



Medicine Hat Catholic
Board of Education

Four-Year Education Plan

2024-2028



INTRODUCTION

Medicine Hat Catholic Board of Education (MHCBE) continues to put emphasis on our Annual Education Results Report (AERR) as well as stakeholder feedback to inform our decision making. As a board we have taken feedback from our stakeholders, results from the AERR as well as our core values as a Catholic school division and narrowed our priorities down to four. Striving for excellence in all that we do, we will continue to focus on these core areas in the next four years: **Catholicity, Health and Wellness, Quality Teaching and Learning** as well as building a **New Division School**.

Our faith is the foundation of our division, and we want to demonstrate our commitment to Catholicity through the 5 Marks of Catholic Education each and every day. Health and Wellness is a very important topic for all of our stakeholders. Being healthy - physically, mentally, and spiritually, and supporting our students and staff with their wellness is a very high priority for MHCBE. Quality Teaching and Learning remains our top priority and we will continue to provide excellent educational opportunities for our students by completing goals in this area. Building up our fine arts and physical literacy opportunities within our division, with the building of Holy Trinity Academy, is the final area we are focusing on in this 4-year plan.

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 permeating 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.



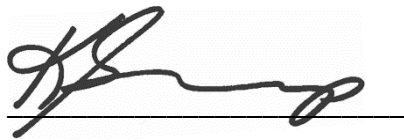
Ms. Kathy Glasgo, Board Chair

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.

ACCOUNTABILITY STATEMENT

The Education Plan for Medicine Hat Catholic Board of Education commencing September 3, 2024 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 2024-2025 Education Plan for 4 years on May 27, 2024.



Ms. Kathy Glasgo
Board Chair



Dr. Dwayne Zarichny
Superintendent of Schools

ABOUT

Medicine Hat Catholic Board of Education is a publicly funded school division with over 2900 students in 9 schools: 6 elementary schools, 2 junior high schools and 1 high school.

Medicine Hat is located in Southeastern Alberta and is known as a community of choice. Also known as the sunniest city in Canada, Medicine Hat offers a low cost of living, many amenities and is an ideal place to raise a family.

Our division offers quality Catholic education with a focus on academic achievement and success for all students.

Medicine Hat Catholic Schools operate as professional learning communities through school success teams that promote effective schools in safe and caring environments. We offer strong core academic programming, diverse and inclusive fine arts programming, French immersion, comprehensive co-curricular programming and academy programming in fine arts and sports.

Our school division ensures the integrity and enhancement of Catholic education. We are a faith-based community that strives to inspire and prepare our students to pray, to learn, to work, to live fully and serve God in one another. Our schools are immersed in faith, offering liturgies, masses, and many celebrations throughout the school year including "Faith Development Days" that enrich the lives of students, our families and our staff. Medicine Hat Catholic Schools warmly welcome children from all faiths and from neighbouring communities. All are welcome to 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 for each of these priorities were developed to plan for the successful achievement of each priority. Specific performance measures and initiatives have been put into place for each of the outcomes.

All school plans will be based on the division strategic priorities and outcomes/goals. Each school will strive to achieve these outcomes/goals based on their specific needs.

MHCBE will continue to use surveys, meetings, engagement sessions as well as other forms of stakeholder communication to gather feedback and focus on the division's goals and priorities.

DIVISION OUTCOMES AND PERFORMANCE MEASURES



Outcome #1: Forming Missionary Disciples: To provide faith formation opportunities for staff members to grow in their knowledge and understanding of the Catholic faith.

Performance Measures:

- Administrators will participate in Faith Professional Development at Division Leadership Team Professional Development meetings.
- Each school staff meeting will include a faith component.
- School based administrators will lead a minimum of two staff faith formation sessions.
- Teachers will have opportunities to participate in faith permeation professional development.
- Teachers will have the opportunity to work collaboratively to plan common projects and common assessments in the religion program.

Outcome #2: Being a Church of Encounter and Witness: To provide opportunities for staff and students to encounter Jesus in areas such as liturgies, retreats and curriculum.

