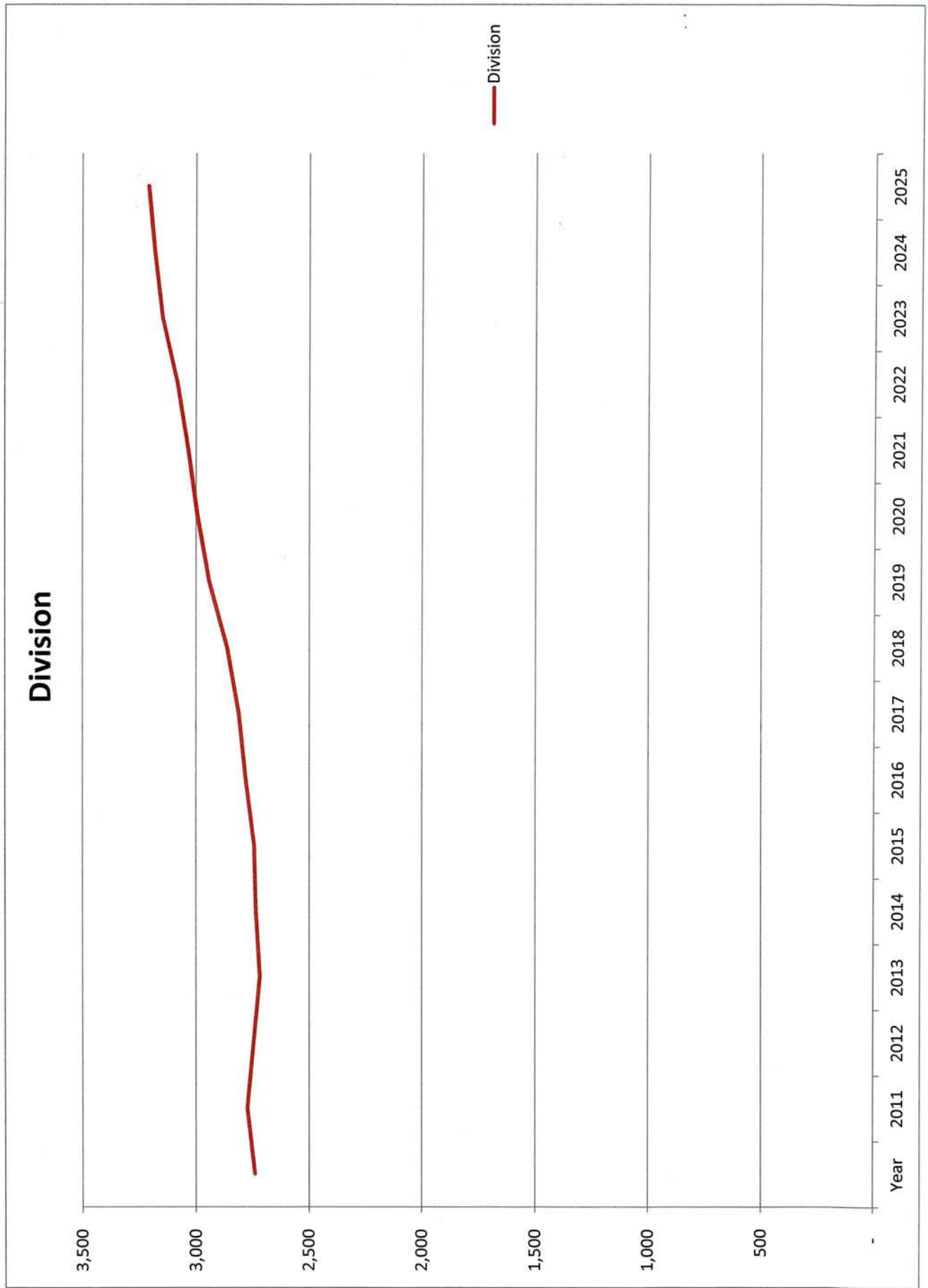
School Year: 2011/2012

Enrollment Projection: Baragar assumptions without local knowledge

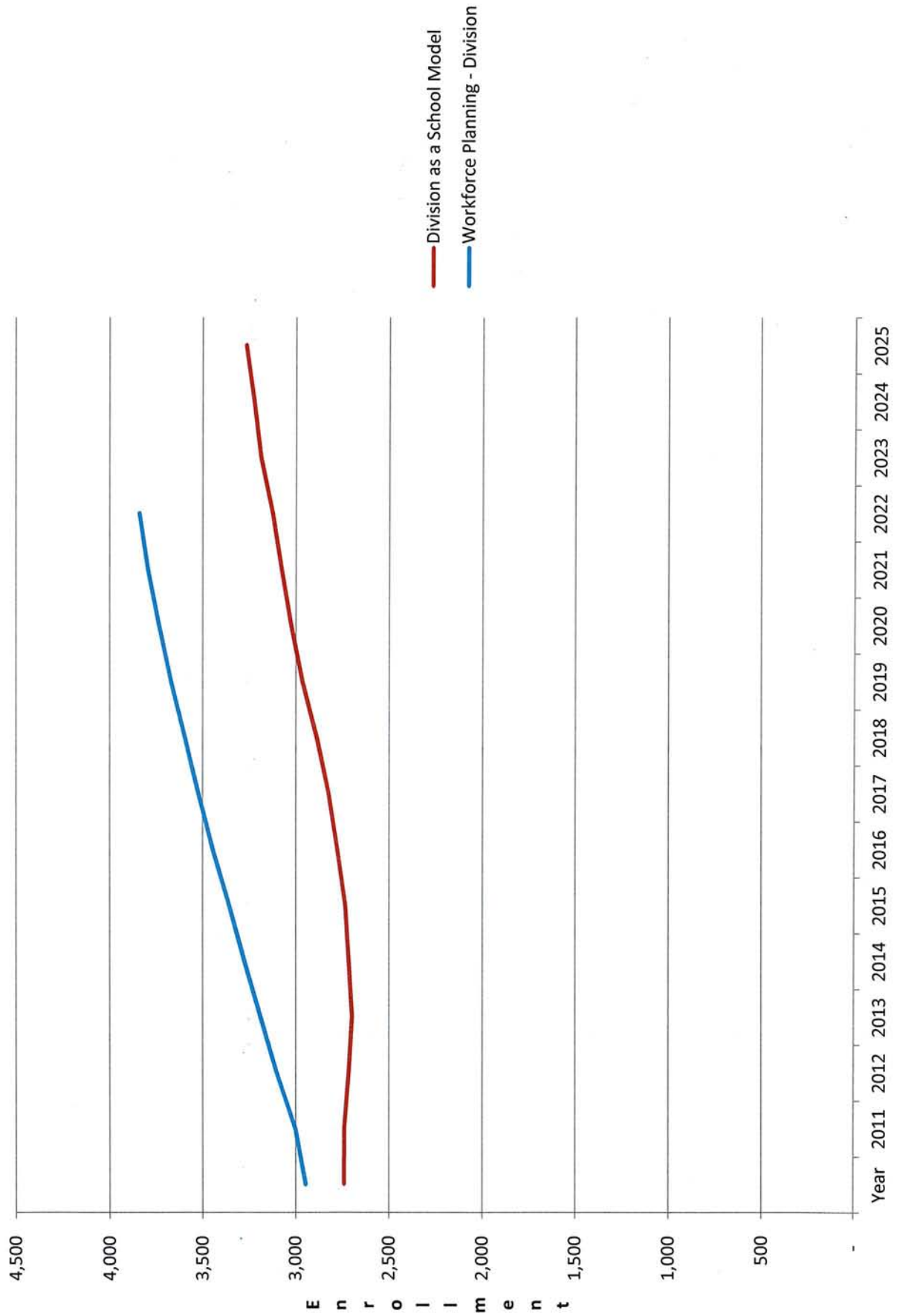
Medicine Hat Catholic Separate Regional Division
Division as a school

A Projection of Total Enrollment: ALL Programs

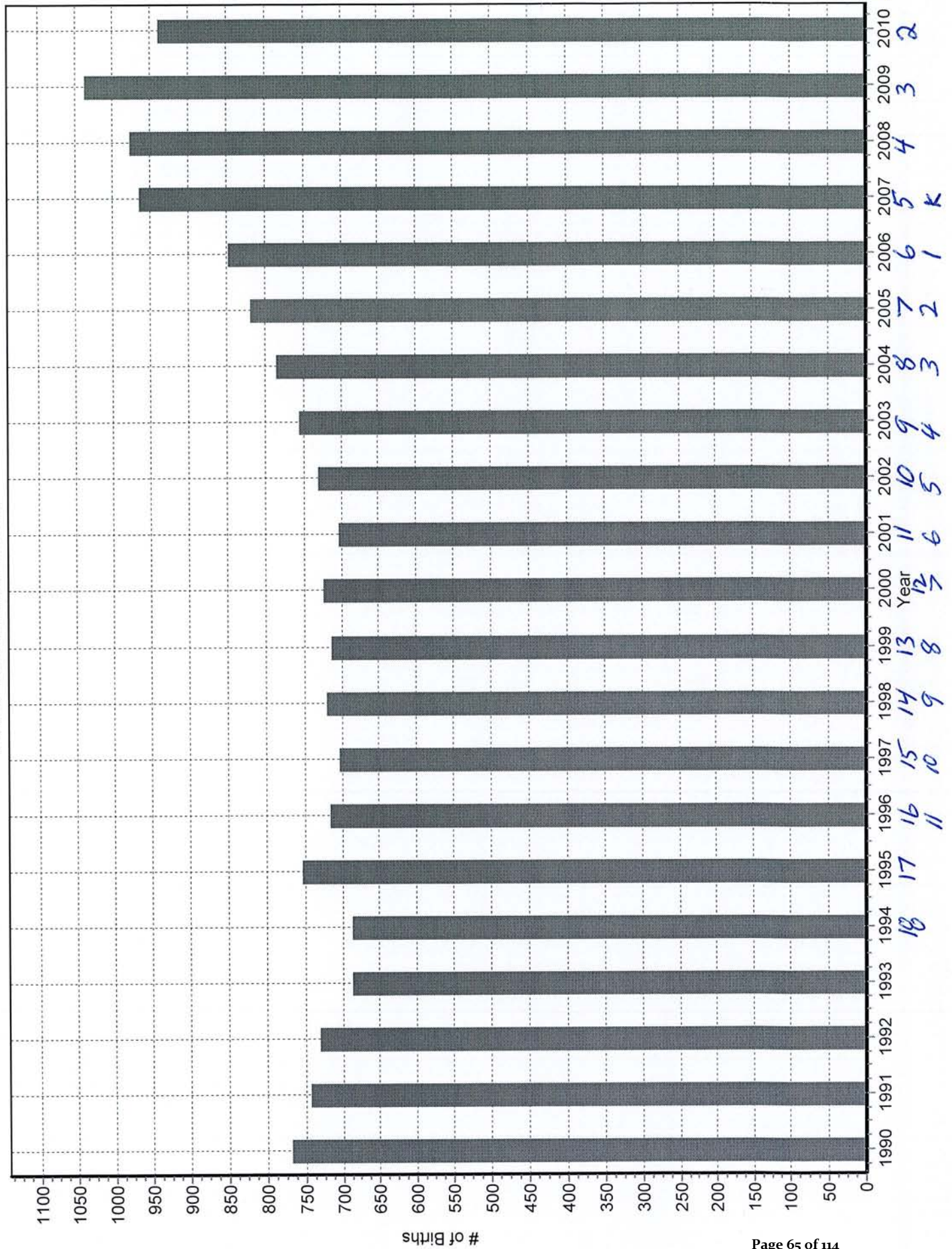
Grade	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022	2023	2024	2025	2026
Self Contained Special Ed.						0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Total						-1	-25	-43	-26	-7	38	86	149	224	285	336	385	447	484	527



