



# PUBLIC BOARD MEETING

## Medicine Hat Catholic Board of Education

1251 – 1 Ave SW | Medicine Hat, AB | T1A 8B4 | Phone: (403) 527-2292 | Fax: (403) 529-0917  
[www.mhcbe.ab.ca](http://www.mhcbe.ab.ca) | @MHCatholic |    

## AGENDA

**Tuesday, September 8, 2020 – 4:30 P.M.**

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

**2020 – 2021 Theme:** Spiritual Renewal – Following the Light

*“Put out into the deep.” Luke 5:4*

The Public Board Meeting will be streamed live recorded via Google Meet. The video will be available to the public after the meeting has been adjourned.

1. **Call to Order:** Dick Mastel
2. **Reflection and Prayer:** Deacon Robert Risling
3. **Approval of Minutes**  
3.1 **Regular Board Meeting Minutes from June 9, 2020** 3-7  
**RECOMMENDATION:**  
“THAT the Board of Trustees approve the minutes of the Regular Board Meeting held on June 9, 2020 as circulated”.
4. **Approval of Action Agenda**  
**RECOMMENDATION:**  
“THAT the Action Agenda dated September 8, 2020 be approved as circulated”.
5. **Board Communications**
6. **Catholic Education**  
6.1 Grade 7 Religious Education Curriculum Update (**Richard**) 8  
6.2 Faith Formation for New Teachers (**Richard**) 9  
6.3 New Opportunities to Develop Parish/School Relationships (**Richard**) 10  
6.4 New Name for commission and Role (**Richard**) 11
7. **Parish Community Relations Committee Report (Risling)**
8. **Board Work Plan (Mastel)**  
**RECOMMENDATION:**  
“THAT the Board of Trustees for the Medicine Hat Catholic Board of Education approve the 2020-2021 Board Work Plan” 12
9. **Information Items**  
9.1 Re-entry Update (**Zarichny**) 13-20  
9.2 Strategic Priorities (**Zarichny**) 21-22  
9.3 At-Home Learning (**Hellman**) 23-24  
9.4 Staffing Update (**Hellman**) 25-26  
9.5 Enrollment Update (**Hellman**) 27  
9.6 School-Based Therapy Services (**Lehr**) 28-35  
9.7 MHCBE Early Learning Programs (**Ball**) 36

<b>9.8 CMR Grant – Johnson Controls Contract (MacPherson)</b>	37-38
<b>9.9 Federal Funding for Supporting School Reopening (MacPherson)</b>	39-41
<b>9.10 Division Communications (Hallas)</b>	42-44

## **10. Action and Discussion Items**

<b>10.1 Policy and Administrative Procedures Review (Zarichny)</b>	45-121
<b>RECOMMENDATION:</b>	
“ <b>THAT</b> the medicine Hat Catholic Board of Education Trustees motion to accept the Second/Third reading of Policy #__ this 8 <sup>th</sup> day of September, 2020.”	
<b>10.2 School Board Wards (MacPherson)</b>	122-127
<b>10.3 Retirement Dinner (Mastel)</b>	
<b>10.5 Naming of Monsignor McCoy Football Field (Leahy)</b>	128-144

## **11. Committee Reports**

<b>11.1 Medicine Hat Catholic Schools' Education Foundation (Mastel)</b>	
<b>11.2 Representative to ACSTA (Mastel)</b>	
<b>11.3 Representative to Teacher Board Advisory Committee (Glasgo)</b>	
<b>11.4 Representative to ASBA Zone 6 (Grad)</b>	
<b>11.5 Representative to Support Staff Board Advisory Committee (Risling)</b>	
<b>11.6 Representative to Parent Association (Glasgo)</b>	
<b>11.7 Salary Negotiations</b>	
<b>11.7.1 ATA (Grad)</b>	
<b>11.7.2 CUPE (Mastel)</b>	
<b>11.8 CUPE Staff Board Advisory Committee (Leahy)</b>	
<b>11.9 Student Board Advisory Committee (Mastel)</b>	
<b>11.10 Sister of Charity of St. Louis Arts &amp; Athletic Performance Centre (Adhoc) Committee (Leahy)</b>	145

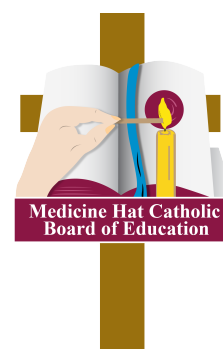
## **12. Closing Prayer: Dick Mastel**

**Carrying out Your Ministry:** *Lord, thank you for being with us during this meeting and for having guided our thoughts, words and actions. Stay with us now as we leave this meeting and return to our respective lives. Help us to keep you, as you are now, in our thoughts, words, and actions. We ask this in Jesus' name, Amen.*

## **13. Adjournment: Dick Mastel**

### **Notice of Public Board Meetings**

- All regular scheduled Public Board Meetings are held on the 2<sup>nd</sup> Tuesday of each month at 4:30 p.m. (excluding July and August). Due to COVID-19 meetings will be held virtually and livestreamed on our MHCBE YouTube channel.
- General Public are welcome to view the meeting by visiting [Medicine Hat Catholic Schools on YouTube](#).
- Next Meeting: October 13, 2020 at 4:30 P.M.



**MINUTES OF THE REGULAR BOARD MEETING OF THE MEDICINE HAT  
CATHOLIC BOARD OF EDUCATION held by Google Hangouts and recorded on  
June 9, 2020 at 4:30 p.m.**

**TRUSTEES AND OFFICERS PRESENT**

Dick Mastel	Trustee, Board Chair
Robert Risling	Trustee, Vice-Chair
Kathy Glasgo	Trustee
Peter Grad	Trustee
David Leahy	Trustee
Dwayne Zarichny	Superintendent of Schools
Chuck Hellman	Associate Superintendent Human Resources
Greg MacPherson	Secretary Treasurer
Hugh Lehr	Associate Superintendent Learning Services
Sandra Richard	Religious Education Coordinator
Terri Ball	Coordinator of Early Childhood Services
Derrian Hallas	Communications Officer
Stephanie Akehurst	Administrative Assistant – Business Services (Recording Secretary)

**OPENING PRAYER**

Note: The opening prayer was led by Robert Risling.

Note: The meeting was chaired by Mr. Dick Mastel, Board Chair.

**APPROVAL OF THE MINUTES OF REGULAR BOARD MEETING – May 12, 2020**

3613 Motion. Kathy Glasgo: “THAT the Minutes of the Regular Meeting held May 12, 2020 be approved as circulated”.

Carried unanimously.

**APPROVAL OF THE MINUTES OF REGULAR BOARD MEETING – May 27, 2020**

3614 Motion. Peter Grad: “THAT the Minutes of the Regular Meeting held May 27, 2020 be approved as circulated”.

Carried unanimously.

**APPROVAL OF THE ACTION AGENDA**

3615 Motion. David Leahy: “THAT the Action Agenda dated June 9, 2020 be approved as amended.”

Carried unanimously.

**BOARD COMMUNICATIONS**

Note: Nothing to report

**CATHOLIC EDUCATION**

**RELIGIOUS EDUCATION REPORT – presented by Sandra Richard**

Note:

- Religious Education Update and Faith Development Update

**PARISH COMMUNITY RELATIONS COMMITTEE REPORT – presented by Robert Risling**

Note: Nothing to report.

## JUNE BOARD WORK PLAN ITEMS

Note:

- Plans for Recognizing Retiring Employees

## REPORT FROM SUPERINTENDENT

Note:

- Strategic Priorities Update
- Diploma Exam Update
- Personnel Update
- 2019 - 20 Third Quarter Financial Report
- Capital Maintenance Renewal Grant
  - Johnson Controls Contract

3616 Motion. David Leahy: "Be it resolved that the Board of Trustees for the Medicine Hat Catholic Board of Education approve the Johnson Controls contract for energy saving for \$2.5 million frn the Capital Maintenance Renewal grant with the difference being funded from the Infrastructure Maintenance Renewal grant previously approved."

Carried unanimously.

- School Board Wards
- Joint Use Agreement and Playgrounds – Facility Impacts from COVID-19
- Division Communications

## ACTION AND DISCUSSION ITEMS

Note:

- Policy and Administrative Procedures Review

3617 Motion. Kathy Glasgo: "THAT the Medicine Hat Catholic Board of Education Trustees motion to accept the first reading of Policy # 1 this 9th day of June, 2020."

Carried unanimously.

3618 Motion. David Leahy: "THAT the Medicine Hat Catholic Board of Education Trustees motion to accept the first reading of Policy # 2 this 9th day of June, 2020."

Carried unanimously.

3619 Motion. Peter Grad: "THAT the Medicine Hat Catholic Board of Education Trustees motion to accept the first reading of Policy # 3 this 9th day of June, 2020."

Carried unanimously.

3620 Motion. Kathy Glasgo: "THAT the Medicine Hat Catholic Board of Education Trustees motion to accept the first reading of Policy # 4 this 9th day of June, 2020."

Carried unanimously.

3621 Motion. Peter Grad: "THAT the Medicine Hat Catholic Board of Education Trustees motion to accept the first reading of Policy # 5 this 9th day of June, 2020 as amended."

Carried unanimously.



**-1752-**

3622 Motion. Peter Grad: "THAT the Medicine Hat Catholic Board of Education Trustees motion to accept the first reading of Policy # 6 this 9th day of June, 2020."

Carried unanimously.

3623 Motion. David Leahy: "THAT the Medicine Hat Catholic Board of Education Trustees motion to accept the first reading of Policy # 7 this 9th day of June, 2020."

Carried unanimously.

3624 Motion. Robert Risling: "THAT the Medicine Hat Catholic Board of Education Trustees motion to accept the first reading of Policy # 8 this 9th day of June, 2020."

Carried unanimously.

3625 Motion. Kathy Glasgo: "THAT the Medicine Hat Catholic Board of Education Trustees motion to accept the first reading of Policy # 9 this 9th day of June, 2020."

Carried unanimously. ‘

3626 Motion. David Leahy: "THAT the Medicine Hat Catholic Board of Education Trustees motion to accept the first reading of Policy # 10 this 9th day of June, 2020."

Carried unanimously.

3627 Motion. Peter Grad: "THAT the Medicine Hat Catholic Board of Education Trustees motion to accept the first reading of Policy # 11 this 9th day of June, 2020."

Carried unanimously.

3628 Motion. Peter Grad: "THAT the Medicine Hat Catholic Board of Education Trustees motion to accept the first reading of Policy # 12 this 9th day of June, 2020."

Carried unanimously.

3629 Motion. Kathy Glasgo: "THAT the Medicine Hat Catholic Board of Education Trustees motion to accept the first reading of Policy # 13 this 9th day of June, 2020."

Carried unanimously.

3630 Motion. Kathy Glasgo: "THAT the Medicine Hat Catholic Board of Education Trustees motion to accept the first reading of Policy # 14 this 9th day of June, 2020."

Carried unanimously.

3631 Motion. Robert Risling: "THAT the Medicine Hat Catholic Board of Education Trustees motion to accept the first reading of Policy # 15 this 9th day of June, 2020."

Carried unanimously.

3632 Motion. David Leahy: "THAT the Medicine Hat Catholic Board of Education Trustees motion to accept the first reading of Policy # 16 this 9th day of June, 2020 as amended."

Carried unanimously.

**-1753-**

3633 Motion. Kathy Glasgo: "THAT the Medicine Hat Catholic Board of Education Trustees motion to accept the first reading of Policy # 17 this 9th day of June, 2020."

Carried unanimously.

3634 Motion. Robert Risling: "THAT the Medicine Hat Catholic Board of Education Trustees motion to accept the first reading of Policy # 18 this 9th day of June, 2020."

Carried unanimously.

3635 Motion. Kathy Glasgo: "THAT the Medicine Hat Catholic Board of Education Trustees motion to accept the first reading of Policy # 19 this 9th day of June, 2020."

Carried unanimously.

- **Locally Developed Courses**

3636 Motion. David Leahy: "That the Medicine Hat Catholic Board of Education authorizes Monsignor McCoy High School to offer the Locally Developed Course titled: "Competencies in Math 15-3", a 3 credit course beginning Aug. 31, 2020 as acquired from Boyle Street Education Center in Edmonton."

Carried unanimously.

3637 Motion. Kathy Glasgo: "That the Medicine Hat Catholic Board of Education authorizes Monsignor McCoy High School to offer the Locally Developed Course titled: "Competencies in Math 15-5", a 5 credit course beginning Aug. 31, 2020 as acquired from Red Deer Public Schools."

Carried unanimously.

- **Calendar Amendment**

3638 Motion. Kathy Glasgo: "That the Board of Trustees for the Medicine Hat Catholic Board of Education approve the amended School Year Calendar for the 2020-2021 School Year."

- **2020 – 21 Fee Approval**

3639 Motion. Peter Grad: "Be it resolved that the Board of Trustees for the Medicine Hat Catholic Board of Education approve the International Student Fees, Before and After School Fees and Early Learning Fees for 2020-21 as presented."

Carried unanimously.

## **COMMITTEE REPORTS**

### **Medicine Hat Catholic Schools' Education Foundation – Dick Mastel**

Note: Nothing to report.

### **Representative to ACSTA – Dick Mastel**

Note: See attached.

### **Representative Teacher Board Advisory Committee – Kathy Glasgo**

Note: Nothing to report.

**Representative to ASBA Zone 6 – Peter Grad**

Note: See attached.

**Representative to Support Staff Board Advisory Committee – Robert Risling**

Note: Nothing to report.

**Representative to Parent Association – Kathy Glasgo**

Note: Nothing to report.

**Representative to Salary Negotiations – ATA – Peter Grad**

Note: Nothing to report.

**Representative to Salary Negotiations – CUPE – Dick Mastel**

Note: Nothing to report.

**Representative to CUPE Staff Board Advisory – David Leahy**

Note: Nothing to report.

**Representative to Student Board Advisory Committee – Dick Mastel**

Note: Nothing to report.

**Represented to Sister of Charity of St. Louis Arts and Athletics Performance Centre (Adhoc) Committee – David Leahy**

Note: See attached.

3640 Motion. Robert Risling “THAT the Board of Trustees extend the reporting timeline for the Arts and Sports Performance Center Ad Hoc Committee until November 15, 2020.”

Carried unanimously.

**CLOSING PRAYER**

Note: The meeting closed with prayer led by Robert Risling.

**ADJOURNMENT**

Note: The regular meeting was adjourned by the Board Chair.

Note: The meeting adjourned at 6:27 PM.

\_\_\_\_\_  
Dick Mastel, Board Chair

\_\_\_\_\_  
Greg MacPherson, Secretary Treasurer



# Information Report

## REPORT TO THE BOARD OF TRUSTEES

**Date:** September 8, 2020  
**To:** The Board of Trustees  
**From:** Dwayne Zarichny  
**Originator:** Sandra Richard  
**Rationale:** Policy/Procedures: Policy 2 Role of the Board - Faith Leadership 3- AP 201 Religious Education  
**Subject:** Grade 7 Religious Education Curriculum update/ Fully Alive Grade 1 & 2

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**BACKGROUND:** The Coordinator of Curriculum/Religious Studies will administer the religious education curriculum in consultation with the Bishop, Principals and Superintendent.

In alignment with the Bishops of Alberta and all Catholic School Divisions in the province, we are expanding our Religious Education program with our partnership with Pearson by implementing the Grade 7 resource Growing in Faith, Growing in Christ. Our teachers in this grade will be having an inservice on the program on September 22 in the pm in the Board Room. We will also be implementing the new resource for Health and Wellness in Grades 1 & 2 called Fully Alive once teachers have received inservice through a digital format. The Fully Alive program is supported by our Bishops and the digital component is of no cost to the Division since we have digital supports in our Religion programs already.

### **STATUS & RELATIONSHIP TO SLQS:**

**Competency:** Leading Learning

**Indicators:** ensuring that staff have access to resources, programs and expertise to support them in meeting their professional responsibilities and in addressing the learning needs of all students;

**RESULTS OR ANTICIPATED OUTCOMES:** Information given

**GOVERNANCE IMPLICATIONS:** For information



# Information Report

## REPORT TO THE BOARD OF TRUSTEES

**Date:** September 8, 2020  
**To:** The Board of Trustees  
**From:** Dwayne Zarichny  
**Originator:** Sandra Richard  
**Rationale:** Policy/Procedures: Policy 2 Role of the Board - Faith Leadership 3- AP 201  
Religious Education  
**Subject:** Faith Formation for new teachers

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**BACKGROUND:** The Coordinator of Curriculum/Religious Studies will administer the religious education curriculum in consultation with the Bishop, Principals and Superintendent. The Board will ensure that a strong faith development component is provided for all students and staff.

We continue to provide Faith Formation to our new teachers through four half day Faith Formation sessions held throughout the year which will focus on the Five Marks of an Excellent Catholic Teacher. These participants will also be invited to attend RCIA classes at our two local parishes to build on their Catholic faith knowledge and experiences as well as utilizing the Professional Development courses through our Growing in Faith, Growing in Christ resource for all teachers.

### **STATUS & RELATIONSHIP TO SLQS:**

**Competency:** Leading Learning

**Indicators:** ensuring that staff have access to resources, programs and expertise to support them in meeting their professional responsibilities and in addressing the learning needs of all students;

**RESULTS OR ANTICIPATED OUTCOMES:** Information given

**GOVERNANCE IMPLICATIONS:** For information



# Information Report

## REPORT TO THE BOARD OF TRUSTEES

**Date:** September 8, 2020  
**To:** The Board of Trustees  
**From:** Dwayne Zarichny  
**Originator:** Sandra Richard  
**Rationale:** Policy/Procedures: Policy 2 Role of the Board - Accountability to the District's Communities 2- AP 201 Religious Education  
**Subject:** New Opportunities to Develop Parish/School Relationships

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**BACKGROUND:** The Board will ensure that a strong faith development component is provided for all students and staff. Our Catholic schools encourage an active participation in parish life and so there exists a mutual relationship of support.

With the new restrictions placed on our schools and parishes we look for ways to continue our connection with our places of worship. I have met with our local priests and we are finding ways to Livestream our school masses so that we can continue to build these relationships. We are also looking at filming our priests doing Church walks for our grade one students and collaborating on projects to share with our students. We look forward to exploring the many new opportunities this year.

### **STATUS & RELATIONSHIP TO SLQS:**

**Competency:** Building Effective Relationships

**Indicators:** A superintendent establishes a welcoming, caring, respectful and safe learning environment by building positive and productive relationships with members of the school community and the local community.

**RESULTS OR ANTICIPATED OUTCOMES:** Information given

**GOVERNANCE IMPLICATIONS:** For information



# Information Report

## REPORT TO THE BOARD OF TRUSTEES

**Date:** September 8, 2020  
**To:** The Board of Trustees  
**From:** Dwayne Zarichny  
**Originator:** Sandra Richard  
**Rationale:** Policy/Procedures: Policy 2 Role of the Board - Accountability to the District's Communities 2- AP 201 Religious Education  
**Subject:** New name for Commission and role

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**BACKGROUND:** The Board will proactively work to build community support for this Catholic education system. Our Catholic schools encourage an active participation in parish life and so there exists a mutual relationship of support.

The Religious Education Coordinators/Directors for the school divisions in the Calgary Diocese have been working closely with Bishop McGrattan, Father Wilbert Chin and Father Noel Farman to restructure and refocus the previous Southern Alberta Religious Education Commission (SAREC) to now be known as the Catholic Education and Catechetical Commission (CECC). We are meeting in October again to discuss ways that the Diocese and schools can support each other.

Our mandate will be to assist the Bishop in providing leadership in faith formation, permeation and evangelization initiatives in Catholic schools and their respective communities.

### STATUS & RELATIONSHIP TO SLQS:

**Competency:** Building Effective Relationships

**Indicators:** collaborating with community and provincial agencies to address the needs of students and their families;

**RESULTS OR ANTICIPATED OUTCOMES:** Information given

MEDICINE HAT CATHOLIC BOARD OF EDUCATION – BOARD WORK PLAN 2020 - 2021											
SEPTEMBER 2020	OCTOBER 2020	NOVEMBER 2020	DECEMBER 2020	JANUARY 2021	FEBRUARY 2021	MARCH 2021	APRIL 2021	MAY 2021	JUNE 2021	JULY 2021	AUG 2021
<p><b>Policy 2 – Approve the Board Annual Work Plan</b></p> <p><b>BOARD MOTION APPROVE</b></p> <p>ASBA Friends of Education, Honorary Life Member, Long Service Award, Premier’s Award, President’s Award <u>Sept 2020</u></p> <p>Faith Formation Day All Division Staff-PD August 28, 2020</p> <p>Planning for MLA MEETINGS (TBA – Jan 2021)</p> <p>Stakeholder Engagement and Budget Survey Planning</p> <p>School Education Plan Presentations</p>	<p>Policy 17 – By October 15 school councils provide Financial Statements</p> <p>Begin Boundary Review (defined for January)</p> <p>Board Organizational Meeting Oct. 13, 2020</p> <p>Staffing Report to the Board</p> <p>*Annually approve a Communications Strategy</p> <p>*Annually develop a yearly plan for Board development including increased knowledge of the Board’s role, processes and issues to further the implementation of the Three Year Plan. (During Board Retreat)</p> <p>*Annually develop a yearly plan for advocacy. MLA’s.</p>	<p><i>*Annual Education Results Report/Three Year Education Plan (combined report) due to AB ED by Nov 30 including Accountability Pillar Results Report</i></p> <p>↓</p> <p><i>*Audited Financial Statement due to AB ED by Nov 30</i></p> <p>↓</p> <p><i>*Fall Budget Revision due to AB ED by Nov 30</i></p> <p>↓</p> <p>Board Meeting – Approval <i>*AERR, *Audited Financial Statement &amp; *Fall Budget</i> November 10, 2020</p> <p>Alberta Catholic School Trustees’ Association (ACSTA) Annual General Meeting (AGM) November 13-15, 2020</p> <p>Alberta School Boards’ Association (ASBA) Annual General Meeting (AGM) November 15-17, 2020</p> <p><u>Policy 7</u> – Board informed of Trustee Honorarium</p> <p>ACSTA Facilities and Covenant Review</p>	<p>Quarterly Finance Report information only, no Board Motion</p> <p>Infrastructure Maintenance Renewal (IMR) Project Approval</p> <p><b>BOARD MOTION APPROVE</b></p>	<p><u>AP500 BUDGET</u> Review</p> <p>*Approve budget assumptions at the outset of the budget process. The Secretary-Treasurer will prepare a draft budget based on the priorities set out in the 3 Year Education Plan.</p> <p><u>AP 505</u> – Begin review of School Fees for approval by March 31</p> <p><u>AP305</u> – Review Boundaries and Attendance areas for approval by March 31</p>	<p>Board Reviews 3 Year Ed Plan to determine future priorities</p> <p>Board Strategic Planning March (early) - *Annually identify long-term strategic priorities.</p>	<p>Faith Formation – March 19, 2021 Recognition of long service employees during Faith Formation Day</p> <p>2<sup>nd</sup> Quarter Financial Update</p> <p><b>BOARD MOTION APPROVE</b></p> <p>Approval of School Fees</p> <p>Approval of School Calendar</p> <p>3 Year Capital Plan</p> <p>AP305 – Review Boundaries and Attendance Areas</p> <p><b>BOARD MOTION APPROVE</b></p>	<p>ERIP – Early Retirement Incentive Plan (ERIP) approved by May 1, 2021</p> <p><b>BOARD MOTION APPROVE</b></p> <p><u>AP500</u> - Preliminary (DRAFT BUDGET) for Board Review April/May</p> <p>Revised Staffing Report</p> <p>Diploma Exam Review</p> <p>Board Annual Work Plan Development</p> <p>SPICE Conference Apr 29 - May 2, 2021 Kananaskis</p> <p>BLUEPRINTS Conference May 4 - 7, 2021 Kananaskis</p>	<p>Draft BUDGET for Board Review April/May</p> <p>Board Meeting for Budget Approval -BUDGET due to AB ED May 31 Date TBA</p> <p><b>BOARD MOTION APPROVE</b></p> <p>Locally Developed Courses</p> <p><b>BOARD MOTION APPROVE</b></p> <p>Staffing Report to the Board</p> <p>ASBA Zone 6 Edwin Parr Award Banquet Taber, Alberta TBA</p> <p>Consecration to Mary- In May, the Month of Mary, annually consecrate the District and invite schools to do the same, either in October or May.</p>	<p><b>Policy 7</b> - Annual Board Self-Evaluation &amp; Superintendent Evaluation</p> <p><b>BOARD MOTION APPROVE</b></p> <p>Staffing Report to the Board</p> <p>Alberta School Boards’ Association (ASBA) Spring General Meeting June 6-8, 2021</p> <p>3<sup>rd</sup> Quarter Financial Update information only, no Board Motion</p> <p>Retiree Dinner on June 14<sup>th</sup>, 2021 (<i>proposed</i>)</p>		
<div> <b>IMPORTANT Dates &amp; Events</b> <ol style="list-style-type: none"> <li>1. World Teacher’s Day October 5, 2020</li> <li>2. Catholic Education Sunday Nov 8, 2020</li> <li>3. Monsignor McCoy Awards, Fall/Winter 2020</li> <li>4. Education Week - May 10 - 14, 2021</li> <li>5. World Catholic Education Day - May 13, 2021</li> <li>6. Monsignor McCoy Grad – May 19 - 21, 2021 <ul style="list-style-type: none"> <li>* May 19, 2021 Rehearsal</li> <li>* May 20, 2021 Mass &amp; Ceremony</li> <li>* May 21, 2021 Banquet</li> </ul> </li> <li>7. Foundation Golf Tourney Friday, June 11, 2021</li> </ol> </div>											





## Report / Discussion

### REPORT TO THE BOARD OF TRUSTEES

**Date:** September 8, 2020

**AGENDA ITEM:**

**To:** The Board of Trustees

**From:** Superintendent of Schools

**Originator:** Superintendent of Schools

**Rationale:** Policy 11 – Board Delegation of Authority - 2. The Superintendent is delegated the authority to develop Administrative Procedures that are consistent with provincial policies and procedures for the following program areas: 2.1 Special Education 2.2 Guidance and Counseling 2.3 Services for Students and Children 2.4 School-Based Decision Making 2.5 Student Evaluation 2.6 Teacher Growth, Supervision and Evaluation 2.7 Home Education.

