



Medicine Hat Catholic
Board of Education

Four-Year Education Plan

2025-2029



INTRODUCTION

Medicine Hat Catholic Board of Education had another year of success! We grew in faith, excelled in academics, achieved new records in athletics and shone in all areas of our fine arts. As we plan for the 2025-2026 school year we continue to focus on the following core areas: **Catholicity, Health and Wellness, Quality Teaching and Learning** as well as building a **New Division School**.

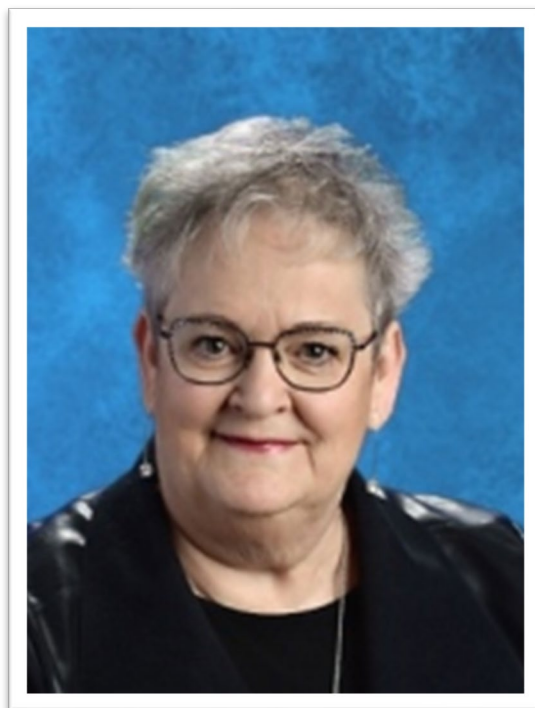
Faith is the cornerstone of our division, and we are dedicated to living out our commitment to Catholic education through the daily practice of the Five Marks of Catholic Education. Health and wellness remain key priorities for all our stakeholders. At MHCBE, we place great importance on supporting the physical, mental, and spiritual well-being of our students and staff. Quality teaching and learning continues to be our primary focus, and we are committed to achieving our goals in this area to ensure exceptional educational opportunities for all students. As part of our four-year plan, we are also enhancing our division's fine arts and physical literacy programs—culminating in the building of Holy Trinity Academy.

MESSAGE FROM THE BOARD CHAIR

I am privileged and humbled to serve as the chairperson of the Medicine Hat Catholic Board of Education. Our school division is committed to meeting the needs of all students through quality teaching and learning. Focusing on spiritual, mental and physical health and wellness are priorities of Medicine Hat Catholic. Catholic faith and values are present in our hallways, in our classrooms and nurture our students by embedding these gospel values in every aspect of curricular and extra-curricular areas of our schools.

The Board of Trustees is very proud of the work that is accomplished each and every day in our schools. This is a tribute to God always, and also to the amazing team He has assembled who guide and facilitate the learning of our students from ELP to Grade 12. Those who work in Catholic Education are called to a vocation and that is seen in the results each and every year.

On behalf of the Board of Trustees I welcome you to our faith community, one committed to excellence, where each child is valued and loved in a safe and caring environment led by the Holy Spirit.

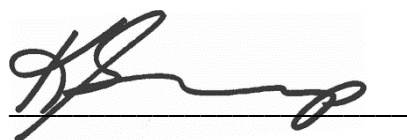


Ms. Kathy Glasgo, Board Chair

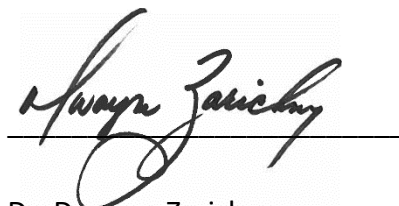
ACCOUNTABILITY STATEMENT

The Education Plan for Medicine Hat Catholic Board of Education commencing August 28, 2025 was prepared under the direction of the Medicine Hat Catholic Board of Education in accordance with the responsibilities under the Education Act and the Sustainable Fiscal Planning and Reporting Act. This plan was developed in the context of the provincial government's business and fiscal plans. The Board has used its performance results to develop the plan and is committed to implementing the strategies contained within the plan to improve student learning and results.

The Board approved the 2025-2026 Education Plan for 4 years on May 29, 2025.

A handwritten signature in dark ink, appearing to read 'Kathy Glasgo', written over a horizontal line.

Ms. Kathy Glasgo
Board Chair

A handwritten signature in dark ink, appearing to read 'Dwayne Zarichny', written over a horizontal line.

Dr. Dwayne Zarichny
Superintendent of Schools

ABOUT

The Medicine Hat Catholic Board of Education is a publicly funded school division serving over 2,900 students across nine schools, including six elementary schools, two junior high schools, and one high school.

Located in southeastern Alberta, Medicine Hat is known as a community of choice. As the sunniest city in Canada, it offers a low cost of living, abundant amenities, and an exceptional quality of life—making it an ideal place to raise a family.

