

# Medicine Hat Catholic Board of Education



## PUBLIC AGENDA

**Tuesday, March 08, 2016 @ 6:00 p.m.**

Catholic School Board Office  
1251 – 1<sup>st</sup> Avenue SW Medicine Hat, AB

New  
Time

# *Medicine Hat Catholic Board of Education*

## **ACTION AGENDA**

**DATE: March 08, 2016**

**Place: Catholic Education Centre**

**Time: 6:00 p.m.**

	<b>WE ARE CALLED Always and Everywhere to:</b> <b>Model Christ, Pray and Serve, Build a Faith Community</b> <b>Theme for 2015-2016: REJOICE WITH A GREAT AND GLORIOUS JOY</b>		
1.	<b><i>Opening Prayer – Blessing before a Meeting</i></b> <i>Lord, bless us as we gather today in your name.</i> <i>Send us the guidance of your Spirit to bring us wisdom and understanding.</i> <i>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.</i> <i>Help us to grow in faith so that we may serve you and others in all that we do.</i> <i>We ask this grace through Christ our Lord. Amen.</i>	Peter Grad	
2.	<b><i>Approval of the Minutes of the Regular Board Meeting</i></b> <b><u>♦Recommendation:</u></b> THAT the Minutes of Regular Board Meeting February 09, 2016 be approved as circulated.	Dick Mastel	
3.	<b><i>Approval of the Action Agenda</i></b> <b><u>♦Recommendation:</u></b> THAT the Action Agenda dated March 08, 2016 be approved as circulated.	DM	<i>Encl. 1-5</i>
4.	<b><i>Approval of the Non-Action Agenda</i></b> <b><u>♦Recommendation:</u></b> THAT the Non-Action Agenda dated March 08, 2016 be approved as circulated.	DM	<i>Encl. 6</i>
5.	<b><i>PRESENTATION 6:00 pm</i></b> <b><u>5.1</u></b> Southland School Presentation – Ferrari Westwood Babit will be presenting the drawings for submission to the Board. <b><u>♦Recommendation:</u></b> THAT the Board of Trustees for the Medicine Hat Catholic Board of Education approve the design drawings of the Sector 5 Elementary School (Southlands) as developed.	DM	<i>Handout</i>
6.	<b><i>Corporate Communications</i></b> <b><u>6.1</u></b> Letter from Honourable Robert E. Wanner – A letter from Robert Wanner in response to the Board's letter of response to the Minister's Guidelines. <b><u>6.2</u></b> Spreading the Good News – March 2016	DM	<i>Encl. 6</i>  <i>7 - 12</i>
7.	<b><i>Board Work Plan</i></b> <b><u>7.1</u></b> Meeting with MLA Medicine Hat Honourable Robert Wanner – April 27, 2016 at 6 pm <b><u>7.2</u></b> Meeting with MLA Cypress/Medicine Hat Mr. Drew Barnes – April 26, 2016 at 6 pm		

8.	<b><i>Monsignor McCoy High School - Modernization</i></b> <u>8.1</u> Website: <a href="http://www.mccoymodernization.ca">www.mccoymodernization.ca</a> The website contains the video interview describing the project as well as the online fundraising campaign. <u>8.2</u> Monsignor McCoy High School Construction - Greg / Joe <u>8.3</u> Fundraising – Della	GM/JC	<i>(Report)</i>  13
9.	<b><i>Southland Elementary School - New</i></b> <u>9.1</u> Planning & Construction – Greg / Joe	GM/JC	<i>(Report)</i> 14
10.	<b><i>Superintendent of Schools Report – Mr. Joe Colistro</i></b> <u>10.1</u> Premier's Office – Liaison <u>10.2</u> Minister's Guidelines-Policy and Procedure Requirements <u>10.3</u> Strategic Planning 2016 <u>10.4</u> Field Trip AP 260 <u>10.5</u> International Field Trips (standing item) <u>10.6</u> Communications Reports <u>10.6.1</u> Corporate Communications <u>10.6.2</u> School Communications & Social Media	JC	<i>(Report)</i> 15 – 16  17 – 34  35- 48  49- 50 51 - 52
11.	<b><i>Associate Superintendent Human Resources – Mr. Chuck Hellman</i></b> <u>11.1</u> 2016 – 2017 School Year Calendar <u>♦Recommendation:</u> THAT the Board of Trustees for the Medicine Hat Catholic Board of Education approve the 2016 – 2017 School Year Calendar. <u>11.2</u> 2016 Edwin Parr Award – Alberta School Board's Association <u>11.3</u> 2016 Excellence in Teaching Award – Province of Alberta	CH	<i>(Report)</i> 53 54
12.	<b><i>Secretary-Treasurer Report – Mr. Greg MacPherson</i></b> <u>12.1</u> 2015 – 2016 Second Quarter Financial Report <u>12.2</u> 2009 – 2014 Financial Reporting Profile <u>12.3</u> Increase in the number of Trustees <u>12.4</u> 2017 – 2020 Capital Plan <u>♦Recommendation:</u> THAT the Board of Trustees for the Medicine Hat Catholic Board of Education approve the 2017 – 2020 Capital Plan as presented. <u>12.5</u> ASBA Bylaw Amendments and Proposed Policy Positions <u>12.6</u> 2016 – 2017 School Fee Update <u>12.7</u> March 2016 Second Board Meeting <u>12.8</u> AP 305 Boundary Attendance Areas – Board Work Plan <u>12.9</u> Preliminary Staffing / Enrolment	GM	<i>Encl.</i> 55 – 56 <i>Handout</i> 57 58 – 67 68 – 70  71 – 74  75
13.	<b><i>Associate Superintendent Learning Services – Mr. Hugh Lehr</i></b> <u>13.1</u> No Report	HL	
14.	<b><i>Director of Early Childhood Services – Mrs. Kym Porter</i></b> <u>14.1</u> Early Development Instrument (EDI) <u>14.2</u> Fresh Start to School	KP	<i>(Report)</i> 76
15.	<b><i>Religious Education Coordinator Report – Mrs. Jill Wilkinson</i></b> <u>15.1</u> Sacramental Recipients <u>15.2</u> Lent Retreat – March 11	JW	<i>(Report)</i> 77

16.	<b>COMMITTEE REPORTS (presented by appointed Trustees)</b>	Chair	
	16.1 Medicine Hat Catholic Schools' Education Foundation – <i>Mrs. Regina Durst</i>		
	16.2 Representative to ACSTA– <i>Mr. Dick Mastel</i>		
	16.3 Representative Teacher Board Advisory Committee – <i>Reverend Mr. Robert Risling</i>		
	16.4 Representative to ASBA Zone 6 – <i>Mr. Peter Grad</i>		
	16.5 Representative to Support Staff Board Advisory Committee– <i>Mrs. Regina Durst</i>		
	16.6 Representative to Parent Association– <i>Mr. Peter Grad</i>		
	16.7 Salary Negotiations		
	<u>16.7.1</u> ATA– <i>Mr. Peter Grad</i>		
	<u>16.7.2</u> CUPE– <i>Mr. Dick Mastel</i>		
	16.8 CUPE Staff Board Advisory Committee – <i>Reverend Mr. Robert Risling</i>		
	16.9 Spiritual Leadership Scholarship Board Representative – <i>Mrs. Regina Durst</i>		
	16.10 Student Board Advisory Committee – <i>Mr. Dick Mastel</i>		
	16.11 C2 (Adhoc) Committee – <i>Reverend Mr. Robert Risling</i>		
	16.12 Monsignor McCoy Modernization (Adhoc) Committee – <i>Mrs. Regina Durst</i>		
	16.13 School Parish Relations Committee (Adhoc) Committee – <i>Mr. Robert Risling</i>		
17.	<p style="text-align: center;"><i><b>Closing Prayer</b></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>	Peter Grad	
18.	<i><b>Adjournment</b></i>	Dick Mastel	

# NON – ACTION AGENDA

DATE: Tuesday, March 08, 2016 Place: Catholic Education Centre

Time: 6:00 P.M.

No.	INFORMATION ITEMS	PAGE
1.1	<p><b><u>REGISTRATION 2016 - 2017</u></b></p> <p><b>* REGISTRATION in all Catholic schools in Medicine Hat for the 2016 – 2017 school year all grades is ongoing</b></p> <p><b><u>ALL ARE WELCOME–</u></b>  <i>Are you a new resident to this country or new to our community or have a new learner getting ready to start school?</i> Did you know that Catholic Schools in Alberta are publicly funded? That means, while we have school fees, there is no tuition. Our Schools offer a faith filled education. We nourish the whole child, spiritually, socially and academically and all are welcome! Call us for information or to register in one of our nine Schools in the City of Medicine Hat. MEDICINE HAT CATHOLIC BOARD OF EDUCATION – 403.527.2292 or <a href="http://www.mhcbe.ab.ca">www.mhcbe.ab.ca</a>. Come, Experience Catholic Schools - “Showing the Face of Christ to All”.</p>	
1.2	<p><b><u>TAXES – DECLARE YOUR SUPPORT for CATHOLIC SCHOOLS</u></b> – <i>The Medicine Hat Catholic Board of Education</i> reminds our community of the importance of declaring your <b>PROPERTY TAXES</b> in support of Catholic Education <b>How do you declare your support?</b> - To ensure your property taxes are supporting Catholic Schools, you must declare your Catholic school support as “<b>Separate</b>” 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. <b>Thank you for your supporting Catholic Schools.</b></p>	

## **Notice of Public Board Meetings**

- All regularly scheduled Public Board Meetings are the **2<sup>nd</sup> Tuesday** of each month held at the Catholic Education Centre located at 1251 – 1<sup>st</sup> Avenue SW (unless otherwise advertised).
- Public 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.mhcbe.ab.ca](http://www.mhcbe.ab.ca)**



LEGISLATIVE ASSEMBLY  
ALBERTA

**Honourable Robert E. Wanner, MLA**  
Medicine Hat

February 10, 2016

Dick Mastel, Chairman  
Medicine Hat Catholic Board of Education  
1251 – 1<sup>st</sup> Avenue SW  
Medicine Hat, AB T1A 8B4

Dear Mr. <sup>Dick</sup>~~Mastel~~:

Thank you for copying me on your January 2016 letter to parents and guardians of children attending your school district. As a father and grandfather, I can personally attest to the desire that each and every child feel welcomed and loved as they learn and grow, not to be isolated.

Our nation is built upon the strength of diversity. Being different is a strength not a threat. I and many others feel a sense of direction and guidance from Pope Francis with his words “Who am I to judge?” I hope that Alberta’s religious and educational leaders also find guidance from his words.

Parents who have felt the emotional pain and hurt experienced by their child who feels different and alone know what the right thing to do is. It is only a parent who can truly feel that emotion. I hope that all education leaders find the strength to also do the right thing.

Sincerely,

Honourable Robert E. Wanner  
MLA, Medicine Hat



# SPREADING THE GOOD NEWS!

## MARCH 2016

### **"SPREADING THE GOOD NEWS"**

Send us your story to [communications@mhcbe.ab.ca](mailto:communications@mhcbe.ab.ca)



- ★ **Rotary Music Festival 2016** - The Board of Trustees congratulates the **Performers at the 2016 Annual Rotary Music Festival**. Many groups received awards for high achievement.

- ★ The Board acknowledges and says thank you to our Music Teachers and Support Staff for their efforts, commitment and dedication in preparing our students to represent our Division. The Board acknowledges your hard work. Congratulations also to the many students who are participating in the Music Festival with individual entries.

#### ***A few highlights:***

- ★ **Monsignor McCoy High School Choral Ensemble** received a **Gold Star** for their exceptional performance. Super!
- ★ **St. Mary's School Choir** received honors in each of their entries! Wow!
- ★ **St. Michael's School Gr 1 & 2** received honors with a recommendation to perform at Provincials. Fantastic!



**Medicine Hat Catholic Board of Education**

Yesterday at 9:02am · Medicine Hat, AB, Canada · 🌐

"St. Mary's Choirs are a Rotary Festival Staple" read more here..  
<http://medicinehatnews.com/.../st-marys-choirs-are-a-rotary-.../>



[Medicine Hat News Article](#) (link)



**NEWS PHOTO PEGGY REVELL**  
St. Louis Grades 4-5 choir perform "Get on Board, Little Children"  
Monday at the Rotary Music Festival.  
Tuesday, March 1, 2016

**Congratulations to St. Louis School  
Rotary Music Festival Performers!!!**

**Grade 1/2/3 and Grade 4/5/6 classes  
gave fantastic performances  
in the Own Choice Choral, Folk Song  
and Contemporary Song Classes.**

Just a few of our schools who participated in the Rotary Music Festival  
throughout the day. Great job everyone! Bravo!



★ **Thank you MHCBE Choral & Speech & Musical Directors Bravo!**



- ★ **Patricia Swan (Choral)**
- ★ **Brad Van Middlekoop (Choral, Band)**
- ★ **Dana Bruins (Choral)**
- ★ **Grainne Concaugh (Choral)**
- ★ **Sara Neufeld (Choral)**
- ★ **Laura Hoffman (Speech), Jim Schmid (Guitar)**



★ **Regional Science Fair March 19, 2016** – The Board acknowledges the upcoming **2016** Regional Science Fair and wishes students the best of luck as they enter their individual entries and group entries. ***Schools have been preparing their students for the regional event by hosting School Science Fair competitions.*** The Board of Trustees sends congratulations to students for their hard work on their science projects and we say ***Thank You to the Science Fair School Coordinators, Teachers and Support Staff*** for their hard work and dedication in preparing our students for this exciting regional event.



- ***Watch for results in the April Board Package.***

## 2016 Regional Science Fair March 19, 2016 Medicine Hat College

### Timetables as follows:

#### Grades 4-6

Registration 8:00 - 9:00  
General Judging 9:00 - 10:30  
Special Projects Judging 9:00 - 10:45  
Engineering Challenge 11:00 - 12:30  
Break 12:30 - 1:00  
Public and VIP Viewing 1:00 - Finish  
Trivia and Draw Prizes 1:45 - 2:15  
Ceremony 2:30pm

#### Grades 7-12

Registration 9:30 - 10:30  
General Judging 11:00 - 12:30  
Special Projects Judging 11:00 - 12:30  
Break 12:30 - 1:00  
Public and VIP Viewing 1 - Finish  
Trivia and Draw Prizes 1:45 - 2:15  
Ceremony 2:30pm

St. Michael's grade 4-6 science fair was a huge hit! Thank you students for all of your creative ideas and experiments



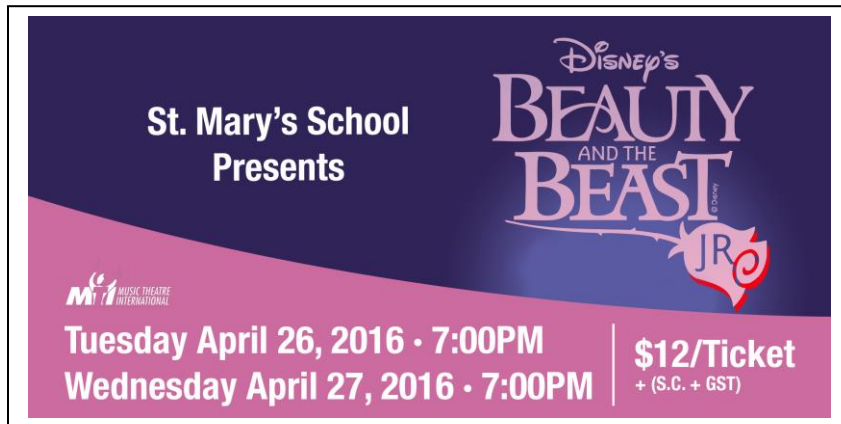
St. Mary's School students showed off their brainpower during their annual Science Fair!



