

NOVEMBER 2016



2015-2016

Annual Education Results Report

THREE-YEAR *Education Plan* 2016-2019



MEDICINE HAT SCHOOL DISTRICT NO. 76



Accountability Statement

The Education Plan for Medicine Hat School District No. 76 for the three years commencing September 1, 2016 was prepared under the direction of the Board in accordance with the responsibilities under the *School Act* and the *Government Accountability Act*. This Education Plan was developed in the context of the provincial government's business and fiscal plans. The Board has used its performance results to develop the Plan and is committed to implementing the strategies contained within the Plan to improve student learning and results.





District Vision

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

Mission Statement

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

District 76 motto:

Where kids count!



Message from the Board Chair

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



Mr. Rick Massini
Board Chair

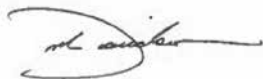


Message from the Superintendent

Our district is committed to working collaboratively to try and develop high quality learning environments for all students and staff. This commitment is reflected in the initiatives contained in this document and will guide the work we do in our professional and community engagements. As a jurisdiction that has a long history of developing powerful relationships that are focused on meeting the needs of students, we intend to honour that legacy and build upon it through:

- Consolidating the great work done in district and site professional development into a clearly articulated description of an “Optimal Learning Environment”
- Re-examining our vision of Inclusive Education and the structures we have in place to support inclusion in all settings.
- Working with staff and students to build a strategic approach to the development of wellness literacy and the attainment of the skills and structures needed to support wellness.
- Building a systemic approach to the identification and fostering of leaders at every level (student through to teachers) in order to release leaders to our community and build leadership capacity among staff.

Ours is a system that is blessed to serve an amazing community through the service of skilled and highly committed teachers and support staff. I have great faith that what has been achieved can be built upon to produce even greater results.



Mr. Mark Davidson
Superintendent



Board Members



Rick Massini
Board Chair



Catherine Wilson Fraser
Vice Chair



Deborah Forbes
Trustee



Carolyn Freeman
Trustee



Terry Riley
Trustee

Executive Officers



Mark Davidson
Superintendent



Lyle Cunningham
Deputy Superintendent



Sherri Fedor
*Associate Superintendent
Student Services*



Jerry Labossiere
Secretary Treasurer

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

System Profile and Overview

Medicine Hat School District No. 76 is located within the boundaries of the City of Medicine Hat. Its schools serve the needs of students and their families from a typical range of socio-economic and cultural/ethnic backgrounds. There are 7,418 F.T.E. children and students from ELP and Kindergarten to Grade 12 in 17 buildings.

Staff

Teachers and Administrators: 405 F.T.E.
Clerical: 38 F.T.E.

Support Staff

Educational Assistants: 167.38 F.T.E.
Custodial and Maintenance: 62.8 F.T.E.

Board Members

Board Members: 5

Budget (2015-2016)

\$86M (approx.)

Outreach Programs

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

Principal: Mr. Bryce Donhauer
770 - 1st St. SE T1A 0B4
Phone: 403.526.7877
<http://www.mhoutreach.ca/>

Central High

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

Secondary Schools

Alexandra Middle School

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

Crescent Heights High School

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

Medicine Hat High School

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

Elementary Schools

Connaught School

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

Crestwood School

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

Dr. Roy Wilson Learning Centre

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



Elementary Schools

Elm Street School

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

George Davison School

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

Herald School

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

Medicine Hat Chrisitan School

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

River Heights School

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

Riverside School

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

Ross Glen School

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

Southview Community School

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

Vincent Massey School

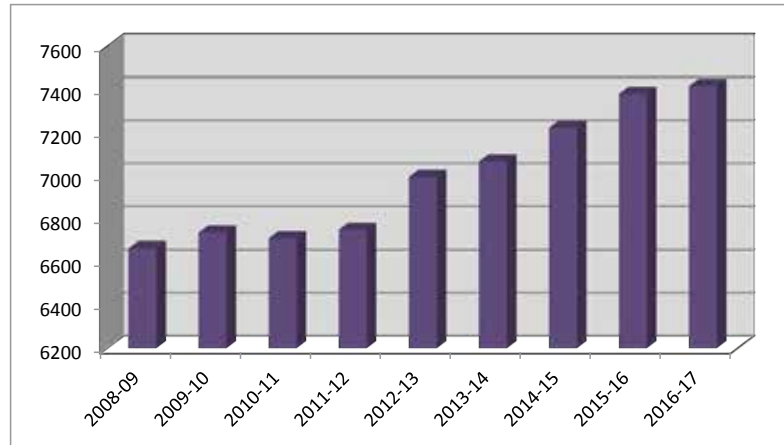
Principal: Mrs. Sherri Hendricks
901 Hargrave Way NW T1A 6Y8
Phone: 403.527.3750
Kindergarten to Grade Six
email: vincent@sd76.ab.ca
www.vincentmasseyschool.ca

Webster Niblock School

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

Student Enrolment

The District has demonstrated consistent growth since 2006-2007. After experiencing a slight decrease in student numbers in 2010-2011, the District has seen growth in the last four consecutive school years. 2016-17 we experienced 0% enrollment growth.



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



Our Story: Summary of Accomplishments

Three major themes emerged at the Elementary level in the 2015-2016 school year. Technology saw a major step forward. Student Engagement was a priority. Finally, recognizing the importance of physical activity, schools embarked on innovative paths.

Medicine Hat School District is fortunate to be technologically rich. Each classroom has a projector and interactive whiteboard. Where we have seen growth is in how these tools are being used. Teachers and students have become immersed in Google Apps for Education (GAFE). This allows teachers, students and groups of students to interact and work collaboratively. This is a wonderful use of a tool to mesh with previous work around Cooperative Learning. The use of Google Hangouts has seen our student meet “face to face” with other students across our country and the world.

Active student engagement was a focus during the 2015-2016 school year. Teachers engaged students using a process called “Formative Assessment”. This sees teachers utilizing feedback from students regarding their understanding of concepts taught. By using “Formative Assessment” the teacher can adjust the lesson, pacing or approach to better meet the needs of our students. By introducing students to low complexity and high complexity questions, they are now aware of the thinking required to formulate responses and answers. Continued work with Bloom’s Taxonomy helps engage our students in a continuum of questions and challenges.

We want students to be active learners. We also want our students to be active. The research clearly shows the positive relationship between activity and success in school. ***Moving and Choosing*** is a partnership with Alberta Health Services. We gain access to their experts and resources. The ***Healthy Active Schools Symposium*** sees teams of students learning how to lead their peers. ***EverActive*** is another project that engages schools and students in the teaching of physical literacies and targets them using activities like tennis, skating and canoeing. Finally, a project called ***“Don’t Walk in the Hallways”*** was introduced. These brightly coloured floor stickers see students hopping, jumping and skipping down the school hall. This teaches coordination, promotes movement and provides much needed activity.



Medicine Hat School District is committed to providing a welcoming, caring, respectful, and safe learning environment that respects diversity and fosters a sense of belonging. We are committed to establishing respectful relationships and to working collaboratively with families, school-based and school-linked teams to support all learners. We value meaningful parent involvement, transparency and open communication between partners. Our approach centers on educational practices that are flexible and responsive to the strengths and needs of individual students to create optimal learning environments that ensure all students are successful.

