



Medicine Hat Public School Division
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mhpsd.ca



ANNUAL EDUCATION RESULTS REPORT

2018-2019 AERR

Three-Year Education Plan 2017-2020



TO LEARN. TO GROW.

TO BUILD A BETTER

WORLD

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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

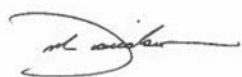
MESSAGE FROM THE SUPERINTENDENT

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.

- ◆ Through the past few years we have been working to develop shared understanding of what it means for teams of teachers and other staff to provide students with 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. Staff throughout the system are engaging in meaningful professional learning that is building professional capacity to identify, plan to address and implement programming that meets the diverse needs of our students. Structures, roles and expectations have been implemented and/or clarified to help our students achieve.
- ◆ 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 have developed new structures and supports that demonstrate a systemic commitment to wellness for all.
- ◆ 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. Generative dialogue serves as the vehicle through which central office leaders and site leaders engage in challenging conversations about how our leadership practice can influence outcomes for our students.
- ◆ We have adopted 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. Key staff have been hired and are leading our system's efforts at developing relationships with students, their families and the broader community that encourage belonging and successful relationships.

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



ACCOUNTABILITY STATEMENT

The Annual Education Results Report (AERR) for the 2018-2019 school year and the Education Plan for the three years commencing September 1, 2019 for the MHPSD was prepared under the direction of the board in accordance with its responsibilities under the Education Act and the Government Accountability 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 education plan to improve student learning and results.

The board approved this combined 2019–2022 AERR for the school year on November 26, 2019.

BOARD CHAIR: RICK MASSINI

SUPERINTENDENT OF SCHOOLS: MARK DAVIDSON

DIVISION VISION

**To learn. To grow. To
build a better world.**



MISSION STATEMENT

Our mission is to provide an inclusive, progressive learning community through trust, courage and collaboration.

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



342

FNMI Student Population



253

English Language Learners (ELL)



448

Full Time Equivalent (FTE)
Certified Teachers



324

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)
- ◆ École 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) (AMS)
- ◆ Herald School (K-6) & specialized programming
- ◆ River Heights Elementary School (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)
- ◆ Outreach School

MHPSD 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



| 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 2018-2019 school year MHPSD and our schools engaged with students, teachers, parents and the larger community to gather feedback on our progress and 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 2019. This data was then used to assist schools in setting goals and priorities for the year and to support changes at the system level around social-emotional supports.



A **First Nations, Métis and Inuit Community Engagement Session** was held in March where approximately 20 community members from diverse backgrounds provided us with feedback and direction on our FNMI strategic plan.

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 completed the survey. For the first time, in 2019 we received over 3000 responses across the system.



Student Engagement Sessions were held in January, April and June of 2019, where approximately 15 grade 9-12 students provided feedback on system direction and developed their own skills in collecting student voice in schools.

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)

2018-2019 saw our schools fully commit to implementing a model of collaborative response. Continuum(s) of support were both refined and utilized for academic and social emotional needs. The OLE was further refined to include a series of progressions in each of the core areas of the model. Support, in the form of 10 OLC's and a cadre of CSTs across schools, were utilized 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 planning meetings to support schools to work with key data around staffing decisions and class structures.

CONTINUED COMMITMENT TO COMMUNITY ENGAGEMENT

After completing a larger community wide engagement process in the spring of 2018, schools, central office and trustees turned attention to gathering feedback from a variety of stakeholder groups during the 2018-2019 school year:

- ♦ Teacher's Voice – Central office executive team met with teacher reps from all schools to discuss questions, comments and ideas submitted by teachers and vetted by teacher reps. This group met four times over the course of the year and allowed staff to develop a deeper understanding on decision making and processes. The committee also influenced change, notably changes to staffing policy and teacher transfer, changes to the school year calendar and the addition of more teacher voice sessions. Finally, written responses to inquiries were shared out with all staff to further enhance communication.
- ♦ May 2019 – A First Nations, Métis and Inuit community engagement session was held where approximately 20 community members from diverse backgrounds shared bannock and buffalo stew and provided us with feedback on our FNMI strategic plan.
- ♦ April 2019 – OurSchool Survey – once again, approximately 5000 surveys provided data from students, parents and staff that we used to both triangulate data and to strengthen our baseline knowledge.
- ♦ Student Engagement Sessions – Three meetings with approximately 15 grade 9-12 students were held to provide student voice on what they saw as pressing matters in school. Students also developed their skills in collecting student voice and conducted their own information gathering sessions at elementary schools.
- ♦ Accountability Pillars Online Reporting Instrument (APORI) – increased to over 3000 responses in 2019.

SIGNIFICANT ACHIEVEMENT GAINS ON GRADE 6 AND GRADE 9 PROVINCIAL ACHIEVEMENT TESTS

For the second consecutive year we saw our students make gains on the acceptable scores on seven out of eight grade 6 and grade 9 exams. This strong work by our students also allowed our grade 6 students to continue strengthening our three year acceptable average.

STUDENTS ACHIEVE EXCELLENCE ON ACHIEVEMENT AND DIPLOMA EXAMS

Alongside the above achievement gains, we saw students in grade 6 and 9 make substantial gain in the area of excellence on all achievement exams.

We also saw gains in our three year average in the area of excellence on all achievement exams and on 8 out of 11 diploma exams.

OFFER A BROAD PROGRAM OF STUDIES THAT SUPPORTS ALL LEARNERS

We continued to show marked improvement on feedback we receive from stakeholders on the broad program of studies that we offer allowing us to exceed our target in this area. This is a real credit to schools' programming decisions and adapting to continually support all learners.

COMBINED 2019 ACCOUNTABILITY PILLAR OVERALL SUMMARY

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

Measure Category	Measure	Medicine Hat School Division			Alberta		Measure Evaluation		
		Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Achievement	Improvement	Overall
Safe and Caring Schools	Safe and Caring	86.5	88.4	87.2	89.0	89.0	High	Maintained	Good
	Program of Studies	85.0	85.0	83.9	82.2	81.8	Very High	Maintained	Excellent
	Education Quality	89.0	89.0	89.3	90.2	90.0	High	Maintained	Good
	Drop Out Rate	4.6	3.3	3.3	2.6	2.3	Intermediate	Declined Significantly	Issue
Student Learning Opportunities	High School Completion Rate (3 yr)	72.3	70.7	73.3	79.1	78.0	Intermediate	Maintained	Acceptable
	PAT: Acceptable	73.5	71.8	70.8	73.8	73.6	Intermediate	Improved	Good
	PAT: Excellence	17.0	11.4	11.5	20.6	19.9	Intermediate	Improved Significantly	Good
	Diploma: Acceptable	78.4	76.2	77.2	83.6	83.7	Intermediate	Maintained	Acceptable
Student Learning Achievement (Grades 10-12)	Diploma: Excellence	13.3	11.8	12.4	24.0	24.2	Intermediate	Maintained	Acceptable
	Diploma Exam Participation Rate (4+ Exams)	46.3	48.1	48.4	56.3	55.7	Intermediate	Maintained	Acceptable
	Rutherford Scholarship Eligibility Rate	57.7	56.9	54.6	64.8	63.4	Intermediate	Improved	Good
	Transition Rate (6 yr)	47.8	48.9	53.6	59.0	58.7	Intermediate	Declined	Issue
Preparation for Lifelong Learning, World of Work, Citizenship	Work Preparation	78.1	80.1	80.5	83.0	82.4	High	Declined	Acceptable
	Citizenship	77.4	79.7	79.9	82.9	83.0	Intermediate	Declined Significantly	Issue
Parental Involvement	Parental Involvement	78.6	81.4	81.0	81.3	81.2	High	Declined	Acceptable
Continuous Improvement	School Improvement	79.6	81.5	81.6	81.0	80.3	High	Declined	Acceptable

FIGURE 1

Measure Category	Measure	Medicine Hat School Division (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
Student Learning Opportunities	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
	Drop Out Rate	6.1	6.7	6.7	5.4	4.8	5.6	Intermediate	Maintained	Acceptable
	High School Completion Rate (3 yr)	62.1	50.8	51.7	56.6	53.3	52.4	Low	Maintained	Issue
Student Learning Achievement (Grades K-9)	PAT: Acceptable	64.9	58.2	58.9	54.0	51.7	51.9	Very Low	Maintained	Concern
	PAT: Excellence	7.6	2.5	4.5	7.4	6.6	6.5	Very Low	Maintained	Concern
	Diploma: Acceptable	85.9	70.7	77.6	77.2	77.1	76.7	High	Maintained	Good
Student Learning Achievement (Grades 10-12)	Diploma: Excellence	4.7	7.6	8.5	11.4	11.0	10.6	Very Low	Maintained	Concern
	Diploma Exam Participation Rate (4+ Exams)	42.5	22.2	23.4	24.6	24.4	22.3	Low	Improved	Acceptable
	Rutherford Scholarship Eligibility Rate	50.0	35.1	29.3	37.1	35.9	34.0	Low	Improved	Acceptable
	Transition Rate (6 yr)	16.3	34.6	34.3	34.2	33.0	32.8	Very Low	Declined	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
Parental Involvement	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	Evaluation			Targets		
	2015	2016	2017	2018	2019		Achievement	Improvement	Overall	2020	2021	2022
Overall percentage of students in grades 6 and 9 who achieved the acceptable standard on Provincial achievement Tests (overall cohort results). (PAT's)	69.5	72.8	67.9	71.8	73.5	72.4	Intermediate	Improved	Good	71.1	72.4	73.6
Overall percentage of students in grades 6 and 9 who achieved the standard of excellence on Provincial achievement Tests (overall cohort results).	11.3	12.1	11	11.4	17	12.4	Intermediate	Improved Significantly	Good	13.1	15.1	17

FIGURE 3

COMMENT ON RESULTS:

The combined result of grade 6 and 9 for outcome one represents a turning of the corner for system both in the area of acceptable and in particular excellence. Schools have worked and continue to work diligently to better deliver on the variety of the outcomes present in each of the Programs of Study. We expect to see continued growth particularly for our grade 9 students.

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.

19/20 STRATEGIES

19/20 EVIDENCE

OPTIMAL LEARNING ENVIRONMENT (OLE)

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

- Development of OLE progressions
- Teachers engaged in communities of practice through professional learning, after school specials, school based professional learning and collaborative time
- OLE becomes the lens for adopting new curriculum
- Teachers link goals to the OLE

A MODEL OF RESPONSE

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

- School planning centers on a collaborative model of response as evidenced in timetables and structures
- Screens are used to identify students early and direct staff to respond through appropriate interventions
- Teachers develop more sophisticated progress monitoring tools
- Students are being successful as identified through relevant assessments

DATA AND UPLOADING ANALYSIS

- ◆ 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

- Continuity of data tools allows for better analysis
- Additional supports provided in area of PAT and Diploma analysis and planning
- Division wide adoption of CRM module creates data base of information around student success and progress monitoring

ASSESSMENT

- ◆ 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

- All schools have developed and shared a school wide assessment plan
- All schools (K-9) are utilizing new reporting tool
- Software tool utilized to facilitate school/home communication of progress
- Teachers report deeper understanding of K-9 RCLO's and achievement indicators

CLASSROOM SUPPORT

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

- Classroom support teachers utilize learning time to advance initiatives and goals
- CSTs enroll in graduate level studies in the area of inclusion
- All staff deepen their understanding of inclusion through Shelley Moore presentation
- CSTs report greater use of appropriate accommodations across schools

STAFF DEVELOPMENT

- ◆ Mentorship partnership with Alberta Teacher's Association
- ◆ Generative Dialogue partnership with University of Lethbridge facilitating deeper understanding of the Leadership Quality Standard
- ◆ OLC support in classrooms and through professional learning opportunities
- ◆ Developing Leaders 2019 cohort – 17 participants engaging in learning about school leadership, enrolling a 2019-20 cohort
- ◆ Monthly, school based professional learning days

- New teachers feel more supported as they enter the profession
- School administrators develop and act upon personal inquiry questions that support their learning goals
- School administrators understand the nature of generative dialogue and are prepared to utilize with their staff
- OLCs are regularly accessed by individual and groups of teachers
- Developing Leaders cohort is successfully completed and participants do exit interviews
- New developing leaders cohort begins

19/20 STRATEGIES *continued*

SUPPORTING ATTENDANCE

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

DIVISION PLANNING CYCLE

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

19/20 EVIDENCE *continued*

- Staff report confidence in understanding the new processes
- New attendance data is “clean”
- Attendance improves across the division
- Students struggling with attendance are supported in new ways
- New processes allow teachers to develop better relationships with students and families as evidenced by relevant APORI outcomes
- School Messenger and Safe Arrival begin to be utilized by schools and families to support accurate attendance data

- Administrators are fully familiar with planning templates
- Schools have begun goal setting cycle prior to arrival at Cypress planning sessions
- Administrators continue to engage more deeply in APORI and OurSchool data
- School plans feed into our division planning
- All is connected to community engagement in spring of 2020



**2018-2019 HIGHLIGHT:
SIGNIFICANT
ACHIEVEMENT GAINS
ON GRADE 6 AND 9
PROVINCIAL ACHIEVEMENT
TESTS**

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2015	2016	2017	2018	2019	2019	Achievement	Improvement	Overall	2020	2021	2022
Overall percentage of students in grades 6 and 9 who achieved the acceptable standard on diploma examinations (overall results).	77.6	77.6	77.8	76.2	78.4	78.8	Intermediate	Maintained	Acceptable	77.5	78.4	79.3
Overall percentage of students in grades 6 and 9 who achieved the standard of excellence on diploma examinations (overall results).	11.3	12.1	11	11.8	13.3	14.5	Intermediate	Maintained	Acceptable	12	13.3	14.5

FIGURE 4

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2015	2016	2017	2018	2019	2019	Achievement	Improvement	Overall	2020	2021	2022
High School Completion Rate - percentage of students who completed high school within three years of entering grade 10.	73.5	77.1	72.1	70.7	72.3	75.7	Intermediate	Maintained	Acceptable	71.7	74.4	77.1
Percentage of students writing four or more diploma exams within three years of entering grade 10.	47.5	54.6	42.4	48.1	46.3	51	Intermediate	Maintained	Acceptable	45.6	51.1	54.6
Drop out rate - annual drop out rate of students aged 14 to 18.	4.4	3.2	3.4	3.3	4.6	3.3	Intermediate	Declined Significantly	Issue	3.8	3.5	3.2
High school to post secondary transition rate of students within six years of entering grade 10.	55.6	55.8	56.1	48.9	47.8	56.1	Intermediate	Declined	Issue	50.9	53.5	56.1
Percentage of grade 12 students eligible for a Rutherford Scholarship.	n/a	54.8	52.3	56.9	57.7	54.8	Intermediate	Improved	Good	55.6	56.7	57.7

FIGURE 5

COMMENT ON RESULTS:

Diploma test data indicates some slight setbacks on the year over year scores but some gains on the three year average, particularly in the area of excellence. While we are not consistently at or above provincial averages, we are making gains to close the gap. The increase in the drop out rate requires further investigation and is something we believe is related to historical programming flexibility for second year grade 12 students. Please note that data analysis and instructional strategies listed in previous table also apply to our high school programs and to our First Nation, Métis, Inuit performance measures.