Policy 12 – Role of the Superintendent - 2. Educational Leadership 2.1 Provides leadership in all matters relating to education in the Division. 2.2 Ensures students in the Division have the opportunity to meet the standards of education set by the Minister. 2.3 Implements education policies established by the Minister. 7. Organizational Management 7.1 Demonstrates effective organizational skills resulting in Division compliance with all legal, Ministerial and Board mandates and timelines. 9. Student Welfare 9.1 Ensures that each student is provided with a safe and caring environment that fosters and maintains respectful and responsible behaviors. 9.2 Ensures the safety and welfare of students while participating in school programs or while being transported to or from school programs on transportation provided by the Division. 9.3 Ensures the facilities adequately accommodate Division students.

**Subject:** Re-entry Update to the Board

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#### BACKGROUND:

The Superintendent is responsible for ensuring the Board is updated on emergent issues.

**STATUS & RELATIONSHIP TO SLQS:**

This report provides the Board with the most up-to-date information regarding the jurisdiction's plans for re-entry into schools in the 2020 school year.

This report aligns with the SLQS in the following way:

**Competency: School Authority Operations and Resources**

**Indicators:** A superintendent directs school authority operations and strategically allocates resources in the interests of all students and in alignment with the school authority's goals and priorities. Achievement of this competency is demonstrated by indicators such as: (a) providing direction on fiscal and resource management in accordance with all statutory, regulatory and school authority requirements; (b) ensuring effective alignment of the school authority's human resources to achieve the school authority's education plan; (c) delegating responsibility to staff, where appropriate, to enhance operational efficiency and effectiveness.

**RESULTS OR ANTICIPATED OUTCOMES:**

This report completes the work of the Superintendent in providing leadership in all matters relating to education in the Division (Reference: Item 2.1, Policy 12)

**GOVERNANCE IMPLICATIONS:**

This report is responsive to the Board's work in ensuring it meets its responsibility to provide a safe and caring environment, and to adhere to Ministerial Direction and direction from the Chief Medical Officer of Health for Alberta.

## **Board Update - School Re-entry 2020**

**September 8, 2020**

### **Learning From Home:**

- We a small number of students learning from home. Chuck will provide exact numbers
- We anticipate that we will have a number of students off on sick related leave during the course of the year - following the guidelines from the CMOH.

**To remedy this situation, MHCBE has implemented the following:**

#### **For K-9 students:**

- Teachers will upload assignments, lessons etc. to Google classroom.
- 3 professional staff have been dedicated to providing online support during the school day.
- Students who are sick / quarantining will be working on assignments/lessons from their actual classroom teacher, which will ensure the integrity of the educational experience and facilitate a smooth transition back into the classroom.

#### **For McCoy students:**

- For students who are learning from home, we have them registered with Christ the Redeemer and ADLC online schools. There is no cost to us and the students remain registered in our jurisdiction.

### **Cleaning of Schools:**

- We have received reusable masks (2 per individual) and hand sanitizer prior to the start of school (Saturday)
- We will have installed sanitizer dispensers at each door, entrance etc. There are a number of units backordered and will be installed as soon as they arrive.
- We have purchased our own sanitizer - prior to the Minister's announcement.

### **Masking:**

- AB Ed has provided reusable masks for staff and students and face shields for staff.
- We have a stock of disposable masks available for each school as well.
- The CMOH provided CMOH record of decision 33-2020 with the intention of clarifying expectations for schools. (Please see attached)

### **Communication:**

- Division Principals and Vice Principals attended a meeting on Aug. 19th to present detailed school plans to senior administration.
- Schools released their individual re-entry plans on August 21st to parents.
- Updates have been provided to parents regularly.  
<https://www.mhcbe.ab.ca/school-re-entry>

### **JPII Update:**

- On Saturday, August 29<sup>th</sup>, we were informed by the principal of Ecole JPII School that a staff member from Ecole St. JPII School had tested positive for COVID-19.
- AHS conducted an investigation and determined that no other staff from the school will have to quarantine.
- They indicated that this is because the staff at Ecole St. JPII School had strictly adhered to the guidelines provided from the CMOH.
- AHS has confirmed that the school would be able to open on Monday and that it is safe to do so.
- Francis ensured that the school was disinfected prior to the Monday start.
- Chat TV did do an interview with me on Monday, August 31<sup>st</sup>. Overall the report was positive. Additionally, there was a small article in the Medicine Hat News.



## RECORD OF DECISION – CMOH Order 33-2020

### Re: 2020 COVID-19 Response

Whereas, I, Dr. Deena Hinshaw, Chief Medical Officer of Health (CMOH) initiated an investigation into the existence of COVID-19 within the Province of Alberta.

Whereas the investigation has confirmed that COVID-19 is present in Alberta.

Whereas under section 29(2)(b)(i) of the *Public Health Act*, I may take whatever steps I consider necessary

- (A) to suppress COVID-19 in those who may have already been infected with COVID-19,
- (B) to protect those who have not already been exposed to COVID-19,
- (C) to break the chain of transmission and prevent spread of COVID-19, and
- (D) to remove the source of infection.

Whereas having determined on August 4, 2020 that students in grades 4 to 12, staff members and visitors must wear a non-medical face mask in schools when physical distancing cannot be maintained.

Whereas students, parents and principals are all responsible for ensuring a welcoming, caring, respectful and safe learning environment within schools.

Therefore, I am taking the following steps to protect Albertans from exposure to COVID-19 and to prevent the spread of COVID-19:

1. This Order is effective August 31, 2020 and applies throughout the Province of Alberta.
2. For the purposes of this Order, "school" is defined as a school operating under the *Education Act* and includes the physical location or place where the school provides a structured learning environment through which an education program is offered or provided but does not include
  - (a) any parent or guardian directed program provided to a student (home education program), or
  - (b) any teacher directed education program provided in a home environment (temporary at-home learning) for immediate family members only.
3. For the purposes of this Order, "student" has the same meaning given to it in the *Education Act*.



4. For the purposes of this Order, a "staff member" is defined as any individual who is employed by, or provides services under a contract with, an operator of a school.
5. For the purposes of this Order, a "visitor" is defined as any individual who attends a school, but who is not a student or staff member.

**Students, staff members and visitors must wear non-medical face masks**

6. Subject to section 8 of this Order, an operator of a school must ensure that the following persons wear a non-medical face mask that covers their mouth and nose while attending an indoor location within a school:
  - (a) all students attending grades 4 through grade 12;
  - (b) all staff members;
  - (c) all visitors.
7. For greater certainty, a face shield is not considered a non-medical face mask.
8. All students attending grades 4 through 12, staff members and visitors must wear a non-medical face mask that covers their mouth and nose while attending an indoor location within a school, unless the student, staff member or visitor:
  - (a) is unable to place, use or remove a non-medical face mask without assistance;
  - (b) is unable to wear a non-medical face mask due to a mental or physical concern or limitation;
  - (c) is consuming food or drink in a designated area;
  - (d) is engaging in physical exercise;
  - (e) is seated at a desk or table
    - (i) within a classroom or place where the instruction, course or program of study is taking place, and
    - (ii) where the desks, tables and chairs are arranged in a manner
      - (A) to prevent persons who are seated from facing each other, and
      - (B) to allow the greatest possible distance between seated persons;
  - (f) is providing or receiving care or assistance where a non-medical face mask would hinder that caregiving or assistance; or
  - (g) is separated from every other person by a physical barrier.
9. An operator of a school must use its best efforts to ensure that any student, staff member or visitor who is not required to wear a non-medical face mask:



- (a) as permitted by section 8(a) or (b) of this Order is able to maintain a minimum of 2 metres distance from every other person;
- (b) as permitted by section 8(c) of this Order is able to maintain a minimum of 2 metres distance from every other person, if the designated area is not within a classroom or place where the instruction, course or program of study is taking place.

### **Transportation**

10. Subject to section 12, an operator of a school must ensure that the following persons wear a non-medical face mask that covers their mouth and nose while being transported on a school bus:
  - (a) all students attending grades 4 through grade 12;
  - (b) all staff members;
  - (c) all visitors.
11. For greater certainty, section 10(b) applies in respect of any individual who transports students attending grades 4 through 12 on a school bus to a school, regardless of whether that individual is a staff member.
12. All students attending grades 4 through 12, staff members and visitors must wear a non-medical face mask that covers their mouth and nose while being transported on a school bus, unless the student, staff member or visitor:
  - (a) is unable to place, use or remove a non-medical face mask without assistance;
  - (b) is unable to wear a non-medical face mask due to a mental or physical concern or limitation;
  - (c) is providing or receiving care or assistance where a non-medical face mask would hinder that caregiving or assistance; or
  - (d) is separated from every other person by a physical barrier.

### **Where physical distancing can be maintained**

13. Subject to section 14 of this Order, sections 6 to 12 of this of Order do not apply in respect of an operator of a school who is able to ensure that all students, staff members and visitors maintain a minimum of 2 metres distance from every other person while attending an indoor location within a school or while being transported on a school bus.
14. An operator of a school must
  - (a) submit a plan to the Chief Medical Officer of Health that sets out how physical distancing will be maintained, and
  - (b) receive approval from the Chief Medical Officer of Health of its plan,



prior to allowing any students, staff members or visitors to attend an indoor location within its school or be transported on a school bus without wearing a non-medical face mask that covers their mouth and nose.

15. Despite section 13 of this Order, an operator of a school does not need to ensure that students, staff members and visitors are able to maintain a minimum of 2 metres distance from every other person when a student, staff member or visitor is seated at desk or table

(a) within a classroom or place where the instruction, course or program of study is taking place, and

(b) where the desks, tables and chairs are arranged in a manner

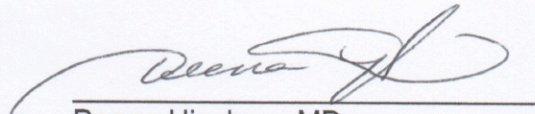
(i) to prevent persons who are seated from facing each other, and

(ii) to allow the greatest possible distance between seated persons.

#### **General**

16. This Order remains in effect until rescinded by the Chief Medical Officer of Health.

Signed on this 29 day of August, 2020.

  
Deena Hinshaw, MD  
Chief Medical Officer of Health





# Information Report

## REPORT TO THE BOARD OF TRUSTEES

**Date:** September 8, 2020 **AGENDA ITEM:**

**To:** The Board of Trustees

**From:** Superintendent of Schools

**Originator:** Superintendent of Schools

**Rationale:** Policy/Procedures: Leads the strategic planning process

**Subject:** Strategic Priorities Update

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### BACKGROUND:

The Superintendent is responsible for leading strategic planning in the jurisdiction. This report will be a standing report which will be updated on a monthly basis. This report will provide the Board with an overview of the implementation of the Strategic Priorities developed by the Board.

### STATUS & RELATIONSHIP TO SLQS:

This report aligns with the SLQS in the following way:

**Competency: Visionary Leadership**

**Indicators:** Ensuring that the vision expressed in the school authority's education plan is responsive to the ongoing review of the school authority's achievements, meets all requirements identified in provincial legislation, and incorporates the school community's perspectives.

**Competency: Supporting Effective Governance**

**Indicators:** Ensuring that the board's plans, resource allocations, strategies and procedures lead to the achievement of its goals and priorities.

Supporting the board in the fulfilment of its governance functions in the fiduciary, strategic and generative realms.

### RESULTS OR ANTICIPATED OUTCOMES:

This report supports the work of the Superintendent in providing leadership in the area of strategic planning. (Reference: Item 6, Policy 12).

**GOVERNANCE IMPLICATIONS:**

This report is responsive to the Board's work in ensuring it meets its responsibility to provide overall direction for the Division by establishing mission, vision, strategic priorities and key results. (Reference: Item 4.1, Policy 2)



# Information Report

## Public Agenda

### REPORT TO THE BOARD OF TRUSTEES

**Date:** September 8, 2020 **AGENDA ITEM:** At Home Learning

**To:** The Board of Trustees

**From:** Superintendent of Schools

**Originator:** Chuck Hellman

**Rationale:** Policy/Procedures: Policy 12 – Role of the Superintendent – Organizational Management / Student Welfare

**Subject:** At Home Learning

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#### **BACKGROUND:**

To date, MHCBE has 65 students registered in our At Home Learning Program. The district has hired 2.43 FTE to provide educational programming for these students. Included in the number are 11 French Immersion students, 36 elementary school students and 18 middle school students registered.

#### **RELATIONSHIP TO SLQS:**

**Competency: (4) Leading Learning**

**Indicators (b) providing learning opportunities, based on research-informed principles of effective teaching, learning and leadership to support building the capacity of all members of the school community to fulfill their educational roles.**

**Competency: (6) School Authority Operations and Resources**

**A superintendent directs school authority operations and strategically allocates resource in the interests of all students and in the alignment with school authority's goals and priorities.**

#### **RESULTS OR ANTICIPATED OUTCOMES: Information**

**GOVERNANCE IMPLICATIONS: Policy 1 – Mission** – In partnership with family, Church, and community, we provide Catholic Education of the highest quality to students.

**Policy 12 – Role of the Superintendent** – The Superintendent is the Chief Executive Officer of the Board and the Chief Education Officer of the Division. The Superintendent reports directly to the corporate Board and is accountable to the Board for the conduct and operation of the Division.



# Information Report

## Public Agenda

### REPORT TO THE BOARD OF TRUSTEES

**Date:** September 8, 2020 **AGENDA ITEM:** Staffing Update

**To:** The Board of Trustees

**From:** Superintendent of Schools

**Originator:** Chuck Hellman

**Rationale:** Policy/Procedures: Policy 12 – Role of the Superintendent – Personnel Management

**Subject:** Staffing Update

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#### **BACKGROUND:**

To date, MHCBE has hired 16 professional staff members new to the district. We have transferred 6 staff members to new positions. We have re-tasked a portion of 2 teacher's FTE to teach students online, and have a total of 2.43 FTE to accommodate on line learning students. At this time MHCBE has 132.35 FTE professional staff.

Monsignor McCoy – 4 new teachers

Notre Dame – 1 new teacher

St. Mary's – 2 new teachers

St. Pat's – 3 new teachers

Mother Teresa – 2 new teachers

JP 2 – 3 new teaches

Admin. – 2 new principals- one new to the district

- 2 new vice principals

**RELATIONSHIP TO SLQS:**

**Competency: (6) School Authority Operations and Resources**

**Indicators (b)** Ensuring effective alignment of the school authority's human resources to achieve the school authority's education plan

**RESULTS OR ANTICIPATED OUTCOMES: Information**

**GOVERNANCE IMPLICATIONS: Policy 1 – Mission** – In partnership with family, Church, and community, we provide Catholic Education of the highest quality to students.

**Policy 12 – Role of the Superintendent** – The Superintendent is the Chief Executive Officer of the Board and the Chief Education Officer of the Division. The Superintendent reports directly to the corporate Board and is accountable to the Board for the conduct and operation of the Division.

Personnel Management – overall authority and responsibility for all personnel-related issues



# Information Report

## Public Agenda

### REPORT TO THE BOARD OF TRUSTEES

**Date:** September 8, 2020 **AGENDA ITEM:** Enrollment Update

**To:** The Board of Trustees

**From:** Superintendent of Schools

**Originator:** Chuck Hellman

**Rationale:** Policy/Procedures: Policy 12 – Role of the Superintendent – Organizational Management / Student Welfare

**Subject:** Enrollment Update

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#### **BACKGROUND:**

The Board will receive the most recent enrollment numbers, as of Tuesday, September 8, 2020.

#### **RELATIONSHIP TO SLQS:**

**Competency: (6) School Authority Operations and Resources**

**A superintendent directs school authority operations and strategically allocates resource in the interests of all students and in the alignment with school authority's goals and priorities.**

#### **RESULTS OR ANTICIPATED OUTCOMES: Information**

**GOVERNANCE IMPLICATIONS: Policy 1 – Mission** – In partnership with family, Church, and community, we provide Catholic Education of the highest quality to students.

**Policy 12 – Role of the Superintendent** – The Superintendent is the Chief Executive Officer of the Board and the Chief Education Officer of the Division. The Superintendent reports directly to the corporate Board and is accountable to the Board for the conduct and operation of the Division.



# Information Item

## REPORT TO THE BOARD OF TRUSTEES

**Date:** September 8, 2020 **AGENDA ITEM:**

**To:** The Board of Trustees

**From:** Dwayne Zarichny, Superintendent

**Originator:** Hugh Lehr, Associate Superintendent

**Rationale:** Learning Services Update

**Subject:** School-based Therapy Services

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### BACKGROUND:

Alberta Education has released a new funding model for the 2020/21 fiscal year which has redirected Regional Collaborative Service Delivery (RCSD) funding previously allocated to Alberta Health Services (AHS) to individual school authorities with complete flexibility in how the school authorities choose to use the funding.

This is a change for everyone, including students, families, school districts, partners and AHS, and that the in-school supports currently provided will be different this year.

At the current time, AHS will not be providing school-based supports, unless contracted by the school authority. With this change, AHS is refining pediatric rehabilitation, addiction and mental health and some home care services to children and youth ages 0 to 18. Some areas of the province may experience changes in access while AHS' workforce and services transition.

Parents or guardians may have questions about pediatric rehabilitation and addiction and mental health services offered through AHS. For more information on these services, please read our Frequently Asked Questions on [ahs.ca/pedrehab](https://ahs.ca/pedrehab) or [ahs.ca/AMH](https://ahs.ca/AMH).

### STATUS & RELATIONSHIP TO SLQS:

**Competency:** Building Effective Relationships



**Indicators:** collaborating with community and provincial agencies to address the needs of students and their families;

## **RESULTS OR ANTICIPATED OUTCOMES:**

### **School-based Therapy Services Update (Kindergarten through Grade 12)**

Beginning in the 2020-21 school year, both MHCBE and Alberta Health Services (AHS) will be shifting therapy support approaches. Each will have new mandates/criteria as presented below.

**NEW AHS ELIGIBILITY CRITERIA:** AHS provides services for any developmental need birth to 5 (if the child is in a PUF or FSCD program, the eligibility for AHS service becomes more specific).

Children and youth ages 6 to 18: Positioning Equipment, Childhood Apraxia of Speech, Hearing Loss services, Fluency, Voice, Resonance, Augmentative Communication, Eating, Feeding, Swallowing and Mobility (OR acute change in function due to surgery, injury, medical interventions) are specific AHS eligible/mandated services where children/youth qualify, regardless of Alberta Education or FSCD funding.

Note: In some of the above areas families will be given the option to have the services delivered in the school setting. MHCBE welcomes this opportunity to collaborate with AHS to ensure continuity of support for our students.

MHCBE will be focusing therapy delivery on school-based therapy services for students in Kindergarten through Grade 12. School-based therapy services focus on the student and how he/she interacts with the school environment and curriculum. The role is to support students, teachers and staff in meeting ISP goals and/or increasing participation, engagement and achievement in the educational setting.

School-based therapists will:

- Collaborate with staff and parents to develop a plan that meets the student's needs.
- Work with staff and families on ways to integrate activities, methods, supports and/or adaptations into the student's daily activities.

Elementary schools will continue to have monthly **Collaborative Planning Circle (CPC)** meetings in which parents, administrators, school staff, division staff, therapists and specialists collaborate to support student development, learning, and functioning. Kindergarten students will now access support through this structure as well.

**Physical (PT) and Occupational (OT)** therapy services will change in K but will not change significantly for grade 1-12. Services in this area may include but are not limited to:

- Consultation/collaboration with other team members
- Use of assistive and adaptive devices
- Transfer and positioning techniques
- Performance of school related self-care activities
- Determination of efficient methods to use learning materials
- Therapist suggested activities to facilitate sensory and motor development

- Therapist suggested modifications and supports that are needed for school functioning

Note: In Grades k-6, referrals for PT and OT will come through CPC meetings. There will be students who will be placed on PT and OT caseload at the beginning of the year based on history and needs. PT and OT services in grades 7-12 will be coordinated through the Division's Inclusive Learning Consultant.

**Speech-Language Pathologists (SLP)** service delivery will change as the additional SLP services that Alberta Health Services provided in schools to grade 1-6 students will no longer be coordinated through the school. In the school setting, divisionally contracted **SLPs** will be providing classroom-based support through consultation. In Grade k through 6 students will be referred for SLP support through the monthly CPC process. SLPs will work in collaboration with teachers and support staff to embed strategies that will promote literacy, language, and speech development in their educational program. SLP support may involve formal or informal assessment and observation and suggestions for classroom support. SLPs will

- Collaborate with school-based team
- Provide classroom strategies which support communication, literacy, language, and speech development.
- Suggest and/or provide specific materials and resources
- Communicate with parents and other professionals
- Provide education and resources to teachers and parents about how children typically develop communication skills and how to promote speech and language development in the classroom and at home.

Mental Health support by **School-Liaison Counsellors (SLCs)** will also come through the CPC process. **SLC's** work with students by reducing stressors and barriers to learning using an integrated blend of prevention and intervention strategies that contribute to the overall health and wellness of the student. The SLC fosters collaborative relationships among students, families, schools and the community to mobilize resources to reduce barriers to educational success.

- Provides personal counselling on an individual basis to students who are experiencing social emotional difficulties
- Provides small group interventions to respond to students' identified interests or needs
- Advocate for students to access the appropriate programming and services to meet their needs.
- Assist students and families to access resources and services in the community

Note: Our Mental Health Capacity Building Initiative, **Community Coming Together (CCT)** will still be supporting schools and students through universal Mental Health promotion and prevention messaging and education.

**Specialized Supports** will be delivered through a combination of divisionally contracted supports and in collaboration with AHS.

- **Complex Communication Needs SLP:** Students who fall in this category will be placed on the caseload for the entire year. A divisionally contracted SLP specializing in Complex Communication Needs will provide monthly strategy and support consultation.
- **AHS Augmentative Communication Device Support:** We will continue to partner with families and AHS when students with Complex Communication Needs require communication devices.