Our division is dedicated to providing high-quality Catholic education, with a strong emphasis on academic achievement and the success of every student. Medicine Hat Catholic schools foster effective teaching within safe, supportive and caring environments.

We offer a robust core academic program, complemented by inclusive and diverse opportunities in fine arts, French immersion, and academy programming in both the arts and sports.

At the heart of our division is a deep commitment to the integrity and growth of Catholic education. Rooted in faith, our community encourages students to pray, learn, work, live fully, and serve God in one another. Throughout the year, students, staff, and families participate in liturgies, Masses, and faith celebrations - including dedicated faith development days that enrich spiritual life.

Medicine Hat Catholic Schools proudly welcome children of all faiths and from surrounding communities. All are welcome in Catholic education!

MISSION, VISION AND VALUES

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 Principles of Practice

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

- Model Christ
- Prayer
- Service
- Strive for Excellence

Our Values

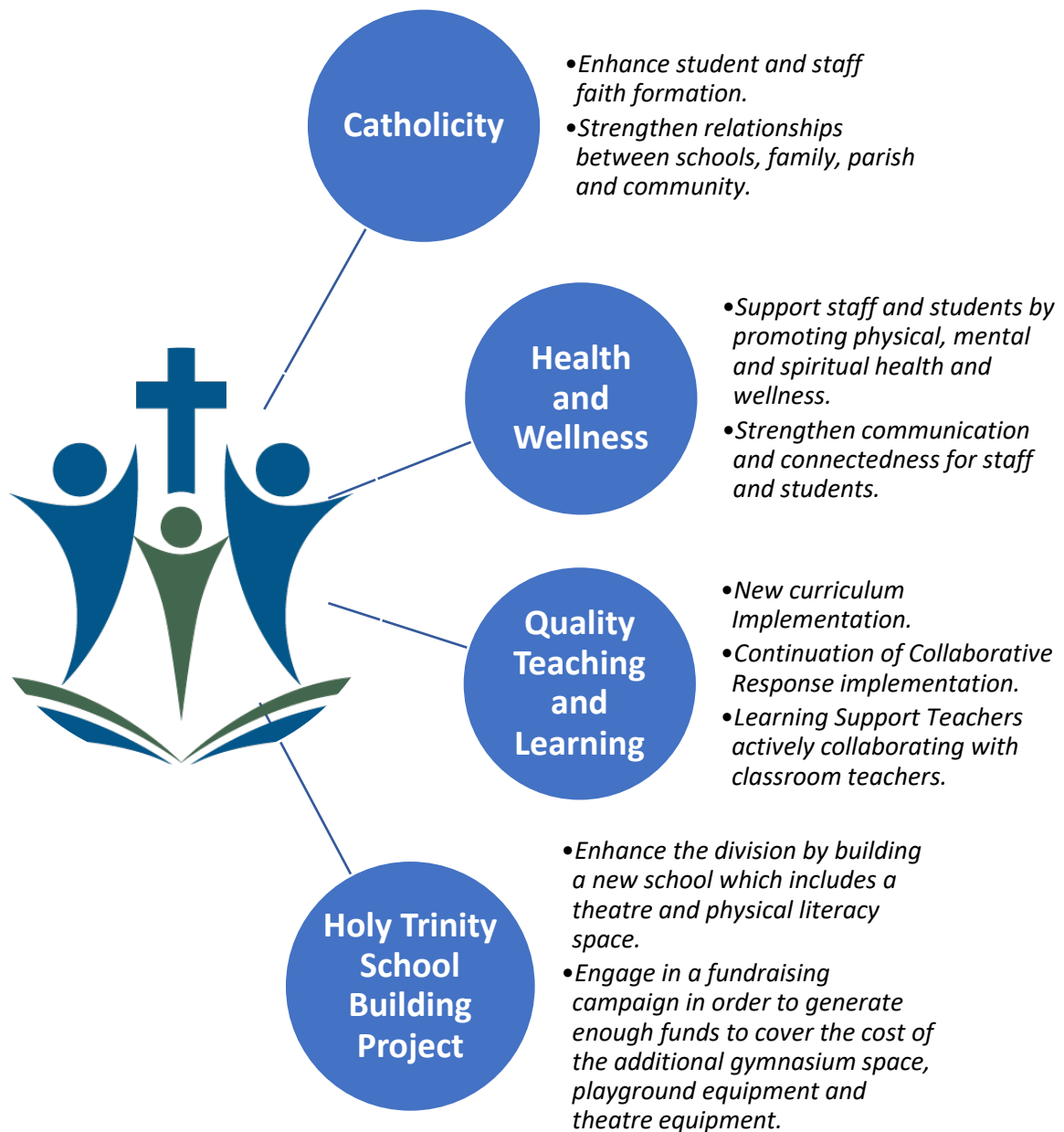
We believe that Catholic education is a ministry that is at the heart of the church.

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.



