Enclosure No. 3

Medicine Hat Public School Division
601 1 Ave SW, Medicine Hat, AB
Phone: 403.528.6700
mhpsd.ca

ANNUAL EDUCATION RESULTS REPORT

2019-2020 AERR
Three-Year Education Plan 2019-2022

MHPSD

TO LEARN. TO GROW.

TO BUILD A BETTER

WORLD.

CONTENTS

BOARD MEMBERS

Rick Massini
Board Chair

Catherine Wilson
Vice Chair

Deborah Forbes
Trustee

Carolyn Freeman
Trustee

Celina Symmonds
Trustee

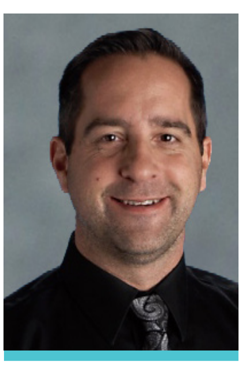
EXECUTIVE OFFICERS

Mark Davidson
Superintendent

Lyle Cunningham
Deputy Superintendent

Tracy Hensel
Associate Superintendent Student Services

Jerry Labossiere
Secretary Treasurer



Jason Peters
Assistant Superintendent Universal Design & Learning

Corey Sadlemyer
Assistant Superintendent Inclusive Mindset

MESSAGE FROM THE BOARD CHAIR

Rick Massini,
Board Chair

Our Vision: ***To learn. To grow. To build a better world.***

Several years ago, our Division committed to a focus on learning. Previously, it was thought that teaching and teaching practice was paramount to effective and successful education. What is the difference? To begin, Roger Taylor, a well-known educational speaker is credited with saying, "The true measure of a person's understanding is in the quality of the product they are capable of producing. "It became clear that understanding, or better yet, deep understanding is what we were trying to attain for our students. It is through deep understanding of concepts, ideas and principles that any of us can apply what we have learned to address new or recurring problems or situations. We also learned that the best teaching does not necessarily guarantee that learning, much less deep understanding, will occur. Our results from provincial and other forms of testing supported this notion.

What does a focus on learning entail? First, it requires that we have an in-depth understanding of the students with whom we are working. We need to know of their strengths and weaknesses. We need to know how they learn and also what we must do to maximize their learning. We need to know what motivates them and what "turns them off". We need to know of all of their distractions from learning and what complexities exist in their lives that will impede their learning. We need to know what is relevant to them and how to make the learning that we are trying to impart relevant as well.

Secondly, we need to work on building relationships with our students and their families. Education is a partnership between home and school. Our most successful students are typically those who have embraced this relationship and who work hard to honor their responsibilities in this regard. We need to reinforce the learning that goes on at home with the learning that occurs in the classroom and vice versa.

Thirdly, students must be made to feel comfortable, welcomed and cared for at school. They must know that we value them as people and that we not only respect their individual differences, we celebrate those differences. We must show students they belong and their presence is valued.

Certainly, quality teaching is a crucial element of education, but this entails less telling and more asking. Asking thought provoking or essential questions is much more effective in developing critical thinking skills and producing deep understanding than any amount of instruction could impart. In a learning-focused environment, we promote the students becoming the experts and enable them to tell and demonstrate what they know and can produce.

This transformation is on-going; we are becoming more adept at understanding and responding to these nuances. Certainly, COVID19 has set us back in this process somewhat, but we are resolved to carry on. Everyone, from Superintendent to instructional staff to support staff, custodial and even bus drivers have accepted this direction. Consequently, we have seen steady and dramatic improvement in our provincial measures, school satisfaction surveys and our schools are much happier places.

The Board of Trustees is proud of, and grateful for, the professionalism, commitment and dedication of the school communities who support MHPSD and who contribute to the successes we have enjoyed. The journey has just begun and we are extremely confident that by continuing our working together we can "build a better world".

MESSAGE FROM THE SUPERINTENDENT

Mark Davidson,
Superintendent

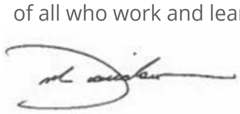
These reports are always a mixture of celebration, contemplation and commitment. We celebrate what we have done well and what our students have accomplished. We contemplate what might be done to better support our students. We commit to new and refined action to continue what we celebrate and to address what we have been forced to contemplate.

We find ourselves in challenging times. The last months of the last school year had a dramatic impact on our community and, not surprisingly, on Medicine Hat Public School Division. New challenges have emerged that, while they do not prevent us from celebration, contemplation and commitment, press us to consider different action and to consider other measures of success.

The challenges to which I refer are many. We have had to find new ways to continue learning. Technology use, even dependence, has exploded for our students and for our staff. We have had to find ways to build and maintain community. We have had to examine our programs of study to focus on the most critical outcomes; making space for a focus on connection. The most critical challenge, however, has been the impact of isolation and the economic downturn on the wellness of our entire community.

Today we celebrate the great gains our system has made through the past several years in terms of academic achievement and the measures that support it. While the sudden end to the traditional school year resulted a loss of current achievement data, our Accountability Pillar measures reflect a dramatic, positive trend in a great many measures. This shift is the outcome of the work of every teacher in the system to address all elements of the Teaching Quality Standard. The work of all other staff to support the creation of optimal learning environments has been invaluable to our professional staff and to the children and youth we serve. One can see in this report the results of a community wrapping their arms around their children.

Today, more than ever, wrapping our arms around our children is critical. The restrictions associated with COVID-19 have an impact on teacher practice. They also have impacted the ability of our children and staff to connect in the free and authentic manner to which we have all become accustomed. This has brought even greater levels of stress to instructional staff and to children. Our system has hired additional mental health professionals to support our children and has embarked upon community engagement and partnership with sister jurisdictions in order to support families in addressing the mental health needs of their children. Our hope is that these actions and our continued focus on supporting the wellness of all who work and learn in Medicine Hat Public School Division will set us up to return to normal with strength.



We will have much to do in the coming years to recover learning for our students. I am confident that the tremendous commitment of our staff and the care and support of our community will see us through.

ACCOUNTABILITY STATEMENT

The Annual Education Results Report (AERR) for the 2019-2020 school year and the Education Plan for the three years commencing September 1, 2020 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 24, 2020.

2019-2020 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!

MHPSD

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.

DEMOGRAPHIC DATA

7406
Student Enrolment
ELP-grade 12

361
First Nations, Métis, and Inuit (FNMI) Student Population

344
English Language Learners (ELL)

415
Full Time Equivalent (FTE) Certified Teachers

304
Full Time Equivalent Support Staff

SCHOOLS

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

- Crescent Heights High School *(CHHS)* - dual track English and French Immersion (FI) *(7-12)*
- 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 (see outreach programs)

MHPSD offered several outreach programs that operated 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. Board 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.

