



Medicine Hat Public School Division
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mhpsd.ca

ANNUAL EDUCATION RESULTS REPORT

2017-2018 AERR

Three-Year Education Plan 2018-2021



DEVELOPING —
TOMORROW'S
— **CITIZENS**

Through Improved Learning, Living and Relationships

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BOARD MEMBERS



Rick Massini
Board Chair



**Catherine Wilson
Fraser**
Vice Chair



Deborah Forbes
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Trustee



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Superintendent



Lyle Cunningham
*Deputy
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Tracy Hensel
*Associate
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Student Services*



Jerry Labossiere
Secretary Treasurer



Joanne Pitman
*Assistant
Superintendent:
Universal Design
& Learning*



Corey Sadlemyer
*Assistant
Superintendent:
Inclusive Mindset*



MESSAGE FROM THE BOARD CHAIR

The Board of Trustees of MHPSD No. 76 is a corporate body that is responsible for ensuring that quality education programs and appropriate services are provided for all students in our school system. This Board is invested with its authority by the legislation in the School Act and is further detailed in Alberta Education Policies and Regulations. The Board of Trustees, on behalf of the citizens of Medicine Hat and in cooperation with the many educational stakeholder groups in our community, has enacted this responsibility through the development and implementation of an education plan, which is reviewed annually.

On behalf of the board and the executive council, we extend our most sincere thanks and appreciation to all staff, parents, and community members for working together in a cooperative manner to enhance the quality of educational programs and services for our students. We are grateful for your commitment and contribution to the team effort that is required to make Medicine Hat Public School Division (MHPSD) an exciting place for students and staff to work, teach, and learn. The collective efforts of all have contributed to ensuring this division is truly *"Where Kids Count"*.



Rick Massini,
Board Chair

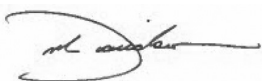
MESSAGE FROM THE SUPERINTENDENT

Our system has identified areas of critical focus; Universal Goals that will serve to guide our work and into which Alberta Education's goals will fold.

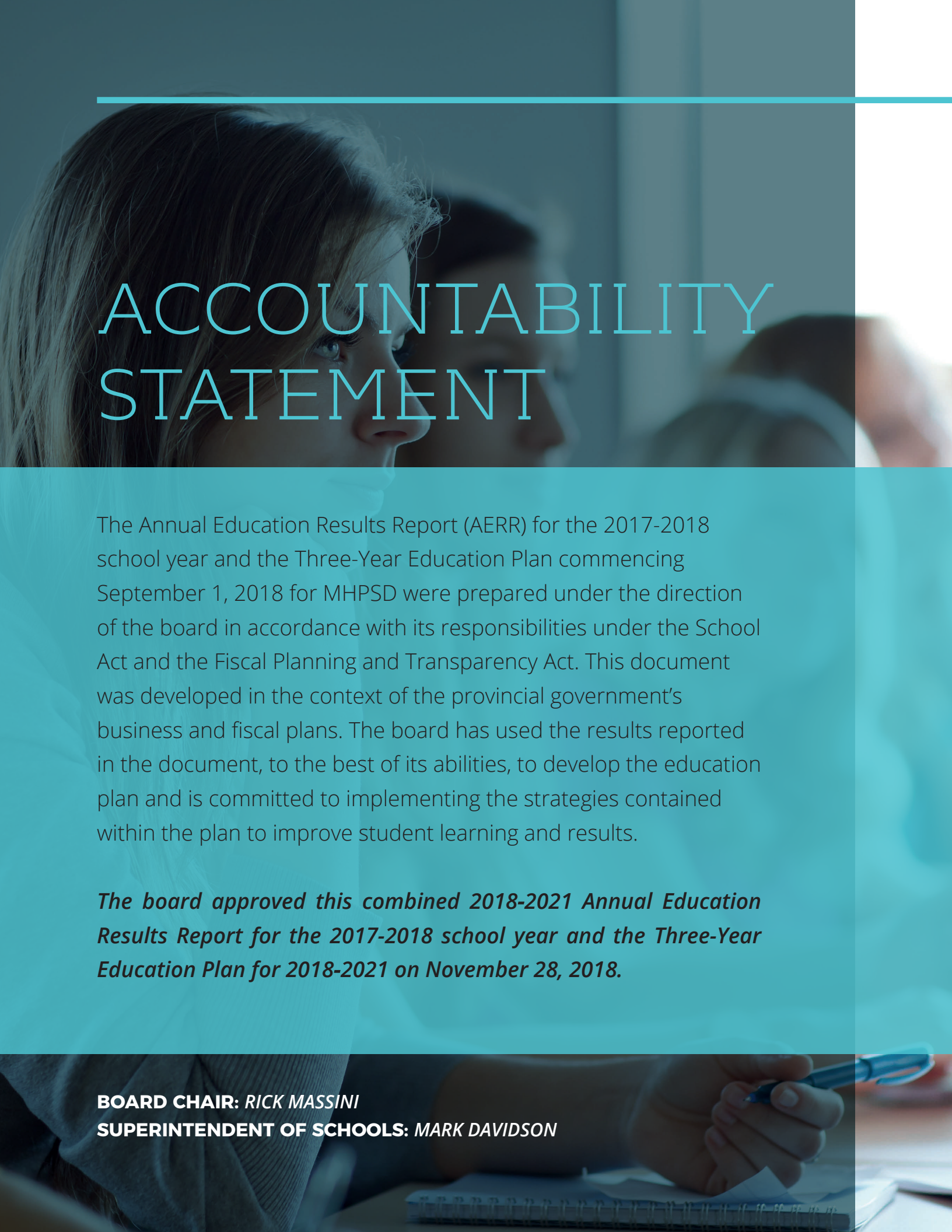
- ◆ We started the process of developing a shared understanding of what constitutes an "Optimal Learning Environment".
- ◆ Through dialogue and critical reflection, we began to redefine our approach to inclusion. "Inclusive Mindset" encompasses our commitment to including all learners in a manner that best fits their needs; setting aside an uncompromising commitment to inclusion as the goal in exchange for an uncompromising commitment to student learning.
- ◆ There is a universal acceptance of the fact that a systemic focus on the wellness of our students, and the staff that serve them, is critical to student success, staff retention and efficacy. Building a "Culture of Wellness" underpinned by mindfulness, clear goals and timely support has emerged as a goal that both feeds and is fed by success in our other goals.
- ◆ We understand that "Leadership" throughout the system, and in our community, is critical to student success. We are building leadership development programming and collaborative opportunities in order to help all staff find ways to lead for student success.
- ◆ This year, we add a determined focus on First Nation, Métis, and Inuit student success in school as well as broadening the understanding of all members of our school community regarding the Indigenous cultures, history and ways of learning.

Our system is now aligned to ensure that schools work together to focus on the use of data and research to inform collaborative efforts that benefit students; our jurisdiction is committed to focusing on learning and achievement. The Collaborative Response Model provides us an opportunity to ensure that we are responding to the needs of individual students while offering colleagues the opportunity to identify and address gaps in individual and/or cohort skills in pedagogy.

The central office team believes deeply that supporting the individual professional learning of all staff is critical to ensuring optimal learning for all. Our commitment to using research, data and lead indicators to support decision making with, and for, learners will pay dividends for all in our community.



Mark Davidson,
Superintendent

The background of the entire page is a photograph of students in a classroom. In the foreground, a young woman with long brown hair is looking towards the right. Behind her, other students are visible, though out of focus. The image has a teal overlay, and the title 'ACCOUNTABILITY STATEMENT' is written in large, white, serif capital letters across the upper portion.

ACCOUNTABILITY STATEMENT

The Annual Education Results Report (AERR) for the 2017-2018 school year and the Three-Year Education Plan commencing September 1, 2018 for MHPSD were prepared under the direction of the board in accordance with its responsibilities under the School Act and the Fiscal Planning and Transparency Act. This document was developed in the context of the provincial government's business and fiscal plans. The board has used the results reported in the document, to the best of its abilities, to develop the education plan and is committed to implementing the strategies contained within the plan to improve student learning and results.

The board approved this combined 2018-2021 Annual Education Results Report for the 2017-2018 school year and the Three-Year Education Plan for 2018-2021 on November 28, 2018.

BOARD CHAIR: RICK MASSINI

SUPERINTENDENT OF SCHOOLS: MARK DAVIDSON

DIVISION VISION

**Developing
tomorrow's citizens
through improved
learning, living and
relationships.**



MISSION STATEMENT

As a partner in the community, Medicine Hat Public School Division will create inclusive and innovative learning environments.

DIVISION MOTTO

Where kids count!



PROFILE OF THE SCHOOL AUTHORITY

MHPSD is located within the boundaries of the City of Medicine Hat in the southeast region of Alberta. Our schools serve the needs of students and families in our community. A community that, similar to other parts of our province, has a typical range of socio-economic status and an ever changing cultural diversity.

As documented in [Medicine Hat's 2017 Vital Signs Report](#), we are a community that has some extraordinary benefits for raising families, in addition to some struggles and areas where we can improve. As a partner in the community, MHPSD is committed to support our students and families to build a strong community. We look forward to sharing our data in the "Vital Conversations" section in early 2019.

DEMOGRAPHIC DATA



7488

Student Enrolment ELP-grade 12



328

FNMI Student Population



329

English Language Learners (ELL)



432

Full Time Equivalent (FTE)
Certified Teachers



317

Full Time Equivalent Support Staff

SCHOOLS

MHPSD students learn in **17 schools** across our system:

- ◆ Crescent Heights High School - dual track English and French Immersion (7-12) (CHHS)
- ◆ Vincent Massey School (K-6)
- ◆ Webster Niblock School (K-6)
- ◆ Dr. Ken Sauer School (K-6)
- ◆ Elm Street School (K-6)
- ◆ Connaught School - French Immersion (K-6)
- ◆ Medicine Hat High School (10-12) (MHHS)
- ◆ Medicine Hat Christian School (K-9) (MHCS)
- ◆ Alexandra Middle School (7-9)
- ◆ Herald School (K-6) & specialized programming
- ◆ River Heights Elementary School (K-6)
- ◆ Connaught School - English Program Students (K-6)
- ◆ Crestwood School (K-6)
- ◆ Southview School (K-6)
- ◆ Ross Glen School (K-6)
- ◆ Dr. Roy Wilson Learning Centre (K-9) (WLC)
- ◆ George Davison School (K-6)

MHPSD also offers several outreach programs that operate out of multiple sites in our community.

This includes:

- ◆ YMCA Teen Mom Program
- ◆ Stay in School Program
- ◆ Central High
- ◆ PAS
- ◆ McMan REAL Program
- ◆ Saamis REAL Program

A background image of a classroom with several students sitting at their desks, looking down or towards the camera. The image is slightly blurred and has a teal overlay.

| GOVERNANCE

Our school board consists of five trustees that represent the Medicine Hat Public Board of Education. The board has the responsibility of providing an education system organized and operated in the best interests of students and families in our community. The board achieves this by setting local educational policy and the stewardship of resources.

| SCHOOL COUNCILS

Each school in MHPSD is required to have a school council. This collaborative group of parents, school staff and community meet monthly to advise the school principal on matters such as school programming, policies and budgeting. School trustees are assigned to each school and are invited to attend meetings throughout the year. Additionally, a trustee attends the Council of School Council meetings held throughout the year. These meetings offer school councils opportunities to share, communicate and advise on matters such as division programming and policies.



GATHERING FEEDBACK

TO SET PRIORITIES

ENGAGEMENT

Throughout the 2017-2018 school year MHPSD and our schools engaged with students, teachers, parents and our larger community to receive feedback on our progress and out direction. This information was gathered in a number of ways, including:



The **OurSchool Survey** was completed by most grade 4-12 students, parents and teachers in April of 2018. This data was then used to assist schools in setting their goals and priorities for the year and to support changes at the system level around social-emotional supports.



A **Community Engagement Session** was held in March where nearly 50 community members from all sectors and diverse backgrounds provided us with feedback on our results and informed the planning process.

Schools created a variety of local measures to inform their planning and to gather feedback.



The **Alberta Education Accountability Pillar Survey** is given to all staff, students and parents of students in grades 4, 7 & 10. In elementary schools with smaller populations, all grade 4-6 students complete the survey. We saw the system-wide response rate increase by 24% over 2017.



A **Student Engagement Session** was held in May of 2018, where 30 grade 9-12 students provided feedback on system direction and what they needed in order to learn their best.

Prior to the 2017-2018 school year, we identified Four Universal Goals for our system to prioritize. We continue to maintain a system wide focus on these goals and have added a fifth goal to our priorities - a focus on supporting our First Nation, Métis & Inuit students and related outcomes:

INCLUSIVE MINDSET

MHPSD is an inclusive education system that ensures all students get what they need when they need it. This may mean that there are students who need us to honour their needs by creating alternative settings when needed and for as long as needed. Critical to this approach is that the goal must ALWAYS include all students with their peers as often as possible. Using the programs of study as the framework for learning, every student is engaged in meaningful and authentic ways. All students are treated equitably; they get the support needed when they need it, and for the intensity and duration of time for which they need it.

OPTIMAL LEARNING

The Optimal Learning Environment (OLE) model will serve as a target and will sit at the center of our decision-making processes. Formal and informal school and system leaders will work to help all teachers achieve the potential described in the OLE. Resources and system structures will be built and allocated to support staff in achieving the target set in the model. We intend to incorporate the wisdom and support of division staff and outside experts in the design of the OLE. We will also gauge our responses to student need and where the model is insufficient; work to create classroom environments that support student mental health. The OLE is not intended to usurp the Teaching Quality Standard (TQS), it is intended to describe what could manifest in the lives of students if the TQS was fully implemented and supported.

CULTURE OF WELLNESS

MHPSD is committed to student and adult success and well-being. With the help of representatives of CUPE, our Alberta Teachers' Association (ATA) Local and staff from across the jurisdiction, we will work to explore the best methods of supporting our valued staff in caring for themselves. Alberta Schools Employee Benefit Plan (ASEBP) and others are offering excellent support to us in helping the committee examine successful wellness initiatives that have been implemented elsewhere. We will focus on what staff might do on their own in addition to exploring the collective efforts that could be undertaken; opportunities for partnerships with local service providers. We believe that this effort of supporting staff in self-care is an important piece of the wellness puzzle. Coupled with an effort to build more effective, collaborative structures, we will see improvement in our collective wellbeing.

LEADERSHIP

As an extension of the classroom, formal leadership needs to be treated as a teaching position with specific, legislated responsibility and authority. We are working to break the myth (sometimes self-fulfilling) that one must give up being a teacher and instructional leader in order to take on formal leadership. Indeed, the management part of administration is the simple part; the greatest challenges and rewards come from the relational power that teacher-leaders bring to their work as instructional leaders. If we are successful, our program will help great teachers within our system choose administration; knowing they are continuing the important work they have started while working to broaden their professional influence and legacy.

FIRST NATIONS, MÉTIS & INUIT STUDENT SUCCESS (FNMI)

MHPSD will demonstrate its commitment to First Nation, Métis and Inuit success by adhering to these key principles:

- ♦ Success for all students
- ♦ The awareness of the value of First Nation, Métis and Inuit culture by all
- ♦ The importance of relationships



SUMMARY OF ACCOMPLISHMENTS AND HIGHLIGHTS

DEEPENING OUR UNDERSTANDING OF A COLLABORATIVE RESPONSE MODEL (CRM)

2017-2018 saw our schools deepen their understanding of a CRM and its component parts. *Continuum(s) of support* were developed for both academic and social emotional needs and put into action in schools. The OLE moved from a draft model to a living model to which all of our classrooms aspire. Support, in the form of 11 OLC's, were provided to all schools and the OLE continues to form the base from which we respond to student need in our classrooms.

The model was leveraged by schools to increase purposeful collaboration between teachers, non teaching professionals, and support staff to meet the learning needs of students. *Collaborative time* was built into timetables to create the space and time for teachers to meet and discuss student needs and plan appropriate instruction. Similarly, at the division level, MHPSD established *collaborative staffing planning* meetings to support schools to work with key data around staffing decisions and class structures.

ENGAGEMENT

Our schools, central office and trustees worked diligently this past year on our commitment to community engagement. This took several forms during the 2017-2018 school year including:

- ♦ Spring 2018 – FI – with continued growth at Connaught School, we worked with the school community and staff at several feedback sessions to determine direction on programming, single-track vs. dual track, boundaries and transportation.
- ♦ March 2018 – Community Engagement Session – approximately 50 community members from all sectors gathered to provide us feedback on our results and three year plan.
- ♦ April 2018 – OurSchool Survey – approximately 5000 completed surveys provided data from students, parents and staff that we used to both triangulate decision making and to offer baseline information as we continue to gather future survey data.
- ♦ May 2018 – Student Engagement Session – approximately 30 grade 9-12 students gathered to provide student voice on what they saw as pressing matters in school.
- ♦ Accountability Pillars Online Reporting Instrument (APORI) – 2800 responses, a 24% increase from 2017.

ENHANCED SOCIAL/EMOTIONAL SUPPORTS

Our work around engagement led us to a clear understanding that we needed to address our social/emotional supports. We wanted schools to be able access more flexible resources from Alberta Health Service (AHS) and the Regional Collaborative Service Delivery (RCSD); producing greater amounts of service in a more coordinated manner. Beginning in the fall of 2018, all schools had increased access to mental health supports including Family School Liaison Workers (FSLW's).

Along side this, we formed a Behavioural Emotional Support Team (BEST) to address students requiring tier IV interventions in the schools. This team consists of a highly trained teacher, educational assistant and FSLW. Through a referral system, the team works with classroom teachers and support staff to develop plans for our most challenging students. Based on the success of this team another has been created; deepening capacity across the system.

NEW PARTNERSHIPS

Schools moved out of the before and after school care business and in its place, the Medicine Hat Family YMCA stepped in to support that need.

We've initiated a partnership with the University of Lethbridge – building capacity among school administrators around the Leadership Quality Standard (LQS).

IMPROVEMENT IN 75% OF APORI CATEGORIES

We identified marked improvement across the accountability pillar categories including very high results in safe & caring, program of studies, and school improvement categories.

COMBINED 2018 ACCOUNTABILITY PILLAR OVERALL SUMMARY

(REQUIRED FOR PUBLIC/SEPARATE/FRANCOPHONE/CHARTER SCHOOL AUTHORITIES AND LEVEL 2 PRIVATE SCHOOLS)

Measure Category	Measure	MHPSD			Alberta			Measure Evaluation		
		Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
Safe and Caring Schools	Safe and Caring	88.4	86.0	87.3	89.0	89.5	89.4	Very High	Improved	Excellent
	Program of Studies	85.0	81.9	84.3	81.8	81.9	81.7	Very High	Maintained	Excellent
	Education Quality	89.0	88.5	89.6	90.0	90.1	89.9	High	Maintained	Good
	Drop Out Rate	3.3	3.4	3.6	2.3	3.0	3.3	High	Maintained	Good
	High School Completion Rate (three year)	70.7	72.1	74.2	78.0	78.0	77.0	Intermediate	Declined	Issue
Student Learning Achievement (Grades K-9)	PAT: Acceptable	71.8	67.9	70.0	73.6	73.4	73.3	Intermediate	Maintained	Acceptable
	PAT: Excellence	11.4	11.0	11.5	19.9	19.5	19.2	Low	Maintained	Issue
Student Learning Achievement (Grades 10-12)	Diploma: Acceptable	76.2	77.8	77.7	83.7	83.0	83.0	Low	Maintained	Issue
	Diploma: Excellence	11.8	13.3	12.2	24.2	22.2	21.7	Low	Maintained	Issue
	Diploma Exam Participation Rate (four+ Exams)	48.1	42.4	48.1	55.7	54.9	54.7	Intermediate	Maintained	Acceptable
	Rutherford Scholarship Eligibility Rate	56.9	52.3	53.5	63.4	62.3	61.5	n/a	Improved	n/a
	Transition Rate (six year)	48.9	56.1	55.9	58.7	57.9	59.0	Intermediate	Declined Significantly	Issue
Preparation for Lifelong Learning, World of Work, Citizenship	Work Preparation	80.1	79.9	81.8	82.4	82.7	82.4	High	Maintained	Good
	Citizenship	79.7	79.2	81.1	83.0	83.7	83.7	High	Declined	Acceptable
Parental Involvement	Parental Involvement	81.4	79.5	80.8	81.2	81.2	81.0	High	Maintained	Good
Continuous Improvement	School Improvement	81.5	81.3	82.1	80.3	81.4	80.7	Very High	Maintained	Excellent

FIGURE 1

Measure Category	Measure	MHPSD (FNMI)			Alberta (FNMI)			Measure Evaluation		
		Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
Safe and Caring Schools	Safe and Caring	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	Program of Studies	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	Education Quality	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Student Learning Opportunities	Drop Out Rate	6.7	8.1	8.1	4.8	5.8	6.3	Intermediate	Maintained	Acceptable
	High School Completion Rate (three year)	50.8	48.0	47.4	53.3	53.7	50.5	Very Low	Maintained	Concern
	PAT: Acceptable	58.2	53.2	58.9	51.7	51.7	52.0	Very Low	Maintained	Concern
Student Learning Achievement (Grades K-9)	PAT: Excellence	2.5	6.0	5.5	6.6	6.7	6.5	Very Low	Maintained	Concern
	Diploma: Acceptable	70.7	78.8	76.7	77.1	77.1	76.6	Very Low	Maintained	Concern
	Diploma: Excellence	7.6	8.8	8.1	11.0	10.7	10.3	Very Low	Maintained	Concern
Student Learning Achievement (Grades 10-12)	Diploma Exam Participation Rate (four+ Exams)	22.2	24.0	23.6	24.4	21.8	21.2	Very Low	Maintained	Concern
	Rutherford Scholarship Eligibility Rate	35.1	31.0	26.5	35.9	34.2	33.0	n/a	Maintained	n/a
	Transition Rate (six year)	34.6	40.4	35.0	33.0	31.8	32.8	Very Low	Maintained	Concern
Preparation for Lifelong Learning, World of Work, Citizenship	Work Preparation	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	Citizenship	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	Parental Involvement	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Continuous Improvement	School Improvement	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a

FIGURE 2



OUTCOME ONE:

ALBERTA'S STUDENTS ARE SUCCESSFUL

Performance Measure	Results (in percentages)					Target 2018	Evaluation			Targets		
	2014	2015	2016	2017	2018		Achievement	Improvement	Overall	2019	2020	2021
Overall percentage of students in grades 6 and 9 who achieved the acceptable standard on Provincial Achievement Tests (overall cohort results). (PAT's)	75.1	69.5	72.8	67.9	71.8	72.4	Intermediate	Maintained	Acceptable	72.4	72.9	73.3
Overall percentage of students in grades 6 and 9 who achieved the standard of excellence on Provincial Achievement Tests (overall cohort results).	13.9	11.3	12.1	11.0	11.4	12.4	Low	Maintained	Issue	12.4	13.9	15.0

FIGURE 3

COMMENT ON RESULTS:

The combined result of grade 6 & 9 for outcome one does not present a clear picture of where our strengths and weaknesses lie. A further examination of the data indicates that we continue to outperform the province at the grade 6 acceptable level in each of the four exams. Our weaknesses appear across subject areas at the grade 9 level and in relation to excellence in grade 6 and grade 9, though results would indicate that we are closing the gap in grade 6 excellence.