Medicine Hat School District 76 has a ***Building Healthy Relationships and Bullying Prevention and Intervention*** document that is available to all stakeholders. Staff, students, parents and the community play an important role in ensuring a safe and caring learning environment for everyone as it is a shared responsibility. This document looks at the roles of adults, students and the community with regards to responding to all types of bullying including cyberbullying. Several references have been identified to provide stakeholders with resources to further support ***Building Healthy Relationships and Bullying Prevention and Intervention***.

Medicine Hat School District 76 continues to build capacity in the area of self-regulation. Self-regulation strategies can be used to support the well-being of students. Self-regulation is the brain and body's response to stress, in its many facets, positive as well as negative, hidden as well as overt, minor as well as trauma or toxic. Effective self-regulation requires learning to recognize and respond to stress. If students are stress reactive, they will not have their ideal learning brain. Learning coaches, learning support teachers, behaviour interventionists, school administrators and the student services team all attended a one-day workshop with Dr. Stuart Shanker and continue to explore self-regulation by accessing Dr. Stuart Shanker's webinars and resources. A ***Community of Practice*** formed by the district behaviour interventionist will continue to explore self-regulation and its impacts on the learning environment.



We've addressed a realignment of capacity building opportunities for Educational Assistants to ensure that our EAs have the opportunity to develop new skills and knowledge that directly applies to their work in supporting our students. We also want to support the development of common approaches and a focus on supporting our students through developing positive relationships and self-regulation. We have approached this by shifting to a one-day EA conference with a keynote address by Dr. Jody Carrington and many break-out sessions for our EA's to choose from to support our EAs and increasing their capacity to approach their daily work.

Dr. Jody Carrington will work with Medicine Hat School District 76 to reiterate the importance of healthy relationships and self-regulation to support our students readiness for learning. The power of positive relationships and attachment and their impact on student engagement and success will be brought to light by Dr. Carrington. With Dr Carrington we will offer a parent evening, a keynote address and breakout sessions for our educational assistants at their one day conference. We will also offer two workshops dates for our school administrators, learning coaches, learning support teachers, teachers, behaviour interventionists and interested community partners.

Supporting Individuals Through Valued Attachments (SIVA) is a Canadian based training that the District has provided for all permanent Educational Assistants and many teachers and administrators. ***SIVA*** has been established from neuroscience research of emotion, regulation and executive functioning. ***SIVA*** is a relationship based model that supports creating safety with individuals with challenging behaviours and complex needs.

An area of need was identified within the early years amongst young children experiencing mental health concerns. A half-time mental health consultant has been contracted to provide direct play therapy for children support for the families of those children experiencing significant mental health issues. The support may take place in the school setting or in clinic based on the needs of the child and family.

The ***Mental Health Capacity Building Projects*** have moved from project-based funding to sustainable funding! The change is indicative of the needs expressed in the recent provincial Mental Health Review. The focus for ***Mental Health Capacity Building*** will continue to be around prevention and promotion. The Success Coaches work in the Elementary and Secondary Schools building capacity and developing community connections. The universal presentations vary from self-care to mental illness awareness. Summer programming is offered for students and once again involved the prevention and promotion of mental wellness!

Literacy skills develop on a continuum that begins in the early years. Matt Glover is an educational consultant who will be challenging us to gain a deeper understanding of the continuum, where children/students may fall on that continuum and how to nudge them forward as we support children/students with developing their literacy skills and closing potential gaps in literacy.

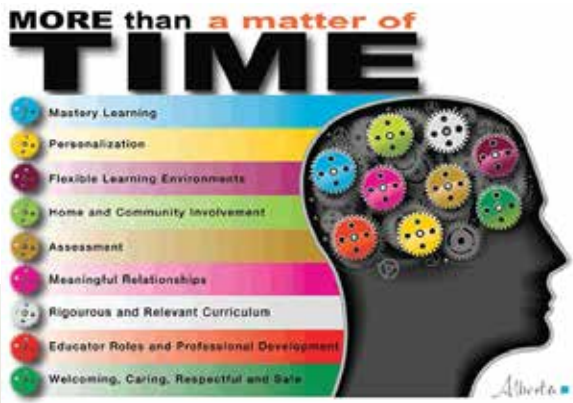


Throughout our *District Assessment Initiative*, schools and their teachers have embarked on personal journeys of enhancing their practice. Many have learned the “*Critical Friends Protocol*” and use it with their students. This focuses feedback and makes it specific, helpful and kind. In addition, protocols that support critical thinking approaches such as probing questions or information synthesis have been used. PLT’s have shifted to more action research oriented which cultivates an environment of learning through trial and error as well as provides a platform for sharing and collaboration across the district.

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

In Middle and Senior Schools, Flex Days, Genius Hour and Career and Technology Foundations are being utilized to develop more innovative and real world learning opportunities. The *Learning and Technology Policy Framework* is one of the focal points for the meaningful integration of technology across the district. Furthermore, these initiatives and programs support problem based learning, an understanding of the local and global context. Additionally, technology and capacity building has been integrated into these processes for middle schools and engage students and teachers in learning more about how to leverage Chromebooks and Google Apps for Education for student learning.

Our high schools have entered into the fifth intake of *High School Redesign (HSRD)* and are excited to engage in areas such as *Flexible Learning Environments and Professional Learning* that are part of the key tenets of HSRD. Removing the Carnegie Unit (number of hours per course) can aid in more student centered learning as well as cultivate innovative thought around how we can best serve our community of learners. The graphic at right illustrates *Moving Forward with High School Redesign* in efforts for teachers to work more with students through personalization with a focus on mastery learning. Focusing on student-centered learning encourages student engagement preparing them for a dynamically changing world.



Desired Outcome One: Alberta's students are successful

Performance Measure	Results (in percentages)					Target 2016	Evaluation			Targets		
	2012	2013	2014	2015	2016		Achievement	Improvement	Overall	2017	2018	2019
Overall percentage of students in Grades 6 and 9 who achieved the acceptable standard on Provincial Achievement Tests (overall cohort results).	75.7	77.0	75.1	69.5	72.8	73	Intermediate	Maintained	Acceptable	74	75	76
Overall percentage of students in Grades 6 and 9 who achieved the standard of excellence on Provincial Achievement Tests (overall cohort results).	14.5	13.3	13.9	11.3	12.1	12	Low	Maintained	Issue	15	16	17

Strategies

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

A Growth Mindset discussion is happening across the District. Teachers and students are working together to recognize that mistakes help us grow. Focusing on types of questions is another priority. Students are being taught the type of thinking required at each level of Bloom's Taxonomy.

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

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2012	2013	2014	2015	2016	2016	Achievement	Improvement	Overall	2017	2018	2019
Overall percentage of students who achieved the acceptable standard on diploma examinations (overall results).	84.2	82.4	82.9	81.4	80.0	80	Low	Declined	Issue	81	82	83
Overall percentage of students who achieved the standard of excellence on diploma examinations (overall results).	15.6	13.5	12.4	11.0	11.4	11.4	Low	Maintained	Issue	15	16	17

Strategies

A Growth Mindset discussion is happening across the District. Teachers and students are working together to recognize that mistakes help us grow. Focusing on types of questions is another priority. Students are being taught the type of thinking required at each level of Bloom's Taxonomy.

