

QUICK FACTS



17 SCHOOLS

12 ELEMENTARY SCHOOLS (K-6)

2 K - GR. 9 SCHOOLS

1 MIDDLE SCHOOL

1 GR. 7 - GR.12 SCHOOL

1 HIGH SCHOOL



7488

Student Enrolment ELP-grade 12



328

FNMI Student Population



329

English Language Learners (ELL)



432

Full Time Equivalent (FTE)
Certified Teachers

317

(FTE) Support Staff

LINKS

FULL AERR 2017-2018 PDF

DETAILED FINANCIAL INFORMATION

IMPROVEMENT IN 75% OF APORI CATEGORIES

Marked improvement across the accountability pillar categories: very high results in safe & caring, program of studies, and school improvement categories.

ENGAGEMENT

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

Spring 2018
FRENCH IMMERSION

With continued growth at Connaught School, we worked with the Connaught School community and staff at several feedback sessions to determine direction on programming, single-track vs. dual track, boundaries and transportation.

March 2018
COMMUNITY ENGAGEMENT SESSION

Approximately 50 community members from a sectors gathered to provide us feedback on our results and three year plan.

April 2018
OURSCHOOL SURVEY

Approximately 5000 completed surveys provided data from students, parents and staff that we used to triangulate decision making and offer baseline information as we continue to gather future survey data.

May 2018
STUDENT ENGAGEMENT SESSION

Approximately 30 grade 9-12 students gathered to provide student voice on what they saw as pressing matters in school. Accountability Pillars Online Reporting Instrument (APORI) – 2800 responses, a 24% increase from 2017.

NEW PARTNERSHIPS

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

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

CRM

DEEPENING OUR UNDERSTANDING OF A COLLABORATIVE RESPONSE MODEL (CRM)

- *Continuum(s) of support* were developed for both academic and social emotional needs and put into action in schools.
- The Optimal Learning Environment (OLE) moved from a draft model to a living model.
- **11 Optimal Learning Coaches** were provided to all schools and the OLE continues to form the base from which we respond to student need in our classrooms.
- 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.

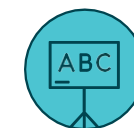


ENHANCED SOCIAL/EMOTIONAL SUPPORTS

- Our work around engagement led us to a clear understanding that we *needed to address our social/emotional supports*.
- *Beginning in the fall of 2018, all schools had increased access to mental health supports including Family School Liaison Workers.*

We formed a *Behavioural Emotional Support Team (BEST)* to work with classroom teachers and support staff to develop plans for our most challenging students.

EXPENSE BY FUNDING BLOCK

80.4%
INSTRUCTION12.0%
PLANT OPERATIONS
& MAINTENANCE2.5%
TRANSPORTATION3.5%
BOARD
SYSTEM ADMIN1.6%
EXTERNAL
SERVICES