

NOVEMBER 2015

Medicine Hat School District No. 76

MHSD

2014-2015 **Annual Education
Results Report**
Three-Year **Education Plan** 2015-2018





Accountability Statement

The Education Plan for Medicine Hat School District No. 76 for the three years commencing September 1, 2015 was prepared under the direction of the Board in accordance with the responsibilities under the *School Act* and the *Government Accountability Act*. This Education Plan was developed in the context of the provincial government's business and fiscal plans. The Board has used its performance results to develop the Plan and is committed to implementing the strategies contained within the Plan to improve student learning and results.





District Vision

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

Mission Statement

As a partner in the community, Medicine Hat School District No. 76 will create inclusive and innovative learning environments.

District 76 motto:

Where Kids Count !

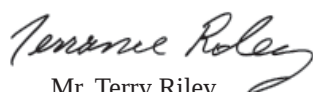


Message from the Board Chair

The Board of Trustees of the Medicine Hat School District No. 76 is responsible for ensuring that quality education programs are provided for all students in our school system. This responsibility is delegated to the Board by the legislation in the School Act and is detailed in more detail 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 by the development and implementation of an Education Plan.

On behalf of the Board of Trustees and the administration, 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 greatly appreciate your commitment and your contribution to the overall team effort towards making Medicine Hat School District No. 76 an exciting place for students and staff to work, teach, and learn. The collective efforts of all have contributed to ensuring this District is truly ***“Where Kids Count”***.



Mr. Terry Riley
Board Chair



Message from the Acting Superintendent

Our district continues to focus on improving the learning of all members of our community by a commitment to:

- Meeting the diverse needs of all learners.
- Recognizing and supporting the power of collaborative learning.
- Ensuring that the voices of all members of our school community are heard in the learning process.
- Valuing all partners who contribute to the learning success of our students.
- Creating learning environments that are safe and supportive and encourage innovation and continuous learning.
- Nurturing and maintaining relationships that reflect mutual respect, collaboration and an inclusive mindset.

As we move forward we will build on our collaborative work, respect and embrace the diversity of our community and maintain our collective energy and focus on the success of each of the children and students in our care.



Lyle Cunningham
Acting Superintendent



Board Members



Terry Riley
Board Chair



Rick Massini
Vice Chair



Deborah Forbes
Trustee



Carolyn Freeman
Trustee



Catherine Wilson Fraser
Trustee

Executive Officers



Lyle Cunningham
Acting Superintendent



Boris Grisonich
*Acting
Associate Superintendent
Human Resources*



Sherri Fedor
*Associate Superintendent
Student Services*



Jerry Labossiere
Secretary Treasurer

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Central Office: 403.528.6701
Website: www.sd76.ab.ca

System Profile and Overview

Medicine Hat School District No. 76 is located within the boundaries of the City of Medicine Hat. Its schools serve the needs of students and their families from a typical range of socio-economic and cultural/ethnic backgrounds. There are 7,200 F.T.E. students from Kindergarten to Grade 12 in 17 buildings.

Staff

Teachers and Administrators: 405 F.T.E.
Secretaries: 37.5 F.T.E.

Support Staff

Educational Assistants: 176.47 F.T.E.
Custodians and Maintenance: 50 F.T.E.

Board Members

Board Members: 5

Budget (2014-2015)
TBA

Outreach Programs

- YMCA Career High
- YMCA Teen Mom Program
- YMCA Stay in School

Principal: Ms. Keri Gust
770 - 1st St. SE T1A 0B4
Phone: 403.526.7877
<http://www.mhoutreach.ca/>

Central High
166 - 1340 Kingsway Ave. SE T1A 2Y7
Phone: 403.526.7877, ext. 4
www.mhas.ca

Secondary Schools

Alexandra Middle School

Principal: Mr. Jason Peters
477 - 6 St. SE T1A 1H4
Phone: 403.527.8571
Grade Seven to Grade Eight
email: alexandra@sd76.ab.ca
www.alexandraschool.ca

Crescent Heights High School

Principal: Mr. Pat Grisonich
1201 Division Ave. NE T1A 5Y8
Phone: 403.527.6641
French Immersion and English
Grade Seven to Grade Twelve
email: chhs@sd76.ab.ca
www.chhsweb.ca

Medicine Hat High School

Principal: Mrs. Sue Withers
200 - 7 St. SW T1A 4K1
Phone: 403.527.3371
Grade Nine to Grade Twelve
email: mhhs@sd76.ab.ca
www.mhhs.ca

Elementary Schools

Connaught School

Principal: Mrs. Deni Neigum
101 - 8 St. SW T1A 4L5
Phone: 403.526.2392
French Immersion and English
Kindergarten to Grade Six
email: connaught@sd76.ab.ca
www.connaughtschool.ca

Crestwood School

Principal: Mr. David George
2300 - 19 Ave. SE T1A 3X5
Phone: 403.527.2257
Kindergarten to Grade Six
email: crest@sd76.ab.ca
www.crestwoodschool.ca

Dr. Roy Wilson Learning Centre

Principal: Mr. Corey Sadlemyer
751 Strachan Road SE T1B 0P1
Phone: 403.528.6573
Kindergarten to Grade Nine
email: drwlc@sd76.ab.ca
www.drroywilson.ca



Elementary Schools

Elm Street School

Principal: Ms. Reagan Weeks
1001 Elm St. SE T1A 1C2
Phone: 403.526.3528
Kindergarten to Grade Six
email: elm@sd76.ab.ca
www.elmstreetschool.ca

George Davison School

Principal: Mrs. Tracy Hensel
155 Sprague Way SE T1B 3L5
Phone: 403.529.1555
Kindergarten to Grade Six
email: george@sd76.ab.ca
www.georgedavison.ca

Herald School

Principal: Mr. Andrew McFetridge
301 - 5 St. SW T1A 4G5
Phone: 403.526.4477
Kindergarten to Grade Six
email: herald@sd76.ab.ca
www.heraldschool.ca

Medicine Hat Chrisitan School

Principal: Mr. Shade Holmes
68 Rice Drive SE T1B 3X2
Phone: 403.526.3246
Kindergarten to Grade Nine
www.medhatchristianschool.com

River Heights School

Principal: Mrs. Natosha Mastel
301 - 6 Ave. SW T1A 5A8
Phone: 403.527.3730
Kindergarten to Grade Six
email: rvrhgts@sd76.ab.ca
www.riverheightsschool.ca

Riverside School

Principal: Mrs. Sherri Hendricks
201 - 2 St. NW T1A 6J4
Phone: 403.526.3793
Kindergarten to Grade Six
email: rvrside@sd76.ab.ca
www.riversideschool.ca

Ross Glen School

Principal: Mr. Wes King-Hunter
48 Ross Glen Rd. SE T1B 3A8
Phone: 403.529.2960
Kindergarten to Grade Six
email: rossglen@sd76.ab.ca
www.rossglen.ca

Southview Community School

Principal: Mr. Joey Gentile
2425 Southview Dr. SE T1B 1E8
Phone: 403.526.4495
Kindergarten to Grade Six
email: south@sd76.ab.ca
www.southviewschool.ca

