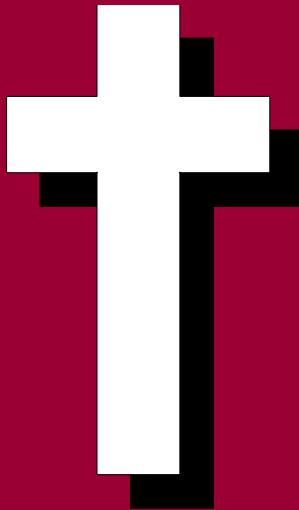


Medicine Hat Catholic Board of Education

"SHOWING THE FACE OF CHRIST TO ALL"



PUBLIC AGENDA

February 08, 2011 – 6:00 p.m

Catholic Education Centre – 1251 – 1st Avenue SW

Medicine Hat Catholic Board of Education

ACTION AGENDA

DATE: February 08, 2011

Place: Catholic Education Centre

Time: 6:00 P.M.

1.	<p><i>Opening Prayer</i></p> <p style="text-align: center;">WE ARE CALLED Always and Everywhere to: Model Christ Pray and Serve Build a Faith Community</p>	JC	
2.	<p><i>Approval of the Minutes of the Regular Board Meeting</i></p> <p>♦Recommendation: THAT the Minutes of the Regular Board Meeting held January 11, 2011 be approved as circulated.</p>	JC	
3.	<p><i>Approval of the Action Agenda</i></p> <p>♦Recommendation: THAT the Action Agenda dated February 08, 2011 be approved as circulated.</p>	JC	<i>1 - 4</i>
4.	<p><i>Approval of the Non-Action Agenda</i></p> <p>♦Recommendation: THAT the Non-Action Agenda dated February 08, 2011 be approved as circulated.</p>	JC	<i>5</i>
5.	<p><i>Corporate Communications</i></p> <p>5.1 Education Week 2011 is scheduled for May 02 to May 06, 2011. A communication was received from Alberta Education outlining the theme: <i>Education: The Heart of our Communities-Engaged, Ethical, Entrepreneurial</i></p> <p>5.2 Accountability Pillar Surveys – As part of the Accountability Pillar, Alberta Education conducts surveys of teachers, students and their parents to gather information on the quality of education provided by Alberta school authorities and their schools. The teacher and student surveys are conducted online and parents are surveyed by mail. In public, separate and francophone schools, all Teachers, Grade 4, 7 and 10 students and Parents of Students in Grade 4, 7, and 10 are surveyed. Surveys need to be returned by February 28, 2011 to Alberta Education.</p> <p>5.3 Letter from the Minister of Education response to our staffing allocation submissions.</p> <p>5.4 Substitute Teacher Week is March 14 – 18, 2011 - The Medicine Hat Catholic Board of Education acknowledges the efforts of substitute Teachers and the tremendous contribution they make to our Division. Thank you.</p> <p>5.5 February Registration 2011 -</p> <ul style="list-style-type: none"> - Internal Division Wide Registration Week is February 7–11, 2011 for those students currently enrolled; - New Student Registration Week is February 14 – 18, 2011 		<i>Encl. 6 - 13</i>
6.	<p><i>Board Strategic Planning Outcome</i></p> <p>The Board of Trustees will review the process, timelines and strategies for goals outlined at the Board Retreat in December.</p>	SA	<i>Encl. 14</i>

7.	<p><i>Superintendent's Report - Mr. David Leahy</i></p> <p>7.1 Three Year Education Plan Review – A powerpoint presentation by the Superintendent of Schools will provide an update on the implementation of strategies.</p> <p>7.2 Inclement Weather Administrative Procedure</p> <p>7.3 First Nations, Métis, Inuit Support Teacher</p> <p>7.4 April 18, 2011 Town Hall Meeting</p> <p>♦Recommendation: THAT the Board of Trustees for the Medicine Hat Catholic Board of Education hold its 2nd Town Hall Meeting for 2010 – 2011 on Monday, May 02, 2011.</p> <p>7.5 Board Policy Review</p> <p>7.6 Meningococcal Conjugate Immunization Program</p> <p>7.7 Youth Ministry</p>	DL	Encl. 15 - 28
8.	<p><i>Alberta School Boards Association (ASBA) Awards 2011</i></p> <p>ASBA annually provides several awards. The Board will consider the Awards and timelines as outlined:</p> <ul style="list-style-type: none"> -Edwin Parr Award April 01, 2011 -Friends of Education September 23, 2011 -Honorary Life Member Award September 23, 2011 -Long Service Award September 23, 2011 -Public Engagement Award September 23, 2011 -Premier's Award September 23, 2011 -Zone Appreciation Award June 24, 2011 	GM	Encl. 29 - 30
9.	<p><i>Alberta Catholic Schools Trustees' Association (ACSTA) Spring Conference</i> http://www.acsta.ab.ca/conferences/springconf/index.html</p> <p>ACSTA is holding their annual Spring Conference in Jasper on from March 11 - 13, 2011. Registration deadline for Trustees and Senior Administration is February 25, 2011.</p>	GM	Encl. 31 - 32
10.	<p><i>2011 – 2012 Budget/Budget Assumptions</i></p> <p>The Board of Trustees approved the Budget Assumptions for 2011 – 2012 at the January 11, 2011 Public Board Meeting. The Board will continue with the existing assumptions until further detailed information available.</p>	GM	Encl. 33 - 35
11.	<p><i>Director of Student Services – Mr. Hugh Lehr</i></p> <p>11.1 Letters from the Minister of Education dated January 11, 2011 and October 29, 2010 regarding Community Coming Together Mental Health Capacity Building Project.</p> <p>♦Recommendation: THAT the Board of Trustees for the Medicine Hat Catholic Board of Education responds to the Minister of Education to inform him that the Division did not receive the additional funding and thus reduced services in order to stretch the Budget through to June 2011.</p> <p>11.2 Action on Inclusion</p> <p>11.3 Learning Assistance Conference</p>	HL	Encl. 38 - 45
12.	<p><i>Religious Education Coordinator Report – Mrs. Amanda Crowley</i></p> <p>12.1 SPICE Conference April 28 – May 01 http://www.acsta.ab.ca/</p> <p>12.2 Blueprints Conference May 03 – May 06 http://www.acsta.ab.ca/</p> <p>12.3 Raising your Children within the Catholic Faith</p> <p>12.4 Pastoral Letter to Young People on Chastity</p>	AC	Encl. 46 - 58
13.	<p><i>COMMITTEE REPORTS (presented by appointed Trustees)</i></p> <p>13.1 Medicine Hat Catholic Schools' Education Foundation - Mr. Dick Mastel</p> <p>13.2 Representative to ACSTA – Mr. Peter Grad</p>	PG	



	13.3	Representative to Teacher Board Advisory Committee – Mr. Dick Mastel		
	13.4	Representative to ASBA Zone 6 - Mr. Stan Aberle		
	13.5	Representative to Support Staff Board Advisory Committee – Mrs. Jodi Churla		
	13.6	Representative to Parent Association – Mrs. Jodi Churla		
	13.7	Salary Negotiations ATA – Mr. Stan Aberle CUPE – Mr. Kelly Van Ham		
	13.8	CUPE Staff Board Advisory Committee – Mr. Dick Mastel		
	<i>COMMITTEE REPRESENTATIVES (no monthly report)</i>			
	13.9	Spiritual Leadership Scholarship Board Representatives – Mr. Stan Aberle		<i>Encl. 59</i>
	13.10	Centennial Planning Board Representative – Mr. Stan Aberle <i>Centennial Celebration Invitation</i> is attached. Mr. Aberle will review the Centennial Committee activity to-date and outline the upcoming and ongoing planning.		
14.	<i>ADJOURNMENT</i>		JC	

NON - ACTION AGENDA

DATE: February 08, 2011

Place: Catholic Education Centre

Time: 6:00 P.M.

No.	ITEM		PAGE
1.	<p>INFORMATION ITEMS</p> <ul style="list-style-type: none"> • Education Week 2011   <p>Français</p> <p>Education Week 2011 Education: The Heart of our Communities – Engaged, Ethical, Entrepreneurial May 2 to May 6</p> <p>Alberta Education invites you to celebrate Education Week 2011 in our schools and communities across the province.</p> <p>This year's theme, Education: The Heart of our Communities – Engaged, Ethical, Entrepreneurial, provides all Albertans with an opportunity to highlight the important role education plays in shaping the future of our province.</p> <p>Join us this year as students, schools, parents and local communities celebrate Education Week 2011!</p>		

Notice of Public Board Meetings

Public Board Meetings for the Medicine Hat Catholic Board of Education will begin at **6:00 PM** with **presentations** at **7:00 PM**

All regularly scheduled Public Board Meetings are the **2nd Tuesday** of each month held at the Catholic Education Centre located at 1251 – 1st Avenue SW unless otherwise advertised.

Public welcome to attend - Information @ www.mhcbe.ab.ca

Della Dewald

From: Della Dewald
Sent: Friday, January 28, 2011 3:57 PM
To: Division Leadership Team
Cc: Division Secretaries
Subject: Education Week 2011

Good afternoon:

We have received notification from Alberta Education that **EDUCATION WEEK** has been moved to **MAY 2 TO MAY 6, 2011**. The dates previously scheduled were ~~May 15 to May 21~~.

SEE ALBERTA EDUCATION MESSAGING BELOW:

2011 EDUCATION WEEK THEME: Education: The Heart of our Communities – *Engaged, Ethical, Entrepreneurial*

The date was modified to accommodate the scheduling of the 2011 Provincial Achievement Tests. The revised date also aligns with a scheduled constituency week which means many MLAs will be back in their communities during this break from the Alberta Legislature. We encourage you to contact your local MLA to discuss their participation in a school event.

Alberta Education invites you to celebrate Education Week 2011 in our schools and communities across the province. This year's theme, *Education: The Heart of our Communities – Engaged, Ethical, Entrepreneurial*, provides all Albertans with an opportunity to highlight the important role education plays in shaping the future of our province. In collaboration with the Alberta Teachers' Association and the Alberta School Boards Association, we have chosen to make use of last year's theme, *Education: The Heart of our Communities*, with the added sub-themes of *Engaged, Ethical, Entrepreneurial*. It certainly is a theme that has resonated with communities.

Our website at <http://education.alberta.ca/departments/events/educationweek.aspx> will be updated shortly and we will be encouraging schools and communities to submit their events to us so we can maintain a repository of events happening across the province as a quick reference.

Your continued support in promoting education throughout the year is commended, and a special thank you to all the teachers, support staff and other folks who work hard to make Education Week special.