CONNECTION TO MHPSD UNIVERSAL GOALS:

OPTIMAL LEARNING - The Optimal Learning Environment (OLE) model will serve as a target at the centre of our decision making process. Resources and system structures will be built and allocated to support staff in achieving the high target set in the model.

18/19 STRATEGIES

Improve Our Collective Data Analysis Skills

- ◆ Using Dossier as the vehicle for this learning, transferable to other tools (APORI, OurSchool)
- ◆ Utilize Southern Alberta Professional Consortium (SAPDC) resources in this area
- ◆ After school specials for admin/leads
- ◆ Continued common reporting tools
- ◆ Data used in March collaborative planning staffing meetings

Data Uploading

- ◆ Complete in early Sept for quick access
- ◆ Review accessing at Sept admin council
- ◆ Work with Intellimedia to clean data

Action Planning Embedded into School AERR reports

- ◆ Detailed analysis of results
- ◆ Create targeted plan for supporting students in identified areas
- ◆ Identification of lead indicators
- ◆ Connection to professional learning plans

OLE

- ◆ Professional learning aligned with OLE elements and processes
- ◆ Early literacy framework aligned with OLE

Embedded Collaborative Time

- ◆ Full staff involvement in CTMs
- ◆ Full staff participation in collaborative planning
- ◆ Site superintendents to review and support

Optimal Learning Coaches

- ◆ Revised OLC priority school assignments
- ◆ Identification of OLC lead roles supporting school and system goals connected to assessment, literacy, numeracy, engaged learning culture, and leveraging digital
- ◆ OLCs connected to collaborative time at schools to support alongside teachers
- ◆ Range of professional learning opportunities created (After School Specials, facilitated professional learning full and half day sessions, teacher partner observations etc.)
- ◆ OLCs connected to new curriculum implementation model

Collaborative Response Model in Action

- ◆ Schools lead teams implement site-based plans
- ◆ CRM teams review meeting norms
- ◆ CRM implementation guide distributed
- ◆ Use different types of meetings: CTM's, programming team meetings and case conference team meetings

18/19 EVIDENCE OF SUCCESS

- School administrators use data in their conversations and in their reporting
- Improved communication of our results and connected to relevant performance measure(s)
- Improved ability for schools to work together with comparable data
- Data informed decisions are embedded in staffing model and school learning plans

- School administrators and teachers will have immediate access to data in Dossier
- Data being used in collaborative response Meetings
- Confidence that the data is reliable

- Schools will point to specific data that they are using as evidence of areas of improvement and can identify connected actions
- Students will receive timely supports throughout the school year as they are identified through lead indicators
- Professional learning plans will be based on evidence of student need

- OLE model will move from draft version to implemented
- Schools will build their own continuum of supports in relation to the OLE

- Each school will have embedded collaborative time in their timetables to facilitate CTM meetings at every grade level and to facilitate collaborative planning time for staff

- Teachers identify OLCs as job embedded supports to meet professional learning needs in response to student learning needs
- Teachers and administrators attend professional learning sessions and evidence of the learning is connected to responses through CRM meetings and student plans
- Individual OLCs are connected to a range of teachers beyond those at their priority schools.
- OLCs are connected to grade level and department collaborative meetings to provide embedded professional learning supports
- OLCs partner with teachers in planning for new curriculum

- School wide participation in the model
- Every student is supported; by end of year data is being entered into Dossier CRM Module
- Continuum of supports on display and referenced
- The right people are in the right meetings

18/19 STRATEGIES *continued*

Screens

- ◆ Kindergarten teachers administer the Reading Readiness Screening Tool (RRST)
- ◆ Grade 1 teachers trained on RRST
- ◆ Begin development of early numeracy screens
- ◆ MIPI and STAR administered to all grade 2-10 students
- ◆ Analysis of screens supports school, grade level, and teacher priorities for instructional focus, intervention, and connection to the continuum of supports

CST's

- ◆ August training – individual student plan (ISP) process clarification
- ◆ Year long training plan
- ◆ Shelley Moore professional learning
- ◆ Goal setting and assistant superintendent individual support
- ◆ Increase FTE at all sites
- ◆ Connection to external service providers

BEST

- ◆ Addition of a second BEST
- ◆ Support ELP/kindergarten to grade 8 (increase from grade 2-6 in 2017)
- ◆ Referrals go straight to BEST, ensuring quick response by performing observations, and triaging needs in schools.
- ◆ BEST email address so staff can access team - questions, referrals and requests.
- ◆ Surveys sent to schools after the team has left; gathering feedback to help inform practice and to be responsive to the needs in schools

Accommodations

- ◆ Accommodations (universal/targeted) for students documented in Dossier
- ◆ Communication with families
- ◆ Monitor resource pressures that schools may face with universal accommodations
- ◆ Monitor impact on achievement

Division Reporting Initiative

- ◆ Teacher and parent communication documents to support implementation of assessment and reporting
- ◆ Continued professional learning tailored to teacher and school needs
- ◆ Alberta assessment consortium cohorts for 20 teachers
- ◆ Digital teacher learning exchange to support communities of practice across schools
- ◆ Assessment policy and administrative procedure rewritten and approved

Attendance Supports

- ◆ Implement new policy and admin procedures
- ◆ Create attendance committee with system representatives
- ◆ Research other system initiatives, attendance rates
- ◆ School-based attendance plans in place
- ◆ Develop reports and notifications through Dossier to improve early intervention

18/19 EVIDENCE OF SUCCESS *continued*

- All kindergarten students complete the RRST and evidence is used for intervention planning
- All students in grades 2-10 complete the MIPI screen. Data is uploaded to Dossier
- All students in grades 2-10 complete the STAR reading screen. Data is uploaded to Dossier.
- Evidence of screen data to inform teacher planning
- Connected to OLE, teachers develop instructional plans and assessments to support progress monitoring based on key goals identified

- Clear goals embedded in student ISPs
- CST have more time to support teachers and students in classrooms
- CSTs provided with external check in and support system
- System understanding of our approach to student inclusion is fostered

- Team works with staff at the school to build capacity and assist in creating a behaviour support plan that will support the student to remain in the classroom
- The team will support the classroom teacher and CST to provide programming to assist the student in self or co-regulation strategies
- The team will continue to share professional reading and strategies to support students in the classroom

- Improved communication for families and advocacy for students
- Universal accommodations part of teacher daily practice
- Student achievement on local and provincial measures after three years will improve
- Data collected will inform practice

- Assessments explicitly linked to outcomes
- Schools will identify student exemplars of learning conversations vs grading conversations
- Students will identify increased clarity of individual learning progress connected to goals
- OLC assessment team will create supportive exemplar documents for teachers; support whole school staff and individual teachers in connections between daily assessment practice and reporting
- Parents identify opportunities to share perspective, reporting that accompanying support documents assist in a clear understanding of student achievement, progress, and next steps

- Schools will develop clear attendance plans that use reference attendance continuum of supports.
- Schools will utilize new Dossier/Powerschool data to inform attendance and re-engagement efforts.
- Committee (and communications coordinator) to create proactive attendance campaign, set for Fall
- New documentation admin procedure to support attendance

**2017-2018 HIGHLIGHT:
DEEPENING OUR
UNDERSTANDING OF
A COLLABORATIVE
RESPONSE MODEL**

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2014	2015	2016	2017	2018	2018	Achievement	Improvement	Overall	2019	2020	2021
Overall percentage of students who achieved the acceptable standard on diploma examinations (overall results).	81.0	77.6	77.6	77.8	76.2	78.8	Low	Maintained	Issue	78.8	80.9	83.0
Overall percentage of students who achieved the standard of excellence on diploma examinations (overall results).	13.1	11.2	12.1	13.3	11.8	14.5	Low	Maintained	Issue	14.5	15.7	16.9

FIGURE 4

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2014	2015	2016	2017	2018	2018	Achievement	Improvement	Overall	2019	2020	2021
High School Completion Rate - percentage of students who completed high school within three years of entering grade 10.	76.5	73.5	77.1	72.1	70.7	75.7	Intermediate	Declined	Issue	75.7	76.3	77.0
Drop Out Rate - annual dropout rate of students aged 14 to 18	3.2	4.4	3.2	3.4	3.3	3.3	High	Maintained	Good	3.2	3.1	3.0
High school to post-secondary transition rate of students within six years of entering grade 10.	55.4	55.6	55.8	56.1	48.9	56.1	Intermediate	Declined Significantly	Issue	56.1	56.5	56.9
Percentage of grade 12 students eligible for a Rutherford Scholarship.	n/a	n/a	54.8	52.3	56.9	54.8	n/a	Improved	n/a	57.8	60.8	61.5
Percentage of students writing four or more diploma exams within three years of entering grade 10.	39.9	47.5	54.6	42.4	48.1	51.0	Intermediate	Maintained	Acceptable	51.0	52.1	53.1

FIGURE 5

COMMENT ON RESULTS:

Diploma test data indicates improvements for the system in Mathematics and Sciences in both acceptable and excellence. While we are not consistently at or above provincial averages, we have made gains in closing the gap. Social Studies results would indicate an area of concern and overall, across subjects we continue to fall short in the category of excellence. Please note that data analysis and instructional strategies listed in previous table also apply to our high school programs and to our First Nation, Metis, Inuit performance measures.

CONNECTION TO MHPSD UNIVERSAL GOALS:

OPTIMAL LEARNING - The Optimal Learning Environment (OLE) model will serve as a target at the centre of our decision making process. Resources and system structures will be built and allocated to support staff in achieving the high target set in the model.

18/19 STRATEGIES

Local Measures

- ◆ Students to meet regularly with principal council
- ◆ Share with students how we use their input in our decision making
- ◆ Development of division-wide student voice committee

Collaborative Response

- ◆ Administration of screens
- ◆ CTM's including cross curricular meetings
- ◆ Analysis of instructional practice
- ◆ Changes to teacher advisor/chat programs to include more choice, more accountability
- ◆ Monitor student progress and promote appropriate use of tutorial time
- ◆ Weekly instruction meetings for departments

Re-design

- ◆ Changes to Math 10C prep course to include more key grade 7-8 learner outcomes we added a new course in geography
- ◆ Continued offering of option courses in each core discipline
- ◆ Consideration of a full year Chem 20/30 and a full year Physics 20/30

Completion Strategies

- ◆ School wide assessment plans developed - Clarity of pathway for teachers and students
- ◆ Continued credit recovery strategies
- ◆ Comprehensive school guidance committee
- ◆ Supporting early intervention for graduation tracking
- ◆ Renewed focus on high school redesign and student centered Learning
- ◆ Examining grade 9-10 registration processes
- ◆ Division attendance committee formed

Drop Out Rate Strategies

- ◆ Continue to monitor and support early intervention for graduation tracking
- ◆ Improved mental health supports
- ◆ School wide implementation of CRM
- ◆ Focus on how the data impacts teacher instruction
- ◆ Division attendance committee formed

Transition Rate Strategies

- ◆ Comprehensive guidance counsellor committee
- ◆ Examining grade 9-10 registration processes
- ◆ Examining graduation tracking processes
- ◆ Study impact of 2nd year grade 12 students
- ◆ Continue connection with colleges/universities
- ◆ Promote/offer academic scholarships to students

18/19 EVIDENCE OF SUCCESS

- Qualitative increase in student connectedness to schools in APORI/OurSchool data
- Feedback from students on strategies
- Feedback from students on the processes we used to capture their voice

- Positive feedback from students and parents about student choice and interest in school as collected in local measures and APORI data
- Improvement in attendance
- Increased credits to keep students on graduation path
- More students staying in -1 streams
- Increased enrolment, students accessing spaces in new ways

- Positive feedback from students and parents about student choice and interest in school as collected in local measures and APORI data
- Improvement in attendance
- Increased credits to keep students on graduation path
- Improved offerings create opportunities to complete more diploma level courses

- Increase of CEU's earned by grade 10-11 students
- Implementation of recommendations from school guidance committee
- Implementation of new registration procedures
- Implementation of attendance committee recommendations

- Increased credit earning opportunities in high school re-design leads to improved graduation and transition rates
- Clear understanding of how various student groups impact transition/drop out/high school completion rates
- Access to supports will lead to improved attendance
- CSTs support teachers leads to individual student success
- Students accessing tutorial support during breaks
- Students utilizing spaces in school
- Implement attendance committee recommendations

- Implementation of recommendations from comprehensive guidance committee
- Data informed decisions on graduation tracking practices
- Data informed decisions on second year grade 12's
- Implementation of attendance committee recommendations

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2014	2015	2016	2017	2018		Achievement	Improvement	Overall	2019	2020	2021
Percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.	79.9	83.1	80.9	79.2	79.7	81.3	High	Declined	Acceptable	81.3	82.5	83.7
Percentage of teachers and parents who agree that students are taught attitudes and behaviours that will make them successful at work when they finish school.	80.3	83.7	81.6	79.9	80.1	81.9	High	Maintained	Good	81.8	82.1	82.4

FIGURE 6

COMMENT ON RESULTS:

This measure remains an overall success for us, a slight decline in results can be attributed to student and parent responses to whether students respect one another. A slight increase in the “disagree” category was seen here, though our system numbers remain higher than the provincial average in this same category (for student and parent responses).

CONNECTION TO MHPSD UNIVERSAL GOALS:

OPTIMAL LEARNING - The Optimal Learning Environment (OLE) model will serve as a target at the centre of our decision making process. Resources and system structures will be built and allocated to support staff in achieving the high target set in the model.

LEADERSHIP - As an extension of the classroom, formal leadership needs to be treated as a teaching position with specific, legislated responsibilities and authority.

18/19 STRATEGIES

Communication and Assurance

- ◆ Publicize terminology related to citizenship measures at school and in social media
- ◆ Develop and share (with other schools) local measures to better understand parent response
- ◆ Share reports with stakeholder groups that have participated in previous facilitation days

Students

- ◆ Create student voice committee
- ◆ Training for student facilitators
- ◆ Ongoing administration of OurSchool Surveys (twice per year)

- ◆ See high school strategies in above table

18/19 EVIDENCE OF SUCCESS

- January and February of 2019 – appropriate awareness campaigns
- Work off of baseline data to triangulate APORI data
- Analysis of surveys embedded into school/system plans
- Engagement with appropriate stakeholder groups has occurred

- Student voice in developing and reviewing of policies and procedures at school and system level
- Student leaders identified and mentored
- Data gathered by schools flows into existing planning processes

- See high school evidence in above table

OUTCOME TWO:

ALBERTA'S EDUCATION SYSTEM SUPPORTS FIRST NATIONS, MÉTIS, AND INUIT STUDENTS' SUCCESS

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2014	2015	2016	2017	2018	2018	Achievement	Improvement	Overall	2019	2020	2021
Overall percentage of self-identified FNMI students in grades 6 and 9 who achieved the acceptable standard on Provincial Achievement Tests (overall cohort results).	61.1	58.3	65.3	53.2	58.2	61.6	Very Low	Maintained	Concern	61.6	63.4	65.3
Overall percentage of self-identified FNMI students in grades 6 and 9 who achieved the standard of excellence on Provincial Achievement Tests (overall cohort results).	5.1	5.4	5.1	6.0	2.5	6.0	Very Low	Maintained	Concern	6.0	7.5	9.0
Overall percentage of self-identified FNMI students who achieved the acceptable standard on diploma examinations (overall results).	76.9	67.9	83.3	78.8	70.7	78.8	Very Low	Maintained	Concern	78.8	81.0	83.3
Overall percentage of self-identified FNMI students who achieved the standard of excellence on diploma examinations (overall results).	15.4	6.4	9.3	8.8	7.6	10.4	Very Low	Maintained	Concern	10.4	12.9	15.4

FIGURE 7

WE DEMONSTRATE COMMITMENT TO FIRST NATION, MÉTIS AND INUIT SUCCESS

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2014	2015	2016	2017	2018	2018	Achievement	Improvement	Overall	2019	2020	2021
High School Completion Rate - Percentage of self-identified FNMI students who completed high school within three years of entering grade 10.	67.2	37.9	56.2	48.0	50.8	53.8	Very Low	Maintained	Concern	53.8	57.0	60.0
Drop Out Rate - annual dropout rate of self-identified FNMI students aged 14 to 18	3.7	10.8	5.3	8.1	6.7	6.6	Intermediate	Maintained	Acceptable	6.6	5.2	3.7
High school to post-secondary transition rate of self-identified FNMI students within six years of entering grade 10.	30.6	36.9	27.8	40.4	34.6	31.8	Very Low	Maintained	Concern	34.6	37.0	40.0
Percentage of grade 12 self-identified FNMI students eligible for a Rutherford Scholarship.	n/a	n/a	21.9	31.0	35.1	31.0	n/a	Maintained	n/a	35.0	36.0	37.0
Percentage of self-identified FNMI students writing four or more diploma exams within three years of entering grade 10.	22.4	22.7	24.1	24.0	22.2	24.0	Very Low	Maintained	Concern	24.0	24.1	24.2

FIGURE 8

COMMENT ON RESULTS:

Results this year and over the last five years would indicate that we need to pay particular attention to these outcomes and these students. To that end, we have developed a standalone strategic goal for FNMI student success as part of this three year plan.

CONNECTION TO MHPSD UNIVERSAL GOALS:

OPTIMAL LEARNING - The Optimal Learning Environment (OLE) model will serve as a target., the model will sit at the center of our decision making process. Resources and system structures will be built and allocated to support staff in achieving the high target set in the model.

LEADERSHIP - As an extension of the classroom, formal leadership needs to be treated as a teaching position with specific, legislated responsibilities and authority.

INCLUSIVE MINDSET - Using the programs of study as the framework for learning, every student is engaged in meaningful and authentic ways. All students are treated equitably; they get the support needed when they need it, and for the intensity and duration of time for which they need it.

FIRST NATIONS, METIS, INUIT STUDENT SUCCESS - Demonstrate commitment to First Nation, Métis and Inuit success by adhering to the key principles of: Success for all students, the awareness of the value of FNMI culture by all, and the importance of relationships.