SCHOOL	COUNCIL CHAIR
Alexandra Middle School	Gina Miller
Connaught School	Chelsey Cowan
Crescent Heights High School	Ken Jakubowsky & Karen Saffran
Crestwood School	Penelope Rodriguez
Dr. Roy Wilson Learning Centre	Brigette Pinter
Dr. Ken Sauer School	Amanda Kenny
Elm Street School	Aaron Myradon
George Davison School	Karen Johnson
Herald School	Tanya Buckshaw
Medicine Hat Christian School	Jeremy Williamson
Medicine Hat High School	Rebeca Rothfus & Bob Burgess
River Heights School	Katie Albers & Taneill Selinger
Ross Glen School	Elizabeth Gebhardt
Southview Community School	Jamie Lobert
Vincent Massey School	Ashley Williams
Webster Niblock School	Sarah Gregory
Division Council of School Councils	Bob Burgess
Board Representative	Carolyn Freeman
ATA Parent Representative	Julia Stewart
Principal Representative	Mike Flieger

ASSURANCE TO SET PRIORITIES

ENGAGEMENT

Throughout the 2019-2020 school year MHPSD engaged with students, teachers, parents and the larger community to gather feedback on progress and direction. This information was gathered in a number of ways, including:

Budget Consultations were conducted with all stakeholder groups from Dec to Feb. These engagement events provided opportunities to highlight key priorities, establish budgeting principles and to identify future needs and challenges through the eyes of staff, parents and students.

The Alberta Education Accountability Pillar Survey is given to all staff, students and parents of students in grades 4, 7 and 10. In elementary schools with smaller populations, all grade 4-6 students completed the survey. In 2020 we once again received over 3000 responses across the system.

Teacher's Voice Committee was one of the main methods of collecting feedback from teaching staff. Met multiple times in the 2019-2020 school year and implemented several key suggestions from the committee to strengthen our system.

COVID-19 Planning used multiple direct survey instruments to gather feedback from families on technology access, program planning, and mental health status of families and students relative to returning to schools.

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

WHAT IS ASSURANCE?

BACKGROUND

School authority planning is an integral component of accountability and assurance. The Board of Trustees, in collaboration with the executive team and key stakeholders, develops a plan that sets out our educational priorities, and assurance elements within the domains of education.

This coming year, MHPSD will transition its 3 year planning and reporting documents to an assurance model. As readers will see in the planning cycle outlined on page 11, a significant portion of the work in this model includes working closely with all stakeholders.

DETAILED VIEW OF 2019-2020 ENGAGEMENT PROCESS

TEACHER'S VOICE COMMITTEE

The committee is one of MHPSD's main methods of hearing from teaching staff, about what is important to them, to seek clarification on policies and procedures and submit ideas to improve operations. The goal is to build transparency across the system and to provide opportunities for teachers to have a voice.

The committee consists of teacher representatives from each school, each nominated by their colleagues. ATA local reps also serve on the committee along with the central office executive team. Teachers across the system submit inquiries to their teacher reps who then forward questions to the executive for response. Questions are submitted in name to teacher reps but anonymously to the committee; the reps role is to seek clarity from respondents and report back to them. The Division's Healthy Interactions policy is adhered to by all participants.

The committee met three times in 2019-2020 and was a key part of the budget consultation engagement process. The work of teacher's voice has led to direct changes in operations, including shifts in our school year calendar, policy amendments, professional development offerings, engagement, etc.

BUDGET CONSULTATION

We knew that the arrival of a new funding model for education would bring substantial change. In preparation for this, we established a thinking space ahead of budget announcements, whereby stakeholders could share their thoughts in some key areas:

Consider future planning needs and challenges that might require additional or targeted support?

What do you feel we need to **PROTECT** and **PRIORITIZE** in upcoming budgets?

As you summarize your discussion, is there any other advice/feedback that you would like to give the board?

CONSULTATION TIMELINE 2019-2020

DEC 2019	DEC 2019	JAN 2020	JAN 2020	JAN 2020	JAN 2020	JAN 2020	FEB 2020	MAR 2020
Executive team worked through a facilitated consultation process with admin.	Admin worked through a facilitated consultation process with teachers.	Admin worked through a facilitated consultation process with support staff.	Admin feedback was collated and processed centrally.	Teacher feedback was collated and processed by the Teacher's Voice Committee prior to being analyzed centrally.	Support Staff feedback was collated and processed centrally.	Consultations were facilitated with central office, information technology, facilities and maintenance staff; feedback was collated and processed centrally.	Trustees and admin conducted mini town hall consultations with councils at each school to process questions; data was compiled and processed centrally.	High school admin met with student focus groups to process similar questions and gather feedback. The information was added to the growing database of feedback.

THIS IS WHAT WE HEARD...

Administrator Priorities

- Mental Health Supports (FSLWs)
- Classroom Support Teachers
- Optimal Learning Coach Instruction Support
- Optimal Class Sizes
- Class Complexity
- Early Intervention

Administrator Future Needs

- Class Complexity
- New Curriculum and Instructional Support
- Social Emotional and Wellness Supports

Teacher Priorities

- Classroom Teachers
- Educational Assistants
- Class Sizes
- Mental Health Supports (FSLWs)
- Support to Address Classroom Complexity
- Professional Learning and Collaborative Time

Teacher Future Needs

- Class Complexity
- Mental Health Supports (FSLWs)
- Inclusion Supports
- English Language Learner Supports
- Technology Supports

THIS IS WHAT WE HEARD CONTINUED...

Support Staff Priorities	Support Staff Future Needs	
Maintain Support Staff	Training For Classroom Complexities	Nutrition
Support for Classroom Complexities	Mental Health Supports	Inclusion Supports
Class Sizes		
Early Intervention & Literacy Supports		
Mental Health Supports		

Parent Priorities	Parent Future Needs	
Maintain Support Staff	Training For Classroom Complexities	Nutrition
Support for Classroom Complexities	Mental Health Supports	Inclusion Supports
Class Sizes		
Early Intervention & Literacy Supports		
Mental Health Supports		

FEEDBACK FROM THE ENGAGEMENT PROCESS

" THANK YOU FOR THE CHANCE TO PROVIDE INPUT "

" LOOKING FORWARD TO HEARING A FOLLOW UP "

" THANKS FOR LISTENING, I KNOW THERE ARE CHALLENGING DECISIONS AHEAD "

" APPRECIATE THE OPEN COMMUNICATION "

Out of this work, we identified several questions that extended beyond budget and into understanding how schools and school systems operate. We used these questions to generate FAQ documents for specific audiences to help stakeholders understand various pieces of the school system. Examples of this included:

- How transportation and fees work
- How professional development funds work
- How external services and grant programs operate

ASSURANCE AND ENGAGEMENT WITH COVID-19

Assurance and engagement remained crucial as we began learning from home in March 2020. Our most important strategy to maintain a level of assurance with students, parents and staff was to communicate clearly and often.

