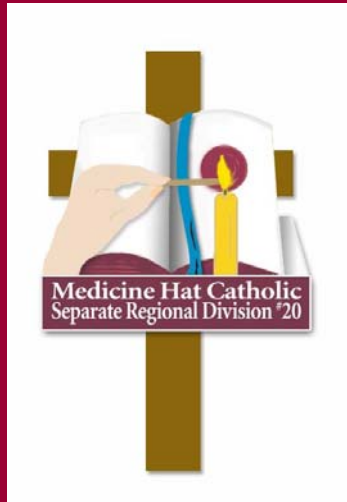


Medicine Hat Catholic Board of Education



PUBLIC AGENDA

Tuesday, December 11, 2012 – 3:00 p.m

Catholic School Board Office
1251 – 1st Avenue SW Medicine Hat, AB

Medicine Hat Catholic Board of Education

ACTION AGENDA

DATE: December 11, 2012

Place: Catholic Education Centre

Time: 3:00 P.M.

	WE ARE CALLED Always and Everywhere to: Model Christ Pray and Serve Build a Faith Community		
1.	<p style="text-align: center;"><i>Opening Prayer – Blessing before a Meeting</i></p> <p style="text-align: center;"><i>Lord, bless us as we gather today in your name. Send us the guidance of your Spirit to bring us wisdom and understanding. Help us to open our minds and our hearts o that we may listen respectfully to the viewpoints of others and make decisions in accordance with your wishes. Help us to grow in faith so that we may serve you and others in all that we do. We ask this grace through Christ our Lord. Amen.</i></p>	Trustee Warren Stark	
5:00 pm	<p><i>Presentation – Learning Services</i></p> <p>Mrs. Monica Braat, Teacher, will be in attendance to review the Literacy for All Initiative.</p>	HL	
2.	<p><i>Approval of the Minutes of the Regular Board Meeting</i></p> <p><u>♦Recommendation:</u> THAT the Minutes of the Regular Board Meeting held November 13, 2012, be approved as circulated.</p>	PG	
3.	<p><i>Approval of the Minutes of the Special Board Meeting</i></p> <p><u>♦Recommendation:</u> THAT the Minutes of the Special Board Meeting held November 26, 2012, be approved as circulated.</p>	PG	
4.	<p><i>Approval of the Action Agenda</i></p> <p><u>♦Recommendation:</u> THAT the Action Agenda dated December 11, 2012 be approved as circulated.</p>	PG	1 - 5
5.	<p><i>Approval of the Non-Action Agenda</i></p> <p><u>♦Recommendation:</u> THAT the Non-Action Agenda dated December 11, 2012 be approved as circulated.</p>	PG	6
6.	<p><i>Corporate Communications</i></p> <p>6.1 Letter to Minister of Education Jeff Johnson – A letter was sent to Minister Jeff Johnson regarding the current funding for MHCBE including a request for a meeting with the Minister.</p> <p>6.2 College Avenue Publishers – A thank you letter was sent to Board of Trustees from Notre Dame students thanking the Board for their support of the Notre Dame Academy Office Technology Program.</p> <p>6.3 Letter from Alberta Infrastructure – École St. Thomas d'Aquin Modernization payment was received.</p> <p>6.4 Letter from the Office of the Catholic Bishop of the Diocese of Calgary – Thank you to the Medicine Hat Catholic Board of Education for our donation from the proceeds from the Centennial Bishop's Dinner held in June of 2012 towards the Priest Wing of the New Father Lacombe Care Centre. A total of \$ 2,221,061 has been raised in donations and pledges.</p>	PG	Encl. 7 - 15

	<p>6.5 Donation to Medicine Hat College Foundation - Donations received from division personnel will be forward to The Medicine Hat College Foundation on behalf of the late Dr. Roy Wilson. The donation will support “Bring Back the Music Program” to expose children at Elm Street and Riverside Schools to the arts.</p> <p>6.6 Wildrose Official Opposition in Alberta – A request was received from the Wildrose Party regarding the criteria used for MHCBE capital planning. A letter was forwarded in response to the request.</p>		
7.	<p><i>Policy 8 – Committees of the Board</i></p> <p>7.1 ♦Recommendation: THAT the Board of Trustees for Medicine Hat Catholic Board of Education approve first reading of Policy 8 Committees of the Board.</p> <p>7.2 ♦Recommendation: THAT the Board of Trustees for Medicine Hat Catholic Board of Education approve second reading of Policy 8 Committees of the Board.</p>	PG/SA	<p><i>Encl.</i> <i>16 - 18</i></p>
8.	<p><i>Policy 5 – Role of the Board Chair</i></p> <p>8.1 ♦Recommendation: THAT the Board of Trustees for Medicine Hat Catholic Board of Education approve first reading of Policy 5 Committees of the Board.</p> <p>8.2 ♦Recommendation: THAT the Board of Trustees for Medicine Hat Catholic Board of Education approve second reading of Policy 5 Committees of the Board.</p>	PG	<p><i>Encl.</i> <i>19 - 20</i></p>
9.	<p><i>Board Work Plan – December 2012</i></p> <p>The Board Work Plan determines that the Board will have a discussion regarding Boundaries prior to the upcoming February 2013 Student Pre-Registration.</p>	PG	
10.	<p><i>Superintendent’s Report - Mr. Clyde Pudwell</i></p> <p>10.1 Administrative Procedure 151 – Parent Inquiries</p> <p>10.2 Website Sponsorship</p> <p>10.3 Administrative Procedure 400 – Staff Recruitment</p> <p>10.4 Administrative Procedure 408 – Professional Growth Plans</p> <p>10.5 Administrative Procedure 406 – Evaluation of Personnel</p> <p>10.6 Bring Your Own Device (BYOD)</p> <p>10.7 “Speak Out” – Staff Engagement Initiative</p>	CP	<p><i>Encl.</i> <i>21 – 23</i> <i>24</i> <i>25 – 27</i> <i>28 – 30</i> <i>31 – 39</i> <i>40 – 41</i> <i>42</i></p>
11.	<p><i>Administrative Procedure 491 – Ambassador for Catholic Education</i></p> <p>A sub-committee led by Trustee, Mr. Stan Aberle developed AP 419 – Ambassador for Catholic Education. Mr. Aberle will review the process, present the AP and propose that Administration adopt the AP in effect as of December 11, 2012.</p>	SA	<p><i>Encl.</i> <i>43 - 44</i></p>
12.	<p><i>Administrative Procedure 414 – Employee Recognition</i></p> <p>A sub-committee led by Trustee, Mr. Stan Aberle developed AP 414 – Employee Recognition. Mr. Aberle will review the process, present the AP and propose that Administration adopt the AP in effect as of December 11, 2012. It is proposed the Employee Recognition Program will begin in the year 2013 with employees receiving recognition in 5 year increments. Employees will receive Years of Services pins. In addition, once employees have worked 15 years, an additional gift will be provided to the employee through an online gift program; wherein the employee will be given the opportunity to choose from a selection of gifts in the Years of Service category.</p>	SA	<p><i>Encl.</i> <i>45 - 46</i></p>
13.	<p><i>Deputy Superintendent Report – Mr. Wayne Schlosser</i></p> <p>13.1 Student Board Advisory Committee Proposal to Policy 8</p> <p>13.2 School Year Calendar 2013 - 2014</p>	WS	<p><i>Encl.</i> <i>47 – 52</i> <i>53 – 55</i></p>

	13.3 Accountability Pillar Zone Report		56 - 58
14.	<i>Secretary-Treasurer – Mr. Greg MacPherson</i> <i>14.1 Quarterly Finance Report-</i> <i>♦Recommendation:</i> THAT the Board of Trustees for Medicine Hat Catholic Board of Education approve the Quarterly Finance Report. <i>14.2 Trustee Conflict of Interest</i>	GM	<i>No Encl. Handout</i>
15.	<i>Associate Superintendent of Learning Services Report – Mr. Hugh Lehr</i> <i>5:00 Presentation by Mrs. Monica Braat, Teacher (Literacy for All) Initiative</i> Mrs Monica Braat, Inclusion Facilitator – will be presenting on her work with the “Literacy for All” initiative Project is at St. Michael’s MH. This Literacy for All pilot project is designed for teachers of students with significant disabilities and will be based on the literacy resource <i>Meville to WEville</i> from Bridges Publishing, Canada. The project has 30 teachers participating from across the province from public, separate, private, rural and urban school jurisdictions. Throughout this pilot, participants will interact and collaborate using an online community of practice model, face-to-face learning events and ongoing mentoring. Regional Educational Consulting Services Teams (RECS) from across the province, who are supporting pilot schools, are also participating in professional learning events and the online community for this project. <i>The goals of this project are to:</i> •Enhance the capacity of participating teachers to better meet the diverse learning needs of students with significant disabilities. •Create a provincial community of practice to analyze the effectiveness and appropriateness of the MEville to WEville literacy and communication teacher resource in the Alberta context •Support and build teacher understanding of literacy and communication strategies for students with significant disabilities	HL	
16.	<i>Religious Education Coordinator Report –Mrs. Jill Wilkinson</i> <i>16.1 Religious Education Survey</i> <i>16.2 Religious Education Community Meeting</i>	JW	<i>Encl. 59 60</i>
17.	COMMITTEE REPORTS (presented by appointed Trustees)	PG	
	17.1 Medicine Hat Catholic Schools’ Education Foundation- Mr. Kelly Van Ham		
	17.2 Representative to ACSTA– Mr. Dick Mastel		
	17.3 Representative to Teacher Board Advisory Committee– Mr. Warren Stark		
	17.4 Representative to ASBA Zone 6 – Mr. Peter Grad		
	17.5 Representative to Support Staff Board Advisory Committee– Mr. Warren Stark		
	17.6 Representative to Parent Association– Mr. Stan Aberle		
	17.7 Salary Negotiations 20.7.1 ATA– Mr. Peter Grad 20.7.2 CUPE– Mr. Dick Mastel		
	17.8 CUPE Staff Board Advisory Committee– Mr. Kelly Van Ham		
	17.9 Spiritual Leadership Scholarship Board Representative BI– Mr. Kelly Van Ham		
	17.10 Spiritual Leadership Scholarship Board Representative – Mr. Stan Aberle		
	17.11 Centennial Planning Board Representative– Mr. Stan Aberle		
18.	<p style="text-align: center;"><i>Closing Peace Prayer</i> <i>Lord, we come to you today to seek the peace that you alone can give.</i> <i>Strengthen us in our work as we seek to build a peaceful community.</i> <i>Amen</i></p>	Warren Stark	
19.	<i>Adjournment</i>		

NON - ACTION AGENDA

DATE: December 11, 2012

Place: Catholic Education Centre

Time: 3:00 P.M.