Division as a School vs. Workforce Planning



Births: Division as a school



NEW MODULAR REQUESTS FOR 2012/2013

Jurisdiction: Medicine Hat Catholic Separate Regional Division No. 20

Board Priority #	Facility Name	Location	Enrolment (Sept 2011)	Projected Enrolment (September 2012)	Number of Units Required	Link Required (Y or N)	Category Code	Infrastructure Calculated Utilization Rate	Site Ready Date	Detailed Explanation for Category Code / Modular Request
1	St. Thomas Aquinas	Medicine Hat	101.5	105	1	y	1	67.00%	May 1 2011	As discussed with Alberta Education and Alberta Infrastructure, the existing modulars at this site are scheduled to be demolished due to the engineering report recommending that due to structural failure that the modulars not be occupied under certain circumstances. As well, the presence of mold in the substructure have further cause the modulars to be unusable. The repair costs are uneconomical on these 50 year old modulars. With the demolition, the utilization at this school is expected to soar to more than 100%. We are requesting one modular which should lower the utilization to an acceptable 83%.
2	St. Patrick's School	Medicine Hat	397	420	2	y	2	127%	May 1 2011	The utilization at this school continues to grow. This is in sector 5 which is the highest growth area of the city. Two modulars would allow for beginning to manage the issue within the sector.
3	St. Michael's School	Medicine Hat	210.5	220	2	y	2	108%	May 1 2011	The utilization at this school continues to grow. This is a growth sector. Two modulars would allow for beginning to manage the issue within this school.
4	St. Patrick's School	Medicine Hat	397	420	2	y	4	127%	May 1 2011	The washroom capacity at this school is 450. With the continued growth we feel are at the maximum capacity of washroom facilities at the school. A wet modular outfitted as a washroom is required to address the issue.
5	Notre Dame Academy	Medicine Hat	382	400	2	n	4	87%	May 1 2011	Grade reconfiguration with grade 9 students returning to the school has placed additional pressure on CTS space. Utilization of the school remains high and sector 5 is a significant growth area. Movement of students out of the sector is not practicable. The deficiencies in the CTS, science labs and space for full breadth of programming for middle school is limited which these modulars would address.
6	Mother Teresa School	Medicine Hat	263.5	275	3	y	4	102%	May 1 2011	The Asset Assessment Report performed by Alberta Infrastructure indicated that the Building envelope Lifecycle has been exceed as is recommending replacement of all three 1975 modulars.
7										
8										
9										
10										
11										
12										
13										
14										
15										
16										
17										
18										
19										
20										
21										
22										
23										
Category Codes:					12	Total of New Units Requested				

1 = Health and Safety (Please explain)
2 = Enrolment Pressures (Please explain)
3 = Class Size Initiative (Please explain)
4 = Other (Please Explain)

Jurisdiction: Medicine Hat Catholic Separate Regional Division No. 20

Board Priority #	Facility Name	Location	Enrolment (Sept 2011)	Projected Enrolment (September 2012)	Number of Units Required	Link Required (Y or N)	Category Code	Infrastructure Calculated Utilization Rate	Site Ready Date	Detailed Explanation for Category Code / Modular Request
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Superintendent or Designate
(Signature req'd on last sheet only)

Contact: Laurell Udell - 780-427-2437 / Laurell.Udell@gov.ab.ca

Please e-mail the original Excel document to Verania.Gallo@gov.ab.ca

Policy 1

DIVISION FOUNDATIONAL STATEMENTS

Our Mission

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

Our Vision

A Gospel-centered community committed to:

- Learning excellence
- Christian service
- Living Christ

Our Motto

Showing the Face of Christ to all.

Our Values

We believe that Catholic education is a ministry that is at the heart of the Church. In our ministry, we value and celebrate:

- Teaching and living our Catholic faith.
- Our Catholic traditions.
- Our ability to offer a full range of educational programs for all students.
- The uniqueness of each child (That each child is special).

Our Principles of Practice

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

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

Translating Ideas into Actions

We are called to model Christ

Christ's Life and Teaching Serve as our Foundation

- We provide an education based on the teachings of Christ:
 - ◆ What would Jesus do? How did He act when faced with challenge or adversity?
 - ◆ We look for the lesson in every situation.
 - ◆ Empty yourself of your "self".
 - ◆ We make time for prayer.
- We provide a Christian environment.
 - ◆ We nurture each student in a positive, caring, and safe learning environment.
 - ◆ We work out of love not fear.
 - ◆ We are constant in our love and actions.
 - ◆ We ensure the equality of opportunity for each child and a respect for individual differences.

We are called to be Prayerful

Prayer Brings us into a Better Relationship with God and Others

- It is a way of life in our Catholic faith.
 - ◆ Our Catholic faith permeates our buildings in actions and symbols.
 - ◆ We celebrate the traditions of Church.

We are called to Service

Service is an Extension of Modeling Christ

- We need to celebrate our ability to serve.
 - ◆ We find joy in service. It is in giving that we receive.
- ~~Teachers~~ **We** are faith leaders, modeling Christian values.
 - ◆ We practice Christian Leadership.
 - ◆ Actions speak louder than words.
- We encourage our students to practice Christian service.
 - ◆ We need to increase the level of awareness of the service we do already.
 - ◆ We can perform different kinds of service.

We are called to Strive for Excellence

Excellence is the Essence of Who We Are

- It fits with our vision and mission.
- It is about reaching individual potential—being the best we can be.
 - ◆ Our schools promote spiritual, physical, academic, emotional and social development, which allows students to achieve their individual potential.
- Facilitating opportunities for growth and promoting best teaching practices.
- Opportunity to live what we believe.

We are called to Build Community

We Build on our Individual and Collective Strengths

- Building community is an extension of our Mission and our faith.
- Building community sets the stage for everything else we do.
 - ◆ Our students are supported by parents, parish and community
 - ◆ Our schools work together for the benefit of the Division.
 - ◆ Our schools welcome all.
- We need relationships and networks to face the challenges we have.
 - ◆ Working together we can do more.
 - ◆ Community shows us we need each other and that we can seek out support.
 - ◆ We can build on the strengths of others.

DIVISION LOGO



Logo Description- Each item in the design is doubly symbolic in order to represent both: (a) Religious and (b) Educational Functions of the Board:

Candle and Flame:

- (a) The Presence of God
- (b) Passing on the Knowledge, Enlightenment

The Book:

- (a) The Bible, the Gospels and the Word of God
- (b) the tools the students access for Knowledge and Learning

The Cross:

- (a) Christ Centered Education
- (b) The Calling of Catholic Education in our Division

Legal Reference: Section 39, 45, 47, 60, 78, School Act; Ministerial Order 004/98

First Reading	December 13, 2011
Second Reading	March 13, 2012 (proposed)
Third Reading	March 13, 2012 (proposed)

Policy 2

ROLE OF THE BOARD

As the elected corporate body in Medicine Hat Catholic Separate Regional Division No. 20, the Board is responsible for the development of policies and goals to set direction and guide the provision of education services to student's resident within the Division.

Alberta legislation defines what Boards must and may do. In addition, legislation allows Boards to delegate almost all of these duties. The Board has defined its governance role as outlined below. Further, the Board must fulfill its key role of ensuring education in the Division is rooted in "Showing the Face of Christ to All".

Specific Areas of Responsibility

1. Accountability to Provincial Government

- 1.1 Act in accordance with all statutory requirements to implement provincial and education standards and policies.
- 1.2 Perform Board functions required by governing legislation.
- 1.3 Subsequent to the date of a general election and before December 31 of the same year, may pass a resolution to opt in or out of the Alberta School Foundation Fund (ASFF) and advise the Minister and local municipalities forthwith.

2. Accountability to the Division's Communities

- 2.1 Make evidence based decisions which reflect the Gospel values and represent the interests of all students served.
- 2.2 Establish processes and provide opportunities for community input.
- 2.3 Develop procedures for and hear appeals as required by statutes and/or Board policy.
- 2.4 Proactively work to build community support for this Catholic education system.
- 2.5 Report at least annually the success and challenges of the Division's priorities, goals and desired outcomes
- 2.6 Annually approve a communications strategy.

2.7 Be visible in our school communities.

3. Faith Leadership

- 3.1 Make decisions which reflect Catholic values and beliefs.
- 3.2 Be visible within the Catholic faith community.
- 3.3 Participate in Division Faith Development Opportunities.

3.4 Ensure that a strong Faith Development component is provided for all students and staff.

3.5 Participate in ACSTA.

4. Three-Year Education and Strategic Planning

4.1 Provide overall direction for the Division by establishing mission, vision, strategic priorities and key results.

4.2 Annually approve Three Year Education Plan process and timelines.

4.3 Identify Board priorities at the outset of the Annual Three Year Education Planning process.

4.4 Annually approve the Three Year Education Plan and AERR for submission to Alberta Education by the respective due dates.

4.5 Approve the Annual Education Results Report (AERR) for distribution to the public.

4.6 Annually approve budget (driven by the Three Year Education Plan).

4.7 Annually evaluate the effectiveness of the Division in achieving student outcomes and other established goals and desired results.

4.8 Annually identify long-term strategic priorities.

5. Policy Development

5.1 Identify areas that require Board policy and identify the preferred future to result from policy implementation.

5.2 Evaluate policy impact to determine if the preferred future has been achieved.

5.3 Delegate authority to the Superintendent and define commensurate responsibilities.

6. Board / Superintendent Relations

6.1 Select the Superintendent of Schools who is the Chief Executive Officer (CEO) and Chief Education Officer of the Board.

6.2 Provide the Superintendent with clear corporate direction.

6.3 Delegate, through written Board policy, administrative authority to the Superintendent and identify responsibility subject to provisions and restrictions in the School Act.

6.4 Evaluate annually the Superintendent in regard to the Superintendent's job description and additional Board direction.

6.5 Review annually the Superintendent's compensation package.

6.6 Respect the authority of the Superintendent to carry out executive action and support the Superintendent actions which are exercised within the delegated discretionary powers of the position.