MARCH - JUNE	MAY	JUNE	JULY	AUGUST
Communicate clearly and often	Communicate clearly and often	Communicate clearly and often	Communicate clearly and often	Communicate clearly and often
Providing support was crucial • OLC team supported instruction (guidelines, min/max amounts, routines) • loaned technology to students (sent over 2000 Chromebooks home) • internet access – in partnership with Telus for Good program, supplied free internet to nearly 100 families across the city • Decided to keep educational assistants on staff, leveraging their skills to support students and families.	Schools plan: • leveraging digital goal for supporting learners in 2020-21 • collaborative response goal: recognize gaps for learners and strategies for responding Each of these goals are available on school websites and are labelled as Appendix A and Appendix B on their annual school plan.	Gather feedback from students, parents and staff to understand how they were feeling about emergency e-learning and looking ahead to the start of the 2020/2021 school year. See feedback results in Appendix A.	Learning intention survey distributed (5000+ responses). Results show a high need for at-home/online learning, giving us time to quickly establish the At Home Learning Hub and to develop a plan for getting an additional 2500 chromebooks into the hands of students.	Re-entry scenarios were released in early August and allowed us to fill out the framework we started to build in June and July of 2020. These re-entry plans were built by a centralized committee and then local plans were developed by school-based re-entry committees. • MHPSD Re-entry Plans

FUTURE PLANNING CYCLE

NOV 2020	JAN/FEB 2021	MAR 2021	APR/MAY 2021	JUNE 2021	SEPT/OCT 2021	NOV/DEC 2021
Teachers Voice Committee						
New Our School survey focusing on school re-entry and well being	APORI Accountability Pillar Online Response Instrument	Our School full survey of staff students and parents	Schools develop assurance plans using various data sources	Schools develop professional learning plans, CRM plans and comprehensive health plans	Implement strategies to maintain or improve student learning and achievement	Results reporting
	Jurisdictional and school based engagement opportunities to collect feedback and develop shared priorities		Schools develop collaborative staffing plans based on priorities		Communicate with stakeholders (staff, students, parents/guardians, school councils, the community and Alberta Education) about school authority plans and results	

- Use results to identify areas for improvement and to develop strategies and targets for the next plan, e.g. evidence-based decision making
- MHPSD's education plan guides the strategic plans for the Divison and for schools in the upcoming school year
- MHPSD's education plan for 2021-2022 and beyond will be in a web-based format in order to facilitate community access

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 Nations, 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 authentic and meaningful 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 Nations, Métis and Inuit success by adhering to these key principles:

- Success for all students
- Awareness of the value of First Nations, Métis and Inuit culture by all
- Importance of relationships

SUMMARY OF ACCOMPLISHMENTS AND HIGHLIGHTS

SIGNIFICANT GAINS ACROSS ALL OF OUR ACCOUNTABILITY MEASURES

MHPSD ACHIEVED VERY HIGH RESULTS IN:

- Safe and Caring Schools
- Program of Studies
- Education Quality
- School Improvement

MHPSD ACHIEVED HIGH RESULTS IN:

- High School Completion and
- Drop Out Rate
- Work Preparation
- Citizenship
- Parental Involvement
- School Improvement

Each of these results demonstrated an improvement over our prior three year average, with a **significant improvement** demonstrated in “Safe & Caring”, “Education Quality” and “School Improvement”.

We attribute our success this past year to the ongoing work schools have done in the area of collaborative response. This work, connected through a system-wide support network, has allowed school staff to better support whole group and small group instruction and improve the better deliver on individual programming needs.

CONTINUED COMMITMENT TO COMMUNITY ENGAGEMENT

The arrival of a new funding model signaled the importance of identifying priorities from all stakeholders. To ensure we focused our process on principles and values, we designed numerous engagement sessions led by trustees, executive and school administrators to capture the hearts and minds of staff, students and parents. This included:

- Teacher's Voice Committee – Met three times during the school year including a session where the group collated and processed thousands of teacher responses from our 2020 budget engagement session with teachers.
- Administrators 2020 Budget Engagement – Gathered feedback from our school administration teams on what we wanted to protect and prioritize across our school division.
- Parent 2020 Budget Engagement – Trustees conducted mini town hall meetings in late Jan 2020 and then facilitated, alongside our school administrators, engagement sessions with each of our 16 school councils.
- Support Staff 2020 Budget Engagement – School administrators conducted engagement sessions with support staff which included educational assistants, custodial staff and clerical.
- Student 2020 Budget Engagement – High school administrators met with student focus groups to process our engagement questions and gather feedback.
- Central Office & Facilities 2020 Budget Engagement – Met with school division employees from across employee groups to capture thinking across the system.
- Accountability Pillars Online Reporting Instrument (APORI) – Increased to over 3000 responses in 2019.

MAINTAINED HIGH SURVEY RESPONSE RATES

Prior to the 2017-2018 school year, slightly more than 2000 respondents replied using the Accountability Pillars Online Reporting Instrument (APORI survey). In 2019-2020, we managed to increase this number to over 3000 respondents and this year we were able to maintain that same level of survey participation. This increase in sampling has allowed us to gather better data, from more families, on a yearly basis.

SAFE AND CARING SCHOOLS

Greater coordination of our mental health supports alongside schools focusing on communicating our supports saw our safe and caring school result improve by 2.5% to an overall score of 89%. Much of the improvement in this category was fueled by a 5.2% improvement in parent's approval rates.

WELL COORDINATED RESPONSE TO COVID-19

The pandemic created challenges for everyone in all facets of their lives. Schools and school systems met the challenge presented in education in multiple ways and in dynamic fashion. These will be highlighted throughout this report, but MHPSD was very proud of the work done by staff in supporting families in the community during this difficult and unprecedented time.

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	Prev 3 Year Average	Achievement	Improvement	Overall
Safe and Caring Schools	Safe and Caring	89.0	86.5	87.0	89.4	89.0	89.2	Very High	Improved Significantly	Excellent
Student Learning Opportunities	Program of Studies	85.7	85.0	84.0	82.4	82.2	82.0	Very High	Improved	Excellent
	Education Quality	90.5	89.0	88.8	90.3	90.2	90.1	Very High	Improved Significantly	Excellent
	Drop Out Rate	4.2	4.6	3.7	2.7	2.6	2.7	High	n/a	n/a
	High School Completion Rate (3 yr)	75.0	72.3	71.7	79.7	79.1	78.4	High	Improved	Good
Student Learning Achievement (Grades K-9)	PAT: Acceptable	73.5	71.8	70.8	73.8	73.6	73.6	Intermediate	Improved	Good
	PAT: Excellence	17.0	11.4	11.5	20.6	19.9	19.6	Intermediate	Improved Significantly	Good
Student Learning Achievement (Grades 10-12)	Diploma: Acceptable	78.4	76.2	77.2	83.6	83.7	83.1	Intermediate	Maintained	Acceptable
	Diploma: Excellence	13.3	11.8	12.4	24.0	24.2	22.5	Intermediate	Maintained	Acceptable
	Diploma Exam Participation Rate (4+ Exams)	45.0	46.3	45.6	56.4	56.3	55.6	Intermediate	Maintained	Acceptable
	Rutherford Scholarship Eligibility Rate	60.6	57.7	55.6	66.6	64.8	63.5	Intermediate	n/a	n/a
Preparation for Lifelong Learning, World of Work, Citizenship	Transition Rate (6 yr)	50.7	47.8	51.0	60.1	59.0	58.5	Intermediate	Maintained	Acceptable
	Work Preparation	82.2	78.1	79.4	84.1	83.0	82.7	High	Improved	Good
	Citizenship	80.0	77.4	78.7	83.3	82.9	83.2	High	Improved	Good
Parental Involvement	Parental Involvement	81.3	78.6	79.8	81.8	81.3	81.2	High	Maintained	Good
Continuous Improvement	School Improvement	83.2	79.6	80.8	81.5	81.0	80.9	Very High	Improved Significantly	Excellent