CONNECTION TO MHPSD UNIVERSAL GOALS:

OPTIMAL LEARNING - The Optimal Learning Environment 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.

19/20 STRATEGIES

OPTIMAL LEARNING ENVIRONMENT (OLE)

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

SOFT MEASURES

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

SCHEDULING

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

HIGH SCHOOL PLANNING

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

HIGH SCHOOL COMPLETION

- ◆ Monitor impact of graduation tracking processes
- ◆ Implement attendance committee recommendations
- ◆ Continue with expanded mental health supports
- ◆ Full time FSLW support
- ◆ Implement recommendations from comprehensive guidance committee
- ◆ Implement attendance committee recommendations
- ◆ Data informed decisions on grade 12's

19/20 EVIDENCE

- Development of OLE progressions
- Teachers engaged in communities of practice through professional learning, after school specials, school based professional learning and collaborative time
- OLE becomes the lens for adopting new curriculum
- Teachers link goals to the OLE

- Gains in related categories in APORI and OurSchool Data
- Participation by students in local and provincial student voice opportunities
- Students involved in engagement work
- Development and usage of local measurement tools

- Greater participation in CTM meetings by all staff members
- Positive feedback in APORI results on programs of study data
- Teachers providing positive feedback in OurSchool survey on collaborative time/usage

- Assessment plan shared with full school community
- Reflection and adjustments to CHHS review implementation are regular and on going
- Increased student attendance
- Increased attendance supports available
- Students are utilizing the MyBluePrint tools

- Increased high school related APORI measures including completion, transition rate and reduction in drop out rate.
- Expanded mental health supports lead to improvement in related measures
- Improved student attendance, particularly with grade 12 students



Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2015	2016	2017	2018	2019	2019	Achievement	Improvement	Overall	2020	2021	2022
Percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.	83.1	80.9	79.2	79.7	77.4	81.3	Intermediate	Declined Significantly	Issue	78.8	81	83.1

FIGURE 6

COMMENT ON RESULTS:

While this measure has been a relative overall success for us, a decline in results can be attributed to concerns at the secondary level around students following the rules. Parents, students and teachers saw this as a strength at the elementary level, but the data here would indicate that we need to pay particular attention to supporting students in this area.

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.

19/20 STRATEGIES

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

ENGAGEMENT

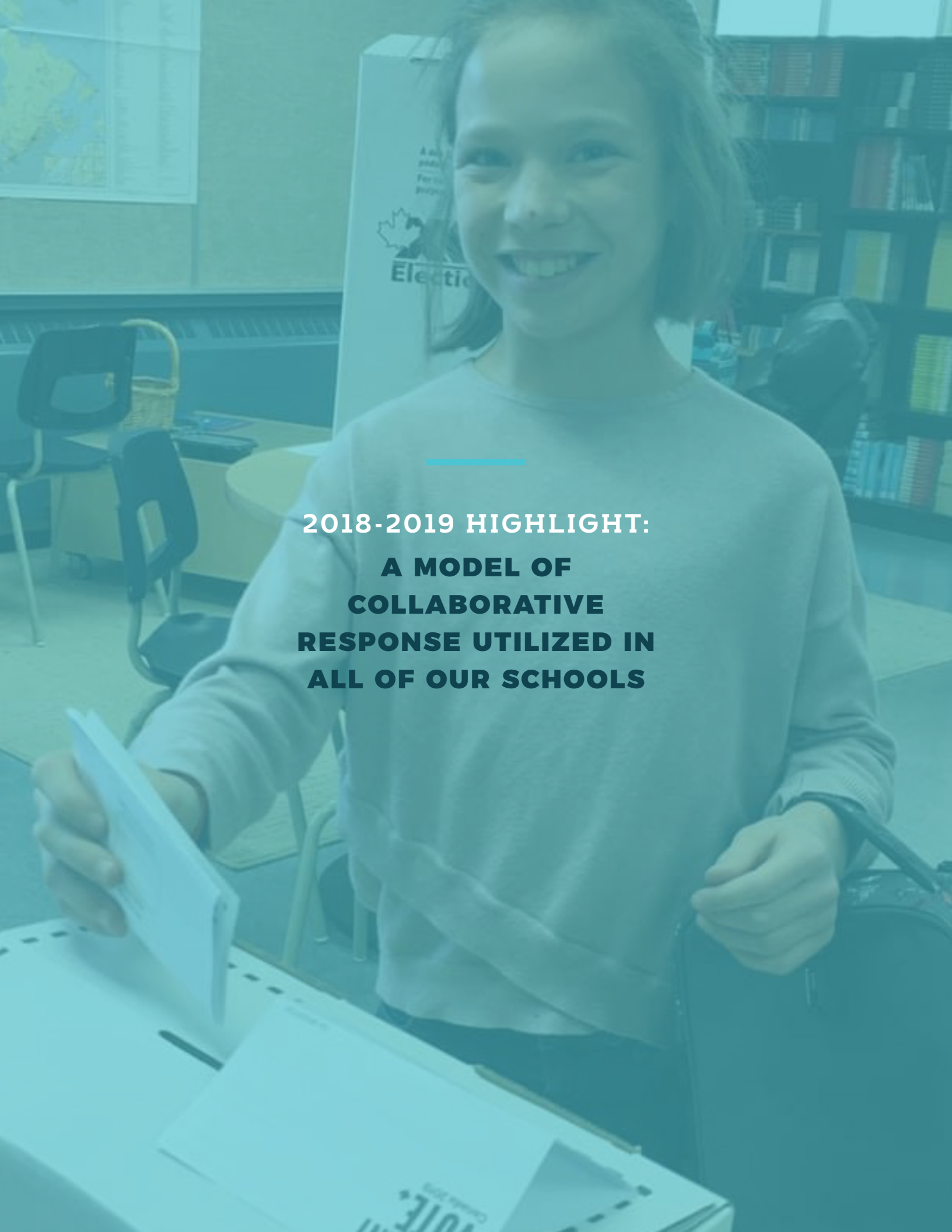
- ◆ Student voice committee expands and becomes more student directed
- ◆ Feedback gathered from students on construction and facilitation of the committee is implemented
- ◆ Student voice informs school and division planning
- ◆ Creation of a parent voice through Council of School Councils
- ◆ Conducting smaller FNMI engagement sessions
- ◆ Spring 2020 – full engagement process begins

19/20 EVIDENCE

- Principals are using the planning documents on an on-going basis as demonstrated in site visits and generative dialogue meetings
- Schools begin developing localized processes for analyzing data and feeding this into their school planning

- Students are involved in planning process that support direction in 2020 and beyond
- Feedback from stakeholders used to prioritize budgeting decisions
- A wide range of voice is included in developing our next strategic plan
- Four to five FNMI localized engagement sessions are held and inform our planning





**2018-2019 HIGHLIGHT:
A MODEL OF
COLLABORATIVE
RESPONSE UTILIZED IN
ALL OF OUR SCHOOLS**



Performance Measure	Results (in percentages)					Target 2019	Evaluation			Targets		
	2015	2016	2017	2018	2019		Achievement	Improvement	Overall	2020	2021	2022
Overall percentage of self-identified FNMI students in grades 6 and 9 who achieved acceptable standard on Provincial Achievement Tests (overall cohort results).	58.3	65.3	53.2	58.2	64.9	61.6	Very Low	Maintained	Concern	58.8	62.1	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).	5.4	5.1	6	2.5	7.6	6	Very Low	Maintained	Concern	5.4	5	4.5
Overall percentage of self-identified FNMI students who achieved the acceptable standard on diploma examinations (overall results).	67.9	83.3	78.8	70.7	85.9	78.8	High	Maintained	Good	78.5	82.2	85.9
Overall percentage of self-identified FNMI students who achieved the standard of excellence on diploma examinations (overall results).	6.4	9.3	8.8	7.6	4.7	10.4	Very Low	Maintained	Concern	7	8.2	9.3

FIGURE 7

WE DEMONSTRATE COMMITMENT TO FIRST NATION, MÉTIS AND INUIT SUCCESS

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2015	2016	2017	2018	2019		Achievement	Improvement	Overall	2020	2021	2022
High School Completion Rate - percentage of self-identified FNMI students who completed high school within three years of entering grade 10.	37.9	56.2	48	50.8	62.1	53.8	Low	Maintained	Issue	53.6	57.4	62.1
Percentage of self-identified FNMI students writing four or more diploma exams within three years of entering grade 10.	22.7	24.1	24	22.2	42.5	24	Low	Improved	Acceptable	30	36.3	42.5
Drop Out Rate - annual drop out rate of self-identified FNMI students aged 14 to 18.	10.8	5.3	8.1	6.7	6.1	6.6	Intermediate	Maintained	Acceptable	6.1	5.7	5.3
High school to post secondary transition rate of self-identified FNMI students within six years of entering grade 10.	36.9	27.8	40.4	34.6	16.3	31.8	Very Low	Declined	Concern	30.4	32.4	34.3
Percentage of grade 12 self-identified FNMI students eligible for a Rutherford Scholarship.	n/a	21.9	31	35.1	50	31	Low	Improved	Acceptable	38.7	44	50

FIGURE 8

COMMENT ON RESULTS:

After 5 years of concerning results in this measure, we saw movement in a positive direction for our students particularly in the area of Diploma exam results, participation rates and Rutherford Scholarship eligibility. We will continue working to implement our 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.

19/20 STRATEGIES

19/20 EVIDENCE

TRUTH AND RECONCILIATION

- ◆ Continued, but more localized engagement work
- ◆ Work with partners to develop and host a conference in the fall of 2019 (Lethbridge – Oct 2019)
- ◆ Blanket exercise as part of new teacher orientation
- ◆ Attending CASS gathering
- ◆ Student voice in Land Acknowledgements
- ◆ Continued support during school based professional development sessions
- ◆ Communications plan – develop website and implement theme during school year

- Multiple engagement sessions are held with families at schools, feedback is collected from families
- Assembling Strength FNMI Gathering held in Lethbridge, at least one administrator from each school attends
- New teacher orientation includes blanket exercise experience
- Key personnel attend important gatherings
- Students complete video recordings of land acknowledgement
- Professional learning is provided during administrator's meetings
- Website goes live and provides helpful and relevant information for staff, students and families

CLASSROOM SUPPORTS

- ◆ Continuation of the breadth of classroom presentations being delivered
- ◆ Expand FNMI supports in schools through coordinator role, and FNMI support worker
- ◆ Support staff in embedding FNMI outcomes into daily planning
- ◆ Guest speaker series (Fall – Lorne Cardinal/Spring - TBA)
- ◆ Initiate committee to host spring celebration event in Medicine Hat
- ◆ Explore additional post-secondary supports

- Documented increase in the number of classroom presentations delivered across schools
- Advocacy for greater staffing support in spring budget
- Guest presenter Lorne Cardinal visits 10 schools across the division, works with drama classes
- Spring celebration committee partners with community groups to offer inaugural event
- Continuation of working with Medicine Hat College through reconciliation week

SOCIAL EMOTIONAL SUPPORTS

- ◆ 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
- ◆ Professional learning or social emotional supports around FNMI outcomes success coaches, FSLWs, etc.)
- ◆ Adjust attendance supports as necessary
- ◆ Consider role of students

- Develop proposal that allows greater support and flexibility with additional FNMI staff to support both classroom and social emotional work
- Feedback from small group parent engagement sessions utilized in developing next three year plan
- Professional learning provided for division FSLWs
- Involvement of FNMI students in Student Voice initiative

STUDENT SELF IDENTIFICATION

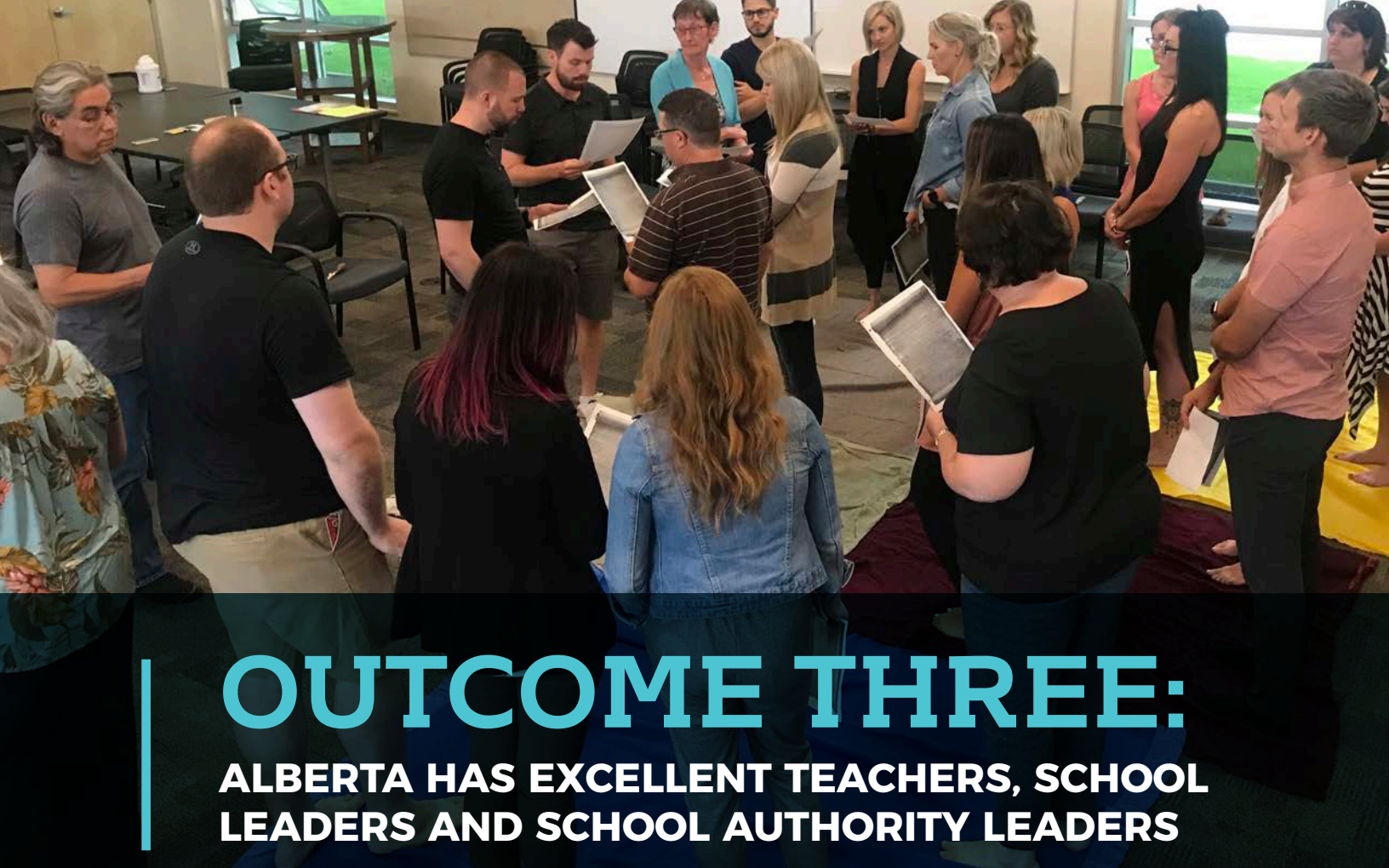
- ◆ Role of electronic registration to be considered
- ◆ Provide training for school-based supports on self-identification conversations
- ◆ Data embedded into school-based plans

- Continued to communication to families about the meaning of student self- identification
- Schools use enrolment data to support programming supports for all students



A young woman with dark hair in pigtails, wearing a white lab coat, safety goggles, and blue gloves, is smiling while holding a green test tube with a pipette. The background is a blurred laboratory setting.