STRATEGIC PRIORITIES



Outcomes were developed for each priority to guide the successful achievement of our goals. Specific performance measures and initiatives have been established to support these outcomes.

All school plans will align with the division's strategic priorities and outcomes, with each school tailoring their efforts to meet their unique needs.

MHCBE will continue to gather feedback through surveys, meetings, engagement sessions, and other forms of stakeholder communication. This input plays a vital role in shaping and refining our future division plans and priorities.

DIVISION OUTCOMES AND PERFORMANCE MEASURES



Outcome #1: Being a Church of Encounter and Witness: To provide ongoing and relevant faith encounters to support the personal and sacramental relationship with Christ for all those in the school division community.

Performance Measures:

- The division will participate in religion retreats hosted at the parishes and school-based retreat days (hosted by retreat teams such as Face-to-Face Ministries).
- Schools will participate in student faith activities such as bible study, rosary club, and “power of prayer”.
- The division and schools will celebrate monthly Masses or liturgies as a school community.
- There will be access to small group faith-sharing opportunities at school and division level for staff.
- The Chaplaincy program will be enhanced to facilitate encounters of faith throughout the division.
- The Medicine Hat Catholic School Division was founded 115 years ago and will celebrate this milestone with activities including a division-wide Mass.



Outcome #2: Forming Missionary Disciples: To provide faith formation opportunities for staff members and students to grow in their understanding of the Catholic faith and their ability to witness what the Church holds and believes to be true.

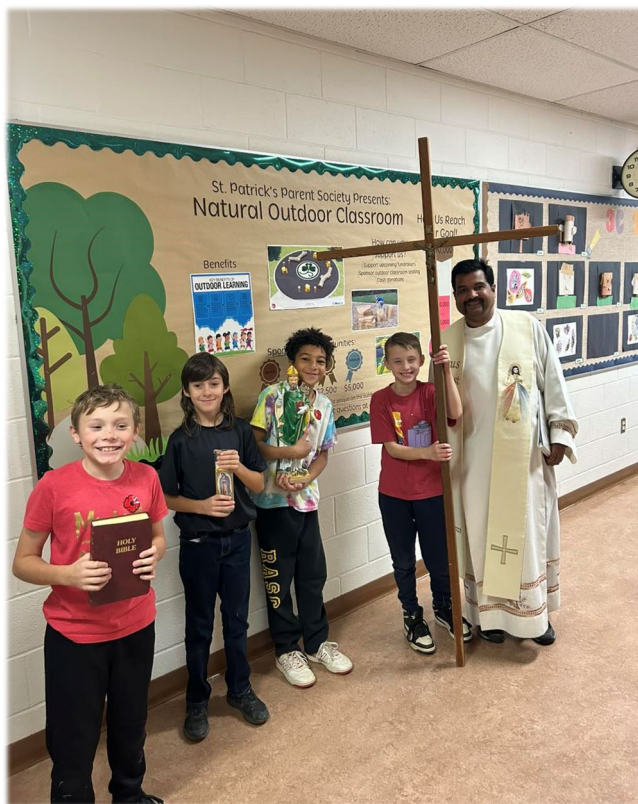
Performance Measures:

- The division participates in a yearly faith themed retreat/conference as administration teams.
- There will be a Testimony/Faith Sharing component in all staff meetings.
- The Religious Education Coordinator will provide Catholic content for all teachers to access.
- The Student Faith Leadership Program will continue in 2025-2026 which involves students from all schools.
- The division will examine results of the Bishop's Assurance Process to review Catholic identity present in schools.
- The Religious Education Coordinator will provide access to in-service opportunities to: expand understanding of the Catholic faith, to explore the vocational call of being a Catholic educator, and to gain knowledge when implementing new curriculum and resources.

Outcome #3: Strengthening Parish, Community and Family Life: To create intentional opportunities for connection between school, parish, family and community that enrich the faith lives of all involved.

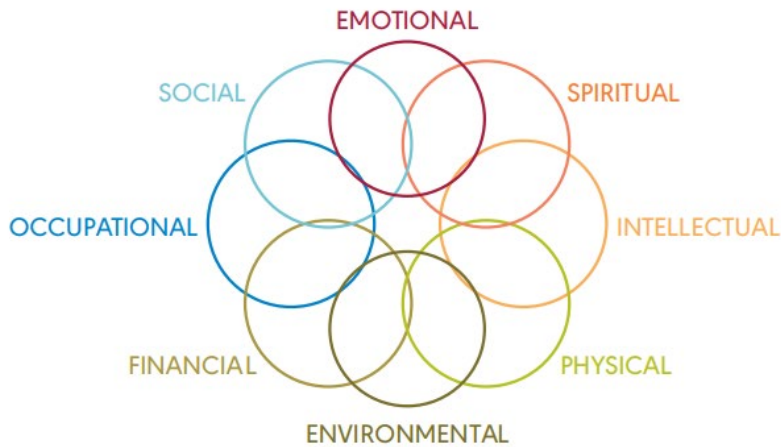
Performance Measures:

- The division will provide an opportunity for schools to participate in parish initiatives; some of which include school-sponsored Masses, student art shows, student poster/essay contests.
- Schools will engage in service projects to serve the parishes and larger community.
- Representatives from the division will engage in the School Parish Relations Committee that meets three times per year.
- The division will support Pastoral Renewal Plans for the local parishes.
- The division will engage in intentional methods to promote and celebrate the good news of Catholic Education and its positive impact on the parishes and community.
- The Religious Education Coordinator will work to provide support and accompaniment of sacramental preparation.