Performance Measures:

- The division chaplain will provide classroom presentations and host a high school bible study.
- All grade levels will have access to religious retreats.
- Teachers will have the opportunity to attend optional staff faith enrichment sessions where staff members share their faith stories.
- Schools will celebrate various liturgies and faith experiences such as consecrations, Adoration of the Blessed Sacrament, Living Rosaries etc.
- Staff will have the opportunity to be involved in a faith mentorship program.

Outcome #3: Strengthening Parish, Community and Family Life: To create intentional opportunities for connection between school, parish, family and community.

Performance Measures:

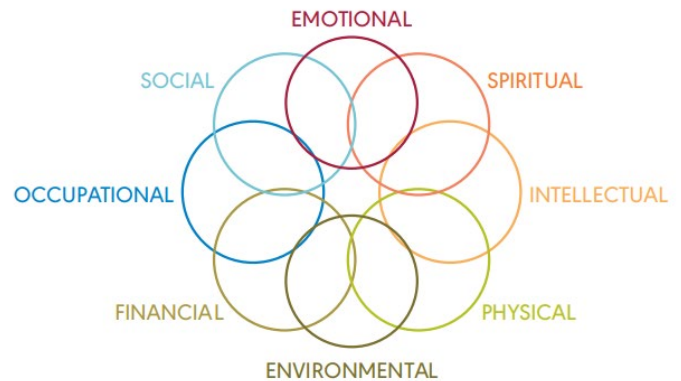
- Continuation of the School Parish Relations Committee. This committee will meet a minimum of three times per year and will consist of representatives from both parishes.
- Continuation of Student Faith Leadership Committee. This committee will meet a minimum of four times per year.
- Establishment of a local GrACE (Grateful Advocates for Catholic Education) group. This committee will meet a minimum of three times per year.
- Clergy visits will be scheduled for all schools throughout the year.





Health and Wellness

Outcome #1: By the end of September, 2024, a Health and Wellness Committee led by wellness champions representing each MHCBE school and the Catholic Education Centre will be established. By the end of June, 2025, the Health and Wellness committee will have met on 5 occasions throughout the year and Health and Wellness will be a standing item on school staff meetings.



Performance Measures:

- Schools will create a health and wellness plan for their staff by the end of September 2024. The plan will include professional development, communication and opportunities for connection.
- The Division will allocate \$40.00 per staff member for health and wellness. This money will be placed in school budgets to be used to support health and wellness for all staff. School health and wellness teams, in collaboration with school staff will create plans to access the funds available.

Outcome #2: By the end of November 2024, the Health and Wellness Committee will have organized and successfully ran the division-wide Health and Wellness Professional Development day. Additionally, each quarter we will distribute wellness tips, information etc. in order to create a culture of healthy staff and workplace environments incorporating communication, connectedness, and wellness opportunities for all division staff. This includes the Health and Wellness committee planning a division-wide staff event to build community amongst staff prior to the end of June.

Performance Measures:

- The Health and Wellness Committee will meet 5 times throughout the year. This committee includes wellness champions from each school as well as senior administration representatives.
- Health and wellness will be a standing item on all school staff meeting agendas.
- The committee will organize a health and wellness professional development day for all staff in November 2024.
- The Health and Wellness Committee members will have the opportunity to participate in professional development to support leadership in this area.

- The Health and Wellness Committee will communicate information each month to inform all employees of best practices on health and wellness topics including, but not limited to, spiritual wellness, physical wellness, social wellness, financial wellness, occupational wellness and work life balance.

Outcome #3: On a quarterly basis, in order to increase awareness of division health and wellness services, we will provide professional development session to school administrators and health and wellness champions on ASEBP’s services available through the Employee and Family Assistance Program (Inkblot) which should increase staff access to ASEBP’s services as reported by the provider.

Performance Measures:

- Professional development will be provided to school administrators and health and wellness champions on ASEBP’s services available through Inkblot (Employee and Family Assistance Program).
- The division will encourage staff to increase their access to ASEBP’s services.



Catholic Education Week
meets Mental Health Week

WEDNESDAY, MAY 8

DAILY THEME: FAITH PERMEATION

As Catholic school staff and students we ask questions and seek knowledge of our faith in all school subjects and activities.

Prayer intentions

We pray that we see God in all of our classes and in each person we meet.