Vincent Massey School

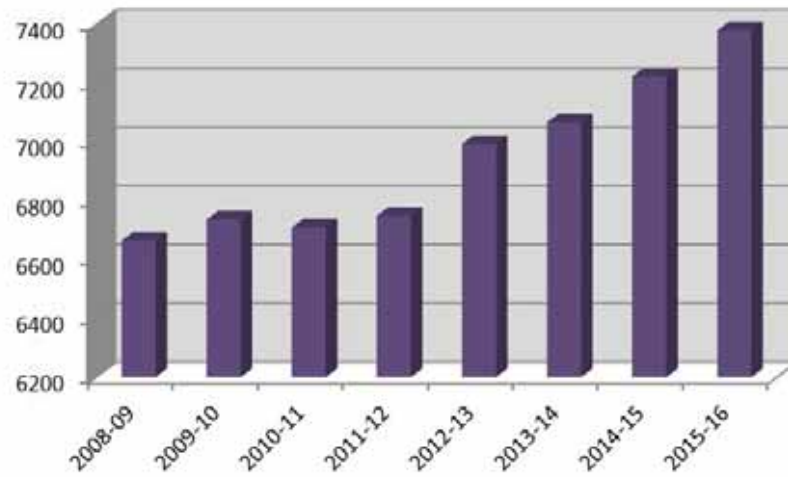
Principal: Mr. Cody Edwards
901 Hargrave Way NW T1A 6Y8
Phone: 403.527.3750
Kindergarten to Grade Six
email: vincent@sd76.ab.ca
www.vincentmasseyschool.ca

Webster Niblock School

Principal: Mr. Andy Fune
909 - 4th Ave. NE T1A 6B6
Phone: 403.527.4541
Kindergarten to Grade Six
email: webster@sd76.ab.ca
www.websterniblock.ca

Student Enrolment

The District has demonstrated consistent growth since 2006-2007. After experiencing a slight decrease in student numbers in 2010-2011, the District has seen growth in the last four consecutive school years.



Note: This chart reflects the most current information and projections available as of this reporting.



Our Story

Medicine Hat School District No. 76 was founded in 1886, making it one of the oldest districts in the Province of Alberta. As we continue to serve our community in our 129th year, we remain committed to providing our students with a caring learning environment that strives to meet the diverse needs of all learners and one that is committed to; “the fundamental goal of education in Alberta is to inspire all students to achieve success and fulfillment, and reach their full potential by developing the competencies of Engaged Thinkers and Ethical Citizens with an Entrepreneurial Spirit, who contribute to a strong and prosperous economy and society”.

Our use of Instructional Intelligence strategies and Kagan Cooperative Learning Structures engage students in innovative ways with each other and their curriculum. TRIBES, an instructional and community building strategy implemented across our District, creates classroom communities that reflect an environment of mutual respect, appreciations for one another and an atmosphere of support and safety that reflect ethical citizenship. As we continue to move forward with our work, we now have turned our focus to assessment practice. The evolving instructional practice in our District has led to our realization that our assessment practice must change to meet the learning needs of our students by better informing them about their learning.

Medicine Hat School District is focused on developing the whole child and places great value on creating caring and respectful relationships between staff, students, and families. The District is proud of the emphasis we place on ensuring that our children and students are loved and cared for. This observation has also been made by professional consultants visiting our District. We have a strong desire and a commitment to work collaboratively to support all learners. Our approach emphasizes student strengths, is solution focused, and centers on adapting the environment, rather than the student. We value meaningful parent involvement, transparency and open communication between the District, parents, and school-based teams regarding collaborative decisions that reflect the Pyramid of Intervention.



decisions that reflect the Pyramid of Intervention.

Medicine Hat School District also values the relationships we have with our cross ministry partners and agencies. Through their expertise and willingness to collaborate, our ability to “wrap around” students and families is significantly strengthened. Professional learning (PD) opportunities are attended with cross-ministry partners and agencies to ensure a common language and pedagogical focus of the District. As well, parents are being provided with opportunities to engage in learning sessions, most of which are available in the evenings to accommodate busy working schedules.

Literacy remains an important part of the District’s focus, given the impact this will have on a child’s life. To this end, we offer programming that is consistent for children within the classroom and at home. Efforts are made to ensure seamless and consistent literacy programming both at home and at school. A pilot project is currently being implemented in grades 1, 2, 4, 5, and 6 to benchmark literacy skills with the use of the Fountas & Pinnell. Elementary schools that are not involved in this pilot project will be administering the Canadian Achievement Tests (CAT-4), and this will also occur for students in grades 7 and 8.



New this year, are pre and post administration of the Early Years Evaluation (EYE) Direct Assessment for all Kindergarten children. As well, two high schools are providing access for at risk readers to age appropriate resources to develop literacy skills with the READ 180 program.

Medicine Hat School District is engaged in a number of initiatives to support the continuum of learners. The District is engaged in a project focused on capacity building and to support children with complex communication needs (CCN). Specific school teams will have the opportunity to consult with Kathy Howery regarding programming for students with CCN and identify strategies and augmentative communication needs. Consultation is also occurring regarding the University of Alberta/Alberta Education Literacy for All project. Engagement with Dr. Parrila from the U of A will provide knowledge to enhance literacy skills in adolescents. Under the leadership of the District Early Learning team, kindergarten and grade one teachers, along with their administrators, will spend time studying the Kindergarten Program Statement and becoming more familiar with the learning outcomes. In response to the challenge to meet the needs of all learners in a classroom, teachers and administrators will have an opportunity to work with a consultant regarding Universal Design for Learning (UDL).

The District continues to support First Nations, Metis and Inuit students and build cultural competency in all students. District instructional services are provided through a Legacy room at CHHS. A Teacher-liaison and a Liaison worker are positioned at the two high schools.

Nine classroom makeovers were awarded in the district in 2014-15, with another three being provided in 2015-16. For these classroom makeovers, classroom teachers were provided with substitute teachers to provide them with an opportunity for half a day to work with their administrator, learning coach, occupational therapist, behavior interventionist and District student services team member to reflect upon the classroom environment and ways to make it more conducive to supporting the learning styles of all students. These teachers are then provided with a funding allocation to purchase needed equipment and supplies to align their classrooms with the learning styles. Ongoing support is being provided to the teachers who participated in the classroom makeovers last year, to ensure continual reflection on their classrooms as learning spaces for all learners and to reduce barriers.



At the elementary and secondary grade levels, Medicine Hat School District 76 engages students and fosters a Community of Learners in a variety of ways. Students enter classrooms that are visibly welcoming. These classrooms resemble the comforts of home. The low lighting, comfortable chairs and quiet environment encourage students to interact with each other and their work in a calm and supportive manner.

Teachers in MHSD 76 have embarked on personal journeys of enhancing their practice. Many have learned the “Critical Friends Protocol” and use it with their students. This focuses feedback and makes it specific, helpful and kind. In addition, protocols that support critical thinking approaches such as probing questions or information synthesis have been used.

Flex Days, Genius Hour and Career and Technology Foundations are new to our schools. Flex Day and Genius Hours provide students with choices for their learning. Projects can be short or long term. Career and Technology Foundations exposes students to 28 different career paths. Furthermore, these initiatives and programs support problem based learning, an understanding of the local and global context. Additionally, technology and capacity building has been integrated into these processes for middle schools and engage students and teachers in learning more about how to leverage Chromebooks and Google Apps for Education for student learning.

Community Classrooms sees several city facilities host teachers and students for up to an entire week. The immersion in the facility allows for the students to interact with their curriculum and the site in meaningful ways. The focus on cross curricular connections makes this learning approach relevant, meaningful and personal.