Kathy Telfer
Communications Director
Alberta Education

This communication is intended for the use of the recipient to which it is addressed, and may contain confidential, personal, and or privileged information. Please contact us immediately if you are not the intended recipient of this communication, and do not copy, distribute, or take action relying on it. Any communication received in error, or subsequent reply, should be deleted or destroyed.



Your voice matters.

Alberta Education invites you to play an important role in your child's education.

By completing the survey, you are giving your school, your school authority and your provincial government important information to gauge the quality of education your child is receiving and make improvements where needed.

When you fill out the attached Accountability Pillar survey, you're adding your voice to the future of education in your school and throughout Alberta. Results are used by schools, school authorities and government to see what's working and what needs to be improved.

Thank you for your participation.

Dave Hancock, Q.C.
Minister of Education

Your voice is a priceless resource.

we engage

If you have any questions, please contact:
Keith Bowen, Alberta Education
E: Keith.Bowen@gov.ab.ca
T: (780) 422-4750
(toll-free access within Alberta by dialing 310-0000 first)

Please return your
completed survey
in the enclosed,
pre-paid envelope by
February 25, 2011.

**Government
of Alberta**
Education

A true picture of our success.

Measuring the quality of your child's education

We want to know that our children are receiving a quality education in a great school. Grades are important, but there's more to it.

A great school helps every child to make the most of their talents and abilities, is caring and secure and allows parents to play a key role. "It's all about each student's success."

While it's easy to agree on such goals, how do we measure our progress towards them?

The Accountability Pillar is an innovative and straightforward way to measure our learning goals as schools, school authorities and as a provincial government.

School authorities receive a results report that is colour-coded and easy to read. At a glance, it points out successes and areas of concern from both a local and provincial perspective.

The results report shows which measures have improved, remained consistent, and which have declined. It allows everyone — parents, teachers, school authorities, students and the province — to celebrate successes and respond to challenges together.

The Accountability Pillar looks at:

- **Survey results** — every year between January and March we survey students, their parents and teachers to see how they perceive the quality of education they receive and take part in
- **Student learning indicators** such as dropout rates, high school completion rates, and the number of students eligible to receive Rutherford Scholarships
- **Student results** from Provincial Achievement Tests and Diploma Exams

Details about the Accountability Pillar and how to obtain results are available online at <http://www.education.alberta.ca/accountability>



ALBERTA
EDUCATION

Office of the Minister

January 11, 2011

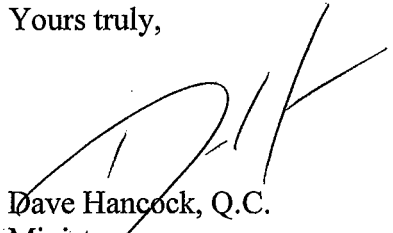
Mr. Peter Grad
Board Chair
Medicine Hat Catholic Board of Education
1251 - 1 Avenue SW
Medicine Hat, Alberta
T1A 8B4

Dear Mr. Grad:

Thank you for your December 15, 2010 letter informing me of staffing allocation changes and the decision to update Medicine Hat Catholic Board of Education's operating budget.

I am pleased that you continue to monitor your operating budget and make necessary changes, including staffing allocations, based on local circumstances. I trust the remaining school year will be successful for your board and the students you serve.

Yours truly,



Dave Hancock, Q.C.
Minister



Memorandum

The Alberta Teachers' Association

Date 2011 01 11

To Superintendents of Schools

From Kurt Moench, Associate Coordinator, Member Services (SARO)

Re Substitute Teachers' Appreciation Week

Substitute Teachers' Appreciation Week for the 2010/11 school year has been proclaimed by Provincial Executive Council for 2011 03 14–18. This appreciation week provides an opportunity to introduce substitute teachers to school staff and to local members. It also provides an opportunity to engage school personnel and local executives in recognizing the valuable service that substitute teachers provide. Through this action, Council hopes to draw attention to the excellent work that substitute teachers perform as active members of the Alberta Teachers' Association (ATA).

To show appreciation of substitute teachers, school districts are encouraged, during this week especially, to

- send a letter of appreciation to substitute teachers,
- organize an appreciation tea or reception,
- organize an orientation seminar in partnership with the ATA local and your school district,
- sponsor a feature article in the local newspaper,
- be sure the school district's professional development activities are made accessible to substitute teachers throughout the school district,
- develop school district policy that supports substitute teachers and their essential contributions to the school district, and/or
- ensure that policies and processes are in place to give substitute teachers full access to school district e-mail and other technologies as well as ongoing professional development opportunities.

As well, school districts are encouraged to sponsor substitute teachers to attend the Substitute Teachers' Conference scheduled for 2011 10 28(eve)–29 at the Coast Plaza Hotel and Conference Centre in Calgary. Early bird registration is only \$40 and all sessions are geared towards the needs of substitute teachers.

The role of the substitute teacher carries the same daily responsibilities of instruction, marking, discipline and supervision as that of regular classroom teachers. The substitute teacher, however, has the disadvantage of not being able to work with students on a long-term basis while being responsible for ensuring that each day is used productively. Substitute teachers play an essential role in maintaining the continuity and excellence of the learning process.

. . . continued

Superintendents of Schools, 2011 01 11, p 2

Given the shortage of substitute teachers in some school districts this would be an opportune time to recognize them as a valuable human resource.

KEM/mo

cc Local Presidents

Local Substitute Teacher Group Chairs

Provincial Executive Council

Executive Staff Officers

RECEIVED

JAN 13 2011

Time:
MEDICINE HAT
CATHOLIC BOARD
OF EDUCATION

ADVERTISING SCHEDULE – FEBRUARY 2011

MESSAGING:

***FEBRUARY IS REGISTRATION MONTH in all Catholic schools in
Medicine Hat & Bow Island for the 2011-2012 School year**

Internal Division-Wide Registration is **Feb 7-11** (*for those students currently enrolled*)

"New Students" Division-Wide Registration Week is **Feb 14-18**

(Pre-School, Kindergarten, Grades 1-12)

Open Houses, Orientation & Information Evenings held throughout February

Contact Your Local Catholic School for more information

PRINT MEDIA:

Medicine Hat News	Feb 5, 7, 11 & 15
Medicine Hat Shopper	Feb 5, 12
Bow Island Commentator	Feb 8, 15
PARISH BULLETINS	Feb 5, 12

MAGNET SIGNS - SCHOOL LOCATIONS:

January 29 – Feb 18	Ecole St. Thomas Aquinas
	St. Louis School
	St. Francis Xavier School
	St. Michael's School MH
	St. Patrick's School

MAGNET SIGNS COMMUNITY LOCATIONS:

January 29 – Feb 11	YMCA Learning Centre on Maple Avenue & 1 st Street opposite Remand Centre
January 29 – Feb 18	Kingsway & Maple Avenue by Freddie's Paint

WEBSITE:

Revised Registration Information:

LINK: [REGISTRATION PAGE under PARENTS TAB](#)

Messaging on the Home Page with Link to Registration Page

REGISTRATION FORMS:

Student Registration Forms copied and in the school mailboxes by Jan 26, 2011 including a Sacramental Preparation Brochure and an Information Slip regarding First Nations Métis Inuit (FNMI) declaration.

Pre-School Registration Forms are copied and in the school mailboxes by Jan 26, 2011 including three inserts: a Sacramental Preparation Brochure; FNMI information and a Pre-School Handbook.

SACRAMENTAL PREPARATION

Postings listed below on the Division Website under **Religious Education**: LINK: [Religious Education Page](#)

1. ***Raising your children within the Catholic Faith***
2. **Holy Family Parish** Sacramental Preparation Program information.
3. **St. Patrick's Parish** Sacramental Preparation Program information.
4. **St. Michael's Parish Bow Island** Sacrament Preparation Program
(awaiting receipt of information).

Medicine Hat Catholic Board of Education

Strategic Plan 2011 to 2013

Our Motto:

Showing the face of Christ to all.

Our Guiding Principles:

In our ministry:

We are called always and everywhere to:

Model Christ

Prayer

Service

strive for Excellence

Build community

Our Vision:

A gospel-centred community committed to:

- learning excellence
- Christian service
- living Christ

Key Resources:

- Board
- Central Office (C.E.C.)
- MH Catholic Employees
- School Councils & Parent Association
- Mentors
- Students
- Parents & Guardians
- Youth Minister
- Local Priests
- Local Parishes
- Bishop & the Diocese
- Catholic Electorate & Community
- Catholic Organizations
- Knights of Columbus
- Catholic Women's League
- Legion of Mary
- MH Catholic Education Foundation
- Businesses
- City Council
- MH Police Service
- Other School Districts
- MLAs
- Minister of Education
- A.C.S.T.A.
- A.S.B.A.
- Media Consultants

Strategic Areas for Action:

EFFICIENT
and
EFFECTIVE

OPERATIONS

STUDENT
ACHIEVEMENT

GROWING
CATHOLICITY

FACILITIES

ADVOCACY

Our Mission:

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

Our Values:

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

- teaching and living our Catholic faith
- our Catholic traditions
- our ability to offer a full range of Education Programs for all students
- the uniqueness of each child (each child is special)

Success Factors:

- ANNUAL EDUCATION RESULTS
- IMPROVED / MAINTAINED
- Balanced utilization of FACILITIES

- HIGH SCHOOL PROGRAMMING for Bow Island, French Immersion ...
- CLASS-SIZE INITIATIVE

- EFFECTIVELY IMPLEMENTING:
 - ▶ SCHOOL ACT changes
 - ▶ "SETTING THE DIRECTION"
 - ▶ "INSPIRING ACTION"

We are:

- GROWING CATHOLICITY
- COMMUNICATING CATHOLIC EDUCATION

Challenges:
(to our Success)

Loss of key Personnel

Government Funding

Student Numbers

Lack of support

Legislation

Memorandum

February 8, 2011

To: Board of Trustees

From: David Leahy, Superintendent of Schools

Topic: Three Year Plan Review

Electronic Enclosure No

Item presented for: Information

Background: As part of the Annual Board Work Plan a midyear update on the implementation of strategies from the three year plan is presented to trustees

Recommendation: The Three Year Plan Update is accepted as Information.

INCLEMENT WEATHER- BUS CANCELLATION/SCHOOL CLOSURE

Background

It is expected that all schools will remain open on those days designated in the Division calendars. However, bus service may be temporarily suspended and schools may be closed if the weather is severe enough to warrant an unnecessary danger to students and staff.

