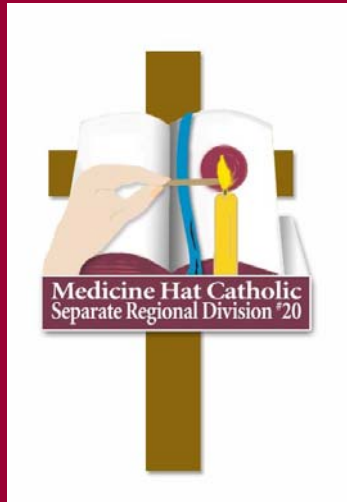


Medicine Hat Catholic Board of Education



PUBLIC AGENDA

Tuesday, October 08, 2013 @ 3:00 p.m

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

Medicine Hat Catholic Board of Education

ACTION AGENDA

DATE: October 08, 2013

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 so 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>	Stan Aberle	
2.	<p><i>Approval of the Minutes of the Regular Meeting</i></p> <p><i>♦Recommendation:</i> THAT the Minutes of the September 10, 2013 Meeting be approved as circulated.</p>	PG	
3.	<p><i>Approval of the Action Agenda</i></p> <p><i>♦Recommendation:</i> THAT the Action Agenda dated October 08, 2013 be approved as circulated.</p>	PG	1 - 5
4.	<p><i>Approval of the Non-Action Agenda</i></p> <p><i>♦Recommendation:</i> THAT the Non-Action Agenda dated October 08, 2013 be approved as circulated.</p>	PG	6
5.	<p><i>Corporate Communications</i></p> <p><i>5.1 Education Act</i> All Albertans are invited to participate in the Education Act Regulatory Review over the next several months. New legislation will come into force in time for the 2015 -2016 school year. Have your voice heard, participate in the consultation. All members of our school communities are invited to participate in the online discussion. The link is posted on the division website. Schools are encouraged to begin this discussion at the school and involved staff, parents and students. The Board will review the engagement process. http://education.alberta.ca/departments/policy/education-act.aspx</p> <p><i>5.2 Alberta School Board's Association Premier's Award of Excellence</i> The Board nominated the Off Campus Education Program at Notre Dame Academy. The Premier's award recognizes school boards for their role in launching innovative programs and initiatives that enhance student achievement. The Award is presented by the Premier of Alberta at the Alberta School Board Fall General Meeting.</p> <p><i>5.3 Media Release – October 01, 2013</i></p> <p><i>5.4 World Teacher's Day October 5, 2013 – Thank You Card</i></p> <p><i>5.5 Monsignor McCoy High School Awards October 30, 2013 7 pm</i></p> <p><i>5.6 Thank you Letter from Jordy Sehn-Pat Cullen Memorial Scholarship Winner</i></p> <p><i>5.7 Medicine Hat Women's Shelter request for funding</i></p>		<p><i>Encl.</i></p> <p><i>7 – 8</i></p> <p><i>9</i></p> <p><i>10</i></p> <p><i>11</i></p> <p><i>12</i></p> <p><i>13</i></p>
6.	<p><i>PRESENTATIONS to OUTGOING TRUSTEES @ 3:00 p.m.</i> Recognition to outgoing School Board Trustees for their years of service will take place at 3:00</p>	PG	

	<p>p.m. Trustees will be presented with an Ambassador for Catholic Education Award and receive a gift to recognize their service as a School Board Trustee along with accolades on behalf of their fellow Board Members, our Students, Staff & Parents and our Parish Communities. Each Trustee will be given the opportunity to address the gallery and to say their farewell.</p> <p><i>Congratulations & Thank you Mr. Van Ham, Mr. Stan Aberle and Mr. Warren Stark</i></p>		
7.	<p><i>PRESENTATION @ 5:00 p.m.</i></p> <p><i>7.1 Long Service Award – Louise Westland 25 years</i></p> <p><i>7.2 Long Service Award – Mary Kahl 15 years</i></p> <p><i>7.3 Ambassador for Catholic Education- Ms. Christina Remeikis</i></p> <p><i>7.4 Ambassador for Catholic Education – Mrs. Laureen Getz</i></p>	PG	
8.	<p><i>HPV – Human Papilloma Virus Vaccine</i></p> <p>The Board has received a number of the letters regarding the HPV vaccine. The Board will review the correspondence.</p>	PG/SA	<i>Separate Handout 25 pages</i>
9.	<p><i>Board Self Evaluation</i></p> <p><i>◆Recommendation:</i></p> <p>The Board of Trustees for the Medicine Hat Catholic Board of Education approve the Board Self Evaluation.</p>	PG	
10.	<p><i>Board Work Plan 2013 – 2014</i></p> <p><i>◆Recommendation:</i></p> <p>The Board of Trustees for the Medicine Hat Catholic Board of Education approve the Board Work Plan.</p>	PG	<i>Encl. 14</i>
11.	<p><i>Acting Superintendent Report – Dr. Garry Andrews</i></p> <p><i>11.1 October 2013 - Report to the Board.</i></p>	GA	<i>Encl. 15 - 16</i>
12.	<p><i>Deputy Superintendent Report – Mr. Wayne Schlosser</i></p> <p><i>12.1 AP 160 Safe & Caring Learning Environments</i></p> <p><i>12.2 Accountability Pillar Results</i></p> <p><i>12.3 French Immersion Update</i></p>	WS	<i>Encl. 17 – 23 24 – 59 60</i>
13.	<p><i>Secretary-Treasurer Report – Mr. Greg MacPherson</i></p> <p><i>13.1 Policy 7 – 2nd & 3rd Reading</i></p> <p><i>◆Recommendation:</i></p> <p>THAT the Board of Trustees for the Medicine Hat Catholic Board of Education approve 2nd & 3rd reading of Policy 7 – Board Operations.</p> <p><i>13.2 AP 550 – Transportation of Students</i></p> <p><i>13.3 Infrastructure Maintenance and Renewal IMR Projects 2013-2014</i></p> <p><i>◆Recommendation:</i></p> <p>THAT the IMR Projects be permanently placed in the month of November within the Board Work Plan.</p> <p><i>13.4 2013 – 2014 Enrollment</i></p> <p><i>13.5 Facility Planning Review (Capital Plan Review)</i></p> <p><i>13.6 Local Authorities Pension Plan (LAPP) Changes</i></p>	GM	<i>Encl. 61 – 73</i> <i>74 – 76 77</i> <i>78 – 79 80 – 113 114- 118</i>
14.	<p><i>Associate Superintendent Report – Mr. Hugh Lehr</i></p> <p><i>14.1 Letter of the Minister of Education with an endorsement by the Board to support CCT.</i></p> <p><i>◆Recommendation:</i></p>	HL	<i>Encl. 119-122</i>

	<p>THAT the Board of Trustees for the Medicine Hat Catholic Board of Education endorse the letter to the Province to advocate for continued funding for Community Coming Together.</p> <p><u>14.2 Student Learning Assessments</u></p> <p><u>14.3 Lions Club Vision Screenings</u></p>		<p><u>123-126</u></p> <p><u>127-130</u></p>
15.	<p><u>15.1 C2 and C2 Sub-Committee</u></p> <p><u>15.2 Task Force for Teaching Excellence Survey</u></p> <p>Participate on line or sign up to attend a regional public consultation session taking place across the Province. A regional session is planned for Medicine Hat on October 22. <u>Sign up on line</u> at http://alberta.ca/release.cfm?xID=3494688E638B3-F818-2042-38963D68FB752D43.</p>	PG	<p><u>131- 132</u></p>
16.	<p><u>Religious Education Coordinator Report – Mrs. Jill Wilkinson</u></p> <p><u>16.1 Catholic Education Sunday – November 3, 2013.</u></p>	JW	
17.	<p><u>17.1 ACSTA AGM November 2013 – November 15 – 17, 2013.</u></p> <p>Trustees and Administration will determine who will be attending the AGM.</p> <p><u>17.2 ASBA AGM November 2013 – November 17 - 19, 2013</u></p> <p>Trustees and Administration will determine who will be attending the AGM.</p> <p><u>17.2.1 ASBA Long Service Award</u> - The Board has nominated long serving Trustee Mr. Kelly Van Ham for a 21 Year Long Service Award with the Albert Schools Boards Association. Mr. Van Ham has an accumulated 21 years of service with 2 School Boards in Alberta as follows:</p> <ul style="list-style-type: none"> •3 years with Bow Island Roman Catholic No. 20 (1992–1995) and; •18 years with Medicine Hat Catholic Separate Regional Division No. 20 (1995–2013) 	PG	
18.	<p><u>Catholic Diocese of Calgary</u></p> <p><u>18.1 Bishop’s Dinner 2013</u> – The Board approved the purchase of a table of 8 to the Bishop’s Dinner. The event will be attended by members from Medicine Hat Catholic including Trustees, Senior Administration and Staff. The dinner will take place on <u>Thursday, October 17, 2013</u> in <u>Calgary from 6:00 p.m. to 9:30 p.m.</u> at the Commonwealth Centre in Calgary, Alberta. Beneficiaries this year include: <u>Sheldon Kennedy Child Advocacy Centre, St. Mary’s University College, and Centennial Seminary Endowment.</u></p> <p><u>18.2 Centennial Year Celebrations</u> - Roman Catholic Diocese of Calgary Centennial Year Celebrations Wrap-Up Event: <u>Closing Mass - Friday, November 29, 2013 @ St. Mary’s Cathedral, 7:00 pm Calgary.</u> This event was originally planned to be held at the Jubilee in Calgary however is now scheduled at St. Mary’s Cathedral in Calgary. All are welcome. Trustees from all Boards are encouraged to attend.</p>	PG	
19.	<p><u>COMMITTEE REPORTS (presented by appointed Trustees)</u></p>	PG	
	<u>19.1 Medicine Hat Catholic Schools’ Education Foundation- Mr. Kelly Van Ham</u>		
	<u>19.2 Representative to ACSTA– Mr. Dick Mastel</u>		
	<u>19.3 Representative to Teacher Board Advisory Committee– Mr. Warren Stark</u>		
	<u>19.4 Representative to ASBA Zone 6 – Mr. Peter Grad</u>		
	<u>19.5 Representative to Support Staff Board Advisory Committee– Mr. Warren Stark</u>		
	<u>19.6 Representative to Parent Association– Mr. Stan Aberle</u>		
	<u>19.7 Salary Negotiations</u>		
	<u>16.7.1 ATA– Mr. Peter Grad</u>		
	<u>16.7.2 CUPE– Mr. Dick Mastel</u>		
	<u>19.8 CUPE Staff Board Advisory Committee– Mr. Kelly Van Ham</u>		
	<u>19.9 Spiritual Leadership Scholarship Board Representative BI– Mr. Kelly Van Ham</u>		
	<u>19.10 Spiritual Leadership Scholarship Board Representative – Mr. Stan Aberle</u>		
	<u>19.11 Post - Centennial Planning Board Representative– Mr. Stan Aberle</u>		

20.	<p style="text-align: center;"><i>Closing Peace Prayer</i></p> <p style="text-align: center;"><i>Lord, we come to you today to seek the peace that you alone can give.</i></p> <p style="text-align: center;"><i>Strengthen us in our work as we seek to build a peaceful community.</i></p> <p style="text-align: center;"><i>Amen</i></p>	Stan Aberle	
21.	<i>Adjournment</i>		

NON - ACTION AGENDA

DATE: October 08, 2013

Place: Catholic Education Centre

Time: 3:00 P.M.

No.	INFORMATION ITEMS	PAGE
1.	<p>1.1 <u>SUPPORT OUR PARISH COMMUNITIES</u> Roman Catholic Diocese of Calgary Centennial Year 1912–2012 Events: <i>-Friday, November 29, 2013, Closing Mass at St. Mary's Cathedral, 7pm Calgary</i></p> <p>1.2 <u>TAXES - 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. <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. Thank you for your supporting Catholic Schools.</p> <p>1.3 <u>ELECTION 2013</u> The nomination day for the election of the Board of Trustees was September 23, 2013. The number of nominations for each ward was equal to the number of Trustee positions; therefore all candidates were acclaimed to their positions. They will remain Trustee-elect until the organizational meeting on October 15, 2013 at 11:30 a.m. Until the organizational meeting, the current Trustees remain in place. The Trustee elects are: Ward 1: Regina Durst, Peter Grad, Dick Mastel, Robert Risling Ward 2: Natalie Van Tryp In addition to the Trustees, Ward 2 was to nominate three ward representatives who would be tasked to negotiate with another Catholic School District or Division if the electors of Ward 2 voted to separate during the plebiscite on October 21, 2013. There were three names nominated so they were acclaimed. The ward representatives are: Shawna Croymans, Gwen Young, Kelly Van Ham</p> <p>1.4 <u>Organizational Meeting & Swearing in Ceremony</u> October 15, 2013 @ 11:30 a.m. Public welcome.</p> <p>1.5 <u>Special Board Meeting</u> November 26, 2013 @ 1:30 p.m. Approval of the Financial Statements, Fall Budget & Three Year Education Plan</p>	

Notice of Public Board Meetings

- 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).
- Public Board Meetings for the Medicine Hat Catholic Board of Education will begin at **3:00 pm** with **presentations at 5:00 pm** (unless otherwise advertised).
- **General Public welcome to attend - Information @ www.mhcbbe.ab.ca**



Education Act Regulatory Review

VOIR CETTE PAGE
EN FRANÇAIS



Welcome to the online consultation for the Education Act Regulatory Review. My name is Maureen Kubinec, MLA for Barrhead-Morinville-Westlock. The Honourable Jeff Johnson, Minister of Education, appointed me as Chair of the Education Act Regulatory Review Committee to lead discussions on regulations that will support the Education Act once it is proclaimed into force. My colleagues on the committee include Christine Cusanelli, MLA for Calgary-Currie; Matt Jeneroux, MLA for Edmonton-South West; Linda Johnson, MLA for Calgary-Glenmore; and Jim Gibbons, public member. Our biographies can be found [here](#).

I encourage you to look around and learn more about the Education Act. The committee looks forward to your contributions to this very important discussion and your participation in the current consultation processes, both online and in person. Please feel free to bookmark this page and to check back from time to time for updated information.

You may also stay in touch in one of the following ways:

- Like the Alberta Education [Facebook](#) page
- Follow Alberta Education on [Twitter](#)
- We have been receiving public input into the Education Act Regulatory Review since July and will continue to do so for several more weeks. If you would like to receive email updates related to this review, [please provide your email address here](#).

INFORMATION:

[What is a Regulation?](#)

[Education Act Regulatory Review Committee Members](#)

[Regulatory Review Inspiring Education Context](#)

[School Act Education Act Comparison](#)

[School Act and Regulations](#)

[Education Act](#)

★ START SURVEY

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Government of Alberta

What is the Education Act Regulatory Review?

We are reviewing all of the regulation-making powers in Alberta's new Education Act. The goal is to develop a set of regulations that will support Alberta's Kindergarten to Grade 12 education system for the foreseeable future using Inspiring Education as a foundation for the review. The Ministry is also looking at related policies, standards, guidelines and procedures to ensure they, too, are aligned with the Education Act and the values and principles of Inspiring Education.

For more information on the review, including the Education Act Regulatory Review Committee, please click here:
<http://education.alberta.ca/departement/policy/education-act.aspx>.

For a summary of specific regulation-making powers, please [click here](#).

How does Inspiring Education inform regulatory review?

The Inspiring Education initiative included extensive public engagement that took place in 2009 and involved thousands of Albertans. It resulted in the publication of a report that described a vision for the future of education in Alberta. The report also articulated six foundational values, principles, policy and governance shifts key to transforming the education system. Released in 2010, the report now provides the underpinnings for implementing major changes that have already begun. A summary of the key elements of the report as well as the preamble to the Education Act is provided here for ease of reference. A description of Inspiring Education and a copy of the complete report are also available on the ministry website.

How can Albertans participate in the review?

Public and stakeholder consultations on the Education Act regulatory review began on July 30th with a comprehensive online survey, which will remain open to the end of October. You can access the surveys from the Regulatory Review Online Survey page or from the link on the right. If you are reading this for the first time, you may find it helpful to read the information on the Online Survey page before you begin.

A series of face-to-face consultation meetings is being held across Alberta during the first three weeks of October:

- Peace River - October 3
- Calgary - October 8
- Lethbridge - October 9
- Edmonton - October 16
- Red Deer - October 17

These meetings provide opportunities for the public and education stakeholders to contribute to discussions on a number of regulation topics of general interest, including school fees, student transportation, school closures and many other important aspects of the education system. To express interest in participating at one of these meetings, please visit this page. Please note that registration opportunities will close approximately one week prior to each meeting.

The participant workbook being used at these meeting is now posted online. If you are unable to attend one of the meetings, you may review the questions being discussed at the meetings in this workbook. This will remain available for public response until the end of October. If you wish to send us your thoughts, please enter them in the appropriate text entry boxes, save a copy of the workbook with your comments, and send the saved file to the email address shown below.



MEDICINE HAT CATHOLIC BOARD OF EDUCATION

MEDIA RELEASE

OCTOBER 01, 2013

WELCOME & CONGRATULATIONS

to our elected Trustees 2013-2017

Mr. Peter Grad
Mr. Dick Mastel
Mrs. Regina Durst
Mr. Robert Risling
Mrs. Natalie Van Tryp

Our Trustees will be sworn into their official roles at the *Organizational Meeting* at a *Special Board Meeting on Tuesday, October 15, 2013 at 11:30 a.m.*

We welcome them and offer our appreciation to them for giving freely of their time to the governance aspects of our school division.

Thank you to our outgoing Trustees for their dedication and community service.

Mr. Kelly Van Ham, 18 years

Mr. Stan Aberle, 6 years

Mr. Warren Stark, 1 year

Our outgoing Trustees will be publicly acknowledged for the years of service at the *Regularly Scheduled Board Meeting on Tuesday, October 08, 2013 at 3:00 p.m.*

We wish these individuals continued prosperity in both career and family and we thank them for having done so much for us in their years of service.

New Trustee profiles will be posted to the division website following the Board's Organizational Meeting.

Organizational Meeting & Outgoing Trustee Dedication
will be held at the Catholic School Board Office
1251 – 1st Avenue S.W., Medicine Hat, AB
Public Welcome. All are invited.

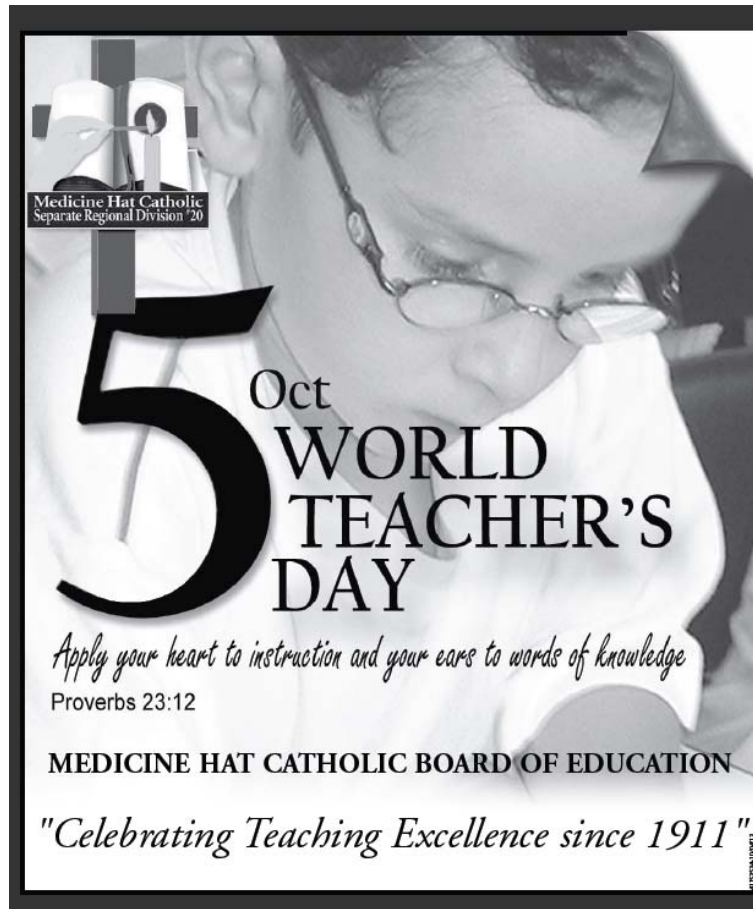
October 5 World Teacher's Day

Author Fr. James Mulligan says that "to educate the soul is one of the beautiful descriptions of the purpose of Catholic education". In so doing, Catholic teachers are empowered to draw from their own souls and put their faith into action. It is a noble vocation. As Catholics we are called to service and while the effort that is put forth does not always have an immediate, visible impact, our faith sustains us. It is therefore an honor and a privilege to have Catholic education in Alberta. The

MHCBE Board of Trustees and Senior Administration understand that without the commitment of our teachers, Catholic education in our province could not flourish and so we say thank you for the excellent work you do each day as you educate the souls of our students. Best wishes for your continued success.

Blessings to all,

Dr. Garry Andrews, Acting Superintendent of Schools
on behalf of the Board of Trustees and Senior Administration
Medicine Hat Catholic Board of Education





Monsignor McCoy High School

202-8th Street N.E., Medicine Hat, Alberta T1A 5R6



Medicine Hat Catholic Board of Education-M.H.C.S.R.D. No. 20

Telephone (403) 527-8161

www.mhcbe.ab.ca

Fax (403) 527-8209

September 27, 2013

Dr. Garry Andrews
1251 - 1 Ave. SW
Medicine Hat T1A 8B4

Dear Dr. Andrews,

RE: McCoy Awards Evening – Wednesday October 30, 2013 – 7:00 pm

We will be hosting our “Annual McCoy High School Awards Evening” on Wednesday, October 30, 2013 at 7:00 p.m. in the **Medicine Hat College Theatre**. Members from various sponsoring organizations will be making their presentations and we are certain you will enjoy observing the activities.

We would like to invite you to attend this evening in honour of our students who have excelled in their particular areas of endeavour. The program will be approximately one and one half hours in length. We look forward to having you join us to help celebrate the achievements of our students.

Sincerely,

Mr. Doug Hendricks
Awards Chairperson

September 25, 2013

RECEIVED
Bernie Lyczewski
Foundation Chair

Pat Cullen Memorial Scholarship - \$200.00
Grade 9 - Highest Achievement in Math

Dear Mr. Lyczewski,

Recently, I was awarded the Pat Cullen Memorial Scholarship at the St. Mary's award ceremony. The generosity of Mr. Cullen has been dearly appreciated over the past few years. I am very grateful to have received such an honour and wish to formally thank the School Board and Mr. Cullen for all that you have done to make this possible. Truly, it is awards like this that make all of the hours of studying worthwhile. Your consistent support throughout the past few years of my life has overwhelmed me. I believe that is important for me to let each of you know the impact that this scholarship has had on myself personally, and to each of the recipients before me. I encourage you to continue promoting this scholarship, and commend your ability to have done so in the past. Thank you for all that you have done.

Sincerely,

Jordy Sehn

Jordy Sehn

Medicine Hat Catholic Board of Education
1251 1 Ave SW
Medicine Hat, AB T1A 8B4

Dear Medicine Hat Catholic Board of Education:

So far 2013 has been an eventful year for Medicine Hat, for our staff and volunteers, and for the women and children we serve. During the flood in June we were forced to evacuate both shelters for a period of 5 days. Both shelter facilities were spared any physical damage from the flood, although many of our clients, volunteers and staff were personally impacted. During that difficult time, everyone stepped forward to lend their hands to the flood effort and to ensure the safety of the families in our care. We had no break in service: our in house support turned into outreach support and the needs of all our clients were met.

We want to thank you personally for the support you have shown in the past. Over the years, you have become an advocate for women and children exposed to family violence. Your support of our programs has allowed us to continue to provide a full continuum of service that includes a 24 hour crisis line, 3 sheltering programs, support groups for women, children and youth, outreach services and a public education and awareness program.

We know our programs are working. Just listen to what a mother had to say about the changes that the Musasa House program was making in her family's life:

"...it has been a long time since my girls have smiled and laughed, but ever since we came into the shelter they have been laughing and smiling so much. (Daughter's name) sometimes has a little old man's laugh and it makes me laugh. But it's something that I have never heard before."

The mother went on to state that didn't used to hug her children very much, but now she hugs them a lot and tells them that she loves them. That is the type of amazing change we observe in the lives of the women and children we serve.

Each year the Medicine Hat Women's Shelter Society must fundraise over \$500,000 in our own community. We hope that this year, as you have in the past, you will find it in your heart to support our programs and services.

Fill in the enclosed donation card right now and by doing so, show others that one person, one family, one business, or one group can make a difference. You can make a difference in the lives of women and children who ask no more than to be safe in their own home and to live their lives free from violence.

Sincerely,



Andy McGrogan
President, Board of Directors



Natasha Carvalho,
Executive Director

MEDICINE HAT CATHOLIC BOARD OF EDUCATION – BOARD WORK PLAN 2013 – 2014 (Board Approved October 08, 2013)

SEPTEMBER 2013	OCTOBER 2013	NOVEMBER 2013	DECEMBER 2013	JANUARY 2014	FEBRUARY 2014	MARCH 2014	APRIL 2014	MAY 2014	JUNE 2014	JULY 2014	AUGUST 2014
Policy 2 – Approve the Board Annual Work Plan BOARD MOTION (APPROVAL) Policy 7 - Annual Board Self-Evaluation ASBA Friends of Education, Honorary Life Member, Long Service Award, Premier's Award, President's Award Sept 27, 2013 ASBA and ACSTA Awards Review Faith Formation Day All Division Staff-PD August 29, 2013 Staff Appreciation Social Date within the School Year: TBD Meeting with Parish Priests	IMR Project Approval BOARD MOTION (APPROVAL) Policy 17 – By October 15 school councils provide Financial Statements Bishop's Dinner Thursday, October 17, 2013 Calgary, AB Facility Planning Review (this is to review Capital Planning Priorities World Teachers' Day October 5 Board Organizational Meeting Special Board Meeting Oct 15, 2013 11:30 am Religious Education Advisory Meeting, Breakfast Meeting October/Nov Boundary Review and defined for February Student Registration BOARD MOTION (APPROVAL)	Annual Education Results Report/Three Year Education Plan (combined report) due to AB ED by Nov 30 BOARD MOTION (APPROVAL) Audited Financial Statement and Management Letter - In Camera and Audited Financial Statement due to AB ED by Nov 30 BOARD MOTION (APPROVAL) Fall BUDGET Revision BOARD MOTION (APPROVAL) Policy 7 –inform the Board of the Honorarium Meet with MLA's Review of Achievement & Diploma Exams ACSTA Facilities and Covenant Review ACSTA AGM November 15-17, 2013 ASBA AGM November 17-19, 2013 Catholic Education Sunday, Nov 03, 2014 Accountability Pillar Results Report Board Retreat Date: TBD Special Board Meeting Nov. 26, 2013 at 1:30 pm (Budget & Audited Financial Statement , AERR& 3 rd Plan Approval)	Quarterly Finance Report BOARD MOTION (APPROVAL) Quarterly Finance Report BOARD MOTION (APPROVAL)	AP500 BUDGET Review Board Policy Review Meeting with Minister of Education AP 505 – School Fees approved by the Board by March 31 BOARD MOTION (APPROVAL)	Three Year Education Plan review Policy 2 – Superintendent Evaluation BOARD MOTION (APPROVAL) Three Year Education Plan review	Quarterly Finance Report BOARD MOTION (APPROVAL) AP305 – Boundaries and Attendance areas established by March 31 BOARD MOTION (APPROVAL) School Calendar approved by March 31 BOARD MOTION (APPROVAL) Preliminary Staffing Student Enrolment Projections ASBA Edwin Parr Nomination Mar 30 Board reviews 3 Year Ed Plan & Board Retreat to determine future priorities and strategic planning	ERIP – Early Retirement Incentive Plan approval by April 30 BOARD MOTION (APPROVAL) AP500 - Preliminary (DRAFT BUDGET) for Board Review AP 432 – Termination notice or notice of change for VP Consultant or Coordinator by Apr 30 effective June 30 Finalize SBDM Allocations Revised Staffing Requirements Three Year Education Plan review Board Review of Diploma Exams Board Annual Work Plan Development BLUEPRINTS Conference May 6-9, 2014 Kananaskis ASBA Zone 6 Edwin Parr 1 st Year Teacher Award Nomination Deadline April 4, 2014	Special Board Meeting for Budget Approval - BUDGET due to AB ED May 31 BOARD MOTION (APPROVAL) Three Year Facility Plan / (Capital Plan) BOARD MOTION (APPROVAL) Locally Developed Courses BOARD MOTION (APPROVAL) Staffing Report to the Board Revised (draft) BUDGET for Board Review & Stakeholder Feedback Monsignor McCoy Grad St. Michael's BI Grad ASBA Zone 6 Edwin Parr Award Banquet TBD Education Week May 5-May 9,2014 SPICE Conference May 1–4, 2014 Kananaskis	Staffing Report to the Board ASBA Spring Conference June 2014 Retiree Recognition Evening Meeting with Bishop		

ACTING SUPERINTENDENT'S REPORT TO BOARD OF TRUSTEES

MEDICINE HAT CATHOLIC BOARD OF EDUCATION

October 8, 2013

1. Absence from board meeting – As noted during our August 14 meeting, which was prior to my assuming the Acting Superintendent's position, I indicated that I had commitments to be elsewhere during a portion of the month of October. In that regard, I am away from the office during October 7-10 inclusive as well as October 23-25 inclusive. I can however be contacted via cell phone or email.

Recommendation: Receive as information

2. Meeting Activities:
 - a. Attending assemblies/functions at various schools. Observations/outcome – very positive tone throughout. Appreciation to schools and to individuals.
 - b. Meeting with Catholic Superintendents. Observations/outcome – very informative. Good exchange of information. Policy/procedures discussed and shared.
 - c. Meeting with CASSIX. Observations/outcome – very collegial. Discussion of C2 process was very helpful. Follow up with conference call chaired by CASS regarding further information concerning C2 meetings throughout the province. Good information.
 - d. Meeting with C2 committee. Observations/outcome. Productive first meeting of large group. Facilitated by Alberta Education. Determined Co-chairs (Bernie Kinch and Garry Andrews). Struck sub-committee (2 ATA members, Acting Superintendent and possibly 1 trustee). Sub committee meeting scheduled for October 18. Will include Alberta Education facilitator.
 - e. Meeting with DLT. Observations/outcome – In addition to information sharing, we have begun a PD component focusing on the 8 dimensions of leadership related to Alberta Education's Administrator Quality Standards. First dimension being reviewed is "Building Relationships". Response to first session, led by St. Mary administrators, appears positive. Follow up to be arranged.
 - f. Meeting with individual principals/vice-principals/ATA local president. Observations/outcome – very informative. Informal meetings with all principals and most vice-principals as well as ATA local president to familiarize myself with the culture of MHCBE. Follow up discussions regarding some specific topics will take place, mainly at DLT meetings.
 - g. Meeting with CEC personnel. Observations/outcome. Very valuable. Good communication. – informal and formal meetings continue with CEC personnel.
 - h. Meeting with Parent Council Association. Observations/outcome. Good dialogue. Much support for our schools. Concerns expressed regarding budget and reduction to custodial hours and learning assistance staff. Responded to request for reconsideration. With only a marginal increase in student enrolment the budget is unable to accommodate all the

requests we are receiving for more assistance in a variety of areas. It will be reviewed however no guarantees can be made.