6.7 Interact with the Superintendent in an open, honest, respectful and professional manner.

7. Political Advocacy

~~7.1 Develop a yearly plan for advocacy that includes focus, key messages and mechanisms.~~

7.1 Utilize ASBA and ACSTA advocacy services.

- 7.2 Develop a yearly plan for advocacy. Consider the focus of such advocacy, key messages and advocacy mechanisms.**
- 7.3 Enlist the support of local MLA's and provide a leadership role in support of our students and Catholic education initiatives.**
- 7.4 Include meetings with municipal governments and neighboring educational/public service governing authorities as appropriate to achieve political ends.**
- 7.5 Work with parents, community members, school council members and other elected bodies to advocate for continued improvements to the quality of Catholic education opportunities provided to the students of the Division.**
- 7.6 Advocate for the maintenance and development of Catholic education in the Division and the Province.**

8. Board Development

- 8.1 Review annually the Board's effectiveness.
- 8.2 Develop a yearly plan for Board development including increased knowledge of the Board's role, processes and issues to further the implementation of the Three-Year Plan.

9. Fiscal

- 9.1 Approve budget assumptions at the outset of the budget process.
- 9.2 Determine the basis for annual resource allocations.
- 9.3 Approve annually the Division's budget for submission to Alberta Education by the due date.
- 9.4 Ensure resources are allocated to achieve the goals, priorities and desired outcomes in the Division's Three-Year Education Plan.
- 9.5 Approve annually the Three-Year Capital Plan and Facilities Master Plan for submission by the due date.
- 9.6 Receive Audit Report and Management Letter and ensure quality indicators in CEO Evaluation are met.
- 9.7 Receive fiscal accountability reports to ensure the fiscal management of the Division.
- 9.8 Set the mandate and ratify Memoranda of Agreement with bargaining units.
- 9.9 Appoint an Auditor and an architectural firm for the Division.
- 9.10 Appoint annually signing authorities for the Division.
- 9.11 Approve tenders over \$200,000.
- 9.12 Annually approve instructional/general fees for all students.
- 9.13 Approve joint use agreements and those partnership agreements that require a financial obligation of the Board.

Selected Responsibilities

- 1. Setting the initial parameters and approving the annual school-year calendar;

2. Naming of educational facilities;
3. Approving the acquisition and/or disposition of land and buildings;
4. Approving school attendance boundaries;
5. Approving transportation contracts;
6. Approving locally-developed, acquired and authorized junior and senior high school complementary courses;
7. Approving alternative programs;
8. Liaising with Parish Councils within the Division;
9. Hearing of an appeal of a discrimination or harassment complaint.
10. **Approve the** Board Annual Work Plan.
11. **Approve Transportations Fees. (from Policy 11)**

Reference: Section 22, 39, 56, 60, 61, 62, 63, School Act

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

First Reading	December 13, 2011
Second Reading	March 13, 2012 (proposed)
Third Reading	March 13, 2012 (proposed)

BOARD OPERATIONS

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

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

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

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

1. Wards

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

- 1.1 Electoral Ward 1 shall comprise all those lands within the former Medicine Hat Roman Catholic Separate School District No. 21 and as amended from time to time:

1.1.1 Four (4) trustees shall be elected at large from within the Ward.

- 1.2 Electoral Ward 2 shall comprise all those lands within the former Bow Island Roman Catholic Separate School District No. 82:

1.2.1 One (1) trustee shall be elected at large from within the Ward.

- 1.3 The provisions of the Local Authorities Election Act respecting the election of trustees shall apply to every election in each ward and electoral subdivision in the same manner as if it were a subdivision in a school division.

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

2. Organizational Meeting

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

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

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

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

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

Trustees will volunteer for committee and representative assignments.

3. Regular Meetings

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

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

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

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

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

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

Failure to attend may result in disqualification.

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

3.5 Regular meetings of the Board will not normally be held without the Superintendent and/or designate(s) in attendance.

4. Special Meetings

4.1 Occasionally, unanticipated or emergent issues require immediate Board attention and/or action.

4.2 Special meetings of the Board will only be called when the Chair, the majority of Trustees or the Minister, is of the opinion that an issue must be dealt with before the next regular Board meeting.

4.3 A written notice of the special meeting including date, time, place and nature of business shall be issued to all trustees by registered mail (at least seven days prior to the date of the meeting) or in person (at least two days prior to the date of the meeting) unless every trustee agrees to waive in writing the requirements for notice.

4.4 The nature of the business to be transacted must be clearly specified in the notice of the meeting. Unless all trustees are present at the special meeting, no other business may be transacted. Items can be added to the agenda only by the unanimous consent of the entire Board.

4.5 Special meetings of the Board will not normally be held without the Superintendent and/or designate(s) in attendance.

5. In-Camera (Private) Sessions

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

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

5.1 Individual students and ECS children;

5.2 Individual employees and personnel matters;

5.3 Collective bargaining issues;

5.4 Litigation issues;

5.5 Acquisition/disposal of property; and

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

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

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

6. Agenda for Regular Meetings

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

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

6.1.1 Opening

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

6.1.2 Corporate Communications

6.1.3 Presentations/Delegations

6.1.4 Action Items

♦ ~~New Business~~

6.1.5 Committee Reports

6.1.6 Non Action Items

♦ ~~Information~~

♦ ~~Correspondence~~

6.1.7 Adjournment

- 6.2 The agenda will be supported by copies of letters, reports, contracts and other materials as are pertinent to the business which will come before the Board and will be of value to the Board in the performance of its duties.
- 6.3 Items may be placed on the agenda in one of the following ways:
 - 6.3.1 By notifying the Superintendent or Board Chair at least ~~five (5)~~ **eight (8)** working days prior to and not including the Board meeting day.
 - 6.3.2 By notice of motion at the previous meeting of the Board.
 - 6.3.3 As a request from a committee of the Board.
 - 6.3.4 Issues that require Board action may arise after the agenda has been prepared. The Board Chair, at the beginning of the meeting, shall ask for additions to and/or deletions from the agenda prior to agenda approval. Changes to the agenda may be made by a majority of those present.
- 6.4 The agenda package, containing the agenda and supporting information, will be delivered to each trustee at least four (4) calendar days prior to the date of the meeting. Subsequently, emergent information may be sent electronically.
- 6.5 The list of agenda items shall be posted on the Division website and be available in the Division Office. Any elector may inspect the agenda and request a paper copy.
- 6.6 The Board will follow the order of business set by the agenda unless the order is altered or new items are added by agreement of the Board.
- 6.7 During the course of the Board meeting, the majority of trustees present may amend the agenda and place items before the Board for discussion. The Board may take action on such items.

7. Minutes for Regular or Special Meetings

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

7.1 The minutes shall record:

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

- 7.1.10 Appointments;
- 7.1.11 Summarized reports of committees;
- 7.1.12 Recording of the vote on a motion (when requested pursuant to the School Act); and
- 7.1.13 Trustee declaration pursuant to the School Act.
- 7.2 The minutes shall:
 - 7.2.1 Be prepared as directed by the Superintendent;
 - 7.2.2 Be reviewed by the Superintendent prior to submission to the Board;
 - 7.2.3 Be delivered to all trustees prior to the next regular meeting of the Board;
 - 7.2.4 Be considered an unofficial record of proceedings until such time as adopted by a resolution of the Board;
 - 7.2.5 Upon adoption by the Board, be deemed to be the official and sole record of the Board's business; and
 - 7.2.6 Be distributed to stakeholders.
- 7.3 The Superintendent shall ensure, upon acceptance by the Board, that appropriate initials are appended to each page of the minutes, and that appropriate signatures and the corporate seal of the Division are affixed to the concluding page of the minutes.
- 7.4 The Superintendent shall establish a codification system for resolutions determined by the Board which will:
 - 7.4.1 Provide for identification as to the meeting at which it was considered;
 - 7.4.2 Establish and maintain a file of all Board minutes.
- 7.5 Upon adoption by the Board, the minutes shall be open to public scrutiny through posting on the Division website or availability at the Board Office.

8. Motions

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

8.1 Notice of Motion

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

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

8.2 Discussion on Motions

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

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

8.3 Speaking to the Motion

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

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

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

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

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

8.4 Reading of the Motion

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

8.5 Recorded Vote

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

8.6 Required Votes

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

8.7 Debate

In all debate, any matter of procedure in dispute shall be settled, if possible, by reference to Robert's Rules of Order. If this reference is inadequate, procedure may be determined by motion supported by the majority of trustees in attendance.

9. ~~Delegations to Board Meetings~~

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

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

9.1 ~~Normally, the Board will hear a presentation from groups or individuals at a regular Board meeting. The Board will assess the information presented and decide on appropriate action when required.~~

9.2 ~~Petitions not supported by the appearance of the petitioners before the Board will be dealt with as regular correspondence.~~

9.3 ~~Anyone desiring to make a presentation to the Board shall approach the Superintendent or the Board Chair with the request, giving reasons for it.~~

9.4 ~~A written request for an item to be placed on the agenda for a regular meeting must be received by the Board Chair or the Superintendent at least five (5) working days prior to and not including the date of the meeting. The request shall contain sufficient information to enable the trustees to become acquainted with the subject beforehand. The delegation shall first discuss the request with the Superintendent. If an appearance before the Board is then desired, a copy of the request shall be sent to each trustee with the agenda for the meeting at which the delegation is to appear. It is preferable that the request includes possible solutions.~~

9.5 ~~Any presentation by a group or individuals shall be added to the Board agenda at a time determined by the Board Chair.~~

9.6 ~~A spokesperson(s) for the delegation must be identified.~~

9.7 ~~The Board Chair shall make time available to the members of the delegation to speak to the agenda item under discussion by the Board. Delegations are encouraged to keep their presentations brief, with a maximum of fifteen (15) minutes. The Board Chair has the right to restrict the length of time for any delegation at any meeting.~~

9.8 ~~Matters deemed to be of a sensitive and/or confidential nature shall be heard at an in-camera session of the Board. Personnel issues will not be discussed in an open forum.~~

9.9 ~~Upon completion of the presentation the Board Chair shall allow for trustee questions of the delegation.~~

9.10 ~~In discussing matters with the delegation, the Board Chair shall act as spokesperson for the Board. It must be remembered that delegations come to express problems and give information thereon. For this reason, individual trustees may only seek~~

~~clarification of items presented by the delegation. At no time during the presentation shall any trustee commit the Board to any specific course of action.~~

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

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

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

9. Delegations to Board Meetings

The Board will receive representation and delegations from parents, staff or other interested persons provided that the item has been placed on the agenda or has received the approval of the Board. Such presentations will normally be held at a regular public meeting. Matters deemed to be of a sensitive and/or confidential nature shall be heard at an in-camera session of the Board. Personnel issues will not be discussed in an open forum.

If the Board is of the view that an emergency situation exists, the following procedures may be modified by means of a Board motion. Individuals or groups wishing to make a presentation to the Board shall be advised that a maximum of fifteen minutes will be provided

9.1 Individuals or groups wishing to make a formal presentation to the Board must provide a written request along with supporting documentation to the Superintendent or the Board Chair not later than eight (8) calendar days prior to the meeting at which the presentation is to be made.

9.2 The written request must identify the spokesperson and provide the terms of reference for the presentation.

9.3 The Superintendent will inform the designated spokesperson of the time and place of the meeting and provide a copy of the Board's procedures regarding presentations.