## APRIL 26 – 27, 2016

★ St. Mary's School performs *Beauty and the Beast Jr.*

- Best of Luck to the students & staff of St. Mary's School. Tickets at [www.tixx.ca](http://www.tixx.ca)



*Disney's classic love story, where an enchantress turns a selfish prince into a beast. In order to reverse the spell of the Beast must*

*learn to love, and be loved before the petals fall from an enchanted rose. Belle, a beautiful, young, girl in search of her father stumbles upon the castle inhabited by the Beast. The two, aided by a teapot, a candelabra, a clock and several other characters begin to form a tentative friendship that could blossom into love.*

St. Mary's School is proud to present their adaptation of *Beauty and the Beast Jr.* on the Esplanade stage starting Tuesday, April 26 & 27, 2016 at 7 PM. Cost to see our future stars on stage is \$12.00 + S/C, GST.

<https://buy.tixx.ca/eventperformances.asp?evt=657>

**April 14- 16, 2016**

- ★ *Monsignor McCoy High School Performs Jack and the Beanstalk*
- ★ *Best of Luck to the students & staff of Monsignor McCoy High School.*
- ★ *Tickets at [www.tixx.ca](http://www.tixx.ca) or at the school. Call 403.527.8161.*



## Fee. Fi. Fo. Fum.

We smell another wonderful fairytale brought to life by Monsignor McCoy High school students, **Jack and the Beanstalk** is a splendid spin on the classic tale.

Get your tickets here! <https://buy.tixx.ca/eventperformances.asp?evt=673>

**Monsignor McCoy High School Presents**

**Jack and the Beanstalk**

April 14 - 16, 2016  
Thursday - 7:00 pm  
Friday - 7:00 pm  
Saturday - 1:00 pm & 7:00 pm  
At the Eresman Theatre in the Medicine Hat College

\$12.00 in advance  
+ SC & GST  
\$14.00 at the door  
Tickets Available at [tixx.ca](http://tixx.ca)  
or at McCoy High School

THE PRINCE STREET PLAYERS LTD.  
Production of The Award Winning Musical

Adaption and Lyrics by  
JIM EILER

From the Collection of English Fairy Tales by  
JOSEPH JACOBS

MUSIC BY  
JIM EILER and JEANNE BARGY

JACK AND THE BEANSTALK  
A MUSICAL RETELLING OF A TALL TALE





# **Congratulations Monsignor McCoy High School Colts! - Southeast Basketball Conference Girls Champs! Congratulations to the Players and Coach Janice Laing!**

**A8**

Friday, March 4, 2016 — THE MEDICINE HAT NEWS

**SPORTS**

## **Champs**

**McCoy Colts take Southeast Basketball Conference girls championship**

**RYAN MCCrackEN**

rmccracken@medicinehatnews.com  
Twitter: MHNMcCracken

The McCoy Colts are Southeast Basketball Conference champions.

The Colts rallied to a 72-56 victory over the Eagle Butte Lady Talons in Thursday's championship game to clinch gold, and head coach Janice Laing says it's only the start with zones and provincials on the horizon.

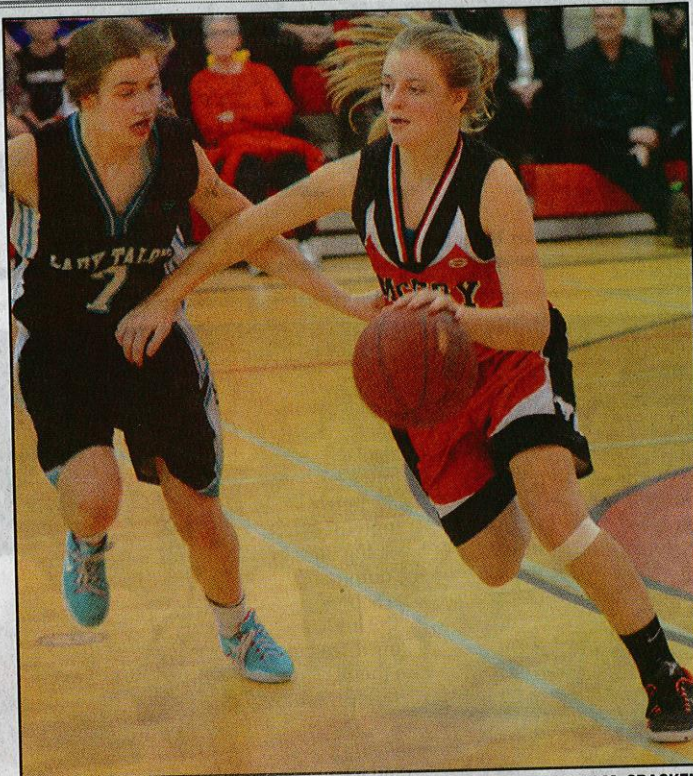
"We've got business ahead," said Laing. "This is nice, we'll enjoy it tonight and then it's back to work tomorrow. The girls have some pretty big goals and this is the first step."

The Colts managed to hang on to a lead through all four quarters Thursday, though the Lady Talons managed a pushback effort in the final frame. After trailing by 14 points, Eagle Butte was able to quickly narrow the gap to just five. While it was a shaky moment for the Colts, they managed to resume control after a timeout and hung on for the victory.

"We kind of had a rough start at the beginning and came out a little bit flat," said Colts guard Haylee Ferneti, who posted a team-high 17 points in the win. "After the timeout we kind of started to get our stuff together and play as a team."

"Our kids responded really nice to that push. Eagle Butte is explosive. They score points in bunches, they score them quick," added Laing. "We actually responded nicely after we called that timeout."

McCoy displayed a good deal of poise at the free throw line, using their foul chances to widen the gap on Eagle Butte. It's an area of the



**NEWS PHOTO RYAN MCCrackEN**

McCoy Colts guard Hannah Stark drives past Eagle Butte Lady Talons guard Amer Karamanos during Thursday's Southeast Basketball Conference championship game at McCoy High School. The Colts won 72-56.

Colts' game Laing says has come a long way in recent weeks.

"We've spent a lot of time free-throw shooting lately and our vets stepped up and hit those shots down the road," she said. "It makes it easier for the young ones to step up and know it's just a shot."

As for the Lady Talons, head coach Mark Heinrichs says he was thrilled with the effort he saw, and hopes to see them keep improving through zones next week.

"This team has grown up fast. They're rebounding in the sense of tough games against stronger teams, they're trying to rise to that level. If we could have hit a few foul shots it would have put a little more pressure on them, but we played with them tonight."

Lady Talons guard Jasmin Salmon posted a game-high 20

points for Eagle Butte. While it was a tough loss, Heinrichs says the Lady Talons are still focused on the task at hand.

"We're still living to play another day," said Heinrichs. "We just need to keep working hard. That's the No. 3 ranked team in the province and we gave them a handful tonight. We'll go back to the gym and continue to work on foul shooting, minimize what we do in terms of turnovers and grow up — we're a young team."

The Colts host the zone championships next Thursday through Sunday, and Ferneti says she can't wait to hit the court in front of a home crowd.

"I love hosting it," said Ferneti. "It gives us a little more comfort in our home gym and we get our fan base as well."

**Modernization of Monsignor McCoy – Standing Item**  
**Board Report March 8, 2016 Public Meeting**

**1. Monsignor McCoy Modernization Update - Construction**

Work continues with the school. The temporary classrooms are operational and final 'tuning' is underway.

The renovations on the west wing is underway.

Scheduling is still on target.

Working with school administration on the redesign of the shop.

Working with school administration with the plan for the furniture and equipment budgets.

**Recommendation:** Receive as information.

**Attachment:** None



**New Sector 5 (Southland) School – Standing Item**  
**Board Report March 8, 2016 Public Meeting**

**1. New Southridge School Update**

Design is being costed and we are waiting for responses. There was an issue with the site in that the soil quality was poor and there will need to be significant remediation of the site.

The architect is setting a meeting up with the city with regards to the completion of the traffic impact study.

Development permit went to the city on February 5, 2016

The subdivision application was sent out and will close March 9, 2016.

Other issues include:

- a. Agreement on operational aspects of the outdoor skating rink
- b. Water run off for the site
- c. Irrigation plan

The architect firm, Ferrari Westwood Babit, will be presenting the drawings for submission to the board. Administration will be asking for the board to approve the design.

The design will then continue through the costing and government approval processes.

**Recommendation** – That the Board of Trustees for the Medicine Hat Catholic Board of Education approve the design drawings of the sector 5 elementary school (southlands) as developed.

**Attachment:** To be provided at the Board Meeting

**Superintendent's Report**  
**Board Meeting**  
**March 8<sup>th</sup>, 2016**

**1. Premier's Office – Liaison**

I received an email from Rick Pollard, Stakeholder Relations Manager (Rural) from the Office of the Premier. Rick Pollard, has been asked by the Premier's office to serve as a liaison with stakeholders outside Edmonton and Calgary. As part of his role, he would like to begin by setting up a time for Dick Mastel (Chairperson) and I to have a preliminary phone call to see where things stand with the Medicine Hat Catholic School Division and how MHCBE and our government might work together more effectively. Rick Pollard intends to set up regular check-in calls so that we can track progress and identify any challenges or opportunities on a timely basis.

**Recommendation: Receive as Information**

**2. Update on Minister's Guidelines – Policy and Procedure Requirements**

As the trustees are aware Dick Mastel, Chairperson MHCBE, sent a letter on behalf of the MHCBE to all parents and guardians to inform them on how the Medicine Hat Catholic Board of Education will be addressing the Alberta Education "Guidelines for Best Practices: Creating Learning Environments that Respect Diverse Sexual Orientations, Gender Identities and Gender Expressions". While the guidelines are not legislation at this time, School Boards have an obligation to develop Policy and Administrative Procedures that address responsibilities under sections 45.1 and 16.1 of the *School Act* and submit these to the Minister by March 31, 2016.

We are currently updating our existing [Policy #1 Division Foundational Statements](#), [AP 160 Safe and Caring Learning Environments](#), and [AP 351 Student Conduct](#) and making revisions and additions as needed to address the board's responsibility to ensure each student in our schools are provided with a welcoming, caring, respectful and safe learning environment that respects diversity and fosters a sense of belonging. Consideration is also being given to the development of a new AP on Inclusive Communities.

As we work towards completion of the above documents we are following relevant Acts and two resources developed by the Catholic Council of School Superintendents of Alberta (CCSSA) which have been approved by the Bishop's and the Alberta Catholic School Trustees of Alberta. These resources include the *Life Framework (Lived Inclusion for Everyone)* and *A Resource for a Pastoral Approach to Supporting and Guiding Students in Inclusive Communities – Gender Identity and Expression*.

**Recommendation: Discussion**

**Attachments** -A Resource for a Pastoral Approach to Supporting and Guiding Students in Inclusive Communities  
-Gender Identity and Expression  
- CCSSA Life Framework (Lived Inclusion for Everyone)  
- MHCBE Board Letter responding to the Guidelines

### **3. Strategic Planning Meeting Spring 2016**

The date of the Board Strategic Planning Session is **March 17<sup>th</sup> from 4-7 pm**. We currently have a large group of stakeholders attending the planning session. This will include Trustees, Central Office senior admin, administrators, teachers, support staff, and parents from the Parents Association.

In addition Adelee Penner from Alberta Education will be joining us. This group is a great representation of our stakeholders and should contribute to some excellent conversation.

**Recommendation: Receive as Information**

### **4. Field Trip AP 260**

We have completed the changes that we wish to make to [AP 260](#) and the accompanying forms (listed below). I believe that what we have in place should be manageable and easy to follow for administrators and staff. It would be my intention to now work with the existing policy and forms and allow staff a chance to become familiar with the process for requesting trips, any requirements, and the approval process.

The forms as provided on our Forms and Documents section of Inside MHCBE – Division Intranet include:

Form 260-1A Field Trip Local Application

Form 260-1B Field Trip Local Parent Consent

Form 260-2A Field Trip Provincial Outside of City within Alberta Application Form

Form 260-2B Field Trip Provincial Outside of City within Alberta Consent Form

Form 260-3A Field Trip Canadian and International outside Alberta Application Form

Form 260-3B Field Trip Canadian and International outside Alberta Parent Consent Form

Form 260-4 Field Trip Code of Conduct Agreement Form

Form 260-5 Emergency Contact List Form

**Recommendation: Receive as Information**



# Medicine Hat Catholic Board of Education

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

Toll Free 1.866.864.0013

Phone 403.527.2292

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

Fax 403.529.0917

**January 2016**

**Dear Parents & Guardians:**

Alberta Education has recently released a document entitled "[Guidelines for Best Practices: Creating Learning Environments that Respect Diverse Sexual Orientations, Gender Identities and Gender Expressions](#)". The guidelines have caused controversy across the province. While the guidelines are not legislation at this time, School Boards do have an obligation to develop Policy and Administrative Regulations and submit to the Minister by March 31, 2016.

We would like to inform our parents and guardians on how Medicine Hat Catholic Board of Education will be addressing these guidelines. Currently, Medicine Hat Catholic Board of Education are guided by division Policies and Administrative Procedures to ensure an inclusive, welcoming, safe and caring environment is provided for all students. We believe our current practices, whether formally written into policy or not, have served us well, and are firmly rooted in the sanctity of each human person as a distinct creation of God. Guided and grounded by our faith, every child is seen as a precious and unique child of God deserving of individualized love and attention to reach their full God-given potential.

Our core principles ensure that our practices align with our faith, that parents are respected as primary educator, and that we work pastorally with all of our students and their parents/guardians.

We are reviewing our current policies and administrative procedures to better serve all of our students, while maintaining our Catholicity and preserving our schools as inclusive, welcoming, safe and caring environments. Medicine Hat Catholic Board of Education has an [Administrative Procedure 160](#) based on Safe and Caring Learning Environments with strong anti-bullying policies and the LIFE Framework (Lived Inclusion for Everyone) document, prepared by the Council of Catholic School Superintendents (CCSSA). This Framework has ensured that all students, regardless of race, religion, sexual orientation, gender, etc. are treated with equal respect and dignity.

Our Catholic School Trustees affirm the responsibility and the role of the Alberta Catholic Bishops to provide moral and theological leadership to the Catholic community including Catholic education communities.

We are disappointed with Alberta Education's lack of consultation with the Catholic community in the development of these guidelines, but we will endeavor to create an acceptable solution that respects the wisdom of our Catholic teachings. All school divisions in Alberta are obliged to follow the requirements of the Alberta Human Rights Act and School Act, and we will successfully continue to meet these obligations.

As Trustees for Medicine Hat Catholic Board of Education we are committed to ensuring that any actions undertaken will be in keeping with Catholic teachings and in consultation with the Bishops of Alberta, the Alberta Catholic School Trustees' Association (ACSTA) and the Council of Catholic School Superintendents.

We encourage you to review the documents listed below and share your opinions with your local MLA, with the Education Minister David Eggen [education.minister@gov.ab.ca](mailto:education.minister@gov.ab.ca) and the Premier's Office [premier@gov.ab.ca](mailto:premier@gov.ab.ca)

Sincerely,

Dick Mastel, Chairman  
Medicine Hat Catholic Board of Education

[Minister's Guidelines](https://education.alberta.ca/media/1626737/91383-attachment-1-guidelines-final.pdf): <https://education.alberta.ca/media/1626737/91383-attachment-1-guidelines-final.pdf>.