Faith & Mental Health Connection:
Intellectual/Mental Wellness



Dress Up Theme:

Wear a hat for “Hats ON for Mental Health Day”. We recognize that faith can support our mental health in a variety of ways!





Quality Teaching and Learning

Outcome #1: By the end of June 2025, all teachers will have access to a wide repertoire of resources and opportunities to enhance their instructional practice. The jurisdiction will provide 5 PD days with a curriculum focus, a report card development committee and the development of unit plans and lessons.

Performance Measures:

- 50% of teaching staff will have student teachers.
- 20% of teachers will have accessed Alberta Professional Learning Consortium (APLC) for professional development purposes by June 30, 2025.
- By June 2025, the Physical Education and Wellness (PEW) support teacher will engage with every elementary classroom in the division.



Outcome #2: By the end of the 2024-2025 school year, the division will strengthen current and future school leadership through targeted initiatives, with measurable outcomes as follows:

Performance Measures:

- 100% participation of the division leadership team members in bi-monthly professional development sessions.
- 100% continued participation of 12 current members in the division's Leadership Enhancement Program.
- A new group of 10 staff members will join the division's two-year Leadership Enhancement Program.
- Division leadership team members will engage in at least five Collaborative Team Meetings focused on strategic priorities throughout the year.

Outcome #3: The jurisdiction will continue to develop a dynamic supports and service framework aimed at fostering the academic success, well-being, and sense of belonging of every MHCBE student (Early Learning Program to Grade 12) by meeting the following outcomes by the end of June 2025:

Performance Measures:

- All learning support teachers (LST's) will engage in monthly Learning Support Team meetings and professional development sessions.
- All learning support teachers and school administrators will attend four Collaborative Response professional learning and planning sessions.
- All learning support teachers will engage in at least six collaborative initiatives with classroom teachers to develop inclusive instructional practices and/or programming.
- The learning support team (administrator, learning support teacher and other school support staff if relevant) will collaborate to execute at least one whole-school initiative that is responsive to the school's needs.
- All schools will have the **Collaborative Structures and Processes** component of Collaborative Response in place (i.e. have four layers of meetings/structures in place each with defined focus, purpose, schedule, procedures, documentation, agendas, norms, roles...etc.).
- All schools will have begun exploring and engaging with both the **Data & Evidence** and the **Continuum of Supports** components of Collaborative Response.



Visit: [Learning Services at Medicine Hat Catholic Board of Education](#) to learn more!



Holy Trinity School Building Project

The Medicine Hat Catholic Board of Education is pleased to have received funding for the design and construction of the new Holy Trinity Academy. While the process is largely guided and controlled by Alberta Education and Alberta Infrastructure the division has a number of goals/outcomes which remain:

Outcome #1: The project is tender-ready for September 2024.

Outcome #2: The tender for the project is awarded by December 2024.

Outcome #3: Construction begins early 2025.

Outcome #4: The new building is available for occupancy January 2027.

Outcome #5: The former St. Francis Xavier School is demolished in the spring of 2027.

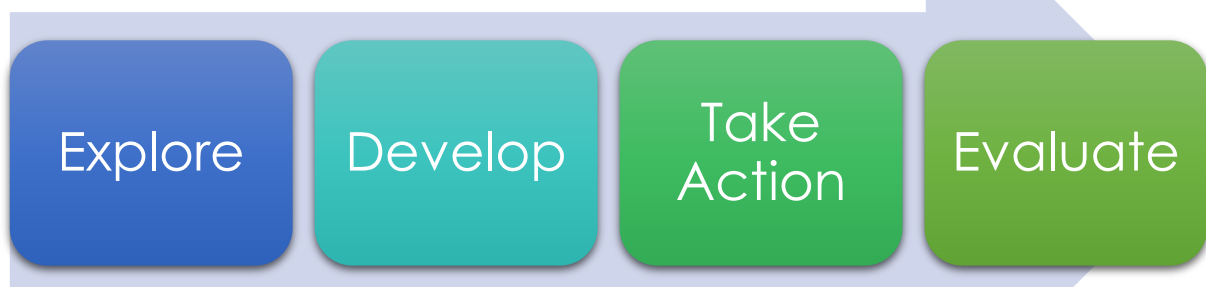
Outcome #6: The playground for Holy Trinity Academy is completed by September 2027.