This year marks the first in a three-year cycle focusing on Assessment. Our teachers have investigated Assessment of, Assessment as and Assessment for learning. It is our hope that teachers will be mindful of aligning curriculum outcomes, instructional strategies and purposeful assessment. Combining this approach with a focus on Bloom’s Taxonomy will hopefully result in more engaged students.

Schools are engaged in the second year of the Outcomes and Meaningful Alignment Pilot. They have been committed to delve into their front matter and program of studies as well as utilizing different methodologies such as Understanding by Design, Thematic Learning, Design Thinking, PBL and so on, embed instructional practices that are akin to active student participation and the development reflection through formative methods of feedback. We will also be supporting increased visible learning approaches and using critique to fine tune projects, units and summative assessments.

This year is, “The Year of the Learning Commons”. We are planning through the Teacher Librarians and the Library Advisory Committee to engage teachers and students in celebrating the philosophical and practical approaches that a Learning Commons brings. Teacher Librarians are documenting and creating a mosaic of learning experiences that will be shared in a public forum in the Spring.

A new District Technology Plan has been implemented that includes goals such as increasing communication out to teachers and engaging the Technology Advisory Committee as representatives across the District in feedback, pilots and data gathering. A District wide baseline survey will be administered to gauge the aptitude and appreciation of technology integration as well as how capacity can be built around IT and ET.

With a new evergreening process for schools, technology integration has been supporting increased anytime and anywhere learning through Chromebooks, iPads and other portable devices. In addition, supporting pilot projects for robotics, coding and other computer related applications from 1-12 has provided greater opportunity for select teachers to evaluate the opportunities that can be garnered for students with these applications. Schools with new tech infrastructure have been working to develop a pedagogical plan to support more malleable learning opportunities and purposefully designing projects or activities to integrate apps and web based tools. Teachers are also leveraging applications such as Hangouts, Mystery Skype, and Adventure 15. These opportunities have opened the classrooms globally and engaged students from different cultures in problem solving collaboratively through technology mediums.





The District work over the past 6 years has created a culture of collaborative learning that is evident in the work being done by our school and District based learning teams. Our teachers search out and enthusiastically respond to learning opportunities provided by their schools and the district. Conversations across the District reflect teachers' commitment to improving their practice, learning from one another, and in the end reflecting on what more can be done to improve student learning. This culture is in part a result of the foundational principles that guide our decisions, processes and structures we have put in place to support teachers in their work and student in their classrooms. We have created a common District focus with a common language that has enabled successful collaborative work. We are committed to maintaining a culture of collaborative learning that builds on what we have done by utilizing ongoing job-embedded professional learning opportunities. Teachers as professionals have been encouraged to add instructional strategies to their "instructional toolbox" and are encouraged to constantly evolve their practice by making the professional decisions to use the best "tools" available to them to meet the learning needs of all their students as only they can. Ours is an inclusive culture where we have a commitment to all students who are our collective responsibility and have developed the structures, processes and values that reflect our commitment to all learners.

Desired Outcome One: Every student is successful

Specific Outcome: Students achieve student learning outcomes.

Performance Measure	Results (in percentages)					Target 2015	Evaluation			Targets		
	2011	2012	2013	2014	2015		Achievement	Improvement	Overall	2016	2017	2018
Overall percentage of students who achieved the acceptable standard on diploma examinations (overall results).	83.4	84.2	82.4	82.9	81.4	82	Intermediate	Declined	Issue	83	84	85
Overall percentage of students who achieved the standard of excellence on diploma examinations (overall results).	16.8	15.6	13.5	12.4	11.0	12	Low	Declined	Issue	13	14	15

Strategies

“the fundamental goal of education in Alberta is to inspire all students to achieve success and fulfillment, and reach their full potential by developing the competencies of Engaged Thinkers and Ethical Citizens with an Entrepreneurial Spirit, who contribute to a strong and prosperous economy and society”

- These would include the introduction of the Critical Friends Protocol. This approach focuses on the giving and receiving of feedback in order to move a project forward. Also, in non-project approaches, CFP will support greater critical thinking and problem solving skills as well as an increase in students actively in their own learning. (i.e. Assessment as)
- Discussions with departments in terms of scope and sequence, alignment with instruction and assessment as well as item analysis where applicable for PAT's and DIP's. Increasing attention to improving unit planning, balanced assessment practices as well as student engagement in assessment are being implemented.
- De Bono's Six Thinking Hats are tools that foster Critical and Creative thinking. This focuses thinking into one of six dimensions.
- Each teacher new to MHSD 76 is instructed in the Cooperative Learning strategy called TRIBES. This approach builds community and fosters a sense of safety and well being in the classroom.
- Teachers will become more aware of Bloom's taxonomy. As a result, questions and conversations can be extended to the highest levels of the taxonomy.
- Technology (apps and sites) that support reading, writing and auditory needs as well as offer more differentiation in learning.
- Accommodations are provided for Diploma Examinations to give students equitable opportunities for success. Provide leadership opportunities such as Me to We, 7 Habits of Highly Effective People, Leadership Academy, Quad School Student Leadership Meetings, YES, Speak Out, SADD, Student Council, and mentorship between elementary and high school.
- Implementation of Ministerial Order through High Tech High, Design Thinking, Project Based Learning/Inquiry Based, Universal Design for Learning (UDL), differentiated instruction/responsive teaching.

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2010	2011	2012	2013	2014	2015	Achievement	Improvement	Overall	2016	2017	2018
High School Completion Rate - Percentage of students who completed high school within three years of entering Grade 10.	68.9	75.4	71.7	77.6	73.3	74	Intermediate	Maintained	Acceptable	75	76	77
Drop Out Rate - annual dropout rate of students aged 14 to 18	4.2	3.0	2.6	3.3	4.1	4	High	Declined Significantly	Issue	3.8	3.6	3.4

Strategies

- These would include the introduction of the Critical Friends Protocol. This approach focuses on the giving and receiving of feedback in order to move a project forward. Also, in non-project approaches, CFP will support greater critical thinking and problem solving skills as well as an increase in students actively in their own learning. (i.e. Assessment as)
- Discussions with departments in terms of scope and sequence, alignment with instruction and assessment as well as item analysis where applicable for PAT's and DIP's. Increasing attention to improving unit planning, balanced assessment practices as well as student engagement in assessment are being implemented.
- De Bono's Six Thinking Hats are tools that foster Critical and Creative thinking. This focuses thinking into one of six dimensions.
- Each teacher new to MHSD 76 is instructed in the Cooperative Learning strategy called TRIBES. This approach builds community and fosters a sense of safety and well being in the classroom.
- The attendance board process helps to ensure various avenues are in place for students' success, The First Nations, Metis and Inuit teacher and the liaison worker engage students to enhance their capacity to have improved attendance at school. This includes participation in attendance board hearings to support individual students and their families.
- Inclusive programming focus that builds on student strengths.
- Flexibility in programming and timetabling, with increasing levels of support to remove barriers to learning. Supported programming for completion of high school and increased high school engagement, including Learning Assistance Programming (LAP), Learning Support Programming (LSP) and Specialized Programming at Herald School, and the First Nations, Metis and Inuit teacher acts as Graduation Coach for First Nations, Metis and Inuit students.
- Focus on increasing teachers pedagogical repertoire for differentiated instruction. (ie. instructional intelligence strategies)
- Revisiting the revised Bloom's Taxonomy for children and students in ELP through grade 12.
- Foundational literacy instructions including consistent program training and assessment such as Fountas & Pinnell, READ 180, Sound Thinking, PWIM and Early Years Evaluation. (EYE)

High school to post-secondary transition rate of students within six years of entering Grade 10.	57.7	56.2	53.6	56.3	55.8	56	Intermediate	Maintained	Acceptable	58	59	
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Strategies

- Post-secondary career fairs at high schools provide valuable information for students.
- Guidance counseling helps students to plan their coursework to obtain a high school diploma and for post-secondary options.
- Partnership with Medicine Hat College to increase awareness for post-secondary options for students, including scholarship information and monthly sessions at high schools.
- Guidance counseling helps students to plan their coursework to obtain a high school diploma and for post-secondary options.