Procedures

1. At the commencement of the school year the Superintendent of Schools shall communicate in writing the following information to parents:
 - 1.1 The current procedures on Emergency Closures and Inclement Weather;
 - 1.2 Advice to the parents that their children are to be dressed warmly in severe weather;
 - 1.3 Advice to the parents that they make alternate arrangements for accommodating their children in the event that school is closed or dismissed early when parents are away;
 - 1.4 The criteria to be used by Totem Transportation and other transportation service providers for temporarily suspending service;
 - 1.5 That schools will remain open during inclement weather unless travel within the city of Medicine Hat ~~and~~, the Town of Bow Island **and on Highway # 3 between Medicine Hat and Bow Island** is not recommended;
 - 1.6 Parents have the ultimate responsibility in making the final decision on whether a student walks to school during inclement weather;
 - 1.7 If bus service is provided during inclement weather the final decision on whether a student takes the bus or not rests with the parents.
2. The Principal shall establish a fan-out system for contacting parents **and staff** in the event of early dismissal due to inclement weather.
3. In the event of an emergency school closure or early dismissal:
 - 3.1 The Principal will:
 - 3.1.1 Consult with the Superintendent;
 - 3.1.2 Notify school personnel and other appropriate people of the decision to close the school or arrange for the early dismissal of students;



- 3.1.3 In extreme emergency situations, exercise good judgment and decide and act on his/her own; and
 - 3.1.4 Initiate communication fan-outs to ensure proper information is given regarding school closure.
- 3.2 The Superintendent will:
 - 3.2.1 Arrange for the school bus drivers to be notified immediately; and
 - 3.2.2 Initiate the spread of information to the school community via the “fan out” information system, and to the larger community via television and radio stations.
- 5. In the event of inclement weather causing the cancellation of the transportation services for some students, the following procedures will apply:
 - 5.1 Staff shall be on duty if the school is open;
 - 5.2 Unless otherwise directed by the Principal, teachers shall be responsible for the direct supervision and instruction of their assigned classes for students not affected by the cancellation of transportation services;
 - 5.3 Teachers shall exercise their professional judgment in making the decision to present new material or to undertake supplementary activities when transportation services to the school are cancelled. If new material is presented, teachers shall make provision for students to attain the objectives of the material missed during their absence;
 - 5.4 Principals are to exercise their own judgment in respect of the application of attendance policies in their schools.
- 6. If weather and road conditions place the welfare of staff in some jeopardy in reaching their usual place of residence, the Principal may authorize a staff member to leave prior to normal school closing time. The Principal must ensure appropriate supervision is maintained.
- 7. Procedures for St. Michael’s School Bow Island.
 - 7.1 Decisions regarding school closure and cancellation of bus services for St. Michael’s School Bow Island will be delegated to an Inclement Weather Committee (IWC) The IWC shall be comprised of the Board Member for the Bow Island Ward, the Principal of St. Michael’s School Bow Island, and at least two parent representatives. (One from in town, one from out of town.) Any decisions made by the IWC shall be communicated to the Superintendent of Schools as soon as possible by the Principal.
 - 7.2 Prior to October 1 of each school year the IWC shall meet with the Superintendent of Schools to establish criteria for cancellation of bus service and school closure due to inclement weather.
 - 7.3 Due to the fact that some St. Michael’s Bow Island **students** may still arrive at the school during inclement weather the school shall remain open. It will be the responsibility of the IWC to ensure that procedures are in place to open the school and to ensure that students are supervised. Due to the fact that



most of the certified staff may not be able to attend the school during inclement weather, supervision may need to be performed by non-certified staff, and parents.

- 7.4 For a case involving inclement weather prior to the commencement of the school day the IWC shall inform parents prior to 7:00 a.m. that certified staff, in all likelihood, will not be attending the school. A phone fan out system will be used to notify parents that the number of certified staff needed to operate a program is not sufficient and request that students not come to school today.
- 7.5 For a case involving inclement weather after the commencement of school a phone fan out system shall be used to notify parents if children need to be picked up at school.
- 7.6** A staff member at his/her regular residence who, because of impassable roads/severe conditions, cannot get to St. Michael's Bow Island shall immediately notify his/her Principal of this circumstance. In these circumstances staff members shall be paid full salary.

7.6.1 Clause 11.4.3 of the Teacher's Collective Agreement outlines leave of absence procedures for Teachers who cannot report to School because of impassable roads or similar conditions.

8. A letter to Parents and Guardians is attached outlining the Inclement Weather policy of the transportation service provider and the conditions that need to exist for bus cancellation relating to road and weather conditions. The letter will be communicated to the parent community at the start of each school year.

Reference: Section 57, 60, 61, 113, School Act
Employment Standards Act



Memorandum

February 08, 2011

To: Board of Trustees

From: David Leahy, Superintendent of Schools

Topic: First Nations, Métis, Inuit Support Teacher

Electronic Enclosure Yes

Item presented for: Information

Background: The provincial government has established that Success for All FNMI Students is a top priority in Alberta. If at registration, parents self identify that their children are First Nations, Métis or Inuit the division is eligible to receive “enveloped” funds to provide FNMI programming. The last two years MHCBE has seen a spike in the number of self identified FNMI students.

For the 2010-2011 school year 110 students FNMI students were identified. The FNMI grant is \$1155.00 per students so our total grant allotment for 2010-2011 is \$126,000.

Approximately half of the \$126,000 has been allocated to support paraprofessional services for FNMI students. The other half has been allocated to hire a 1.0 FNMI Support Teacher.

Mrs. Raevon McKenzie has been hired as the FNMI Support Teacher. Mrs. McKenzie started to work for the Division on February 1. She is a recent graduate of the University of Lethbridge with a major in Aboriginal Studies.

A job description for the FNMI Support Teacher is attached.

Medicine Hat Catholic Board of Education

FNMI Support Teacher

BACKGROUND:

The District will employ a FNMI Support Teacher who will assist teachers, principals, and central office in providing exemplary support to our FNMI students and parents. Reporting to the Director of Student Services the FNMI Support Teacher will be responsible for the development and coordination of FNMI Programs within the Division.

COMPETENCIES:

1. B. Ed. degree from a recognized and accredited university with a major or minor in Aboriginal studies. Life experience will also be considered.
2. Intimate knowledge and understanding of FNMI issues.
3. Technical skills to include advanced and comprehensive knowledge of computer word processing software, e-mail and internet, with a willingness to expand knowledge through professional development.
4. The individual is motivated and able to demonstrate; through their own faith journey; a commitment to nurturing faith in our Division with a strong commitment and dedication to Catholic Education
5. Focus on high quality work in a multi-task environment.
6. Professionalism in communicating with the general public, parents, school and central office personnel.
7. Experience in budget management and reporting.
8. Excellent interpersonal and communication skills. Highly self-directed and organized with a strong sense of team.
9. Exhibit high ethical and professional standards in respecting privacy of confidential student information.

EXPECTATIONS:

1. To perform all duties in compliance with direction established by the Division.
2. Provide information, as required, to those for which it is directly applicable.
3. Be well organized, courteous, and efficient
4. All duties will be conducted in a manner that shall promote goodwill and a positive impression of Medicine Hat Catholic Board of Education
5. The outcome of the position is to provide support to students, parents, teachers and administrators with the end goal being the outstanding academic and personal success for our FNMI population.
6. The individual is motivated and able to demonstrate, through their own faith journey and example a commitment to nurturing faith in our Division with a strong commitment and dedication to Catholic Education
7. Confidentiality in all matters.

DELIVERABLES:

1. To provide assistance and direction to school personnel in the development of appropriate techniques and processes for instruction of FNMI curricular topics.
2. To provide opportunities for enhancement and development of FNMI awareness throughout the Division.
3. To assist in the development of an appropriate FNMI staff development program for Division personnel.
4. To develop strategies for building community amongst FNMI students and parents.
5. To establish effective working relationships with FNMI community organizations.
6. To promote program awareness amongst staff, parents, students and the community.
7. To coordinate and assist in the development, selection, acquisition and utilization of program materials and resources.

8. To establish relationships with FNMI students and parents. Advocate and facilitate for support services when necessary.
9. Organize FNMI cultural activities within the Division.
10. Budget submissions and monitoring
11. Communication of information and web site development for all FNMI materials, programs and resources.
12. Attending committee meetings as required by the Director of Student Services.
13. Accountability Reports as required by the Director of Student Services.
14. All other duties and obligations assigned by the Director of Student Services.

REPORTS TO:

Director of Student Services.

Memorandum

February 8, 2011

To: Board of Trustees

From: David Leahy, Superintendent of Schools

Topic: Town Hall Meeting

Electronic Enclosure NO

Item presented for: Decision Making

Background: The Division had set Monday, April 18, 2011, as the date for our second Town Hall meeting of 2010-2011. April 18 is during Holy Week. The parishes have suggested that we consider re-scheduling the date for the town hall.

Recommendation: That the Board of Trustees of MHCBE holds its second town hall meeting of the 2010-2011 school year on Monday, May 2, 2011.

Proposed Policy Review Schedule:

Policies to be reviewed on March 8

Policy 1-Division Foundational Statement

Policy 2 – Role of the Board

Policy 3- Role of the Trustee

Policy 4- Trustee Code of Ethics

Policies to be reviewed on April 12

Policy 5- Role of the Board Chair

Policy 6- Role of the Vice Chair

Policy 7- Board Operations

Policy 8- Committees of the Board

Policy 9- Board of Representatives

Policies to be reviewed on May 10

Policy 10 –Policy Making

Policy 11- Board Delegation of Authority

Policy 12- Role of the Superintendent

Policy 13-Appeals and Hearings Regarding Student Matters

Policy 14- Hearings on Teacher Matters

Policies to be reviewed on June 14

Policy 15-School Building Closure

Policy 16- Recruitment and Selection of Personnel

Policy 17- School Councils

Policy 18 – Public Communications



MHCBE Board of Trustees Policy Review 2011

Template

Policy under Review:

Date:

Upon review, does this policy require amendments? (Yes/No)

Please indicate reasons for amendment if you indicated yes to the question above?

Other issues related to this policy that the board may wish to consider.

Memorandum

February 8, 2011

To: Board of Trustees

From: David Leahy, Superintendent of Schools

Topic: Meningococcal Conjugate Immunization Program

Electronic Enclosure Yes

Item presented for: Information

Background: On February 1, 2011, Alberta Health Services released more information about a Meningococcal Conjugate Immunization Program. The information is attached as an enclosure.