2018-2019
HIGHLIGHT:
**STUDENTS ACHIEVE
EXCELLENCE AT ALL
LEVELS**



Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2015	2016	2017	2018	2019	2019	Achievement	Improvement	Overall	2020	2021	2022
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.	86.3	84.8	81.9	85	85	85.5	Very High	Maintained	Excellent	84	85.2	86.3

FIGURE 9

COMMENT ON RESULTS:

Our achievement result this year was once again very high and maintains our level of achievement. 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.

19/20 STRATEGIES

OPTIMAL LEARNING ENVIRONMENT (OLE)

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

LEADERSHIP DEVELOPMENT

- ◆ Generative Dialogue partnership with University of Lethbridge facilitating deeper understanding of the Leadership Quality Standard
- ◆ Developing Leaders 2019 cohort – 17 participants engaging in learning about school leadership, enrolling a 2019-20 cohort
- ◆ Admin will identify necessary structures and/or communities of practice that will support collaboration and reflection in the context of the LQS
- ◆ Families of schools consider coordinating programming based on student and family input

LEADING TEACHING

- ◆ Engage with new curriculum design and understand implications for instructional leadership (grades K-4)
- ◆ Develop plan for curriculum roll out
- ◆ Focus on evidence of effective collaborative time
- ◆ Collaborative time supports student success and new curriculum implementation
- ◆ Communities of practice to support effective instruction in the context of French Immersion programming
- ◆ Strategic resourcing for French Immersion curricular needs

SOFTWARE TOOLS

- ◆ Implement new attendance procedures
- ◆ Full implementation of CRM Module
- ◆ Clean up of PowerSchool Data
- ◆ Support from PowerSchool Analyst
- ◆ Data tracking – gather evidence from staff on success of initiatives

ASSURANCE AND ENGAGEMENT

- ◆ Refine messaging as communications role becomes part of the planning rhythm
- ◆ Ability to access specific groups in the community
- ◆ Continuation of Teacher's Voice
- ◆ Expand student voice
- ◆ Small group First Nations, Metis, Inuit engagement sessions at variety of schools
- ◆ Larger engagement and assurance work in spring of 2020 to set next 3 year plan

19/20 EVIDENCE

- Development of OLE progressions
- Teachers engaged in communities of practice through professional learning, after school specials, school based professional learning and collaborative time
- OLE becomes the lens for adopting new curriculum
- Teachers link goals to the OLE

- Monthly generative dialogue sessions along with follow up meetings indicate that school administrators are taking action on their inquiry questions
- Administrators engage collectively with resources such as "Student Centered Leadership" to deepen their understanding of the LQS and then apply that day to day work
- Completion of developing leaders cohort culminates with exit interviews and positive feedback on the training
- A new developing leaders cohort begins

- Curriculum Implementation committee continues to operate and is providing PL opportunities at all elementary schools for teachers to engage; will determine further planning, dependent on Gov't release of curriculum implementation time line
- Almost 80 elementary teachers, along with all division middle school leads have had the opportunity to attend a seminar with Julie Stern around conceptual understanding with over 30 being supported with a Day two
- CRM sub committee for effective collaborative time support has been established and assistant superintendent for universal design and learning meets individually with schools around establishing and supporting effective collaborative time
- Division supported release time to work with OLC and engage in new curriculum focus
- Establish a K-12 vision for FI programming
- Moving FI resource centre to public library

- PowerSchool data has been cleaned and continuity is created across the division
- Clean data prepares system for implementation of SchoolEngage and online registration
- Prepared for implementing a digital student record solution
- Schools report confidence in the use of the CRM module by the end of the school year
- New attendance data allows schools to make programming decisions for individual and groups of students

- Key system messages have been identified and are supported
- Various "voice" committees actively provide feedback that is used demonstratively
- Small group feedback sessions are held with our FNMI families
- Larger engagement work produces clear direction for 2020-2023 planning cycle

**2018-2019
HIGHLIGHT:
MAINTAINED
ENHANCED
SOCIAL-EMOTIONAL
SUPPORTS**

OUTCOME FOUR:

ALBERTA'S K-12 EDUCATION SYSTEM IS WELL GOVERNED AND MANAGED

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2015	2016	2017	2018	2019	2019	Achievement	Improvement	Overall	2020	2021	2022
Overall percentage of teacher, parent and student agreement that: students are safe at schools, are learning the importance of caring for others, are learning respect for others and are treated fairly in school.	88.7	87.2	86	88.4	86.5	87.5	High	Maintained	Good	87	88.2	89.3
Percentage of teachers, parents and students satisfied with the overall quality of basic education.	90	90.3	88.5	89	89	89.7	High	Maintained	Good	88.8	89.5	90.3
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.	83.7	81.6	79.9	80.1	78.1	81.9	High	Declined	Acceptable	79.4	81.6	83.7
Percentage of teachers and parents satisfied with parental involvement in decisions about their child's education.	80.8	82.3	79.5	81.4	78.6	80.9	High	Declined	Acceptable	79.8	80.6	81.4
Percentage of teachers, parents and students indicating that their school and schools in their jurisdiction have improved or stayed the same in the last three years.	82.7	82.2	81.3	81.5	79.6	82.2	High	Declined	Acceptable	80.8	81.8	82.7

FIGURE 10

COMMENT ON RESULTS:

MHPSD continues to achieve a “high” result in these measures, however the results do represent a slight decline relative to previous years. We continue to seek out and support input from stakeholders including students, parents and staff through a variety of engagement and input opportunities.

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.

19/20 STRATEGIES

19/20 EVIDENCE

COMMUNICATION AND ENGAGEMENT

- ◆ Communications plan working in conjunction with engagement plan
- ◆ Continuation of Teacher Voice
- ◆ Expand the role of student voice
- ◆ Consider communications required for new curriculum
- ◆ Continued use of OurSchool survey measures

- Spring of 2020 begin work on a community engagement plan that allows us to connect with all stakeholders
- Feedback from stakeholders used to identify core principals for next Three Year Plan
- Teacher Voice, Student Voice, Parent Voice, Support Staff Voice all continued or initiated – each feed into engagement planning
- Specific questions fed into OurSchool survey to provide clarity on APORI questions
- Communications support in place for attendance campaign, new curriculum and other initiatives

PLANNING AND PROCESSES

- ◆ Improve ability and increase opportunity for schools to work together with comparable data/material assessment and curriculum as a significant focus
- ◆ Further streamlining of reporting (school and system based)
- ◆ Continue professional learning at school
- ◆ Establish implementation guide updates at the school level
- ◆ Feedback through site superintendent
- ◆ Continue work with local and provincial stakeholders to monitor capacity at school sites
- ◆ Continue to revise processes to create meaningful planning documents that can serve as stakeholder communication tools

- Professional learning sessions around data utilized provided for schools in a variety of formats including school-based days, admin meetings, after school sessions
- Inclusion of comprehensive school health planning into school planning documents
- School division calendar utilized to maximize professional learning opportunities
- Monthly site meetings with superintendents
- Feedback gathered from stakeholders on value of information in school planning documents

TRAINING AND DEVELOPMENT

- ◆ Mentorship partnership with ATA
- ◆ Generative Dialogue work with school leadership teams – University of Lethbridge partnership
- ◆ Increase expectation for use of various software tools
- ◆ Work with software provider, further improve/streamline tools
- ◆ Refine SchoolMessenger use and application in school and system communication plans
- ◆ Explore improvements to recruit for specialized areas
- ◆ Facilitation of ongoing Developing Leaders cohorts

- New teachers feel more supported as they enter the profession
- School administrators develop and act upon personal inquiry questions that support their learning goals
- School administrators understand the nature of generative dialogue and are prepared to utilize with their staff
- Necessary staff have confidence in software capabilities and are utilizing the relevant tools
- Identification of supports needed in the system in spring and prioritized relative to budget
- Developing leaders cohort completed and exit interviews conducted



—
**TO LEARN.
TO GROW.
TO BUILD A
BETTER WORLD.**

SUPPORTING AN INCLUSIVE MINDSET

19/20 STRATEGIES

A MODEL OF RESPONSE

- ◆ 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 and utilizing software tools to support model
- ◆ Professional learning built on system needs as identified from staff input
- ◆ Updates to ISP's implemented – focus on learning intentions
- ◆ Professional learning on the impact of assessment changes and inclusive education requirements

ENGLISH LANGUAGE LEARNERS

- ◆ Continue to 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
- ◆ Provide "on-call" interpretive support

FACILITATE REVIEW OF ALTERNATIVE PROGRAMS

- ◆ Create sub-committee to develop a vision for alternative programming for our school division
- ◆ Examine programming at each of our alternative programming sites
- ◆ Consideration of any new regulation requirements that might impact decisions
- ◆ Make recommendations for changes and/or implementation

CLASSROOM SUPPORTS

- ◆ CST learning plan implemented
- ◆ Software training for staff and new staff continued
- ◆ 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

INITIATIVES AND TRAINING

- ◆ Educational Assistant Handbook for both Human Resources and Student Services
- ◆ OH&S and emergency response training for Educational Assistants
- ◆ Casual employee HR onboarding, OHS and emergency response training.
- ◆ Hour Zero emergency response program – ongoing training.
- ◆ Ongoing OHS training with all employees.
- ◆ Training for online safety reporting.
- ◆ Jurisdiction Health and Safety Committee training.

19/20 EVIDENCE

- School planning centers on a collaborative model of response as evidenced in timetables and structures
- Screens are used to identify students early and direct staff to respond through appropriate interventions
- Teachers develop more sophisticated progress monitoring tools
- Students are being successful as identified through relevant assessments
- ISP goals report utilized to identify cohort needs and to develop relevant programming
- Continued CST professional learning (monthly) in identified areas of need

- Review of success/impact of "on call" interpretive support
- Schools have utilized FTE supports in flexible ways to assist ELL learners in their classrooms
- ELL Lead teacher works closely with CSTs to understand and support intake needs for new families
- Resources are adjusted to support ongoing enrolment fluctuations

- Committee develops recommendations by the end of the 2019-2020 school year
- Recommendations are presented to executive and action plan is created
- Review of role of in-reach funds

- CSTs participate in monthly professional learning
- CSTs develop understanding of various requirements that have shifted from centralized supports to school level including ELL, attendance, collaborative response, documentation requirements
- Key staff participate in software training and are able to work with other staff to further staff capacity
- All staff (teachers and support staff) participate in professional learning opportunity with Shelley Moore to deepen understanding of inclusion
- Review of role of in-reach funds

- Inspection results.
- Levels of employee active engagement in training.
- Safety issues address at regular meetings on an ongoing basis.
- Accident/injury statistics.
- Hour Zero compliance data results.
- Training perception surveys results.

**2018-2019
HIGHLIGHT:
STUDENTS
ACHIEVE
EXCELLENCE
AT ALL LEVELS**



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. This year we will add “parent voice” and “support staff voice” to our already robust teacher and student relationship structures.

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 understand that the future of Regional Collaborative Service Delivery (RCSD) is uncertain at best. This coupled with the \$3.8 million loss in grants that is expected for the 2020-2021 school year causes our system great concern, as we have augmented the supports received through RCSD and partners.

Not insignificant in this element is our collective concern for the wellness of our staff and the impact that has on the children we serve. Research tells us that staff wellness has a significant impact on the culture and climate of a school. We are deeply concerned that the loss of resources to support student mental health, coupled reduced supports (teachers and EA’s), will have a negative secondary impact on student wellness.

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.

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 precipitously.

CAPITAL

While we have benefited 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.

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. Current enrolment and future trends indicate that a new school in the South is urgently needed and, therefore, this priority has become number one in the Division’s Capital Plan.



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

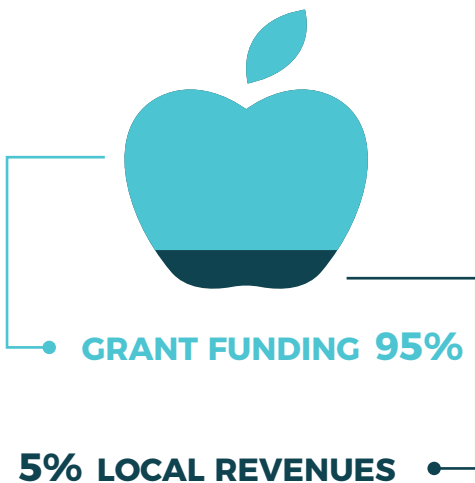
REVENUES

	2018-19 ACTUAL	2017-18 ACTUAL
Grant Funding		
Operations	\$ 83,987,988	\$ 84,450,623
Debt Servicing (supported)	3,221,369	3,128,824
<i>Sub-total Grants</i>	<u>87,199,357</u>	<u>87,579,447</u>
Local Revenues	4,954,471	6,012,789
<i>Total Revenues</i>	<u>\$ 92,153,828</u>	<u>\$ 93,592,236</u>

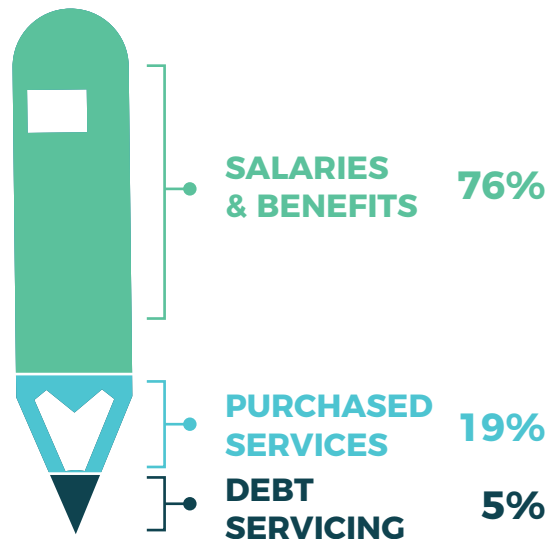
EXPENDITURES

Salaries	\$ 55,759,244	\$ 55,144,876
Employee Benefits	13,280,303	13,959,583
<i>Sub-total Salaries & Benefits</i>	<u>69,039,547</u>	<u>69,104,459</u>
Purchased Services, Supplies & Contracts	17,196,556	18,570,180
Debt Servicing (Amortization and interest)	4,49,700	4,394,317
<i>Total Expenditures</i>	<u>\$ 90,685,803</u>	<u>\$ 92,068,956</u>
<i>Surplus (Deficit) for the year</i>	<u>\$ 1,468,025</u>	<u>\$ 1,523,280</u>