No.	INFORMATION ITEMS	PAGE
1.	<p>1.1 <u>DECLARE YOUR SUPPORT for CATHOLIC SCHOOLS:</u> <i>The Medicine Hat Catholic Board of Education</i> reminds our community of the importance of declaring your PROPERTY TAXES in support of Catholic Education How do you declare your support? - To ensure your property taxes are supporting Catholic Schools, you must declare your Catholic school support as “Separate” on your annual property assessment notice. Taxes that are not declared are defaulted to the public school district. <i>Contact the Taxation Office at the City of Medicine Hat, or the Town or Municipal Office in your area.</i> Changes made on or before Dec 31 will be in effect for the next taxation year. <i>Thank you for your supporting Catholic Schools.</i></p> <p>1.2 <u>SUPPORT OUR PARISH COMMUNITIES</u></p> <p>Roman Catholic Diocese of Calgary Centennial Year 1912–2012 Events:</p> <ul style="list-style-type: none"> - November 30, 2012, St. Mary’s Cathedral, Calgary Opening Centennial Mass - May 26, 2013 Centennial Mass in Medicine Hat - November 4, 2013 Closing Mass at the Jubilee Auditorium, Calgary 	

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



Medicine Hat Catholic Board of Education

1251 – 1st Avenue SW, Medicine Hat, Alberta T1A 8B4

Toll Free 1.866.864.0013

Phone 403.527.2292

www.mhcbe.ab.ca

Fax 403.529.0917

November 21, 2012

Honourable Jeff Johnson, Minister of Education
Legislature Office, 424 Legislature Building
10800—97 Avenue
Edmonton, Alberta T5K 2B6

Dear Minister Johnson:

Medicine Hat Catholic Board of Education would like to request a meeting with you as soon as possible or at least some time before Christmas.

We are at a crossroads in our fiscal decision making where funding reductions since 2010-11 has caused accumulated shortfalls within our Division budget. In 2010-11 and subsequent years, we experienced a reduction in funding of \$422,432.00 which was supported through the class size initiative funding. At that point in time we appealed this funding loss with the Office of the Assistant Deputy Minister of Education, Mr. Michael Walter but we were not successful. AISI was reduced in 2011-12 by \$192,616.00 and in that same year our leasing revenue for one of our buildings was eliminated as a result of new government regulations in the amount of \$114,903.00. The total accumulated reduction in revenue over the past two years is \$1,152,383.00. This shortfall is complicated by inclusive education funding, which over a period of time, we are actually losing funding once the transition funding is eliminated.

As per the Ministerial direction, we have used up our surplus to the point where we will be running a deficit the next school year (2013-14). The above items do not exhaust all topics which we hope to communicate to you, but they populate a list of financial concerns. In the past weeks we have had many budget discussions which may result in making some difficult decisions that will directly affect learning and programming. We are hoping to discuss these challenges with you before we act.

I send this in hope that you will be able to meet with us before Christmas. I may be reached by email at peter.grad@mhcbce.ab.ca or by cell phone at 1.403.580.9030. Thank you for your time, we respectfully await your reply.

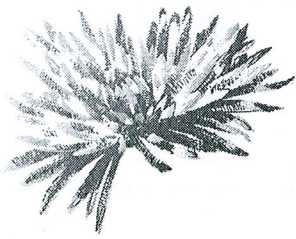
Sincerely,

Peter Grad, Chair
Medicine Hat Catholic Board of Education

PG/dd

“Showing the Face of Christ to All”

In partnership with Family, Church and Community since 1911



College Avenue Publishers



MEDICINE HAT
COLLEGE

November 23, 2012

Mr. Peter Grad, Chairman
Board of Trustees
Medicine Hat Catholic Board of Education
1251 1st Ave SW
Medicine Hat, AB T1A 8B4

Dear Mr. Pudwell

We, the students from Notre Dame Academy Office Technology, would like to thank you for your support and commitment to our education. The College Avenue Publishers program we participated in at Medicine Hat College was fun and we learned a lot about how to work with this program.

Thank you for partnering with Medicine Hat College and making a positive impact on our education

Sincerely,

Brooklyn Burzminski
Emily Leismeister
Colton McKim
Kayden Pickles
Jordan Tauper
Notre Dame Academy

Sierra Jans
Dayn Mastel
Kaden Moore
Leighton Spencer

Infrastructure
Capital Projects Division
Divisional Coordination Branch

2nd Floor, Infrastructure Building
6950 - 113 Street
Edmonton, Alberta
Canada T6H 5V7

Telephone: 780/422-0620
Fax: 780/422-7599
Email: nancy.mah@gov.ab.ca
Website: www.infras.gov.ab.ca

November 6, 2012

Mr. Clyde Pudwell
Superintendent
Medicine Hat Catholic Separate
Regional Division No. 20
1251 - 1 Avenue SW
Medicine Hat, AB T1A 9B4

Dear Mr. Pudwell:

Re: St. Thomas Aquinas School

As per the ministerial budget approval letter dated August 8, 2012, the following **100% payments totaling \$189,900** will be made.

St. Thomas Aquinas School (2012-2013), File No. 18703b, and 18703c

Delivery and Setup of One Modular Classroom	\$150,439
Connecting Link for One Modular Classroom	\$39,461

The Statements of Final Costs must be submitted to the Learning Facilities and Alternative Procurement Branch before these projects will be considered complete.

Sincerely,

I Pauluth

beer Nancy Mah
Grants Administrator, Grants Unit
Divisional Coordination Branch

cc: Greg MacPherson
Secretary Treasurer

C.P.

Office of the Catholic Bishop of the Diocese of Calgary

December 6, 2012

Mr. Peter Grad
Chair, Board of Trustees
Medicine Hat Catholic Board of Education
1251 1 Ave SW
Medicine Hat AB T1A 8B4

Dear Mr. Grad,

One of the most deeply moving moments in the ordination rite of a priest comes when the candidates prostrate themselves before the altar as the clergy and people pray together for them with the sung recitation of the Litany of the Saints. This ceremony reminds us that these men who are giving their lives entirely to God in order to focus on preaching the Word of God and giving us the sacraments are themselves in need of support in their awesome vocation.

Over the centuries, priests have drawn strength and courage from the faithful who have supported their spiritual fathers with their prayers and actions.

Blessed Jeanne Marie de Faille, St. Gemma Galgani, and St. Elizabeth of the Trinity devoted themselves to prayer for priests. St. Rose of Lima assisted priests by making or repairing altar cloths and furnishings, including flowers of gold and silk, and by washing the altar linens. St. Francis of Assisi spoke of his determination to “reverence, love and honour priests” because it is only by means of them that we can see Christ here on earth in the Holy Eucharist.

When in times of persecution, priests risked their lives to bring the sacraments to the faithful; the faithful in turn risked their lives to protect their priests. In England, Queen Elizabeth I’s parliamentary statute of 1585 not only imposed the death penalty upon Catholic priests, but also condemned to death all who helped priests in any way. The laymen Blessed John Mason and Blessed Sidney Hodgson rose from their knees during a Mass behind closed doors to stop the murderous agent and “priest catcher” Richard Topcliffe from reaching the altar, where Blessed Edmund Genings was reciting the words of consecration. Mason and Hodgson were martyred a month later for helping keep Topcliffe at bay.

While not having experience such dramatic events in my own life, I count as one of my greatest blessing being supported by the prayers of so many and having my name mentioned in the Eucharistic prayer at every Mass in the diocese. As priests, we are deeply grateful for all the material and spiritual support that we receive.

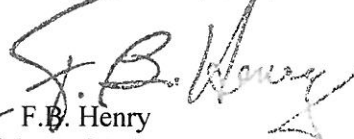
A noteworthy sign of support of our priests has been the generous financial response to our appeal to provide assisted living and continuing nursing care for priests, who due to infirmity or advanced age, are in need of special accompaniment. To that end, we have secured exclusive use of 10 spaces within the proposed expansion of the Father Lacombe Care Centre (FLCC). In this way they will be cared for with dignity and compassion in a communal setting where the tradition of faith is celebrated and where the spiritual and emotional growth are fostered.

Your organization is among our many generous benefactors. Once again I would like to express thanks in my own name and in the name of our clergy. To date we have received in donations and pledges, \$2,221,061. Of that amount, our priests have contributed \$437,078. In view of the revisions made to the original drawings, our revised target has now been reduced from \$3,200,000 to \$2,726,120 (including our contribution to the chapel).

I am enclosing with this message of gratitude the October 2012 Progress Report - Priest Wing at the New Father Lacombe Care Centre.

Wishing you all the best, I remain,

Sincerely yours in Christ,


✠ F.B. Henry
Bishop of Calgary

Progress Report

Priest Wing at the New Father Lacombe Care Centre

BACKGROUND

The Father Lacombe Home (Society), in April 2010 received approval of a Provincial grant of \$16,500,000 to assist in the development of 120 supportive living units and 30 long-term care units.