9.4 The Board will not debate or make a decision on a matter presented to it at the meeting, unless it is deemed critical by the majority of the Board.

9.4.1 Questions of clarification directed through the Board Chair may be asked of the spokesperson or of the Superintendent. The Superintendent may refer the question to the appropriate senior administrator.

9.4.2 For matters requiring further Board deliberation, the Superintendent may be required to prepare a recommendation for the consideration of the Board at the next regular meeting.

9.4.3 Upon completion of the presentation, the Board Chair shall inform the delegation when a decision, if required, will be made. Such decision will be communicated in writing to the spokesperson.

9.4.4 The Board Chair shall be responsible for informing the spokesperson of the decision of the Board regarding items raised in the presentation.

10. Recording Devices

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

11. Trustee Compensation

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

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

11.1 Honorarium

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

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

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

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

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

11.2 Allowances and Expenses

11.2.1 Trustees shall be reimbursed expenses (unless reimbursed by another agency) incurred in carrying out business of the Board, public relations, or

attending a convention or conference and requiring absence from his or her place of residence. Reimbursement will be made upon submission of an expense form.

~~11.2.2 Mileage shall be paid at the Government of Alberta rate per kilometer for each automobile required. Air travel may be used where economy of time or money warrants.~~ **The rates and eligibility are identified in Administrative Procedure 512-Expense Reimbursement.**

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

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

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

~~11.2.6 Advances may be granted upon written application.~~

12. Trustee Conflict of Interest

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

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

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

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

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

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

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

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

12.4 The recording secretary will record in the minutes:

12.4.1 The trustee's declaration;

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

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

13. Board Memberships

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

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

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

14. Board Self-Evaluation

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

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

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

- 14.4.2 Monitoring Interpersonal Working Relationships
- 14.4.3 Monitoring Board Representation/Communication
- 14.4.4 Review of Annual Work Plan Completion
- 14.4.5 Monitoring Board-Superintendent Relations
- 14.4.6 Review of Board Motions
- 14.4.7 Review of Board Governance Policies
- 14.4.8 Creating a Positive Path Forward

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

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COMMITTEES OF THE BOARD

The Board may establish committees to assist with its work.

The Board shall:

1. At its annual organizational meeting, establish such standing committees as it deems necessary. Such standing committees shall remain in place until the subsequent organizational meeting unless dissolved by Board motion.
2. At any duly constituted meeting, establish such standing or ad hoc committees as it deems necessary.

The Board will determine the terms of reference of each committee, including purpose, powers and duties, membership and meeting requirements.

The Board Chair and Superintendent shall be ex-officio members of all Board committees.

All committees of the Board, unless otherwise directed, shall prepare and submit a report to the Board. It is expected that reports will be included in the agenda package.

Standing Committees

Standing committees are established to assist the Board with work of an on-going or recurring nature.

1. Board Committee of the Whole

The Board Committee of the Whole is established as a standing committee of the Board, with responsibility for work as detailed below:

- 1.1 Purpose
 - ♦ To allow the Board to explore matters to much greater depth than can be accomplished in a scheduled regular meeting of the Board.
- 1.2 Powers and Duties
 - ♦ To make recommendations to the Board for formal debate. May include but is not limited to:
 - Communications / Public Relations
 - Finance
 - Facilities
 - Human Resources
 - Policy Development and Revision
- 1.3 Membership
 - ♦ All trustees
 - ♦ Superintendent and/or designate(s)
- 1.4 Meetings

All meetings are held prior to the regularly scheduled Board meeting and/or as determined by the Board Chair, in consultation with the Superintendent.

2. The Negotiations Committee – Alberta Teachers' Association is established as a standing committee of the Board, with responsibility for work as detailed below:

- 2.1 Purpose
 - ♦ To negotiate a collective agreement with the ATA representatives

- 2.2 Powers and Duties
 - ♦ Establish Board proposals within the mandates set by the Board
 - ♦ Discuss, consult and negotiate with ATA representatives
 - ♦ Recommend action to the Board on negotiations issues
- 2.3 Membership
 - ♦ One or more trustees as determined by the Board
 - ♦ Superintendent and/or designate(s)
- 2.4 Meetings
 - ♦ As required to negotiate agreements
3. The Negotiations Committee – Canadian Union of Public Employees is established as a standing committee of the Board, with responsibility for work as detailed below:
 - 3.1 Purpose
 - ♦ To negotiate a collective agreement with the CUPE representatives
 - 3.2 Powers and Duties
 - ♦ Establish Board proposals within the mandates set by the Board
 - ♦ Discuss, consult and negotiate with CUPE representatives
 - ♦ Recommend action to the Board on negotiations issues
 - 3.3 Membership
 - ♦ One or more trustees as determined by the Board
 - ♦ Superintendent and/or designate(s)
 - 3.4 Meetings
 - ♦ As required to negotiate agreements
4. The Teacher Board Advisory Committee is established as a standing committee of the Board, with responsibility for work as detailed below:
 - 4.1 Purpose
 - ♦ The Committee exists as the primary vehicle for communicating the views of teachers on matters of school affairs with the Board
 - 4.2 Powers and Duties
 - ♦ Discuss items brought forward by either teachers or the Board, excluding those matters addressed through negotiations
 - ♦ Communicate to the Board the views of teachers on matters discussed
 - 4.3 Membership as per the Frame of Reference and Collective Agreement
 - ♦ One trustee
 - ♦ Superintendent and/or designate(s)
 - ♦ President of the Local ATA 39, One High School Representative, One Middle School Representative, Two Elementary Representatives chosen by the local
 - 4.4 Meetings
 - ♦ Called throughout the year as established by the Committee
5. The Support Staff Board Advisory Committee is established as a standing committee of the Board, with responsibility for work as detailed below:
 - 5.1 Purpose
 - ♦ The Committee exists as the primary vehicle for communicating the views of support staff on matters of school affairs with the Board
 - 5.2 Powers and Duties
 - ♦ Discuss items brought forward by either support staff or the Board.
 - ♦ Communicate to the Board the views of support staff on matters discussed
 - 5.3 Membership as per the Frame of Reference
 - ♦ One trustee
 - ♦ Superintendent and/or designate(s)
 - ♦ Committee Representatives
 - 5.4 Meetings
 - ♦ Called throughout the year as established by the Committee
6. **The Canadian Union of Public Employee CUPE) Staff Board Advisory Committee is established as a standing committee of the Board, with responsibility for work as detailed below:**
 - 6.1 Purpose

- ♦ The Committee exists as the primary vehicle for communicating the views of CUPE staff on matters of school affairs with the Board

5.2 Powers and Duties

- ♦ Discuss items brought forward by either CUPE staff or the Board.
- ♦ Communicate to the Board the views of CUPE staff on matters discussed

5.3 Membership as per the Frame of Reference

- ♦ One trustee
- ♦ Superintendent and/or designate(s)
- ♦ Committee Representatives

6. Ad Hoc Committees - Ad Hoc committees may be established at any meeting of the Board for the purpose of studying, investigating or acting on specific matters; they Cease to exist as soon as they have completed the specified task. Terms of reference are outlined at the time of establishment.
7. Resource Personnel - The Superintendent may appoint resource personnel to work with committees and shall determine the roles, responsibilities and reporting requirements of the resource personnel.

Legal Reference: Section 60, 61, 62, 63, 68, School Act

FIRST READING: MARCH 11, 2008
 SECOND READING: MARCH 11, 2008
 THIRD READING: JUNE 10, 2008

FIRST READING: APRIL 07, 2009 Motion # 2266
 SECOND READING: MAY 12, 2009 Motion # 2273
 THIRD READING: MAY 12, 2009 Motion # 2274

First Reading: December 13, 2011
 Second Reading: March 13, 2012 (proposed)
 Third Reading: March 13, 2012 (proposed)

BOARD DELEGATION OF AUTHORITY

The School Act allows for the Board to delegate certain of its responsibilities and powers to others.

The Board authorizes the Superintendent to do any act or thing or to exercise any power that the Board may do, or is required to do, or may exercise, except those matters which, in accordance with section 61(2) of the School Act, cannot be delegated. This delegation of authority to the Superintendent specifically:

- ♦ Includes any authority or responsibility set out in the School Act and regulations as well as authority or responsibility set out in other legislation or regulations;
- ♦ Includes the ability to enact Administrative Procedures, practices or regulations required to carry out this authority; and also
- ♦ Includes the ability to sub-delegate this authority and responsibility as required.

Notwithstanding the above, the Board reserves to itself the authority to make decisions on specific matters requiring Board approval. This reserved authority of the Board is set out in Board policies, as amended from time to time.

Further, the Board requires that any new provincial, regional or local initiatives must be initially brought to the Board for discussion and determination of decision-making authority.

Specifically

1. The Superintendent is directed to develop an administrative procedure to fulfill Board obligations created by any federal legislation or provincial legislation other than the School Act.
2. The Superintendent is delegated the authority to develop Administrative Procedures that are consistent with provincial policies and procedures for the following program areas:
 - 2.1 Special Education
 - 2.2 Guidance and Counseling
 - 2.3 Services for Students and Children
 - 2.4 School-Based Decision Making
 - 2.5 Student Evaluation
 - 2.6 Teacher Growth, Supervision and Evaluation
 - 2.7 Home Education

- 2.8 Early Childhood Services
- 2.9 Outreach Programs
- 2.10 Knowledge and Employability Courses
- 2.11 Locally Developed / Acquired and Authorized Junior and Senior High School Complementary Courses.
- 2.12 Off – Campus Education
- 2.13 English as a Second Language
- 2.14 French as a Second Language and French Language Immersion
- 2.15 Second Languages

~~2.16 Transportation Fees~~

- 3. The Superintendent is authorized to suspend employee's from the performance of the employee's duties without prior notice if the Superintendent of Schools is of the opinion that the welfare of the students is threatened by the presence of the employee.
- 4. The Superintendent is authorized to terminate the contracts of teachers; on a temporary contract; In accordance to the requirements of the School Act Sections 101 (1), (2), (3), (4) and 132. The Superintendent of Schools is authorized to terminate the contracts of non-certificated staff in accordance with the Employment Standards Code which is outlined in the Employment Standards Guide and any other pertinent agreements that may exist.
- 5. The Board authorizes a line of credit not to exceed the accounts receivable from the preceding year at any one time to meet current expenditures in the fiscal year.

Legal Reference: Section 60, 61, 105, 113, 183 School Act
 Section 101 (1), (2), (3), (4), 132
 Employment Standards Code
 Employment Standards Guide

FIRST READING: FEBRUARY 10, 2009
SECOND READING: MARCH 10, 2009
THIRD READING: MARCH 10, 2009

FIRST READING: FEBRUARY 09, 2010
SECOND READING: FEBRAURY 09, 2010
THIRD READING: MARCH 09, 2010

First Reading December 13, 2011
Second Reading March 13, 2012 (proposed)
Third Reading March 13, 2012 (proposed)



Medicine Hat Catholic Board of Education

Board Meeting Agenda Item

Date: March 13, 2012

Memorandum



Date: March 13, 2012

To: Board of Trustees

From: Superintendent of Schools

Agenda Item: Monsignor McCoy Value Management Audit

Purpose: Information/Discussion

Strategic Plan Reference: Efficient and Effective Operations/Advocacy

Enclosures:

Background: On February 27 & 28, 2012, Monsignor McCoy High School was the subject of a value management audit by Alberta Education and Alberta Infrastructure. For a number of years Monsignor McCoy has been the number one modernization /expansion priority for MHCBE.