REVENUE BY SOURCE



EXPENSES BY OBJECT



EXPENDITURE SUMMARY

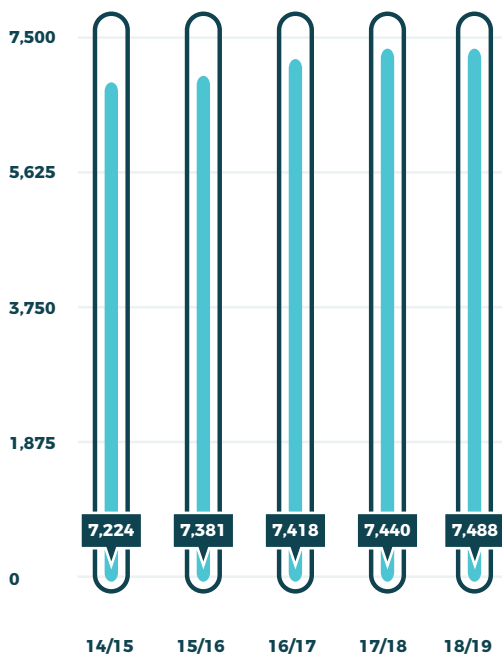
- by Funding Block

	2018-19 ACTUAL	2017-18 ACTUAL
INSTRUCTIONAL BLOCK	\$ 73,136,489	\$ 73,258,566
SUPPORT BLOCK		
Plant Operations & Maintenance	11,269,407	11,918,688
Transportation	2,328,505	2,250,333
Board Governance & Administration	2,916,232	2,838,043
External Services	1,035,170	1,803,326
<i>Total Support Block</i>	17,549,314	18,810,390
<i>Total Expenditures</i>	\$ 90,685,803	\$ 92,068,956

OTHER COST INFORMATION

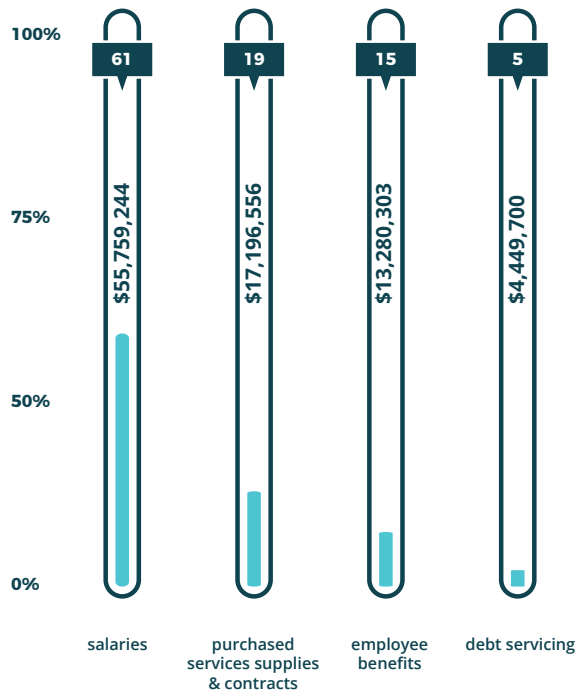
	2018-19 ACTUAL	2017-18 ACTUAL
STUDENT ENROLMENT	7,488	7,440
COST PER PUPIL BY FUNDING BLOCK		
Instruction	\$ 9,767	\$ 9,847
Operations & Maintenance	1,505	1,602
Transportation	311	302
Governance & Administration	389	381
<i>Total</i>	\$ 11,972	\$ 12,132

STUDENT ENROLMENT - 5 YEAR TREND

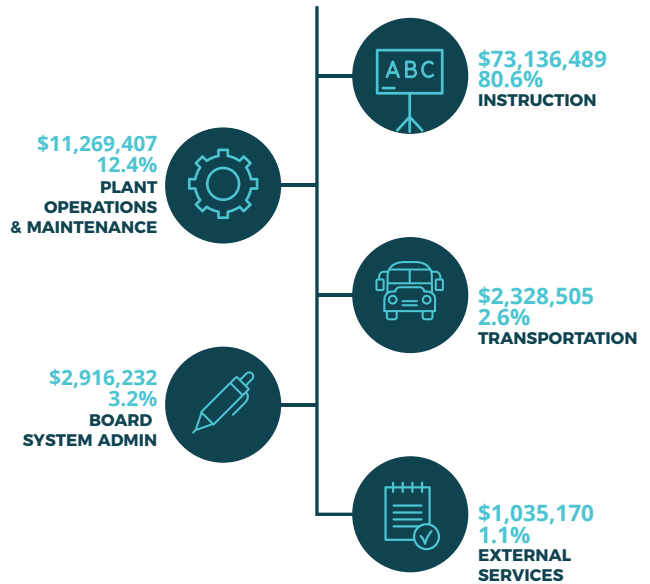


EXPENDITURES: 2017-2018

EXPENSE TYPE - (BY OBJECT)



EXPENSE BY FUNDING BLOCK



BUDGETED REVENUES & EXPENSES

REVENUES: 2017-2018

FUNDING SOURCE



BUDGETED STATEMENT OF OPERATIONS

	FALL BUDGET 2019-20 current year	INCREASE (DECREASE)	%	SPRING BUDGET 2019-20 current year	INCREASE (DECREASE)	FALL BUDGET 2018-19 previous year
REVENUES						
Alberta Education	\$83,127,500	(\$2,965,500)	3.4%	\$86,093,000	(\$461,200)	\$86,554,200
Other - Government of Alberta	\$506,900	-	-	\$506,900	-	\$506,900
Sub-Total - Government of Alberta	\$83,634,400	(\$2,965,500)	3.4%	\$86,599,900	(\$461,200)	\$87,061,100
Other Alberta School Authorities	\$109,800	-	-	\$109,800	(\$46,000)	\$155,800
Fees	\$1,269,000	\$448,000	54.6%	\$821,000	(\$67,000)	\$888,000
Other Sales and Services	\$2,181,000	\$185,000	9.3%	\$1,996,000	(\$80,500)	\$2,076,500
Investment Income	\$161,500	-	-	\$161,500	\$15,000	\$146,500
Gifts and Donations	\$215,000	\$10,000	4.9%	\$205,000	-	\$205,000
Rental of Facilities	\$75,000	-	-	\$75,000	-	\$75,000
Fundraising	\$420,000	(\$130,000)	(24%)	\$550,000	-	\$550,000
Total Revenues	\$88,065,700	(\$2,452,500)	(2.7%)	\$90,518,200	(\$639,700)	\$91,157,900
EXPENSES BY PROGRAM						
Instruction - ECS	\$10,532,200	\$479,200	4.8%	\$10,053,000	(\$206,900)	\$10,259,900
Instruction - Grades 1-12	\$62,584,400	(\$822,700)	(1.3%)	\$63,407,100	(\$239,700)	\$63,646,800
Sub-Total - Instruction	\$73,116,600	(\$343,500)	(0.5%)	\$73,460,100	(\$446,600)	\$73,906,700
Plant Operations and Maintenance	\$10,996,100	\$195,000	1.8%	\$10,801,100	(\$82,200)	\$10,883,300
Transportation	\$2,282,800	\$15,200	0.7%	\$2,267,600	(\$68,200)	\$2,335,800
Board and System Administration	\$2,981,000	\$44,000	1.5%	\$2,937,000	(\$51,700)	\$2,988,700
External Services	\$1,039,200	(\$13,200)	(1.3%)	\$1,052,400	\$9,000	\$1,043,400
Total Expenses	\$90,415,700	(\$102,500)	(0.1%)	\$90,518,200	(\$639,700)	\$91,157,900
Operating Surplus (Deficit)	(\$2,350,000)	(\$2,350,000)		-	-	-

FTE RECONCILIATION

	FALL BUDGET 2019-20 current year	INCREASE (DECREASE)	%	SPRING BUDGET 2019-20 current year	INCREASE (DECREASE)	FALL BUDGET 2018-19 previous year
STAFF - PER WAGE & BENEFIT ANALYSIS						
CERTIFICATED						
Instruction - School Based	411.7	(7.5)	(1.8%)	419.20	(5.9)	425.1
Instruction - Central or Non-School Based	4.0	-	-	4.0	-	4.0
Sub-total	415.7	(7.5)	(1.8%)	423.20	(5.9)	429.1
Board & Administration	3.0	-	-	3.0	-	3.0
Total - Certificated	418.7	(7.5)	(1.8%)	426.20	(5.9)	432.1
NON-CERTIFICATED						
CUPE						
EAs - Division funded	99.2	9.4	10.5%	89.8	(8.9)	98.7
EAs - PUF funded	57.5	(6.4)	(10%)	63.9	(0.1)	64.0
Total - EAs	156.7	3.0	2.0%	153.7	(9.0)	162.7
Clerical	38.7	-	-	38.7	-	38.7
Custodial	43.5	-	-	43.5	-	43.5
Total - CUPE	238.9	3.0	1.3%	235.9	(9.0)	244.9
Non-Unionized	69.5	1.0	1.5%	68.5	(4.7)	73.2
Total (Non-Certificated)	308.4	4.0	1.3%	304.4	(13.7)	318.1
Grand Total - All Staff	727.1	(3.5)	(0.5%)	730.6	(19.6)	750.2
STAFF - PER FUNDING BLOCK						
CERTIFICATED	418.7	(7.5)	(1.8%)	426.2	(5.9)	432.1
NON-CERTIFICATED						
Instruction - General	159.5	10.4	7.0%	149.1	(13.0)	162.1
Instruction - PUF	60.3	(6.4)	(9.6%)	66.7	-	66.7
Sub-total Instruction	219.8	4.0	1.9%	215.8	(13.0)	228.8
POM	55.9	-	-	55.9	(0.6)	56.5
Transportation	1.0	-	-	1.0	-	1.0
Board & Administration	18.8	-	-	18.8	-	18.8
External	12.9	-	-	12.9	(0.1)	13.0
Total - Non-Certificated	308.4	4.0	1.3%	304.4	(13.7)	318.1
Grand Total - All Staff	727.1	(3.5)	(0.5%)	730.6	(19.6)	750.2

KEY BUDGET ASSUMPTIONS INFORMATION

ENROLMENT:

	Fall 2019-2020	Spring 2019-2020	Increase
Budget is based on student count.	7,406	7,407	(1) student

Grant Rates:

Instruction

- Base Grants (frozen last 3 budgets) 0%
- Class Size (100%)
- Classroom Improvement Fund (100%)
- Student Fee Replacement Grant (100%)
- One Time Transition Grant 100%
- 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..... 0%

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 7,407 students.

As well the grant rates below were changed as follows:

- Base grants & class size funding - decreased by .8% or (\$414,500) due to decreased enrolment.
- Small schools by necessity - decreased by (\$215,200) it is expected Herald School won't qualify for SSBN in 2019-2020.
- Nutrition Funding - maintained as status quo at \$334,000.
- Classroom Improvement Fund (CIF) - maintained as status quo at \$913,000 - with this funding there are 8.7 FTE of certificated staff used to support embedded professional development.
- Family Liaison Worker grant - from the City at \$58,100 - that was a one-time 18 month grant, that has expired.
- Regional Collaborative Services - increased \$29,000 due to a conversion of services into direct funding from RCSD.
- Teacher Pensions - decrease of (\$23,400) due to a reduced teacher complement.
- PUF - increased \$152,400 or 2.1%.
- Supported Amortization - decreased (\$18,000).
- Other Instructional Grants-were maintained at the 2015-2016 levels.
- Overall the grant revenues decreased by .8 of 1% or (\$559,800).

FACILITIES:

- POM - increased .5% of 1% or \$26,900.
- IMR - was maintained with no increase or decrease.
- Supported Amortization- decreased (\$3,800).

TRANSPORTATION:

- Funding rates were unchanged from 2015-2016 (fifth year). However, the students qualifying for funding are expected to increase slightly resulting in \$75,500 more in 2019-20.

SPRING COMMENTS *continued*

GRANTS:

- Grants in total are expected to decrease .5 of 1% or (\$461,200) - but if the items are removed that are enveloped or have direct offset costs - such as PUF, IMR, and Supported Amortization - the reduction increases in discretionary grants to .7 of 1% or (\$568,400).
- Funding of Enrolment Growth. The Division is not anticipating enrollment growth, however if there is growth in the Fall we would expect the Province to fund that growth.

LOCAL REVENUES:

- Anticipated decrease in Local Revenues of (\$178,500) of which (\$64,000) is from the number of students who pay to attend an ELP program. The remaining decrease of (\$114,500) is largely due to a deduction in the International Program particularly from Brazil.
- Other changes include the termination of the OH&S sharing with MHCBE resulting in a loss of revenue of (\$46,000).

WAGES AND BENEFITS (W&B):

- Wages and Benefits decreased by .5% or (\$318,300).
- Certificated FTE have decreased by 5.9 FTE and non-certificated have increased by 13.7 FTE, for a total decrease in staff of 19.6 FTE.
- Certificated - Reduced Optimal Learning Consultants from 11 to eight, and classroom teachers by 2.9 due to an anticipated reduction in enrollment.
- EAs - Reduced Division allocated EAs from 10 down to 5, the other (4) FTE are due to frozen funding and increased costs of teachers at the central bargaining table (approx. \$430,000) and grid movement.
- Non-Union - Reduced 4.7 staff - 4 project staff (Carpenter/Electrician/2 helpers) and .7 from Facilities due to a mid year retirement that will not be replaced.

While we reduced (19.6) positions or (2.6%) of our staff, W&Bs only went down (\$318,300) or (.5) of 1% due to other pressures noted above.

Arbitrated Teacher Settlement - We have not budgeted anything for a wage increase for teachers - however, if there is an increase due to the centrally negotiated contract we would expect the Province to fund that increase.

PURCHASED SERVICES:

Instruction - with offset funding:

- PUF decreased by (\$55,400)

Without offset funding:

- Cut (\$252,700) from various areas mostly in the area of discretionary projects.

Gross decrease in expenditures in Instruction of (\$308,000).

PLANT, OPERATIONS AND MAINTENANCE: POM increased by \$69,800 mostly due to utilities and insurance. IMR has been left at the current levels.

TRANSPORTATION: Decreased by (\$67,600) mostly due to one less school day in 2019-2020.

BOARD AND ADMINISTRATION: Decreased by (\$49,400), mostly due to the Barager software maintenance \$18,000 and OH&S Training \$17,000.

EXTERNAL SERVICES: Reduced by (\$5,200) mainly to offset wage costs in the My Place & HUGs projects as funding is expected to remain at the 2018-2019 levels.

Purchased Services decreased by (\$67,000) overall. However, if you remove the reductions that had offset funding reductions you are left with a net decrease of (\$293,500).

CAPITAL EXPENDITURES AND FUNDING: There are no major capital projects budgeted for 2019-2020.

FALL COMMENTS

ENROLMENT:

Decline of 82 students or (1.1%) year over year. The actual decline was 1 more student than we had projected in the Spring Budget.