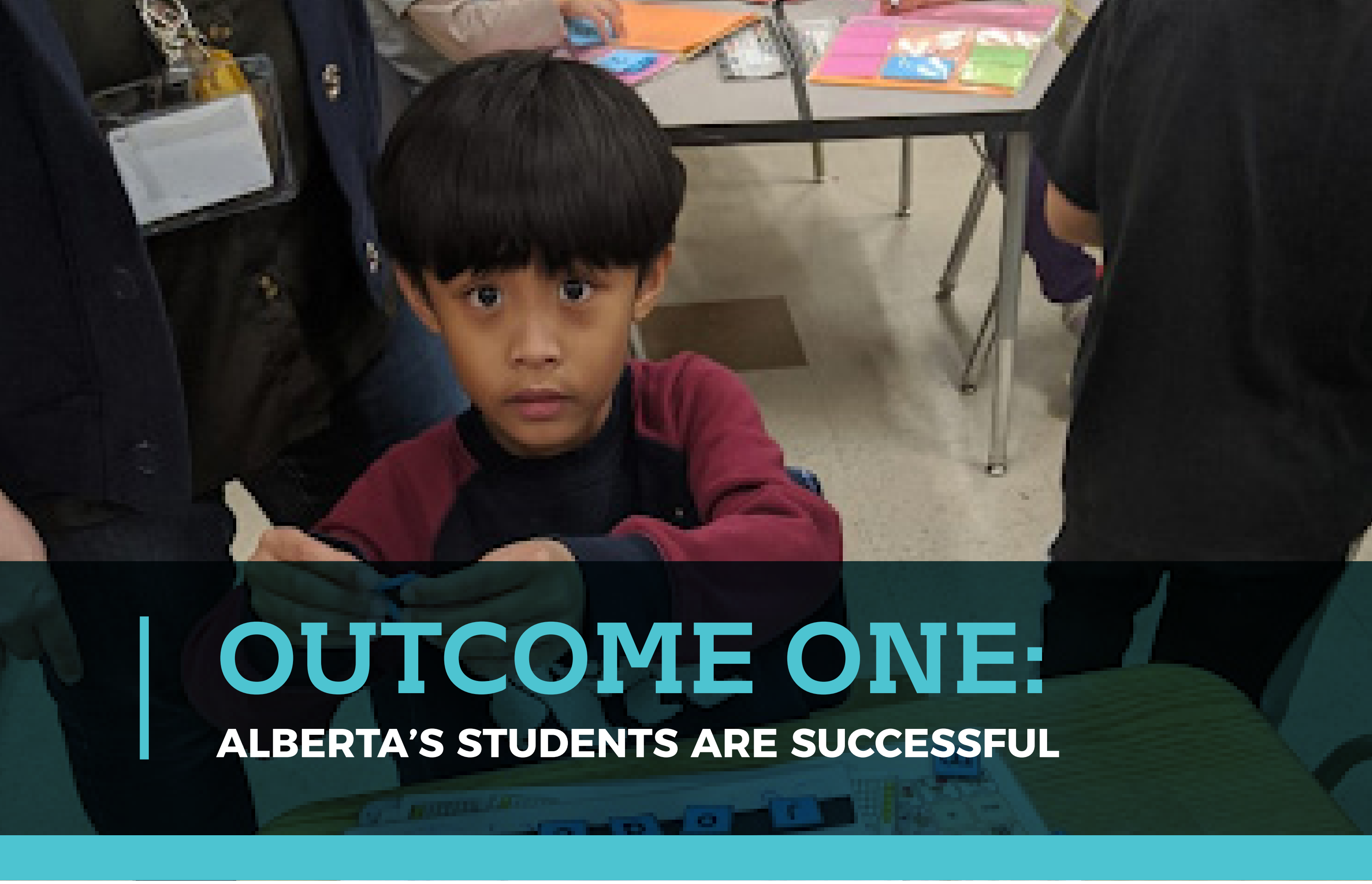
FIGURE 1

COMBINED 2019 ACCOUNTABILITY PILLAR FIRST NATIONS, MÉTIS AND INUIT SUMMARY

(REQUIRED FOR PUBLIC/SEPARATE/FRANCOPHONE SCHOOL AUTHORITIES)

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	9.7	6.1	7.0	5.5	5.4	5.3	Very Low	n/a	n/a
	High School Completion Rate (3 yr)	57.7	62.1	53.6	55.8	56.6	54.5	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
Student Learning Achievement (Grades 10-12)	Diploma: Acceptable	85.9	70.7	77.6	77.2	77.1	76.7	High	Maintained	Good
	Diploma: Excellence	4.7	7.6	8.5	11.4	11.0	10.6	Very Low	Maintained	Concern
	Diploma Exam Participation Rate (4+ Exams)	12.8	42.5	29.6	24.4	24.6	23.6	Very Low	Declined	Concern
	Rutherford Scholarship Eligibility Rate	40.0	50.0	38.7	39.1	37.1	35.7	Very Low	n/a	n/a
Preparation for Lifelong Learning, World of Work, Citizenship	Transition Rate (6 yr)	28.7	16.3	30.5	35.0	34.2	33.0	Very Low	Maintained	Concern
	Work Preparation	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	Citizenship	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Parental Involvement	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	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:

Due to COVID-19, schools were unable to administer Achievement Tests this past year. Results in the table above reflect our prior year results. Our students continued to achieve significantly better and we looked forward to seeing this trend in our spring 2020 data. Knowing we will not have this data available to us again this year our focus will shift more to internal data. Our school division's model of collaborative response gives our teachers access to screen data, diagnostic data and progress monitoring data with an eye to ensuring we are supporting any gaps created by the pandemic. Each school has developed their own specific response to this alongside their detailed school assessment plans. The latter creating the foundation for supporting student progress.

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.