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2011	2012	2013	2014	2015	2015	Achievement	Improvement	Overall	2016	2017	2018
Percentage of teacher and parent satisfaction that students demonstrate the knowledge, skills and attitudes necessary for lifelong learning.	63.2	64.6	66.9	67.5	71.4	71	n/a	n/a	n/a	72	73	74

Strategies

- The approach of TRIBES will foster the skills necessary for lifelong learning.
- Kagan structures promote a cooperative environment. These are the skills required for 21st century learning. These would include the introduction of the Critical Friends Protocol. This approach focuses on the giving and receiving of feedback in order to move a project forward. Also, in non-project approaches, CFP will support greater critical thinking and problem solving skills as well as an increase in students actively in their own learning. (i.e. Assessment as)
- Foundational literacy instructions including consistent program training and assessment such as Fountas & Pinnell, READ 180, Sound Thinking, PWIM and Early Years Evaluation. (EYE)
- Discussions with departments in terms of scope and sequence, alignment with instruction and assessment as well as item analysis where applicable for PAT's and DIP's. Increasing attention to improving unit planning, balanced assessment practices as well as student engagement in assessment are being implemented.
- Teachers will become more aware of Bloom's taxonomy. As a result, questions and conversations can be extended to the highest levels of the taxonomy.
- Specialized assessments such as Level B and psycho-educational assessments provide individual student information to assist teachers in providing appropriate supports and instruction
- De Bono's Six Thinking Hats are tools that foster Critical and Creative thinking. This focuses thinking into one of six dimensions.
- Each teacher new to MHSD 76 is instructed in the Cooperative Learning strategy called TRIBES. This approach builds community and fosters a sense of safety and well being in the classroom.
- Teachers will become more aware of Bloom's taxonomy. As a result, questions and conversations can be extended to the highest levels of the taxonomy.
- School teams and central office staff are focused on building capacity in supporting children with significant disabilities and with complex communication needs.
- Working with students and families to ensure they understand their learning strengths and needs to increase self-advocacy and to provide inclusive learning opportunities.
- First Nations, Metis and Inuit teacher continue to provide graduation coaching to ensure First Nations Metis and Inuit students are supported to graduation by providing tutoring support and extra time to complete assignments, bring students to Legacy room for that purpose. By providing credit courses in Aboriginal Studies, not only to FNMI students. By provide computer stations in the Legacy room where students can access and get tutoring or extra help if needed.
- Work with families and schools to ensure appropriate community connections are made for students transitioning into adulthood who may require extra community supports.
- Work with post-secondary institutions to ensure appropriate accommodations will also be provided for students who are completing high school, and make sure Aboriginal students are supported in accessing Aboriginal scholarships
- Provide leadership opportunities such as Me to We, 7 Habits of Highly Effective People, Leadership Academy, Quad School Student Leadership Meetings, YES, Speak Out, SADD, Student Council, and mentorship between elementary and high school.
- Implementation of Ministerial Order through High Tech High, Design Thinking, Project Based Learning/Inquiry Based, Universal Design for Learning (UDL), differentiated instruction/responsive teaching.



Strategies (continued)

- Each month, every school in the district has a Collaborative Planning Circle (CPC). A substitute teacher is provided to release the classroom teacher to participate. Also the school administrator, learning coach, district student services team member, behaviour interventionist, mental health consultant, occupational therapist and speech/language therapist come together with a focus on building the capacity of the team to support student success. Strategies, interventions and accommodations are identified in a strength based, solution focused approach to support student learning. Where appropriate, the First Nations, Metis and Inuit teacher or liaison worker participates in the Collaborative Planning Circles.
- Individual Support Plans (ISPs) embedded with a Learner Profile are designed to actively engage students in meta-cognition about their learning, and at the high school level share individually with a teacher what they need in order to learn.
- Learning opportunities are provided for Educational Assistants to support all learners. Topics are very intentional and responsive to the needs and direction in our district.
- Relationship building strategies including 7 Habits of Highly Effective People, Adaptive Schools, Cognitive Coaching, Supporting Individuals through Valued Attachments. (SIVA), Cooperative Learning (Kagan and Tribes)
- Through the Southeast Alberta Regional Collaborative Service Delivery (SE AB RCSD) Model, OT, PT, SLP and Mental Health Consultant services are available at the school in a predictable and consistent basis.
- RCSD also provides a low incidence team including teachers of the blind/visually impaired, deaf/hearing impaired, and orientation and mobility, and augmentative communication team are available to support staff and students.

Desired Outcome Two: Alberta has quality teaching and school leadership

Specific Outcome: Teacher preparation and professional growth focus on the competencies needed to help students learn. Effective learning and teaching is achieved through collaborative leadership.

Performance Measure	Results (in percentages)					Target 2015	Evaluation			Targets		
	2011	2012	2013	2014	2015		Achievement	Improvement	Overall	2016	2017	2018
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.	84.2	84.9	86.1	85.5	86.3	86	Very High	Maintained	Excellent	87	88	89

Strategies

- TRIBES instruction certainly provides teachers and students with the elements that promote high quality collaboration.
- Exposure and growth of the Career and Technology Foundations programs will allow students to experience career options.
- Academies/alternative programming at various levels including environmental, sports, leadership, Registered Apprenticeship Program. (RAP)
- Extracurricular opportunities such as drama productions and sports teams.
- Children in Care Protocol is a cross ministerial initiative that utilizes Success in School Plans to support children under the care of Human Services.
- Partnership between Human Services and Education to coordinate services in providing collaborative support for development in the early years.
- Creating a District website early learning link to provide information, resources and articles for parents, teachers and administrators.
- FNMI Teacher provides professional development for teachers focused on Aboriginal education, current issues in education and on indigenizing processes like workshops, evaluative methodology and pedagogy not necessarily seen as focused on Aboriginal content. FNMI teacher provides input and an aboriginal perspective on all initiatives in the redesign process, provide strategies from an aboriginal perspective on implementation of initiatives.



Desired Outcome Three: Alberta's education system is governed effectively

Specific Outcome: The education system demonstrates collaboration and engagement.

Performance Measure	Results (in percentages)					Target 2015	Evaluation			Targets		
	2011	2012	2013	2014	2015		Achievement	Improvement	Overall	2016	2017	2018
Percentage of teachers and parents satisfied with parental involvement in decisions about their child's education.	79.1	80.7	77.7	79.7	80.8	82	High	Maintained	Good	82	83	84
Percentage of teachers, parents and students satisfied with the overall quality of basic education.	87.1	88.3	89.0	88.8	90.0	90	Very High	Improved	Excellent	91	92	93

Strategies

- TRIBES learning approach has created a safe place for all types of learners. This approach has been shared with Parent Councils and the larger Council of Parent Councils.
- Learning Coaches facilitate and develop capacity as parents and school work together to build on student strengths and support challenges.
- Collaborative Planning Circles provide meaningful involvement of parents in solution focused decision making to support planning for student success.
- Student portfolios provide opportunity for student sharing and goal setting.
- Early Literacy Assistance to support children with literacy delays. (Kindergarten through grade 3)
- Early Learning Administrators Committee has been struck to identify and implement strategic plans to support early learning, including Early Years Evaluation (EYE), unpacking the curriculum from Kindergarten to grade 1, and increased understanding of play based learning with posters, checklists and questions.
- Literacy Idea Sharing – 15 minute sessions for parents as they arrive to pick up their children from Kindergarten and Early Learning programs.
- FNMI Teacher is available to work directly with our board to provide aboriginal perspectives in their governance processes and provide advice and direction in difficult situations.
- FNMI staff encourages Aboriginal parents to get involved in governance issues and increase knowledge and to get to know who their board is and how they can access board resources.