DIOCESE INVOLVEMENT

The Diocese has requested and received approval from the Society that ten (10) supportive living units be added to the project and be made available for the exclusive use of the Diocese for the purpose of providing housing to the priests of the Diocese who are in need of this type of accommodation. The Diocese has agreed to fund a proportionate share of the initial capital costs of building the new care centre now to be known as the "Providence Care Centre" (PCC).

PROJECT DEVELOPMENT

Dialog, an architectural firm, was hired to do the design and development of the new care centre in mid-2010. The construction costs estimated at the 99% completion of drawings and specifications stage were deemed to be too high to be comfortable for all stakeholders involved.

SCOPE OF RE-DESIGN

A re-design was undertaken and the building was reduced from an original size of 13,980 m² to the smaller 12,717 m². The reduction does not affect the size of the resident rooms. It came mainly from non-resident space such as: kitchen, laundry, offices, maintenance rooms, common area space, lounges, lobbies, dining rooms, etc.

NEW CONSTRUCTION COSTS

The total construction costs are now estimated at \$37,309,000 including the following items:

- building construction
- furniture, fixtures and equipment
- architectural, engineering and permit fees
- 3% project contingency
- 2.5% gst

Progress Report

Priest Wing at the New Father Lacombe Care Centre

The total project costs are calculated as follows:

	Budget	Estimate/Room
Construction costs	\$37,309,000	\$233,182
Interim financing – interest	260,000	1,625
Land Value (3.85 acres)	4,100,000	25,625
Total Project Costs	<u>\$41,669,000</u>	<u>\$260,432</u>

DIOCESE UNITS

The recent re-design changes have improved the Diocese space. In the former design, residents of Diocese units would share living space and common area space (dining room and lounge area) with other residents. The new design offers Diocese residents an “exclusive use neighborhood” of 10 private rooms, a dining room and lounge area. The Diocese units are located on the main floor with direct access to the outdoor courtyard area. Each room is equipped with a kitchenette and a three piece barrier free washroom.

The Diocese’s share of the total project costs is \$2,604,320. In addition, the Diocese will pay \$121,800 for the chapel for a total commitment of \$2,726,120.

COMMENCEMENT OF CONSTRUCTION

The latest plan is for a tender call in mid-November this year. Construction is anticipated to start January, 2013 with completion of construction within 18 months of commencement.



Medicine Hat Catholic Board of Education

1251 – 1st Avenue SW, Medicine Hat, Alberta T1A 8B4

Toll Free 1.866.864.0013

Phone 403.527.2292

www.mhcbe.ab.ca

Fax 403.529.0917

December 4, 2012

Ms. Naomi Christensen
Legislative Assistant
Wildrose Official Opposition in Alberta
Fax 1.780.422.1671

Dear Ms. Christensen,

We are in receipt of your fax dated November 28, 2012 requesting information regarding the criteria used for our capital planning. We are pleased to advise we post our plans on our division website. Our current plan may be located at www.mhcbe.ab.ca/Documents.php?df_id=1356.

In developing our capital plans for new schools and for modernizations, we examine the demographic data, specifically with upcoming enrollments and new home construction locations, along with the capacity and facility condition of our existing schools. We also look at the emerging needs within schools. Technology is changing the way education is provided. We need to ensure schools are capable of handling the new technology demands with sufficient electrical capacity, networks and appropriate work areas for collaborative learning.

With regards to the kinds of demographic data we use, Alberta Education provides a staffing forecast tool which includes enrollment, growth and births rates for the community. We use this tool in conjunction with a commercial product which includes other types of Statistics Canada results. These tools enable us to develop detailed models using births, immigration, and movement by postal code.

We trust this provides you with the information you have requested. Thank you for your interest.

Sincerely,

A handwritten signature in black ink, appearing to read "Peter Grad".

Peter Grad, Board Chair
Medicine Hat Catholic Board of Education

PG/dd

"Showing the Face of Christ to All"

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RE: Fairness in renovating and building schools

Good Morning,

I am the Legislative Assistant to Bruce McAllister, MLA for Chestermere-Rocky View and the Education Critic for the Wildrose Official Opposition.

In his role as Education Critic, Bruce has been reaching out to parents, students, teachers, and school boards to hear directly from those involved in Alberta's education system about how they feel the current system works and what could be improved.

Recently, Bruce has been reviewing the 2013-2016 capital plans that school boards submitted to Alberta Education (about a third of Alberta boards post them online). As I'm sure you are aware, the government is very vague about how they determine their priorities, and how they decide which schools in which boards get built and renovated. Bruce is seeking information that will provide him with the tools to ensure that you are getting the schools and renovations you deserve. To do so, we need to know what priorities you have submitted, and get a better sense of the criteria that your school board uses when putting together a capital plan.

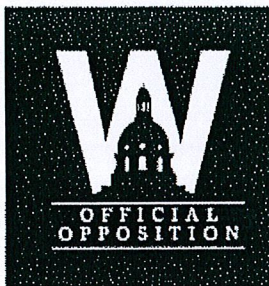
We have two main questions:

- What is the criteria you use for determining your 3 year capital plans, both for requests for new schools and requests for the refurbishment of current schools?
- What kind of demographic data do you use when determining your 3 year capital plans?

Any information that you could share with us which would answer these questions would be appreciated. As the Official Opposition in Alberta, we want to make sure we have a solid understanding of your priorities as we seek to assist you in achieving your infrastructure needs and ensuring all Albertans are being treated fairly.

Please contact me if you have any questions or comments about our request.

Regards,



NAOMI CHRISTENSEN

Legislative Assistant
Wildrose Official Opposition

Twitter: @TeamWildrose

Land: 780.638.3576

Mobile: 780.920.2242

Policy 8

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. **All such committees will meet "In-Camera"**. 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.
3. The Board will determine the terms of reference of each committee, including purpose, powers and duties, membership, **voting rights, chairmanship** and meeting requirements.

4. Voting Rights – Only trustees are allowed to Vote.

5. Chairmanship – The Chair of the Board.

~~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 as follows:

- 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 **at the regular Board Meeting.**
~~May include but is not limited to:~~ **Discussion items shall be limited to outlined in Policy 7, Article 5 (In-Camera (Private) Sessions)**
 - ~~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 **In-Camera (Private) Sessions** and 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 as follows:
- 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 as follows:
- 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 as follows:
- 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 as follows:
- 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 as follows:

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

6.2 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

6.3 Membership as per the Frame of Reference

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

6.4 Meetings

- ♦ **Called throughout the year as established by the Committee**

7. 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.

8. 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
 Third Reading: March 13, 2012

First Reading (proposed) December 11, 2012

Policy 5

ROLE OF THE BOARD CHAIR

The Board believes that its ability to discharge its obligation is enhanced when leadership and guidance is forthcoming from its membership.

The Board, at the Organizational Meeting and thereafter at any time as determined by the Board, shall elect one of its members to serve as Board Chair, to hold office at the pleasure of the Board. The Board entrusts to its Chair primary responsibility for providing leadership and guidance.

The Board delegates to the Chair the following powers and duties:

1. Preside over all Board meetings and ensure that such meetings are conducted in accordance with the School Act and the policies and procedures as established by the Board.
2. The Board Chair is responsible for preparing an agenda for Board meetings in consultation with the Superintendent.
3. Perform the following duties during Board meetings:
 - 3.1 Maintain the order and proper conduct and decorum of the meeting so that motions may be formally debated. **Board Meetings will operate using Robert's Rules of Order as a guide;**
 - 3.2 Ensure that all issues before the Board are well-stated and clearly expressed;
 - 3.3 Display firmness, courtesy, tact, impartiality, and willingness to give everyone an opportunity to speak on the subject under consideration;
 - 3.4 Ensure that debate is relevant. The Chair, in keeping with his/her responsibility to ensure that debate must be relevant to the question, shall, when s/he is of the opinion that the discussion is not relevant to the question, remind members that they must speak to the question;
 - 3.5 Decide questions of order and procedure, subject to an appeal to the rest of the Board. The Chair may speak to points of order in preference to other members, and shall decide questions of order, subject to an appeal to the Board by any two members duly moved;
 - 3.6 Submit motions or other proposals to the final decision of the meeting by a formal show of hands;
 - 3.7 Ensure that each trustee present votes on all issues before the Board;
 - 3.8 Extend hospitality to trustees, officials of the Board, the press, and members of the public.
4. Keep informed of significant developments within the Division.

5. Keep the Superintendent and the Board informed in a timely manner of all matters coming to his/her attention that might affect the Division.
6. Be in regular contact with the Superintendent to maintain a working knowledge of current issues and events.
7. Convey directly to the Superintendent such concerns as are related to him/her by trustees, parents, students or employees which may affect the administration of the Division.
8. Provide counsel to the Superintendent, when requested to do so.
9. Bring to the Board all matters requiring a corporate decision of the Board.
10. Act as the chief spokesperson for the Board except for those instances where the Board has delegated this role to another individual or group.
- ~~11. Act as ex-officio member, with voting privileges, to all committees appointed by the Board.~~
12. Act as a signing officer for the Division.
13. Represent the Board, or arrange alternative representation, at official meetings or other public functions.
 - 13.1 Present, **or arrange for another Trustee to present**, Spiritual Leadership scholarships.
14. Ensure that the Board engages in regular assessments of its effectiveness as a Board.
15. Make Trustee appointments to internal committees and name representatives to external committees or organizations.
16. Address inappropriate behavior on the part of a trustee.

Legal Reference: Section 60, 61, 62, 64, 65, 67, School Act
Section 6, Local Authorities Election Act

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

First Reading (proposed) December 11, 2012



***Medicine Hat Catholic Board of Education
Board Meeting
Agenda Item***

Date: December 11, 2012

Agenda Item: AP 151 Parent and Public Inquiries

Name: Clyde Pudwell

Purpose: Input

Attachments: AP 151

Background: Occasionally we receive anonymous letters/phone calls of concern or third party concerns which are not addressed in our AP 151. It is our feeling that identification plays a key role in addressing the problem properly.