February 1, 2011

To: **School Superintendents**

Re: Alberta's Meningococcal Conjugate (MCV4) Immunization Program

Alberta Health and Wellness is planning to announce a new meningococcal conjugate immunization program (MCV4) protecting against four serotypes (A, C, W-135, and Y) of meningococcal infection. The MCV4 vaccine will be offered to all Grade 9 students as a school-based immunization program beginning February 1, 2011. This new vaccine will be provided with other Grade 9 immunization programs where possible. The news release regarding this new school-based immunization program is planned for the first week of February 2011.

The risk of spreading meningococcal disease increases during adolescence through the sharing of food, drinks, lipstick, lip balm, straws and water bottles. This bacterium is spread through the saliva and is present in the nose and throat.

School-based immunization programs generally result in higher numbers of students completing their required immunization. In Alberta, children are routinely offered tetanus, diphtheria, and acellular pertussis (dTap) immunization in Grade 9.

Information for the public will be available on the Alberta Health and Wellness web site at www.health.alberta.ca/health-info/imm-types-of-vaccines.html#meningitis

Thank you for your co-operation and assistance to make this new immunization program a success. The local school Public Health Nurse will contact school principals to roll out this program. If you have any questions about the MCV4 immunization program, please contact myself or Deb Stephen at 403-388-6666.

Sincerely,



Vivien Suttorp, BSc, MD, CCFP, MPH
Medical Officer of Health
Alberta Health Services – South Zone

Memorandum

February 8, 2011

To: Board of Trustees

From: David Leahy, Superintendent of Schools

Topic: Youth Ministry

Electronic Enclosure No

Item presented for: Information/Decision Making

Background: Holy Family Parish and St. Patrick's Parish have informed the Division that they will not be renewing their financial support for the Youth Ministry Project. Senior administration will outline the reasons given for this decision. Senior administration is also seeking direction from the Board of Trustees on whether the full cost of continuing the program should be added to Division budget assumptions for 2011-2012.

**Medicine Hat Catholic Board of Education
Board Meeting
February 8, 2011**

PUBLIC MEETING

To: Board of Trustees

From: Greg MacPherson, Secretary-Treasurer

Agenda Item: ASBA Awards 2011

Purpose: Information

Attachments: Available Awards and Timelines

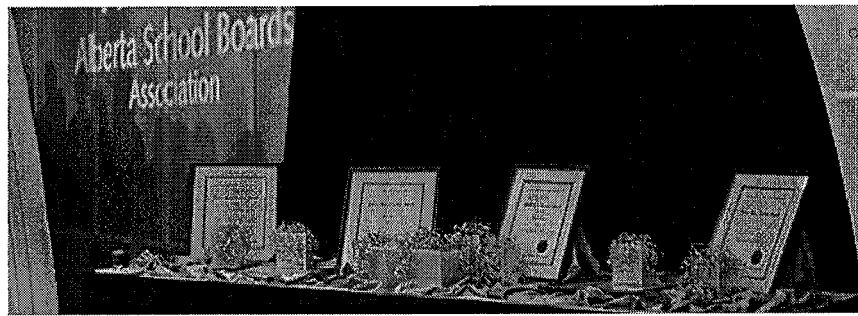
Background: ASBA has provides several awards annually. If MHCBE is interested in submitting applications for these awards, there are certain timelines which need to be considered.

Of note is the Edwin Parr Award deadline of April 1, 2011

**Recommendation/
Decision:** The Board of Trustees should consider the awards and the timelines.

Resulting Action: To be determined

Responsibility: Board Chair


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The ASBA recognizes excellent first-year teachers, long serving trustees, outstanding school boards and citizens who contribute to public education in Alberta. For more information contact: [Donna Engel](#), Director, Corporate Services at 1.780.451.7110 or [Teresa Ergezinger](#), Administrative Assistant, Corporate Services at 1.780.451.7129.

Award	Deadline	File Format
Edwin Parr Award	April 1, 2011	DOC (121K) PDF (91K)
Friends of Education Award	September 23, 2011	DOC (94K) PDF (41K)
Honorary Life Member Award	September 23, 2011	DOC (97K) PDF (51K)
Long Service Award	September 23, 2011	DOC (94K) PDF (64K)
Public Engagement Award	September 23, 2011	DOC (83K) PDF (73K)
Premier's Award	September 23, 2011	DOC (73K) PDF (43K)
Zone Appreciation Award	June 24, 2011	DOC (95K) PDF (43K)


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**Medicine Hat Catholic Board of Education
Board Meeting
February 8, 2011**

PUBLIC MEETING

To: Board of Trustees

From: Greg MacPherson, Secretary-Treasurer

Agenda Item: ACSTA Spring Conference

Purpose: Information

Attachments: 2011 ACSTA Spring Conference

Background: ACSTA has a spring conference at the Jasper Park Lodge March 11 – 13, 2011.
Registration deadline is February 25, 2011

**Recommendation/
Decision:** None

Resulting Action: Trustees who are attending should ensure the deadlines are met.

Responsibility: Board Chair

Greg MacPherson

From: Alberta Catholic School Trustees' Association [admin@acsta.ab.ca]
Sent: Wednesday, January 05, 2011 9:17 AM
Subject: 2011 ACSTA Spring Conference

Date: January 5, 2011

Memorandum to: ACSTA Board of Directors
Catholic School District Chairs
Catholic District Superintendents
Catholic District Secretary-Treasurers

From: Stefan Michniewski
Executive Director

Re: 2011 ACSTA Spring Conference
March 11-13, 2011
Jasper Park Lodge
Jasper, Alberta

Evergreen Catholic Schools is hosting the 2011 ACSTA Spring Conference on March 11-13, 2011 at the Jasper Park Lodge. Keynote speaker, Jerry Goebel, will focus on the theme *"Enliven Catholic Education: be strong, courageous and act."*

We are pleased to advise you that registration information for the 2011 ACSTA Spring Conference is now available on the ACSTA website <http://www.acsta.ab.ca/conferences/springconf/index.html>

We ask for your assistance in circulating this information to interested individuals in your school district.

For questions or comments please contact our office by phone 780-484-6209 or email michelle@acsta.ab.ca.

We look forward to seeing you at the Conference.

Thank you.

**Medicine Hat Catholic Board of Education
Board Meeting
February 8, 2011**

PUBLIC MEETING

To: Board of Trustees

From: Greg MacPherson, Secretary-Treasurer

Agenda Item: 2011-12 Budget Assumptions

Purpose: Information

Attachments: 2011-12 Board Approved Budget Assumptions

Background: The Board of Trustees approved the 2011-12 Budget Assumptions at the January 11, 2011 board meeting.

**Recommendation/
Decision:** Continue with the existing assumptions until further detailed information is available.

Resulting Action: None required at this point.

Responsibility: Secretary-Treasurer

**Medicine Hat Catholic Board of Education
Board Approved Budget Assumptions
2011-2012 Fiscal Year**

References: AP 500 – Annual Division Budget
Three-Year Education Plan

The budget from fiscal year 2010-2011 will be used as the basis for the 2011-12 budget. The following items are the recommendations from Senior Administration to be the assumptions for the changes to the budget.

1. Enrollment
 - a. Enrollment is expected to decline 10.0 FTE. Kindergarten will remain the same level as 2010-11. The forecasted registration numbers are not expected from the schools until March 2011 at which time Senior Administration will evaluate the submission and make an assessment on need to adjust the assumption.
 - b. PUF enrollment to remain the same however this is enveloped and would have no net effect on the budget.
2. Staffing Levels
 - a. Provide an additional Administrative Support FTE at Central Office to address certain operational issues.
3. Salaries
 - a. Assume 4.5% for Alberta Average Weekly Earnings Index (AAWEI) for ATA and CUPE Staff.
 - b. Assume all support staff to receive the same increase as ATA and CUPE.
 - c. All eligible staff will move up one grid as appropriate.
 - d. Certificated Health Spending Accounts to increase \$100.
4. School Resource Officer
 - a. Increase of \$8000.
5. Revenues
 - a. Pre-schools fees to be adjusted to account for lunch supervision.
 - b. Assume Basic Grants only are increased by (AAWEI).
6. Programming
 - a. Youth Ministry support renewed for an additional term at \$20,000 per year.
7. Transportation
 - a. Contracted rates are assumed to increase 3%.
8. Centennial Celebrations
 - a. Provide \$20,000 for Division Centennial Celebrations.

The Board of Trustees may decide to include other budget assumptions at a later date on the decisions made at their December 2010 board retreat.

Items which have been considered in the past and were not included in previous budgets are detailed below. These items are not to be included in the 2011-12 budget unless specifically requested through the Board of Trustees.

1. Staffing
 - a. Add 0.50 FTE (Certificated staff) for ESL support
 - b. Custodial Support (Supervisor)
 - c. Support levels in Central Office
 - d. Return of 3.0 Secretarial Days
 - e. Division Principal
2. Student Services
 - a. Impact of inclusiveness
 - b. Paraprofessionals in the classrooms
3. Extra-curricular support (Bonus) to staff

Memorandum

Feb. 8, 2011

To: Board of Trustees

From: Hugh Lehr, Director of Student Services

Topic: Continued Funding for the Communities Coming Together Program.

Electronic Enclosure – Letter from the Minister

Item presented for: Information

Background:

Our request for additional funding to carry the project through to June 2011 was actually denied and changes to services, etc. were made to extend the initial funding to continue services until June 2011. The letter from the minister is incorrect in assuming that we received additional funding from the province to continue services to June 2011. Most of the project throughout the province did however receive this additional amount to carry them through till June 2011. Our project and contract with agencies ended January 31, 2011. The project, however, recently received funding for the next three years. This funding has been reduced by 30%.

Recommendation:

Respond to the minister to inform him that we actually did not receive the additional funding and had to reduce services to our students in order to stretch the budget through to June 2011.



ALBERTA
EDUCATION

Office of the Minister

January 11, 2011

Mr. Stan Aberle
Board Chair
Medicine Hat Catholic Board of Education
1251 - 1 Avenue SW
Medicine Hat, Alberta
T1A 8B4

Dear Mr. Aberle:

I am writing in followup to my April 22, 2010 letter regarding the Community Coming Together Mental Health Capacity Building (MHCB) project in Medicine Hat.

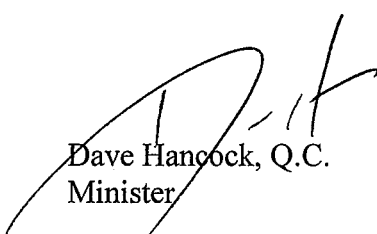
It was wonderful to receive such positive feedback for the Community Coming Together program, one of 39 Mental Health Capacity Building (MHCB) projects across the province. I am a strong advocate for these projects and continue to discuss them in public and with my colleagues in caucus. The experience gained is helping us learn more about ways to create positive outcomes for children, youth and families. I support the work done in these projects and value our continued partnership with Alberta Health Services, along with the financial support from the Ministry of Health and Wellness.