- **Teacher for the Visually Impaired (TVI):** MHCBE will continue to contract the TVI to support students who are blind or have visual impairments
- **Deaf and Hard of Hearing (DHH) Consultant/SLP:** AHS will provide support for students who are DHH to families. Families can choose to have these services delivered in the school setting.

Note: Specialized services will be coordinated by the Inclusive Learning Consultant.

**Note:** In considering our shift to classroom based supports (e.g., collaborating to identify strategies that may support students within daily activities), students will no longer be participating in the traditional (or 'medical/health') 'pull-out' therapy model within our school-based therapy. Some students may require therapy beyond just what is needed to function in the school environment. If a therapist believes that a student's need for therapy extends beyond the school setting and the student's educational goals, the therapist will inform parents/legal guardians so that medically (or clinically) based therapy can be pursued through another source. For clinical therapy and/or therapy to assist in home and community functioning parents/guardians are encouraged to contact Alberta Health Services (AHS) or Family Support for Children with Disabilities (FSCD). To facilitate continuity of approach, school staff and school-based therapists welcome collaboration with any home or community therapy/specialist team members.

See attached documents.

- AHS- RCSD-partner memo
- AHS Rehabilitation Services Summary

**GOVERNANCE IMPLICATIONS: For Information**

TO: South East School Partners  
FROM: Sean Chilton, Deb Gordon, Kathryn Todd  
SUBJECT: Regional Collaborative Service Delivery changes

Good morning:

Alberta Education has released a new funding model for the 2020/21 fiscal year which has redirected Regional Collaborative Service Delivery (RCSD) funding previously allocated to Alberta Health Services (AHS) to individual school authorities with complete flexibility in how the school authorities choose to use the funding.

We recognize this is a change for everyone, including students, families, school districts, partners and AHS, and that the in-school supports currently provided will be different this year.

At the current time, AHS will not be providing school-based supports, unless contracted by the school authority. With this change, AHS is refining pediatric rehabilitation, addiction and mental health and some home care services to children and youth ages 0 to 18. Some areas of the province may experience changes in access while AHS' workforce and services transition.

Albertans are always central to what we do and we appreciate your understanding as we begin to rollout these changes.

Parents or guardians may have questions about pediatric rehabilitation and addiction and mental health services offered through AHS. For more information on these services, please read our Frequently Asked Questions on [ahs.ca/pedrehab](https://ahs.ca/pedrehab) or [ahs.ca/AMH](https://ahs.ca/AMH).

Please share this information with parents in your community. If they have questions about in-school services for the fall, we encourage them to contact their school.

Sincerely,

**Deb Gordon**  
Vice President, Chief  
Operations Officer

**Sean Chilton**  
Vice President, Health  
Professions & Practice and  
Information

**Kathryn Todd**  
Vice President, Provincial  
Clinical Excellence

Alberta Health Services (AHS) provides pediatric rehabilitation services for children and youth from birth to 18 years of age and their families.

Our child and family centered services will focus on:

- Early intervention and child and family readiness
- Intervention, including assessment, diagnosis and treatment options, focused on functional needs to support meaningful participation at home and in the community
- Support with transitions through critical life and developmental stages, including information sharing and wayfinding supports.
- Health promotion and injury prevention activities across the health system and community

Pediatric rehabilitation services will be provided in AHS community, outpatient and multidisciplinary rehabilitation settings. With a family's consent, AHS will coordinate with other providers including private, school or FSCD based therapists to facilitate information sharing and smooth transitions.

**Eligibility criteria includes:**

- Children up to five years of age are eligible for health and developmental services
- Children and youth ages six to 18 years of age are eligible for episodes of care if they experience significant changes due to injury, surgery, illness and/or with a new functional need related to underlying or newly identified medical or neurodevelopmental conditions
- Evaluation or administration of specific standardized tools for an external organization's funding or programming qualifications are excluded

- Some services may not be provided if children and youth are already receiving supports either through Alberta Education or Community Social Services (FSCD) programs

**AHS enables children, youth, and families to gain functional skills needed to participate meaningfully in their homes and communities by:**

- Optimizing child, youth and family involvement and readiness
- Supporting early interventions to prevent complications and enhance long term impacts on function, health and wellbeing
- Recognizing acute/subacute changes in function requiring an active rehabilitation episode of care or specialized rehabilitation support
- Focusing on prioritized functional goals within the home and community environments
- Using evidence to inform high quality care and achieve positive outcomes
- Partnering to help children, youth and families acquire knowledge skills and strategies to self-manage their health conditions
- Minimizing duplication of services across publicly funded resources
- Emphasizing collaboration and information sharing, AHS pediatric rehabilitation services provide child and family-centered assessment in order to understand and address a child's functional health needs. AHS pediatric rehabilitation assessment is integrated into the ongoing care plan for the child
- Addressing health needs across the care continuum during critical periods of growth, development and transition
- Supporting health promotion and prevention activities across AHS sectors and community partners

Parents, youth and partners can find pediatric services nearest to them using AHS' [Pediatric Rehabilitation Service Directory](#) on AHS.ca or email [rcsd.transitions@ahs.ca](mailto:rcsd.transitions@ahs.ca). Depending on the service, referrals are generally accepted from parents/guardians, and/or health care providers and physicians with parent/guardian consent.

Below is a summary of services for and eligibility criteria for children birth to five and six to 18 years of age:

Pediatric Rehabilitation Services in community, outpatient and specialized settings	*0-5 Years	6-18 Years	Primary Discipline(s)
<b>Acute Change in Function:</b> New functional needs resulting from surgery, medical intervention or injury	•	•	Audiology, OT, PT, SLP
<b>Early Hearing Detection and Intervention (EHDI):</b> Infant hearing screening and pediatric auditory brainstem response	•		Audiology
<b>Targeted Hearing Screening:</b> As entry point to Audiology services	•	•	Audiology
<b>Audiological Assessment &amp; Management:</b> Hearing health, hearing loss, tinnitus, balance and/or dizziness. Includes: Standard Assessments; Diagnostic Pediatric Auditory Brainstem Response; Auditory Evoked Potentials; Vestibular Assessment	•	•	Audiology
<b>Audiological Follow Up for Children with Permanent Hearing Loss</b>	•	•	Audiology
<b>Implantable Hearing Technology:</b> Cochlear Implant and Bone Anchored Hearing Device	•	•	Audiology
<b>Functional Mobility, Movement and Motor Skill Development:</b> As a result of (un)diagnosed developmental delay or motor impairment	•		OT, PT
<b>Functional Mobility:</b> New functional needs related to a significant change in status of an underlying or newly identified medical or neurodevelopmental condition		•	OT, PT
<b>Torticollis:</b> Infants with needs related to torticollis or head tilt	•		OT, PT
<b>Head Shape Screening:</b> Infants with needs related to head shape	•		OT, PT
<b>Splinting, Orthosis, Serial Casting:</b> Functional needs related to underlying or newly identified medical or neurodevelopmental condition	•	•	OT, PT
<b>Mobility and Positioning Equipment:</b> Functional needs related to underlying medical or neurodevelopmental condition	•		OT, PT
<b>Mobility and Positioning Equipment:</b> New functional needs related to a significant change in status of an underlying or newly identified medical or neurodevelopmental condition requiring customized equipment, specialty technology or multidisciplinary health team	•	•	OT, PT
<b>Augmentative and Alternative Communication:</b> Facilitate communication access through no-, low-, and high-tech strategies	•		OT, SLP

<b>Augmentative and Alternative Communication:</b> New functional needs related to a significant change in status and requiring customized equipment, specialty technology or multidisciplinary health team involvement	•	•	OT, SLP
<b>Eating, Feeding, Swallowing:</b> Needs related to efficient and safe oral consumption	•	•	OT, SLP
<b>Self-Care, Productivity, Leisure:</b> Functional needs as a result of (un)diagnosed developmental delay or motor impairment	•		OT
<b>Self-Care, Productivity, Leisure:</b> New functional needs related to a significant change in status of an underlying or newly identified medical or neurodevelopmental condition	•	•	OT
<b>Receptive and Expressive Language Delay or Disorder</b>	•		SLP
<b>Speech:</b> Articulation, phonology and undiagnosed developmental speech delays	•		SLP
<b>Speech:</b> As a result of motor (e.g. apraxia), neurological (e.g. brain injury), structural (e.g. cleft palate) or sensory perceptual (e.g. hearing impairment)	•	•	SLP
<b>Fluency:</b> Includes stuttering and cluttering	•	•	SLP
<b>Voice and Resonance</b>	•	•	SLP

EXCLUDED PEDIATRIC REHABILITATION SERVICES 6-18 YEARS (&/or *3-5 years upon entry to another publicly funded program e.g. Alberta Education/Family Supports for Children with Disabilities)	Discipline(s)
Assessment or administration of specific standardized tools for purpose of an external organization's funding or programming qualifications	Audiology, OT, PT, SLP
Educational Audiology	Audiology
Expressive and Receptive Language; Literacy; Learning (disabilities, delays, differences)	SLP
Speech (articulation, phonology)	SLP
Augmentative & Alternative Communication (direct access or standard solutions in the school environment)	OT, SLP
Accessibility and safety in schools	OT, PT
Mobility and positioning equipment in schools (basic equipment in school that does not require customization or access to specialty technologies)	OT, PT
Gross motor skills and participation in school including classroom, recess and gym	PT
Sensory processing and social cognition in the school environment; Printing, scissor skills, hand-writing and written output	OT
<i>Infant exception note: Non-surgical head shape <u>helmet</u> treatment</i>	OT, PT



# Information Report

## REPORT TO THE BOARD OF TRUSTEES

**Date:** September 8, 2020

**AGENDA ITEM:**

**To:** The Board of Trustees

**From:** Dwayne Zarichny

**Originator:** Terri Ball

**Rationale:** Early Learning Update

**Subject:** MHCBE Early Learning Programs

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**BACKGROUND:** Medicine Hat Catholic Board of Education currently has Early Learning Programs in each of our elementary schools. All of our Early Learning Programs support little ones ages 3-5 years, including children who are also attending our kindergarten programs.

### **STATUS & RELATIONSHIP TO SLQS:**

**Competency:** 1. Building Effective Relationships

**Indicators:** Establishment of collaborative relationships with children, parents/guardians, and other stakeholders in order to support the early learning needs of children and families.

**RESULTS OR ANTICIPATED OUTCOMES:** As a result of our commitment to providing exemplary early learning opportunities to our MHCBE families, we are now able to offer additional early learning programming as we have added a French Immersion Early Learning Program at École St. John Paul II as well as a morning Early Learning Program at St. Francis Xavier School.

**GOVERNANCE IMPLICATIONS:** For information





# Information Report

## Public Meeting

### REPORT TO THE BOARD OF TRUSTEES

**Date:** September 8, 2020 **AGENDA ITEM:**  
**To:** The Board of Trustees  
**From:** Dwayne Zarichny, Superintendent of Schools  
**Originator:** Greg MacPherson, Secretary Treasurer  
**Rationale:** Governance  
**Policy/Procedures:** Policy 2 section 9.5  
**Subject:** CMR Grant – Johnson Controls Contract

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#### BACKGROUND:

The Board of Trustees has approved the agreement with Johnson Controls for \$2.9 million. This is being funded with the \$2.5 million CMR grant and the remaining \$ 0.4 million from the IMR grant.

On-site work will begin mid-September. Work is expected to occur after hours so there will be minimal construction impact on students and staff. While the majority of the contract will be completed in the calendar year, the HVAC upgrades will be completed in the Spring due to weather concerns and heating.

We have worked with Johnson Controls on our requirements regarding CoVid-19 response and this will be enforced with the sub-contractors.

#### STATUS & RELATIONSHIP TO SLQS:

**Competency:** 6 – School Authority Operations and Resources

**Indicators:** 6.a Providing direction on fiscal and resource management in accordance with all statutory, regulatory and school authority requirements.

#### RESULTS OR ANTICIPATED OUTCOMES:

That the contract be completed and the schools have improved lighting, security and heating/cooling.

**GOVERNANCE IMPLICATIONS:**

The Board of Trustees under their responsibilities in Policy 2 section 9.5 *"Approve annually the Three-year Capital Plan and Facilities Master Plan for submission by the due date"*. While this project is not in the three-year plan or Facilities Master Plan, it is linked into ongoing facilities management and future capital plans.

**RECOMMENDED DECISION:**

*None*

**ATTACHMENTS:**

1. None



# Information Report

## Public Meeting

### REPORT TO THE BOARD OF TRUSTEES

**Date:** September 8, 2020 **AGENDA ITEM:**

**To:** The Board of Trustees

**From:** Dwayne Zarichny, Superintendent of Schools

**Originator:** Greg MacPherson, Secretary Treasurer

**Rationale:** Governance

**Policy/Procedures:** Policy 2 section 9.7

**Subject:** Federal Funding for Supporting School Reopening

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#### BACKGROUND:

On August 26, 2020, the federal government announced that it would provide funding to the provinces for COVID-related school re-entry measures. Alberta's total share will be approximately \$262 million, made in two equal instalments. School authorities will be eligible to access this additional funding for COVID-19-related expenses.

The announcement is for \$926,450 additional funding for MHCBE. The funding can be used for:

- a. staffing
- b. adapting learning spaces,
- c. personal protective equipment,
- d. cleaning,
- e. supports for special needs students
- f. online learning and teacher training

The budget contained \$764,000 of CoVid-19 Response expenditures. These will be included as part of the federal government grant in order to protect the unrestricted and restricted reserves.

Information on the reporting of this grant has not been received as yet which may impact decisions.

#### STATUS & RELATIONSHIP TO SLQS:

**Competency:** 6 – School Authority Operations and Resources

**Indicators:** 6.a Providing direction on fiscal and resource management in accordance with all statutory, regulatory and school authority requirements.

**RESULTS OR ANTICIPATED OUTCOMES:**

The Board of Trustees will be aware of the plan

**GOVERNANCE IMPLICATIONS:**

The Board of Trustees under their responsibilities in Policy 2 section 9.7 *"Receive fiscal accountability reports to ensure the fiscal management of the Division."*

**RECOMMENDED DECISION:**

None at this time

**ATTACHMENTS:**

1. Draft Impact of Announcement of Federal Funding for CoVid-19 Response

**Medicine Hat Catholic Board of Education**  
**Impact of Announcement of Federal Funding for CoVid-19 Response**

DRAFT

September 2, 2020

CoVid Funding from Federal Government				\$	926,450
CoVid Costs:					
Additional Teacher Substitutes - Estimated	694	216.00	150,000		
Additional LA Substitute - Estimated			37,500		
Additional Custodians - Estimated	8.00		300,000		
Additional Custodial and PPE Supplies - Estimated			75,000		
Online Course Tuition - Estimated			40,000		
Online Learning Equipment Support - Chromebooks			55,000		
Additional Online Learning Teachers (1.73+0.5)	2.23	93,000	207,390		
Reduce Class Size ESJPII	0.50	93,000	46,500		
Reduce Class Size St. Patricks	0.50	93,000	46,500		
Additional French online and French lead	0.20	93,000	18,600		
Total Additional CoVid Costs					976,490
Surplus/(Deficit) on Government Funding				\$	(50,040)

Budget Deficit				\$	(396,434)
less: CoVid Costs to be funded from Federal Funding					
Additional Substitutes			\$ 150,000		
Additional Contingency Supplies			217,000		
Additional Contingency: Use of Reserves			397,000		
Total CoVid Costs					764,000
add: CoVid Costs Unfunded from Government					(50,040)
<b>Revised Division Surplus/(Deficit)</b>				<b>\$</b>	<b>317,526</b>

## Division Communications

Board Report – September 8, 2020  
Communications Coordinator - Derrian Hallas



## Back to School Marketing

**Radio Advertising** - Two rotating radio ads aired on local radio from August 12-25.

Radio ads focused on highlighting MHCBE's safe school re-entry.

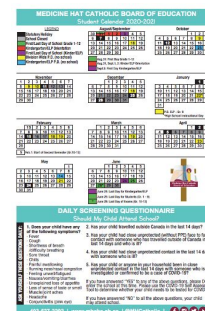
Listen here: <https://youtu.be/UA1rluvpBCw>

**Magnet Sings** - Magnet signs were placed at all nine schools for the month of August with a special focus on safe school re-entry and the first day of class.



## NEW Calendar & Screening Questionnaire Fridge Magnets!

This year, each student will receive a 5 x 7 calendar fridge magnet. The multipurpose magnet will have our division calendar and daily screening questionnaire. It is our hope that this magnet serves as a useful tool for families to easily access PD days, holidays and the daily screening checklist to review before sending their children to school. Magnets were distributed to all students during the first week of class. Click [here](#) for a larger version of the magnet.



**Newspaper Advertising** - MHCBE posted two banners in the Medicine Hat News back to school feature directing families to check our division website for all re-entry updates.

**Celebrating the Class of 2020!** Over the summer months, Monsignor McCoy Graduates were acknowledged daily on Chat TV, Chat News Today (online), and local radio stations. Congratulations to the class of 2020!



## Covid-19 Updates and School Re-Entry Information

**School Re-Entry Plans** - All school re-entry plans were posted on each school website, Facebook page and emailed to each parent community on Friday, August 21. Plans were re-posted before school began to remind families to read the school plans prior to the first day of school.

**Parent/Guardian Communications** - A back to school parent communication was sent to all division families on August 25 highlighting mask-wearing protocol, school bus protocol and additional information to be aware of while preparing for the first day of class.

**Where can I find Covid-19 related updates?**

- [Covid-19 Information Page](#)
- [School Re-Entry Information](#)

**#MHCBEtogether**



Medicine Hat Catholic Board of Education

August 24 at 2:30 PM · 🌐

Is your child getting excited for the first day of school? Maybe a little unsure of what the school day will look like? Here are a few changes you may notice when you return to class! We encourage you to watch this video with your child to show them that school may look a little different this year in order to keep everyone safe ❤️

We encourage families to review their child's school re-entry plan prior to the first day of school. Individual school plans can be found on each school website homepage. We look forward to seeing you all again next week!

School Re-Entry Frequently Asked Questions:  
<https://www.mhcbe.ab.ca/school-re-entry>



Medicine Hat Catholic Board of Education

3h · 🌐

We are thrilled to welcome back our Kindergarten and Early Learners today! We hope you all have a first day filled with laughter and new friends ❤️👋







Medicine Hat Catholic Board of Education

3d · 🌐  
Heavenly Father,  
As we begin another school year together we come with gratitude and ask for your guidance.  
Thank you for the friends that we will see again after time apart and a return to our schools.  
Walk with us each and every day guiding us to love others like you do. Bless all of our students and staff as we journey through the year as the Medicine Hat Catholic family.  
Amen.

## Back to School Prayer

Dear Lord, use my eyes to see new friends.  
Open my ears to hear my teacher.  
Open my mind to learn new things.  
Let my heart remember YOU are near when I'm afraid.  
Help me to love others like you do.  
I want to shine your light so bright  
Amen.



Medicine Hat Catholic Board of Education

July 23 · 🌐

Medicine Hat Catholic schools are ready to play and learn together! We are warmly welcoming new registrations for the 2020/2021 school year in all six of our Catholic elementary schools.

Learn more about our kindergarten and early learning programs: <https://tinyurl.com/yb8p68cq>

Register online, today! <https://www.mhcbe.ab.ca/registration>



Medicine Hat Catholic Board of Education

August 5 at 11:40 AM · 🌐

Medicine Hat Catholic Schools are eagerly planning for the return to school for the 2020/21 school year. We want our families to know that we are committed to following all guidelines and directives from the Chief Medical Officer of Health, Alberta Health Services, and Alberta Education to ensure a safe re-entry to our school facilities.

Frequently Asked Questions (Scenario 1): <https://www.mhcbe.ab.ca/school-re-entry>

## MEDICINE HAT CATHOLIC BOARD OF EDUCATION Preparing for School Re-Entry

# SAFE

### Making SAFE choices...

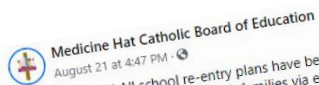
Staying home when sick  
Additional hand-washing/sanitizing  
Following health and safety guidelines  
Enhanced cleaning

# SAFE

### So that we can have SAFE schools!

Socialization  
Academics  
Faith  
Emotional and Physical Wellness

403-527-2292 | [www.mhcbe.ab.ca](http://www.mhcbe.ab.ca) | @MHCatholic | 📧 📺 📱



Medicine Hat Catholic Board of Education

August 21 at 4:47 PM · 🌐

Today is the day! All school re-entry plans have been shared on their school websites and sent home with families via email.  
We want to thank you all for the continued support of your child's school administration, teachers and staff members. With patience, grace and positivity, we will all learn and adapt to these new procedures and grow stronger as a school community, together.  
MHCBE is committed to following all guidelines and directives from the Chief Medical Officer of Health, Alberta Health Services, and Alberta Education to ensure a safe re-entry to our school facilities.

## School Re-Entry Plans



Medicine Hat Catholic Board of Education

d · 🌐

Francis Xavier School Grade 2/3 class is back and ready to have we mentioned how much we have missed seeing our staff students?







## Motion

### REPORT TO THE BOARD OF TRUSTEES

**Date:** September 8, 2020 **AGENDA ITEM:**

**To:** The Board of Trustees

**From:** Superintendent of Schools

**Originator:** Superintendent of Schools

**Rationale:** Policy/Procedures: Provides leadership in the development of Board policies and administrative procedures.

**Subject:** Policy and Administrative Procedures Review

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#### BACKGROUND:

The Superintendent is responsible for ensuring the development and updating of Administrative Procedures and providing recommendations for Board policy.

#### STATUS & RELATIONSHIP TO SLQS:

As we have a new Education Act which came into force September 1, 2019, the Board is required to have all policy and administrative procedures be in alignment with the new Act and related regulations. As this is a completely new Act and set of regulations, all policy and procedure needs to be updated in their entirety. Because of the enormity of this task, the decision was been made to contract this work out to Dr. Cindi Vaselenak from ASBA. The Board policy portion of this work has been completed, and the Board has met on May 6, 2020 to review the policies. As a result of the meeting, a few modifications were made to the policies. Additionally, the Board will have to make a decision regarding Policy 12, the role of the superintendent, in terms of which version is preferred. *Second and third readings will take place during this Board meeting. An opportunity for feedback from stakeholders was provided. We received no feedback, policies will be presented in the same form as the first reading.*

This report aligns with the SLQS in the following way:

**Competency:** School Authority Operations and Resources

**Indicators:** Delegating responsibility to staff, where appropriate, to enhance operational efficiency and effectiveness.

**RESULTS OR ANTICIPATED OUTCOMES:**

This report completes the work of the Superintendent in providing leadership in the development of Board policies and administrative procedures. (Reference: Item 4, Policy 12)

**GOVERNANCE IMPLICATIONS:**

This report is responsive to the Board's work in ensuring it meets its responsibility to establish and maintain written policy and supports the Superintendent in keeping administrative procedures current. (Reference: Policy 10)

**Motion: "THAT the medicine Hat Catholic Board of Education Trustees motion to accept the Second/Third reading of Policy #\_\_ this 8<sup>th</sup> day of September, 2020."**

### **DIVISION FOUNDATIONAL STATEMENTS**

#### **Our Mission**

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

#### **Our Vision**

A Gospel-centered community committed to:

- Learning excellence
- Christian service
- Living Christ

#### **Our Motto**

*Showing the Face of Christ to all.*

#### **Our Values**

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

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

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

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

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

## Translating Ideas into Actions

### We are called to model Christ

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

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

### We are called to be Prayerful

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

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

### We are called to Service

#### Service is an Extension of Modeling Christ

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

## We are called to Strive for Excellence

### Excellence is the Essence of Who We Are

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

## We are called to Build Community

### We Build on our Individual and Collective Strengths

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

### **DIVISION LOGO**



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

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

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

#### **The Book:**

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

#### **The Cross:**

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

Legal Reference: Preamble, Section 3, 7, 11, 18, 25, 27, 33, 35.1, 51, 52, 53, 67, 222 Education Act  
 Fiscal Planning and Transparency Act  
 Guide to Education ECS to Grade 12  
 Policy and Requirements for School Board Planning and Reporting  
 School Authority Planning and Reporting Reference Guide

Ministerial Order 004/98

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

First reading	June 9, 2020
Second reading	September 8, 2020
Third Reading	September 8, 2020

DRAFT

### ROLE OF THE BOARD

As the corporate entity established by provincial legislation and given authority by the *Education Act* and attendant Regulations and the corporate body elected in accordance with the *Local Authorities Election Act*, the Board of Trustees shall provide overall direction and leadership to the Division. The Medicine Hat Catholic Board of Education is accountable for the provision of appropriate educational programs and services to meet the needs of all students enrolled in a school operated by the board to enable their success, in keeping with the requirements of government legislation and the values of the electorate.