Health and Wellness



Outcome #2: The division Health and Wellness Committee, through its school-based members, will support the health and wellness of our school communities.

Performance Measures:

- The Health and Wellness Committee will meet 3 times throughout the year.
- The Health and Wellness Committee will plan and deliver the division-wide health and wellness day in November. This day will focus on accessing available services through our benefit provider, planning for personal wellness, and available family support.
- The Health and Wellness Committee will organize two additional, division wide events to create connectedness and community in our school division.
- Health and Wellness will remain a standing item on school staff meetings agendas.

Outcome #1: Increased utilization rates of division health and wellness services.

Performance Measures:

- The division will increase staff access to ASEBP's services as reported by the provider.
- There will be professional development opportunities provided to school administrators and health and wellness champions on ASEBP's services available through Employee and Family Assistance Program (Greenshield).



Outcome #3: The creation of a healthy staff and workplace culture through communication, connectedness, and by providing wellness opportunities for all division staff.

Performance Measures:

- The division leadership team will be provided with professional development to build skills and strategies to support staff who are in need of assistance.
- The division will share information regarding fitness facility discounts annually with staff.
- Health and Wellness will be a standing item at monthly division leadership team meetings. Schools will be asked, on a rotating basis, to share location specific initiatives that have been successful.





Quality Teaching and Learning

Outcome #1: Curriculum Implementation. Ensuring division teaching staff have the required resources to pilot and/or implement new curriculum from K to 12 in each of the targeted school years as mandated by Alberta Education. All K - 12 teachers will have access to applicable professional learning opportunities to enhance classroom practice in meeting the learning outcomes for both the new Alberta curriculum and the legacy curriculum.

Performance Measures:

- The Director of Curriculum will oversee the pilot and implementation of new curriculum; specifically with K-6 social studies and Grade 7 and 8 math and social studies for the 2025-2026 school year
- Professional development will be focused on pedagogy and classroom assessment to meet the requirements of the new curriculum from K-9.
- There will be a division focus for all K-12 teachers on formative assessment and begin PD focus on summative assessment.
- The Director of Curriculum will ensure resources are accessible for all subject matter for the new curriculum from K-6.
- Monthly PD sessions will be held for school administrators focused on instructional leadership to support their teaching staff during division leadership team meetings.
- All K-12 French immersion teachers will be provided coaching opportunities to enhance the oral and written language into their daily practice no less than two times for the 2025-2026 school year.



Outcome #2: By June 2026, all schools will strengthen their Collaborative Response implementation by embedding the consistent use of data-informed decision-making and Continuums of Support within their collaborative meetings.

Performance Measures:

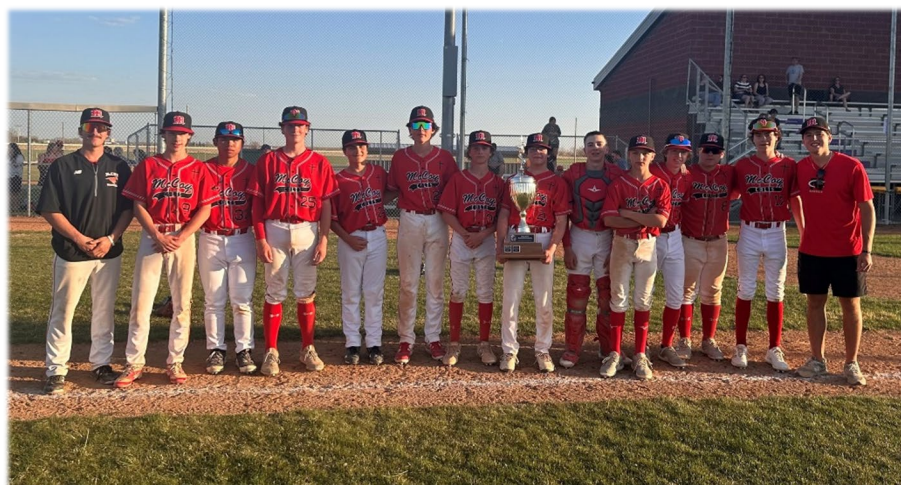
- The division will continue working with Kurtis Hewson and Jigsaw Learning to implement Collaborative Response:
 - Two half/day division leadership sessions
 - 2 days/school formative feedback and support
- Based on school priorities schools will decide what data and evidence will be collected. They will ensure data and evidence is used to inform classroom practice and school procedures.
- Schools will continue to develop and use continuums of support created at the school level within collaborative meetings to support strategies in the classroom.