18/19 STRATEGIES

Policy and Admin Procedures

- ◆ Develop FNMI policy on student success
- ◆ Develop of Indigenous voice policy (Treaty Recognition)

Data Usage

- ◆ Complete data analysis of PATs/diploma, attendance and APORI measures

Budgeting

- ◆ Examine our system budget priorities
- ◆ Changes to our inclusive education distribution formula
- ◆ Concentrate FNMI non-staff budget on professional learning, student learning and strategic goal

Community Engagement – Process Strategic Goals

- ◆ With students, administrators, families and community organizations

Professional Learning on Truth and Reconciliation

- ◆ Meet with declared FNMI students for academic, career & post-secondary assistance
- ◆ Meet with MHHS/CHHS to set up days/space for meeting
- ◆ FSLWs connect with students at other schools

Class Presentations To The Schools By Coordinator

- ◆ Indian Act (grade 1-12)
- ◆ Circle of courage (grade 4-12)
- ◆ Residential schools (grade 4-12)
- ◆ Myths and facts of treaty status (grade 1-12)
- ◆ Living on the reserve (grade 1-12)
- ◆ Blanket exercise (grade 5-12)
- ◆ Young Offenders' Act (grade 4-12)
- ◆ Medicine wheel (grade 1-12)

Student Self-Identification

- ◆ Positive culture development – role modeling and personal connections
- ◆ Increase students and families declaring FNMI
- ◆ Create FNMI information pamphlet
- ◆ Website re-design/enhancement for FNMI program
- ◆ FNMI letter with registration package
- ◆ Working with families to understand what self-declaration means (and does not mean)

High Profile Guest Speaker Program (Fall & Spring)

- ◆ Provide positive role models
- ◆ J.R. LaRose – Sept 2018; Spring 2019

Mental Health Supports for FNMI Families and/or Students

- ◆ FNMI professional development for FSLW's
- ◆ Access division psychologist as needed
- ◆ Professional learning for success coaches

18/19 EVIDENCE OF SUCCESS

- Amend current policy 730 to recognize current realities; or develop new 730 policy that specifically addresses student success
- Implementation and utilization of policies
- Distribution of signage
- Acquisition Treaty 7 Flag and Métis Flag in the board office

- Specific gaps identified and action plan for these areas
- On-going monitoring data
- (See attendance Admin Procedure)

- Effective 2018-2019 programming budget with concentration of funds on professional learning, student learning
- Supporting positive role modeling – guest speakers

- Meet with youth, families and other community members to gather input on direction, needs, etc.
- Gather and utilize feedback on draft plan

- Meet with MHHS/CHHS to set up days/space for meeting - minimum 1/day per week at each
- FSLWs make documented positive contacts with students and families at all schools
- Access for FSLWs to PowerSchool/Dossier

- Schools sign up for presentations
- System wide understanding of FNMI realities
- Data tracking of classes receiving the presentations
- Executive and trustees attend presentations
- Feedback collected from schools, used to make adjustments to promotional materials

- Role modeling and personal connections create positive culture that is conducive to self-declaration
- Educational materials provided for schools and families around declaration
- Information pamphlet developed and distributed
- Positive testimonials from students and families
- Student involvement – student voice committee
- FNMI website developed
- Registration package letter sent home - explain what student declaration means (and does not mean)

- Track participation for sharing
- Gather feedback and testimonials
- Connection to self-identification declaration

- Develop a clear understanding of resources available in community
- Connected to the engagement piece above
- System understanding of our approach
- Families better connected (documented)

18/19 STRATEGIES *continued*

Attendance Supports

- ◆ Implement new attendance admin procedure
- ◆ FNMI coordinator on committee

- ◆ Explore possibility of FNMI scholarship for MHPSD graduated & declared FNMI students attending post-secondary in September 2019
- ◆ Continuation of feather recognition at graduation

System Staff Development

- ◆ Class presentations
- ◆ Board of trustees participation – shared dates, or in board meeting
- ◆ New teacher orientation

Professional Development

- ◆ Vancouver - November – FNMI coordinator
- ◆ CASS - April – FNMI coordinator/assistant superintendent
- ◆ Participation in CASSIX, SAPDC meetings

Celebrations

- ◆ Spring celebration day - National Aboriginal day – seek board permission to move earlier?
- ◆ Work with communications coordinator to develop theme around reconciliation

Connecting with External Partners

- ◆ Miywasin
- ◆ Medicine Hat College (MHC)
- ◆ Develop new partnerships
- ◆ Conference development or partnership

Grant applications

- ◆ Mental health capacity building (MHCB) expansion – application for FNMI success coach
- ◆ Civil Forfeiture Grant – leadership program through MHCB

18/19 EVIDENCE OF SUCCESS *continued*

- Utilize attendance continuum of supports
- Utilize community conferencing
- Software used to improve communication

- Clarity on what do we do now
- Funding source identified
- Post-secondary incentive created
- Greater involvement of FNMI personnel in graduation

- School staff participate in at least one of the five class presentations and/or blanket exercises in 2018-2019
- Mental health staff participate in blanket exercise (FSLWs, MHCB success coaches)

- Build professional networks in province and western Canada
- Share strategies and goals
- Implement learning into plans

- FNMI coordinator, communications coordinator work with school reps to develop plan for Sept 2019
- Theme is used to direct planning for following year

- Network with local organizations creates coordinated responses
- Staff participation in MHC Conference
- Determine local and regional interest to host a conference in 2019

- Successful application
- Hire related staff members
- Implement programming



OUTCOME THREE:

ALBERTA'S EDUCATION SYSTEM RESPECTS DIVERSITY AND PROMOTES INCLUSION

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2014	2015	2016	2017	2018	2018	Achievement	Improvement	Overall	2019	2020	2021
Percentage of teacher, parent and student agreement that: students are safe at school, are learning the importance of caring for others, are learning respect for others and are treated fairly in school.	86.6	88.7	87.2	86.0	88.4	87.5	Very High	Improved	Excellent	88.4	89.4	90.0

FIGURE 9

COMMENT ON RESULTS:

We achieved “very high” in this performance measure, an improvement over 2017 and ultimately an overall “excellent” result. We outpaced our target by nearly 1% and we see our result relative to our three year average represents a decline. An in depth analysis of this result indicates that our students demonstrated a 5% increase in their feedback in safe and caring measures, and both our parent and staff responses indicated a 1% increases.

CONNECTION TO MHPSD UNIVERSAL GOALS:

INCLUSIVE MINDSET - Using the programs of study as the framework for learning, every student is engaged in meaningful and authentic ways. All students are treated equitably; they get the support needed when they need it, and for the intensity and duration of time for which they need it.

OPTIMAL LEARNING - The Optimal Learning Environment (OLE) model will serve as a target at the centre of our decision making process. Resources and system structures will be built and allocated to support staff in achieving the high target set in the model.

CULTURE OF WELLNESS - We believe that the effort at supporting staff in self-care is an important piece of the wellness puzzle. Coupled with efforts to build more effective, collaborative structures, we will see improvement in our collective well-being.

FIRST NATIONS, MÉTIS, INUIT STUDENT SUCCESS - Demonstrate commitment to First Nation, Métis and Inuit success by adhering to the key principles of: Success for all students, the awareness of the value of FNMI culture by all, and the importance of relationships

18/19 STRATEGIES

Continue of Collaborative Response Steering Committee

- ◆ Publication of CRM implementation guide
- ◆ Schools sharing CTM schedules
- ◆ Kurtis Hewson visits (January/March) to observe and provide feedback on CTM's
- ◆ Steering committee participation and feedback in CTM's
- ◆ March professional learning day built around CRM steering committee recommendations

CST's

- ◆ Increased FTE allocations for CST based on school size and need
- ◆ August training for CST's
- ◆ Year long learning plan developed for CST's
- ◆ Clarification on ISP's and goal setting
- ◆ Individual support for CST's
- ◆ Collaborative planning staff meetings
- ◆ CRM implementation guide developed

OLCs and Inclusion Tier I

BEST and Inclusion at Tier IV

FNMI Supports

18/19 EVIDENCE OF SUCCESS

- All teachers will have participated in CTM's
- Continuum(s) of support connected to school plans
- Schools will improve their processes around CTM's through the feedback cycle
- Implementation guide will support carving out time for tier III and tier IV conversations
- Professional learning day feedback is positive and connected to relevance of the work

- CST's indicate they have more time to do their work
- CST's are in classrooms more often
- ISP goals are clear and CST's have been able to support the development of ISP's
- Schools consider adding FTE to CST's in March staffing planning to fill needs in the model

- See outcome #1

- See outcome #1

- See outcome #1

18/19 STRATEGIES *continued*

English Language Learners (ELL) Supports

- ◆ ELL teachers deployed to schools based on changing enrolments
- ◆ Lead ELL teachers connected to specific schools' staffing as in-addition CST support (CHHS/WLC)
- ◆ Lead ELL teachers participate in CST professional learning
- ◆ ELL EA's deployed to schools based on changing enrolments
- ◆ Benchmarking continued in Dossier
- ◆ Recommendations from student services review implemented

Software and other Tools

- ◆ All screen data uploaded to Dossier
- ◆ Accommodations part of regular practice and noted in Dossier
- ◆ Data linked to Dossier CRM module and utilized in CTM meetings

Student Services Program Review

- ◆ Hire FSLWs across the system
- ◆ Hire new MHCB success coaches
- ◆ Bring all partners together to plan for school based mental health
- ◆ Make the school based mental health plan part of the school plan
- ◆ Work with AHS partners to monitor changes – successes and gaps in service
- ◆ Gather feedback from stakeholders on the effectiveness of changes
- ◆ Program reviews for specialized programs at Herald School and Outreach

Initiatives and Training

- ◆ Continue updating first aid training
- ◆ Implement last phase of the Hour Zero program.
- ◆ WHMIS training updated for all school staff
- ◆ Continue required staff safety training updates
- ◆ Bill 30 implementation
- ◆ Hazard assessment and standard operating procedures program development
- ◆ Ongoing site inspections
- ◆ Completion of revised Occupational Health & Safety (OH&S) manual

18/19 EVIDENCE OF SUCCESS

- Schools with higher populations receive the most support
- Lead ELL teachers are connected to a school
- Professional learning is shared back to build capacity in school-based staff
- Benchmarks are updated and indicate student success
- Data used to support teachers in developing learning plans for students

- Data has informed classroom instruction
- Teachers recognize how accommodations can support at the universal design level
- Schools report that they are using the CRM module and that the data is effective. Expect that they may also request to have more data connected.

- Clarity of all programming and alignment with and between each other and schools
- Schools expand their mental health supports
- Success coaches indicate positive connections to schools and their stats indicate higher levels of usage
- Clarity on division programming to support students and recommendations for any changes to these supports
- Engagement of stakeholders

- Necessary staff trained for VTRA protocols
- Necessary staff trained for OH&S protocols to meet the regulations
- 90% of employee safety training now completed
- Hour Zero training completed and implemented; improved and consistent communication
- Increased awareness of school zone safety measures
- MHPS building relationships in our schools

**2017-2018 HIGHLIGHT:
DEEPENING OUR
UNDERSTANDING OF
A COLLABORATIVE
RESPONSE MODEL**



OUTCOME FOUR:

ALBERTA HAS EXCELLENT TEACHERS, AND SCHOOL AUTHORITY LEADERS

Performance Measure	Results (in percentages)					Target 2018	Evaluation			Targets		
	2014	2015	2016	2017	2018		Achievement	Improvement	Overall	2019	2020	2021
Percentage of teachers, parents and students satisfied with the opportunity for students to receive a broad program of studies including fine arts, career, technology, and health and physical education.	85.5	86.3	84.8	81.9	85.0	85.5	Very High	Maintained	Excellent	85.9	86.3	86.5

FIGURE 10

COMMENT ON RESULTS:

Our achievement result this year was once again very high and represents a return to previous levels. We will continue with strong communication efforts in this area combined by listening to student and parent feedback.

CONNECTION TO MHPSD UNIVERSAL GOALS:

LEADERSHIP - As an extension of the classroom, formal leadership needs to be treated as a teaching position with specific, legislated responsibilities and authority.

OPTIMAL LEARNING - The Optimal Learning Environment (OLE) model will serve as a target at the center of our decision making process. Resources and system structures will be built and allocated to support staff in achieving the high target set in the model.

CULTURE OF WELLNESS - We believe that the effort at supporting staff in self-care is an important piece of the wellness puzzle. Coupled with efforts to build more effective, collaborative structures, we will see improvement in our collective wellbeing.

18/19 STRATEGIES

Communication

- ◆ Creation of communications coordinator role
- ◆ Improvements to websites
- ◆ Highlight system goals, personnel, and achievements
- ◆ Development of a communications plan
- ◆ Rebranding through name changes, graphics and mission/vision development

Admin Professional Learning

- ◆ Continue participation in after school specials
- ◆ Administrators observe CTMs alongside jigsaw learning to broaden learning and reflection on effective CTMs and the provision of feedback
- ◆ University of Lethbridge to facilitate generative dialogue sessions with principals and vice-principals
- ◆ Develop leaders cohort supported by admin to enhance awareness and understanding of LQS

Community Classrooms

- ◆ Continued resource support for schools to engage with targeted and purposeful engagement in local contexts and curriculum through community classroom
- ◆ Review of processes to support targeted and purposeful engagement with curriculum and community classrooms

Instructional Practice Focus

- ◆ All staff involved in CTM's, allowing all students to be supported in the model
- ◆ Focus at CTM's shifts from individual students to instructional practice based on the needs of the cohort
- ◆ Implementation guide in place to support
- ◆ Steering committee visits and feedback

Broad Program of Studies Including Music, Drama and Second Languages

- ◆ Continue exploration of program of studies electives based on feedback
- ◆ Use of high school redesign to support work
- ◆ Continue communication with stakeholders

FI Planning

- ◆ Communication regarding programming changes for the 2019-2020 school year
- ◆ Continued stakeholder engagement with Canadian Parents for French and coordination with new learning opportunities
- ◆ Common OLC focus/support at both FI sites
- ◆ Recruitment plan for FI staff

Other Data Collection to Support Learning

- ◆ Establish new admin procedure(s)
- ◆ Professional learning
- ◆ Establish attendance committee
- ◆ PowerSchool analyst position created

Data Analysis

OLC's

18/19 EVIDENCE OF SUCCESS

- System cohesion on messaging
- Improved responsiveness to student need and community feedback
- Improved communication with media and stakeholders
- Communication of mission/vision with all stakeholders

- Admin engage with learning alongside teachers and colleagues providing specific feedback regarding CTMs and the role of leadership
- Admin will identify deepening understanding and application of LQs through generative dialogue
- Admin will be leaders in shaping the application of LQs to case studies alongside participants of developing leaders

- Increased number of schools engage in effective integration of community classroom to provide students with real life learning experiences
- Community classrooms will be intentionally planned for and targeted based on the curriculum outcomes

- Collaborative time becomes more focused
- Instructional planning impacts a greater number of learners and achievement improves
- Teachers can identify evidence that supports their instructional decision making
- Schools are more efficient at implementing the model

- Enhanced communication of offerings will improve response on the performance measures
- Schools are responsive to stakeholder input in considering how they structure programming

- Registration and planning processes support the system in student and staff transitions
- FI community support from K-12
- Improved student achievement
- Increased access to courses in FI in grades 10-12
- Schools have a larger pool of quality FI teaching applicants

- Data supports instructional decisions and supports
- Staff capacity is built
- Improved communication between school and home
- Consistency from school to school
- New attendance supports developed

- See outcome #1

- See outcome #1

18/19 STRATEGIES *continued*

Wellness

- ◆ Implement Not Myself Today with focus on promotion of psychologically safe workplace
- ◆ Promote EFAP
- ◆ Reduce number of claims sent for ASEBP EDB
- ◆ Promote and increase enrolment in the ASEBP Early intervention program
- ◆ Implement an attendance awareness program
- ◆ Promote modified work for all staff
- ◆ Introduction and implementation of the health wellness and attendance advisor

18/19 EVIDENCE OF SUCCESS *continued*

- Committee formed in 2016-2017
- Survey developed and completed in Fall 2017
- Data from survey analyzed by committee and recommendations put forward
- Improved wellness measures on survey re-administration
- Wellness – presented at all staff meetings as a focus
- December of 2018 admin and wellness champions have been trained in mental health first aid
- A year plan of division events for the 2018-2019 school year have been planned and information is available on the website

OUTCOME FIVE:

ALBERTA'S EDUCATION SYSTEM IS WELL GOVERNED AND MANAGED

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2014	2015	2016	2017	2018		Achievement	Improvement	Overall	2019	2020	2021
Percentage of teachers, parents and students indicating that their school and schools in their jurisdiction have improved or stayed the same the last three years.	81.7	82.7	82.2	81.3	81.5	82.2	Very High	Maintained	Excellent	82.5	82.7	82.9
Percentage of teachers and parents satisfied with parental involvement in decisions about their child's education.	79.7	80.8	82.3	79.5	81.4	80.9	High	Maintained	Good	81.6	82.3	82.5
Percentage of teachers, parents and students satisfied with the overall quality of basic education.	88.8	90.0	90.3	88.5	89.0	89.7	High	Maintained	Good	89.7	90.0	90.3

FIGURE 11

COMMENT ON RESULTS:

MHPSD continues to be successful in relation to this outcome and the strategies below outline our efforts to maintain this strong result. We continue to seek out and support input from stakeholders including students, parents and staff through a variety of mechanisms.

CONNECTION TO MHPSD UNIVERSAL GOALS:

LEADERSHIP - As an extension of the classroom, formal leadership needs to be treated as a teaching position with specific, legislated responsibilities and authority.

OPTIMAL LEARNING - The Optimal Learning Environment (OLE) model will serve as a target at the center of our decision making process. Resources and system structures will be built and allocated to support staff in achieving the high target set in the model.

CULTURE OF WELLNESS - We believe that the effort at supporting staff in self-care is an important piece of the wellness puzzle. Coupled with efforts to build more effective, collaborative structures, we will see improvement in our collective wellbeing.

FIRST NATIONS, MÉTIS, INUIT STUDENT SUCCESS - Demonstrate commitment to First Nation, Métis and Inuit success by adhering to the key principles of: Success for all students, the awareness of the value of FNMI culture by all, and the importance of relationships

18/19 STRATEGIES

System Communication

- ◆ Creation of communications coordinator role
- ◆ Further revisions to school planning documents incorporated
- ◆ Superintendent site visits
- ◆ Continued engagement plan, support from communications coordinator

Professional Learning

- ◆ Early September upload of achievement data
- ◆ Full upload of screen data
- ◆ Additional software training for school teams
- ◆ Classroom teachers accessing and using the data in their planning

ThoughtExchange

- ◆ OurSchool survey conducted twice during school year
- ◆ Comparisons to baseline data apparent in Spring planning
- ◆ Student engagement increased
- ◆ FNMI engagement increased

Educational Assistant Professional Learning

- ◆ Embed professional learning time for EA's as connected to school plan
- ◆ EA's to attend two staff learning days during year

Crm Leadership Team Days

- ◆ CRM lead teams to continue at site level
- ◆ Utilization of the CRM implementation guide
- ◆ Steering committee visits
- ◆ Kurtis Hewson visits coordinate by lead teams
- ◆ Planning for March 2019 sharing

Screens

Dossier As A Tool

Embedded Collaborative Time

CST's

OLC's

Development of the OLE

18/19 EVIDENCE OF SUCCESS

- Communications coordinator facilitates processes and supports the work of the system
- Reporting formats streamline data collection
- Superintendent site visits to gauge level of success and progress related to implementation of changes
- Student voice committee created
- Planning cycle established

- School administrators use data in their conversations and in reporting
- School based PD utilizes the available tools

- Baseline comparisons are completed and embedded into Spring 2019 planning
- Input from students used to inform decision making
- Input from FNMI stakeholders is used to update our strategic plan
- Schools utilize data to inform decision making

- EA's learning alongside teaching staff
- EA's connected to the CRM model will be better positioned to support programming in classrooms

- CRM lead teams review implementation guide and support at the school level
- All staff participate in CTM's
- School teams share evidence of learning at March 2019 professional learning day

- See outcome #1

- See outcome #1

- See outcome #1

- See outcome #1

- See outcome #1

- See outcome #1

18/19 STRATEGIES *continued*

School Councils And Council Of Councils

- ◆ Council of school council to meet three times
- ◆ CSC to review three year plan in January 2019
- ◆ Examine trustee time at school council meetings

Development Of Common Apori, Aerr And School Plan Reports

- ◆ Continue with common reports
- ◆ Utilization of new school planning document with embedded planning modules

CRM Module in Dossier

- ◆ Acquire licence
- ◆ CRM module training in September 2018
- ◆ On going training support and feedback

SchoolMessenger

- ◆ Develop common protocols for use of School Messenger at schools and system wide

Capital Plan As It Relates To Programming

- ◆ Support transition of English students from Connaught School to their new boundary school
- ◆ Install modulars as necessary
- ◆ Continue to review and submit capital planning priorities

Staffing Process

- ◆ Bill 30 implementation – employment standards alignment with collective agreements
- ◆ Attendance management policy and administrative procedures implementation
- ◆ Implementation of apply to education process
- ◆ Completion of job descriptions, performance appraisal documents and processes
- ◆ Prepare for upcoming collective bargaining
- ◆ Policy roll out to employees including harassment and drug and alcohol policies
- ◆ Complete outstanding policies and an overall review for revisions of all existing HR policies and admin procedure

Building Assurance Into our System

- ◆ Strategic plan built with communications coordinator
- ◆ FNMI engagement session(s)
- ◆ Creation of student voice committee
- ◆ Implementation of updated school plan template
- ◆ Continue support for OurSchool
- ◆ Continue to increase APORI participation

School Based Achievement Action Plans

- ◆ Action planning embedded into school based Achievement and diploma reports
- ◆ Reviewed at site superintendent meetings
- ◆ Three year achievement data is used in instructional planning

Shared Emergency Response

18/19 EVIDENCE OF SUCCESS *continued*

- Input from council of school councils used in future planning and policy development
- Trustees are able to be better connected to schools
- Improved communication as a system

- Consistency of communication across schools
- Creation of baseline data that allows for easier comparisons year over year
- Improved correlation to system plan
- Cadence of planning improves – Fall 2019 school plans are near completion by June of 2019

- All schools will have attempted using the module during a CTM in 2018-2019 school year
- Schools utilize data from CRM module in CTM's

- Unified messages across platforms
- Ability to push out emergency communications with greater consistency and across platforms

- Spring 2019 registrations supported at new boundary schools
- Related transportation changes communicated
- Creation of three year capital plan
- Creation of 10 year capital vision

- New processes allow for easier movement of staff within the system
- School system and schools better trained to recruit new teachers and administrators
- More focussed and purposeful application of HR policies and admin procedures leading to more efficiency and more effective/transparent outcomes
- Significant monitoring of employee absences and duty to accommodate provisions being put in place. More employee focus on their responsibility for managing their absences
- Due to supervisor training and policy development a decline in employee relationship issues

- Clarity of processes
- Feedback from stakeholders in plan
- Student feedback becomes a large part of planning cycle
- OurSchool data is used in May cypress planning
- APORI participation surpasses 3000 respondents

- Action planning isn't separate, but rather a part of schools' planning

- See outcome #3

**2017-2018 HIGHLIGHT:
COMMITMENT
TO COMMUNITY
ENGAGEMENT**



FUTURE CHALLENGES



COMMUNITY ENGAGEMENT

Our board acknowledged that they need more, and more varied, ways to engage the community in the work they do. We have been, and will continue, working to find ways to engage in deeper, face-to-face dialogue with students, staff and the community as well as avenues for communication via social media. The challenge of these efforts is in building structures that gather useful information to guide system direction, while ensuring that the dialogue is informed and respectful. While social media might provide “easy” outreach it has not proven to be the best way to gather thoughtful engagement from a broad range of stakeholders. We have built engagement strategies that have made use of modern media and engagement tools, as well as thoughtfully designed, face-to-face, opportunities to provide authentic, reciprocal communication with the community. We will continue to broaden the number and nature of opportunities for face-to-face dialogue in order to build programming that better meets the needs of the community we serve.