Outcome #7: Throughout the project, a fundraiser is in place to generate funds for the additional gymnasium space, theatre and playground.

Performance Measures:

- A small team will continue to meet monthly with Alberta Infrastructure, Alberta Education and FWBA Architects for the design process.
- Representatives from St. Mary's School, St. Michael's School and St. Francis Xavier School will continue to provide feedback on the new school.
- The division will continue to meet with groups within the community about possible partnership opportunities within the new school building or within the division.

 *MHCBE Engaging to Learn* 



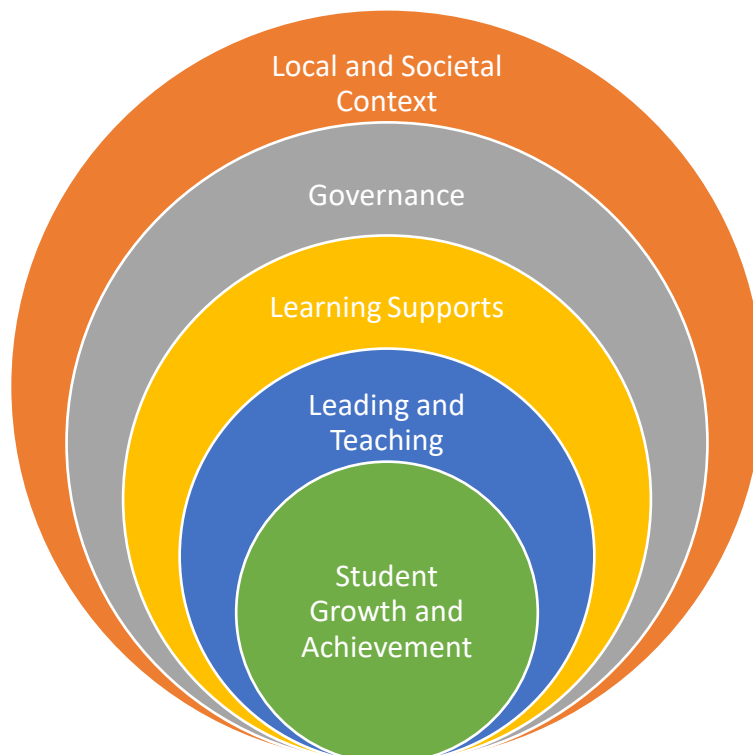
ASSURANCE

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.



Leading and Teaching

A new leadership enhancement program was established this year in which 12 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.

Teachers have been working in collaboration with learning assistants on a program called para-bytes which helps the two parties collaborate to support students within the classroom. There have been other terrific professional development (PD) opportunities throughout the 2023-2024 school year such as Braiding Together (Indigenous and Catholic Conference), SPICE/Blueprints (Catholic Conference), Collaborative Response, as well as grade level meetings and individual PD. The division has planned for further professional development opportunities as the new curriculum continues to roll out in 2024-2025. Senior administration looks forward to taking all administrators to the Marked By God Conference in Edmonton in the fall of 2024.

The division hired a Director of Curriculum in March 2024 to support all teaching staff with resources for implementing the new curriculum. The Director of Curriculum has also been working with a group of teachers to develop a new report card with assessments that align with the new curriculum for implementation in the fall of 2024.



Learning Supports

Our division began implementing a new learning services structure in the spring of 2023. Each school now 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.

[What's New in Learning Services](#)

[Mental Health and School Supports](#)

Our new full time [Indigenous Wellness Facilitator](#) works with all the schools in the division teaching about Indigenous culture and truth and reconciliation. He is a part of our Community Coming Together team which promotes mental health and wellness for our students. All classrooms have been 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 first 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

