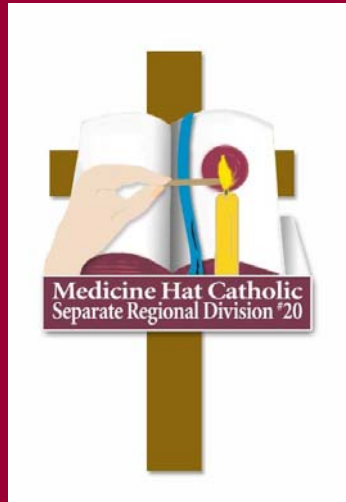


Medicine Hat Catholic Board of Education



PUBLIC AGENDA

Tuesday, March 12, 2013 – 3:00 p.m

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

Medicine Hat Catholic Board of Education

ACTION AGENDA

DATE: March 12, 2013

Place: Catholic Education Centre

Time: 3:00 P.M.

	WE ARE CALLED Always and Everywhere to: Model Christ Pray and Serve Build a Faith Community		
1.	<p style="text-align: center;"><i>Opening Prayer – Blessing before a Meeting</i></p> <p style="text-align: center;"><i>Lord, bless us as we gather today in your name.</i></p> <p style="text-align: center;"><i>Send us the guidance of your Spirit to bring us wisdom and understanding.</i></p> <p style="text-align: center;"><i>Help us to open our minds and our hearts so that we may listen respectfully to the viewpoints of others and make decisions in accordance with your wishes.</i></p> <p style="text-align: center;"><i>Help us to grow in faith so that we may serve you and others in all that we do.</i></p> <p style="text-align: center;"><i>We ask this grace through Christ our Lord.</i></p> <p style="text-align: center;"><i>Amen.</i></p>	Kelly Van Ham	
2.	<p><i>Approval of the Minutes of the Regular Board Meeting</i></p> <p>◆Recommendation: THAT the Minutes of the Regular Board Meeting held February 12, 2013 be approved as circulated.</p>	PG	
3.	<p><i>Approval of the Action Agenda</i></p> <p>◆Recommendation: THAT the Action Agenda dated March 12, 2013 be approved as circulated.</p>	PG	1 - 5
4.	<p><i>Approval of the Non-Action Agenda</i></p> <p>◆Recommendation: THAT the Non-Action Agenda dated March 12, 2013 be approved as circulated.</p>	PG	6
5.	<p><i>Corporate Communications</i></p> <p>5.1 Thank you letter received from the Education Minister, Honourable Jeff Johnson dated February 11, 2013 following the meeting with the Board of Trustees and Senior Administration held in Medicine Hat on Thursday, January 17, 2013. The Minister was in Medicine Hat and met with several school divisions on that day.</p> <p>5.2 G.R.A.C.E. – ACSTA Student Video Contest – The Alberta Catholic School Trustees Association announces its inaugural short video content for Catholic School students ages 12–19. God’s Riches Alive in Catholic Education (G.R.A.C.E.) is an opportunity for students to develop a short 2 minute video on their own or with a group of friends that highlights the unique and distinctive way Catholic education has helped or inspired them in their education and faith journey. Details at http://www.acsta.ab.ca/resources/acstavideocontest The information has been shared with our School Communities. Contest deadline is Friday, May 17, 2013.</p>	PG	Encl. 7 8
6.	<p><i>Ministerial Order – Superintendent of Schools Appointment</i></p> <p>Background: In accordance with Board Policy, the Board approved an evaluation of Mr. Clyde Pudwell. The Board of Trustees made a recommendation by board motion to the Minister of Education, that as a result of a successful evaluation, the Board wishes to reappoint Mr. Clyde Pudwell as Superintendent of Schools. Currently Mr. Pudwell’s one-year appointment expires on July 31, 2013.</p> <p>Note: The Board of Trustees is very pleased to announce that Ministerial Approval has been received, reappointing Mr. Clyde Pudwell as Superintendent of Schools for the Medicine Hat</p>	PG	Encl. 9

	<p>Plan (ERIP) Applications.</p> <p><u>10.3 School Based Administrative Positions</u></p> <p><u>10.4 Staff Appreciation Social</u></p> <p><u>10.5 School Boundary Flex Zone</u></p> <p><u>◆Recommendation:</u> That the Board of Trustees for the Medicine Hat Catholic Board of Education establish the following Flex-Zone Area: All students in Desert Blume can attend either Mother Teresa School or St. Patrick's School with transportation provided beginning with the 2013-2014 school year.</p> <p><u>10.6 4 x 4 Boundary</u></p> <p><u>◆Recommendation:</u> That the Board of Trustees for the Medicine Hat Catholic Board of Education keep the existing rural boundaries or seek to extend the existing rural boundaries.</p>		<p>73</p> <p>74 – 75</p> <p>76</p> <p>77</p>
11.	<p><u>School Board Elections – October 2013</u></p> <p><u>11.1 Promoting School Board Elections</u> - The Medicine Hat Catholic Board of Education in partnership with Medicine Hat School District #76 and Prairie Rose School Division #8 are running a print advertisement in the Medicine Hat News to promote School Board Trusteeship as part of the upcoming Alberta Municipal Election in October 2013. The print ad details a Trustee Information Session hosted by the Alberta School Board's Association (ASBA) on Tuesday, March 19, 2013 at the Medicine Hat Lodge. All are invited to attend. Medicine Hat Catholic is developing the ad on behalf of the neighboring Boards. The ad will run March 16 and March 18, 2013.</p> <p><u>Discussion:</u> The Board will determine what form(s) of communication or other activities will be used to inform our ratepayers about this important request.</p> <p><u>11.2 Letter from ASBA President, Mrs. Jacque Hansen.</u> The ASBA is encouraging local School Boards to be involved in creating opportunities to talk to local communities about local education priorities and the role of Schools Board and School Trustees. The ASBA has developed brochures to promote the School Board Elections.</p> <p><u>Important Dates:</u> Monday, October 21, 2013: School Board Elections Monday, September 23, 2013: Nomination Day</p> <p><u>11.3 Returning Officer – LA Elections Act</u></p> <p><u>◆Recommendation:</u> THAT the Board of Trustees for the Medicine Hat Catholic Board of Education appoint Angela Cruickshank, City Clerk as the Returning Officer, under the Local Authorities Election Act for the October 21, 2013 Election.</p> <p><u>11.4 City of Medicine Hat Election Contract</u></p> <p><u>◆Recommendation:</u> THAT the Board of Trustees for the Medicine Hat Catholic Board of Education authorizes the City of Medicine, for a fee of \$3,000 to undertake to print the ballots and administer the School Board Trustees Election as well as the Plebiscite to be held in the Bow Island Ward, to take place on Monday, October 21, 2013 in accordance with the Local Authorities Election Act and the School Act.</p>	<p>PG</p> <p>PG</p> <p>GM</p> <p>GM</p>	<p>Encl.</p> <p>78 – 79</p> <p>80 - 84</p> <p>“ “</p>
12.	<p><u>Deputy Superintendent Report – Mr. Wayne Schlosser</u></p> <p><u>12.1 Registered Apprenticeship Program</u></p> <p><u>12.2 Edwin Parr Awards</u></p> <p><u>12.3 School Year Calendar 2013 – 2014</u></p> <p><u>◆Recommendation:</u> THAT the Board of Trustees for the Medicine Hat Catholic Board of Education approve the 2013–2014 School Year Calendar for catholic schools in Medicine Hat.</p>	WS	<p>Encl.</p> <p>85</p> <p>86 - 91</p> <p>92 - 93</p>

13.	<i>Secretary-Treasurer Report – Mr. Greg MacPherson</i> <i>13.1 2012 – 2013 (2nd Quarter) Finance Report</i> <i>13.2 2014 – 2017 Capital Plan Extension</i>	GM	<i>Encl. 94 - 99 100 - 101</i>
14.	<i>Religious Education Coordinator Report – Mrs. Jill Wilkinson</i> <i>14.1 Faith Formation Sessions</i> <i>14.2 Diocese of Calgary Rosaries</i> <i>14.3 Family Life</i>	JW	<i>Encl. 102 103-104 105</i>
15.	<i>Catholic Taxes – for Catholic Schools</i> <i>DID YOU KNOW? Education property tax provides an integral connection between Catholic School Boards and electors? The Medicine Hat Catholic Board of Education reminds our community of the importance of declaring your PROPERTY TAXES in support of Catholic Education. How do you declare your support? To ensure your property taxes are supporting Catholic Schools, you must declare your Catholic school support as “Separate” on your annual property assessment notice. Taxes that are not declared are defaulted to the Alberta School Foundation Fund and redistributed on an equal amount per student to Public and Separate Boards in Alberta. <i>Contact the Taxation Office at the City of Medicine Hat, or the Town or Municipal Office in your area.</i> Changes made on or before Dec 31 will be in effect for the next taxation year. <i>Discussion:</i> The Board will determine what form(s) of communication will be used to inform our ratepayers about this important request.</i>	SA	
16.	COMMITTEE REPORTS (presented by appointed Trustees)	PG	
	16.1 Medicine Hat Catholic Schools’ Education Foundation- <i>Mr. Kelly Van Ham</i>		
	16.2 Representative to ACSTA– <i>Mr. Dick Mastel</i>		
	16.3 Representative to Teacher Board Advisory Committee– <i>Mr. Warren Stark</i>		
	16.4 Representative to ASBA Zone 6 – <i>Mr. Peter Grad</i>		
	16.5 Representative to Support Staff Board Advisory Committee– <i>Mr. Warren Stark</i>		
	16.6 Representative to Parent Association– <i>Mr. Stan Aberle</i>		
	16.7 Salary Negotiations 16.7.1 ATA– <i>Mr. Peter Grad</i> 16.7.2 CUPE– <i>Mr. Dick Mastel</i>		
	16.8 CUPE Staff Board Advisory Committee– <i>Mr. Kelly Van Ham</i>		
	16.9 Spiritual Leadership Scholarship Board Representative BI– <i>Mr. Kelly Van Ham</i>		
	16.10 Spiritual Leadership Scholarship Board Representative – <i>Mr. Stan Aberle</i>		
	16.11 Post - Centennial Planning Board Representative– <i>Mr. Stan Aberle</i>		
17.	<i>Closing Peace Prayer</i> <i>Lord, we come to you today to seek the peace that you alone can give.</i> <i>Strengthen us in our work as we seek to build a peaceful community.</i> <i>Amen</i>	Kelly Van Ham	
18.	<i>Adjournment</i>		

NON - ACTION AGENDA

DATE: March 12, 2013

Place: Catholic Education Centre

Time: 3:00 P.M.

No.	INFORMATION ITEMS	PAGE
1.	<p>1.1 <u>SUPPORT OUR PARISH COMMUNITIES</u> Roman Catholic Diocese of Calgary Centennial Year 1912–2012 Events: - May 26, 2013 Centennial Mass in Medicine Hat - November 4, 2013 Closing Mass at the Jubilee Auditorium, Calgary</p> <p>1.2 <u>ELECTION 2013</u> School Board Elections: October 21, 2013 Nomination Day: September 23, 2013 Do you want to be a School Board Trustee? Contact the Catholic School Board Office for information at 403.502.8347.</p> <p>1.3 <u>TAXES - DECLARE YOUR SUPPORT for CATHOLIC SCHOOLS</u> <i>The Medicine Hat Catholic Board of Education</i> reminds our community of the importance of declaring your PROPERTY TAXES in support of Catholic Education How do you declare your support? - To ensure your property taxes are supporting Catholic Schools, you must declare your Catholic school support as "Separate" on your annual property assessment notice. <i>Contact the Taxation Office at the City of Medicine Hat, or the Town or Municipal Office in your area.</i> Changes made on or before Dec 31 will be in effect for the next taxation year. <i>Thank you for your supporting Catholic Schools.</i></p> <p>1.4 <u>TRUSTEES' REPORT</u> Report from Alberta School Employee Benefit Plan (ASEBP)</p> <p>1.5 <u>ANNIE JR.</u> St. Mary's School proudly presents Annie Jr. Based on "Little Orphan Annie" this classic comes to life on stage at the Esplanade with two nightly shows on Wednesday, April 24, 2013 and Thursday, April 25, 2013. Showtime at 7:00 pm. Tickets are \$12. Click on the link to www.tixx.ca to reserve your seat. This is guaranteed to be a fabulous performance. Book your tickets early, you won't want to miss this St. Mary's School Production!</p>	<p><i>Encl. 106 – 109</i></p> <p><i>110</i></p>

Notice of Public Board Meetings

- All regularly scheduled Public Board Meetings are the **2nd Tuesday** of each month held at the Catholic Education Centre located at 1251 – 1st Avenue SW (unless otherwise advertised).
- Public Board Meetings for the Medicine Hat Catholic Board of Education will begin at **3:00 pm** with **presentations at 5:00 pm** (unless otherwise advertised).
- **General Public welcome to attend - Information @ www.mhcbe.ab.ca**



ALBERTA
EDUCATION

*Office of the Minister
MLA, Athabasca-Sturgeon-Redwater*

AR79225

FEB 11 2013

Mr. Peter Grad
Board Chair
Medicine Hat Catholic Regional Division
1251 - 1 Avenue SW
Medicine Hat, AB T1A 8B4

Dear Mr. Grad:

It was a pleasure meeting with you and the Medicine Hat Catholic Regional Division Board of Trustees. I appreciated the opportunity to hear about your school authority successes, challenges and plans for the future.

As Minister of Education, I recognize the importance of strong partnerships that maintain and build upon the success of our education system. In our discussions, I was moved by the passion I heard, and it was reaffirming to witness the commitment of your school authority in working toward a common goal – the educational success of all children and youth.

I look forward to continuing work with the Medicine Hat Catholic Regional Division in support of student success.

Sincerely,


Jeff Johnson
Minister

MLA, Athabasca-Sturgeon-Redwater

cc: Bridget A. Pastoor, MLA, Lethbridge-East

Alberta 

From: **Alberta Catholic School Trustees' Association** <admin@acsta.ab.ca>
Subject: Memo regarding G.R.A.C.E. (God's Riches Alive in Catholic Education) - ACSTA Student Video Contest

March 1, 2013

Memo To: ACSTA Board of Director, Catholic School Trustees, Catholic School Superintendents
Memo From: ACSTA Executive Director

Re: G.R.A.C.E. – ACSTA Student Video Contest; Please distribute widely

The Alberta Catholic School Trustees' Association is excited to announce its inaugural short video contest for Catholic school students age 12 -19. G.R.A.C.E. (God's Riches Alive in Catholic Education) – ACSTA Student Video Contest is an opportunity for students to show the world how their Catholic school experience has made a positive difference in their lives. More information on the project can be found online at <http://www.acsta.ab.ca/resources/acstavideocontest>. We have also attached to this memo all documents relating to the contest.

We are confident that this is an excellent way to raise the profile of Catholic schools in Alberta and the Northwest Territories through student work. This video project will get students thinking and talking about the effects of Catholic schools on their academic and spiritual growth.

However, in order for this initiative to be successful, we need to make junior high and high school teachers aware of the video project. Therefore, we are asking that you forward this memo and its attachments to your staff. We hope that, in working together, we will be able to have a high number of student entrants.

How will the video contest work? Here is some more information:

Using a smart phone, digital camera or any other device and uploading their video to YouTube, participating students will create a maximum 2 minute video, by themselves or with a group of friends, that highlights the unique and distinctive way Catholic education has helped or inspired them in their educational and faith journey.

All entries will be judged by an ACSTA video review committee and the winners will receive:

First prize: \$500; Second prize: \$300; Third prize: \$200 Contest deadline is Friday, May 17, 2013.

We thank you in advance for all your assistance on spreading the work about this project. If you have any questions, please do not hesitate to contact the Alberta Catholic School Trustees' Association office at [780-484-6209](tel:780-484-6209) or mary@acsta.ab.ca.

Alberta Catholic School Trustees' Association
#205, 9940 - 106 Street
Edmonton AB T5K 2N2
Phone: [780/484-6209](tel:780-484-6209) Fax: [780/484-6248](tel:780-484-6248)
admin@acsta.ab.ca

AR79406

February 22, 2013

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

Dear Mr.  Grad:

Laurette Setterlund, Acting Registrar, has forwarded your January 29, 2013 request for the Minister's approval of the reappointment of Clyde Pudwell as Superintendent of Schools for Medicine Hat Catholic Board of Education. A completed *Notice of Intent to Reappoint the Superintendent*, Form 5 and a copy of a related resolution proposed and passed at the January 28, 2013 board meeting was also enclosed. Thank you for providing this information.

Given your strong endorsement, I hereby approve the reappointment of Mr. Pudwell as Superintendent of Schools for Medicine Hat Catholic Board of Education, effective August 1, 2013 to July 31, 2016, pursuant to Section 114 of the *School Act*.

Please extend my congratulations to Mr. Pudwell on his reappointment.

Sincerely,



Tim Wiles
Deputy Minister

February 26, 2013

Minister disappointed ATA union rejects province's fair contract offer

Edmonton... After more than two and a half years of negotiations, the Alberta Teachers' Association (ATA) today rejected the Redford government's fair and reasonable offer of a four-year province wide agreement.

"I want to express my personal disappointment that we could not reach a negotiated agreement with the leadership of the ATA that would have benefitted Alberta's students, our hard-working teachers and local school boards," said Education Minister Jeff Johnson.

"Our proposal would have meant labour stability and cost certainty during these tough economic times while ensuring we continue to move forward with *Inspiring Education* initiatives that will improve our already world-leading education system."

The four-year agreement, presented to the ATA and the Alberta School Boards Association earlier this month, would have seen salaries for nearly 35,000 Alberta teachers frozen for three years, followed by an increase of two per cent in 2015-16.

The average Alberta teacher with 10 years' experience makes more than \$92,000 per year, the highest among all Canadian provinces. Over the past decade, the average salary of teachers with at least 10 years' experience has increased by 41 per cent from \$65,203 in 2001-02 to \$92,201 in 2011-12.

However, Johnson said the ATA's rejection of a commitment to study workload issues, the cornerstone of the offer, was particularly upsetting. Alberta Education had proposed an internal review to look at how teacher workloads could be adjusted without impacting the educational experience of Alberta's 600,000 students.

"Over the past several months, it has become clear that workload is the biggest issue for our teachers," the Minister said. "We have taken those concerns seriously. However, we need to understand more about what contributes to those concerns and develop a co-ordinated plan to address them. I'm saddened the ATA leadership didn't share their members' concerns."

Local bargaining between boards and their ATA locals will continue, but Johnson warned he doesn't want to see boards taking money out of classrooms to provide raises for teachers.

"Under no circumstances should funding provided for specific initiatives such as inclusion, class size or transportation be considered available funds for collective bargaining. These funds should continue to be used for their intended purpose."

Media inquiries may be directed to:

Kim Capstick, Press Secretary, Alberta Education
780-415-1650 780-405-2983 (cell)
Kim.Capstick@gov.ab.ca Twitter: [@Kim_Cap](https://twitter.com/Kim_Cap)

To call toll-free within Alberta dial 310-0000

February 17, 2013

Mr. Clyde Pudwell,
Superintendent
Medicine Hat Catholic Separate Regional Division
1251 1st Ave. S.W.
Medicine Hat, AB
T1A 8B4

Dear Mr. Pudwell:

Thank you for meeting with me to discuss Medicine Hat Catholic Separate Regional Division's **2012/2013-2014/2015 Three Year Education Plan and 2011-2012 Annual Education Results Report**. I appreciated the dialogue focused on your plan and results for continuous improvement in the jurisdiction.

I appreciated the information you provided and our discussion of the planning activities underway, highlights of significant accomplishments, and the challenges within the jurisdiction. I commend the jurisdiction for both the achievement and improvement results in all sixteen performance measures. As a result of our discussion on the Accountability FNMI Summary and your request for further information, I have requested Donna Crowshoe FNMI Education Manager to contact you. I appreciate your determination to review strategies that will address the results of the FNMI performance measures.

From my review, the planning and reporting processes established by the jurisdiction are aligned with the planning and reporting requirements established by the Ministry of Education in the **Policy and Requirements for School Board Planning and Results Reporting April 2012**. The plan and annual report (have been adjusted to) include all required elements. Please express my appreciation to those who coordinated and assisted in the development of the very well-developed (or other descriptor) plan and report. I hope that our ongoing dialogue will support your efforts to enhance student success in your jurisdiction.

If I can be of assistance in your planning or reporting process or any other matter, please do not hesitate to contact me at 310.0000, 403-297-5013 or Larry.Albrecht@gov.ab.ca.

Sincerely,



Larry Albrecht
Education Manager
Zone 6 Services

cc. [Mr. Peter Grad, Board Chairperson](#)
Mr. Ron Taylor, Director, Zone 6 Services
Donna Crowshoe, Education Manager, First Nations, Metis, Inuit Services



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

Date: March 12, 2013

Agenda Item: Three Year Education Plan Priorities

Name: Clyde Pudwell

Purpose: Information

Attachments: Three Year Education Plan and AERR

Background: As part of the Board Work Plan in March, the Trustees will discuss their priorities for the next 3 year Education Plan. We will review the current 3 Year Education Plan and the Board Retreat that took place in November to assist us in determining our priorities.

Recommendation Determine priorities for the next 3 Year Education Plan

Resulting Action: Input from the Trustees

Responsibility: Board of Trustees/Superintendent

Combined Annual Education Results Report and Three Year Education Plan for Medicine Hat Catholic Board of Education



Planting Seeds Nurturing Growth

2012 - 2015

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Accountability Statement

The Annual Education Results Report for the 2011-2012 school year and the Education Plan for the three years commencing September 1, 2012 for Medicine Hat Catholic Separate Regional Division No. 20 was prepared under the direction of the Board in accordance with its responsibilities under the School Act and the Government Accountability Act.

This document was developed in the context of the provincial government's business and fiscal plans. The Board has used the results reported in the document, to the best of its abilities, to develop the Education Plan and is committed to implementing the strategies contained with the Education Plan to improve student learning and results.

The Board approved this combined Annual Education Results Report for the 2011/2012 school year and the Three-year Education Plan for 2012-2015 on November 26, 2012.



Board Chair: Mr. Peter Grad



Superintendent of Schools: Clyde Pudwell

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

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

Notes:

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

Combined 2012 Accountability Pillar FNMI Summary (Required for Public/Separate/Francophone School Authorities)

Measure Category	Measure Category Evaluation	Measure	Medicine Hat CSRD No. 20			Alberta			Measure Evaluation		
			Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
Student Learning Opportunities	n/a	Drop Out Rate	0.0	*	n/a	9.0	10.4	10.9	Very High	n/a	n/a
		High School Completion Rate (3 yr)	*	n/a	n/a	40.2	38.2	36.0	*	*	*
Student Learning Achievement (Grades K-9)	Concern	PAT: Acceptable	73.9	73.2	78.3	58.3	58.1	57.8	Low	Maintained	Issue
		PAT: Excellence	4.3	7.3	10.3	6.6	6.0	5.9	Very Low	Maintained	Concern
Student Learning Achievement (Grades 10-12)	n/a	Diploma: Acceptable	81.3	*	n/a	77.6	77.7	77.0	Low	n/a	n/a
		Diploma: Excellence	6.3	*	n/a	8.8	7.4	8.1	Very Low	n/a	n/a
		Diploma Exam Participation Rate (4+ Exams)	*	n/a	n/a	19.6	19.1	17.7	*	*	*
		Rutherford Scholarship Eligibility Rate (Revised)	*	n/a	n/a	34.4	32.1	29.6	*	*	*
Preparation for Lifelong Learning, World of Work, Citizenship	n/a	Transition Rate (6 yr)	n/a	*	n/a	30.2	31.2	32.3	n/a	n/a	n/a

Notes:

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

Measure Evaluation Reference

Achievement Evaluation

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

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

Measure	Very Low	Low	Intermediate	High	Very High
Safe and Caring	0.00 - 77.62	77.62 - 81.05	81.05 - 84.50	84.50 - 88.03	88.03 - 100.00
Program of Studies	0.00 - 66.31	66.31 - 72.65	72.65 - 78.43	78.43 - 81.59	81.59 - 100.00
Education Quality	0.00 - 80.94	80.94 - 84.23	84.23 - 87.23	87.23 - 89.60	89.60 - 100.00
Drop Out Rate	100.00 - 9.40	9.40 - 6.90	6.90 - 4.27	4.27 - 2.79	2.79 - 0.00
High School Completion Rate (3 yr)	0.00 - 57.03	57.03 - 62.36	62.36 - 73.88	73.88 - 81.79	81.79 - 100.00
PAT: Acceptable	0.00 - 65.53	65.53 - 78.44	78.44 - 85.13	85.13 - 89.49	89.49 - 100.00
PAT: Excellence	0.00 - 9.19	9.19 - 11.96	11.96 - 17.99	17.99 - 22.45	22.45 - 100.00
Diploma: Acceptable	0.00 - 74.42	74.42 - 83.58	83.58 - 88.03	88.03 - 92.35	92.35 - 100.00
Diploma: Excellence	0.00 - 10.31	10.31 - 15.67	15.67 - 20.27	20.27 - 23.77	23.77 - 100.00
Diploma Exam Participation Rate (4+ Exams)	0.00 - 31.10	31.10 - 44.11	44.11 - 55.78	55.78 - 65.99	65.99 - 100.00
Rutherford Scholarship Eligibility Rate (Revised)	0.00 - 43.18	43.18 - 49.83	49.83 - 59.41	59.41 - 70.55	70.55 - 100.00
Transition Rate (6 yr)	0.00 - 39.80	39.80 - 46.94	46.94 - 56.15	56.15 - 68.34	68.34 - 100.00
Work Preparation	0.00 - 66.92	66.92 - 72.78	72.78 - 77.78	77.78 - 86.13	86.13 - 100.00
Citizenship	0.00 - 66.30	66.30 - 71.63	71.63 - 77.50	77.50 - 81.08	81.08 - 100.00
Parental Involvement	0.00 - 70.76	70.76 - 74.58	74.58 - 78.50	78.50 - 82.30	82.30 - 100.00
School Improvement	0.00 - 65.25	65.25 - 70.85	70.85 - 76.28	76.28 - 80.41	80.41 - 100.00

Notes:

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

Improvement Table

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

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

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

Overall Evaluation Table

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

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

Category Evaluation

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

Religious Education ~ “Showing the Face of Christ to All”

Medicine Hat & Bow Island Catholic Schools offers a varied and high standard of programming; however our purpose extends beyond the imparting of information or the development of skills. We exist to educate the whole child, to form the whole person, to nourish each person as a child of God.