[Bishop Henry Letter](http://www.calgarydiocese.ca/messages-from-the-bishop/1367-pastoral-letter.html): <http://www.calgarydiocese.ca/messages-from-the-bishop/1367-pastoral-letter.html>

[Archibishop Smith Letter](http://caedm.ca/PastoralScene/entryid/384.aspx): <http://caedm.ca/PastoralScene/entryid/384.aspx>

[Bishop Terrio Letter](http://www.dioceseofstpaul.ca/images/Pastoralletters/AlbertaEducationsGuidelines-1.pdf): <http://www.dioceseofstpaul.ca/images/Pastoralletters/AlbertaEducationsGuidelines-1.pdf>

cc: Minister of Education, Premier of Alberta, MLA Med Hat Bob Wanner, MLA Cypress-Med Hat Drew Barnes

*"Showing the Face of Christ to All"*

**In partnership with Family, Church and Community since 1911**

# 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 cause 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.<sup>1</sup>

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<sup>1</sup> 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.<sup>2</sup>

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.<sup>3</sup> 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.<sup>4</sup>

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<sup>2</sup> Definition as outlined within AP358: Harassment

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

<sup>4</sup> *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.<sup>5</sup>
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.”<sup>6</sup>
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.”<sup>7</sup> Our sexuality is to be self-giving in nature, and the

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

<sup>6</sup> Ibid. 1929, p. 401.

<sup>7</sup> 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.<sup>8</sup>

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."<sup>9</sup>

## 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

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

<sup>9</sup> 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.
- 3.10. The ***Lived Inclusion For Everyone (LIFE) Framework*** developed by the Council of Catholic School Superintendents of Alberta (CCSSA) is an appendix to AP 160. The Framework is designed to support a school community in providing direction when forming a LIFE Framework/Diversity club.





## **CCSSA's LIFE Framework**

### **"Lived Inclusion For Everyone"**

#### **Background**

Catholic Schools share a foundational belief that all children are loved by God, are individually unique and that the school has a mission to help each student to fulfill their God-given potential in all aspects of their person: physically, academically, socially, morally and spiritually.

Specific background resources for LIFE Framework: Alberta Catholic School Trustees' Association (ACSTA) *Safe and Caring Learning Environments for Students*, the Council of Catholic School Superintendents of Alberta (CCSSA) *Commitment to Inclusive Communities*, and Calgary Catholic School District's (CSSD) *Supporting Inclusive Communities*.

#### **Commitment to the LIFE Framework**

Catholic Schools are committed to using the LIFE Framework as a guideline for the creation and operation of student groups that are comprehensive in their approach to inclusion and open to the exploration in a Catholic context of a variety of issues including bullying, sexual harassment, sexual orientation, gender identity, discrimination, justice, and respectful relationships and language.

#### **Naming of LIFE Framework student groups**

Names for student groups seeking to further respect 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 document.

#### **Who might be served by LIFE Framework student groups?**

- All students

#### **Guidelines for the Formation of student groups**

Because some students, especially those with same sex attractions, and those who identify with different genders, as well as those who experience discrimination or isolation based on body image, race, culture, language, performance in school, social anxiety/lack of social connection, or other individual attributes, may be at-risk, it is advised that every school be well prepared to establish student groups to address these needs. Such groups should be formed when there is a student request.

When students wish to form a group, it is important to determine the nature of the request and how best to meet the expressed needs. 'What are you looking for?' Through conversations with students, the purpose for the group needs to be identified, so it can be properly structured within the guidelines. Flexibility and responsiveness, based on needs, is critical. Student groups may be formed for the following purposes:

- Advocacy
- Peer support
- Counselling

In each type of group, issues that result in discrimination and bullying may be addressed, including, but not limited to:

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- Sexual orientation
- Gender identity
- Gender
- Body image
- Race, culture or language
- Performance in school
- Social rejection, peer acceptance

General norms also govern all types of student groups. Groups shall:

- Support the mission, vision and core values of the school and the school jurisdiction while upholding the sanctity of human life through discussions, acts of justice, and social action within the context of Catholic teaching on social relationships.
- Reflect through name and action the philosophy and theology of communion and emphasize inclusion, hospitality, respect and justice.

Since each type of group addresses different needs (advocacy, peer support, counselling), specific guidelines and additional norms follow:

## **Advocacy Groups**

### **Purpose**

- To advocate against all forms of discrimination and/or behaviours that cause students to feel isolated and not included.
- To assemble students who experience discrimination, isolation, and a lack of feeling included in their school community or society with students who want to offer these students their support via initiatives designed to advocate against all forms of discrimination.
- To enable students to feel empowered to activate their unique God-given gifts for the benefit of furthering a more just community for everyone.
- To discuss issues that cause pervasive harm to young people in society.

### **Norms**

- Ensure the student groups are led by trained Catholic facilitators and assisted, when possible, by counselors, chaplains or social workers.
- Be open from a Catholic perspective to exploration of a variety of issues, including sexual orientation, gender identity, bullying, discrimination, justice, and respectful relationships and language.
- Ensure advocacy efforts are directed against all forms of bullying and discrimination.

### **Activities**

- Exploring how inclusive practices enhance the life of the school (e.g. celebrating a school's success annually through a variety of means).
- Sponsoring activities throughout the school year to address these areas (i.e. bullying awareness week activities, peer advocacy, guest speakers, and frequent liaison with the school principal).

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- Promoting whole school social justice activities to address needs locally, nationally or internationally.

### **Activity Exemplars**

- Schools and school boards participating in the LIFE Framework are invited to submit one page descriptions of successful activities to the Executive Director of the CCSSA for inclusion in this document's appendix.

## **Peer Support Groups**

### **Purpose**

- To assemble students who experience discrimination, isolation, and a lack of feeling included in their school community or society with students who want to offer these students their support via facilitated discussions.

### **Norms**

- Ensure the student groups are led by trained Catholic facilitators and assisted, when possible, by counselors, chaplains or social workers.
- Ensure boundaries prior to the discussion of any topic, so members do not feel pressured to make personal disclosures.
- Invite, but not pressure, other students to join them.
- Be sensitive to the safety of all students who are at risk.
- Refrain from labeling or discussing students who are not members.
- Consider inviting students to develop additional norms and procedures with the facilitator carefully guiding this process.

### **Activities**

- Exploring those areas with staff facilitators where inclusion could be improved (e.g. student group discussions as per "norms" outlined through the leadership of the facilitator).

### **Activity Exemplars**

- Schools and school boards participating in the LIFE Framework are invited to submit one page descriptions of successful activities to the Executive Director of the CCSSA for inclusion in this document's appendix.

## **Counselling Groups**

### **Purpose**

- To assemble students who experience discrimination, isolation, and a lack of feeling included in their school community or society with students who want to offer these students their support via facilitated discussions.
- To support students experiencing a variety of challenges related to feelings of belonging, self-worth, identity, friendship, etc.
- To support students who may be marginalized as a result of bullying or social exclusion based on gender, sexual orientation, culture, size, physical or academic ability, etc.

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- To support students in understanding their sexual identities who may be experiencing a variety of challenges related to their sexuality (e.g. how to talk to parents, friends, etc.).

### **Norms**

- Ensure the student groups are led by trained Catholic facilitators and counsellors, and assisted as needed by psychologists, chaplains or social workers.
- If a student discloses information to a staff member regarding their sexual orientation or gender identity, it is important to remember that they have a right to confidentiality unless student well-being is at risk.
- Ensure all normal processes for group counselling are followed.
- Be sensitive to the safety of all students who are at risk.
- Refrain from labeling or discussing students who are not members.

### **Activities**

- Utilize counselling strategies to address group needs.

### **Activity Exemplars**

- Schools and school boards participating in the LIFE Framework are invited to submit one page descriptions of successful activities to the Executive Director of the CCSSA for inclusion in this document's appendix.

### **Facilitation of Student Groups:**

- As faith guides, strengthening every aspect of Catholic education, facilitators integrate prayer, scripture, and Catholic teaching (e.g. 'the dignity of the human person' and 'a preferential option for the poor and vulnerable') into their discussions as appropriate. The groups will be permeated in a manner consistent with all Catholic school programming.
- Student groups shall be facilitated by a Catholic teacher and approved by the principal.
- The principal shall ensure the facilitator(s) receives in-service or information on both relevant Catholic teachings and the facilitation of group discussion.
- At the principal's discretion, if the school has a counsellor, social worker, Family School Liaison Worker (FSLW), chaplain or a staff member with a similar designation, that staff member should co-facilitate.
- The facilitator(s) shall attend every meeting.

### **Informing parents about LIFE Framework student groups:**

The Alberta Bill of Rights, s.1 (g) recognizes that parents have both the right to make informed decisions respecting the education of their children. The second paragraph of the preamble to the School Act and paragraph eight of the preamble of the Education Act (upon proclamation), recognizes parent's rights and responsibility to make informed decisions respecting the education of their children.

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The following two step process is recommended to advise parents regarding the formation of LIFE Framework/Diversity clubs:

Step 1 – A general notice is provided to the school community (recommended inclusion in annual student handbook) that students may be organizing LIFE Framework/Diversity clubs at the school in the future.

Step 2 – If a LIFE Framework/Diversity club is formed in a school, notification of the formation of the club is sent to all parents (not naming of any students involved in the formation of the clubs). This notification includes the responsibility of parents to discuss with their child the purpose and nature of the club, whether their child wishes to become a member and their child's obligation to both refrain from bullying behavior and contribute to a safe learning school environment that respects diversity. At all times parents are invited to converse with the school regarding the intention of the LIFE Framework/Diversity Club.

**Section 16.1 of the School Act or Section 35.1 of the Education Act whichever is in force:**

Support for student organizations

16.1(1) If one or more students attending a school operated by a board request a staff member employed by the board for support to establish a voluntary student organization, or to lead an activity intended to promote a welcoming, caring, respectful and safe learning environment that respects diversity and fosters a sense of belonging, the principal of the school shall

- (a) permit the establishment of the student organization or the holding of the activity at the school, and
- (b) designate a staff member to serve as the staff liaison to facilitate the establishment, and the ongoing operation, of the student organization or to assist in organizing the activity.

(2) For the purposes of subsection (1), an organization or activity includes an organization or activity that promotes equality and non-discrimination with respect to, without limitation, race, religious belief, colour, gender, gender identity, gender expression, physical disability, mental disability, family status or sexual orientation, including but not limited to organizations such as gay-straight alliances, diversity clubs, anti-racism clubs and anti-bullying clubs.

(3) The students may select a respectful and inclusive name for the organization, including the name "gay-straight alliance" or "queerstraight alliance", after consulting with the principal.

(4) The principal shall immediately inform the board and the Minister if no staff member is available to serve as a staff liaison referred to in subsection (1), and if so informed, the Minister shall appoint a responsible adult to work with the requesting students in organizing the activity or to facilitate the establishment, and the ongoing operation, of the student organization at the school.

(5) If a staff member indicates to a principal a willingness to act as a staff liaison under subsection (1),

- (a) a principal shall not inform a board or the Minister under subsection
- (4) that no staff member is available to serve as a staff liaison, and

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(b) that staff member shall be deemed to be available to serve as the staff liaison.

2015 c1 s3

March 3, 2016

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### **DIVISION FOUNDATIONAL STATEMENTS**

#### **Our Mission**

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

#### **Our Vision**

A Gospel-centered community committed to:

- Learning excellence
- Christian service
- Living Christ

#### **Our Motto**

*Showing the Face of Christ to all.*

#### **Our Values**

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

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

#### **Our Principles of Practice**

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

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

## Translating Ideas into Actions

### We are called to model Christ

#### Christ's Life and Teaching Serve as our Foundation

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

### We are called to be Prayerful

#### Prayer Brings us into a Better Relationship with God and Others

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

### We are called to Service

#### Service is an Extension of Modeling Christ

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

## We are called to Strive for Excellence

### Excellence is the Essence of Who We Are

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

## We are called to Build Community

### We Build on our Individual and Collective Strengths

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

### **DIVISION LOGO**



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

#### **Candle and Flame:**

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

#### **The Book:**

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

#### **The Cross:**

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

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

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

## Administrative Procedure 351

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### STUDENT CONDUCT

#### Background

Students must understand that they are responsible for their behavior, and they must recognize that any behavior that disrupts or detracts from the educational climate of the school is unacceptable. Any behavior which encroaches upon the safety or freedom of opportunity of others is not responsible behavior. Students are expected to follow reasonable rules and procedures which are established for the benefit of students as well as the community. During any school-related activity, conduct is to be governed accordingly.

The students in our Division are expected to behave in a manner that is courteous, respectful of others and supportive of the school philosophy and the goals of Catholic education.

#### Procedures

1. The Code of Student Conduct as stated in the School Act shall apply.
2. Students are responsible for what they choose to do. Therefore, students must be willing to accept the consequences of their actions. Students who misbehave face various disciplinary actions such as the withdrawal of privileges; detention at lunch or after school; suspension, both in school and at home; and expulsion.
3. Students of the Division are expected to use language that is caring, kind and courteous. Students are expected to observe proper and respectful conduct in classrooms, hallways, buses and school grounds. These standards of behavior are expected during all school-related activities.
4. The drinking or possession of intoxicating beverages or illegal possession or use of drugs by students in the school building or on school grounds is prohibited. Nor shall a student be under the influence of same in school or on school property. This applies to all students involved in extracurricular activities for the duration of that activity, whether on school property or not. Transportation to and from that activity is deemed part of that activity.
5. Discipline practices within the Division schools are to be designed by the principal, in consultation with the staff and the School Council, and are to have the following purposes:
  - 5.1 They are to be instructional and communicate clear standards of behavior.
  - 5.2 They are to have elements which recognize positive student behaviour and consequences for misbehavior.



- 5.3 They are to reflect the partnership and trust between the home, the school and the parish.
  - 5.4 They are to enhance the instructional climate of the classroom and school.
  - 5.5 They are to encourage maturity among the students commensurate with their age and readiness to accept responsibility
  - 5.6 They are to affirm the necessity of respect for authority and courtesy in the community.
  - 5.7 They are to support and seek to develop student self-esteem.
- 6. Discipline practices within the school must be communicated to all students and parents.
  - 7. Conduct and behavior on school buses must comply with expectations provided in the Division brochure on "Student Conduct on School Buses". Student misbehavior on a bus may result in the loss of bus riding privileges for that student for a specified period of time. Under such circumstances, the student is still expected to attend school.
  - 8. Corporal punishment shall not be used in our Division.
  - 9. All members of a school staff have a teaching responsibility with respect to student conduct and discipline. Orientation procedures for new staff include instruction in this responsibility.
  - 10. Staff members are to apply mature judgment in deciding whether or not to inform parents of discipline problems with a student.
  - 11. Parents who wish to discuss a matter of student conduct or discipline are to first contact the child's teacher.
  - 12. Further inquiries or complaints are then to be addressed to the principal.
  - 13. If the matter cannot be resolved by the principal, the parent may contact the Superintendent - or through him - the Board.

Reference: Section 12, 14, 24, 25, 45, 60, 61, 113, 123, 124, 125 School Act  
Review by The Minister – Information Bulletin 3.5.1





# FIELD TRIPS

## Background

The Division recognizes that field trips that occur off the school site can be an effective means of providing students with learning opportunities beyond those which can be offered within the school. The community can be viewed as being an extension of the school, and therefore, the Division endorses educational field trips during school hours when such field studies have educational value and complement the school curriculum.

The Division endorses field trips that have clear educational value, that support the mission of the Division, and enhance student learning as described in the program of studies, particular to the grade level of the student.