Specific Outcome: Students and communities have access to safe and healthy learning environments.

Performance Measure	Results (in percentages)					Target 2015	Evaluation			Targets		
	2011	2012	2013	2014	2015		Achievement	Improvement	Overall	2016	2017	2018
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.	84.5	86.2	86.1	86.6	88.7	89	Very High	Improved Significantly	Excellent	90	91	92
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.	80.0	82.7	79.4	81.7	82.7	83	Very High	Improved	Excellent	84	85	86

Strategies

- TRIBES learning approach has created a safe place for all types of learners. This approach has been shared with Parent Councils and the larger Council of Parent Councils.
- Mental health consultants are available in all schools on a consistent and predictable basis to provide therapeutic counseling.
- Through two Mental Health Capacity Building Projects (H.U.G. and MyPlace) success coaches provide universal programming for students and families to promote mental health wellness and prevent mental illness.
- The district, in partnership with McMan Youth, Family and Community Services, are implementing the Color Me Free Project to reduce social isolation, improve community connections and capacity, and expand the resources that support and keep safe LGBTQ youth and their families.
- FNMI teacher provides supports for all students that focus on Aboriginal healing practices like access to smudging ceremonies, medicine wheel training, traditional medicines and practices, FNMI Liaisons encourage Aboriginal involvement in these activities.
- The district has five alternative outreach programs to provide responsive and supported options for diverse learners – YMCA Stay In School Program, Central High Distance Education, Young Moms Program, Saamis REAL Program and McMan REAL Program.
- In partnership with Alberta Health Services – Addiction and Mental Health, the district operates the PAS Program which is an institutional program to support students with significant emotional and/or mental health needs.
- Development of a Bullying Prevention Guide (and posted on our website) with important information regarding intervention and digital citizenship to build capacity and proactively support students, staff and parents. Medicine Wheel training and interventions are available to diffuse difficult situations for Aboriginal students.
- A multi-disciplinary VTRA Protocol is being collaboratively developed for the region to respond to risks and threats, and to thoughtfully and intentionally plan for risk reducers.
- Our behaviour interventionists support the environment to assist children/students in acquiring skills within the social/emotional domain of development.



Desired Outcome Four: First Nations, Métis and Inuit students are successful

Specific Outcome: The achievement gap between First Nations, Métis and Inuit (FNMI) students and all other students is eliminated.

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2011	2012	2013	2014	2015		Achievement	Improvement	Overall	2016	2017	2018
Overall percentage of self-identified FNMI students in Grades 6 and 9 who achieved the acceptable standard on Provincial Achievement Tests (overall cohort results).	70.9	66.8	72.1	60.1	58.3	58	Very Low	Maintained	Concern	61	63	65
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).	13.2	5.3	9.6	4.6	5.4	6	Very Low	Maintained	Concern	8	10	12

Strategies

- These would include the introduction of the Critical Friends Protocol. This approach focuses on the giving and receiving of feedback in order to move a project forward. Also, in non-project approaches, CFP will support greater critical thinking and problem solving skills as well as an increase in students actively in their own learning. (i.e. Assessment as)
- Discussions with departments in terms of scope and sequence, alignment with instruction and assessment as well as item analysis where applicable for PAT's and DIP's. Increasing attention to improving unit planning, balanced assessment practices as well as student engagement in assessment are being implemented.
- De Bono's Six Thinking Hats are tools that foster Critical and Creative thinking. This focuses thinking into one of six dimensions.
- Each teacher new to MHSD 76 is instructed in the Cooperative Learning strategy called TRIBES. This approach builds community and fosters a sense of safety and well being in the classroom.
- Teachers will become more aware of Bloom's taxonomy. As a result, questions and conversations can be extended to the highest levels of the taxonomy.
- Technology (apps and sites) that support reading, writing and auditory needs as well as offer more differentiation in learning. FNMI Education supports 2 roles in the district: an FNMI Teacher to coordinate and to deliver programming.
- The FNMI Teacher provides graduation and success coaching to aboriginal students and provide curricular support and tutoring to aboriginal students k-12; to assist with accommodations supervision; to monitor attendance and work with parents and caregivers to improve attendance when necessary.
- The Legacy Room: (k-12) designed to provide the curriculum supports needed through interpretation of culture. A handbook is designed to show the curriculum fit. Provide programming in the Legacy room setting to enhance all curriculum at all levels (K-1 Storytelling, grade 2- Inuit Heart, grade 3 –Legends, grade 4-12 varied programing with lectures, guests, performances, tipi raising, crafts, drummers and singers, mini powwows)
- Overall FNMI Programming provides connections with community to provide curricular supports (Red Sky Performance, History in the Hills, Walking With Kokum); provides interventions and education opportunities where communications have broken down and families feel they are being discriminated against; provides Elder consultations for difficult situations, for general consultation with students, staff and parents; provides tutoring support and extra time to complete assignments, bring students to Legacy room for that purpose and provides literacy and numeracy strategies and learning opportunities with a focus on division one student to increase early learning statistics in the District.

Overall percentage of self-identified FNMI students who achieved the acceptable standard on diploma examinations (overall results).	87.3	89.7	80.0	81.8	71.6	72	Very Low	Declined	Concern	74	76	78
Overall percentage of self-identified FNMI students who achieved the standard of excellence on diploma examinations (overall results).	15.9	7.7	10.0	15.9	7.5	8	Low	Maintained	Issue	10	12	14

Strategies

- FNMI Education supports 2 professionals in the district: a District FNMI Teacher and a FNMI Family School Liaison Worker to coordinate and to deliver programming and provide responsive support for students and families.
- The FNMI Teacher provides graduation and success coaching to aboriginal students and provide curricular support and tutoring to aboriginal students K-12; to assist with accommodations supervision; to monitor attendance and work with parents and caregivers to improve attendance when necessary.
- The District FSLW works directly with students and families in the school and community to ensure increased success for Aboriginal students by connecting directly with the students to mitigate problems, increase success, attendance and graduation rates.
- The district FNMI staff work collaboratively with learning coaches, counselors, administrators and teachers to provide scaffolded support for Aboriginal students who are falling behind in their studies. Targeted supports includes providing a quiet place for students to work and receive assistance to catch up. Careful monitoring of students' progress and then appropriate support to catch up. The Family School Liaison Worker directly with students and families to ensure increased success for Aboriginal students by connecting directly with the students to mitigate problems, increase success, attendance and graduation rates.
- All students in grade 12 are presented with an eagle feather at graduation ceremonies.