The Board has the responsibility to be accountable and provide assurances to students, parents, the community and the Minister for student achievement of learning outcomes. Alberta legislation defines what Boards must and may do. In addition, legislation allows Boards to delegate almost all these duties. The Board has defined its governance role as outlined below. Further, the Board must fulfill its key role of ensuring education in the Division is rooted in “Showing the Face of Christ to All”.

#### Specific Areas of Responsibility

##### 1. Accountability to Provincial Government

- 1.1 Act in accordance with all statutory requirements to implement provincial and education standards and policies.
- 1.2 Perform Board functions required by governing legislation.
- 1.3 In the event that the Alberta School Foundation Fund Regulation is re-passed (or reinstated), subsequent to the date of a general election and before December 31 of the same year, may pass a resolution to opt in or out of the Alberta School Foundation Fund (ASFF) and advise the Minister and local municipalities forthwith.

##### 2. Accountability to the Division's Communities

- 2.1 Make transparent, evidence-based decisions which reflect the Gospel values and represent the interests of the entire Division.
- 2.2 Provide opportunity for the engagement of parents, students, staff, and the community in the board's plans and the achievement of goals, targets and management of public resources.
- 2.3 Ensure that each student enrolled in a school operated by the board and each staff member employed by the board is provided with a welcoming, caring, respectful and safe learning environment that respects diversity and fosters a sense of belonging,
- 2.4 Develop procedures for and hear appeals as required by statutes and/or Board policy.

- 2.5 Proactively work to build community support for the Catholic education system.
- 2.6 Report at least annually the success and challenges of the Division's priorities, goals and desired outcomes.
- 2.7 Annually approve a communications strategy.
- 2.8 Be visible in the school communities.

### 3. Faith Leadership

- 3.1 Make decisions which reflect Catholic values and beliefs.
- 3.2 Be visible within the Catholic faith community.
- 3.3 Participate in Division Faith Development Opportunities.
- 3.4 Ensure that a strong Faith Development component is provided for all students and staff.
- 3.5 Participate in ACSTA.

### 4. Three-Year Education and Strategic Planning

- 4.1 Provide overall direction for the Division by establishing mission, vision, values, strategic priorities and key results.
- 4.2 Annually approve Three Year Education Plan for submission to Alberta Education by due date and in compliance with Alberta Education requirements.
- 4.3 Identify Board priorities at the outset of the Annual Three-Year Education Planning process.
- 4.4 Make available to the public the complete Annual Education Results Report (AERR) and summary document and post on the Division website.
- 4.5 Annually approve budget reflective of strategic priorities and informed by the Three-Year Education Plan.
- 4.6 Monitor and evaluate progress toward the achievement of the goals, outcomes, and measures in relation to targets identified in the Three-Year Education Plan.

### 5. Policy Development

- 5.1 Identify areas that require Board policy and identify the preferred future to result from policy implementation.
- 5.2 Evaluate policy impact to determine if policy is producing the desired results.
- 5.3 Delegate authority to the Superintendent and define commensurate responsibilities.
- 5.4 Establish, implement and maintain a policy respecting the board's obligation to provide a welcoming, caring, respectful and safe learning environment that includes the establishment of a code of conduct for students that addresses bullying behavior.



- 5.5 Establish a policy respecting the resolution of disputes or concerns at the school level between parents and school staff that supports a cooperative and collaborative learning environment for students.

## 6. Board / Superintendent Relations

- 6.1 Appoint a Superintendent of Schools for a period of not more than five years, and provide the Minister with notice, in writing, of the appointment of the superintendent
- 6.2 Provide the Superintendent with clear corporate direction.
- 6.3 Delegate the management/administration of the Division to the Superintendent who is the Chief Executive Officer and Chief Education Officer of the Board. Such delegation is subject to provisions and restrictions in provincial legislation and regulations.
- 6.4 Evaluate annually the Superintendent in accordance with a pre-established performance appraisal mechanism.
- 6.5 Review annually the Superintendent's compensation package.
- 6.6 Respect the authority of the Superintendent to carry out executive action and support the Superintendent actions which are exercised within the delegated discretionary powers of the position.
- 6.7 Interact with the Superintendent in an open, honest, respectful and professional manner.

## 7. Political Advocacy

- 7.1 Utilize ASBA and ACSTA advocacy services.
- 7.2 Develop an annual plan for advocacy aligned with the Three-Year Education Plan and Capital Plan that will include key messages and strategies.
- 7.3 Work with parents, community members, school council members and other elected bodies to advocate for continued improvements to the quality of Catholic education opportunities provided to the students of the Division.
- 7.4 Be accountable to the Division's Catholic ratepayers by being an advocate for the preservation of publicly funded Catholic education constitutional rights in Alberta.

## 8. Board Development

- 8.1 Review annually the Board's effectiveness.
- 8.2 Develop a plan for Board / Trustee development including increased knowledge of role, processes and issues to further the effective implementation of the Three-Year Education Plan.
- 8.3 Provide for effective Board orientation following municipal elections and ongoing professional development for Trustees.

- 8.4 Develop, implement, and make available to the public, a trustee code of conduct.

## 9. Fiscal

- 9.1 Approve budget assumptions and Board priorities at the outset of the budget process.
- 9.2 Approve annually the Division's budget for submission to Alberta Education by the due date.
- 9.3 Ensure resources are allocated to achieve the goals, priorities and desired outcomes in the Division's Three-Year Education Plan.
- 9.5 Approve annually the Three-Year Capital Plan and Facilities Master Plan for submission to Alberta Education by the due date.
- 9.6 Receive the annual audit report to ensure quality indicators are met, and that management letter recommendations are addressed.
- 9.7 Receive accountability reports to ensure effective stewardship of the boards resources and monitor fiscal management of the Division.
- 9.8 Review and approve compensation and benefits for exempt staff, and the parameters for negotiations for those covered by collective agreements, after soliciting advice from the Chief Superintendent (or other sources as needed) and at the Boards discretion ratify Memoranda of Agreements with bargaining units
- 9.9 Appoint an auditor and an architectural firm for the Division.
- 9.10 Appoint annually signing authorities for the Division.
- 9.11 Approve tenders over \$100,000.
- 9.12 Make available all school fees charged to a parent in accordance with regulations.
- 9.13 Approve joint use agreements and those partnership agreements that require a financial obligation of the Board.
- 9.14 Review and approve Board compensation and expenses.
- 9.15 Approve of the disposal of fixed assets with an acquisition cost of \$15,000 or more.
- 9.16 Approve transfer of funds to/from reserves.
- 9.17 Approve substantive budget adjustments when necessary.
- 9.18 Maintain transparency in all fiduciary aspects.

## **Selected Responsibilities**

1. Determine and make publicly available for each school year the days, dates and number of days of school operation.
2. Naming of educational facilities.
3. Approving the acquisition and/or disposition of land and buildings.

4. Approving school attendance boundaries.
5. Approving transportation contracts.
6. Approving locally-developed, acquired and authorized junior and senior high school complementary courses.
7. Approving alternative programs.
8. Liaising with Parish Councils within the Division.
9. Hear appeals of harassment complaints when the Superintendent is not able to participate.
10. Hear allegations of illegal or unethical conduct when the Superintendent is not able to participate.
11. Approve the Board Annual Work Plan.
12. Approve Transportation Fees. (*from Policy 11*)
13. Approve in principle international field trips.

Reference:               Section 33, 51, 52, 53, 54, 60, 67, 139, 222 Education Act  
Fiscal Planning and Transparency Act  
Local Authorities Elections Act  
Borrowing Regulation  
Disposition of Property Regulation  
Early Childhood Services Regulation  
Investment Regulation  
School Fees Regulation  
Alberta Schools Foundation Fund Regulation

First Reading:           March 11, 2008  
Second Reading:       March 11, 2008  
Third Reading:         April 8, 2008

First Reading           December 13, 2011  
Second Reading        March 13, 2012  
Third Reading          March 13, 2012

First reading           June 9, 2020  
Second reading         September 8, 2020  
Third Reading          September 8, 2020

### ROLE OF THE TRUSTEE

The role of the trustee is to contribute to the Board as it carries out its mandate in order to achieve its mission and goals. The oath of office taken by each trustee when s/he assumes office binds that person to work diligently and faithfully in the cause of public education.

Alberta's Catholic Schools exist to offer Catholic parents a distinct system of education for their children. The trustees of a Catholic school board are empowered by the community to fulfill both the educational requirements set forth by the government and the vision of the faith community. A Catholic school board must ensure that Catholic values and principles are reflected at all times in its policies and practices.

As leaders in the faith community, Catholic trustees require an understanding, a willingness to grow and a commitment to bearing daily witness to the faith. To meet this challenge, Catholic trustees are entrusted with certain denominational school rights, powers and privileges enshrined in the Canadian Constitution. They exercise these rights with the religious guidance of parish and diocesan authorities.

The Board of Trustees is a corporation. The decisions of the Board in a properly constituted meeting are those of the corporation. A trustee who is given corporate authority to act on behalf of the Board may carry out duties individually, but only as an agent of the Board. In such cases, the actions of the trustee are those of the Board, which is then responsible for them.

As a result of elections, the Board may experience changes in membership. To ensure continuity and facilitate smooth transition from one Board to the next following an election, trustees must be adequately briefed concerning existing Board policy and practice, statutory requirements, initiatives and long-range plans.

#### 1. Specific Responsibilities of Individual Trustees

- 1.1. Become familiar with Division policies and procedures, meeting agendas, and reports in order to participate in Board business.
- 1.2. Attend Board meetings, and committee meetings as assigned, prepared to participate in, and contribute to, the decisions of the Board in order to provide the best solutions possible for education within the Division.
- 1.3. Recognize his/her fiduciary responsibility to the Division and act in the best interests of the Division understanding that Division needs are paramount.
  - 1.3.1. Vote on every Board motion, unless there is a conflict of interest.
  - 1.3.2. Support a majority vote of the Board as if the vote had been unanimous.

- 1.4. Support the decisions of the Board and refrain from making any statements that may give the impression that such a statement reflects the corporate opinion of the Board when it does not. A trustee acting individually has only the authority and status of any other citizen of the Division.
- 1.5. When delegated responsibility, exercise such authority within the defined limits in a responsible and effective way.
- 1.6. Participate, subject to Board approval, in Board/trustee development sessions so that the quality of leadership and service in the Division can be enhanced.
- 1.7. Share the materials and ideas gained with fellow trustees at the Board meeting immediately following a trustee development activity.
- 1.8. Strive to develop a positive and respectful learning and working culture both within the Board and the Division.
- 1.9. Refer queries, issues and problems not covered by Board policy, to the Board for corporate discussion and decision.
- 1.10. Refer administrative matters to the Superintendent. The trustee, upon receiving a complaint from a parent or community member about operations, will refer the parent or community member back to the school or department and will inform the Superintendent of this action.
- 1.11. Keep the Superintendent and the Board informed in a timely manner of all matters coming to his/her attention that might affect the Division.
- 1.12. Assist the Superintendent with counsel and advice, providing the benefit of the trustee's judgment, experience and familiarity with the community.
- 1.13. Model the values and requirements of a practicing Catholic and participate in parish and church activities.
- 1.14. Ensure that Catholic values and principles are reflected in the Board's policies and practices.
- 1.15. Stay current with respect to provincial, national and international educational issues and trends.
- 1.16. In alignment with Board advocacy and assurance efforts, provide for the engagement of parents, students, and the community, including municipalities and local businesses, in matters related to education.
  - 1.16.1. Recognize the key role of parents as partners in education with the Division to bring about student success and character as responsible citizens.
  - 1.16.2. Respectfully bring forward and advocate for local issues and concerns prior to a Board decision.
  - 1.16.3. Interpret the needs of the community to the Board and the Board's actions to those we serve.



- 1.16.4. Liaise with designated School Council(s).
- 1.17. Attend Division or school community functions when possible.
- 1.18. Become familiar with, and adhere to, the Trustee Code of Ethics.
- 1.19. Report any violation of the Trustee Code of Ethics to the Board Chair or, where applicable, to the Vice-Chair.
- 1.20. Contribute to a positive learning and working culture both within the Board and the Division.

## **2. Board Orientation**

As a result of elections, the Board may experience changes in membership. To ensure continuity and facilitate smooth transition from one Board to the next following an election, trustees must be adequately briefed concerning existing Board policy and practice, statutory requirements, initiatives and long-range plans.

- 2.1. The Division will offer an orientation program for all newly elected trustees that provide information on:
  - 2.1.1. Role of the trustee and the Board;
  - 2.1.2. Organizational structures and procedures of the Division;
  - 2.1.3. Board policy, agendas and minutes;
  - 2.1.4. Existing Division initiatives, annual reports, budgets, financial statements and long-range plans;
  - 2.1.5. Division programs and services;
  - 2.1.6. Board's function as an appeal body; and
  - 2.1.7. Statutory and regulatory requirements, including responsibilities with regard to conflict of interest.
- 2.2. The Division will provide financial support for trustees to attend Alberta School Boards Association and Alberta Catholic School Trustees Association sponsored orientation seminars.
- 2.3. The Board Chair and Superintendent are responsible for developing and implementing the Division's orientation program for newly elected trustees. The Superintendent shall provide each trustee with access to the Board Policy Handbook and the Administrative Procedures Manual at the organizational meeting following a general election or at the first regular meeting of the Board following a by-election.
- 2.4. Incumbent trustees are encouraged to help newly elected trustees become informed about the history, functions, policies, procedures and issues.

Legal Reference: Section 33, 51, 52, 53, 54, 60, 67, 139, 222 Education Act  
 Fiscal Planning and Transparency Act  
 Local Authorities Elections Act  
 Borrowing Regulation

Disposition of Property Regulation  
Early Childhood Services Regulation  
Investment Regulation  
School Fees Regulation  
Trust and Reconciliation Commission Calls to Action

First reading  
Second reading  
Third Reading

June 9, 2020  
September 8, 2020  
September 8, 2020

DRAFT

### TRUSTEE CODE OF ETHICS

Each trustee, representing all Catholic school supporters of the community and responsible to this electorate through the democratic process, recognizes:

- That trustees are accountable to the Magisterium of the Church, and that, according to the Code of Canon Law, a Catholic school is an instrument of the Church.
- That, legally, the authority of the Board is derived from the province which ultimately controls the organization and operation of the Division and which determines the degree of discretionary power left with the Board and the people of this community for the exercise of local autonomy.
- That fellow citizens have entrusted them, through the electoral process, with the educational development of the children and youth of the community.
- That trustees are the children's advocates and their first and greatest concern is to serve the children of the Division to the best of their ability, taking actions which put the interests of students first,
- That trustees are educational leaders who realize that the future welfare of the Church, the community, the province, and Canada is dependent on the largest measure upon the quality of education provided in schools to fit the needs of every learner.
- That trustees must ~~never~~ not neglect their personal obligation to the community and their legal obligation to the province, nor surrender these responsibilities to any other person, group, or organization but that, beyond these, trustees have a moral and civic obligation to the nation which can remain strong and free only so long as schools in Canada are kept free and strong.

In carrying out the role of trustee, the Board expects members to adhere to the following Code of Ethics:

1. Carry out their responsibilities as detailed in Policy 3 – Role of the Trustee, with reasonable diligence;
2. Devote time, thought and study to the duties of a trustee so that they may render effective and credible service.
3. Exercise the powers and duties of their office honestly and in good faith. Trustees shall exercise the degree of care, diligence and skill that a reasonably prudent person would exercise in comparable circumstances.
4. Work with their fellow trustees in a spirit of harmony and cooperation despite differences of opinion that arise during vigorous debate or points of issue.

5. Consider information received from all sources and base personal decisions upon all available facts in every case; unswayed by partisan bias of any kind, and thereafter, abide by and uphold the final majority decision of the Board.
6. Be loyal to the interests of the Division as a whole in the context of Catholic Education. This loyalty supersedes loyalty to:
  - Any advocacy or special interest groups; and
  - The personal interest of any trustee.
7. Maintain the confidentiality of privileged information, including statements made during in-camera sessions of the Board.
8. Work together with fellow trustees to communicate to the electorate.
9. Provide leadership to the Catholic community through setting goals and policies for educational programs and by regularly evaluating these in the light of the wishes and expectations of the community.
10. Remember at all times that individual trustees have no legal authority outside the meeting of the Board, and therefore relationships with school staff, the community, and all media of communication is to be conducted on the basis of this fact.
11. Refrain from using the trustee position to benefit either oneself or any other individual or agency apart from the total interest of the Division.
12. Recognize that the Superintendent has full administrative authority for properly carrying out his or her professional responsibilities within the limits of Board policy, such that all administrative matters, complaints and criticisms will be referred to the Superintendent.
13. Only the Board Corporate as opposed to individual Trustees shall exercise authority over the Superintendent. In particular; only the Board Corporate shall make judgments regarding the Superintendents performance.
14. Encourage active cooperation by stakeholders with respect to establishing policies.
15. Support the provincial and national school board associations for the future of trusteeship in this province and the nation.
16. Provide effective trustee service to the Catholic community in a spirit of teamwork and devotion to education as the greatest instrument for the preservation and perpetuation of our representative democracy.
17. Represent the Board responsibly in all Board-related matters with proper decorum and respect for others.
18. Represent the perceived concerns or needs of the community to the Board or Superintendent as appropriate and accurately communicate the Board's decisions to those we serve.

19. Declare any conflict of interest between personal life and the position on the Board and abstain from voting when appropriate.
20. Avoid using their official position to obtain benefit for themselves or family members, or for any business with which trustees or relatives are associated, in accordance with provisions of the Education Act;
21. Recognize that the Board Chair or designate is the only person authorized to speak to the media on behalf of the Board. Trustees shall not presume to speak for the Board when interacting with the public, media or other entities. Trustees shall represent the Board's corporate position when interacting with the public or other entities;
22. Do their utmost to attend regular Board meetings, meetings of the Board committees to which they have been appointed, and meetings for which they have been appointed to serve as Board representative.
23. Trustees shall act in a manner consistent with provincial legislation including the Education Act, regulations, and policies of the Board.

Legal Reference: Sections 33, 34, 51, 52, 53, 64, 67, 85, 86, 87, 88, 89, 90, 91, 92, 93, 94, 95, 96 *Education Act*.

First reading  
Second reading  
Third Reading

June 9, 2020  
September 8, 2020  
September 8, 2020

### ROLE OF THE BOARD CHAIR

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

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

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

1. Act as the official spokesperson for the Board, except for those instances where the Board has delegated this role to another individual or group and for the Division when there are potential political implications.
2. Preside over all Board meetings and ensure that such meetings are conducted in accordance with the Education Act and the policies and procedures as established by the Board.
3. The Board Chair is responsible for preparing an agenda for Board meetings in consultation with the Superintendent.
4. Perform the following duties during Board meetings:
  - 4.1 Maintain the order and proper conduct and decorum of the meeting so that motions may be formally debated.
  - 4.2 Conduct all meetings of the Board according to the following rules of order firstly, ensuring compliance with the Education Act; secondly, compliance with the Board's own policies and lastly where the Education Act or the Board's own policies do not address the matter, "Robert's Rules of Order" shall govern the conduct of meetings, where applicable.
  - 4.3 Ensure that all issues before the Board are well-stated and clearly expressed;
  - 4.4 Display firmness, courtesy, tact, impartiality, and willingness to give everyone an opportunity to speak on the subject under consideration;
  - 4.5 Ensure that debate is relevant. The Chair, in keeping with his/her responsibility to ensure that debate must be relevant to the question, shall, when s/he is of the opinion that the discussion is not relevant to the question, remind members that they must speak to the question;



- 4.6 Decide questions of order and procedure, subject to an appeal to the rest of the Board. The Chair may speak to points of order in preference to other members, and shall decide questions of order, subject to an appeal to the Board by any two members duly moved;
- 4.7 Submit motions or other proposals to the final decision of the meeting by a formal show of hands;
- 4.8 Ensure that each trustee present votes on all issues before the Board;
- 4.9 Extend hospitality to trustees, officials of the Board, the press, and members of the public.
5. Keep informed of significant developments within the Division.
6. Be responsible to ensure that the Board is fully aware of the contents of the Superintendent's contract and for ensuring that the Board meets all the requirements of the contract.
7. Review, approve or deny the Superintendent's vacation and sick leave entitlements and expenditure claims on a monthly basis.
8. Review, approve or deny Trustee expenditure claims.
9. Keep the Superintendent and the Board informed in a timely manner of all matters coming to his/her attention that might affect the Division.
10. Be in regular contact with the Superintendent to maintain a working knowledge of current issues and events.
11. Convey directly to the Superintendent such concerns as are related to him/her by trustees, parents, students or employees which may affect the administration of the Division.
12. Provide counsel to the Superintendent, when requested to do so.
13. Bring to the Board all matters requiring a corporate decision of the Board.
14. Act as the chief spokesperson for the Board except for those instances where the Board has delegated this role to another individual or group.
15. Act as a signing officer for the Division.
16. Represent the Board, or arrange alternative representation, at official meetings or other public functions.
17. Present, or arrange for another Trustee to present, Spiritual Leadership scholarships.
18. Ensure that the Board engages in regular assessments of its effectiveness as a Board.

19. Make Trustee appointments to internal committees and name representatives to external committees or organizations.

20. Address inappropriate behavior on the part of a trustee.

21. Act as ex-officio non-voting member of all Board committees

Legal Reference: Section 6 Local Authorities Election Act  
Section 51, 52, 53, 54, Education Act  
Board Procedures Regulation  
Local Authorities Election Act

First Reading: March 11, 2008  
Second Reading: March 11, 2008  
Third Reading: April 8, 2008

First Reading: December 11, 2012  
Second Reading: January 08, 2013  
Third Reading: March 12, 2013

First reading: June 9, 2020  
Second reading: September 8, 2020  
Third Reading: September 8, 2020

## **ROLE OF THE VICE-CHAIR**

The Vice-Chair shall be elected by the Board at its Organizational Meeting, and thereafter at any time determined by the Board, to hold office during the pleasure of the Board.

### **Specific Responsibilities:**

1. The Vice-Chair shall act on behalf of the Board Chair, in the latter's absence and shall have all the duties and responsibilities of the Board Chair.
2. The Vice-Chair shall assist the Board Chair in ensuring that the Board operates in accordance with its own policies and procedures and in providing leadership and guidance to the Board.
3. The Vice-Chair may be assigned other duties and responsibilities held by the Board Chair.
4. The Vice-Chair shall be an alternate signing authority for the Division.
5. The Vice-Chair shall review and approve expenditure claims submitted by the Board Chair.
6. The Vice-Chair shall review and approve expenditure claims submitted by the Trustees when the Board Chair is unable to do so.
7. The Vice-Chair shall review and approve the Superintendent's vacation and sick leave entitlements and expenditure claims when the Board Chair is unable to do so.

Legal Reference: Section 51, 52, 53, 54 Education Act

First reading	June 9, 2020
Second reading	September 8, 2020
Third Reading	September 8, 2020

### BOARD OPERATIONS

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

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

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

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

#### 1. Wards

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

- 1.1 Electoral Ward 1 shall comprise all those lands within the former Medicine Hat Roman Catholic Separate School District No. 21 and as amended from time to time:
  - 1.1.1 Five (5) trustees shall be elected at large from within the Ward.
- 1.2 The provisions of the Local Authorities Election Act respecting the election of trustees shall apply to every election in each ward and electoral subdivision in the same manner as if it were a subdivision in a school division.
- 1.3 If a vacancy occurs in the membership of the Board during the three years following an election, a by-election shall be held, unless this vacancy occurs in the last six months before the next election.