20/21 STRATEGIES	20/21 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	• Implementation 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	
♦ Schools have refined the key elements of the model to fit their local context, including: scheduling, screens, interventions, collaboration, meetings, etc. ♦ Continuum of supports reflects increased depth and breadth of application to support academic and social emotional needs	• 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 ongoing part of planning ♦ Streamlining of software tools ♦ Creation of a dashboard to communicate our data	• Continuity of data tools allows for better analysis • CRM module K-9, development of common tool or practice for high school
ASSESSMENT	
♦ Increased understanding of teacher clarity; teachers identifying learning intentions and success criteria ♦ Elementary & middle school reporting process and design reflects curriculum and outcomes informed assessment practices ♦ Power Teacher Pro 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	• Teacher clarity as an area of focus within school goals • All schools have developed and shared a school wide assessment plan • All K-9 schools are utilizing similar reporting tool • School engaged in a software tool utilized to facilitate school/ home communication of progress • Teachers report deeper understanding of K-9 Report Card Learner Outcomes (RCLOs) and achievement indicators
CLASSROOM SUPPORT	
♦ Classroom Support Teacher (CST) learning plan to match needs and goals ♦ CST role defined around supporting ISPs ♦ 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	• CSTs utilize learning time to advance initiatives and goals • CSTs report greater use of appropriate accommodations across schools
STAFF DEVELOPMENT	
♦ Mentorship partnership with Alberta Teachers' Association, supported with Division OLCs ♦ Ongoing generative dialogue partnership with University of Lethbridge around the Leadership Quality Standard; practice extended to teachers ♦ OLC support in classrooms and through professional learning opportunities ♦ Developing leaders 2020 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 utilize generative dialogue with their teaching staff • OLCs are regularly accessed by individual and groups of teachers • New developing leaders cohort begins
DIVISION PLANNING CYCLE	
♦ Year planning cadence continues with shift to assurance ♦ See Assurance Planning Outline on page 11	• Administrators are fully familiar with planning templates • Administrators continue to engage more deeply in APORI and OurSchool data • School plans feed into our Division planning

COVID-19 IMPLICATIONS

20/21 STRATEGIES *continued*	19/20 EVIDENCE *continued*
SUPPORTING ATTENDANCE	
♦ Re-implement attendance committee recommendations ♦ Common processes across schools ♦ Ongoing monitoring of attendance rates, particularly with self-isolation requirements and quarantining ♦ Connected to supporting instruction ♦ Shift to Quarter system for high school students to improve chances of completing courses in person and to reduce cohorts	• Staff utilize processes as a student support • Monitoring attendance gives schools a flag for support • Blended learning is used to support students both in the classroom and at home • School Messenger and Safe Arrival continue to be utilized by schools and families • Quarter system allows staff and students to feel safer, reduces the number of contacts and allows more students to remain attending in the event cohort quarantines are initiated
COLLABORATIVE RESPONSE MODEL	
♦ Each school to develop an appendix to their school plan to detail how CRM will be used to support students	• Schools will have pre-designed processes and strategies for identifying gaps created by pandemic • Students will be supported both academically and social-emotionally
LEVERAGING DIGITAL	
♦ Each school to develop an appendix to their school plan to detail how they will leverage technology to support students both in the classroom and at home	• Schools will support students synchronously and asynchronously at school and at home • All students have access to the technology they need to be successful • Gaps in learning are mitigated

2019-2020 HIGHLIGHT:

CONTINUED COMMITMENT TO COMMUNITY ENGAGEMENT

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 PAT examinations (overall results).	77.6	77.6	77.8	76.2	78.4	78.8	Intermediate	Maintained	Acceptable	n/a	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	n/a	13.3	14.5

FIGURE 4

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2016	2017	2018	2019	2020	2020	Achievement	Improvement	Overall	2021	2022	2023
High School Completion Rate - percentage of students who completed high school within three years of entering grade 10.	77.1	72.1	70.7	72.3	75	75.7	High	Improved	Good	76.6	77.5	78.4
Percentage of students writing four or more diploma exams within three years of entering grade 10.	54.6	42.4	48.1	46.3	45	51	Intermediate	Maintained	Acceptable	52.7	54.4	55.6
Drop out rate - annual drop out rate of students aged 14 to 18.	3.2	3.4	3.3	4.6	4.2	3.3	High	n/a	n/a	3.8	3.3	2.7
High school to post secondary transition rate of students within six years of entering grade 10.	55.8	56.1	48.9	47.8	50.7	56.1	Intermediate	Maintained	Acceptable	56.9	57.8	58.5
Percentage of grade 12 students eligible for a Rutherford Scholarship.	54.8	52.3	56.9	57.7	60.6	54.8	Intermediate	n/a	n/a	60.6	62.1	63.5

FIGURE 5

COMMENT ON RESULTS:

Due to COVID-19, schools were unable to administer Diploma Exams this past year. Results in the table above reflect our prior year results. Our students continued to achieve better and we looked forward to seeing this trend in our spring 2020 data. Knowing we will not have this data available to us again this year our focus will shift more to internal data. Our school division's model of collaborative response gives our teachers access to screen data, diagnostic data and progress monitoring data with an eye to ensuring we are supporting any gaps created by the pandemic. Each school has developed their own specific response to this alongside their detailed school assessment plans. The latter creating the foundation for supporting student progress.

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.

20/21 STRATEGIES (High School)	20/21 EVIDENCE (High School)
OPTIMAL LEARNING ENVIRONMENT (OLE)	
♦ Areas of focused support in implementation identified using school and system evidence ♦ Teachers co-create and identify collaborative inquiry and reflection based on individual and team instructional goals	• Implementation of OLE progressions • Teachers engaged in communities of practice through professional learning, after school specials, school based professional learning and collaborative time • Teachers link goals to the OLE
SOFT MEASURES	
♦ Qualitative increase in student connectedness to schools in APORI/OurSchool data continue ♦ Ongoing development of local measure tools ♦ Role of student voice in planning	• Continued gains in related categories in APORI and OurSchool data • Participation by students in local and provincial student voice opportunities • Students voice evident in engagement work • Development and usage of local measurement tools
ADJUSTMENTS	
♦ Monitor impact of prior year(s) strategies and adjusting as necessary ♦ Addition of ELL Classroom support (MHHS) ♦ Schedule and staffing adjustments as necessary to better facilitate offerings and to better facilitate CRM ♦ Creation of ELL programming framework	• 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 • Teachers supported with ELL students
HIGH SCHOOL PLANNING	
♦ Implement school wide assessment plans ♦ CHHS – continued implementation of middle school/high school strategic planning ♦ Monitor adjustments to registration processes ♦ Implement of attendance committee recommendations ♦ Creation of Coulee Collegiate partnership with Medicine Hat College and Prairie Rose School Division	• Assessment plan shared with full school community • CHHS building on prior year adjustments – continue to reflect and monitor • Increased student attendance • Increased attendance supports available • Coulee Collegiate creates more opportunities for students to work towards completion • Outreach programs are re-visioned and restructured
HIGH SCHOOL COMPLETION	
♦ Monitor impact of graduation tracking processes ♦ Implement attendance committee recommendations ♦ Continue with expanded mental health supports ♦ Full time FSLW support at both high schools ♦ Implement recommendations from comprehensive guidance committee ♦ All COVID measures above apply to high school students	• Further increases to 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 • Maintaining student attendance rates, particularly with grade 12 students • COVID strategies allow students to attend most often and be successful in their classes

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2016	2017	2018	2019	2020	2020	Achievement	Improvement	Overall	2021	2022	2023
Percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.	80.9	79.2	79.7	77.4	80	81.3	High	Improved	Good	81.3	82.2	83.2

FIGURE 6

COMMENT ON RESULTS:

We saw significant gains in the citizenship result measure. Last year we noted concerns at the secondary level around students following the rules, while parents, students and teachers saw this as a strength at the elementary level. This year, our parent results improved substantially (nearly 7%) which we attribute to some specific changes made around our approach to attendance and high school scheduling.