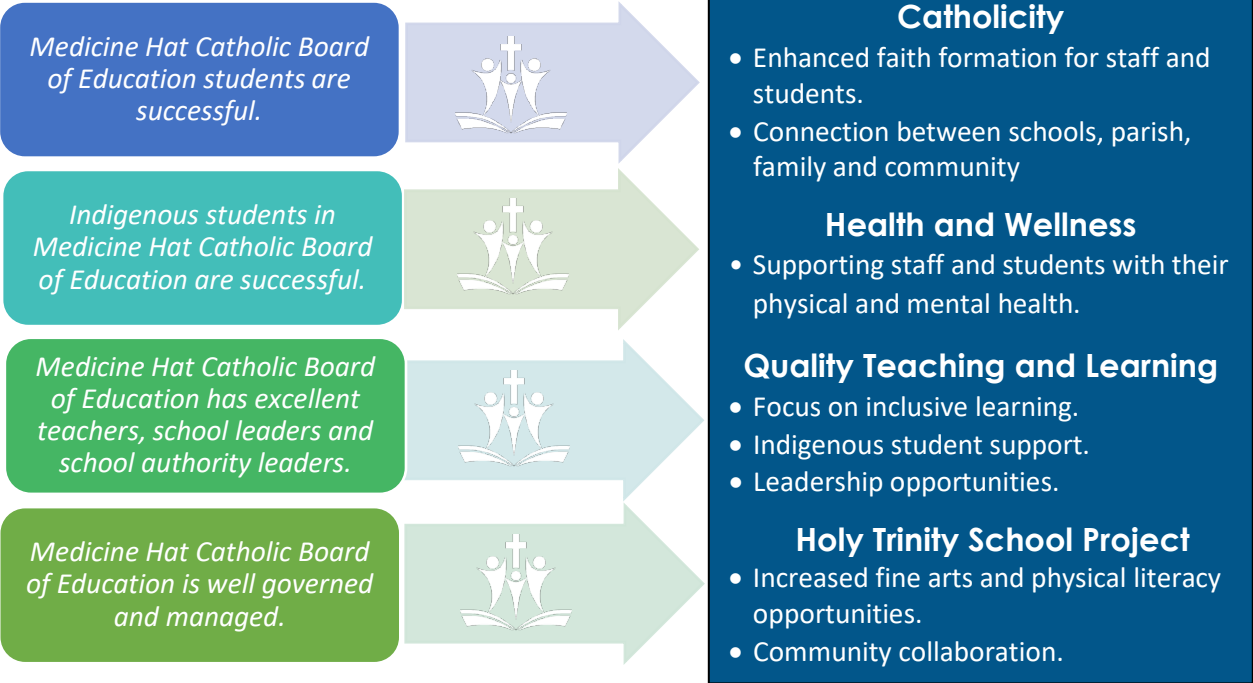
Our division holds monthly [public board meetings](#) which we livestream on our [YouTube channel](#). Members of the public are always welcome to attend or watch the meeting virtually. We share our agenda packages out via email and post them on our website with all attachments included. Having a transparent 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.

Provincial Outcomes and Division Goals



ANNUAL EDUCATION RESULTS REPORT (AERR)

Overall, we are very pleased with our 2022-2023 annual education report results. We have “maintained” in most categories and generally have “very high” and “high” ratings. We did see slight decreases in “access to supports and services” and “education quality” but both still have very high scores (90.9% and 83.1% respectively). We are significantly higher than the Alberta average in 11 out of 12 categories, which is something our division is very proud of.

The percentage of our students reaching the “acceptable standard” for provincial achievement tests is 16.2% higher than the Alberta average. We are also 1.2% higher than the Alberta average for the percentage of students reaching a “standard of excellence”. This reinforces the quality of education provided in our schools and the excellent job our teachers do to get students ready for these exams.

The division diploma exam results were overall very positive. We scored “high” or “intermediate” in half of the categories. Of significant note is the high achievement in both “acceptable standard” and “standard of excellence” for physics 30. 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 2023-2024 school year.

In the majority of measurement categories Medicine Hat Catholic Board of Education outperformed the provincial average. We are especially proud of achieving “very high” status in the following categories: drop-out rate, program of studies, safe and caring, school

improvement and work preparation. This is due to the efforts of staff, students and parents. We are truly blessed to have such a tremendously effective relationship between these groups. By setting high expectations and then having a commitment to exceed those expectations, our jurisdiction continues to lead the province in many areas.

Our schools continue to improve in the “safe and caring” category. This is extremely important as it is a high 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 student’s values, rights and responsibilities are honored and respected.