## **2. Organizational Meeting**

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

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

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

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

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

Trustees will volunteer for committee and representative assignments.

## **3. Regular Meetings**

- 3.1 Regular Board meetings will be held once every month as a general rule. There will be no meeting in July or August. The schedule of meetings will be set at the Board's annual organizational meeting or the first regularly scheduled meeting.
  - 3.1.1 Notwithstanding the schedule noted above, the Board may, by resolution, alter the schedule in such manner as it deems appropriate.
- 3.2 All trustees shall notify the Board Chair or the Superintendent if they are unable to attend a Board meeting.
- 3.3 All trustees who are absent from three consecutive regular meetings shall:
  - 3.3.1 Obtain authorization by resolution of the Board to do so; or
  - 3.3.2 Provide to the Chair evidence of illness in the form of a medical certificate respecting the period of absence.

Failure to attend may result in disqualification.

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

#### **4. Special Meetings**

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

#### **5. In-Camera (Private) Sessions**

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

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

- 5.1 Individual students and ECS children;
- 5.2 Individual employees and personnel matters;
- 5.3 Collective bargaining issues;
- 5.4 Litigation issues and solicitor's legal advice;
- 5.5 Advice from Officials as provided in the Freedom of Information and Protection of Privacy Act;
- 5.6 Acquisition/disposal of property; and



- 5.7 Other topics that a majority of the trustees present feel should be held in private, in the public interest

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

The Board shall, during the in-camera session, adopt only such resolution as is required to re-convene the Board in an open, public meeting. No corporate notes shall be recorded of In-Private meetings

## **6. Agenda for Regular Meetings**

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

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

6.1.1 Opening

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

6.1.2 Corporate Communications

6.1.3 Presentations/Delegations

6.1.4 Action Items

6.1.5 Committee Reports

6.1.6 Non Action Items

6.1.7 Adjournment

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

## **7. Minutes for Regular or Special Meetings**

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

### **7.1 The minutes shall record:**

- 7.1.1 Date, time and place of meeting;
- 7.1.2 Type of meeting;
- 7.1.3 Name of presiding officer;
- 7.1.4 Names of those trustees and administration in attendance;
- 7.1.5 Approval of preceding minutes;
- 7.1.6 A brief summary of the circumstances which gave rise to the matter being debated by the Board;
- 7.1.7 All resolutions, including the Board's disposition of the same, placed before the Board, must be entered in full;
- 7.1.8 Names of persons making the motion;
- 7.1.9 Points of order and appeals;

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

## **8. Motions**

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

### **8.1 Notice of Motion**

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

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

## 8.2 Discussion on Motions

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

A Board motion or a recommendation from administration must be placed before the Board prior to any discussion taking place on an issue. Once a motion is before the Board and until it is passed or defeated, all speakers shall confine their remarks to the motion or to the information pertinent to the motion.

## 8.3 Speaking to the Motion

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

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

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

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

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

## 8.4 Reading of the Motion

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

## 8.5 Recorded Vote

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

## 8.6 Required Votes

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

## 8.7 Debate

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

## 9. Delegations to Board Meetings

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

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

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

## **10. Recording Devices**

The Board expects that anyone wanting to use a recording device at a public Board meeting shall obtain prior approval of the Chair. This shall be communicated by the Board Chair at the beginning of the Regular Meeting.

## **11. Trustee Compensation**

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

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

### **11.1 Honorarium**

- 11.1.1 Effective January 1, 2019, the Total Trustees' Honoraria shall be an amount equal to the average teacher's salary marked up by 18.75%. The average teacher salary is calculated by dividing the total salary paid to all certificated teachers covered by the collective agreement, of the Medicine Hat Catholic Board of Education by the total number of full time equivalent certificated teacher
- 11.1.2 The Board Chair shall receive 24.18% of the Total Trustees' Honoraria.
- 11.1.3 The remaining 75.82% of the Total Trustees' Honoraria shall be divided equally among the remaining four trustees.
- 11.1.4 The Superintendent or designate shall calculate the average teacher salary on September 30 of each year and from that calculation, determine the amount of each trustee's honorarium for the ensuing school year.
- 11.1.5 At the first regular Board meeting following October 31 of each year, the Superintendent or designate shall advise the Board of the honorarium payable to each trustee for that school year.

### **11.2 Allowances and Expenses**

- 11.2.1 Trustees shall be reimbursed expenses (unless reimbursed by another agency) incurred in carrying out business of the Board, public relations, or attending a convention or conference and requiring absence from his or her place of residence. Reimbursement will be made upon submission of an expense form.
- 11.2.2 The rates and eligibility are identified in Administrative Procedure 512-Expense Reimbursement.

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

## **12. Trustee Conflict of Interest**

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

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

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

12.1 The trustee is expected to be conversant with relevant sections of the Education Act

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

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

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

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

12.4 The recording secretary will record in the minutes:

12.4.1 The trustee's declaration;

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

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

## **13. Board Memberships**

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

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

13.1 The Board will endeavor to send at least one representative to the General Meetings of the ASBA and the ACSTA.

13.2 The Board approves the attendance, at the Board's expense, of trustees at ASBA and ACSTA conferences, conventions, seminars and workshops at the Zone or provincial levels.

13.3 The annual budget will provide for membership dues to the ASBA and the ACSTA.



## 14. Board Self-Evaluation

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

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

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

Reference: Education Act Sections 51, 52, 53, 54, 64, 65, , 73, 75, 76, 78,85, 86, 87, 88  
Local Authorities Elections Act

First Reading:	MARCH 11, 2008
Second Reading:	MARCH 11, 2008
Third Reading:	APRIL 08, 2008
First Reading:	December 08, 2009
Second Reading:	December 08, 2009
Third Reading:	January 12, 2010
First Reading	December 13, 2011
Second Reading	March 13, 2012
Third Reading	March 13, 2012
First Reading	September 10, 2013
Second Reading	October 15, 2013
Third Reading	October 15, 2013
First reading	June 9, 2020
Second reading	September 8, 2020
Third Reading	September 8, 2020

DRAFT

## **COMMITTEES OF THE BOARD**

As much as possible, the Board's business of governance will be conducted by the full Board. The Board may delegate specific powers and duties to committees of the Board that are established by the Board, subject to the restrictions on delegation in the Education Act.

The primary purpose of all committees of the Board shall be to act in an advisory capacity to the Board. Unless specific powers have been delegated by the Board the power of all committees shall be limited to making recommendations to the Board and shall not include that of acting on behalf of the Board unless specifically authorized for individual issues. The Chair of the committee shall place all recommendations before the Board at a regular business meeting of the Board in the form of a proper motion.

The Board shall:

1. At its annual organizational meeting, establish such standing Internal Committees as it deems necessary. All such committee meetings shall be closed to the public and press. Such standing committees shall remain in place until the subsequent organizational meeting unless dissolved by Board motion.
2. At any duly constituted meeting, establish such standing or ad hoc committees as it deems necessary.
3. The Board will determine the terms of reference of each committee, including purpose, powers and duties, membership and meeting requirements.
4. Committees have no legal power unless they are empowered by the Board to act on its behalf.
5. Board Chair will make Trustee Appointments to the Internal Committees at the Annual Organizational Meeting.
6. Guidelines for the operation of committees are as follows:
  - 6.1 The Board Chair shall be an ex-officio member of every Board committee and may actively participate.
  - 6.2 Committees shall select a Chair at their annual Organizational Meeting.
  - 6.3 When appropriate, appoint or elect a recording secretary who will keep records of all meetings.
  - 6.4 The Trustee representative is responsible for providing a report to the Board including information and/or recommendations for the consideration and direction of the Board.

- 6.5 If a member cannot attend a meeting, that member is responsible for having an alternate member in the same standing attend on his/her behalf.

## **Standing Committees**

Standing committees are established to assist the Board with work of an on-going or recurring nature.

### **1. Board Committee of the Whole**

#### **1.1 Purpose**

This Committee exists for the purpose of gathering information to assist in the governance of the Division by examining issues requiring resolution at regular or special Board meetings. The Committee of the Whole acts as, but is not limited to:

- 1.1.1 Advocacy Committee
- 1.1.2 Audit Committee
- 1.1.3 Communications and Public Relations Committee
- 1.1.4 Facilities Committee
- 1.1.5 Finance Committee
- 1.1.6 Policy Committee

#### **1.2 Powers and Duties**

- 1.2.1 This Committee meets as necessary to plan the work of the Board and discuss issues that may affect resolutions at regular or special Board meetings.
- 1.2.2 The Committee of the Whole is strictly advisory and does not have a mandate to pass a motion or a resolution.

#### **1.3 Membership**

- 1.3.1 All trustees and the Superintendent or designate(s) are members of this Committee. Other persons may be present at the wish of the Board.
- 1.3.2 The Board Chair elected at the annual Organizational Meeting will act as Chair for the Committee of the Whole.

#### **1.4 Meetings**

- 1.4.1 The Board in consultation with the Superintendent may schedule a Committee of the Whole meeting at a time and place agreeable to the membership.
- 1.4.2 Committee of the Whole meetings shall be closed to the public and press.

2. The Negotiations Committee – Alberta Teachers' Association is established as a standing committee of the Board, with responsibility for work as detailed as follows:
  - 2.1 Purpose
    - 2.1.1 To negotiate a collective agreement with the ATA representatives
  - 2.2 Powers and Duties
    - 2.2.1 Establish Board proposals within the mandates set by the Board
    - 2.2.2 Discuss, consult and negotiate with ATA representatives
    - 2.2.3 Recommend action to the Board on negotiations issues
  - 2.3 Membership
    - 2.3.1 One or more trustees as determined by the Board
    - 2.3.2 Superintendent and/or designate(s)
  - 2.4 Meetings
    - 2.4.1 As required to negotiate agreements
3. The Negotiations Committee – Canadian Union of Public Employees is established as a standing committee of the Board, with responsibility for work as detailed as follows:
  - 3.1 Purpose
    - 3.1.1 To negotiate a collective agreement with the CUPE representatives
  - 3.2 Powers and Duties
    - 3.2.1 Establish Board proposals within the mandates set by the Board
    - 3.2.2 Discuss, consult and negotiate with CUPE representatives
    - 3.2.3 Recommend action to the Board on negotiations issues
  - 3.3 Membership
    - 3.3.1 One or more trustees as determined by the Board
    - 3.3.2 Superintendent and/or designate(s)
  - 3.4 Meetings
    - 3.4.1 As required to negotiate agreements
4. The Teacher Board Advisory Committee is established as a standing committee of the Board, with responsibility for work as detailed as follows:
  - 4.1 Purpose
    - 4.1.1 The Committee exists as the primary vehicle for communicating the views of teachers on matters of school affairs with the Board.
  - 4.2 Powers and Duties

- 4.2.1 Discuss items brought forward by either teachers or the Board, excluding those matters addressed through negotiations.
    - 4.2.2 Communicate to the Board the views of teachers on matters discussed.
  - 4.3 Membership as per the Frame of Reference and Collective Agreement
    - 4.3.1 One trustee
    - 4.3.2 Superintendent and/or designate(s)
    - 4.3.3 President of the Local ATA 39, One High School Representative, One Middle School Representative, Two Elementary Representatives chosen by the local.
  - 4.4 Meetings
    - 4.4.1 Called throughout the year as established by the Committee
- 5. The Support Staff Board Advisory Committee is established as a standing committee of the Board, with responsibility for work as detailed as follows:
  - 5.1 Purpose
    - 5.1.1 The Committee exists as the primary vehicle for communicating the views of support staff on matters of school affairs with the Board.
  - 5.2 Powers and Duties
    - 5.2.1 Discuss items brought forward by either support staff or the Board.
    - 5.2.2 Communicate to the Board the views of support staff on matters discussed.
  - 5.3 Membership as per the Frame of Reference
    - 5.3.1 One trustee
    - 5.3.2 Superintendent and/or designate(s)
    - 5.3.3 Committee Representatives
  - 5.4 Meetings
    - 5.4.1 Called throughout the year as established by the Committee
- 6. The Canadian Union of Public Employee CUPE) Staff Board Advisory Committee is established as a standing committee of the Board, with responsibility for work as detailed as follows:
  - 6.1 Purpose
    - 6.1.1 The Committee exists as the primary vehicle for communicating the views of CUPE staff on matters of school affairs with the Board.
  - 6.2 Powers and Duties
    - 6.2.1 Discuss items brought forward by either CUPE staff or the Board
    - 6.2.2 Communicate to the Board the views of CUPE staff on matters discussed

6.3 Membership as per the Frame of Reference

6.3.1 One trustee

6.3.2 Superintendent and/or designate(s)

6.3.3 Committee Representatives

6.4 Meetings

6.4.1 Called throughout the year as established by the Committee

7. Student / Board Advisory Committee

7.1 Purpose

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

7.2 Membership

7.2.1 The Student / Board Advisory Committee will consist of a maximum of two trustees,  $\pm 10$  student representatives from across the Division and the Superintendent and/or designate. Additional resource people may be in attendance depending upon the agenda topics.

7.2.2 Committee members will be selected by the Superintendent or designate, with a focus on obtaining representatives from a wide range of skills and interests and from the various schools in the Division.

7.2.3 The student representatives shall be from grade 8 - 11 and are invited to serve a two-year term.

7.2.4 In the first year, the Superintendent or designate may appoint students for 1 - 3 year terms in order to ensure a balance of sustainability and new membership.

7.3 Guidelines

7.3.1 Any member of the Student / Board Advisory Committee may initiate agenda items for discussion on any matter relevant to students. The Superintendent or designate is charged with finalizing the agenda.

7.3.2 The Committee may make recommendations to the Board but does not hold any governance authority.

7.3.3 The Committee structure and mandate will be reviewed annually.



7.3.4 Students will be invited to apply through their school Principal who shall forward the names to the Superintendent or designate. A simple application form/procedure shall be forwarded to the students. Parent consent and support for travel will be required as one of the criteria for the selection process.

#### 7. 4 Meetings

7.4.1 The Student / Board Advisory Committee will meet as required, however it is expected that two meetings per year will be held.

7.4.2 Discussion items will be sent to the Superintendent or designate who will be responsible for distributing the agenda to committee members.

7.4.3 The Superintendent or designate will chair the meetings

### 8. Audit Committee

#### 8.1 Purpose

8.1.1 The Committee exists to assist the Board in fulfilling its fiduciary responsibilities relating to the Division's accounting policies, reporting practices and internal controls, as well as to its risk management policies and practices.

#### 8.2 Powers and Duties

8.2.1 Recommend external auditors and terms of engagement to the Board.

8.2.2 Review the annual audited financial statements and recommend acceptance to the Board.

8.2.3 Review the External Auditor's assessment of managements risk mitigation strategies and the appropriateness of internal controls.

8.2.4 Review the "Auditor's Management Letter" with the Auditor and assess Management's action plan to address concerns.

8.2.5 As appropriate make policy recommendations to the Board.

8.2.6 Attend to other matters as the board may determine in the establishment of the audit committee.

#### 8.3 Membership

The audit committee shall comprise of at least 5 individuals and shall include at least one:

8.3.1 member of the business community who is not a trustee;

8.3.2 member of the adult learning community who is not a trustee;

8.3.3 a trustee

#### 8.4 Meetings

8.4.1 The committee shall meet at least once a year

9. Ad Hoc Committees - Ad Hoc committees may be established at any meeting of the Board for the purpose of studying, investigating or acting on specific matters; they

cease to exist when the purpose has been achieved. Terms of reference are outlined at the time of establishment.

9. Resource Personnel - The Superintendent may appoint resource personnel to work with committees and shall determine the roles, responsibilities and reporting requirements of the resource personnel.

Legal Reference: Sections 37, 51, 52, 53, 54, 64, 142, 222 Education Act

First Reading: March 11, 2008  
Second Reading: March 11, 2008  
Third Reading: June 10, 2008

First Reading: April 07, 2009      Motion # 2266  
Second Reading: MAY 12, 2009      Motion # 2273  
Third Reading: MAY 12, 2009      Motion # 2274

First Reading: December 13, 2011  
Second Reading: March 13, 2012  
Third Reading: March 13, 2012

First Reading: December 11, 2012  
Second Reading: March 12, 2013  
Third Reading: May 14, 2013

First reading: June 9, 2020  
Second reading: September 8, 2020  
Third Reading: September 8, 2020

## **BOARD REPRESENTATIVES**

The Board will give consideration to naming representatives to various external committees, agencies and organizations. Such representation is established at the discretion of the Board to facilitate the exchange of information on matters of mutual concern and/or to discuss possible agreements between the Division and other organizations.

The Board will determine the terms of reference for each representative. The Superintendent may appoint resource personnel to work with the representative and shall determine the roles, responsibilities and reporting requirements of resource personnel when resources personnel are requested by the Board.

The following committees/organizations will have a Board representative as identified at the annual organization meeting and thereafter at any time as determined by the Board:

1. ASBA Zone 6

1.1 Purpose

- Represent the Board at meetings of ASBA Zone 6

1.2 Powers and Duties

- Attend ASBA Zone 6 meetings
- Represent the Board's positions and interests at the Zone level
- Communicate to the Board the work of ASBA Zone 6

1.3 Membership

- One trustee

1.4 Meetings

- As called by ASBA Zone 6

2. ACSTA

2.1 Purpose

- Represent the Board as Director at ACSTA Board of Directors meetings for the advocacy of Catholic Education.

2.2 Powers and Duties

- Attend ACSTA Board of Directors meetings
- Represent the Board's positions and interests at the Director's meetings
- Communicate to the Board the work of ACSTA

### 2.3 Membership

- One trustee

### 2.4 Meetings

- As called by ACSTA

## 3. Medicine Hat Catholic Schools' Education Foundation

### 3.1 Purpose

- Represent the Board at meetings of the Foundation

### 3.2 Powers and Duties

- Attend meetings of the Foundation as required
- Provide input to the Foundation from the Board's perspective
- Communicate to the Board the work of the Foundation

### 3.3 Membership

- One trustee

### 3.4 Meetings

- As called by the Foundation

## 4. Parent Association

### 4.1 Purpose

- Represent the Board at meetings of the Association

### 4.2 Powers and Duties

- Attend Parent Association meetings
- Provide input to the Association from the Board's perspective
- Communicate to the Board the work of the Parent Association

### 4.3 Membership

- One trustee

### 4.4 Meetings

- At the call of the Parent Association

## 5. Spiritual Leadership Scholarship Selection Committee

### 5.1 Purpose

- Represent the Board at meetings of the Committee

### 5.2 Powers and Duties

- Select scholarship recipients on an annual basis

### 5.3 Membership

- One trustee

### 5.4 Meetings

- As called by the Committee

## 6. Teachers' Employer Bargaining Association (TEBA) Representative

### 6.1 Purpose

- As per the Public Education Collective Bargaining Regulation

### 6.2 Powers and Duties

- As per the Public Education Collective Bargaining Regulation

### 6.3 Representation

- One trustee appointed

### 6.4 Meetings

- Meetings as determined by government

Legal Reference: Section 52 Education Act  
Public Education Collective Bargaining Regulation  
Public Education Collective Bargaining Act

First reading	June 9, 2020
Second reading	September 8, 2020
Third Reading	September 8, 2020

### POLICY MAKING

The Board is responsible for providing the Division's students with a complete offering of learning opportunities delivered within the context of Catholic teachings and traditions. In order to meet its responsibility, the Board shall establish and maintain written policies and requires the Superintendent to keep current written administrative procedures that express its philosophical beliefs in support of Catholic education and provide effective guidelines for action.

The Board shall be guided in its approach to policy development by ensuring adherence to the requirements necessary to provide a Catholic education in compliance with provincial legislation.

Board policies are statements which set forth the purpose and prescribe in general terms the organization and program of a school system. They create a framework within which the Superintendent and his staff can discharge their assigned duties with positive direction. A policy provides a standard, in terms of goals and objectives, against which to measure the performance of the school system. In stating the community's basic goals and direction for the school system, policies are to foster stability and continuity.

Policies must be consistent with each other and give long-range direction to decision-making. They are to be of such nature as to ensure to a considerable extent that there will be clarity and consistency in Board decisions and in operational procedures.

Board policies shall provide an appropriate balance between the responsibility of the Board to develop and communicate the broad guidelines and direction for the Division and to assign authority to the Superintendent for the administrative operations of the Division.

The Board shall adhere to the following stages in its approach to policy development:

1. Planning

The Board, in cooperation with the Superintendent as a result of its own monitoring activities or on the suggestion of others, shall assess the need for a policy and identify the critical attributes of such a policy.

2. Development

The Board may develop the policy itself or delegate the authority for its development to the Superintendent or a Board committee.

3. Implementation

The Board is responsible for the implementation of policies governing its own processes. The Board and Superintendent share responsibility for the implementation of policies relating to the Board-Superintendent relationship. The Superintendent is responsible for the implementation of all other policies.

#### 4. Evaluation

The Board, in cooperation with the Superintendent, shall evaluate each policy in a timely manner in order to determine if it is achieving its intended purpose.

#### **Specifically**

1. Any trustee, employee, taxpayer, parent, student or School Council of the Division may make suggestions regarding the possible development of a policy or the need for policy revisions on any matter, by presenting a proposal for a policy or revisions in writing to the Superintendent or Board Chair. The proposal shall contain a brief statement of purpose or rationale.
2. The Chair will inform the Board of the request for policy development/ revision. Policy development or revision may also be initiated by the results of a public consultation, survey, needs assessment, or policy evaluation. The Board Committee of the Whole is designated to review current policies, carefully consider policy alternatives, and initiate new policies prior to presenting policy and policy changes to the Board.
3. When developing policy, input is welcomed from those affected by the policy. Input may also be requested from government, community leaders, other Boards or agencies, and contractors. Placing the focus of decision-making and policy making on the Board does not imply the exclusion of meaningful opinion and input from staff members, parents and members of the community.
4. Policy adoption or revision requires first, second, and third readings at regular meetings of the Board and is to be publicized as widely as possible during the following procedure:

##### First Reading

The policy and rationale are presented, with a recommendation from administration, and the Policy Development and Revision Committee. The policy is then referred to all stakeholder groups for input.

##### Second Reading

A draft of the policy is presented to the Board, along with the Policy Development and Revision Committee's response to suggestions made between first and second Board readings of the policy. During the second reading direction is given regarding final wording of the policy.

##### Third Reading

The final draft of the policy is presented for approval.

6. Policy, when formally adopted by the Board, shall be recorded in the minutes of the Board meeting. Only those policies so adopted and recorded shall be regarded as official Board policy.
7. New or revised policies will become effective on the date of Board approval unless otherwise indicated in the Board motion.



8. Any policy of the Board may be rescinded at any regular Board meeting following a Notice of Motion being given at least two regular Board meetings previous to the meeting where the motion to rescind will be voted upon. The Motion to rescind shall be decided by a two-thirds majority (four out of five trustees) vote of the Board.
9. In the absence of existing policy, the Board may make decisions, by resolution, on matters affecting the Division.
10. The Board may direct the Superintendent to rewrite an administrative procedure as a draft Board policy and will provide the rationale for same.
11. The Superintendent must develop administrative procedures as specified in Board Policy 11 – Board Delegation of Authority – and may develop such other procedures as deemed necessary for the effective operation of the Division; these must be in accordance with Board policies.
12. The Board may also delete a policy and subsequently delegate to the Superintendent authority over this area. The Superintendent may choose to then develop an administrative procedure relative to this matter.
13. The Superintendent must inform the Board as an information item on the Non-Action Agenda of any changes to administrative procedures.
14. All Board policies shall be posted on the Division's website and distributed electronically to all Division staff.
15. The Board shall review each policy annually.
16. The Superintendent is responsible for alerting the Board when proposed motions may conflict with existing policies.