STUDENT MENTAL HEALTH

Across the province, systems have been raising concerns regarding the availability of services and supports that are accessible to children and youth with mental health needs. We believe that initiatives such as Regional Collaborative Service Delivery (RCSD) are well intentioned. However, we have found that the addition of provincially mandated “Leadership”, “Governance” and provincial RCSD oversight bodies has done little to create greater levels of service for the citizens we serve. While it has brought many highly trained professionals from a variety of fields together to discuss needs, little to no systemic change has occurred that brings greater levels of service to children and youth.

INCLUSION

We have experienced slow and steady growth for more than a decade. While the population of the region is largely unchanged, our system is growing. Much of the growth has included children and youth who come to school requiring a variety of supports. Economic, social-emotional, learning disability and mental health needs have increased at a rate that is disproportionate to the growth in the system. Funding to meet these needs has gone unchanged and does not reflect the level of need we see in our classrooms.

While there is much we can do to ensure our practice shifts to account for this reality, we are concerned that these realities need to be recognized when funding structures and envelopes are considered in the future.

CAPITAL

While we have benefitted greatly from provincial support for the completion of new school construction Capital (Dr. Roy Wilson Learning Centre and Dr. Ken Sauer School) and a total modernization (Medicine Hat High School), MHPSD continues to experience enrolment pressures and challenges related to the maintenance and care of very old school buildings.

Connaught School remains our board’s top priority within the 2017-2020 capital plan. Well over one hundred years old, the core school is in need of modernization and later additions need to be raised in exchange for an integrated plan. A plan that honours the original building, while increasing accessibility and function to meet the needs of all learners.

Enrolment growth in the south of the city has placed significant pressure on the facilities in South Ridge; necessitating a discussion of expanding capacity. Given the presence of a beautiful K-9 school (Dr. Roy Wilson Learning Centre); we envision the addition of an elementary school in a reserved site in the Hamptons that will alleviate pressure from WLC and George Davison School. If current enrolment trends hold, this area of need may become urgent in a matter of a couple of years.

We believe that a great future challenge will be the continued “mandate expansion” in education as it relates to mental health. Families and communities often turn to schools for assistance, where we are not mandated to provide supports and do not have the resources to supply them. Unless barriers to service that exist between ministries, as well as the underfunding of these services, are resolved we fear that the crisis facing many youth will go unaddressed and that education (writ large) will serve as the focal point for the criticism for failure. It is critical to be clear that we do not believe that we are approaching a point of crisis in terms of mental health supports for children and youth; the crisis has arrived.



BUDGET SUMMARY

& FORECAST

SECTION 400 POLICY 400

MEDICINE HAT PUBLIC SCHOOL DIVISION FINANCIAL MANAGEMENT AND BUSINESS PRACTICES

BACKGROUND

The board of trustees are accountable to internal and external stakeholders, for providing effective and efficient stewardship of its funds, resources and assets. The board of trustees are required to meet all applicable legislative requirements. These and other requirements drive the need for timely and accurate financial reporting and effective internal controls.

POLICY

The fulfillment of the board's mission and vision is reflected in sound financial management and business practices. As such, the division shall conduct business affairs in a prudent and ethical manner, inclusive of ensuring that an adequate system of internal controls is in place to safeguard the assets of the division.

GUIDELINES

1. The operating costs of the school division should not exceed the available resources.
2. The board expects that the financial resources of the division will be managed in accordance with:
 - ◆ generally accepted accounting practices;
 - ◆ division policy;
 - ◆ provincial policy;
 - ◆ the School Act; and
 - ◆ other applicable federal and provincial statutes and regulations.
3. The division's financial plan shall:
 - ◆ reflect the mission, goals, objectives, and priorities of the division and province;
 - ◆ provide for staff salary variations in accordance with the fiscal conditions of the division and projected economic and market conditions;
 - ◆ provide for growth or decline of revenues on the basis of local, provincial, and national indicators;
 - ◆ achieve an immediate short-term and long-term balanced condition with regard to revenues and expenditures; and
 - ◆ provide for realistic annual student population growth projections.
4. The division shall ensure that there is an adequate system of internal controls in place to safeguard the assets of the division.
5. Staff of the division shall not cause, allow or fail to take reasonable measures to prevent imprudent, illegal, disrespectful, or unethical business practices.

Approved & Adopted: September 7, 2004

Reviewed: December 5, 2016

REFERENCES

School Act: Sections 145, 147, 148, 152, 183 -189
Canadian Institute of Chartered Accountants - Handbook

SUMMARY OF FINANCIAL INFORMATION

GENERAL SUMMARY

2017-18 ACTUAL

2016-17 ACTUAL

REVENUES

Grant Funding

Operations \$ 84,450,623 \$ 82,719,259

Debt Servicing (supported) 3,128,824 1,772,641

Sub-total Grants 87,579,447 84,491,900

Local Revenues 6,012,789 5,349,173

Total Revenues \$ 93,592,236 \$ 89,841,073

EXPENDITURES

Salaries \$ 55,144,876 \$ 54,296,583

Employee Benefits 13,959,583 13,818,524

Sub-total Salaries & Benefits 69,104,459 68,115,107

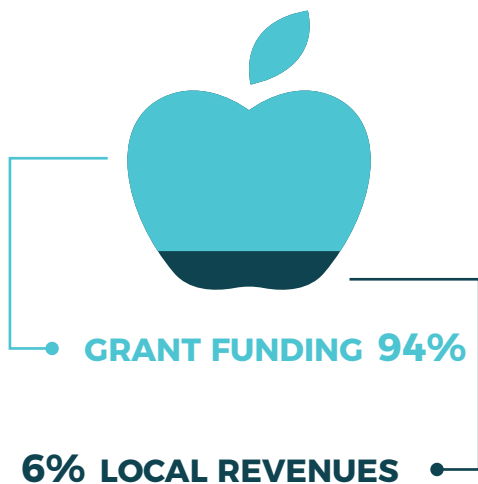
Purchased Services, Supplies & Contracts 18,570,180 19,304,886

Debt Servicing (Amortization and interest) 4,394,317 3,008,011

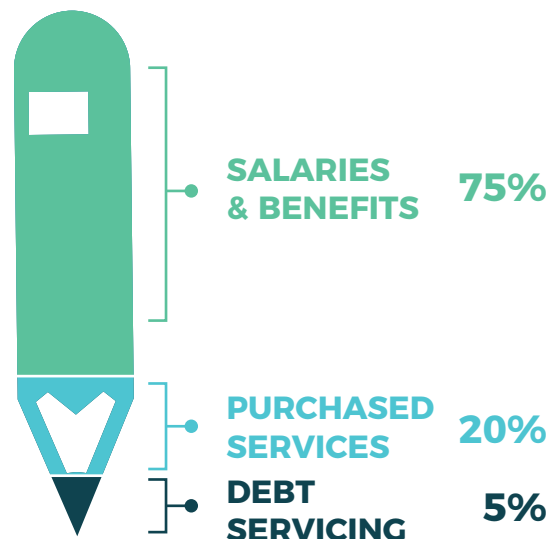
Total Expenditures \$ 92,068,956 \$ 90,428,004

Surplus (Deficit) for the year \$ 1,523,280 \$ (586,931)

REVENUE BY SOURCE



EXPENSES BY OBJECT

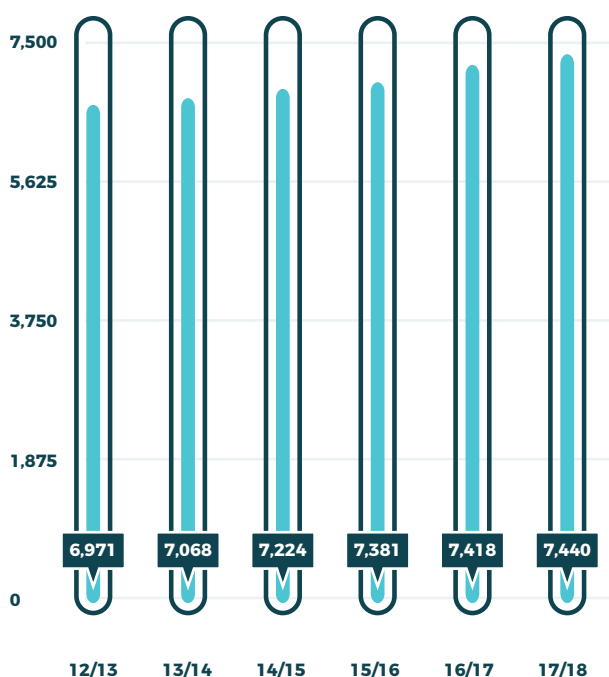


EXPENDITURE SUMMARY

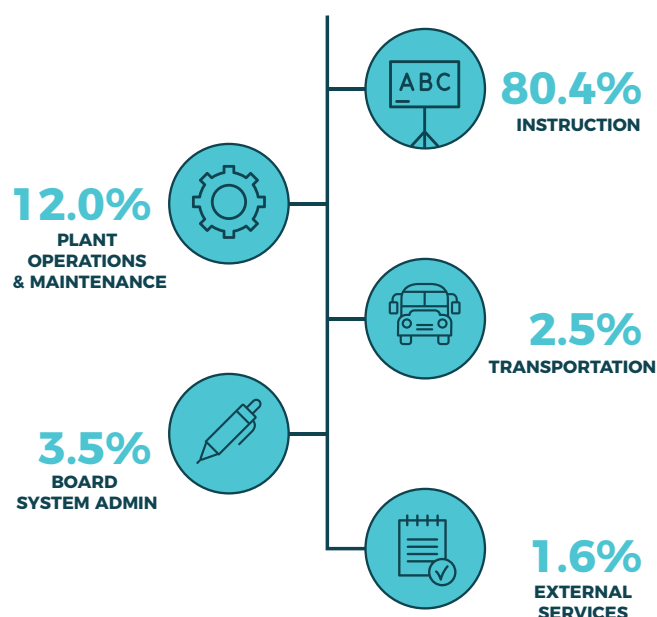
- by Funding Block

	2017-18 ACTUAL	2016-17 ACTUAL
INSTRUCTIONAL BLOCK	\$ 73,258,566	\$ 72,743,354
SUPPORT BLOCK		
Plant Operations & Maintenance	11,918,688	10,809,911
Transportation	2,250,333	2,215,955
Board Governance & Administration	2,838,043	3,204,254
External Services	1,803,326	1,454,530
<i>Total Support Block</i>	18,810,390	17,684,650
<i>Total Expenditures</i>	\$ 92,068,956	\$ 90,428,004

STUDENT ENROLMENT - 5 YEAR TREND



EXPENSES BY FUNDING BLOCK 2017-2018



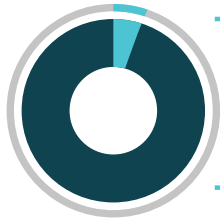
OTHER COST INFORMATION

	2017-18 ACTUAL	2016-17 ACTUAL
STUDENT ENROLMENT	7,440	7,418
COST PER PUPIL BY FUNDING BLOCK		
Instruction	\$ 9,847	\$ 9,806
Operations & Maintenance	1,602	1,457
Transportation	302	299
Governance & Administration	381	432
<i>Total</i>	\$ 12,132	\$ 11,994

BUDGETED REVENUES & EXPENSES

REVENUES: 2017-2018

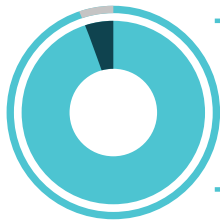
FUNDING SOURCE



6.4%

LOCAL REVENUES

\$6,012,789



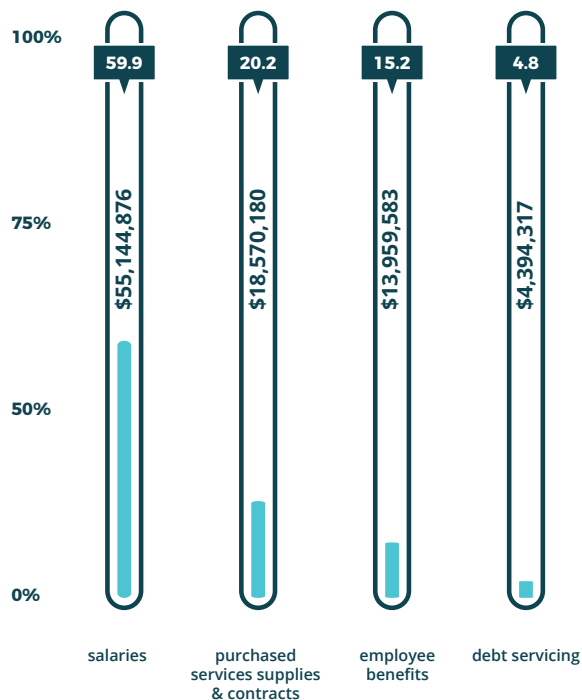
93.6%

GRANT FUNDING

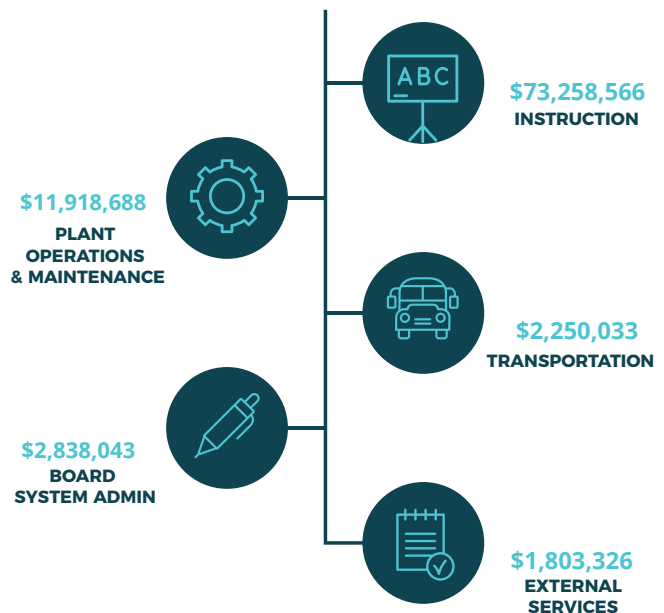
\$87,579,447

EXPENDITURES: 2017-2018

EXPENSE TYPE - (BY OBJECT)



EXPENSE BY FUNDING BLOCK



BUDGET OF OPERATIONS

	FALL BUDGET 2018-19 current year	INCREASE (DECREASE)	%	SPRING BUDGET 2018-19 current year	INCREASE (DECREASE)	FALL BUDGET 2017-18 previous year
REVENUES						
Alberta Education	\$86,554,200	\$489,200	0.6%	\$86,065,000	(\$262,800)	\$86,327,800
Other - Government of Alberta	<u>\$506,900</u>	<u>\$18,200</u>	<u>3.7%</u>	<u>\$488,700</u>	<u>(\$197,000)</u>	<u>\$685,700</u>
Sub-Total - Government of Alberta	\$87,061,100	\$507,400	0.6%	\$86,553,700	(\$459,800)	\$87,013,500
Other Alberta School Authorities	\$155,800	\$0	-	\$155,800	\$17,100	\$138,700
Fees	\$888,000	\$300	0.0%	\$887,700	(\$19,000)	\$906,700
Other Sales and Services	\$2,076,500	(\$25,400)	(1.2%)	\$2,101,900	(\$232,200)	\$2,334,100
Investment Income	\$146,500	\$19,000	14.9%	\$127,500	\$7,500	\$120,000
Gifts and Donations	\$205,000	\$28,500	16.1%	\$176,500	\$0	\$176,500
Rental of Facilities	\$75,000	\$5,000	7.1%	\$70,000	\$0	\$70,000
Fundraising	<u>\$550,000</u>	<u>(\$28,600)</u>	<u>(4.9%)</u>	<u>\$578,600</u>	<u>\$0</u>	<u>\$578,600</u>
Total Revenues	<u>\$91,157,900</u>	<u>\$506,200</u>	<u>0.6%</u>	<u>\$90,651,700</u>	<u>(\$686,400)</u>	<u>\$91,338,100</u>
EXPENSES BY PROGRAM						
Instruction - ECS	\$10,259,900	(\$153,100)	(1.5%)	\$10,413,000	\$237,400	\$10,175,600
Instruction - Grades 1-12	<u>\$63,646,800</u>	<u>\$1,382,400</u>	<u>2.2%</u>	<u>\$62,264,400</u>	<u>(\$13,500)</u>	<u>\$62,277,900</u>
Sub-Total - Instruction	\$73,906,700	\$1,229,300	1.7%	\$72,677,400	\$223,900	\$72,453,500
Plant operations and Maintenance	\$10,883,300	(\$659,300)	(5.7%)	\$11,542,600	(\$324,400)	\$11,867,000
Transportation	\$2,335,800	\$30,400	1.3%	\$2,305,400	\$47,000	\$2,258,400
Board and System Administration	\$2,988,700	(\$40,300)	(1.3%)	\$3,029,000	(\$191,200)	\$3,220,200
External Services	<u>\$1,043,400</u>	<u>(\$53,900)</u>	<u>(4.9%)</u>	<u>\$1,097,300</u>	<u>(\$441,700)</u>	<u>\$1,539,000</u>
Total Expenses	<u>\$91,157,900</u>	<u>\$506,200</u>	<u>0.6%</u>	<u>\$90,651,700</u>	<u>(\$686,400)</u>	<u>\$91,338,100</u>
Operating Surplus (Deficit)	-	-		-	-	-

FTE RECONCILIATION

	FALL BUDGET 2018-19 current year	INCREASE (DECREASE)	%	SPRING BUDGET 2018-19 current year	INCREASE (DECREASE)	FALL BUDGET 2017-18 previous year
STAFF - PER WAGE & BENEFIT ANALYSIS						
CERTIFICATED						
Instruction - School Based	425.1	(1.1)	(0.2%)	426.2	(1.7)	427.9
Instruction - Central or Non-School Based	4.0	-	-	4.0	1.0	3.0
Sub-total	429.1	(1.1)	(0.2%)	430.2	(0.7)	430.9
Board & Administration	3.0	-	-	3.0	(2.0)	5.0
Total - Certificated	432.1	(1.1)	(0.2%)	433.2	(2.7)	435.9
NON-CERTIFICATED						
CUPE						
EAs - Division funded	98.7	5.8	6.2%	92.9	(2.7)	95.6
EAs - PUF funded	64.0	1.0	1.6%	63.0	-	63.0
Total - EAs	162.7	6.8	4.4%	155.9	(2.7)	158.6
Clerical	38.7	-	-	38.7	(0.5)	39.2
Custodial	43.5	(0.1)	0.2%	43.6	0.1	43.5
Total - CUPE	244.9	6.7	2.8%	238.2	(3.1)	241.3
Non-Unionized	73.2	11.3	18.3%	61.9	3.5	58.4
Total (Non-Certificated)	318.1	18.0	6.0%	300.1	0.4	299.7
Grand Total - All Staff	750.2	16.9	2.3%	733.3	(2.3)	735.6
STAFF - PER FUNDING BLOCK						
CERTIFICATED	432.1	(1.1)	(0.3%)	433.2	(2.7)	435.9
NON-CERTIFICATED						
Instruction - General	162.1	10.2	6.7%	151.9	(1.7)	153.6
Instruction - PUF	66.7	0.9	1.4%	65.8	-	65.8
Sub-total Instruction	228.8	11.1	5.1%	217.7	(1.7)	219.4
POM	56.5	0.1	0.2%	56.4	0.1	56.3
Transportation	1.0	-	-	1.0	-	1.0
Board & Administration	18.8	-	-	18.8	2.0	16.8
External	13.0	6.8	110%	6.2	-	6.2
Total - Non-Certificated	318.1	18.0	6.0%	300.1	0.4	299.7
Grand Total - All Staff	750.2	16.9	2.3%	733.3	(2.3)	735.6

KEY BUDGET ASSUMPTIONS INFORMATION

ENROLMENT:

Budget is based on student count.	Fall 2018-2019	Spring 2018-2019	Increase
	7,488	7,440	48 students

Grant Rates:

Instruction

- Base Grants (frozen last 3 budgets) 0%
- Class Size 0%
- All other instruction grant allocations were maintained at the 2015/2016 funding rates..... 0%

Facilities

- POM - Plant Operations and Maintenance 0%
- IMR - Infrastructure Maintenance and Renewal 13%

Transportation..... 0%

WAGES & BENEFITS:

The wage and benefit projection is based on known and estimated increases.

- Teachers 0%
- Reasonable provision has been made for other groups

IN SUMMARY:

The budget reflects a balanced budget.

SPRING COMMENTS

GRANTS:

Instruction - Budget was based on student count of 7,440 students.