In a world that is constantly changing, our mission is to offer something to our young people that last, something that will sustain them long after they leave our buildings. With the support of the home and the parish community, we demonstrate a way of living that offers guidance through challenging times and encourages our children to become the best people they can possibly be.

We strive to ensure that our shared faith is the motivation behind every activity that takes place in our schools. Our children learn about catholic contributions in science, explore religious themes in literature, learn about issues of social justice and help to serve those in need locally. Our children pray regularly throughout the school day, gather together for worship, observe the seasons of the liturgical calendar, and are encouraged to see the hand of God in every aspect of life. Our children are taught the inherent dignity of human life, and encouraged to recognize themselves as God’s work of art.

It is our priority to guarantee that our Catholicity remains at the core of all that we do, to ensure it continues to shape us as well as define us. Over the last few years we have dedicated time to ensure we as a community further develop our mission into a daily reality in our schools. We are firmly committed to building strong relations with our local parish communities. We meet regularly with our priests, arrange for students to visit our churches and invite parish teams into our schools.

We are dedicated to supporting our teachers in their ministry, through faith formation programs, professional development opportunities, investment in specialist staff and the provision of faith based resources. Each year we dedicate time and energy to enhancing the religious symbolism in our schools, so it is clear in our buildings, as well as in our students and staff, exactly who we are and why we exist.

Being a part of the Roman Catholic Diocese of Calgary, we are celebrating at 100th anniversary. The motto, **“Celebrate the Past. Live the Present. Become the Future”** speaks to Catholic education in Medicine Hat. We have “shown the face of Christ” to many young people and their families throughout the years, and are determined to continue to bring more young people into relationship with a loving God, to bring to them the “Good News”.

Division Goal: The Enhancement of Catholic Education

Outcome: Catholic faith and values are permeated throughout school culture

Outcomes	Measures	Results							
		Evaluation					Targets		
		Current Result	Previous 3-yr Avg.	Achievement	Improvement	Overall	12/13	13/14	14/15
Our Catholic faith and values permeates our school curriculum and is reflected in the presence of Catholic symbols, religious celebrations, Faith Development opportunities and positive relationships between parishes, schools and homes	Percentage of teacher, parent and student agreement that students are learning Catholic faith and values through curriculum, celebrations, and service projects		N/A						
	Percentage of teacher, parent and student agreement that Catholic faith and values are reflected in Catholic symbols throughout the schools		NA						
	Percentage of teacher, parent and student agreement that Catholic faith and values are reflected in a relationship between parish, school, and home.		NA						

Strategies:

- Faith Development day to begin the school year – Building Community
- A common Faith Development theme for the entire Division: Year of Faith: Embracing Evangelization
- Offer two Faith Development PD opportunities: Advent and Lent teacher retreats via religion representatives at each school
- Offer four Faith Development PD opportunities to leadership team as requested: Building Community, Church Teachings, Connect School Activities with Faith, Religious Education Curriculum
- Continue to offer four Faith Development PD opportunities for new teachers: Our Catholic Identity, Key Beliefs and Church Teachings, Prayer and Liturgy, Sacraments and Sacramentality
- Review Administrative Procedures in regards to faith
- Ensure each school has a religion representative to provide faith retreats, prepare for Catholic Education Sunday and analyze resources
- Continue to focus on permeation strategies for all subjects
- Continue to increase the amount of Catholic Symbols in schools including a reflection of the liturgical calendar
- Support and connect with the NET team to build the relationship between parish and schools (church walks)
- Meet with Bishop Henry at least once a year
- Meet with Religious Education Community at least once a year
- Work closely with the local churches, clergy and sacrament coordinator (Living Rosary/retreats)
- Continue to develop new Religion Education Resources
- Schools have monthly Masses for staff
- Schools have weekly/monthly prayer celebrations led by students and staff with a Catholic focus
- Schools promote the Advent/Lent Family kits to connect to homes
- Organize and promote priest visits to schools
- Students and staff will gather in community to celebrate Mass at the church at least four times a year
- Students and staff will gather in community to pray four times a day
- The Patron Saint for each school is celebrated
- Creation of religious celebrations/assemblies stored in religious education portal accessible to all administrators
- Use digital displays/newsletters to promote church activities, religious events, and acts of kindness
- Schools have staff prayer groups
- Promote Catholic Schools through Catholic Education Sunday
- Schools offer extra-curricular faith-based activities (rosary club, Catholic choir/Bible study/prayer groups/community service etc.)
- Promote participation in children's choir during Mass
- Recognition at school assemblies for those who have received Sacraments
- Provide schools with weekly prayer

Division Goal: The Enhancement of Catholic Education

Outcome: Catholic Education offers a unique and valuable dimension to education

Outcomes	Measures	Results							
		Current Result	Previous 3-yr Avg.	Achievement	Improvement	Overall	12/13	13/14	14/15
Our students, staff, and parents believe that Catholic Education offers a unique and valuable dimension to education	Percentage of teacher, parent and student agreement that Catholic Education offers unique and valuable learning through curriculum, celebrations/retreats and prayer		NA						
	Percentage of teacher, parent and student agreement that Catholic Education offers unique and valuable learning through participation in service projects and faith-based activities in school		NA						

Strategies:

- Promote Catholic Schools
- Promote Catholic Schools through Catholic Education Sunday
- A common Faith Development theme for the entire Division: Year of Faith: Embracing Evangelization
- Offer two Faith Development PD opportunities: Advent and Lent teacher retreats via religion representatives at each school
- Continue to offer four Faith Development PD opportunities for new teachers: Our Catholic Identity, Key Beliefs and Church Teachings, Prayer and Liturgy, Sacraments and Sacramentality
- Review Administrative Procedures in regards to faith
- Ensure each school has a religion representative
- Work closely with the local churches, clergy and sacrament coordinator
- Encourage and support the formation of prayer groups and monthly Masses at all schools
- Continue to provide religious retreat experiences for our middle school and high school students
- Schools will develop service projects for all students
- All extracurricular events and meetings begin with prayer
- Students and staff will gather in community to pray four times a day
- All classrooms will have a prayer centre
- The Division consults with the bishop on matters affecting Catholic Education in the diocese
- Promote attendance at SPICE/BUEPRINTS
- Organize and promote priest visits to schools
- The Patron Saint of each school is celebrated
- Students and staff will gather in community to celebrate Mass at the church four times a year
- Add religious education objectives to outcome-based report cards.
- Promote Cat Chat for elementary schools
- Schools offer extra-curricular faith-based activities
- Provide schools with weekly prayer

Goal One: Success for Every Student

Outcome: Students demonstrate proficiency in literacy and numeracy

Performance Measure	Results (in percentages)					Target ¹	Evaluation			Targets ²		
	2008	2009	2010	2011	2012		Achievement	Improvement	Overall	2013	2014	2015
Overall percentage of students in Grades 3, 6 and 9 who achieved the acceptable standard on Provincial Achievement Tests (overall cohort results).	86.1	85.9	87.3	90.6	87.7	91.0	High	Maintained	Good	88.0	88.3	88.6
Overall percentage of students in Grades 3, 6 and 9 who achieved the standard of excellence on Provincial Achievement Tests (overall cohort results).	18.2	20.8	18.2	22.3	21.8	23.0	High	Maintained	Good	22.3	22.5	22.8

Strategies

- Offer LLI (Level Literacy Intervention) at all of our Elementary Schools for Gr. 1-3
- Analysis of DIPS/PATS by department
- Division ESL Lead Teacher
- Develop a Culture of Exemplary teaching and leadership and excellence in student achievement.
 - Shared Vision of Exemplary Teaching
 - Teacher Mentorship Program
 - Learning Coaches at every school – teacher to teacher training on Differentiated Instruction strategies and practices
- Book 8 days for PLC's with SAPDC personnel to work on Math concepts
- Outcome based report cards Gr. 1-4
- Balanced Literacy program used in all Elementary Schools
- Increase student engagement through AISI project
- Implement Adolescent Reading Initiative
- Literacy For All pilot – St. Michael's School (MH)
- Numeracy For All pilot – St. Louis School
- Build Capacity within our staff through intervention with Community Support Organizations

Notes:

1. Aggregated PAT results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each course. Courses included: English Language Arts (Grades 3, 6, 9), Science (Grades 6, 9), French Language Arts (Grades 6, 9), Français (Grades 6, 9). The percentages achieving the acceptable standard include the percentages achieving the standard of excellence.
2. Data values have been suppressed where the number of students is less than 6. Suppression is marked with an asterisk (*).

¹ If authority had set a target for 2010/11 in the three year education plan 2010/11 – 2012/13, include it in the space provided for each required measure.

² Targets are required for each year of the plan for Accountability Pillar measures with an overall evaluation of "Issue" or "Concern" and must reflect reasonable progress toward or moving into the next higher achievement level, as defined by the evaluation methodology, over the plan period.

Goal One: Success for Every Student (continued)

Outcome: Students achieve educational outcomes

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2008	2009	2010	2011	2012		Achievement	Improvement	Overall	2013	2014	2015
Overall percentage of students who achieved the acceptable standard on diploma examinations (overall results).	77.1	85.1	87.0	87.0	91.6	87.3	High	Improved	Good	93.0	93.5	94.0
Overall percentage of students who achieved the standard of excellence on diploma examinations (overall results).	11.7	12.7	16.9	21.3	19.0	21.5	Intermediate	Maintained	Acceptable	20.0	21.0	22.0

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2007	2008	2009	2010	2011	2012	Achievement	Improvement	Overall	2013	2014	2015
High School Completion Rate - Percentage of students who completed high school within three years of entering Grade 10.	74.8	81.3	79.9	84.7	88.5	88.7	Very High	Improved	Excellent	89.0	89.1	89.22
Drop Out Rate - annual dropout rate of students aged 14 to 18	3.1	3.6	2.6	1.3	0.0	0.0	Very High	Improved Significantly	Excellent	0.0	0.0	0.0
High school to post-secondary transition rate of students within six years of entering Grade 10.	67.8	63.6	70.8	57.7	64.4	64.8	High	Maintained	Good	66.0	67.0	68.0
Percentage of Grade 12 students eligible for a Rutherford Scholarship.	55.6	56.0	60.6	67.8	67.7	67.9	High	Improved	Good	68.0	68.4	68.8
Percentage of students writing four or more Diploma Exams within three years of entering Grade 10.	49.9	50.0	54.4	55.8	58.8	59.0	High	Improved	Good	59.0	59.3	59.6

Strategies

- Continue to use Assessment for Learning strategies to check learning and to give direction to instruction
- Continue to analyze DIPS and PATS - examine patterns to give direction to revisions in instruction
- Cycle V AISI – Each school will develop an AISI project that centres around Differentiated Instruction strategies
- Bring in Dr. Heacox to present on Differentiated Instruction to start our Cycle V AISI project
- Implement Advanced Placement in English Literature and Calculus in Grade 10 -12 starting with Gr. 10 in 2012
- Provide Academic support classes for students at-risk in Math and English
- Increase student engagement through AISI project
- Implement BYOD (Bring Your Own Device) in 11 piloting teacher's classes
- Offer additional supports for high risk students through partnership with Mental Health Project "Communities Coming Together" – increase our number of behavior support classrooms throughout our Division
- Offer Professional Development and in-service for new curriculum
- Set a climate of high expectations for success and support to reach those high expectations– in addition to present strategies, review and amend Administrative Procedures to reflect those high expectations.
- Increase opportunity to learn and time on task by prioritizing and reducing the number of events that take away from instructional time
- Frequent monitoring of student progress- AISI Project

Notes:

1. Aggregated Diploma results are a weighted average of percent meeting standards (Acceptable, Excellence) on Diploma Examinations. The weights are the number of students writing the Diploma Examination for each course. Courses included: English Language Arts 30-1, English Language Arts 30-2, French Language Arts 30-1, Français 30-1, Pure Mathematics 30, Applied Mathematics 30, Biology 30, Science 30. The percentages achieving the acceptable standard include the percentages achieving the standard of excellence.
2. Diploma Examination Participation, High School Completion and High school to Post-secondary Transition rates are based upon a cohort of grade 10 students who are tracked over time.
3. Please note that the rules for Rutherford Scholarships changed in 2008, which increased the number of students eligible for Rutherford Scholarships. The history for the measure has been re-computed to allow for trends to be identified.
4. Data values have been suppressed where the number of students is less than 6. Suppression is marked with an asterisk (*).

Goal One: Success for Every Student (continued)

Outcome: Students develop competencies for success as engaged thinkers and ethical citizens with an entrepreneurial spirit.

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2008	2009	2010	2011	2012		Achievement	Improvement	Overall	2013	2014	2015
Percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.	79.4	81.0	85.1	84.0	85.1	85.0	Very High	Improved	Excellent	85.5	86.0	86.3
Percentage of teachers and parents who agree that students are taught attitudes and behaviours that will make them successful at work when they finish school.	84.5	77.1	82.8	80.7	83.3	81.0	High	Maintained	Good	83.6	83.9	84.2
Strategies <ul style="list-style-type: none"> • Offer Entrepreneurial class at the High Schools through ADLC • Each Elementary School will continue to run leadership programs with their Gr. 6 students • Middle and High Schools will continue with Student Councils • Use project based pedagogy • Use critical thinking strategies as part of instruction • Implement BYOD (Bring Your Own Device) within 11 piloting classrooms to assist in developing creativity and innovative thinking. • Continue to offer a wide variety of programming through Cyber School • Continue with Off Campus programming in Work Experience/PFO/RAPP • Increase student Engagement through Differentiated Instruction strategies within our AISI Cycle V project • Continue to offer faith formation to all new teaching staff to assist in educating students on moral and ethical values • Scheduled meetings with parish priests and their teams • All extracurricular events hosted by Medicine Hat Catholic begin with prayer • Schools and Central Office provide summaries of service and charity work to schools councils, trustees, parent associations and other stakeholders • Provide a safe and orderly environment – in addition to existing strategies, revise our School Resource Officer schedule to include St. Mary's School • Enhance home-school-parish relations through regular scheduled meetings with REC (Religious Education Committee) • A common Faith Development theme for the entire Division • Reflective of our foundational statements schools will develop service projects for all students • Implement inclusion strategies at all grade levels • Increase the types of Programming at Middle Schools and High School (Fine Arts Excellence Program/Sports Excellence Program/Advanced Placement in English and Calculus/Dual Credit programming in partnership with Medicine Hat College/CTS programming at the Middle Schools 												

Note: Data values have been suppressed where the number of respondents is less than 6. Suppression is marked with an asterisk (*).

Goal Two: High Quality Education through Collaboration and Innovation

Outcome: Effective learning and teaching within caring, respectful, safe and healthy environments.

Performance Measure	Results (in percentages)					Target 2012	Evaluation			Targets		
	2008	2009	2010	2011	2012		Achievement	Improvement	Overall	2013	2014	2015
Percentage of teachers, parents and students satisfied with the opportunity for students to receive a broad program of studies including fine arts, career, technology, and health and physical education.	79.5	83.2	86.3	81.4	82.2	82.0	Very High	Maintained	Excellent	82.6	83.0	83.5
Percentage of teachers, parents and students satisfied with the overall quality of basic education.	89.5	88.9	92.6	91.3	91.8	92.0	Very High	Maintained	Excellent	92.0	92.3	92.6
Percentage of teacher, parent and student agreement that: students are safe at school, are learning the importance of caring for others, are learning respect for others and are treated fairly in school.	86.8	87.0	90.7	90.2	90.6	91.0	Very High	Maintained	Excellent	91.0	91.3	91.6

Strategies

- Focus on creating and maintaining a safe and orderly environment (Effective School correlate)
- Continue to Support resource officer placement in schools
- Maintain increased School Resource Officer time at Monsignor McCoy High School / Share time with St. Mary's School
- Continue to work with Medicine Hat Police Service on the Encouraging Positive Informed Choices (EPIC Program)
- Support mental health and family liaison workers in schools
- Review all administrative procedures
- Schools to share best practices for dealing with inappropriate behaviors
- Continue Youth Ministry Advisory Committee as directed through the local Parishes
- Continue to support Middle/High School Mental Health Project "Community Coming Together"
- Implement an Emergency Preparedness Plan for Central Office
- Develop a new Administrative Procedure titled: "Safe and Caring Learning Environments for Students"; in partnership with Bishop Henry and the new School Act addressing the issues relating to Bullying.
- Behaviour Support Classrooms in Elementary, Junior High and Senior High Schools
- Violence Threat-Risk Assessment Training (V-TRA); trained personnel in every school including all Administration
- Crisis Prevention Institute (CPI) Training
- Individual Education Planning Tool pilot in two schools
- Collaborative Planning Circles including Occupational Therapy, Speech Language Pathologist and Alberta Mental Health as part of the school problem-solving team
- Continue supporting collaboration and consultation with Division Psychologist
- Continue delivering Gates McGinite testing in Grade 1 – 9
- Continue Balanced Literacy Initiatives in Elementary schools
- Alberta Initiative for School Improvement – Differentiated Instruction Initiative
- Provide a safe and orderly environment – in addition to present strategies, change the School Resource Officer schedule to include time at St. Mary's school.

Note: Data values have been suppressed where the number of respondents is less than 6. Suppression is marked with an asterisk (*).

Goal Two: High Quality Education through Collaboration and Innovation (continued)

Outcome: The education system demonstrates leadership and collaboration.

Performance Measure	Results (in percentages)					Target 2012	Evaluation			Targets		
	2008	2009	2010	2011	2012		Achievement	Improvement	Overall	2013	2014	2015
Percentage of teachers and parents satisfied with parental involvement in decisions about their child's education.	83.4	79.4	85.4	85.1	82.8	85.5	Very High	Maintained	Excellent	85.0	86.0	86.3
Percentage of teachers, parents and students indicating that their school and schools in their jurisdiction have improved or stayed the same the last three years.	75.9	81.2	86.6	86.1	86.0	86.5	Very High	Maintained	Excellent	87.0	87.3	87.6
Strategies <ul style="list-style-type: none"> Review the communications strategy of the Board Meet with stakeholders for feedback on issues of importance Host two town hall meetings Build positive relationships with staff through more staff and school recognition such as a "Sub for a Day" initiative Build positive relationship with local Members of the Alberta Legislature Build positive relationships with local government officials – meet with the new MLA's Provide student voice activities at each school – Speak Out and Tell Them From Me Continue to provide a teacher induction program Implement BYOD (Bring Your Own Device) in 11 piloting classes throughout the Division Frequent monitoring of student progress- AISI Project Enhance home-school-parish relations through regular scheduled REC meetings(Religious Education Committee) Implement One-on-One Computer project at St. Michael's (Bow Island) School Success Teams to lead school development planning process Continue to work with support staff through the Board/Support Staff Advisory Committee Continue "professional discussions" at Division Leadership Team Meetings Implement professional discussions at Division Leadership Team Meetings on topics of Professional Development by Administration Improve student recognition through Ambassador of Catholic Education agenda item at Board Meetings Develop a Succession Plan for Administration Develop community partnerships with Medicine Hat College in the areas of CTS and Dual Credits. Offer Advanced Placement programming in English Literature and Calculus. Put LCD screens in the foyer of some of our schools that will communicate events and promote achievement and recognition Run "Lunch and Learn" sessions in partnership with McMann In addition to present strategies, hire a communications/grant writing coordinator to assist in communications and relations with home and parish. (2013-14) Increase opportunity to learn and time on task by prioritizing and reducing the number of events that take away from instructional time Inclusive Education Planning Tool (IEPT) pilot in two schools Collaborative Planning Circles including Occupational Therapist, Speech Language Pathologist and Mental Health as part of the school problem-solving team Continue supporting collaboration and consultation of our Division Psychologist 												

Note: Data values have been suppressed where the number of respondents is less than 6. Suppression is marked with an asterisk (*).

Also report targets and results for all local measures related to Goal 2 (minimum one year of results – authorities are encouraged to provide multi-year results for trend analysis).

Goal Three: Success for First Nations, Métis and Inuit (FNMI) Students

Outcome: FNMI students are engaged in learning

(Results and evaluations for FNMI measures are required for Public/Separate/Francophone School Authorities only)

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2007	2008	2009	2010	2011	2012	Achievement	Improvement	Overall	2013	2014	2015
High School Completion Rate - Percentage of students who completed high school within three years of entering Grade 10.	*	n/a	n/a	n/a	*		*	*	*			
Drop Out Rate - annual dropout rate of students aged 14 to 18	*	*	*	*	0.0		Very High	n/a	n/a			
High school to post-secondary transition rate of students within six years of entering Grade 10.	n/a	n/a	n/a	*	n/a		n/a	n/a	n/a			
Percentage of Grade 12 students eligible for a Rutherford Scholarship.	n/a	n/a	n/a	n/a	*		*	*	*			
Percentage of students writing four or more Diploma Exams within three years of entering Grade 10.	*	n/a	n/a	n/a	*		*	*	*			

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2008	2009	2010	2011	2012	2012	Achievement	Improvement	Overall	2013	2014	2015
Overall percentage of students in Grades 3, 6 and 9 who achieved the acceptable standard on Provincial Achievement Tests (overall cohort results).	*	*	83.3	73.2	73.9	74.0	Low	Maintained	Issue	75.0	77.0	79.0
Overall percentage of students in Grades 3, 6 and 9 who achieved the standard of excellence on Provincial Achievement Tests (overall cohort results).	*	*	13.3	7.3	4.3	8.0	Very Low	Maintained	Concern	10.0	12.0	14.0
Overall percentage of students who achieved the acceptable standard on diploma examinations (overall results).	n/a	n/a	n/a	*	81.3	No target set	Low	n/a	n/a	83.0	84.0	85.0
Overall percentage of students who achieved the standard of excellence on diploma examinations (overall results).	n/a	n/a	n/a	*	6.3	No target set	Very Low	n/a	n/a	8.0	9.0	10.0

Goal Three: Success for First Nations, Métis and Inuit (FNMI) Students (continued)

Outcome: FNMI students are engaged in learning

Strategies

The Division will send out several communications to parents prior to registration explaining the advantages to the Division of parents self-identifying FNMI status.

The Division will continue to fund a 0.8 FTE FNMI support teacher. In consultation with Learning Services the supports will include:

- Building community with the Division FNMI parent population
- Building community with the Division FNMI student population
- Providing expertise in purchasing and developing FNMI curricular resources
- Providing assistance to classroom teachers on the instruction of FNMI topics
- Providing academic support to FNMI students
- Facilitate access to community academic supports for FNMI students. (eg. Medicine Hat College Drop-in Tutor program)
- Working with principals to identify early in the school year FNMI students who are struggling academically
- On-on-one meeting with potential graduates to make sure needs are being met academically, and direct them to FNMI post-secondary resources.
- Tutoring, as well as, directing students to out of school tutoring resources
- Collaborating with teachers and offer DI strategies
- Meeting with or contact parents via phone and make sure that their needs for their child are being met to help them graduate and get to the next step in life.
- Follow up with students who have dropped out of school and offer community resources to them if they so choose not to return to school.
- Culturally explain why some students are or may behave in a certain manner within the classroom environment
- One-on-one and classroom cultural instruction to teachers and students to help the class as a whole understand FNMI topics, issues, and culture in a safe non-judgmental way.
- Meeting with Learning Services Facilitators if it is a concern that a student may need assistance with writing exams.

Authorities with no or very few self-identified FNMI students must refer to strategies in other goals related to infusing Aboriginal perspectives, meeting the diverse needs of students or involving their parents.

Notes:

1. Aggregated PAT results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each course. Courses included: English Language Arts (Grades 3, 6, 9), Science (Grades 6, 9), French Language Arts (Grades 6, 9), Français (Grades 6, 9). The percentages achieving the acceptable standard include the percentages achieving the standard of excellence.
2. Aggregated Diploma results are a weighted average of percent meeting standards (Acceptable, Excellence) on Diploma Examinations. The weights are the number of students writing the Diploma Examination for each course. Courses included: English Language Arts 30-1, English Language Arts 30-2, French Language Arts 30-1, Français 30-1, Pure Mathematics 30, Applied Mathematics 30, Biology 30, Science 30. The percentages achieving the acceptable standard include the percentages achieving the standard of excellence.
3. Diploma Examination Participation, High School Completion and High school to Post-secondary Transition rates are based upon a cohort of grade 10 students who are tracked over time.
4. Please note that the rules for Rutherford Scholarships changed in 2008, which increased the number of students eligible for Rutherford Scholarships. The history for the measure has been re-computed to allow for trends to be identified.
5. Data values have been suppressed where the number of students is less than 6. Suppression is marked with an asterisk (*).