Outcome #3: By June 2026, all Learning Support Teachers will actively collaborate with classroom teachers to enhance universal and differentiated instructional practices that support diverse learners in the classroom.

Performance Measures:

- The division will continue with Learning Support Teacher (LST) support in schools.
- Monthly meetings will be held with the LST team.
- There will be a focus on LST's developing their own continuums of support for the new WIAT-4 (Wechsler Individual Achievement Test-Fourth Edition). The assessment components include: Decoding and Fluency, Written Expression, Oral Language, Reading Comprehension and Numeracy.





Holy Trinity School Building Project

Outcome #1: Engage in a fundraising campaign to generate enough funds to cover the cost of the additional gymnasium space, playground equipment, and theatre equipment prior to the end of June, 2027.

Performance Measures:

- The division will continue to employ a full-time fundraising coordinator.
- The division will work towards this initiative with the support of a fundraising cabinet.
- Various fundraising events will be held.
- There will be an understanding of, and appreciation of, the vital role education and related enhancements plays in the community.
- The division will ensure that the volunteer and donor experiences are very positive ones for all involved.



CONTINUOUS IMPROVEMENT CYCLE

Medicine Hat Catholic Board of Education uses Alberta Education's continuous improvement cycle at all levels. From classroom issues, school-based decision making, up to the division level - staff and trustees take time to explore and understand issues and concerns, develop successful strategies to deal with them, take action and make adjustments through formative feedback and then evaluate the impact of the plan. Some recent examples of the continuous improvement cycle are: adding a Chaplain to the division to increase Catholicity in our schools; implementing the Collaborative Response Model across the division; adding a Director of Curriculum to ease the workload of teachers and streamline curriculum implementation as well as altering our calendar approval process to approve calendars 2 years in advance to assist in planning for parents/guardians and staff.



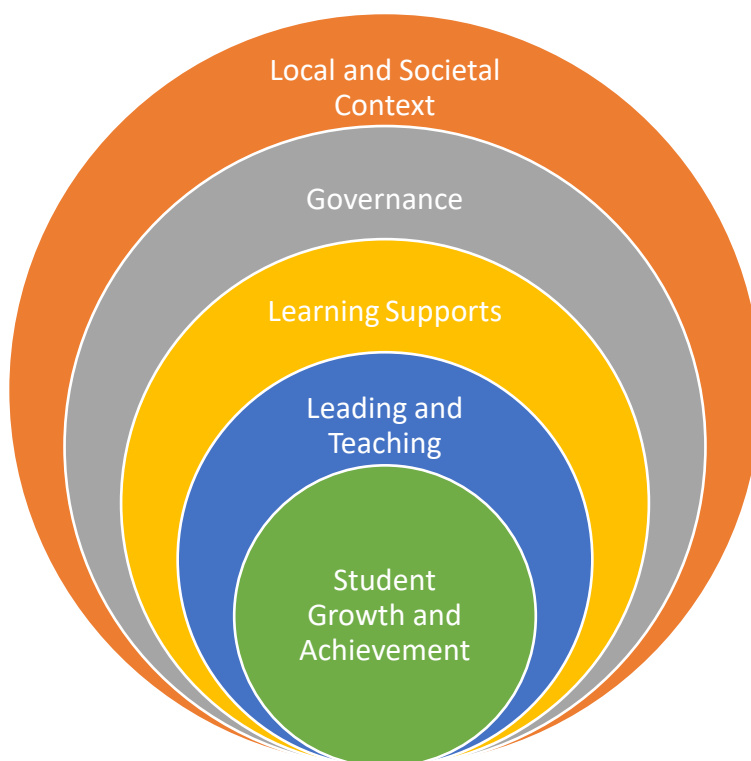
ASSURANCE

Assurance in the education system happens when community members, system stakeholders and education partners engage across five domains:

1. Student Growth and Achievement
2. Teaching and Leading
3. Learning Supports
4. Governance
5. Local and Societal Context

For the purposes of this document, a domain is an area of activity where education partners have specific responsibilities that they are accountable for and provide assurance about. Fundamentally, assurance is reflected in what the public understands, perceives and knows about student growth and achievement, where the quality of the daily interaction between teacher and student is paramount. Assuring the public that the education system is successfully supporting student growth and achievement requires engagement and thoughtful action across all five domains.

Student growth and achievement is the primary purpose of the education system and is the core outcome domain for the assurance framework. The domains of Teaching and Leading, Learning Supports and Governance support and enable Student Growth and Achievement. Local and Societal Context while a separate domain, operates across and is integrated into the others. For the purposes of description, the domains are considered discrete and separate. However, in practice, they overlap and are interconnected and interdependent, as depicted in the graphic below:





Student Growth and Achievement

Students in Medicine Hat Catholic Schools continue to achieve above the provincial average on their provincial achievement tests (PAT's) as well as their diploma exams. The quality of education within our division is extremely high. Teachers take the time to work with students' unique needs to help them attain their goals and feel a sense of pride in their accomplishments.