As you may be aware, on December 3, 2010, the Honourable Gene Zwozdesky, Minister of Health and Wellness, announced an additional \$19.2 million in funding to support the MHCB initiative. These funds will be directed to support the 24 expansion sites where funding was set to expire on June 30, 2011. The Provincial MHCB Leadership Team, representing Alberta Health Services and Education, will be in contact with the local project co-ordinators and advisory committees to discuss details regarding these funds. I am delighted this additional three-year funding commitment will support these important school-based mental health projects.

The successes of the MHCB projects will also be a valuable reference in the implementation of the *Setting the Direction Framework, Government of Alberta Response*. One of the goals of *Setting the Direction* is to develop a continuum of support that includes collaboration across ministries to improve the way we support and work with school-aged children and their families. Your comments echo the many others we have received from teachers, administrators, families, students and other service providers that speak to the direct impact a supportive, comprehensive and inclusive approach has on the lives of children and those who are working to help them be successful. If you would like more information and updates on *Setting the Direction*, I encourage you to visit the project's website at www.settingthedirection.alberta.ca.

Thank you again for taking the time to express your support for the Community Coming Together program in Medicine Hat.

Yours truly,



Dave Hancock, Q.C.
Minister

cc: Honourable Rob Renner, MLA, Medicine Hat
Honourable Gene Zwozdesky, Minister, Health and Wellness
Len Mitzel, MLA, Cypress-Medicine Hat

AR 81287

October 29, 2010

Mr. Stan Aberle
Chairman of the Board
Medicine Hat Catholic Board of Education
1251 - 1 Avenue SW
Medicine Hat, Alberta
T1A 8B4

Dear Mr. Aberle:

Honourable Gene Zwozdesky, Minister of Health and Wellness, has reviewed your March 29, 2010 letter regarding St. Mary's School and the Notre Dame Academy Mental Health Community Capacity Building project "The Community Coming Together." As Deputy Minister, it gives me great pleasure to hear how highly this project is regarded and the tremendous value it holds within your community. I appreciate the opportunity to respond.

Your project is part of an Alberta Health and Wellness investment of \$25.8 million in 2006 for the Mental Health Capacity Building for Children and Families Initiative, which was part of the release of *Positive Futures – Optimizing Mental Health for Alberta's Children and Youth*. The goal of this initiative is to increase the coping behaviours, knowledge and skills of children and youth. This enables them to make positive choices and adopt behaviours that will self-protect their mental and physical health at as early an age as possible. This has been directed through school-based mental health promotion, illness prevention and early intervention programs. This initiative was facilitated through strong community partnerships such as yours among health services, education and other community agencies.

I am pleased to hear that your project has increased resiliency skills in your students, decreased the number of crisis situations and addressed the unique mental health needs of students experiencing such things as divorce in the family, drug use, abuse and depression. It is exciting that community partners, including parents, are working together to increase resiliency in Alberta's children and youth.

Alberta Health Services (AHS) is responsible for delivery of the Mental Health Capacity Building projects, including decisions about future sustainability. Department staff have confirmed that AHS is funding this project to the end of the school year in June 2011 and is working to try and identify funds to sustain projects including The Community Coming Together into the future.

.../2

Mr. Stan Aberle
Page 2

For more information on the sustainability of this initiative, please contact Ms. Cathy Pryce, AHS Vice-President, Addiction and Mental Health, at cathy.pryce@albertahealthservices.ca or 403-943-6783.

Thank you for writing. I commend you and your partners for your commitment to the mental well-being of Alberta's children and youth.

Sincerely,



Jay G. Ramotar, P. Eng.
Deputy Minister

cc: Honourable Gene Zwozdesky
Minister, Health and Wellness

Cathy Pryce, Alberta Health Services



Memorandum

Feb. 8, 2011

To: Board of Trustees

From: Director of Student Services, Hugh Lehr

Topic: Action on Inclusion

Electronic Enclosure – No

Item presented for: Information

Background: **Changes in Alberta Education to support inclusion**

New Inclusive Learning Supports Branch

Effective immediately, Education has established the Inclusive Learning Supports Branch, formerly the Special Education Branch. In addition to supporting inclusion, this branch will continue to maintain our current constructs within the existing special education field. This includes responsibility for severe disability funding, designated special education private schools, special education programming for Grades 1 to 12 learners, funding for students with special education needs and the Students with Vision Loss Initiative.

Joyce Clayton is Acting Director of the Inclusive Learning Supports Branch. Ms. Clayton brings her professionalism, knowledge of inclusionary practices and inclusive education to her new role. She will ensure effective leadership of a busy branch and continued focus on leadership for inclusive education practices. Ms. Clayton can be reached at 780-422-6551 (toll-free by first dialing 310-0000) or by e-mail at Joyce.Clayton@gov.ab.ca.

Leadership for Action on Inclusion

Dianne McConnell is moving from the role of Director of the former Special Education Branch to the Director responsible to implement *Action on Inclusion*. As *Setting the Direction* transitions to implementation, it will continue to benefit from Ms. McConnell's dedicated and focused attention and leadership. She will chair the Education Advisory Committee and Education's Stakeholder Working Group. She will also serve as a key liaison to the Inclusive Education Cross-Ministry Team and support capacity-building across government to implement an inclusive education system.

Inclusion – What it means in an Alberta context

The *Setting the Direction Framework* and *Setting the Direction Framework, Government of Alberta Response* articulated a vision for an inclusive education system that meets the learning needs of all students, including those with diverse learning needs.

This definition has driven some important and challenging discussions, particularly at the Stakeholder Working Group and Education Advisory Committee tables. At the core of inclusion is the concept of making differences ordinary so all students have a place, feel valued and welcomed and are equipped for success.

Inclusive education in Alberta means a values-based approach to accepting responsibility for all students, and the starting point for all students should be their home school. It also means that all students will have equitable opportunity to be included in the typical learning environment or program of choice.

This does not mean that every student will be in every classroom; rather, it means that students will be engaged in the setting that is best for them at a particular time. This is based on the input of all parties – parents, teachers, principals, support workers, health care professionals and the students themselves.

There are many examples of successful inclusive school communities across this province. The *Setting the Direction* team spoke to thousands of Albertans who shared many examples during the three consultative phases of this initiative. For every example that demonstrates inclusion, there is another that does not. Like all things in life, some have adopted inclusive practices more quickly than others.

An inclusive education system does not reside in a new set of rules. It requires community engagement and capacity building. Above all, it requires a focus on relationships.

Education alone cannot create an authentically inclusive education system. It must engage Children and Youth Services and Health and Wellness – among others – in the work to ensure wraparound supports start long before the first school bell of the day and continue beyond the last. In order to achieve the vision, we must engage, together with partners, in the work to understand the attitudinal shifts that must take place and encourage the adoption of new practices that demonstrate valuing all children and youth to the same degree.

In May, ABC Television ran a segment that is a good demonstration of the behaviours and values that the principles of the *Setting the Direction Framework* describe. I encourage you to take approximately 10 minutes to view the story [here](#). The video is powerful and emotional, and some of the content may seem sensational. However, the concept addressed provides a good example of the behaviours that manifest themselves as a result of our values. As individuals, it is up to us to consider the ways our actions reflect the value we place on all students.

I encourage you to engage your partners in important discussions so that we all have an understanding of where we need to be and how we need to get there. I challenge you to use the video as a starting point. This is not easy work for any of us. It takes time. It takes effort. It takes patience. Creating an inclusive education system means thinking and acting in a respectful and responsible manner to ensure all students can achieve success.

The good news is that there is an appetite in this province for change, and there is a wealth of people – like you – who are prepared to share their experiences and expertise and who are well on the way. I am hopeful that they, and you, will help others catch up.

Priorities related to *Setting the Direction*

By the end of this school year, government must be in a position to articulate what an inclusive education system looks like – definitively. We cannot expect you to engage others in this work without helping paint a clear picture of what we are all working toward. It is government's work to focus on three broad areas in order to articulate those details more clearly – appropriate funding, capacity building and legislative and policy support.

First and foremost, the Minister has shared a commitment to focusing on working toward a new funding model. This model must take into consideration relevant cost-drivers, such as geography, accessibility of specialists, school authority size and population and situations where students with extraordinary high-cost needs may exist.

Over the longer term, this work will result in a funding distribution model that offers the most efficient and effective method of maximizing available resources to assist school authorities in best meeting the needs of all students.

However, this needs to be done without funding being driven by student identification, or coding. Coding, as it currently exists, is a poor way of addressing student need. It focuses on funding to support student deficits and does not lead to funding to support programming services for students. An inclusive system requires better.

I am confident that transitional elements of this new funding model will be finalized by September 2011, but this is not like flipping a switch. The Minister has clearly articulated that he has no desire to reduce funding to support students who require high levels of support, but he also acknowledges that there have been no severe disabilities grant increases for the past two years. This has been a challenge – particularly for school jurisdictions and families. We are looking at ways we can address this.

Education is committed to working with school jurisdictions and schools to ensure that all teachers have the capacity, skills and resources to meet the diverse learning needs of all students, that school leaders welcome diversity into their community and that social service providers recognize schools as a hub for the delivery of support services.

Building capacity also means parents are valued as important members of their child's learning team and have the knowledge and resources to engage teachers, aids and health care professionals in meaningful conversations about their child's program.

We also need to work together to ensure new teachers are equipped to handle diversity in their classrooms.

Building capacity will not just need to happen in school communities. It must happen within government, too, and with the designated service delivery providers – Alberta Health Services, Child and Family Services Authorities and Education’s partners.

Finally, we need to develop the legislative and policy framework to support inclusion. Part of this work will take place through *Inspiring Action on Education*, which includes policy directions on specific themes related to building an inclusive education system.

The *Inspiring Action* discussion paper links the vision, principles and policy and governance shifts of [major](#) education initiatives with the day-to-day work of teachers, school boards, parents, the Ministry of Education, community members and other contributors to student success.

Parental and community participation is essential as the dialogue continues. The cultural shift that began with *Setting the Direction* is an important part of this province’s educational reform.

Transforming a complex system requires careful thought, research, analysis and continued meaningful interaction with all Albertans.