OPERATIONS SUMMARY:

There were significant changes in the fall budget due to the late release of the provincial budget in October. Three significant grants were eliminated - Class Size (\$3.1 M), Student Fee Reduction funding (\$615 K) and Classroom Improvement Fund (\$913 K). These grants were partially replaced with a one time Transitional Grant (\$1.4 M). The net reduction in Instructional funding amounted to (\$3,127,800).

The teacher FTE that related to the CIF funding was withheld resulting in 7.5 less teachers in the system. The CIF cut was anticipated so this FTE was never resourced at the School Level. Due to the lateness of the announcement the Board directed that the operating deficit of (\$2,210,500) would come from Reserves.

The real impact of these cuts will not be felt until next year. All things being equal with the removal of the One-Time Transitional Grant, the School Division will need to find \$3,626,300 in cost reductions.

To add to the uncertainty for 2020-2021 there is a full funding review under way. The impact of the review should become clearer early in 2020.

CAPITAL EXPENDITURES AND FUNDING:

Minor adjustments were made for the amended IMR grant and some funds that were moved from operating to capital.

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, 2019 and detailed information on school generated funds are available on the MHPSD website.

Links:

- [Audited financial statements](#)
- [2019-2020 budget](#)
- [SGF fund information \(page 29\)](#)
- [Roll up of AFS information](#)



**2018-2019 HIGHLIGHT:
OFFER A BROAD
PROGRAM OF STUDIES
THAT SUPPORTS ALL
LEARNERS**



FACILITY & CAPITAL

PROJECTS AND PLANS

FACILITY AND CAPITAL PLANS

Three-Year Capital Plan 2020-2023 - PROGRAM CHANGE HIGHLIGHTS:

September 2022:

- New Hamptons elementary school opens
- Connaught School modernization and addition is complete

September, 2023:

- Crestwood School modernization is complete

September, 2024:

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

3 Year Capital Plan 2020-2023

PROJECT	CATEGORY	COST
2020-2021		
Hamptons Elementary	New	\$14,345,500
Connaught Modernization and Addition	Modernization	\$19,566,600
	<i>Subtotal</i>	\$33,912,100
2021-2022		
Crestwood Modernization	Modernization	\$12,396,300
	<i>Subtotal</i>	\$12,396,300
2022-2023		
Alexandra Modernization & Addition	Modernization	\$15,822,600
River Heights Modernization	Modernization	\$6,547,400
	<i>Subtotal</i>	\$22,370,000
	<i>Total 3 years</i>	\$68,678,400

SCHOOL RENOVATIONS

Total Expenditure \$88,000

SCHOOL	PROJECT	DESCRIPTION
CENTRAL OFFICE	Courtyard	Created a fenced patio from the Grant Henderson Learning Centre for an outdoor space to be used by staff when attending training and during lunch breaks.
CHHS	Football Building	Assisted the school in the construction of a 20-foot addition to the existing building.
	Classroom Moves	Various renovations completed in six classrooms to relocate teachers and accommodate grade 7 & 8 to an area which separates them from high school grades.
	Front Entrance Landscaping	Constructed new concrete barrier and re-landscaped the front entrance.
CRESTWOOD	Landscaping	Upgraded the landscaping around the front of the school.
DR KEN SAUER	Outdoor Classroom	Assisted school with the preparation of the building permit and line locates for the creation of outdoor classroom.

INFRASTRUCTURE MAINTENANCE AND RENEWAL PROGRAM

Total Expenditure \$2,656,470

September 2018 to August 2019

SCHOOL	PROJECT	DESCRIPTION
ALEXANDRA	Parking Lot Asphalt	Replaced asphalt parking lot in coordination with city as they upgraded the storm sewer system.
CRESTWOOD, DR. KEN SAUER, ELM STREET, ROSS GLEN, AND SOUTHVIEW	Security Cameras	Installed exterior security cameras at five schools.
ALEXANDRA, CHHS, MHHS	Teaching Wall / Egan boards	Upgraded the teaching walls in the final 3 schools – included Egan board, projector, sound system, teacher workstation, whiteboards and tackboards and repainting.
CHHS	Staff Room Ceiling	Repaired ceiling in staff room.
	Unit Heaters	Installed two unit heaters in carpenter shop.
	Controls	Upgraded the HVAC controls system over two years.
	Lighting	Upgraded to LED lighting in automotive & woodwork shops.
CRESTWOOD	Ventilation Unit Replacement	Replaced original ventilation unit for the 1969 section and relocated from inside the school onto the roof.
	Student Washrooms Upgrade	Converted girls and boys washrooms in the 1969 section into gender neutral washrooms
	Learning Commons	Removed wall, insulated and drywalled exterior walls, replaced carpet and installed new interactive projector
ELM STREET	HVAC Unit Replacement	Replaced the ventilation system.
	Flooring	Replaced flooring in library, music room and stairwells.
	Boilers	Completed the replacement of the boiler, pumps and modifications to the ventilation system, that commenced last year.
GEORGE DAVISON	Flooring	Replaced flooring in library and administration offices
	Air Conditioning	Replaced air conditioning compressor unit in the 1981 section.
HERALD	Vestibule	Relocated east vestibule to accommodate the addition of the two modular classrooms the previous year.
	Ceilings & Lighting	Replaced all lighting fixtures with LED fixtures and upgraded the ceilings.
	Flooring	Replaced remainder of linoleum flooring throughout hallways with porcelain tiles.
MHHS	Site Work	Storm sewer extension at sports team building and finished landscaping around South Building.
	Fine Arts - Heating System Upgrade	Upgraded the heating system in the Fine Arts building from water to glycol system.
	Window Replacement	Replaced windows in counsellor's offices overlooking the courtyard.
RIVER HEIGHTS	Flooring	Replaced flooring in administration offices.
	Gymnasium Flooring	Repainted games lines and refinished the hardwood gymnasium floor.
SOUTHVIEW	Lighting	Replaced all lighting with LED fixtures and upgraded ceilings.

CAPITAL PROJECTS

Total Expenditure \$7,788,712

September 2018 to August 2019

SCHOOL	PROJECT	DESCRIPTION
CAPE SCHOOL	Modernization	Funding for the CAPE Modernization was announced in January 2014 in conjunction with the MHHS Modernization. The plan consisted of renovating 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 costs came in at \$5.5 million with a budget of \$4.2 million. Alberta Education increased the budget to cover the increased cost. Construction was completed in October 2018 and turned over to CAPE in early November, 2018. CAPE started classes in January 2019. The school's estimated capacity is 296.
HERALD SCHOOL	Modular Classroom Addition	Carried over from 2018, two modular classrooms were relocated from Canmore to Herald School. With the continuing French Immersion program growth and the closure of the English program in June 2019 at Connaught School, there was planned enrolment growth at Herald School in September 2019. Two modular classrooms that were initially approved in November 2017 for installation at Connaught were redirected to Herald. Tendering and Alberta Infrastructure approval were completed in August 2018. Construction was completed April 2019.
MEDICINE HAT HIGH SCHOOL	Running Track	This project will complete the remainder of the Running Track that was not included in the MHHS Modernization Project. Construction commenced May 2019 and is expected to be complete by the end of October 2019, with the exception of the running track flooring which is anticipated to be complete by December 2019, and some landscaping to be completed in Spring 2020.

A copy of the Long Range Facility Master Plan is available at the Medicine Hat Public School Division office located at:
 601-1 Avenue SW, Medicine Hat, Alberta, T1A 4Y7
 phone (403) 528-6701
 fax (403) 529-5339
 mhpsd.ca or by clicking on the following link:
<http://bit.ly/2yOlJRK>

A copy of the Long Range Facility Master Plan is available at www.mhpsd.ca

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 MHPSD website.

TIME LINES 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.

WHISTLE BLOWER PROTECTION

The Public Interest Disclosure (Whistle blower 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.

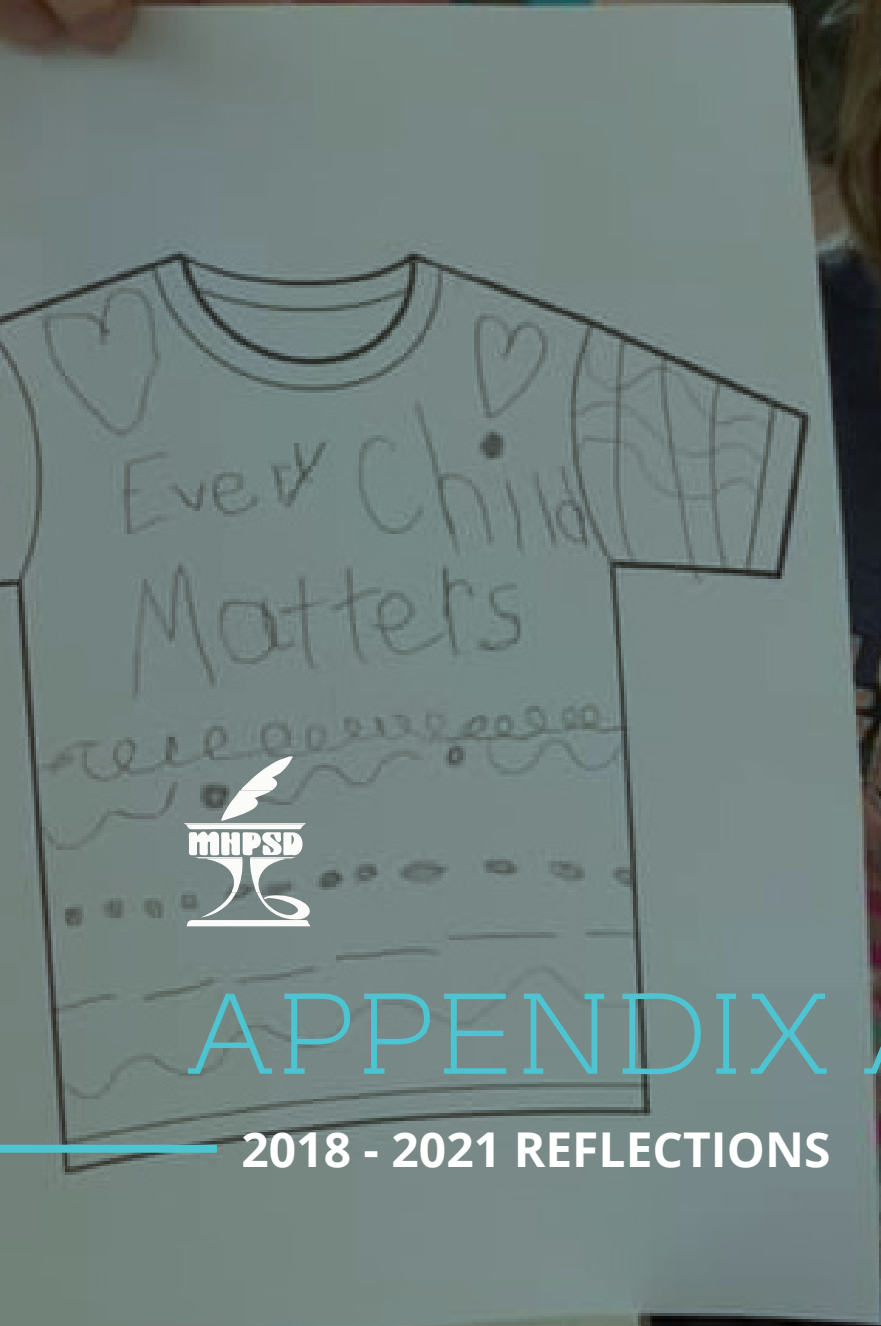
As a result of Section 32 of the Public Interest Disclosure Act (2013) MHPSD developed Policy 580: WHISTLE BLOWER PROTECTION. Policy 580 can be read in full here: Policy 534

<http://documents.sd76.ca/Documents/Section%20500%20-%20Personnel%20and%20Employee%20Relations/580%20-%20Whistleblower%20Protection.pdf>

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

Number of Inquiries: 0

Number of Complaints: 0



APPENDIX A

2018 - 2021 REFLECTIONS

OUTCOME ONE: ALBERTA'S STUDENTS ARE SUCCESSFUL

Reflections & Planning *(Figures 3-6)*

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 administrators/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

- 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/K 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 *continued*

- All kindergarten students complete the RRSST 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 goals.

- 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.

20/21 FUTURE PLANNING

OPTIMAL LEARNING ENVIRONMENT & MODEL OF RESPONSE

- ◆ See above.

A MODEL OF RESPONSE

- ◆ Schools have refined the key elements of the model to fit their local context, including: scheduling, screens, interventions, collaboration, meetings, etc.
- ◆ Schools are furthering their understanding of differentiation and progress monitoring.

DATA UPLOADING AND ANALYSIS

- ◆ Capacity is built across the system in utilizing data tools to support analysis and progress in a variety of areas.

ASSESSMENT

- ◆ Software is fully functioning and grades K-9 are utilizing the software to report progress and communicate with families.
- ◆ Revisions to reporting are made based on feedback from learning community.
- ◆ Support is put in place for deepening assessment practices at the secondary level.
- ◆ School assessment plans continue to be developed and posted for their school community.

CLASSROOM SUPPORT

- ◆ Continued role clarity for CSTs.
- ◆ Continued and target professional learning for CSTs.

STAFF DEVELOPMENT

- ◆ Continuation of program contingent on partners and available grants.
- ◆ Executive continues generative dialogue work with school administrators.
- ◆ School administrators begin to utilize generative dialogue and personal inquiry with professional teaching staff.
- ◆ Determination is made about future of OLC support.
- ◆ Developing leaders (cohort 2) continues.

SUPPORTING ATTENDANCE

- ◆ Adjustments are made to attendance processes based on feedback from previous year.
- ◆ Supporting software tools are used at all schools.
- ◆ Sharing of processes with sister school divisions through CASSIX.
- ◆ Year over year clean data allows us to begin making better planning decisions.

DIVISION PLANNING CYCLE

- ◆ Review our planning functions to see how we can further support across departments.
- ◆ Schools begin to fold generative dialogue and inquiry questions into school-based planning.
- ◆ Schools identify and share local measures to assist in triangulation of data.

18/19 STRATEGIES

LOCAL MEASURES

- ◆ Students to meet regularly with principal council.
- ◆ Share with students how their input is used in 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 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 & 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

- Qualitative increase in student connectedness to schools in APORI/OurSchool data.
- Feedback from students on strategies.
- Student feedback 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.
- Implement of recommendations from school guidance committee.
- Implement of new registration procedures.
- Implement 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.

20/21 FUTURE PLANNING High school

OPTIMAL LEARNING ENVIRONMENT

- ◆ OLE progressions lend themselves to establishing progressions across the continuum of supports.
- ◆ New curriculum is a central focus for teachers, using the OLE as the framework for implementation.
- ◆ Teachers across grades continue in professional.

SOFT MEASURES

- ◆ Multi-year data sets for cohorts to be examined and planned for now that we have the information.
- ◆ Continued support of student voice opportunities.
- ◆ Sharing of locally developed measures across schools.

SCHEDULING

- ◆ Ongoing course corrections based on profile of students.
- ◆ Clarity of purpose established during collaborative time, rubrics developed.

HIGH SCHOOL PLANNING

- ◆ Consideration of impact new curriculum has on assessment practices and how high schools can prepare for these changes.
- ◆ Continuation of attendance processes with feedback from stakeholders.
- ◆ Monitor and reflect on school review processes.