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

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2011	2012	2013	2014	2015	2016	Achievement	Improvement	Overall	2017	2018	2019
High School Completion Rate - Percentage of students who completed high school within three years of entering Grade 10.	74.3	71.0	76.5	73.5	77.1	78	High	Improved	Good	78	79	80
Drop Out Rate - annual dropout rate of students aged 14 to 18	3.8	3.4	3.2	4.4	3.2	2.7	High	Maintained	Good	3	2.8	2.6
High school to post-secondary transition rate of students within six years of entering Grade 10.	56.4	53.3	55.4	55.6	55.8	57	Intermediate	Maintained	Acceptable	55	56	57
Percentage of Grade 12 students eligible for a Rutherford Scholarship.	n/a	n/a	n/a	n/a	54.8	57	n/a	n/a	n/a	56	57	58
Percentage of students writing four or more diploma exams within three years of entering Grade 10.	50.7	49.1	39.9	47.5	54.6	57	Intermediate	Improved Significantly	Good	55	56	57

Strategies

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



Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2012	2013	2014	2015	2016	2016	Achievement	Improvement	Overall	2017	2018	2019
Percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.	77.1	78.7	79.9	83.1	80.9	81	High	Maintained	Good	82	83	84
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.	79.3	76.0	80.3	83.7	81.6	82	High	Maintained	Good	83	84	85

Strategies

Teachers new to our District will continue to be trained in the TRIBES learning philosophy. This approach creates safety and builds community in a classroom and school. Working together in class and school provides our students with the skills to be successful in adult life.

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



Strategies *(continued)*

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

Desired Outcome Two: Alberta's education system is inclusive

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2012	2013	2014	2015	2016	2016	Achievement	Improvement	Overall	2017	2018	2019
Percentage of teacher, parent and student agreement that: students are safe at school, are learning the importance of caring for others, are learning respect for others and are treated fairly in school.	86.2	86.1	86.6	88.7	87.2	87	High	Maintained	Good	88	89	90

Strategies

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

A Growth Mindset discussion is happening across the District. Teachers and students are working together to recognize that mistakes help us grow. Focusing on types of questions is another priority. Students are being taught the type of thinking required at each level of Bloom's Taxonomy.

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

Desired Outcome Three:

Alberta has excellent teachers, school and school authority leaders

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2012	2013	2014	2015	2016	2016	Achievement	Improvement	Overall	2017	2018	2019
Percentage of teachers, parents and students satisfied with the opportunity for students to receive a broad program of studies including fine arts, career, technology, and health and physical education.	84.9	86.1	85.5	86.3	84.8	85	Very High	Maintained	Excellent	86	87	88

Strategies

Students will continue to be offered a variety of programs through ADLC, Outreach, FLEX programming and Locally Approved Courses.

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



Desired Outcome Four:

The achievement gap between First Nations, Métis, and Inuit students and all other students is eliminated

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2012	2013	2014	2015	2016		Achievement	Improvement	Overall	2017	2018	2019
Overall percentage of self-identified FNMI students in Grades 6 and 9 who achieved the acceptable standard on Provincial Achievement Tests (overall cohort results).	66.7	72.9	61.1	58.3	65.3	65	Very Low	Maintained	Concern	66	67	68
Overall percentage of self-identified FNMI students in Grades 6 and 9 who achieved the standard of excellence on Provincial Achievement Tests (overall cohort results).	5.1	9.0	5.1	5.4	5.1	5	Very Low	Maintained	Concern	6	8	10
Overall percentage of self-identified FNMI students who achieved the acceptable standard on diploma examinations (overall results).	90.2	80.0	81.8	71.6	89.4	90	High	Improved	Good	91	92	93
Overall percentage of self-identified FNMI students who achieved the standard of excellence on diploma examinations (overall results).	9.8	10.0	15.9	7.5	8.5	8.5	Low	Maintained	Issue	9	10	11

Strategies

- These would include the introduction of the Critical Friends Protocol. This approach focuses on the giving and receiving of feedback in order to move a project forward. Also, in non-project approaches, CFP will support greater critical thinking and problem solving skills as well as an increase in students actively in their own learning. (i.e. Assessment as)
- Discussions with departments in terms of scope and sequence, alignment with instruction and assessment as well as item analysis where applicable for PAT's and DIP's. Increasing attention to improving unit planning, balanced assessment practices as well as student engagement in assessment are being implemented.
- De Bono's Six Thinking Hats are tools that foster Critical and Creative thinking. This focuses thinking into one of six dimensions.
- Each teacher new to SD76 is instructed in the Cooperative Learning strategy called TRIBES. This approach builds community and fosters a sense of safety and well being in the classroom.
- Teachers are becoming more aware of Bloom's taxonomy. As a result, questions and conversations can be extended to the highest levels of the taxonomy.
- Technology (apps and sites) that support reading, writing and auditory needs as well as offer more differentiation in learning.
- FNMI Education supports two professionals in the district: an FNMI Teacher to coordinate and to deliver programming; and one Liaison Worker to work with families and schools.
- The FNMI Teacher provides graduation and success coaching to aboriginal students and provide curricular support and tutoring to aboriginal students k-12; to assist with accommodations supervision; to monitor attendance and work with parents and caregivers to improve attendance when necessary.
- The FNMI Teacher also provides opportunities for development of cultural competencies, instill cultural pride in aboriginal students and to assist schools in the development of Aboriginal content.
- The FSLW works directly with students and families in the school and community to ensure increased success for Aboriginal students by connecting directly with the students to mitigate problems, increase success, attendance and graduation rates.

Strategies (continued)

- The district FNMI staff work collaboratively with learning coaches, counselors, administrators and teachers to provide scaffolded support for Aboriginal students who are falling behind in their studies. Targeted supports includes providing a quiet place for students to work and receive assistance to catch up. Careful monitoring of students' progress and then appropriate support to catch up.
- Family school liaison workers provide (dual role for teacher) to deliver services to Aboriginal students, families.
- Parents are encouraged to identify their children as per the guidelines of ALDCI (Aboriginal Learner Data Collection Initiative)