Recommendation: Receive as information.

3. Upcoming Activities (October):
 - a. Regional Collaborative Service Delivery Governance meeting. October 4.
 - b. Organizational meeting. October 15.
 - c. CASS conference call meeting. October 16.
 - d. C2 sub-committee meeting. October 18.
 - e. ATA bargaining. (Observer). October 22.
 - f. Parent Advisory Meeting. October 28.
 - g. ATA bargaining. (Observer). October 29

Recommendation: Receive as information

4. Miscellaneous

- a. **Monsignor McCoy fundraising activity** – Will ask students if they wish to “sell” gift cards from various merchants (e.g. gas, groceries etc.) in order to raise funds to off-set the costs for such student activities as athletics, yearbook fees, etc. This is the same process currently being utilized in Lethbridge High Schools. Students who “sell” the cards will receive a credit towards their own activity costs.

Recommendation: Receive as information

- b. **World Teacher’s Day** – We have placed an ad in the newspaper thanking our teachers for the work they do. I have also sent a note of appreciation to our teachers on behalf of the Board and CEC.

Recommendation: Receive as information

- c. **ASBA Innovation and Excellence Award nomination** – On behalf of Notre Dame Academy and Medicine Hat College, we submitted a nomination to the ASBA so this CTS “partnership” might be recognized at the provincial level as an example of innovation and excellence. The award winner will be announced at the ASBA’s Fall AGM.

Recommendation: Receive as information

Respectfully submitted

Dr. Garry Andrews, Acting Superintendent

October 3, 2013



Medicine Hat Catholic Board of Education

Board Meeting Agenda Item

Memorandum

Date: October 8, 2013

To: Board of Trustees

From: Wayne Schlosser

Agenda Item: Administrative Procedure 160: Safe and Caring Learning Environments

Purpose: Information

Strategic Plan Reference Safe and Caring Schools

Enclosures: YES

Background: AP 160 was part of the expectation in the new Education Act. It was developed in consultation with other Catholic school districts in Alberta. We are making a slight change to be more consistent in our wording throughout the AP. See Enclosure. This was presented to the DLT on September 18 for feedback and consideration. All were in favor. It was also vetted at the Parent Association meeting on Monday, September 30.

Recommendation/Decision:

Resulting Acting: The AP 160 as presented replace the January 2013 AP. This be posted on our website and distributed accordingly.

Responsibility: Deputy Superintendent/Executive Assistant

SAFE and CARING LEARNING ENVIRONMENTS

Background

Our Catholic Schools have certain distinctive qualities that are rooted in the Gospel and expressed in our mission statement. Among those qualities is a sense of warmth and support, respect for each individual, and a common belief that brings us together as a caring family, to promote Catholic values. As further outlined in Board Policy 1, every effort to realize this mission is guided by our values and motto "Showing the Face of Christ to all." Most importantly our passion in this regard is motivated by our core belief that all students are "gifts from God." For this reason, the Board will ensure that we will nurture each student in a positive, caring and safe learning environment in accordance with the teaching of the Catholic Church.

Definitions

1. *Bullying* is hereby defined to respond to the Board's responsibility to Section 45 (8) of the *School Act*, which stipulates that it must provide a safe and caring environment for all students. Bullying means repeated and hostile or demeaning behaviour by an individual where the behaviour ~~is intended by the individual to~~ causes harm, fear or distress to another individual in the school community, including psychological harm or harm to the individual's reputation. Bullying often occurs, but not limited to circumstances where one party endeavors to maintain power and control over another based upon systemic inequalities within a social setting. Parameters for addressing bullying are outlined within this policy.
2. *Conflict in Relationship* occurs through single episodic acts of breakdowns in relationship between students. Conflict is an inevitable component of students learning to grow within social relationships. Disagreement and misunderstanding between parties is at the heart of conflict. However, conflict does not constitute premeditated efforts to cause harm, fear, or distress. Parameters for addressing conflict in relationship between students may be dealt with through counseling, and the division's Administrative Procedure 351, "Student Conduct."
3. *Discrimination* refers to differential treatment which is to be detriment of an individual or group of individuals. Discrimination is a form of bullying however this form of bullying will be dealt with in accordance to AP 170 "Discrimination and Harassment."
4. *Personal Harassment* refers to unwelcome, discriminatory conduct or behavior which is known or ought to be known to cause offense to another person. It is not a relationship of mutual consent.¹

¹ Definition as outlined within the district's Harassment Policy



5. *Sexual Harassment* refers to unwanted sexual advances, requests for sexual favours, or other verbal or physical conduct of a sexual nature which is known or ought to be known to impact the well-being of another person.²

Harassment does not represent *conflict in relationship* and is a serious form of bullying. This form of bullying will be dealt with in accordance to AP 170 "Discrimination and Harassment."

6. *Restorative discipline* adds to the current discipline framework of schools. It promotes values and principles that use inclusive, collaborative approaches between students, home, church and school for being in community. These approaches validate the experiences and needs of everyone within the community, particularly those who have been marginalized, oppressed, or harmed. These approaches allow schools to act and respond in ways that are healing, rather than alienating, or coercive. Restorative Discipline is a strategy that a principal may use to address bullying within a school.³ This is reflected in the division's AP 351, "Student Conduct."
7. *Supporting Positive Behaviours* is a strategy for schools to further the social responsibility and responsiveness of students in meeting behavioural expectations in a school. Within this model, pre-determined levels of support and intervention are established to enhance a positive climate of school engagement for all students. While the support model may look different at each school, three levels may be clearly identified:
 - 7.1 Basic / Universal Support:
Systemic teaching that produces a clear understanding of expectations is developed in a collaborative and respectful culture.
 - 7.2 Targeted Support:
Additional support is provided for those students who have not yet internalized appropriate responses to the expectations that they have been expected to follow.
 - 7.3 Individual / Intensive Support:
Highly focused support is established for those students who require ongoing adult monitoring in order to engage in appropriate behaviours.

Supporting Positive Behaviours is based upon a belief that teaching and nourishing appropriate behaviours has a far greater success than relying upon a model of consequences and punishment. This model is applied according to the age and stage of development of the learner and is a strategy that a principal may also use to address bullying within a school.⁴

² Definition as outlined within AP358: Harassment

³ Stutzman, Lorraine, Mullet, Judy H. (2005). *The Little Book of Restorative Discipline for Schools*. Intercourse, PA: Goodbooks.

⁴ *Reaching Every Student* (A Resource for Planning for Diversity in Greater St. Albert Catholic Schools).



8. *Sanctity of Human Life* - Foundational principles of all Catholic social teaching is the sanctity of human life. Recognizing each human person as the image and likeness of God, the Catholic Church believes that the inherent dignity of the human person starts with conception and extends until natural death. The value of human life is valued above all material possessions in the world. This is the lens through which the district advocates for the safety and well-being of students within our schools.⁵
9. *Respect for the Human Person* - Social justice can be obtained only in respecting the transcendent dignity of mankind. The person represents the ultimate end of society, which is ordered to man and woman. What is always at stake is the dignity of the human person, “whose defense and promotion have been entrusted to us by the Creator, and to whom men and women at every moment of history are strictly and responsibly in debt.”⁶
9. *Catholic teaching on social relationships* recognizes all those called to a life with Christ as, simply and completely, children of God. Christians afford no other title to that giftedness other than to be called by name to a life of love and to be compelled, through discipleship, to share it abundantly with others. As St. Paul reminds us, “For in Christ Jesus, you are all children of God, through faith. There is neither Jew nor Greek, neither slave nor free, there is neither male nor female; for you are all one in Christ (Galatians 3: 27-28).”

Our students must respect the unique differences of every person, extending understanding and compassion to others. We do not limit or narrow our understanding of each other to specific traits that make us different. This would be a reductionist view of the human person. Rather, each of us is recognized for the entirety of our gifts and is called forth to contribute these gifts for the betterment of creation and the building of God’s kingdom. This understanding of the human person and God’s plan for each of us defines all of our social relationships. Our relationships, therefore, are characterized by generosity of self, mutual respect, and a desire for the good of the other.

10. *Chastity* – Our definition of chastity is rooted in God’s plan for us as human persons created in His image and likeness. Our bodies are, as St. Paul writes, “a temple of the Holy Spirit (1 Cor. 6: 19)”, designed to reflect God’s love to the world. Gifted with our sexuality, we are called to express it with dignity and reverence and with purity of both body and mind. The challenge for each of us, young and old, is to control our desires and passions, to live our sexuality as the Father wills and in a way that honors God, ourselves, and others. To do so is to be chaste. For unmarried persons, “chastity entails abstinence [from sexual relations], because God’s design is that sex belongs in marriage.”⁷ Our sexuality is to be self-giving in nature, and the

⁵ CCCB (1994). *Catechism of the Catholic Church*, Ottawa, Ontario: CCCB Publishing, 2273, p. 465.

⁶ Ibid. 1929, p. 401.

⁷ Episcopal Commission for Doctrine (2011). *Pastoral Letter to Young People on Chastity*, Ottawa, Ontario: Concacan Inc., p. 3.



sexual act is to be unitive and procreative and exclusive to marriage, a union between a man and a woman.⁸

The Alberta Bishops' "A Resource for an Inclusive Community (2001)" remains an instructive pastoral resource for teachers and counselors in our ministry to students experiencing same sex attractions. *The Canadian Catholic Bishops' Pastoral Letter to Young People on Chastity* summarizes the importance of this resource by stating: "Persons who experience attraction to those of the same sex are also called to chastity. They too can grow in Christian holiness through a life of self-control, prayer, and the reception of the sacraments."⁹

Guidelines

1. All actions by students that impact the safety and well-being of students or staff or call into question a student's success in being accountable for his / her conduct to the successful operation of the school will be addressed through the division's Administrative Procedure 351 "Student Conduct".
2. All schools in consultation with staff, School Council, and other stakeholders must enact procedures that support the following expectations with respect to bullying.
 - 2.1. No action toward another student, regardless of the intent of that action will cause harm, fear, or distress to that student.
 - 2.2. No action toward another student within the school community will diminish the student's reputation within the school community.
 - 2.3. Any action that contributes to a perception of bullying, whether it occurs during school time, or after school hours, or whether by electronic or other means, will be addressed by the school if it is determined that the actions impact the well-being of the alleged victim within the school community.
 - 2.4. Any action that humiliates or contributes to diminishing the reputation of a student because of race, religious beliefs, colour, gender, physical disability, mental disability, ancestry, place of origin, marital status of parents, source of income of parents, family circumstances, or sexual orientation of a student is deemed to be an act of bullying.
 - 2.5. No report by a student that he / or she is being "bullied" will be ignored by a school official. The official will respond as if an incident has happened and report the incident to a teacher or principal.
 - 2.6. The principal will establish a distinction between those matters of bullying that will be addressed by teachers, and those to be addressed by the principal.
 - 2.7. Students who are bystanders to an act of bullying have a responsibility to report observed incidences to school staff. Students are expected to either

⁸ Episcopal Commission for Doctrine (2011). *Pastoral Ministry to Young People with Same-Sex Attraction*, Ottawa, Ontario: Concacan Inc., p. 2.

⁹ Ibid. Chastity for Single Persons, p. 23.



exercise communication dedicated to prevent bullying behaviour, or failing this, immediately report such incidences to school staff.

- 2.8. Students do not have a role in disciplining other students who have allegedly participated in bullying behaviour. They are encouraged to discourage these actions by labeling the behaviour through communication to others as bullying, requesting that the behaviour cease, and report the incident to a school official.
- 2.9. In establishing consequences for bullying, teachers and principals will use corrective interventions that consider the context of the circumstance, the behavioural history of the students involved, and the age / stage of development of the student.
- 2.10. If in the opinion of the teacher or principal an act of bullying has occurred, interventions will be applied dedicated to stopping the behaviour in the future, and educating the student victimized about how to address the issue in the future. Those disciplined for their involvement in bullying will be communicated what to “stop” doing, and “start” doing in order to further a safe and caring culture within the school.
- 2.11. Parents play a primary role in assisting with the resolution of matters pertaining to bullying. Apprising them of issues in this area as they have impacted their children should occur at the earliest opportunity.
- 2.12. A principal may use a Restorative Discipline or Positive Behavioural Support model to address matters of discipline.
- 2.13. Incidences of Bullying that adversely impact the safety of individuals or are an affront to the common good of the school community may be addressed through application of Sections 24 or 25 of the *School Act*.

Procedures

1. Procedures used by schools to address bullying will be placed within school handbooks, reviewed with school councils and the Superintendent or designate, and evaluated for effectiveness annually.
2. Schools must rely on division office support if existing resources or strategies are insufficient in addressing bullying within the school community.
3. In order to enhance an overall approach to supporting safe and caring learning environments for students, schools may establish co-curricular learning opportunities where an enhanced cause for promoting respect for the human person may be established. When students, out of concern for each other within the school or within the greater or global communities seek to initiate this request, the following expectations will be followed.
 - 3.1. A proposal must be presented to the principal.
 - 3.2. The principal, in consultation with other district staff will approve or amend the request based upon its capacity to uphold the sanctity of human life through



acts of justice / social action while upholding Catholic teaching on social relationships.

- 3.3. The principal must pursue supervisory and educational authority of the activity from a staff advisor who will monitor and support the student group.
- 3.4. The principal must clarify the objectives of the group with the staff advisor before meeting with students.
- 3.5. The principal must provide in-service for staff advisors regarding the purpose for the student group and how the group can be supported.
- 3.6. The principal must approve materials used within the student group and maintain supervision over conversations that support the intent of FOIPP legislation within the province.
- 3.7. The staff advisor must be present for all meetings from beginning to end and use the mission, vision, and core values of the district, Catholic teaching on social relationships and the Church's definition of chastity as a basis for advising students within their work. When matters arise within these groups that necessitate the intervention of outside agencies, these may be involved subject to their capacity to support the intention of this policy.
- 3.8. Student groups that further the intent of this policy must through their activities demonstrate an understanding and respect for the sanctity of human life, respect for the human person, Catholic teaching on social relationships, and Church teaching on chastity as outlined within this policy. This implies that full cooperation with the expectations of the staff supervisor is of paramount importance. Failure to work cooperatively with staff supervisors in order to contribute to a positive environment within the group or school community will result in individual participation within the group being restricted, or the dissolving of the group itself.
- 3.9. A name for student groups seeking to further respect for the human person will be approved by the principal, in consultation with the chief superintendent, will incorporate language in keeping with the teachings of the Catholic Church, and will respect the intent of this policy.





Medicine Hat Catholic Board of Education

Board Meeting Agenda Item

Memorandum

Date: October 8, 2013

To: Board of Trustees

From: Wayne Schlosser

Agenda Item: October 2013 Division Accountability Pillar results

Purpose: Information/Discussion

Strategic Plan Reference Student Achievement, Effective and Efficient Operations, Advocacy

Enclosures: Yes

Background: The Accountability Pillar provides school authorities with a wide range of data that paints a picture of how they are performing. The framework focuses on more than student achievement, resulting in a more holistic approach to accountability. Other aspects that impact student learning - such as safe and caring environments, parent involvement, and satisfaction with the education experience - are measured, providing a more complete perspective of the jurisdiction's overall learning environment based on the input of students, parents and teachers.

When combined, this data provides a picture of school authority and school performance - including areas of success and challenges that lie ahead. In order to complete the picture, school authorities and schools analyze the detailed data that underlies the Accountability Pillar evaluations and the many variables that may affect results. This enables school authorities and schools to focus more effectively on improving student learning and achievement.

School authorities also report their Accountability Pillar results to their communities, ensuring that the entire education system is more open and accountable to all Albertans. (Alberta Education Website)

Recommendation/Decision:	That senior administration distributes the October 2013 Accountability Pillar results to the Catholic Community in Bow Island and Medicine Hat in order to celebrate our success.
Resulting Acting:	Accountability Pillar results will be presented to the local media and shared through parish bulletins and parent newsletters.
Responsibility:	Superintendent

Accountability Pillar Evaluation Methodology

Each measure within the set of Accountability Pillar measures is evaluated on two bases: achievement and improvement, then given an overall evaluation that combines the achievement and improvement evaluations.

The **achievement** evaluation is based on comparing the current jurisdiction result against fixed provincial standards for each measure. This results in one of the following achievement levels:

- Very high (blue)
- High (green)
- Intermediate (yellow)
- Low (orange)
- Very low (red)

The standards for each measure are set by selecting the 5th, 25th, 75th and 95th percentiles on the distribution of all jurisdictions' baseline three-year average results.

The **improvement** evaluation is based on comparing the current jurisdiction results with the prior three-year average jurisdiction result for each measure using a statistical test. This results in one of the following improvement levels:

- Improved significantly (blue)
- Improved (green)
- Maintained (yellow)
- Declined (orange)
- Declined significantly (red)

The evaluations of improvement and achievement are combined for the **overall** evaluation for the measure.

Similarly, each of the seven categories of measures is given an evaluation that is based on an average of the overall evaluation for each measure within the category. This results in one of the following **category evaluations**:

- Excellent (blue)
- Good (green)
- Acceptable (yellow)
- Issue (orange)
- Concern (red)

For more information about the Accountability Pillar Evaluation Methodology, contact the Performance Measurement and Reporting Branch at 780-422-4750.

Accountability Pillar Results for Annual Education Results Report (AERR)

School Overall Summaries

October 2013

4501 Medicine Hat Catholic Separate Regional Division No. 20

Report Date: September 30, 2013



For more information, contact:

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Accountability Pillar Web Site:

<http://education.alberta.ca/admin/funding/accountability.aspx>

More information on Planning Resources for School Authorities is available at:

<http://education.alberta.ca/admin/resources/planning.aspx>

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What's New for October 2013?

This section outlines any changes to the data, calculations or measures compared to the May 2013 release.

Data Updates

- = New year of results for Provincial Achievement Tests
- = New year of results for Diploma Examinations
- = Provincial Achievement Test and Diploma Examination aggregate results recalculated to include new courses (e.g. French Language Arts 3, Français 3, Chemistry 30, Physics 30), and to remove courses undergoing testing changes (e.g. Mathematics 30-1/30-2).
- = New course level achievement evaluations for Social Studies 6/9, English Language Arts 9 KAE, Mathematics 9 KAE, Science 9 KAE, Social Studies 9 KAE, Social Studies 30-1/30-2.

Notes

- = Participation in Grade 9 Provincial Achievement Tests was substantially impacted by the flooding in June 2013. Caution should be used when interpreting trends over time for the province and those school authorities affected by the floods.
- = Participation in Diploma Examinations was impacted by the flooding in June 2013. Caution should be used when interpreting trends over time for the province and those school authorities affected by the floods.

Accountability Pillar Overall Summary
Annual Education Results Reports - Oct 2013
Authority: 4501 Medicine Hat Catholic Separate Regional Division No. 20



Measure Category	Measure Category Evaluation	Measure	Medicine Hat CSRD No. 20			Alberta			Measure Evaluation		
			Current Result	Prev Year Result	Prev 3 Yr Average	Current Result	Prev Year Result	Prev 3 Yr Average	Achievement	Improvement	Overall
Safe and Caring Schools	Excellent	Safe and Caring	91.3	90.6	90.5	89.0	88.6	88.1	Very High	Maintained	Excellent
Student Learning Opportunities	Excellent	Program of Studies	79.6	82.2	83.3	81.5	80.7	80.7	High	Declined	Acceptable
		Education Quality	91.7	91.8	91.9	89.8	89.4	89.3	Very High	Maintained	Excellent
		Drop Out Rate	0.8	0.0	1.3	3.5	3.2	3.9	Very High	Maintained	Excellent
		High School Completion Rate (3 yr)	84.6	88.5	84.4	74.8	74.1	72.7	Very High	Maintained	Excellent
Student Learning Achievement (Grades K-9)	n/a	PAT: Acceptable	86.0	87.8	88.4	79.0	79.1	79.2	n/a	n/a	n/a
		PAT: Excellence	18.8	21.6	20.6	18.9	20.8	19.9	n/a	n/a	n/a
Student Learning Achievement (Grades 10-12)	Good	Diploma Exam Participation Rate (4+ Exams)	58.3	58.8	56.4	56.6	56.2	54.9	High	Maintained	Good
		Rutherford Scholarship Eligibility Rate (Revised)	68.7	67.7	65.4	61.3	61.5	59.4	High	Maintained	Good
	n/a	Diploma: Acceptable	89.9	90.2	87.0	84.6	83.1	82.5	n/a	n/a	n/a
		Diploma: Excellence	19.2	26.9	22.8	21.7	20.7	20.1	n/a	n/a	n/a
Preparation for Lifelong Learning, World of Work, Citizenship	Excellent	Transition Rate (6 yr)	69.1	64.4	64.3	59.5	58.4	59.2	Very High	Maintained	Excellent
		Work Preparation	83.1	83.3	82.2	80.3	79.7	79.9	High	Maintained	Good
		Citizenship	86.0	85.1	84.7	83.4	82.5	82.0	Very High	Maintained	Excellent
Parental Involvement	Excellent	Parental Involvement	85.7	82.8	84.4	80.3	79.7	79.8	Very High	Maintained	Excellent
Continuous Improvement	Acceptable	School Improvement	82.8	86.0	86.2	80.6	80.0	80.0	Very High	Declined Significantly	Acceptable

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 3, 6, 9), Français (Grades 3, 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, Chemistry 30, Physics 30, Biology 30, Science 30.
- 3) Overall evaluations can only be calculated if both improvement and achievement evaluations are available.
- 4) Results for the ACOL measures are available in the detailed report; see "ACOL Measures" in the Table of Contents.
- 5) Data values have been suppressed where the number of students is less than 6. Suppression is marked with an asterisk (*).
- 6) Please note that participation in Grade 9 Provincial Achievement Tests was substantially impacted by the flooding in June 2013. Caution should be used when interpreting trends over time for the province and those school authorities affected by the floods.
- 7) Please note that participation in Diploma Examinations was impacted by the flooding in June 2013. Caution should be used when interpreting trends over time for the province and those school authorities affected by the floods.

Accountability Pillar Overall Summary

Source Data Reference

Annual Education Results Reports - Oct 2013

Authority: 4501 Medicine Hat Catholic Separate Regional Division No. 20

Measure Category	Measure	Current Result	Previous Year Result	Previous 3 Year Average	Data Updated
Safe and Caring Schools	Safe and Caring	2012/2013	2011/2012	School Years 2009/2010, 2010/2011, 2011/2012	Apr 7, 2013
Student Learning Opportunities	Program of Studies	2012/2013	2011/2012	School Years 2009/2010, 2010/2011, 2011/2012	Apr 7, 2013
	Education Quality	2012/2013	2011/2012	School Years 2009/2010, 2010/2011, 2011/2012	Apr 7, 2013
	Drop Out Rate	2011/2012	2010/2011	School Years 2008/2009, 2009/2010, 2010/2011	Mar 1, 2013
	High School Completion Rate (3 yr)	2011/2012	2010/2011	School Years 2008/2009, 2009/2010, 2010/2011	Mar 1, 2013
Student Learning Achievement (Grades K-9)	PAT: Acceptable	2012/2013	2011/2012	School Years 2009/2010, 2010/2011, 2011/2012	Aug 20, 2013
	PAT: Excellence	2012/2013	2011/2012	School Years 2009/2010, 2010/2011, 2011/2012	Aug 20, 2013
Student Learning Achievement (Grades 10-12)	Diploma: Acceptable	2012/2013	2011/2012	School Years 2009/2010, 2010/2011, 2011/2012	Aug 29, 2013
	Diploma: Excellence	2012/2013	2011/2012	School Years 2009/2010, 2010/2011, 2011/2012	Aug 29, 2013
	Diploma Exam Participation Rate (4+ Exams)	2011/2012	2010/2011	School Years 2008/2009, 2009/2010, 2010/2011	Mar 1, 2013
	Rutherford Scholarship Eligibility Rate (Revised)	2011/2012	2010/2011	School Years 2008/2009, 2009/2010, 2010/2011	Mar 1, 2013
Preparation for Lifelong Learning, World of Work, Citizenship	Transition Rate (6 yr)	2011/2012	2010/2011	School Years 2008/2009, 2009/2010, 2010/2011	Mar 1, 2013
	Work Preparation	2012/2013	2011/2012	School Years 2009/2010, 2010/2011, 2011/2012	Apr 7, 2013
	Citizenship	2012/2013	2011/2012	School Years 2009/2010, 2010/2011, 2011/2012	Apr 7, 2013
Parental Involvement	Parental Involvement	2012/2013	2011/2012	School Years 2009/2010, 2010/2011, 2011/2012	Apr 7, 2013
Continuous Improvement	School Improvement	2012/2013	2011/2012	School Years 2009/2010, 2010/2011, 2011/2012	Apr 7, 2013
ACOL Measure	Satisfaction with Program Access	2012/2013	2011/2012	School Years 2009/2010, 2010/2011, 2011/2012	Apr 7, 2013
	In-service jurisdiction Needs	2012/2013	2011/2012	School Years 2009/2010, 2010/2011, 2011/2012	Apr 7, 2013

Accountability Pillar Overall Summary

Measure Evaluation Reference

Annual Education Results Reports - Oct 2013

Authority: 4501 Medicine Hat Catholic Separate Regional Division No. 20



Achievement Evaluation

Achievement evaluation is based upon a comparison of Current Year data to a set of standards which remain consistent over time. The Standards are calculated by taking the 3 year average of baseline data for each measure across all school jurisdictions and calculating the 5th, 25th, 75th and 95th percentiles. Once calculated, these standards remain in place from year to year to allow for consistent planning and evaluation.

The table below shows the range of values defining the 5 achievement evaluation levels for each measure.

Measure	Very Low	Low	Intermediate	High	Very High
Safe and Caring	0.00 - 77.62	77.62 - 81.05	81.05 - 84.50	84.50 - 88.03	88.03 - 100.00
Program of Studies	0.00 - 66.31	66.31 - 72.65	72.65 - 78.43	78.43 - 81.59	81.59 - 100.00
Education Quality	0.00 - 80.94	80.94 - 84.23	84.23 - 87.23	87.23 - 89.60	89.60 - 100.00
Drop Out Rate	100.00 - 9.40	9.40 - 6.90	6.90 - 4.27	4.27 - 2.79	2.79 - 0.00
High School Completion Rate (3 yr)	0.00 - 57.03	57.03 - 62.36	62.36 - 73.88	73.88 - 81.79	81.79 - 100.00
PAT: Acceptable	0.00 - 71.50	71.50 - 77.76	77.76 - 84.91	84.91 - 88.69	88.69 - 100.00
PAT: Excellence	0.00 - 11.54	11.54 - 14.60	14.60 - 20.83	20.83 - 26.46	26.46 - 100.00
Diploma: Acceptable	0.00 - 71.28	71.28 - 77.34	77.34 - 84.16	84.16 - 88.87	88.87 - 100.00
Diploma: Excellence	0.00 - 8.77	8.77 - 12.71	12.71 - 19.16	19.16 - 23.03	23.03 - 100.00
Diploma Exam Participation Rate (4+ Exams)	0.00 - 31.10	31.10 - 44.11	44.11 - 55.78	55.78 - 65.99	65.99 - 100.00
Rutherford Scholarship Eligibility Rate (Revised)	0.00 - 43.18	43.18 - 49.83	49.83 - 59.41	59.41 - 70.55	70.55 - 100.00
Transition Rate (6 yr)	0.00 - 39.80	39.80 - 46.94	46.94 - 56.15	56.15 - 68.34	68.34 - 100.00
Work Preparation	0.00 - 66.92	66.92 - 72.78	72.78 - 77.78	77.78 - 86.13	86.13 - 100.00
Citizenship	0.00 - 66.30	66.30 - 71.63	71.63 - 77.50	77.50 - 81.08	81.08 - 100.00
Parental Involvement	0.00 - 70.76	70.76 - 74.58	74.58 - 78.50	78.50 - 82.30	82.30 - 100.00
School Improvement	0.00 - 65.25	65.25 - 70.85	70.85 - 76.28	76.28 - 80.41	80.41 - 100.00

Notes:

- 1) For all measures except Drop Out Rate: The range of values at each evaluation level is interpreted as greater than or equal to the lower value, and less than the higher value. For the Very High evaluation level, values range from greater than or equal to the lower value to 100%.
- 2) Drop Out Rate measure: As "Drop Out Rate" is inverse to most measures (i.e. lower values are "better"), the range of values at each evaluation level is interpreted as greater than the lower value and less than or equal to the higher value. For the Very High evaluation level, values range from 0% to less than or equal to the higher value.

Accountability Pillar Overall Summary

Measure Evaluation Reference



Annual Education Results Reports - Oct 2013

Authority: 4501 Medicine Hat Catholic Separate Regional Division No. 20

Improvement Table

For each jurisdiction, improvement evaluation consists of comparing the Current Year result for each measure with the previous three-year average. A chi-square statistical test is used to determine the significance of the improvement. This test takes into account the size of the jurisdiction in the calculation to make improvement evaluation fair across jurisdictions of different sizes.

The table below shows the definition of the 5 improvement evaluation levels based upon the chi-square result.

Evaluation Category	Chi-Square Range
Declined Significantly	3.84 + (current < previous 3-year average)
Declined	1.00 - 3.83 (current < previous 3-year average)
Maintained	less than 1.00
Improved	1.00 - 3.83 (current > previous 3-year average)
Improved Significantly	3.84 + (current > previous 3-year average)

Overall Evaluation Table

The overall evaluation combines the Achievement Evaluation and the Improvement Evaluation. The table below illustrates how the Achievement and Improvement evaluations are combined to get the overall evaluation.

Improvement	Achievement				
	Very High	High	Intermediate	Low	Very Low
Improved Significantly	Excellent	Good	Good	Good	Acceptable
Improved	Excellent	Good	Good	Acceptable	Issue
Maintained	Excellent	Good	Acceptable	Issue	Concern
Declined	Good	Acceptable	Issue	Issue	Concern
Declined Significantly	Acceptable	Issue	Issue	Concern	Concern

Category Evaluation

The category evaluation is an average of the Overall Evaluation of the measures that make up the category. For the purpose of the calculation, consider an Overall Evaluation of Excellent to be 2, Good to be 1, Acceptable to be 0, Issue to be -1, and Concern to be -2. The simple average (mean) of these values rounded to the nearest integer produces the Category Evaluation value. This is converted back to a colour using the same scale above (e.g. 2=Excellent, 1=Good, 0=Intermediate, -1=Issue, -2=Concern).