Reference: Section 51, 52, 53, 54, 222 Education Act

First Reading:	March 11, 2008
Second Reading:	March 11, 2008
Third Reading:	April 08, 2008

First reading	June 9, 2020
Second reading	September 8, 2020
Third Reading	September 8, 2020

### BOARD DELEGATION OF AUTHORITY

The Education Act allows for the Board to delegate certain of its responsibilities and powers to others.

The Board authorizes the Superintendent to do any act or thing or to exercise any power that the Board may do, or is required to do, or may exercise, except those matters which, in accordance with section 52 of the Education Act, cannot be delegated. This delegation of authority to the Superintendent specifically includes:

- any authority or responsibility set out in the Education Act and regulations as well as authority or responsibility set out in other legislation or regulations;
- the ability to enact Administrative Procedures, practices or regulations required to carry out this authority; and
- the ability to sub-delegate this authority and responsibility as required.

Notwithstanding the above, the Board reserves to itself the authority to make decisions on specific matters requiring Board approval. This reserved authority of the Board is set out in Board policies, as amended from time to time.

Further, the Board requires that any new provincial, regional or local initiatives must be initially brought to the Board for discussion and determination of decision-making authority.

#### Specifically

1. The Superintendent is directed to develop an administrative procedure to fulfill Board obligations created by any federal legislation or provincial legislation other than the Education Act.
2. The Superintendent is delegated the authority to develop Administrative Procedures that are consistent with provincial policies and procedures for the following program areas:
  - 2.1 A welcoming, caring, respectful and safe learning environment (for students and staff)
  - 2.2 Inclusive Education
  - 2.3 First Nations, Métis, Inuit Education
  - 2.4 Guidance and Counseling
  - 2.5 Services for Students and Children
  - 2.6 School-Based Decision Making

- 2.7 Student Evaluation
  - 2.8 Teacher Growth, Supervision and Evaluation
  - 2.9 Home Education
  - 2.10 Early Childhood Services
  - 2.11 Outreach Programs
  - 2.12 Knowledge and Employability Courses
  - 2.13 Locally Developed / Acquired and Authorized Junior and Senior High School Complementary Courses.
  - 2.14 Off – Campus Education
  - 2.15 English as a Second Language
  - 2.16 French as a Second Language and French Language Immersion
  - 2.17 Second Languages
  - 2.18 International Education
3. The Superintendent is authorized to suspend an employee from the performance of the employee's duties without prior notice if the Superintendent of Schools is of the opinion that the welfare of the students is threatened by the presence of the employee. The suspension shall be conducted in accordance with the requirements of the Education Act;
  4. The Superintendent is authorized to terminate the contract of employment of a teacher and to terminate the administrative designation held by a teacher. The termination shall be in accordance with the requirements of the Education Act.
  5. In the case of a termination of a contract of employment for a teacher, provide the affected teacher with the written notice of any termination made pursuant to such delegated power, all within the requirements of the Education Act
  6. The Superintendent of Schools is authorized to terminate the contracts of non-certificated staff in accordance with the Employment Standards Code which is outlined in the Employment Standards Guide and any other pertinent agreements that may exist.
  7. The Board authorizes a line of credit not to exceed the accounts receivable from the preceding year at any one time to meet current expenditures in the fiscal year.
  8. In accordance with directives emanating from federal and provincial authorities in relationships to a Pandemic and the consequent circumstances that may prevail, the superintendent may temporarily suspend current administrative procedures and operating guidelines. Such action shall be reported to the board as soon as possible; along with a recommendation should a change in procedure be warranted.

Legal Reference: Education Act sections 11, 33, 51, 52, 53, 54, 202, 203, 204, 206, 209, 210, 213, 214, 215, 217, 218, 219, 222

Employment Standards Code  
Employment Standards Guide

First Reading: February 10, 2009  
Second Reading: March 10, 2009  
Third Reading: March 10, 2009

First Reading: February 09, 2010  
Second Reading: February 09, 2010  
Third Reading: March 09, 2010

First Reading: December 13, 2011  
Second Reading: March 13, 2012  
Third Reading: March 13, 2012

First reading: June 9, 2020  
Second reading: September 8, 2020  
Third Reading: September 8, 2020

### ROLE OF THE SUPERINTENDENT

The Superintendent is the Chief Executive Officer of the Board and the Chief Education Officer of the Division. The Superintendent reports directly to the corporate Board and is accountable to the Board for the conduct and operation of the Division. All Board authority delegated to staff is delegated through the Superintendent.

In order to meet the requirement of the Education Act, the mandate of trust given them by the Catholic electorate in the Division and the duty to deliver a Catholic educational program in conformity with the Bishop's direction, the Board shall hire a Catholic Superintendent to serve as the Board's Chief Executive Officer.

Specific areas of responsibility for the Superintendent are designated within faith leadership and managerial responsibilities. Effective, September 1, 2019, the Superintendent's professional practice is regulated by the Superintendent Leadership Quality Standard (SLQS). The Superintendent is expected to meet this standard through practice within the Division. The Superintendent of Schools as referred to in the Education Act, is accountable for the demonstration of all of the competencies identified within the SLQS. In any given context, reasoned professional judgment must be used to determine whether the SLQS is being met. Indicators are deemed to be the methods taken to ensure that competencies are addressed.

The Superintendent is designated as the FOIP head under the Freedom of Information and Protection of Privacy Act.

#### Specific Areas of Responsibility

##### 1. Faith Leadership

The Superintendent shall:

- 1.1 Model involvement in a Catholic faith community and ensure students and staff are provided opportunities for spiritual development within the Division.
- 1.2 Promote collaboration and communication between the schools, the parishes, and the diocese.

##### 2. Management

The Superintendent shall:

- 2.1 Act as, or designate, an attendance officer for the Division.
- 2.2 Ensure the acceptable condition of the Division's physical assets, including the neatness and cleanliness of buildings, and grounds, and the safety,

security and state of maintenance and repair of buildings, grounds, furnishings, and equipment.

- 2.3 Ensure that the Board is updated on the progress of new builds and modernizations in a timely manner.
- 2.4 Have overall authority and responsibility for all personnel-related matters, save and except: the development of mandates for collective bargaining, personnel matters precluded by Board policy, legislation, or collective agreements.
- 2.5 Develop administrative procedures that are consistent with Board policy and provincial policies, regulations, and procedures.
- 2.6 Keep the Board informed on all school jurisdiction matters, especially controversial and / or highly sensitive issues, in a timely and appropriate manner.
- 2.7 Establish criteria from the Board regarding the yearly operational calendar and recommend an operational calendar to the Board.

### 3. **SLQS**

Quality superintendent leadership occurs when the superintendent's ongoing analysis of the context, and the superintendent's decisions about what leadership knowledge and abilities to apply, result in quality school leadership, quality teaching and optimum learning for all students in the school authority.

Definitions as they apply to the attainment of the SLQS are as follows:

- “board”, in this document, means the governing body of a separate school authority;
- “competency” means an interrelated set of knowledge, skills, and attitudes developed overtime and drawn upon and applied to a particular leadership context in order to support quality leadership, teaching and optimum learning as required by the Superintendent Leadership Quality Standard;
- “indicators” means actions that are likely to lead to the achievement of the competency and which, together with the competency, are measurable and observable;
- “local community” means community members residing in or near the school authority who have an interest in education and school authority operations, including neighbouring Métis settlements, First Nations and other members of the public;
- “principal” means, for the purposes of this standard, principal as defined in the Education Act, assistant principal, associate principal, or vice principal;
- “reconciliation” means the process and goal of creating societal change through a fundamental shift in thinking and attitudes, increasing inter-cultural understanding to build a better society through learning about

First Nations, Métis and Inuit perspectives and experiences, including residential schools and treaties;

- “school authority” means separate school board. Medicine Hat Roman Catholic Separate School Division
- “school community” means the staff of the school authority, along with students, parents/guardians and school council members;
- “school council” means a school council established under the Education Act;
- “school jurisdiction leader” means a central office staff member in a school authority, other than the superintendent, required by their leadership position to hold an Alberta teaching certificate;
- “staff” means all certificated and non-certificated persons whose role in the school authority is to provide educational and support services to students;
- “student” means, for the purposes of this standard, an individual enrolled in a school or required by law to attend, and includes a child younger than 6 years of age who is enrolled in an early childhood services program;
- “superintendent” means a superintendent appointed by a board pursuant to the Education Act as referred to in the Teaching Profession Act; and,
- “teacher” means an individual who holds a certificate of qualification as a teacher issued under the Education Act.

### 3.1 Competencies

In fulfillment of the SLQS, the Superintendent shall demonstrate competent practice in the following areas as defined:

#### 3.1.1 Building Effective Relationships

A superintendent establishes a welcoming, caring, respectful and safe learning environment by building positive and productive relationships with members of the school community and the local community.

#### 3.1.2 Modeling Commitment to Professional Learning

A superintendent engages in career-long professional learning and ongoing critical reflection, identifying and acting on research-informed opportunities for enhancing leadership, teaching, and learning.

#### 3.1.3 Visionary Leadership

A superintendent engages with the school community in implementing a vision of a preferred future for student success, based on common values and beliefs.

#### 3.1.4 Leading Learning

A superintendent establishes and sustains a learning culture in the school community that promotes ongoing critical reflection on practice, shared responsibility for student success and continuous improvement.

#### 3.1.5 Ensuring First Nations, Métis and Inuit Education for All Students

A superintendent establishes the structures and provides the resources necessary for the school community to acquire and apply foundational knowledge about First Nations, *Métis* and Inuit for the benefit of all students.

#### 3.1.6 School Authority Operations and Resources

A superintendent directs school authority operations and strategically allocates resources in the interests of all students and in alignment with the school authority's goals and priorities.

#### 3.1.7 Supporting Effective Governance

A superintendent of schools as referred to in the Education Act, as chief executive officer of the board and chief education officer of the school authority, provides the board with information, advice and support required for the fulfillment of its governance role, and reports to the Minister on all matters required of the superintendent as identified in the Education Act and other provincial legislation.

### 3.2 Indicators

Indicators of achievement associated with each competency shall be as follows:

#### 3.2.1 Building Effective Relationships

- a) collaborating with community and provincial agencies to address the needs of students and their families;
- b) employing team-building strategies and using solution-focused processes to resolve challenges;
- c) building and sustaining relationships with First Nations, Métis and Inuit parents/guardians, Elders, local leaders and community members;
- d) modeling ethical leadership practices, based on integrity and objectivity;
- e) establishing constructive relationships with students, staff, school councils, parents/guardians, employee organizations, the education ministry and other stakeholder organizations; and
- f) facilitating the meaningful participation of members of the school community and local community in decision-making.

#### 3.2.2 Modeling Commitment to Professional Learning



- a) communicating a philosophy of education that is student-centered and based on sound principles of effective teaching and leadership;
- b) collaborating with teachers, principals, school jurisdiction leaders and other superintendents to build professional capacities and expertise;
- c) actively seeking out feedback and information from a variety of sources to enhance leadership practice;
- d) seeking and critically-reviewing educational research and applying it to decisions and practices, as appropriate;
- e) providing leadership to support school authority research initiatives, where appropriate; and
- f) engaging teachers, principals, school jurisdiction leaders, school community and local community members to establish a shared understanding of current trends and priorities in the education system.

### 3.2.3 Visionary Leadership

- a) ensuring that the vision is informed by research on effective learning, teaching and leadership;
- b) promoting innovation and continuous improvement by building structures and developing strategies to support staff in professional collaboration;
- c) promoting in the school community a common understanding of and support for the school authority's goals, priorities, and strategic initiatives; and
- d) ensuring that the vision expressed in the school authority's education plan is responsive to the ongoing review of the school authority's achievements, meets all requirements identified in provincial legislation, and incorporates the school community's perspectives.

### 3.2.4 Leading Learning

- a) fostering in the school community equality and respect with regard to rights as provided for in the Alberta Human Rights Act and the Canadian Charter of Rights and Freedoms;
- b) providing learning opportunities, based on research-informed principles of effective teaching, learning and leadership, to support building the capacity of all members of the school community to fulfill their educational roles;
- c) ensuring that all instruction in the school authority addresses learning outcomes outlined in programs of study;
- d) promoting collegial relations, collaboration, critical thinking and innovation in the school community;
- e) ensuring that staff have access to resources, programs and expertise to support them in meeting their professional responsibilities and in addressing the learning needs of all students;
- f) building principals' and school jurisdiction leaders' capacities and holding them accountable for providing instructional leadership through effective

support, supervision and evaluation practices; and g) ensuring school authority student assessment and evaluation procedures are fair, appropriate, evidence-informed and used to enhance learning, teaching and leadership.

### 3.2.5 Ensuring First Nations, Métis and Inuit Education for All Students

- a) supporting staff in accessing the professional learning and capacity-building needed to meet the learning needs of First Nations, Métis, Inuit and all other students;
- b) engaging and collaborating with neighbouring First Nations and Métis leaders, organizations and communities to optimize learning success and development of First Nations, Métis, Inuit and all other students;
- c) understanding historical, social, economic, and political implications of:
  - treaties and agreements with First Nations;
  - legislation and agreements negotiated with Métis; and
  - residential schools and their legacy;
- d) aligning school authority resources and building organizational capacity to support First Nations, Métis and Inuit student achievement; and
- e) pursuing opportunities and engaging in practices to facilitate reconciliation within the school community.

### 3.2.6 School Authority Operations and Resources

- a) providing direction on fiscal and resource management in accordance with all statutory, regulatory and school authority requirements;
- b) ensuring effective alignment of the school authority's human resources to achieve the school authority's education plan;
- c) delegating responsibility to staff, where appropriate, to enhance operational efficiency and effectiveness;
- d) providing for the support, ongoing supervision and evaluation of all staff members in relation to their respective professional responsibilities;
- e) establishing data-informed strategic planning and decision-making processes that are responsive to changing contexts;
- f) respecting cultural diversity and appreciating differing perspectives expressed in the school community;
- g) recognizing student and staff accomplishments; and
- h) implementing programs and procedures for the effective management of human resources in support of mentorship, capacity-building and succession planning.

### 3.2.7 Supporting Effective Governance

- a) establishing and sustaining a productive working relationship with the board, based on mutual trust, respect and integrity;

- b) ensuring that all students and staff are provided with a welcoming, caring, respectful and safe learning environment that respects diversity and fosters a sense of belonging;
- c) ensuring that all students in the school authority have the opportunity to meet the standards of education set by the Minister of Education;
- d) ensuring that the board's plans, resource allocations, strategies and procedures lead to the achievement of its goals and priorities;
- e) ensuring that the board's fiscal and resource management is in accordance with all statutory, regulatory and board requirements;
- f) supporting the board in the fulfilment of its governance functions in the fiduciary, strategic and generative realms;
- g) implementing board policies and supporting the regular review and evaluation of their impact;
- h) ensuring the support, ongoing supervision and evaluation of all staff members in relation to their respective professional responsibilities;
- i) facilitating collaboration among the board, staff and First Nations, Métis and Inuit leaders, organizations and communities to establish strategic policy directions in support of First Nations, Métis and Inuit student achievement and development;
- j) building the capacity of the board and staff to predict, communicate and respond to emergent circumstances, including emergency readiness and crisis management, and to political, social, economic, legal and cultural contexts and trends;
- k) supporting the board in its engagement with the school community to develop a vision of a preferred future for student success;
- l) facilitating ongoing public communication about the board's operations and the achievement of its goals and priorities;
- m) promoting constructive relations between the board and staff, as well as provincial authorities, post-secondary institutions and education stakeholder organizations.

Legal Reference: Education Act sections 14, 33, 222, 224, Superintendent Leadership Quality Standard, 2018  
Policy adapted from Greater St. Albert Catholic School Division

First reading	June 9, 2020
Second reading	September 8, 2020
Third Reading	September 8, 2020

### **APPEALS AND HEARINGS REGARDING STUDENT MATTERS**

Under section 43 of the Education Act and regulations made under the Act, the only matters on which the Minister of Education will consider appeals are:

1. Provision of Specialized Supports and Services (section 43);
2. Language of instruction (section 14);
3. Home education programs (opportunity to write provincial assessments, assignment and involvement of designated personnel at schools, evaluations of progress, provision of advice and recommendations to parents, maintenance of student records and termination of programs);
4. Student expulsion;
5. Amount and payment of fees or costs (consultation with parents, types of charges, waiving of fees);
6. Access to, or the accuracy or completeness of student records;
7. Amount of fees payable by a Board to another Board;
8. Board responsibility for a student;
9. Early Childhood Education (age of entry, safety, health protocols evaluation of children, assurance of associated procedures);
10. School Transportation (transportation for specialized supports and services, fees, eligibility for ridership);
11. Student records (accuracy, completeness, retention, disposal, access and disclosure).

The Board will hear appeals on administrative decisions on all matters other than expulsion of students, which are submitted in accordance with section 41 and 42 of the Education Act and that significantly affect the education of a student.

#### **A. All Matters Other Than Expulsion of a Student**

1. Prior to a decision being appealed to the Board, it must be appealed to the Superintendent.
2. Parents of students, and students 16 years of age or over, have the right to appeal to the Board a decision of the Superintendent. The Superintendent must advise parents and students of this right of appeal and provide all relevant information with respect to the appeal process.
3. The appeal to the Board must be made within five days from the date that the individual was informed of the Superintendent's decision. The appeal must be

- filed in writing and must contain the name of the party filing the appeal, the date, the matter at hand, and the reason for the appeal.
4. Parents, or students as above, when appealing a decision to the Board, have the right to be assisted by a resource person(s) of their choosing. The responsibility for engaging and paying for such assistance rests with the parents or students. The name of the resource person(s) must be provided to the Board five (5) days in advance of the hearing.
  5. The hearing of the appeal must be scheduled so as to ensure that the person making the appeal and the Superintendent, or designate, whose decision is being appealed, has sufficient notice and time to prepare for the presentation. Notification must be given at least four (4) calendar days in advance of the hearing unless unanimous agreement is reached to waive the notification period.
  6. The appeal will be heard in-camera, with specified individuals in attendance.
  7. The appeal hearing will be conducted in accordance with the following guidelines:
    - 7.1 The Board Chair will outline the purpose of the hearing, which is to provide:
      - 7.1.1 An opportunity for the parties to make representation in support of their respective positions to the Board. This information may include expert medical, psychological and educational data and may be presented by witnesses. The information presented may include both written and verbal communications;
      - 7.1.2 The Board with the means to receive information and to review the facts of the dispute;
      - 7.1.3 A process through which the Board can reach a fair and impartial decision.
    - 7.2 Notes of the proceedings will be recorded for the purpose of the Board's records.
    - 7.3 The Superintendent and/or staff will explain the decision and give reasons for the decision.
    - 7.4 The appellant will present the appeal and the reasons for the appeal and will have an opportunity to respond to information provided by the Superintendent and/or staff.
    - 7.5 The Superintendent and/or staff will have an opportunity to respond to information presented by the appellant.
    - 7.6 Board members will have the opportunity to ask questions or clarification from both parties.
    - 7.7 No cross-examination of the parties shall be allowed, unless the Chair deems it advisable under the circumstances.
    - 7.8 The Board will meet without the respective parties to the appeal in attendance to arrive at a decision regarding the appeal. The recording

secretary will remain in attendance. The Board may have legal counsel in attendance.

7.9 If the Board requires additional information or clarification in order to make its decision, both parties to the appeal will be requested to return to the hearing for the required additional information.

7.10 The Board decision and the reasons for that decision will be communicated to the appellant by telephone and confirmed in writing following the hearing. Included in the communication to the appellant shall be information that the appellant has the right to seek a review by the Minister if the appellant is dissatisfied with the decision of the Board, if the matter under appeal is a matter described in Section 36 and 37 of the Education Act.

## **B. Expulsion of a Student**

The Board will hear representations with respect to a recommendation for a student expulsion in accordance with Sections 36 and 37 of the Education Act.

If a student is not to be reinstated within five school days of the date of suspension, the principal shall immediately report in writing all the circumstances of the suspension and provide a recommendation to the Board through the Office of the Superintendent.

The Board will convene in an in-camera session upon the call of the Superintendent, but in no event shall the meeting occur later than ten school days from the first day of suspension.

Parents of students, or students 16 years of age or over, have the right to be assisted by a resource person(s) of their choosing. The responsibility for engaging and paying for such assistance rests with the parents or students.

The Board may have legal counsel in attendance.

Notes of the proceedings will be recorded for the purpose of the Board's records.

The expulsion hearing will be conducted in accordance with the following guidelines:

1. The Chair will outline the purpose of the hearing, which is to:
  - 1.1 Provide an opportunity to hear representations relative to the recommendation from the principal;
  - 1.2 Provide an opportunity for the student and/or the student's parents to make representations;
  - 1.3 Reinstatement or expulsion of the student.
2. The Chair will outline the procedure to be followed, which will be as follows:
  - 2.1 The principal will present the report documenting the details of the case and the recommendation to expel the student;

- 2.2 The student and the student's parents will be given an opportunity to respond to the information presented and to add any additional relevant information;
  - 2.3 The members of the Board will have the opportunity to ask questions of clarification from both the principal and the student and the student's parents;
  - 2.4 The Board will meet, without either the administration or the student and the student's parents present, to discuss the case and the recommendation. The recording secretary may remain in attendance. Legal counsel may also remain in attendance.
  - 2.5 Should the Board require additional information, both parties will be requested to return in order to provide the requested information;
  - 2.6 The Board will then make a decision to either reinstate or expel the student; and
  - 2.7 The Board's decision shall be communicated in writing to the student and the student's parents within 5 days of the hearing, with copies being provided to the principal and the Superintendent. (The Superintendent's office will attempt to inform the parent(s) and the student of the decision by telephone or personal communication as soon as possible after a decision has been reached).
3. If the Board's decision is to expel the student, the following information must be included in the letter to the student and the student's parents:
  - 3.1 The length of the expulsion which must be greater than 10 school days;
  - 3.2 The educational program to be provided to the student and the name of the individual to be contacted in order to make the necessary arrangements; and
  - 3.3 The right of the student and the student's parents to request a review of the decision by the Minister of Education.
4. Expulsion is at the discretion of the Board. The Board, in making its decision, shall take into account the circumstances under which the student committed the offence. The following offences may be considered by the Board as justification for expulsion:
  - 4.1 The student has displayed an attitude of willful, blatant and repeated refusal to comply with section 37 of the Education Act;
  - 4.2 Open opposition to the authority of the staff;
  - 4.3 Conduct deemed to be injurious to the general tone and well being of the student population being served by the school and the staff employed by the Division;
  - 4.4 Willful disobedience over a prolonged period or in a single instance where the disobedience endangers the students, teacher, building or general climate of orderly behavior;

- 4.5 Profane or indecent language in the presence of other students or before staff;
  - 4.6 Threats of physical violence or acts of violence against a staff member or a serious unprovoked attack on other students;
  - 4.7 Any act of indecency in a school building, on the school grounds, or on a school bus;
  - 4.8 Failure to observe and to obey any reasonable rule, regulation or procedure established by a staff member for maintaining a climate of behavior conducive to learning;
  - 4.9 Willful or malicious damage to school or Division property or equipment;
  - 4.10 Prohibited use of drugs, alcohol, or tobacco; or
  - 4.11 Use of explicit materials.
5. The term of an expulsion must be for eleven (11) school days or more, up to the end of that school year. The Division reserves the right to direct and re-enroll a student, who has been expelled, to an alternate school setting within the Division, in the following school year, based upon program reasons, or the safety and security of other students.

It is expected that all students will comply with conduct described in the Education Act, Board policy and school policy.

Legal Reference: Sections 14, 36, 37, 41, 42, 43, 45 Education Act

First reading	June 9, 2020
Second reading	September 8, 2020
Third Reading	September 8, 2020



### HEARINGS ON TEACHER MATTERS

The Superintendent may transfer a teacher in accordance with Section 119 of the Education Act. The teacher may make a written request to the Board to have a hearing before the Board for the purpose of objecting to the transfer.

The Superintendent may make a recommendation to the Board to terminate a contract of employment with a teacher or to terminate a designation of a teacher. In terminating a contract of employment or a designation, the Board shall act reasonably.