## Definitions

**Field Trip** - means an approved school activity that occurs outside of school property. This definition includes Division sponsored student exchange programs, classes, programs extracurricular activities **and education travel** that occur outside of school property. It excludes, work study and work experience programs.

**Local Field Trip** – means any field trip occurring within the City of Medicine Hat and the surrounding areas but not occurring any farther than 20 km from the nearest city limit. Includes Local Trip and Day Trip.

**Provincial Field Trip** – means any field trip that occurs within the Province of Alberta outside the City of Medicine Hat. Includes Day or Overnight Trip.

**Canadian Field Trip** – means any field trip that occurs outside Alberta within Canada.

**International Field Trip** – means any field trip that occurs in whole or in part outside of Canada.

**Teacher(s) in charge/Lead Teacher** - means the Teacher(s) responsible for the planning, coordination and implementation of an excursion or field trip.

**Parent** – means a person defined as “parent” pursuant to Section 1 (1) (q) and 1 (2) of the School Act.

**Volunteer** – means a person defined as a parent or any other person who is not employed by the school division and who agrees to attend the field trip to support and help.

**High Risk** – activities characterized by greater potential for injuries with severe consequences, person-to-person and person-to-person equipment contact, uniqueness of equipment used, speed of action, protective equipment used, specialized supervision required and training required.

**Supervisor** – means any person employed by the school division and who agrees to attend the field trip to support and help or work with identified students.

## **PROCEDURES**

1. All Division policies and administrative procedures are deemed to be in effect during all field trips.

## **PURPOSE**

2. The purpose of an educational field trip is to enable students to participate in quality off-site educational experiences that:
  - 2.1. Are at the heart of the educational process;
  - 2.2. Are connected to the Guide to Education, Program of Studies, Curriculum and Learning Outcomes and;
  - 2.3. Are relevant, flexible, responsive, affordable and accessible.
3. Off-site activities must demonstrate the key understandings that:
  - 3.1. Learning requires purposeful involvement;
  - 3.2. Interpersonal relationships are essential to the learning process;
  - 3.3. Clear expectations and relevant feedback are needed; and
  - 3.4. Diversity is valued within a responsive environment
4. Field trips must take place within a context of:
  - 4.1. Attention to the safety and security of students;
  - 4.2. Attention to risk assessment of field trip activities; and
  - 4.3. Protection of students, staff and volunteers and the Board.
5. Field trips may be supported in part or in whole by parents or guardians of eligible students, but no eligible students may be denied participation on the basis of inability to pay. This provision does not apply to voluntary trips.
6. Field trips are expected to be affordable for students, and assistance is available for students who are unable to pay the costs due to financial need. Assistance will be provided by the school, club or team that is sponsoring the trip. This does not apply to voluntary trips.

## **APPROVAL**

7. No field trip shall be undertaken without prior written authorization.

## LOCAL AND PROVINCIAL TRIPS

7.1. The Principal has *final approval* for Local and Provincial Field Trips.

7.1.1. In all cases, the Teacher in Charge must consult with and obtain the preliminary approval of the Principal before proceeding to plan a field trip.

7.1.1.1. A Local [Field Trip Form 260-1A](#) must be made by the Teacher in Charge to the Principal at least two weeks prior to the planned/anticipated date of departure.

7.1.2. A Provincial [Field Trip Form 260-2A](#) must be made by the Teacher in Charge to the Principal at least one month prior to the planned/anticipated date of departure.

## CANADIAN AND INTERNATIONAL TRIPS

7.2. In all cases, the Teacher in Charge must consult with and obtain the preliminary approval of the Principal before proceeding to plan a field trip.

7.3. Teacher in Charge submits [Field Trip Form 260-3A](#) to the Principal for initial approval, at least six months prior to the trip;

7.4. Principal submits [Field Trip Form 260-3A](#) to the Superintendent of Schools/Field Trip Assessment Committee, at least six months prior to the trip, for secondary review.

7.5. Superintendent submits to the Board of Trustees for final approval ;

7.6. International field trips shall only be approved for high school students when:

7.6.1. The field trip has a curricular link to a course that students participating in the field trip are enrolled in during the same school calendar year or in special circumstances where high schools offer International field trips every second year, provided the requisite course was completed in the previous year.

7.6.2. The field trip is required in order to attend an athletic competition, fine arts competition or fine arts performance.

7.6.3. The field trip is required in order for students to provide Catholic service learning.

7.7. Information from the Government of Canada advice and advisories travel web page will be considered when determining if approval is granted for an international trip.

- 7.8.** Should circumstances develop that raise concerns related to student health or safety, a field trip may be cancelled by the Superintendent/Board in consultation with the Field Trip Assessment Committee, and the division will not be responsible for any reimbursement of lost funds which are not covered by travel insurance.
- 7.9.** All participants taking part in an International field trip shall obtain and be responsible for the cost of medical insurance for the duration of the field trip.
- 7.10.** As well, all participants taking part in International field trips and Canadian field trips using a commercial carrier must purchase group cancellation/travel insurance.

**8. Student travel limitations:**

- 8.1.** Early Learning – Grade 6 students may only travel within Alberta including Fort Walsh or Cypress Hills, Saskatchewan which will be considered Provincial Trips.
- 8.2.** Grades 7 – 9 students may only travel within Canada.
- 8.3.** Grade 10 – 12 will have access to local, provincial and international trips.
- 8.4.** Any exception to the above must be approved by the Superintendent in consultation with the Field Trip Assessment Committee.

**TEACHER IN CHARGE**

**9. The Teacher in charge must:**

- 9.1.** Consult with and obtain the approval of the Principal before planning for the field trip may proceed.
- 9.2.** Be designated teacher in charge and be present on the trip.
- 9.3.** Submit an educational assessment for the Principal's approval that:
  - 9.3.1.** Ensures that all requisite field trip documentation is provided to the Principal within the required time frames;
  - 9.3.2.** Includes a statement of purposes that explicitly defines instructional objectives;
  - 9.3.3.** Outlines the lead up and follow up activities, as required;
  - 9.3.4.** Provides a safety assessment of the activity; wherever possible or reasonable, have visited the location of the field trip prior to the trip and be familiar with the seasonal conditions at the time of the activity.

- 9.4. Have the training, experience and knowledge appropriate for leading the trip or have the assistance of a guide with the training, knowledge and experience needed.
- 9.5. Select appropriate volunteers for the trip and provide volunteers with direction as to the requirements of the trip and their responsibilities prior to departure; see [Administrative Procedure 490 – Volunteers](#).
- 9.6. Use guides when appropriate or as directed.
- 9.7. Ensure that appropriate document is filed with the Principal and accompanies the Teacher in charge on the trip.
- 9.8. Advise students regarding trip hazards and appropriate safety procedures, including required vaccinations.
- 9.9. Comply with all [Board Policies](#) and [Administrative Procedures](#) while on the trip.
- 9.10. Without delay advise the Principal of any accidents, problems, unusual incidents, “close calls”, unsafe situations or any other situation which the Principal should be reasonably advised. After having verbally advised the Principal, the lead Teacher shall, within a reasonable timeframe, provide the Principal with a written report detailing the situation and steps taken to resolve the issue.
- 9.11. For trips outside complete [Form AP 260-5 Emergency Contact List Form](#). A completed copy will accompany the Teacher in Charge on the trip; a copy will be submitted to the Superintendent of Schools.

## **THE PRINCIPAL**

### **10. The Principal must:**

- 10.1. Review the field trip application;
- 10.2. Be satisfied that the Teacher in charge understands the policies and procedures defining the Teachers’ responsibilities and duty of care;
- 10.3. Be satisfied that the current safety guidelines have been met or exceeded;
- 10.4. Be satisfied that the students, Teachers, staff, volunteers and parents or guardians will receive the appropriate information about the trip;
- 10.5. Be satisfied that arrangements are in place for covering all the financial matters, including refund procedures, contingency funds and an accounting for all expenditures;
- 10.6. Consult with the Teachers in charges before recommending final approval;
- 10.7. Ensure that the Teacher in charge completes a preliminary risk assessment for any trip.

- 10.8.** Principals must ensure that eligibility criteria are established for all field trips. Eligibility criteria can include previous behavior.
- 10.9.** Be the final authority for Local and Provincial field trips.

## **FIELD TRIP ASSESSMENT COMMITTEE (CANADIAN AND INTERNATIONAL ONLY)**

### **11. Field Trip Assessment Committee:**

- 11.1.** Provides a secondary review of the proposed Canadian or International field trip, including:
- 11.1.1.** Review of [Field Trip Form 260-3A](#);
  - 11.1.2.** Review supporting documentation;
  - 11.1.3.** Review of [Parent Consent Form 260-3B](#);
  - 11.1.4.** Providing assistance to the Principal or lead teacher as may be required
- 11.2.** The Field Trip Assessment Committee upon completing their review will forward the application to the Board for approval.

## **SUPERVISION**

### **12. The minimum acceptable standard of supervision for field trips is:**

- 12.1.** For students in Early Learning, Kindergarten, one adult to 5 students;
- 12.2.** For students in Grades 1 – 3, one adult to 8 students;
- 12.3.** For students in Grades 4 – 9, one adult to 10 students; and
- 12.4.** For students in Grades 10 – 12, one adult to 15 students;
- 12.5.** High Risk, Provincial, Canadian and International Trips, one adult to 10 students;
- 12.6.** Skiing and Snowboarding trips, one adult to 10 students;
- 12.7.** Exceptions to the above will apply to school team sports and clubs where the ratio shall be one adult to 15 participants.
- 12.8.** Deviation from these standards with permission of the Principal are acceptable for low risk trips based on the following being considered:
  - Age of students;
  - Nature of the activity;
  - Risk of the activity;
  - Size of the group;
  - Participation of special needs students;
  - Unique or particular circumstances of the venue (crowded, expansive etc);



- Experience of the supervisor(s) relative to the activity;
  - Other safety concerns.
- 12.9.** On high risk trips acceptable standards may only be changed with the approval of the Superintendent.
- 12.10.** If a field trip involves being away on a Sunday plans should be made, if at all possible, to ensure that field trip participants attend Mass.
- 12.11.** Employees or Students are not permitted to consume alcohol.
- 12.12.** Parents and Students in (grades 7–12) will be required to sign a [Code of Conduct Agreement 260-4](#) for trips outside Alberta.
- 13.** For field trips outside of the Province of Alberta, the minimum acceptable standard of supervision is two adult supervisors.
- 14.** Where field trips include overnight stays and the student group includes male and female students, supervision of the group must include both male and female supervisors.
- 15.** Additional supervision by certificated staff and/or volunteers from the school must be considered for field trips involving:
- Increased risks;
    - Large numbers of students;
    - Participation of students with special needs;
    - Crowded venues;
    - Trips which are new to the school.
- 16.** All supervision must be provided by individuals who are over the age of 18 and who meet the requirements of [Administrative Procedure 490 Volunteers](#).

## **TRANSPORTATION**

- 17.** Transportation of students on field trips must comply with Division Policy and Procedure.
- 17.1.** Commercial transportation shall be used whenever possible.
- 17.1.1.** Only properly licensed and insured commercial transportation vehicles and drivers shall be used.
- 17.1.2.** Schools are advised to use carriers under contract to the Division.
- 17.1.3.** If a school wishes to use a carrier not contracted with the Division, the carrier must have an Operating Authority Certificate from the Motor Transport Board and a Certificate of Insurance coverage evidencing auto liability coverage of not less than twenty (20) million dollars.

- 17.2. The Principal must ensure that a staff member, student or volunteer driving a vehicle that is not Division-owned is properly licensed and insured.
- 17.3. The Division has insurance coverage that provides for indemnification in the event of bodily injury or property damage to third parties as the result of an automobile accident for which the staff member, student or volunteer is legally responsible. However, the primary liability protection for the staff member, student or volunteer driving a vehicle that is not Division owned is provided by his/her own liability policy. The minimum liability coverage is required to be two (2) million dollars. (Reference: [Administrative Procedure 552](#)).
- 17.4. Schools are required to retain copies of the driver's license and insurance pink slip information. The Driver Information form attached to [Administrative Procedure 552 Student Transportation Private Vehicles](#) may be used as a record.
- 17.5. Student drivers shall not, under any circumstances, be used for a division transportation purposes whatsoever, including field trip transportation.
- 17.6. Air transportation other than on commercial carriers will not be authorized.

## CONSENT

18. In order to ensure informed **consent**, parents shall be provided with the following information *in writing* for [Local](#), [Provincial](#) and [Canadian/International](#) field trips:

- 18.1. Purpose and educational goal of the field trip;
- 18.2. The name of the Teacher in charge and a contact telephone number;
- 18.3. The date;
- 18.4. The destination, and where necessary, a map of the area;
- 18.5. General nature of activitie(s) and detailed itinerary for out of Province trips;
- 18.6. Departure and return times;
- 18.7. Mode of transportation;
- 18.8. Financial arrangements;
- 18.9. Safety precautions;
- 18.10. Level of supervision;
- 18.11. The date of the parent meeting(s); if required;
- 18.12. Any unusual factors such as rigorous physical activity, water related activities or water sports;
- 18.13. Any special risks associated with the activity;
- 18.14. A reminder that parents or guardians must inform the Teacher in charge about any relevant medical conditions of the student;

- 18.15.** Emergency procedures to be followed in the event of injury, illness or unusual circumstances;
  - 18.16.** The need for additional medical coverage for out-of-province and out-of-country trips;
  - 18.17.** Other relevant information about the trip which may influence the parent's or guardians' decision to withhold permission.
- 19.** When a parent meeting has been called for a trip:
- 19.1.** The Teacher in charge must keep a record of attendance at the parent meeting and;
  - 19.2.** The student's parent or guardian must attend the parent meeting to discuss the field trip and the rules of conduct expected of students. If emergent reasons prevent the parent from attending the meeting the parent must make arrangements to meet the Teacher, at a time convenient to the Teacher, to speak about the trip.
- 20.** One permission form is acceptable for a series of walking activities in the neighborhood of the school. Permission forms are not necessary for Daily Physical Activity walks or walking to church.
- 21.** One permission form is acceptable for a series of off-site activities such as performing arts, swimming lessons, physical education classes, outdoor education classes or athletics as long as the permission form includes a schedule of all activities and meets requirements of the Superintendent.
- 22.** Each student participating in an off-site activity must:
- 22.1.** Comply with the rules of the school and the requirements of the schools code of conduct;
  - 22.2.** Comply with the rules of the activity venue;
  - 22.3.** Fulfill all preparatory requirements at an appropriate level of performance;
  - 22.4.** Dress appropriately according to the type of off-site activity;
  - 22.5.** Cooperate fully with everyone authorized by the Board to provide education programs and other services;
  - 22.6.** Participate in a responsible and cooperative manner during the trip;
  - 22.7.** Account to the Teacher in charge for their conduct;
  - 22.8.** Respect the rights of others; and
  - 22.9.** Carry out all follow up procedures in an appropriate manner.

- 23.** A student may not participate in an off-site activity unless the student is enrolled in a sponsoring or participating school and is part of the class or group taking part in the off-site activity. Children of Volunteers may be allowed to participate with permission of the Principal.

## **VOLUNTEER**

### **24. Volunteers:**

#### **24.1. Volunteers must:**

**24.1.1.** Comply with the requirements of [Administrative Procedure 490 Volunteers](#);

**24.1.2.** Have qualifications appropriate to the off-site activity; and

**24.1.3.** Complete the appropriate trip forms;

**24.2.** Volunteers are expected to know the details of the off-site activity and their specific duties and authority prior to departure.