There has been a strong focus on literacy and numeracy in our early elementary classrooms. Each elementary school has purchased programs to help children within these areas or has brought in retired/substitute teachers to spend time with small groups of students to help them with their literacy and numeracy skills.

Mathology was introduced to the division this year in many elementary classrooms. The Director of Curriculum spent time working shoulder to shoulder with teachers to learn this new resource as well as provided many PD opportunities.

MHCBE students have many opportunities to enhance their spiritual, mental and physical wellness! An example of physical wellness is the division elementary physical education specialist who spent time developing programming and working at each of our elementary schools to showcase various physical education activities. We have multiple sports academies throughout our division as well which allows our students to work hard during their classroom time so that they can spend extra time during the week working on a particular sport or variety of sports and enhancing their physical well-being.



Leading and Teaching

With the hiring of a Director of Curriculum in March 2023 our division has greatly increased its repertoire of curriculum and professional development resources.

Professional Development in areas of new curriculum, reporting, assessment, collaborative response, etc. has been offered multiple times throughout the school year. Each time this PD is offered it is highly attended, and great feedback is received. Teachers feel more confident

having someone with expertise in curriculum to support them with resources and knowledge to bring into their classroom.

Collaborative response continues to be a model worked on throughout our division. Administrators and learning support teachers spent time working together with a facilitator to continue their knowledge development in this area. Individual schools are implementing collaborative response models with their staff and working with parents, which has helped them to solve problems and work together as a team.

The division leadership enhancement program continued this year in which aspiring leaders meet regularly to learn how to become effective leaders. Members of the school administration team meet with these aspiring leaders to provide help and guidance on various topics. The development of leaders within our division is essential for the coming years.

For our annual division health and wellness day Cadmus Delorme, former Chief of Cowessess First Nation, came to speak to the division about wellness through an Indigenous lens. Staff were captivated by his humor and storytelling and learned a lot about truth and reconciliation and our path forward.

Learning Supports

Our division began implementing a new learning services structure in the spring of 2023. Each school has a learning support teacher on site to collaborate with the division learning services team and provide help and guidance to teachers and students within their building. Learning Services has been working with Kurtis Hewson, an expert in **Collaborative Response**, to help implement collaborative response throughout the division.

The division focuses on inclusive learning and ensuring a safe and caring environment for all students. Teachers, learning support teachers, administrators and families all work together to communicate and ensure that individual student needs are being met and the student is successful.

Our full time **Indigenous Wellness Facilitator** works with all the schools in the division teaching about Indigenous culture and truth and reconciliation. All classrooms are visited by the Indigenous Wellness Facilitator and he regularly



gives presentations to individual classes or whole schools on a variety of First Nations Métis Inuit topics. Our division was excited to hold our second Indigenous Graduation Ceremony this May, coordinated by our Indigenous Wellness Facilitator, to honor our Indigenous graduating students. These students were presented with a blanket and special beaded lanyard.



Governance

Our division holds monthly public board meetings which we livestream on our YouTube channel. Members of the public are always welcome to attend or watch the meeting virtually. We share our agenda packages out via email and post them on our website with all attachments included. Having a transparent and accessible board is something that we are very proud of at MHCBE. The biggest priority for our trustees is to always come back to the question of “what is best for our students?” in all decisions that are made. This is demonstrated by the board’s commitment to effective governance practices.



Local and Societal Context

Medicine Hat Catholic Board of Education has great partnerships with many organizations and groups within our community. Our division works closely with the Medicine Hat Police to ensure our schools are safe and looked after. We have an exceptional relationship with the City of Medicine Hat as well as the Medicine Hat College. We work with such groups as Saamis Immigration, Medicine Hat Exhibition and Stampede Board, Adaptive Sport, Ever Active Schools and more. By working with these groups, we can anticipate the diverse needs within the community and ensure we can best serve our students.