Recommendation Trustees give their input on this amendment

Resulting Action: Finalize AP 151

Responsibility: Superintendent

Administrative Procedure 151

PARENT AND PUBLIC INQUIRIES

Background

The Division supports the right of parents and members of the public to make inquiries into the conduct of operations of the Division. In the interests of open communication, the Superintendent believes that inquiries must first be directed to the staff members most directly involved in the operations in question. If the parent or member of the public is not satisfied with the response at that level, he/she is to be encouraged to follow the lines of authority as appropriate.

Procedures

1. In making a formal inquiry, the individual must be prepared to address his/her concern in person or in writing to the person or persons involved.
2. Normally, complaints concerning operations can be resolved with the parties involved. On occasion, the Superintendent or a trustee may receive a request to intervene in school or department affairs. In this event, the complaint will be resolved according to the following:
 - 2.1 The Superintendent or designate will, as appropriate in the circumstance, refer a complaint or request for intervention to the school or department, engage in mediation, or conduct an inquiry.
 - 2.2 The Superintendent or designate will ensure, in cooperation with schools and departments, that parents or members of the public are provided with the opportunity to express their complaints and be heard fairly by school-based administrators and/or by Division administrators.
 - 2.3 The trustee, upon receiving an inquiry, will refer the parent or public member back to the school or department and will inform the Superintendent of the complaint. The complaint will then be dealt with as outlined above.
3. Upon receiving an inquiry, the Superintendent or designate will ascertain if all local avenues for resolution have been considered. If not, the individual will be advised to do so as the first means of achieving resolution.
4. If the individual feels his/her concern has not been adequately addressed by the person against whom the complaint has been lodged, the concerns are to be taken to that person's immediate supervisor.
5. If all local avenues have been exhausted, the Superintendent or designate will meet with the individual and school-based administrators or department heads in an attempt to resolve the issue.



6. If resolution of the issue is not achieved at the Superintendent level, the Board shall advise the individual of his/her right to a hearing if the matter significantly affects the education of a student.

Reference: Section 20, 48, 60, 61, 113, 123, 124, School Act

Cross Reference: Policy 13 – Appeals and Hearings Regarding Student Matters





***Medicine Hat Catholic Board of Education
Board Meeting
Agenda Item***

Date: December 11, 2012

Agenda Item: Website Sponsorship Update

Name: Clyde Pudwell

Purpose: Information/discussion

Attachments: None

Background: As a follow up to our Board Meeting on November 13, 2012, Peter and Clyde met with Brad Leitch of Dreamstalk Studios to further investigate Website Sponsorship.

Recommendation The trustees give their input on website sponsorship

Resulting Action: To begin the website sponsorship process

Responsibility: Superintendent



***Medicine Hat Catholic Board of Education
Board Meeting
Agenda Item***

Date: December 11, 2012

Agenda Item: AP 400 Staff Recruitment and Selection

Name: Clyde Pudwell

Purpose: Input

Attachments: AP 400

Background: The Superintendent should be responsible for approval of all staffing within the Division. This amendment will reflect this process. Also, the present AP does not reflect the new teacher's Faith Formation Program which is now represented in the amendments.

Recommendation Trustees give their input on this amendment

Resulting Action: Finalize AP 400

Responsibility: Superintendent

STAFF RECRUITMENT AND SELECTION

Background

Personnel who are committed to the goals of Catholic education and demonstrate professionalism and expertise in their area of responsibility represent one of the most important components of our Division. We cannot be successful without good morale and effective teamwork. It is our responsibility to carefully select and place each staff member in the total team.

The Division is committed to Catholic education and will recruit and select the most qualified individual for any vacant position.

Procedures

1. All things being equal, preference will be given to candidates who are Catholic and/or who demonstrate a strong commitment to Catholic education.
2. All vacant positions within the Division (known on or before May 15) in any given school year will be made known to all staff members through regular channels of communication and may be advertised externally.
3. All staff within the Division shall:
 - 3.1 Have competency in the skills required for the positions to which they are being appointed;
 - 3.2 Have educational training in the subject area to which they are assigned
 - 3.3 Understand and appreciate the Catholic philosophy of education;
 - 3.4 Strive to be a good example to students;
 - 3.5 Abide by the policies and procedures of the Division;
 - 3.6 Adopt a personal lifestyle in deportment and harmony with Catholic teaching and principles.

3.7 All beginning teachers and teachers new to the Division will take part in the Division's faith formation program.

4. ~~All teaching staff~~ **Catholic teachers** will be capable and willing to teach ~~Catholic Religion courses.~~ **a fully permeated Catholic faith both in and outside of formal religion classes, celebrations and exercises.**

5. **We welcome the expertise and commitment of non-Catholic teachers, provided that they have an awareness of and respect for the principles, philosophy, and spirit of Catholic education. We would expect that they too would be**



ambassadors for Christ, but they should not be put into a catechetical role in the school in which they provide direct religious instruction.

6. References from a teacher's pastor are required under the following circumstances:

6.1 All teachers require a current pastoral reference to be eligible for a ~~permanent~~ **continuous** contract. Preference will be given to teaching candidates who are able to present a current pastoral reference during the staff selection process for temporary and probationary teaching positions.

6.2 Candidates for administrative positions require a current pastoral reference **(within the past 12 months).**

6.3 Pastoral Reference (Form 400-1) completed by **the Parish Priest, and sent directly from the Parish to Human Resources at the Catholic Education Center.** Pastoral Reference must be on file with Human Resources.

7. Staff selection interviews shall be treated in a confidential manner.

8. Appointments of all staff will be as staff of the Division. The Superintendent or designate in consultation with the principals will make assignment of duties to a particular school. Staff may be assigned to one or more schools in the Division and may be moved from school to school as the needs of the Division dictate.

9. ~~The principal, in consultation with the Superintendent or Designate, will be responsible for the selection of school-based personnel.~~ **The Superintendent and/or designate, in consultation with the principal,** will be responsible for the selection of school-based personnel. The Superintendent or designate and principal will determine the nature of the position to be filled. The principal, in consultation with the Superintendent or designate, will screen, shortlist, and interview ~~and select~~ the most suitable candidate.

10. The Superintendent or designate will be responsible for the selection of substitute teachers. ~~The Superintendent and/or designate, will screen, shortlist, interview and select the most suitable candidates.~~

11. Conditions of Employment Appendix

Reference: Section 19, 20, 22, 60, 61, 92, 93, 95, 96, 97, 113, 116, 117, School Act
Child Welfare Act
Employment Standards Act
Freedom of Information and Protection of Privacy Act
Individual Rights Protection Act

Cross Reference: Policy 12 – The Role of the Superintendent





***Medicine Hat Catholic Board of Education
Board Meeting
Agenda Item***

Date: December 11, 2012

Agenda Item: AP 408

Name: Clyde Pudwell

Purpose: Input

Attachments: AP 408 Professional Growth Plans

Background: Following a workshop for our School Based Administrators on Supervision and Evaluation we are proposing a due date of October 15th for PGP of all certificated staff.

Recommendation Trustees give their input on this amendment

Resulting Action: Finalize AP 408

Responsibility: Superintendent

PROFESSIONAL GROWTH PLANS

Background

The primary purpose of ongoing professional growth **plans, supervision** and evaluation in the Division is to continually strengthen and improve the effectiveness of all ~~personnel~~ **certificated staff** in their roles of providing students with the best educational experience possible within a Catholic atmosphere. In order to achieve positive results, the Division expects professional growth plans, **supervision** and evaluation of ~~personnel~~ **certificated staff** to be a cooperative and continuous process wherein all of the individuals involved in the process feel a joint responsibility to work together in an atmosphere of trust, confidence and support.

The development of a professional growth plan is a non-judgmental process designed to foster continuous improvement in the learning process. This concept operates under the assumption that teachers are competent and that they are willing to continually improve their instruction of students. The development of a professional growth plan is a collegial process between professional educators whereby teachers are both empowered and responsible for developing individual plans and actions for continually improving their teaching.

The Division believes that the professional growth **plan**, supervision and evaluation of all ~~personnel~~ **certificated staff** contribute to the continuous improvement of the Division as a whole.

Procedures

1. Procedures for the development of professional growth plans for all ~~categories of staff~~ **certificated staff** will be developed in ~~consultation with staff~~ **accordance with Administrative Procedure 406.**
2. Professional Growth Plans will be developed ~~and implemented by all Division personnel~~ **and submitted to the principal or superintendent on or before October 15 of each school year.**
3. Professional Growth Plans will be reviewed and approved by the ~~supervisor or a designate~~ **principal or a group of teachers delegated by the school principal (review body).** The superintendent or designate will review Professional Growth Plans where it involves non-school based certificated staff.
4. **All teachers on a probationary or continuous contract or who are on a temporary or interim contract of more than 110 teaching days will submit a Professional Growth Plan on an annual basis.**
5. Procedures for professional growth plans of all ~~categories of staff~~ **certificated staff** will be reviewed on a ~~continuous basis.~~ **regular (every two years or upon a legislative change)** basis.



6. Unless the teacher agrees, the content of an annual teacher Professional Growth Plans must not be part of the evaluation process of a teacher.
7. Teacher Professional Growth plans must show a demonstrable relationship to the teacher quality standard.