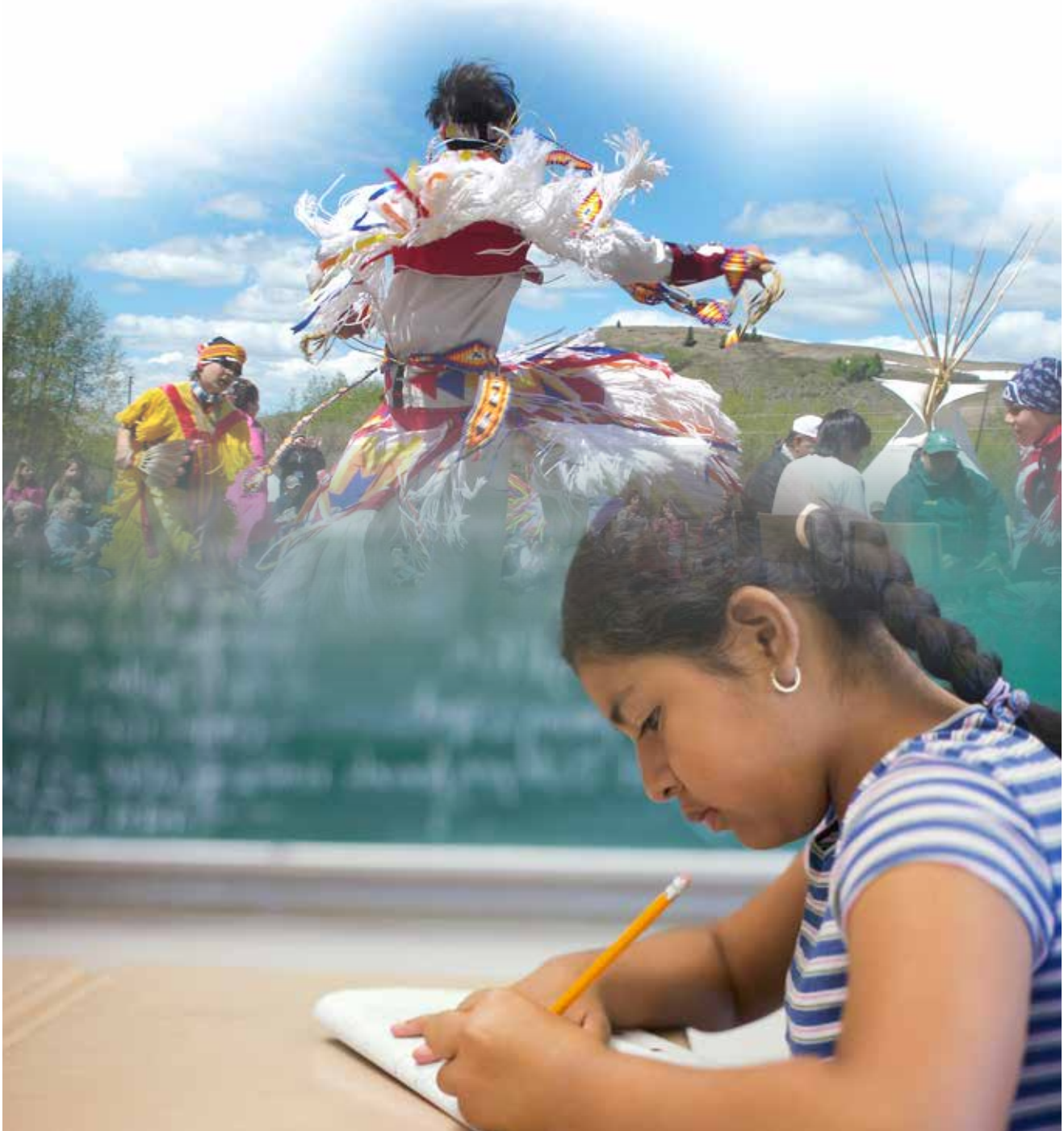
Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2011	2012	2013	2014	2015	2016	Achievement	Improvement	Overall	2017	2018	2019
High School Completion Rate - Percentage of self-identified FNMI students who completed high school within three years of entering Grade 10.	68.1	46.6	67.2	37.9	56.2	56	Very Low	Maintained	Concern	57	58	59
Drop Out Rate - annual dropout rate of self-identified FNMI students aged 14 to 18	7.9	7.7	3.7	10.8	5.3	5	Intermediate	Maintained	Acceptable	4.5	4	3.5
High school to post-secondary transition rate of self-identified FNMI students within six years of entering Grade 10.	44.0	29.5	30.6	36.9	27.8	28	Very Low	Maintained	Concern	30	32	34
Percentage of Grade 12 self-identified FNMI students eligible for a Rutherford Scholarship.	n/a	n/a	n/a	n/a	21.9		n/a	n/a	n/a			
Percentage of self-identified FNMI students writing four or more diploma exams within three years of entering Grade 10.	48.1	21.2	22.4	22.7	24.1	24	Very Low	Maintained	Concern	26	28	30

- The Legacy Room: (K-12) designed to provide the curriculum supports needed through interpretation of culture. A handbook is designed to show the curriculum fit. Provide programming in the Legacy room setting to enhance all curriculum at all levels (K-1: Storytelling; grade 2: Inuit Heart; grade 3: Legends, grade 4-12: varied programming with lectures, guests, performances, tipi raising, crafts, drummers and singers, mini powwows)
- All students in grade 12 are presented with an eagle feather at graduation ceremonies.
- Overall FNMI Programming provides connections with community to provide curricular supports (Red Sky Performance, History in the Hills, Walking With Kokum); provides interventions and education opportunities where communications have broken down and families feel they are being discriminated against; provides Elder consultations for difficult situations, for general consultation with students, staff and parents; provides tutoring support and extra time to complete assignments, bring students to Legacy room for that purpose and provides literacy and numeracy strategies and learning opportunities with a focus on division one student to increase early learning statistics in the District.
- New this year was the Orange Shirt Day on September 30 in conjunction with ATA and Safe and Caring Schools. Over 2,500 students and staff participated in our district!
- Planned this year: to address the calls to action of the TRC by introducing an initiative to have every teacher in the district do the Blanket Exercise and follow that up with every grade 12 student do the exercise by the end of June.

Strategies *(continued)*

Overall contributing factors that have helped establish presence and actualize sustainability in FNMI programming:

- Offering specials per grade level focused on curricular links in the Legacy room at regular intervals during the school year has brought in more classes, hence increasing levels of awareness and instilling pride of culture in FNMI students.
- Additionally dedicating a budget line to bus subsidies has helped get schools to attend FNMI programs.
- Regular Advisory Committee meetings has increased participation of parents and secondary students increasing knowledge and cultural competencies.
- Hiring of a qualified social worker into the role of FNMI Liaison Worker with clear roles and job description has helped with concentrated efforts to improve relationships in the family school circles, has increased success in attendance and overall connections in those processes.
- Regular staff meetings and communication with each other has worked well.