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 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.

20/21 STRATEGIES

PLANNING

- Planning continues to shift towards assurance – APORI data, OurSchool results, local measures feed into school planning cycle
- Schools use data to make staffing decisions in Mar/Apr
- 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

20/21 EVIDENCE

PLANNING

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

ENGAGEMENT

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

COVID-19 IMPLICATIONS

STUDENT CONNECTEDNESS

- Increase number of FSLWs and other mental health supports
- Innovative solutions to student extra-curricular activities
- Access for students both at school and from home
- Gather feedback from students using multiple tools and avenues

- Supported students feel greater connection to school
- Students continue to stay involved with school
- Ongoing access to learning and the ability to collaborate with peers
- Evidence through OurSchool, APORI and engagement opportunities is positive and is used for future planning

2019-2020 HIGHLIGHT:

A WELL COORDINATED RESPONSE TO COVID-19

OUTCOME TWO:

FIRST NATIONS, MÉTIS, AND INUIT STUDENTS IN ALBERTA ARE SUCCESSFUL

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2015	2016	2017	2018	2019	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	n/a	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	n/a	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	n/a	82.2	85.9
Overall percentage of self-idnetified 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	n/a	8.2	9.3

FIGURE 7

WE DEMONSTRATE COMMITMENT TO FIRST NATIONS, MÉTIS AND INUIT SUCCESS

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2016	2017	2018	2019	2020	2020	Achievement	Improvement	Overall	2021	2022	2023
High School Completion Rate - percentage of self-identified FNMI students who completed high school within three years of entering grade 10.	56.2	48	50.8	62.1	57.7	53.8	Low	Maintained	Issue	57.6	60	62.1
Percentage of self-identified FNMI students writing four or more diploma exams within three years of entering grade 10.	24.1	24	22.2	42.5	12.8	24	Very Low	Declined	Concern	25.8	30	35
Drop Out Rate - annual drop out rate of self-identified FNMI students aged 14 to 18.	5.3	8.1	6.7	6.1	9.7	6.6	Very Low	n/a	n/a	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.	27.8	40.4	34.6	16.3	28.7	31.8	Very Low	Maintained	Concern	28.7	32.5	34.1
Percentage of grade 12 self-identified FNMI students eligible for a Rutherford Scholarship.	21.9	31	35.1	50	40	31	Very Low	n/a	n/a	41.7	45.8	50

FIGURE 8

COMMENT ON RESULTS:

Last year, 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. This year's data is less positive in relation to our graduating students and other soft measures at the high school level. We've seen a strong uptick in our self-identification numbers and will add additional staff in 2020-21 to concentrate supports for our FNMI students and families. Some decreases in our high school data are connected to a smaller grade 12 group along with the June 2020 diploma exam being cancelled. 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:

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 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.

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.

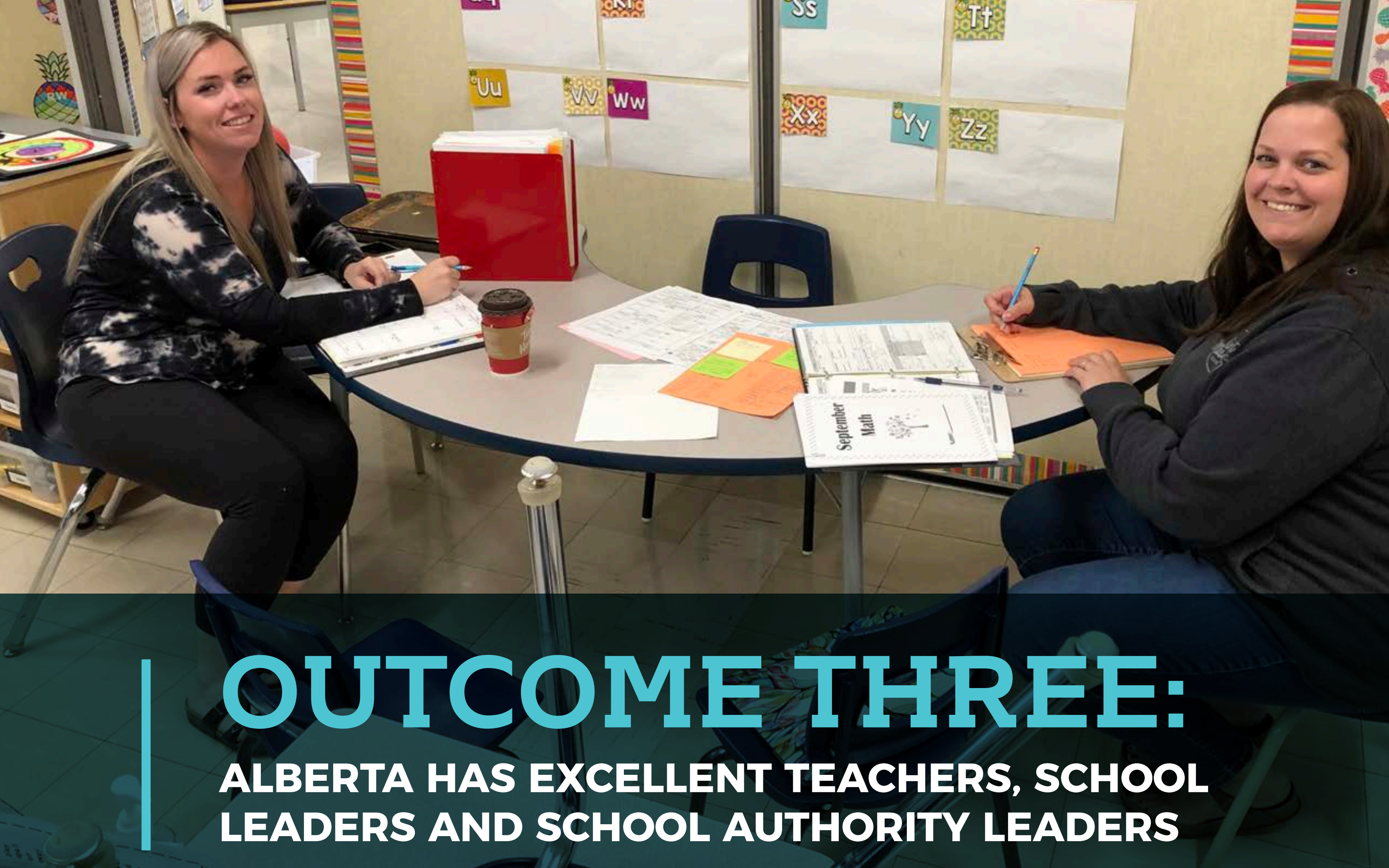
FIRST NATIONS, METIS, INUIT STUDENT SUCCESS - Demonstrate commitment to First Nations, Métis and Inuit success by adhering to the key principles of: Success for all students, the awareness of the value of FNMI culture by all, and the importance of relationships.