Accountability Pillar Overall Summary
Annual Education Results Reports - Oct 2013
School: 1019 St. Gabriel Cyberschool



Measure Category	Measure Category Evaluation	Measure	St. Gabriel Cyberschool			Alberta			Measure Evaluation		
			Current Result	Prev Year Result	Prev 3 Yr Average	Current Result	Prev Year Result	Prev 3 Yr Average	Achievement	Improvement	Overall
Safe and Caring Schools	n/a	Safe and Caring	n/a	n/a	n/a	89.0	88.6	88.1	n/a	n/a	n/a
Student Learning Opportunities	n/a	Program of Studies	n/a	n/a	n/a	81.5	80.7	80.7	n/a	n/a	n/a
		Education Quality	n/a	n/a	n/a	89.8	89.4	89.3	n/a	n/a	n/a
		Drop Out Rate	n/a	n/a	5.4	3.5	3.2	3.9	n/a	n/a	n/a
		High School Completion Rate (3 yr)	n/a	n/a	n/a	74.8	74.1	72.7	n/a	n/a	n/a
Student Learning Achievement (Grades K-9)	n/a	PAT: Acceptable	n/a	n/a	n/a	79.0	79.1	79.2	n/a	n/a	n/a
		PAT: Excellence	n/a	n/a	n/a	18.9	20.8	19.9	n/a	n/a	n/a
Student Learning Achievement (Grades 10-12)	n/a	Diploma: Acceptable	n/a	n/a	n/a	84.6	83.1	82.5	n/a	n/a	n/a
		Diploma: Excellence	n/a	n/a	n/a	21.7	20.7	20.1	n/a	n/a	n/a
		Diploma Exam Participation Rate (4+ Exams)	n/a	n/a	n/a	56.6	56.2	54.9	n/a	n/a	n/a
		Rutherford Scholarship Eligibility Rate (Revised)	n/a	n/a	n/a	61.3	61.5	59.4	n/a	n/a	n/a
Preparation for Lifelong Learning, World of Work, Citizenship	n/a	Transition Rate (6 yr)	*	*	13.6	59.5	58.4	59.2	*	*	*
		Work Preparation	n/a	n/a	n/a	80.3	79.7	79.9	n/a	n/a	n/a
		Citizenship	n/a	n/a	n/a	83.4	82.5	82.0	n/a	n/a	n/a
Parental Involvement	n/a	Parental Involvement	n/a	n/a	n/a	80.3	79.7	79.8	n/a	n/a	n/a
Continuous Improvement	n/a	School Improvement	n/a	n/a	n/a	80.6	80.0	80.0	n/a	n/a	n/a

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 3, 6, 9), Français (Grades 3, 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, Chemistry 30, Physics 30, Biology 30, Science 30.
- 3) Overall evaluations can only be calculated if both improvement and achievement evaluations are available.
- 4) Results for the ACOL measures are available in the detailed report; see "ACOL Measures" in the Table of Contents.
- 5) Data values have been suppressed where the number of students is less than 6. Suppression is marked with an asterisk (*).
- 6) Please note that participation in Grade 9 Provincial Achievement Tests was substantially impacted by the flooding in June 2013. Caution should be used when interpreting trends over time for the province and those school authorities affected by the floods.
- 7) Please note that participation in Diploma Examinations was impacted by the flooding in June 2013. Caution should be used when interpreting trends over time for the province and those school authorities affected by the floods.

Accountability Pillar Overall Summary
Annual Education Results Reports - Oct 2013
School: 1229 Notre Dame Academy



Measure Category	Measure Category Evaluation	Measure	Notre Dame Academy			Alberta			Measure Evaluation		
			Current Result	Prev Year Result	Prev 3 Yr Average	Current Result	Prev Year Result	Prev 3 Yr Average	Achievement	Improvement	Overall
Safe and Caring Schools	Excellent	Safe and Caring	89.3	93.8	89.2	89.0	88.6	88.1	Very High	Maintained	Excellent
Student Learning Opportunities	n/a	Program of Studies	74.1	74.6	78.5	81.5	80.7	80.7	Intermediate	Maintained	Acceptable
		Education Quality	91.3	92.8	89.6	89.8	89.4	89.3	Very High	Maintained	Excellent
		Drop Out Rate	1.4	*	n/a	3.5	3.2	3.9	Very High	n/a	n/a
		High School Completion Rate (3 yr)	n/a	n/a	n/a	74.8	74.1	72.7	n/a	n/a	n/a
Student Learning Achievement (Grades K-9)	n/a	PAT: Acceptable	87.6	92.7	94.4	79.0	79.1	79.2	n/a	n/a	n/a
		PAT: Excellence	29.0	31.5	27.2	18.9	20.8	19.9	n/a	n/a	n/a
Student Learning Achievement (Grades 10-12)	n/a	Diploma: Acceptable	n/a	n/a	n/a	84.6	83.1	82.5	n/a	n/a	n/a
		Diploma: Excellence	n/a	n/a	n/a	21.7	20.7	20.1	n/a	n/a	n/a
		Diploma Exam Participation Rate (4+ Exams)	n/a	n/a	n/a	56.6	56.2	54.9	n/a	n/a	n/a
		Rutherford Scholarship Eligibility Rate (Revised)	n/a	n/a	n/a	61.3	61.5	59.4	n/a	n/a	n/a
Preparation for Lifelong Learning, World of Work, Citizenship	n/a	Transition Rate (6 yr)	n/a	n/a	n/a	59.5	58.4	59.2	n/a	n/a	n/a
		Work Preparation	77.1	87.2	80.3	80.3	79.7	79.9	Intermediate	Maintained	Acceptable
		Citizenship	84.5	87.0	83.4	83.4	82.5	82.0	Very High	Maintained	Excellent
Parental Involvement	Good	Parental Involvement	80.5	81.1	82.5	80.3	79.7	79.8	High	Maintained	Good
Continuous Improvement	Excellent	School Improvement	86.3	95.1	87.2	80.6	80.0	80.0	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 3, 6, 9), Français (Grades 3, 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, Chemistry 30, Physics 30, Biology 30, Science 30.
- 3) Overall evaluations can only be calculated if both improvement and achievement evaluations are available.
- 4) Results for the ACOL measures are available in the detailed report; see "ACOL Measures" in the Table of Contents.
- 5) Data values have been suppressed where the number of students is less than 6. Suppression is marked with an asterisk (*).
- 6) Please note that participation in Grade 9 Provincial Achievement Tests was substantially impacted by the flooding in June 2013. Caution should be used when interpreting trends over time for the province and those school authorities affected by the floods.
- 7) Please note that participation in Diploma Examinations was impacted by the flooding in June 2013. Caution should be used when interpreting trends over time for the province and those school authorities affected by the floods.

Accountability Pillar Overall Summary
Annual Education Results Reports - Oct 2013
School: 6870 McCoy High School



Measure Category	Measure Category Evaluation	Measure	McCoy High School			Alberta			Measure Evaluation		
			Current Result	Prev Year Result	Prev 3 Yr Average	Current Result	Prev Year Result	Prev 3 Yr Average	Achievement	Improvement	Overall
Safe and Caring Schools	Excellent	Safe and Caring	90.6	85.0	87.3	89.0	88.6	88.1	Very High	Improved	Excellent
Student Learning Opportunities	Excellent	Program of Studies	80.0	81.4	82.8	81.5	80.7	80.7	High	Maintained	Good
		Education Quality	90.8	88.2	89.3	89.8	89.4	89.3	Very High	Maintained	Excellent
		Drop Out Rate	0.6	0.0	0.9	3.5	3.2	3.9	Very High	Maintained	Excellent
		High School Completion Rate (3 yr)	84.6	88.3	85.3	74.8	74.1	72.7	Very High	Maintained	Excellent
Student Learning Achievement (Grades K-9)	n/a	PAT: Acceptable	n/a	n/a	86.4	79.0	79.1	79.2	n/a	n/a	n/a
		PAT: Excellence	n/a	n/a	15.9	18.9	20.8	19.9	n/a	n/a	n/a
Student Learning Achievement (Grades 10-12)	Good	Diploma: Acceptable	90.9	90.5	87.2	84.6	83.1	82.5	Very High	Improved	Excellent
		Diploma: Excellence	20.4	26.7	22.8	21.7	20.7	20.1	High	Maintained	Good
		Diploma Exam Participation Rate (4+ Exams)	58.3	58.2	56.7	56.6	56.2	54.9	High	Maintained	Good
		Rutherford Scholarship Eligibility Rate (Revised)	68.5	67.0	65.1	61.3	61.5	59.4	High	Maintained	Good
Preparation for Lifelong Learning, World of Work, Citizenship	Excellent	Transition Rate (6 yr)	70.2	65.2	65.7	59.5	58.4	59.2	Very High	Maintained	Excellent
		Work Preparation	83.6	84.2	87.4	80.3	79.7	79.9	High	Maintained	Good
		Citizenship	81.9	77.9	79.1	83.4	82.5	82.0	Very High	Maintained	Excellent
Parental Involvement	Excellent	Parental Involvement	84.7	84.2	82.2	80.3	79.7	79.8	Very High	Maintained	Excellent
Continuous Improvement	Excellent	School Improvement	82.2	82.3	85.1	80.6	80.0	80.0	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 3, 6, 9), Français (Grades 3, 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, Chemistry 30, Physics 30, Biology 30, Science 30.
- 3) Overall evaluations can only be calculated if both improvement and achievement evaluations are available.
- 4) Results for the ACOL measures are available in the detailed report; see "ACOL Measures" in the Table of Contents.
- 5) Data values have been suppressed where the number of students is less than 6. Suppression is marked with an asterisk (*).
- 6) Please note that participation in Grade 9 Provincial Achievement Tests was substantially impacted by the flooding in June 2013. Caution should be used when interpreting trends over time for the province and those school authorities affected by the floods.
- 7) Please note that participation in Diploma Examinations was impacted by the flooding in June 2013. Caution should be used when interpreting trends over time for the province and those school authorities affected by the floods.

Accountability Pillar Overall Summary
Annual Education Results Reports - Oct 2013
School: 6871 St. Francis Xavier School



Measure Category	Measure Category Evaluation	Measure	St. Francis Xavier School			Alberta			Measure Evaluation		
			Current Result	Prev Year Result	Prev 3 Yr Average	Current Result	Prev Year Result	Prev 3 Yr Average	Achievement	Improvement	Overall
Safe and Caring Schools	Excellent	Safe and Caring	95.8	89.9	88.7	89.0	88.6	88.1	Very High	Improved	Excellent
Student Learning Opportunities	n/a	Program of Studies	87.0	85.8	85.1	81.5	80.7	80.7	Very High	Maintained	Excellent
		Education Quality	93.2	89.9	92.4	89.8	89.4	89.3	Very High	Maintained	Excellent
		Drop Out Rate	n/a	n/a	n/a	3.5	3.2	3.9	n/a	n/a	n/a
		High School Completion Rate (3 yr)	n/a	n/a	n/a	74.8	74.1	72.7	n/a	n/a	n/a
Student Learning Achievement (Grades K-9)	Excellent	PAT: Acceptable	90.0	86.5	94.4	79.0	79.1	79.2	Very High	Maintained	Excellent
		PAT: Excellence	26.7	13.5	20.6	18.9	20.8	19.9	Very High	Maintained	Excellent
Student Learning Achievement (Grades 10-12)	n/a	Diploma: Acceptable	n/a	n/a	n/a	84.6	83.1	82.5	n/a	n/a	n/a
		Diploma: Excellence	n/a	n/a	n/a	21.7	20.7	20.1	n/a	n/a	n/a
		Diploma Exam Participation Rate (4+ Exams)	n/a	n/a	n/a	56.6	56.2	54.9	n/a	n/a	n/a
		Rutherford Scholarship Eligibility Rate (Revised)	n/a	n/a	n/a	61.3	61.5	59.4	n/a	n/a	n/a
Preparation for Lifelong Learning, World of Work, Citizenship	n/a	Transition Rate (6 yr)	n/a	n/a	n/a	59.5	58.4	59.2	n/a	n/a	n/a
		Work Preparation	82.5	95.0	84.2	80.3	79.7	79.9	High	Maintained	Good
		Citizenship	91.9	87.4	86.7	83.4	82.5	82.0	Very High	Improved	Excellent
Parental Involvement	Excellent	Parental Involvement	90.5	83.7	84.5	80.3	79.7	79.8	Very High	Maintained	Excellent
Continuous Improvement	Excellent	School Improvement	89.3	88.5	86.1	80.6	80.0	80.0	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 3, 6, 9), Français (Grades 3, 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, Chemistry 30, Physics 30, Biology 30, Science 30.
- 3) Overall evaluations can only be calculated if both improvement and achievement evaluations are available.
- 4) Results for the ACOL measures are available in the detailed report; see "ACOL Measures" in the Table of Contents.
- 5) Data values have been suppressed where the number of students is less than 6. Suppression is marked with an asterisk (*).
- 6) Please note that participation in Grade 9 Provincial Achievement Tests was substantially impacted by the flooding in June 2013. Caution should be used when interpreting trends over time for the province and those school authorities affected by the floods.
- 7) Please note that participation in Diploma Examinations was impacted by the flooding in June 2013. Caution should be used when interpreting trends over time for the province and those school authorities affected by the floods.

Accountability Pillar Overall Summary
Annual Education Results Reports - Oct 2013
School: 6872 St. Louis School



Measure Category	Measure Category Evaluation	Measure	St. Louis School			Alberta			Measure Evaluation		
			Current Result	Prev Year Result	Prev 3 Yr Average	Current Result	Prev Year Result	Prev 3 Yr Average	Achievement	Improvement	Overall
Safe and Caring Schools	Excellent	Safe and Caring	97.2	82.1	86.6	89.0	88.6	88.1	Very High	Improved	Excellent
Student Learning Opportunities	n/a	Program of Studies	87.5	n/a	74.3	81.5	80.7	80.7	Very High	Maintained	Excellent
		Education Quality	98.6	90.9	93.7	89.8	89.4	89.3	Very High	Improved	Excellent
		Drop Out Rate	n/a	n/a	n/a	3.5	3.2	3.9	n/a	n/a	n/a
		High School Completion Rate (3 yr)	n/a	n/a	n/a	74.8	74.1	72.7	n/a	n/a	n/a
Student Learning Achievement (Grades K-9)	Issue	PAT: Acceptable	78.8	59.1	75.5	79.0	79.1	79.2	Intermediate	Maintained	Acceptable
		PAT: Excellence	11.5	6.8	9.9	18.9	20.8	19.9	Very Low	Maintained	Concern
Student Learning Achievement (Grades 10-12)	n/a	Diploma: Acceptable	n/a	n/a	n/a	84.6	83.1	82.5	n/a	n/a	n/a
		Diploma: Excellence	n/a	n/a	n/a	21.7	20.7	20.1	n/a	n/a	n/a
		Diploma Exam Participation Rate (4+ Exams)	n/a	n/a	n/a	56.6	56.2	54.9	n/a	n/a	n/a
		Rutherford Scholarship Eligibility Rate (Revised)	n/a	n/a	n/a	61.3	61.5	59.4	n/a	n/a	n/a
Preparation for Lifelong Learning, World of Work, Citizenship	n/a	Transition Rate (6 yr)	n/a	n/a	n/a	59.5	58.4	59.2	n/a	n/a	n/a
		Work Preparation	100.0	n/a	100.0	80.3	79.7	79.9	Very High	Maintained	Excellent
		Citizenship	93.4	61.7	79.3	83.4	82.5	82.0	Very High	Improved	Excellent
Parental Involvement	Excellent	Parental Involvement	91.4	n/a	88.2	80.3	79.7	79.8	Very High	Maintained	Excellent
Continuous Improvement	Excellent	School Improvement	90.1	81.8	79.8	80.6	80.0	80.0	Very High	Improved	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 3, 6, 9), Français (Grades 3, 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, Chemistry 30, Physics 30, Biology 30, Science 30.
- 3) Overall evaluations can only be calculated if both improvement and achievement evaluations are available.
- 4) Results for the ACOL measures are available in the detailed report; see "ACOL Measures" in the Table of Contents.
- 5) Data values have been suppressed where the number of students is less than 6. Suppression is marked with an asterisk (*).
- 6) Please note that participation in Grade 9 Provincial Achievement Tests was substantially impacted by the flooding in June 2013. Caution should be used when interpreting trends over time for the province and those school authorities affected by the floods.
- 7) Please note that participation in Diploma Examinations was impacted by the flooding in June 2013. Caution should be used when interpreting trends over time for the province and those school authorities affected by the floods.

Accountability Pillar Overall Summary
Annual Education Results Reports - Oct 2013
School: 6873 St. Mary's School



Measure Category	Measure Category Evaluation	Measure	St. Mary's School			Alberta			Measure Evaluation		
			Current Result	Prev Year Result	Prev 3 Yr Average	Current Result	Prev Year Result	Prev 3 Yr Average	Achievement	Improvement	Overall
Safe and Caring Schools	Excellent	Safe and Caring	90.5	89.3	90.6	89.0	88.6	88.1	Very High	Maintained	Excellent
Student Learning Opportunities	n/a	Program of Studies	84.8	86.4	88.3	81.5	80.7	80.7	Very High	Maintained	Excellent
		Education Quality	90.8	90.1	91.6	89.8	89.4	89.3	Very High	Maintained	Excellent
		Drop Out Rate	1.9	0.0	2.6	3.5	3.2	3.9	Very High	Maintained	Excellent
		High School Completion Rate (3 yr)	n/a	n/a	n/a	74.8	74.1	72.7	n/a	n/a	n/a
Student Learning Achievement (Grades K-9)	n/a	PAT: Acceptable	*	84.8	81.2	79.0	79.1	79.2	*	*	*
		PAT: Excellence	*	13.8	14.3	18.9	20.8	19.9	*	*	*
Student Learning Achievement (Grades 10-12)	n/a	Diploma: Acceptable	n/a	n/a	n/a	84.6	83.1	82.5	n/a	n/a	n/a
		Diploma: Excellence	n/a	n/a	n/a	21.7	20.7	20.1	n/a	n/a	n/a
		Diploma Exam Participation Rate (4+ Exams)	n/a	n/a	n/a	56.6	56.2	54.9	n/a	n/a	n/a
		Rutherford Scholarship Eligibility Rate (Revised)	n/a	n/a	n/a	61.3	61.5	59.4	n/a	n/a	n/a
Preparation for Lifelong Learning, World of Work, Citizenship	n/a	Transition Rate (6 yr)	n/a	n/a	n/a	59.5	58.4	59.2	n/a	n/a	n/a
		Work Preparation	82.2	83.2	80.6	80.3	79.7	79.9	High	Maintained	Good
		Citizenship	82.3	82.1	82.7	83.4	82.5	82.0	Very High	Maintained	Excellent
Parental Involvement	Excellent	Parental Involvement	86.3	77.9	79.9	80.3	79.7	79.8	Very High	Maintained	Excellent
Continuous Improvement	Good	School Improvement	78.7	72.7	81.4	80.6	80.0	80.0	High	Maintained	Good

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 3, 6, 9), Français (Grades 3, 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, Chemistry 30, Physics 30, Biology 30, Science 30.
- 3) Overall evaluations can only be calculated if both improvement and achievement evaluations are available.
- 4) Results for the ACOL measures are available in the detailed report; see "ACOL Measures" in the Table of Contents.
- 5) Data values have been suppressed where the number of students is less than 6. Suppression is marked with an asterisk (*).
- 6) Please note that participation in Grade 9 Provincial Achievement Tests was substantially impacted by the flooding in June 2013. Caution should be used when interpreting trends over time for the province and those school authorities affected by the floods.
- 7) Please note that participation in Diploma Examinations was impacted by the flooding in June 2013. Caution should be used when interpreting trends over time for the province and those school authorities affected by the floods.

Accountability Pillar Overall Summary
Annual Education Results Reports - Oct 2013
School: 6874 St. Michael's School



Measure Category	Measure Category Evaluation	Measure	St. Michael's School			Alberta			Measure Evaluation		
			Current Result	Prev Year Result	Prev 3 Yr Average	Current Result	Prev Year Result	Prev 3 Yr Average	Achievement	Improvement	Overall
Safe and Caring Schools	Excellent	Safe and Caring	88.9	92.3	92.5	89.0	88.6	88.1	Very High	Maintained	Excellent
Student Learning Opportunities	n/a	Program of Studies	84.7	86.1	88.3	81.5	80.7	80.7	Very High	Maintained	Excellent
		Education Quality	93.8	95.9	95.8	89.8	89.4	89.3	Very High	Maintained	Excellent
		Drop Out Rate	n/a	n/a	n/a	3.5	3.2	3.9	n/a	n/a	n/a
		High School Completion Rate (3 yr)	n/a	n/a	n/a	74.8	74.1	72.7	n/a	n/a	n/a
Student Learning Achievement (Grades K-9)	Good	PAT: Acceptable	82.1	82.8	84.8	79.0	79.1	79.2	Intermediate	Maintained	Acceptable
		PAT: Excellence	23.2	9.2	15.7	18.9	20.8	19.9	High	Maintained	Good
Student Learning Achievement (Grades 10-12)	n/a	Diploma: Acceptable	n/a	n/a	n/a	84.6	83.1	82.5	n/a	n/a	n/a
		Diploma: Excellence	n/a	n/a	n/a	21.7	20.7	20.1	n/a	n/a	n/a
		Diploma Exam Participation Rate (4+ Exams)	n/a	n/a	n/a	56.6	56.2	54.9	n/a	n/a	n/a
		Rutherford Scholarship Eligibility Rate (Revised)	n/a	n/a	n/a	61.3	61.5	59.4	n/a	n/a	n/a
Preparation for Lifelong Learning, World of Work, Citizenship	n/a	Transition Rate (6 yr)	n/a	n/a	n/a	59.5	58.4	59.2	n/a	n/a	n/a
		Work Preparation	71.4	76.3	73.1	80.3	79.7	79.9	Low	Maintained	Issue
		Citizenship	87.2	85.8	86.0	83.4	82.5	82.0	Very High	Maintained	Excellent
Parental Involvement	Excellent	Parental Involvement	87.5	82.1	83.6	80.3	79.7	79.8	Very High	Maintained	Excellent
Continuous Improvement	Acceptable	School Improvement	78.7	91.9	89.0	80.6	80.0	80.0	High	Declined	Acceptable

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 3, 6, 9), Français (Grades 3, 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, Chemistry 30, Physics 30, Biology 30, Science 30.
- 3) Overall evaluations can only be calculated if both improvement and achievement evaluations are available.
- 4) Results for the ACOL measures are available in the detailed report; see "ACOL Measures" in the Table of Contents.
- 5) Data values have been suppressed where the number of students is less than 6. Suppression is marked with an asterisk (*).
- 6) Please note that participation in Grade 9 Provincial Achievement Tests was substantially impacted by the flooding in June 2013. Caution should be used when interpreting trends over time for the province and those school authorities affected by the floods.
- 7) Please note that participation in Diploma Examinations was impacted by the flooding in June 2013. Caution should be used when interpreting trends over time for the province and those school authorities affected by the floods.

Accountability Pillar Overall Summary
Annual Education Results Reports - Oct 2013
School: 6875 St. Patrick's School



Measure Category	Measure Category Evaluation	Measure	St. Patrick's School			Alberta			Measure Evaluation		
			Current Result	Prev Year Result	Prev 3 Yr Average	Current Result	Prev Year Result	Prev 3 Yr Average	Achievement	Improvement	Overall
Safe and Caring Schools	Excellent	Safe and Caring	90.3	90.8	92.0	89.0	88.6	88.1	Very High	Maintained	Excellent
Student Learning Opportunities	n/a	Program of Studies	76.8	73.2	82.0	81.5	80.7	80.7	Intermediate	Maintained	Acceptable
		Education Quality	95.9	91.0	94.1	89.8	89.4	89.3	Very High	Maintained	Excellent
		Drop Out Rate	n/a	n/a	n/a	3.5	3.2	3.9	n/a	n/a	n/a
		High School Completion Rate (3 yr)	n/a	n/a	n/a	74.8	74.1	72.7	n/a	n/a	n/a
Student Learning Achievement (Grades K-9)	Good	PAT: Acceptable	97.0	93.2	92.8	79.0	79.1	79.2	Very High	Improved	Excellent
		PAT: Excellence	19.4	24.7	20.9	18.9	20.8	19.9	Intermediate	Maintained	Acceptable
Student Learning Achievement (Grades 10-12)	n/a	Diploma: Acceptable	n/a	n/a	n/a	84.6	83.1	82.5	n/a	n/a	n/a
		Diploma: Excellence	n/a	n/a	n/a	21.7	20.7	20.1	n/a	n/a	n/a
		Diploma Exam Participation Rate (4+ Exams)	n/a	n/a	n/a	56.6	56.2	54.9	n/a	n/a	n/a
		Rutherford Scholarship Eligibility Rate (Revised)	n/a	n/a	n/a	61.3	61.5	59.4	n/a	n/a	n/a
Preparation for Lifelong Learning, World of Work, Citizenship	n/a	Transition Rate (6 yr)	n/a	n/a	n/a	59.5	58.4	59.2	n/a	n/a	n/a
		Work Preparation	86.7	69.1	79.0	80.3	79.7	79.9	Very High	Maintained	Excellent
		Citizenship	87.6	88.0	89.0	83.4	82.5	82.0	Very High	Maintained	Excellent
Parental Involvement	Excellent	Parental Involvement	91.9	75.2	85.3	80.3	79.7	79.8	Very High	Maintained	Excellent
Continuous Improvement	Excellent	School Improvement	93.7	81.0	86.9	80.6	80.0	80.0	Very High	Improved	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 3, 6, 9), Français (Grades 3, 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, Chemistry 30, Physics 30, Biology 30, Science 30.
- 3) Overall evaluations can only be calculated if both improvement and achievement evaluations are available.
- 4) Results for the ACOL measures are available in the detailed report; see "ACOL Measures" in the Table of Contents.
- 5) Data values have been suppressed where the number of students is less than 6. Suppression is marked with an asterisk (*).
- 6) Please note that participation in Grade 9 Provincial Achievement Tests was substantially impacted by the flooding in June 2013. Caution should be used when interpreting trends over time for the province and those school authorities affected by the floods.
- 7) Please note that participation in Diploma Examinations was impacted by the flooding in June 2013. Caution should be used when interpreting trends over time for the province and those school authorities affected by the floods.

Accountability Pillar Overall Summary
Annual Education Results Reports - Oct 2013
School: 6876 St. Thomas Aquinas School



Measure Category	Measure Category Evaluation	Measure	St. Thomas Aquinas School			Alberta			Measure Evaluation		
			Current Result	Prev Year Result	Prev 3 Yr Average	Current Result	Prev Year Result	Prev 3 Yr Average	Achievement	Improvement	Overall
Safe and Caring Schools	Excellent	Safe and Caring	92.5	95.0	94.3	89.0	88.6	88.1	Very High	Maintained	Excellent
Student Learning Opportunities	n/a	Program of Studies	88.1	87.2	86.9	81.5	80.7	80.7	Very High	Maintained	Excellent
		Education Quality	90.8	88.6	90.4	89.8	89.4	89.3	Very High	Maintained	Excellent
		Drop Out Rate	n/a	n/a	n/a	3.5	3.2	3.9	n/a	n/a	n/a
		High School Completion Rate (3 yr)	n/a	n/a	n/a	74.8	74.1	72.7	n/a	n/a	n/a
Student Learning Achievement (Grades K-9)	Concern	PAT: Acceptable	77.5	98.4	95.5	79.0	79.1	79.2	Low	Declined	Issue
		PAT: Excellence	3.4	19.4	24.4	18.9	20.8	19.9	Very Low	Declined Significantly	Concern
Student Learning Achievement (Grades 10-12)	n/a	Diploma: Acceptable	n/a	n/a	n/a	84.6	83.1	82.5	n/a	n/a	n/a
		Diploma: Excellence	n/a	n/a	n/a	21.7	20.7	20.1	n/a	n/a	n/a
		Diploma Exam Participation Rate (4+ Exams)	n/a	n/a	n/a	56.6	56.2	54.9	n/a	n/a	n/a
		Rutherford Scholarship Eligibility Rate (Revised)	n/a	n/a	n/a	61.3	61.5	59.4	n/a	n/a	n/a
Preparation for Lifelong Learning, World of Work, Citizenship	n/a	Transition Rate (6 yr)	n/a	n/a	n/a	59.5	58.4	59.2	n/a	n/a	n/a
		Work Preparation	87.5	72.4	61.2	80.3	79.7	79.9	Very High	Improved	Excellent
		Citizenship	93.4	93.8	92.9	83.4	82.5	82.0	Very High	Maintained	Excellent
Parental Involvement	Excellent	Parental Involvement	85.2	80.7	82.6	80.3	79.7	79.8	Very High	Maintained	Excellent
Continuous Improvement	Issue	School Improvement	79.3	93.9	94.4	80.6	80.0	80.0	High	Declined Significantly	Issue

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 3, 6, 9), Français (Grades 3, 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, Chemistry 30, Physics 30, Biology 30, Science 30.
- 3) Overall evaluations can only be calculated if both improvement and achievement evaluations are available.
- 4) Results for the ACOL measures are available in the detailed report; see "ACOL Measures" in the Table of Contents.
- 5) Data values have been suppressed where the number of students is less than 6. Suppression is marked with an asterisk (*).
- 6) Please note that participation in Grade 9 Provincial Achievement Tests was substantially impacted by the flooding in June 2013. Caution should be used when interpreting trends over time for the province and those school authorities affected by the floods.
- 7) Please note that participation in Diploma Examinations was impacted by the flooding in June 2013. Caution should be used when interpreting trends over time for the province and those school authorities affected by the floods.