Reference: Section 18, 20, 22, 39, 60, 61, 96, 106, 107, 113, 116, 117 School Act
Freedom of Information and Protection of Privacy Act
Certification of Teachers Regulation 3/99 (Amended A.R. 206/2001)
Practice Review of Teachers Regulation 4/99
Teaching Quality Standard – Ministerial Order 016/97
Teacher Growth, Supervision and Evaluation Policy 2.1.5
Guide to Education ECS to Grade 12
Administrative Procedure 406





***Medicine Hat Catholic Board of Education
Board Meeting
Agenda Item***

Date: December 11, 2012

Agenda Item: AP 406

Name: Clyde Pudwell

Purpose: Input

Attachments: AP 406 Evaluation of Personnel

Background: As a result of a workshop on Supervision and Evaluation for all of the School Based Administration, it was brought to our attention that our AP 406 is inadequate. It is too general and would be considered insufficient if challenged. The entire AP needed to be revised.

Recommendation Trustees give their input on this amendment

Resulting Action: Finalize AP 406

Responsibility: Superintendent

~~Administrative Procedure 406~~

~~EVALUATION OF PERSONNEL~~

~~Background~~

~~All personnel within the Division have a professional responsibility to be involved in a continuous professional growth process designed to foster growth and effectiveness of the employee's skills to enhance student learning.~~

~~Procedures~~

- ~~1. The following types of evaluation will be used throughout the Division and referred to in these procedures:~~
 - ~~1.1 Formative evaluation is a non-judgmental process designed to foster improvement of instruction and professional growth. It is assumed that personnel are competent and willing to improve their method of instruction/job skills. Formative evaluations are also a collegial process, which takes place between professional educators and/or support staff.~~
 - ~~1.2 Summative evaluation is a judgmental process designed to facilitate decision-making for purposes of tenure, promotion, transfer, certification or termination. It is assumed that a summative evaluation process may be necessary or desired which respects the rights of the individual while generating the data for making well informed and fair employment decisions. One of the primary aims of summative evaluation is to foster professional growth.~~
- ~~2. Performance evaluation of personnel will be carried out according to the procedures developed by the Superintendent in consultation with staff.~~
- ~~3. (Delete Article 3) Procedures for evaluation of all categories of staff, which are contained in the Division Handbook(s), will be reviewed on a continuous basis.~~

~~Reference: Section 18, 20, 30, 39, 93, 94, 105, 106, 107, 108, 109, 113, School Act
Teacher Growth, Supervision and Evaluation Policy 2.1.5
Ministerial Order 016/07 Teaching Quality Standard~~



Evaluation of Teachers

Teacher Growth, Supervision and Evaluation

Background

All personnel within the Division have a professional responsibility to be involved in a continuous professional growth process designed to foster growth and effectiveness of the employee's skills to enhance student learning.

Definitions

1. In this procedure

- (a) **"administrator"** means a certificated teacher who is a director, principal, vice-principal, coordinator, department head, supervisor, or a specialist;
- (b) **"evaluation"** means the formal process of gathering and recording information or evidence over a period of time and the application of reasoned professional judgment by a principal in determining whether one or more aspects of the teaching of a teacher exceeds, meets or does not meet the teaching quality standard;
- (c) **"notice of remediation"** means the written statement issued by a principal to a teacher where the principal has determined that a teacher's teaching does not meet the teaching quality standard, and such a statement describes
 - (i) the teaching standard that is expected,
 - (ii) the behaviours or practices that do not meet the teaching quality standard and the changes required,
 - (iii) the remediation strategies the teacher is advised to pursue, and
 - (iv) how the determination will be made that the required changes in behaviour or practice have taken place, applicable timelines, and the consequences of not achieving the required changes including, but not limited to, termination of a teacher's contract of employment;
- (d) **"principal"** means a principal as defined in the *School Act*, or a certificated supervisor who is responsible for the supervision of non-school-based teachers who do not receive an administrative allowance;
- (e) **"review body"** means a group of two or more teachers delegated by the principal to review the teacher professional growth plan if the principal and faculty determine that a delegated group will be established;

- (f) **"supervision"** means the on-going process by which a principal carries out duties in respect to teachers and teaching required under **Section 20 of the School Act**, and exercises educational leadership;
- (g) **"teacher"** means an individual who is required to hold a certificate of qualification as a teacher and who is responsible for the provision of instruction or supervision under **Section 18 of the School Act**, and who is employed by the Medicine Hat Catholic Board of Education but does not include an administrator;
- (h) **"teacher professional growth plan"** means the career-long learning process whereby a teacher annually develops and implements a written plan to achieve professional learning objectives or goals that are consistent with the teaching quality standard and meet the requirements of sections 5, 6 and 7 of this procedure;
- (i) **"teaching quality standard"** means the authorized standard and descriptors of knowledge, skills and attributes as defined in the Teaching Quality Standard Ministerial Order.

2 (1) The purposes of this procedure are

- (a) to provide a process for superintendents, principals and teachers to work together to achieve the teaching quality standard, and
 - (b) to ensure that all teachers are responsible and accountable for meeting the teaching quality standard throughout their employment with the Medicine Hat Catholic Board of Education.
- (2)** Any action undertaken in good faith under this regulation does not constitute personal harassment under Administrative Procedure 170 Discrimination and Harassment.

3 Principals must explain the process for teacher growth, supervision and evaluation to their parents through a presentation at a school council meeting.

4 Part 1 and Part 2 of this regulation apply to a teacher who is employed by the Board

- (a) under a probationary contract;
- (b) under a continuing contract, or
- (c) under an interim or temporary contract of **110** or more teaching days.

PART 1 TEACHER PROFESSIONAL GROWTH PLAN ROLE OF THE TEACHER

5 Each school year a teacher is responsible for developing, implementing and completing a teacher professional growth plan that

- (a) is teacher authored, growth-directed and continuous,
- (b) reflects an assessment of professional learning needs by the individual teacher,

- (c) shows a demonstrable relationship to the teaching quality standard, and
- (d) takes into consideration the education plans of the school and the Board
- (e) may include a faith-based (Catholicity) goal.

6 A teacher professional growth plan must include

- (a) goal(s)/objective(s),
- (b) expected outcomes and desired results,
- (c) action plans/strategies,
- (d) assistance/support,
- (e) timelines, and
- (f) descriptors of completion/indicators of success

7 A teacher must work towards the attainment of their teacher professional growth plan through ongoing action and personal review.

8 Subject to the approval of the principal, a teacher professional growth plan

- (a) may be a component of a long-term, multi-year plan or
- (b) may consist of a planned program of supervising a student teacher or mentoring a teacher.

9 A teacher may choose to have their teacher professional growth plan reviewed by

- (a) the principal, or
- (b) a group of teachers delegated by the principal (review body).

10 The teacher must submit a copy of their teacher professional growth plan on or before **October 15** of each school year

- (a) to the principal, and
- (b) the review body, if applicable.

11 The teacher must retain a copy of their teacher professional growth plan and a copy is retained for the school year by the principal and the review body, if applicable.

12 (1) Teacher professional growth plan review is a process for reflection and includes 2-way communication between the teacher and the principal or the review body.

- (2) The principal or review body must arrange for and complete an oral review of the teacher professional growth plan within the last **60 calendar days** of the school year.

13 The principal or the review body, in consultation with the teacher, must make a finding whether the teacher has completed the requirements of a teacher professional growth plan that complies with this regulation.

14 If a teacher professional growth plan review finds that a teacher has not completed the requirements of a teacher professional growth plan that complies with this regulation, the teacher may be subject to disciplinary action.

- 15** (1) unless a teacher agrees, the content of a teacher professional growth plan must not be part of the evaluation process of a teacher.
- (2) Notwithstanding section 15(1), a principal may identify behaviours or practices of a teacher that may require an evaluation provided that the information identified is based on a source other than the information in the teacher's teacher professional growth plan.
- 16** The teacher professional growth plan and any attachments must be returned to the teacher at the end of the school year.

PART 2

TEACHER PROFESSIONAL GROWTH PLAN

Role of the Principal

- 17** The principal must ensure that teachers receive information and understand teacher professional growth plans by providing
- (a) access to supporting documents,
 - (b) access to system communication including information meetings and workshops,
 - (c) opportunities to discuss teacher professional growth plans as a staff and to decide the process for development and review in each school setting, and
 - (d) an outline of the school's process for teacher professional growth plans must be included in the school staff handbook or other appropriate document.
- 18** The principal must make provision for each teacher to meet with the principal or review body
- (a) to receive the teacher professional growth plan,
 - (b) to orally review the teacher professional growth plan, and
 - (c) to discuss the opportunities available for mentoring, coaching, and support throughout the school year.
- 19** The principal must ensure each teacher's teacher professional growth plan
- (a) reflects goals and objectives based on an assessment of professional learning needs by the individual teacher,
 - (b) shows a demonstrable relationship to the teaching quality standard, and
 - (c) takes into consideration the education plans of the school and the Board.
- 20** The principal must maintain an awareness of the implementation status of each teacher's teacher professional growth plan.
- 21** The principal and, if applicable, the review body, must
- (a) hold a copy of the teacher professional growth plan for the school year,
 - (b) make provision for a review of the completed teacher professional growth plan within the last 60 days of the school year, and
 - (c) return the teacher professional growth plan and any additional documents to the teacher once the completed plan has been reviewed.

- 22** The principal must ensure that all teachers meet the annual requirements
- (a) to develop a teacher professional growth plan, and
 - (b) to review their teacher professional growth plan with the principal or review body.
- ~~**23** The principal must report on teacher growth, supervision and evaluation in the school's annual report.~~
- 23** The principal may identify behaviour or practices of a teacher that may require an evaluation provided that the information identified is based on a source other than the information in the teacher's teacher professional growth plan.