As we move forward, continued consideration of *Setting the Direction* and its alignment with *Inspiring Action* is being carefully considered and has also emerged as a question. Stakeholders and staff have articulated that they are not sure how the pieces align or whether *Inspiring Action* means work on *Setting the Direction* stops. I can assure you it does not. However, you will notice that the ministry’s work and language will be less on “setting the direction” and more on “action.” In the *Inspiring Action on Education* discussion guide, there is a specific policy direction on inclusion. Unlike other elements of this discussion and the other policy directions, government, through the *Setting the Direction Framework, Government of Alberta Response*, has indicated its support of this particular direction and intent to implement an inclusive education system.

The Government of Alberta will support stakeholders and service providers as an inclusive education system is implemented over the next few years. We have a collective responsibility to ensure that each student has a meaningful educational experience and is supported to be successful. We must work together to ensure we always put the child at the centre of what we do. We must make sure the supports our children need for success are in place and readily accessible.

Keray Henke
Deputy Minister
Alberta Education

Sharing Purpose In Catholic Education 2011

April 28 - May 1

Keynote: Ann Anzalone



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Edmonton, AB T5K 2N2

For more information, go to www.acsta.ab.ca or call (780) 484-6209



Share this exciting professional opportunity with your colleagues.

Memorandum

November 09, 2010

To: Board of Trustees

From: Hugh Lehr, Director of Student Services

Re: Learning Assistants Conference

Electronic Enclosure: No

Item presented for: Information

Background: Credit goes out to Joan Kaupp and her team who arranged and facilitated this conference. 30 awards of excellence were handed out to various Learning Assistants. These individuals were nominated by their colleagues. It was a great day to get together, share and dialogue about our practices.

Colleen DeVeyrac from CRD Consulting came from BC to present proactive strategies for challenging children, "Save Your Sanity". It was a fun, practical and engaging presentation that made us reflect on our practices in dealing with behaviour. How to approach students. To be self aware of how we are contributing to the behaviour. How to deal with a variety of disorders like Autism and ADHD. Colleen left us a variety of resources and her presentation notes to share with others in the division.

WORKING WITH CHALLENGING INDIVIDUALS

One of the greatest skills that teachers of today require is the ability to de-escalate a situation that may become volatile and out of control. Teachers are increasingly aware that students are coming to their classrooms with difficulty in social skills, anger problems, neurobehavioral disorders and learning disabilities. Teachers face an increase in school violence and oppositional students as well as parents. The skills and confidence a teacher has in dealing with challenging situations may be the key to preventing a power struggle with a student or parent.

"I have come to a frightening conclusion. I am the decisive element in the classroom. It is my personal approach that creates the climate. It is my daily mood that makes the weather. As a teacher, I possess tremendous power to make a child's life miserable or joyous. I can be a tool of torture or an instrument of inspiration. I can humiliate or humour, hurt or heal. In all situations it is my response that decides whether a crisis will be escaped or de-escalated and a child humanized or de-humanized."

Dr. Haim Ginott

Raising your children within the Catholic faith

As parents you are the ones who make most of the day to day decisions in your young children's lives. In the early stages you choose what they wear, what they eat and so on. Many of you have made, or will make, the choice to raise your children within the Catholic faith.

Often as parents, we don't always know what is really required of us in this task, or quite how to manage it. The following is a brief guideline to help. Some things are more important than others – in fact some are absolute requirements (i.e. the sacraments), whereas others are mere suggestions.

- At home, parents are the first teachers of their children in everything – this obviously extends to the area of faith too. You are the role model, the example for your child. Do you talk to God regularly? Does God have any place in your life? Do you have a relationship with God? This may be an area you have neglected or are struggling with, but it's an area that needs your attention, if you hope to be a positive faith influence for your child. Sometimes working at the same level as your child i.e. simple conversations with God, saying traditional prayers, can be a great help for renewing your own faith life. Being a parent of a young child is an excellent opportunity to rekindle your own faith.
- Even young children can begin to pray with your help. They can be encouraged to thank God for the good things in their lives, and turn to Him in times of need. They can begin to learn traditional prayers and the Sign of the Cross. Prayer can become a regular part of their day, at meal and bedtime for example.
- It's helpful if each child has a copy of the Children's Bible so they can become familiar with simple stories and characters. The more they hear about God, the more they will begin to see him as a real part of their life.
- Marking and celebrating the main events in the Church year and teaching children the meaning of each occasion can be a really special time for a family. There are lots of excellent family reflections and activities which can help you to do this.
- As parents it is important to try and set a good example to your children, in the way you interact with each other and the rest of the community. It's hard to always live our faith, we are not perfect people, but as in any aspect of parenting we need to try and lead by example as much as we can.



- Most Catholic parents will, if possible, ensure their child attends Catholic school so they can take part in activities to learn about and live out their faith. Catholic schools should have God at the centre of everything they do – religion should not just be an additional element, but an integral one that impacts everything else.
- It is **so important** that Catholic parents bring their children to Mass each Sunday. The Church welcomes babies / toddlers / children / teenagers – they are not just our future Church, but through Baptism, they are full members of our Church today! Obviously parents with very young children need to be sensitive to the needs of others to pray and worship but even small children should be made to feel welcome within the Church and feel that they belong there. They should also feel encouraged to participate actively in the Mass. Once again, your example is crucial here. If you don't sing, they probably won't either. If you don't pray and join in the responses, they probably won't either. If you don't appear to enjoy or value Mass, they probably won't either. If you want your children to get any more out of the Mass than you do at present, then once again you will probably need to make an effort and lead by example. Perhaps invest in a Missal so you can follow the Mass, to try and understand it a little better. (Children's Missals are available too).

As Catholic parents you are the natural leaders of your children to the faith. The parish and the school help you to fulfil this task, but ultimately you have to be involved in the faith life of your child. This is not something the parish, or the school can “do” for you.

One of the most important things that you can and should do as a Catholic parent is to support and prepare your child to receive the Sacraments. This can initially feel very overwhelming for parents. Perhaps you are not quite sure about what it all means, you are not sure what is involved, and you don't feel that you are where you need to be in your own faith journey to lead your children in this way.

The following information is intended to make the topic of “Sacraments” a little clearer and to help you work out how best to help your child. Remember that the school and the parish WILL support you with this, they just can't do it all for you.



The Sacraments

A sacrament is something that simply brings us closer to God. God loves us, and his love never stops or goes away, no matter what we do. Our job as Catholics is to try and become more aware of God's love in our lives – to accept the gift that He wants to give us. Sacraments celebrate God's love and our ability to accept His love at different points in our journey. Although God is always with us through the Holy Spirit, in the Sacraments we meet God in an even more powerful way. Meeting God like this helps us to receive strength and guidance – and hopefully it means we live our lives in a better way.

The Catholic Church celebrates Seven Sacraments:

Baptism; Eucharist; Reconciliation; Confirmation; Anointing of the Sick; Holy Orders; Marriage

The following information provides you with a brief explanation of the ones most likely to affect you as a parent:

Baptism

This is the first of the Sacraments of Initiation and without Baptism a person cannot receive the other sacraments. At Baptism a person becomes a full member of the Church and becomes closer to God, as they receive His Holy Spirit within them. In the Catholic Church it is usual for babies to be baptized in the first few months of life – for this reason the choice and the responsibility for this sacrament rests naturally with the parents. The parish offers classes to parents so before baptising their child they fully understand the significance of the sacrament and their responsibility to raise their child within the Catholic faith.

Eucharist

Through this sacrament we actually receive the body and blood of Jesus. Unlike many other Christians, Catholics don't believe that the bread and wine is a *symbol* of Jesus' body and blood, or that we are just *remembering* what Jesus did for us. We truly believe that the host is no longer bread – it may look like bread and taste like bread, but a sacred transformation has occurred. It is no longer bread, but the *actual* Body of Christ. Similarly it is no longer wine, but the *actual* Blood of Christ. Obviously this is a difficult concept for even adults to understand fully. Before children are allowed to receive the Sacrament of Eucharist they must be able to understand that the Eucharistic bread is different from any other, and they must also want to receive Jesus. For this reason, traditionally Grade 2 has been seen as the acceptable time for receiving this sacrament for the first time. Once again, the parish provides support to parents to help them prepare their children for this sacrament, and to help them understand why it is so important to continue to receive the Eucharist each week at Mass.



Reconciliation

Because we are not perfect people, we make mistakes, we hurt others and we make decisions that move us away from God. The good news is that even though at times we reject God and turn our back on Him – His love for us is unconditional. He loves us no matter what, and He desperately wants us to turn back to Him, to have a relationship with Him. The Sacrament of Reconciliation is the turning back to God. He welcomes us with open arms of course, but we still have to make the decision to turn back to Him. It has to be our own free decision. To receive the Sacrament of Reconciliation we have to be capable of choosing to turn away from God, and of having some moral responsibility. For this reason Grade 2 is the earliest age this sacrament can usually be received, but many parishes recommend receiving it later than this. Once again, the parish provides support to parents to help them prepare their children for this sacrament, and to help them understand why it is so important to regularly receive Reconciliation.

Confirmation

Confirmation is the final Sacrament of Initiation and means that the person has fully joined with the Catholic Church. Through this sacrament, God, through the Holy Spirit, gives us the grace we need in order to develop our faith and live a Christian life. Confirmation joins people more closely to the Church as they have chosen to live in the way the Church teaches. During the sacrament the person *confirms* the vows their parents made for them at Baptism. They make a public declaration of faith – they *confirm* that this is their faith and that they want to be a full member of the Church. Grade 6 is usually the earliest the Sacrament of Confirmation is received in the Diocese of Calgary. Once again, the parish provides support to parents to help them prepare their children for this sacrament, and to help them understand the commitment they are choosing to make.

If you decide to raise your child within the Catholic faith, you have chosen to accept certain responsibilities as outlined above. At times those responsibilities can feel a little overwhelming. You may feel ill equipped in your own faith life; you may feel you do not have the knowledge that is required. You may also feel that you have already missed the recommended grade level with regard to your child's sacraments. There are lots of factors which may keep you from truly committing yourself to raising your child within the faith – however please know that as a school division we are able, and very willing, to support you in this role, as are our local parishes. It may feel overwhelming, but there are people and resources available to guide you through. If your child has missed the grade levels mentioned above, it simply means that they are a little older and will probably have a more mature understanding – it is certainly not a barrier, or a missed opportunity. If you or your children would like to know more about receiving the sacraments please contact your local parish for detail.