As well the grant rates below were changed as follows:

- Base Grants - virtually no changes - decrease of (\$300).
- Class Size - decreased 4.8% or (\$165,300) - decrease in K-3 students.
- Inclusive Education Grant - increased 1.3% or \$65,400 - due to more students with refugee codes (up to 110 refugees).
- Small Schools by Necessity - increased by \$170,700.
- Administrative Claw Back - increased by \$136,000 or 40% due to a claim by the Province on savings in LAPP employer contributions.
- Nutrition Funding- increased by \$84,000 or 34%.
- Regional Collaborative Services - increased \$128,100 mainly due to a conversion of services into direct funding from RCSD.
- Teacher Pensions - large decrease of (\$316,700) due to reduced contribution rate by 1% and 2.7 less teacher FTE on staff.
- PUF - increased \$329,700 or 5%.
- Supported Amortization - decreased (\$4,500).
- Other Instructional Grants - were maintained at the 2015-16 levels
- Overall the grant revenues increased by .2 of 1% or \$170,300.

FACILITIES:

- POM - increased 1.5% or \$85,800.
- IMR - decreased 13% or (\$316,000).
- Supported Amortization- decreased .2% or (\$5,100).

TRANSPORTATION:

- Funding rates were unchanged from 2015-16 (third year). However, the Division did not qualify for some anticipated funding.

SPRING COMMENTS *continued*

EXTERNAL SERVICES:

- Key change was the termination of the Division run Before and After (B&A) School program. This service has been tendered and will be run by the YMCA in 2018-19.

GRANTS:

As such, there was a loss of \$197,000 in subsidies (which was offset by a reduction in operating expenses).

- Grants in total have decreased .5 of 1% or (\$459,800) - but if you removed the items that are enveloped or have direct offset costs - such as PUF, IMR, and Supported Amortization - there remains a decrease in discretionary grants of .2 of 1% or (\$162,300).

LOCAL REVENUES:

- Key change is the termination of the B&A School Program resulting in a loss of (\$259,400) of user fees.
- Other changes in Local Revenues are fairly minor, excluding the B&A Program local revenues reflected an increase of \$36,800.

WAGES AND BENEFITS (W&B):

- Wages and Benefits decreased by 2.3% or (\$897,700).
- Certificated FTE have decreased by 2.7 FTE and non-certificated have increased by .4 FTE, for a net decrease in staff of 2.3 FTE.
- Consolidated some outreach programs into one site, saving .5 certificated FTE and 1 EA.
- Reduction of Optimal Learning Consultants from 11 to 10, due to a retirement, saving 1.0 FTE.
- Reduction of 1.0 teachers due to student movement from K-3 into 4-6 which brings with it less class size funding.
- The remaining EA reductions were minor.
- Added 2.5 FSLWs with RCSD funds, traded services from AHS with Division staff.
- Added a position in Human Resources to assist with volume of workload and manage attendance and wellness of staff.

While W&Bs went down 2.3% or (\$897,700), if you remove reductions that had a reduction in offset funding you are left with a net reduction or savings of (\$310,800).

PURCHASED SERVICES:

Instruction - With Offset Funding:

- Reduced Mental Health services (AHS—RCSD) - (\$115,000)
- PUF increased by \$344,400
- Nutrition Program increased by \$84,000

Without Offset Funding:

- Hour Zero in 2017-18 reduced in 2018-19 - (\$103,700)
- Site Based Mini-budgets - increased support - \$117,200

Gross increase in expenditures in Instruction is \$463,700. However the net increase in expenditures without offset funding is \$150,800.

PLANT, OPERATIONS AND MAINTENANCE: IMR was reduced by \$316,000, leaving a residual increase without offset funding of \$9,600.

TRANSPORTATION: Increase of \$47,300 mostly due to the built in 2% escalation clause with the service provider.

Board and Administration: Increase by \$17,700, mostly due to the addition of a Communications Officer and TEBA.

EXTERNAL SERVICES: Reduced by (\$41,400) the majority of which is from the termination of the Before & After School Program.

Purchased Services increased by \$180,900 overall. However, if you remove the reductions that had offset funding reductions you are left with a net increase of \$215,000.

CAPITAL EXPENDITURES AND FUNDING: There are no major capital projects budgeted for 2018-2019.

FALL COMMENTS

ENROLMENT:

Growth of 48 students or .6 of 1% from Spring estimates. As well, our refugee students have grown to 154 from 109 in the Spring.

OPERATIONS SUMMARY:

There were only minor changes in the Fall Update from the Spring budget.

The key change from the Spring is the additional grant funding from the enrolment growth and the additional refugee students. In total grants will increase by \$507,400. With that funding the Division has added 6.8 Educational Assistants in the classrooms.

There has also been some restructuring of our Family School Liaison Workers and Success Coaches with the majority of the funding coming from Regional Collaborative Services or a shift from purchased services to wages and benefits.

Revenues in total increased \$506,200 as did expenses. The Budget was balanced in the Spring and remains balanced.

CAPITAL EXPENDITURES AND FUNDING:

We have added some IMR projects that are anticipated to be capitalized in the amount of \$718,000.

For more information contact Secretary Treasurer Jerry Labossiere 403.528.6700.

Complete Audited Financial Statements, including notes and schedules, for the year ended August 31, 2018 and detailed information on School Generated funds are available on the MHPSD website.

- Links:**
- [Audited Financial Statements](#)
 - [2018-2019 Budget](#)
 - [SGF Fund Information \(page 29\)](#)
 - [Roll up of AFS Information](#)

A woman with long dark hair and glasses, wearing a red and black plaid shirt, is sitting at a table with a young boy. The boy is wearing an orange and blue plaid shirt. They are both looking down at a deck of cards on the table. The woman is holding the cards, and the boy is looking at them with a smile. There are several cards on the table, including one with the text "CANADIAN TIRE". A blue cup with a cartoon character is on the table. The background shows a wooden table and a yellow chair.

**2017-2018 HIGHLIGHT:
ENHANCEMENT OF
SOCIAL/EMOTIONAL
SUPPORTS**



FACILITY & CAPITAL PROJECTS AND PLANS

FACILITY AND CAPITAL PLANS

Three-Year Capital Plan 2018-2021

PROGRAM CHANGE HIGHLIGHTS:

October, 2018:

- Medicine Hat High School - CAPE modernization is complete

September, 2021:

- Connaught School modernization is complete

September, 2020:

- Crestwood School modernization is complete

September, 2023:

- Alexandra Middle School modernization & addition is complete
- River Heights School modernization is complete

3 YEAR CAPITAL PLAN 2019-2022

PROJECT	CATEGORY	COST
2019-2020		
Connaught Modernization & Addition	Modernization	\$19,698,200
<i>Subtotal</i>		\$19,698,200
2020-2021		
Crestwood Modernization	Modernization	\$11,997,500
<i>Subtotal</i>		\$11,997,500
2021-2022		
Alexandra Modernization & Addition	Modernization	\$15,781,500
River Heights Modernization	Modernization	\$6,324,700
<i>Subtotal</i>		\$22,106,200
<i>Total 3 years</i>		\$53,801,900

SCHOOL RENOVATIONS

Total Expenditure \$72,000

SCHOOL	PROJECT	DESCRIPTION
CENTRAL OFFICE	Renovations	Installed a glass privacy wall by the south executive offices, renovated various meeting rooms and offices to accommodate the changes in staffing
CHHS	Fire Sprinkler	Replaced the main fire sprinkler backflow device
	Landscaping	Upgraded the landscaping at the front entrance
CRESTWOOD	Optimal Learning Coaches office	Renovated a classroom area for an office for six OLC staff
	Irrigation	Repaired an irrigation system main line under the front driveway
ELM STREET	Kitchen/ classroom	Renovated former day care space into a kitchen for the new nutrition program and a classroom
VINCENT MASSEY	BEST Team	Installed furniture and set up a classroom for the BEST team
Y SCHOOL	Relocation	Relocated the Saamis and McMan REAL programs to the Y School

INFRASTRUCTURE MAINTENANCE AND RENEWAL PROGRAM

Total Expenditure \$3,464,735

September 2017 to August 2018

SCHOOL	PROJECT	DESCRIPTION
Alexandra	Elevator	Addition of an elevator for accessibility - shaft constructed in prior year, elevator installed in 2018
	Roofing	Replaced the roofing above the multi-purpose room hallway
Alexandra, George Davison, Herald, River Heights and Ross Glen	Exterior Entrances Replacement	Replaced all wooden entrance doors and frames in five schools
Crestwood, Elm Street, Herald School and Medicine Hat Christian	Teaching wall/Epson boards	Upgraded the teaching walls in four schools – includes Epson board, projector, sound system, teacher workstation, whiteboards, tackboards and repainting
CHHS	Controls	Upgraded the HVAC controls system
	Roofing	Replaced the roofing above the learning commons and CTS – Vis. Comm. area
Elm Street	Boilers	Replaced the boiler, pumps and modified the ventilation system
Herald	Roofing	Replaced the roofing above the 1967 classrooms, library, science and staff room area
MHHS	Controls	Upgraded the HVAC controls in the Fine Arts Building
	NE Washrooms Upgrade	Replaced the washrooms sinks and added a custodial sink in the north east student washrooms of the south building
Ross Glen	Roofing	Replaced the roofing of the gymnasium and eight portables
Southview	Exterior Finishes	Replaced the down spouts and wooden panels on the exterior of the six portables
	Entrance Accessibility	Installed accessible door operators on the front entrance doors and an accessible curb in the sidewalk
Vincent Massey	Lighting / Ceiling Upgrade	Replaced all lighting fixtures in the school and upgraded the classroom ceilings
Webster Niblock	Water Service Upgrade	Replaced the main water service

CAPITAL PROJECTS

Total Expenditure \$7,511,950

September 2017 to August 2018

SCHOOL	PROJECT	DESCRIPTION
CAPE SCHOOL	Modernization	Funding for the CAPE Modernization was announced in January 2014 in conjunction with the MHHS Modernization. The plan consists of renovation of the north west area of the old Medicine Hat High School for the CAPE charter school. The design and tendering were completed in 2017. Construction started in January 2018 and is scheduled for completion in October 2018.
DR. KEN SAUER SCHOOL	New School	Construction started in August 2016 and the building was completed for occupancy in August 2017. Solar panels were installed and operational in November 2017.
DR. KEN SAUER SCHOOL	Modular Classrooms Addition	Based on projected high opening enrolment, two (2) new modular classrooms were added and opened in March 2018. The addition raises the capacity of Sauer to 348 students.
HERALD SCHOOL	Modular Classroom Addition	The relocation of two (2) modular classrooms from Canmore, Alberta to Herald School was tendered in July 2018. The modular will be added in 2018-2019 for expected enrolment increase due to the conversion of Connaught School from dual track to French Immersion only in September 2019.
MEDICINE HAT HIGH SCHOOL	Modernization	The final phase of the 3-year renovation project was complete at the end of August 2018. It consisted of site work and parking areas. The 1339 student capacity school is now complete.

COMPLIANCE

PARENT INVOLVEMENT

Opportunities for parental involvement in MHPSD's improvement plans include:

- ◆ Highlights from the division three year plan are shared at council of school council meetings.
- ◆ School councils review school-based school plan reports.
- ◆ Division three year plan is posted on our website.

TIMELINES AND COMMUNICATION

This plan is communicated to the parents and public through the following:

- ◆ School councils
- ◆ Online at: www.mhpsd.ca
- ◆ The council of school councils that meet annually
- ◆ Public board meetings
- ◆ Information disseminated through schools (for information on school results reports, contact the school principal)
- ◆ MHPSD Facebook page

Each school is expected to involve their school council in the preparation of individual school plan reports. These are generally brought to school council meetings for discussion and approval. Links to school plan reports and AERR's can be found on school websites.

WHISTLEBLOWER PROTECTION

The Public Interest Disclosure (Whistleblower Protection) Act requires that school boards have a policy regarding public interest disclosure and that the chief officer make an annual report on the number of disclosure and investigations.

As a result of Section 32 of the Public Interest Disclosure Act (2013) MHPSD developed Policy 534: WHISTLEBLOWER PROTECTION. Policy 534 can be read in full here: [Policy 534](#)

Disclosures are reported in this annual report for MHPSD relating to the Whistleblower Protection Act.

Number of Inquiries: 0

Number of Complaints: 0

A group of children and adults are standing on a sidewalk outdoors. The image is overlaid with a semi-transparent teal color. In the background, there are trees and a building. A speed limit sign for 30 is visible on the left. The children are wearing various jackets and some are waving. Two children in the foreground are holding large, fluffy pom-poms.

**2017-2018 HIGHLIGHT:
IMPROVEMENT IN 75 %
OF APORI CATEGORIES
RANKED EXCELLENT
IN SAFE & CARING
SCHOOLS, PROGRAM OF
STUDIES, AND SCHOOL
IMPROVMENT**



APPENDIX A

2017 - 2019 REFLECTIONS

OUTCOME ONE: Alberta's Students are Successful

Reflections & Planning (Figures 3-6)

17/18 STRATEGIES

Data Analysis Training for Administrators

- ◆ After school specials
- ◆ Site superintendent visits to support data analysis
- ◆ Common reporting tools

Dossier

- ◆ Uploading last five years diploma & PAT data
- ◆ Software support
- ◆ School data analysis

School Based Achievement Action Plans

- ◆ Results analysis
- ◆ Targeted plan for student support
- ◆ Lead indicators
- ◆ Professional learning plans

Development of the OLE

- ◆ Finalization of OLE document
- ◆ Lead teams to develop continuum of supports

Embedded Collaborative Time Expectation

Deployment of OLC's

- ◆ Deployment of OLC's
- ◆ OLC's assigned to priority schools
- ◆ OLC's provide school/division wide professional learning sessions
- ◆ OLC request form connected to student evidence and evidence of current practice

Initiation of Collaborative Response Model Improve Our Collective Data Analysis Skills

- ◆ Schools lead teams will develop site-based plans
- ◆ CRM teams develop meeting norms
- ◆ Administrators facilitating CRM meetings (CTM's)

Screens

- ◆ Grade 1-10 MIPI Screen
- ◆ Grade 1-10 STAR Screen
- ◆ Analysis of data
- ◆ Other locally developed screens

Classroom Support Teachers (CST's)

- ◆ Role clarification
- ◆ Connection to CRM team meetings
- ◆ Day-to-day classroom support at tier II, III
- ◆ Learning plan & training

17/18 REFLECTION

- Admin training, incorporated learning into their results and CRM meetings
- Superintendents visit schools minimum once per month to support
- Common reporting tools positively received by schools

- Data uploaded for PATs and DIPs
- Training sessions held for school-based teams
- Schools requested and received teacher access to the data

- Each school completed an action plan and shared with site superintendent
- Schools utilized plans as part of CRM
- Admin used this as part of developing professional learning plans for schools

- Support documents and website developed
- [OLC Website](#)
- Each school developed an academic and/or social emotional continuum of support

- Each school embedded collaborative time for teachers in the timetable

- Full deployment of OLCs during school-based professional development (PD) days
- Developed key support resources to support schools and individual teams of teachers
- <https://sites.google.com/sd76.ab.ca/olcsite/home>
- After school specials provided and connected to key learning needs of teachers as requested and/or identified through school administration
- OLC professional learning focused on ensuring in-depth knowledge of key learning priorities ie: assessment, literacy, numeracy, technology

- CRM steering committee met five times
- School lead teams developed and shared CRM implementation plans
- Division CRM implementation guide developed
- CTM's were conducted in all schools

- MIPI administered to all grade 2-10 students
- STAR administered to all grade 2-10 students
- OLC support provided in analyzing data
- Initial engagement with system, school, and grade level reflection on data trends, required responses and opportunities

- CST role and responsibility guide developed
- Clarity on role of CST in relation to CTM's
- Met five times during year for professional learning
- CST's placed on school's CRM leadership teams

17/18 STRATEGIES *continued*

Creation of BEST

- ◆ Build capacity at the school level to support students
- ◆ Working alongside school team – teachers, EA's, CSTs, families
- ◆ Supports put in place before team is accessed
- ◆ Referral form created

Changes to Accommodations

- ◆ Provincial changes allow students easier access to supports
- ◆ Documentation in Dossier

Division Reporting Initiative

- ◆ Pilot schools (Dr Ken Sauer & Ross Glen) testing new elementary report card
- ◆ OLC assessment team to support implementation
- ◆ Division committee
- ◆ Parent feedback

Attendance Supports

- ◆ New processes from office of student attendance and re-engagement (OSAR)
- ◆ Development of related policy and admin procedures
- ◆ Utilization of Dossier data
- ◆ Train FSLWs to facilitate OSAR restoration circles

17/18 REFLECTION *continued*

- BEST worked with school-based teams (classroom teachers, EA's, CST's and administrators) to support programming for students requiring tier III and IV supports.
- BEST, with the school-based supports ie occupational therapy, support planning for student's sensory needs and programming for sensory breaks
- Referral form was streamlined and placed on division website for easier access for teachers

- More students accessed the two universal accommodations
- Feedback from schools indicated that they managed this and parent communication well
- CST's workflow much improved

- Pilot schools provided parent and teacher feedback
- Professional learning embedded and tailored for each elementary school to reflect outcomes informed assessment and reporting
- Middle school assessment committee developed middle school assessment and reporting plan
- Each school administration team developed an assessment professional learning plan to support teachers and school context

- Two community conference facilitators received training in November
- Conducted four conferences- with mixed results
- Policy 605 updated
- AP 605 created (Summer 2018)
- Exhibit 605 attendance continuum of supports developed

19/20 STRAT PLANNING

- ◆ Data Analysis part of cadence of planning
- ◆ Training to support more sophisticated analysis
- ◆ Streamline tools

- ◆ Software connected to data analysis above
- ◆ Utilize each of the modules in Dossier
- ◆ Support for those new to the tools

- ◆ Year planning cadence established
- ◆ March – Collaborative staffing planning
- ◆ May – Cypress draft goals
- ◆ June – Process with staff
- ◆ Fall – Update documents – feed into system plan

- ◆ Areas of focused support in implementation will be identified using school and system evidence

- ◆ Collaborative time well established
- ◆ Criteria for effective collaborative time developed
- ◆ Effectiveness of collaborative time evaluated

19/20 STRAT PLANNING

- Data analysis part of cadence of planning
- Training to support more sophisticated analysis
- Streamline tools

- Software connected to data analysis above
- Utilize each of the modules in Dossier
- Support for those new to the tools

- Spring of 2021 – Community engagement sessions to support next three year plan cycle
- Schools to consider same for their sites

- Review of OLE in the context of new K–4 curriculum and engagement with grade 5–9 curriculum

- Effectiveness of collaborative time evaluated
- Collaborative time and implementation of new curriculum

19/20 STRAT PLANNING *continued*

- ◆ Facilitate communities of practice connected to curriculum engagement and implementation for K-4 teachers
- ◆ Teachers co-create and identify collaborative inquiry and reflection based on individual and team instructional goals

- ◆ Schools continue to develop capacity and depth of CRM.
- ◆ Continuum of supports reflects increased depth and breadth of application to support academic and social emotional needs

- ◆ Trends are identified and inform continuum of support tier I, II, III interventions
- ◆ Identify and share diagnostic classroom based assessment
- ◆ Identify progress monitoring structures connected to priority areas

- ◆ Learning plan to match needs and goals
- ◆ Bursary support for post-secondary learning
- ◆ Shelley Moore presentation

- ◆ Accommodations embedded into teacher daily practice
- ◆ Staff recognize when to put accommodations in place and how to support the withdrawal of any as a student gains a skill

- ◆ Elementary reporting process and design reflects new curriculum and outcomes informed assessment practices
- ◆ Middle school teachers utilize a common achievement indicator scale to reflect learning and grades
- ◆ Power Teacher Pro is utilized by middle school and high school teachers as part of a larger communication of student learning reflecting quality assessment practices
- ◆ Each school develops a school wide assessment plan and engages with broader school community as appropriate

- ◆ Implement attendance committee recommendations
- ◆ Common processes across schools
- ◆ Ongoing monitoring of attendance rates

19/20 STRAT PLANNING *continued*

- Facilitate communities of practice connected to curriculum engagement and implementation for grades 5-9 teachers

- Schools continue to develop capacity and depth of CRM
- Continuum of supports reflects increased depth and breadth of application to support academic and social emotional needs

- Trends are identified and inform continuum of support tier I, II, III interventions
- Identify and share diagnostic classroom based assessment
- Identify progress monitoring structures connected to priority areas
- Trends are identified and inform continuum of support tier I, II, III interventions
- Identify and share diagnostic classroom based assessments
- Identify progress monitoring structures connected to priority areas

- Learning plan to match needs and goals
- Bursary support for post-secondary learning

- Accommodations embedded into teacher daily practice
- Staff recognize when to put accommodations in place and how to support the withdrawal of any as a student gains a skill

- All schools review and revise school wide assessment plans to support new curriculum implementation as appropriate

- Implement attendance committee recommendations
- Common processes across schools
- Monitor attendance rates

17/18 STRATEGIES

Collection of Local Measures

- ◆ Principal's council with feedback from homerooms
- ◆ OurSchool local measures with high school specific questions

CRM as High School Re-design

- ◆ Administration of screens
- ◆ CRM team meetings
- ◆ Analysis of instructional practice

Specific Re-Design At MHHS/CHHS/Outreach

- ◆ New course offerings
- ◆ New credit opportunities
- ◆ New student groups
- ◆ Dual credit opportunities
- ◆ Flexible scheduling – career & technology studies (CTS)
- ◆ Blending of grade 10-1 and 10-2 courses
- ◆ MHHS building modernization