HIGH SCHOOL COMPLETION

- ◆ Strategies to maintain mental health supports in times of fiscal restraint.
- ◆ Continue to monitor attendance.
- ◆ Participation in Alternative Programming review and recommendations to support alternative pathways to graduation.
- ◆ Review of work from guidance committee.

18/19 STRATEGIES

18/19 EVIDENCE

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.

- 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.

STUDENTS

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

- 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 strategies in above table.

- See high school evidence in above table.

20/21 FUTURE PLANNING Student & Parent Responses

PLANNING

- ◆ Planning process is familiar to all, we begin to look for efficiencies in the process, expand connections between departments.

ENGAGEMENT

- ◆ Stakeholders are drawn into data conversations as we share information with them.
- ◆ A successful transition to an Assurance Model of reporting.
- ◆ Continued involvement with stakeholders as we reflect on our implementation plan.
- ◆ Make course corrections as required efficiencies in the process, expand connections between departments.

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

Reflections & Planning (Figures 7-8)

18/19 STRATEGIES

18/19 EVIDENCE OF SUCCESS

POLICY AND ADMIN PROCEDURES

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

- 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.

DATA USAGE

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

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

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.

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

COMMUNITY ENGAGEMENT – PROCESS STRATEGIC GOALS

- ◆ With students, administrators, families and community organizations.

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

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.

- 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.

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).

- 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.

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.
- ◆ Work with families to understand what self-declaration means (and does not mean).

- 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).

HIGH PROFILE GUEST SPEAKER PROGRAM (FALL & SPRING)

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

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

MENTAL HEALTH SUPPORTS FOR FNMI FAMILIES AND/OR STUDENTS

- ◆ FNMI professional development for FSLWs.
- ◆ Access division psychologist as needed.
- ◆ Professional learning for success coaches.

- 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 Sept 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.

20/21 FUTURE PLANNING

TRUTH AND RECONCILIATION

- ◆ Engagement sessions turn into a regular meeting group that maintain a small group feel and are connected to foundational knowledge.
- ◆ Expand conference - consider offering session out of MH.
- ◆ Continued professional learning experiences for new teachers, administrators and experienced teachers.
- ◆ Greater student involvement in our planning.
- ◆ Continued updates to digital resources.

CLASSROOM SUPPORTS

- ◆ Consideration of new curriculum in connection with TQS, LQS.
- ◆ Continuation of classroom presentations.
- ◆ Increased division support for FNMI initiatives & outcomes.
- ◆ Guest speaker series.
- ◆ Orange shirt day events are coordinated and supported.
- ◆ Spring celebration enters year two, increased community collaboration.
- ◆ Exploration of additional land-based learning opportunities.

SOCIAL EMOTIONAL SUPPORTS

- ◆ Addition of staff to support balance between educational deliverables and supporting social emotional needs.
- ◆ Exploring the link between FNMI foundational knowledge and division wellness plan.
- ◆ Monitoring of student and family health through regular engagement.
- ◆ Continued professional learning for social emotional support workers.
- ◆ Continued student involvement.

STUDENT SELF IDENTIFICATION

- ◆ Increase numbers of students and families self-identifying as we deepen understanding across schools and with families.
- ◆ Community partners are more aware of our processes and assist families by encouraging self-identification.

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

Reflections & Planning (Figure 9)

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

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 partners together to plan for school based mental health.
- ◆ Make 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.
- ◆ Hazzard assessment and standard operating procedures program development.
- ◆ Ongoing site inspections.
- ◆ Completion of revised Occupational Health & Safety manual.

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

- 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.

20/21 FUTURE PLANNING

A MODEL OF RESPONSE

- ◆ Schools have refined the key elements of the model to fit their local context, including: scheduling, screens, interventions, collaboration, meetings, etc.
- ◆ Schools are furthering their understanding of differentiation and progress monitoring.
- ◆ Greater focus on the role of assessment and inclusion and how to best align practice.
- ◆ Software tools will have been refined and utilized seamlessly.
- ◆ Continued CST professional learning based on identified needs.

ENGLISH LANGUAGE LEARNERS

- ◆ More supports located within school FTE.
- ◆ Programming requirements document developed and utilized by school based administrators and CSTs.
- ◆ Community engagement with ELL families and community organizations.

FACILITATE AND REVIEW OF ALTERNATIVE PROGRAMS

- ◆ Based on committee recommendations and Board direction, action plan is initiated to support Alternative programming and alternative pathways to graduation.

CLASSROOM SUPPORTS

- ◆ Continued professional learning.
- ◆ CSTs are well-established at the Tier II/III level of support and have developed a clear sense of role.
- ◆ CSTs working side by side with teachers to develop programming for students that require additional supports.
- ◆ Continuation of post-secondary support as budget allows.

INITIATIVES AND TRAINING

- ◆ Standards and codes of practice implementation.
- ◆ Development of Sharepoint for training and information sharing.
- ◆ Revision of international field trip procedures.
- ◆ Teacher/Administrator evaluation administration procedures revision.
- ◆ Review of HR policies to reflect Education Act and other legislation.
- ◆ Division employee wellness initiatives.
- ◆ Development of online employee policy review and training.

OUTCOME THREE: ALBERTA HAS EXCELLENT TEACHERS AND SCHOOL AUTHORITY LEADERS

Reflections & Planning (Figure 9)

18/19 STRATEGIES

18/19 EVIDENCE OF SUCCESS

DATA ANALYSIS

- See outcome #1

COMMUNICATION

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

- 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.

OLC'S

- See outcome #1

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.

- 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 LQSs through generative dialogue.
- Admin will be leaders in shaping the application of LQSs to case studies alongside participants of developing leaders.

COMMUNITY CLASSROOMS

- ◆ Continued resource support for schools - 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.

- 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.

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.

- 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.

BROAD PROGRAM OF STUDIES INCLUDING MUSIC, DRAMA & SECOND LANGUAGES

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

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

FI PLANNING

- ◆ Communication re: program changes for 19/20 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.

- 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.

OTHER DATA COLLECTION TO SUPPORT LEARNING

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

- 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.

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 enrollment 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.

- 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 2018 admin and wellness champions are 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.

20/21 FUTURE PLANNING

OPTIMAL LEARNING ENVIRONMENT

- ◆ OLE progressions lend themselves to establishing progressions across the continuum of supports.
- ◆ New curriculum is a central focus for teachers, using the OLE as the framework for implementation.
- ◆ Teachers across grades continue in professional.

LEADERSHIP DEVELOPMENT

- ◆ Continuation of generative dialogue work with administrators with site superintendents facilitating.
- ◆ School administrators begin utilizing generative dialogue with teaching staff.
- ◆ Both school leaders and teachers have a deeper understanding of the TQS and LQS and utilize these as primary tools in growth planning.
- ◆ New leadership cohort cycles continue, refinement to programming is based on system needs and feedback from participants.

LEADING TEACHING

- ◆ Strategic plan for OLE element “Leveraging Digital” to be the focus for the coming years.
- ◆ Implement French Immersion programming vision for Division.
- ◆ Replicate curriculum committee roll out for K-4 into our Gr. 5-9 grouping and high school leads.
- ◆ Review new curriculum and intentional connection to new opportunities through structures such as community classrooms (grades K-4).
- ◆ Consideration for all portions of our OLE and response model are built into the schools’ plan (timetable, etc.).
- ◆ New curriculum enhances delivery of elective courses.

SOFTWARE TOOLS

- ◆ Majority of families are able to use various online solutions we provide: SchoolEngage for registration, SchoolMessenger and Safe Arrival for attendance and communication.
- ◆ School based software tools are utilized in a seamless manner to support programming for students (Dossier, PowerSchool).
- ◆ Continuation of digital student record processes.
- ◆ Ongoing support in these areas.

ASSURANCE AND ENGAGEMENT

- ◆ Reflection processes are built into the cadence of the year to monitor our progress.
- ◆ “Voice” committees continue and/or expand as necessary.
- ◆ Community partnerships are established and thriving for our FNMI students and families.

OUTCOME FOUR: ALBERTA'S K-12 EDUCATION SYSTEM IS WELL GOVERNED AND MANAGED

Reflections & Planning (Figure 11)

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 planning.

DEVELOPMENT OF THE OLE OLC'S

CST'S

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

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.
- ◆ Utilize 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 to use SchoolMessenger at MHPSD schools.

SHARED EMERGENCY RESPONSE

CAPITAL PLAN AS IT RELATES TO PROGRAMMING

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

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

- See outcome #1
- See outcome #1
- See outcome #1

- 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

- 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 to allow 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

- See outcome #3

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

18/19 STRATEGIES *continued*

CAPITAL PLAN AS IT RELATES TO PROGRAMMING

- ◆ Support transition of English students from Connaught to 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 review for revisions of all existing HR policies and admin procedures.

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.

18/19 EVIDENCE OF SUCCESS *continued*

- 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.

20/21 FUTURE PLANNING

COMMUNICATION AND ENGAGEMENT

- ◆ OLE progressions lend themselves to establishing progressions across the continuum of supports.
- ◆ New curriculum is a central focus for teachers, using the OLE as the framework for implementation.
- ◆ Teachers across grades continue in professional.

PLANNING AND PROCESSES

- ◆ Continuation of generative dialogue work with administrators with site superintendents facilitating.
- ◆ School administrators begin utilizing generative dialogue with teaching staff.
- ◆ Both school leaders and teachers have a deeper understanding of the TQS and LQS and utilize these as primary tools in growth planning.
- ◆ New leadership cohort cycles continue, refinement to programming is based on system needs and feedback from participants.

TRAINING AND DEVELOPMENT

- ◆ Strategic plan for OLE element "Leveraging Digital" to be the focus for the coming years.
- ◆ Implement French Immersion programming vision for Division.
- ◆ Replicate curriculum committee rollout for K-4 into our Gr. 5-9 grouping and high school leads.
- ◆ Review new curriculum and intentional connection to new opportunities through structures such as community classrooms (grades K-4).
- ◆ Consideration for all portions of our OLE and response model are built into the schools' plan (timetable, etc.).
- ◆ New curriculum enhances delivery of elective courses.

APPENDIX:

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 (6e Et 9e année), French language arts (6e et 9e année), mathematics (grades 6, 9, 9 kae), science (grades 6, 9, 9 kae), social studies (grades 6, 9, 9 kae).
6. Participation in provincial achievement tests was impacted by the fires in may to June 2016 and may to June 2019. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
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, 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 and may to June 2019. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
10. Weighting of school-awarded marks in diploma courses increased from 50% to 70% in the 2015/16 school year. Caution should be used when interpreting trends over time.
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 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. 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 (6e et 9e année), French Language Arts (6e et 9e année), Mathematics (Grades 6, 9, 9 KAE), Science (Grades 6, 9, 9 KAE), Social Studies (Grades 6, 9, 9 KAE).
6. Participation in Provincial Achievement Tests was impacted by the fires in May to June 2016 and May to June 2019. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
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, Social Studies 30-2.
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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 (6e et 9e année); French Language Arts (6e et 9e année); Mathematics (Grades 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 and May to June 2019. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.

FIGURE 4

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 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.
4. Participation in Diploma Examinations was impacted by the fires in May to June 2016 and May to June 2019. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.

FIGURE 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 and May to June 2019. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
7. Weighting of school-awarded marks in diploma courses increased from 50% to 70% in the 2015/16 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), historical Rutherford Scholarship Eligibility Rate results 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 (6e et 9e année); French Language Arts (6e et 9e année); Mathematics (Grades 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 and May to June 2019. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
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 and May to June 2019. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
8. Weighting of school-awarded marks in diploma courses increased from 50% to 70% in the 2015/16 school year. Caution should be used when interpreting trends over time.

FIGURE 8

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. Weighting of school-awarded marks in diploma courses increased from 50% to 70% in the 2015/16 school year. Caution should be used when interpreting trends over time.
5. Due to the change from previous data source systems to Provincial Approach to Student Information (PASI), historical Rutherford Scholarship Eligibility Rate results are not available.
6. 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, Métis and Inuit), exception (e.g., learning disability) and grant program codes (e.g., English as Second Language students) reported in previous years.
7. 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.