The Board or the Superintendent may suspend a teacher from the performance of the teacher's duties in accordance with section 213 of the Education Act. The teacher may appeal such suspension to a Board of Reference. The Board of Trustees may make an investigation of the circumstances and may reinstate the teacher pursuant to Section 213 of the Education Act, or it may terminate the contract of employment in accordance with section 215 of the Education Act.

#### Specifically

##### 1. Transfers

- 1.1 A teacher who has been given a notice of transfer by the Superintendent must make a written request to the Board to have a hearing before the Board for the purpose of objecting to the transfer within seven days of receipt of the transfer notice.
- 1.2 The teacher shall submit a request for a hearing before the Board to the Secretary-Treasurer with a copy being provided to the Superintendent.
- 1.3 The Board may set a date and time for the hearing requested not earlier than 14 days after the teacher receives the notice of transfer, unless the teacher agrees in writing to an earlier date.
- 1.4 The Secretary-Treasurer shall advise the teacher in writing of the date, time and location of the hearing. Notification of the hearing shall be given at least four (4) calendar days in advance of the hearing unless unanimous agreement is reached to waive the notification period.

##### 2. Termination of Contract or Designation

- 2.1 When the Superintendent has decided to make a recommendation to the Board to terminate a teacher's contract, or terminate a designation, the Superintendent shall forward that recommendation;
  - 2.1.1 To the teacher, not less than 14 days before the scheduled date of the meeting at which the recommendation shall be considered; and
  - 2.1.2 To the trustees, through the recording secretary, in accordance with the practice for regular Board meetings.

- 2.1.3 All supporting documentation and the names of any witnesses to be called shall be forwarded by the Superintendent to the teacher not less than 14 days before the date of the hearing.
- 2.2 One adjournment of the meeting of no more than 14 days shall be granted by the Board Chair, provided that:
  - 2.2.1 A request is submitted in writing to the recording secretary by the teacher no less than seven days before the originally scheduled date of the meeting; or
  - 2.2.2 The request, although not submitted in accordance with clause 2.2.1 is supported with reasons that the Board Chair considers valid, including the reason the request was not submitted within the required period.
  - 2.2.3 The Board Chair may seek submissions from the Superintendent, as a party to the appeal, about whether to grant an adjournment. Where reasonable, the Board Chair may grant further adjournments.
- 3. Suspension
  - 3.1 Should the Board determine that it is necessary to suspend the services of a teacher for reasons noted in Section 213 of the Education Act, the Board shall provide the teacher with written notice of the suspension specifying the reasons for the action.
  - 3.2 A teacher wishing to appeal the suspension to the Board must submit a request in writing to the Secretary-Treasurer with a copy being provided to the Superintendent, within one week of receipt of the notice of suspension.
  - 3.3 The Board shall meet to hear the appeal within three weeks of having received the written request from the teacher.
  - 3.4 The Secretary-Treasurer shall advise the teacher in writing of the date, time and location of the Board meeting at which the appeal will be heard. Notification of the hearing shall be given at least four (4) calendar days in advance of the hearing unless unanimous agreement is reached to waive the notification period.
- 4. Provision of Information
  - 4.1 Any written materials the teacher or the Superintendent wishes trustees to consider must be submitted to the recording secretary not less than four days prior to the scheduled date of the meeting. The recording secretary will provide copies to the trustees, the Superintendent, and the teacher.
  - 4.2 The teacher or the Superintendent may be accompanied by counsel or other representative, and may bring witnesses if, not less than five days prior to the scheduled date of the meeting, the following is provided by the teacher or the Superintendent in writing:
    - 4.2.1 The names of counsel, other representatives, and any witnesses; and
    - 4.2.2 An explanation satisfactory to the Board Chair as to why the witnesses' evidence may not be adequately presented in writing.

## Procedure at Hearings

- 5.1 Notes of the proceedings will be recorded for the purposes of the Board's records.
- 5.2 The Superintendent and the teacher shall be given an opportunity to make introductory and closing statements.
- 5.3 If the Superintendent considers it necessary to have witnesses appear on behalf of the recommendation, they shall be called to appear prior to the teacher making any representations.
- 5.4 Trustees shall ask questions of a witness only after the party calling the witness has completed its presentation.
- 5.5 The presentation of the teacher's case shall commence after the Superintendent has presented his/her evidence.
- 5.6 After the teacher's closing statement, the Superintendent shall have an opportunity to respond to information presented by the teacher.
- 5.7 Board members will have the opportunity to ask questions or clarification from both parties.
- 5.8 No cross-examination of witnesses shall be allowed, unless the Board Chair deems it advisable.
- 5.9 The Board will meet without the respective parties to the appeal in attendance to arrive at a decision regarding the appeal. The recording secretary will remain in attendance. The Board may have legal counsel in attendance.
- 5.10 If the Board requires additional information or clarification in order to make its decision, both parties to the appeal will be requested to return to the hearing for the required additional information.
- 5.11 The Board decision will be communicated to the teacher by telephone and confirmed in writing following the hearing.

Legal Reference: Education Act Sections 119, 213, 215, 217, 230, 231, 232, 233, 234, 235, 236, 237, 238

First reading	June 9, 2020
Second reading	September 8, 2020
Third Reading	September 8, 2020

### SCHOOL BUILDING CLOSURE

In accordance with the Education Act, the Board may deem it necessary to close existing schools or to realign attendance areas to ensure the efficient and effective operation of the division. When considering the possible closure of a school or school program, the Board will consult and communicate with the parents and the broader community, in

Specifically:

1. In the event of a possible school closure or transfer of students from one school building to another school building, temporarily or permanently, the Board will communicate the proposed changes to the parents of every student enrolled in the school(s) that may be affected and any other person, municipality or community organization, who, in the opinion of the Board, may be significantly affected by the action considered, prior to any decision being made.
2. The process for the closure of schools is outlined in Section 62(1) of the Education Act as of September 1, 2019 or as updated through subsequent legislative or regulatory changes. The Superintendent shall review current legislation to ensure that the process to be followed by the Board is in compliance with provincial requirements.
3. The Board upon receiving a referral from the Superintendent of Schools regarding the possible closure of a school or the transfer of students from one school building to another school building, temporarily or permanently, shall determine whether or not to proceed with further study;
4. Should the Board wish to proceed with a consideration of closure, the Board will have the matter raised by way of a motion at a regular meeting of the Board, and writing notify the parents of every child and student enrolled in the school who, in the opinion of the board, will be significantly affected by the closure of the school.
5. Should the Board pass a resolution to permanently close a school, the Board shall notify the Minister in writing forthwith and include the name of the school(s) and the effective date of closure. Subsequent to the final debate and vote on the motion, and if the vote is in favour of school closure, the Board shall request approval from the Minister forthwith in order to proceed with the closure.

Legal Reference: Section 62 Education Act  
Alberta Regulation (Closure of Schools Regulation) 238/1997

First Reading:	March 13, 2012
Second Reading:	April 17, 2012
Third Reading:	May 08, 2012
First reading	June 9, 2020
Second reading	September 8, 2020
Third Reading	September 8, 2020

### RECRUITMENT AND SELECTION OF PERSONNEL

The Board believes that the recruitment and selection of Division personnel is a shared responsibility between the Board and the Superintendent.

The Board further believes strong central leadership and administration at the Division level is essential to the effective and efficient operation of the school system. The recruitment of staff based upon their capacity to model and witness to the Board's mission, vision, values, and goals is essential to the success of the Division's educational mandate.

#### Specifically

1. The Board, in the case of the Superintendent, or the Superintendent or designate, in all other instances, will assume the sole responsibility for initiating the advertising process and will make every reasonable effort to ensure that all current Division employees are made aware of staff vacancies.
2. The Board has the sole authority to recruit and select an individual for the position of Superintendent.
3. The Board delegates the authority to the Superintendent to recruit and short-list for the position of Secretary-Treasurer while relying upon the full participation and consensus of the Board in determining the suitable candidate.
4. The following process will be followed for all Coordinators, Directors and Consultants:
  - 4.1 The Superintendent shall be responsible for the creation of a short list of candidates for these positions.
  - 4.2 The Board, where available, the Superintendent and designate(s) shall constitute the interview team.
  - 4.3 The decision will normally be made by consensus of the interview team. The Superintendent will have the final choice.
  - 4.4 These positions shall have a role description and each person occupying one of the positions shall have a written contract of employment. The Board, where available, retains authority to determine contracts and contract renewals after receiving a recommendation from the Superintendent.
5. The Superintendent is delegated full authority to recruit and select staff for all central office positions not including the senior administration level detailed above.
6. The following process will be followed for the new appointments (not including transfers) to the positions of principal and vice-principal:

- 6.1 The Superintendent shall form an interview team which will include at least one trustee, and may include others as deemed necessary.
  - 6.2 The School Council will be invited to submit a profile of the ideal candidate for the school.
  - 6.3 The decision will normally be made by consensus of the interview team. The Superintendent will have the final choice.
  - 6.4 The Superintendent is delegated the authority to make all decisions regarding the term and/or continuing appointments of school-based administrators utilizing Board approved contract templates.
7. The Board agrees to reimburse out-of-town candidates who attend interviews for the following administrative positions: principal, Religious Education Coordinator, Associate Superintendent of Student Services, Secretary-Treasurer, Deputy Superintendent, and Superintendent. Reimbursement will include normal travel expenses (either the cost of an economy air fare, or Government of Alberta rate per kilometer), plus any necessary food and lodging costs.
  8. The Superintendent is delegated full authority to recruit and select staff for all other school-based positions.
  9. In the event of an unexpected or short-term vacancy, the Superintendent may appoint an “acting principal” or “acting vice-principal” without going through a formal selection process.
  10. The Superintendent or designate may initiate a procedure of transfers of principals and vice-principals between schools without going through an advertising and competition process.
  11. All offers of employment shall be conditional on the successful applicant providing a criminal record check and a child welfare information services (CWIS) check that is acceptable to the Superintendent. Additionally, the Superintendent may require documentation certifying that the candidate is medically fit for the position.

Legal Reference: Section 50, 52, 222, 223, 224, 68, 225 Education Act  
Freedom of Information and Protection of Privacy Act

First Reading: March 11, 2008  
Second Reading: March 11, 2008  
Third Reading: April 08, 2008

First reading: June 9, 2020  
Second reading: September 8, 2020  
Third Reading: September 8, 2020

### SCHOOL COUNCILS

Alberta Education recognizes the right of parents to be involved in their children's education and for parents, community members and school staff to be involved in key decisions about the education of students. It is not the intent of this policy to restate the Education Act, Department of Education Regulations or policy, but to provide guidelines for School Councils in addition to those documents.

The Board believes that a School Council is a means to facilitate collaboration among all education partners in the local school. The Board supports the establishment of a School Council at each school in the Division in accordance with the requirements of the School Act and provincial regulations. School Councils are advisory in nature and will have a role in advising and consulting with the principal on any matter relating to the school.

#### **Specifically,**

1. The mission statement of the Division identifies a distinctive vision and purpose of schooling that is built upon the values of the Catholic faith. The Board views that School Councils are important partners in ensuring these values are fostered in the daily routines and extra-curricular programs. School Councils assist by encouraging families to take active interest in the programs offered by their school.
2. All parents of students in school shall be eligible for membership in the School Council.
3. School Councils are advocates for the Catholic school community and are encouraged to maintain a liaison with the Board. The Board recognizes the Medicine Hat Catholic Schools Parent Association as an additional means to provide information to School Councils and to receive advice from School Councils.
4. The Board shall provide any School Council the right to address the Board on any issue at the request of the School Council Chair. The School Council may make a presentation at any regularly scheduled meeting of the Board, provided adequate notice is given (at least five (5) working days prior to and not including the date of the meeting).
5. Pursuant to their role, School Councils do not deliberate specific or individual personnel or student issues.
6. Each School Council shall submit to the Board by October 15 of each year, for the preceding school year, copies of:
  - 6.1 Financial statements of any money handled by the School Council;

6.2 A report outlining the activities of the School Council; and

6.3 Minutes of each meeting.

7. The Board encourages School Councils to contribute, through the principal, to newsletters and the annual report by submitting articles outlining:
  - Significant accomplishments at the school;
  - Major events or projects at the school; and
  - Results of studies undertaken.
8. The Board encourages School Councils to develop school policies which address school issues and which may further elaborate on any Board policy. To make policies meaningful, before any school policy is implemented, the School Council shall:
  - Ensure that the school community has been given the opportunity to have input into the policy prior to implementation (e.g. first, second and third reading similar to Board policy development);
  - Ensure that the policy has been voted upon and passed by a majority of School Council members and that the minutes have recorded the motion and the vote;
  - That when passed, the school community is adequately informed through school newsletters, School Council newsletters, or other accepted means of communication at the school level (e.g. web page) of the policy and implications for students and parents.
  - Any policies developed by School Councils will be sent to the Board for information.
9. The Board may request the Minister to dissolve a School Council if the Minister is of the opinion that the School Council is not carrying out its responsibilities. The Board may request the Minister to dissolve a School Council if one of the following negative conditions prevail:
  - Fraudulent, criminal or unethical behavior;
  - Internal dissension affecting morale;
  - Adversarial relationships with staff;
  - Refusal to follow the policies of the Board or to carry out its responsibilities in accordance with the School Act and Alberta Education Regulations;
  - Disruption of the educational climate; or
  - Unresolved disputes between the School Council and the principal.
10. The Board requires the principal to take all reasonable steps to establish an advisory committee for the school if the School Council is dissolved, suspended or if establishment is unsuccessful, in accordance with Alberta Education Regulations.



- 10.1 Membership of the advisory committee shall include:
    - 10.1.1 The Superintendent
    - 10.1.2 A parent
    - 10.1.3 A teacher in the school
  - 10.2 The principal, in consultation with the advisory committee, shall establish:
    - 10.2.1 Meeting dates and locations;
    - 10.2.2 Meeting procedures; and
    - 10.2.3 Officers
  - 10.3 The advisory committee shall assume duties and functions delegated by the Board to School Councils for the remainder of the school year.
11. The Board will provide meeting space in the Board Office for the Medicine Hat Catholic Schools Parent Association whenever requested to do so.
12. Conflict Resolution and Appeal Procedures
- 12.1 Most disputes can be resolved through open and frank discussion and a clear understanding of roles and responsibilities. The first step in any dispute is for the participants to identify the specific areas of concern and then to attempt to resolve them.
  - 12.2 The communication and conflict resolution channel shall be:  
School Council > Principal > Superintendent > Board.
  - 12.3 When the need to hear an appeal arises, the Board shall establish a hearing date, time, and place which allows the parties to the appeal sufficient notice to prepare for the appeal.
  - 12.4 The appeal shall be heard by the Board. The Superintendent and/or designate(s) may be present to assist the Board, except in cases when it is their decision that is being appealed. In that circumstance, they shall attend to make representation to support their position.
  - 12.5 The School Council Chair and the principal will be given an opportunity to review their positions regarding the dispute and the issues surrounding the dispute. The party making application for appeal shall proceed first and be given a full and ample opportunity to raise concerns before the Board. The other party shall then be given ample opportunity to explain the party's position to the Board. The other party shall then be given ample opportunity to explain the party's position to the Board regarding the disputed matter.
  - 12.6 In the event that the Superintendent has been asked by the parties to the appeal to give a decision with respect to the disputed matter, the Superintendent shall be entitled to make representations regarding his findings and his recommendation as to resolution of the dispute to the Board.
  - 12.7 Each party to the dispute shall be given ample opportunity to respond both to the concerns raised by themselves with respect to the dispute, and the

Superintendent's proposed resolution of the dispute. Board members and the Superintendent or designate(s) may question the parties to clarify the facts.

12.8 The Board will discuss the matter in the absence of the parties and the Superintendent or designate(s).

12.9 The Board will make a decision in respect of the appeal and advise the parties in writing regarding the decision and the reasons for that decision. The Board decision shall be considered final.

13. As an alternate to conflict resolution and appeal procedures 12 above, third party mediation is also acceptable. The mediator shall be chosen by mutual agreement of the parties to the dispute. Costs for mediation shall be borne by the school.

14. At the beginning of each school year, during a regular meeting, each school council will review its by-laws and constitution.

15. The principal of each school will ensure that the school council by-laws and constitution are available via a link on the school website.

Legal Reference: Education Act Section 55  
School Councils Regulation 94/2019  
School Councils Policy 1.8.3  
School Councils Resources Manual  
School Councils Handbook

First Reading:	May 12, 2009	Motion # 2276
Second Reading:	June 09, 2009	Motion # 2282
Third Reading:	June 09, 2009	Motion # 2283

First reading	June 9, 2020
Second reading	September 8, 2020
Third Reading	September 8, 2020

### **PUBLIC COMMUNICATIONS**

The Board believes in the consultative process of decision-making and consults broadly with all stakeholder groups within the community whenever possible. All regular Board meetings are open to the public, except for meetings where circumstances justify a meeting in private, as provided in the Education Act. The Board supports the public's right to information regarding the education of students and the spending of educational dollars as part of our accountability to our ratepayers and parents. The Board distributes its Annual Education Results Report to all interested groups and the media. The Board also publicizes the Division's student achievement test and diploma exam results.

The Board has an obligation to keep the electorate accurately informed about Division activities. One mechanism for achieving this objective is the use of print, radio and television media.

The Board strives to foster quality relationships with the media and to establish a climate of communication that is open, ethical, credible and professional. It is the desire of the Board that Board meetings receive accurate and ample coverage by the news media. Trustees welcome the attendance of news media at Board meetings in order that items of business and the decisions of the meeting are reported to the public.

#### **Specifically,**

1. No person shall be excluded from a regular Board meeting except for disruptive behavior, or except under those circumstances that justify a meeting in private.
2. Delegations to the Board are welcome.
3. The Board will widely distribute within the Catholic Community our Three Year Education Plan and our Annual Education Results Report.
4. Information releases, which accurately communicate the Board's business to the public, may only be issued by persons authorized by the Board as per Policy 5 – Role of the Board Chair.
5. The Superintendent shall approve all information released to the media from central office.
6. All school-based media releases must be cleared through the Superintendent prior to release.
7. In all cases of media communications, the provisions of the FOIP Act and Board policy must be respected.

8. All media releases or other forms of communication regarding any Division operation, including school issued communications, must be accurate, complete and timely.
9. The Board Chair or Superintendent will plan and implement all major media announcements and news conferences.
10. Representatives of the media may be permitted into the schools for legitimate reporting and promotional purposes. This is at the discretion of the Superintendent or designate. Particular care must be exercised in protecting the rights of students when media are present. Appropriate Division and school release forms in accordance with FOIP are to be completed.
11. In the event of emergency or crisis interactions, the Superintendent or designate shall determine what information shall be given to the media, and by whom.
12. In the event of a critical incident at a school site, all media communications are to be directed to the Superintendent until such time as a site-based media spokesperson contact is established. In such cases, direct on-site communication by students and staff with the media is to be coordinated through the media spokesperson and are otherwise discouraged.
13. The news media shall be provided copies of the agenda for regular Board meetings no later than two working days in advance of the day of the meeting.
14. Suitable accommodation for the news media shall be provided at all regular Board meetings.
15. It shall be the responsibility of the Superintendent or designate to notify the news media, as soon as possible, of any change in the regular time or place of a Board meeting, and to provide the media with notice of any important additions to the agenda that are not on the printed copy available to the media.

Legal Reference: Education Act Section 33, 53, 60, 64, 66, 248, 249  
Freedom of Information and Protection of Privacy Act  
Policy 5 – Role of the Board Chair

First reading	June 9, 2020
Second reading	September 8, 2020
Third Reading	September 8, 2020

### SURPLUS LANDS AND BUILDINGS

The Board believes that when land and buildings become surplus to needs, the Board should arrange for the effective disposal of these items.

The authority of the Board is derived from the *Education Act* and the *Disposition of Property Regulation*, which permit the Board to:

1. Determine whether the Board has use for a school building which has been closed pursuant to the *Closure of Schools Regulation* and Board Policy 15: School/Program Closure; and
2. For the purposes of section 672 of the *Municipal Government Act*, declare that the Board is of the opinion that an interest in a school reserve, municipal and school reserve or municipal reserve is surplus to the Board's needs.

#### General

1. The Board should dispose of land and buildings in the best interest of the students of the Division and the community, pursuant to existing government legislation and regulation.
2. Disposing of surplus land and buildings requires the approval of the Board of Trustees.
3. In assessing the criteria, the Board is not required to hold public consultation.
4. The Board is required to review whether a closed school or reserve land is surplus to its needs at least every three years.

#### Determination Whether the Board has Use for a Closed School Building

1. If a school building has been closed pursuant to the *Closure of Schools Regulation*, the Superintendent of Schools will provide a recommendation to the Board concerning whether there is no use for the school building, and, if so, whether the school building is temporarily surplus to the Board's needs or permanently surplus to the Board's needs.
2. In determining whether a school is temporarily or permanently surplus to the Board, the Board shall consider all of the following criteria:
  - 2.1 Demographic factors, including but not limited to:
    - 2.1.1 Population and demographic data for the surrounding area;

- 2.1.2 The former enrolment of the school, and enrolment trends in the foreseeable future including the state of residential development or redevelopment;
  - 2.1.3 The location and proximity of other schools, and their potential enrolment in the foreseeable future.
- 2.2 Other potential public educational uses for the building in the foreseeable future (this is intended to refer to use by public (not private) school authorities);
- 2.3 the likely cost to staff and operate an educational program at the school in the foreseeable future, including student accommodation and transportation issues;
- 2.4 The facility condition and the cost to maintain the facility in, or restore the facility to, a usable condition, and other costs of ownership; and
- 2.5 Such other criteria as the Board may consider relevant.
- 3. If the Board determines that there is no present use for the school building, but that there may be a need for the school building in the foreseeable future, the Superintendent may investigate the lease the school building in accordance with the *Disposition of Property Regulation*.
  - 3.1 As per Section 193 of the Education Act, the Board may, without approval of the minister:
    - 3.1.1 Lease any real property that is neither a school building or a portion of a school building;
    - 3.1.2 Lease a school building or a portion of it for less than 12 months; and,
    - 3.1.3 Lease a school building or portion of it for 12 months or more if the lease contains a termination provision allowing the Board to terminate the lease on 12 months' notice.
- 4. If the Board cannot identify a use for a school building in the foreseeable future, the Board may attempt to sell the school building in accordance with Section 192, Disposition of Property Regulation, of the Education Act

### **Determination Whether Reserve Lands are Surplus**

- 1. The Board may determine that, in its opinion, an interest in a school reserve, municipal and school reserve or municipal reserve is surplus to the Board's needs, and shall consider the following criteria:
  - 1.1 Enrolment trends within the area intended to be served by the school reserve, municipal and school reserve or municipal reserve,

- 1.2 Residential development progression,
  - 1.3 Student accommodation and transportation issues,
  - 1.4 Whether a school on the school reserve, municipal and school reserve or municipal reserve is included in the Board's capital plans (three-year and ten-year),
  - 1.5 Whether other school boards have a need for the school reserve, municipal and school reserve or municipal reserve, and
  - 1.6 Such other criteria as the Board may consider relevant.
2. In the event of the Superintendent recommending a determination that an interest in reserve lands is surplus to the Board's needs, or upon the Board considering whether an interest in reserve lands is surplus to the Board's needs, the Superintendent shall consult with other school boards operating in the area whether those school boards have a need for the reserve lands.
  3. If upon considering the factors above, the Board is of the opinion that the school reserve, municipal and school reserve or municipal reserve is surplus to the Board's needs; the Board shall provide the Minister of Education with a declaration to that effect.