Accountability Pillar Overall Summary
Annual Education Results Reports - Oct 2013
School: 6877 Mother Teresa School



Measure Category	Measure Category Evaluation	Measure	Mother Teresa School			Alberta			Measure Evaluation		
			Current Result	Prev Year Result	Prev 3 Yr Average	Current Result	Prev Year Result	Prev 3 Yr Average	Achievement	Improvement	Overall
Safe and Caring Schools	Excellent	Safe and Caring	93.4	89.1	89.6	89.0	88.6	88.1	Very High	Maintained	Excellent
Student Learning Opportunities	n/a	Program of Studies	83.6	82.0	83.4	81.5	80.7	80.7	Very High	Maintained	Excellent
		Education Quality	94.0	96.1	95.2	89.8	89.4	89.3	Very High	Maintained	Excellent
		Drop Out Rate	n/a	n/a	n/a	3.5	3.2	3.9	n/a	n/a	n/a
		High School Completion Rate (3 yr)	n/a	n/a	n/a	74.8	74.1	72.7	n/a	n/a	n/a
Student Learning Achievement (Grades K-9)	Issue	PAT: Acceptable	87.6	98.6	95.2	79.0	79.1	79.2	High	Declined	Acceptable
		PAT: Excellence	12.4	26.4	27.6	18.9	20.8	19.9	Low	Declined Significantly	Concern
Student Learning Achievement (Grades 10-12)	n/a	Diploma: Acceptable	n/a	n/a	n/a	84.6	83.1	82.5	n/a	n/a	n/a
		Diploma: Excellence	n/a	n/a	n/a	21.7	20.7	20.1	n/a	n/a	n/a
		Diploma Exam Participation Rate (4+ Exams)	n/a	n/a	n/a	56.6	56.2	54.9	n/a	n/a	n/a
		Rutherford Scholarship Eligibility Rate (Revised)	n/a	n/a	n/a	61.3	61.5	59.4	n/a	n/a	n/a
Preparation for Lifelong Learning, World of Work, Citizenship	n/a	Transition Rate (6 yr)	n/a	n/a	n/a	59.5	58.4	59.2	n/a	n/a	n/a
		Work Preparation	94.4	70.1	78.2	80.3	79.7	79.9	Very High	Improved	Excellent
		Citizenship	84.5	82.8	85.5	83.4	82.5	82.0	Very High	Maintained	Excellent
Parental Involvement	Excellent	Parental Involvement	84.9	85.3	86.3	80.3	79.7	79.8	Very High	Maintained	Excellent
Continuous Improvement	Acceptable	School Improvement	77.2	88.7	89.0	80.6	80.0	80.0	High	Declined	Acceptable

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 3, 6, 9), Français (Grades 3, 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, Chemistry 30, Physics 30, Biology 30, Science 30.
- 3) Overall evaluations can only be calculated if both improvement and achievement evaluations are available.
- 4) Results for the ACOL measures are available in the detailed report; see "ACOL Measures" in the Table of Contents.
- 5) Data values have been suppressed where the number of students is less than 6. Suppression is marked with an asterisk (*).
- 6) Please note that participation in Grade 9 Provincial Achievement Tests was substantially impacted by the flooding in June 2013. Caution should be used when interpreting trends over time for the province and those school authorities affected by the floods.
- 7) Please note that participation in Diploma Examinations was impacted by the flooding in June 2013. Caution should be used when interpreting trends over time for the province and those school authorities affected by the floods.

Accountability Pillar Overall Summary
Annual Education Results Reports - Oct 2013
School: 6970 St. Michaels School



Measure Category	Measure Category Evaluation	Measure	St. Michaels School			Alberta			Measure Evaluation		
			Current Result	Prev Year Result	Prev 3 Yr Average	Current Result	Prev Year Result	Prev 3 Yr Average	Achievement	Improvement	Overall
Safe and Caring Schools	Excellent	Safe and Caring	92.8	97.1	95.2	89.0	88.6	88.1	Very High	Maintained	Excellent
Student Learning Opportunities	n/a	Program of Studies	64.2	88.7	83.4	81.5	80.7	80.7	Very Low	Declined Significantly	Concern
		Education Quality	86.6	98.7	96.2	89.8	89.4	89.3	Intermediate	Declined Significantly	Issue
		Drop Out Rate	0.0	0.0	6.3	3.5	3.2	3.9	Very High	Maintained	Excellent
		High School Completion Rate (3 yr)	n/a	*	n/a	74.8	74.1	72.7	n/a	n/a	n/a
Student Learning Achievement (Grades K-9)	Good	PAT: Acceptable	90.5	62.7	81.2	79.0	79.1	79.2	Very High	Maintained	Excellent
		PAT: Excellence	14.3	13.7	16.7	18.9	20.8	19.9	Low	Maintained	Issue
Student Learning Achievement (Grades 10-12)	n/a	Diploma: Acceptable	76.9	77.8	82.2	84.6	83.1	82.5	Low	Maintained	Issue
		Diploma: Excellence	3.8	33.3	22.7	21.7	20.7	20.1	Very Low	Declined	Concern
		Diploma Exam Participation Rate (4+ Exams)	n/a	*	n/a	56.6	56.2	54.9	n/a	n/a	n/a
		Rutherford Scholarship Eligibility Rate (Revised)	*	*	n/a	61.3	61.5	59.4	*	*	*
Preparation for Lifelong Learning, World of Work, Citizenship	n/a	Transition Rate (6 yr)	n/a	*	51.2	59.5	58.4	59.2	n/a	n/a	n/a
		Work Preparation	88.9	100.0	89.3	80.3	79.7	79.9	Very High	Maintained	Excellent
		Citizenship	85.4	96.5	92.2	83.4	82.5	82.0	Very High	Declined	Good
Parental Involvement	Good	Parental Involvement	84.4	91.7	93.2	80.3	79.7	79.8	Very High	Declined	Good
Continuous Improvement	Issue	School Improvement	73.6	93.8	92.4	80.6	80.0	80.0	Intermediate	Declined Significantly	Issue

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 3, 6, 9), Français (Grades 3, 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, Chemistry 30, Physics 30, Biology 30, Science 30.
- 3) Overall evaluations can only be calculated if both improvement and achievement evaluations are available.
- 4) Results for the ACOL measures are available in the detailed report; see "ACOL Measures" in the Table of Contents.
- 5) Data values have been suppressed where the number of students is less than 6. Suppression is marked with an asterisk (*).
- 6) Please note that participation in Grade 9 Provincial Achievement Tests was substantially impacted by the flooding in June 2013. Caution should be used when interpreting trends over time for the province and those school authorities affected by the floods.
- 7) Please note that participation in Diploma Examinations was impacted by the flooding in June 2013. Caution should be used when interpreting trends over time for the province and those school authorities affected by the floods.

Appendix – Definitions for Measures

A brief definition of each of the Accountability Pillar measures is provided below.

High School Completion Rate (3-year) is the percentage of students in the grade 10 cohort¹ who have completed high school by the end of their third year, adjusted for attrition².

- = High school completion is defined as: receiving an Alberta high school diploma, an IOP certificate or high school equivalency (GED); entering a post-secondary level program at an Alberta post-secondary institution; registering in an Alberta apprenticeship program; or earning credit in five grade 12 level courses, including four diploma examination courses.

Post-Secondary Transition Rate (6-year) is the percentage of students in the grade 10 cohort who have entered a post-secondary-level program at an Alberta post-secondary institution or registered in an Alberta apprenticeship program within six years of entering grade 10, adjusted for attrition.

- = An estimate of out-of-province post-secondary enrollment is applied based on the numbers of funded Alberta students attending post-secondary institutions out of province.

Diploma Exam Participation Rate (4+Exams) is the percentage of students in the grade 10 cohort who have written four or more diploma exams by the end of their third year in high school, adjusted for attrition.

- = Students are not considered a diploma examination participant if they do not have an examination mark.

Drop Out Rate is the percentage of students aged 14-18 registered in the K-12 system who drop out the following year, adjusted for attrition.

- = An initial age specific cohort of students aged 14 to 18 is established for a given school year, excluding the following groups of students: students who registered after September 30, students with severe cognitive/multiple disabilities, students attending Hutterite colony schools, visiting/exchange students, students under other authorities (e.g. federal, Lloydminster).
- = A student who was in Alberta's education system is considered to have dropped out if:
 - = There is no evidence of their participation in the education system the following school year (including post-secondary and apprenticeship programs)
 - = They did not complete high school (see high school completion measure for details).

Rutherford Scholarship Eligibility Rate is the percentage of Alberta grade 12 students who have met the eligibility criteria for a Rutherford Scholarship based on course marks in grades 10, 11 and/or 12.

- = Students must have completed at least one grade 12 course. Students in the following categories are excluded: students who are not registered on September 30th of the school year; registered in schools under provincial and federal authorities; 20 years of age or older on September 1 of the school year; identified in the grade 12 school year as having a moderate/severe cognitive disability or severe multiple disability; identified in the grade 12 school year as exchange or visiting students; and students in Lloydminster school authorities.

Provincial Achievement Test (PAT) Results (Acceptable / Excellence) are based on all students in each grade (total enrollment in the grade plus the ungraded students who are in the corresponding year of schooling). Results are calculated for each test. The overall result is the average of the results for each test weighted by the number of students enrolled.

- = PAT acceptable is the percentage of students who achieve the acceptable standard on grades 3, 6 and 9 Provincial Achievement Tests.
- = PAT excellence is the percentage of students who achieve the standard of excellence on grades 3, 6 and 9 Provincial Achievement Tests.

Diploma Exam Results (Acceptable / Excellence) are based on the numbers of students writing each diploma exam. The overall diploma exam result is the average of the results for each exam weighted by the number of students writing.

- = Diploma exam result (acceptable) is the percentage of students who achieve acceptable standard (i.e. a mark of 50%) on a diploma exam.
- = Diploma exam result (excellence) is the percentage of students who achieve the standard of excellence (i.e. a mark of 80%) on a diploma exam.

Survey Measures

In public, separate and francophone schools all students in grades 4, 7 and 10; their parents; and all teachers are included in the survey. In charter schools and level 2 private schools students in grade 4 and above; their parents; and all teachers are included in the survey. Student and teacher surveys are administered online. The parent survey is mailed to the student's address on file.

- = The measure results for parents and teachers are calculated by aggregating the responses to all questions that comprise the measure.
- = The measure result for students is calculated by first aggregating the responses to questions within each grade and then taking a simple average across grades.
- = The overall measure result is calculated by taking the simple average of measure results for parents, teachers and students.

¹ **Grade 10 Cohort:** Students are included in the grade 10 cohort the first school year in which they have a grade 10 registration at a public, separate, francophone, charter or private school. The following categories of students are excluded from the grade 10 cohort:

- a. students who have a concurrent grade 9 registration in the same school year;
- b. students who register after September 30th of the school year;
- c. adult students (older than 18 when they start grade 10);
- d. students who are registered in schools under provincial and federal authorities, and Lloydminster school authorities or other out-of-province schools;
- e. students who are identified as having a moderate/severe cognitive disability or a severe multiple disability;
- f. students attending Hutterite Colony schools; and
- g. visiting or exchange students

² **Attrition:** The loss of students due to out-migration and mortality, referred to as "attrition", is estimated from department and Statistics Canada data.

Accountability Pillar Overall Summary
Annual Education Results Reports - Oct 2013
Province: Alberta



Measure Category	Measure Category Evaluation	Measure	Alberta			Measure Evaluation		
			Current Result	Prev Year Result	Prev 3 Yr Average	Achievement	Improvement	Overall
Safe and Caring Schools	Excellent	Safe and Caring	89.0	88.6	88.1	Very High	Improved Significantly	Excellent
		Program of Studies	81.5	80.7	80.7	High	Improved Significantly	Good
		Education Quality	89.8	89.4	89.3	Very High	Improved Significantly	Excellent
		Drop Out Rate	3.5	3.2	3.9	High	Improved Significantly	Good
Student Learning Opportunities	Good	High School Completion Rate (3 yr)	74.8	74.1	72.7	High	Improved Significantly	Good
		PAT: Acceptable	79.0	79.1	79.2	Intermediate	Declined	Issue
		PAT: Excellence	18.9	20.8	19.9	Intermediate	Declined Significantly	Issue
		Diploma: Acceptable	84.6	83.1	82.5	High	Improved Significantly	Good
Student Learning Achievement (Grades K-9)	Issue	Diploma: Excellence	21.7	20.7	20.1	High	Improved Significantly	Good
		Diploma Exam Participation Rate (4+ Exams)	56.6	56.2	54.9	High	Improved Significantly	Good
		Rutherford Scholarship Eligibility Rate (Revised)	61.3	61.5	59.4	High	Improved Significantly	Good
		Transition Rate (6 yr)	59.5	58.4	59.2	High	Maintained	Good
Preparation for Lifelong Learning, World of Work, Citizenship	Good	Work Preparation	80.3	79.7	79.9	High	Improved	Good
		Citizenship	83.4	82.5	82.0	Very High	Improved Significantly	Excellent
		Parental Involvement	80.3	79.7	79.8	High	Improved Significantly	Good
		School Improvement	80.6	80.0	80.0	Very High	Improved Significantly	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 3, 6, 9), Français (Grades 3, 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, Chemistry 30, Biology 30, Science 30.
- 3) Overall evaluations can only be calculated if both improvement and achievement evaluations are available.
- 4) Results for the ACOL measures are available in the detailed report, see "ACOL Measures" in the Table of Contents.
- 5) Data values have been suppressed where the number of students is less than 6. Suppression is marked with an asterisk (*).
- 6) Please note that participation in Grade 9 Provincial Achievement Tests was substantially impacted by the flooding in June 2013. Caution should be used when interpreting trends over time for the province and those school authorities affected by the floods.
- 7) Please note that participation in Diploma Examinations was impacted by the flooding in June 2013. Caution should be used when interpreting trends over time for the province and those school authorities affected by the floods.

What's New for October 2013?



This section outlines any changes to the data, calculations or measures compared to the May 2013 release.

Data Updates

- New year of results for Provincial Achievement Tests
- New year of results for Diploma Examinations
- Provincial Achievement Test and Diploma Examination aggregate results recalculated to include new courses (e.g. French Language Arts 3, Français 3, Chemistry 30, Physics 30), and to remove courses undergoing testing changes (e.g. Mathematics 30-1/30-2).
- New course level achievement evaluations for Social Studies 6/9, English Language Arts 9 KAE, Mathematics 9 KAE, Science 9 KAE, Social Studies 9 KAE, Social Studies 30-1/30-2.

Notes

- Participation in Grade 9 Provincial Achievement Tests was substantially impacted by the flooding in June 2013. Caution should be used when interpreting trends over time for the province and those school authorities affected by the floods.
- Participation in Diploma Examinations was impacted by the flooding in June 2013. Caution should be used when interpreting trends over time for the province and those school authorities affected by the floods.

Accountability *pillar*

ACHIEVING OUTCOMES, REPORTING RESULTS AND USING RESULTS FOR INFORMED DECISION-MAKING IN THE K – 12 EDUCATION SYSTEM.

Accountability Pillar of the Renewed Funding Framework

Accountability for results was strengthened with the implementation of the Renewed Funding Framework for school authorities, which is based on three Pillars: Flexibility, Accountability and Funding, and has the following fundamental characteristics:

- equitable distribution of funds
- increased flexibility in use of funds to facilitate local decision making in meeting student educational needs
- public accountability for use of resources and results achieved.

The Accountability Pillar consists of a common set of performance measures and consistent, fair evaluations of results. Through the Accountability Pillar increased emphasis is placed on achieving outcomes, reporting results and using results for informed decision making for the purpose of improving programs and student results in subsequent years. School authority

performance is measured, evaluated and reported by comparing current results against both past performance and provincial standards on a common set of measures for all jurisdictions, using a common evaluation methodology.

School authorities continue to be accountable for meeting the learning needs of all students and ensuring that provincial legislation, regulations, policies and standards are met.

The Accountability Pillar enhances the use of measurement in performance management of school authorities. The Accountability Pillar includes:

- a concise set of performance measures that address important outcomes of the education system.
- results for performance measures calculated by Alberta Education using consistent methodologies, including annual surveys of parents, students and teachers
- standard methodology to evaluate results in a fair and transparent manner
- consistent, accessible data reports from Alberta Education to school jurisdictions for use in authority and school planning and reporting.



Accountability Pillar Evaluation Methodology

Each measure within the set of Accountability Pillar measures is evaluated on two bases: achievement and improvement, then given an overall evaluation that combines the achievement and improvement evaluations. Four years of results are used to evaluate a measure.

The achievement evaluation compares the current school authority result against fixed standards for each measure, which are set by selecting the 5th, 25th, 75th and 95th percentiles on the distribution of all school board baseline three-year average results. These standards are held constant for seven to ten years. The comparison of the current result to the standards results in one of the following achievement levels:

- Very high (blue) for results at or above the 95th percentile
- High (green) for results between the 75th and 95th percentiles
- Intermediate (yellow) for results between the 25th and 75th percentiles
- Low (orange) for results between the 5th and 25th percentiles
- Very low (red) for results below the 5th percentile.

Note: The Achievement Evaluation Table in the Measure Evaluation Reference section of the authority's Accountability Pillar Overall Summary report contains the range of values for each standard for each measure.

The improvement evaluation compares the current school authority result with the authority's prior three-year average result for each measure, using a statistical test to determine the extent of change. This results in one of the following improvement levels:

- Improved significantly (blue)
- Improved (green)
- Maintained (yellow)
- Declined (orange)
- Declined significantly (red)

Note: The Improvement Evaluation Table in the Measure Evaluation Reference section of the jurisdiction's Overall Summary Report contains information about the statistical test used to determine change in results over time.

When new measures are added to the Accountability Pillar, a preliminary improvement evaluation will be calculated beginning with two years of results until four years of results are available for the full improvement

evaluation. This phase-in of the improvement evaluation started with the new basis for calculating the Rutherford Scholarship measure.

The evaluations of improvement and achievement are combined for the overall evaluation for the measure, resulting in one of the following overall evaluations for the measure:

- Excellent (blue)
- Good (green)
- Acceptable (yellow)
- Issue (orange)
- Concern (red)

The table that follows indicates how the achievement and improvement evaluations are combined to arrive at an overall evaluation for each measure.

Improvement	Achievement				
	Very High	High	Intermediate	Low	Very Low
Improved Significantly	Excellent	Good	Good	Good	Acceptable
Improved	Excellent	Good	Good	Acceptable	Issue
Maintained	Excellent	Good	Acceptable	Issue	Concern
Declined	Good	Acceptable	Issue	Issue	Concern
Declined Significantly	Acceptable	Issue	Issue	Concern	Concern

The Accountability Pillar measures are organized into seven categories which reflect dimensions of education of importance to parents and the public:

- Safe and caring schools
- Student learning opportunities
- Student learning achievement, K – 9
- Student learning achievement, 10 – 12

- Preparation for life-long learning, employment and citizenship
- Involvement
- Continuous improvement.

Each of the seven categories of measures is given an evaluation that is based on an average of the overall evaluation for each measure within the category. This results in one of the following category evaluations:

- Excellent (blue)
- Good (green)
- Acceptable (yellow)
- Issue (orange)
- Concern (red)

The table that follows provides an example of the measure and category evaluations.

Category	Measure	Evaluations			Category
		Achievement	Improvement	Overall	
Student Learning Achievement (Grades 10 – 12)	Diploma: Acceptable	High	Maintained	Good	Acceptable
	Diploma: Excellence	Intermediate	Declined	Issue	
	Diploma Exam Participation Rate (4+ Exams)	Intermediate	Maintained	Acceptable	
	Rutherford Scholarship Eligibility Rate	High	Improved	Good	

Accountability Pillar Results and Evaluations for School Authorities

Alberta Education collects data, calculates and provides five years of results, prior three-year averages and evaluations for the Accountability Pillar measures and categories to school authorities twice a year. The early May results are provided for school authorities to use in preparing their three-year education plan. An update is provided in early October, when the achievement test and diploma exam results are available for updating the plan, if necessary, and reporting in the AERR.

The Accountability Pillar reports from Alberta Education contain additional breakdowns to assist school authorities analyze and address their results, such as results and evaluations for schools, courses and for specific populations of students.

The evaluation of the Accountability Pillar measures provides a consistent, fair and transparent assessment of results and helps school authorities identify areas needing improvement.

The results and evaluations of Accountability Pillar measures provide information on school authority performance and trends over time. School authorities have responsibility for:

- applying their expertise in data and program analysis as well as their knowledge of local conditions (context) to develop an understanding of the results
- working with their schools to determine how best to bring about improvement.

Development of the Accountability Pillar

Drawing on the work of the Funding Framework Review Committee and the Review Committee on Outcomes, the Accountability Pillar Design and Implementation Advisory Sub-Committee (the sub-committee) worked with Alberta Education to develop the Accountability Pillar, including identifying the common set of performance measures. The following organizations were represented on the sub-committee: Alberta School Boards Association (ASBA), College of Alberta School Superintendents (CASS), Association of School Business Officials of Alberta

(ASBOA), The Alberta Teachers' Association (ATA), Alberta School Councils' Association (ASCA), Fédération des conseils scolaires francophones de l'Alberta (FCSFA).

The sub-committee's guiding principles for the Accountability Pillar:

- *transparent process*
- *emphasis on achievement*
- *holistic approach to evaluation*
- *on-going collaborative processes*
- *all jurisdictions can succeed.*

The Accountability Pillar is aligned with Alberta Education's goals and outcomes for the K – 12 system and is integrated with the Accountability Framework in place since 1995. The Accountability Pillar focuses on:

- supporting continuous improvement
- improving student outcomes
- providing a clear understanding of jurisdiction performance and successes.

Definitions of Required Performance Measures

Outcomes

School environments are safe and caring.

Definitions for Required Performance Measures

Safe and Caring: Percentages of teachers, parents and students who agree that students are safe at school, are learning the importance of caring for others, are learning respect for others and are treated fairly in school.

Definition: Teachers, parents and students are asked whether:

- students feel safe at school
- students feel safe on the way to and from school
- students treat each other well at school
- teachers care about their students
- students are treated fairly by adults at school.



Outcomes	Definitions for Required Performance Measures	Outcomes	Definitions for Required Performance Measures
<p>The education system meets the needs of all students and supports our society and the economy.</p>	<p>Program of Studies: Percentages of teachers, parents and students satisfied with the opportunity for students to receive a broad program of studies, including fine arts, career, technology, and health and physical education.</p> <p>Definition: Teachers, parents and students are asked about:</p> <ul style="list-style-type: none"> the variety of courses available to students/you at school, opportunities students/you have at school to: <ul style="list-style-type: none"> learn about music learn about drama learn about art learn about computers learn about health learn another language participate in physical education. 		<p>Satisfaction with Program Access: Percentages of teachers, parents and students satisfied with the accessibility, effectiveness and efficiency of programs and services for students in their community.</p> <p>Definition: Teachers, parents and students are asked about the following services for student in schools:</p> <ul style="list-style-type: none"> academic counselling career counselling library services supports for students with special needs. <p>NOTE: This is not an Accountability Pillar measure. This measure is required of private schools and charter schools that do not have high school programs.</p>
	<p>Education Quality: Percentages of teachers, parents and students satisfied with the overall quality of basic education.</p> <p>Definition: Teachers, parents and students are asked about the following:</p> <ul style="list-style-type: none"> overall quality of education in your/your child's school the quality of teaching in your/your child's school what is being learned in the core subjects is useful (students), students are learning what they need to know (parents and teachers) school work is interesting school work is challenging learning expectations at school are clear. 	<p>Children and youth at risk have their needs addressed through timely and effective programs and supports.</p>	<p>Drop Out Rate: Annual dropout rate of students aged 14 to 18.</p> <p>Definition: Alberta students aged 14-18 are tracked for one year to determine how many have left the education system without completing. Students are considered to have dropped out if they are not enrolled in the following year or have not met the high school completion criteria, i.e., have not, within the tracking period: received an Alberta High School Diploma, a Certificate of high school completion, an Alberta High School Equivalency Diploma (GED), earned credit in five Grade 12 courses (including four diploma exam courses), or enrolled in a K-12 school in Alberta, an Alberta post-secondary institution or registered in an Alberta apprenticeship program. An adjustment for attrition (outmigration, mortality) is applied based on estimates from Statistics Canada.</p>

Outcomes	Definitions for Required Performance Measures	Outcomes	Definitions for Required Performance Measures
High school completion rates are showing continual improvement.	<p>High School Completion Rate (3 yr): Percentages of students who completed high school within three years of entering Grade 10.</p> <p>Definition: Alberta Grade 10 students are tracked for three years to determine if they have completed high school. Students are considered to have completed high school if they have, within the tracking period:</p> <ul style="list-style-type: none">received an Alberta High School Diploma, a Certificate of high school achievement (for completing Knowledge and Employability courses) or an Alberta High School Equivalency Diploma (GED)entered a post-secondary level program at an Alberta post-secondary institutionregistered in an Alberta apprenticeship program orearned credit in five Grade 12 level courses, including four diploma examination courses. <p>Students who move from one school authority to another during high school are attributed to the school authority where they received the most credits. An adjustment for attrition (outmigration, mortality) is applied based on estimates from Statistics Canada.</p> <p>NOTE: Four- and five-year rates also are calculated and provided to school jurisdictions in May for use in planning. These additional results are required to be reported in the jurisdiction's results report in November.</p>		<p>Definition: A student achieving the acceptable standard shows an adequate understanding of the core knowledge and adequate basic skills essential core academic subjects: language arts, mathematics (for Grades 3, 6 and 9) and science and social studies (for Grades 6 and 9). A student achieving the standard of excellence consistently shows a deeper understanding of the concepts of the course demonstrating an ability to integrate information and evaluate it from various points of view. Results are calculated as the percentage of all students in each grade (total enrollment in the grade plus the ungraded students who are in the corresponding year of schooling) who have met the acceptable standard and the percentage who have met the standard of excellence. The overall result is the weighted average of the result for each test.</p> <p>NOTE: Results are also calculated for each grade and subject and provided to school jurisdictions for their use in planning. These additional results are required to be reported in the AERR.</p> <p>Diploma: Acceptable: Percentages of students who achieve the acceptable standard on diploma examinations (overall results - all subjects).</p> <p>Diploma: Excellence: Percentages of students who achieve the standard of excellence on diploma examinations (overall results - all subjects).</p> <p>Definition: Diploma examination results are based on the numbers of students writing each exam who achieve the standards. Achieving the acceptable standard (i.e., a mark of 50%) indicates that the student has met the basic requirements of the course. Achieving the</p>
Students demonstrate high standards in learner outcomes.	<p>PAT: Acceptable: Percentages of students who achieve the acceptable standard on Grades 3, 6 and 9 Provincial Achievement Tests (overall all grades and subjects).</p> <p>PAT: Excellence: Percentages of students who achieve the standard of excellence on Grades 3, 6 and 9 Provincial Achievement Tests (overall all grades and subjects).</p>		

Outcomes	Definitions for Required Performance Measures	Outcomes	Definitions for Required Performance Measures
	<p>standard of excellence (i.e., a mark of 80%) indicates that the student has performed significantly beyond the minimum requirements of the course. The overall diploma exam result is the weighted average of the result for each exam.</p> <p>NOTE: Results also are calculated for each diploma exam subject and provided to school jurisdictions for their use in planning. These additional results are required to be reported in the AERR.</p> <p>Diploma Exam Participation Rate (4+ Exams): Percentages of students who have written four or more diploma exams by the end of their third year in high school.</p> <p>Definition: The diploma exam participation rate is calculated by tracking Grade 10 students for three school years to determine the percentage of students who have written four or more diploma exams within the tracking period.</p> <p>Rutherford Scholarship Eligibility Rate: Percentages of Grade 12 students who meet the Rutherford Scholarship eligibility criteria.</p> <p>Definition: Starting in 2007/2008 Rutherford Scholarship eligibility is calculated by determining the percentage of Alberta Grade 12 students who have an average of 75% or higher in any of the eligible Grades 10, 11 or 12 courses. Results for subsequent years will not be comparable to prior results, which were based on an average of 80% or higher.</p>	<p>Students are well prepared for lifelong learning.</p>	<p>Post-Secondary Transition Rate (6 yr): Percentages of students who have enrolled in a post-secondary program within six years of entering Grade 10.</p> <p>Definition: The high school to post-secondary transition rate is calculated by tracking Alberta Grade 10 students for six years to determine if they have entered a post-secondary-level program at an Alberta post-secondary institution or registered in an Alberta apprenticeship program within the tracking period. An estimate of out-of-province post-secondary enrollment is applied based on the numbers of funded Alberta students attending post-secondary institutions out of province.</p> <p>NOTE: Four-year rates also are calculated and provided to school jurisdictions in May for use in planning. These additional results are required to be reported in the AERR.</p> <p>Preparation for Lifelong Learning: Percentages of teachers and parents satisfied that high school graduates demonstrate the knowledge, skills and attitudes necessary for lifelong learning.</p> <p>Definition: Teachers and parents are asked whether:</p> <ul style="list-style-type: none"> • high school students demonstrate the knowledge, skills and attitudes necessary for learning throughout their lifetimes • students at your school/your child are taught the knowledge, skills and attitudes necessary for learning throughout their lifetimes. <p>NOTE: This is not an Accountability Pillar measure. This measure is required of private schools and charter schools that do not have high school programs.</p>

Outcomes	Definitions for Required Performance Measures	Outcomes	Definitions for Required Performance Measures
Students are well prepared for employment.	<p>Work Preparation: Percentages of teachers and parents who agree that students are taught attitudes and behaviours that will make them successful at work when they finish school.</p> <p>Definition: Teachers and parents are asked to indicate whether students in your school/your child are taught attitudes and behaviours that will enable them be successful at work when they leave school.</p>	Key learning outcomes for FNMI students improve.	<p>The measures used for this outcome are the same as the measures listed above for all students, excluding survey measures. These measures include:</p> <ul style="list-style-type: none"> • Annual dropout rate of self-identified FNMI students aged 14-18. • High school completion rate of self-identified FNMI students within three years of entering Grade 10. • Overall percentage of self-identified FNMI students in Grades 3, 6 and 9 who achieved the acceptable standard and overall percentage who achieved the standard of excellence on provincial achievement tests. • Overall percentage of self-identified FNMI students who achieved the acceptable standard and overall percentage who achieve the standard of excellence on diploma examinations within three years of entering Grade 10. • Percentage of self-identified FNMI students writing four or more diploma examinations. • Percentage of self-identified Grade 12 FNMI students eligible for a Rutherford Scholarship. • High school to post-secondary transition rate for self-identified FNMI students within six years of entering Grade 10. <p>Results are calculated for FNMI students using the identifier in the student's most recent registration year. This reflects the student's intent to be identified as FNMI.</p>
Students model the characteristics of active citizenship.	<p>Citizenship: Percentages of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.</p> <p>Definition: Teachers, parents and students are asked whether students at your school/your child's school:</p> <ul style="list-style-type: none"> • help each other • respect each other • are encouraged at school to be involved in activities that help the community (not asked on the Grade 4 survey) • are encouraged to try their best • follow the rules. 		