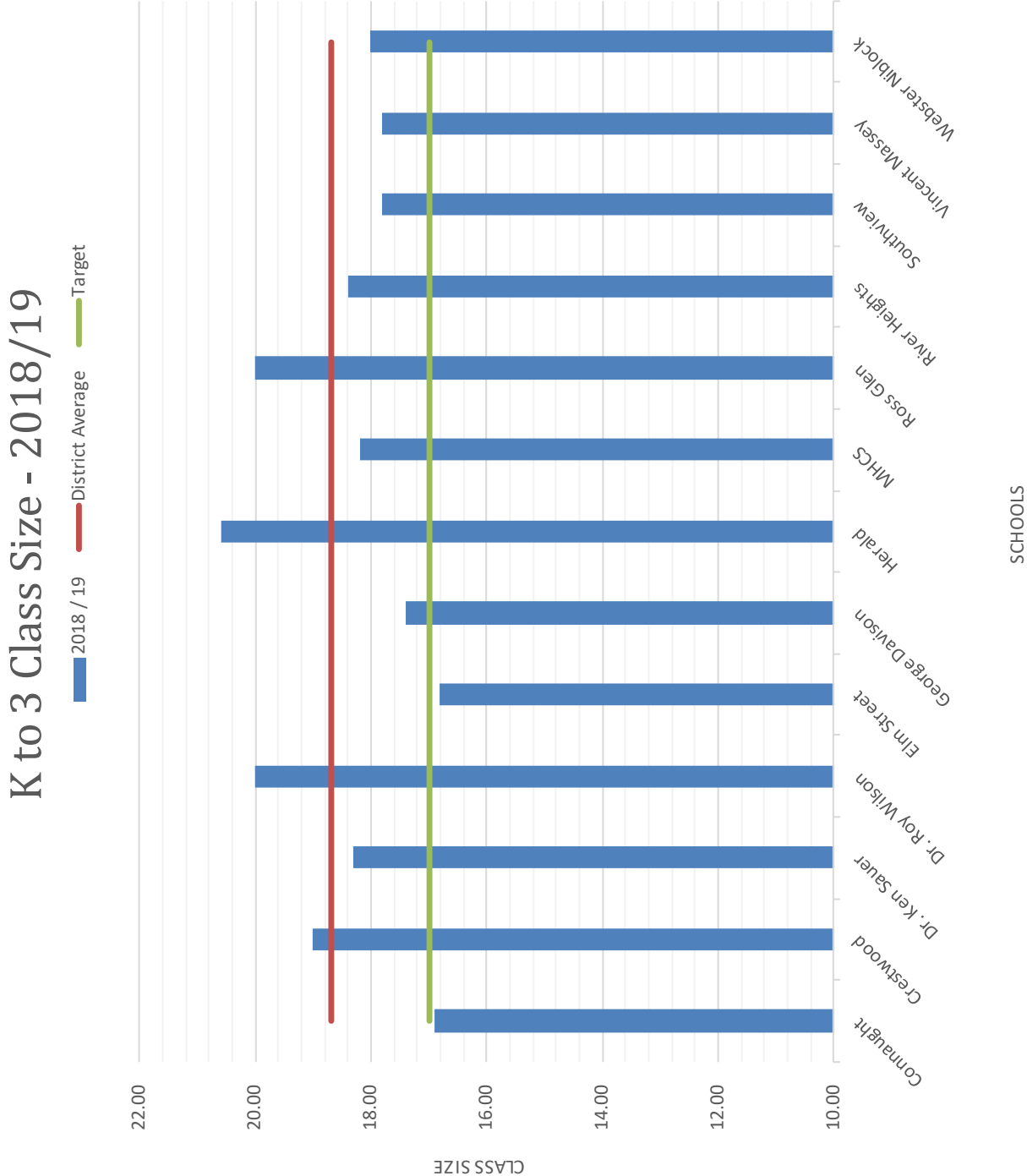
FIGURE 9

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

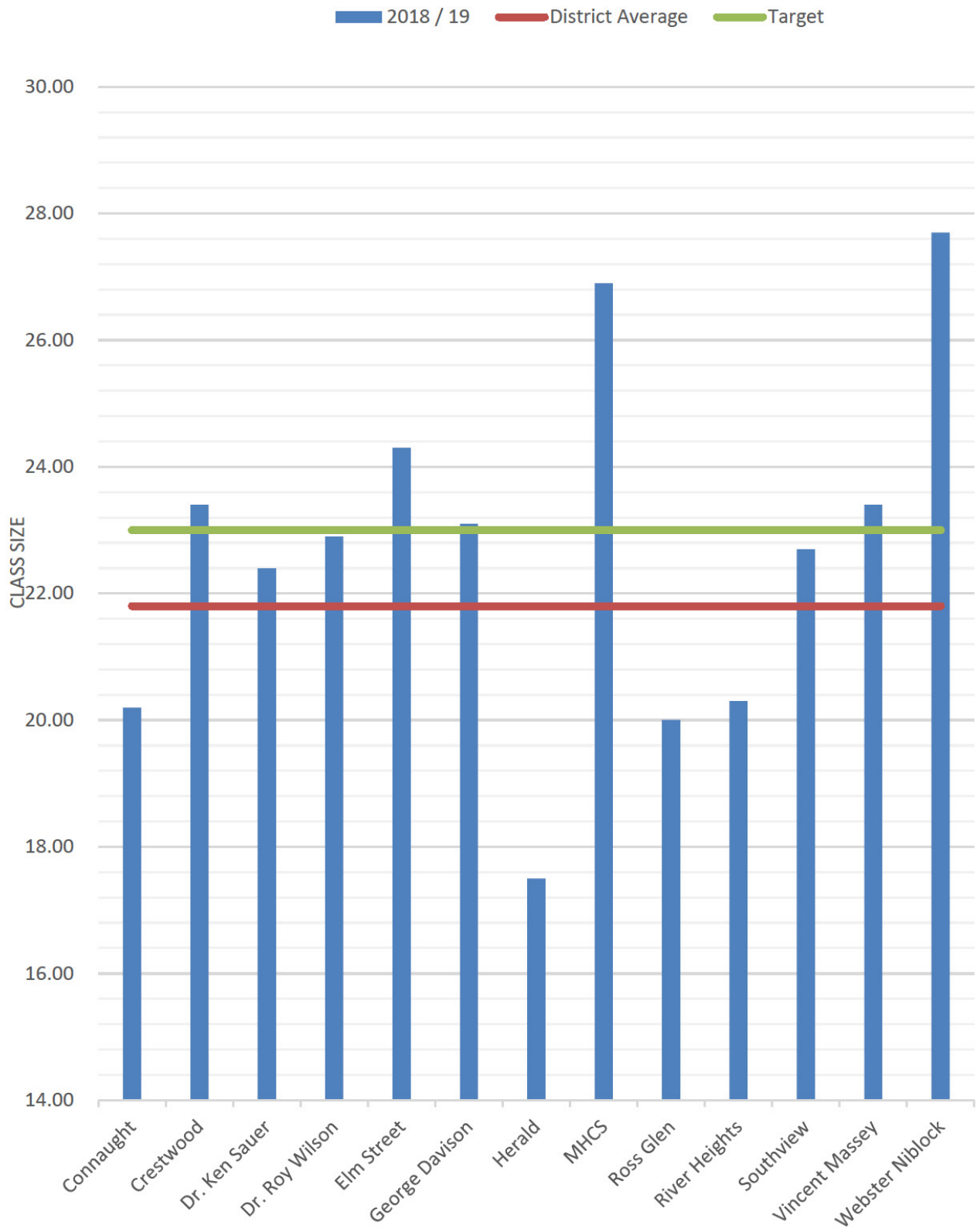
1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. Student participation in the survey was impacted between 2014 and 2017 due to the number of students responding through the OurSCHOOL/TTFM (Tell Them From Me) survey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

Medicine Hat Public School Division - Alberta Education Class Size Information 2018-2019 School Year.

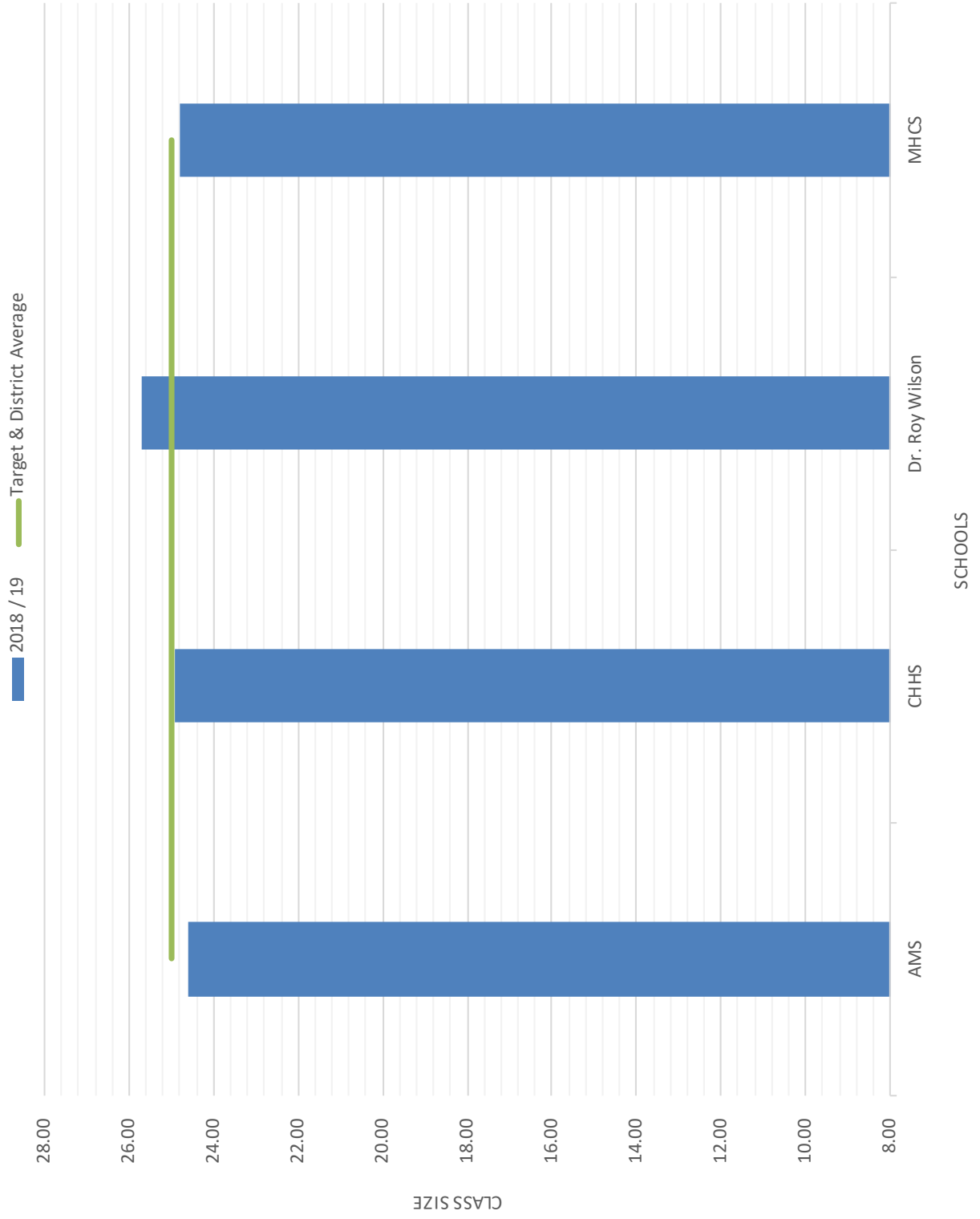


January 2019

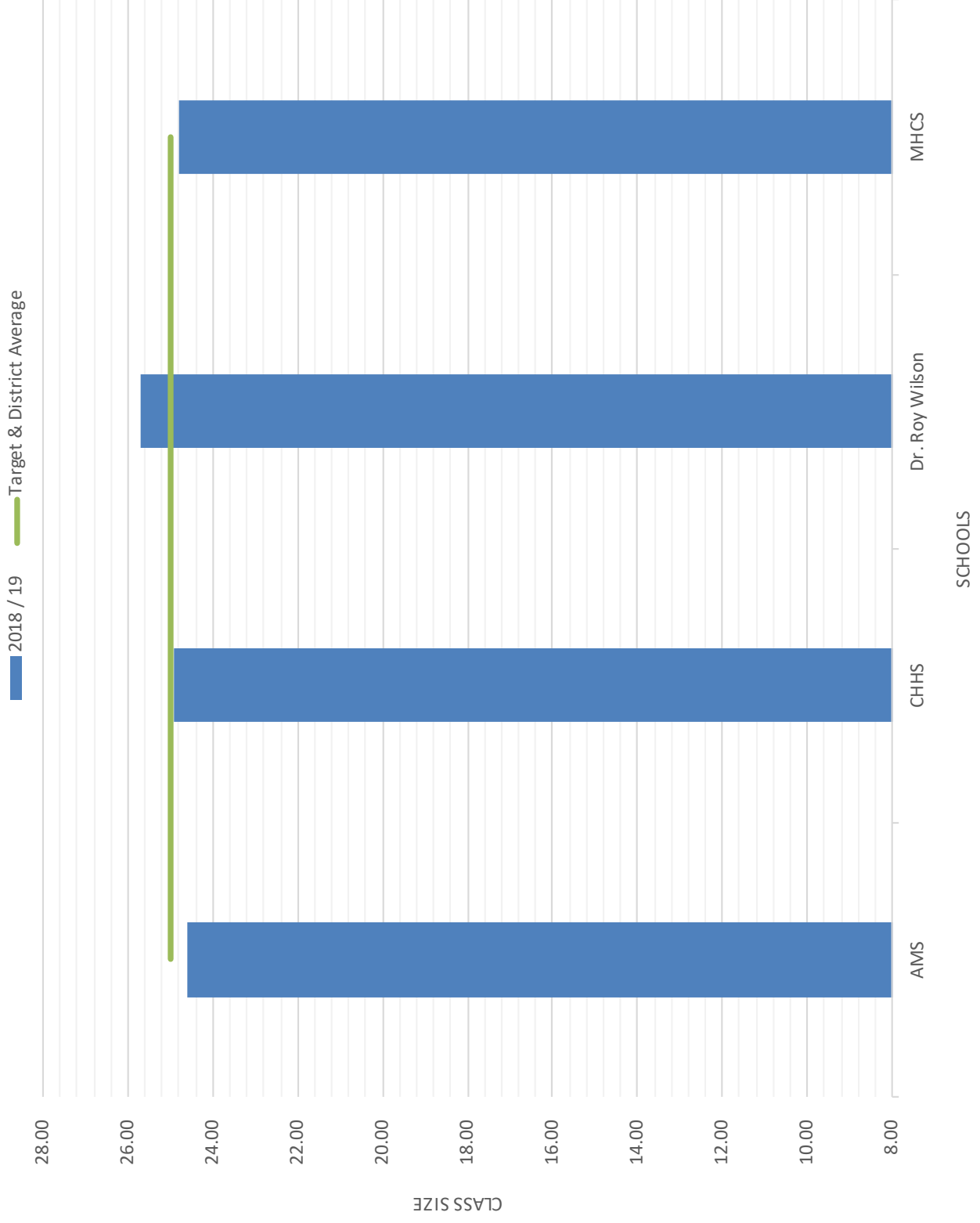
4 to 6 Class Size - 2018/19



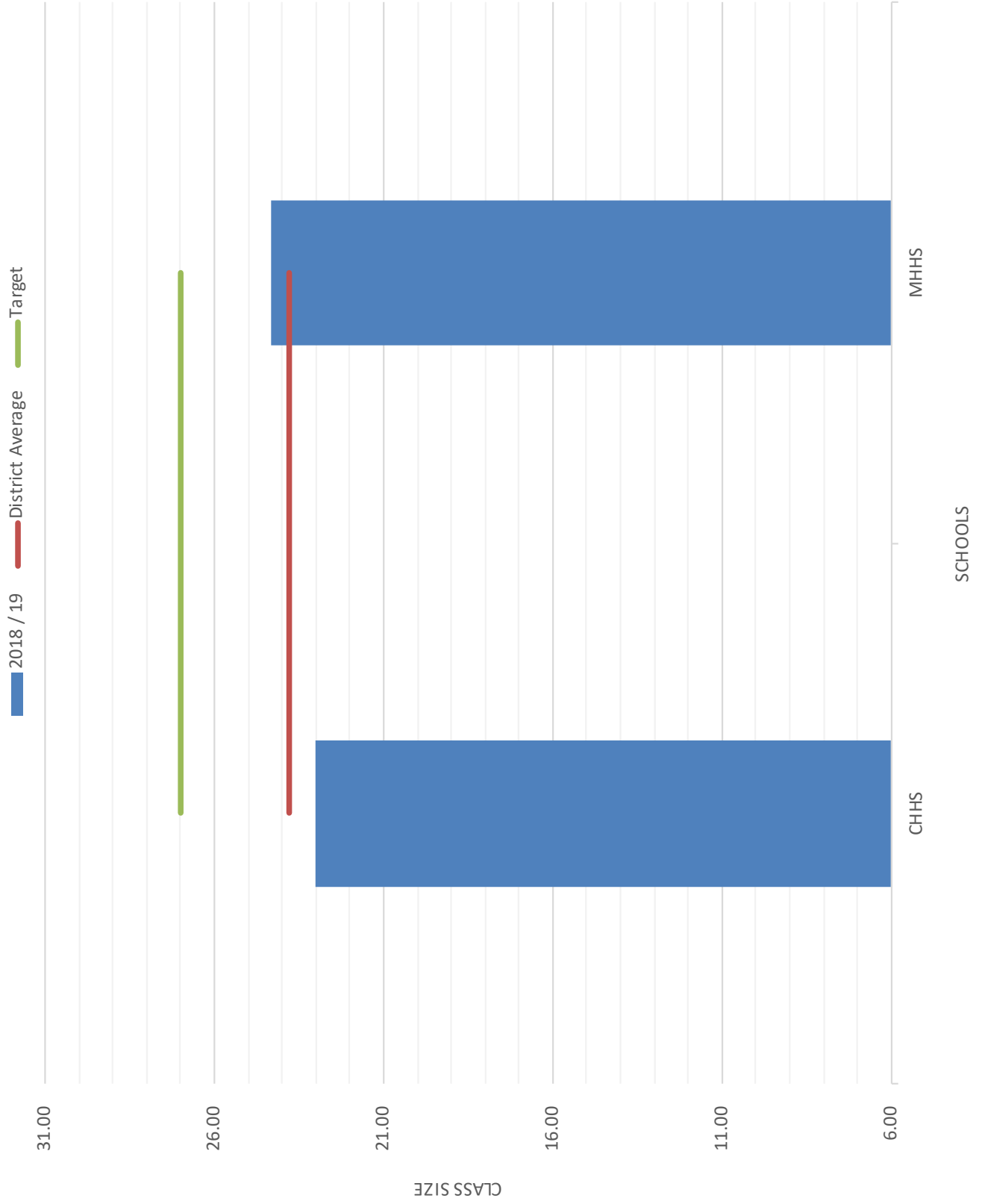
7 to 9 Class Size - 2018/19



7 to 9 Class Size - 2018/19



10 to 12 Class Size - 2018/19



Jurisdiction Summary

ALL SUBJECTS

Jurisdiction:

The Medicine Hat School Division [A.3050]

Number of Schools Reported:

16

Total Number of Schools:

16

	K to 3			4 to 6			7 to 9			10 to 12		
	2016/17	2017/18	2018/19	2016/17	2017/18	2018/19	2016/17	2017/18	2018/19	2016/17	2017/18	2018/19
Total for Jurisdiction	18.6	18.7	18.5	21.6	21.8	21.8	24.5	25.0	25.2	24.1	23.8	23.9
	13.7			21.5								
Alexandra Middle School							23.9	24.2	24.6			
Connaught School	19.7	18.4	16.9	19.5	17.0	20.2						
Crescent Heights High School							25.4	25.3	24.9	24.4	22.9	23.0
Crestwood School	19.6	20.7	19.0	23.0	23.4	22.2						
Dr. Ken Sauer School		18.4	18.3		22.4	17.6						
Dr. Roy Wilson Learning Centre	17.8	19.1	20.0	21.8	22.9	22.2	25.4	25.7	27.8			
Elm Street School	20.2	17.8	16.8	22.0	24.3	20.8						
George Davison Elementary School	18.1	19.8	17.4	23.6	23.1	25.7						
Herald School	14.7	17.3	20.6	19.0	17.5	19.3			20.0			12.7
Medicine Hat Christian School	18.2	18.2	20.2	22.6	26.9	26.7	21.3	24.8	23.7			
Medicine Hat High School										23.9	24.3	24.7
River Heights Elementary	18.0	19.5	18.4	19.7	20.3	21.9						
Ross Glen School	21.3	18.9	20.0	22.6	20.0	22.8						
Southview Community School	18.0	18.5	17.8	25.3	22.7	25.0						
Vincent Massey School	19.5	19.0	17.8	23.0	23.4	19.7						
Webster Niblock School	18.5	15.9	18.0	19.2	27.7	23.3						

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

Jurisdiction Summary

CORE SUBJECTS ONLY

Jurisdiction:

The Medicine Hat School Division [A.3050]

Number of Schools Reported:

16

Total Number of Schools:

16

	K to 3			4 to 6			7 to 9			10 to 12		
	2016/17	2017/18	2018/19	2016/17	2017/18	2018/19	2016/17	2017/18	2018/19	2016/17	2017/18	2018/19
Total for Jurisdiction	18.7	18.9	18.7	21.5	21.7	21.7	25.0	25.8	25.7	25.6	25.0	24.3
	14.0			21.5								
Alexandra Middle School							23.9	24.2	24.4			
Connaught School	20.0	18.4	17.0	19.5	17.1	20.2						
Crescent Heights High School							26.3	26.3	25.7	25.6	23.7	23.2
Crestwood School	19.6	20.3	18.7	22.7	23.3	22.1						
Dr. Ken Sauer School		18.9	18.2		22.4	17.6						
Dr. Roy Wilson Learning Centre	17.9	19.5	20.3	21.8	22.9	22.2	25.8	28.0	28.9			
Elm Street School	20.1	18.4	17.9	22.0	24.3	20.8						
George Davison Elementary School	18.4	20.0	17.9	23.3	23.1	25.7						
Herald School	15.3	17.9	20.4	19.0	17.5	19.3			20.0			12.7
Medicine Hat Christian School	17.8	17.8	19.9	22.7	26.9	26.7	22.4	23.8	23.7			
Medicine Hat High School										25.7	25.9	25.5
River Heights Elementary	17.9	19.4	19.2	19.7	20.3	21.9						
Ross Glen School	21.3	19.5	19.8	22.6	20.0	22.8						
Southview Community School	17.8	18.1	18.8	25.3	22.7	25.0						
Vincent Massey School	19.9	19.0	17.9	23.0	23.4	19.7						
Webster Niblock School	18.6	16.2	18.2	19.2	27.7	23.3						

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

ALL SUBJECTS

Jurisdiction:	The Medicine Hat School Division [A.3050]
Number of Schools Reported:	16
Total Number of Schools:	16
Total Number of FTE Teacher Assistants:	139.4
Number of FTE Teacher Assistants assigned to students with special needs:	110.2

	K to 3			4 to 6			7 to 9			10 to 12		
	2016/17	2017/18	2018/19	2016/17	2017/18	2018/19	2016/17	2017/18	2018/19	2016/17	2017/18	2018/19
Average Class Size	18.6	18.7	18.5	21.6	21.8	21.8	24.5	25.0	25.2	24.1	23.8	23.9
Number of Students with Severe Disabilities per cl	1.3	1.4	1.6	0.7	0.8	0.8	0.5	0.6	0.7	0.3	0.3	0.5
Number of Mild/Moderate Students per class	2.5	2.3	2.1	2.0	1.8	1.8	3.2	3.6	3.3	3.3	3.3	3.1
Number of Gifted/Talented Students per class	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Number of ESL Students per class	0.3	0.4	0.5	0.7	0.8	0.9	0.7	0.8	0.9	1.4	1.9	1.9
Smallest Class	10.0	5.0	5.0	6.0	6.0	8.0	10.0	4.0	3.0	3.0	2.0	1.0
Largest Class	31.0	33.0	28.0	34.0	32.0	30.0	36.0	40.0	43.0	56.0	60.0	67.0

Distribution of Class Sizes - %	K to 3			4 to 6			7 to 9			10 to 12		
	2016/17	2017/18	2018/19	2016/17	2017/18	2018/19	2016/17	2017/18	2018/19	2016/17	2017/18	2018/19
1 to 5		0.7	0.9					0.2	1.9	0.4	1.9	2.2
6 to 10	1.7	0.5	3.5	2.3	3.9	5.1	0.2	1.7	1.2	2.4	4.5	5.5
11 to 15	14.4	17.3	13.0		8.9	6.5	2.1	4.8	4.2	11.3	6.0	8.5
16 to 20	61.0	53.1	47.8	32.8	16.1	21.2	9.0	9.9	12.6	13.0	19.9	16.5
21 to 25	22.4	28.3	32.8	48.5	52.1	45.9	47.9	25.4	24.5	27.1	22.5	17.3
26 to 30	0.4		2.1	16.3	17.7	21.2	36.9	52.3	45.9	25.9	26.2	25.0
31 to 35	0.1	0.2		0.1	1.3		3.7	5.3	8.2	19.0	18.4	23.2
36 to 40							0.2	0.2	1.2	0.4		0.7
Over 40									0.5	0.4	0.7	1.1

Distribution of Class Sizes - #	K to 3			4 to 6			7 to 9			10 to 12		
	2016/17	2017/18	2018/19	2016/17	2017/18	2018/19	2016/17	2017/18	2018/19	2016/17	2017/18	2018/19
1 to 5		8	8					1	8	1	5	6
6 to 10	24	6	32	16	27	35	1	7	5	6	12	15
11 to 15	207	206	119		61	45	9	20	18	28	16	23
16 to 20	879	631	438	224	111	146	39	41	54	32	53	45
21 to 25	322	336	300	331	359	316	208	105	105	67	60	47
26 to 30	6		19	111	122	146	160	216	197	64	70	68
31 to 35	2	2		1	9		16	22	35	47	49	63
36 to 40							1	1	5	1		2
Over 40									2	1	2	3

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).
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Virtual/Home Ed/Distance Ed programs have been excluded

Jurisdiction Summary

ALL SUBJECTS

Jurisdiction:	The Medicine Hat School Division [A.3050]
Number of Schools Reported:	16
Total Number of Schools:	16
Total Number of FTE Teacher Assistants:	139.4
Number of FTE Teacher Assistants assigned to students with special needs:	110.2

Average by Subject Category	K to 3			4 to 6			7 to 9			10 to 12		
	2016/17	2017/18	2018/19	2016/17	2017/18	2018/19	2016/17	2017/18	2018/19	2016/17	2017/18	2018/19
ECS	17.8	17.7	17.2									
Language Arts English/French	18.7	19.1	18.8	21.3	21.4	21.6	25.1	25.9	25.0	26.6	25.4	26.8
Mathematics	18.6	18.9	18.9	21.5	21.7	21.7	24.5	25.8	24.9	25.1	25.1	25.8
Science	18.6	19.1	18.9	21.5	21.8	21.8	24.8	25.8	25.7	26.4	26.8	25.6
Social Studies	18.6	19.0	18.9	21.5	21.7	21.7	24.8	25.7	25.4	27.0	26.8	24.3
Health	19.2	19.0	19.1	21.5	21.8	21.7	25.8	26.4	25.2			5.8
Physical Education	19.2	19.3	19.1	21.8	21.8	21.8	25.7	27.4	28.5	25.6	23.1	22.2
Art	18.6	19.2	18.9	21.5	21.7	21.6	24.1	28.8	27.1	30.3	28.0	26.0
Music	18.8	18.9	19.1	21.5	22.0	21.9	25.3	20.9	25.4	30.2	35.6	33.2
Drama							23.4	27.7	21.2	21.5	22.4	28.0
Second Languages				22.4	22.1	22.0	20.0	16.0	20.7	21.5	23.8	22.3
Religious Instruction/Studies	17.6	17.6	17.3	22.0	27.3	26.7	21.3	31.0	23.7			
Environmental and Outdoor Education							22.8	17.8	27.0			
Social Science										25.5		32.0
Career and Life Management										24.8	25.4	18.3
Biology										29.6	27.0	24.6
Chemistry										26.8	25.5	25.7
Physics										23.1	25.0	21.2
Career and Technology Studies							23.7	23.0	23.6	22.4	22.2	23.0
Career and Technology Foundations									22.0			
Knowledge and Employability							18.8	20.0	12.7	13.5	14.5	19.4
Special Education								14.0		12.1	7.8	11.6
Local Developed Course							22.7	23.3	27.8	21.7	25.1	23.8
Other			17.7			23.3	21.0	20.0	18.0	12.0	13.5	23.7

Note: 3/4 combined classes are included in the Gr. 4 to 6 average
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CORE SUBJECTS ONLY

Jurisdiction: The Medicine Hat School Division [A.3050]

Number of Schools Reported: 16

Total Number of Schools: 16

Total Number of FTE Teacher Assistants: 139.4

Number of FTE Teacher Assistants assigned to students with special needs: 110.2

	K to 3			4 to 6			7 to 9			10 to 12		
	2016/17	2017/18	2018/19	2016/17	2017/18	2018/19	2016/17	2017/18	2018/19	2016/17	2017/18	2018/19
Average Class Size	18.7	18.9	18.7	21.5	21.7	21.7	25.0	25.8	25.7	25.6	25.0	24.3
Number of Students with Severe Disabilities per cl	1.0	1.1	1.2	0.7	0.8	0.8	0.5	0.6	0.7	0.3	0.2	0.5
Number of Mild/Moderate Students per class	2.5	2.1	2.1	1.9	1.8	1.8	3.1	3.6	3.3	2.9	3.0	2.8
Number of Gifted/Talented Students per class	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Number of ESL Students per class	0.4	0.5	0.6	0.7	0.8	0.9	0.8	0.8	0.8	1.4	1.8	1.5
Smallest Class	10.0	5.0	5.0	6.0	6.0	8.0	11.0	4.0	3.0	8.0	2.0	1.0
Largest Class	31.0	33.0	28.0	34.0	32.0	30.0	36.0	40.0	43.0	56.0	60.0	67.0

Distribution of Class Sizes - %	K to 3			4 to 6			7 to 9			10 to 12		
	2016/17	2017/18	2018/19	2016/17	2017/18	2018/19	2016/17	2017/18	2018/19	2016/17	2017/18	2018/19
1 to 5		0.8	1.0					0.3	2.5		2.1	3.3
6 to 10	1.1	0.6	3.5	2.6	4.1	5.1		0.7	1.3	1.7	2.7	7.1
11 to 15	13.2	14.0	10.5		9.1	6.4	1.8	4.3	2.9	8.6	3.2	8.2
16 to 20	62.0	53.1	48.7	33.1	16.0	21.7	6.7	6.6	10.8	11.5	18.2	12.1
21 to 25	23.0	31.3	34.4	48.5	52.2	46.4	45.6	19.2	19.4	21.3	19.8	13.7
26 to 30	0.5		1.9	15.7	17.5	20.4	41.6	63.2	52.5	28.7	31.0	26.9
31 to 35	0.2	0.2		0.2	1.1		4.0	5.3	8.6	27.0	21.9	26.4
36 to 40							0.3	0.3	1.3	0.6		0.5
Over 40									0.6	0.6	1.1	1.6

Distribution of Class Sizes - #	K to 3			4 to 6			7 to 9			10 to 12		
	2016/17	2017/18	2018/19	2016/17	2017/18	2018/19	2016/17	2017/18	2018/19	2016/17	2017/18	2018/19
1 to 5		8	8					1	8		4	6
6 to 10	12	6	28	16	25	32		2	4	3	5	13
11 to 15	144	132	83		56	40	6	13	9	15	6	15
16 to 20	674	501	385	203	99	136	22	20	34	20	34	22
21 to 25	250	295	272	297	322	291	150	58	61	37	37	25
26 to 30	5		15	96	108	128	137	191	165	50	58	49
31 to 35	2	2		1	7		13	16	27	47	41	48
36 to 40							1	1	4	1		1
Over 40									2	1	2	3

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Jurisdiction Summary

CORE SUBJECTS ONLY

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Art	18.6	19.2	18.9	21.5	21.7	21.6	24.1	28.8	27.1	30.3	28.0	26.0
Music	18.8	18.9	19.1	21.5	22.0	21.9	25.3	20.9	25.4	30.2	35.6	33.2
Special Education								14.0		12.1	7.8	11.6
Career and Life Management										24.8	25.4	18.3
Biology										29.6	27.0	24.6
Chemistry										26.8	25.5	25.7
Physics										23.1	25.0	21.2

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