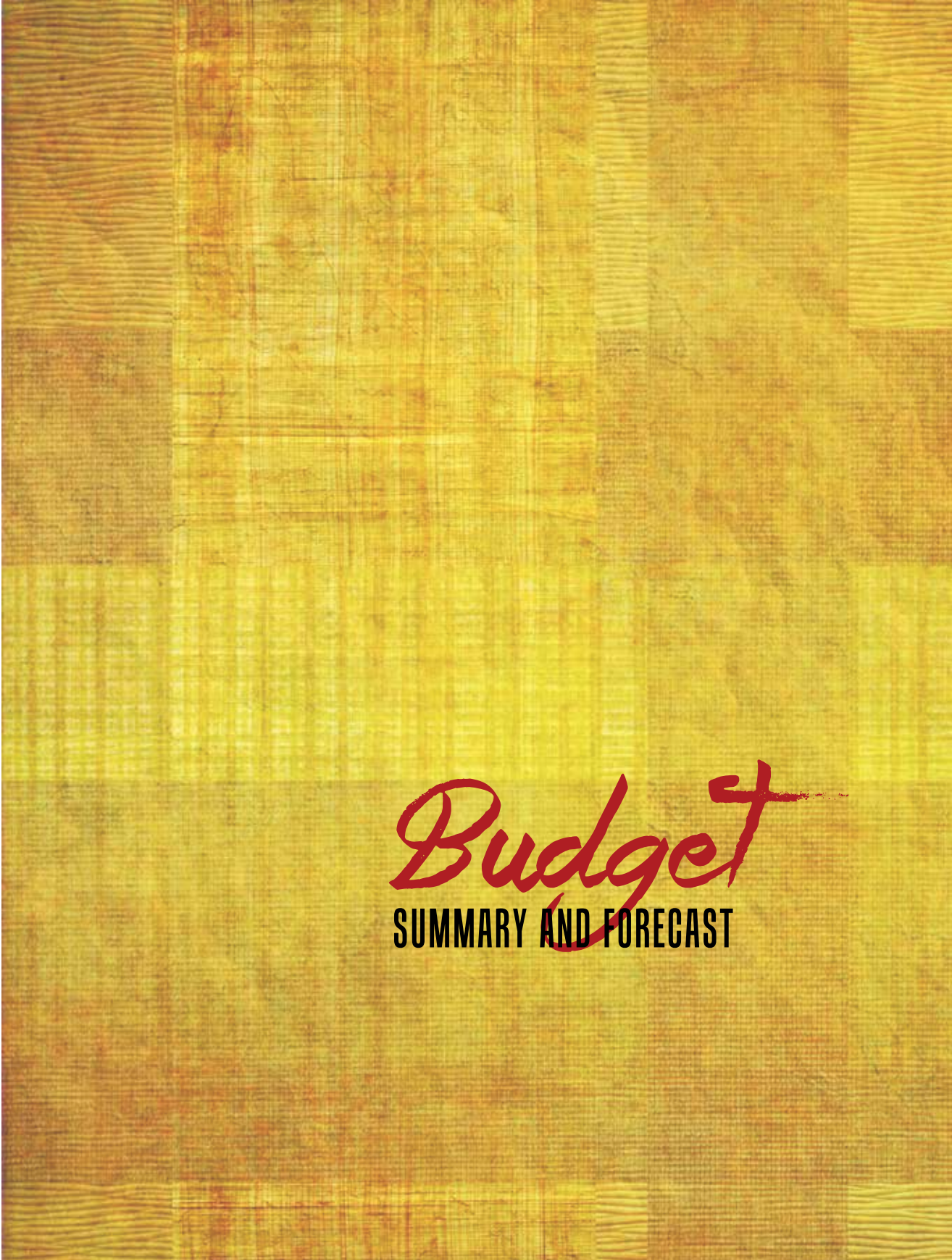
Desired Outcome Five: The education system is well governed and managed

Performance Measure	Results (in percentages)					Target 2016	Evaluation			Targets		
	2012	2013	2014	2015	2016		Achievement	Improvement	Overall	2017	2018	2019
Percentage of teachers, parents and students indicating that their school and schools in their jurisdiction have improved or stayed the same the last three years.	82.7	79.4	81.7	82.7	82.2	82	Very High	Maintained	83	84	85	86
Percentage of teachers and parents satisfied with parental involvement in decisions about their child's education.	80.7	77.7	79.7	80.8	82.3	82	High	Improved	Good	83	84	85
Percentage of teachers, parents and students satisfied with the overall quality of basic education.	88.3	89.0	88.8	90.0	90.3	90	Very High	Improved	Excellent	91	92	93

Strategies

The promotion of Parent Councils will remain a priority. The Council of Council will also remain a priority. Engagement opportunities with parents and the community will continue to happen in our District.





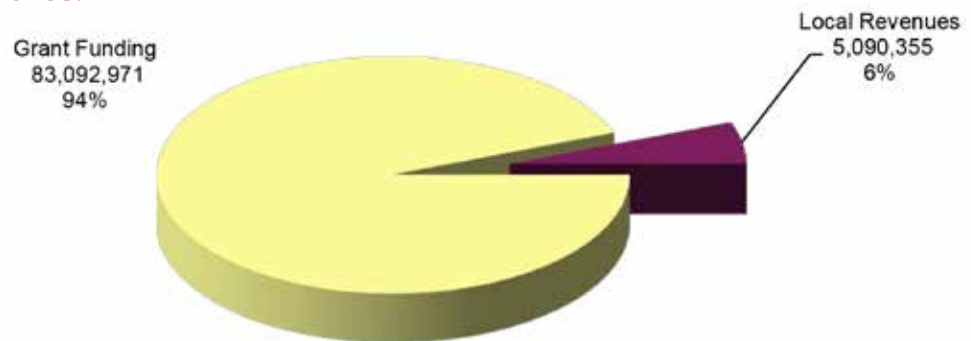
Budget

SUMMARY AND FORECAST

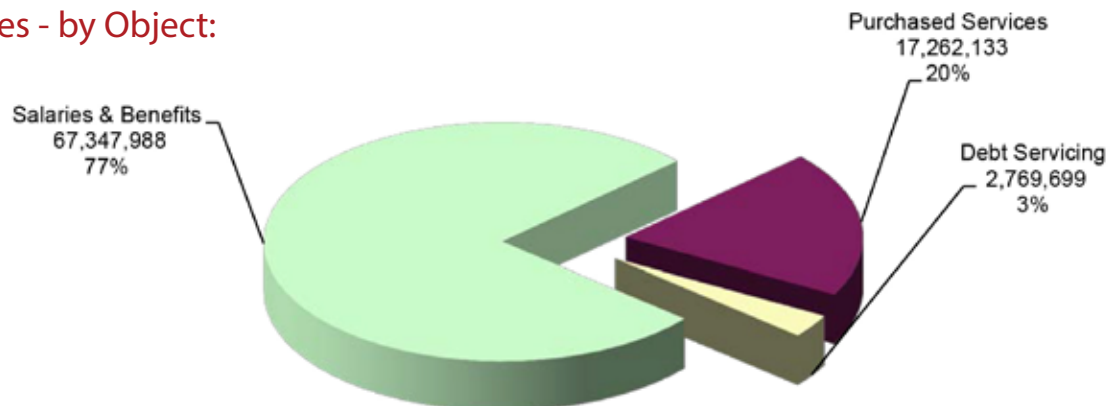
Summary of Financial Information:

<u>GENERAL SUMMARY</u>		2015-16 Actual	2014-15 Actual
Revenues			
Grant Funding			
Operations		\$ 81,343,178	\$ 77,605,421
Debt Servicing (supported)		1,749,793	1,683,320
<i>Sub-total Grants</i>		83,092,971	79,288,741
Local Revenues		5,090,355	5,247,786
<i>Total Revenues</i>		<u>\$ 88,183,326</u>	<u>\$ 84,536,527</u>
Expenditures			
Salaries		\$ 53,664,105	\$ 50,508,685
Employee Benefits		13,683,883	13,305,105
<i>Sub-total Salaries & Benefits</i>		67,347,988	63,813,790
Purchased Services, Supplies & Contracts		17,262,133	16,491,093
Debt Servicing (Amortization and interest)		2,769,699	2,712,015
<i>Total Expenditures</i>		<u>\$ 87,379,820</u>	<u>\$ 83,016,898</u>
<i>Surplus (Deficit) for the year</i>		<u>\$ 803,506</u>	<u>\$ 1,519,629</u>