<i>Outcomes</i>	<i>Definitions for Required Performance Measures</i>	<i>Outcomes</i>	<i>Definitions for Required Performance Measures</i>
The education system at all levels demonstrates effective working relationships.	<p>Parental Involvement: Percentages of teachers and parents satisfied with parental involvement in decisions about their child's education.</p> <p>Definition: Teachers and parents are asked:</p> <ul style="list-style-type: none"> • about the opportunity for parental involvement in decisions about their child's education • about the opportunity for parental involvement in decisions at their child's school • whether parental input into decisions at their child's school is considered • whether parents are involved "A Lot" or "Some" with decisions about their child's education. 	The education system at all levels demonstrates leadership, innovation and continuous improvement.	<p>School Improvement: Percentages of teachers, parents and students indicating that their school and schools in their jurisdiction have improved or stayed the same the last three years.</p> <p>Definition: Teachers and parents are asked whether the quality of education at your school/your child has received has improved, stayed the same or declined in the past three years. Students are asked:</p> <ul style="list-style-type: none"> • are you proud of your school • would you recommend your school to a friend (not asked on the Grade 4 survey).

Notes

For survey measures:

- All teachers in K-12 schools and all students in Grades 4, 7 and 10 and their parents are included in the surveys. In small schools, including private and charter schools, all students and parents from Grades 4 – 12 are surveyed.
- The surveys of students and teachers are administered online, and the parent survey is mailed to the student's address on file.
- The percentage for each respondent group is calculated by averaging the responses to all the questions that comprise the measure. The overall percentage is calculated by averaging the results for each respondent group.
- A four-point scale is used for satisfaction and agreement questions, and don't know responses are recorded.
- Results for each respondent group also are calculated and provided to school jurisdictions and schools for their use.





Medicine Hat Catholic Board of Education

Board Meeting Agenda Item

Memorandum

Date: October 8, 2013

To: Board of Trustees

From: Wayne Schlosser

Agenda Item: Update on French Immersion

Purpose: INFORMATION

Strategic Plan Reference Student Achievement and Efficient and Effective Operations

Enclosures: NONE

Background: Senior Admin was tasked with reviewing the French Immersion programming at Msg. McCoy High school. Part of that involves finding out what is being offered at other school jurisdictions throughout the province. Although the process has started by looking at the programming now offered at Msgr McCoy and other talks are planned with other jurisdictions at this point is not completed.

Recommendation/Decision:

Resulting Acting: The Deputy Superintendent continues to research other jurisdictions regarding high school French Immersion programming and Senior Admin put forth a vision for the Board by the December 10, 2013 Board meeting

Responsibility: Deputy Superintendent



Medicine Hat Catholic Board of Education

Board Meeting Agenda Item

October 8, 2013

Memorandum

To: Board of Trustees

From: Secretary-Treasurer

Agenda Item: Policy 7 – Second and third Readings

Purpose: Decision Making

Strategic Plan Reference: Efficient and Effective Operations

Enclosures: a. Draft Policy 7

Background: While reviewing certain payments regarding Trustee benefits under ASEBP, it became apparent that policy 7 was not clear regarding the eligibility for the benefit program. While ASEBP requires that the benefit program be offered to Trustees as it is offered to the non-teacher employee group, it is not clear in the policy that this forms part of the compensation package for Trustees.

Policy 7 was amended to reflect the benefit program to ensure it is understood and transparent. It is important to understand that this does not change practice, eligibility or costs.

In order to ensure that the policy is in place for the new Board it would be desirable to have all three readings in place before the election on October 21, 2013. The Board Approved first reading on September 10, 2013

Recommendation/Decision: That the Board of Trustees for the Medicine Hat Catholic Board of Education approve the second reading of Policy 7 as presented.

That the Board of Trustees for the Medicine Hat Catholic Board of Education approve the third reading of Policy 7 as presented.

Resulting Action: Policy 7 to be amended upon passing of third reading.

Responsibility: Secretary-Treasurer

BOARD OPERATIONS

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

The Board believes that its fundamental obligation is to build and preserve the public trust in education, generally, and in the affairs of its operations in particular. Consistent with its objective to encourage the Catholic community to contribute to the educational process, Board meetings will be open. Towards this end, the Board believes its affairs are to be conducted in public to the greatest extent possible.

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

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

1. Wards

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

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

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

2. Organizational Meeting

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

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

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

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

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

Trustees will volunteer for committee and representative assignments.

3. Regular Meetings

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

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

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

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

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

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

Failure to attend may result in disqualification.

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

4. Special Meetings

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

5. In-Camera (Private) Sessions

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

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

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

- 5.5 Acquisition/disposal of property; and
- 5.6 Other topics that a majority of the trustees present feel should be held in private, in the public interest

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

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

6. Agenda for Regular Meetings

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

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

6.1.1 Opening

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

6.1.2 Corporate Communications

6.1.3 Presentations/Delegations

6.1.4 Action Items

6.1.5 Committee Reports

6.1.6 Non Action Items

6.1.7 Adjournment

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

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

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

7. Minutes for Regular or Special Meetings

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

7.1 The minutes shall record:

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

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

8. Motions

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

8.1 Notice of Motion

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

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

8.2 Discussion on Motions

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

A Board motion or a recommendation from administration must be placed before the Board prior to any discussion taking place on an issue. Once a motion is before the

Board and until it is passed or defeated, all speakers shall confine their remarks to the motion or to the information pertinent to the motion.

8.3 Speaking to the Motion

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

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

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

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

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

8.4 Reading of the Motion

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

8.5 Recorded Vote

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

8.6 Required Votes

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

8.7 Debate

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

9. Delegations to Board Meetings

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

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

- 9.1 Individuals or groups wishing to make a formal presentation to the Board must provide a written request along with supporting documentation to the Superintendent or the Board Chair not later than eight (8) calendar days prior to the meeting at which the presentation is to be made.
- 9.2 The written request must identify the spokesperson and provide the terms of reference for the presentation.
- 9.3 The Superintendent will inform the designated spokesperson of the time and place of the meeting and provide a copy of the Board's procedures regarding presentations.
- 9.4 The Board will not debate or make a decision on a matter presented to it at the meeting, unless it is deemed critical by the majority of the Board.
 - 9.4.1 Questions of clarification directed through the Board Chair may be asked of the spokesperson or of the Superintendent. The Superintendent may refer the question to the appropriate senior administrator.
 - 9.4.2 For matters requiring further Board deliberation, the Superintendent may be required to prepare a recommendation for the consideration of the Board at the next regular meeting.
 - 9.4.3 Upon completion of the presentation, the Board Chair shall inform the delegation when a decision, if required, will be made. Such decision will be communicated in writing to the spokesperson.
 - 9.4.4 The Board Chair shall be responsible for informing the spokesperson of the decision of the Board regarding items raised in the presentation.

10. Recording Devices

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

11. Trustee Compensation

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

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

11.1 Honorarium

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

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

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

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

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

11.2 Allowances and Expenses

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

11.2.2 The rates and eligibility are identified in Administrative Procedure 512-Expense Reimbursement.

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

11.3 Benefits

11.3.1 As the non-teacher employee groups within MHCBE participate in the Alberta School Employees Benefit Program ('ASEBP'), the program must be extended to Trustees.

11.3.2 Trustees shall be eligible to participate in the ASEBP School Trustee benefit plan with 50% of the premium covered by the division and the remainder

deducted from the trustee's honorarium. All Trustees are required to participate in the Life Insurance and Accidental Death and Dismemberment Insurance. In addition, Extended Health Care and Dental Care are available to Trustees unless they waive coverage. ASEBP will set the eligibility and program details.

11.3.3 Trustees who are ASEBP Early Retirees are eligible to have one-half of their premiums for Extended Health Care and Dental Care reimbursed. They are also required to participate in the Life Insurance and Accidental Death and Dismemberment Insurance as indicated in 11.3.2 above.

12. Trustee Conflict of Interest

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

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

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

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

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

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

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

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

12.4 The recording secretary will record in the minutes:

12.4.1 The trustee's declaration;

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

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

13. Board Memberships

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

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

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

14. Board Self-Evaluation

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

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

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

14.4.7 Review of Board Governance Policies

14.4.8 Creating a Positive Path Forward

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

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

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

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

October 8, 2013

Memorandum

To: Board of Trustees

From: Secretary-Treasurer

Agenda Item: AP 550 – Transportation of Students

Purpose: Information

Strategic Plan Reference: Efficient and Effective Operations

Enclosures: a. AP 550 – Transportation of Students

Background: AP 550 was updated to clarify the transportation of Early Learning students as well as to clarify the impact of section 273 of the *School Act* regarding students only having one residence of record. There was also an including for the provision of parent provided transportation.

This AP was presented to the Division Leadership team on October 1, 2013.

Recommendation/Decision: None

Resulting Action: That the AP to be updated officially.

Responsibility: Secretary-Treasurer

Administrative Procedure 550 (Proposed Revisions)

TRANSPORTATION OF STUDENTS

Background

The School Act directs Divisions to provide transportation to students subject to regulations made by the Minister of Education. Our Division believes that, in many circumstances, the busing of students, particularly from Kindergarten to Grade 6, is the safest route to school.

The Division will endeavour to provide transportation to as many students as financially possible under the current Alberta Education regulations and funding framework.

Procedures

1. The Division will provide transportation to:
 - Elementary school students who live 1.2 kilometers or more from the school in their attendance zone
 - Middle school and high school students who live 2.4 kilometers or more from the school in their attendance zone
 - Kindergarten students – one-way transportation for those who live 1.2 kilometers or more from the school in their attendance zone
 - Special education students directed to attend Division programming outside their attendance zone
 - Special programming students from all Division attendance zones, regardless of their designated school boundary
 - Early Learning pre-school aged children who qualify for special needs funding
2. The Division will transport a student to school from one place of residence (see School Act Section 273). Eligible residence will be determined by address school submits to Alberta Education.
3. It will be the practice of the Division to allow students who do not qualify for the provincial transportation grant to ride the bus if space on an existing bus allows and if students present themselves at an existing stop. Priority for non-eligible students will be determined on the basis of distance from the school, with preference given to younger students.
4. Redcliff and Rural students will have transportation provided to a designated school of attendance.
5. Bow Island students will be transported through an agreement with Prairie Rose Regional Division No. 8.



6. Students living outside the Division boundary are not eligible for transportation. Due to safety concerns, it will not be the practice of the Division to allow parents to drop their students at a location inside the Division boundary in order to receive transportation.
7. The Division will communicate bus route information and student conduct on school buses information to parents of students as necessary.
 - 7.1. Each fall before school begins, an advertisement will be placed in local newspapers regarding student attendance zones.
 - 7.2. A brochure on student conduct on school buses will be sent home with students at the beginning of each school year.
8. Students riding in a school bus shall be under the immediate authority of the driver who shall report all cases of student misconduct to the principal of the school.
9. Where it is determined by the Division that third party transportation is not feasible, the Division may enter into an agreement with a parent whereby the parent would provide transportation and be paid for the service.

Reference: Section 25, 45, 51, 52, 60, 61, 113, 117, 273 School Act
 Traffic Safety Act
 School Bus Operation Regulation
 Student Transportation Regulation 250/98 (amended AR 197/2000)





Medicine Hat Catholic Board of Education

Board Meeting Agenda Item

October 8, 2013

Memorandum

To: Board of Trustees

From: Secretary-Treasurer

Agenda Item: Infrastructure Maintenance and Renewal (IMR) Projects – 2013-14

Purpose: Decision Making

Strategic Plan Reference: Facilities

Enclosures: None

Background: The Board Work Plan indicates the IMR draft be presented in October 2013. This historical timeline is not required as approved projects do not need to be sent to Alberta Education. Senior Administration is compiling the required projects and are prioritizing the work. Senior Administration will be presenting the IMR plan in November 2013.

Recommendation/Decision: Recommend the IMR Projects be permanently placed in November within the Board Work Plan.

Resulting Action: Approval in November 2013

Responsibility: Secretary-Treasurer



Medicine Hat Catholic Board of Education

Board Meeting Agenda Item

October 8, 2013

Memorandum

To:	Board of Trustees
From:	Secretary-Treasurer
Agenda Item:	2013-14 Enrollment
Purpose:	Information
Strategic Plan Reference:	Efficient and Effective Operations
Enclosures:	2013-14 Enrollment
Background:	<p>The September 30, 2013 enrollment has been collected and is available for the trustees. We are now up 15 FTE from our preliminary budget. Senior Administration is now working out the budget impacts based on the new staff hired and changes from enrollment along with the revised school spending. A draft budget will be available for the November regular meeting with final approval at the November 26, 2013 special meeting.</p>
Recommendation/Decision:	None
Resulting Action:	<p>Senior Administration to update the budget as required and present a draft update at the November 2013 Regular Board Meeting.</p>
Responsibility:	Secretary-Treasurer

1) Hard Enrollment by Schools (registration form 'in hand') to be used in the fall budget																	
Grade																	
School	1	2	3	4	5	6	7	8	9	10	11	12	Foreign	Total	ECS	PS	FTE
Monsignor McCoy										171	172	190		533			533
St. Francis	18	14	19	23	18	12								104	18		113
St. Louis	14	12	10	14	10	14								74	7		78
St. Mary							141	91	142					374			374
Ecole St. Thomas	20	15	17	21	14	12								99	20		109
St. Michael MH	26	29	20	30	32	24								161	33		178
St. Patrick	69	69	78	67	80									363	61		394
Mother Teresa	39	41	32	48	40	44								244	33		261
St. Michael BI	8	3	8	5	5	8	3	8	10	5	6	6		75	5		78
Notre Dame						82	102	99	86					369			369
Pre-School - ESTIMATED														-		78	39
TOTALS	194	183	184	208	199	196	246	198	238	176	178	196	-	2,396	177	78	2,524
2012/13 Enrollment	191	174	210	203	188	238	197	250	202	189	184	203		2,429	168	95	2,560.5
2013/14 Expected	168	191	174	210	203	188	238	197	250	202	189	184		2,394	168	95	2,525.5
Variance from Expec	26	(8)	10	(2)	(4)	8	8	1	(12)	(26)	(11)	12	-	2	9	(17)	(2)
CEC Office Use only																	
Grade 1-9	1846																
Grade 10-12	550																
Sub-Total	2396																
ECS FTE	88.5																
Pre School	39																
TOTAL FTE	2523.5																
2) Projected Enrollments - used in the preliminary budget																	
Grade																	
School	1	2	3	4	5	6	7	8	9	10	11	12	Foreign	Total	ECS	PS	FTE
Monsignor McCoy										176	175	175		526			526
St. Francis	14	16	17	23	19	11								100	16		108
St. Louis	11	14	10	14	12	16								77	14		84
St. Mary							134	81	148					363			363
Ecole St. Thomas	17	16	15	21	15	12								96	20		106
St. Michael MH	23	29	21	27	32	23								155	31		171
St. Patrick	65	70	76	67	78									356	64		388
Mother Teresa	40	42	33	49	38	45								247	35		265
St. Michael BI	8	3	8	4	6	8	3	7	10	6	9	7		79	3		81
Notre Dame						80	101	105	85					371			371
Unassigned														-			-
Pre-School - ESTIMATED														-		95	48
TOTALS	178	190	180	205	200	195	238	193	243	182	184	182	-	2,370	183	95	2,509
3) Variance (Hard to Projected)																	
Grade																	
School	1	2	3	4	5	6	7	8	9	10	11	12	Foreign	Total	ECS	PS	FTE
Monsignor McCoy	-	-	-	-	-	-	-	-	-	(5)	(3)	15		7	-		7
St. Francis	4	(2)	2	-	(1)	1	-	-	-	-	-	-		4	2		5
St. Louis	3	(2)	-	-	(2)	(2)	-	-	-	-	-	-		(3)	(7)		(7)
St. Mary	-	-	-	-	-	-	7	10	(6)	-	-	-		11	-		11
Ecole St. Thomas	3	(1)	2	-	(1)	-	-	-	-	-	-	-		3	-		3
St. Michael MH	3	-	(1)	3	-	1	-	-	-	-	-	-		6	2		7
St. Patrick	4	(1)	2	-	2	-	-	-	-	-	-	-		7	(3)		6
Mother Teresa	(1)	(1)	(1)	(1)	2	(1)	-	-	-	-	-	-		(3)	(2)		(4)
St. Michael BI	-	-	-	1	(1)	-	-	1	-	(1)	(3)	(1)		(4)	2		(3)
Notre Dame	-	-	-	-	-	2	1	(6)	1	-	-	-		(2)	-		(2)
Unassigned														-			-
Pre-School - ESTIMATED														-		(17)	(9)
TOTALS	16	(7)	4	3	(1)	1	8	5	(5)	(6)	(6)	14	-	26	(6)	(17)	15



Medicine Hat Catholic Board of Education

Board Meeting Agenda Item

October 8, 2013

Memorandum

To:	Board of Trustees
From:	Secretary-Treasurer
Agenda Item:	Facility Planning Review
Purpose:	Decision Making
Strategic Plan Reference:	Facilities
Enclosures:	2014-2017 Capital Plan
Background:	The board work plan indicates there is to be a facility plan review in October 2013. As in previous years, administration has provided the approved capital plan to the Board. Attached, please find the 2014-17 Capital Plan.
Recommendation/Decision:	Senior Administration is seeking direction from the Board on the impacts to future capital plans with regards to rezoning, school closure, facility construction/modernization priorities and the like.
Resulting Action:	To be determined
Responsibility:	Secretary-Treasurer

MEDICINE HAT CATHOLIC BOARD OF EDUCATION

Three-year Capital Plan

2014-2017

March 2013

The Board of Trustees for Medicine Hat Catholic Board of Education adopted the 2014-2017 Capital Plan as presented effective April 1, 2013 as the Board Meeting on April 16, 2013.



Medicine Hat Catholic Board of Education
Three-year Capital Plan
2014-2017

This is the capital plan approved by the Board of Trustees for the 2014-2017 Three-year Capital Plan. The primary feature of this plan is the modernization of Monsignor McCoy.

Rank	School	Description
1	Monsignor McCoy	<p>Functional Modernization to address programming deficiencies.</p> <p>A Value Management Audit was held in February 2012 and proposals were developed to address the following:</p> <ol style="list-style-type: none"> 1. Electrical Capacity of the school 2. Upgrade of the washrooms 3. Expand and modernize the CTS spaces 4. Improve gymnasium functionality 5. Improve fine arts facilities 6. Open up the front of the school for greater access to allow for a multipurpose room/cafeteria.
2	New Sector 5 Elementary School	<p>New elementary School in Sector 5 for enrollment of 300 students to address the pressures in Sector 5.</p> <p>Southlands Phase 5B Site</p>
3	Modernization and Expansion of St. Patrick's School	<p>An expansion of the school is required to address significant pressures in this school and in the sector. Currently the utilization of the school is 111% and this is after the addition of three modular in 2011/12. The sector utilization is currently 98%. Expansion of the school would address this pressure and allow for better programming allowing Notre Dame to become a Junior High School as opposed to a Middle School creating space for sufficient CTS programming.</p> <p>Gym space and washroom space are problematic an expansion would address these issues.</p> <p>This sector will continue to experience growth pressures as home building continues.</p>
4	Modernization and Expansion of St. Michael's School (Medicine Hat)	<p>An expansion of the school is required to address pressure in this area. The utilization of St. Michaels is currently 90% and this is after three modulares were constructed over the past three years.</p> <p>This sector continues to be a growth sector and as Ranchlands Phase 4 starts development and Phase 2 and</p>

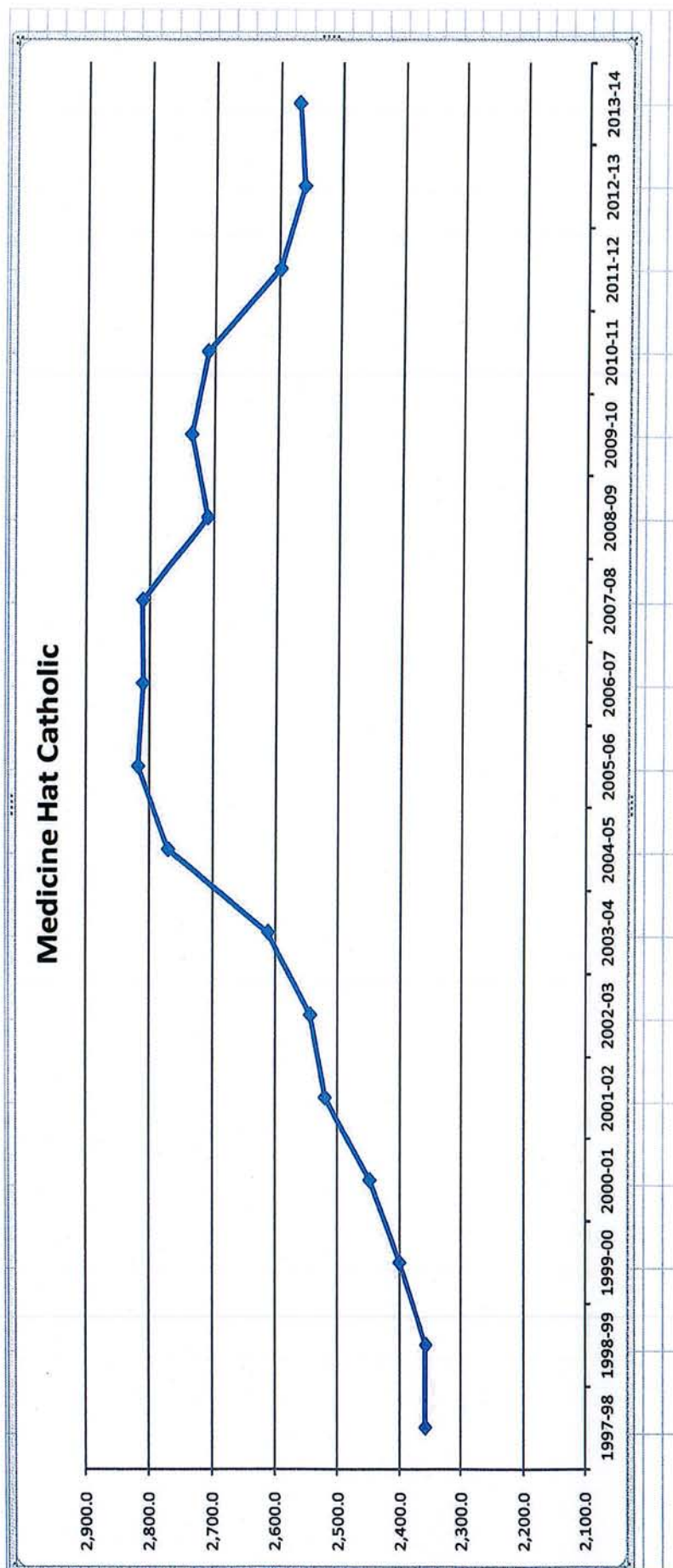
Medicine Hat Catholic Board of Education
Three-year Capital Plan
2014-2017

Rank	School	Description
		three continue to build the sector will experience high growth. The capacity of the elementary schools in the sector will be pressured and there is no capacity for growth despite the population forecasts.
5	Modernization and Expansion of Mother Teresa	The school currently has a utilization of 90%. We are seeing enrollment growth in this area as the neighborhood undergoes a demographic rebound in young families. We expect continued growth in this mature zone which will pressure the school on capacity.
6	Notre Dame Academy - Modernization and small Expansion if St. Patrick's expansion not approved	Functional Modernization to address CTS deficiencies in the school.
7	St. Francis	Continued growth in the north (Sector 1) will place pressure on the current size. A Functional Modernization with some expansion will be required and supported with Modulares
8	St. Thomas Modernization	Functional Modernization. Facility audit indicates there is significant work required within the school (FCI > 50%). With the impending demolition of the modulares and the replacement with one modular, the FCI is expected to reduce to approximately 19%.
9	St. Michaels (Bow Island)	Functional Modernization to 'right-size' the school and to provide the services required for a school of this size.
10	St. Mary's	Assess opportunities for the future. The school has capacity currently and into the future and may need to consider rezoning.
11	St. Louis	Assess opportunities for the future. The school has capacity and consideration for rezoning may need to be considered.

Advantages

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

Medicine Hat Catholic Board of Education
 Three-year Facility Plan
 2013/14 – 2015/16
Enrollment Trend and Forecast



Medicine Hat Catholic Board of Education
Three-year Facility Plan
2013/14 – 2015/16
Enrollment Trend and Forecast

	1997-98	1998-99	1999-00	2000-01	2001-02	2002-03	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14
McCoy	526.0	499.0	494.0	521.0	515.0	660.0	710.0	731.0	764.0	770.0	792.0	756.0	745.0	561.0	530.0	549.0	562.0
St. Francis	178.0	178.5	178.5	171.5	158.5	170.0	183.0	151.0	155.0	165.0	161.0	148.5	138.5	157.0	123.5	129.0	106.0
St. Louis	106.0	126.5	127.5	135.5	143.0	135.5	138.5	139.5	116.0	118.0	115.0	109.5	94.0	102.5	103.5	84.5	96.0
St. Mary's	557.0	545.0	559.0	539.0	564.0	427.0	445.0	382.0	391.5	427.5	449.0	462.5	482.5	372.0	382.0	332.0	326.0
St. Michael's - MH	157.5	203.0	210.0	212.5	228.0	212.5	201.0	185.5	155.5	157.0	160.5	152.5	175.5	213.0	213.0	211.0	215.0
St. Patrick's	235.5	225.5	231.5	293.5	306.5	359.5	365.0	300.0	337.5	324.5	329.5	322.5	328.0	398.5	399.5	396.0	425.0
St. Thomas	152.5	145.0	140.5	135.5	139.5	124.0	116.5	93.5	68.0	-	-	-	-	101.0	101.0	104.5	105.0
Mother Teresa	294.0	292.5	303.5	284.0	297.5	295.0	268.5	205.5	201.5	263.0	247.5	229.0	269.0	314.5	264.0	286.0	278.0
St. Michael's - BI	130.5	142.5	156.5	169.0	169.0	161.0	153.0	156.5	153.5	115.5	90.5	90.0	92.5	94.0	98.5	90.0	98.0
Noire Dame								395.0	425.0	419.0	415.0	414.0	411.0	396.0	382.0	385.0	359.0
Other	21.0					30.0	29.8	29.8	50.0	51.0	51.0	25.0					
Medicine Hat Catholic	2,358.0	2,357.5	2,401.0	2,449.0	2,521.0	2,544.5	2,610.5	2,769.3	2,817.5	2,810.5	2,811.0	2,709.5	2,736.0	2,710.5	2,597.0	2,567.0	2,570.0

Medicine Hat Catholic Board of Education
2012-13 Utilization (Adjusted)

2012-13

School	Grade												2012-13	ECS	FTE
	1	2	3	4	5	6	7	8	9	10	11	12	Total	2012-13	
McCoy													549		549.0
St. Francis													120	18	129.0
St. Louis													77	15	84.5
St. Mary's													332		332.0
St. Michael-MH													194	35	211.5
St. Patrick													347	98	396.0
Mother Teresa													258	56	286.0
St. Michael-BI													85	10	90.0
Notre Dame													385		385.0
St. Thomas													95	18	104.0
Pre-School															0.0
TOTALS	0	0	0	0	0	0	0	0	0	0	0	0	2,442	250	2567.0

Grade 1-9	0
Grade 10-12	0
Sub-Total	0
ECS FTE	125
Pre School	0
TOTAL FTE	125.0

School	Net Capacity	Revised Mods	Revised Capacity	2012/13				Available Space up to 85%
				FTE	Severe	Adj Sev	Utilization	
McCoy	840		840	549.0	10	569.0	68%	145
St. Francis	181		181	129.0	6	141.0	78%	13
St. Louis	316		316	84.5	9	102.5	32%	166
St. Mary	649		649	332.0	7	346.0	53%	206
St. Michaels	293		293	211.5	26	263.5	90%	(14)
St. Patricks	444		444	396.0	48	492.0	111%	(115)
Mother Teresa	400		400	286.0	37	360.0	90%	(20)
SMBI	226		226	90.0	1	92.0	41%	
Notre Dame	465		465	385.0	5	395.0	85%	0
St. Thomas	145		145	104.0	2	108.0	74%	15
Totals - Division	3959	0	3959	2567.0	151	2869.0	72%	
City of Medicine Hat Rate			3733			2777.0	74%	396

Sector 1

McCoy	840	0	840	549	10	569	68%
St. Michaels	293	0	293	211.5	26	263.5	90%
St. Francis	181	0	181	129	6	141	78%
Total			1314			973.5	74%

Sector 2

St. Mary	649	0	649	332	7	346	53%
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Sector 3

St. Louis	316	0	316	84.5	9	102.5	32%
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Sector 4

Mother Teresa	400	0	400	286	37	360.0	90%
St. Thomas	145	0	145	104	2	108	74%
			545			468	86%

Sector 5

St. Patricks	444	0	444	396	48	492	111%
Notre Dame	465	0	465	385	5	395	85%
			909			887	98%

Medicine Hat Catholic Board of Education
Capital Planning
Projected Enrollments 2011 - 2026 (15 Years) and Impacts on Utilization

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

Utilization

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

Notes:

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

Enrollment Projection: Baragar assumptions without local knowledge

Medicine Hat Catholic Separate Regional Division
St. Thomas Aquinas School

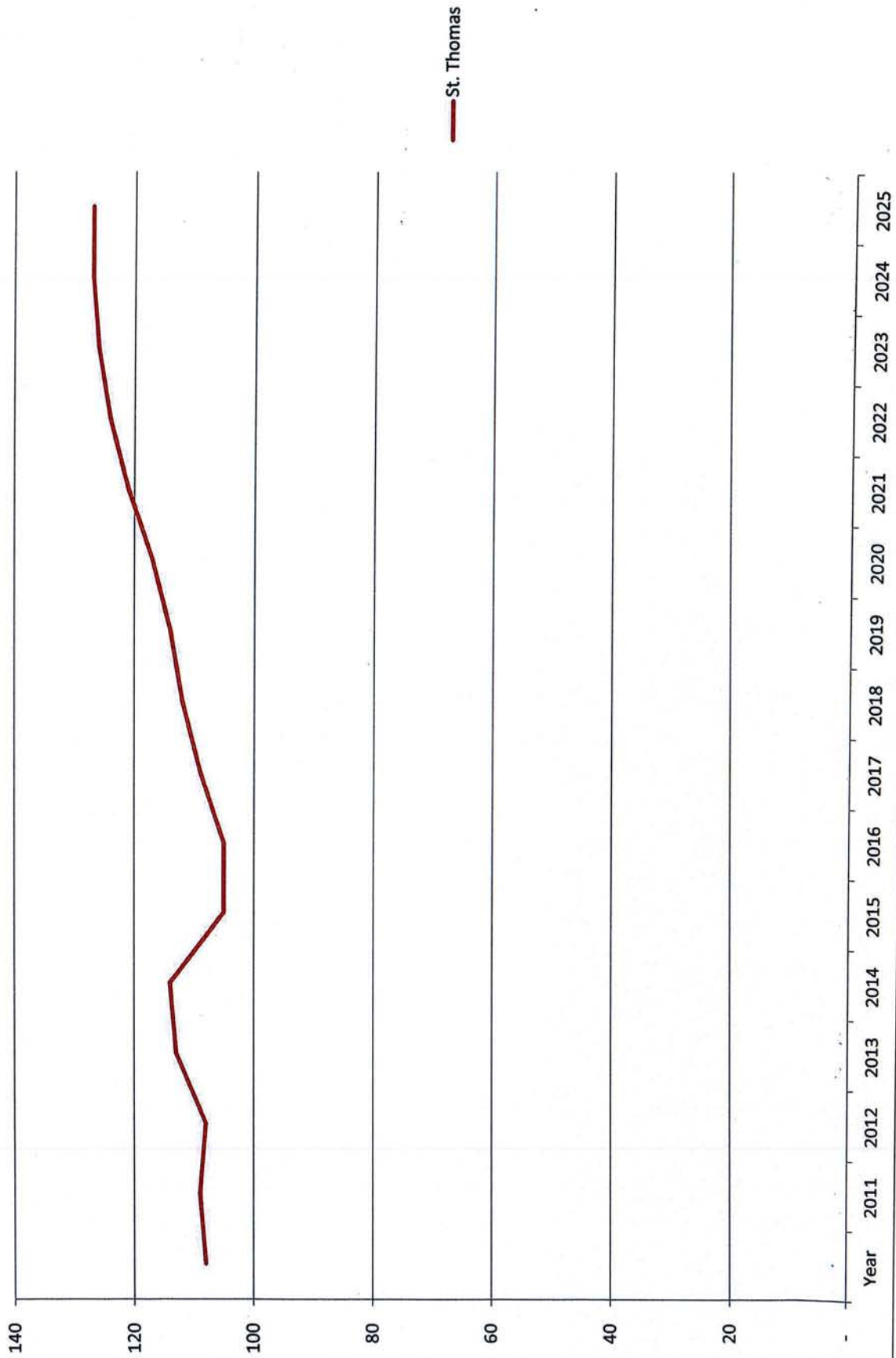
A Projection of Total Enrollment: ALL Programs

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

School Year: 2011/2012

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St. Thomas



Enrollment Projection: Baragar assumptions without local knowledge

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

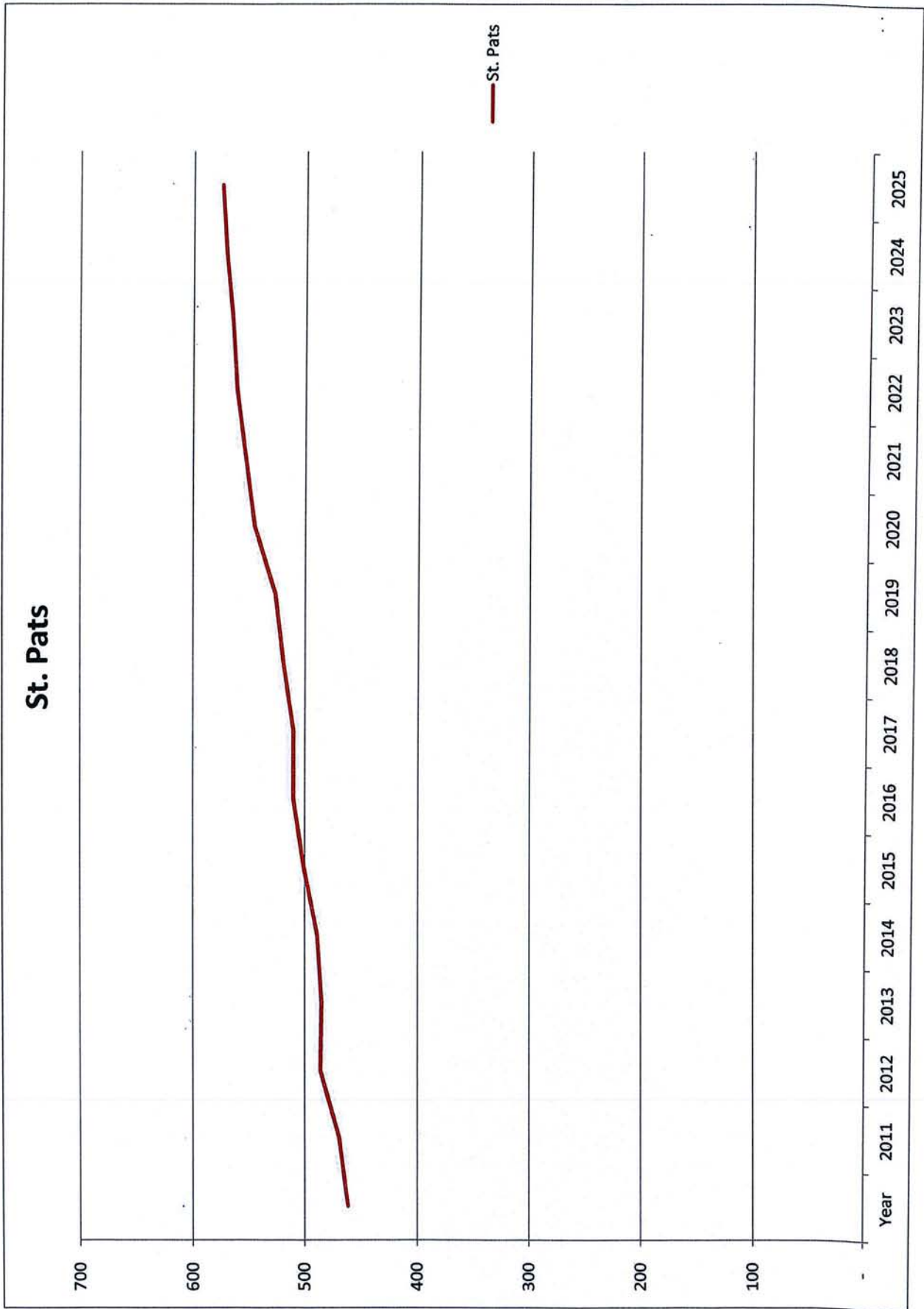
A Projection of Total Enrollment: ALL Programs

Grade	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022	2023	2024	2025	2026
PK	18	10	27	46	50	48	48	44	49	51	52	53	53	54	54	54	55	55	55	56
K	63	81	67	75	71	81	75	76	66	76	79	80	82	83	85	85	86	86	86	86
1	70	60	70	63	68	71	81	75	75	66	76	79	80	82	83	85	85	85	86	86
2	74	71	63	76	68	68	71	82	76	76	66	77	80	81	83	84	85	86	86	87
3	77	71	74	61	74	66	66	70	81	75	75	65	76	79	80	81	83	84	85	85
4	78	80	75	74	60	74	67	67	71	82	76	76	66	77	79	81	82	83	85	86
5				73	71	62	78	71	71	75	86	80	80	70	81	83	85	86	88	89
1 to 3	221	202	207	200	210	205	218	227	232	217	217	221	236	242	246	250	253	255	257	258
4 to 5	78	80	75	147	131	136	145	138	142	157	162	156	146	147	160	164	167	169	173	175
K to 5	362	363	349	422	412	422	438	441	440	450	458	457	464	472	491	499	506	510	516	519
PK to 5	380	373	376	468	462	470	486	485	489	501	510	510	517	526	545	553	561	565	571	575
Total	380	373	376	468	462	470	486	485	489	501	510	510	517	526	545	553	561	565	571	575

Change from 2011:																				
1 to 3	-5	8	17	22	7	7	11	26	32	36	40	43	45	47	48					
4 to 5	5	14	7	11	26	31	25	15	16	29	33	36	38	42	44					
K to 5	10	26	29	28	38	46	45	52	60	79	87	94	98	104	107					
PK to 5	8	24	23	27	39	48	48	55	64	83	91	99	103	109	113					
Total	8	24	23	27	39	48	48	55	64	83	91	99	103	109	113					

School Year: 2011/2012

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Enrollment Projection: Baragar assumptions without local knowledge

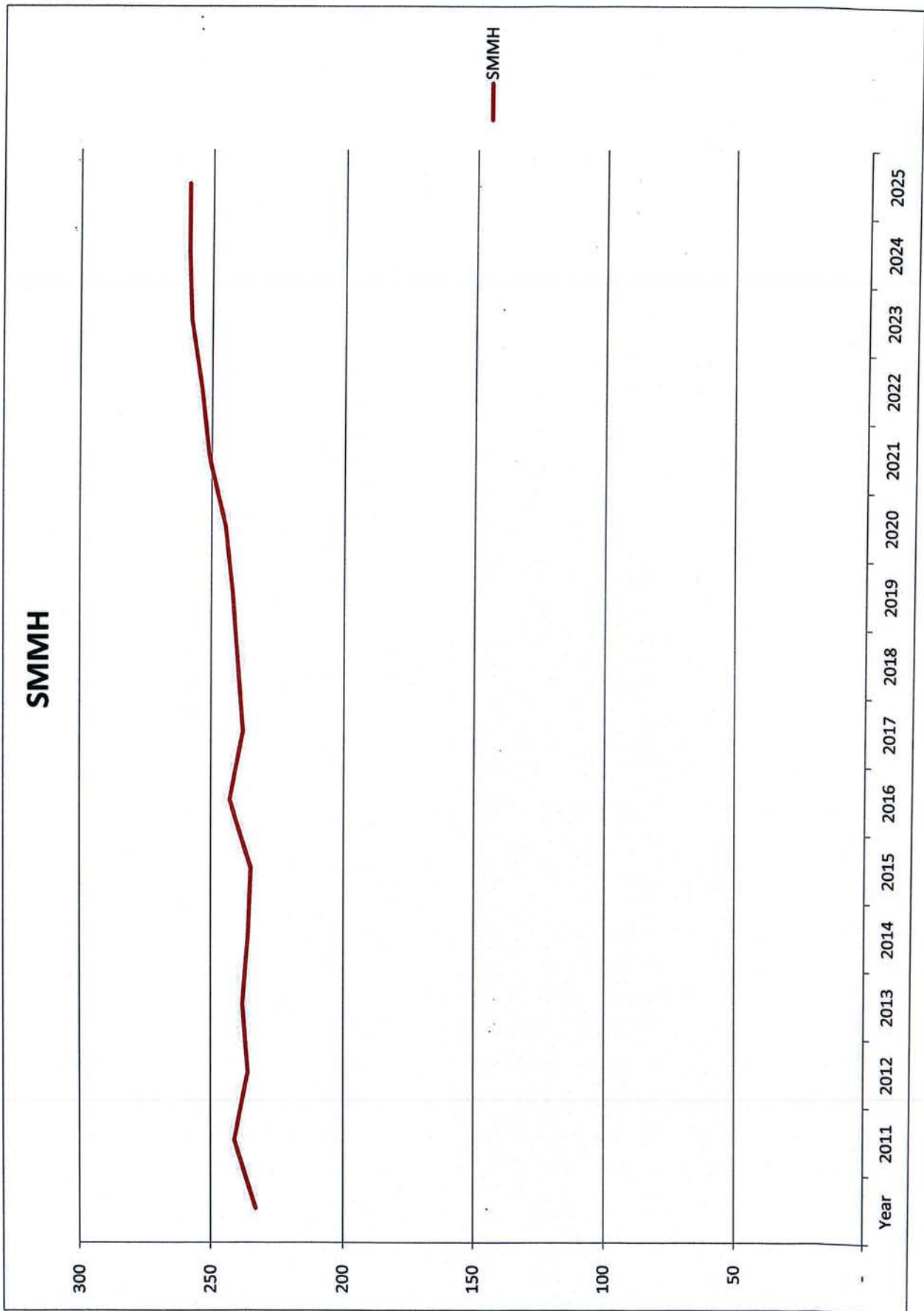
Medicine Hat Catholic Separate Regional Division
St. Michael's School - (Medicine Hat)

A Projection of Total Enrollment: ALL Programs

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

School Year: 2011/2012

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Enrollment Projection: Baragar assumptions without local knowledge

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

A Projection of Total Enrollment: ALL Programs

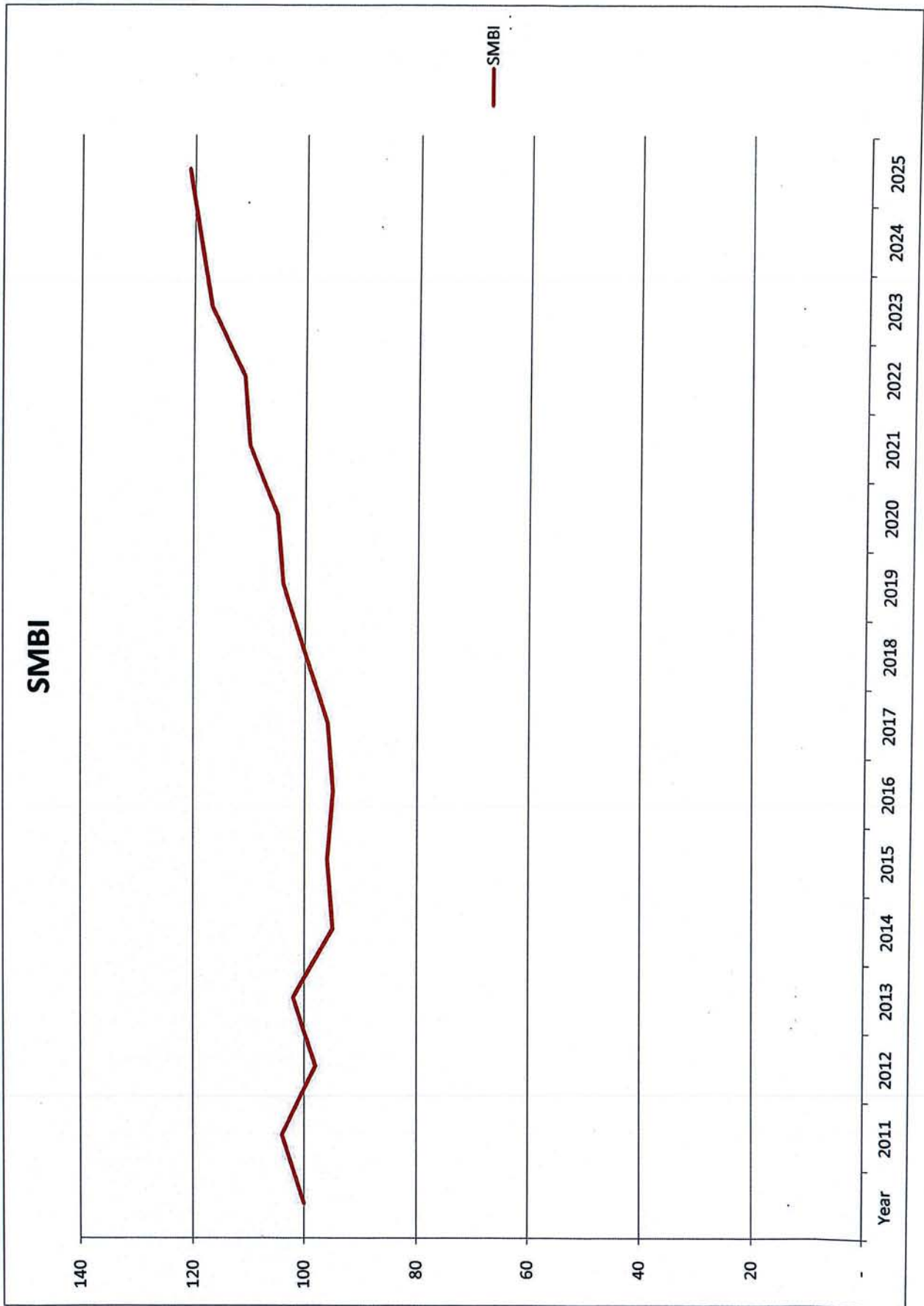
Grade	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022	2023	2024	2025	2026
PK					1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
K	12	8	5	9	3	6	6	8	7	7	8	8	8	9	9	9	9	9	9	9
1	4	10	7	4	8	3	6	7	8	7	7	8	8	9	9	9	9	9	9	9
2	12	3	10	7	5	8	3	7	7	8	7	8	8	9	9	9	9	9	9	9
3	12	11	4	9	8	5	8	3	7	7	8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

Change from 2011:

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

School Year: 2011/2012

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Enrollment Projection: Baragar assumptions without local knowledge

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

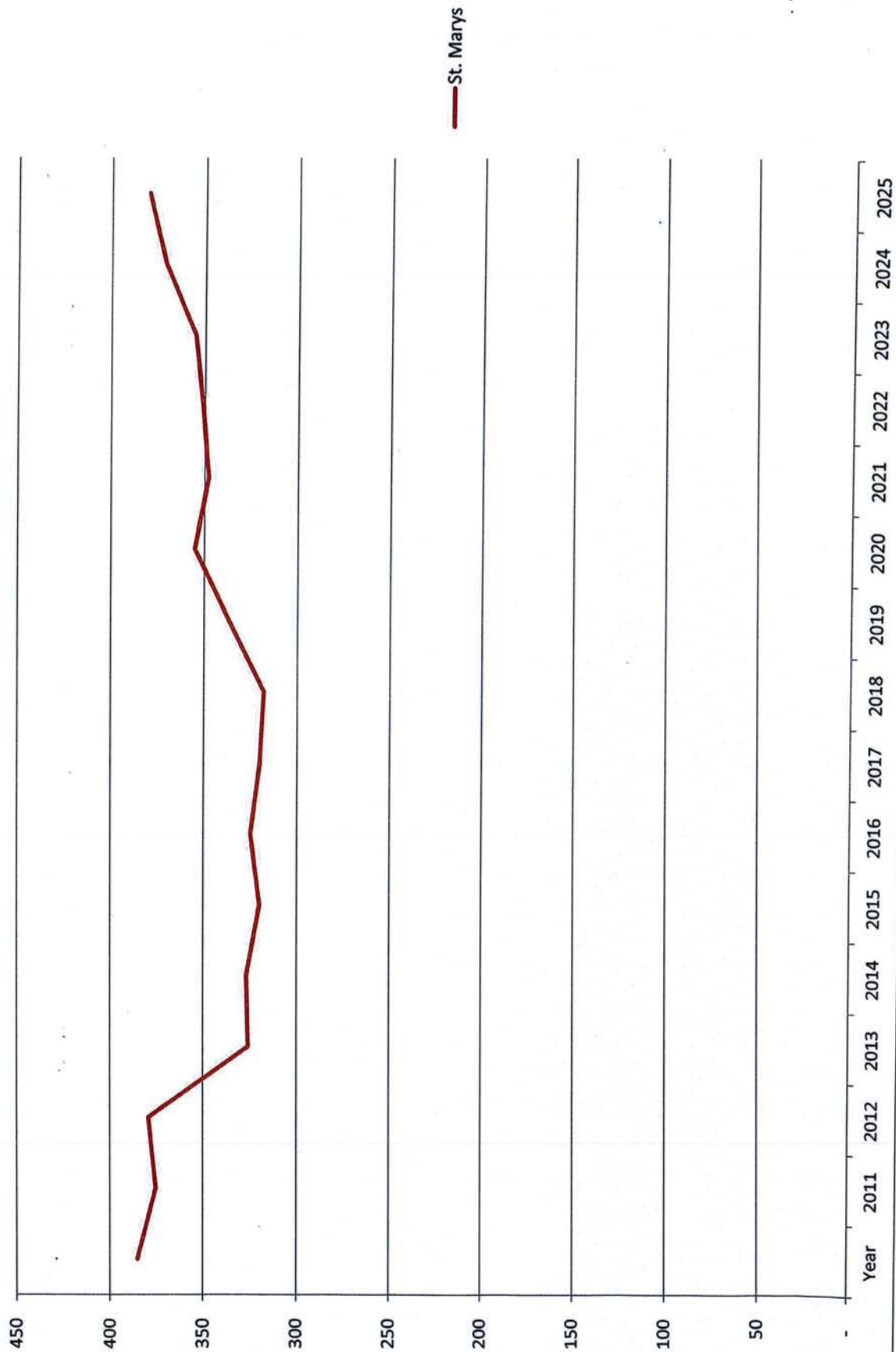
A Projection of Total Enrollment: ALL Programs

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

School Year: 2011/2012

Page 4 of 4

St. Marys



Enrollment Projection: Baragar assumptions without local knowledge

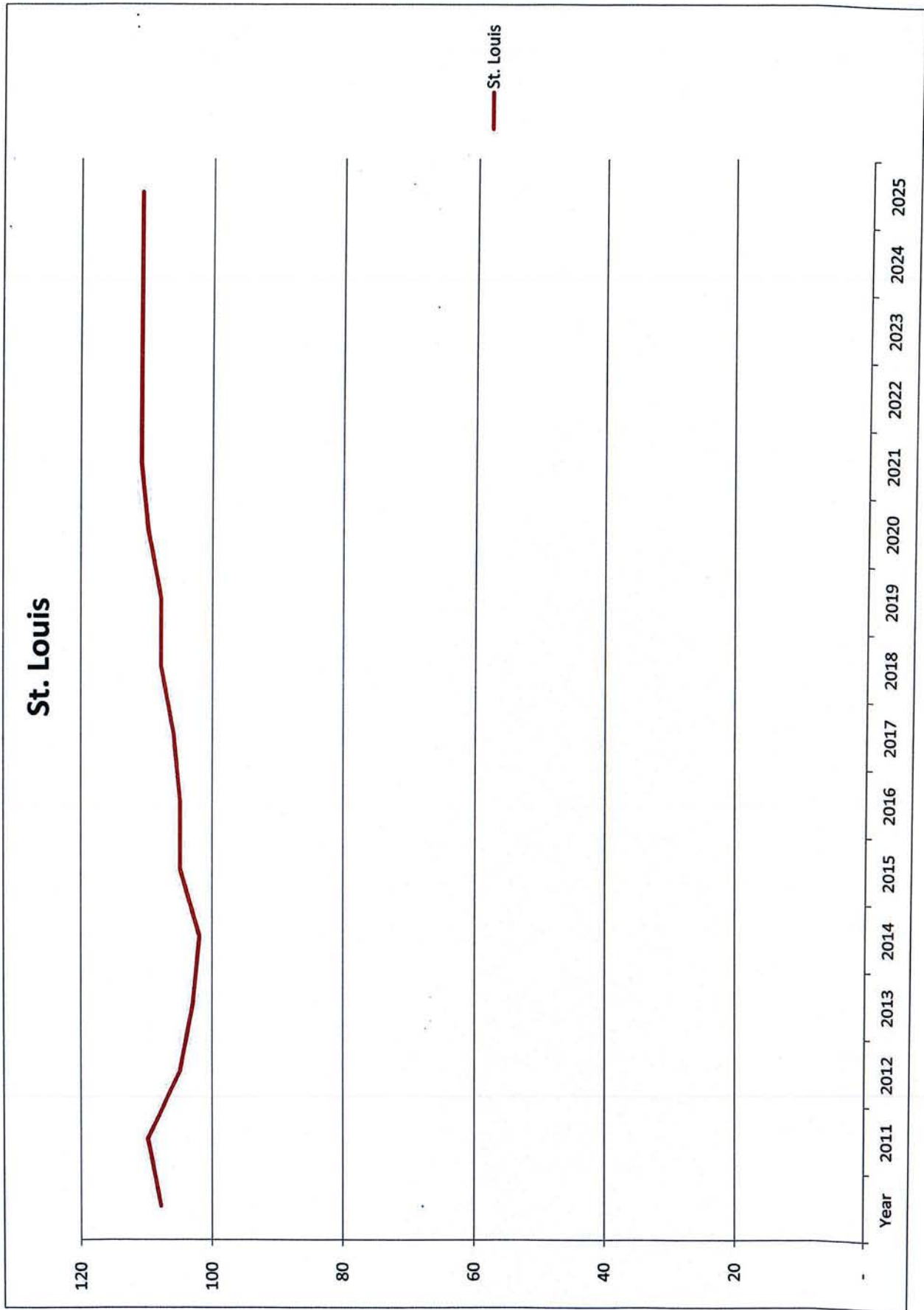
Medicine Hat Catholic Separate Regional Division
St. Louis School

A Projection of Total Enrollment: ALL Programs

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

School Year: 2011/2012

Page 3 of 3



Enrollment Projection: Baragar assumptions without local knowledge

Medicine Hat Catholic Separate Regional Division
St. Francis Xavier School

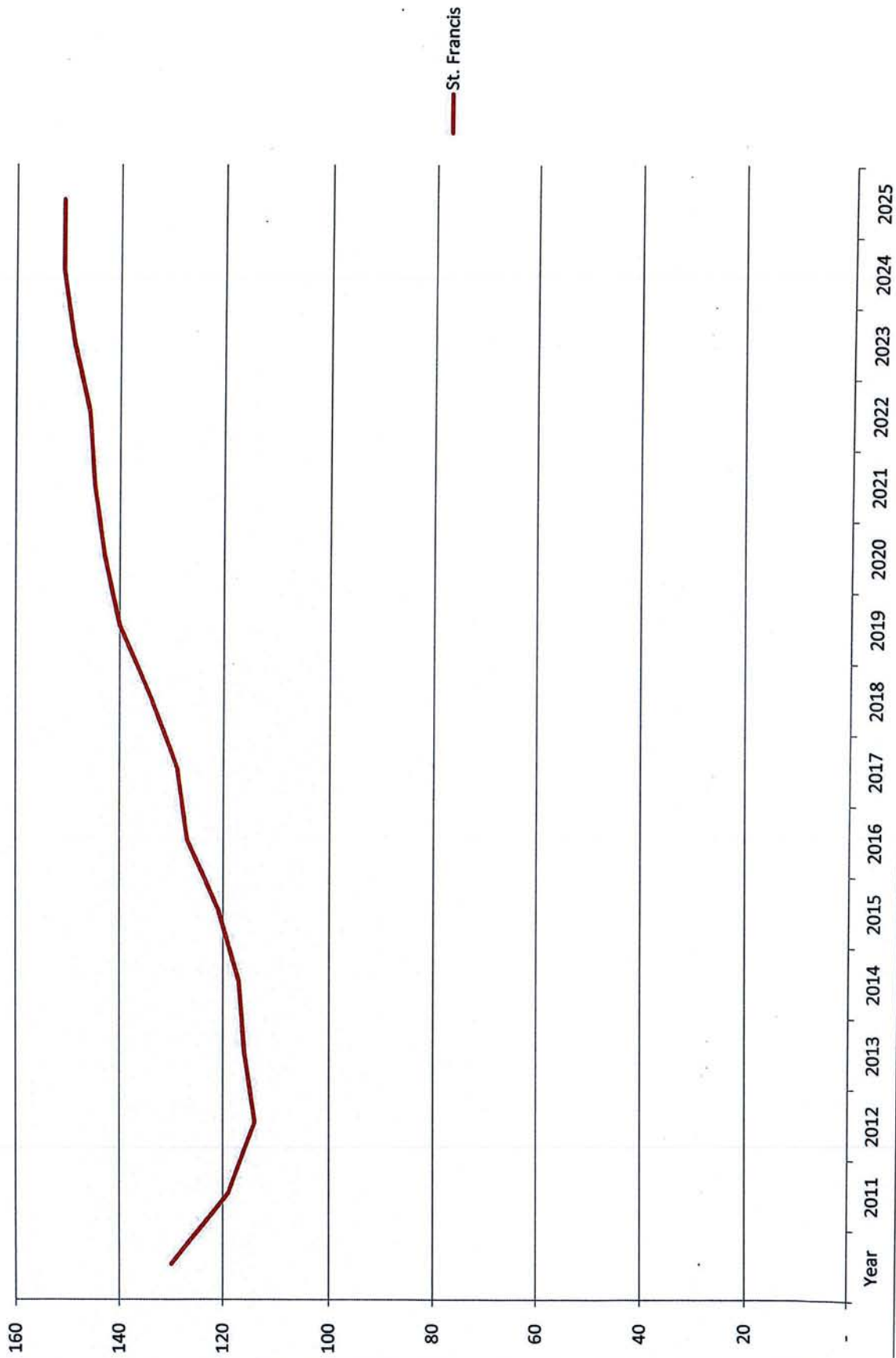
A Projection of Total Enrollment: ALL Programs

Grade	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022	2023	2024	2025	2026
PK		1		5	2	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3
K	29	21	19	17	15	17	16	18	19	19	20	20	21	21	21	21	21	21	21	21
1	27	27	19	19	17	16	18	18	19	20	21	21	21	23	23	23	23	23	23	23
2	31	27	26	18	19	17	16	18	18	20	20	21	21	22	23	23	23	23	23	23
3	26	28	25	25	17	19	17	16	18	18	20	20	21	22	22	23	23	23	23	23
4	34	29	26	24	21	17	20	17	16	18	18	20	21	21	22	22	23	23	24	24
5	28	27	33	27	23	20	17	19	17	16	18	17	19	20	21	21	21	23	23	23
6				33	16	10	7	7	7	7	7	7	7	8	8	9	9	10	11	11
1 to 3	84	82	70	62	53	52	51	52	55	58	61	62	63	67	68	69	69	69	69	69
4 to 6	62	56	59	84	60	47	44	43	40	41	43	44	47	49	51	52	53	56	58	58
K to 6	175	159	148	163	128	116	111	113	114	118	124	126	131	137	140	142	143	146	148	148
PK to 6	175	160	148	168	130	119	114	116	117	121	127	129	134	140	143	145	146	149	151	151
Total	175	160	148	168	130	119	114	116	117	121	127	129	134	140	143	145	146	149	151	151
Change from 2011:																				
1 to 3						-1	-2	-1	2	5	8	9	10	14	15	16	16	16	16	16
4 to 6						-13	-16	-17	-20	-19	-17	-16	-13	-11	-9	-8	-7	-4	-2	-2
K to 6						-12	-17	-15	-14	-10	-4	-2	3	9	12	14	15	18	20	20
PK to 6						-11	-16	-14	-13	-9	-3	-1	4	10	13	15	16	19	21	21
Total						-11	-16	-14	-13	-9	-3	-1	4	10	13	15	16	19	21	21