Increasing Completion Rate Strategies

- ◆ Credit recovery
- ◆ Added/improved course options to increase engagement
- ◆ Increased credit opportunities
- ◆ Modularized calm/ physical education
- ◆ Flexible scheduling
- ◆ Increased work experience/ registered apprenticeship program (RAP) credits

Lower Drop Out Rate Strategies

- ◆ Partnerships ie. mental health, FNMI
- ◆ CST's
- ◆ MHHS piloting "Brain Break", access to facility outside of class time

Transition Rate Strategies

- ◆ Work experience/RAP
- ◆ Career planning day
- ◆ Local data tracking efforts
- ◆ Post-secondary filed trips

17/18 REFLECTION

- Student voice in decision-making
- Student input on tutorial time, use of spaces, course offerings
- Student ownership in school culture
- Student engagement session May 2018

- MIPI screen administered – grade 10
- STAR screen administered – grade 10
- Locally created social studies screen developed
- Teachers use data to create tutorial sessions on required outcomes to support students

- Tremendous response on new course enrolment
- Increased credit enrolment units (CEU) per student average
- Increased attendance at one of our high schools
- CTS courses at maximum capacity as a result of changes
- MHHS notes improved sense of safety and comfort in school since modernization

- Teachers/counsellors identifying students with opportunity to improve grades through credit recovery
- Noted improvement in attendance at one of our high schools attributed to increased student choice

- Noted higher levels of student need
- "Brain Break" strategy allowed students time to catch up and refocus
- Increase in support from our mental health partners
- Maintained/improved safe and caring result/drop out rate

- No improvement in this result
- Continued to provide students opportunities to connect with off campus opportunities
- Formation of comprehensive guidance committee in June 2018

19/20 STRAT PLANNING

- ◆ Qualitative increase in student connectedness to schools in APORI/OurSchool data
- ◆ Expand student voice group(s)
- ◆ Develop local measure tools

- ◆ Monitor impact of prior year(s) strategies and adjusting as necessary
- ◆ Schedule and staff adjustments as necessary to better facilitate CRM

- ◆ Monitor impact of prior year(s) strategies and adjusting as necessary
- ◆ Schedule and staffing adjustments as necessary to better facilitate offerings

- ◆ Implement school wide assessment plans
- ◆ CHHS – Middle school/high School strategic planning
- ◆ Monitor adjustments to registration processes
- ◆ Implement of attendance committee recommendations
- ◆ Introduce MyBluePrint to grade eight students

- ◆ Monitor impact of graduation tracking processes
- ◆ Implement attendance committee recommendations
- ◆ Continue with expanded mental health supports
- ◆ Potential for e-mental health supports

- ◆ Implement recommendations from comprehensive guidance committee
- ◆ Implement attendance committee recommendations
- ◆ Data informed decisions on grade 12's

19/20 STRAT PLANNING

- Qualitative increase in student connectedness to schools in APORI/OurSchool data
- Support the student voice
- Consider role of student voice in next three year planning cycle

- Monitor impact of prior year(s) strategies and adjust as necessary

- Examine APORI results over the three year period impacts next planning cycle

- Clarity of assessment pathway for teachers and students related to outcomes and student goals
- Software supports the processes

- Monitor impact of previous year's strategies around graduation, attendance and mental health supports

- Monitor impact of previous year's strategies around graduation & attendance
- Develop partnerships with post-secondary institutions

17/18 STRATEGIES

Communication and Assurance

- ◆ Publicize terminology related to citizenship measures
- ◆ Develop local measures to better understand parent response
- ◆ Community facilitation day

Students

- ◆ Engaging students in policy and rule development
- ◆ Review documentation procedures with schools to support behaviour management

High School Specific Strategies

Career Transition Strategies and Promotion

17/18 REFLECTION

- Schools increased positive communications prior to APORI administration
- Community facilitation day held Mar 2018, 45 participants shared feedback on our data
- OurSchool survey - Apr 2018 grades 4-12

- OurSchool survey conducted
- Student engagement session in May 2018 - 30 participants
- AP developed (Summer 2018) for documentation

- High school reflections above

- High school reflections above

19/20 STRAT PLANNING

- ◆ Cadence of planning is developed – APORI data, OurSchool results, local measures feed into school planning cycle
- ◆ Schools use data to make staffing decisions in March/April
- ◆ Schools use data to develop school plans alongside their stakeholders in May/June

- ◆ Student voice committee expands and becomes more student directed
- ◆ Feedback gathered from students on construction and facilitation of the committee is implemented
- ◆ Student voice informs school and division planning

19/20 STRAT PLANNING

- Schools and school system tweak and adjust plans based on stakeholder feedback
- Spring 2021 – School division engages in full engagement process to develop 2021-2025 plan

- Students are drawn into the data analysis conversation – their perspectives are used to draw conclusions and inform decision making and planning

OUTCOME TWO: ALBERTA'S EDUCATION SYSTEM SUPPORTS FIRST NATIONS MÉTIS, AND INUIT STUDENTS' FOR SUCCESS

Reflections & Planning (Figures 7-8)

17/18 STRATEGIES

FNMI Educator

- ◆ Increase knowledge and understanding of FNMI history, Treaty and Aboriginal rights, lands, cultures and languages.
- ◆ Planning and programming
- ◆ Supporting attendance

FNMI - FSLW

- ◆ Support social and academic needs
- ◆ Build trust relationship with students and families
- ◆ Improve communication between students, parents, and schools

CRM

- ◆ Universal strategies to support FNMI outcomes
- ◆ Targeted strategies to support FNMI students
- ◆ Accessing CST's as necessary

Policy and/or Administrative Procedures

- ◆ Development of treaty recognition procedure

Professional Learning on Truth and Reconciliation

- ◆ Administrators
- ◆ Supporting classroom instruction

Attendance Supports

- ◆ New processes from OSAR
- ◆ Development of related policy and admin procedures
- ◆ Utilization of Dossier data
- ◆ Train FSLW's to facilitate OSAR restoration circles

Awareness Days and Celebrations

- ◆ Develop Treaty 7 Protocol
- ◆ Orange Shirt Day, History In the Hills (HIH), Medicine Wheel Program, Walking with Kokum, Blanket Exercise

- ◆ Local measures to collect data

- ◆ Student services program review

17/18 REFLECTION

- FNMI educator worked out of CHHS, classes from other schools visited. Events held at Cypress Hills
- FNMI educator supported students at CHHS with academic, social emotional and attendance needs

- FNMI - FSLW worked at all schools with the exception of CHHS.
- FNMI - FSLW supported students across the system with academic, social emotional and attendance needs

- Collaborative team meetings began at all schools
- Targeted attendance supports for some FNMI students community conferencing

- Admin procedure 730 developed and implemented: Indigenous voice
- Supporting documents, banners and posters provided to schools

- FNMI key resource document created and shared with all staff
- Links to resources provided

- Community conference facilitators trained (x2)
- Policy updated and admin procedure developed. Attendance continuum of supports developed.
- Administrators trained in Dossier attendance module, usage of filters

- Treaty 7 protocol developed and used at school/division events
- Orange Shirt Day celebrated at schools across the system, learning around residential schools
- Participation in HIH, Medicine Wheel, Walking with Kokum

- OurSchool Survey conducted in April 2018 – students could self-identify in survey

- Review of all programming. Many recommendations from this review embedded in our 2018-2019 strategies including development a stand-alone FNMI system goal.

19/20 STRAT PLANNING

- ◆ Policy and admin procedures developed and implemented
- ◆ Data embedded into school based plans
- ◆ Monitoring procedures developed and implemented
- ◆ Determine best model to support social emotional needs and academic needs as it relates to FNMI staffing
- ◆ Utilize feedback from 2018-2019 engagement to direct further community engagement planning
- ◆ Expand FNMI supports in schools through coordinator role, FSLW and/or child and youth care workers
- ◆ Expand class presentations to the schools by coordinator and/or other supports
- ◆ Support staff in embedding FNMI outcomes into daily planning
- ◆ Role of electronic registration to be considered
- ◆ Provide training for school-based supports on self identification conversations
- ◆ Continue with guest speaker series (Fall/Spring)
- ◆ Professional learning or social emotional supports around FNMI outcomes success coaches, FSLWs, etc.)
- ◆ Adjust attendance supports as necessary
- ◆ Explore additional post-secondary supports
- ◆ Offer service to the ATA mentorship group
- ◆ Ongoing part of staff onboarding
- ◆ Work with south zone partners to lead initiatives
- ◆ Communications plan – implement theme and monitor success during school year
- ◆ Support schools in executing the plan
- ◆ Work with partners to develop and host a conference in the fall of 2019
- ◆ Consider role of students
- ◆ Consider as part of a professional learning day
- ◆ Dependent on successful grant applications
- ◆ Develop plan to monitor programming
- ◆ Develop plan to implement successful supports if grant is no longer available

19/20 STRAT PLANNING

- Review and update policy and admin procedures to include revisions and additional supports
- Data collection and monitoring part of system plan in related areas (achievement, attendance, other APORI measures)
- CRM used as an on-going support model for FNMI students
- Engage with identified, target groups for specific feedback
- Monitor and adjust supports at schools, based on enrolment and need
- Examine a shift from class presentations to focus on supporting classroom teachers in building their capacity
- Adjust communications and publications as necessary (website, brochures, registration inserts)
- Connect guest speaker series to division wide celebrations and awareness initiatives
- Continue with professional learning connected to TQS, LQS
- Adjust attendance supports as necessary
- Celebrate successes; connect to engagement work and to communications work
- Offer service to the ATA mentorship group
- Ongoing participation in staff onboarding
- Connect strategy to conference hosting
- Continue with communications plan
- Second year of conference built on feedback from the previous event; connected to system outcomes and professional learning
- Dependent on successful grant applications and renewal of funding

OUTCOME THREE: ALBERTA'S EDUCATION SYSTEM RESPECTS DIVERSITY AND PROMOTES INCLUSION

Reflections & Planning (Figure 9)

17/18 STRATEGIES

Implementation of a CRM

- ◆ Establish OLE as a tier I universal standard
- ◆ Development of a continuum of supports as a four tier Model
- ◆ Utilization of screens to support instructional practice
- ◆ Use of collaborative response meetings to develop strategies and respond to student need

Creation of CST Roles To Support at the Tier II & III Level

- ◆ Inclusive education funds
- ◆ Minimum expectation of FTE
- ◆ Development of reference guide
- ◆ Development of learning plan
- ◆ Feedback/feed forward

English Language Learners (ELL) Supports

- ◆ Teaching staff
- ◆ Educational Assistants (EA's)
- ◆ Benchmarking

Software and Other Tools

- ◆ Dossier & customizations
- ◆ Screens
- ◆ School profiles
- ◆ Data analysis professional learning
- ◆ Local measures
- ◆ Just right rooms, intentional use of spaces

Student Services Program Review

- ◆ Regional collaborative service delivery
- ◆ AHS partners
- ◆ FSLW's
- ◆ MHCB
- ◆ CST's
- ◆ ELL
- ◆ FNMI
- ◆ Inclusion funds and staffing policy
- ◆ Connection to school profiles

Student Services Program Review

- ◆ Ongoing Violence Threat Risk Assessment (VTRA)
- ◆ Occupational Health and Safety Training (OH&S)
- ◆ Hour Zero Implementation
- ◆ School zone safety video
- ◆ Medicine Hat Police Service (SRO's & EPIC)

OLC's and Inclusion Tier I

BEST and Inclusion at Tier IV

FNMI Supports

17/18 REFLECTION

- OLE document published system wide
- Each school developed a continuum of supports
- All grade 1-10 students completed MIPI screen
- All grade 1-10 students completed STAR reading screen
- ELL benchmarking completed
- All schools conducted at least one CRM meeting

- Schools demonstrate spend targeted inclusion dollars
- Each school identified a CST and staffed minimum of 0.30 FTE
- CST reference guide and chart of responsibilities developed
- CST learning plan implemented
- Feedback gathered to make planning decisions for 2018-2019

- 1.68 school based teacher FTE
- 1.80 division based teacher FTE oversee/support student programming
- 3.42 school based EA FTE student support
- All ELL students benchmarked; data entered into Dossier
- Data used in developing learning plans for students
- ELL leads participated in student services review

- Some screen data uploaded to
- Accommodations noted in Dossier
- Staff utilize data in CRM meetings to inform instructional practice
- Schools used local measures to inform school plans
- Admin received professional learning for data analysis

Student Services Review - March 2018, Recommendations Implemented Included:

- Funds redirected to FSLW
- MHCB project internalized and expanded – seventh coach
- Schools can top up FSLW funds
- Alteration to Inclusive funding formula for school profiles
- Consolidation of some outreach programming – funds directed for "In-Reach"
- Changes to ELL deployment

- Upgraded OH&S training for maintenance, custodial and teachers including WHIMIS, First Aid, platform/forklift safety and other
- Hour Zero implementation completed first three phases

- See outcome #1

- See outcome #1

- See outcome #1

19/20 STRAT PLANNING

- ◆ Collaborative response has been planned for in each school's staffing sheets
- ◆ CRM is part of the cadence of how the school operates
- ◆ Support directed to facilitating stronger CTM meetings
- ◆ Support directed to utilizing software tools to support model
- ◆ Professional learning built on system needs as identified from staff input

- ◆ CST learning plan implemented
- ◆ Updates to ISP's implemented – focus on learning intentions
- ◆ Professional learning on the impact of assessment changes and inclusive education requirements

- ◆ Review lead ELL teacher FTE and deployment at schools
- ◆ Review ELL, EA FTE related to school populations
- ◆ Review ELL student numbers, time remaining in grant cycle
- ◆ ELL teachers continue with participation in CST professional learning
- ◆ ELL teachers gather input on capacity building needs

- ◆ Software training for staff continued
- ◆ Consider software training for new staff
- ◆ Increase support in area of universal design for learning
- ◆ Work with software partners to streamline and improve data

- ◆ Professional learning for FSLW's and success coaches related to school needs and individual needs
- ◆ Expand comprehensive school health planning
- ◆ Implementation of recommendations from division program review(s)
- ◆ Continue two year commitment to in-reach funds

- ◆ On going training as necessary

19/20 STRAT PLANNING

- Training considerations for staff new to the system
- Professional learning built on system needs as identified from staff input
- Update implementation guide
- School based staff consider sharing successes from model

- Professional learning on the impact of assessment changes and inclusive education requirements

- Implement necessary changes based on 2020-2021 data and feedback
- Implement recommendations (with necessary adjustments) from 2017-2018 Student Services Review

- Consider software training for new staff
- Needs assessment related to software professional learning
- Review licences with software partners

- Continue professional learning for mental health support personnel
- Re-examine viability of "In-Reach" concept
- On-going support of division programming and related changes

- On going training as necessary

OUTCOME FOUR: ALBERTA HAS EXCELLENT TEACHERS, AND SCHOOL AUTHORITY LEADERS

Reflections & Planning (Figure 10)

17/18 STRATEGIES	17/18 REFLECTION
Communication ◆ Improved use of social media ◆ Ongoing communication with families on program offerings ◆ Engagement & input on programming from families and students	• Establishment of system and school level Instagram and Facebook accounts) • Website streamlining • Responsive to online feedback
Admin Professional Learning	• Participation in after school specials – data and curriculum • Use of four corners strategy at admin meetings
Community Classrooms	• Schools continued to participate in community classrooms at Medalta, Esplanade and other sites
Instructional Practice Focus ◆ CRM meetings used to drive instructional practice ◆ Teachers using evidence to determine next steps in practice	• All schools conducted CTMs • Teachers used evidence from CTMs to plan for instruction
Broad Program of Studies Including Music, Drama and Second Languages ◆ Survey students and families regarding offerings ◆ Communication with students and families on programming	• Schools focused on communication with students and families • Improved feedback on APORI measures
FI Planning ◆ Enrolment pressures at FI sites ◆ Promotion and support of programming ◆ Stakeholder engagement	• Held public consultations • Value scoping conducted • Decision to move to single track at Connaught School • Boundaries redrawn to support changes for 2019-2020 • Greater coordination between Connaught School and CHHS
Other Data Collection to Support Learning ◆ Attendance data ◆ Log entry data ◆ Incident management	• Log entries available to all staff • Usage of incident management • Attendance module training provided
Wellness ◆ Wellness committee ◆ Survey ◆ Recommendations and implementation	• Committee of representatives from each site in MHPSD • Committee met five times during the school year • Planned the 2018-2019 year • Members commit to a two year term • All wellness champions attended mental health first aid • Planning was done to ensure all admin in the division would be trained in mental health first aid
OLC's	• See outcome #1
Data Analysis	• See outcome #1

19/20 STRAT PLANNING

- ◆ Refine messaging as communications role becomes part of the planning rhythm
- ◆ Ability to access specific groups in the community
- ◆ Expand student voice
- ◆ Focus on curriculum roll out

- ◆ Admin will identify necessary structures and/or communities of practice that will support collaboration and reflection in the context of the LQS's
- ◆ Engage with new curriculum design and implications for instructional leadership (grades K-4)

- ◆ Review new curriculum and intentional connection to new opportunities through community classrooms (grades K-4)

- ◆ All portions of the model are built into the schools' plan (timetable, etc.)
- ◆ Focus on evidence of effective collaborative time
- ◆ Collaborative time supports student success and new curriculum implementation

- ◆ Families of schools consider coordinating programming based on student and family input
- ◆ New curriculum enhances delivery of elective courses

- ◆ Communities of practice to support effective instruction in the context of FI programming
- ◆ Partnerships through federal grants and access to FI specific professional learning connected to the OLE
- ◆ Strategic resourcing for FI curricular needs

- ◆ Implement new attendance procedures
- ◆ Clean up of PowerSchool Data
- ◆ Support from PowerSchool Analyst
- ◆ Monitor impact on student attendance

- ◆ Implement plan
- ◆ Data tracking – gather evidence from staff on success of initiatives

19/20 STRAT PLANNING

- Communications plan well established
- Community engagement for next planning cycle
- Continue communications support for curriculum redesign

- Admin will identify necessary structures and/or communities of practice that will support collaboration and reflection in the context of the LQS's
- Engagement with new curriculum design and implications for instructional leadership (grades K-4 and 5-9)

- Review new curriculum and intentional connection to new opportunities through community classrooms (grades K-4 and 5-9)

- Gather feedback on successful implementation at each school
- Gather feedback from students
- Continue system supports through site visits, personnel, and professional learning

- Review offerings based on continued roll out of new curriculum
- Identify areas that require support

- Continue exploration of effective partnerships to support FI programming and cultural opportunities
- Professional learning opportunities directly connected to the context of FI

- Continue software training
- Monitor impacts on student attendance

- Implement plan
- Data tracking – gather evidence from staff on success of initiatives

OUTCOME FIVE: ALBERTA'S EDUCATION SYSTEM IS WELL GOVERNED AND MANAGED

Reflections & Planning (Figure 11)

17/18 STRATEGIES	17/18 REFLECTION
System Communication - Monitoring impact on student - Communicating successes	- Admin incorporated learning into their results reports and in some cases CRM meetings - Superintendents visit schools once per month to support - Common reporting tools were positively received by schools
Professional Learning - Utilization of new structures at Admin meetings - Modelling of learning structures - After school specials	- Data uploaded for PAT's/diploma - Training sessions held for school based teams on how to access and use the data - Teacher access to the data
ThoughtExchange Other local measures	- Utilized ThoughtExchange info in reporting - Discontinuation of contract - Utilization of OurSchool Survey - Community and student engagement sessions
Educational Assistant Professional Learning - Introduction to CRM - PD planning for support staff	- EA learning day with Lorna Hewson – Oct - Support staff PD committee met and drafted plan
Crm Leadership Team Days	- Lead teams met three times to develop plans - Continuum of support developed at each school - Admin CTM participation
School Councils And Council Of Councils	- Trustees regularly attend meetings, report back to board - Council of councils supported policy development
Development Of Common Apori, Aerr And School Plan Reports	- Common reports developed - Feedback gathered
CRM Module in Dossier - Explore possibility for grade10-12 - All grades in 2018-2019	- Five pilot schools tested software - Recommended expansion to all sites
SchoolMessenger	Changes in staffing created gaps
Shared Emergency Response	See outcome #3
Capital Plan As It Relates To Programming - Planning for demographic changes - Growth of FI - Consideration of transportation funding and limitations	- Input used from engagement with Connaught School - Boundaries adjusted as necessary
Staffing Process - Development of new admin procedures - Explore recruitment strategies - Expansion of human resources (HR) (Director of HR)	- Successfully implemented a new staffing plan - Created a more transparent, inclusive and de-centralized staffing process. - HR director resulted in a significant number of division initiatives including policy development, role description development, supervisor leadership training, performance appraisal development and an HR strategic plan
Building Assurance Into Our System - Stakeholder engagement sessions - Early development of school plans (after May APORI) 2018-2021 plan to become a three year plan	- Community session – March 2018 - Student session – May 2018 - OurSchool survey conducted April 2018 24% increase in APORI respondents
Screens	See outcome #1
Dossier As A Tool	See outcome #1
Embedded Collaborative Time	See outcome #1
Family Of Schools	See outcome #1
Development of the OLE	See outcome #1
OLC's	See outcome #1
CST's	See outcome #1

17/18 STRATEGIES *continued*

School Based Achievement Action Plans

17/18 EVIDENCE OF SUCCESS *continued*

- Schools developed action plans based on specific data
- Review with site superintendent
- Utilization of collaborative response to student need
- Improved 75% of measures