Also report targets and results for all local authority measures related to Goal 3 (minimum one year of results – authorities are encouraged to provide multi-year results for trend analysis).

In addition, please include targets and results on measures in relation to local goals and outcomes (minimum one year of results – authorities are encouraged to provide multi-year results for trend analysis).

LEARNING SERVICES ~

MHCBE Inclusive Education ~ Vision to Action



"It is not enough merely to affirm the rights of people with disabilities. We must actively work to make them real in the fabric of modern society. Recognizing that individuals with disabilities have a claim to our respect because they are persons, because they share in the one redemption of Christ, and because they contribute to our society by their activity within it, the Church must become an advocate for and with them. It must work to increase the public's sensitivity toward the needs of people with disabilities and support their rightful demand for justice. Moreover, individuals and organizations at every level within the Church should minister to persons with disabilities by serving their personal and social needs." (Pastoral Statement of U.S. Catholic Bishops on People with Disabilities)

Creating inclusive schools requires shifting practice away from notions of everyone needing to be the same, towards notions that each person is to be valued. Inclusion is a system of policy and practice that embraces diversity as a strength, creates a sense of belonging, equal membership, acceptance, and being valued, and involves fundamental civil rights. Inclusive teaching and learning occurs in natural settings, with appropriate instructional supports, modifications, and accommodations that are meaningful to students and teachers. Inclusion services throughout the school are collaborative and integrated. Schools and local communities need to continuously grow and evolve to meet the changing needs of their populations. This is a dynamic process and priorities and action plans will change in response to the needs of the school community.

Successful implementation is possible when all stakeholders share responsibility. This section outlines priorities, actions and ideas related to enhancing inclusive education approaches at the division, school and individual levels.



Division Priorities – Learning Services

Priority 1: Provide appropriate placement and participation of all students in general education classrooms.

By:

- **First placement consideration for all students** is in the general education classroom.
 - The school-based **Learning Services Support Team** typically includes the student services school facilitator, a school administrator, classroom teacher, the student's parents/guardians and, when applicable, the student. The team may also consist of a variety of specialized service providers including division psychologist, the learning assistance teacher, mental health worker, occupational therapist, physical therapists, speech language pathologist...etc. The team works to develop exemplary practice in

-
- inclusion and to promote the planning, development and monitoring of Individual Program Plans (IPPs) for students in all aspects of their learning. When a student requires an IPP, a member of the school-based Learning Services Support Team usually acts as the student's case manager, and coordinates meeting and planning efforts.
 - While most of the students in MHCBE receive their educational programming in general education classrooms, a continuum of services at the school and divisional levels is necessary to meet the wide range of student needs. A divisional priority is to create schools that ensure success for every student and it is the division's belief that this success is grounded in collaboration and relationship building. The school-based Learning Service Support Teams provides service plans for programming to students because they are the ones who best understand the student's environment and needs. When needed, school based teams and division based staff collaborate to ensure student's needs are being met through inclusionary strategies.
 - **Early Childhood Services** – “Providing support for children in an enabling environment where focused intervention can take place in a small group with appropriate peer modeling and interaction is essential.” Alberta Education
 - All children are supported in their neighborhood programs with an emphasis on presenting an inquiry based learning environment.
 - A wrap around model of service provision is followed. Team members include speech-language pathologist, occupational therapist, physical therapist, psychologist, behavior assistant, teacher and parent support staff. The team travels to the child and, in collaboration with the early learning educator, parents and learning assistant, develop strategies for use within the pyramid of intervention.
 - Parents are essential members of the team and help guide the goals being developed for their child.
 - Professional development for parents and staff is an ongoing support.
 - Triple P (Positive Parenting Program) is a program of seminars presented to those families wishing to attend to help families develop effective strategies to use in many environments with their children to lead to a more successful relationship.
 - **Learning Assistance Teachers** (LATs) facilitate membership, participation and learning through providing direct and indirect supports for students on their case loads.
 - Learning Assistance Centers serve as a home base for the Learning Assistance Teacher (LAT). LATs deliver both direct and indirect services to students in a variety of spaces including the general education classroom, common spaces throughout the school, in the community and in the Learning Assistance Center. Direct services to students with disabilities that are delivered in or through the Learning Assistance Center include:
 - Disability related skills that might need attention outside of general education classroom. Not all skills that a student needs to learn are embedded in general education curriculum. Some can be embedded through curriculum overlapping but others may require a more focused approach. The LAT, learning assistant and classroom/subject teacher will work together to ensure that skills learned in the Learning Assistance Center are applied to more general settings as the student begins to master them.
 - There are times when providing specialized instruction to a child in a general education setting may bring unwanted attention to that child. During these times alternative locations will be used.

-
- Intensive interventions in areas where the student is significantly behind his age-level peers (particularly in the areas of literacy) may be needed for some students. A priority will be placed on providing these interventions during non-core academic time so the student can continue to participate and benefit from core academics with appropriate modifications.
 - For some students, there are periods of time when the general education classroom cannot reasonably provide the optimal conditions for learning for that student. Students are encouraged to understand and respond to the times when they feel an alternate environment would be more suitable for them to learn in. The Learning Assistance Center, along with other common areas, can serve this purpose for any student.
 - As students get older, there is a need to learn skills within the community setting. It is important to maintain a balance between community learning and learning driven by the Alberta Program of Studies and to look for opportunities related to community learning that can be embedded in courses that follow the program of studies. Assuming that the entire education of any child with a disability must be “functional” is unduly limiting, deadly boring and at its root, ablest.
 - **Implementation of Learning Centers** within schools to support students with specific needs related to learning or behavior/self-regulation.
 - Learning Assistance Centers may also be used for a variety of purposes that will support both the students who are on the LAT’s case list and any other student in the school. The following is a list of some other possible purposes the Learning Assistance Centers may serve dependent on the specific school and the needs of the students in the school:
 - As a space for the Learning Assistance Teacher to collaborate and work with parents, classroom teachers, learning assistants, therapists and other support personnel.
 - As a space to aid in sensory and self-regulation for any student who has this need.
 - As a flexible space for the whole school - reverse integration activities, group work, class work, tutorials, peer tutoring or mentorship programs or meetings, co-teaching space, therapy or specialist group interventions...etc.
 - As a space to provide workshops for students related to learning styles, goal setting, study skills, executive functioning skills, self-advocacy, social skills...etc.
 - Gathering/socializing space for all students during unstructured times of the school day.
 - Modified and adapted material lending resource space.
 - Work space for classroom teachers during the school day.

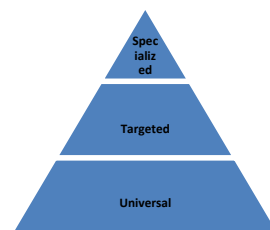
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- **Inclusive Education Facilitator**
 - The Inclusive Learning Facilitator collaborates on the delivery of instructional and social activities that increase inclusive opportunities for **students with multiple complex needs** in their neighborhood schools. This is accomplished by working closely with school staff, families, related service providers, district student services and community agencies/resources.
 - **Providing division-level supports** for inclusion on an as-needed basis that include Associate Superintendent of Learning Services, Division Psychologist, Inclusion Facilitator, FNMI Teacher, ELL Lead Teacher, and Learning Coaches/AISI Lead Teacher.
 - **Specialized Support Personal** (SLP, SLPA, PT, OT, Teacher for the Deaf and Hard of Hearing, Teacher for the Visually Impaired...etc.) collaborating with school staff to provide supports to help individual students to gain access to or participate in their educational programs.
 - A "Collaborative Planning Circle" approach to collaborate to provide supports and services that facilitate participation and learning of individual students.
 - The "Collaborative Planning Circle" (CPC) meeting is a monthly process of dialogue between the multi-discipline partners within a school community. To date CPC partners have included administrators, student services facilitators, learning assistance teachers, division psychologist, occupational therapist, speech language pathologists, director of student services, parents, home support agencies (Next Step), mental health workers, and classroom teachers. The goal of the CPC is to strengthen school based practices and families through collaborative practice and shared expertise. At the CPC this involves a discussion of the strengths as well as the challenges facing the children and families of the school and its community. Through this dialogue the various partners use their expertise and services to "wrap around" the child or family in a manner that will promote growth, capacity and long term life success.
 - Core team members include: Learning Services Facilitator, Principal, Classroom Teacher Mental Health Worker, and Occupational and Speech Therapists. Parent and/or students should be included in the CPC meeting as much as possible.
 - Other members of the team may consist of any of the following (and more) dependent on specific student: Division Psychologist, FNMI Teacher, ELL Lead Teacher, Saamis Immigration Worker, Associate Superintendent of Learning Services, Learning Assistance Teacher, Learning Coach, Extra-curricular Teacher, Learning Assistant, Behaviour Associate, Agency Representatives (CORE, Next Step...etc.), Resource Officer, Priest, FSCD Worker, Physical Therapist, Educator for the Deaf and Hard of Hearing, Educator for the Visual Impaired, SLPA, medical personal, SSCD supports (OT, SLP, Behaviour Consultation)...etc.
 - Rather than bringing a specific student to the Collaborative Planning Circle, teachers may choose to come to the CPC around a small group or whole group challenge with the intention of collaborating related to supports and interventions at the targeted or universal levels.

- **A Continuum of supports and services** available at all schools to ensure that the right supports are provided at the right time.
 - At many schools special education supports and services are delivered in a way that increases the capacity of general education teachers to successfully teach a more diverse population of students. Speech-language pathologists work with teachers to develop graphic organizers and visual tools for learning necessary for some students but beneficial to all students. Physical therapists work with physical education teachers to design games and sports that are naturally inclusive of students who have physical disabilities. Occupational therapists work with teachers to make modifications to environments and materials so that all students can participate. And special education and general education teachers design curriculum and instruction together right from the start so that accommodations and supports are naturally built into lessons.
 - Related services are provided to enable students to participate in and benefit from the general education classroom curriculum and other inclusive activities.
 - Special education staff works almost exclusively within the general education classroom as co-teachers, team-teachers, small group instructors, or one-on-one support teachers *for all students in the class*.
 - Supports are unrelated to *programs* but are provided to individual students where and when they are needed.
 - Students are provided with a means of communication all day long and other students and staff know how to use the device.
 - Assistive technology is provided to promote learning, independence, and self-determination.

Student Supports within the Pyramid of Interventions – MHCBE

“A pyramid of intervention does not merely address learning outcomes for special education students; it integrates “special education” and “regular education” into simply “education”. This brings together all staff to improve learning by delivering effective instruction and interventions to all students, without first waiting for them to fail.

Adopting this approach is about using the best professional practice and insisting that we do what is best, necessary and right for all students – the right work at the right time.” (Buffum, Mattos & Weber)



UNIVERSAL SUPPORTS benefit all students

This tier generally represents core instruction, addresses the needs of approximately 80-90% of students and contains accommodations and strategies that classroom teachers use to support struggling students. These interventions should be available to all students who need them and should be implemented within the general classroom framework. On an ongoing basis, teachers assess students to determine instructional strengths and needs.

Examples of universal supports include classroom instruction (including hands on curriculum and differentiated instruction), collaboration with learning coaches (including DI Coaches, Student Services Facilitators and Learning Assistant Teachers), use of sensory tools, whole class

visual supports, parent volunteers and involvement, administrative support, use of Alberta Education resources and binders to guide practice, incorporating movement breaks and opportunities in to lessons, multi-sensory teaching, team teaching, PD opportunities, programs and classes that focus on building student strengths and talents, whole school character themes, service provider universal interventions (mental health, PT, OT, SLP, FMNI Teacher, ELL Lead Teacher, Psychologist...etc.), team meetings, environmental accommodations, extra-curricular activities (clubs, sports, the arts...etc.), technology, CTS labs, counselors.

Universal Interventions Include:

- Ongoing classroom assessment (running records, district reading assessment, phonological awareness literacy service, basic reading inventory, math boxes, writing rubrics...etc.)
- Variation in content, process and product in lesson planning
- Use of flexible grouping
- Respectful learning activities (engaging and appropriately challenging)
- Use of research based educational practices
- Proactive, school-wide approach to behavioural interventions
- Cultural responsiveness is part of core instructional programming
- Supplemental instructional materials are used when needed.
- Parent communication and involvement
- Understanding history of student strengths and areas of need
- Use classroom or grade-level volunteers to tutor small groups or individual students
- Collaboration with student services facilitator and administration related to instructional and behavioural strategies
- Meet with specialists (PE, music, art, technology, teacher librarian) for support and suggestions
- Cooperative learning and peer support strategies
- Classroom level “contracts for success” and/or goal-setting
- Implement meta-cognitive strategies throughout lessons
- Use district coaches to model lessons or help plan lessons using differentiation strategies



TARGETED SUPPORTS benefit students with more specific needs

This tier usually addresses the needs of 10 to 15% of students and contains supplemental supports that are reserved for students who have more significant challenges, whether academic, behavioural, or both. Tier 2 interventions often include assistance from specialists and activities such as tutoring or counseling.

Examples of Targeted Supports: Friendship and Social Skill Groups, use of strategies and supports through CHADS, use of strategies and supports through the FASD clinic, school facilitator collaboration, learning assistant support/intervention, behavior associate support/intervention, modifying lesson delivery and interventions based on Level B assessments, parent link center, use of FMNI teacher, small group interventions, implementation of support plans, modifications and adaptations to lessons, assistive technology use, implementing supports outlined in IPP's, targeting goals outlines in IPPs, K&E

programming, specialist targeted supports (Mental Health, OT, PT, SLP), literacy/math support or tutoring, implement behavior support plans, alternative spaces for learning and regulation.

Targeted Interventions Include:

- Utilize Student Services staff to supplement (not supplant) instruction through best practices (e.g., multisensory)
- Provide math and literacy intervention for those struggling with broad-based skills
- Flexible grouping
- Utilize trained volunteers to support small-groups or individuals in a variety of content areas
- Utilize literacy interventions for small-group instruction using best practices such as Balanced Literacy, Success Oriented Achievement Realized (SOAR) or Dynamic Indicators of Basic Early Literacy Skills (DIBELS).
- Provide or support summer school or tutoring opportunities
- See counselor/mental health on short-term basis
- Co-teaching configurations (special education and general education teacher collaboration)



SPECIALIZED SUPPORTS benefit the small number of students with sensory, physical, cognitive or behavioural needs that require intensive, individualized interventions

The top tier usually addresses the needs of students with significant academic or behavioural challenges who require more intensive services in a school. This may include individualized services in support spaces or the individualized use of related services.

Examples of Specialized Supports include use of specialized services (psychologists, OT, PT, SLP...etc.), Braille, sign language, addressing medical and basic care needs, case management, learning assistants, assistive technology, visual communication aides, behaviour associates, complex needs cases, physicians for medical diagnosis.

Specialized Interventions Include:

- Provide short-term one-on-one counseling with school social worker or psychologist
- Implement intensive behavior support plans based on functional behavioral assessment
- Implement one-on-one intervention/enrichment
- Use student/staff member buddy system where the student meets with the staff member weekly to check on student progress
- Student may be referred to Student Services team for consideration for testing
- Collaboration with outside therapists/medical personnel

**Please keep in mind that many of the supports listed above can be applied to more than one level.*



Division Priorities – Learning Services

Priority 2: Provide instruction and academic interventions that accommodate all learners.

By:

- **Developing an AISI Differentiated Instruction Focus**

AISI Project Cycle V Guiding Statement: Medicine Hat Catholic Board of Education will maximize learning by supporting teachers in their capacity to assess and deliver differentiated instruction that supports the diverse needs of all students.

Project Description:

Within Medicine Hat Catholic Board of Education, we plan to link our journey with Assessment for Learning to Differentiated Instruction so there is alignment between assessment and instructional practices. The division will maximize learning by supporting teachers in their capacity to assess and provide differentiated instruction that supports the diverse needs of all students.

To differentiate instruction, teachers will intentionally plan to make the curriculum, instruction and learning environment meaningful and appropriate for each student. By offering multiple avenues and options for students to access curricular content, process concepts and skills and demonstrate learning, student diversity will be accommodated. This project will support the teachers and the students in the learning environments for all subject areas through learning coaches and professional learning communities.

By building on the success of assessment for learning in the past AISI cycles, Differentiated Instruction provides a logical progression to answer the question “now that we know where students are at, how we reach them at their instructional level?” Evidence of increased engagement in student learning and active participation in learning environments will be demonstrated through increased academic achievement and interest in learning.

- Continuing PLC’s at the division and school level
- The use of Learning Coaching Model for job-embedded ongoing professional development – Differentiate Instruction Coaches, Learning Services Facilitators, Learning Assistance Teachers...etc.
- Implementing Literacy Intervention Materials - (Leveled Literacy Intervention for k-3 students)
- Participating in “Literacy for All “and “Literacy and AAC” – Continue to expand on and implement strategies and interventions related to comprehensive literacy and augmentative and alternative communication learning for students with complex communication needs.
- Participating in “Numeracy for All” – Continue to expand and implement strategies and interventions related to comprehensive mathematics instruction for students with complex needs.
- Continuing Literacy Skill Development at High School Level (AARI)
- Building capacity related to eliminating academic barriers through implementing UDL principles, flexible teaching, natural supports, modifications, adaptations and assistive technology.

- Transforming “Learning Assistance Programs’ in to “Learning Assistance Centers” and “Learning Assistance Program Teachers” in to “Learning Assistance Teachers” and/or “Inclusive Learning Facilitators” by offering both direct and indirect supports to students who are served through these programs/centers.
- Continue using the IEPT (Inclusive Education Planning Tool) to create student profiles, and plan and evaluate supports at all levels of intervention. (2 pilot schools)
- Learning Service Facilitators providing direct and indirect supports for individual students as needed.
 - A Facilitator’s role is to give assistance to classroom teachers and learning assistants, as well as provide short-term interventions to a full range of students with learning and/or behavioural needs. Their aim of the Learning Service’s Facilitator is to:
 - assist classroom teachers in planning, assessing (to level B), adapting, and modifying programs through an understanding of appropriate instructional and assessment techniques
 - facilitate the implementation of programs for students with special needs
 - assist teachers in developing or accessing materials for students with diverse learning needs
 - support teachers in developing the skills to facilitate differentiated instruction within the classroom
 - act as Case Manager or co-Case Manager for low incidence students and for specific high incidence students (as appropriate), which includes planning and facilitating IPP meetings, writing IPPs, and conducting IPP reviews
 - provide short-term intervention for students identified by the School Based Team
 - support early intervention programs
 - assist the School Based Team with the provision of functional behaviour assessments
 - assist other teachers in the development of IPPs and behaviour plans
 - support learning assistants in the development of skills and strategies
 - support the transition process for special needs students
 - provide support in situations requiring crisis management
 - provide support to families with special needs students
 - consult and liaise with parents, classroom teachers, administrators and outside agencies
 - complete necessary paperwork and follow-up referrals to external agencies



Division Priorities – Learning Services

Priority 3: Behavioural supports and approaches that are linked to learning, engagement and student empowerment.

By:

- Engaging with learning and improvements in relationships are the aims of intervention plans
- Collaborating with specialists (Facilitators, Coaches, OT, SLP, Mental Health...etc.) to address barriers to learning and participation to decrease negative behaviours
- Utilizing approaches that support self-awareness and self-advocacy
- Adopting the Ross Greene Collaborative Problem Solving Approach
- Continuing the Mental Health Capacity Building Project – Communities Coming Together
- Implementing Positive Behaviour Supports models within schools
- Providing Division Psychologist support and in PUF a Behaviour Support Specialist for Behavioural Consults within schools.
- **Supporting Behaviour Support Centers at Schools**
 - **Monsignor McCoy – (TLC) The Learning Centre - Philosophy and Overview**
 - The *Learning Center* was established to provide students in grades 10 to 12, who meet the criteria, with opportunities to experience success and become well prepared for further studies, citizenship and lifelong learning. The Learning Center supports students who are currently struggling behaviourally to be more successful within the context of the school environment.
 - Enrolment in the Learning Center requires each student to have a Success Plan. The plan is a collaborative document that is designed to share key information about a student with staff who work with the child. The plan will be developed with input from the student, staff, parents and outside agencies when applicable.

Key Elements

- The foundation for the Learning Center is based upon key elements that are critical to help students with behavioural issues. The elements may have varying degrees of importance based upon the strengths, needs and priorities of a particular student. (Supporting Positive Behaviour in Alberta School).
- Positive relations with staff, peers and parents
- Modified classroom environment that ensures the routines support the opportunity for positive behavior
- Understanding individual student behavior- goals, functions and triggers
- Social skill instruction that provides help to the student to learn acceptable behaviours
- Positive reinforcement that encourages the students to consistently display pro-social behavior
- Fair and predictable consequences

- Collaborative teamwork with all stakeholders
- Individual success plans
- **St. Mary's – "HUB" program – Philosophy**
 - Goals**
 - To provide students the opportunity to experience success in the general education classroom, maintain school ties and friends, and participate in extracurricular activities.
 - To provide an environment that supports the student so that he or she is able to be successful in the general education classroom.
 - Strategies**
 - Provide a small group setting when student is struggling with classroom activities to complete school work assignments.
 - Allow opportunity to work on problem solving skills that help students learn acceptable alternatives to inappropriate behavior and work habits.
 - Provide students opportunities built into the timetable to learn and practice social skills, anger management, and friendship-making skills,
 - Monitor progress in student behavior through term reports, anecdotal checklist, and team collaboration meetings.
 - To provide the student with the opportunity to build a positive attitude towards school.
 - Provide Mental Health support and individual one-on-one therapy.
 - Involve parents in the child's education plan, meeting throughout the year to keep communication open on student progress and discuss effective strategies.
 - Provide wrap-around services
- **Notre Dame – "P.A.S.E." *Pursue Achievement through Self-Discipline and Education- Philosophy - "Working together to support students in schools."***
 - This program will provide students with positive social, emotional and behavioural support to promote a safe and caring environment to better meet the diverse learning needs of all students. Students will learn resiliency skills to guide and support personal goal setting reinforcing their ability to self-regulate and assess personal efforts. This collaborative model advocates a collective responsibility for the success of each student.
- **Mother Teresa School and St. Louis School**
 - Two pilot Academic/Behaviour Support classrooms:
 - Designed to provide a space for student self-regulation, social skill development both individually and in group sessions as well as providing support for students who need more time to finish work or that have missed a class.