20/21 STRATEGIES	20/21 EVIDENCE
TRUTH AND RECONCILIATION	
♦ Continued, localized and personal engagement work ♦ Blanket exercise as part of new teacher orientation ♦ Attending CASS gathering (if possible) ♦ Continued support during school based professional development sessions ♦ Generative Dialogue inquiry questions that are focused on FNMI portion of the TQS	• New teacher orientation includes blanket exercise experience • Key personnel attend important gatherings • Land acknowledgement at all important meetings and events • Professional learning is provided during administrator's meetings • Team can support teachers with their inquiry questions
CLASSROOM SUPPORTS	
♦ Continuation of variety of classroom presentations being delivered ♦ Expand FNMI supports in schools through coordinator role, and two additional FNMI support workers ♦ Support staff in embedding FNMI outcomes into daily planning ♦ Spring 2020 celebration was cancelled due to COVID – plan for possible fall 2021 event. Importance of maintaining these committee connections ♦ Explore additional post-secondary supports	• Documented increase in the number of classroom presentations delivered across schools • More support in schools more often (up to three support workers) • Spring celebration committee partnership is maintained, event can occur either in the spring or in the fall of 2021 depending on pandemic status • Continuation of working with Medicine Hat College through reconciliation week
STUDENT SELF IDENTIFICATION	
♦ Embedded into electronic registration ♦ Ongoing training for school based supports on self-identification conversations ♦ Data embedded and utilized into school based plans	• Continued communication to families about the meaning of student self identification – saw increase of ~50 last year • Schools use enrolment data to support programming supports for all students

COVID-19 IMPLICATIONS

SOCIAL EMOTIONAL SUPPORTS	
♦ Support social emotional needs and academic needs ♦ Connect with families to ensure they are able to access community supports ♦ Professional learning around FNMI outcomes, success coaches, Family School Liaison Workers (FSLWs), etc. ♦ Adjust attendance supports as necessary ♦ Ensure families have access to technology	• All families that have self-identified have been connected to one of our FNMI supports • Students are in school as often as possible • Students experience academic success because they stay connected • Involvement of FNMI students in student voice initiative

2019-2020 HIGHLIGHT: STAKEHOLDERS SHARE THEIR VOICES



OUTCOME THREE:

ALBERTA HAS EXCELLENT TEACHERS, SCHOOL LEADERS AND SCHOOL AUTHORITY LEADERS

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2016	2017	2018	2019	2020	2020	Achievement	Improvement	Overall	2021	2022	2023
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.	84.8	81.9	85	85	85.7	85.5	Very High	Improved	Excellent	85.7	85.8	85.9

FIGURE 9

COMMENT ON RESULTS:

Last year our achievement result was categorized as very high and while we maintained this very high status, it still represented an improvement over our prior results. Strong communication efforts in this area combined by listening to student and parent feedback to design our programming have contributed to continued strength in this category.

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 centre of our decision making process. Resources and system structures will be built and allocated to support staff in achieving the high target set in the model.

CULTURE OF WELLNESS - We believe that 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.

20/21 STRATEGIES	20/21 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-6 teachers ♦ Teachers co-create and identify collaborative inquiry and reflection based on individual and team instructional goals as part of generative dialogue structure	• Implementation of OLE progressions and use by teachers with continuum of supports linked • Teachers engaged in communities of practice through professional learning, after school specials, school based professional learning and collaborative time and through VC opportunities (Meets, Zoom, Teams, etc.) •OLE becomes the lens for adopting new curriculum • Teachers link goals to the OLE
LEADERSHIP DEVELOPMENT	
♦ Generative Dialogue partnership with University of Lethbridge continues and extends to professional teaching staff and facilitated by administrators leading deeper understanding of the Teaching Quality Standard ♦ Developing Leaders 2020 cohort established - participants engaging in learning about school leadership ♦ Families of schools consider coordinating programming based on student and family input	• Approximately 45 day generative dialogue sessions along with classroom observations to support staff in taking action on their inquiry questions • Administrators engage collectively with their own inquiry questions with support from central office teams • New developing leaders cohort begins and is completed by end of 2021 school year
LEADING TEACHING	
♦ Engage with new curriculum design and understand implications for instructional leadership (grade K-6) ♦ Develop new plan for curriculum roll out ♦ Focus on evidence of effective collaborative time ♦ Collaborative time supports student success, collaborative response model and teacher inquiry ♦ Communities of practice to support effective instruction in the context of French Immersion programming ♦ Continued strategic resourcing for French Immersion (FI) curricular needs	• Curriculum Implementation committee continues to operate and is provide professional leadership opportunities at all elementary schools for teachers to engage; • Professional learning with Julie Stern around conceptual understanding continues • CRM steering committee provides direction and support for schools relative to the pandemic circumstances • Establish a K-12 vision for FI programming
SOFTWARE TOOLS	
♦ Continue with attendance procedures developed and implemented in 2019-2020 ♦ CRM Module used across K-9 ♦ Implementation of SchoolEngage to allow for online registration ♦ Implementation of digital signing for ISPs ♦ Full adoption of SchoolMessenger to support communication and attendance	• Families have easier access to data and communication tools • Easier for families to register online • Digital student records are completed by end of 2021 • Schools report confidence in the use of the CRM module and have updated the continuum of supports • Attendance data allows schools to make programming decisions for individual and groups of students
ASSURANCE AND ENGAGEMENT	
♦ Refine messaging as communications role becomes part of the planning rhythm ♦ Ability to access specific groups in the community ♦ Continuation of teachers voice and expand student voice ♦ Focused engagement in Jan-Mar 2021 to identify stakeholder priorities ♦ Larger engagement and assurance work in spring of 2021 to set next 3 year plan as outlined in assurance section. Creation of an assurance dashboard by end of 2021 school year	• Key system messages have been identified and are supported • Various engagement committees actively provide feedback that is used demonstratively • Public online access to our assurance data is established by June of 2021. Allows schools to shift formal school assurance planning to spring of 2021 vs. fall • Larger engagement work produces clear direction for 2021-2024 planning cycle