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2010	2011	2012	2013	2014		Achievement	Improvement	Overall	2016	2017	2018
High School Completion Rate - Percentage of self-identified FNMI students who completed high school within three years of entering Grade 10.	49.8	65.7	36.6	71.4	48.4	50	Very Low	Maintained	Concern	52	54	56
Drop Out Rate - annual dropout rate of self-identified FNMI students aged 14 to 18	4.2	9.8	8.5	6.8	8.9	8	Low	Maintained	Issue	7	6	5
High school to post-secondary transition rate of self-identified FNMI students within six years of entering Grade 10.	41.9	35.6	32.6	33.5	38.0	39	Very Low	Maintained	Concern	41	43	45

Strategies

- FNMI Education supports two roles in the district: an FNMI Teacher to coordinate and to deliver programming.
- The FNMI Teacher provides graduation and success coaching to aboriginal students and provide curricular support and tutoring to aboriginal students k-12; to assist with accommodations supervision; to monitor attendance and work with parents and caregivers to improve attendance when necessary.
- The District FNMI Teacher also provides opportunities for development of cultural competencies and instill cultural pride in aboriginal students and to assist schools in the development Aboriginal content.
- Family school liaison workers provide (dual role for teacher) to deliver services to Aboriginal students, families.

Percentage of Grade 12 self-identified FNMI students eligible for a Rutherford Scholarship.	42.1	43.5	14.3	34.6	41.7	42	Very Low	Maintained	Concern	43	45	47
Percentage of self-identified FNMI students writing four or more diploma exams within three years of entering Grade 10.	22.1	43.8	6.1	23.8	26.4	27	Very Low	Maintained	Concern	30	32	34

Strategies

- FNMI Education supports two roles in the district: an FNMI Teacher to coordinate and to deliver programming.
- The FNMI Teacher provides graduation and success coaching to aboriginal students and provide curricular support and tutoring to aboriginal students k-12; to assist with accommodations supervision; to monitor attendance and work with parents and caregivers to improve attendance when necessary.
- FNMI Education supports two roles in the district: an FNMI Teacher to coordinate and to deliver programming.
- The District FNMI Teacher also provides opportunities for development of cultural competencies and instill cultural pride in aboriginal students and to assist schools in the development Aboriginal content.
- Family school liaison workers provide (dual role for teacher) to deliver services to Aboriginal students, families.
- Parents will be encouraged to identify their children as per the guidelines of ALDCI (Aboriginal Learner Data Collection Initiative)





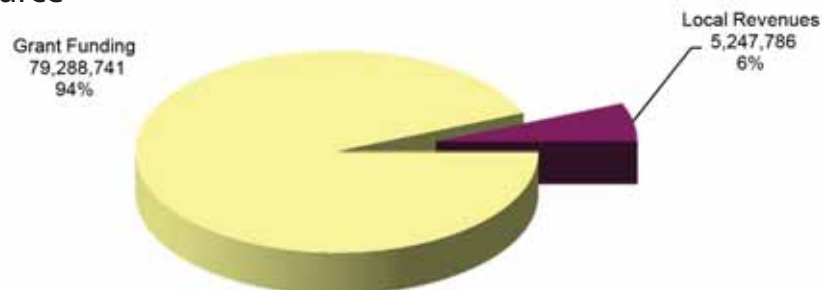
BUDGET

summary and forecast

Summary of Financial Information:

<u>GENERAL SUMMARY</u>		2014-15 Actual	2013-14 Actual
Revenues			
Grant Funding			
Operations		\$ 77,605,421	\$ 74,580,570
Debt Servicing (supported)		1,683,320	1,155,735
<i>Sub-total Grants</i>		79,288,741	75,736,305
Local Revenues		5,247,786	4,994,440
<i>Total Revenues</i>		<u>\$ 84,536,527</u>	<u>\$ 80,730,745</u>
Expenditures			
Salaries		\$ 50,508,685	\$ 49,598,097
Employee Benefits		13,305,105	12,807,148
<i>Sub-total Salaries & Benefits</i>		63,813,790	62,405,245
Purchased Services, Supplies & Contracts		16,491,093	14,358,077
Debt Servicing (Amortization and interest)		2,712,015	2,200,180
<i>Total Expenditures</i>		<u>\$ 83,016,898</u>	<u>\$ 78,963,502</u>
<i>Surplus (Deficit) for the year</i>		<u>\$ 1,519,629</u>	<u>\$ 1,767,243</u>

Revenue - by Source



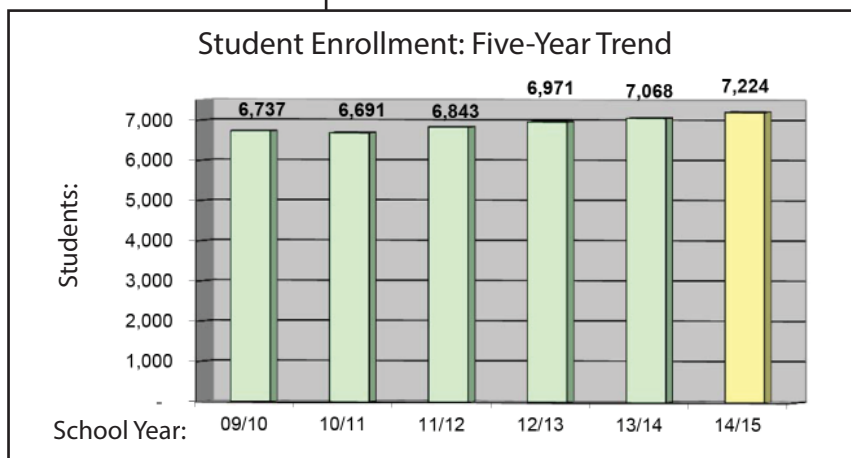
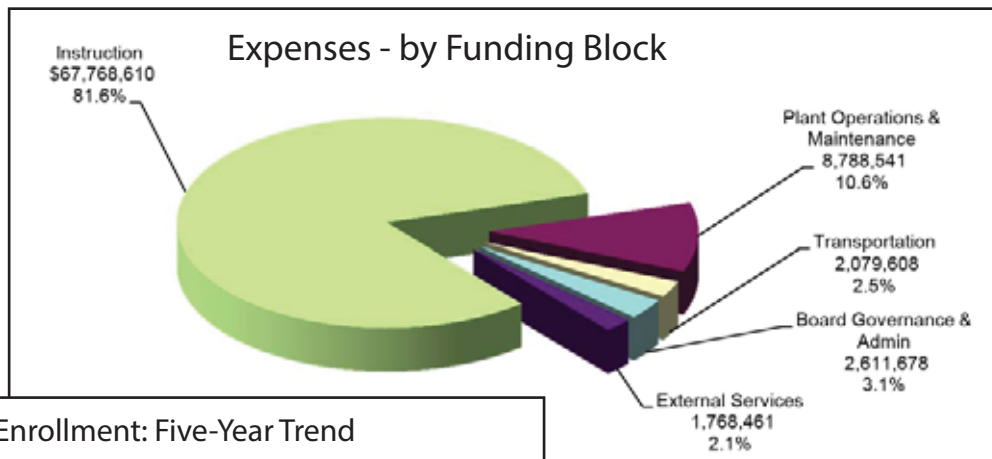
Expenses - by Object



Summary of Financial Information:

EXPENDITURE SUMMARY - by Funding Block

	2014-15 Actual	2013-14 Actual
Instructional Block	\$ 67,768,610	\$ 64,568,869
Support Block		
Plant Operations & Maintenance	8,788,541	7,991,741
Transportation	2,079,608	2,103,839
Board Governance & Administration	2,611,678	2,259,567
External Services	1,768,461	2,039,486
<i>Total Support Block</i>	<i>15,248,288</i>	<i>14,394,633</i>
<i>Total Expenditures</i>	<i>\$ 83,016,898</i>	<i>\$ 78,963,502</i>