19/20 STRAT PLANNING

- ◆ Communications plan working in conjunction with engagement plan
- ◆ Further streamlining of reporting (both school based and system based)
- ◆ Expand the role of student voice
- ◆ Consider communications required for new curriculum

- ◆ Improve abilities and increase opportunities for schools to work together with comparable data/material
- ◆ Assessment and curriculum as a significant focus

- ◆ Continued OurSchool survey
- ◆ Expand student voice
- ◆ Schools develop additional local measures

- ◆ Continue professional learning at school level
- ◆ Explore guest speaker (Shelley Moore) to support inclusion

- ◆ Establish implementation guide updates at the school level
- ◆ Feedback through site superintendents

- ◆ Adjust based on new processes from previous year

- ◆ Continued to revise processes to create meaningful planning documents
- ◆ Continued to revise processes to have documents serve as communication tools for stakeholders

- ◆ Train new staff to the system
- ◆ Increase expectation for use of the software
- ◆ Work with software provider to further improve and streamline the module

- ◆ Continue to refine SchoolMessenger use and application in school and system communication plans

- ◆ Work with local and provincial stakeholders to monitor capacity at school sites

- ◆ Continue to refine processes
- ◆ Explore improvements to recruitment for specialized areas

- ◆ Expand student voice
- ◆ Consider other stakeholder groups
- ◆ Continue to refine planning documents
- ◆ Consider new curriculum requirements

- ◆ Embedded in planning

19/20 STRAT PLANNING

- Focus on engagement to prepare for 2021-2024 business plan
- Support new curriculum roll out

- Structures established over last two years are utilized to support new curriculum roll out

- Continue OurSchool survey
- Implement community engagement strategy to develop next three year plan

- Continue professional learning at school level

- Implementation guide updates established at school level
- Feedback through site superintendents

- Council of school councils as participants in next planning cycle

- Built in engagement processes that brings value to reporting documents and supports the next cycle of planning

- Train new staff to the system
- Complete utilization of software
- Review implementation and continued licencing

- Continue to refine SchoolMessenger use and application in school and system communication plans

- Continue work with local and provincial stakeholders to monitor capacity at school sites

- Continue to refine processes
- Explore improvements to recruit for specialized areas

- Continue to refine processes
- Explore improvements to recruit for specialized areas

- Embedded in planning

APPENDIX B:

FIGURE 1

- 1.Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
- 2.Overall evaluations can only be calculated if both improvement and achievement evaluations are available.
- 3.Results for the ACOL measures are available in the detailed report: see “ACOL Measures” in the Table of Contents.
- 4.Student participation in the survey was impacted between 2014 and 2017 due to the number of students responding through the OurSCHOOL/ TTFM (Tell Them From Me) survey tool.
- 5.Aggregated PAT results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each course. Courses included: English Language Arts (Grades 6, 9, 9 KAE); Français (Grades 6, 9); French Language Arts (Grades 6, 9); Mathematics (6, 9, 9 KAE); Science (Grades 6, 9, 9 KAE); and Social Studies (Grades 6, 9, 9 KAE).
- 6.Participation in Provincial Achievement Tests was impacted by the fires in May to June 2016. Caution should be used when interpreting trends over time for the province and those school authorities affected by this event.
- 7.Aggregated Diploma results are a weighted average of percent meeting standards (Acceptable, Excellence) on Diploma Examinations. The weights are the number of students writing the Diploma Examination for each course. Courses included: English Language Arts 30-1; English Language Arts 30-2; French Language Arts 30-1; Français 30-1; Mathematics 30-1; Mathematics 30-2; Chemistry 30; Physics 30; Biology 30; Science 30; Social Studies 30-1; and Social Studies 30-2.
- 8.Caution should be used when interpreting evaluations and results over time for Mathematics 30-1/30-2, as equating was not in place until the 2016/17 school year. Alberta Education does not comment on province wide trends until it has five years of equated examination data.
- 9.Participation in Diploma Examinations was impacted by the fires in May to June 2016. Caution should be used when interpreting trends over time for the province and those school authorities affected by this event.
- 10.Weightings of school-awarded marks in diploma courses increased from 50% to 70% in the 2015/2016 school year. Caution should be used when interpreting trends over time.
- 11.Due to the change from previous data source systems to Provincial Approach to Student Information (PASI), Rutherford Scholarship Eligibility Rate results prior to 2015 are not available.
- 12.2016 results for the 3-year High School Completion and Diploma Examination Participation Rates have been adjusted to reflect the correction of the Grade 10 cohort.

FIGURE 2

- 1.Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
- 2.Overall evaluations can only be calculated if both improvement and achievement evaluations are available.
- 3.Aggregated PAT results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each course. Courses included: English Language Arts (Grades 6, 9, 9 KAE); Français (Grades 6, 9); French Language Arts (Grades 6, 9); Mathematics (6, 9, 9 KAE); Science (Grades 6, 9, 9 KAE); and Social Studies (Grades 6, 9, 9 KAE).
- 4.Participation in Provincial Achievement Tests was impacted by the fires in May to June 2016. Caution should be used when interpreting trends over time for the province and those school authorities affected by this event.
- 5.Aggregated Diploma results are a weighted average of percent meeting standards (Acceptable, Excellence) on Diploma Examinations. The weights are the number of students writing the Diploma Examination for each course. Courses included: English Language Arts 30-1; English Language Arts 30-2; French Language Arts 30-1; Français 30-1; Mathematics 30-1; Mathematics 30-2; Chemistry 30; Physics 30; Biology 30; Science 30; Social Studies 30-1; and Social Studies 30-2.
- 6.Caution should be used when interpreting evaluations and results over time for Mathematics 30-1/30-2, as equating was not in place until the 2016/17 school year. Alberta Education does not comment on province wide trends until it has five years of equated examination data.
- 7.Participation in Diploma Examinations was impacted by the fires in May to June 2016. Caution should be used when interpreting trends over time for the province and those school authorities affected by this event.
- 8.Weightings of school-awarded marks in diploma courses increased from 50% to 70% in the 2015/2016 school year. Caution should be used when interpreting trends over time.
- 9.Due to the change from previous data source systems to Provincial Approach to Student Information (PASI), Rutherford Scholarship Eligibility Rate results prior to 2015 are not available.
- 10.Student demographic data used when calculating Student Outcome Measures and Provincial Achievement Tests results was updated in October 2016. This impacted results based on enrolment (e.g., self-identified First Nations, Metis and Inuit), exception (e.g., learning disability) and grant program codes (e.g., English as Second Language students) reported in previous years.
- 11.2016 results for the 3-year High School Completion and Diploma Examination Participation Rates have been adjusted to reflect the correction of the Grade 10 cohort.

FIGURE 3

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. Overall evaluations can only be calculated if both improvement and achievement evaluations are available.
3. Aggregated PAT results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each course. Courses included: English Language Arts (Grades 6, 9, 9 KAE); Français (Grades 6, 9); French Language Arts (Grades 6, 9); Mathematics (6, 9, 9 KAE); Science (Grades 6, 9, 9 KAE); and Social Studies (Grades 6, 9, 9 KAE).
4. Participation in Provincial Achievement Tests (PAT's) was impacted by the fires in May to June 2016. Caution should be used when interpreting trends over time for the province and those school authorities affected by this event.

FIGURE 4/5

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. Overall evaluations can only be calculated if both improvement and achievement evaluations are available.
3. Diploma Examination Participation, High School Completion and High school to Post-secondary Transition rates are based upon a cohort of grade 10 students who are tracked over time.
4. Aggregated Diploma results are a weighted average of percent meeting standards (Acceptable, Excellence) on Diploma Examinations. The weights are the number of students writing the Diploma Examination for each course. Courses included: English Language Arts 30-1; English Language Arts 30-2; French Language Arts 30-1; Français 30-1; Mathematics 30-1; Mathematics 30-2; Chemistry 30; Physics 30; Biology 30; Science 30; Social Studies 30-1; and Social Studies 30-2.
5. Caution should be used when interpreting evaluations and results over time for Mathematics 30-1/30-2, as equating was not in place until the 2016/17 school year. Alberta Education does not comment on province wide trends until it has five years of equated examination data.
6. Participation in Diploma Examinations was impacted by the fires in May to June 2016. Caution should be used when interpreting trends over time for the province and those school authorities affected by this event.
7. Weighting of school-awarded marks in diploma courses increased from 50% to 70% in the 2015/2016 school year. Caution should be used when interpreting trends over time.
8. Due to the change from previous data source systems to Provincial Approach to Student Information (PASI), Rutherford Scholarship Eligibility Rate results prior to 2015 are not available.
9. 2016 results for the 3-year High School Completion and Diploma Examination Participation Rates have been adjusted to reflect the correction of the Grade 10 cohort.

FIGURE 6

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. Student participation in the survey was impacted between 2014 and 2017 due to the number of students responding through the OurSCHOOL/ TTFM (Tell Them From Me) survey tool.

FIGURE 7

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. Overall evaluations can only be calculated if both improvement and achievement evaluations are available.
3. Aggregated PAT results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each course. Courses included: English Language Arts (Grades 6, 9, 9 KAE); Français (Grades 6, 9); French Language Arts (Grades 6, 9); Mathematics (6, 9, 9 KAE); Science (Grades 6, 9, 9 KAE); and Social Studies (Grades 6, 9, 9 KAE).
4. Participation in Provincial Achievement Tests was impacted by the fires in May to June 2016. Caution should be used when interpreting trends over time for the province and those school authorities affected by this event.
5. Aggregated Diploma results are a weighted average of percent meeting standards (Acceptable, Excellence) on Diploma Examinations. The weights are the number of students writing the Diploma Examination for each course. Courses included: English Language Arts 30-1; English Language Arts 30-2; French Language Arts 30-1; Français 30-1; Mathematics 30-1; Mathematics 30-2; Chemistry 30; Physics 30; Biology 30; Science 30; Social Studies 30-1; and Social Studies 30-2.
6. Caution should be used when interpreting evaluations and results over time for Mathematics 30-1/30-2, as equating was not in place until the 2016/17 school year. Alberta Education does not comment on province wide trends until it has five years of equated examination data.
7. Participation in Diploma Examinations was impacted by the fires in May to June 2016. Caution should be used when interpreting trends over time for the province and those school authorities affected by this event.

FIGURE 9

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. Student participation in the survey was impacted between 2014 and 2017 due to the number of students responding through the OurSCHOOL/ TTFM (Tell Them From Me) survey tool.

FIGURE 10

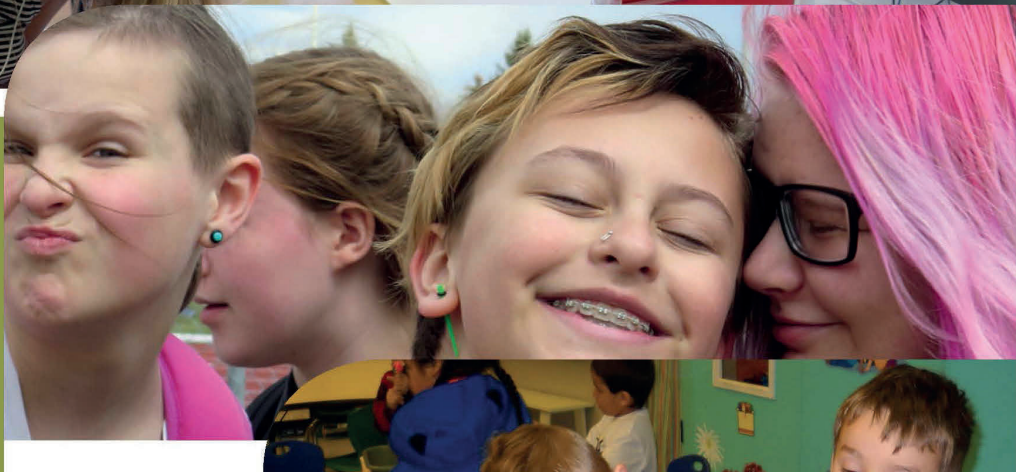
1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. Student participation in the survey was impacted between 2014 and 2017 due to the number of students responding through the OurSCHOOL/ TTFM (Tell Them From Me) survey tool.

FIGURE 11

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. Student participation in the survey was impacted between 2014 and 2017 due to the number of students responding through the OurSCHOOL/ TTFM (Tell Them From Me) survey tool.

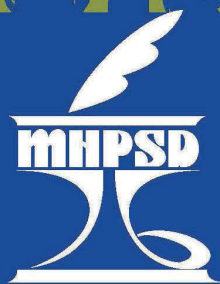
APPENDIX C:

NOVEMBER 2017 MEDICINE HAT PUBLIC SCHOOL DIVISION



Alberta Education

Class Size information 2017-2018



Class Size Survey Summary

K to 3

***September 30, 2017 enrolment - 2230**

- 2017/18 target class size is 17 to 1
- District average class size is 18.7 to 1
- To meet the 2017/18 target class size, the District requires 12.01 more classrooms
- 1 out of 13 schools met the 2017/18 Alberta Education class size target

4 to 6

***September 30, 2017 enrolment – 1643**

- 2017/18 target class size is 23 to 1
- District average class size is 21.8 to 1
- To meet the 2017/18 target class size, the District requires 4.19 fewer classrooms
- 7 out of 13 schools met the 2017/18 Alberta Education class size target

7 to 9

***September 30, 2017 enrolment – 1477**

- 2017/18 target class size is 25 to 1
- District average class size is 25 to 1
- To meet the 2017/18 target class size, the District requires 0.10 fewer classrooms
- 2 out of 4 schools met the 2017/18 Alberta Education class size target

10 to 12

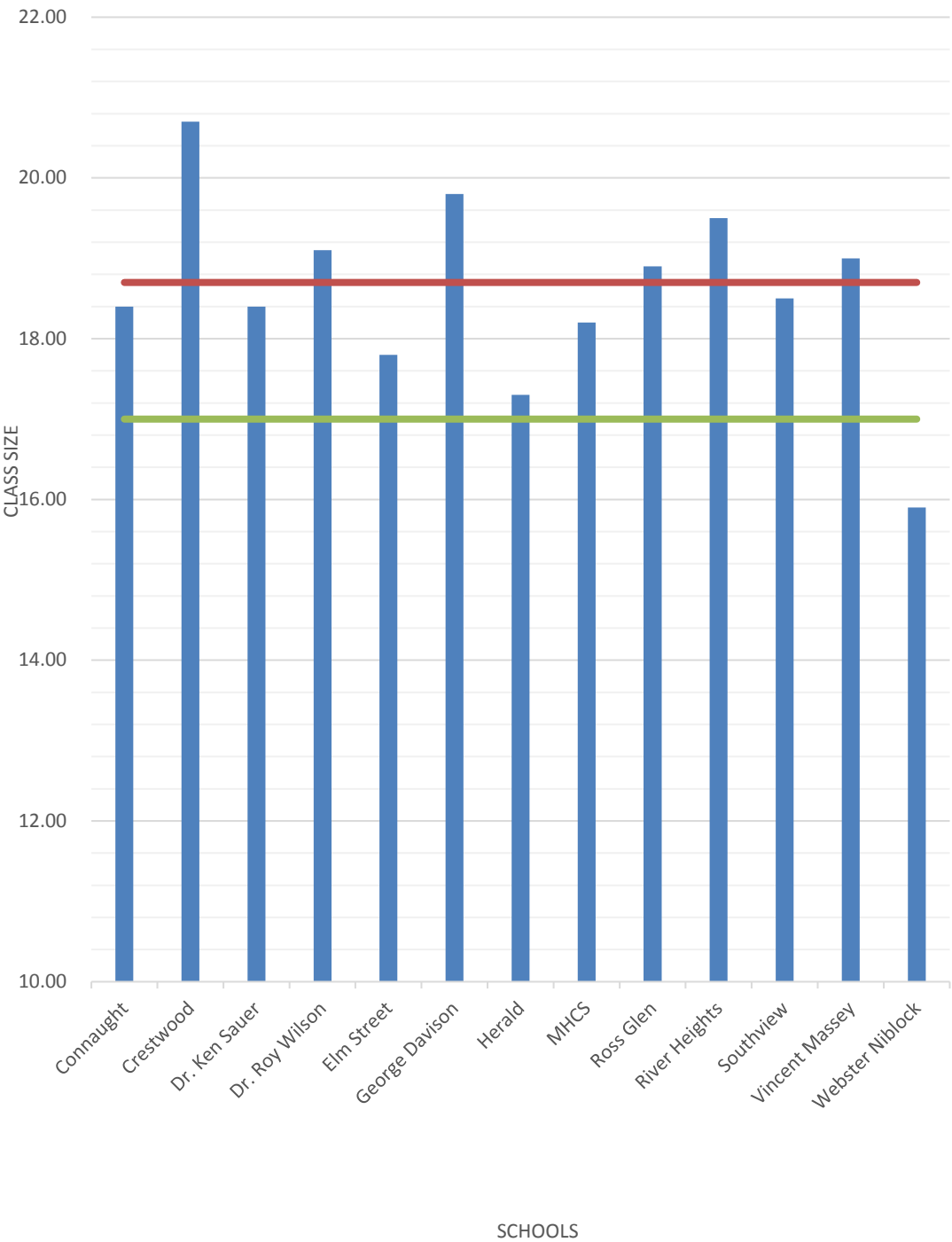
***September 30, 2017 enrolment – 1660**

- 2017/18 target class size of 27 to 1
- District average class size of 23.8 to 1
- To meet the 2017/18 target class size, the District requires 8.46 fewer classrooms
- 2 out of 2 schools met the 2017/18 Alberta Education class size target

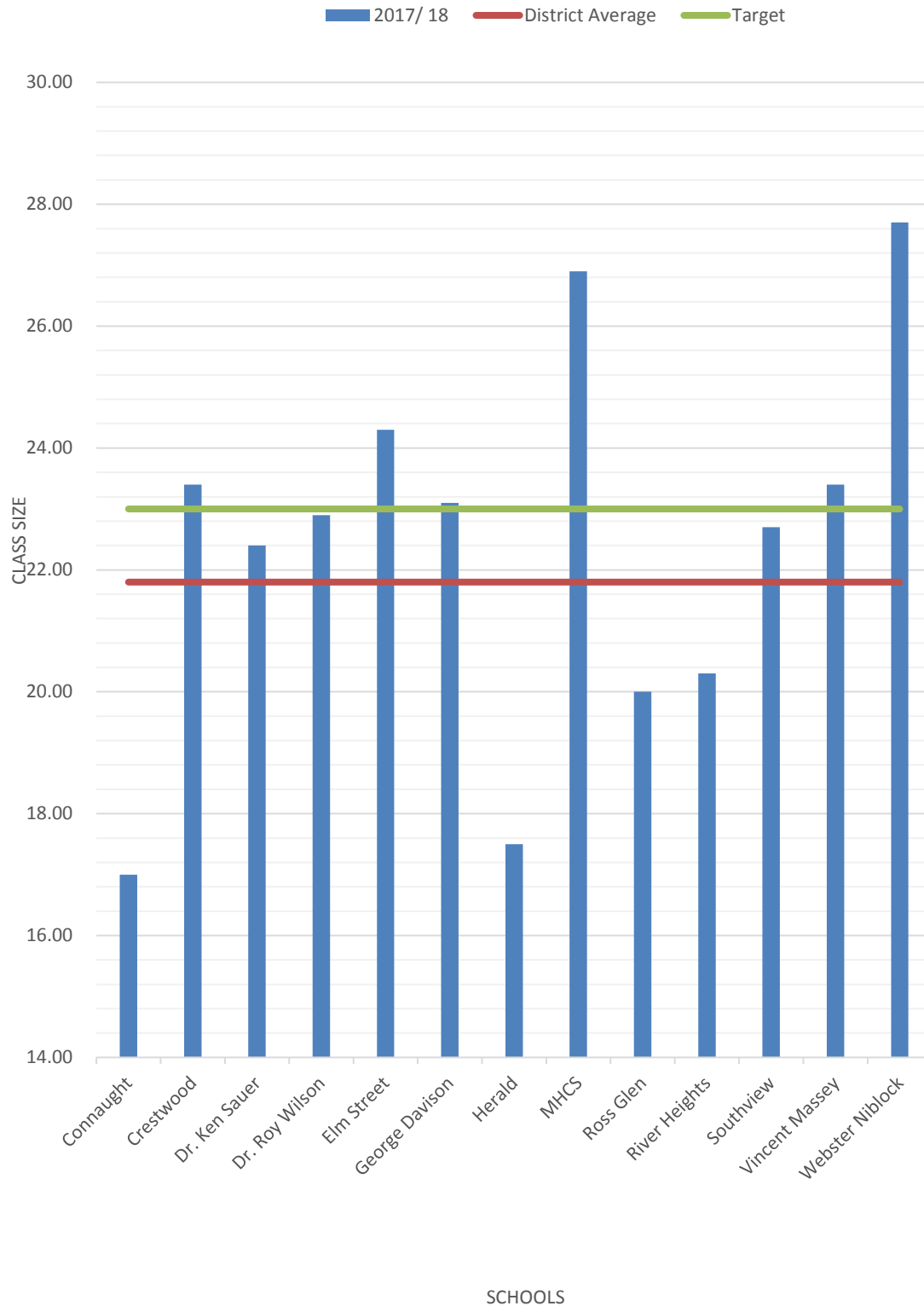
*Enrolment numbers exclude these students: Outreach, Community, Early Learners, Special Education at Herald