PART 3 SUPERVISION OF TEACHERS

- 24** (1) The purpose of supervision by the principal is
- (a) to provide support, guidance and developmental opportunities for the teacher,
 - (b) to observe and receive information from any source about the quality of teaching a teacher provides to students, and
 - (c) to identify the behaviours or practices of a teacher that for any reason may require an evaluation.
- (2) It is the teacher's responsibility to receive and act on feedback received through supervision to improve the teacher's professional performance.
- 25** The principal must
- (a) provide ongoing supervision for all teachers in the school, and
 - (b) seek to be satisfied that a teacher's teaching meets the requirements of the teaching quality standard.
- 26** In the normal course of duties, a principal
- (a) may receive information from any source and make observations about the quality of teaching a teacher provides to students, and
 - (b) will share relevant information and observations with the teacher on an on-going basis.
- 27** (1) In exercising educational leadership, a principal may provide assistance, support, guidance and developmental opportunities to a teacher to improve the teacher's quality of instruction.
- (2) The assistance provided in ~~section 28(1)~~ (will become 27 (1)) may vary in nature depending upon the teacher's learning needs and professional circumstances.
- 28** When, through supervision, a principal believes that a teacher's behaviours or practices may not meet the requirements of the teaching quality standard, the principal

- (a) may work with the teacher directly, as a part of the principal's program of supervision, to provide assistance to change the behaviours or practices that may be problematic, or
- (b) may initiate an evaluation.

PART 4

EVALUATION OF TEACHERS

29 A principal must conduct an evaluation of a teacher

- (a) within 60 days of a written request by a teacher who holds a continuing contract and a permanent professional teaching certificate,
- (b) for the purposes of gathering information related to a specific employment decision of a teacher who does not hold a continuing contract or a permanent professional teaching certificate,
- (c) for purposes of assessing the growth of the teacher in specific areas of practice identified by the school board for the purposes of program or school evaluation, or
- (d) when, on the basis of information received through supervision, the principal has reason to believe that the teaching of the teacher may not meet the teaching quality standard.

30 A recommendation by an authorized individual that a teacher be issued a permanent professional teaching certificate or be offered employment under a continuing contract, must be supported by the findings of two or more evaluations of the teacher.

31 When the principal initiates an evaluation, the principal must communicate all of the following to the teacher:

- (a) the reasons for and purposes of the evaluation,
- (b) the process, criteria and standards to be used,
- (c) the timelines to be applied, and
- (d) the possible outcomes of the evaluation.

32 When conducting an evaluation a principal must

- (a) include observations of the teacher's teaching and other activities relating to the teacher's assignment;
- (b) collect data in accordance with the Teachers' Code of Professional Conduct; and
- (c) provide the teacher with on-going feedback over the course of the evaluation.

33 Within 30 calendar days of completing an evaluation, the principal must

- (a) complete an evaluation report, and
- (b) include the principal's recommendations pertaining to the teacher's employment, certification or remediation as applicable.

34 (1) The principal must meet with the teacher to discuss the evaluation report.

- (2) The teacher may add written comments to the evaluation report.

35 The principal must

- (a) give the original evaluation report together with the teacher's comments, to the teacher,
- (b) keep a copy of the evaluation report together with the teacher's comments, and
- (c) forward a copy of the evaluation report to the teacher's personnel file.

36 When, in the conduct of an external program evaluation or school evaluation, a principal believes that a teacher's teaching may not meet the teaching quality standard, the principal must consider the external program evaluation or school evaluation to be supervision under this procedure, **and may initiate an evaluation.**

37 (1) When, as a result of an evaluation, a principal determines that a teacher's teaching does not meet the teaching quality standard, the principal must

- (a) issue a notice of remediation to the teacher,
- (b) offer a program of assistance, consistent with the notice of remediation, to the teacher, and
- (c) undertake a subsequent evaluation, after no more than 100 school days.

(2) If the principal concludes that the teacher's teaching meets the teaching quality standard, the evaluation is complete.

(3) If the principal concludes that the teacher's teaching still does not meet the teaching quality standard, the principal must recommend

- (a) an additional period of remediation,
- (b) disciplinary action, or
- (c) termination of the teacher's contract of employment.

(4) If a teacher's contract of employment is not terminated, the evaluation continues.

(5) A notice of remediation may replace the teacher's obligation to develop, implement and complete an annual teacher professional growth plan and the teacher must comply with the notice of remediation.

38 (1) A teacher may ask the Superintendent to review the teacher's evaluation to ensure compliance with this procedure.

(2) A request for a review of an evaluation must be made within 10 calendar days of the teacher receiving the evaluation report and must outline in writing the teacher's reasons for the request.

(3) Upon receiving a request for a review of a teacher's evaluation, the Superintendent or designate must conduct a review and render a written decision within 21 calendar days.

39 This procedure does not restrict

- (a) a principal from recommending disciplinary or other action, as appropriate, where the principal has reasonable grounds for believing that the actions or practices of a teacher endangers the safety of students, constitutes a neglect of duty, a breach of trust or a refusal to obey a lawful order of the school authority, or
- (b) the Board or the Superintendent from taking any action or exercising any right or power under the School Act.

Reference: **School Act R.S.A. 2000, c. S-3, sections 20 and 27**
Ministerial Order #016/07 - Teaching Quality Standard Applicable to the Provision of Basic Education in Alberta
Administrative Procedure 170 Discrimination and Harassment
Administrative Procedure 408

DRAFT



***Medicine Hat Catholic Board of Education
Board Meeting
Agenda Item***

Date: December 11, 2012

Agenda Item: BYOD Update

Name: Clyde Pudwell

Purpose: Information

Attachments: Letter

Background: We held a Parent/Student Information Meeting on December 5, 2012 at St. Mary's School to inform parents about the BYOD program. This evening included information on the benefits for students, equity, digital citizenship, security of devices, and FAQ's. December 10th is the first day of this new pilot project.

Recommendation None

Resulting Action: None

Responsibility: Superintendent



Medicine Hat Catholic Board of Education

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November 28, 2012

Dear Parent/Guardian,

Medicine Hat Catholic Board of Education is excited to introduce a new initiative where students will be able to bring their own technology device to school. BYOD (Bring Your Own Device) is an initiative that is growing throughout schools in Alberta, Canada, and the world! Presently we have 11 teachers at 5 different schools including all 3 levels of education that are piloting this project within our Division starting in December of 2012.

We understand that by including personally owned devices within our schools challenges may be created for students, teachers and parents/guardians which need to be addressed. **We invite you and your child to attend a very important meeting on Wednesday, December 5, 2012 at 7:00pm in St. Mary's School gymnasium for an information/ Question and Answer session prior to the implementation of BYOD.** It is very important that all stakeholders are involved in this process so that everyone is on the same page and so that we can support students in this exciting new initiative. At this meeting we will be discussing the benefits, challenges, solutions, digital citizenship, user agreement forms, administrative procedures along with questions that you may have.

This invitation is particularly important for all parents/guardians and their children that are in the classes of our piloting teachers, however all parents and students are welcome to attend. Upon the successful completion of this project, it is our anticipation to open this up to all classrooms and schools within our Division. At that point in time, we will hold another meeting to inform new parents and students of this successful initiative.

Once again, please mark this time, date, and venue on your calendar as we feel it is very important that you and your child attend this meeting.

Sincerely,

Clyde Pudwell
Superintendent of Schools
Medicine Hat Catholic Board of Education

CP/dd

"Showing the Face of Christ to All"

In partnership with Family, Church and Community since 1911



***Medicine Hat Catholic Board of Education
Board Meeting
Agenda Item***

Date: December 11, 2012

Agenda Item: Speak Out – Division School Staff

Name: Clyde Pudwell

Purpose: Information

Attachments: None

Background: To increase communication and collaboration between school personnel and Central Office, Mr. Schlosser has organized a School Staff Speak Out Forum. Sr. Administration along with Division Coordinators will be visiting each school to get their input on what we need to stop, start, and continue. This information will be collated and shared with all staff. It will play a role in decision making for future planning.

Recommendation None

Resulting Action: None

Responsibility: Senior Administration and Division Coordinators

AMBASSADOR FOR CATHOLIC EDUCATION

Background

It is important that all students, staff and our parent community understand that their efforts are appreciated.

The Medicine Hat Catholic Board of Education acknowledges individuals and groups that make a difference in our school community.

Award Categories:

1. Individuals and Groups may be nominated to be recognized as an Ambassador for Catholic Education in the following award categories.

1.1 Edwin Parr Nominees – FIRST YEAR TEACHER AWARD

As part of provincial recognition of first year teachers, each school may nominate one teacher as that schools candidate to represent the division at the zone 6 Edwin Parr Awards. A committee will be appointed to select the divisions Edwin Parr Winner. All Edwin Parr nominees will be presented with an Ambassador for Catholic Education Award.

1.2 Excellence in Teaching Nominees – TEACHER AWARD

As part of a provincial recognition of excellence in teaching, all Albertans are invited to nominate a teacher or principal for the Excellence in Teaching Award. All nominees will be presented with an Ambassador for Catholic Education Award.

1.3 The Power of One Award – SUPPORT STAFF AWARD

A support staff member who deserves to be recognized for providing outstanding support to the school community. Recipients will be presented with an Ambassador for Catholic Education Award.

1.4 Christian Witness Award – STUDENT, STAFF & PARENT AWARD

A student, staff or parent who deserves to be recognized for their faith leadership. Recipients will be presented with an Ambassador for Catholic Education Award.

1.5 Above & Beyond Individual Award – STUDENT, STAFF & PARENT AWARD

A student, staff or parent who deserves to be recognized for going beyond the call of duty in making a contribution to the life of the school community. Recipients will be presented with an Ambassador for Catholic Education Award.

1.6 Above & Beyond Group Award – STUDENTS, STAFF & PARENTS AWARD

A group of two or more students, staff or parents who deserves to be recognized for going beyond the call of duty in making a contribution to the life of the school community. Recipients will be presented with an Ambassador for Catholic Education Award.