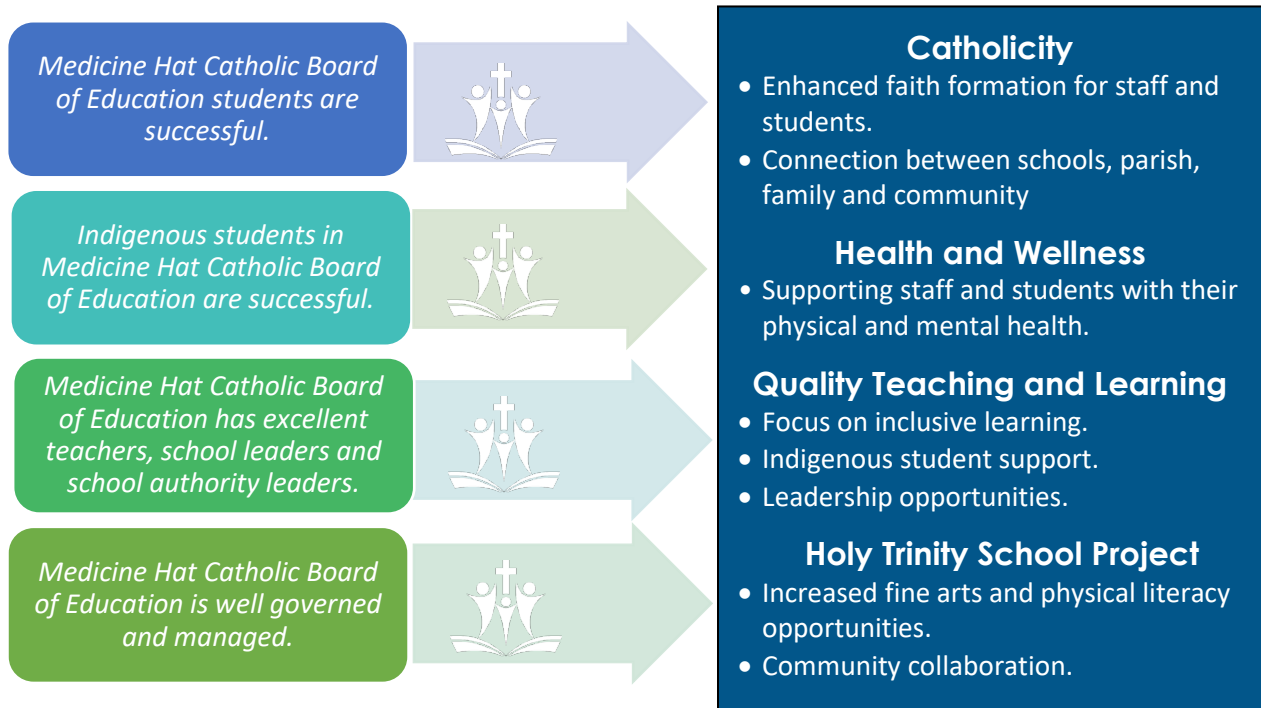
Our newest initiative is a First Responders Program which will begin in the fall of 2025 at



Monsignor McCoy High School. The division has partnered with the Medicine Hat Police Service, Medicine Hat Fire Department and the Medicine Hat College to offer this program. Students will have the opportunity to learn from experts in these fields and have simulated opportunities in which they can develop their real-world skills for a professional in the field following their high school and/or college careers.



Provincial Outcomes and Division Goals



ANNUAL EDUCATION RESULTS REPORT (AERR)

Overall, we are very pleased with our 2023-2024 annual education report results. We have “maintained” in most categories and generally have “very high” and “high” ratings. There are four categories which we did see a decline: student learning engagement (84.2%), citizenship (82.5%), education quality (90.3%) and welcoming, caring, respectful and safe learning environment (87%). In all these categories we still have marks over 82% which is still very high. Most declines were by a very small margin (less than 1%). We are significantly higher than the Alberta average in 11 out of 14 categories, which is something our division is very proud of.

All of our schools achieved outstanding results across the board for provincial achievement tests in 2023-2024. The highlight of the results are our excellent scores in Science 9 (both acceptable standard and standard of excellence). We are proud of our science 9 students and teachers for their exceptional work!



Other areas to highlight are science 6, social studies 6, English language arts 9, and social studies 9. In each of these categories our division outperformed the provincial average and received a rating of “high”.

Areas of concern are French language arts grade 6 and grade 9. Due to the low number of French

immersion students writing these exams one or two students can greatly change the outcome. That being said, we are putting a great emphasis on our French immersion program for 2024-2025 and have established working groups for all French immersion teachers alongside our Curriculum Director. Working together these teachers are creating a continuum of practices to help develop and grow our French immersion students.

Our other area of concern is declining marks across our Knowledge and Employability (K&E) classes (English language arts, math, science and social studies). Although, we are still above provincial average for acceptable standard in all of these courses which is very positive. Our division will keep an eye on a trend for these marks over the next few years to ensure there is not a steady decline. We will also ask our administrators to work with our K&E teachers to ensure supports are in place for these students so we can see an improvement in the 2024-2025 results.

Overall, our division outperformed the province in 15 out of 24 categories for PAT's. We are very proud of our students and their hard work!

The division diploma exam results were overall very positive. We scored "high" or "intermediate" in 10 out of 14 categories. Of significant note is the "high" achievement in acceptable standard and "very high" achievement in standard of excellence for physics 30. We also improved significantly in acceptable standard for English language arts 30-2.

The areas of concern are English language arts 30-1 and Chemistry 30 standard of excellence. "acceptable standard" With respect to the areas in which our students scored lower than the provincial average, we will further focus on exam preparation and targeted learning opportunities in the 2024-2025 school year.