Other Cost Information:

Student Enrollment

Cost Per Pupil by Funding Block

Instruction

Operations & Maintenance

Transportation

Governance & Administration

Total

	2014-15 Actual	2013-14 Actual
Student Enrollment	<u>7,224</u>	<u>7,068</u>
Instruction	\$ 9,381	\$ 9,135
Operations & Maintenance	1,217	1,131
Transportation	288	298
Governance & Administration	362	320
Total	<u>\$ 11,248</u>	<u>\$ 10,884</u>

Complete Audited Financial Statements, including notes and schedules, for the year ended August 31, 2015 are available on the District website at:

[http://sd76.ab.ca/District Publications/Audited Financial Statements/2015 Financial Statement](http://sd76.ab.ca/District%20Publications/Audited%20Financial%20Statements/2015%20Financial%20Statement)

Provincial wide combined information, can be accessed at

<http://www.education.alberta.ca/admin/funding/audited.aspx>

Guiding Principles for Budget Development:

SECTION 400

POLICY 400

MEDICINE HAT SCHOOL DISTRICT NO. 76 FINANCIAL MANAGEMENT AND BUSINESS PRACTICES

BACKGROUND

The Board is accountable to internal and external stakeholders, for providing effective and efficient stewardship of its funds, resources and assets.

The Board is 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 District 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 District.

GUIDELINES

1. The operating costs of the school district should not exceed the available resources.
2. The Board expects that the financial resources of the District will be managed in accordance with:
 - generally accepted accounting practices;
 - district policy;
 - provincial policy;
 - the School Act; and
 - other applicable federal and provincial statutes and regulations.
3. The District's financial plan shall:
 - reflect the mission, goals, objectives, and priorities of the district and province;
 - provide for staff salary variations in accordance with the fiscal conditions of the district 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 District shall ensure that there is an adequate system of internal controls in place to safeguard the assets of the District.
5. Staff of the District 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: February 15, 2011

References:

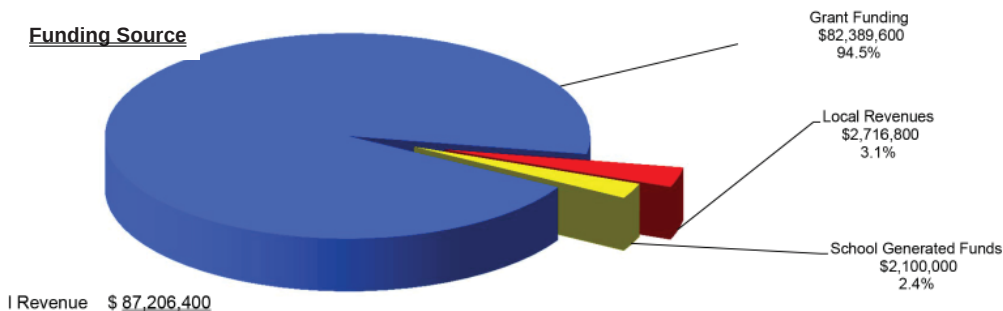
Alberta School Act: 145, 147, 148, 152, 183, 184, 185, 186, 187, 188, 189

District Policies:

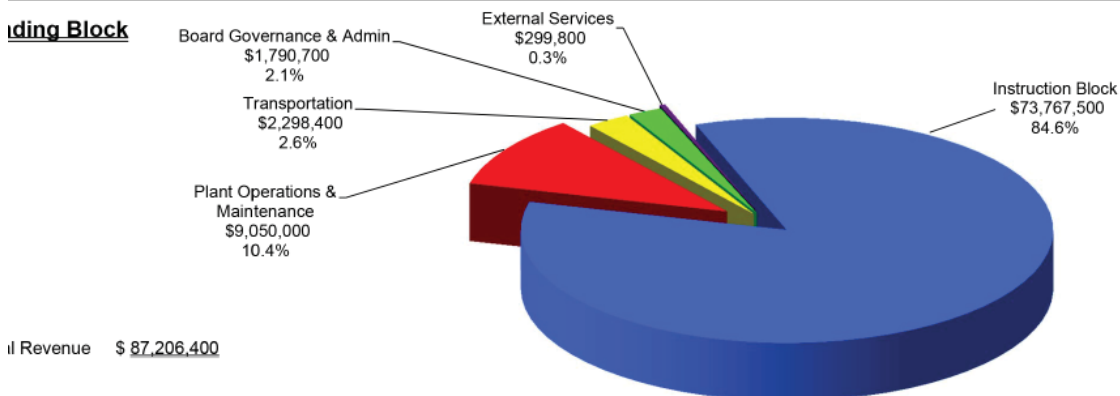
Other: Canadian Institute of Chartered Accountants - Handbook

Revenues: 2015-2016

Funding Source

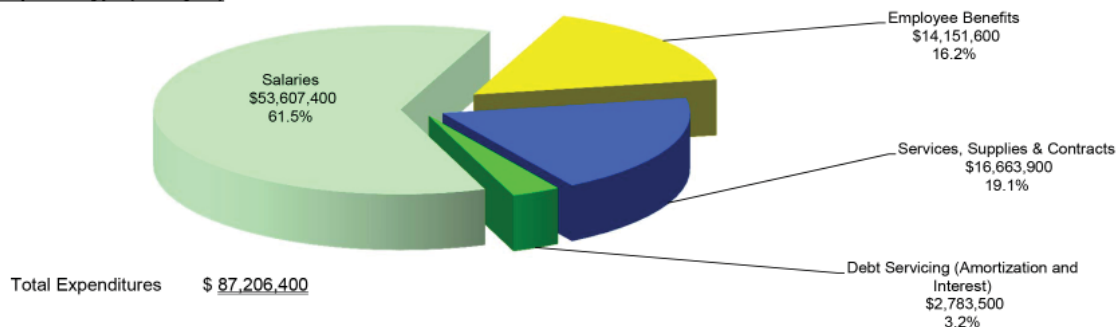


Spending Block

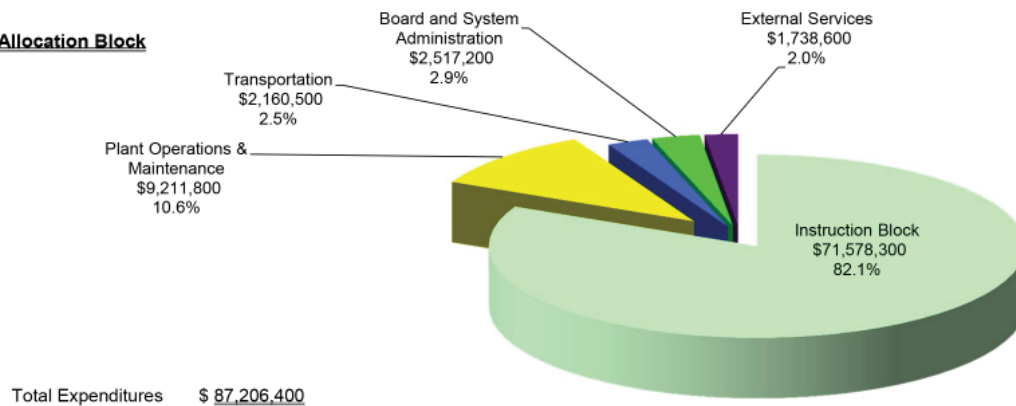


Expenditures: 2015-2016

Expense Type (or Object)



Allocation Block



Budget Overview Spring Comments:

Grants:

Instruction - Budget is based on student count of **7,224** students.