Procedures:

2. The following procedures detail the nomination process:

- 2.1 Nominations can be submitted by students, staff, parents or community members.
- 2.2 Nominations will be vetted through the Principal of the School. The Principal of the School in consultation with the Superintendent of Schools will forward nominations to the Board for recognition.
- 2.3 Nominations not associated with a particular school will be vetted through the Office of the Superintendent of Schools.
- 2.4 Nominations can to be forwarded by email to: communications@mhcbe.ab.ca or by contacting the Office of the Superintendent of Schools at 403.527.2292.
 - 2.4.1 Nominations must include:
 - Name of the Award
 - Name of the Nominee
 - Reason for Nomination
- 2.5 The Superintendent of Schools in consultation with the Board Chair will make the final decision on Ambassador for Catholic Education recipients.
- 2.6 Recipients will be presented with an Ambassador for Catholic Education Award at a regularly scheduled Board Meeting. Recipients will be given advance notice of the Board meeting date.



EMPLOYEE RECOGNITION (draft) (2)

Background

The Division values the commitment shown by employees who have served our students and the Division with years of service.

The Division will recognize employees who have years of service.

Procedures

1. The Board of Trustees will be involved in the recognition of employees.
2. An Employee Recognition Program will acknowledge an employee's incremental years of service in 5 year increments. Years of Service Pins will be presented to the Employee at the first Annual Faith Development Day or at an appropriate occasion. The Employee Recognition Program is detailed below. Beginning with an employee's 15th year of service an *on-line gift purchase program* is in effect as follows:

2.1	5 years	Pin
2.2	10 years	Pin
2.3	15 years	Pin plus an (on-line gift)
2.4	20 years	Pin plus an (on-line gift)
2.5	25 years	Pin plus an (on-line gift)
2.6	30 years	Pin plus an (on-line gift)
2.7	35 years	Pin plus an (on-line gift)
2.8	40 years	Pin plus an (on-line gift)
3. Years of Service is defined as service earned while being gainfully employed and drawing a pay cheque from the Division.
 - 3.1 Years of Service is based on any position with the Division, full or part time;
 - 3.2 Casual and substitute service shall not qualify for years of service;
 - 3.3 Maternity, paternity or adoption leave, leave of absence without pay and benefits or extended disability will not be counted as years of service.



4. All employees are required to notify the Board in writing of their intent to resign/retire including those on leave of absence without pay, and extended disability leaves.
5. An employee who retires from the Division will be presented with a plaque to acknowledge their service. The plaque will be presented at the Employee Recognition Dinner held in the month of May or June of each school year. The employee will also choose a gift from the *on-line gift purchase program* based on the following:
 - 5.1 10 years and less than 15
 - 5.2 15 years and less than 25 years
 - 5.3 25 years and over
6. Trustees retiring, stepping down or unsuccessful in a bid for re-election will be presented with appropriate memento.
7. ATA and CUPE representatives will be invited to attend the Employee Recognition Dinner as a guest.

Reference: Section 60, 61, 113, School Act





Medicine Hat Catholic Board of Education

Board Meeting Agenda Item

Memorandum

Date: December 11, 2012

To: Board of Trustees

From: Wayne Schlosser

Agenda Item: **Student Board Advisory Committee** (addition to Board Policy 8 Standing Committees: add #7 before Ad Hoc Committees)

Purpose: INFORMATION/DISCUSSION/ACTION

Strategic Plan Reference Advocacy

Enclosures: YES

Background: Our Board has a long history of listening to various stakeholders in our educational community. Alberta Education is strongly encouraging Boards to "listen and gather input from all of your stakeholders". One voice our Trustees have not heard from on a regular basis (or as issues come up that affect students) is "the student voice". This additional Board Committee would address that void.

Proposed organizational timeline would be spring of 2013 with full implementation in the 2013-2014 school year.

Recommendation/Decision: That the Board follows Board Policy in adding this Committee to its list of Standing Committees.

Resulting Acting: As per above

Responsibility: Trustees

COMMITTEES OF THE BOARD

7. Student / Board Advisory Committee

7.1 Purpose

- * The Board of Trustees believes regular communication with stakeholder members is important and necessary for an effective school system. While recognizing the Board's authority to establish policy under the *School Act, Section 60(1)*, the Board values input from students on school and division operational issues. The Student / Board Advisory Committee will identify issues and propose possibilities for school and system improvement. This Advisory Committee is not meant to replace student voice through other avenues such as "Tell Them from Me" and "Speak Out" but are meant to build upon those mediums of communication.

7.2 Membership

- * The Student / Board Advisory Committee will consist of a maximum of three trustees, ± 10 student representatives from across the Division and the Superintendent and/or designate. Additional resource people may be in attendance depending upon the agenda topics.
- * Committee members will be selected by the Superintendent or designate, with a focus on obtaining representatives from a wide range of skills and interests and from the various schools in the Division.
- * The student representatives shall be from grade 8 - 11 and are invited to serve a two-year term.
- * In the first year, the Superintendent or designate may appoint students for 1 - 3 year terms in order to ensure a balance of sustainability and new membership.

7.3 Guidelines

- Any member of the Student / Board Advisory Committee may initiate agenda items for discussion on any matter relevant to students. The Superintendent or designate is charged with finalizing the agenda.
- The Committee may make recommendations to the Board but does not hold any governance authority.
- The Committee structure and mandate will be reviewed annually.
- Students will be invited to apply through their school Principal who shall forward the names to the Superintendent or designate. A simple application form/procedure shall be forwarded to the students. Parent consent and support for travel will be required as one of the criteria for the selection process.

7.4 Meetings

- The Student / Board Advisory Committee will meet as required, however it is expected that two meetings per year will be held.
- Discussion items will be sent to the Superintendent or designate who will be responsible for distributing the agenda to committee members.
- The Superintendent or designate will chair the meetings.

Items for discussion include, but not limited to, the following:

1. BYOD – student presented PD for the teachers?!?!?
2. Bullying – as per the new Education Act
3. Catholicity in the Middle and High Schools
4. Religious Studies courses in the schools – re: on-line versus classroom
5. School calendars
6. School start times
7. School programing including Academy
8. Nutrition AP
9. Student stress: what are they and their causes?
10. Cell phone policies at schools
11. PD days
12. Counseling and other access to other services
13. SROs
14. Safe and Caring environment
- 15.

Policy 8

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 as follows:

- 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 as follows:

- 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 as follows:
 - 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 as follows:
 - 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 as follows:
 - 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 as follows:

- 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
- 6.2 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
- 6.3 Membership as per the Frame of Reference
 - ♦ One trustee
 - ♦ Superintendent and/or designate(s)
 - ♦ Committee Representatives
7. 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.
8. 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
Third Reading	March 13, 2012



Medicine Hat Catholic Board of Education

Board Meeting Agenda Item

Memorandum

Date: December 11, 2012

To: Board of Trustees

From: Wayne Schlosser

Agenda Item: 2013-2014 Draft Calendar Options

Purpose: INFORMATION

Strategic Plan Reference Effective and Efficient Operations

Enclosures: YES

Background: Calendars are being discussed at the tripartite talks. We are anticipating the Education Foundation's golf tournament in 2014 to be the 2nd Friday of June (June 13). This is a Diploma exam date (morning only).

We have booked Mr. David Wells to speak to our staff on Thursday August 29 on/as our Faith Formation day.

Recommendation/Decision: Senior Admin present this to the DLT and school based admin present to staff and school councils. Feedback to be received by January 25, 2013

Resulting Acting: As per above

Responsibility: Deputy Superintendent

MEDICINE HAT CATHOLIC BOARD OF EDUCATION
SCHOOL YEAR CALENDAR - MEDICINE HAT and SMBI*

2013 - 2014 "Option A"

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MEDICINE HAT CATHOLIC BOARD OF EDUCATION
SCHOOL YEAR CALENDAR - MEDICINE HAT and SMBI*

2013 - 2014 "Option B"

18

19

20

21

22

23

24

25

26*

27*

28*

29F

30

31

4

P.D./Staff Day

4

Total

No School

*

School Pd - Teachers Only

F

Division Faith Formation Day

10

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13

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P.D.

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Instructional

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Total

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P.D.

L

Last day of classes before Christmas

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Instructional

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Total

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24E

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28

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30S

31

E

Elem/Middle Only PD - No School

18

Instructional - 1st Semester HS

2

Instructional - 2nd Semester HS

17

Instructional - Elem/Middle

20

Total

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First day of 2nd Semester

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Instructional

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PD/Staff Days Elementary (13,26, 27)

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PD/Staff Days Middle/High School (13,27)

17

Instructional - Elementary

18

Instructional - Middle/High

21

Total

E

Last day: Elementary School Students

H

Last day: Middle/High School Students

*

Last day for all Teachers

90

90

180

90

90

180

91

91

182

Non-instructional Days

PD/School Closing Days: Elementary Schools

9

5

14

PD/School Closing Days: Middle Schools

9

5

14

PD/School Closing Days: MMcCoy

8

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12

Parent Teacher Conferences

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Teacher's Convention

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TOTAL

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Medicine Hat Catholic Board of Education

Board Meeting Agenda Item

Memorandum

Date: December 11, 2012

To: Board of Trustees

From: Wayne Schlosser

Agenda Item: Zone 6 Accountability Pillar Results

Purpose: INFORMATION

Strategic Plan Reference Student Achievement

Enclosures: YES

Background: We know MHCBE is doing "WELL" in our annual Accountability Pillar Survey results but how do we stack up in our Zone. We can use this to learn from other Districts as to why they may be out performing us in certain areas. This is similar to PATs and DIPs analysis. This can open us to dialogue with those other Districts re: the 16 Measures as to what strategies they are using (have implemented) to help us improve.

NOTE: Each District is unique and has many variables that are an asset and/or a liability to their results.

Recommendation/Decision: Senior Admin present this to the DLT and school based admin present to staff and school councils as Information only.