Alberta Infrastructure and Alberta Education has a number of representatives at the table including people with expertise in CTS, Technology, engineering. Representing MHCBE: Peter Grad, Greg MacPherson, Clyde Pudwell, Annelise Hartman, Jim Shafer, and David Leahy.

Invited by MHCBE to attend the process were two representatives from the Medicine Hat College: Mrs. Erin Penzies (Dean of Adult Development) and Mr. Rocco Votto (head of the trades department)

After a day and a half of discussion the participants were able to reach consensus that a modernization at Monsignor McCoy should focus of six elements. (presented in no particular order)

1. Upgrade electrical capacity of the school
2. Upgrade the washrooms
3. Expand and modernize the CTS space
4. Improve Gymnasium Functionality
5. Improve Fine Arts facilities at Monsignor McCoy
6. Open up the front of the school for greater access to allow for a multipurpose room/cafeteria

Next Steps:

1. Alberta Education and Alberta Infrastructure will contract an architecture firm to take the priorities established during the value management audit and turn them into drawings of a potential modernization. This will include site visits to Monsignor McCoy for analysis of the building. (eg. Can some of the walls be taken down, location of utility services etc.)
2. After the architects have completed their drawings government will contract a cost consultant to prepare an estimate of how much the project will cost.
3. The estimate will be placed in the list of all the projects being submitted for consideration for the next round of approved capital projects.
4. Please remember that at this time there is no money in the budget for new capital projects.

Summary:

MHCBE was very pleased with the entire process and the next steps.

Timelines:

The architect will be visiting Monsignor McCoy on Tuesday, March 13, 2012, for a preliminary visit.

Recommendation/Decision: None required

Resulting Action:

Responsibility: Superintendent of Schools



Medicine Hat Catholic Board of Education

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Fax 403.529.0917

March 06, 2012

Honourable Thomas Lukaszuk
Minister of Education
3224 Legislature Building
10800—97 Avenue
Edmonton, Alberta T5K 2B6

Dear Minister Lukaszuk:

On behalf of the Medicine Hat Catholic Board of Education, I wish to advise you of the very successful and rewarding value management audit experienced by all at Monsignor McCoy High School on February 27 and 28, 2012.

The three groups represented were from Alberta Education, Medicine Hat Catholic Board of Education, and in the interest of continuing strong partnerships with our community, from The Medicine Hat College. These groups gelled wonderfully into a team during the 2 day exercise.

I especially appreciated the positive attitude displayed by all members of each group. It made the sharing of ideas very pleasant. Sound and grounded leadership from Alberta Education Staff blended beautifully with the enthusiasm of the rest of the group.

I also commend government staff for adding their positive attitude and levity to a room already filled with good humour. Frankly, the value management audit was an excellent experience. Thank you.

Sincerely,

Peter Grad, Chair
Medicine Hat Catholic Board of Education

PG/dd



Medicine Hat Catholic Board of Education

Board Meeting Agenda Item



Memorandum

Date: March 13, 2012

To: Board of Trustees

From: Wayne Schlosser

Agenda Item: Final 2012-2013 Calendar

Purpose: Information

Strategic Plan Reference Effective and Efficient Operations

Enclosures: Yes

Background: Notable changes:

1. The November PD day is now scheduled for November 12 to make it a four-day weekend as many parents and staff had requested.
2. The December PD day is now scheduled for Dec. 21 with Dec. 20 being a full day of classes without early dismissal. This is an attempt to reduce the high absentee rate in/at many of our schools.
3. The middle schools will not be following the elementary calendar; theirs will be a hybrid of the elementary calendar and the high school calendar. The reason is there is a Grade 9 PAT on June 27. Thus, we cannot be scheduling the last day of classes for the middle schools as being June 26...as was in the previous two calendar options.
4. SMBI may have several changes yet due to not knowing the final PRSD calendar and their PD days, and that we use their buses. We will review the calendar for SMBI when we receive PRSD's final calendar.
5. SMBI is scheduled to follow the middle school calendar.

Recommendation/Decision: That the Board of Trustees accept the Attached Calendar for the 2012-2013 School Year

Resulting Acting:

Responsibility:

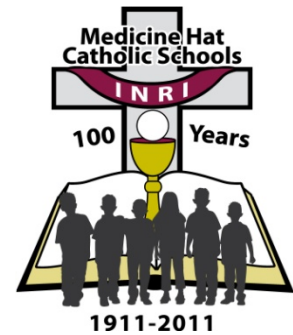
MEDICINE HAT CATHOLIC BOARD OF EDUCATION
SCHOOL YEAR CALENDAR - MEDICINE HAT AND BOW ISLAND
2012 - 2013

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Medicine Hat Catholic Board of Education Board Meeting Agenda Item



Memorandum

Date: March 13, 2012

To: Board of Trustees

From: Wayne Schlosser

Agenda Item: January 2012 Division Diploma Results

Purpose: Information

Strategic Plan Reference Improving Student Achievement

Enclosures: YES (Copy of PowerPoint)

Background: Our Division continues to show improvement in our Diploma Mark results. This Semester's results are indicative of the commitment to high student achievement by the administration, teachers, support staff, parents and the students.

Recommendation/Decision: Commendations to all of the administration, teachers and support staff throughout the years and especially to the Diploma teachers of this past semester who have helped these students achieve such a high level of performance.

Resulting Acting:

Responsibility:

DIPLOMA EXAM RESULTS

January 2012

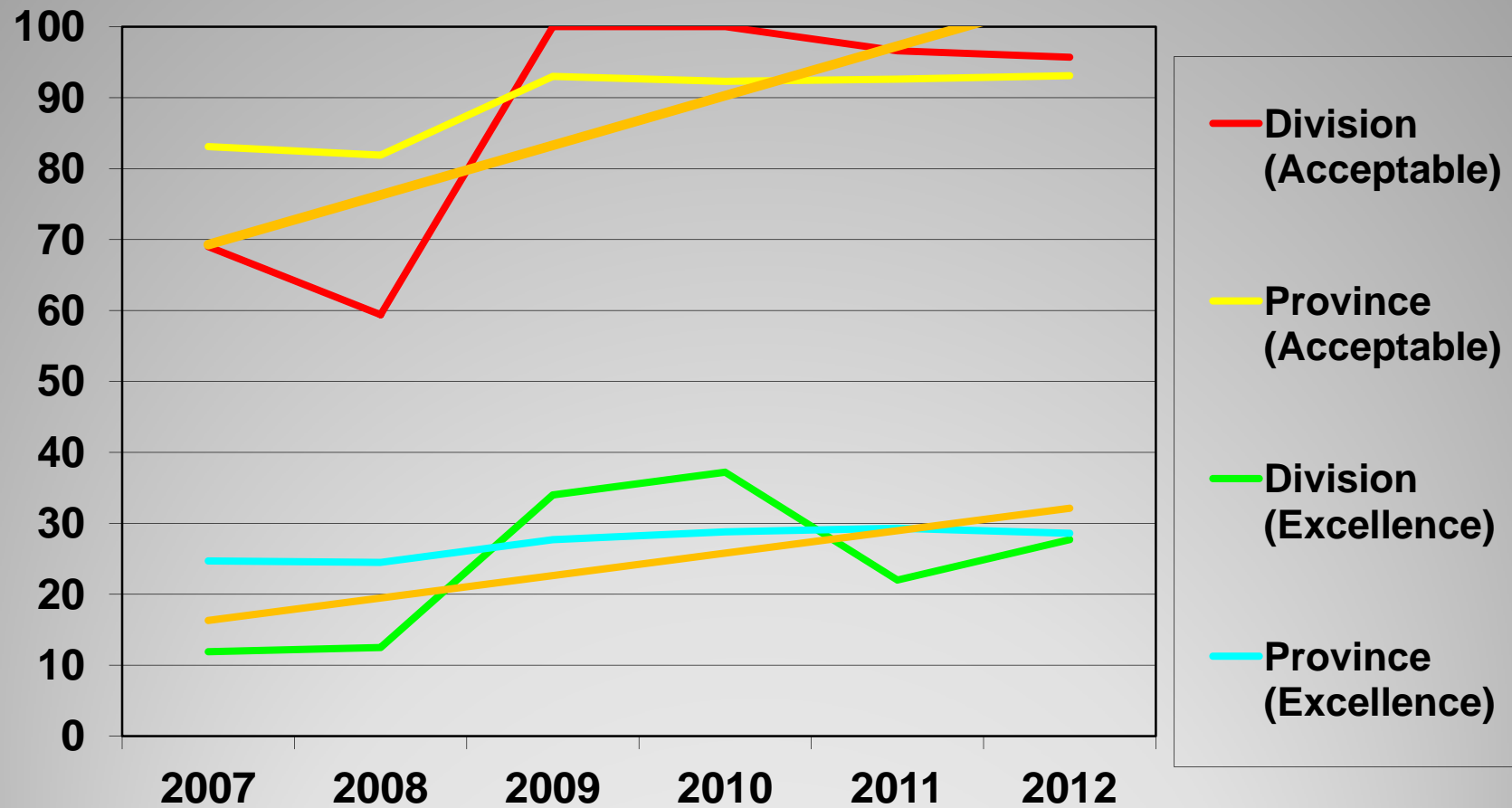
Monsignor McCoy High School
and
St. Michael's School Bow Island