In addition to the support provided by the parish, as a school division we will also try to help you in any way possible. If you would like any further information regarding scheduling, resources or guidance please contact either the parish or the Religious Education Coordinator, Amanda Crowley at 403.502.8359 or alternatively via email amanda.crowley@mhcbe.ab.ca.

Pastoral Letter to Young People on

Chastity

From the Episcopal Commission for Doctrine



Living a life of chastity is an ongoing journey which requires both guidance and encouragement. In order to help young Catholics on this challenging journey, the Episcopal Commission for Doctrine of the Canadian Conference of Catholic Bishops would like to show its solidarity with them by providing some words of direction and support.

Introduction

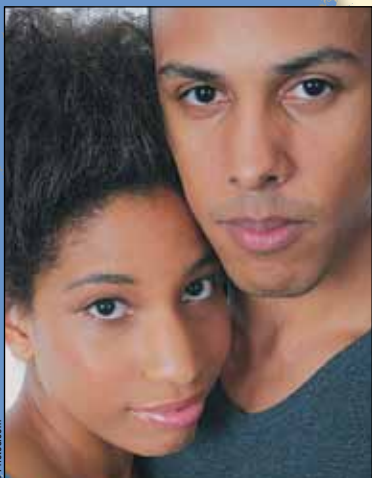
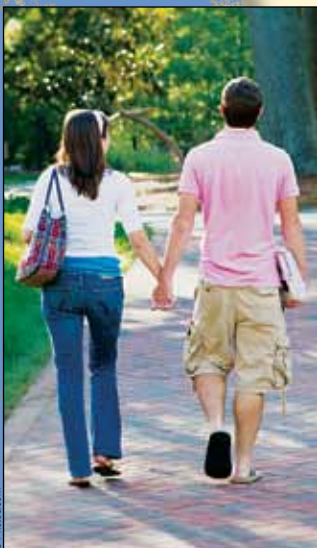
Fascination with sex is as old as the human race; it is vitally important to all of us. Not surprisingly, we live in a world which pays a great deal of attention to human sexuality. But with so many voices and opinions about sex, it is often confusing to know how we are to use this precious gift. Fortunately, God's wisdom and word have enlightened our path. Through the teaching of Sacred Scripture and the Church we have sure guides which tell us how to live our sexuality with delight and respect for God's loving plan.

Our faith takes with joyful seriousness the mystery of the Incarnation: that the Son of God took flesh for our salvation. Jesus' body scourged, crucified and risen for us, tells us that God uses the human body to make his love present in our world. The body is our doorway to salvation, and so how we treat it matters.

The Bible itself lays the groundwork in telling us how to live our sexuality in light of our human dignity rooted in God's creating us in his image and likeness (cf. Gen1:27). From the dawn of creation God gave us more than one language to speak. Besides the gift of speech, he gave us our body. This body expresses itself through gestures that are themselves a language. Just as our words reveal who we are, so also does our body language. The Lord intends that we speak this "sexual language" truthfully because it is the way to live our sexuality joyfully.

This truthful living out of the sexual language of our bodies is what the Church calls "chastity." Today, chastity is often mistakenly associated with being old fashioned, with a fear of passion or with sexual inhibition. But in reality it is much more than simply the absence of sexual relations. Chastity calls for purity of mind as well as body.

If we are not working to develop a pure heart or a pure mind, then our bodily actions will reflect this. If we have no control over our desires or passions, then we cannot be trusted in either the big or the small things. We will remain slaves of our own passions and weak in spirit. If we cannot say "no," then our "yes" will mean nothing. The more we accept chastity and make it our way of life, the more people around us will sense that the Holy Spirit dwells within us.





Our Bodies: Temples of the Holy Spirit

The Apostle Paul wrote to the Christians of Corinth: "Do you not know that your body is a temple of the Holy Spirit within you, which you have from God, and that you are not your own? For you were bought with a price; therefore glorify God in your body" (1 Cor 6:19-20).

When we became Christians at the moment of Baptism, the Holy Spirit came to live in our bodies. What an awesome truth! If our bodies are the temples of the Holy Spirit, then what dignity we have! And people should be able to find God through us! Do we reverence our bodies in these ways?

Sexuality is a gift from God and a fundamental part of what makes us human. Each of us is called to acknowledge this gift and the One who gave it. When this gift is used as the Father wills, we give him glory and build up his Kingdom. When we live our sexuality in the proper way, according to our state in life, others will be able to find God through us.



Living Chastity Today

Our sexuality and our spiritual life are intimately linked. The chaste person integrates sexuality within the personality and thus expresses his or her inner unity as a bodily and spiritual being. The chaste person has the capacity to relate to others in a truly human way, reflecting a person's state in life: single, married or consecrated celibacy.

Living the virtue of chastity means placing our desire for sexual pleasure under the guidance of reason and faith. It is one of the cornerstones of the temple of our body, a necessary pillar of right living. It leads to wholeness and unity, for individuals, married couples and society.

The virtue of chastity involves the integration of the powers of love and life placed in us. This integrity ensures the unity of the person and is opposed to any behaviour that would distort it. Chaste persons tolerate neither a double life nor duplicity in the "language" of their bodies. Failure to live chastely leads to a self-centered existence that blinds us to the needs, the joys and the beauty of the world around us.

Living chastity is no easy business in the sex-saturated world of contemporary Western culture. It's impossible to walk through a shopping mall, turn on a computer or television, glance at an advertisement or browse through a bookstore without being bombarded by sexual imagery of every kind. Pornography has never been more widespread, reaching almost epidemic proportions. It denigrates authentic sexual expression and encourages masturbation, sexual intimacy outside of marriage and the separation of the life-giving and love-giving meaning of sexual relations.

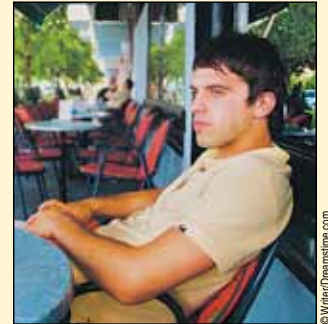


The challenge of living chastely in these circumstances is difficult for everyone: single, married or consecrated. The world around us promotes distorted ideas about our bodies and relationships, ideas that can cause people to lose their balance and let destructive views of sexuality have sway. If we wish to remain faithful to our baptismal promises and resist temptations, we need to develop strategies that will help us live in holiness and freedom.



Chastity for Single Persons

For people who are not married, chastity entails abstinence, because God's design is that sex belongs in marriage. When two people are dating, being chaste allows them to concentrate on what is important and to avoid "using" each other. Together they can see what authentic love means and can learn to express feelings in a mature way. Chastity highlights a couple's love for each other and says, "I will be patient and pure, and I respect you." It means saving the sexual expression of love exclusively for one's spouse.



When a couple is not chaste, their understanding of love may be reduced to the physical dimension of their relationship. This weakens their ability to move forward towards marriage, putting the relationship at risk.

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.



Chastity for Married Persons

Sexuality becomes truly human when it is integrated into the total relationship of one person to another, in the complete and lifelong mutual gift of a man and a woman. Pope John Paul II wrote: "Only the chaste man and the chaste woman are capable of true love." This means that married people are also called to be chaste if they are to truly love each other.

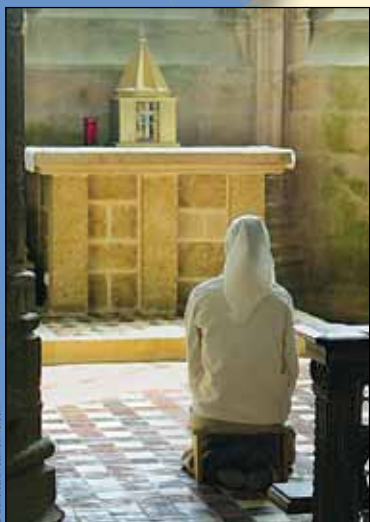
Married people living chastely can have vibrant sex lives. In the relationship between a man and a woman, chastity helps them love each other as persons rather than make each other an object of pleasure or satisfaction. Despite what the media and Hollywood suggest, the value of sexual intercourse does not lie in recreation, or physical gratification. Any physical pleasure should lead toward the ultimate expression of love between husband and wife, the total self-giving of one person to another. Sexual intercourse in marriage can be so intimate that it becomes an emotional, intellectual, physical and spiritual experience. It strengthens and completes the bond of marriage. That is why the sexual act has to be unitive and procreative and why some kinds of sexual activity are not chaste. Though pleasure may be present, some acts are a misuse of sex when they fall short of what God intends.



Consecrated Chastity and Celibacy

God calls some women and men in the Church to a life of consecrated chastity for the sake of the Kingdom of God. This charism entails the renunciation of marriage and is meant to unite a person more directly to God. In imitation of Christ and his Mother, consecrated virginity is a divine gift for “those to whom it has been given” (Mt 19:11). Similarly, priests of the Latin Church make a promise of celibacy before ordination to the diaconate.

Even those called to a life of consecrated virginity or celibacy must still struggle to be chaste in thought, attitude and action. Chastity is meant to create a “space” which frees the human heart so that it burns with love for God and all humanity. If the decision for celibacy is not well integrated into the whole of a person’s life, however, it can lead to self-centredness. The consecrated and celibate life is a “yes” to love that is to be lived out with passion and enthusiasm by those called to it.



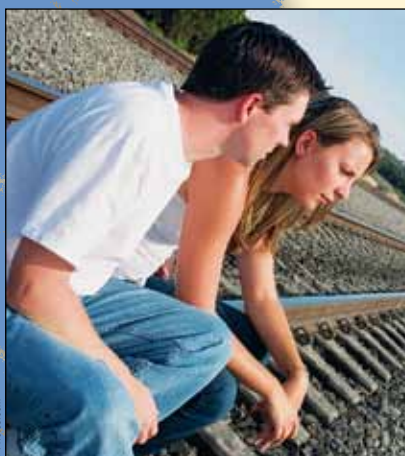
Fostering and Recovering Chastity in One’s Life

Catholics are called to be examples to others of chaste living. By cherishing the gift of our body and helping others to truly respect themselves, we show God how much we love him.

Any young person who desires to be chaste or to recover a chaste lifestyle has the opportunity to take up the cross and follow Jesus. He has promised always to be there to help us. The Lord never abandons us, but we must be open to receiving his assistance.

Jesus asks us to pray constantly. This is necessary for anyone trying to live the virtue of chastity. Uniting ourselves to Christ in an ongoing relationship of prayer is the only way to succeed. This includes anything from the simple yet profound “Help me, Jesus” to more formal prayers such as the Rosary, or asking Mary, our Mother, and the Saints and Blesseds to help us by their intercession.