**24.3.** Volunteers must support and follow the school code of conduct and;

**24.3.1.** Report any inappropriate conduct to the Teacher in charge;

**24.3.2.** Adhere to the schedule of itinerary;

**24.3.3.** Dress appropriately according to the type of off-site activity;

**24.3.4.** Fulfill their duties for the duration of the off-site activity, including evenings and weekends.

## **ACTIVITIES**

### **25. The following off-site activities are *not permitted*:**

**25.1.** Off-site activities that require travel time that would be too long for the age of the students involved;

**25.2.** Off-site activities that require inordinate expenses or excessive absence from school or;

**25.3.** Off-site activities that are hazardous or prohibited activities.

- |   |  |   |
|---|--|---|
| • Aerial gymnastics                       | • trampolining                                     | • rifle ranges or other activities involving firearms |
| • auto racing                             | • gladiator style events                           | • skydiving   |
| • boxing                                  | • bicycle motocross (bmx)                          | • winter biathlon with firearms                       |
| • bobsledding                             | • bungee jumping                                   | • Luge  |
| • demolition derbies                      | • caving (spelunking)                              | • Mountain climbing                                   |
| • dunk tanks                              | • drag racing                                      | • Racing of watercraft                                |
| • hang gliding                            | • extreme sports                                   | • Scuba diving  |
| • ice climbing                            | • horse jumping                                    | • White-water rafting                                 |
| • motorcycling of any nature              | • hot air balloon rides (tethered and untethered)  | • Fencing   |
| • paintball, laser tag games or war games | • mountain scrambling and technical mountaineering |   |
| • rodeos                                  |  |   |

**26.** The following off-site activities ***are permitted with proper pre-authorization*** of the Superintendent of Schools:

- Canoeing
- Kayaking
- Mountain biking
- Open water swimming
- Rock climbing
- Wall climbing
- Hiking on the west coast trail
- Tobogganing, tubing, crazy carpet and sledding

The activities listed in Sections 27 are not meant to be exhaustive in terms of all available field trips and possible field trip activities. High Risk activities not listed in either section will be considered on a case by case basis by the Field Trip Assessment Committee.

### **OFF-SITE ACTIVITIES IN REMOTE OR WILDERNESS AREAS**

**27.** In a remote or wilderness area, the Teacher in charge must:

- 27.1.** Have visited the location of the off-site activity prior to the trip and be familiar with the proposed route and seasonal conditions at the time of the trip;
- 27.2.** Use professional guides when appropriate or as directed;
- 27.3.** Establish and communicate class safety and emergency procedures to all participants;
- 27.4.** Ensure that appropriate communication devices are taken on the trip;
- 27.5.** Ensure constant communication within the group and access to external communication as needed;
- 27.6.** Be familiar with the nearest accessible medical station and telephone service;
- 27.7.** Notify Local area authorities, such as policy forestry or park officials about the proposed activity and location or route to be used;
- 27.8.** Contact Local authorities for information regarding environmental conditions, seasonal wildlife concerns and trail conditions; the parent/guardian must be informed of the present environmental conditions, the seasonal wildlife concerns and trail conditions;
- 27.9.** Establish procedures so that contact can be made with the Principal via police, forestry or park officials or other persons in the area;
- 27.10.** Obtain camping permits, fire permits, fishing and other licenses and area use permission where required; and;
- 27.11.** Ensure that one supervisor is qualified in emergency first aid and CPR.
- 27.12.** The parent/guardian must be informed of any all activities undertaken.



## **WATER ACTIVITIES**

**28.** Each trip that includes water-related activities must have a safety assessment, unless the trip is on an approved activities list.

**28.1.** All participants involved in sailing or boating activities must:

- 28.1.1.** Have swimming skills commensurate with the activity and;
- 28.1.2.** Wear a Transport Canada approved lifejacket or personal floatation device.

**28.2.** For activities involving canoeing, sailing, and power craft, the activity must meet or exceed safety guidelines.

**28.3.** When canoe trips take place on lakes or rivers, the Teacher in charge must have visited the site prior to the trip, and be familiar with the proposed route and the seasonal conditions at the time of the trip.

**28.4.** Adequate instruction and demonstration must be given to all participants involved before allowing the participants to undertake any water-related activity. Depending on the location the recommended supervisor to student ratio for canoeing, sailing and power craft activities may range from 1- 5 to 1- 10.

## **29. SWIMMING ACTIVITY**

**29.1.** Students attending off-site activities may not swim unless there is a lifeguard on duty.

**29.2.** If the facility operator does not provide a lifeguard at a swimming activity, students may swim if the school provides a lifeguard with current certification in National Lifeguard Service, Standard First Aid and a CPR Basic Rescuer for every fifty (50) participants using the swimming pool.

**29.3.** Students are permitted to swim in unsupervised hotel swimming pools as long as a Teacher or parent supervisor is present.

## **30. SKIING AND SNOWBOARD ACTIVITY**

**30.1.** Downhill skiing and snowboarding are acceptable activities for students provided the following conditions have been met:

- 30.1.1.** Conditioning activities have occurred in physical education classes, or as part of a fitness program leading up to the skiing or snowboarding activity.
- 30.1.2.** Skiing or snowboarding are part of a well-balanced yearly program and reflect the schools commitment to a quality physical education program and;
- 30.1.3.** For students in grade 6 and under the activity includes a minimum one mandatory lesson at the beginning of each day on a ski hill.

- 30.2.** Prior to the skiing or snowboarding trip, the Teacher in charge must have visited or contacted the ski resort recently and be familiar with seasonal conditions at the time of the activity;
  - 30.2.1.** Make contact with the ski resort operator in order to arrange the student identification and controls procedures and;
  - 30.2.2.** Understand the ski resort's emergency protocol.
- 30.3.** Upon arrival at the ski resort, the Teacher in charge must:
  - 30.3.1.** Divide students into levels of ability as described by the parent or guardians signed acknowledgment of the student's skier or snowboarder's classification;
  - 30.3.2.** Assist the ski resort staff with grouping students for their lessons;
  - 30.3.3.** Along with the ski resort staff, emphasize to the students that they will be given permission to use specified slopes or trails and that the use of other slopes or trails is prohibited and;
  - 30.3.4.** Assist the ski resort staff with controlling student access to slopes or trails.
- 30.4.** At the conclusion of the K-6 mandatory lesson:
  - 30.4.1.** The ski resort instructor will identify the level of ability of the students, and assign appropriate ski or snowboarding slopes or trails; and
  - 30.4.2.** Students will begin supervised skiing and snowboarding on the assigned slopes or trails;
- 30.5.** During the supervised ski time, students are expected to ski in pairs or groups of three or four.
- 30.6.** A minimum supervision ratio for skiing and snowboarding is one adult to 10 students, including at least one adult supervisor in the ski lodge.
- 30.7.** Supervision of ski slopes must be carried out by supervisors/volunteers on the hill, at the base and in the lodge on a constant rotation.
- 30.8.** All participants in skiing and snowboarding activities must:
  - 30.8.1.** Wear a CSA approved Ski/Snowboard helmet and;
  - 30.8.2.** Ski or snowboard only on designated open runs within the ski area.

## **31. SKATING**

- 31.1.** All students are required to wear CSA approved Skating/Hockey helmets when participating in a skating activity.

RESOURCES: [Safety Guidelines for Physical Activity in Alberta Schools](#)

FIELD TRIP FORMS are accessible in the [Division Intranet](#)

AP 260 – 1A [Field Trip Local Application Form](#)

Includes: Local Field Trip  
Day Trip

AP 260 – 1B [Field Trip Local Parent Consent Form](#)

Includes: Local Field Trip  
Day Trip

AP 260 – 2A [Field Trip Provincial Outside of City within Alberta Application Form](#)

Includes: Day Trip-Outside City Limits-within Alberta  
Overnight Trip

AP 260 – 2B [Field Trip Provincial Outside of City within Alberta Parent Consent Form](#)

Includes: Day Trip-Outside City Limits-within Alberta  
Overnight Trip

AP 260 – 3A [Field Trip Canadian and International outside Alberta Application Form](#)

Includes: Canadian Field Trip  
International Field Trip

AP 260 – 3B [Field Trip Canadian and International outside Alberta Parent Consent Form](#)

Includes: Canadian Field Trip  
International Field Trip

AP 260 - 4 [Field Trip Code of Conduct Agreement Form](#)

Includes: Field Trips outside Alberta, Canadian and International  
Grades 7 - 12

AP 260 – 5 [Emergency Contact List Form](#)

Includes: Field Trips Canadian and International

Executive Assistant & Communications –Della Dewald

## DLT Meeting Report

March 8, 2016

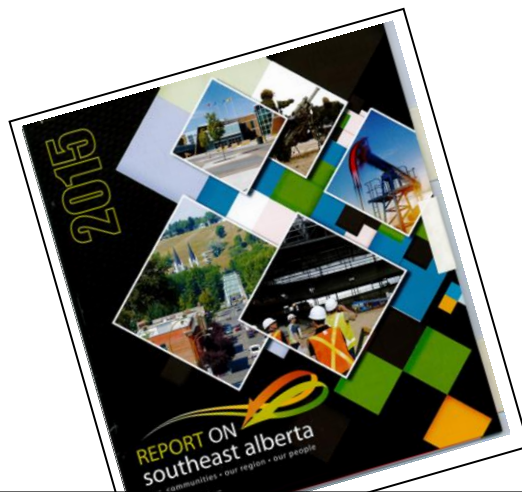
### 1. Corporate Communications

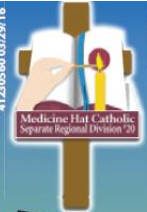
**Strategic Priority #7** - To provide effective and meaningful communication to all stakeholders.

**1. Advertising/Public Relations** - Exhibit a consistent message and increase community awareness.

**a. Southeastern Alberta Report – This annual publication is circulated in the community of Medicine Hat. Last year's cover.**

**b. Publication Date: March 2016.**





41210546 03/29/16

## We are a small school division doing a lot of **BIG** things

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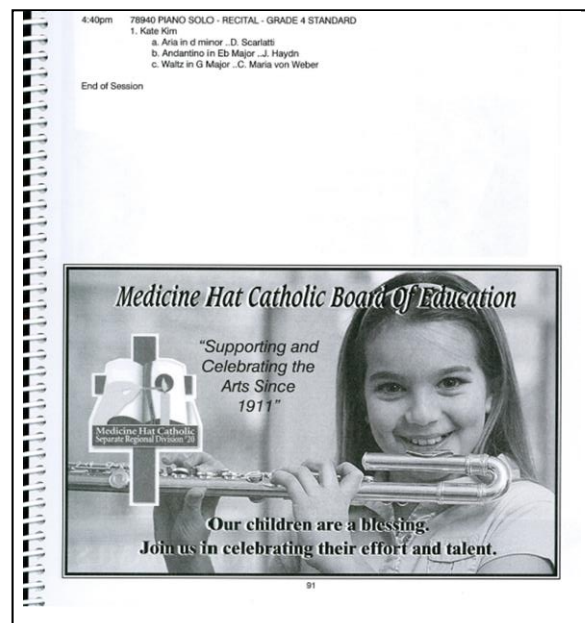
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## c. ROTARY MUSIC FESTIVAL- Feb 29 – March 13, 2016

Advertising in the Festival program:



Our Schools are performing throughout the Festival. Schedule below:

### Rotary Music Festival Performances

Performance					
Date	School	Grade	Location	Time	
Mon. Feb. 29, 2016	St. Francis Xavier School	Grade 4-6 Choir	MHC Eresman Theatre	10:40 AM	
Mon. Feb. 29, 2016	St. Michael's School	Grade 4-5 Choir	MHC Eresman Theatre	9:30 am & 11:00 am	
Mon. Feb. 29, 2016	St. Louis School	Grades 4-6 Choir	MHC Eresman Theatre	9:30 am & 11:20 am	
Mon. Feb. 29, 2016	St. Michael's School	Grades 2-3 Choir	MHC Eresman Theatre	1:40 PM	
Mon. Feb. 29, 2016	Mother Teresa School	Senior Choir	MHC Eresman Theatre	9:30 am & 11:20 am	
Mon. Feb. 29, 2016	Mother Teresa School	Junior Choir	MHC Eresman Theatre	1:20 pm & 2:00 pm	
Mon. Feb. 29, 2016	Ecole St. Thomas d'Aquin School	Ecole St. Thomas d'Aquin Choir (Gr 2, 3 & 4)	MHC Eresman Theatre	12:40 PM	
Mon. Feb. 29, 2016	St. Louis School	Grades 1-3	MHC Eresman Theatre	12:40 pm & 2:00 pm	
Wed. March 2, 2016	St. Michael's School	Grade 5 & 6 Choir	MHC Eresman Theatre	11:20 AM	
Tues. March 1, 2016	St. Mary's Academy	Grade 7 Choir	MHC Eresman Theatre	9:30 am & 10:00 am	
Tues. March 1, 2016	St. Mary's Academy	Grade 8/9 Choir	MHC Eresman Theatre	10:40 am & 11:10 am & 11:30 am	
Tues. March 1, 2016	Monsignor McCoy High School	MMHS Choral Ensemble	MHC Eresman Theatre	1:00 pm & 2:00 pm	
Fri. March 4, 2016	St. Patrick's School	Grade 5 Guitar Performance	Medicine Hat Cultural Center	9:30 AM	
Thurs. March 10, 2016	St. Mary's School	Grade 9 Band	St. Mary's School	9:00 am - 10:22 am	Periods 1 & 2
Thurs. March 10, 2016	St. Mary's School	Grade 7 Band	St. Mary's School	10:26 am - 11:14 am	Period 3
Thurs. March 10, 2016	St. Mary's School	Grade 8 Band	St. Mary's School	11:18 am - 12:06 pm	Period 4

## 2. Communications Strategy & Goals:

### i. Website Changes

### ii. Corporate Communications

1. Social Media Platform for All Schools
2. Communications Plan presented to the Board of Trustees in March 2016.

**We are moving our Communications from good to great!**



## School Communications and Social Media- Derrian Nau

- i. Monsignor McCoy Modernization Q&A Brochure
  - Updated timeline pictures and map showing current renovations.
- ii. Social Media Activity
  - 264 to 309 “likes” on our Facebook Page between February 2 - March 4.
  - 36 New Twitter Followers in February.
  - Developed and incorporating #MHCBEschools to posts regarding our Catholic Schools.
  - Working with Community Coming Together (CCT) to promote their events such as A Parent’s guide to Screen Time Presentation.
  - Highlighting all 9 Schools.
  - Community Classrooms
  - Ash Wednesday (February 10).
  - 100<sup>th</sup> Day of School (February 12).
  - Pink Shirt Day (February 24) engagement with all 9 schools.
  - Facebook and Twitter Refresh
    - Recent updates to privacy settings on Facebook account.
    - Filtered who is appropriate to follow on social media.
- ii. Website Updates
  - Newspaper Articles Photo Album (updated daily).
  - “Important Catholic News” Feature now located in Latest News on the MHCBE Homepage.
  - “Grade 2’s go to College” Community Classroom article by The Medicine Hat College Featured on the MHCBE Homepage.
- iii. Working on Social Media Guidelines and Best Practices with IT regarding schools engaging in their own social media accounts.
- iv. Connected with local radio stations about promoting our school events though their social media accounts and will be scheduling phone interviews for staff and students involved in our upcoming musicals.
- v. Connected with The Medicine Hat News about a feature story for our upcoming musicals at St. Mary’s and Monsignor McCoy.



MH Catholic Schools @MHCatholicEduc · Feb 12

Look who decided to stop by #Carnaval @Ecole\_STA - it's Bonhomme!