Presented to the Trustees for the
Medicine Hat Catholic Board of Education

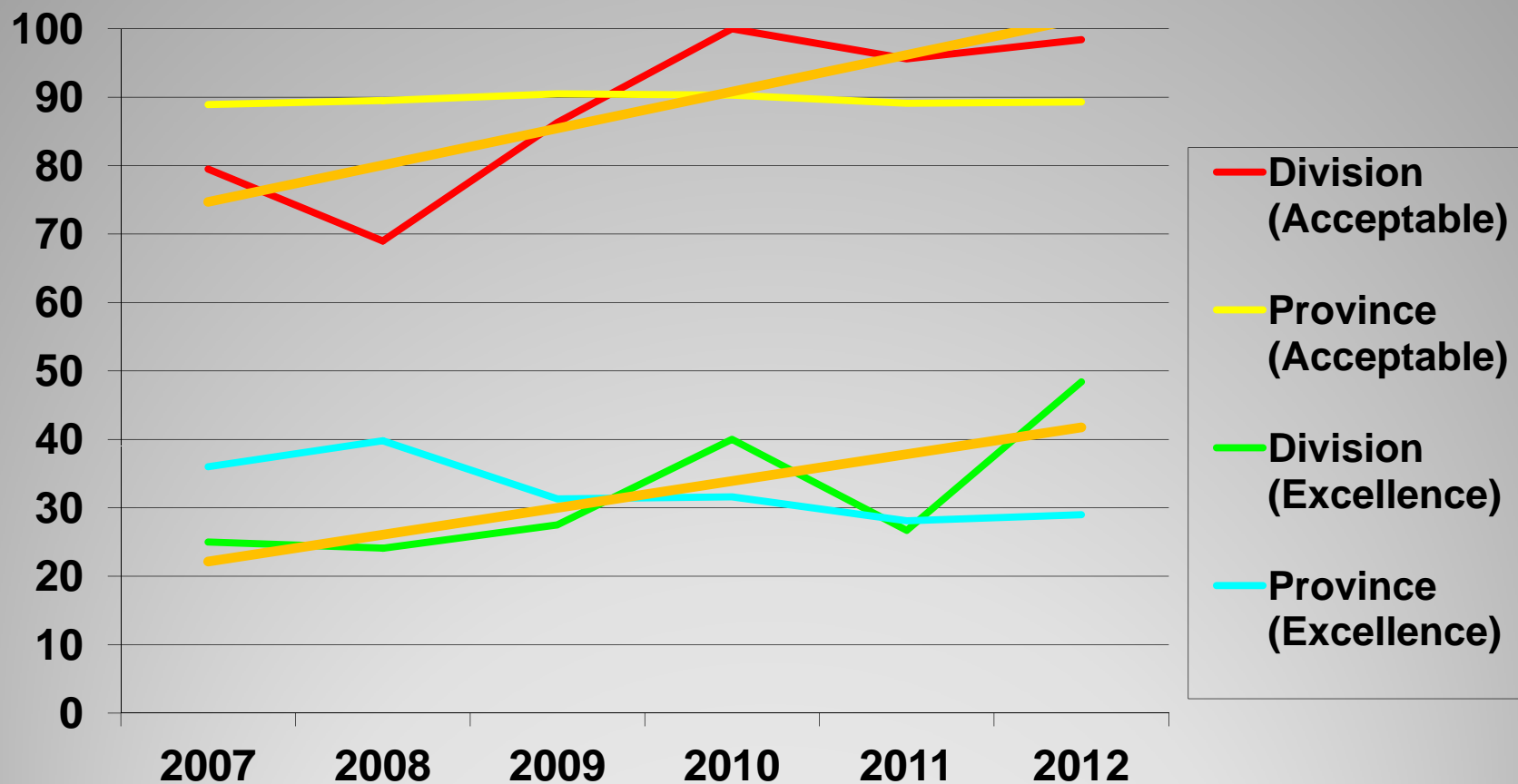
March 13, 2012

Course	Acceptable Standard		Standard of Excellence	
	MHCBE	Province	MHCBE	Province
Biology 30	95.7	93.1	27.7	28.6
Chemistry 30	98.4	89.3	48.4	29.0
Physics 30	100	92.8	60.0	32.9
ELA 30-1	97.2	97.3	11.1	14.5
ELA 30-2	100	95.9	10.5	7.0
Social 30-1	100	97.7	42.9	21.9
Social 30-2	97.9	94.4	12.5	10.8
Pure 30	96.9	92.3	43.8	31.9
Applied 30	92.0	88.9	4.0	11.5