School Year: 2011/2012

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St. Francis



Enrollment Projection: Baragar assumptions without local knowledge

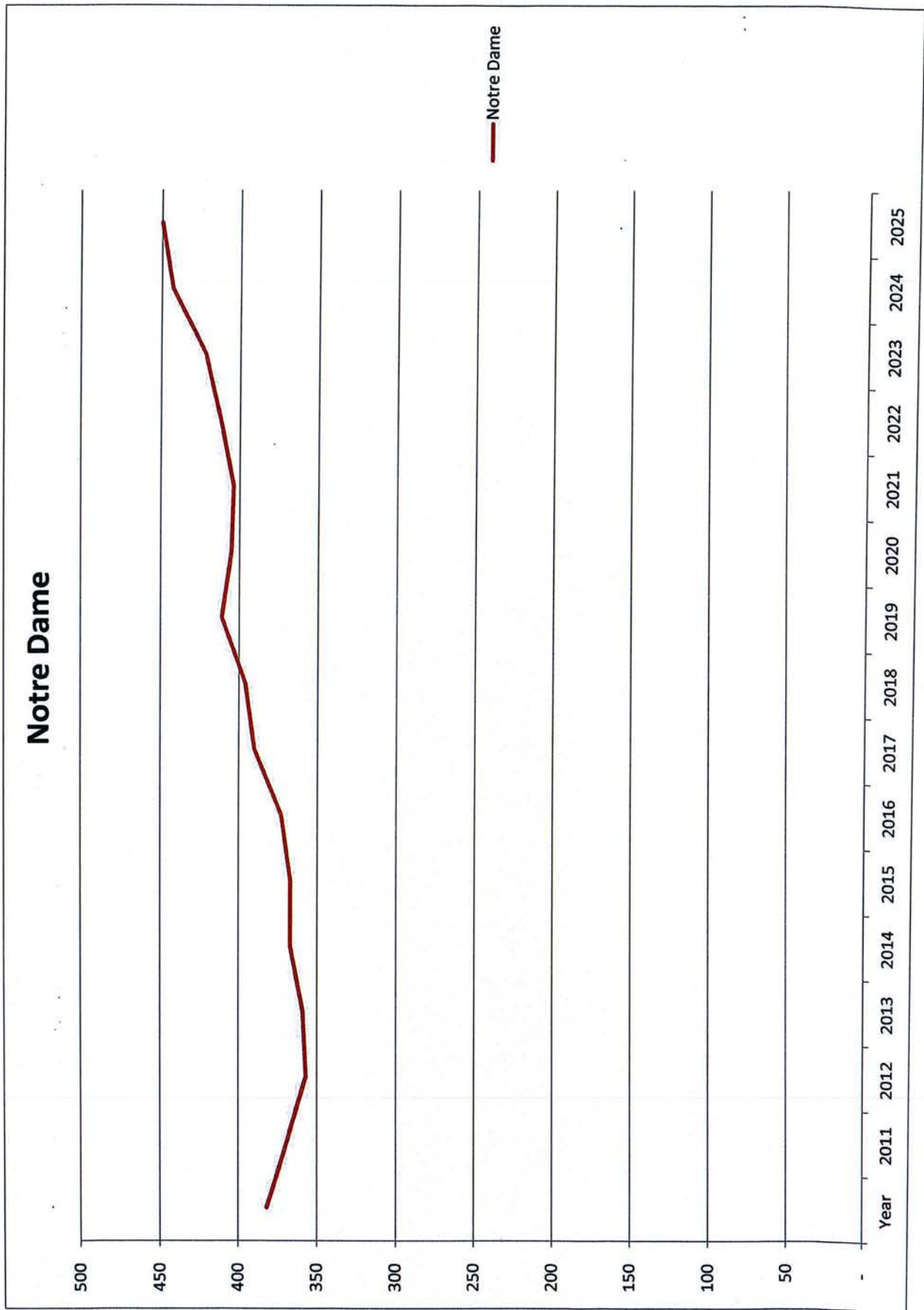
Medicine Hat Catholic Separate Regional Division
Notre Dame Academy

A Projection of Total Enrollment: ALL Programs

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

School Year: 2011/2012

Page 3 of 3



Enrollment Projection: Baragar assumptions without local knowledge

Medicine Hat Catholic Separate Regional Division
Mother Teresa School

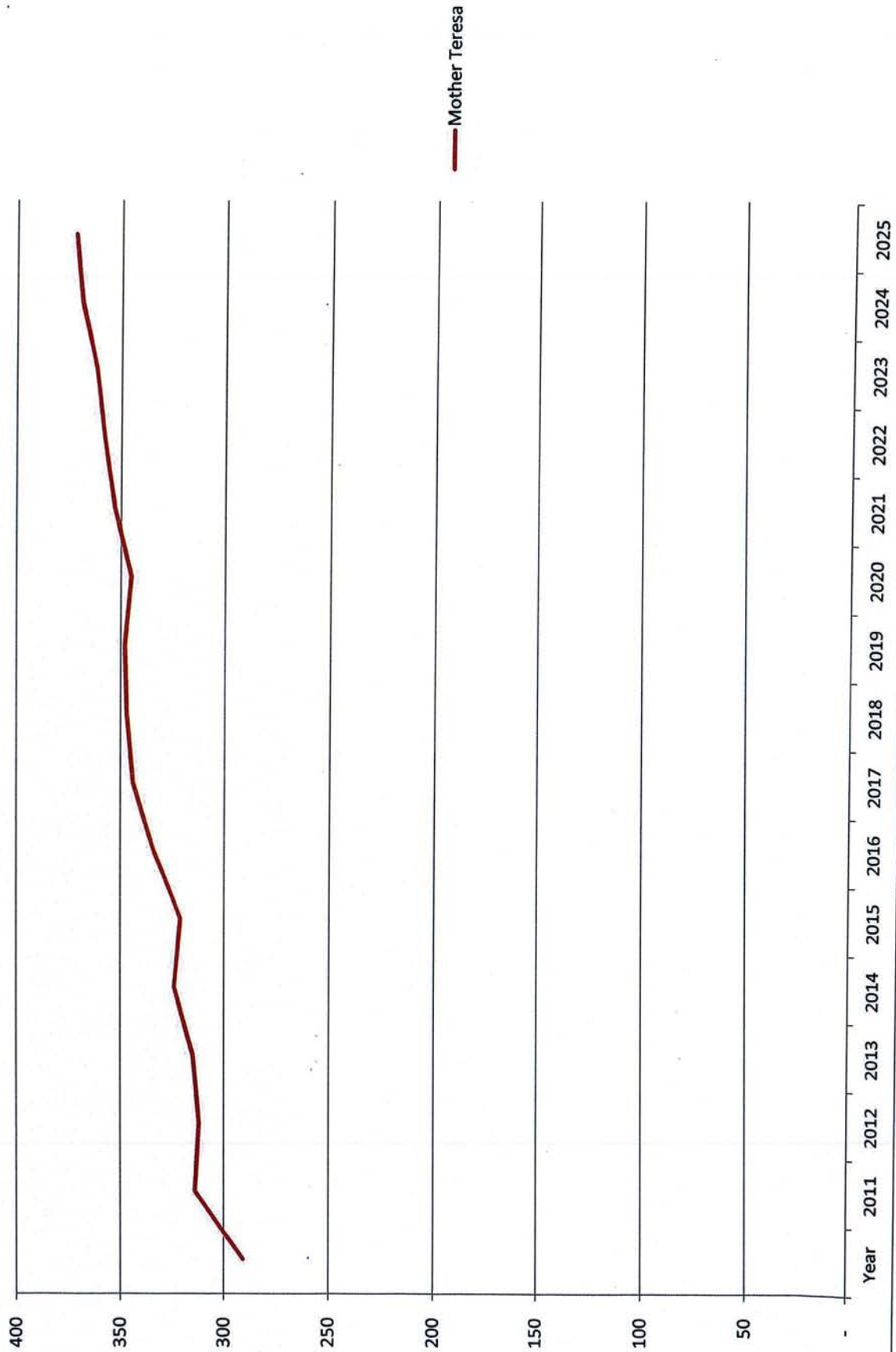
A Projection of Total Enrollment: ALL Programs

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

School Year: 2011/2012

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Mother Teresa



Enrollment Projection: Baragar assumptions without local knowledge

Medicine Hat Catholic Separate Regional Division
McCoy High School

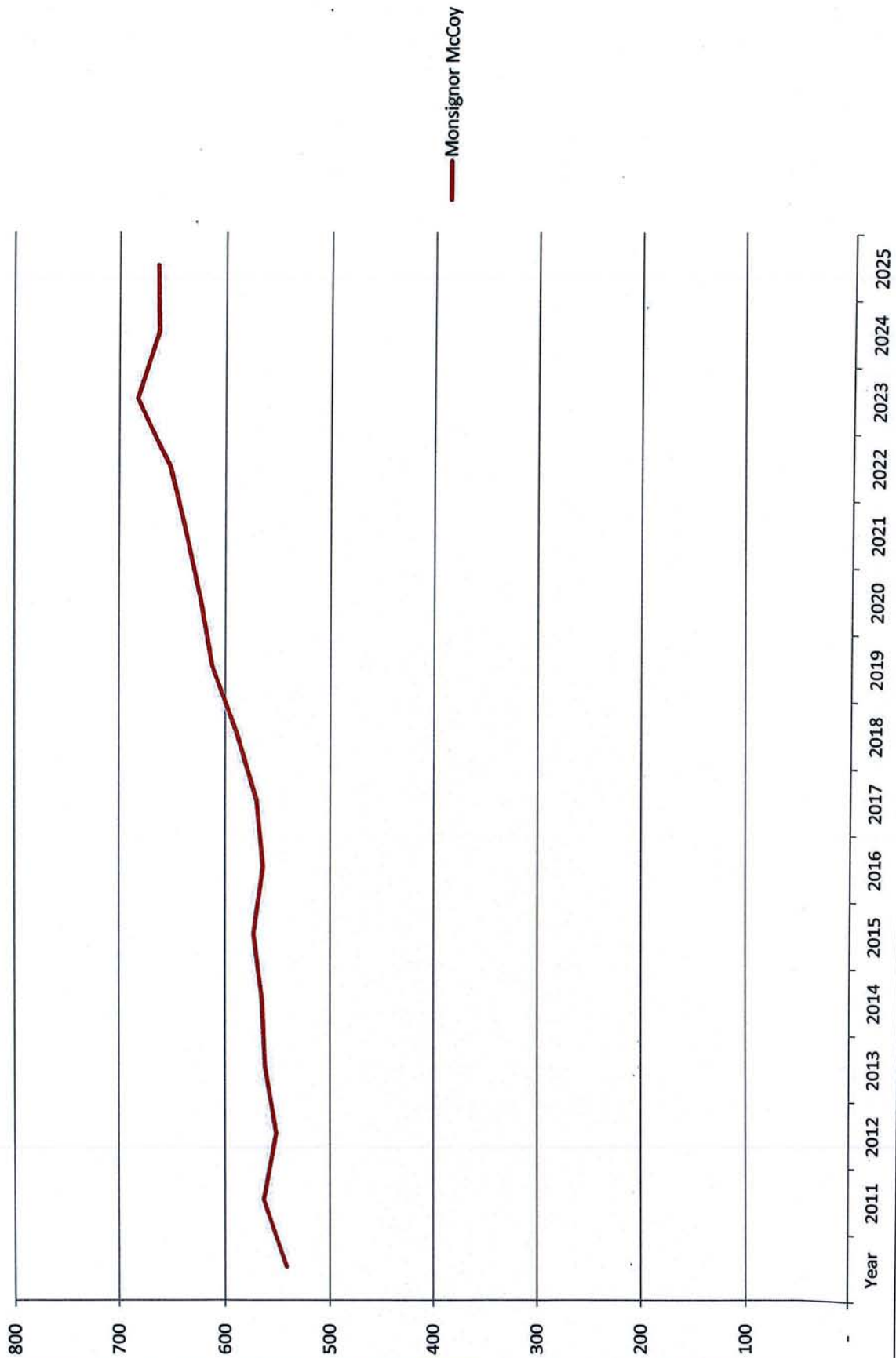
A Projection of Total Enrollment: ALL Programs

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

School Year: 2011/2012

Page 3 of 3

Monsignor McCoy



Enrollment Projection: Baragar assumptions without local knowledge

Medicine Hat Catholic Separate Regional Division
Division as a school

A Projection of Total Enrollment: ALL Programs

Grade	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022	2023	2024	2025	2026
PK	54	46	86	105	91	94	94	87	96	100	102	103	105	105	106	106	107	108	108	109
K	200	213	209	196	191	204	201	207	192	212	222	226	230	233	234	235	236	237	238	240
1	224	205	207	207	188	193	206	205	212	196	217	228	231	236	238	239	240	241	243	244
2	205	213	207	199	207	186	190	206	204	211	196	216	226	230	235	238	239	240	241	242
3	241	195	226	203	192	205	184	190	206	204	211	196	216	226	230	235	237	239	240	241
4	226	240	198	226	184	193	206	187	193	209	207	214	199	219	229	233	239	241	242	243
5	255	225	244	187	220	185	194	207	188	195	210	209	216	201	221	232	235	240	243	244
6	242	254	241	251	191	216	191	198	213	199	203	220	218	226	209	231	242	245	250	253
7	216	250	253	240	247	206	223	202	209	224	215	216	236	233	241	224	247	259	263	268
8	230	211	238	245	225	235	190	208	190	194	208	199	202	220	218	226	208	231	241	244
9	216	178	200	213	228	211	226	178	197	177	185	194	186	190	207	204	211	196	216	227
10	208	206	173	195	186	191	190	197	184	187	188	189	204	208	201	220	218	226	209	231
11	171	194	198	163	200	191	198	198	203	192	193	194	196	211	216	207	228	226	234	216
12	204	177	200	200	165	204	197	202	202	208	196	197	199	201	215	221	213	233	231	240
K to 6	1593	1545	1532	1469	1373	1382	1372	1400	1408	1426	1466	1509	1536	1571	1596	1643	1668	1683	1697	1707
7 to 9	662	639	691	698	700	652	639	588	596	595	608	609	624	643	666	654	666	686	720	739
10 to 12	583	577	571	558	551	586	585	597	589	587	577	580	599	620	632	648	659	685	674	687
PK to 12	2892	2807	2880	2830	2715	2714	2690	2672	2689	2708	2753	2801	2864	2939	3000	3051	3100	3162	3199	3242
Self Contained Special Ed.	0	0	0	34	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25
Total	2892	2807	2880	2864	2740	2739	2715	2697	2714	2733	2778	2826	2889	2964	3025	3076	3125	3187	3224	3267
Change from 2011:																				
K to 6						9	-1	27	35	53	93	136	163	198	223	270	295	310	324	334
7 to 9						-48	-61	-112	-104	-105	-92	-91	-76	-57	-34	-46	-34	-14	20	39
10 to 12						35	34	46	38	36	26	29	48	69	81	97	108	134	123	136
PK to 12						-1	-25	-43	-26	-7	38	86	149	224	285	336	385	447	484	527

School Year: 2011/2012

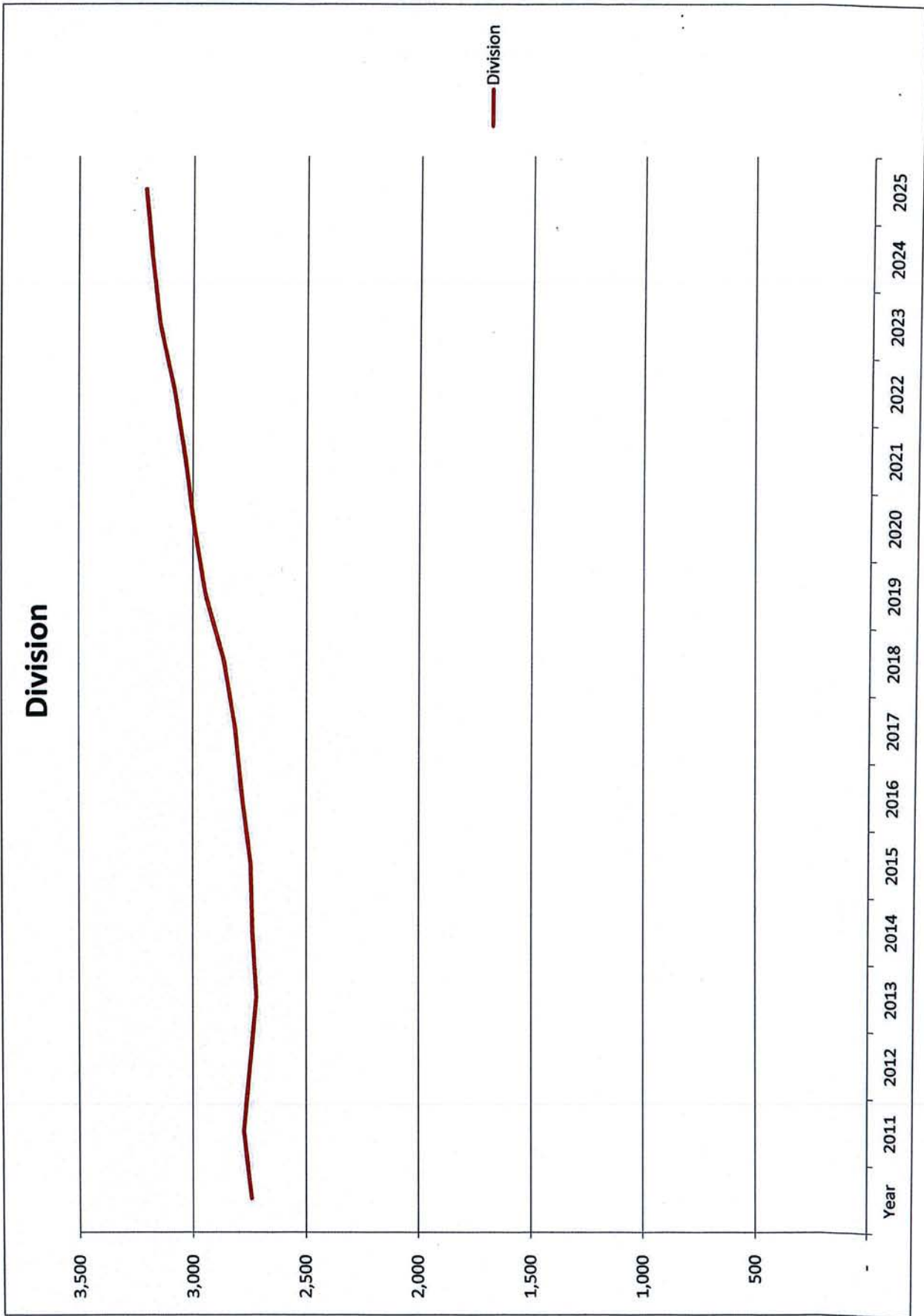
Page 6 of 7

Enrollment Projection: Baragar assumptions without local knowledge

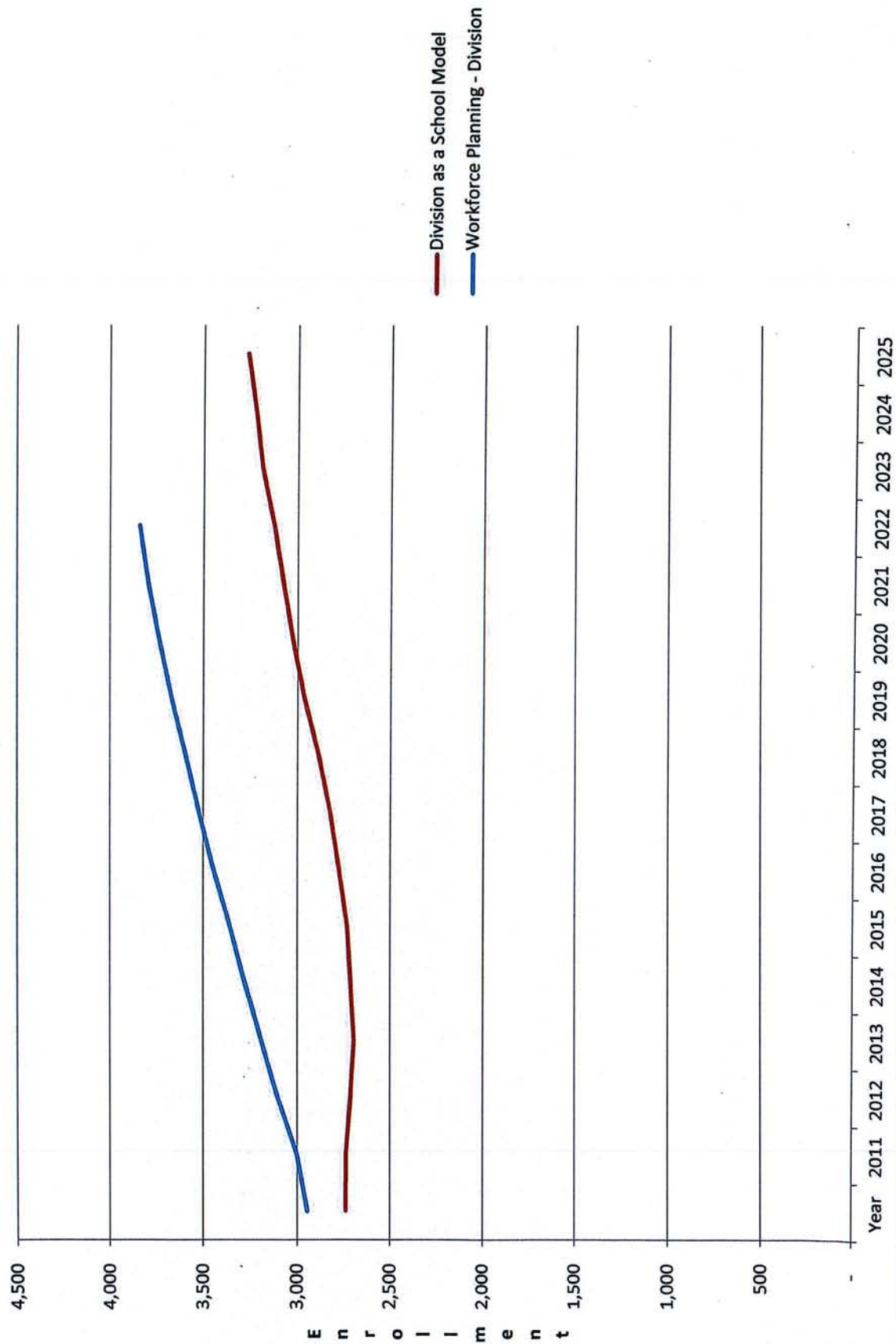
Medicine Hat Catholic Separate Regional Division
Division as a school

A Projection of Total Enrollment: ALL Programs

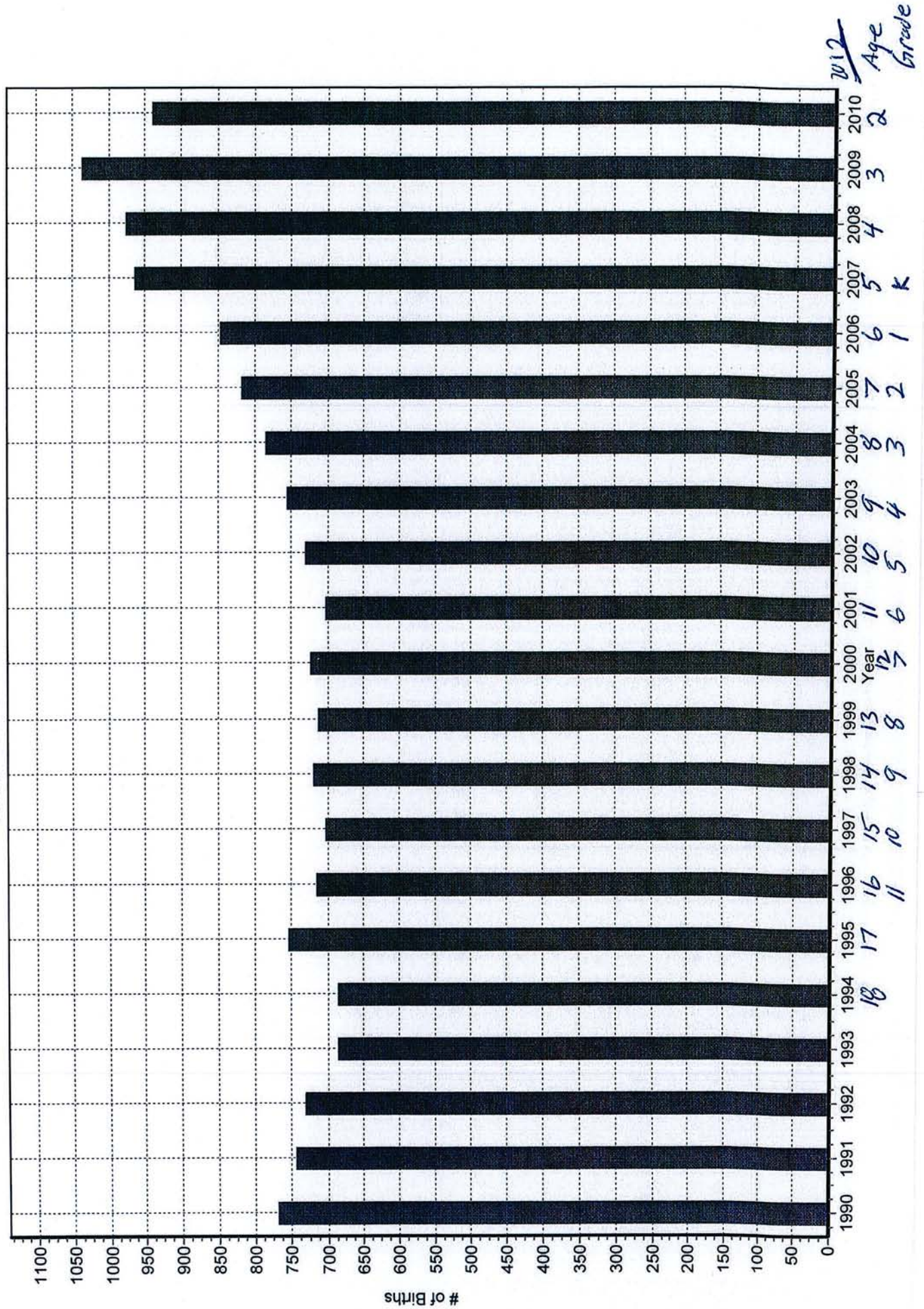
Grade	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022	2023	2024	2025	2026
Self Contained Special Ed.	0					0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Total	-1					-1	-25	-43	-26	-7	38	86	149	224	285	336	385	447	484	527



Division as a School vs. Workforce Planning



Births: Division as a school



Jurisdiction: Medicine Hat Catholic Separate Regional Division No. 20

Board Priority #	Facility Name	Location	Enrollment (Sept 2012)	Projected Enrollment (September 2013)	Number of Units Required	Link Required (Y or N)	Category Code	Infrastructure Calculated Utilization Rate	Site Ready Date	Detailed Explanation for Category Code / Modular Request
1	St. Michaels School	Medicine Hat	204	208	1	Y	2	99.00%	April 1, 2013	Enrollment pressures at the school. See attached.
2	Mother Teresa	Medicine Hat	276	274	1	Y	2	81%	April 1, 2013	Enrollment Pressures. See attached
3										
4										
5										
6										
7										
8										
9										
10										
11										
12										
13										
14										
15										
16										
17										
18										
19										
20										
21										
22										
23										
					2					Total of New Units Requested

Category Codes:
1 = Health and Safety (Please explain)
2 = Enrollment Pressures (Please explain)
3 = Class Size Initiative (Please explain)
4 = Other (Please explain)

By 20/13
Superintendent or Designate
(Signature req'd on last sheet only)

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

Please e-mail the original Excel document to ede.cpdata@gov.ab.ca



Medicine Hat Catholic Board of Education

Board Meeting Agenda Item

October 8, 2013

Memorandum

To:	Board of Trustees
From:	Secretary-Treasurer
Agenda Item:	Local Authorities Pension Plan (LAPP) Changes
Purpose:	Information
Strategic Plan Reference:	Efficient and Effective Operations
Enclosures:	a. ASBA Summary of the changes to the LAPP
Background:	ASBA provided a summary of the changes
Recommendation/Decision:	None
Resulting Action:	To be determined
Responsibility:	Secretary-Treasurer



Via Email

September 17, 2013

Dear School Board Chairs, Superintendents and Secretary Treasurers:

Re: Local Authorities Pension Plan Changes

You have probably heard about the changes to the Local Authorities Pension Plan (LAPP is the pension plan to which our support staff belong) that the government announced on September 16. Attached is the document circulated at yesterday's meeting with the Minister of Treasury Board and Finance Minister Doug Horner. The meeting was attended by representatives from the Boards of the Local Authorities Pension Plan and other Alberta public sector pension plans as well as representatives of selected stakeholders.

In summary, the government is planning amendments to the Public Sector Pension Plans Act by the spring of 2014 that will change certain plan benefits and allow the LAPP to become an independent pension plan governed by a Sponsors Board and an expert board of trustees as early as January 1, 2016. The plan sponsors (employers and employees) would agree on the plan benefits within constraints laid down by the Government which would also determine the make up of the sponsors board. The sponsors board would appoint the board of trustees to administer the plan. Government will also set a maximum cost and contribution rate and employers and employees will each contribute 50% (currently employers contribute 1% more than employees) starting January 1, 2016. There will be a moratorium on benefit improvements by sponsors until January 1, 2021.

The following benefit design changes were also announced to commence on January 1, 2016:

- The early retirement subsidies built into the plan will be eliminated for service after December 31 2015.
- The COLA benefit (currently 60% of Alberta inflation) will become conditional on adequate funding up to 50% for service after December 31, 2015.
- Vesting for service after December 31, 2015 will be immediate – it takes 2 years for vesting under current rules.
- The 35 year service maximum will be eliminated after December 31, 2015.

None of the above changes will affect current retirees or those who retire before January 1, 2016. Nor will the changes affect benefits earned up to December 31, 2015 for those who

retire on or after January 1, 2016. Government estimates the changes will reduce contribution rates by about 3% over the long term compared to where they would have been without these changes.

ASBA would like to receive your views on these changes to our support staff's pension plan. It would be appreciated if you could email Heather Rogers at hrogers@asba.ab.ca and advise whether your board supports these changes or not. It is also ASBA's long held position that if a sponsors board is established for LAPP, school boards should have a seat. It would also be appreciated if you could advise the Minister of Treasury Board and Finance of your support for that position.

If you have any questions, please call me at 1.780.451.7114.

Yours sincerely,

A handwritten signature in black ink, appearing to read "Heather Rogers", with a stylized flourish at the end.

Heather Rogers, B.Comm, CMA
Director of Finance

CHARTING a New Course

LOCAL AUTHORITIES PENSION PLAN

Sustainable Pension Plans

Pension plans around the world are facing challenges because people are retiring early and living longer, investment returns have been lower, and the ratio of pensioners to active members is increasing. Many plans are unsustainable in the long term if changes are not made. In Alberta, our public sector pension plans face the same challenges, which have resulted in funding shortfalls and dramatically rising contribution rates.

The Government of Alberta is proposing changes to improve the long-term financial health of the following public sector pension plans: Local Authorities Pension Plan (LAPP), Public Service Pension Plan (PSPP), Management Employees Pension Plan (MEPP) and Special Forces Pension Plan (SFPP).