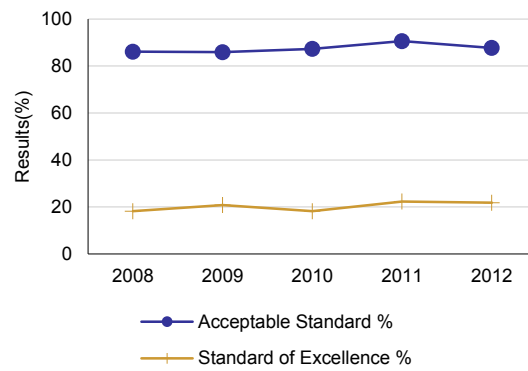
Provincial Achievement Test Results – Measure Detail

PAT Course by Course Results by Number Enrolled.													
		Results (in percentages)										Target	
		2008		2009		2010		2011		2012		2012	
		A	E	A	E	A	E	A	E	A	E	A	E
English Language Arts 3	Authority	94.6	18.3	92.4	15.7	89.1	23.1	92.0	17.1	92.8	21.6	92.5	17.5
	Province	80.1	16.1	81.3	18.2	81.6	19.5	81.8	17.5	81.9	20.4		
French Language Arts 3	Authority	n/a	n/a	86.7	6.7	55.0	0.0	100.0	30.0	100.0	7.7	100	30.3
	Province	n/a	n/a	83.8	15.8	84.1	16.3	80.6	15.8	82.1	14.5		
Francais 3	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	Province	n/a	n/a	82.5	16.3	86.4	16.3	84.2	18.6	82.3	12.5		
Mathematics 3	Authority	n/a	n/a	n/a	n/a	n/a	n/a	83.9	29.6	89.7	34.0	84.5	30.0
	Province	n/a	n/a	n/a	n/a	n/a	n/a	77.4	26.0	76.8	25.5		
English Language Arts 6	Authority	90.1	23.5	90.1	19.8	90.9	17.0	94.0	15.2	94.4	17.3	94.4	15.5
	Province	81.1	21.0	81.8	18.9	83.3	18.9	83.0	18.5	82.7	17.8		
French Language Arts 6	Authority	n/a	n/a	88.2	17.6	70.0	0.0	87.5	12.5	100.0	8.3	88.0	13.0
	Province	87.7	14.2	91.5	15.9	88.3	15.9	89.4	17.1	89.3	17.2		
Français 6	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	Province	94.3	17.1	92.6	18.7	91.3	18.3	92.2	17.6	91.0	21.9		
Mathematics 6	Authority	n/a	n/a	n/a	n/a	n/a	n/a	85.2	21.2	81.1	17.9	85.5	21.5
	Province	n/a	n/a	n/a	n/a	n/a	n/a	73.7	17.8	74.7	16.6		
Science 6	Authority	85.2	25.9	88.1	28.1	83.4	19.1	90.4	36.9	82.7	37.8	90.7	37.0
	Province	74.8	24.1	76.5	24.8	76.8	26.4	76.2	25.0	77.8	28.2		
Social Studies 6	Authority	n/a	n/a	n/a	n/a	75.9	13.3	81.2	21.2	77.0	18.9	81.5	21.5
	Province	n/a	n/a	n/a	n/a	71.0	16.4	71.1	18.5	73.2	19.5		
English Language Arts 9	Authority	88.0	13.0	81.7	17.8	93.0	15.7	91.8	22.1	85.9	16.5	92.0	22.5
	Province	76.5	14.8	78.7	14.7	79.3	15.0	79.1	16.3	77.4	16.4		
English Lang Arts 9 KAE	Authority	n/a	n/a	n/a	n/a	83.3	8.3	82.4	11.8	66.7	0.0	83.0	12.3
	Province	n/a	n/a	n/a	n/a	66.8	7.8	67.2	7.9	61.4	5.8		
French Language Arts 9	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	91.7	0.0	n/a	n/a
	Province	84.5	12.4	81.8	10.3	86.1	12.4	88.8	15.0	87.5	12.2		
Français 9	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	Province	84.8	11.7	85.6	12.9	84.3	12.7	90.2	15.8	84.6	16.1		
Mathematics 9	Authority	n/a	n/a	n/a	n/a	n/a	n/a	70.8	9.7	70.9	9.2	71.5	10.0
	Province	n/a	n/a	n/a	n/a	n/a	n/a	66.1	17.3	66.5	17.8		
Mathematics 9 KAE	Authority	n/a	n/a	n/a	n/a	100.0	50.0	70.6	11.8	53.3	13.3	71.0	12.3
	Province	n/a	n/a	n/a	n/a	65.6	15.3	64.9	14.9	62.4	15.4		
Science 9	Authority	71.2	8.4	72.9	20.6	80.7	16.0	84.1	19.0	82.0	18.4	84.5	19.5
	Province	69.3	13.0	72.2	15.8	73.6	17.7	74.9	20.8	74.2	22.4		
Science 9 KAE	Authority	n/a	n/a	n/a	n/a	100.0	33.3	88.2	5.9	53.3	0.0	88.5	6.4
	Province	n/a	n/a	n/a	n/a	67.2	14.3	69.5	15.3	67.9	17.3		
Social Studies 9	Authority	n/a	n/a	n/a	n/a	82.9	18.7	84.6	27.7	72.3	14.6	85.0	28.0
	Province	n/a	n/a	n/a	n/a	68.9	18.8	67.2	19.0	68.9	19.1		
Social Studies 9 KAE	Authority	n/a	n/a	n/a	n/a	90.0	20.0	88.2	0.0	66.7	13.3	88.5	5.0
	Province	n/a	n/a	n/a	n/a	64.6	15.7	61.9	13.6	63.5	13.9		

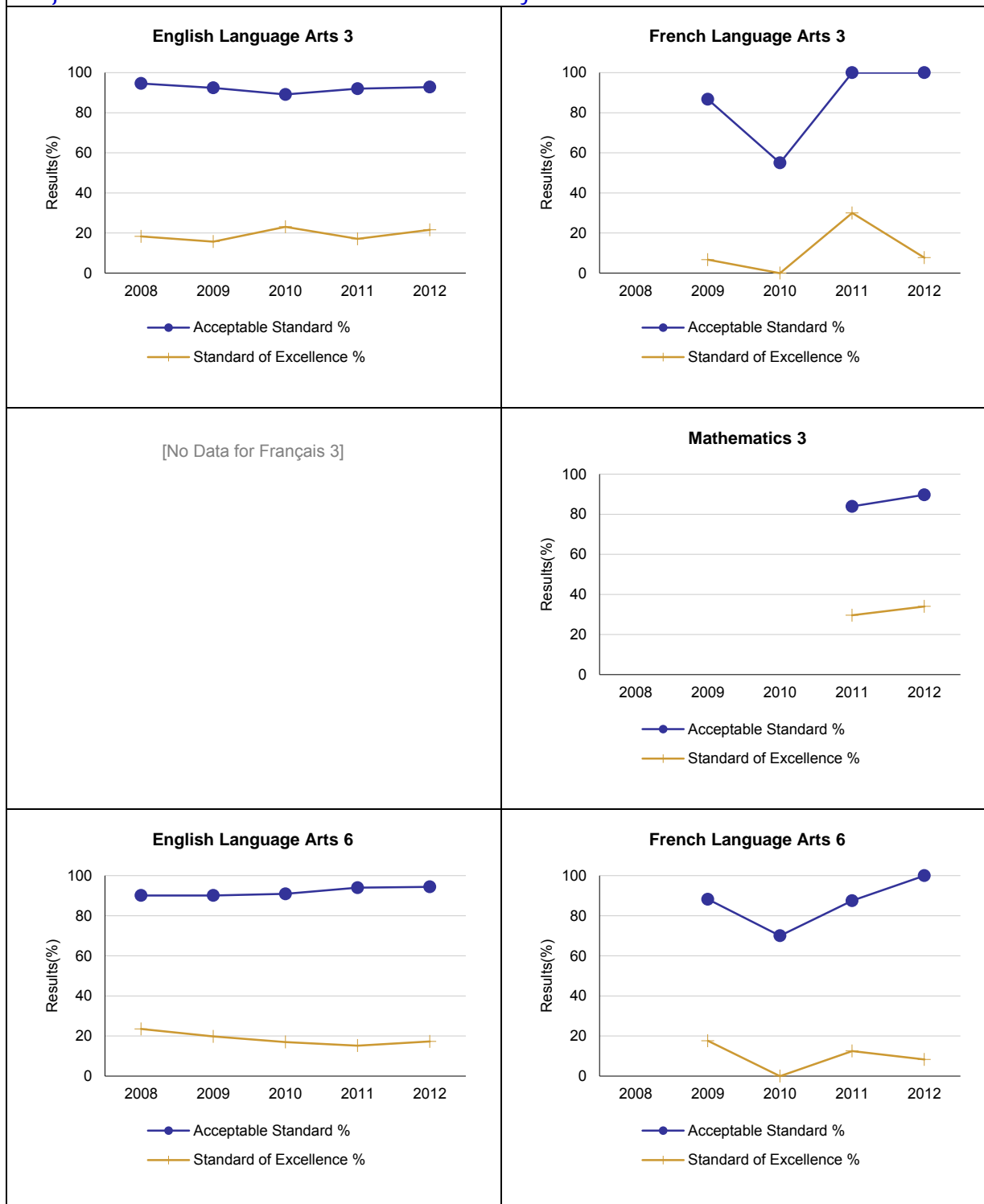
Note: Data values have been suppressed where the number of students is less than 6. Suppression is marked with an asterisk (*).

"A" = Acceptable; "E" = Excellence — the percentages achieving the acceptable standard include the percentages achieving the standard of excellence.

Graph of Overall Provincial Achievement Test Results (optional)

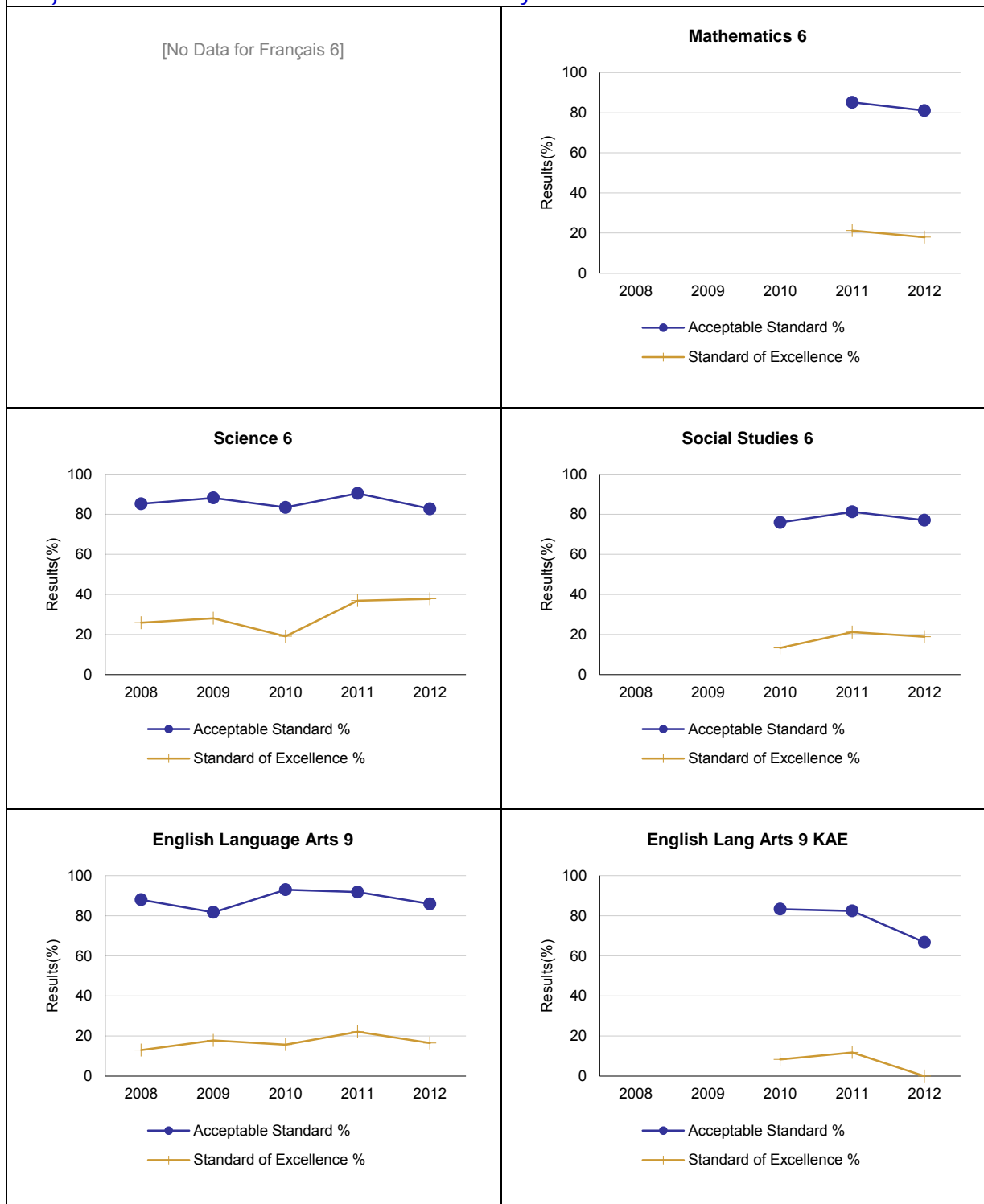


Graph of Provincial Achievement Test Results by Course



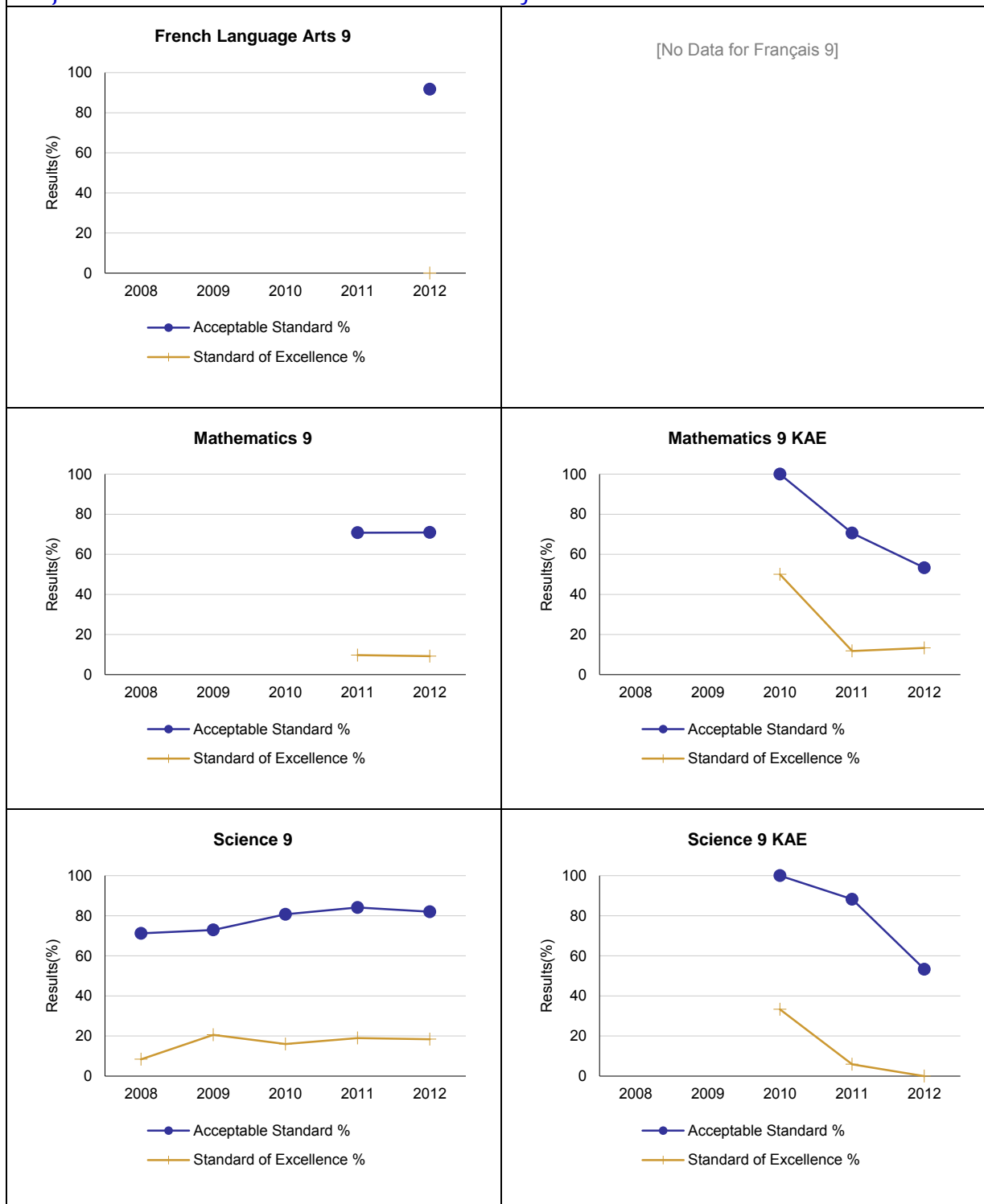
Note: Data values have been suppressed where the number of students is less than 6. Suppression is marked with an asterisk (*).

Graph of Provincial Achievement Test Results by Course



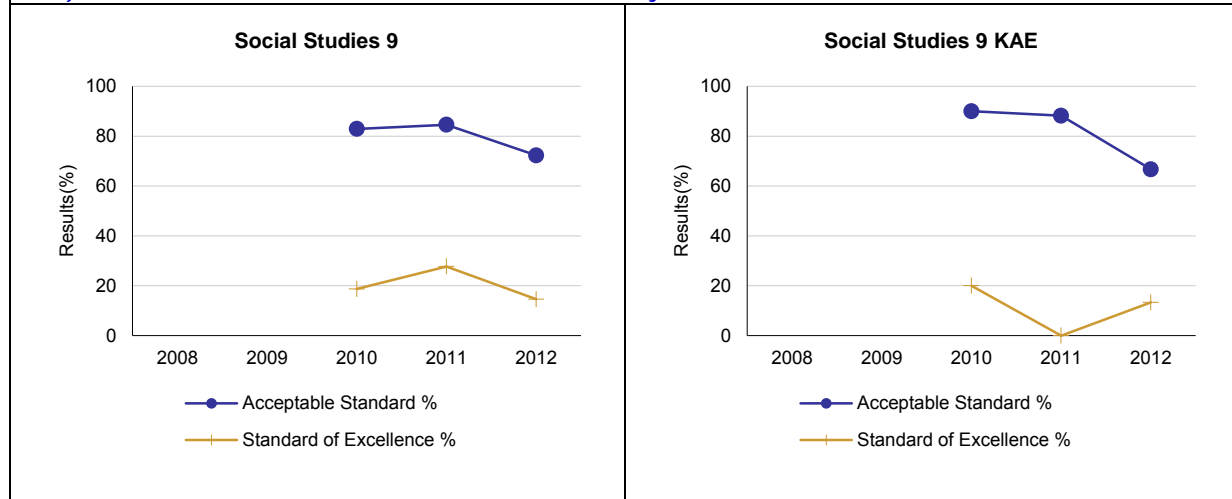
Note: Data values have been suppressed where the number of students is less than 6. Suppression is marked with an asterisk (*).

Graph of Provincial Achievement Test Results by Course



Note: Data values have been suppressed where the number of students is less than 6. Suppression is marked with an asterisk (*).

Graph of Provincial Achievement Test Results by Course



Note: Data values have been suppressed where the number of students is less than 6. Suppression is marked with an asterisk (*).

PAT Results Course By Course Summary By Enrolled With Measure Evaluation

Course	Measure	Medicine Hat CSRD No. 20								Alberta			
		Achievement	Improvement	Overall	2012		Prev 3 Yr Avg			2012		Prev 3 Yr Avg	
					N	%	N	%		N	%	N	%
English Language Arts 3	Acceptable Standard	High	Maintained	Good	194	92.8	209	91.2	44,689	81.9	42,242	81.6	
	Standard of Excellence	Very High	Maintained	Excellent	194	21.6	209	18.6	44,689	20.4	42,242	18.4	
French Language Arts 3	Acceptable Standard	Very High	Improved	Excellent	13	100.0	15	80.6	3,378	82.1	3,091	82.8	
	Standard of Excellence	Low	Maintained	Issue	13	7.7	15	12.2	3,378	14.5	3,091	16.0	
Francais 3	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	502	82.3	524	84.4	
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	502	12.5	524	17.1	
Mathematics 3	Acceptable Standard	n/a	Improved	n/a	194	89.7	199	83.9	44,689	76.8	42,957	77.4	
	Standard of Excellence	n/a	Maintained	n/a	194	34.0	199	29.6	44,689	25.5	42,957	26.0	
English Language Arts 6	Acceptable Standard	Very High	Improved	Excellent	196	94.4	248	91.7	43,170	82.7	43,453	82.7	
	Standard of Excellence	Intermediate	Maintained	Acceptable	196	17.3	248	17.3	43,170	17.8	43,453	18.8	
French Language Arts 6	Acceptable Standard	Very High	Improved	Excellent	12	100.0	14	81.9	2,592	89.3	2,435	89.7	
	Standard of Excellence	Intermediate	Maintained	Acceptable	12	8.3	14	10.0	2,592	17.2	2,435	16.3	
Français 6	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	465	91.0	443	92.0	
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	465	21.9	443	18.2	
Mathematics 6	Acceptable Standard	n/a	Declined	n/a	196	81.1	250	85.2	43,170	74.7	43,539	73.7	
	Standard of Excellence	n/a	Maintained	n/a	196	17.9	250	21.2	43,170	16.6	43,539	17.8	
Science 6	Acceptable Standard	Intermediate	Declined	Issue	196	82.7	248	87.3	43,073	77.8	43,389	76.5	
	Standard of Excellence	Very High	Improved Significantly	Excellent	196	37.8	248	28.0	43,073	28.2	43,389	25.4	
Social Studies 6	Acceptable Standard	n/a	Maintained	n/a	196	77.0	246	78.6	43,170	73.2	43,569	71.1	
	Standard of Excellence	n/a	Maintained	n/a	196	18.9	246	17.2	43,170	19.5	43,569	17.5	
English Language Arts 9	Acceptable Standard	High	Maintained	Good	206	85.9	183	88.8	42,309	77.4	43,450	79.0	
	Standard of Excellence	High	Maintained	Good	206	16.5	183	18.5	42,309	16.4	43,450	15.3	
English Lang Arts 9 KAE	Acceptable Standard	n/a	Declined	n/a	15	66.7	15	82.8	1,654	61.4	1,597	67.0	
	Standard of Excellence	n/a	Declined	n/a	15	0.0	15	10.0	1,654	5.8	1,597	7.8	
French Language Arts 9	Acceptable Standard	Intermediate	n/a	n/a	12	91.7	n/a	n/a	2,344	87.5	2,332	85.6	
	Standard of Excellence	Very Low	n/a	n/a	12	0.0	n/a	n/a	2,344	12.2	2,332	12.6	
Français 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	311	84.6	331	86.7	
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	311	16.1	331	13.8	
Mathematics 9	Acceptable Standard	n/a	Maintained	n/a	206	70.9	195	70.8	41,909	66.5	42,538	66.1	
	Standard of Excellence	n/a	Maintained	n/a	206	9.2	195	9.7	41,909	17.8	42,538	17.3	
Mathematics 9 KAE	Acceptable Standard	n/a	Declined	n/a	15	53.3	17	85.3	1,941	62.4	1,915	65.2	
	Standard of Excellence	n/a	Declined	n/a	15	13.3	17	30.9	1,941	15.4	1,915	15.1	
Science 9	Acceptable Standard	Very High	Maintained	Excellent	206	82.0	184	79.3	42,307	74.2	43,288	73.6	
	Standard of Excellence	Very High	Maintained	Excellent	206	18.4	184	18.5	42,307	22.4	43,288	18.1	
Science 9 KAE	Acceptable Standard	n/a	Declined Significantly	n/a	15	53.3	13	94.1	1,574	67.9	1,556	68.3	
	Standard of Excellence	n/a	Declined	n/a	15	0.0	13	19.6	1,574	17.3	1,556	14.8	
Social Studies 9	Acceptable Standard	n/a	Declined Significantly	n/a	206	72.3	191	83.8	42,429	68.9	43,449	68.1	
	Standard of Excellence	n/a	Declined Significantly	n/a	206	14.6	191	23.2	42,429	19.1	43,449	18.9	
Social Studies 9 KAE	Acceptable Standard	n/a	Declined	n/a	15	66.7	14	89.1	1,588	63.5	1,565	63.2	
	Standard of Excellence	n/a	Maintained	n/a	15	13.3	14	10.0	1,588	13.9	1,565	14.6	

Measure Evaluation Reference – Achievement Evaluation

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

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

Course	Measure	Very Low	Low	Intermediate	High	Very High
English Language Arts 3	Acceptable Standard	0.00 - 72.53	72.53 - 80.49	80.49 - 89.12	89.12 - 93.04	93.04 - 100.00
	Standard of Excellence	0.00 - 6.06	6.06 - 11.35	11.35 - 16.93	16.93 - 20.27	20.27 - 100.00
French Language Arts 3	Acceptable Standard	0.00 - 60.68	60.68 - 77.74	77.74 - 88.22	88.22 - 94.88	94.88 - 100.00
	Standard of Excellence	0.00 - 3.31	3.31 - 8.38	8.38 - 17.31	17.31 - 25.31	25.31 - 100.00
English Language Arts 6	Acceptable Standard	0.00 - 67.95	67.95 - 78.40	78.40 - 86.09	86.09 - 91.37	91.37 - 100.00
	Standard of Excellence	0.00 - 6.83	6.83 - 11.65	11.65 - 17.36	17.36 - 22.46	22.46 - 100.00
French Language Arts 6	Acceptable Standard	0.00 - 41.69	41.69 - 73.54	73.54 - 92.32	92.32 - 97.93	97.93 - 100.00
	Standard of Excellence	0.00 - 2.72	2.72 - 8.13	8.13 - 15.29	15.29 - 23.86	23.86 - 100.00
Science 6	Acceptable Standard	0.00 - 60.36	60.36 - 78.51	78.51 - 86.46	86.46 - 90.64	90.64 - 100.00
	Standard of Excellence	0.00 - 11.74	11.74 - 17.42	17.42 - 25.34	25.34 - 34.31	34.31 - 100.00
English Language Arts 9	Acceptable Standard	0.00 - 63.55	63.55 - 75.66	75.66 - 83.70	83.70 - 90.27	90.27 - 100.00
	Standard of Excellence	0.00 - 5.96	5.96 - 9.43	9.43 - 14.72	14.72 - 20.46	20.46 - 100.00
French Language Arts 9	Acceptable Standard	0.00 - 67.59	67.59 - 81.33	81.33 - 92.06	92.06 - 97.26	97.26 - 100.00
	Standard of Excellence	0.00 - 1.67	1.67 - 6.81	6.81 - 17.11	17.11 - 28.68	28.68 - 100.00
Science 9	Acceptable Standard	0.00 - 50.57	50.57 - 60.14	60.14 - 72.50	72.50 - 76.89	76.89 - 100.00
	Standard of Excellence	0.00 - 3.39	3.39 - 6.71	6.71 - 11.81	11.81 - 15.85	15.85 - 100.00

Notes:

The range of values at each evaluation level is interpreted as greater than or equal to the lower value, and less than the higher value. For the Very High evaluation level, values range from greater than or equal to the lower value to 100%.

Achievement Evaluation is not calculated for courses that do not have sufficient data available, either due to too few jurisdictions offering the course or because of changes in tests.