MH Catholic Schools @MHCatholicEduc · Feb 12

Grade 1D at St. Patrick's School celebrating the 100th day of class! So many activities with the number 100



Medicine Hat Catholic Board of Education shared Kim Johnston's post.

21 hrs · 🌐

Huge thanks to KJ & Kirby and of course Boston Pizza! Mr. Martin and his grade 4 class were SO happy to have you today... You always brighten our day!



MY KIDS CLASS: Mr Martin  
Mother Teresa

www.my96fm.com Twitter: @KimJohnston,  
@RadioVixen, @MHCatholicEduc

YOUTUBE.COM

MH Catholic Schools @MHCatholicEduc · Feb 5

Lunch time = Faith Friday at St. Francis Xavier School #MHCBEschools



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## Medicine Hat Catholic Board of Education

23 hrs · Medicine Hat ·

Just encase you didn't catch our Pink Shirt Day pictures yesterday... We just can't get enough! So blessed to have such caring students in our schools #kindnesshasnolimits



MH Catholic Schools @MHCatholicEduc · Feb 11

Caution: this will melt your heart. Mother Teresa students singing "Fight Song" by Rachel Platten. #MHCBEschools



MH Catholic Schools @MHCatholicEduc · Feb 17

During Lent the church calls us to prayer, fasting, and alms giving.



MH Catholic Schools @MHCatholicEduc · Feb 12

Guess what today is! The 100th day of school! We even have some artwork to prove it #100thDayofSchool



## Medicine Hat Catholic Board of Education

February 26 at 2:48pm · Medicine Hat ·

Just a few of our 9 teachers attending the Religious Education Congress in Anaheim, California this week. This event is the nations' largest annual gathering of its kind in the world with over 38,000 attendees this year! We are so lucky to be able to attend this event. Happy learning!



**Associate Superintendent Human Resources  
Board Meeting, March 8, 2016**

**1. 2016-2017 School Calendar**

A draft calendar was presented to the board during the January board meeting, this draft has gone to Division Leadership, teachers, and parent councils for feedback. Based on the feedback received, a 2016/2017 calendar will be presented to the board for approval.

**Action: A motion be put forward to approve the 2016/2017 school year calendar.**

**Recommendation: The board approve the 2016/2017 school year calendar as presented.**

**Attachment – 2016-2017 school calendar**

**2. Edwin Parr Award**

Each year the ASBA honors six outstanding first year teachers with the Edwin Parr Teacher Award. School boards may nominate any first year K to 12 teacher who has taught in an Alberta school jurisdiction which is a member of the ASBA. Miss Teressa Sherk from Mother Teresa School has been named as MHCBE's Edwin Parr nominee for the 2015 / 2016 school year. A special thank you to Miss Sherk for her outstanding work and to the administration at Mother Teresa School for nominating Teressa for this award. Her nomination package will be sent to the ASBA. Zone 6 hosts a banquet to honor participants, and choose a zone Edwin Parr nominee. The banquet is scheduled for May 11<sup>th</sup>, 2016 at the Heritage Inn in Taber AB.

**Action: none**

**Recommendation: Miss Teressa Sherk be recognized at the April board meeting for her outstanding work at Mother Teresa School.**

**3. 2016 Excellence in Teaching Awards**

This prestigious award was started in 1989 by the Minister of Education to:

- Recognize outstanding Alberta teachers
- Honour creative, innovative and effective teaching
- Focus public attention on the teaching profession and
- Involve Albertans in celebrating teaching excellence

Mrs. Trisha Sotropa has been nominated by the parent of a student at St. Mary's School.

**Action: none**

**Recommendation: Mrs. Trisha Sotropa be recognized at the April board meeting for her outstanding work at St. Mary's School.**

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

**2016-2017**

S M T W T F S

S M T W T F S

S M T W T F S

**August**

14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31*			

1	School PD Day - Teachers only
0	Instructional
1	Total
*	First day for Teachers

**September**

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

S	First day for Students
3	P.D.
18	Instructional
F	Faith Formation
21	Total

**October**

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

1	P.D.
19	Instructional
20	Total

**November**

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

1	P.D.
20	Instructional
21	Total

**December**

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

*	Last day for students
1	P.D.
16	Instructional
17	Total

**January**

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

16	Instructional - 1st Semester HS
1	Instructional - 2nd Semester HS
1	P.D. E/M Elementary & Middle School
16	Jan. Instructional - Elem/Middle
17	Total
S	First day of 2nd Semester

**February**

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

2	P.D. Teachers' Convention
2*	Time in Lieu: Parent Teacher Conference
15	Instructional
17	Total

**March**

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

1	P.D.
22	Instructional
23	Total

**April**

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

1	P.D.
13	Instructional
14	Total

**May**

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

1	P.D.
21	Instructional Days
22	Total

**June**

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

1	P.D. E/M Elementary & Middle School
1	P.D.
20	Instructional Elementary /Middle
21	Instructional High School
22	Total
L	Last day for Students
*	Last day for Teachers

**Semester**

	1	2	Total
<b>Instructional Days</b>			
Elementary/Middle	88	92	180
High School	89	93	182
<b>Non-Instructional Days</b>			
PD/School Closing Days: Elem/Middle Schools	8	7	15
PD/School Closing Days: Msgr. McCoy	7	6	13
Time in Lieu: Parent Teacher Conf.	0	2	2
<b>TOTAL</b>	96	101	197

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

## Secretary Treasurer

### Board Report March 8, 2016 Public Meeting

#### 1. 2015-16 Second Quarter Financial Update

The 2015-16 Second Quarter Financial Update will be presented.

**Recommendation:** For information

**Attachment:** 2015-16 Second Quarter Financial Update (to be distributed at the meeting)

#### 2. 2009 – 2014 Financial Reporting Profile

Alberta Education released the 2009-2014 Financial Reporting Profile. MHCBE information was presented to the Trustees as part of the 2014-2015 Financial Statement. This report now contains current comparator information.

**Recommendation:** For Information

**Attachment:** 2014-15 Financial Report Profile

#### 3. Increase in the Number of Trustee

A briefing document has been prepared for the Trustees on how they may wish to proceed with increasing the number of Trustees.

**Recommendation:** For decision

**Attachment:** Number of Trustees Briefing Note

#### 4. 2017 – 2020 Capital Plan

Annually school boards are required to submit a capital plan. The Board of Trustee authorized administration to prepare a new three and 10-year capital plan taking into account certain changes within the division. Administration has been working with the contractor (Ferrari Westwood Babits) to develop that plan and cost it out. The plan should be ready for presentation in the fall.

Until then administration is recommending that the existing plan continue.

**Recommendation:** That the Board of Trustees for the Medicine Hat Catholic Board of Education approve the 2017-2020 Capital Plan as presented.

**Attachment:** 2017-2020 Capital Plan

#### 5. ASBA Bylaw Amendments and Proposed Policy Positions

The ASBA sent a letter on the process to make any Bylaw amendment proposals or proposals in policy positions.

**Recommendation:** For Board discussion

**Attachment:** ASBA Bylaw Amendments and Proposed Policy Positions Letter dates February 16, 2016

#### 6. 2016-17 School Fee Update

Senior Administration is working through a project with schools on analyzing how the school fees being used. The Board Work plan indicates that the school fees would be approved my March 31, 2016 however this is not a required date within the School Act.



With the NDP government having discussed the future of school fees, we would expect any provincial change to be with the 2016-17 budget which is expected to be released in April 2016.

Administration will continue with the school fee project to discuss with the board for the April Board Meeting

**Recommendation:** For information

**Attachment:** None

**7. March 2016 Second Board Meeting**

The Board of Trustees for the Medicine Hat Catholic Board of Education will have a second regular meeting on Tuesday March 22, 2016 at 6:00 pm. The agenda will be promulgated as usual.

**Recommendation:** That the Board of Trustees for the Medicine Hat Catholic Board of Education hold a meeting of the board on Tuesday March 22, 2016 at 6:00 pm in the Board Room of the Catholic Education Centre.

**Attachment:** None

**8. AP 305 – Boundary Attendance Areas**

The board work plan has the Boundaries and Attendance areas established by March 31. Administration is not proposing any alterations for 2015-16.

**Recommendation:** None

**Attachment:** None

**9. Preliminary Staffing/Enrolment**

The board work plan has preliminary staffing and enrolments presented to the board. The Associate Superintendent – Human Resources will present the preliminary staffing.

For the preliminary enrolments, we are collecting the figures from schools and we are analyzing the demographics. Looking at a simple roll-over from the 2015-16 enrolment we can start to see the potential enrolment. Overall we would expect a demographic decline of only 15.0 FTE. There are several other factors we will need to consider including school projections, grade transition discount factors, ECS entry and the general economic impacts on migration.

Administration will continue to enhance the enrolment projection throughout the budget process.

**Recommendation:** None

**Attachment:** Enrolment projection



# 4501 Medicine Hat CS Regional Division No. 20

## FINANCIAL REPORTING PROFILE

2009/2010 to 2014/2015 School Years

Units: \$100,000

	2009/2010 Actuals	2010/2011 Actuals	2011/2012 Actuals	2012/2013 Actuals*	2013/2014 Actuals*	2014/2015 Actuals*
<b>TOTAL FTE ENROLLED (K - 12)</b>	2,700	2,677	2,593	2,666	2,519	2,432
<b>ANNUAL OPERATIONS</b>						
<b>Total Revenues</b>	\$31,906,182	\$31,450,088	\$32,313,301	\$33,108,962	\$32,129,552	\$31,528,533
<b>Total Expenses</b>	\$30,204,644	\$31,470,861	\$33,825,360	\$32,513,987	\$31,599,807	\$31,449,801
<b>Excess (Deficiency) of Revenues over Expenses</b>	\$1,701,538	(\$20,573)	(\$1,512,059)	\$594,975	\$529,745	\$78,732
<b>Add (Deduct) Board-funded Capital &amp; Unsupported Debt Transactions</b>	(\$1,017,636)	(\$396,003)	(\$171,642)	(\$188,654)	\$68,203	(\$79,003)
<b>Net Change to A.O.S. (A.O.D.) / A.S.O. (A.D.O.)</b>	\$683,902	(\$416,576)	(\$1,683,700)	\$406,321	\$597,949	(\$271)

### ACCUMULATED OPERATING SURPLUS (DEFICIT) A.O.S. (A.O.D.); \*ADJUSTED ACCUMULATED SURPLUS (DEFICIT) FROM OPERATIONS A.S.O. (A.D.O.); AND CAPITAL RESERVES (Note 1)

<b>A.O.S. (A.O.D.) &amp; *Adjusted A.S.O. (A.D.O.)</b>	\$2,428,515	\$2,011,939	\$328,239	\$734,560	\$1,332,509	\$1,332,236
<b>A.O.S. (A.O.D.) / *Adjusted A.S.O. (A.D.O.) To Expenses Ratio:</b>						
4501 Medicine Hat CS Regional Division No. 20	8.04%	6.39%	0.97%	2.26%	4.22%	4.24%
Average of All Jurisdictions	5.58%	5.22%	4.73%	6.08%	6.63%	6.36%
Median of All Jurisdictions	6.85%	6.62%	6.69%	8.16%	8.34%	7.64%
Average of Jurisdictions having Comparable FTE Enrolment Size	8.00%	6.95%	5.58%	7.15%	9.45%	8.71%
Median of Jurisdictions having Comparable FTE Enrolment Size	8.13%	6.56%	6.49%	8.12%	9.22%	8.14%
<b>A.O.S. (A.O.D.) / *Adjusted A.S.O. (A.D.O.) Per Student:</b>						
4501 Medicine Hat CS Regional Division No. 20	\$899	\$752	\$127	\$276	\$529	\$548
Average of All Jurisdictions	\$612	\$592	\$573	\$733	\$798	\$770
Average of Jurisdictions having Comparable FTE Enrolment Size	\$1,050	\$952	\$806	\$1,064	\$1,373	\$1,346
<b>A.O.S. (A.O.D.) / *Adjusted A.S.O. (A.D.O.) - Days of Operation (Note 1):</b>						
4501 Medicine Hat CS Regional Division No. 20	20.10	15.98	2.43	5.65	10.54	10.59
Average of All Jurisdictions	13.94	13.06	11.82	15.21	16.58	15.90
Average of Jurisdictions having Comparable FTE Enrolment Size	19.99	17.37	13.95	17.88	23.63	21.77
<b>Capital Reserves</b>	\$0	\$0	\$0	\$0	\$0	\$26,000
<b>Capital Reserves Per Student:</b>						
4501 Medicine Hat CS Regional Division No. 20	\$0	\$0	\$0	\$0	\$0	\$11
Average of All Jurisdictions	\$181	\$216	\$274	\$242	\$256	\$334
Average of Jurisdictions having Comparable FTE Enrolment Size	\$385	\$344	\$392	\$455	\$478	\$574

### LIQUIDITY

#### Current Ratio; \*Adjusted Net Financial Assets (Debt) Ratio (Note 2):

4501 Medicine Hat CS Regional Division No. 20	2.04	2.06	1.06	1.23	1.45	1.40
Average of All Jurisdictions	1.50	1.61	1.56	1.77	1.76	1.57
Average of Jurisdictions having Comparable FTE Enrolment Size	1.71	2.00	1.73	2.12	2.31	2.09

#### Net Working Capital; \*Adjusted NFA per Student (Note3):

4501 Medicine Hat CS Regional Division No. 20	\$894	\$745	\$87	\$280	\$558	\$607
Average of All Jurisdictions	\$622	\$617	\$628	\$926	\$1,011	\$1,044
Average of Jurisdictions having Comparable FTE Enrolment Size	\$1,359	\$1,294	\$1,056	\$1,529	\$1,833	\$1,966

### CAPITAL ASSETS

#### Schools and Other Buildings - NBV to Historical Cost:

4501 Medicine Hat CS Regional Division No. 20	65.67%	63.88%	62.83%	61.89%	59.53%	59.42%
Average of All Jurisdictions	57.82%	57.91%	58.33%	56.60%	56.38%	56.79%
Average of Jurisdictions having Comparable FTE Enrolment Size	58.34%	57.28%	54.99%	55.48%	52.71%	51.75%

#### Equipment & Vehicles - NBV to Historical Cost:

4501 Medicine Hat CS Regional Division No. 20	64.11%	59.74%	49.78%	40.44%	33.09%	31.65%
Average of All Jurisdictions	32.46%	31.30%	31.15%	29.26%	28.17%	26.90%
Average of Jurisdictions having Comparable FTE Enrolment Size	36.45%	33.30%	28.31%	27.07%	29.25%	29.13%

Notes: The conversion in reporting standards from Accounting Standards for Not-for-Profit Organizations (ASNPO) to Public Sector Accounting Standards (PSAS) necessitates certain modifications as to how the following measures are calculated commencing 2012/2013.

- ASNPO: A.O.S. - Days of Operation = A.O.S. / (Total Expenses / 260 Operating Days)  
\*PSAS: A.S.O. - Days of Operation = A.S.O. (adjusted for SGF) / (Total Expenses / 260 Operating Days)
- ASNPO: Current Ratio (Expressed as a value) = Current Assets / (Current Liabilities net of current portion of supported L/T Debt).  
\*PSAS: Adjusted Net Financial Assets (Debt) Ratio: Financial Assets / (Liabilities - Expended Deferred Capital Revenue)
- Net Working Capital per Student = (Current Assets - Current Liabilities net of current portion of supported L/T debt) / Total FTE Enrolled.  
\*PSAS: Adjusted Net Financial Assets = Financial Assets - (Liabilities - Expended Deferred Capital Revenue)

**Medicine Hat Catholic Board of Education  
Number of Trustees  
Briefing Note  
March 2016 Board Meeting**

**Background**

Ministerial Order 023/2010 reaffirms that Medicine Hat Catholic Board of Education had five trustees established which originated during regionalization of 1994. Four trustees were attached to the Medicine Hat Roman Catholic Separate School District No. 21 (Ward 1) and one trustee was attached to the Bow Island Roman Catholic Separate School District No. 82 (Ward 2).