The Government is planning amendments to the *Public Sector Pension Plans Act* in Spring 2014 as a first step towards sustainable plans. Changes would take effect in 2016.

The proposals will:

- Introduce plan design changes for benefits on service after 2015 to make the plans more affordable and adaptable.
- Allow the plans to be jointly sponsored by employers and employees in future.
- Close the Management Employees Pension Plan to new members at the end of 2015, with new managers participating in the Public Service Pension Plan.

The proposals do not change benefits earned up to the end of 2015.

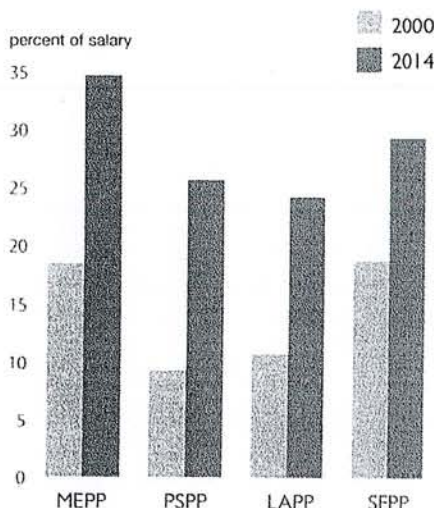
I am a pensioner. Will my pension be affected?

Because your pension is based on service before 2016, the proposed changes will not change your pension amount or the annual cost-of-living adjustment on your pension of 60% of inflation.

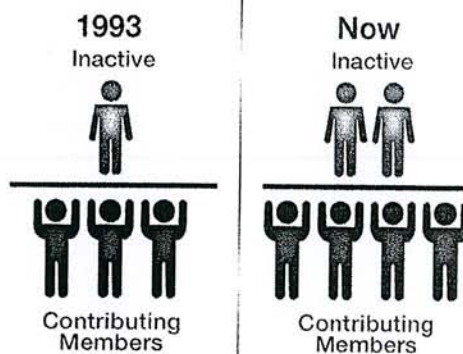
Should I terminate or retire now to get a better deal?

There is no advantage to terminating or retiring now. The proposed changes will not take away benefits that have already been earned.

TOTAL CONTRIBUTION RATES



CHANGING MATURITY OF LAPP



- The ratio of contributing members to inactive members (pensioners and deferred pensioners) was 3 to 1 – now it's 2 to 1.
- Many plan members are retiring well before age 65.
- Today's retirees will live on average 4 years longer than those who retired a generation ago. Many members will be retired for longer than they worked.

Plan Design Changes

Early Retirement Subsidy

Early retirement subsidies will be removed for benefits earned on service after 2015. Retirement as early as age 55 will still be permitted, but the pensions of early retirees will be reduced.

Currently, members of the plan may retire as early as age 55 without a reduction to their pension provided they have the "85 factor" (age + service at retirement equals 85 or more). If they do not have the 85 factor, their pension is reduced by 3% for each year they are short of the 85 factor, or for each year before age 65. This is less than the true cost to the pension plan of starting to pay the pension before age 65.

For service after 2015, the pension will be actuarially reduced for those who retire before age 65 to reflect the true cost of paying the pension longer.

How does this change help?

- The change improves fairness between members. Currently those who retire at age 65 or later pay an extra cost for those who retire earlier.
- There are currently retired members who will receive a pension for longer than they paid into the pension plan. Removing incentives to retire early and encouraging members to work longer will address that imbalance.
- The change will reduce costs. It is expected to reduce the total contribution rate by at least 3% of salaries, or a 1.5% reduction for both employees and employers.
- Reducing the number of early retirements is one way of addressing skilled labour shortages.

Cost-of-Living Adjustments (COLA)

Because of financial pressures, a number of public sector pension plans across Canada have made changes to their COLA arrangements.

The current fixed COLA of 60% of Alberta inflation for LAPP will be changed to a COLA arrangement that is targeted (but not guaranteed) to provide a yearly increase to pensions of 50% of Alberta inflation.

Under "target COLA", an annual COLA increase will be provided only if the plan's finances permit. Once the plan's finances improve, the plan will be able to provide catch-up COLAs.

The new target COLA arrangement will apply only for benefits earned on service after 2015. Fixed COLA at 60% of Alberta inflation will continue to apply to benefits earned to the end of 2015.

How does this change help?

This change will reduce the cost of the plan by a small amount, and it will reduce financial risk.

- LAPP is becoming a more mature pension plan. Mature plans depend heavily on investment earnings to pay pensions, and therefore are less able to handle investment losses. If shortfalls occur, employee and employer contributions must increase.
- Having a target COLA, rather than a fixed COLA, will mean that some of this financial risk can be shared with pensioners.
- The result is more stable contributions for plan members and employers.

Immediate Vesting

Effective January 1, 2016, benefits for active members will be vested immediately rather than after two years of plan membership. With this change, members who terminate before two years of plan membership will receive the full value of the benefit they have earned and will not have a lower benefit because they have been in the plan less than two years.

35-Year Service Cap

Currently members can only contribute and earn service in the pension plan for a maximum of 35 years.

The 35-year cap will be removed effective January 1, 2016. Those who already have 35 years of pensionable service when the change is made will be able to start contributing again, if they wish, and increase their service credit.

Those who reach 35 years after 2015 will continue to contribute and increase their service credit.

Example:

Jim retires at the end of 2020 at age 60, with 25 years of pensionable service, and therefore has the 85 factor. Highest average salary = \$75,000; average Canada Pension Plan yearly maximum pensionable earnings = \$55,000.

For this example, assume that a 30% early retirement reduction applies on benefits earned for service after 2015 to reflect the true cost of retiring five years before age 65.

The actual reduction for early retirement will vary depending upon economic and demographic assumptions.

Calculation of the pension:

The pension for each year of service, before any reduction is applied, is:

$$.014 \times \$55,000 + .02 \times (\$75,000 - \$55,000) = \$1,170 \text{ per year}$$

Pension on 20 years of pre-2016 service:

$$20 \times \$1,170 = \$23,400 \text{ per year}$$

As Jim has the 85 factor, no early retirement reduction applies to this part of the pension.

Pension on 5 years of post-2015 service:

$$5 \times \$1,170 \times 70\% = \$4,095 \text{ per year}$$

Total pension payable:

$$\$27,495 \text{ per year}$$

Fixed COLA at 60% of Alberta inflation will apply to \$23,400 of the annual pension.

Target COLA at 50% of Alberta inflation will apply to \$4,095 of the annual pension.

The Road to New Plan Governance

After plan design changes are in place, employee and employer sponsors will be empowered to come to an agreement in 2016 or later on LAPP becoming a jointly sponsored pension plan. The jointly sponsored LAPP would be subject to the pension standards law in Alberta. The sponsors' agreement will be subject to a number of constraints which will be set out in legislation. This will include a cap on total contribution rates to protect both members and public employers from excessive costs. This contribution rate cap could eventually affect benefits. The current governance structure will continue until a new arrangement is put in place.

How is the plan currently governed?

The LAPP is currently established in legislation. The Local Authorities Pension Plan Board of Trustees includes employee and employer representatives. The board has various responsibilities including setting contribution rates and investment policy and recommending changes to benefits. The board is supported by ALAPP Corporation which provides the Minister with strategic advice on the plan and carries out other duties delegated by the Minister.

The President of Treasury Board and Minister of Finance is Trustee of the plan. Alberta Pensions Services Corporation and AIMCo, owned by Government, perform the plan administration and the investment management.

LAPP Board Review

In July 2012, the Minister asked the Local Authorities Pension Plan Board of Trustees to make recommendations that would ensure that the plan would remain affordable, sustainable, and have secure benefits.

In March 2013, the board gave the Minister a report outlining the challenges facing the plan and reporting the results of consultations with stakeholders, including plan members. The board recommended that the plan's governance be reviewed and did not make recommendations to the Minister on plan design.

Further information is available at <http://pensionsustainability.alberta.ca> or the Local Authorities Pension Plan website, www.lapp.ca. Please check the websites regularly for updates.

Comments can be e-mailed to: pensionreform@gov.ab.ca.



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

Date: October 8, 2013

Agenda Item: Continued Funding for the Communities Coming Together Program.

Name: Hugh Lehr

Purpose: **Information**, Discussion or Action

Attachments: 1. Letter to Minister 2011
2. DRAFT Letter to Minister 2013

Background:

**Mental Health Capacity Building in Schools for Children, Youth and Families
2011 - 2014 Action Plan Proposal**

Name of Initiative: Mental Health Capacity Building in Schools for Children, Youth and Families

Health Authority: Alberta Health Services, Addictions and Mental Health

Financial Authority: [Medicine Hat Catholic Board of Education](#)

School Authority(ies): Medicine Hat Catholic Board of Education

Schools: St. Mary's Middle School, Notre Dame Academy, Monsignor McCoy High School

Communities: Medicine Hat, Alberta

School Years: 2011–2012, 2012–2013, 2013-2014

BACKGROUND, PURPOSE OF INITIATIVE AND COMMUNITY CONTEXT:

This Mental Health Capacity Building Project is a multi-agency project providing the staffing and support needed to continue community based mental health promotion, prevention and early intervention through integrated services and programs in school-based settings.

The Community Coming Together project has served the school communities of St. Mary's Middle School and Notre Dame Academy for the past three years. In this time we have begun the work of delivering early intervention strategies and counseling to students and families via the two thrusts of our project: 1. Promotion and Prevention on a universal level to all students and families and 2. one-to-one, group, and family counseling to identified youth in the targeted and specialized domains. The services have included partnerships with Community Mental

Health, Addictions, Public Health, The Medicine Hat Youth Action Society, the Medicine Hat Police Service via School Resource Officers and the DARE and newly developed E.P.I.C. program, and many other groups and agencies. Our staff and partners have worked tirelessly to connect identified youth and families with the necessary resources to meet their individual needs in the school setting, thus eliminating barriers to access of services for our vulnerable sector. Additionally, all students have had access to classroom and school presentations, monthly newsletters, display presentations, and other print resources to build the capacity of our youth intended to reduce the stigma associated with mental illness and better prepare our students to deal with stress, anxiety, peer pressures, addictions, healthy living, relationships, and assorted other topics of interest.

The Medicine Hat Catholic Board of Education will continue to partner with the existing contractors and engaged agencies with the addition of McMan Youth Services during this three year extension of the Community Coming Together Mental Health Capacity Building program. In addition to the two schools we have served for the previous three year funding cycle, Notre Dame Academy and St. Mary's Middle School, we plan on extending our program to Monsignor McCoy High School. As students from both middle schools feed into this one central location, and have become accustomed to high levels of support and services, we feel it to be a natural progression to continue offering services to these engaged students and families emphasizing universal supports to all students. Between all three locations we will be serving approximately 1200 students which represent diverse socioeconomic and cultural backgrounds. This will occur with the support of our Learning Services Department to create an integrated and inclusive approach to the delivery of supports and programs that will lead to a sustainable model in three years time. This collaborative team will provide a wrap-around service delivery model that centers on the child's and the family's needs and will triage service delivery in an efficient and succinct manner that will attempt to mitigate targeted and specialized concerns using universal strategies. We feel that this approach will reach a wider spectrum of students who are struggling with the same issues on different levels, and be proactive and preventative to all students.

Recommendation

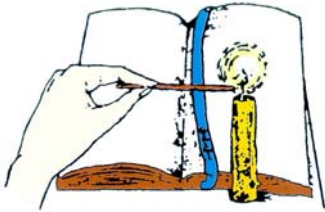
Review DRAFT letter of support for continued funding for the CCT program.

Resulting Action:

Send letter of Support to Minister.

Responsibility:

Trustees, Senior Administration.



*Medicine Hat
Catholic Board of Education*

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

Fax (403) 529-0917

www.mhcbe.ab.ca

Telephone (403) 527-2292

March 29, 2010

Minister of Education, Honourable Dave Hancock
Minister of Health and Wellness, Honourable Gene Zwozdesky
Honourable Rob Renner MLA
Mr. Len Mitzel, MLA

Dear Ministers and MLA's;

We are writing to ask for your support to sustain the funding for the '**Community Coming Together**' **Mental Health Capacity Building Project**, which serves our middle school communities of St. Mary's School and Notre Dame Academy within the Medicine Hat Catholic School Division. Currently we anticipate funding to end in February 2011.

Our program currently offers students and their families a consistent wrap around service model that has proven to be an efficient method of dealing with the unique mental health concerns of adolescents. We have seen marked increased levels of service of students and families now accessing known community services including (**Mental Health Therapists, Addictions Counselors, Youth Workers, and Public Health Nurses**) in the familiar setting of their own school with only one entry/referral point required to access services. Students are now provided counseling during school hours thus removing the significant barrier in attending counseling at an off-site location. In addition, activity based programming offered after school provides an environment for adolescents to be engaged in healthy activity during those times when students may often be left unsupervised after school when there is a higher level of incidents with drug and alcohol use and conduct that may not reflect a healthy and active lifestyle.

We have seen a decreased number of crisis situations and an increase in the resiliency skills of our students. Collaboration between our staff and parents serves to create a complete picture in meeting the unique mental health needs of each student in addressing concerns such as (divorce in the family, drug use and abuse, depression, academic issues, relationships among many other mental health issues).

Teachers, Administrators, and Learning Assistants are now able to consult with the community professionals on-site to better serve the students in their classrooms. This project is highly acclaimed among other school divisions in the province for its wrap around service delivery model that is making a difference in supporting mental health in the lives of students and families and we are committed to its success.

Thank you for your time; should you require additional information, please feel free to contact me.

Sincerely,

Stan Aberle, Chairman of the Board

SA/dd

Dear Ministers and MLA's;

We are writing to ask for your support to sustain the funding for the '**Community Coming Together' Mental Health Capacity Building Project**, which serves our school communities of St. Mary's School, Notre Dame Academy and Monsignor McCoy High School within the Medicine Hat Catholic School Division. Currently we anticipate funding to end in June 2014.

Our program currently offers students and their families a consistent wrap around service model that has proven to be an efficient method of dealing with the unique mental health concerns of adolescents.

"It is clear that health education and health promotion in schools can improve children's health, learning, and overall well-being" PHAC 2006 WHO 2006

We have seen marked increased levels of service of students and families now accessing known community services including (**Mental Health Therapists, Addictions Counselors, Youth Workers, and Public Health Nurses**) in the familiar setting of their own school with only one entry/referral point required to access services. Students are now provided counseling during school hours thus removing the significant barrier in attending counseling at an off-site location. In addition, activity based programming offered after school provides an environment for adolescents to be engaged in healthy activity during those times when students may often be left unsupervised after school when there is a higher level of incidents with drug and alcohol use and conduct that may not reflect a healthy and active lifestyle. Most importantly, through universal programming and capacity building, teachers are now utilizing the information/activities within their classes.

We have seen a decreased number of crisis situations and an increase in the resiliency skills of our students. Collaboration between our staff and parents serves to create a complete picture in meeting the unique mental health needs of each student in addressing concerns such as (divorce in the family, drug use and abuse, depression, academic issues, relationships among many other mental health issues).

Teachers, Administrators, and Learning Assistants are now able to consult with the community professionals on-site to better serve the students in their classrooms. This project is highly acclaimed among other school divisions in the province for its wrap around service delivery model that is making a difference in supporting mental health in the lives of students and families and we are committed to its success.

Thank you for your time; should you require additional information, please feel free to contact me.

Sincerely,

Peter Grad, Chairman of the Board



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

Date: October 8, 2013

Agenda Item: Student Learning Assessments

Name: Hugh Lehr

Purpose: **Information**, Discussion or Action

Attachments: 1. FAQ – STUDENT LEARNING ASSESSMENTS

Background:

There are several options available for schools and school jurisdictions with regard to the Grade 3 PATs. School jurisdictions must choose one of the following options:

- Option 1: Administer the Grade 3 PAT in May/June 2014
- Option 2: Administer the Pilot Grade 3 SLA (Student Learning Assessment) in September 2014
- Option 3: Administer the Grade 3 PAT in May/June 2014 AND administer the Grade 3 SLA in September 2014

Alberta Education has indicated to all of the school jurisdictions that each jurisdiction is expected to select one of these options. Some school jurisdictions are making the decision for all of their schools and other jurisdictions are allowing each school to decide what they want to do.

Recommendation

Input was gathered through School Administration and Staff to choose Option 2.

Resulting Action:

Administer the Pilot Grade 3 SLA (Student Learning Assessment) in September 2014

Responsibility:

Senior Administration, School Administration

FAQ – STUDENT LEARNING ASSESSMENTS

What are Student Learning Assessments and how are they different from Provincial Achievement Tests?

The new Student Learning Assessments will maintain a strong focus on literacy and numeracy, but will also include interactive approaches to help educators and parents understand how well students can apply what they have learned and demonstrate competencies such as creativity, critical thinking and problem-solving. The Provincial Achievement Tests assess student learning relative to the expected outcomes of the provincial Programs of Study. Student Learning Assessments will be administered as a series of computer-based tests at the start of the school year, unlike the Provincial Achievement Test, which is a single test at the end of the school year.

What is the difference between assessing students at the end of the school year and the beginning of the school year?

Inspiring Education, a provincewide consultation on the future direction of education in Alberta, envisions an education system that is more responsive to the learning needs of individual students. An assessment at the start of the school year provides students, parents and teachers with the data source, time and information to plan student programming and support more personalized student learning for the rest of the school year.

Why are literacy and numeracy important to assess and how does that align with the program of studies?

Literacy and numeracy are foundational to all learning. Initially, the new provincial literacy and numeracy assessments will reflect the current provincial Programs of Study. All provincial Programs of Study will be revised through Alberta Education's Curriculum Redesign process. As new Programs of Study are implemented that align with the vision of *Inspiring Education*, the new provincial assessments will reflect those new Programs of Study.

Will the new assessments be multiple-choice tests?

The PATs use multiple-choice, numerical-response and written-response questions to determine if students can understand, apply and analyze what they've learned in the classroom. The new assessments may use these question types, but new developmentally appropriate question types are being researched.

One of the issues with provincial assessment is student stress. How will this issue be addressed?

As part of the change, the new assessments will be taken as a series of manageable components rather than the single PAT and will be administered within a flexible time period. If a particular day is not a good day for a student to write one of the components, then it can be written on a different day. It is essential to have an accurate and realistic understanding of a student's capabilities. Therefore, the focus of the new assessments is to plan student programming and support improved student learning, rather than just grading students.

Are there plans for assessing students at grades other than Grades 3, 6 and 9?

Having provincial standards is a good thing. That does not mean that every assessment is a provincial test. Building assessment capacity in classrooms is important and it may prove to be beneficial to pursue

collaborations with teachers to build other assessments of literacy, numeracy and cross-curricular competencies to support learning.

Will Student Learning Assessments cost any more than the current PAT program?

The goal is to develop the new provincial assessments with current funding. The new assessments will likely cost less in the future because there will be a digital version, reducing the need for printing and shipping.

How will public accountability and assurance be possible in the new model?

It is important to note that accountability is about measuring and assurance is about measuring and putting that information to use. That is, assurance is the larger goal with an emphasis on growth. While the new assessments will continue to provide accountability information, a significant change will be with respect to the information for parents.

Parents will have information at the start of the school year about their child's strengths and areas needing improvement. This should lead to richer conversations with their child about what their child is doing at school and with the teacher as parent, student and teacher collectively plan instruction.

From the school, system and provincial perspective, the student data would be grouped and reported for the school to know where their students are relative to all students in the province and provincial expectations. School boards and authorities would continue to receive information for planning purposes. Alberta Education will continue to compare results from one year to the next to determine if the education system is improving.

Will it still be possible to rank schools?

Schools are organizations that are too complex to be ranked solely on the basis of test results. A better measure is the [Accountability Pillar](#) currently produced annually by Alberta Education.

Can the Student Learning Assessment results be used to evaluate teachers?

No. Teaching is too complex a job to evaluate using a single measure. It is better to evaluate teachers consistent with the current policy on Teacher Growth, Supervision and Evaluation Policy.

The success of this assessment model depends on getting information back to the classroom as quickly as possible. How soon will students, parents and teachers see results?

The results of the online assessments will be available digitally, so student results should be available to teachers quite quickly. Alberta Education will aggregate school, school authorities and provincial data to provide reports on board and individual school reports once all students have completed the assessments.

Will students receive marks on the assessments? In what form?

The feedback that students and parents receive will be more than just a numeric score and the standard (Acceptable Standard, Standard of Excellence, Below Acceptable Standard) achieved, which is the case with the current PATs. While the final form of the information will be determined by research and consultation with stakeholders, it will be far richer than what is currently available. The goal of the feedback will be to support the teacher and parents in making decisions about a student's learning needs.

What about schools that do not have digital capacity? What about students who prefer a paper copy of the test?

Those schools that require the tests in a print (hard copy) format can request them. Alberta Education will provide a scoring guide so teachers can do the initial marking and use the results immediately. While most students are comfortable taking such tests on a computer, paper copies can also be made available.

Have any classroom teachers been consulted about the new assessments?

Groups of teachers have been working with Alberta Education staff over the past two months to begin the process of looking at the current provincial Programs of Study through the lenses of literacy and numeracy. This has been done in both English and French and the work continues.



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

Date: October 8, 2013

Agenda Item: Lions Vision Screening

Name: Hugh Lehr

Purpose: **Information**, Discussion or Action

Attachments: 1. Vision Screening Result

Background:

The Lions club has offered its services (free of charge) to our elementary schools. Dr. Alan Bergen volunteers his time not only in Medicine Hat but around the world proving quick and free visual assessments through infra-red photographic techniques. He would like to offer his services to MHCBE in Kindergarten and grade 2.

Each assessment takes about 15 seconds. It is a quick photo that provides a visual assessment and an indication of "PASS" or "REFERRAL". This gives the parents information that they can take to their eye-care professional.

Recommendation

Schools with students in kindergarten and grade 2, with parental consent, will be participating in the free vision screening.

Resulting Action:

Schools will be setting up appointments in late fall.

Responsibility:

School Administration

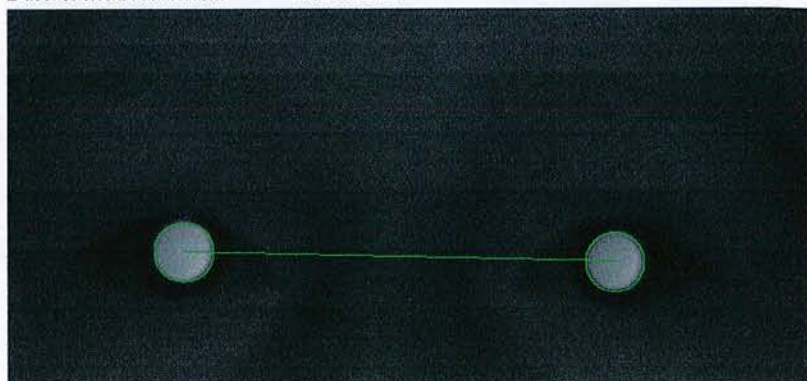


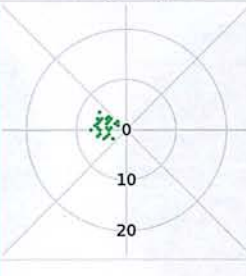
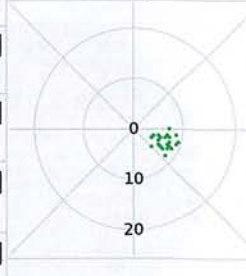
P.O. Box 733
Medway, GA 30134-0733
hmf1732@gmail.com

LIONS CLUB OF MEDICINE HAT

Vision Screening Result

Name: [REDACTED]
Patient ID: [REDACTED]
Date of birth: 10/31/2007
Contact information: [REDACTED]
Date of measurement: 06/04/2013



Right eye	Refraction [dpt]	Left eye
	+1.00 -0.25 4° +1.25 -0.25 160°	
	Spherical equivalent [dpt]	
	+1.00 +1.00	
	Gaze asymmetry [°]	
	4.0	
	Pupil size [mm]	
	7.6 7.3	
	Pupil distance [mm]	
	55	

Pass/Refer criteria

Refer

Anisometropia	Spherical equivalent ≥ 1.50 dpt	No
Astigmatism	Cylinder ≥ 2.50 dpt	No
Hyperopia	Spherical equivalent ≥ 3.50 dpt	No
Myopia	Spherical equivalent ≥ 3.00 dpt	No
Gaze asymmetry	Asymmetry $\geq 10.0^\circ$	No
Asymmetric corneal reflexes are caused either by strabismus (true positive referral) or by fixation to an object other than the camera (false positive referral).		
Anisocoria	Pupil size ≥ 1.0 mm	No

Vision Screening does not replace a complete eye examination by an ophthalmologist or optometrist! Vision Screening must be conducted regularly as eyes may change over time!

ROC 3; Version: 6.0.0.0

www.plusoptix.com

Pass



LIONS CLUB of MEDICINE HAT

The Lions Club of Medicine Hat is a local service club, that has assisted the community in various endeavours since 1950.

For several years we have deplored the lack of early childhood vision screening that once was conducted. One of the reasons for this failure has been the lack of manpower that such testing required.

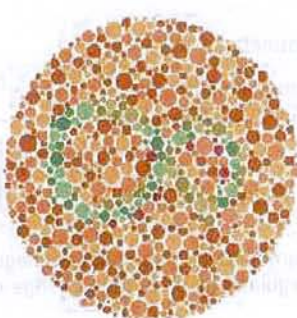
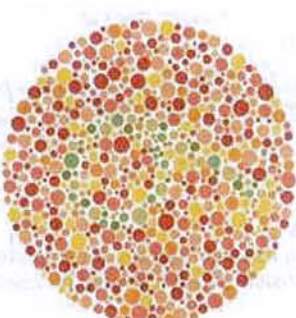
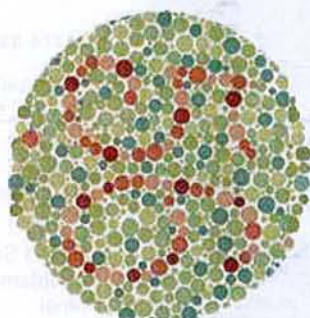
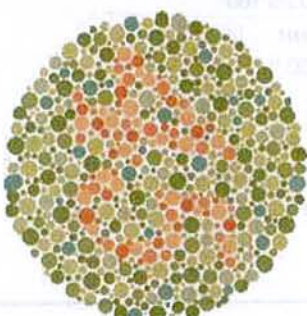
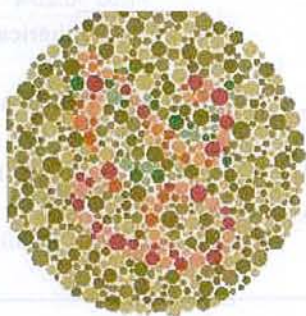
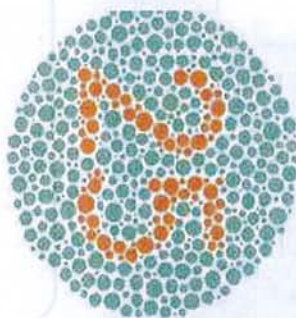
Recent technology is allowing volunteers with minimal training, to run vision assessments through the use of infra-red photographic techniques. For this reason, our club has invested in the technology, and is in the process of conducting "in-school" screening sessions.

These examinations are in no way intended to replace regular examinations by eye-care professionals. Rather they are intended to augment and document changes that can occur rapidly through the development of the child.

Please provide the results of this examination to your eye-care professional, and ask him/her to communicate comments to

lcmb732@gmail.com.

Ishihara Test for colorblindness



(25,29,45)

(56,6,8)

Date:

Dear Parent:

The Lions Club of Medicine Hat is a local service club, which has assisted the community in various endeavors since 1950. Recent technology is allowing trained volunteers to run vision assessments through the use of infra-red photographic techniques. For this reason, the Lions club has invested in this technology, and is in the process of conducting “in-school” screening sessions. Alan Bergen volunteers his time not only in Medicine Hat but around the world providing quick and free visual assessments through infra-red photographic techniques.

These screenings are in no way intended to replace regular examinations by eye-care professionals. Rather they are intended to augment and document changes that can occur rapidly through the development of the child. Each assessment takes about 10 seconds. It is a quick photo that provides a visual assessment and an indication of “PASS” or “REFERRAL”. We encourage parents to provide the results of this assessment to your eye-care professional.

Assessments are planned for students in Kindergarten and grade 2. Please sign and return this consent if you grant permission for this assessment to continue for your child.

Student information shared with assessor will be name and date of birth. The date of birth is a required piece of data to calibrate the technology for each individual student.

Sincerely,

Principal

I, _____ approved the visual screen be performed on
Parent/Guardian Signature

_____, born on _____
Student Name Date

Opportunity for Albertans to build future of teaching

🕒 Sep 11, 2013

The Task Force for Teaching Excellence will build Alberta by exploring new ways to support educators and ensure every student benefits from an excellent teacher.

Through *Inspiring Education* and other initiatives, Albertans have told government that, as the education system changes, educators will need to be more flexible, innovative and learner-centered than ever before.

The Task Force for Teaching Excellence will explore new directions for supporting excellence in teachers and other educators. Through consultations with parents, students, teachers, support staff, school leaders, stakeholders, community and business representatives and all interested Albertans, the task force will provide recommendations for the future of the teaching profession in Alberta.

“The task force will make recommendations on how we can better support Alberta's teachers to ensure that every student has the best chance at success. Their consultations will give all Albertans the chance to help build the future of our children's classrooms and opportunities for learning.”

- Jeff Johnson, Minister of Education

The Task Force for Teaching Excellence is made up of a wide range of Albertans, including students, parents, teachers and academics, in addition to four government MLAs. The Task Force is chaired by Dr. Glenn Feltham.

“Alberta's K-12 education system has served our province exceptionally well. A strength of the system has been our dedicated teachers. As we move forward with *Inspiring Education*, we want to ensure that we continue to excel.”

- Dr. Glenn Feltham, Chair, Task Force for Teaching Excellence; President and CEO of the Northern Alberta Institute of Technology

“As someone who has just graduated from high school, and is currently studying to be a teacher, I am looking forward to speaking with educators throughout this process. I know the difference an excellent teacher can make in a student's life and I am excited to explore the future of teaching in Alberta.”

- Mackenzie Martin, Education student at the University of Alberta

Details on the consultations can be found online.

Our government was elected to keep building Alberta, to live within its means and to fight to open new markets for Alberta's resources. We will continue to deliver the responsible change Albertans voted for.

Related information

Sign up for a regional public consultation or focus group

Task Force for Teaching Excellence: Biographies, consultation information and registration

Inspiring Education

Media inquiries

✉ Leanne Niblock

Communication, Education

☎ 780-427-5451

• ✉ Dr. Glenn Feltham

Chair, Task Force for Teaching Excellence

☎ 877-344-0444