K to 3 Class Size - 2017/18

2017 / 18 District Average Target

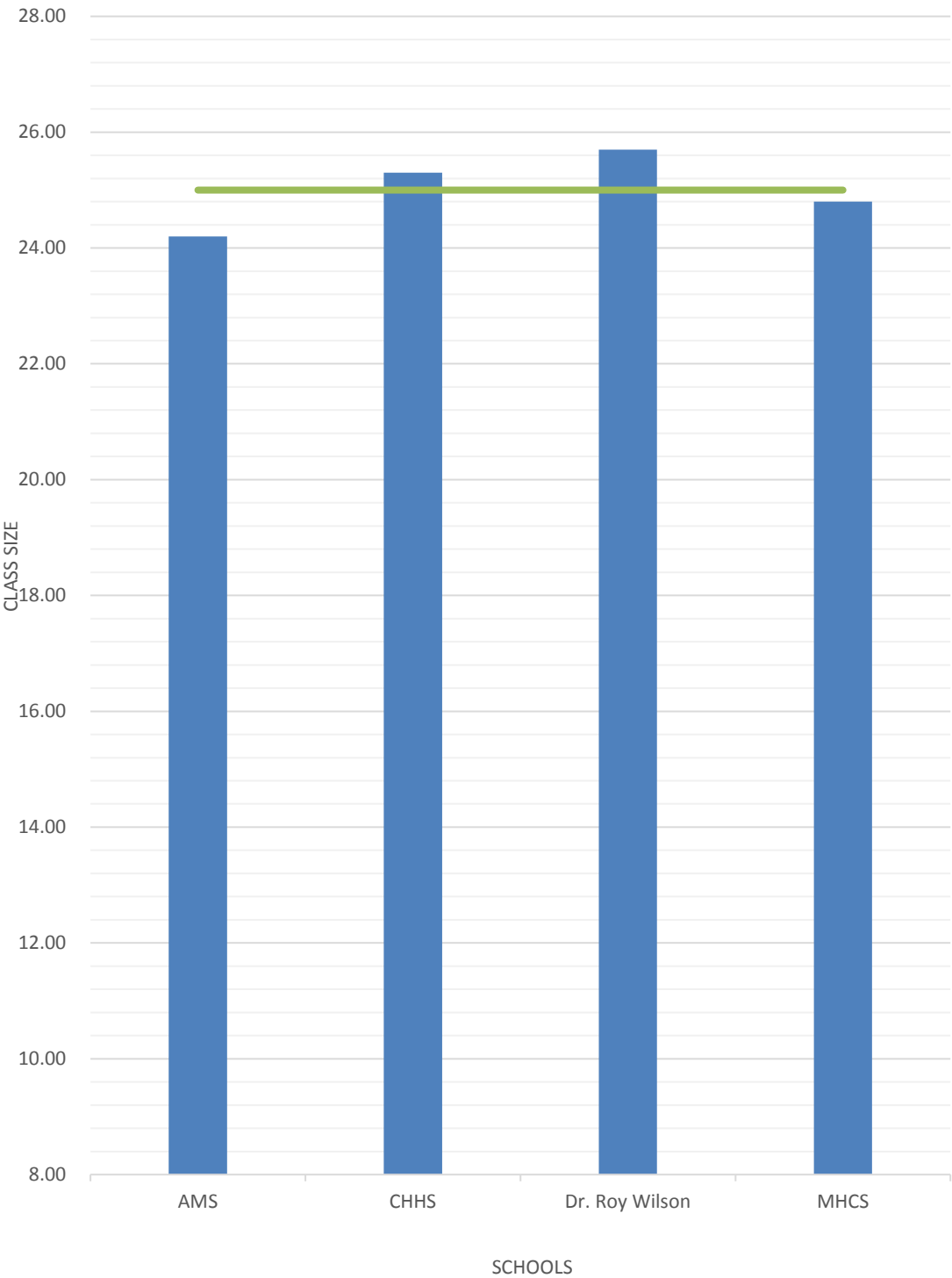


4 to 6 Class Size - 2017/18



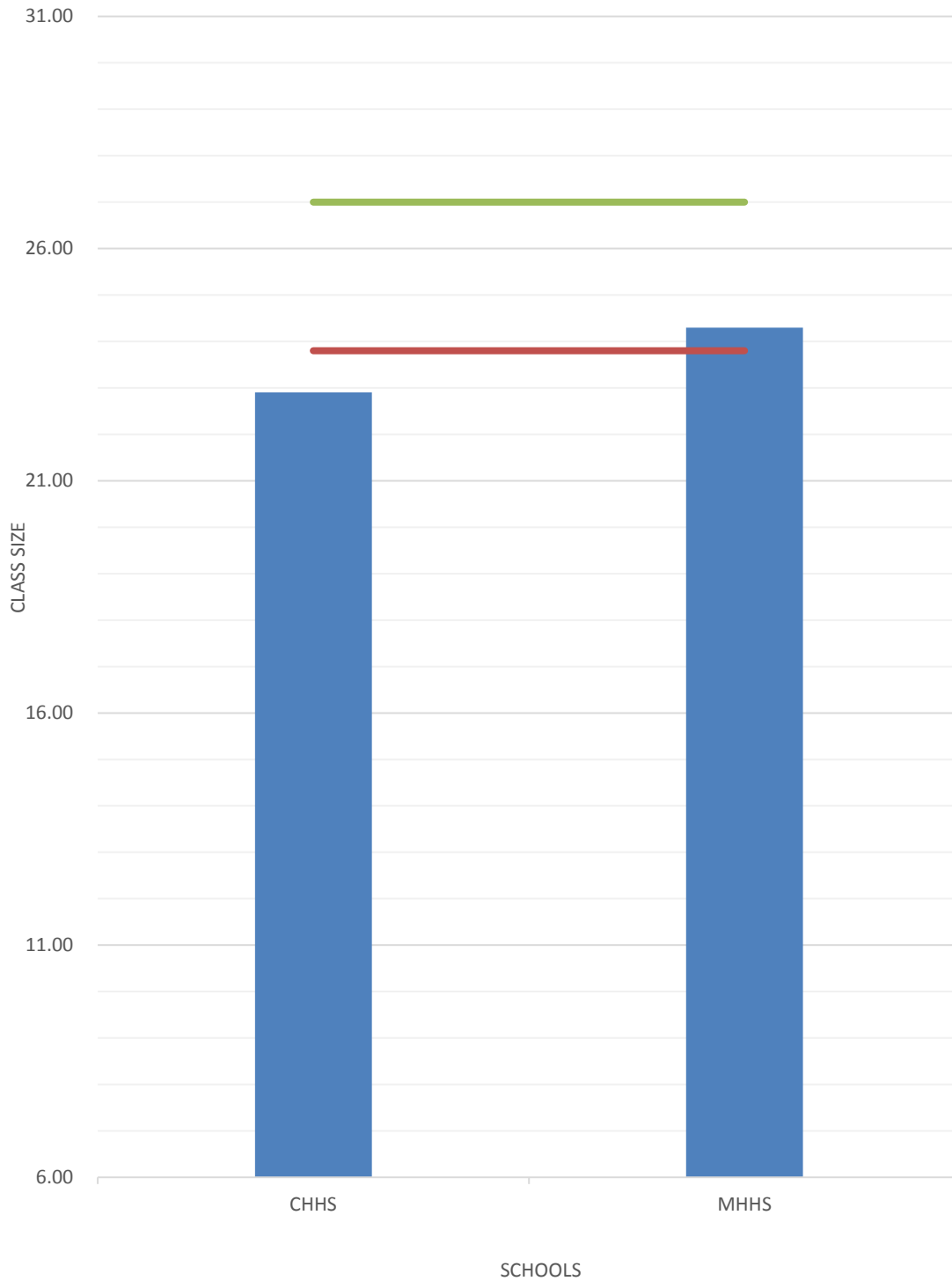
7 to 9 Class Size - 2017/18

2017/ 18 Target & District Average



10 to 12 Class Size - 2017/18

2017 / 18 District Average Target



Jurisdiction Summary

ALL SUBJECTS

Jurisdiction:

Medicine Hat School District No. 76 [A.3050]

Number of Schools Reported:

16

Total Number of Schools:

16

	K to 3			4 to 6			7 to 9			10 to 12		
	2015/16	2016/17	2017/18	2015/16	2016/17	2017/18	2015/16	2016/17	2017/18	2015/16	2016/17	2017/18
Alexandra Middle School							24.5	23.9	24.2			
Connaught School	17.8	19.7	18.4	20.2	19.5	17.0						
Crescent Heights High School							24.9	25.4	25.3	26.8	24.4	22.9
Crestwood School	20.0	19.6	20.7	21.4	23.0	23.4						
Dr. Ken Sauer School			18.4			22.4						
Dr. Roy Wilson Learning Centre	19.1	17.8	19.1	21.4	21.8	22.9	27.1	25.4	25.7			
Elm Street School	15.8	20.2	17.8	21.7	22.0	24.3						
George Davison Elementary School	17.4	18.1	19.8	22.7	23.6	23.1						
Herald School	15.9	14.7	17.3	23.0	19.0	17.5						
Medicine Hat Christian School	17.2	18.2	18.2	24.5	22.6	26.9	29.6	21.3	24.8			
Medicine Hat High School							24.1			25.4	23.9	24.3
River Heights Elementary	18.5	18.0	19.5	19.5	19.7	20.3						
Ross Glen School	18.0	21.3	18.9	22.6	22.6	20.0						
Southview Community School	16.1	18.0	18.5	24.3	25.3	22.7						
Vincent Massey School	17.6	19.5	19.0	23.2	23.0	23.4						
Webster Niblock School	17.7	18.5	15.9	20.7	19.2	27.7						
Total for Jurisdiction 3050	17.7	18.6	18.7	21.9	21.6	21.8	25.1	24.5	25.0	25.9	24.1	23.8

Note:

3/4 combined classes are included in the Gr. 4 to 6 average
6/7 combined classes are included in the Gr. 7 to 9 average
9/10 combined classes are included in the Gr. 10 to 12 average
Special Education classes are included
Team taught classes are reflected as an instructional PTR size (i.e., a class of 50 with two teachers would be reported as two classes of 25).
Colony/Hutterite schools have been excluded
Outreach/alternative schools have been excluded
Virtual/Home Ed/Distance Ed programs have been excluded
Core Classes: Math, Language Arts, Sciences, Social Studies, Special Education

Jurisdiction Summary

CORE SUBJECTS ONLY

Jurisdiction:

Medicine Hat School District No. 76 [A.3050]

Number of Schools Reported:

16

Total Number of Schools:

16

	K to 3			4 to 6			7 to 9			10 to 12		
	2015/16	2016/17	2017/18	2015/16	2016/17	2017/18	2015/16	2016/17	2017/18	2015/16	2016/17	2017/18
Alexandra Middle School							23.9	23.7	24.6			
Connaught School	17.8	19.7	18.4	20.4	19.5	17.2						
Crescent Heights High School							24.9	26.0	25.9	26.1	25.5	22.9
Crestwood School	20.0	19.6	20.7	21.1	22.7	23.4						
Dr. Ken Sauer School			18.9			22.4						
Dr. Roy Wilson Learning Centre	19.1	17.8	19.1	21.4	21.8	22.9	27.7	26.2	28.0			
Elm Street School	15.8	20.2	17.8	21.7	22.0	24.3						
George Davison Elementary School	17.4	18.1	19.8	22.6	23.3	23.0						
Herald School	15.9	14.7	17.3	23.0	19.0	17.5						
Medicine Hat Christian School	16.3	16.0	17.1	23.3	22.0	25.6	25.3	21.3	22.5			
Medicine Hat High School							27.8			26.6	25.2	26.0
River Heights Elementary	18.5	18.0	19.5	19.5	19.7	20.3						
Ross Glen School	18.0	21.3	18.9	22.6	22.6	20.0						
Southview Community School	16.1	18.0	18.5	24.3	25.3	22.7						
Vincent Massey School	17.6	19.5	19.0	23.2	23.0	23.4						
Webster Niblock School	17.1	18.5	15.9	20.7	19.2	27.7						
Total for Jurisdiction 3050	17.6	18.4	18.7	21.8	21.5	21.6	25.2	24.8	25.6	26.4	25.3	24.7

Note:

3/4 combined classes are included in the Gr. 4 to 6 average
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Core Classes: Math, Language Arts, Sciences, Social Studies, Special Education

Jurisdiction Summary

ALL SUBJECTS

Jurisdiction:	Medicine Hat School District No. 76 [A.3050]
Number of Schools Reported:	16
Total Number of Schools:	16
Total Number of FTE Teacher Assistants:	78.1
Number of FTE Teacher Assistants assigned to students with special needs:	73.8

	K to 3			4 to 6			7 to 9			10 to 12		
	2015/16	2016/17	2017/18	2015/16	2016/17	2017/18	2015/16	2016/17	2017/18	2015/16	2016/17	2017/18
Average Class Size	17.7	18.6	18.7	21.9	21.6	21.8	25.1	24.5	25.0	25.9	24.1	23.8
Number of Students with Severe Disabilities per cl		1.3	1.4	0.7	0.7	0.8	0.5	0.5	0.6	0.2	0.3	0.3
Number of Mild/Moderate Students per class	2.5	2.5	2.3	2.0	2.0	1.8	3.4	3.2	3.6	4.3	3.3	3.3
Number of Gifted/Talented Students per class							0.0			0.0	0.0	
Number of ESL Students per class	0.2	0.3	0.4	0.4	0.7	0.8	0.6	0.7	0.8	1.1	1.4	1.9
Smallest Class	7.0	10.0	5.0	6.0	6.0	6.0	7.0	10.0	4.0	9.0	3.0	2.0
Largest Class	33.0	31.0	33.0	40.0	34.0	32.0	42.0	36.0	40.0	47.0	56.0	60.0

Distribution of Class Sizes - %	K to 3			4 to 6			7 to 9			10 to 12		
	2015/16	2016/17	2017/18	2015/16	2016/17	2017/18	2015/16	2016/17	2017/18	2015/16	2016/17	2017/18
1 to 5	0.0	0.0	0.8	0.0	0.0	0.0	0.0	0.0	0.2	0.0	0.4	1.9
6 to 10	2.6	0.8	0.6	1.2	2.3	3.9	1.0	0.2	1.7	2.1	2.4	4.5
11 to 15	19.3	13.0	14.1	1.4	0.0	8.9	6.8	2.1	4.8	7.1	11.3	6.0
16 to 20	62.1	62.2	53.0	28.0	32.8	16.1	9.4	9.0	9.9	17.2	13.0	19.9
21 to 25	15.6	23.2	31.2	52.4	48.5	52.1	24.0	47.9	25.4	15.1	27.1	22.5
26 to 30	0.0	0.6	0.0	16.6	16.3	17.7	50.4	36.9	52.3	23.1	25.9	26.2
31 to 35	0.4	0.2	0.2	0.2	0.1	1.3	7.0	3.7	5.3	32.4	19.0	18.4
36 to 40	0.0	0.0	0.0	0.3	0.0	0.0	0.5	0.2	0.2	2.5	0.4	0.0
Over 40	0.0	0.0	0.0	0.0	0.0	0.0	0.8	0.0	0.0	0.4	0.4	0.7

Distribution of Class Sizes - #	K to 3			4 to 6			7 to 9			10 to 12		
	2015/16	2016/17	2017/18	2015/16	2016/17	2017/18	2015/16	2016/17	2017/18	2015/16	2016/17	2017/18
1 to 5	0	0	8	0	0	0	0	0	1	0	1	5
6 to 10	27	8	6	8	16	27	4	1	7	5	6	12
11 to 15	197	127	134	9	0	61	26	9	20	17	28	16
16 to 20	635	607	503	186	224	111	36	39	41	41	32	53
21 to 25	160	226	296	348	331	359	92	208	105	36	67	60
26 to 30	0	6	0	110	111	122	193	160	216	55	64	70
31 to 35	4	2	2	1	1	9	27	16	22	77	47	49
36 to 40	0	0	0	2	0	0	2	1	1	6	1	0
Over 40	0	0	0	0	0	0	3	0	0	1	1	2

Note: 3/4 combined classes are included in the Gr. 4 to 6 average
6/7 combined classes are included in the Gr. 7 to 9 average
9/10 combined classes are included in the Gr. 10 to 12 average
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Jurisdiction Summary

ALL SUBJECTS

Jurisdiction:	Medicine Hat School District No. 76 [A.3050]
Number of Schools Reported:	16
Total Number of Schools:	16
Total Number of FTE Teacher Assistants:	78.1
Number of FTE Teacher Assistants assigned to students with special needs:	73.8

Average by Subject Category	K to 3			4 to 6			7 to 9			10 to 12		
	2015/16	2016/17	2017/18	2015/16	2016/17	2017/18	2015/16	2016/17	2017/18	2015/16	2016/17	2017/18
Language Arts English/French	17.8	18.7	18.7	21.8	21.3	21.4	25.3	25.1	25.9	26.3	26.6	25.4
Mathematics	17.7	18.6	18.6	21.8	21.5	21.7	25.5	24.5	25.8	26.6	25.1	25.1
Science	17.9	18.6	18.8	21.8	21.5	21.8	25.5	24.8	25.8	28.1	26.4	26.8
Biology										29.8	29.6	27.0
Chemistry										30.4	26.8	25.5
Physics										20.8	23.1	25.0
Social Studies	17.7	18.6	18.7	21.8	21.5	21.7	25.4	24.8	25.7	28.6	27.0	26.8
Health	18.1	19.2	18.7	21.8	21.5	21.8	28.0	25.8	26.4			
Physical Education	18.5	19.2	18.9	22.1	21.8	21.8	27.5	25.7	27.4	26.5	25.6	23.1
Career and Life Management										27.7	24.8	25.4
Art	17.9	18.6	18.8	21.8	21.5	21.7	23.4	24.1	28.8	32.7	30.3	28.0
Music	17.9	18.8	18.6	22.1	21.5	22.0	18.0	25.3	20.9	31.4	30.2	35.6
Drama							23.8	23.4	27.7	27.8	21.5	22.4
Second Languages				22.2	22.4	22.1	12.0	20.0	16.0	21.0	21.5	23.8
Religious Instruction/Studies	15.8	17.6	17.6	23.3	22.0	27.3	38.0	21.3	31.0			
Environmental and Outdoor Education							23.1	22.8	17.8			
Social Science										18.0	25.5	
Career and Technology Studies							25.1	23.7	23.0	24.4	22.4	22.2
Knowledge and Employability							13.8	18.8	20.0	19.0	13.5	14.5
Special Education							11.7		14.0	12.1	12.1	7.8
Local Developed Course							25.9	22.7	23.3	22.7	21.7	25.1
Other								21.0	20.0	21.0	12.0	13.5

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Jurisdiction Summary

CORE SUBJECTS ONLY

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	K to 3			4 to 6			7 to 9			10 to 12		
	2015/16	2016/17	2017/18	2015/16	2016/17	2017/18	2015/16	2016/17	2017/18	2015/16	2016/17	2017/18
Average Class Size	17.6	18.4	18.7	21.8	21.5	21.6	25.2	24.8	25.6	26.4	25.3	24.7
Number of Students with Severe Disabilities per cl	1.1	1.3	1.4	0.7	0.7	0.8	0.4	0.4	0.6	0.3	0.2	0.2
Number of Mild/Moderate Students per class	2.5	2.5	2.3	2.0	1.9	1.8	3.2	3.1	3.6	3.9	2.9	2.8
Number of Gifted/Talented Students per class										0.1	0.0	
Number of ESL Students per class	0.2	0.3	0.4	0.4	0.7	0.8	0.6	0.8	0.8	1.0	1.3	1.7
Smallest Class	7.0	10.0	5.0	6.0	6.0	6.0	9.0	11.0	14.0	9.0	8.0	2.0
Largest Class	24.0	24.0	25.0	28.0	29.0	32.0	35.0	33.0	34.0	38.0	36.0	34.0

Distribution of Class Sizes - %	K to 3			4 to 6			7 to 9			10 to 12		
	2015/16	2016/17	2017/18	2015/16	2016/17	2017/18	2015/16	2016/17	2017/18	2015/16	2016/17	2017/18
1 to 5			0.8									2.7
6 to 10	2.9	0.8	0.2	1.3	2.6	4.2	0.5			3.0	2.2	2.7
11 to 15	19.9	13.9	14.7	1.3		9.0	7.0	2.7	5.1	7.6	9.4	2.7
16 to 20	61.6	62.0	53.1	28.6	33.9	16.5	10.0	7.6	6.8	11.4	10.8	17.4
21 to 25	15.6	23.3	31.2	52.5	48.1	52.6	18.0	42.4	21.2	14.4	20.9	18.8
26 to 30				16.3	15.5	16.8	57.5	44.6	64.0	25.0	30.2	34.2
31 to 35						1.0	7.0	2.7	3.0	37.1	25.9	21.5
36 to 40										1.5	0.7	
Over 40												

Distribution of Class Sizes - #	K to 3			4 to 6			7 to 9			10 to 12		
	2015/16	2016/17	2017/18	2015/16	2016/17	2017/18	2015/16	2016/17	2017/18	2015/16	2016/17	2017/18
1 to 5			4									4
6 to 10	15	4	1	4	8	13	1			4	3	4
11 to 15	102	68	70	4		28	14	6	12	10	13	4
16 to 20	316	304	252	86	105	51	20	17	16	15	15	26
21 to 25	80	114	148	158	149	163	36	95	50	19	29	28
26 to 30				49	48	52	115	100	151	33	42	51
31 to 35						3	14	6	7	49	36	32
36 to 40										2	1	
Over 40												

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