Legal Reference: Education Act sections 192, 193  
Disposition of Property Regulation  
Municipal Government Act  
Public Lands Act  
Closure of School Regulation

First Reading	May 2011
Second Reading	May 2011
Third Reading	June 2011

First reading	June 9, 2020
Second reading	September 8, 2020 <i>proposed</i>
Third Reading	September 8, 2020 <i>proposed</i>



# Decision Report

## Public Meeting

### REPORT TO THE BOARD OF TRUSTEES

**Date:** September 8, 2020 **AGENDA ITEM:**

**To:** The Board of Trustees

**From:** Dwayne Zarichny, Superintendent of Schools

**Originator:** Greg MacPherson, Secretary Treasurer

**Rationale:** Governance

**Policy/Procedures:** Policy 2 section 1.2

**Subject:** School Board Wards

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#### BACKGROUND:

With 2021 being an election year for Alberta school boards, it is important to review the bylaw which determines the board's ward structure. This bylaw must be passed before December 31, 2020, in accordance with the *Education Act*. The requirement to pass a bylaw exists in cases where boundaries are either confirmed or amended.

The school board bylaw would provide for the nomination and election of trustees by wards or electoral subdivisions, and it determines the boundaries of the wards or provides for the election of trustees by the general vote of the electors. A bylaw must be passed before December 31, 2020 in the year before an election year, and it does not apply to or affect the composition of the school board until the date of the general election.

The current MHCBE structure is to have one ward with five-trustees elected at large. Bylaw 2017/01 (attached) is provided for reference. There have not been any annexations or separate school district establishments or other changes which would necessitate a change to the existing bylaw. This bylaw is embedded in Policy 2 – Board Operations. With the changes from the *School Act* to the *Education Act* consideration could be given to modernizing the wording in the By-law

Under the *Education Act*, the Minister no longer approves the bylaw; however, school boards must provide a copy of the bylaw to the Minister before December 31, 2020. This change reduces red tape and will lead to greater efficiencies.

In addition, each school board must also establish, implement and make publicly available a policy with the considerations and process the school board used to determine its ward structure.



**STATUS & RELATIONSHIP TO SLQS:**

**Competency:** 7 – Supporting Effective Governance

**Indicators:** 7.a supporting the board in the fulfillment of its governance functions in the fiduciary, strategic and generative realms.

**RESULTS OR ANTICIPATED OUTCOMES:**

That the electoral ward by-law reflects the board's vision that the current ward structure is adequate and that it is modernized to existing language.

Attached is a proposed draft for consideration of direction to go with the ward structure. If the concept of the proposed draft is acceptable, the bylaw should have first reading in September 2020 with second and third reading to occur in October 2020.

Policy 7 Board Operations section 1 will be amended in October or November if the Bylaw is approved.

**GOVERNANCE IMPLICATIONS:**

The Board of Trustees under their responsibilities in Policy 2 section 1.2 *"Perform Board functions required by governing legislation"*.

**RECOMMENDED DECISION:**

That the Board of Trustees for the Medicine Hat Catholic Board of Education approve first reading of Bylaw 2020/01 regarding the Electoral Wards effective December 1, 2020.

*That the Board of Trustees for the Medicine Hat Catholic Board of Education approves first reading of Bylaw 2020/01.*

**ATTACHMENTS:**

1. Electoral Ward Bylaw 2017/01
2. Draft Electoral Ward Bylaw 2020/01

**MEDICINE HAT CATHOLIC BOARD OF EDUCATION**

**Electoral Wards By-law**

**No. 2017/01, effective February 14, 2017**

**WHEREAS** Bow Island Roman Catholic Separate School District No. 82 (Ward 2) was withdrawn from Medicine Hat Catholic Separate Regional Division No. 20 and added to Holy Spirit Roman Catholic Separate Regional Division No. 4 as per Ministerial Order 012/2014;

**AND WHEREAS** the Board of Trustees of Medicine Hat Catholic Board of Education is desirous of replacing Electoral Ward Bylaw 2010/01 to reflect the revised boundaries for the regional division, confirm the establishment of one ward for the regional division, and increase the number of trustees in that ward;

**AND WHEREAS** the *School Act*, RSA 2000, c.S-3, specifically section 262(5), authorizes the board of a division, with the approval of the Minister, to amend or replace a bylaw providing for the nomination and election of trustees by wards or electoral subdivisions.

**AND WHEREAS** the *School Act*, RSA 2000, c.S-3, specifically section 247, allows the Minister to vary the number of trustees to be elected for each ward;

**AND WHEREAS** the Board of Trustees for the Medicine Hat Catholic Board of Education has undergone a public consultation process regarding increasing the number of trustees and retaining the same electoral boundaries for the remaining ward;

**NOW THEREFORE**, in accordance with Section 262 of the *School Act* and subject to the approval of the Minister, Electoral Ward Bylaw 2010/01 is hereby repealed and replaced with this Electoral Ward Bylaw 2017/01.

**AND** Medicine Hat Catholic Board of Education shall be comprised of the wards as follows with such wards to be in effect for the October 2017 trustee elections:

1. Electoral Ward 1 (The Medicine Hat Roman Catholic Separate School District No. 21 Ward) shall be comprised of the following lands:

Township 11, Range 4, West of the 4<sup>th</sup> Meridian

Sections 29 to 32 inclusive.

Township 11, Range 5, West of the 4<sup>th</sup> Meridian

Sections 25 to 36 inclusive.

Township 11, Range 6, West of the 4<sup>th</sup> Meridian

Sections 25 and 26; Sections 31 to 36 inclusive; East half of Section 27; Northwest quarter of Section 30.

Township 12, Range 4, West of the 4<sup>th</sup> Meridian

Sections 5 to 8 inclusive; Sections 17 to 21 inclusive; Sections 28 to 33 inclusive.

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

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

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

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

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

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

Township 14, Range 6, West of the 4<sup>th</sup> Meridian  
Sections 1 to 4 inclusive; Sections 9 to 16 inclusive.

2. The number of Trustees to be nominated and elected from each ward shall be as follows:

Electoral Ward 1: Five (5) Trustees nominated and elected at large.

This bylaw was given approval by The Board of Trustees of Medicine Hat Catholic Board of Education at a regular meeting of the Board for first and second reading on January 10, 2017, and third reading, on February 14, 2017.

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Board Chair

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Secretary Treasurer

**MEDICINE HAT CATHOLIC BOARD OF EDUCATION**  
**Electoral Wards By-law**  
**No. 2020/01, effective December 1, 2020**

**WHEREAS** The *Education Act* became in force September 1, 2019;

**AND WHEREAS** the Board of Trustees of Medicine Hat Catholic Board of Education is desirous of replacing Electoral Ward Bylaw 2017/01 to reflect the current language and naming for the school division and to reaffirm the establishment of one ward for the school division and the number of trustees in that ward;

**AND WHEREAS** the *Education Act*, RSA 2012, c.E-0.3, specifically section 76, authorizes the board of a school division, to provide for the nomination and election of trustees by wards and determine the boundaries of the wards or to provide for the election of trustees by the general vote of the electors;

**AND WHEREAS** the *Education Act*, RSA 2012, c.E-0.3, specifically section 78,, allows the Minister to vary the number of trustees to be elected for each school division;

**NOW THEREFORE**, in accordance with Section 76 of the *Education Act*, Electoral Ward Bylaw 2017/01 is hereby repealed and replaced with this Electoral Ward Bylaw 2020/01.

**AND** Medicine Hat Catholic Board of Education shall be comprised of the wards as follows with such wards to be in effect for the October 2021 trustee elections:

1. Electoral Ward 1 (The Medicine Hat Roman Catholic Separate School Division Ward) shall be comprised of the following lands:

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

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

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

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

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

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

Township 13, Range 4, West of the 4<sup>th</sup> Meridian

Sections 5 to 8 inclusive; Sections 17 to 20 inclusive; Sections 30 and 31.

Township 13, Range 5, West of the 4<sup>th</sup> Meridian

Sections 1 to 36 inclusive.

Township 13, Range 6, West of the 4<sup>th</sup> Meridian

Sections 1 to 30 inclusive; Sections 33 to 36 inclusive.

Township 14, Range 5, West of the 4<sup>th</sup> Meridian

Sections 3 to 9 inclusive; Sections 15 to 18 inclusive; Those portions of Sections 2, 10, 13 and 14 lying North and West of the South Saskatchewan River.

Township 14, Range 6, West of the 4<sup>th</sup> Meridian

Sections 1 to 4 inclusive; Sections 9 to 16 inclusive.

2. The number of Trustees to be nominated and elected from each ward shall be as follows:

Electoral Ward 1: Five (5) Trustees nominated and elected at large.

This bylaw was given approval by The Board of Trustees of Medicine Hat Catholic Board of Education at a regular meeting of the Board for first and second reading on XXXXXXXX, and second reading on XXXXXXXX and third reading, on XXXXXXXX.

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Board Chair

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Secretary Treasurer



# Discussion Item

## REPORT TO THE BOARD OF TRUSTEES

**Date:** August 31, 2020 **AGENDA ITEM:**  
**To:** The Board of Trustees  
**From:** David Leahy  
**Originator:** Monsignor McCoy Booster Club  
**Subject:** Naming McCoy Football Field the "The Rick Boksteyn Field"

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### **BACKGROUND:**

See Attached Letter and documentation

### **Motion for discussion**

That the Medicine Hat Catholic Board of Education rename the Monsignor McCoy Football Field the "Rick Boksteyn Field," in honor of Mr. Boksteyn's countless hours of dedication to the Monsignor McCoy Football program. The Monsignor McCoy Booster Club is asked to arrange for proper signage for the designation and gets all necessary approval for the installation of the sign from MHCBE administration. At, a to be determined time, a ceremony is held to mark the renaming of the field with the Boksteyn family and former and current Colt players, staff, and fans invited to attend.



## Team Chat



Tannis Smeed 3 wk

Good afternoon, a motion is being brought forward to have the practice field at McCoy to be renamed the Rick Boksteyn Field to honour Coach Boksteyn and all that he gave to the football families and community over the years. Please comment here if you support this so we can have a record to submit with the motion to the school board. Thank you!

Einstein Capati 3 wk

I agree!

Toras Brooks-Kirsch 3 wk

Yes

Tannis Smeed 3 wk

I support this 100% this is a great tribute.



## Team Chat



Diana Myers 3 wk

Yes

Xavier Bueckert 3 wk

Definitely

Saige Robinson 3 wk

Definitely

Koby Laychuk-May 3 wk

Man was a legend to the team  
the legacy must be carried on  
and that's a great way

Greg Bueckert 3 wk

I agree

Sonia McCue 3 wk

Absolutely

Team Management Tools





## Team Chat



Jenn Nestrovich 3 wk

100% yes

Arol Majok 3 wk

I'd love for the field to be  
named after him

Colton Robinson 3 wk

Sounds great

Michael Lydon 3 wk

Great idea

Brandon Smeed 3 wk

I agree

Sam Brooks kirsch 3 wk

Yes

Tylers Myers 3 wk

Yes

**Scott Morgan 2 wk**

12

# FACEBOOK POSTS

8:07 PM Mon Aug 10

55%



Search Facebook



**JR Evans**

There's no other person that deserves this type of tribute more than Coach Boksteyn.

4d Like Reply



**Nicholas Ryan**

100%, lets make it happen.

4d Like Reply



**Chris Deyday**

Yes. Behind this all the way.

3d Like Reply



**Curtis Petrick**

Count me in. Love the idea.

5d Like Reply



**Chris Willette**

Absolutely! Without a doubt.

4d Like Reply



**Oscar Noble**

No question. Needs to happen.

5d Like Reply



**Deanna Jolicoeur**

I think this is a fabulous idea

5d Like Reply



**Jerri-Lynne Worth**

What a wonderful idea!

4d Like Reply



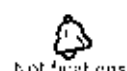
**Joshua Cram**

Yes! 100% behind this

4d Like Reply



Write a comment...





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4d Like Reply

**Curtis Statham**  
Agree

4d Like Reply

**Ethan James Craddock**  
Yes

5d Like Reply

**Adrian Szola**  
Absolutely

5d Like Reply

**David Ulmer**  
Absolutely 100

5d Like Reply

**Bryce Wallace**  
Yes!

5d Like Reply

**Manu Eli**  
Big ups! 🏀<sup>1</sup>

5d Like Reply

**Darrell Grass**  
A great man

5d Like Reply

**Scott Raible**  
Yes

5d Like Reply

**Brenda Fandrick**  
Great coach!!!

5d Like Reply

Add photos or videos



Write a comment...





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**Adrian Szola**  
Absolutely

5d Like Reply

**David Ulmer**  
Absolutely <sup>100</sup>

5d Like Reply

**Bryce Wallace**  
Yes!

5d Like Reply

**Manu Eli**  
Big ups! <sup>1</sup>

5d Like Reply

**Darrell Grass**  
A great man

5d Like Reply

**Scott Ralbie**  
Yes

5d Like Reply

**Brenda Fandrick**  
Great coach!!!

5d Like Reply

**Sean Freeman**  
Great idea!

5d Like Reply

**Stephen Bolen**  
Yes!

5d Like Reply

Scroll down to view more comments...



Write a comment...





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**Doug Hanson**

Should definitely be done. I support it

4d Like Reply

**Bonnie Waddington**

Absolutely! I love this! What a wonderful tribute ❤️

2d Like Reply

**Benjamin Lang**

This community deserves this mans legacy!!! Make it happen

4d Like Reply

**Sean Davis**

Absolutely, this is an amazing idea. 100% support

4d Like Reply

**Owe Gei**

It would be a great reminder for everyone still here.

4d Like Reply

**Maureen Jones**

I completely support this motion!

4d Like Reply

**Kelly Karlene Smith**

Absolutely!!!! Our family of 4

5d Like Reply

**Sean McLachlan**

As a CHHS alum I back this 100%! He was a legend within the football community!

4d Like Reply

**Scott Worth**

A great idea and it would be a great honor to a man and family

3d Like Reply



Write a comment...





Search Facebook



Absolutely. A wonderful tribute.

4d Like Reply



Donna Petrick

What an awesome idea!!

4d Like Reply



Sarah Lambert

Beautiful idea!!!! I'm in! 😊

5d Like Reply



Ryan TR-Dinger

That's a great idea.

4d Like Reply



Drake Folk

100% behind this idea.

4d Like Reply



Jean Ziebart

Ziebart's Jerry and Jean. Excellent Idea

4d Like Reply



Kelsey DePape

We show our support!

4d Like Reply



Dave Sinclair Gibson

Absolutely! What a way to honour Rick!

4d Like Reply



Mark Blemings

Rick gave thousands of hours to coach so many kids through that program that lasted decades. Who else do you know that took holiday's from their regular job to volunteer coaching high school kids year after year?

4d Like Reply



Write a comment...





Q Search Facebook

**Jeney Gordon**

Yes, please! Include our whole family of 4!

5d Like Reply

**Natalie Bueckert**

All 4 of us support this fabulous idea!

5d Like Reply

**Patsy Stehr**

yes!!

1m Like Reply



Write a reply...

**Glenn Brunet**

Great tribute to a coach that put in so many years.

4d Like Reply

**Colton Ragnar**

Absolutely! Great way to honor Coach. Former Colt 2007/2008

4d Like Reply

**Kowalski MK**

No question, the countless hours Rick have sharing his love and knowledge for the game would be a great way to honour Rick

4d Like Reply

**Tim Cooper**

As a Colt and Rattler and Rugby player with Rick this would be a fitting honour to my friend.

3d Like Reply

**Sterling Hinch**

That would be a righteous tribute to a great COACH and MENTOR

5d Like Reply



Write a comment...



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**Sterling Hinch**

That would be a righteous tribute to a great COACH and MENTOR

5d Like Reply

**Patrick Jérôme**

Yes please, it would be a great honor for Rick and his family. What a legend

4d Like Reply

**Audrey Flaig**

What a great tribute. I for sure support this

4d Like Reply

**Alissa Funk**

Absolutely!! What a great tribute to Coach Boksteyn!!

5d Like Reply

**Lannette Wall**

Yes the legendary Rick was perhaps the longest committed coach the Colts ever had.

5d Like Reply

**Dustin Rick Look-Hoffner**

Absolutely! What an amazing way to honour his memory! ❤️

4d Like Reply

**Chris Friess**

Such a great idea. His legend lives on.

4d Like Reply

**Jeremy Bruins**

A fitting honour for a local Legend

4d Like Reply

**Susan Bohnet**

What an awesome gesture to an amazing guy!



Write a comment...





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**Frank Heizler**

Yes please, Rick would be honored.

4d Like Reply

**Sheri Gunderson Little**

What a nice tribute to Rick! The Little family is in.

5d Like Reply

**Wyatt R. Albush**This is a great way to remember a remarkable man. 

4d Like Reply

**Clarissa Phillips**

Phillips family is all for this

1h Like Reply

**Chris Gustafson**

This should definitely happen.

4d Like Reply

**Chad Eakins**

Absolutely! Definitely needs to happen

4d Like Reply

**Cindy Taillon**

Absolutely! This is very well deserved!

4d Like Reply

**Tracy Gordon Rose**

An awesome idea! Wryan Rose and the Rose family agree!

5d Like Reply

**Annette Ogilvie Graf**

The Graf family fully supports this idea!

4d Like Reply

**Doug Hanson**

Write a comment...





Search Facebook

**Scott Worth**

A great idea and it would be a great honor to a man and family

3d Like Reply

**Lindsay McIntosh Gibson**

What a lovely gesture. Great idea 😊

5d Like Reply

**Christine Dennis**

What an excellent idea!

4d Like Reply

**Jen Hauck**

Absolutely, wonderful tribute!

4d Like Reply

**Blaine Kunz**

Wonderful tribute to Rick

4d Like Reply

**Michelle Lutz**

Absolutely!!

My name can be put down for that as well!!

5d Like Reply

**Jordan Theofan**

Great idea! 110% behind this

4d Like Reply

**Jamie Gauthier**

Yes it's a great idea !

4d Like Reply

**Sonja Selk-Willberg**

Absolutely. A wonderful tribute.

4d Like Reply



Write a comment...





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**Steven Young**  
Dam rights it should be

4d Like Reply



**Shelly Bosch-Middleton**  
YES!!!

4d Like Reply



**Jackie Meyer**  
Yes

4d Like Reply



**Victoria Akers**  
Yes!

4d Like Reply



**Ryan Delaurier**  
Fully support this idea!

4d Like Reply



**Terry Plouffe**  
Great Idea

4d Like Reply



**Marie Stein**  
Wonderful idea!

4d Like Reply



**Tom Wilde**  
Yes

4d Like Reply



**Chris Brown**  
Yes 100%

4d Like Reply



**Jennifer Riggan**  
Thats a superb idea!



Write a comment...



c/o 26 Robinson Place SE  
Medicine Hat, AB T1B3H3  
[jgordon@capeisgreat.org](mailto:jgordon@capeisgreat.org)



August 6, 2020

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

Dear Medicine Hat Catholic Board of Education School Trustees:

We write this letter on behalf of the Booster Clubs of the St. Mary's/Notre Dame Junior Colts and Monsignor McCoy/Eagle Butte Senior Colts.

Recently, our football community mourned the loss of Rick Boksteyn; a committed coach, indomitable motivator, and faithful mentor. Over the past weeks, many stories have been shared which have amplified awareness of his influence within the football community not only recently, but for past generations. Players, from as young as twelve to over forty, recall Coach Boksteyn's investment in them, his undying love for football, and how his legacy has continued in Colt tradition. For this reason, we are writing to you with a request for consideration to rename the field at Monsignor McCoy High School the Rick Boksteyn Field.

Coach Boksteyn's dedication was best summarized in his obituary:

He attended St. Louis School, McCoy High School and Medicine Hat College. During Rick's younger years he had exceptional athletic abilities participating in competitive swimming, playing junior football for the Medicine Hat College Rattler Football team and playing Rugby for the Medicine Hat Ogres. When Rick decided to hang up his cleats from football and rugby, his love for the sports continued in a coaching capacity. He was a defensive coach for the McCoy Colts football team for 36 years. He had a true talent to inspire young players and was particularly interested in developing the players that needed extra encouragement and attention. Rick demonstrated exemplary leadership as a coach. He was generous with his time and support to the team. He strongly resisted any individual recognition or attention acknowledging his efforts. Instead he insisted focusing success on the combined efforts of players, coaches, teachers and parents. There was no "I" in team where Rick was concerned. Coaching was Rick's greatest pleasure. He often said that coaching was a gift that allowed him to be 16 again.

Coach Boksteyn not only exemplified excellence within football, but within his family and the community. These highlights were listed as part of his obituary:

Rick was the rock of his family. He was especially proud of his two sons. Rick was an incredible attentive parent and loved his family unconditionally. His boys were his greatest treasure and he cherished every day with them. Rick spent many weekends cooking and preparing great feasts for his family. His love language was good food. (This can be attested to by many Junior Colts who still rave about the team pasta meals Coach Boksteyn prepared.)

He was a dedicated firefighter and took his responsibilities very seriously. Rick was a coordinator for the dive rescue team for many years and coordinated many search and recovery missions in open water and ice incidents. He loved his job and enjoyed mentoring the new members with the fire service and serving the community. Rick truly valued the brotherhood within the department and was proud to call them his fire family.

He was well known in the community for his positive attitude and love for life.

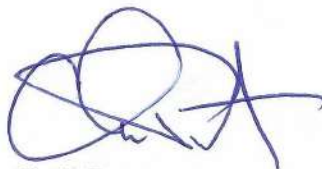


In truth, Coach Boksteyn exemplified a number of characteristics of strong leadership and citizenship: honesty, generosity, diligence, perseverance, kindness, mentorship and much more. Therefore, as coaches and parents of young players, we feel the importance of continuing the legacy in remembrance of a coach who impacted generations of young people. As a show of support for your consideration, we have provided a print out of our social media feeds illustrating the community support for this request.

Should you approve of the renaming, we would like to partner with the jurisdiction in helping provide signage and organize a renaming celebration.

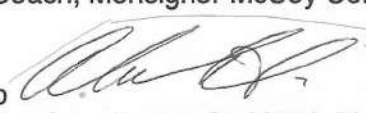
We look forward to your reply to our request. Please feel free to contact our liaison, Jeney Gordon, at the above address, email, or by phone (403-504-9178). Thank you for considering our request to honour a pillar of our community.

Sincerely,



Darrell Grass  
Head Coach, Monsignor McCoy Colts

Chris Perret  
Head Coach, St. Mary's/Notre Dame Junior Colts

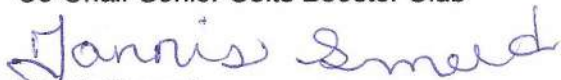


Al Geib  
Offensive Coordinator, St. Mary's/Notre Dame Junior Colts  
& Former Head Coach of Senior and Junior Colts


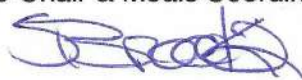
Coral Smith  
Co-Chair Senior Colts Booster Club



Sam Brooks  
Co-Chair & Meals Coordinator Senior Colts Booster Club



Tannis Smeed  
Chair, Junior Colts Booster Club & Secretary, Senior Colts Booster Club



Jeney Gordon  
Treasurer, Senior Colts Booster Club & Member, Junior Colts Booster Club



Dannette Morgan  
Social Media Director, Senior Colts Booster Club



Greg Bueckert  
Field Manager, Senior Colts Booster Club

Theresa Renke  
Executive Support, Senior Colts Booster Club



# Information Report

## REPORT TO THE BOARD OF TRUSTEES

**Date:** January 9, 2020

**Agenda Item:** Committee Reports

**To:** The Board of Trustees

**From:**

**Originator:** David Leahy

**Rationale:**

**Policy/Procedures:**

**Subject:** Performing and Athletic Performance Center

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**BACKGROUND:** N/A

**STATUS & RELATIONSHIP TO SLQS:**

**Competency:** N/A

**Indicators:** N/A

**RESULTS OR ANTICIPATED OUTCOMES:** N/A

**GOVERNANCE IMPLICATIONS:** N/A

1. The Sister's of Charity of St. Louis notified us on January 8, 2020 that if the Fine Arts and Sports Performance Center were to be built, they would be honored to have it named after their order.
2. Surveys to committee members will be distributed by Monday, January 13, 2020. Surveys will ask for input on the capital needs in a Fine Arts and Sports Performance Center. Input on a new football club house for the senior and junior Colts has already been obtained.
3. A meeting with the Ferrari Westwood Babits Architects will be set up in early February to discuss the project.