Improvement Table

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

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

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

Overall Evaluation Table

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

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

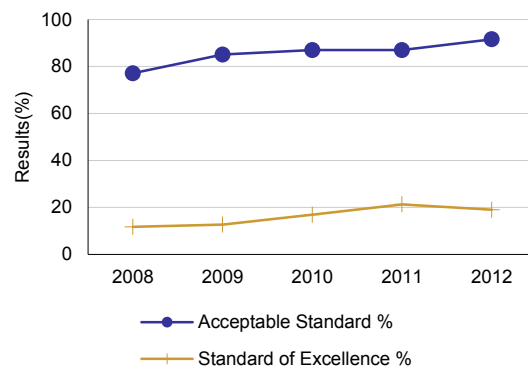
Diploma Examination Results – Measure Detail

Diploma Exam Course by Course Results by Students Writing.													
		Results (in percentages)										Target	
		2008		2009		2010		2011		2012		2012	
		A	E	A	E	A	E	A	E	A	E	A	E
English Lang Arts 30-1	Authority	83.9	10.2	81.1	5.7	91.0	6.3	86.7	5.8	87.5	11.1		
	Province	87.1	15.5	86.1	12.3	85.1	10.1	84.4	10.1	86.0	11.3		
English Lang Arts 30-2	Authority	89.7	5.9	89.7	1.7	89.2	14.9	100.0	29.9	98.5	19.7		
	Province	88.9	8.8	88.2	8.5	88.8	9.8	88.6	9.1	89.5	10.7		
French Lang Arts 30-1	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Province	94.9	24.5	95.1	18.9	93.7	16.3	95.3	14.3	95.5	13.4		
Français 30-1	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Province	98.5	25.4	94.7	33.1	94.2	15.6	93.8	20.1	96.5	19.0		
Pure Mathematics 30	Authority	71.6	17.9	82.1	23.9	89.3	22.6	86.6	34.1	93.2	31.8		
	Province	81.3	25.8	82.1	26.3	82.9	29.7	81.0	28.7	81.8	27.1		
Applied Mathematics 30	Authority	72.5	15.7	82.0	8.0	81.0	6.3	84.8	9.1	89.8	6.1		
	Province	76.4	10.7	79.4	13.5	77.3	12.6	74.3	9.8	75.6	10.3		
Social Studies 30	Authority	88.8	18.0	88.3	16.9	n/a	n/a	n/a	n/a	n/a	n/a		
	Province	84.7	21.5	84.2	21.4	67.8	10.4	69.7	12.1	n/a	n/a		
Social Studies 30-1	Authority	n/a	n/a	n/a	n/a	91.3	16.3	87.4	6.7	100.0	30.4		
	Province	n/a	n/a	n/a	n/a	84.5	16.1	82.8	14.9	86.2	16.7		
Social Studies 33	Authority	85.9	14.1	92.9	20.0	n/a	n/a	n/a	n/a	n/a	n/a		
	Province	85.3	18.9	85.6	20.2	76.4	11.5	69.0	21.4	n/a	n/a		
Social Studies 30-2	Authority	n/a	n/a	n/a	n/a	84.6	10.3	92.1	26.3	91.5	19.1		
	Province	n/a	n/a	n/a	n/a	85.0	13.7	85.6	15.9	83.1	13.7		
Biology 30	Authority	65.9	13.4	90.5	28.6	83.8	31.3	81.3	30.4	90.0	25.6		
	Province	82.3	26.3	83.0	26.6	81.4	28.1	81.9	29.8	81.8	28.1		
Chemistry 30 Old	Authority	80.8	23.1	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Province	89.2	39.2	77.6	19.5	87.5	37.5	n/a	n/a	n/a	n/a		
Chemistry 30	Authority	n/a	n/a	65.9	12.9	76.7	20.0	77.9	23.4	84.0	40.7		
	Province	n/a	n/a	76.3	27.7	79.0	29.9	75.1	27.7	76.7	28.4		
Physics 30 Old	Authority	80.5	19.5	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Province	85.7	32.0	74.4	25.6	75.0	25.0	n/a	n/a	n/a	n/a		
Physics 30	Authority	n/a	n/a	78.3	15.2	81.1	18.9	92.5	45.0	94.6	43.2		
	Province	n/a	n/a	79.3	23.1	73.9	20.3	76.7	27.7	81.0	30.3		
Science 30	Authority	66.7	0.0	94.4	5.6	66.7	33.3	n/a	n/a	n/a	n/a		
	Province	88.6	21.6	86.0	20.9	80.1	22.8	80.4	21.0	79.8	22.0		

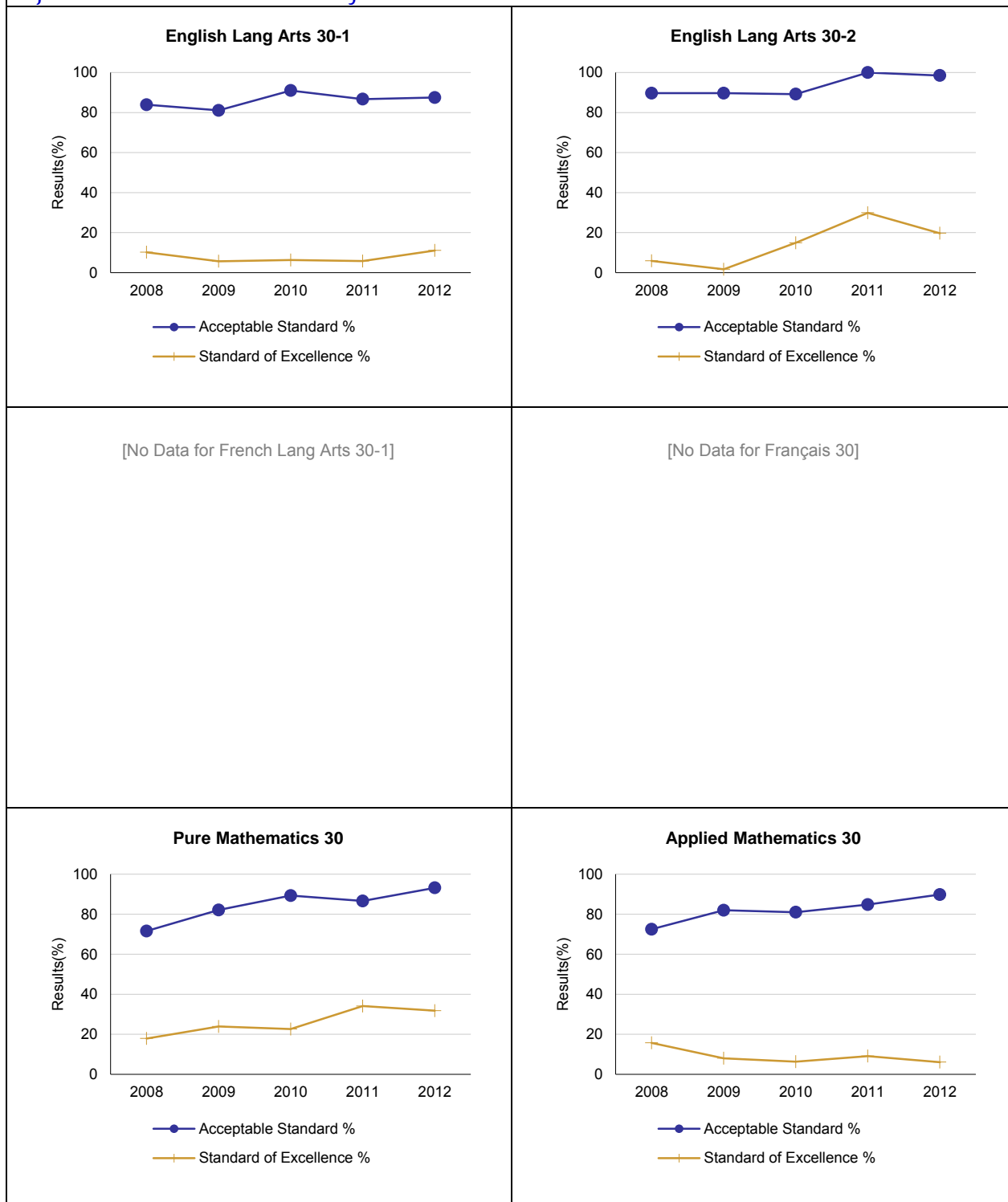
Note: Data values have been suppressed where the number of students is less than 6. Suppression is marked with an asterisk (*).

"A" = Acceptable; "E" = Excellence — the percentages achieving the acceptable standard include the percentages achieving the standard of excellence.

Graph of Diploma Examination Results – Overall (optional)



Diploma Examination Results by Course

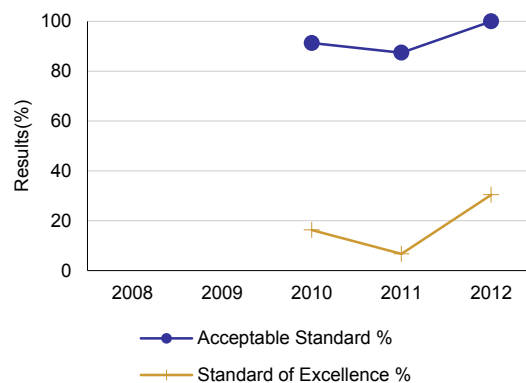


Note: Data values have been suppressed where the number of students is less than 6. Suppression is marked with an asterisk (*).

Diploma Examination Results by Course

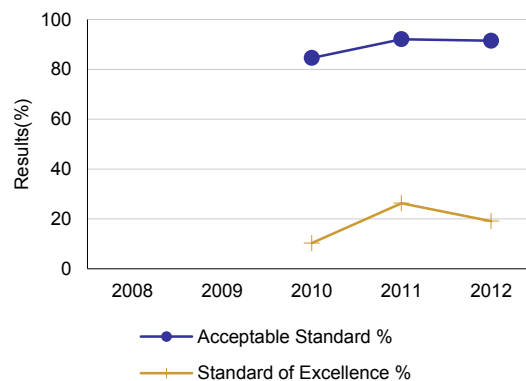
[No Data for Social Studies 30]

Social Studies 30-1

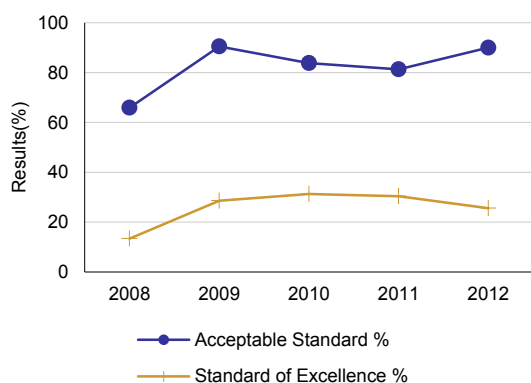


[No Data for Social Studies 33]

Social Studies 30-2



Biology 30



[No Data for Chemistry 30 Old]

Note: Data values have been suppressed where the number of students is less than 6. Suppression is marked with an asterisk (*).

Diploma Examination Results by Course

<div><p>Chemistry 30</p><table><tr><th>Year</th><th>Acceptable Standard %</th><th>Standard of Excellence %</th></tr><tr><td>2009</td><td>66</td><td>12</td></tr><tr><td>2010</td><td>76</td><td>20</td></tr><tr><td>2011</td><td>76</td><td>20</td></tr><tr><td>2012</td><td>84</td><td>40</td></tr></table></div>	Year	Acceptable Standard %	Standard of Excellence %	2009	66	12	2010	76	20	2011	76	20	2012	84	40	<div><p>[No Data for Physics 30 Old]</p></div>
Year	Acceptable Standard %	Standard of Excellence %														
2009	66	12														
2010	76	20														
2011	76	20														
2012	84	40														
<div><p>Physics 30</p><table><tr><th>Year</th><th>Acceptable Standard %</th><th>Standard of Excellence %</th></tr><tr><td>2009</td><td>78</td><td>15</td></tr><tr><td>2010</td><td>80</td><td>20</td></tr><tr><td>2011</td><td>92</td><td>45</td></tr><tr><td>2012</td><td>92</td><td>45</td></tr></table></div>	Year	Acceptable Standard %	Standard of Excellence %	2009	78	15	2010	80	20	2011	92	45	2012	92	45	<div><p>[No Data for Science 30]</p></div>
Year	Acceptable Standard %	Standard of Excellence %														
2009	78	15														
2010	80	20														
2011	92	45														
2012	92	45														

Note: Data values have been suppressed where the number of students is less than 6. Suppression is marked with an asterisk (*).

Diploma Examination Results Course By Course Summary With Measure Evaluation

		Medicine Hat CSRD No. 20							Alberta			
		Achievement	Improvement	Overall	2012		Prev 3 Yr Avg		2012		Prev 3 Yr Avg	
Course	Measure				N	%	N	%	N	%	N	%
English Lang Arts 30-1	Acceptable Standard	Low	Maintained	Issue	72	87.5	112	86.3	29,328	86.0	28,848	85.2
	Standard of Excellence	Low	Improved	Acceptable	72	11.1	112	5.9	29,328	11.3	28,848	10.8
English Lang Arts 30-2	Acceptable Standard	Very High	Improved	Excellent	66	98.5	66	92.9	14,554	89.5	14,112	88.5
	Standard of Excellence	Very High	Maintained	Excellent	66	19.7	66	15.5	14,554	10.7	14,112	9.1
French Lang Arts 30-1	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,208	95.5	1,279	94.7
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,208	13.4	1,279	16.5
Français 30-1	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	142	96.5	144	94.2
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	142	19.0	144	22.9
Pure Mathematics 30	Acceptable Standard	Very High	Improved	Excellent	44	93.2	78	86.0	21,691	81.8	22,716	82.0
	Standard of Excellence	High	Maintained	Good	44	31.8	78	26.9	21,691	27.1	22,716	28.2
Applied Mathematics 30	Acceptable Standard	Intermediate	Improved	Good	49	89.8	60	82.6	9,991	75.6	10,625	77.0
	Standard of Excellence	Low	Maintained	Issue	49	6.1	60	7.8	9,991	10.3	10,625	12.0
Social Studies 30-1	Acceptable Standard	n/a	Improved Significantly	n/a	46	100.0	112	89.4	23,487	86.2	23,544	83.7
	Standard of Excellence	n/a	Improved Significantly	n/a	46	30.4	112	11.5	23,487	16.7	23,544	15.5
Social Studies 30-2	Acceptable Standard	n/a	Maintained	n/a	94	91.5	77	88.4	17,193	83.1	15,720	85.3
	Standard of Excellence	n/a	Maintained	n/a	94	19.1	77	18.3	17,193	13.7	15,720	14.8
Biology 30	Acceptable Standard	Very High	Maintained	Excellent	90	90.0	91	85.2	23,299	81.8	22,083	82.1
	Standard of Excellence	Intermediate	Maintained	Acceptable	90	25.6	91	30.1	23,299	28.1	22,083	28.2
Chemistry 30	Acceptable Standard	High	Improved	Good	81	84.0	84	73.5	19,926	76.7	18,365	76.8
	Standard of Excellence	Very High	Improved Significantly	Excellent	81	40.7	84	18.8	19,926	28.4	18,365	28.4
Physics 30	Acceptable Standard	Very High	Improved	Excellent	37	94.6	46	84.0	10,562	81.0	10,364	76.6
	Standard of Excellence	Very High	Improved	Excellent	37	43.2	46	26.4	10,562	30.3	10,364	23.7
Science 30	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	12	80.6	5,873	79.8	4,808	82.2
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	12	19.4	5,873	22.0	4,808	21.6

Note: Data values have been suppressed where the number of students is less than 6. Suppression is marked with an asterisk (*).

Achievement Evaluation is not calculated for courses that do not have sufficient data available, either due to too few jurisdictions offering the course or because of changes in examinations.

Measure Evaluation Reference – Achievement Evaluation

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

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

Course	Measure	Very Low	Low	Intermediate	High	Very High
English Lang Arts 30-1	Acceptable Standard	0.00 - 83.76	83.76 - 92.02	92.02 - 95.13	95.13 - 100.00	100.00 - 100.00
	Standard of Excellence	0.00 - 6.22	6.22 - 13.46	13.46 - 20.88	20.88 - 27.39	27.39 - 100.00
English Lang Arts 30-2	Acceptable Standard	0.00 - 70.83	70.83 - 82.43	82.43 - 90.72	90.72 - 96.00	96.00 - 100.00
	Standard of Excellence	0.00 - 0.00	0.00 - 3.13	3.13 - 8.65	8.65 - 11.61	11.61 - 100.00
French Lang Arts 30-1	Acceptable Standard	0.00 - 77.27	77.27 - 93.33	93.33 - 100.00	100.00 - 100.00	100.00 - 100.00
	Standard of Excellence	0.00 - 0.00	0.00 - 5.49	5.49 - 19.84	19.84 - 28.00	28.00 - 100.00
Pure Mathematics 30	Acceptable Standard	0.00 - 54.07	54.07 - 76.74	76.74 - 86.06	86.06 - 92.18	92.18 - 100.00
	Standard of Excellence	0.00 - 6.15	6.15 - 18.46	18.46 - 29.38	29.38 - 34.62	34.62 - 100.00
Applied Mathematics 30	Acceptable Standard	0.00 - 73.06	73.06 - 80.94	80.94 - 90.03	90.03 - 91.69	91.69 - 100.00
	Standard of Excellence	0.00 - 4.57	4.57 - 10.29	10.29 - 16.08	16.08 - 23.77	23.77 - 100.00
Biology 30	Acceptable Standard	0.00 - 67.51	67.51 - 78.03	78.03 - 85.82	85.82 - 89.41	89.41 - 100.00
	Standard of Excellence	0.00 - 12.33	12.33 - 19.00	19.00 - 25.60	25.60 - 30.05	30.05 - 100.00
Chemistry 30	Acceptable Standard	0.00 - 37.40	37.40 - 64.26	64.26 - 77.96	77.96 - 85.58	85.58 - 100.00
	Standard of Excellence	0.00 - 6.52	6.52 - 16.78	16.78 - 27.40	27.40 - 34.23	34.23 - 100.00
Physics 30	Acceptable Standard	0.00 - 46.89	46.89 - 65.43	65.43 - 79.07	79.07 - 84.34	84.34 - 100.00
	Standard of Excellence	0.00 - 4.05	4.05 - 11.60	11.60 - 21.19	21.19 - 30.24	30.24 - 100.00
Science 30	Acceptable Standard	0.00 - 76.11	76.11 - 83.33	83.33 - 91.76	91.76 - 97.14	97.14 - 100.00
	Standard of Excellence	0.00 - 6.98	6.98 - 11.36	11.36 - 21.80	21.80 - 36.81	36.81 - 100.00

Notes:

The range of values at each evaluation level is interpreted as greater than or equal to the lower value, and less than the higher value. For the Very High evaluation level, values range from greater than or equal to the lower value to 100%.

Achievement Evaluation is not calculated for courses that do not have sufficient data available, either due to too few jurisdictions offering the course or because of changes in examinations.

Improvement Table

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

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

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

Overall Evaluation Table

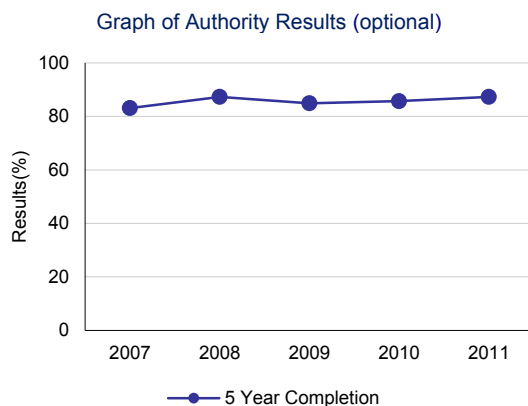
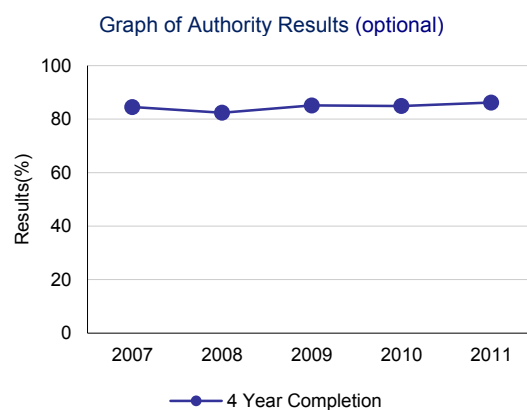
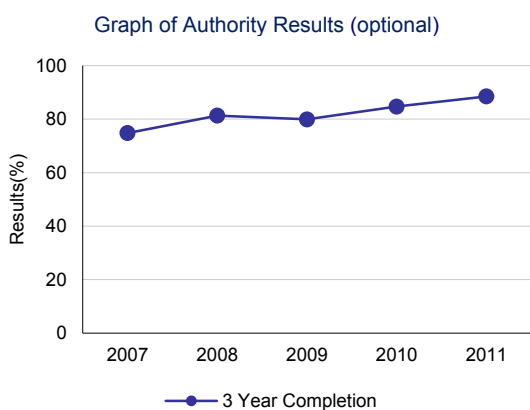
The overall evaluation combines the Achievement Evaluation and the Improvement Evaluation. The table below illustrates how the Achievement and Improvement evaluations are combined to get the overall evaluation.

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

High School Completion Rate – Measure Details

High School Completion Rate - percentages of students who completed high school within three, four and five years of entering Grade 10.

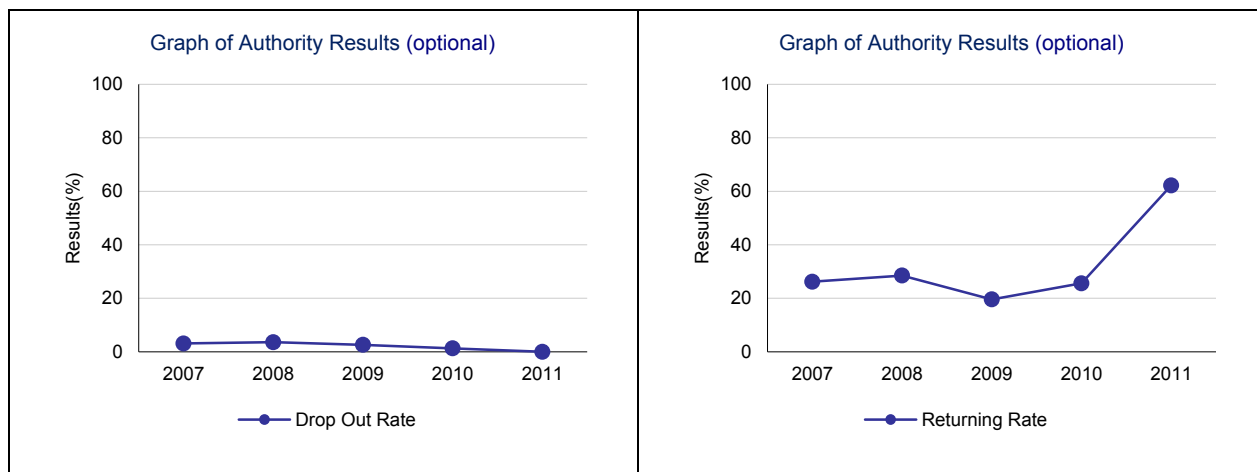
	Authority					Province				
	2007	2008	2009	2010	2011	2007	2008	2009	2010	2011
3 Year Completion	74.8	81.3	79.9	84.7	88.5	71.1	70.8	71.5	72.6	74.1
4 Year Completion	84.5	82.4	85.1	84.9	86.2	76.1	76.3	76.1	76.9	78.1
5 Year Completion	83.1	87.3	84.9	85.7	87.3	78.9	78.7	79.0	79.0	79.6



Note: Data values have been suppressed where the number of students is less than 6. Suppression is marked with an asterisk (*).

Drop Out Rate – Measure Details

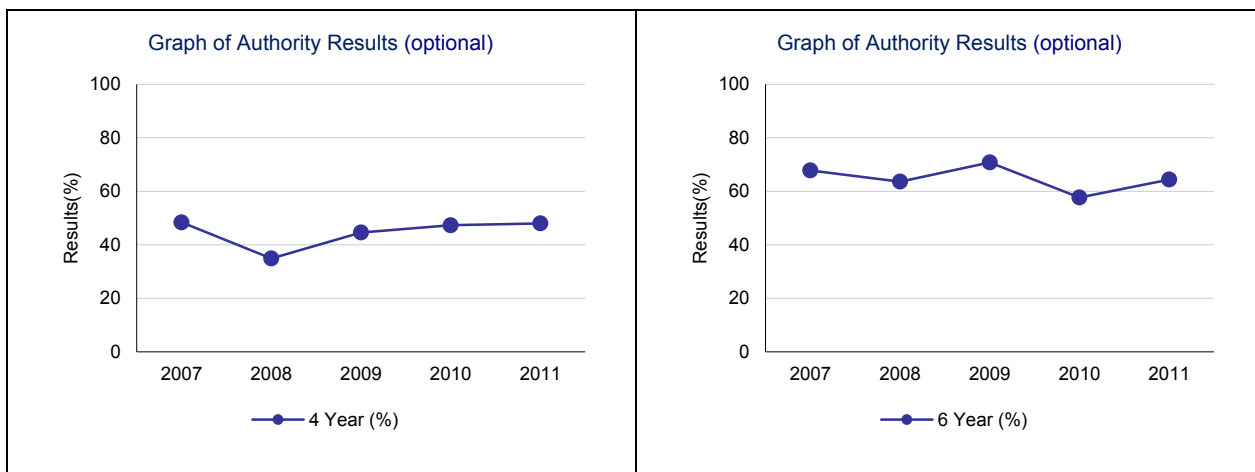
Drop Out Rate - annual dropout rate of students aged 14 to 18										
	Authority					Province				
	2007	2008	2009	2010	2011	2007	2008	2009	2010	2011
Drop Out Rate	3.1	3.6	2.6	1.3	0.0	5.0	4.8	4.3	4.2	3.2
Returning Rate	26.2	28.5	19.6	25.6	62.2	21.3	19.8	23.5	27.9	23.4



Note: Data values have been suppressed where the number of students is less than 6. Suppression is marked with an asterisk (*).