Our schools continue to score very high/high in the "safe and caring" category. This is extremely important as it is a large priority for our division. It also attests to the work done in our schools to support students in learning in a safe environment. The focus of Catholic schools is to educate the "whole child." Thus, the social and emotional needs of the students we serve are at the forefront of the decisions we make and the choices in programming and supports that we provide. Healthy school communities exist where positive relationships are established with parents, educators and students. It is when we are working together, we can achieve these amazing results where healthy and respectful relationships are built and fostered, and students feel that adults care for them both as a student body and as individuals. Together, we will continue to

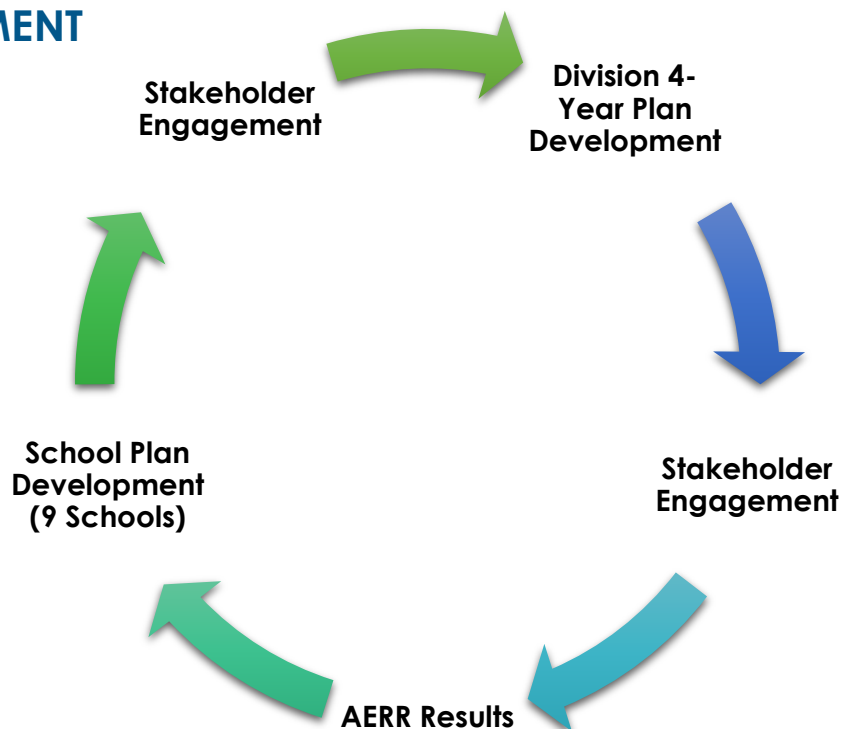
promote a positive approach to supporting mental health, where students' values, rights and responsibilities are honoured and respected.

COMMUNICATION

Medicine Hat Catholic Schools engage with stakeholders through a variety of communication channels. Families receive regular updates via email from both the division and individual schools to stay informed about important information and changes. Parents and guardians are encouraged to reach out to their child's teacher or principal with questions or concerns, and are welcome to speak with senior administration for matters requiring further attention. Feedback from students, families, and staff is actively reviewed at both the school and board levels. MHCBE is committed to listening, responding thoughtfully, and making meaningful changes to ensure continued growth and improvement across the division.



ENGAGEMENT



Annually, each school prepares a plan that reflects the strategic priorities and goals of the division but is specific to their school. School plans can be found on our division website: [MHCBE School Plans](#)

Plans are presented to parents/guardians at school council meetings as well as shared digitally with other stakeholders in the community. Stakeholder engagement from staff, students and families is essential for developing these plans.

One form of engagement that our division uses to get feedback from our stakeholders (staff, parents/guardians, students and community members) is surveys. Feedback from stakeholders helps inform our division four-year plan and all school plans.

Other forms of engagement are school staff meetings and school/parent council meetings. Administrators use these meetings to help inform decision-making at the school level. They also report information to central office senior administrators to help with division level decision making.



Senior administrators have regular onsite meetings with each school bi-monthly. These meetings give administrators a chance to discuss the successes and challenges within their buildings as well as share any feedback they may have with central office.

In April, trustees met with all school administrators for their annual retreat, facilitated by the division Director of Curriculum, Colin Desnoyers. Trustees, senior staff and school administrators were divided into groups and spent the afternoon going through the division's strategic priorities and goals. Much time was spent discussing the successes and challenges within the division schools. Senior administrators took the group's feedback and revised their goals under each strategic priority to include in the division four-year plan.

BUDGET

The Medicine Hat Catholic Board of Education 2025-2026 Budget was approved by the Board of Trustees on **May 29, 2025** and can be found on our division website at: **Budget 2025-2026**

INFORMATION DOCUMENTS

[2023-2024 Annual Education Results Report \(AERR\)](#)

[2023-2024 AERR Summary](#)

[3-Year Capital Plan \(2026-2029\)](#)

CONTACT US

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