Revenue by Source:



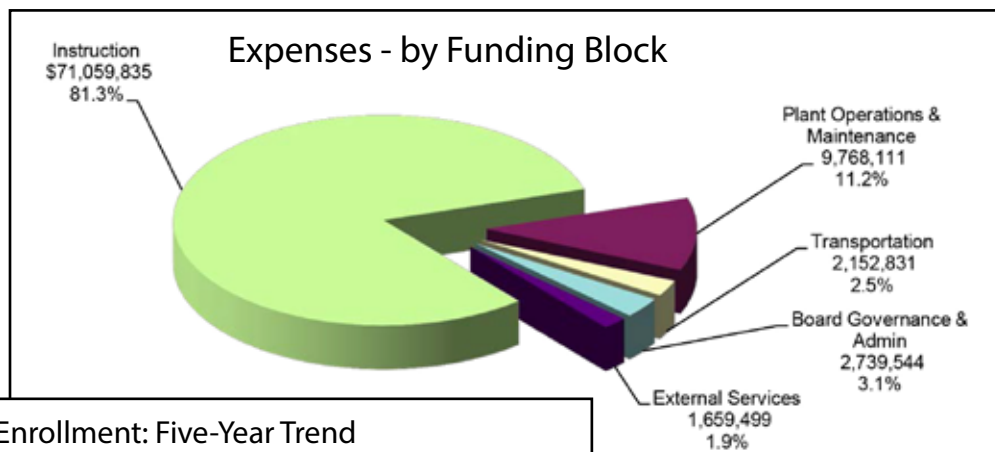
Expenses - by Object:



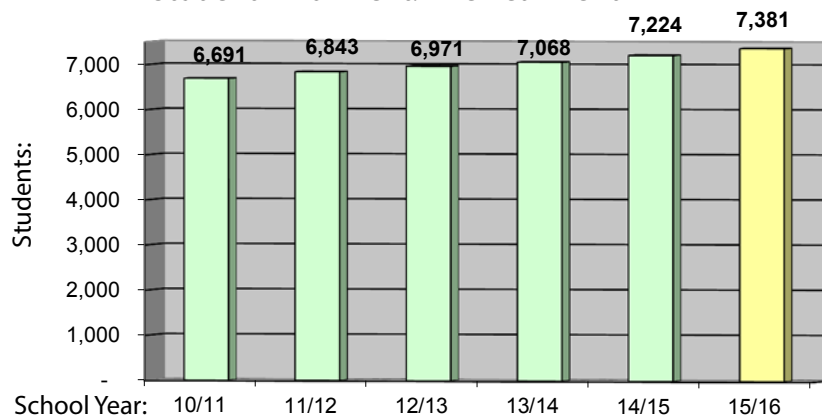
Summary of Financial Information (continued):

EXPENDITURE SUMMARY - by Funding Block

	2015-16 Actual	2014-15 Actual
Instructional Block	\$ 71,059,835	\$ 67,768,610
Support Block		
Plant Operations & Maintenance	9,768,111	8,788,541
Transportation	2,152,831	2,079,608
Board Governance & Administration	2,739,544	2,611,678
External Services	1,659,499	1,768,461
<i>Total Support Block</i>	<u>16,319,985</u>	<u>15,248,288</u>
<i>Total Expenditures</i>	<u>\$ 87,379,820</u>	<u>\$ 83,016,898</u>



Student Enrollment: Five-Year Trend



Other Cost Information:

Student Enrollment

Cost Per Pupil by Funding Block

	2015-16 Actual	2014-15 Actual
Student Enrollment	<u>7,381</u>	<u>7,224</u>
Instruction	\$ 9,627	\$ 9,381
Operations & Maintenance	1,323	1,217
Transportation	292	288
Governance & Administration	371	362
Total	<u>\$ 11,613</u>	<u>\$ 11,248</u>

Complete Audited Financial Statements, including notes and schedules, for the year ended August 31, 2016 are available on the District website at:

www.sd76.ab.ca - Publications - Audited Financial Statements

Guiding Principles for Budget Development:

SECTION 400

POLICY 400

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

BACKGROUND

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

The Board is required to meet all applicable legislative requirements. These and other requirements drive the need for timely and accurate financial reporting and effective internal controls.

POLICY

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

GUIDELINES

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

Approved & Adopted: September 7, 2004

Reviewed: February 15, 2011

References:

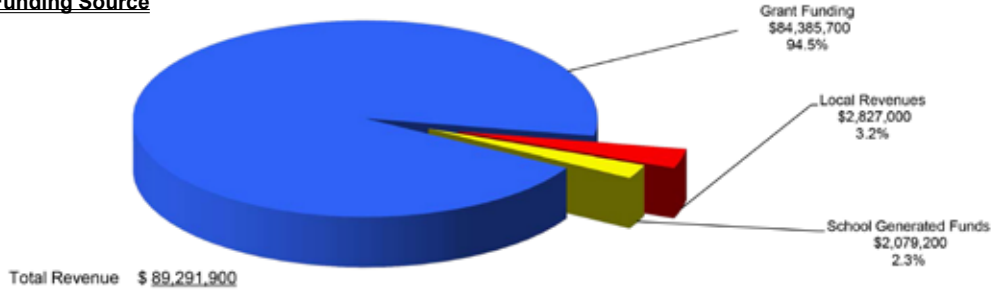
Alberta School Act: 145, 147, 148, 152, 183, 184, 185, 186, 187, 188, 189

District Policies:

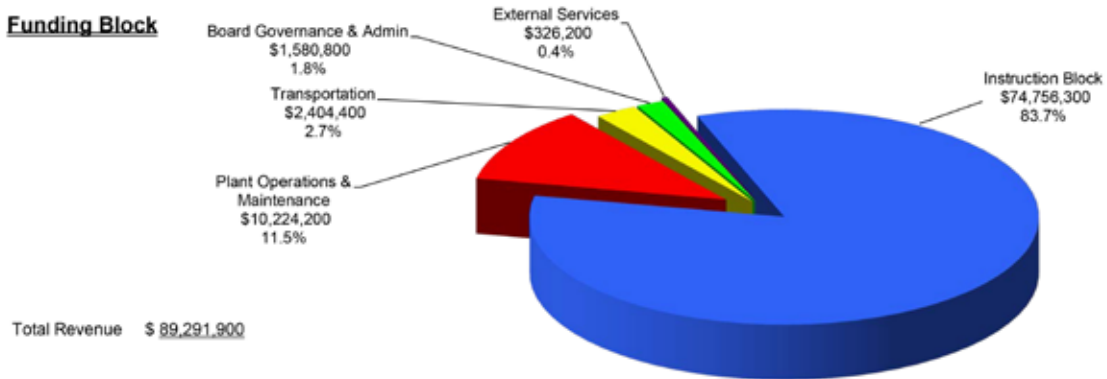
Other: Canadian Institute of Chartered Accountants - Handbook