High School to Post-secondary Transition Rate – Measure Details

High school to post-secondary transition rate of students within four and six years of entering Grade 10.										
	Authority					Province				
	2007	2008	2009	2010	2011	2007	2008	2009	2010	2011
4 Year Rate	48.4	34.9	44.6	47.3	48.0	38.7	38.9	37.5	37.8	38.2
6 Year Rate	67.8	63.6	70.8	57.7	64.4	58.8	59.2	59.8	59.3	58.4

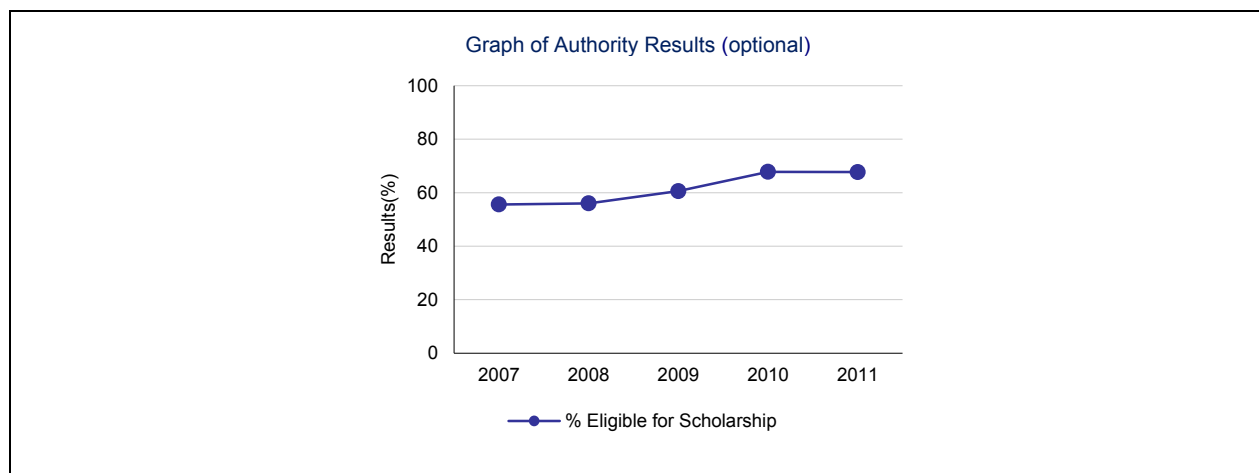


Note: Data values have been suppressed where the number of students is less than 6. Suppression is marked with an asterisk (*).

Rutherford Eligibility Rate – Measure Details

Percentage of Grade 12 students eligible for a Rutherford Scholarship.										
	Authority					Province				
	2007	2008	2009	2010	2011	2007	2008	2009	2010	2011
Rutherford Scholarship Eligibility Rate (Revised)	55.6	56.0	60.6	67.8	67.7	56.8	57.3	56.9	59.6	61.5

Rutherford eligibility rate details.									
Reporting School Year	Total Students	Grade 10 Rutherford		Grade 11 Rutherford		Grade 12 Rutherford		Overall	
		Number of Students Eligible	Percent of Students Eligible	Number of Students Eligible	Percent of Students Eligible	Number of Students Eligible	Percent of Students Eligible	Number of Students Eligible	Percent of Students Eligible
2007	205	101	49.3	91	44.4	52	25.4	114	55.6
2008	207	108	52.2	92	44.4	51	24.6	116	56.0
2009	137	81	59.1	69	50.4	41	29.9	83	60.6
2010	174	106	60.9	108	62.1	68	39.1	118	67.8
2011	189	118	62.4	104	55.0	66	34.9	128	67.7



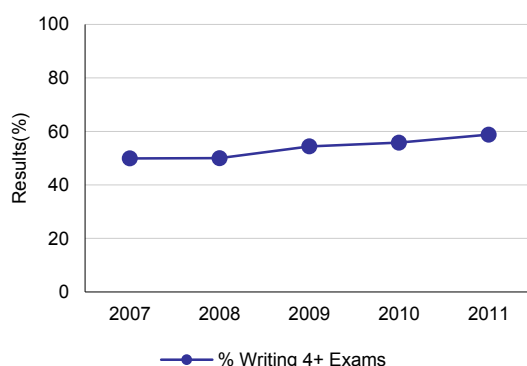
Note: Data values have been suppressed where the number of students is less than 6. Suppression is marked with an asterisk (*).

Diploma Examination Participation Rate – Measure Details

Diploma examination participation rate: Percentage of students writing 0 to 6 or more Diploma Examinations by the end of their 3rd year of high school.

	Authority					Province				
	2007	2008	2009	2010	2011	2007	2008	2009	2010	2011
% Writing 0 Exams	11.5	9.8	13.7	8.0	7.4	18.0	18.4	18.0	17.2	16.1
% Writing 1+ Exams	88.5	90.2	86.3	92.0	92.6	82.0	81.6	82.0	82.8	83.9
% Writing 2+ Exams	84.6	86.9	84.5	89.9	90.6	78.6	78.0	78.7	79.6	80.8
% Writing 3+ Exams	62.6	64.4	64.8	70.3	76.2	65.6	64.9	65.2	66.0	67.4
% Writing 4+ Exams	49.9	50.0	54.4	55.8	58.8	53.6	53.3	53.5	54.9	56.2
% Writing 5+ Exams	28.9	33.2	35.3	40.3	38.9	34.7	34.3	34.7	36.1	37.2
% Writing 6+ Exams	9.8	11.1	8.7	19.1	11.8	13.2	12.7	12.9	13.4	14.1

Graph of Authority Results (optional)



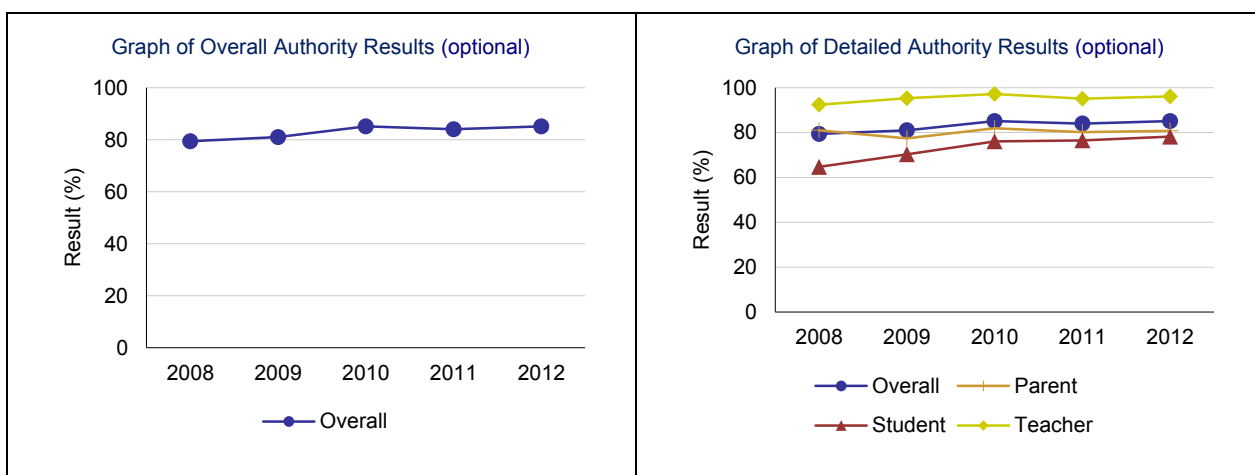
Percentage of students writing 1 or more Diploma Examinations by the end of their 3rd year of high school, by course and subject.

	Authority					Province				
	2007	2008	2009	2010	2011	2007	2008	2009	2010	2011
English 30 / English Language Arts 30-1	50.0	56.1	52.5	56.5	58.3	54.5	53.8	54.0	54.5	54.9
English 33 / English Language Arts 30-2	34.3	31.6	32.8	33.5	33.2	23.6	24.0	24.5	25.1	26.1
Total of 1 or more English Diploma Exams	83.8	86.3	83.6	88.5	88.9	77.0	76.7	77.1	78.0	79.0
Social Studies 30	42.9	40.1	45.8	2.0	0.0	49.3	48.1	48.1	3.7	0.3
Social Studies 30-1	n/a	0.0	0.0	49.5	56.8	n/a	0.0	0.0	45.7	48.2
Social Studies 33	41.4	46.2	37.9	1.5	0.0	28.8	29.5	30.1	2.5	0.1
Social Studies 30-2	n/a	0.0	0.0	35.0	35.7	n/a	0.0	0.0	27.4	31.0
Total of 1 or more Social Diploma Exams	82.9	85.4	83.1	87.5	89.4	77.2	76.7	77.4	78.1	78.9
Mathematics 30 / Pure Mathematics 30	30.5	33.0	34.5	37.5	34.7	41.7	41.1	40.8	41.4	42.6
Mathematics 33 / Applied Mathematics 30	25.2	26.4	26.6	24.5	36.7	19.5	19.1	19.7	19.7	20.0
Total of 1 or more Math Diploma Exams	55.7	59.0	59.3	61.0	69.8	60.7	59.7	59.9	60.6	62.0
Biology 30	29.0	34.0	31.6	48.5	52.3	39.8	39.1	39.8	41.2	42.8
Chemistry 30 Old	33.3	35.4	7.9	0.0	n/a	34.3	34.5	5.0	0.1	n/a
Chemistry 30	n/a	n/a	33.3	41.0	42.2	n/a	n/a	29.7	35.2	36.0
Physics 30 Old	24.3	22.6	0.0	0.0	n/a	21.5	20.4	2.4	0.1	n/a
Physics 30	n/a	n/a	22.0	25.0	17.1	n/a	n/a	17.5	20.0	20.6
Science 30	6.7	7.1	6.8	4.0	2.5	7.0	7.4	8.2	9.0	9.1
Total of 1 or more Science Diploma Exams	54.3	54.2	55.4	60.5	63.3	56.5	56.1	56.1	57.6	59.1
Français 30-1	0.0	0.0	0.0	0.0	0.0	0.2	0.2	0.2	0.2	0.3
French Language Arts 30	0.0	0.0	0.0	0.0	0.0	2.7	2.7	2.7	2.9	2.8
Total of 1 or more French Diploma Exams	0.0	0.0	0.0	0.0	0.0	2.9	2.9	2.9	3.1	3.1

Note: Data values have been suppressed where the number of students is less than 6. Suppression is marked with an asterisk (*).

Citizenship – Measure Details

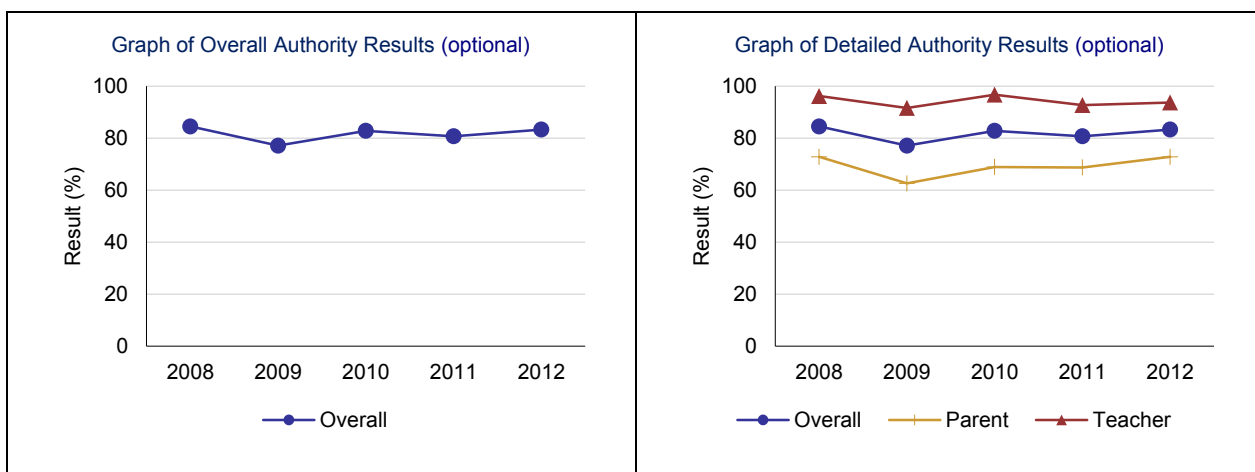
Percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.										
	Authority					Province				
	2008	2009	2010	2011	2012	2008	2009	2010	2011	2012
Overall	79.4	81.0	85.1	84.0	85.1	77.9	80.3	81.4	81.9	82.5
Teacher	92.4	95.3	97.2	95.1	96.1	90.6	91.8	93.0	92.7	93.1
Parent	81.0	77.4	81.9	80.2	80.8	74.7	77.4	78.5	78.6	79.4
Student	64.7	70.3	76.1	76.5	78.2	68.5	71.8	72.7	74.5	75.0



Note: Data values have been suppressed where the number of respondents is less than 6. Suppression is marked with an asterisk (*).

Work Preparation – Measure Details

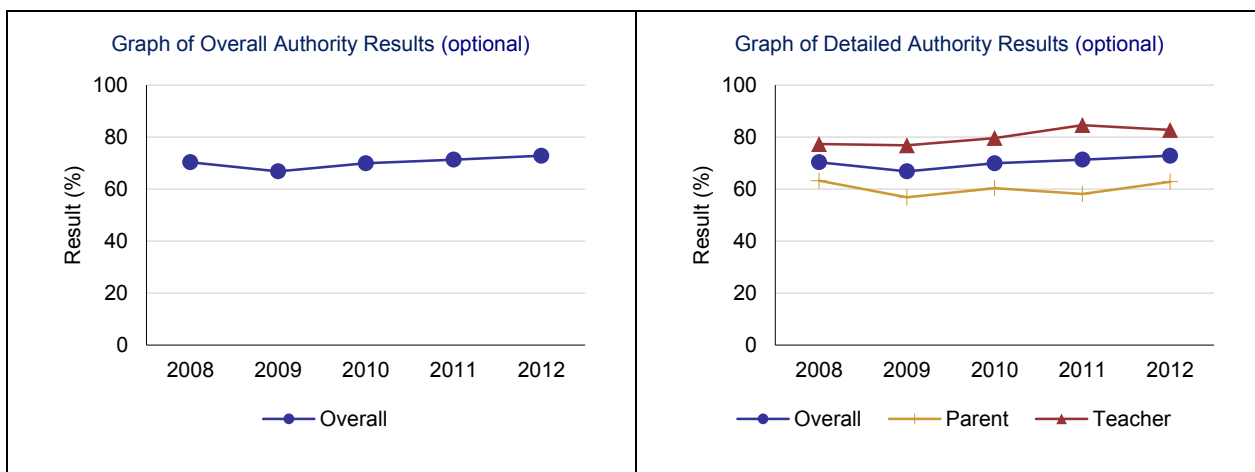
Percentage of teachers and parents who agree that students are taught attitudes and behaviours that will make them successful at work when they finish school.										
	Authority					Province				
	2008	2009	2010	2011	2012	2008	2009	2010	2011	2012
Overall	84.5	77.1	82.8	80.7	83.3	80.1	79.6	79.9	80.1	79.7
Teacher	96.2	91.6	96.7	92.7	93.7	89.3	88.9	90.0	89.6	89.5
Parent	72.8	62.6	68.9	68.7	72.8	70.9	70.2	69.8	70.6	69.9



Note: Data values have been suppressed where the number of respondents is less than 6. Suppression is marked with an asterisk (*).

Lifelong Learning – Measure Details

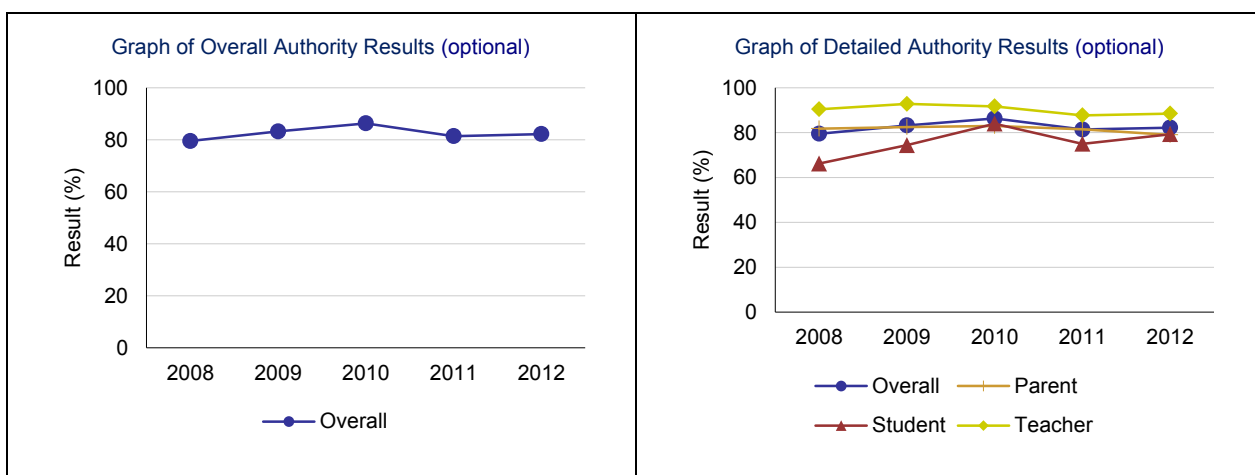
Percentage of teacher and parent satisfaction that students demonstrate the knowledge, skills and attitudes necessary for lifelong learning.										
	Authority					Province				
	2008	2009	2010	2011	2012	2008	2009	2010	2011	2012
Overall	70.3	66.8	69.9	71.3	72.8	66.7	67.4	67.6	67.9	68.0
Teacher	77.3	76.8	79.6	84.6	82.7	73.8	74.0	75.4	75.3	75.8
Parent	63.2	56.8	60.3	58.1	62.8	59.5	60.8	59.8	60.6	60.2



Note: Data values have been suppressed where the number of respondents is less than 6. Suppression is marked with an asterisk (*).

Program of Studies – Measure Details

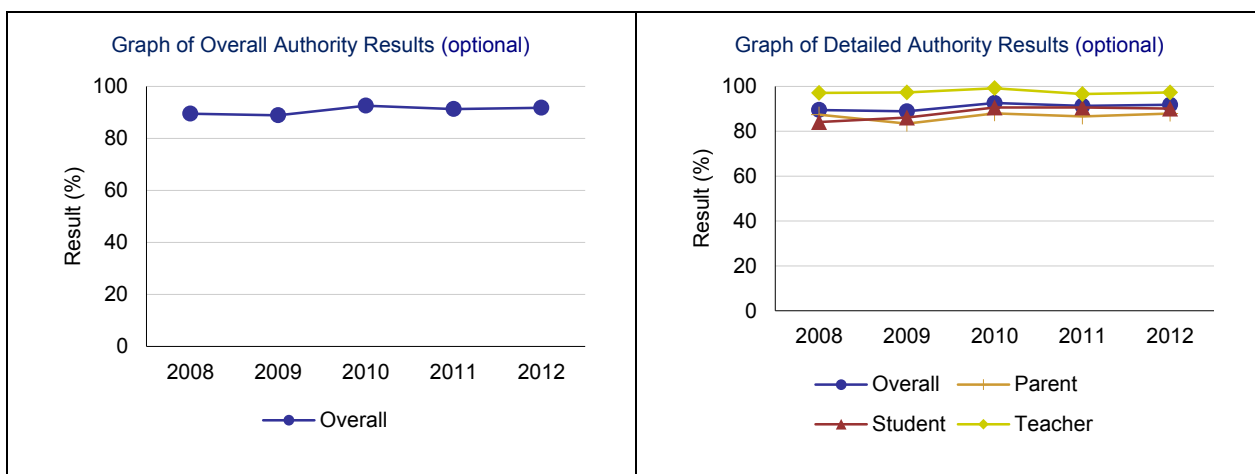
Percentage of teachers, parents and students satisfied with the opportunity for students to receive a broad program of studies including fine arts, career, technology, and health and physical education.										
	Authority					Province				
	2008	2009	2010	2011	2012	2008	2009	2010	2011	2012
Overall	79.5	83.2	86.3	81.4	82.2	79.4	80.3	80.5	80.9	80.7
Teacher	90.4	92.8	91.7	87.7	88.5	86.4	86.8	87.7	87.6	87.3
Parent	81.8	82.5	83.0	81.5	79.0	77.6	78.7	78.0	78.3	78.1
Student	66.2	74.4	84.0	75.0	79.3	74.1	75.3	75.9	76.9	76.9



Note: Data values have been suppressed where the number of respondents is less than 6. Suppression is marked with an asterisk (*).

Education Quality – Measure Details

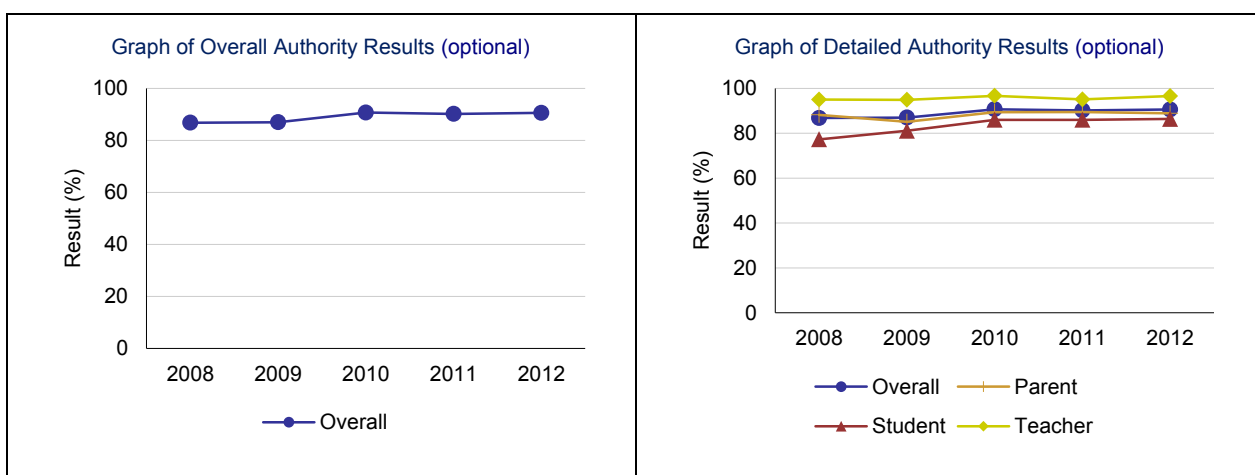
Percentage of teachers, parents and students satisfied with the overall quality of basic education.										
	Authority					Province				
	2008	2009	2010	2011	2012	2008	2009	2010	2011	2012
Overall	89.5	88.9	92.6	91.3	91.8	88.2	89.3	89.2	89.4	89.4
Teacher	97.1	97.3	99.2	96.6	97.3	94.9	95.3	95.6	95.5	95.4
Parent	87.4	83.4	88.0	86.6	87.9	83.0	84.4	83.9	84.2	84.2
Student	84.1	86.1	90.6	90.6	90.1	86.6	88.3	88.2	88.5	88.6



Note: Data values have been suppressed where the number of respondents is less than 6. Suppression is marked with an asterisk (*).

Safe and Caring – Measure Details

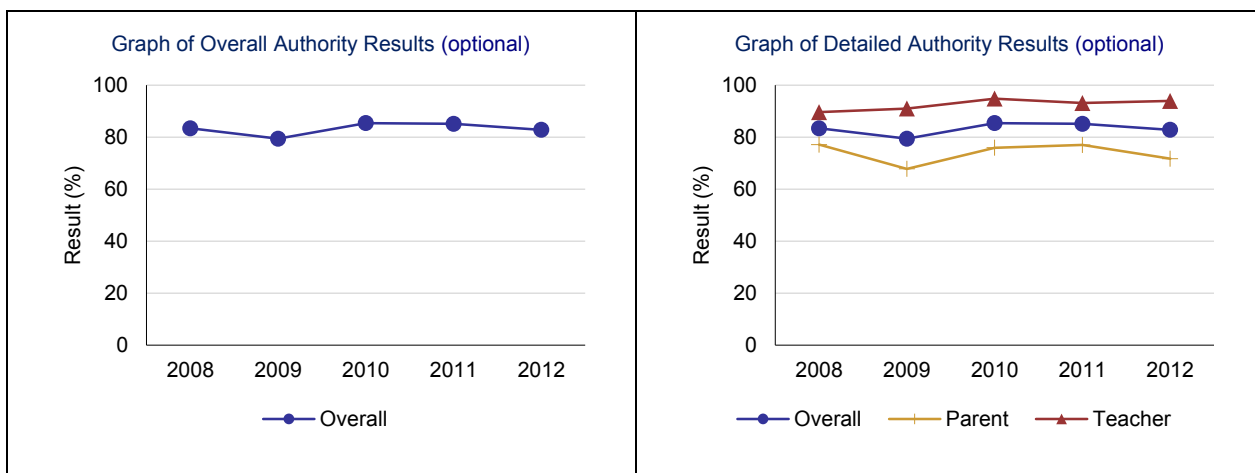
Percentage of teacher, parent and student agreement that: students are safe at school, are learning the importance of caring for others, are learning respect for others and are treated fairly in school.										
	Authority					Province				
	2008	2009	2010	2011	2012	2008	2009	2010	2011	2012
Overall	86.8	87.0	90.7	90.2	90.6	85.1	86.9	87.6	88.1	88.6
Teacher	95.0	94.9	96.7	95.1	96.6	93.1	93.8	94.4	94.5	94.8
Parent	88.2	85.1	89.4	89.5	88.9	83.2	85.3	86.1	86.6	87.4
Student	77.3	81.1	86.0	86.0	86.4	79.1	81.7	82.2	83.3	83.7



Note: Data values have been suppressed where the number of respondents is less than 6. Suppression is marked with an asterisk (*).