The provincial budget froze student numbers at the 2014-15 levels. As well the following grant rates were changed as follows:

- Base Grants - increased 1.8% or \$794,000
- Class Size - increased 2% or \$65,200
- Inclusive Education Grant - increased 3.3% or \$141,300
- Pension support - increased 6.8% or \$317,500
- Lump Sum Support - one time grant to cover the 1% teachers lump sum or \$394,000
- PUF - Funding increased \$803,000
- All Other Instructional Grants - were maintained at the 2014-15 levels
- Overall a net increase of \$1,651,500 or 2.5%
- If you exclude PUF, pension and the one-time lump sum - the remaining increase is \$839,900 or 1.2%

Facilities:

- POM - decreased 3.1% or (\$177,200)
- IMR - decreased 51% or (\$1,325,100) - estimate

Transportation:

- Funding rate was decreased by 1.35%. Also anticipate a reduction of students who will qualify for an estimated total reduction of 2.3% or (\$55,300).

Total grants increased by only \$117,900 or .1 of 1% which is not adequate to cover the provincially negotiated teacher salary increases of \$1.2 million.

Local Revenues:

Minor changes in local revenues reflecting an additional \$62,700

Continuing Initiatives:

- My Place Project - CHHS and AMS

Wages and Benefits:

- Wages and Benefits have increased \$3,508,800 or 5.6%
- Certificated FTE have increased by 3.3 FTE and non-certificated by 19.1 FTE. The increases are primarily in the PUF and Mild-Moderate area reflecting mostly additional EA's .
- The balance of the change is primarily due to the provincially negotiated teacher wage increase of 3% and grid movement in all staff groups.

Budget Overview Spring Comments:

Purchased Services:

Instruction:

- Central Instruction - reduced by \$22,600 or .9 of 1%
- Site Based - reduced by \$144,600 or 6.5%, due to change in responsibility for interactive displays in classrooms
- PUF - reduced by \$229,600 or 8% due to additional staff additions
- Total Instruction purchased services reduced by \$396,800 or 4.2%

Facilities:

- POM - Plant Operations and Maintenance—reduced \$20,500 or .8%
- IMR - Infrastructure Maintenance and Renewal - reduced \$1,210,700 or 47% (2014-15 was unusually high—returned funding to more typical levels)

Transportation: increased \$60,900 or 3.1%

Board and Administration: decreased \$114,500 or 16%

External Services: increased \$7,400 - mainly due to the addition of a Pre-School program in our budget

Capital Expenditures and Funding:

Key additions include the following:

- Central Office modernization - at \$2.25 million
- Ranchlands School - design work at \$750,000

As well, we have also added smartboard replacements at \$230,000 to the District responsibilities.

In Summary:

The budget reflects a small surplus of \$310,000.

Budget Overview *Fall Comments:*

Wages and Benefits:

Key additions include the following:

- 5.5 Teaching staff
- 9.5 District EA's and 7.2 PUF EA's
- 3.5 Temporary Information Technology staff to implement equipment conversions (interactive smart boards)
- Increase in salary and benefits of \$1,039,600

Purchased Services:

Key additions include:

- Site based school budgets - additional \$63,100
- Central supports - Instruction additional \$286,200
- Transportation - additional \$34,000
- Board & Administration - additional \$23,300
- Unsupported Amortization - additional \$69,300

In Summary:

The budget reflects a balanced budget.





FACILITY AND CAPITAL

projects and plans

Facility and Capital Plans

THREE YEAR CAPITAL PLAN

2016-2019

PROGRAM CHANGE HIGHLIGHTS

- | | |
|-----------------|---|
| September, 2017 | - Ranchlands K-6 600 core school opens (300 capacity)
- Riverside School program relocates to Vincent Massey or Ranchlands |
| September, 2018 | - Connaught School modernization is complete
- River Heights School modernization is complete |
| September, 2019 | - Crestwood School modernization is complete
- Alexandra Middle School modernization & addition is complete |

A copy of the District Facilities Plan is available at the
Medicine Hat School District No. 76 office located at:
601-1 Avenue S.W., Medicine Hat, Alberta, T1A 4Y7
or by telephoning (403) 528-6701
or by fax (403) 529-5339
or on the District webpage at: www.sd76.ab.ca
or by clicking on the following link:
http://new.sd76.ab.ca/documents/facilities_plan/facility_master_plan.pdf

Three-Year Capital Plan Highlights 2016-2019

Project List:

District Priority	Project Name	Project Category	Project Cost
<u>2016-2017</u>			
1	Ranchlands New School [K-6 600]	New School	\$13,514,600
<i>Sub-total</i>			\$13,514,600
<u>2017-2018</u>			
2	Connaught Modernization	Modernization	\$9,934,500
3	River Heights Modernization	Modernization	\$5,740,700
<i>Sub-total</i>			\$15,675,200
<u>2018-2019</u>			
4	Crestwood Modernization	Modernization	\$10,497,200
5	Alexandra Modernization & Addition	Modernization	\$14,714,800
<i>Sub-total</i>			\$25,212,000
Total for Three Years			\$54,401,800

Highlights of Facilities Projects: September 2014 to August 2015

A. Infrastructure Maintenance and Renewal Program: Total Expenditure \$636,800

School	Project	Description
All	Door Access	Started wiring for lockdown door access systems
Alexandra	West sidewalk	Replaced west sidewalk
Connaught	Site pavement	Repaved playground area and parking lot
	Controls	Replaced controls for boilers, pumps and ventilation equipment
CHHS	Roofing	Replaced roofing on CTS cosmetology lab
	Roofing	Replaced roofing on west gymnasium
Crestwood	Water savings devices	Installed water savings devices on urinals
Elm Street	Site pavement	Repaved playground area
	Controls	Replaced controls for boilers, pumps and ventilation equipment
Southview	Sinks	Replaced sinks in 3 washrooms
	Office renovation	Installed entrance door and sidelight to secure office for lockdown
	Water savings devices	Installed water savings devices on urinals
Webster Niblock	Ventilation	Added ventilation to administration area
	Office renovation	Installed glass wall to secure office for lockdown

B. School Renovations: Total Expenditure \$62,000

School	Project	Description
Connaught	Basketball apparatus	Replaced 2 main basketball apparatus in gym
CHHS	Library	Installed white boards, white walls, projector and shelving in learning commons
George Davison	Library and change rooms	Added arch in library and access doors from gym to adjacent breakout rooms
Riverside	Fire Repair	Repaired kitchen after October 16, 2014 fire

C. Capital Projects: Total Expenditure \$Unknown

School	Project	Description
Connaught School	Modular Classrooms Relocation	Relocated two (2) modular classrooms from George Davison School to Connaught School to accommodate the increasing enrolment.
Dr. Roy Wilson Learning Centre	Modular Classrooms Addition	Alberta Education added four (4) modular classrooms to increase capacity to 800 students.
Medicine Hat High School	Modernization	Phase 1 of the project consisting of CTS Mechanics and Welding renovations was tendered and construction commenced.
New K-6 Elementary School	New School	Started the design process for a new K-6 school in Ranchlands sub-division.
Administration	Building Addition and Renovation	Designed and tendered project. Started construction of Phase 1.



Medicine Hat School District No. 76