Resulting Acting: As per above

Responsibility: Superintendent

Zone 6 Accountability Pillar Survey Results (3 year data: 2010-2012)

Sixteen (16) Measures: Ten (10) School Districts

2011-2012 Rank	Safe Caring	Program Studies	Educational Quality	Drop-out Rate	High School Complete Rate	P.A.T. Accept Stndrd	P.A.T. Stndrd Excell	DIPs AS	DIPs SE	Particip Rate	Ruthrfrd Scholar	Transit Rate	Work Prep	Citizen	Parent Involve	School Involve	Sum	Rank
Grasslands	5	6	5	9	9	10	10	10	9	10	10	6	6	7	5	4	121	8
Holy Spirit	7	4	7	4	4	6	4	9	4	5	2	1	5	6	4	7	79	4
Horizon	3	6	2	2	6	3	6	1	2	7	5	5	2	3	2	3	58	3
Lethbridge	8	2	10	8	10	9	8	8	6	8	7	6	9	8	9	10	126	9
Livingstone Range	9	10	9	7	8	7	5	6	10	9	8	9	10	10	10	9	136	10
Med Hat Catholic	3	3	3	1	1	2	3	2	3	6	3	5	4	2	3	2	46	2
Med Hat Public	8	1	8	6	7	4	9	7	7	9	9	8	8	9	6	6	112	7
Palliser	1	5	1	3	3	1	1	3	1	2	3	2	1	1	1	5	34	1
Prairie Rose	2	8	6	9	2	4	7	5	8	1	4	4	7	4	7	8	86	6
Westwind	6	9	4	5	5	8	2	4	5	3	1	10	3	5	8	1	79	4
2010-2011 Rank	SC	PS	EQ	DR	HSC	PAT AS	PAT SE	DIP AS	DIP SE	Part. R	RS	Trans R	WP	C	PI	SI	Sum	Rank
Grasslands	4	5	5	10	9	6	9	10	10	9	10	8	4	5	5	3	112	7
Holy Spirit	7	1	7	3	5	5	5	6	5	6	3	2	5	5	7	5	77	5
Horizon	2	9	3	6	4	3	6	1	6	5	4	9	2	2	3	3	68	3
Lethbridge	8	3	8	8	8	8	8	8	9	7	7	4	8	8	6	8	116	8
Livingstone Range	9	10	10	4	7	10	9	4	7	8	9	7	9	9	10	10	132	10
Med Hat Catholic	3	4	1	1	3	1	2	3	2	4	6	5	7	2	2	1	47	2
Med Hat Public	10	2	9	7	10	4	7	9	8	10	8	5	10	10	8	9	126	9
Palliser	1	7	2	2	2	2	1	2	1	2	2	3	1	1	1	7	37	1
Prairie Rose	4	6	4	8	1	7	4	5	4	1	5	1	6	4	4	6	70	4
Westwind	6	7	5	5	6	9	3	7	3	3	1	10	3	7	9	2	86	6
2009-2010 Rank	SC	PS	EQ	DR	HSC	PAT AS	PAT SE	DIP AS	DIP SE	Part. R	RS	Trans R	WP	C	PI	SI	Sum	Rank
Grasslands	5	5	5	10	9	8	6	10	10	10	10	6	5	6	5	2	112	7
Holy Spirit	7	2	4	2	5	4	2	6	7	6	5	3	6	5	6	4	74	5
Horizon	4	8	6	6	4	3	4	1	3	7	3	7	2	3	3	2	66	4
Lethbridge	8	4	9	9	10	10	7	9	5	8	7	8	9	8	7	9	127	9
Livingstone Range	10	10	10	7	7	7	9	8	9	4	8	9	10	10	10	10	138	10
Med Hat Catholic	2	1	1	2	2	2	3	5	7	5	6	2	3	2	2	1	46	2
Med Hat Public	9	3	7	5	8	6	9	7	6	9	9	5	8	9	8	7	115	8
Palliser	1	7	2	1	3	1	1	3	2	3	4	4	1	1	1	8	43	1
Prairie Rose	3	6	3	4	1	5	8	4	4	1	2	1	4	3	4	6	59	3
Westwind	5	9	8	7	5	9	4	2	1	2	1	10	7	7	9	5	91	6

Combined 2012 Accountability Pillar Overall Summary (Required for Public/Separate/Francophone/Charter School Authorities and Level 2 Private Schools)

Measure Category	Measure Category Evaluation	Measure	Medicine Hat CSRD No. 20			Alberta			Measure Evaluation		
			Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
Safe and Caring Schools	Excellent	Safe and Caring	90.6	90.2	89.3	88.6	88.1	87.5	Very High	Maintained	Excellent
Student Learning Opportunities	Excellent	Program of Studies	82.2	81.4	83.6	80.7	80.9	80.6	Very High	Maintained	Excellent
		Education Quality	91.8	91.3	90.9	89.4	89.4	89.3	Very High	Maintained	Excellent
		Drop Out Rate	0.0	1.3	2.5	3.2	4.2	4.4	Very High	Improved Significantly	Excellent
		High School Completion Rate (3 yr)	88.5	84.7	82.0	74.1	72.6	71.6	Very High	Improved	Excellent
Student Learning Achievement (Grades K-9)	Good	PAT: Acceptable	87.7	90.6	87.9	79.1	79.3	78.9	High	Maintained	Good
		PAT: Excellence	21.8	22.3	20.4	20.9	19.6	19.1	High	Maintained	Good
Student Learning Achievement (Grades 10-12)	Good	Diploma: Acceptable	91.6	87.0	86.4	83.5	82.6	83.5	High	Improved	Good
		Diploma: Excellence	19.0	21.3	17.0	18.6	18.7	18.7	Intermediate	Maintained	Acceptable
		Diploma Exam Participation Rate (4+ Exams)	58.8	55.8	53.4	56.2	54.9	53.9	High	Improved	Good
		Rutherford Scholarship Eligibility Rate (Revised)	67.7	67.8	61.5	61.5	59.6	58.0	High	Improved	Good
Preparation for Lifelong Learning, World of Work, Citizenship	Good	Transition Rate (6 yr)	64.4	57.7	64.0	58.4	59.3	59.5	High	Maintained	Good
		Work Preparation	83.3	80.7	80.2	79.7	80.1	79.9	High	Maintained	Good
		Citizenship	85.1	84.0	83.3	82.5	81.9	81.2	Very High	Improved	Excellent
Parental Involvement	Excellent	Parental Involvement	82.8	85.1	83.3	79.7	79.9	80.0	Very High	Maintained	Excellent
Continuous Improvement	Excellent	School Improvement	86.0	86.1	84.6	80.0	80.1	79.8	Very High	Maintained	Excellent

Notes:

1. PAT results are a weighted average of the percent meeting standards (Acceptable, Excellence) on Provincial Achievement Tests. The weights are the number of students enrolled in each course. Courses included: English Language Arts (Grades 3, 6, 9), Science (Grades 6, 9), French Language Arts (Grades 6, 9), Français (Grades 6, 9).
2. Diploma results are a weighted average of percent meeting standards (Acceptable, Excellence) on Diploma Examinations. The weights are the number of students writing the Diploma Examination for each course. Courses included: English Language Arts 30-1, English Language Arts 30-2, French Language Arts 30-1, Français 30-1, Pure Mathematics 30, Applied Mathematics 30, Biology 30, Science 30.
3. Overall evaluations can only be calculated if both improvement and achievement evaluations are available.
4. The subsequent pages include evaluations for each performance measure. If jurisdictions desire not to present this information for each performance measure in the subsequent pages, please include a reference to this overall summary page for each performance measure.
5. Data values have been suppressed where the number of students is less than 6. Suppression is marked with an asterisk (*).



Medicine Hat Catholic Board of Education

Board Meeting

Agenda Item

Date: December 11, 2012

Agenda Item: Results of Religious Education Survey

Name: Jill Wilkinson

Purpose: Information

Attachments: none

Background: Finding ways to enhance and improve Catholic education requires thoughtful input and reflection. As such, we have asked that parents, teachers and students take a few minutes to complete questions that focus on how Catholic faith and values are being reflected in the schools through curriculum, celebrations, and relationships and how this makes us unique and valuable.

Recommendation /Decision:

Strengths:

Results from parent, teacher and student surveys indicated that areas of strength were within the presence of Catholic symbols and religious celebrations. Results from the teacher and parent surveys indicated daily prayer was also an area of strength. Students indicated that they had extracurricular opportunities to grow in their faith and were provided with numerous opportunities to help others in need.

Areas to improve upon:

Results from parent, teacher and student surveys indicated that areas to improve upon are permeating our faith into all school subjects and building the relationship between home, school and parish.

Resulting Action: Permeation and increased involvement between parish, home and school will be included in the planning for religious education.

Responsibility: Clyde Pudwell, Jill Wilkinson



Medicine Hat Catholic Board of Education

Board Meeting

Agenda Item

Date: December 11, 2012

Agenda Item: Religious Education Meeting

Name: Jill Wilkinson

Purpose: Information/Discussion

Attachments: yes

Background: On November 23rd, the school board and central office personnel gathered with members of the parish community to discuss Catholic Education. The discussion focused on three key areas: what's going well, what we can do to improve, and further supports that are needed to support Catholic Education.

Recommendation /Decision:

Reflecting upon the meeting minutes can help to provide next steps to engage the parish community. Community members noted that teachers are involved in church ministries, are important role models to their students, and provide a strong Catholic education. Much of the discussion revolved around how to reach the youth outside of school hours. Future financial supports for Catholic education were also brought to the attention of the parish community so they are aware of the special expenses that we incur as a Catholic division.

Resulting Action:

Future funding requests

Involvement in Youth ministry

Responsibility: Clyde Pudwell, Greg MacPherson, Jill Wilkinson