Parental Involvement – Measure Details

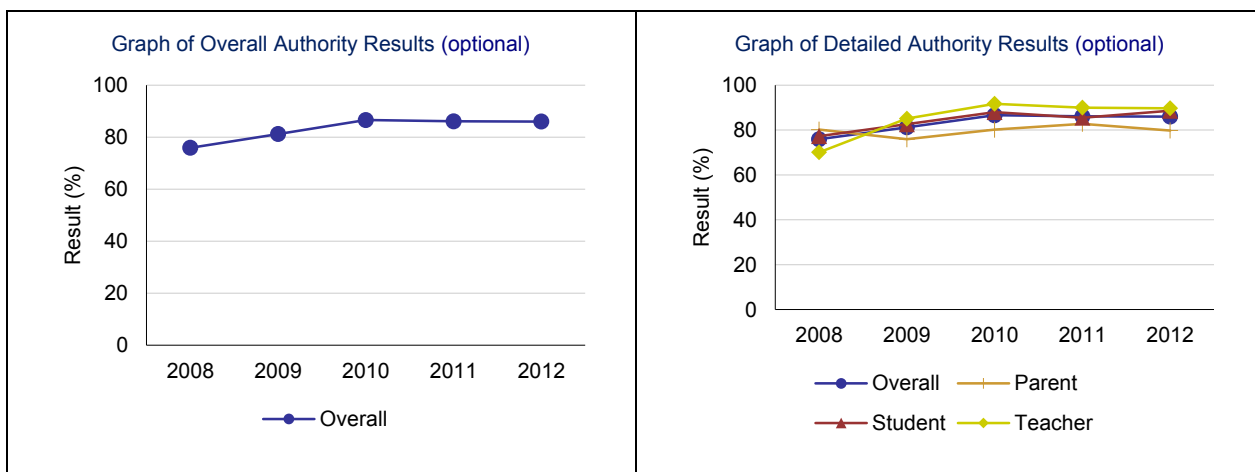
Percentage of teachers and parents satisfied with parental involvement in decisions about their child's education.										
	Authority					Province				
	2008	2009	2010	2011	2012	2008	2009	2010	2011	2012
Overall	83.4	79.4	85.4	85.1	82.8	78.2	80.1	80.0	79.9	79.7
Teacher	89.6	91.0	94.8	93.1	93.9	87.5	88.0	88.6	88.1	88.0
Parent	77.1	67.8	75.9	77.0	71.7	69.0	72.2	71.3	71.7	71.4



Note: Data values have been suppressed where the number of respondents is less than 6. Suppression is marked with an asterisk (*).

School Improvement – Measure Details

Percentage of teachers, parents and students indicating that their school and schools in their jurisdiction have improved or stayed the same the last three years.										
	Authority					Province				
	2008	2009	2010	2011	2012	2008	2009	2010	2011	2012
Overall	75.9	81.2	86.6	86.1	86.0	77.0	79.4	79.9	80.1	80.0
Teacher	70.1	85.1	91.7	90.0	89.7	75.6	78.2	80.8	80.1	81.1
Parent	80.2	75.9	80.2	82.8	79.8	75.9	78.1	77.0	77.3	76.2
Student	77.3	82.6	88.0	85.5	88.6	79.5	81.8	81.8	82.9	82.7



Note: Data values have been suppressed where the number of respondents is less than 6. Suppression is marked with an asterisk (*).

MEDICINE HAT CATHOLIC BOARD OF EDUCATION

2011-2012 AERR SUMMARY

DEMOGRAPHICS

- 2593 K – 12 Students
- 163.5 Full Time Equivalent Certified Teachers
- 146.7 Full Time Equivalent Support Staff
- 10 Schools
 - 4 Elementary Schools K – 6
 - 1 Elementary School K – 5
 - 1 French Immersion Single Track Elementary School K – 6
 - 1 Middle School 7 – 9 Fine Arts Academy/French Immersion Dual Track
 - 1 Middle School 6 – 9 Sports Academy
 - 1 High School 10 – 12 Dual Track
 - 1 Rural School (Bow Island) K – 12
- Approximately 3% of our students study English as a Second Language (ESL)
- Approximately 4% FNMI student population

PROGRESS

- Accountability Pillar results continue to indicate success. MHCBE has an overall measure of **Excellent** in 8 of the 16 categories and **Good** in 7 categories. We have **Improved** in 5 categories and **Improved Significantly** in 1 category while **Maintaining** in all other categories.
 - Drop Out Rate was 0%!
 - Our High School Completion rate continues to be at the top of the Province with another year of improvement in this already very high measurement category.
 - The percentage of students who achieve the Acceptable Standard (score 50% or higher) on Diploma Exams is steadily increasing.
 - More of our students are eligible for the Rutherford Scholarship.
 - Our students have continued improvement over the past 3 years in Citizenship.

PRIORITIES

- Continue to grow in Faith
- Improve collaboration with our stakeholders
- Close the achievement gap for FNMI students
- Continue to build capacity to provide an inclusive education system
- Continue to promote and build community partnerships to build on a more supportive education system
- Improve instruction through our AISI project on Differentiated Instruction
- Continue to improve the area of Excellence in diploma examination results
- Continue to look at ways to sustain all areas of Division programming

SUMMARY

In 2011-12, Medicine Hat Catholic Board of Education has continued to provide an excellent Catholic education institution as witnessed through our Accountability Pillar Results. We need to work together to find ways to support our programming so that we can sustain the existing programs throughout our Division. Our commitment must include innovative ways to make our Division cost effective and efficient. Supporting students with high needs in an inclusive education model will continue to be examined and monitored so we can achieve success for all students.

2012 – 2013 Financial Summary –

Medicine Hat Catholic Board of Education financial summary for 2012-13 is as follows

Revenues	2012-13 Budget	2011/12 Actual	Variance
<i>Government of Alberta</i>	\$ 30,599,868	\$ 29,631,928	\$ 967,940
<i>Fees</i>	771,869	814,296	\$ (42,427)
<i>Other sales and Service</i>	287,882	293,995	\$ (6,113)
<i>Investment Income</i>	15,000	27,719	\$ (12,719)
<i>Gifts & Donations</i>	186,382	189,467	\$ (3,085)
<i>Fundraising</i>	416,172	434,503	\$ (18,331)
<i>Rentals of Facilities</i>	114,042	150,153	\$ (36,111)
<i>Gains on Disposal of Capital Assets</i>	-	52	\$ (52)
<i>Amortization of Capital Allocations</i>	747,629	737,125	\$ 10,504
<i>Other Revenue</i>	14,196	34,061	\$ (19,865)
TOTAL REVENUE	33,153,040	32,313,299	839,741
EXPENSES			
<i>Certificated Salaries & Benefits</i>	18,358,489	19,108,200	(749,711)
<i>Uncertificated Salaries & Benefits</i>	6,950,668	7,232,766	(282,098)
<i>Services Contracts & Supplies</i>	6,903,476	6,260,841	642,635
<i>Capital & Debt Service:</i>			-
<i>Amortization of Capital Assets</i>	1,183,603	1,123,806	59,797
<i>Interest on Capital Debt</i>	39,648	49,989	(10,341)
<i>Other Interest Charges</i>	4,600	49,759	(45,159)
<i>Losses on Disposal of Capital Assets</i>			
Total Expenditures	33,440,484	\$ 33,825,361	\$ (384,877)
Variance of Revenues over Expenses	(287,444)	\$ (1,512,062)	\$ 1,224,618
 Opening Accumulated Operating Surplus	 \$ 328,239	 \$ 2,011,939	
Closing Accumulated Operating Surplus	\$ 112,681	\$ 328,239	
Decline of Accumulated Operating Surplus (Deficit)	<u>\$ (215,558)</u>	<u>\$ (1,683,700)</u>	

The budget for Medicine Hat Catholic Board of Education may be located at www.mhcbe.ab.ca under Documents and Publications/Finance.

BUDGET ALLOCATION BY PROGRAM -2011 -2012

The financial statement is divided into the major programs as follows:

**Medicine Hat Catholic Board of Education
Budget Summary
Budget Allocation by Programs
2011-12**

Category	2011-12 Actual				Total
	Instruction	POM	TSPN	Board and System	
Certificated Salaries	15,442,927	-	-	316,332	15,759,259
Certificated Benefits	3,327,546	-	-	21,393	3,348,939
Uncertificated Salaries	4,053,771	1,191,851	-	595,159	5,840,781
Uncertificated Benefits	957,710	309,673	-	124,601	1,391,984
Services Contracts and Supplies	3,338,608	1,254,292	1,187,053	480,894	6,260,847
Amort Exp	23,411	1,097,793	-	2,601	1,123,805
Interest on Capital Debt	-	39,648	-	-	39,648
Other Interest	-	-	-	60,101	60,101
Total Expenditures	27,143,973	3,893,257	1,187,053	1,601,081	33,825,364
Percentage of Total	80.2%	11.5%	3.5%	4.7%	100.0%

BUDGET ALLOCATION BY PROGRAM -2012- 2013

Medicine Hat Catholic Board of Education

Budget Summary

Budget Allocation by Programs

2012-13

2012-13 Fall Budget					
Category	Instruction	POM	TSPN	Board and System	Total
Certificated Salaries	14,470,706	-	-	310,410	14,781,116
Certificated Benefits	3,541,800	-	-	35,521	3,577,321
Uncertificated Salaries	3,717,086	1,189,524	-	638,796	5,545,406
Uncertificated Benefits	951,302	302,711	-	151,249	1,405,262
Services Contracts and Supplies	3,507,686	1,732,003	1,251,056	412,731	6,903,476
Amort Exp	-	1,183,603	-	-	1,183,603
Interest on Capital Debt	-	39,648	-	-	39,648
Other Interest	-	-	-	4,600	4,600
Total Expenditures	26,188,580	4,447,489	1,251,056	1,553,307	33,440,432
Percentage of Total	78.3%	13.3%	3.7%	4.6%	100.0%

SUMMARY OF NET ASSETS

The summary of Net Assets for the division is as follows:

Net Assets	September 1, 2011 Opening Balance	August 31, 2012 Closing Balance	Change
Investment in Capital Assets	3,367,116	3,538,871	171,755
Unrestricted Net Assets	1,370,679	-	(1,370,679)
Restricted Net Assets	641,260	328,239	(313,021)
Accumulated Operating Surplus	2,011,939	328,239	(1,683,700)
Net Assets	5,379,055	3,867,110	(1,511,945)

1. The division has a decline in enrollment of 32 FTE
2. CUPE Unionized staff received a 4.61% increase and certificated and non-unionized staff received a 0% salary increase
3. Certificated staff reduced 6.10 FTE mainly as a result of declining enrollment.
4. Non-certificated staff increased 3.6 FTE.
5. Revenues increased \$1% on base grants.
6. The division is planning to use \$215,554 from accumulated operating reserves to fund the basic education requirements in the division.

Additional information on the jurisdiction's budget can be obtained by contacting the Office of the Secretary-Treasurer, Mr. Greg MacPherson at (403)502-8360. The approved budget and financial statements may be found at www.mhcbce.ab.ca under Documents and Publications / Finance

SUMMARY OF FACILITY AND CAPITAL PLANS 2012-2013

Medicine Hat Catholic Board of Education annually prepares a Three-Year Capital Plan and submits the information to Alberta Education. The Capital Plan may be found at www.mhcbe.ab.ca under Documents and Publications in the Plans and Reports – Facility Folder. Additional information on the jurisdiction's capital plan can be obtained by contacting the Office of the Secretary-Treasurer, Mr. Greg MacPherson at (403)502-8360

The summary of the 2012-13 to 2014-15 Capital plan includes:

1. Modernization at Monsignor McCoy High School to address capacity and programming deficiencies. The Value Management Audit was performed in February 2012.
2. New Sector 5 Elementary School
3. Functional Modernization at St. Michael's Medicine Hat with some expansion to address growth pressure in the north sector.
4. Functional Modernization at St. Francis with expansion to address growth pressures in this sector.
5. Functional Modernization at Notre Dame Academy to address CTS deficiencies in the school.
6. Functional Modernization at St. Thomas to address high FCI score
7. St. Michael's Bow Island functional modernization to right-size the school and provide the services required of a school of this size.
8. St. Patrick's – modular requirement to address pressure until a new sector 5 school is available.

This plan addresses sector 5 enrollment pressures and CTS concerns at Notre Dame. It also addresses Monsignor McCoy deficiencies.

The following projects are approved using Infrastructure, Maintenance and Renewal (IMR Budget):

Facility	Project
Mother Teresa	Fire Alarm System
Notre Dame Academy	Foods Lab
Notre Dame Academy	South Entrance
St. Mary's	Re-roofing
St. Patrick's	Fire Alarm System
Monsignor McCoy	Replace Roof #3 and Roof #5
St. Francis	Replace Roof #5
St. Thomas	Replace Boiler, Chimney, Unit Ventilators & Controls
Division	Energy Savings/Operational Savings Projects

PARENT INVOLVEMENT

Site-based administrators are asked to include the 'Three Year Plan' and Annual Education Report as standing items on school council meeting agendas during their development and preparation.

School based administrators are also required to interpret and share school results with school council. Summaries of accountability results are made available through school newsletters.

The AERR and the Three Year Plan are discussed at Parent Council Association which is an umbrella group of all school councils.

COMMUNICATION

Medicine Hat Catholic Board of Education will post the Combined Annual Education Results Report and Three Year Education Plan on the website @ www.mhcbe.ab.ca

Copies will be available at the Division office and will also be forwarded to all schools and school councils in the Division.

The Medicine Hat Catholic Board of Education is committed to providing quality education to the students entrusted to our care.

We thank you for your interest in this document.

Should you require additional information please contact:

The Superintendent of Schools
Medicine Hat Catholic Board of Education
1251 – 1st Avenue SW
Medicine Hat, Alberta T1A 8B4
(403) 527-2292
communications@mhcbe.ab.ca

Weblinks

- **Approved Operating Budget**
[Approved Operating Budget 2012](#)
- **School and Division Accountability Pillar Results Reports**
[Accountability Results Report](#)
- **Combined Annual Education Results and Three Year Plan**
[AERR & Three Year Education Plan](#)
- **Alberta Initiative School Improvement (AISI) Annual Report**
[AISI Report](#)
- **2011-2012 Jurisdiction Class Size Survey Results Report**
[Class Size Survey](#)
- **Audited Financial Statement as at August 31, 2012**
[Audited Financial Statement](#)
- **Provincial Comparative Report of Jurisdiction Audited Financial Statement**
[Provincial Roll-Up](#)
- **Central Office Contact**
[Contact Us](#)



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

Date: March 12, 2013

Agenda Item: Upcoming School Based Administration Positions

Name: Clyde Pudwell

Purpose: Information

Attachments: None

Background: Due to present "Acting" positions and one retirement, the following School Based Administration positions will be opening up internally and externally:

- Monsignor McCoy Principal (Probationary)
- Monsignor McCoy Vice-Principal (Probationary)
- NDA Principal (Probationary)
- École St. Thomas d'Aquin Principal (Probationary)

Recommendation None

Resulting Action: These positions are filled by April 19, 2013

Responsibility: Superintendent



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

Date: March 12, 2013

Agenda Item: Staff Appreciation Day

Name: Clyde Pudwell

Purpose: Information

Attachments: Spring Staff Appreciation Social 2013

Background: Wayne has organized a Board Staff Appreciation Social for the afternoon of March 15, 2013. Details are on the attachment.

Recommendation All Trustees attend and the Board Chair gives a short introductory speech.

Resulting Action: Board Staff Appreciation Social

Responsibility: Board of Trustees



MEDICINE HAT CATHOLIC BOARD OF EDUCATION

SPRING STAFF APPRECIATION SOCIAL 2013

A Board priority is staff recognition and relationship building. To show appreciation to our employees, the Medicine Hat Catholic Board of Education is pleased to host a special afternoon celebration for All Division Staff.

Professional Development Day March 15, 2013

Schedule for the Morning:

8:30 – 10:30	School Staff Meetings
10:45 – 12:00	Lenten Retreats and Service Projects
12:00 – 1:30	Lunch

Schedule for the Afternoon:

1:30	Arrive at Quality Inn formerly known as Callaghan Inn (954 – 7 th St SW, Heritage Room)
1:45	Welcome
2:00 – 2:30	Entertainment – <i>Magic of Trevor</i> – Magician Trevor Moore
2:30 – 3:00	Entertainment – <i>The Cowboy Poet</i> – Mr. Bronc Pilling
3:00 – 5:00	Social

Come enjoy an afternoon of camaraderie, conversation and some great laughs.



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

Date: March 12, 2013

Agenda Item: St. Pat's School/Mother Teresa School Proposed Flex Zone

Name: Clyde Pudwell

Purpose: Discussion/Motion

Attachments: None

Background: There have been several inquiries from parents in the Desert Blume area requesting to cross attend to St. Pat's School instead of attending Mother Teresa. Totem transportation has confirmed that this would not require an additional bus.

Recommendation The Board makes a decision to include a M.T./St. Pat's flex zone in the Desert Blume area.

Resulting Action: That the Board of Trustees for the Medicine Hat Catholic Board of Education establish the following Flex-Zone Area: All students in Desert Blume can attend either Mother Teresa School or St. Patrick's School with transportation provided beginning with the 2013-2014 school year.

Responsibility: Board Chair



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

Date: March 12, 2013

Agenda Item: 4 x 4 Rural Boundary Proposals

Name: Clyde Pudwell

Purpose: Discussion

Attachments: None

Background: Sr. Administration has received 5 inquiries from parents of students regarding the process needed to provide transportation to their residences which are located outside of our rural boundaries. Sr. Administration is seeking direction from the trustees to act further on this process.

Recommendation The board makes a decision to continue this process or to keep our existing rural boundaries.

Resulting Action: That the Board of Trustees for the Medicine Hat Catholic Board of Education keep the existing rural boundaries or seek to extend the existing rural boundaries.

Responsibility: Superintendent



February 19, 2013

Mr. Peter Grad
Chair
Medicine Hat CS Regional Division No. 20
1251 - 1 Avenue SW
Medicine Hat AB T1A 8B4

Dear Mr. Grad:

With the challenges and changes facing public education, the 2013 school board election will be key. It is important for school boards and your association to work hard to encourage people to run for their local school board and to engage constituents to vote in the October 21 election.

Beyond renewing the trustee corps, we need to create opportunities to talk with our communities about local education priorities and the role of school boards and trustees. We need to promote the electoral process and have contested elections where two or more people are vying for a seat. In fact, we hope to have a minimum of two candidates vying for every available seat across the province. These efforts will speak to our collective confidence in the quality of work we, as school trustees, do on behalf of Alberta's students and our communities. It is an opportunity to showcase the outstanding people who serve as school board trustees in Alberta.

Acclamations, which have no bearing on the caliber of the candidate, represent lost opportunities because they generate little public interest in public education.

I've enclosed a handbook to help you plan your local efforts to promote the upcoming election. Also enclosed are copies of the *Become a school trustee* brochure for potential candidates. All the resources referenced in the handbook are posted on the ASBA website at http://www.asba.ab.ca/trustee_election13.asp

The ASBA will be hosting six free candidate information sessions across the province. Featuring retiring trustees and an ASBA lawyer, these sessions will give potential candidates an opportunity to learn about the challenges and rewards of trusteeship, they will also get an overview of the basic legal requirements for candidates. See the website for dates, times and locations.

The ASBA is also organizing two campaign schools: in Red Deer and in Edmonton featuring campaign strategist Stephen Carter and media personality Bob Layton. There is a fee for this workshop. See the website for details and registration.

The greatest legacy we, the class of 2010-2013, can leave to the class of 2013-2017 is the vibrant discussion and debate about public education which a contest for every school board seat in this province will engender.

Let's reinvigorate the democratic process which sees Albertans elect the citizens who guide and lead Alberta's public education system.

Join us,

A handwritten signature in black ink, appearing to read "J. Hansen", written in a cursive style.

Jacquie Hansen
President

cc: Superintendent

Enclosures:

Become a school trustee handbook (2)

Become a school trustee election brochures



Medicine Hat Catholic Board of Education

Board Meeting Agenda Item

March 12, 2013

Public Meeting

Memorandum

To: Board of Trustees

From: Secretary-Treasurer

Agenda Item: 2013 Election

Purpose: Decision Making

Strategic Plan Reference: Efficient and Effective Operations

Enclosures: Letter from the City of Medicine Hat dated March 4, 2013
Email from ASBA dated February 13, 2013

Background: The next school board election occurs on October 21, 2013. Typically the Board of Trustees appoints the City Clerk from the City of Medicine Hat to be the Returning Officer for the election.

We understand that the returning officer would also conduct the plebiscite in Bow Island to be held at the same time as the election.

The requested payment to the City of Medicine Hat is \$3,000.00, plus the incidental costs of advertising, voting station rentals, if needed.

The attached letter lays out the proposed agreement with the City of Medicine Hat along with certain changes to the Local Authorities Election Act.

With the changes to the Local Authorities Election Act, a bylaw passed by a municipality regarding campaign contributions does not apply to school boards. We understand that this has not been an issue. If the Board of Trustees is interested in having limits on campaign contributions, this would need to be placed as a bylaw (policy) no later than April 15.

Recommendation/Decision: That the Board of Trustees for the Medicine Hat Catholic Board of Education appoint Angela Cruickshank, City Clerk as the Returning Officer, under the *Local Authorities Election Act* for the October 21, 2013 Election.

That the Board of Trustees for the Medicine Hat Catholic Board of Education authorizes the City of Medicine Hat, for a \$3,000.00 fee, to undertake to print the ballots and administer the School Board Trustees Election as well as the Plebiscite to be held in the Bow Island Ward, to take place on Monday October 21, 2013 in accordance with the *Local Authorities Election Act* and the *School Act*.

Resulting Action: Sign off the agreement as provided from the City of Medicine Hat and assist and monitor the City as necessary.

Responsibility: Secretary-Treasurer



Medicine Hat The Gas City

City Clerk Department
580 First Street S.E.
Medicine Hat, AB T1A 8E6
PH: 403-529-8115 FAX: 403-529-8182
clerk@medicinehat.ca

Mr. Greg MacPherson, CGA
Secretary-Treasurer
Medicine Hat Catholic Separate Regional Division #20
1251 First Avenue S.W.
Medicine Hat, Alberta T1A 8B4

March 4 2013

Dear Mr. MacPherson:

RE: General Election - October 21, 2013

The *Local Authorities Election Act*, Section 2 allows for elected authorities to enter into an agreement and appoint a Returning Officer for the conduct of an election.

I assume that as per past practice, the Medicine Hat Catholic Board of Education would like the City of Medicine Hat to run the 2013 Election in accordance with the procedures prescribed in the foregoing *Act*. Section 2(2) states that a formal resolution by your Board approving the following proposed agreement/appointment is required:

Upon the request of the Medicine Hat Catholic Separate Regional Division No. 20, the City of Medicine Hat, for a \$3,000.00 fee, hereby undertakes to print the ballots and administer the School Board Trustees Election to take place on Monday, October 21, 2013 in accordance with the *Local Authorities Election Act*. In addition, the Medicine Hat Catholic School Board appoints Angela Cruickshank, City Clerk as its Returning Officer.

The following terms are understood:

1. The City will have use of school facilities on Election Day for the purpose of operating the voting stations and that no charge will be made to the City by the School Board for the use of such school facilities.
2. The City will make no charge to the School Board for any costs, including the printing of the ballots and newspaper advertising except for any incidental advertising or voting station rental costs for the Bow Island Ward, if a question is asked on a ballot, or voting station rental costs for Redcliff or Dunmore. The Returning Officer will advise the Treasurer of any incidental costs should they occur.

3. In the event of a question on a ballot, the School Board must by resolution provide the wording for the question to the Returning Officer no later than September 1, 2013.
4. The School Board will provide the most current 'School Board Trustee' information for inclusion in the Nomination Package by April 5, 2013.

Bylaw #3782 requires a minimum of twenty-five (25) electors to sign the nomination form of a candidate for the office of a member of Council (Mayor or Alderman). Section 27 of the *Act* describes the process that requires a bylaw to be passed prior to June 30, 2013 if the School Board wishes to increase the minimum number of qualified electors from the present five (5) to up to one hundred (100).

Please note the following changes to the *Act*:

- a) S. 10(1) candidates will now be running for a four (4) year term.
- b) S. 28(3.01) the Returning Officer must refuse a candidate's Nomination Form if it has not been signed by the required number of electors.
- c) S. 53 voter identification will be required, set as a uniform standard of one (1) piece of government issued photo identification or one (1) piece as described in s. 95(1)(a)(ii) of the *Election Act*. More information will be available on the City's website in due course.
- d) S. 118 allowable election expenses bylaw provisions of the local authority responsible for the conduct of the election, does not apply to the School Board.
- e) S.22 an employee of the municipality or School Board who wishes to be nominated as a candidate for an election to be held for that respective local authority is entitled to take a leave of absence without pay.

Please indicate your Board's agreement at the end of this letter, by having the appropriate officials sign in the space hereunder, and return the original to the City Clerk at your earliest convenience.

If you have any questions, please contact me at the number below.