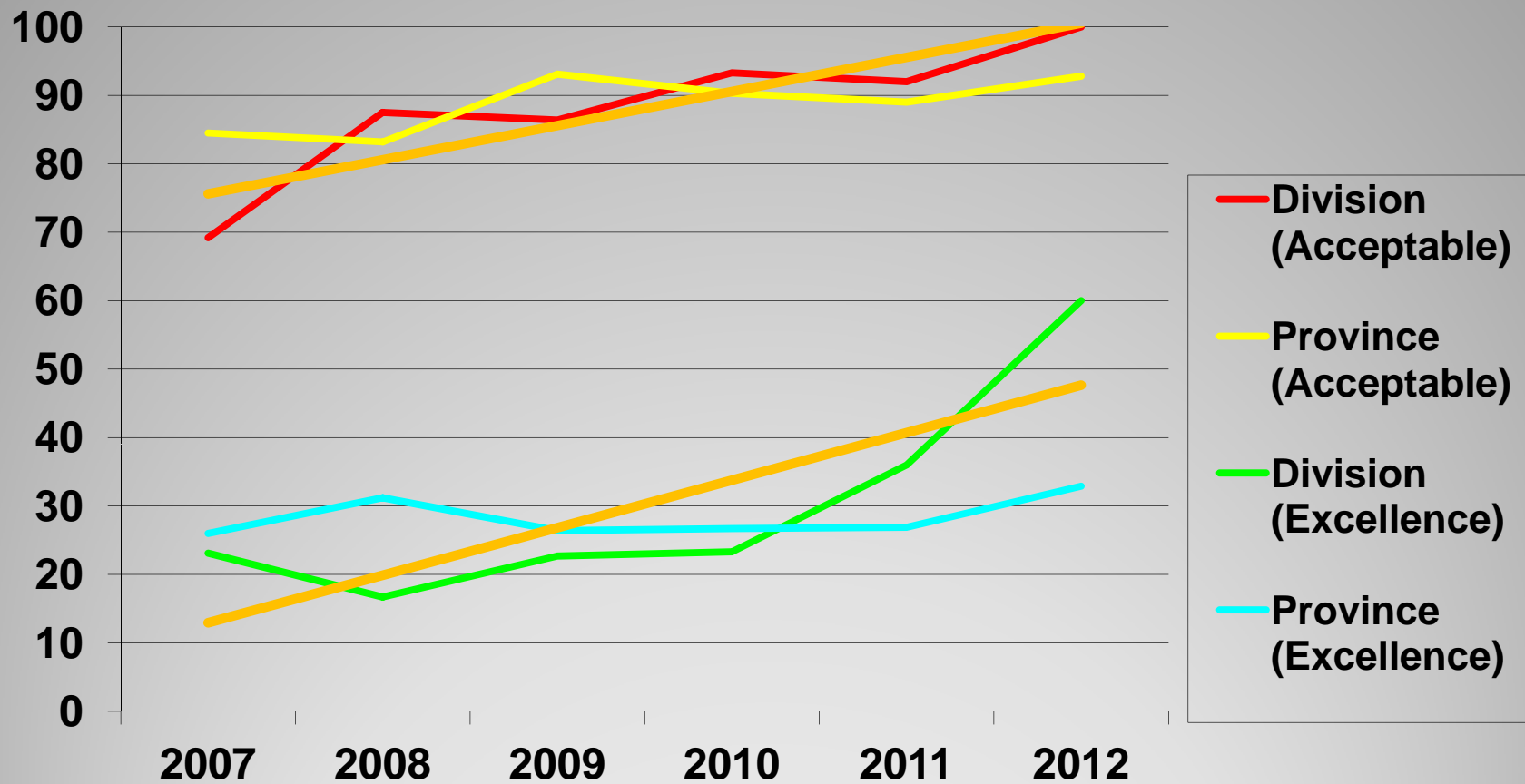
Overall Results



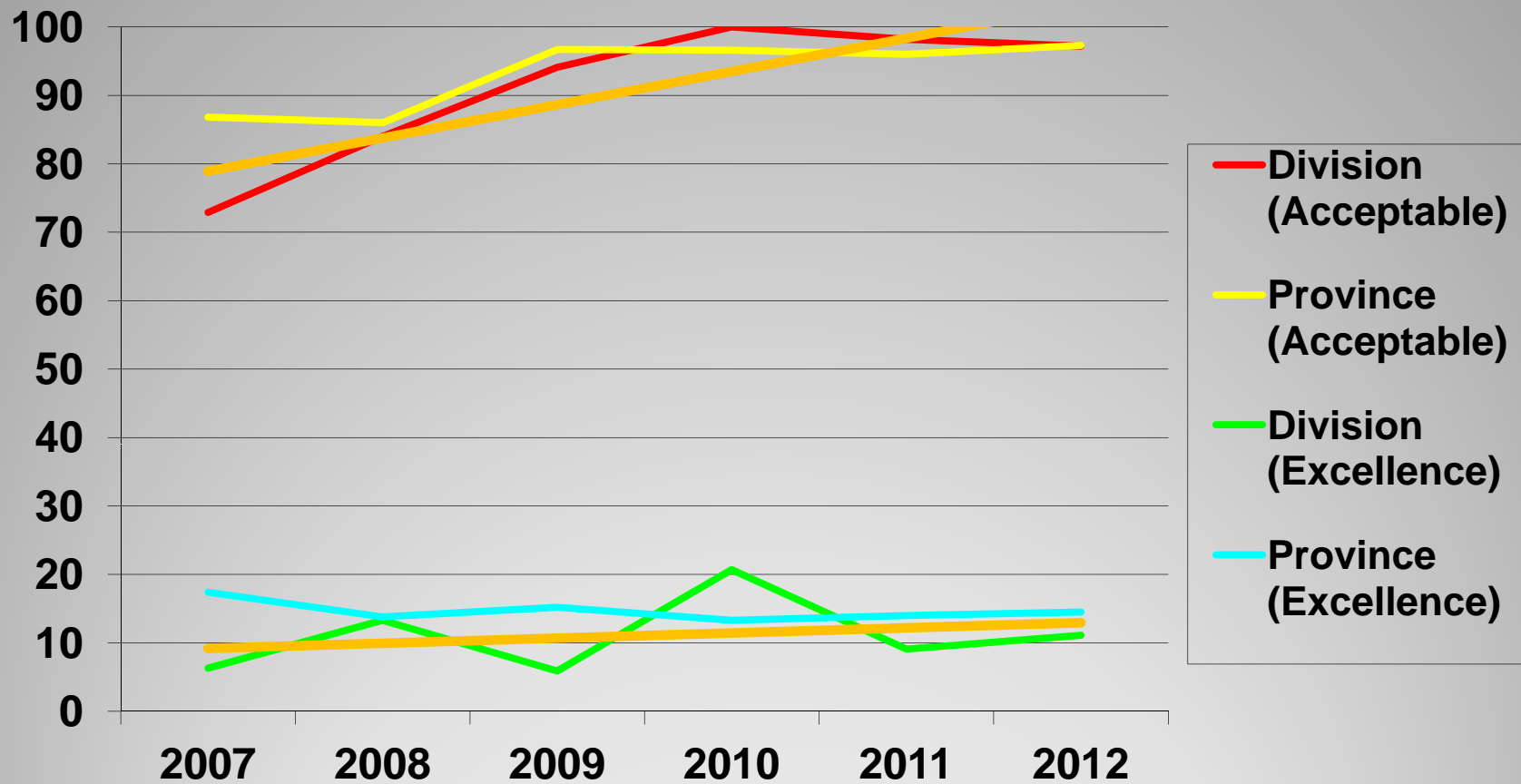
Biology 30



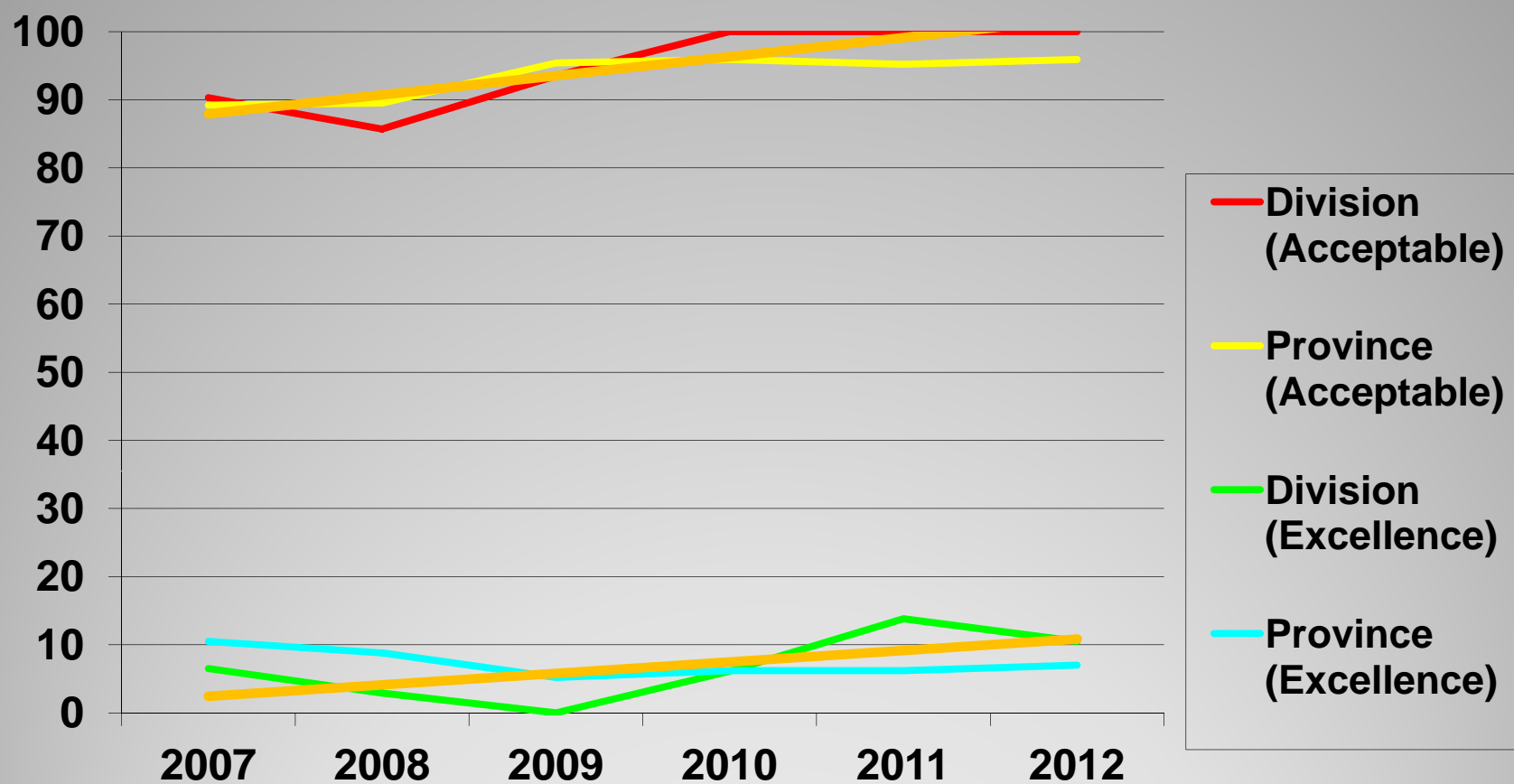
Chemistry 30



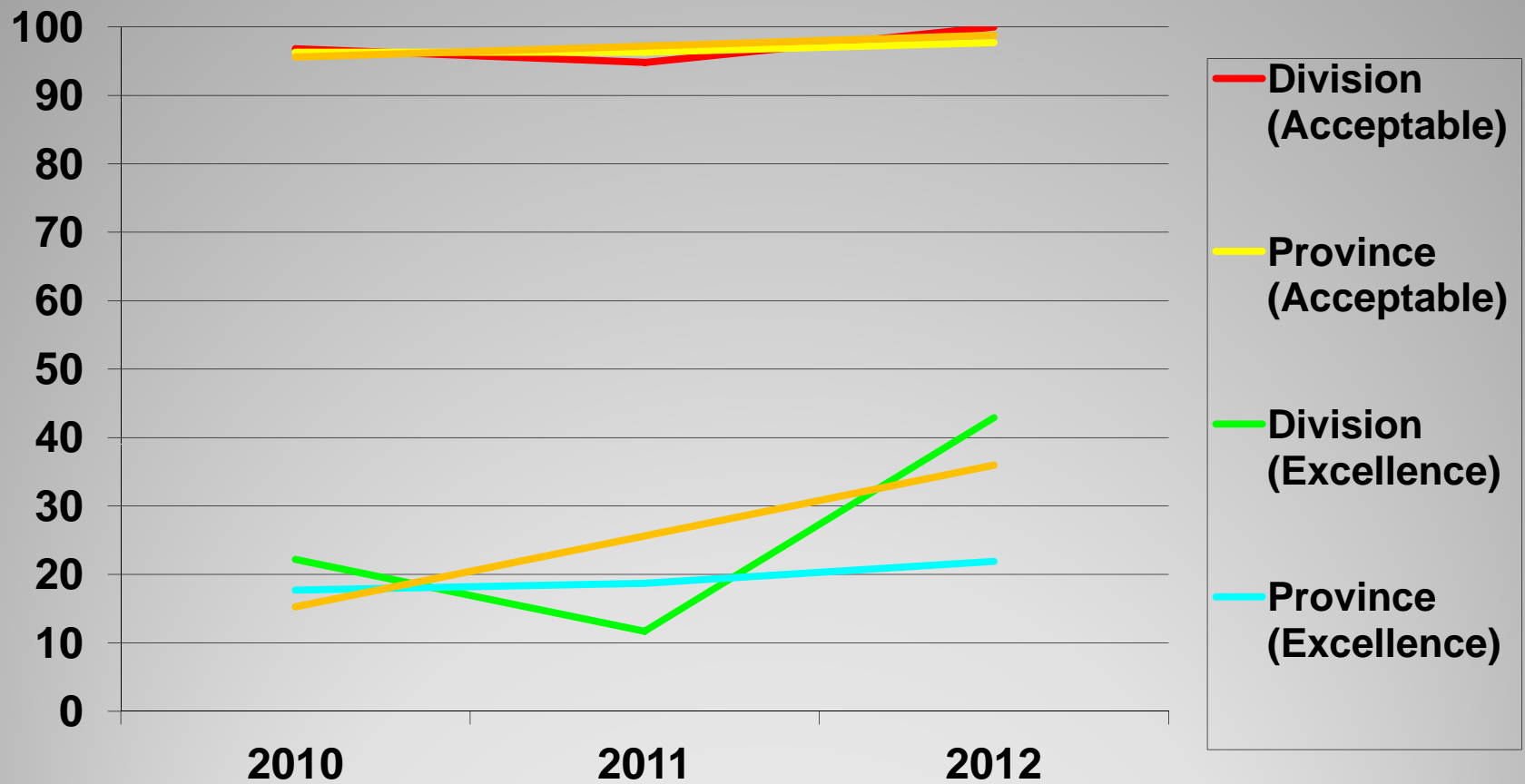
Physics 30



English 30-1

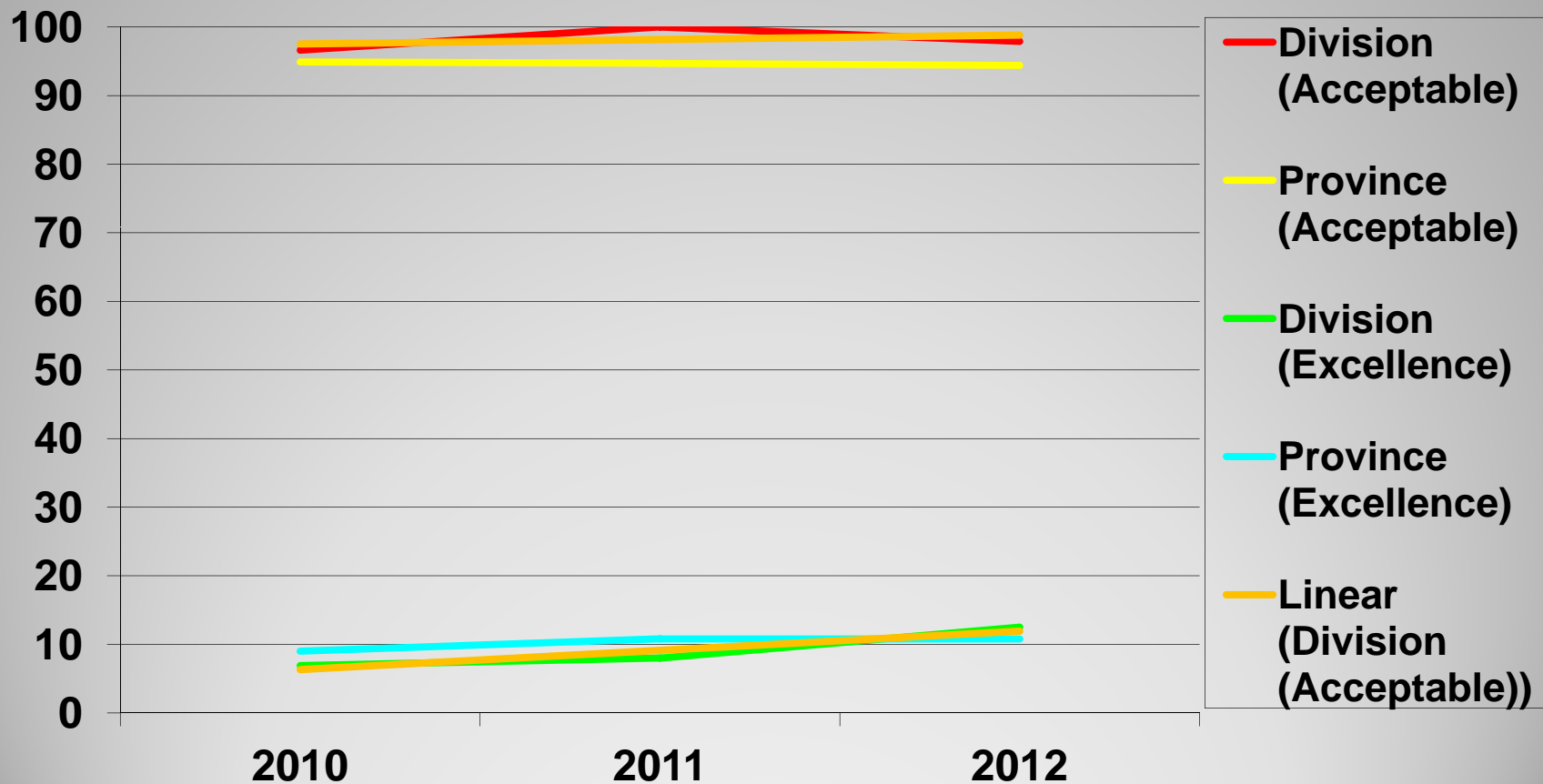


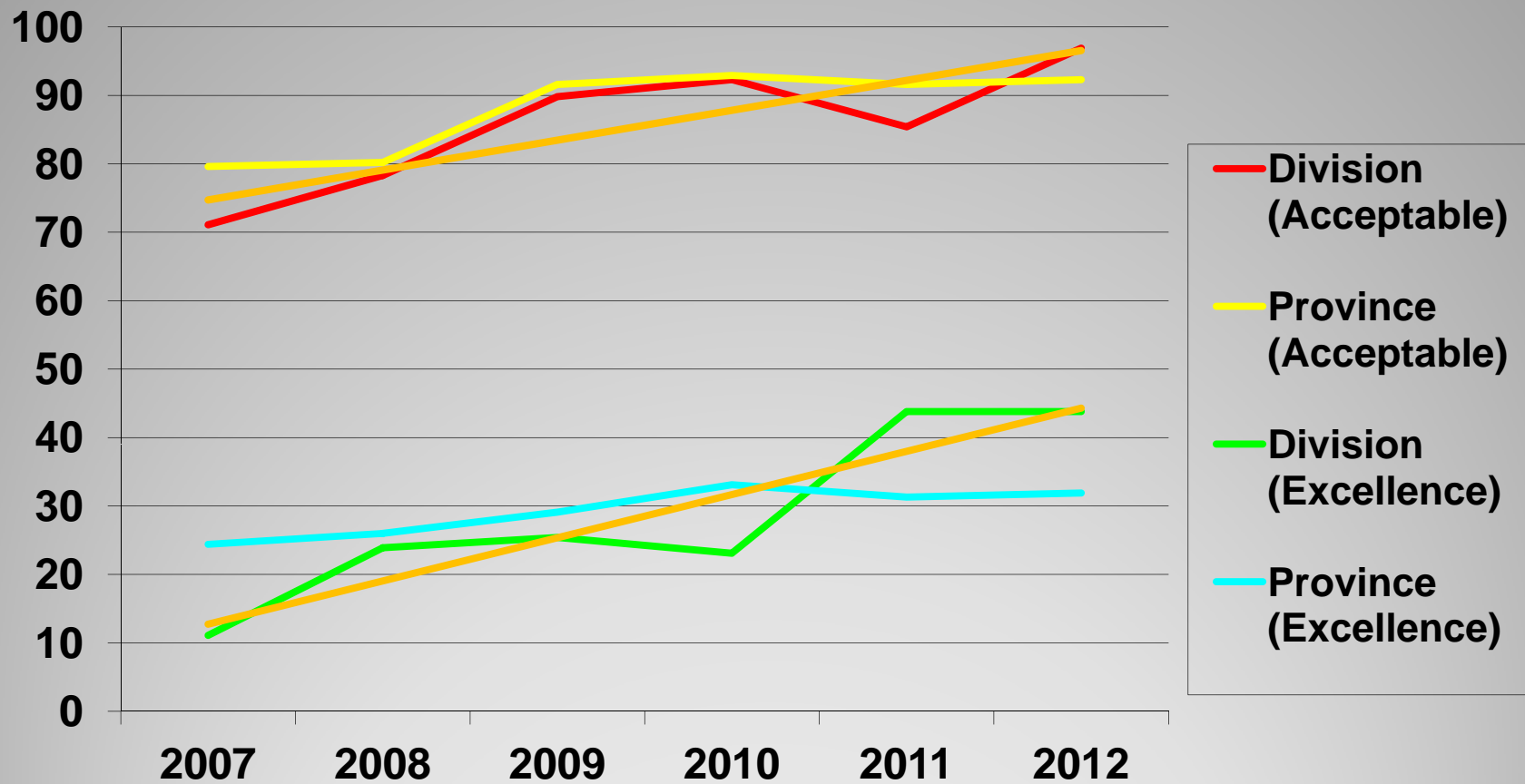
English 30-2



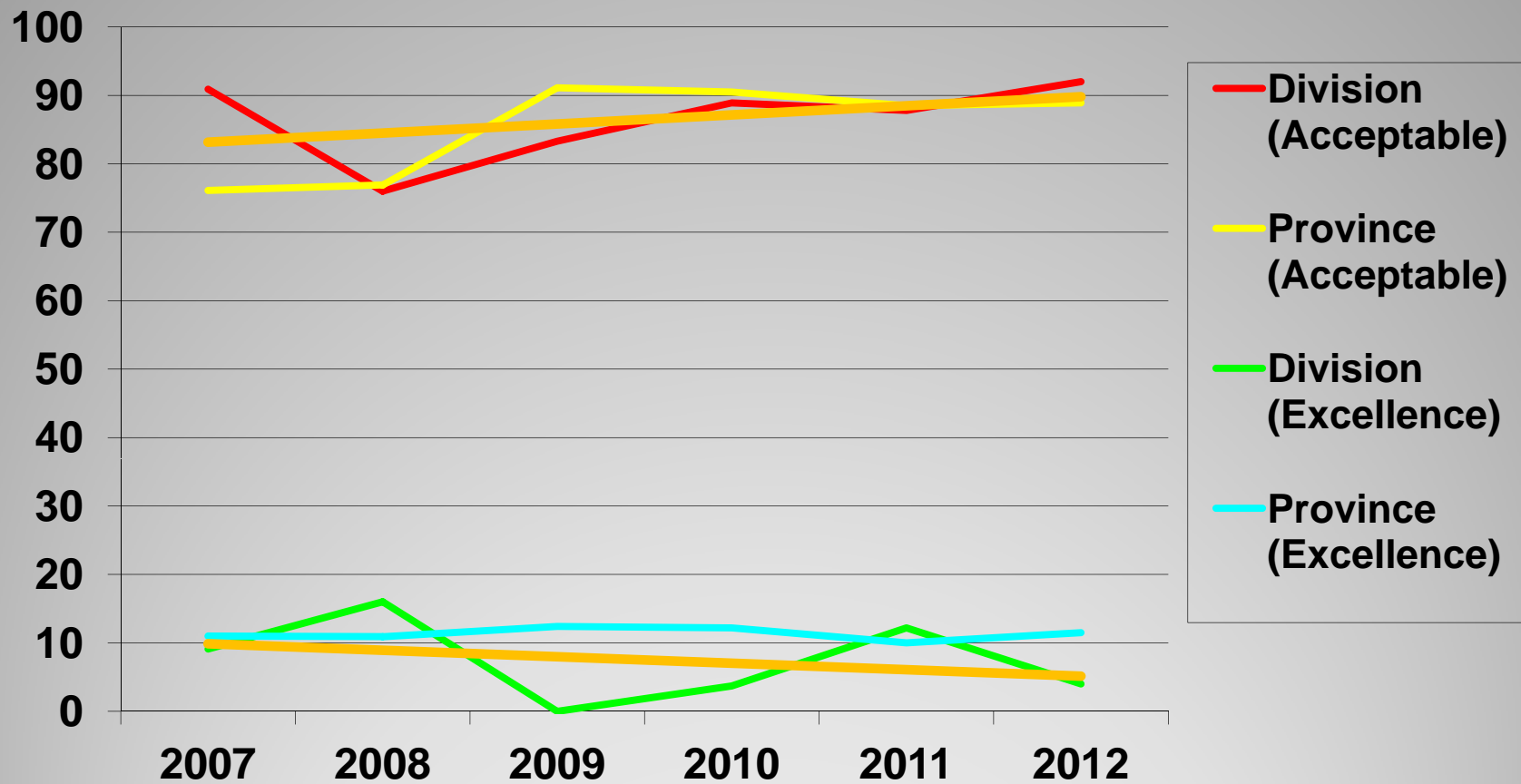
Social 30-1

Social 30-2





Pure Math 30



Applied Math 30

Percentage Difference (School-Awarded vs. Diploma Examination)

Average % Score	School-Awarded Mark		Diploma Exam Mark		Final Course Mark	
Course	Prov.	Sch	Prov.	Sch	Prov.	Sch
Biology 30	73.2	72.5	65.4	67.6	69.6	70.3
Chemistry 30	73.2	79.9	63.4	71.8	68.6	76.1
Physics 30	74.4	81.5	66.9	76.4	71.0	79.2
ELA 30-1	71.6	71.9	63.4	61.5	67.8	67.0
ELA 30-2	64.5	67.5	65.2	70.4	65.2	69.3
Social 30-1	73.2	76.8	65.5	71.3	69.7	74.3
Social 30-2	65.7	67.8	64.0	68.1	65.2	68.1
Pure 30	73.3	76.4	67.1	71.0	70.5	74.0
Applied 30	65.7	64.0	61.2	64.0	63.9	64.3

Percentage Distribution

School-Awarded (Diploma Exam Mark)

Course	A 80-100%	B 65-79%	C 50-64%	F 0-49%
Biology 30	27.7 (38.8)	38.3 (34.6)	31.9 (22.5)	2.1 (4.1)
Chemistry 30	53.2 (38.6)	38.7 (34.7)	8.1 (22.1)	0.0 (4.6)