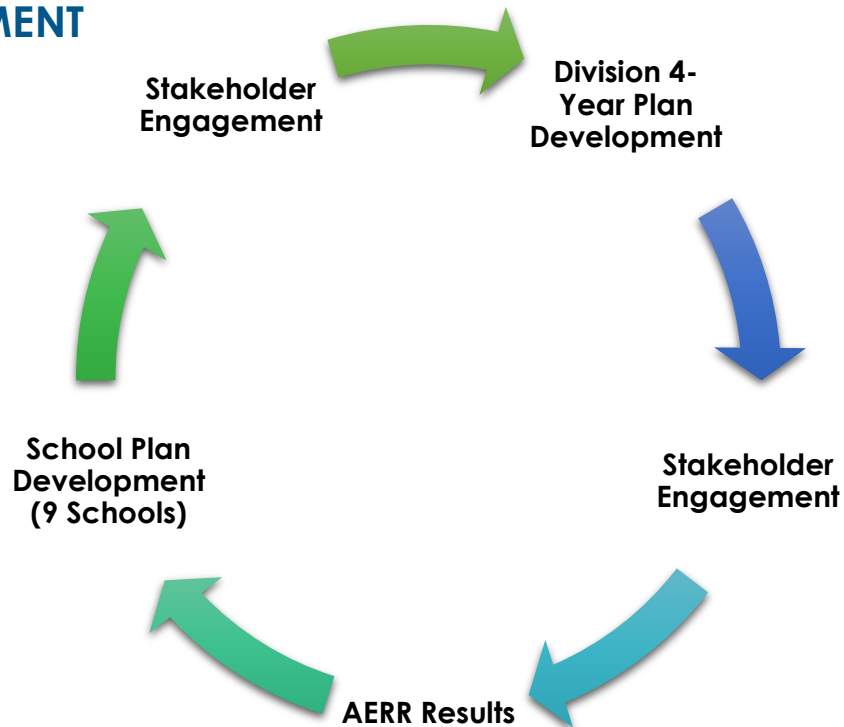
COMMUNICATION

Stakeholders are communicated with in a variety of ways through our division. Families are regularly sent emails from the division as well as their individual school to keep them updated on information/changes. Parents/guardians are encouraged to discuss any questions or concerns with their child’s teacher or principal and are also invited to have a discussion with the appropriate senior administration personnel for larger concerns.

Feedback from students, families and staff is regularly discussed at the school and board level. MHCBE is committed to responding to feedback and making necessary changes to move forward in a positive way in our 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 4-year plan and all school plans.

In October 2023, trustees met with all school administrators for a retreat. They spent the day going through the division's strategic priorities and discussing the successes and challenges within the division schools. After much discussion and brainstorming the groups worked together to adjust the goals within the strategic priorities to better reflect the needs of the schools. These goals were then updated to become part of the division plan.

The division has also spent time engaging with various stakeholders over the course of the year regarding the new Holy Trinity Academy. An information night was held in the fall in which FWBA Architects led a discussion on the wants/needs within the new building. Multiple small and large committee meetings have been held to discuss the design process. Staff, students and parents/guardians at St. Francis Xavier, St. Mary's, St. Michael's schools have been consulted

regarding design considerations for the new school on a regular basis. Stakeholders are also being kept up to date on the progress of the project through newsletters, weekly updates and at parent association/council meetings. Progress regarding the project can be found at: <https://www.mhcbe.ab.ca/new-school-project>



 Medicine Hat Catholic Board of Education

EXCITING NEWS!

Government of Alberta
Approves Construction Funding
for Holy Trinity Academy!

www.mhcbe.ab.ca/new-school-project

BUDGET

The Medicine Hat Catholic Board of Education 2024-2025 Budget was approved by the Board of Trustees on May 27, 2024 and can be found on our division website at: [Budget 2024-2025](#)

INFORMATION DOCUMENTS

[2022-2023 Annual Education Results Report \(AERR\)](#)

[2022-2023 AERR Summary](#)

[3-Year Capital Plan \(2025-2028\)](#)

CONTACT US

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MEDICINE HAT CATHOLIC SCHOOLS
"Showing the Face of Christ to all"