With the removal of the Bow Island Roman Catholic Separate School District No. 82 under Ministerial Order 012/2014, Medicine Hat Catholic Board of Education was left with four trustees.

The Trustees for the Medicine Hat Catholic Board of Education asked senior administration to increase the trustees in Ward 1 to five.

**References (attached)**

1. Ministerial Order 023/2010 (Excerpt)
2. *Education Act* Division 4 (s.73 to s. 84)
3. *School Act* s.247

**Findings**

Trustee establishment may only be increased at the time of elections. It was not possible at the time of the Bow Island Ward Withdrawal to increase the number of trustees before the election as Ward 2 was still attached to Medicine Hat Catholic Board of Education. The Board of Trustees would now need to have the establishment of the fifth trustee approval in place for March 1, 2017 which will allow for the election of a fifth trustee.

This time frame would allow the use of the *Education Act* as opposed to the *School Act* for this process.

In discussions with Alberta Education, it was highly recommended that the trustees engage in a public consultation process for increasing the number of trustees including agreement from the electors for the increase. Areas to address in the consultation process include the following:

1. Considerations for remaining with one ward with trustees at large or establish two or more wards;
2. Consideration for representation from rural areas, including Redcliff and Dunmore;
3. Population statistics compared to number of trustees (representation by population);
4. Extent and volume of work engaged by trustees;
5. Voting issues including the numbers required for a quorum
6. Consideration for reduction of the number of trustees; and,
7. Other statistics and justification for an increase.

Alberta School Board Association ('ASBA') has been involved in several ward issues recently and the board of trustees should consider contracting with a specific consultant to manage this process.

Based on the outcome of this consultation process the board would follow the Education Act section 76 for the establishment or modification to wards.

#### Establishment of wards

**76(1)** The board of a school division may by bylaw

- (a) provide for the nomination and election of trustees by wards and determine the boundaries of the wards, or
- (b) provide for the election of trustees by the general vote of the electors.

**(2)** A bylaw passed under this section

- (a) does not apply to the general election next following the passing of the bylaw unless it is passed before March 1 in the year in which that general election is held, and
- (b) does not apply to or affect the composition of the board until the date of the next general election to which the bylaw applies.

**(2.1)** Subject to subsection (2.2), a board shall provide a copy of a bylaw passed under this section to the Minister as soon as possible after the bylaw is passed.

**(2.2)** A board shall provide a copy of a bylaw passed under this section to the Minister before March 1 in an election year.

**(3)** A bylaw passed under this section must, if practicable, provide that the number of trustees to be elected in each ward is in the same proportion to the total number of trustees of the board as the population of the ward is to the population of the school division.

**(4)** A board shall establish, implement and make publicly available a policy respecting the considerations and process used by the board to determine ward structures.

**(5)** The Minister may make regulations respecting

- (a) the nomination and election of trustees by wards or electoral subdivisions;
- (b) the partition of a school division into wards.

At the same time the Board would follow section 78 of the *Education Act* outlines the process for the number of trustees, essentially writing to the minister with the details of the process, justifications and what is being requested.

### Number of trustees

**78(1)** The Minister shall specify for each board the number of trustees, being no fewer than 3, to be elected to the board.

**(2)** The Minister may vary the number of trustees to be elected for each school division.

### Recommended Process

1. Board of Trustees to confirm a willingness to begin the process for establishment of a fifth trustee.
  - a. Board decision needed no later than the end of April 2016.
2. Board of Trustees, subject to item 1 above to contract with an ASBA consultant specialized in ward issues to perform the necessary public consultation. The Terms of Reference should be developed to ensure the outcomes of this task are achieved and the necessary questions are answered and reported back to the trustees. The contract and terms of reference should be in place for September 1, 2016 with reporting back to the trustees no later than November 15, 2016. Public consultation expected to occur in September and October 2016.
  - a. Board to authorize the public consultation process no later than end of May 2016.
3. Subject to the outcome of item 2 above, the board of Trustees to make the necessary motions, subject to the approval of the Minister, under s.76 of the *Education Act* no later than December 13, 2016.
4. Subject to item 3 above, the Board to submit to the minister, including the board motion and rationale developed for the public consultations and other justifications and support, no later than December 20, 2016 the necessary request under s. 78 of the *Education Act* to adjust the number of trustees as necessary.
5. Minister to authorize the adjustment of the number of trustees no later than March 1, 2017.
6. Election to occur for the adjusted ward structure (as determined) and for the adjusted number of trustees (as determined)

Note: This process is subject to change depending on the status of the *Education Act* or regulations promulgated or other information becoming available. Administration would work with the consultant and the appropriate Education Manager to ensure necessary timelines met.

Prepared by:  
Greg MacPherson, CPA, CGA  
Secretary-Treasurer



## APPENDIX

### MINISTERIAL ORDER (# 023/2010 )

#### SCHOOL ACT

##### The Medicine Hat Catholic Separate Regional Division No. 20 Electoral Ward Order

- 1 Pursuant to Section 262(5) of the School Act, Bylaw No. 2010/01 being a bylaw to provide for the nomination and election of trustees of The Board of Trustees of The Medicine Hat Catholic Separate Regional Division No. 20, is hereby approved.
- 2 The nomination and election of trustees shall be by wards as follows:
  - (a) Four (4) trustees shall be elected in Ward 1 – The Medicine Hat Roman Catholic Separate School District No. 21 Ward
  - (b) One (1) trustee shall be elected in Ward 2 – The Bow Island Roman Catholic Separate School District No. 82 Ward
- 3 The boundaries of the wards referred to in section 2 are described as follows:
  - (a) Ward 1 – The Medicine Hat Roman Catholic Separate School District No. 21 Ward shall be comprised of the following lands:

Township 11, Range 4, West of the 4<sup>th</sup> Meridian  
Sections 29 to 32 inclusive.

Township 11, Range 5, West of the 4<sup>th</sup> Meridian  
Sections 25 to 36 inclusive.

Township 11, Range 6, West of the 4<sup>th</sup> Meridian  
Sections 25 and 26; Sections 31 to 36 inclusive; East half of Section 27;  
Northwest quarter of Section 30.

Township 12, Range 4, West of the 4<sup>th</sup> Meridian  
Sections 5 to 8 inclusive; Sections 17 to 21 inclusive; Sections 28 to 33 inclusive.

Township 12, Range 5, West of the 4<sup>th</sup> Meridian  
Sections 1 to 36 inclusive.

Township 12, Range 6, West of the 4<sup>th</sup> Meridian  
Sections 1 to 36 inclusive.

Township 13, Range 4, West of the 4<sup>th</sup> Meridian  
Sections 5 to 8 inclusive; Sections 17 to 20 inclusive; Sections 30 and 31.

Township 13, Range 5, West of the 4<sup>th</sup> Meridian  
Sections 1 to 36 inclusive.

Township 13, Range 6, West of the 4<sup>th</sup> Meridian  
Sections 1 to 30 inclusive; Sections 33 to 36 inclusive.

Township 14, Range 5, West of the 4<sup>th</sup> Meridian  
Sections 3 to 9 inclusive; Sections 15 to 18 inclusive; Those portions of Sections 2, 10, 13, and 14 lying North and West of the South Saskatchewan River.

**Official trustee**

**72(1)** The Minister may appoint an official trustee to conduct the affairs of a board, subject to any terms and conditions the Minister considers necessary, when

- (a) a board fails to comply with an order made under section 70, or
- (b) the Minister considers it in the public interest to do so.

**(2)** An official trustee appointed under subsection (1)

- (a) has the powers and duties conferred by this Act on a board,
- (b) is to be remunerated out of the funds of the board or otherwise as the Lieutenant Governor in Council determines, and
- (c) with the prior approval of the Minister, has the power to borrow money and pass a bylaw.

**(3)** On the appointment of an official trustee to conduct the affairs of a board, the members of the board cease to hold office as members of that board.

**(4)** An official trustee holds office during the pleasure of the Minister.

2012 cE-0.3 s72;2015 c6 s15

## **Division 4 Elections and Trustees**

**Procedure for elections, etc.**

**73** All

- (a) general elections, by-elections, polls and plebiscites,
- (b) votes on bylaws or money bylaws, and
- (c) votes on any other matters or questions

held pursuant to this Act are to be governed by this Act and the *Local Authorities Election Act*.

**Eligibility**

**74(1)** In addition to section 48(1) and (1.1) of the *Local Authorities Election Act*, this section applies to determine whether an individual is a resident of a public school division or a separate school division for the purposes of determining eligibility to vote or to be nominated as a candidate for election as a trustee of a school board under the *Local Authorities Election Act*.



(2) Subject to subsection (3), for the purposes of subsection (1), an individual is a resident of the school division in which the individual resides.

(3) Where a separate school district is established, an individual residing within the boundaries of the separate school district is a resident of the separate school division if the individual declares that the individual is of the same faith as those who established the separate school district, whether Protestant or Roman Catholic.

(4) Notwithstanding the *Local Authorities Election Act*, a resident of a separate school division is eligible

(a) to vote for, and

(b) to be nominated as a candidate for election as,

a trustee of the board of either the public school division or the separate school division in which the person's residence is located, but not both.

2012 cE-0.3 s74;2015 c6 s16

#### **Oath of office**

**75** Every trustee shall

- (a) take and subscribe to the official oath prescribed by the *Oaths of Office Act* before commencing the trustee's duties, and
- (b) deposit the oath with the secretary of the board.

#### **Establishment of wards**

**76(1)** The board of a school division may by bylaw

- (a) provide for the nomination and election of trustees by wards and determine the boundaries of the wards, or
- (b) provide for the election of trustees by the general vote of the electors.

(2) A bylaw passed under this section

- (a) does not apply to the general election next following the passing of the bylaw unless it is passed before March 1 in the year in which that general election is held, and
- (b) does not apply to or affect the composition of the board until the date of the next general election to which the bylaw applies.

(2.1) Subject to subsection (2.2), a board shall provide a copy of a bylaw passed under this section to the Minister as soon as possible after the bylaw is passed.

(2.2) A board shall provide a copy of a bylaw passed under this section to the Minister before March 1 in an election year.

(3) A bylaw passed under this section must, if practicable, provide that the number of trustees to be elected in each ward is in the same proportion to the total number of trustees of the board as the population of the ward is to the population of the school division.

(4) A board shall establish, implement and make publicly available a policy respecting the considerations and process used by the board to determine ward structures.

(5) The Minister may make regulations respecting

(a) the nomination and election of trustees by wards or electoral subdivisions;

(b) the partition of a school division into wards.

2012 cE-0.3 s76;2015 c6 s17

#### **Board establishment**

**77(1)** For each public school division, the Minister shall by order establish a board, and the members of the board are a corporation with a name in the following form:

The Board of Trustees of \_\_\_\_\_ School Division.

(2) For each separate school division, the Minister shall by order establish a board, and the members of the board are a corporation with a name in the following form:

The Board of Trustees of \_\_\_\_\_ Separate School Division.

#### **Number of trustees**

**78(1)** The Minister shall specify for each board the number of trustees, being no fewer than 3, to be elected to the board.

(2) The Minister may vary the number of trustees to be elected for each school division.

#### **Change of name**

**79** A board of trustees may, by resolution, change its corporate name to another name that is approved by the Minister.

**Resignations**

**80(1)** A trustee may resign by submitting the trustee's written resignation to the secretary of the board at the beginning of a meeting of the board, and the trustee ceases to hold office at that time.

**(2)** If all the trustees of a board wish to resign at the same time, they may resign by transmitting to the Minister a notice in writing to that effect, and their resignation is effective on the date on which their successors are elected or appointed.

**Filling vacancies**

**81(1)** If a vacancy occurs on a board of 6 or more trustees, the board shall make provision to fill the vacancy by holding a by-election.

**(2)** Notwithstanding subsection (1), where a vacancy occurs on a board of 6 or more trustees

- (a)** during the 3-year period immediately following a general election, a by-election need not be held if there is only one vacancy on the board, and
- (b)** during the 4th year following a general election, a by-election need not be held unless the number of vacancies on the board reduces the board to a number that is less than the quorum of the board plus one.

**(3)** If a board consists of 5 trustees or fewer, the board shall provide for the filling of all vacancies that occur prior to the last 6 months of the term by holding a by-election.

**(4)** When the Minister increases the number of trustees on a board, the board shall make provision to fill the new vacancies by holding a by-election unless the increase is made in the 4th year following a general election.

2012 cE-0.3 s81;2015 c6 s18

**Failure to elect trustee, etc.**

**82(1)** Where 2 attempts to fill a vacancy on a board have been made and no nominations have been put forward, whether as part of a general election or a by-election held in accordance with section 81, the Minister may, in consultation with the board, appoint a trustee to fill that vacancy.

**(2)** A person appointed by the Minister under subsection (1) is in the same position as the person would have been had the person been elected under any other provision of this Act.

**Direction to official trustee to hold by-election****83** When

- (a) an official trustee has been appointed under this Act to conduct the affairs and business of a board, and
- (b) the Minister considers that the official trustee has completed the official trustee's duties,

the Minister may direct the official trustee to hold a by-election to fill the vacancies on the board.

**Appointment of First Nations trustee**

**84(1)** Where a board has entered into one or more education services agreements pursuant to section 63,

- (a) the board, by resolution, or
- (b) the Minister, at the request of the board or in consultation with the board and the band,

may appoint a trustee to represent First Nations students and parents on the board.

**(2)** A person appointed by the board or the Minister under subsection (1) is in the same position as the person would have been had the person been elected under any other provision of this Act.

**(3)** Notwithstanding subsection (2), where a trustee appointed under this section resigns or is disqualified under section 87, the board is not required to comply with the obligations set out in section 81.

**(4)** A person appointed by the board or the Minister under subsection (1) is in addition to the number of trustees specified by the Minister under section 78.

**(5)** The number of trustees appointed to a board under this section may not exceed 1/3 of the number of trustees specified by the Minister under section 78 for that board.

**Division 5****Conflict of Interest and Disqualification****Pecuniary interest**

**85(1)** In this Division,

- (a) "corporation", "distributing corporation", "shareholder", "voting shares", "voting rights", "director" and "officer"

The Board of Trustees of \_\_\_\_\_ Separate  
School District No. \_\_\_\_\_

(3) For each school division, the Minister shall by order establish a board and the members of the board are a corporation under the name of:

The Board of Trustees of \_\_\_\_\_  
School Division No. \_\_\_\_\_

(4) For each regional division, the Minister shall by order establish a board and the members of the board are a corporation under the name of:

The Board of Trustees of \_\_\_\_\_  
\_\_\_\_\_  
Regional Division No. \_\_\_\_\_

1988 cS-3.1 s217;1993 c24 s22

#### Number of trustees

**247(1)** The Minister shall specify for each board the number of trustees, being no fewer than 3, to be elected to the board.

(2) For each ward within a school division, the Minister shall specify the number of trustees to be elected in the ward.

(3) The Minister may vary the number of trustees to be elected for each division, district or ward.

1988 cS-3.1 s218;1993 c24 s23;1995 c27 s26

#### Change of name

**248** A board of trustees may, by resolution, change its corporate name to another name that is approved by the Minister.