The Sacraments of Reconciliation and the Eucharist help us on our journey to live chaste lives. If we commit a sin of impurity alone or with another person, the Sacrament of Reconciliation communicates to us God’s forgiveness and merciful love. All we need to do is approach his throne of mercy with sincere sorrow in Confession and we are assured that all our sins are forgiven. We can start anew with hope. The Eucharist is the summit of our faith because through the Sacrament we enter into an intimate union with Jesus Christ by receiving his body, blood, soul and divinity in Holy Communion. His body nourishes us and sanctifies our body.





What Chastity Requires of Us

Chastity expresses respect for persons and their capacity for self-giving. It assures us that we are being loved for ourselves and that we are loving others for themselves and not only for the pleasure they can give us.

In a culture that wants things immediately, chastity also teaches us to wait. Do we want sexual activity right now or do we want something more, even though it will take more time to achieve? To live chastely means not to give in to pressure which can come from friends who think that engaging in sexual activity defines masculinity or femininity.

Today's prejudice against chastity is especially disturbing because of the view of sexuality it implies: that we "hook-up" with each other for pleasure. Not only is this an offense against the dignity of the person being used but it also holds the user in bondage to practices that cause physical, emotional and psychological harm. Moreover, despite its prevalence, the enslaving and addictive effects of pornography, especially on the Internet, cannot be minimized or made light of.

Chastity requires constant discipline. It means the right ordering of our hearts: put God first, and everything else will follow. To live chastely means to live according to the design for which God has created us. The efforts to control one's sexual drives can be difficult, even painful. Yet control over them gradually leads men and women to sexual maturity and brings inner peace.



Chastity is a Constant Challenge

To live chastely today means to go against the grain! We are called to follow Jesus, to be counter-cultural. If we want to find serenity and joy, then we must live in accord with God's will. He has created us in his image, and if we live according to his commandments we will be happy. Of course, Jesus didn't say it would be easy. In fact, he said, "If any want to become my followers, let them deny themselves and take up their cross and follow me" (Mk 8:34).

Chastity is a challenge – but it is not impossible. We can surround ourselves with friends who also want to live in a chaste manner: people who will support us on our journey. We can dress modestly, recognizing that we are all created in the image and likeness of God, and that our bodies are sacred. We can choose our entertainment wisely, seeking what uplifts the human spirit and expresses truth, beauty and goodness. Most importantly, we can live our union with Christ by receiving the sacraments regularly, particularly the Sacrament of Reconciliation.

The practice of confessing not only sins of impurity but also of discussing our temptations with a spiritual guide can help purify our minds and hearts. This can teach us the humility we need to accept our weaknesses, while at the same time providing us the Lord's strength to grow in chastity..



Young, Chaste Lovers and Holy Role Models

Every Christian is called to holiness. "Saints" and "Blesseds" are men and women whose lives have so transparently been filled with the love of Christ that the People of God have seen Jesus in them and then, after their lives have been carefully studied by the Church, they have been judged worthy of our veneration and imitation.

In his message to young people for World Youth Day in Canada, Pope John Paul II wrote: "Just as salt gives flavor to food and light illumines the darkness, so too holiness gives full meaning to life and makes it reflect God's glory. How many saints, especially young saints, can we count in the Church's history!"

Let us remember a few of these holy women and men who were striking examples of purity, chastity, charity and joy, true temples in whom the Holy Spirit dwelt: St. Augustine, Blessed Kateri Tekakwitha, Blessed Pier Giorgio Frassati, and St. Gianna Beretta Molla. One came from the ancient Roman world, one from 17th century North America and two from 20th century Italy. Though they lived in different times and places, they teach us the same lesson by their example and witness.



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St. Augustine (354-430)

Augustine was a man of passion and faith, of high intelligence and tireless pastoral charity. He has left a very deep mark on the Church's cultural, moral and theological life. The son of a pagan father, Patricius, and a devout Christian mother, Monica, he was raised as a Catholic. As was frequently the custom at the time, he was, however, not baptized as a child. His youth was turbulent. Augustine was intellectually restless, ambitious and sexually active from the age of seventeen.

As a young man he established a relationship for more than a decade with a woman, whose name we do not know. Because of the difference in social class, he did not marry her. Together they had a son named Adeodatus, who was very dear to him; he died before reaching adulthood.

Augustine was always fascinated and drawn to the person of Jesus Christ, but he took many detours before committing himself to him. Like many young people, his process of conversion was marked by a struggle with his sexuality. He knew that being a Christian would involve living chastely. Once Augustine even prayed, "Make me chaste and celibate, but not yet!" After a long and tormented inner journey, and helped by the prayers of his mother, he was finally baptized by St. Ambrose in 387, in Milan. Following his conversion, he embraced a life of celibacy, leaving aside his partner of many years.

Augustine then returned to his homeland in North Africa. After founding a monastic community, he was ordained a priest, and later, the Bishop of Hippo. He was a prolific writer, a man of unsurpassable psychological and spiritual insight and a vigorous defender of the truth and beauty of the Catholic faith. Above all, St. Augustine tells young people what St. Paul wrote to the Philippians: with God's merciful grace "I can do all things through him who strengthens me" (Phil 4:13).

Blessed Kateri Tekakwitha (1656-1680)

Kateri Tekakwitha, the "Lily of the Mohawks," was born in 1656. Her mother was a Christian Algonquin who had been captured by the Iroquois. When Kateri was about four years old, her parents and brother died of smallpox, and she was adopted by her aunts and an uncle who had become chief of the Turtle clan. Smallpox had marked her face and seriously impaired her eyesight. As a result, Kateri was a very shy young girl.

In 1667 she secretly accepted the Gospel taught by Jesuit missionaries and was baptized at the age of eighteen. She lived her Christian faith and chastity courageously in the face of almost unbearable opposition, since virginity and the single life were considered out-of-step with her own culture. In her love of chastity, she was radically counter-cultural. Finally Kateri was forced to escape to Kahnawake on the St. Lawrence, just south of Montreal.

Her whole life was devoted to teaching prayers to children and helping the sick and the aged until she was struck with a serious illness. She died in Kahnawake on April 17, 1680, at the age of 24. Her last words were "Jesos Konoronkwa," which means "Jesus, I love you." Fifteen minutes after her death – before the eyes of two Jesuits and all the natives surrounding her – Kateri's scars disappeared and her face was beautifully transformed. On June 22, 1980, she was beatified by John Paul II and became the first Native American to be declared "blessed."



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Blessed Pier Giorgio Frassati (1901-1925)

Pier Giorgio Frassati was born in 1901 in Turin, Italy. He was educated at home and at public school before attending a school run by the Jesuits. At the age of seventeen, he joined the St. Vincent de Paul Society and combined in a remarkable way political activism and social justice work, piety and devotion, humanity and goodness, holiness and daily life.

Athletic, handsome, full of life, always surrounded by friends whom he inspired, Pier Giorgio chose not to become a priest or religious, preferring to give witness to the Gospel as a lay person. Indeed he once fell in love with a lively, spirited girl but did not pursue the relationship. He understood the meaning of chastity and put it into practice in all of his relationships and friendships. God gave Pier Giorgio all the external attributes that could have led him to make the wrong choices: a wealthy family, good looks and robust health – but he listened to the invitation of Christ: "Come, follow me" (Lk 18:22).

Just before receiving his university degree in mining engineering, he contracted polio, which doctors later speculated he caught from the sick he tended. He died on July 4, 1925 and was beatified on May 20, 1990. Pope John Paul II called him "the man of the eight beatitudes." Blessed Pier Giorgio is especially inspiring for young men: he teaches them to express their masculinity chastely by mastering their sexual passions through manly effort and self-sacrifice, as did Christ, the perfect Man.

St. Gianna Beretta Molla (1922-1962)

Imagine the extraordinary occasion of attending the canonization to sainthood of your own spouse. On May 16, 2004 Pietro Molla, husband of Gianna Beretta Molla, did just that. His three living children were by his side, including the youngest, Gianna Emanuela, for whom her mother had given her life. St. Gianna is the first laywoman-physician to be canonized.

Before St. Gianna decided God was calling her to marriage, she discerned this very carefully, and had even considered the consecrated life. She meditated, spent time in silent prayer, and patiently waited for the Lord to reveal his will. In 1955, when she was thirty-three years old, she married an engineer ten years her senior, Pietro, whose sister had earlier been a patient of the young Dr. Beretta.

Letters Gianna wrote during their year-long courtship reveal her deep commitment to this new vocation. Several days before their wedding, Gianna wrote to Pietro, reflecting on their vocation to marriage: "With God's help and blessing, we will do all we can to make our new family a little cenacle where Jesus will reign over all our affections, desires and actions. We will be working with God in his creation; in this way we can give him children who will love him and serve him."

In his homily on the day of her canonization Pope John Paul II said: "Following the example of Christ, who 'having loved his own, loved them to the end' (Jn 13:1), this holy mother of a family remained heroically faithful to the commitment she made on the day of her marriage. . . . Through the example of Gianna Beretta Molla, may our age rediscover the pure, chaste and fruitful beauty of conjugal love, lived as a response to the divine call!"

We should all do the same thing. If we are called to marriage, we should wait to express our sexual love with our spouse, knowing that by obeying God's will he will reward our patience and generosity.



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*St. Augustine, Blesseds Kateri and Pier Giorgio and St. Gianna, pray for us!
Help us to embrace and live our chastity of mind and body
with Gospel joy and deep peace,
so that people around us will see that God dwells within us!*



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JUNE 08— JUNE 10, 2012

- **FRI. JUNE 08, 2012** **Medicine Hat Catholic Schools' Education Foundation Golf Tournament
"Cottonwood Coulee"**
- **FRI. JUNE 08, 2012** **"Social" Gathering @ THE CYPRESS CENTRE
Come & Go (6:00 pm—11pm)**
- **SAT. JUNE 09, 2012** **Open House at all Division Schools
10 am—2 pm**
- **SAT. JUNE 09, 2012** **School & Division Displays @ THE CYPRESS CENTRE
10 am—2pm**
- **SAT. JUNE 09, 2012** **"PICNIC IN THE PARK" @ THE CARRIAGE PARK - STAMPEDE GROUNDS
12:00 noon—2 pm**
- **SAT. JUNE 09, 2012** **BISHOP'S DINNER
Proceeds to support Catholic Community Projects
5:00 pm—6:00 pm Reception
6:00 pm Dinner**
- **SUN. JUNE 10, 2012** **MORNING MASS @ THE CYPRESS CENTRE
Bishop Frederick Henry celebrant**

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