Revenues: 2016-17

Funding Source

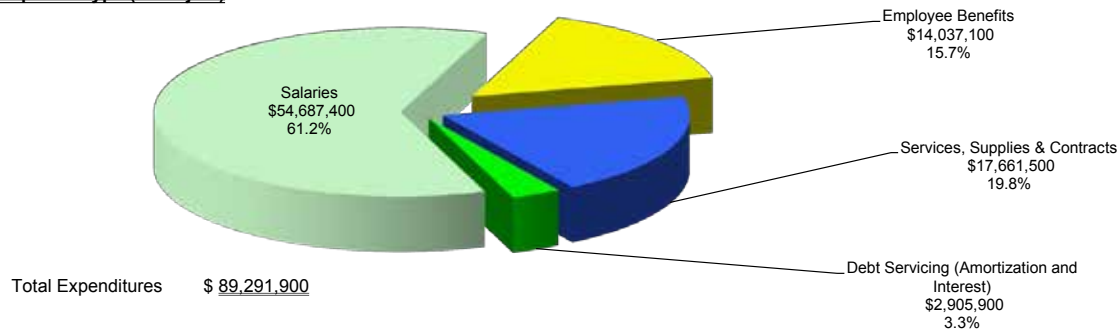


Funding Block

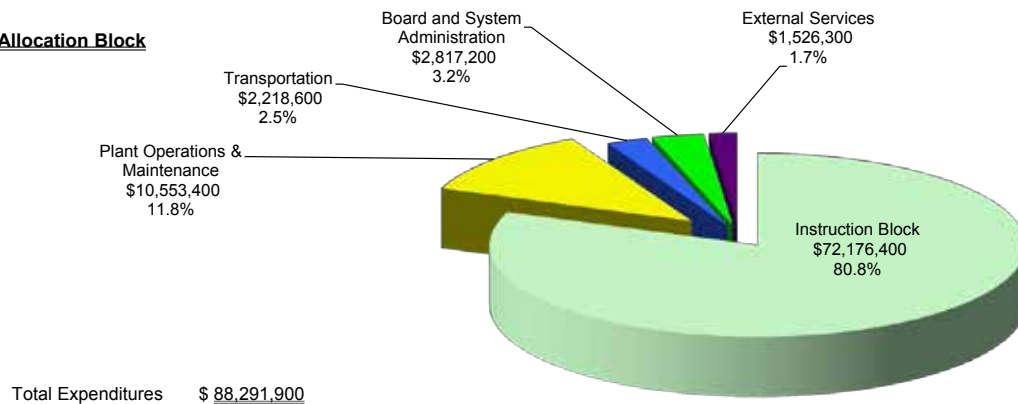


Expenditures: 2016-2017

Expense Type (or Object)



Allocation Block



Budget Overview **Spring Comments:**

Grants:

Instruction: Budget was based on student count of **7,381** students. As well the following grant rates were changed as follows:

- Base Grants - increased .4% or \$168,800
- Class Size - decreased 1.6% or (\$59,300)
- Inclusive Education Grant - increased 7.5% or \$338,300 - mostly due to more students with refugee codes
- Lump Sum - funding of \$394,000 last year was removed from this budget year
- PUF - funding increased \$760,800, reflecting the growth in the program
- All Other Instructional Grants - were maintained at the 2015-16 levels
- Overall a net increase of \$803,200 or 1.1%
- If you exclude PUF, pension and the one-time lump sum - the remaining increase is \$463,600 or .6 of 1%

Facilities:

- POM - increased 2.9% or \$176,500
- IMR - increased 60% or \$816,100

Transportation:

- Funding rate was unchanged from 2015-16. However we anticipate a reduction of students who will qualify due to the movement of grade nine to WLC from AMS. The total reduction is estimated to be 2.0% or (\$45,900).

Total grants increased by \$1,526,600 or 1.9%.

Local Revenues:

Minor changes in local revenues reflecting a reduction of \$52,700.

Continuing Initiatives:

- My Place Project at Crescent Heights High School and Alexandra Middle School
- HUG (Helping Us Grow) Project at Southview Community School and Crestwood School

Terminated Initiatives:

- Parents As Teachers Program

Wages and Benefits:

- Wages and Benefits have increased by \$1,148,400 or 1.7%.
- Certificated FTE have increased by 10.3 FTE and non-certificated have decreased by 3.5 FTE, for a net increase in staff of 6.7 FTE.
- PUF only accounts for 1.3 of the increased FTE.
- There will be an increase in certificated and a reduction in EA positions from last fall.

Budget Overview **Spring Comments:**

Wages and Benefits (continued):

- We have increased staff for ESL/Refugee services by 2.68 certificated and 3.67 EAs for a total increase of 6.35 staff.
- The balance of the changes are for minor adjustments to reflect additional needs in the system.

Purchased Services:

Instruction:

- Central Instruction - was reduced by \$595,800 mainly coming from discretionary projects.
- Site Based - reduced by \$422,400 or (6.5%), due to movement of resources from mini-budget to staffing (ESL/Refugee), reduction of local course expenses and impact of High School Redesign.
- PUF - increased by \$508,300 or 22% due to growth in the program.
- Total Instruction purchased services decreased by \$509,900 or (5.5%).

Facilities:

- POM - Plant Operations and Maintenance - reduced \$93,900 or 3.4%, mainly due to reduced utility costs and insurance.
- IMR - Infrastructure Maintenance and Renewal - increased \$816,100 or 60%.

Transportation: increased \$61,800 or 3.0%, mainly due to a escalation clause of 2% from Southland.

Board and Administration: decreased \$56,600 or (9%) , mainly due to the reduction in audit fees (tendered the services this year).

External Services: decreased \$42,600 or (6.5%) , mainly due to a drop in fundraising revenues.

Capital Expenditures and Funding:

Key additions include the following:

- Medicine Hat Modernization - at \$27 million
- New Elementary School in the Terrace Area - \$16.2 million
- Total construction budget - \$43.2 million

As well, we have also included equipment replacements, including smart boards, computers, etc. of \$775,000 which will be funded out of District reserves.

In Summary:

The budget reflects a balanced budget.

Budget Overview **Fall Comments:**

Enrollment:

Growth of 37 students or .5% from Spring estimates.

Operations Summary:

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

The District was fortunate to be chosen by the Province as one of the trial sites to address nutrition in one of our schools. The funding received was \$250,000.

Revenues in total increased \$611,600 as did expenses.