Regards,



Angela Cruickshank LLB (Hons)
Returning Officer/City Clerk
403 529 8234 angcru@medicinehat.ca

MEDICINE HAT CATHOLIC SEPARATE REGIONAL DIVISION NO. 20

per: _____

Chairman

per: _____

Secretary-Treasurer

Greg MacPherson

From: David Anderson <danderson@asba.ab.ca>
Sent: Wednesday, February 13, 2013 4:23 PM
To: *Board Chairs
Cc: *Superintendents-Email; *Secretary Treasurers; *Legal Services

This is just a reminder that the *Local Authorities Election Act* was amended this fall. Of interest to school boards is, where there is an agreement between a municipality and a school board to hold a joint election, a bylaw passed by a municipality to govern campaign contributions and expenses will no longer automatically apply to school boards. Instead, if a school board wishes to impose its own requirements addressing campaign contributions and expenses, it must pass its own separate bylaw.

Please be aware that if a school board wishes to pass such a bylaw so that it would be applicable to the 2013 school board election, it must be passed prior to April 15th, 2013.

If you require legal assistance in contemplating such a bylaw, our legal team would be pleased to assist you.

David Anderson
Executive Director
Alberta School Boards Association
9925 - 109 Street
Edmonton, AB T5K 2J8
780.451.7109 (bus)
780.910.8207 (cell)



Medicine Hat Catholic Board of Education

Board Meeting Agenda Item

Memorandum

Date: March 12, 2013

To: Board of Trustees

From: Wayne Schlosser

Agenda Item: Registered Apprentice Program (RAP) Recognition Banquet

Purpose: INFORMATION/ACTION (Handout)

Strategic Plan Reference Student Achievement

Enclosures: NONE

Background: This 4th Annual Event is held at the Medicine Hat College on April 24 at 6:00 p.m. It recognizes our areas many RAP students, of which MHCBE have over 40% of the Indentured Apprentice students in South East Alberta. Members from our local industry, trades and businesses attend as well as Provincial Apprenticeship representatives. Trustees often attend the Academic and Athletic Awards evenings and support from the Trustees by one or more attending for these students would be greatly appreciated. Each Trustee will receive an invitation and an email regarding such event.

The South East Alberta Skills competition (CTS students) follows this event and is held at the MHC on April 30 (all day).

Recommendation/Decision: That one or more members of the Board attend this recognition banquet, if possible.

Resulting Acting:

Responsibility:



Medicine Hat Catholic Board of Education Board Agenda Item

Date: March 12, 2013

Agenda Item: Edwin Parr Nomination

Name: Wayne Schlosser

Purpose: Information

Attachments: NONE

Background: MHCBE will have an Edwin Parr nominee this year, and perhaps more than one. If there are two or more nominees, I will be asking Trustees to sit on an Interview Committee to make the Division's final selection to represent MHCBE for Zone 6.
This is a highly prestigious Zone and Provincial award given to beginning teachers.

Who was Edwin Parr?

Those who knew Edwin Parr describe him as a person intensely concerned with the education of children. So great was his interest that he sacrificed much of his own time to ensure the children in his area received an education equal to or better than that available to urban students. During the time he was a member of the Athabasca School Board, the district began to centralize. The students from one-room rural schools were predictably uncomfortable in the larger town schools. Many came from poor homes and crossed the Athabasca River on the ferry in the summer and ice in winter.

Edwin Parr, who participated in selecting new teachers, stressed to the applicants that they must go beyond the duties normally expected of teachers. He was adamant that they make the students feel at home so that they would finish high school and have the opportunity to continue their education. He was especially interested in the performance of first-year teachers and often visited the schools after hours to talk to the principals about the new teachers. With Edwin Parr, children came first and he expected every teacher to feel the same. He wanted teachers to be a positive influence in the community. They were encouraged to visit the children's homes and attend Home and School Association meetings.

Edwin Parr's interests in first-year teachers lead to his school division instituting an "Annual Teacher Award." He encouraged the Alberta School Trustees' Association to consider a similar award at the provincial level but his dream was not realized in his time. In searching for a way to perpetuate the memory of a man who served as the Alberta School Trustees' Association's president from 1956 to 1962 and to honour the profession he so deeply respected, the Association established the Edwin Parr Teacher Award. The award is presented each year to a novice teacher who demonstrates initial teaching proficiency.

Recommendation: NONE

Resulting Action: NONE



Alberta School Boards Association 2013 Edwin Parr Teacher Award

Alberta School Boards Association

2013 Edwin Parr Teacher Award

DOES YOUR NOMINEE MEET THE EDWIN PARR CRITERIA?

- ☐ Any first year K-12 teacher is eligible for nomination.
- ☐ A minimum of 100 full-time equivalent days of teaching service within the current school year is required (ie) **September 2012 to June 2013**.
- ☐ A teacher may have a maximum of 120 full-time equivalent days of teaching service prior to signing a contract.
- ☐ A teacher must hold an Interim Professional Certificate or other valid Alberta teaching authority.
- ☐ First year teaching experience must be completed in Alberta from a school jurisdiction that is a member of the ASBA.
- ☐ Each school board is restricted to nominating one candidate.

DID YOU INCLUDE IN YOUR NOMINATION PACKAGE?

- ☐ Nomination form (p.6)
- ☐ Nominee consent form (p.7)
- ☐ School board evaluation submission (p.11-12)
- ☐ Student teaching evaluation
- ☐ Scholastic history in English (no originals please)
- ☐ Current, original head and shoulders photograph of zone winner
- ☐ Questions with respect to "Awareness of Educational Environment" have been provided to our nominees (p.17)

Please note: All forms and evaluations must be completed.

Please forward one (1) complete copy of the above-noted documentation on behalf of the district winner to the chair of the ASBA zone in which your jurisdiction is located, as outlined on p.2, by **April 5, 2013**.

Please retain one (1) complete copy of the nomination package at the board office for a period of one (1) year.

Alberta School Boards Association

2013 Edwin Parr Teacher Award

Nomination Form

The _____ in Zone _____
Jurisdiction

wishes to nominate the following teacher for the Alberta School Boards Association 2013 Edwin Parr Teacher Award.

Name _____ School Name _____

Box Number/Street Address _____ Box Number/Street Address _____

Town/City/Province/Postal Code _____ Town/City/Province/Postal Code _____

Home Telephone _____ School Telephone _____

Home Email Address _____ School Email Address _____

Present Teaching Assignment:

Post Secondary Education:

Superintendent of Schools or Designate (please print)

Signature

Date

ZONE 6

Martha Ratcliffe
Zone Chair
ratcliffem@lrzd.ab.ca

Pam Boyson
Zone Secretary
Box 10
Cardston, AB T0K 0K0
P 403.653.4991
F 403.653.4641
pam.boyson@westwind.ab.ca

Edwin Parr Awards Ceremony Ticket Order Form

Wednesday, May 8th, 2013
Heritage Inn, Taber, Alberta

The Edwin Parr Awards evening will be held on Wednesday, May 8th at the Heritage Inn in Taber, Alberta. If you have submitted a first year teacher to be considered for the Zone 6 Edwin Parr Award, please act as host to your candidate. The Zone budget will cover the cost of the candidate but we do encourage candidates to invite a couple of guests (supporters) to the event. If possible we encourage each nominating board to pick up the tab for the candidate's guests. The cost for this year's banquet is \$30.00/plate.

Please complete the information on the following page and forward along with the appropriate payment to Pam Boyson, Zone 6 Secretary Treasurer at the address listed above on or before April 30th, 2012.

School Jurisdiction Name:

Attendees

Ticket cost

Edwin Par Candidate Name:

No charge

Guest Name:

Guest Name:

Guest Name:

Guest Name:

Guest Name:

Trustee Name:

Trustee Name:

Trustee Name:

Trustee Name:

Trustee Name:

Trustee Name:

Trustee Name:

Administration:

Administration:

Administration:

Total Payment included to ASBA Zone 6

=====



Medicine Hat Catholic Board of Education

Board Meeting Agenda Item

Memorandum

Date: March 12, 2013

To: Board of Trustees

From: Wayne Schlosser

Agenda Item: 2013-2014 Calendar

Purpose: Information

Strategic Plan Reference Effective and Efficient Operations

Enclosures: YES

Background: Finalization of the St. Michael's, Bow Island Calendar will be completed as soon as PRSD finalizes their calendar. Mr. Weisgerber and I have been in talks regarding how to build the SMBI calendar around our Medicine Hat calendar and the PRSD Draft calendar. Meeting the AB ED required hours of instruction may be a challenge.

NOTE: Parents are enquiring as to the start date of school (before or after Labor Day weekend). This has been finalized as after the Labor Day weekend as well as the finalization of both the Christmas and Easter breaks (Medicine Hat only).

Recommendation/Decision: Approval of the Medicine Hat 2013-2014 calendar as attached.

Resulting Acting: as per above

Responsibility:

MEDICINE HAT CATHOLIC BOARD OF EDUCATION

SCHOOL YEAR CALENDAR - MEDICINE HAT

2013 - 2014 FINAL

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Medicine Hat Catholic Board of Education

Board Meeting Agenda Item

March 12, 2013

Public Meeting

Memorandum

To: Board of Trustees

From: Secretary-Treasurer

Agenda Item: 2012-13 2nd Quarterly Financial Report

Purpose: Information

Strategic Plan Reference: Efficient and Effective Operations

Enclosures: 2nd Quarter Financial Report

Background: Quarterly the Board of Trustees receives an update on the financial position of the division, as detailed in the Board's Work Plan

Recommendation/Decision: None required

Resulting Action: Senior Administration to continue to monitor the financial situation of the Division.

Responsibility: Secretary-Treasurer

Medicine Hat Catholic Board of Education

FISCAL ACCOUNTABILITY REPORT



2ND QUARTER 2012-13 FISCAL YEAR

Medicine Hat Catholic Board of Education
1251 - 1st Avenue SW
Medicine Hat Alberta T1A 8B4
Phone: 403-527-2292
www.mhcbe.ab.ca

REFERENCES

This 2nd Quarter Fiscal Accountability Report is prepared for Medicine Hat Catholic Board of Education on the basis of Policy 2, section 9.7, which states that one of the roles of the Board is to receive fiscal accountability reports to ensure the fiscal management of the Division. The Board work plan calls for the 2nd quarter report to be presented at the March 2013 board meeting.

MONITORING PROCESSES

One of the means the Board can utilize to monitor the fiscal management of the jurisdiction is to receive quarterly financial accountability reports. This report addresses the current status of the approved budget assumptions the Board made when they approved the current operating budget, the state of reserve funds and a summary of expenditure patterns, together with governance implications associated with each of the above.

The 2nd Quarter Forecast was prepared using the year to date (YTD) actual expenditures from February 28, 2013 and combining the information with the submissions from the schools and the programs. The salary forecast is based on the adding the YTD salary expenditures to the known assignments for staff and projecting for the remainder of the fiscal year.

This document is a forecast based on certain assumptions and estimates. School Administrators and Department managers were consulted where necessary to confirm estimates.

PRIORITY AREAS FOR THE DIVISION

1. Catholicity
2. Student Achievement
3. Facilities

CURRENT STATUS OF APPROVED BUDGET ASSUMPTIONS

The assumptions were made in the development of the 2012-13 budget were presented in the 2012-13 Fall Operating Budget and no additional changes were made to the impact of those assumptions.

FINANCIAL FORECAST

The 2nd Quarter Forecast for 2012-13 is as follows:

Medicine Hat Catholic Board of Education
2nd Quarter Finance Report
2012-13

	Year to Date		Remaining Forecast	Total 2012/13		
	Actual			Forecast	Budget	Variance
REVENUES						
Government of Alberta Funding	14,982,580		49%	30,525,868	30,525,868	0
Federal French Immersion	37,000		50%	74,000	74,000	0
Instruction Resource Fees	350,680		45%	771,869	771,869	0
Transportation Fees	4,205		47%	8,984	8,984	0
Other Sales and Services	191,037		68%	278,898	278,898	0
Investment Income	9,062		60%	15,000	15,000	0
Gifts and Donations	5,797		3%	186,382	186,382	0
Fundraising	-		0%	416,172	416,172	0
Rentals of Facilities	43,988		39%	114,042	114,042	0
Amortization of Capital Allocations	373,815		50%	747,629	747,629	0
Other Revenues	10,700		75%	14,196	14,196	0
TOTAL REVENUES	16,008,863		48%	33,153,040	33,153,040	0
EXPENSES						
Certificated Salaries	7,503,733		51%	14,781,116	14,781,116	0
Certificated Benefits	1,585,106		44%	3,577,320	3,577,320	0
Uncertificated Salaries	2,930,280		53%	5,545,406	5,545,406	0
Uncertificated Benefits	688,450		49%	1,405,262	1,405,262	0
Sub-Total Salary & Benefits	12,707,570		50%	25,309,104	25,309,104	0
Services, Contracts & Supplies	3,179,628		53%	5,978,649	5,978,649	0
School Generated Funds	-		0%	924,827	924,827	0
Amortization of Capital Assets - Supported	186,907		25%	747,629	747,629	0
Amortization of Capital Assets - Unsupported	108,994		25%	435,974	435,974	0
Interest on Capital Debt - Supported	1,124		3%	39,648	39,648	0
Interest on Capital Debt - Unsupported	16		0%	4,600	4,600	0
TOTAL EXPENSES	16,184,238		48%	33,440,431	33,440,431	0
Surplus (Deficit)	(175,375)			(287,391)	(287,391)	0
						0%

COMMENTS ON THE FISCAL FORECAST

Revenue

The revenue forecast remains the same as the fall budget update. Revenues are at 48% realized as at February 28, 2013.

The Government of Alberta funding is 49% realized. Some of the difference is with students flagged as Priority School Conflicts. We have cleared our conflicts in mid-February and are awaiting other jurisdictions to clear theirs. We continue to monitor this.

Instruction Resource Fees are at 45%. These are the school fees and foreign tuition. Monsignor McCoy is expecting a number of foreign students in the second semester. \$332,938 of the fee is with SGF and not recognized until the end of the year.

Other Sales and Services are at 68% realized. This would include preschool fees which are spread over the year.

Investment income is at 60%. We expect the forecast to be exceeded by year end.

Gifts and Donations is at 0%. The vast majority of this is recognized at year-end in SGF.

Rental of Facilities is the rental for the child care modular as a lump sum and the POM payments from the rental of the old St. Louis to CAPE.

Other revenues are typically recognized by the end of the year.

Expenditures

Overall, expenditures are expected to remain at the budgeted levels.

Salaries and Benefits

Certificated Salaries and Benefits expenditures are at 51% for salaries and 44% for benefits which is approximate with historical trends. These areas will be scrutinized over the next month to ensure the forecast is still valid.

With certain certificated illnesses we are seeing a slightly higher salary percentage.

The benefits are at 44%. Typically teachers are maxed out on CPP and EI by the start of the school year. We expect to see higher CPP and EI benefits starting in January 2013. The percentage is still lower than expected and will need to be assessed.

Uncertificated Salaries are on target at 53%. Hourly support cutoff was February 9, 2013 so this is 5.5 months of the 10 month school year. Salaried Support Staff have 6 months of a 12 month budget.

Uncertificated Benefits are on approximately on target at 49% as these are paid over the 12 months for nearly all staff.

Services, Contracts and Supplies

Year to date represents 53% of the budget. Historically we have been at 55% which is consistent.

GOVERNANCE IMPLICATIONS

1. The Division is able to absorb the forecasted deficit in the year using the existing Accumulated Operating Surplus.



Medicine Hat Catholic Board of Education

Board Meeting Agenda Item

March 12, 2013

Public Meeting

Memorandum

To: Board of Trustees

From: Secretary-Treasurer

Agenda Item: 2014-17 Capital Plan - Extension

Purpose: Information

Strategic Plan Reference: Facilities

Enclosures: Email from Laura Cameron dated February 7, 2013

Background: The deadline on the three-year capital plan has been extended to May 1, 2013.

The Capital Plan will be provided to the Trustees on April 16, 2013 for approval.

Recommendation/Decision: None

Resulting Action: Senior Admin to continue to develop the capital plan.

Responsibility: Secretary-Treasurer

Greg MacPherson

From: Laura Cameron <Laura.Cameron@gov.ab.ca>
Sent: Thursday, February 07, 2013 2:48 PM
Subject: Notice of Extended Submission Deadline for School Jurisdiction 2014-2017 Capital Plans

Importance: High

To: All Alberta School Superintendents, Secretary Treasurers and Facility Planners

I would like to thank all those individuals who recently attended one of our annual Capital Planning Workshops in either Edmonton or Calgary. The turn-out was one of our highest yet and the discussions were engaging and enlightening – hopefully for both government and school jurisdiction representatives.

A request was made at the Workshops that we consider extending the deadline for your upcoming capital plan submissions by one month, to May 1, 2013, in light of the anticipated March 7th budget announcement. I am pleased to advise that we have considered this request and are revising the submission deadline to May 1, 2013 for the submission of your 2014-17 Three-Year Capital Plans.

Please note, that given the later submission date and in order to ensure that there is sufficient time for us to review and discuss your Plan with you prior to the summer break, we will be unable to grant extensions beyond May 1. If we do not receive your updated Three-Year Capital Plan by May 1, we will assume there are no changes since last year and will roll your 2013-2016 Capital Plan forward to 2014-2017 (which may result in outdated information being used to evaluate your requests).

Deferring the submission deadline provides the following opportunities:

- Additional time to allow school jurisdictions to revisit their capital plans in light of any Budget 2013 implications and have them approved by their respective boards.
- More current information provided to Education and Infrastructure in terms of jurisdiction priorities.
- Further time for school jurisdictions to engage in discussions with potential partners and identify those opportunities in their submissions.
- Additional time to reflect any emerging information resulting from Value Management/Project Scoping sessions that are currently underway as well as more complete information on potential sites.

In general, we anticipate that this additional time will provide an opportunity for jurisdictions to enhance the information provided in the submissions, ensuring we have the most complete and current understanding of your project priorities.

Thanks in advance for the timely submission of your Three-Year Capital Plan, and if you have any questions, don't hesitate to connect with your designated Capital Planning contact or give me a call.

Laura E. Cameron, CMA
Executive Director, Capital Planning
Alberta Education
Bus (780) 427-0289
Email: laura.cameron@gov.ab.ca

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Medicine Hat Catholic Board of Education

Board Meeting

Agenda Item

Date: March 12, 2013

Agenda Item: Faith Formation Sessions

Name: Jill Wilkinson

Purpose: Information

Attachments: None

Background: Teachers and administrators are being provided with opportunities to improve knowledge about various aspects of our faith.

Resulting Action:

All new teachers have attended sessions on

- What it means to be a Catholic Teacher
- Key Beliefs
- Prayer.

A fourth and final session will be held in April on Sacramentality and Permeation

All members of the leadership team have received sessions on

- Building Community
- Catholic Teachings using the Catechism of the Catholic Church

All religion reps have attended 2 retreats – one on Advent and the other on Lent. They, in turn, held an Advent retreat for staffs in November and will either hold a Lent retreat or a service project in March

Responsibility: Jill Wilkinson and religion reps



Medicine Hat Catholic Board of Education

Board Meeting

Agenda Item

Date: March 12, 2013

Agenda Item: Diocesan Rosary request

Name: Jill Wilkinson

Purpose: Information

Attachments: Centennial Year Rosary

Background: Prayer is such an important part of who we are as a Catholic school community. As part of the Diocesan Centennial Celebrations and this being the Year of Faith, the Legion of Mary is collecting a bouquet of prayed Rosaries from Catholics for an increase of faith, hope and love.

Recommendation /Decision: in early February, all division staff were provided with the opportunity to involve the school community in praying the rosary and submitting the count into the diocesan website.

Resulting Action: all Catholics are invited to join in prayer. Please see the attachment for more details.

Responsibility: Catholic School community

The LEGION of MARY group request you to assist and kindly spread the word around.



A vigil for every Catholic in the Diocese of Calgary;

1. To strengthen and unite our Calgary Diocese, to be a beacon in the **Evangelization** call of our Holy Father Pope Benedict XVI to the faithful in the *Year of the Faith*.
2. To “*Celebrate the Past, Live the Present, Become the Future* (our motto) as in this CENTENNIAL YEAR of our Diocese.
3. For your active participation in the vigil and to help keep a Count of our efforts in this endeavour.

<http://www.lomcalgarydiocese.ca/rosary.php>

We ask each Catholic to say a Rosary, for our Diocese, daily, or at least a decade daily, (that is a **Rosary-a-week**). This appeal is to the individual, as a FAMILY and/or for Class Room Group participation in reciting the Rosary.

If you and/or family have been praying the Rosary daily, this request will be for an extra effort for the future well being of our Diocese.

This is **NOT** a competition to see who gets the most number. Please pray with reverence and respect.

GOD BLESS



Medicine Hat Catholic Board of Education

Board Meeting

Agenda Item

Date: March 12, 2013

Agenda Item: Family Life update

Name: Jill Wilkinson

Purpose: Information

Attachments: none

Background: Public health nurses informed schools last spring that they would no longer be able to come into classrooms to support teachers with family life presentations. This decision has been revised to permit nurses to come into grade 9 and 10 classes with a specific presentation.

Recommendation /Decision: This presentation needed to reflect our Catholic teaching before nurses could go into these classrooms.

Resulting Action: Nurses and Religious ed coordinator worked together to revise the presentation to reflect our Catholic teaching. This revised presentation was approved by the Alberta health supervisor allowing the nurses to come into our schools. All grade 9 and 10 classes are now scheduled.

Responsibility: Krista Lloyd and Jill Wilkinson

Volume 21-13 No. 02 February 2013

Highlights of the February 15, 2013, Trustees' Meeting

1. Executive Director's Report

- ◆ The Executive Director provided the customary overview of claims statistics.

2. Audited Financial Statements

- ◆ The audited financial statements for the year ended August 31, 2012, were approved by the ASEBP Trustees. The external auditors gave an unqualified opinion. There has been an improvement in ASEBP's financial situation, primarily related to the substantial recovery in ASEBP's investment portfolio as at August 31.
- ◆ Financial statement highlights will be published in ASEBP's online annual progress report (early spring).

3. Premium Rates 2013/14 – First Reading

- ◆ The ASEBP Trustees gave **initial approval** (first reading) to September 1, 2013, premium rates. The overall premium rate for 2013/14 will **decrease** by 1.44%:
 - Life Insurance: no change
 - Accidental Death & Dismemberment: no change
 - Extended Disability Benefits: 2.4% decrease
 - Extended Health Care: 2.05% decrease
 - Dental Care: no change
 - Vision Care: no change
- ◆ A breakdown of the monthly* premium rates is provided below.

*except as noted

Income Replacement Benefits

Life Insurance	
Plan 2	\$0.140 per \$1,000 of coverage

Accidental Death & Dismemberment	
Plan 2	\$0.015 per \$1,000 of coverage
Extended Disability Benefits	
Plan D	2.05% of monthly earnings
Plan E	2.05% of monthly earnings

General Health Benefits

Extended Health Care	Single	Family
Plan 1	\$88.25	\$211.75
Plan 2	\$64.25	\$153.75
Plan 5	\$79.50	\$190.00
Essential	\$52.25	\$124.50
Prime	\$58.50	\$140.00
Prime Plus	\$75.25	\$179.75

Dental Care	Single	Family
Plan 1	\$39.50	\$99.50
Plan 2	\$51.50	\$125.75
Plan 3	\$51.50	\$140.75
Essential	\$31.75	\$80.00
Prime	\$45.50	\$112.50
Prime Plus	\$57.25	\$156.25

Vision Care	Single	Family
Plan 1	\$2.25	\$5.75
Plan 2	\$4.50	\$11.00
Plan 3	\$9.25	\$22.50

Special Packages

Early Retirement Benefits Package 2*		
	Single	Family
	\$125.00	\$200.00

*closed to new participants as of September 1, 2011

Substitute Teachers and Casual Staff		
	Without Dental	With Dental
Package 1 Single	\$70.00	\$133.25
Package 2 Family	\$158.50	\$308.00

<i>Substitute Teachers and Casual Staff</i>		
	Without Dental	With Dental
Package 3 Single	\$74.25	\$137.50
Package 4 Family	\$163.00	\$312.50

<i>Blanket Life Insurance for School Trustees</i>	
Annual	\$60.00

- ◆ **Please note** that final approval (second reading) is required and changes could occur between readings.
- ◆ Notification to school jurisdictions about their final 2013/14 premium rates, including any discounts and surcharges, will be sent to employer and employee representatives following final approval of premium rates (late March or early April). Preliminary information is available by contacting School Jurisdiction Services.
- ◆ *Level 1 and 2 Health Benefits Claims Experience Reports* will be distributed in May.

4. Health Spending Account Administration Fees – First Reading

- ◆ The ASEBP Trustees gave **initial approval** (first reading) to lower Health Spending Account (HSA) administration fees **retroactively**, taking effect September 1, 2012:
 - HSA Package 1: \$2.00/employee/month (from \$2.50)
 - HSA Package 2: \$10.00/employee/year (from \$10.75)
- ◆ Lower HSA admin fees were introduced last September in anticipation of the implementation of administrative efficiencies. The electronic entry of HSA expenses and usage of online statements by employees has resulted in even greater savings than originally anticipated. Therefore, the HSA administration fees are being further reduced retroactive to September 1, 2012.
- ◆ Final approval (second reading) is required and changes could occur between readings.

5. Investments

- ◆ The ASEBP Trustees heard a presentation about infrastructure. This category of investment is being considered by the Trustees and a decision will be made shortly.

The ASEBP Trustees' Report is distributed to participating employers, school trustees, ATA and CUPE locals, and other employee representatives. It provides an overview of issues discussed by ASEBP's Trustees. Information from this report may be provided to covered members, but please note that changes may occur between first and second readings. ASEBP will continue to confirm policy changes in Administration Bulletins. If you would like to be included on the distribution list, please contact ASEBP.



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