Physics 30	68.0 (42.2)	28.0 (34.4)	4.0 (20.2)	0.0 (3.3)
ELA 30-1	36.1 (28.4)	41.7 (46.2)	19.4 (22.6)	2.8 (2.9)
ELA 30-2	7.9 (10.6)	52.6 (41.8)	39.5 (40.2)	0.0 (7.3)
Social 30-1	47.6 (33.7)	47.6 (44.6)	4.8 (20.1)	0.0 (1.6)
Social 30-2	10.4 (13.4)	50.0 (42.5)	37.5 (38.1)	2.1 (6.0)
Pure 30	40.6 (40.1)	37.5 (32.2)	21.9 (22.1)	0.0 (5.6)
Applied 30	8.0 (16.9)	40.0 (38.0)	40.0 (35.8)	12.0 (9.3)

Course	A (80-100%)	B (65-79%)	C (50-64%)	F (0-49%)
Biology 30	+2.2	-4.0	+11.7	-10.0
Chemistry 30	+21.2	-7.2	-0.7	-13.3
Physics 30	+16.7	+2.7	-0.8	-18.6
ELA 30-1	-1.6	-11.9	+8.5	+5.9
ELA 30-2	+5.2	+9.9	-4.3	-9.7
Social 30-1	+6.6	+11.8	-5.2	-13.2
Social 30-2	+2.3	+17.4	-11.6	-8.2
Pure 30	+4.6	+10.4	-5.6	-9.4
Applied 30	-10.8	+21.7	+5.5	-16.5
+ (above Prov.) - (below Prov.)	7+/2-	6+/3-	3+/6-	1+/8-

Percentage Distribution- Diff. between Prov. And School

(Jan. 2012 Diploma Examination Mark ONLY)

Action Plan

Diploma teachers are currently doing their Exam Analysis, comparing with their 2011 Diploma analysis and October 2011 goals for improvement, and will report their findings to Mr. Pudwell who will report to Senior Admin upon completion.

Medicine Hat Catholic Schools

I N R I

100

Years



1911-2011