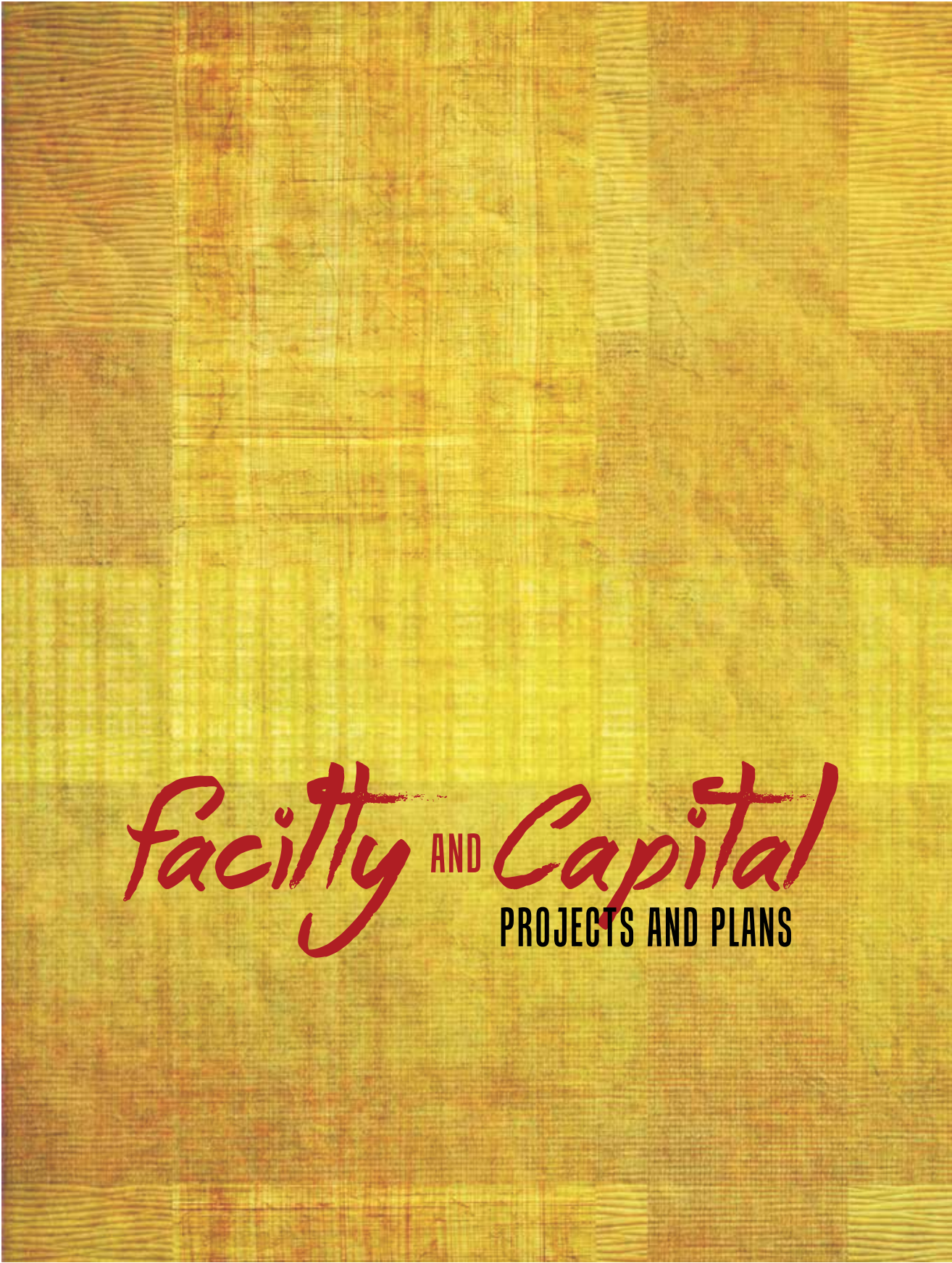
The Budget was balanced in the Spring and remains balanced.

Capital Expenditures and Funding:

We received approval for an additional \$760,000 of capital funding to address some cost increases at the MHHS modernization project.

On the other side we will receive \$598,000 less for Furniture and Equipment at the Dr. Ken Sauer School than we estimated in the Spring.



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Facility AND Capital PROJECTS AND PLANS

Facility and Capital Plans

Three-Year Capital Plan 2017-2020

PROGRAM CHANGE HIGHLIGHTS:

September, 2017:

- Medicine Hat High School modernization is complete
- Ranchlands K-6 600 core school opens (300 capacity)
- Riverside School closes and program relocates to either Vincent Massey or Webster Niblock

September, 2019:

- Connaught School modernization is complete

September, 2020:

- River Heights School modernization is complete
- Crestwood School modernization is complete

September, 2021:

- Alexandra Middle School modernization & addition is complete



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

http://new.sd76.ab.ca/documents/facilities_plan/facility_master_plan.pdf

Three-Year Capital Plan Highlights 2017-2020

Project List:

District Priority	Project Name	Project Category	Project Cost
<u>2017-2018</u>			
1	Connaught Modernization	Modernization	\$ 10,426,500
<i>Sub-total</i>			\$ 10,426,500
<u>2018-2019</u>			
2	River Heights Modernization	Modernization	\$ 6,096,900
3	Crestwood Modernization	Modernization	\$ 11,531,300
<i>Sub-total</i>			\$ 17,628,200
<u>2019-2020</u>			
4	Alexandra Modernization & Addition	Modernization	\$ 15,221,300
<i>Sub-total</i>			\$ 15,221,300
Total for Three Years			\$43,276,000

Highlights of Facilities Projects: September 2015 to August 2016

School Renovations: Total Expenditure \$92,000

School	Project	Description
CHHS	Classrooms	Renovated special needs classroom. Added two breakout rooms in library. Added exterior door and loading dock in band room.
Elm Street	Greenhouse	Installed greenhouse.
Ross Glen	CELT Offices	Renovated CELT offices.
Wilson	Site Work	Landscaped area by playground structure. Paved bus lane / playground.

Highlights of Facilities Projects: September 2015 to August 2016

Infrastructure Maintenance and Renewal Program: Total Expenditure \$1,710,031

School	Project	Description
All	Door Access	Continued wiring for lockdown door access systems
Alexandra	CTS Renovation	Renovated Foods Lab
	Science Renovation	Renovated Science lab
Connaught, George Davison, Ross Glen, Vincent Massey	Teaching Wall	Upgraded teaching walls
CHHS	Library Flooring	Replaced flooring in library
	Fire Alarm System Replacement	Replaced the fire alarm panel
	Fire Sprinklers	Installed sprinklers in dust collector area
	Wireless Access Points	Installed wireless access points
Crestwood	Multi-purpose Room Flooring	Replaced flooring in multi-purpose room
	Controls Upgrade	Upgraded HVAC controls
Elm Street	Plumbing	Replaced water mains
Herald	Controls Upgrade	Upgraded boiler controls and HVAC controls
MHHS	Modernization	Renovated south building
	Plumbing	Upgraded sanitary sewer at NE portion of school
Ross Glen	Controls Upgrade	Upgraded HVAC controls
Vincent Massey	Plumbing	Replaced flush valves

Capital Projects: Total Expenditure \$Unknown

School	Project	Description
Herald School	Modular Classrooms Relocation	Relocated two (2) modular classrooms from George Davison School to Herald School to accommodate the increasing enrolment.
Dr. Roy Wilson Learning Centre	Modular Classrooms Addition	Alberta Education added four (4) modular classrooms to increase capacity to 900 students.
Medicine Hat High School	Modernization	Phase 1 of the project consisting of CTS Mechanics and Welding renovations was completed. Phase II commenced.
New K-6 Elementary School	New School	Tendered and started construction.
Administration	Building Addition and Renovation	Completed construction.