1988 cS-3.1 s219

#### Failure to elect trustee, etc.

**249(1)** If a trustee is not elected or an appointment that is required to be made by this Act is not made, the Minister may

- (a) appoint a person as a trustee or appoint a person to the position, or
- (b) in the case of an elected position, direct that an election be held to fill the vacancy.

(2) A person appointed by the Minister under subsection (1) is in the same position as the person would have been had the person been elected or appointed under any other provision of this Act.

1988 cS-3.1 s220

# Three-year Capital Plan

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2017-2020

March 2016

***Proposed Motion:***

***That the Board of Trustees for Medicine Hat Catholic Board of Education adopt the 2017-2020 Capital Plan as presented effective April 1, 2016.***





**Medicine Hat Catholic Board of Education**  
**Three-year Capital Plan**  
**2017-2020**

This is the capital plan approved by the Board of Trustees for the 2017-2020 Three-year Capital Plan. The primary feature of this plan is the new school in Sector 5

Rank	School	Description
1	New Sector 5 Elementary School  Approved by the province. Awaiting full funding to be in place	New elementary School in Sector 5 for enrollment of 300 students to address the pressures in Sector 5.  Southlands Phase 5B Site
2	Modernization and Expansion of St. Patrick's School	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 112% , 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.  Gym space and washroom space are problematic an expansion would address these issues.  This sector will continue to experience growth pressures as home building continues.
3	Modernization and Expansion of St. Michael's School (Medicine Hat)	An expansion of the school is required to address pressure in this area. The utilization of St. Michaels is currently 83% and this is after three modulars were constructed over the past three years.  This sector continues to be a growth sector and as Ranchlands Phase 4 starts development and Phase 2 and 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.
4	Modernization and Expansion of Mother Teresa	The school currently has a utilization of 88%. 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.
5	Notre Dame Academy - Modernization and small Expansion	Functional Modernization to address CTS deficiencies in the school.

**Medicine Hat Catholic Board of Education**  
**Three-year Capital Plan**  
**2017-2020**

<b>Rank</b>	<b>School</b>	<b>Description</b>
	if St. Patrick's expansion not approved	
6	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
7	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%.
8	St. Mary's	Assess opportunities for the future. The school has capacity currently and into the future and may need to consider rezoning.
9	St. Louis	Assess opportunities for the future. The school has capacity and consideration for rezoning may need to be considered.

**Advantages**

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



*(Via e-mail)*

February 16, 2016

To: Board Chairs  
Zone Chairs

Dear Board/Zone Chair:

### **RE: BYLAW AMENDMENTS AND PROPOSED POLICY POSITIONS**

Processes for addressing the business of the Association are outlined in the Association's bylaws and Board of Directors' governance policies and include the following:

1. The ASBA's annual budget and proposed bylaw amendments are determined by the membership at Spring General Meetings; and
2. Proposed Association policies and elections (as required) are discussed at Fall General Meetings.

### **Association bylaws: proposed amendments (deadline: March 23, 2016)**

#### **Last review**

As you may know, the ASBA bylaws were recently reviewed in their entirety in 2013 by the Bylaws Review committee, comprised of members of the Policy Development Advisory Committee (PDAC) as well as representatives appointed at large.

Presentation, discussion, and receipt of input on the proposed bylaw amendments occurred at each Zone meeting in March 2013, and were approved by the membership at the 2013 Spring General Meeting.

#### **Current process**

Boards may submit any proposed amendments to the bylaws by March 23, 2016, via email, to Heather Tkachuk ([htkachuk@asba.ab.ca](mailto:htkachuk@asba.ab.ca)). The current ASBA bylaws can be found on the [ASBA website](#).

Any proposed amendments to the bylaws, along with the proposed ASBA budget for 2016-17, will be included in the *Budget & Bylaws Bulletin*, which will be emailed to boards on or before April 6, 2016.

**Association policy: development process (deadline: May 27, 2016)**

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- ♦ Boards are encouraged to identify matters on which ASBA policy is required and forward these to their Zone.
  - When identifying possible policy positions, please review the policies in the current ASBA Governance Handbook as the matter identified may already be addressed in the *Handbook*.
  - You may choose to identify new policy positions, or propose amendments, reaffirmations or deletions of existing policy positions.
  - The provision of background information, based on research to support proposed policy positions, is helpful.
- ♦ Each Zone may submit a maximum of three proposals (a maximum of six proposals from Zone 2/3) by email to Heather Tkachuk ([htkachuk@asba.ab.ca](mailto:htkachuk@asba.ab.ca)) by May 27, 2016.
- ♦ The Policy Development Advisory Committee will develop draft policy positions from the submissions.
- ♦ The draft policy positions will be circulated back to Zones for review and response in the fall.
- ♦ This input will then be used to develop the final wording of the proposed policy positions that will be presented for consideration at the Fall General Meeting in November.

A document outlining the ASBA policy, bylaws and budget processes and timelines for bringing both regular and emergent matters to ASBA's 2016 Spring and Fall General Meetings is appended as supplemental information.

Please feel free to contact me with any questions regarding the policy or bylaw processes at [mmartin@asba.ab.ca](mailto:mmartin@asba.ab.ca) or Heather Tkachuk at 780.451.7125 / [htkachuk@asba.ab.ca](mailto:htkachuk@asba.ab.ca).

Sincerely,

*(original signed by)*

Mary Martin  
ASBA Vice President and  
Chair, ASBA Policy Development Advisory Committee

cc: Superintendents  
Secretary-Treasurers

Encl.

## ASBA Budget, Bylaws and Policy Processes – 2016

SPRING GENERAL MEETING (Budget and Bylaws)		FALL GENERAL MEETING (Policy Positions)	
January 2016	ASBA call for bylaw amendments letter sent to all Board Chairs, Zone Chairs	January 2016	ASBA call for proposed policy positions letter sent to all Board Chairs, Zone Chairs
<u>March 23, 2016</u>	Deadline for Boards to submit proposed bylaw amendments to ASBA <i>Please submit via e-mail to: <a href="mailto:htkachuk@asba.ab.ca">htkachuk@asba.ab.ca</a></i>	March-April 2016	Boards submit proposed policy positions for FGM 2015 to zones; timelines and process at zones' discretion
April 6, 2016	Budget and Bylaws Bulletin sent to all member boards <i>As per bylaw requirement of 60 days prior to SGM</i>	April-May 2016	Zones to identify a maximum of three proposed policy positions to be submitted to the ASBA Board of Directors for consideration for the FGM (Zone 2/3 – maximum of six)
April-May 2016	ASBA budget presented to zones	<u>May 27, 2016</u>	Deadline for Zones to submit a maximum of three proposed policy positions to ASBA for FGM (Zone 2/3 – maximum of six) <i>Please submit via e-mail to: <a href="mailto:htkachuk@asba.ab.ca">htkachuk@asba.ab.ca</a></i>
<u>May 1, 2016</u>	Deadline for Boards to submit any proposed emergent policies to ASBA for SGM <i>Please submit via e-mail to: <a href="mailto:htkachuk@asba.ab.ca">htkachuk@asba.ab.ca</a></i>	June 2016	ASBA Policy Development Advisory Committee (PDAC) reviews proposed policy positions submitted and determines wording of proposed policy positions to be presented to the Board of Directors
June 6, 2016	Call to order SGM: ASBA business session	Summer 2016	ASBA staff review proposed policy positions
		September 2016	ASBA circulates draft proposed policy positions to boards/zones to ensure intent reflected and background sufficient and clear
		Fall 2016	Zones discuss proposed policy positions and submit any suggested wording changes or further background information required <i>Please submit via e-mail to: <a href="mailto:htkachuk@asba.ab.ca">htkachuk@asba.ab.ca</a></i>



## ASBA Budget, Bylaws and Policy Processes – 2016

<b>FALL GENERAL MEETING (Policy Positions) <i>continued</i></b>	
October 2016	ASBA Policy Development Advisory Committee (PDAC) meets to refine proposed policy positions based on feedback from zones and present final wording to Board of Directors  ASBA Board of Directors determines proposed policy positions for presentation to the membership at the 2015 FGM
<u>October 16, 2016</u>	Deadline for Boards to submit proposed emergent policies to ASBA for the FGM <i>Please submit via e-mail to: <a href="mailto:btkeachuk@asba.ab.ca">btkeachuk@asba.ab.ca</a></i>
October 21, 2016	Policies Bulletin sent to all member boards <i>As per bylaw requirement of 30 days prior to FGM</i>
November 21, 2016	Call to order FGM: ASBA business session



**1) Expected Enrolment by Schools (Rollover of Feb 29 count. Grade 1 based on Sept 30 ECS count. ECS remained static)**

Grade																
School	1	2	3	4	5	6	7	8	9	10	11	12	Total	K	PUF funded Preschool	FTE
Monsignor McCoy	-	-	-	-	-	-	-	-	-	236	171	215	622	-	-	622.0
St. Francis	8	21	14	21	16	21	-	-	-	-	-	-	101	8	-	105.0
St. Louis	11	18	8	15	13	11	-	-	-	-	-	-	76	11	-	81.5
St. Mary	-	-	-	-	-	-	116	113	119	-	-	-	348	-	-	348.0
Ecole St. Thomas	20	18	14	20	13	15	-	-	-	-	-	-	100	20	-	110.0
St. Michael MH	22	34	32	30	25	29	-	-	-	-	-	-	172	22	-	183.0
St. Patrick	57	58	56	63	66	-	-	-	-	-	-	-	300	57	-	328.5
Mother Teresa	37	44	40	46	41	38	-	-	-	-	-	-	246	37	-	264.5
Notre Dame	-	-	-	-	-	69	84	89	83	-	-	-	325	-	-	325.0
Pre-School - ESTIMATE	-	-	-	-	-	-	-	-	-	-	-	-	-	-	110	55.0
<b>TOTALS</b>	<b>155</b>	<b>193</b>	<b>164</b>	<b>195</b>	<b>174</b>	<b>183</b>	<b>200</b>	<b>202</b>	<b>202</b>	<b>236</b>	<b>171</b>	<b>215</b>	<b>2,290</b>	<b>155</b>	<b>110</b>	<b>2,422.5</b>

**CEC Office Use only**

Grade 1-9	1668
Grade 10-12	622
Sub-Total	2290
ECS FTE	77.5
PUF Pre School	55
<b>TOTAL FTE</b>	<b>2422.5</b>

**2) Prior Year Enrollment (September 30, 2015)**

Grade																
School	1	2	3	4	5	6	7	8	9	10	11	12	Total	K	PUF funded Preschool	FTE
Monsignor McCoy	-	-	-	-	-	-	-	-	-	174	216	182	572	-	-	572.0
St. Francis	21	15	21	16	21	17	-	-	-	-	-	-	111	8	-	115.0
St. Louis	17	7	12	12	11	11	-	-	-	-	-	-	70	11	-	75.5
St. Mary	-	-	-	-	-	-	114	116	134	-	-	-	364	-	-	364.0
Ecole St. Thomas	18	16	21	14	16	14	-	-	-	-	-	-	99	20	-	109.0
St. Michael MH	32	30	24	28	25	31	-	-	-	-	-	-	170	22	-	181.0
St. Patrick	58	55	63	64	69	-	-	-	-	-	-	-	309	57	-	337.5
Mother Teresa	44	38	43	40	38	48	-	-	-	-	-	-	251	37	-	269.5
Notre Dame	-	-	-	-	-	82	88	82	103	-	-	-	355	-	-	355.0
Unassigned	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Pre-School - ESTIMATE	-	-	-	-	-	-	-	-	-	-	-	-	-	-	118	59.0
<b>TOTALS</b>	<b>190</b>	<b>181</b>	<b>194</b>	<b>174</b>	<b>180</b>	<b>203</b>	<b>202</b>	<b>198</b>	<b>237</b>	<b>174</b>	<b>216</b>	<b>182</b>	<b>2,201</b>	<b>155</b>	<b>118</b>	<b>2,437.5</b>

**3) Variance (Expected to Prior Year)**

Grade																
School	1	2	3	4	5	6	7	8	9	10	11	12	Total	ECS	PUF funded Preschool	FTE
Monsignor McCoy	-	-	-	-	-	-	-	-	-	62	(45)	33	50	-	-	50.0
St. Francis	(13)	6	(7)	5	(5)	4	-	-	-	-	-	-	(10)	-	-	(10.0)
St. Louis	(6)	11	(4)	3	2	-	-	-	-	-	-	-	6	-	-	6.0
St. Mary	-	-	-	-	-	-	2	(3)	(15)	-	-	-	(16)	-	-	(16.0)
Ecole St. Thomas	2	2	(7)	6	(3)	1	-	-	-	-	-	-	1	-	-	1.0
St. Michael MH	(10)	4	8	2	-	(2)	-	-	-	-	-	-	2	-	-	2.0
St. Patrick	(1)	3	(7)	(1)	(3)	-	-	-	-	-	-	-	(9)	-	-	(9.0)
Mother Teresa	(7)	6	(3)	6	3	(10)	-	-	-	-	-	-	(5)	-	-	(5.0)
Notre Dame	-	-	-	-	-	(13)	(4)	7	(20)	-	-	-	(30)	-	-	(30.0)
Unassigned	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Pre-School - ESTIMATED	-	-	-	-	-	-	-	-	-	-	-	-	-	-	(8)	(4.0)
<b>TOTALS</b>	<b>(35)</b>	<b>32</b>	<b>(20)</b>	<b>21</b>	<b>(6)</b>	<b>(20)</b>	<b>(2)</b>	<b>4</b>	<b>(35)</b>	<b>62</b>	<b>(45)</b>	<b>33</b>	<b>(11)</b>	<b>-</b>	<b>(8)</b>	<b>(15.0)</b>

Director of Early Childhood Services – Kym Porter

Board Report March 8, 2016

1. Early Development Instrument (EDI)- All kindergarten teachers will be here at central office on March 18/16 to complete the EDI questionnaire on each child in their kindergarten classroom. The completed questionnaires are sent to the Offord Center for Child Studies at McMaster University in Hamilton Ontario where the data is processed and then sent to Learner Services with Alberta Education for mapping purposes.
2. Fresh Start to School –



**Jill Wilkinson**  
**Religious Education Coordinator**  
**Board Report March 8, 2016**

**1. Sacrament Recipients**

Students receiving the Sacraments of First Communion and Confirmation are an important part of being Catholic. What percent of students celebrating the Sacraments are from Medicine Hat Catholic Schools?

- Holy Eucharist – 73 Medicine Hat Catholic students out of 91 students – 80%
- Confirmation – 62 Medicine Hat Catholic students out of 72 students – 86%

Confirmation will be celebrated on June 12<sup>th</sup> - Holy Family Parish @ 2:00 p.m.

In order to recognize sacramental recipients, the names of students and the Sacrament that the student prepared for will be sent to each school so that these students can be included in school/class prayers and possibly be recognized at school assemblies.

**2. Lent Retreat – March 11<sup>th</sup>**

To support our staffs in their role as Catholic educators, a Lent Retreat has been created to help nourish their faith. Each religion faith leader will participate in the retreat during the afternoon of March 9th in order to prepare them to facilitate. The retreat will take about 45 minutes and is meant to be held at each school beginning at approximately 10:45. The retreat will focus on the seven utterances of Jesus before he died and reflect on how these words bring grace and mercy to each of us in our own lives. All resources have been prepared for the faith leaders.



We are a small school division doing a lot of **BIG** things

Our Schools are committed to Academic Excellence,  
Spiritual and Social Development and Inclusive Education for all.  
Catholic Education is the education of the whole child.

**Are you new to Canada  
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