COVID-19 IMPLICATIONS

COMMUNICATION	
♦ Quarter system at high school supports attendance, high school completion and each re-entry scenario ♦ Online HUB allows for students to learn from home and in-person and for high school, a blend of this ♦ Technology distribution to students and teachers gives them the tools needed to learn flexibly ♦ Adjust attendance supports as necessary	• Students use the greater flexibility to ensure they stay on track for graduation • Able to maintain a semblance of normal attendance • Students experience academic success because they stay connected • High school completion rates are maintained • Applied measures allow schools to maintain a full offering of courses, particularly at the secondary level

OUTCOME FOUR:

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

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2016	2017	2018	2019	2020	2020	Achievement	Improvement	Overall	2021	2022	2023
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.	87.2	86	88.4	86.5	89	87.5	Very High	Improved Significantly	Excellent	89	89.1	89.2
Percentage of teachers, parents and students satisfied with the overall quality of basic education.	90.3	88.5	89	89	90.5	89.7	Very High	Improved Significantly	Excellent	90.5	90.6	90.7
Percentage of teachers and parents who agree that students are taught attitudes and behaviours that will make them successful at work when they finish school.	81.6	79.9	80.1	78.1	82.2	81.9	High	Improved	Good	82.2	82.4	82.7
Percentage of teachers and parents satisfied with parental involvement in decisions about thier child's education.	82.3	79.5	81.4	78.6	81.3	80.9	High	Maintained	Good	81.3	81.4	81.5
Percentage of teachers, parents and students indicating that their school and schools in their jurisdiction have improved or stayed the	82.2	81.3	81.5	79.6	83.2	82.2	Very High	Improved Significantly	Excellent	83.2	83.3	83.4

FIGURE 10

COMMENT ON RESULTS:

This was a banner year for MHPSD in these categories as we moved from "high" to "very high" in three out of the five categories and saw gains in the other two measures as well. We attribute these gains to the hard work of schools to communicate with families and continue to seek out and support input from stakeholders 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 centre of our decision making process. Resources and system structures will be built and allocated to support staff in achieving the high target set in the model.

CULTURE OF WELLNESS - CULTURE OF WELLNESS - We believe that 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 Nations, 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.

20/21 STRATEGIES	20/21 EVIDENCE
COMMUNICATION AND ENGAGEMENT	
♦ Continuation of teacher voice and expand role of student voice ♦ Consider communications required for new curriculum ♦ Expand use of OurSchool survey measures by adding Nov survey ♦ Jan-Mar assurance engagement across system and schools ♦ Creation of assurance dashboard by end of 2021 school year	•Engagement sessions from 2021 identify stakeholder priorities • Feedback from stakeholders used to identify core principles for next three year plan • Teacher voice, student voice, parent voice, support staff voice all continued– each feed into engagement planning • Specific questions fed into OurSchool survey to provide clarity on APORI questions and linked to assurance dashboard
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) ♦ Feedback through site superintendent ♦ Continue to revise processes to create meaningful planning documents that can serve as stakeholder communication tools	• Professional learning sessions on how to utilize data to inform planning including the new assurance reporting model and dashboard • School based professional learning plans established along with CRM year plans and comprehensive school health planning • Division calendar utilized to maximize professional learning opportunities • Monthly site meetings with superintendents
TRAINING AND DEVELOPMENT	
♦ Mentorship partnership with ATA ♦ Generative Dialogue work with school leadership teams extends to professional teaching staff ♦ Work with software provider, further improve/streamline tools ♦ Continue to refine SchoolMessenger use and application in school and system communication plans ♦ Facilitation of ongoing Developing Leaders cohorts	• New teachers feel supported as they enter the profession • School administrators support their own and teacher personal inquiry questions that support student learning • 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 • 2020 Developing Leaders cohort completed and exit interviews conducted
A MODEL OF RESPONSE	
♦ Collaborative response is built into each school's staffing plans ♦ CRM is part of the cadence of how the school operates ♦ Professional learning built on system needs as identified from staff input ♦ ISPs used as key vehicle for the work of CSTs	• 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
ENGLISH LANGUAGE LEARNERS	
♦ ELL Programming Framework developed ♦ Expanded ELL FTE supports ♦ Adjust supports based on new funding model ♦ ELL teachers continue with participation in CST professional learning ♦ Continue "on-call" interpretive and intake support	• Framework developed and used to support 2021 budget decisions • 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
ALTERNATIVE PROGRAMS	
♦ Implement changes to our Alternative programs ♦ Folding some of our jr. high programming together ♦ Partnership with MHC and PRSD to create Coulee Collegiate replaces Central High ♦ Attach leadership of alternative programs to Herald School	• More students are included at their neighbourhood or chosen schools • High school students have greater access to courses and supports high school graduation rates • Continued monitoring of role of in-reach funds to support inclusion • Connection to Herald supports connection to system
CLASSROOM SUPPORTS	
♦ CST learning plan implemented ♦ Increase support in area of universal design for learning ♦ Professional learning for FSLWs and success coaches related to school needs and individual needs ♦ Expand comprehensive school health planning ♦ Completion of division continuum of supports for academics and social emotional supports ♦ Implementation of social emotional curriculum	• CSTs participate in monthly professional learning • CSTs participate in the development of division continuum of supports, ELL framework and social-emotional curriculum • Staff develop and enhance their skills in using online platforms, particularly Google Classroom • Mental Health Capacity Building success coaches are utilized in the delivery of social emotional curriculum to create consistency across schools

20/21 STRATEGIES

20/21 EVIDENCE

INITIATIVES AND TRAINING

- ♦ OHS and emergency response training for all staff
- ♦ Casual employee HR onboarding, OHS and emergency response training continues
- ♦ Hour Zero emergency response program – ongoing training, inclusion of pandemic module(s)
- ♦ Ongoing OHS training with all employees
- ♦ Training for online safety reporting
- ♦ Jurisdiction Health and Safety Committee training

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

COVID-19 IMPLICATIONS

COMMUNICATION

- ♦ Communicating early and often with all stakeholders regarding our scenario planning, local measures and real-time decisions
- ♦ Utilizing video, email, print, website, SchoolMessenger and other tools to reach the widest audience possible
- ♦ Technology distribution to students and teachers gives them the tools needed to learn flexibly
- ♦ Demonstrate how we are working with community to support mental health during the pandemic

- Families feel informed of the decisions being made and the thinking behind those decisions
- Lines of communication are utilized by families and response times are short
- Students experience success because they stay connected
- Positive feedback from families around our communication strategy and efforts

2019-2020 HIGHLIGHT:

SIGNIFICANT GAINS ACROSS ALL OF OUR ACCOUNTABILITY MEASURES

FUTURE

COMMUNITY ENGAGEMENT

Our board acknowledged that they need 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 accessible outreach opportunities, 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 Southeast Alberta 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 with reduced supports (teachers and EAs), 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.

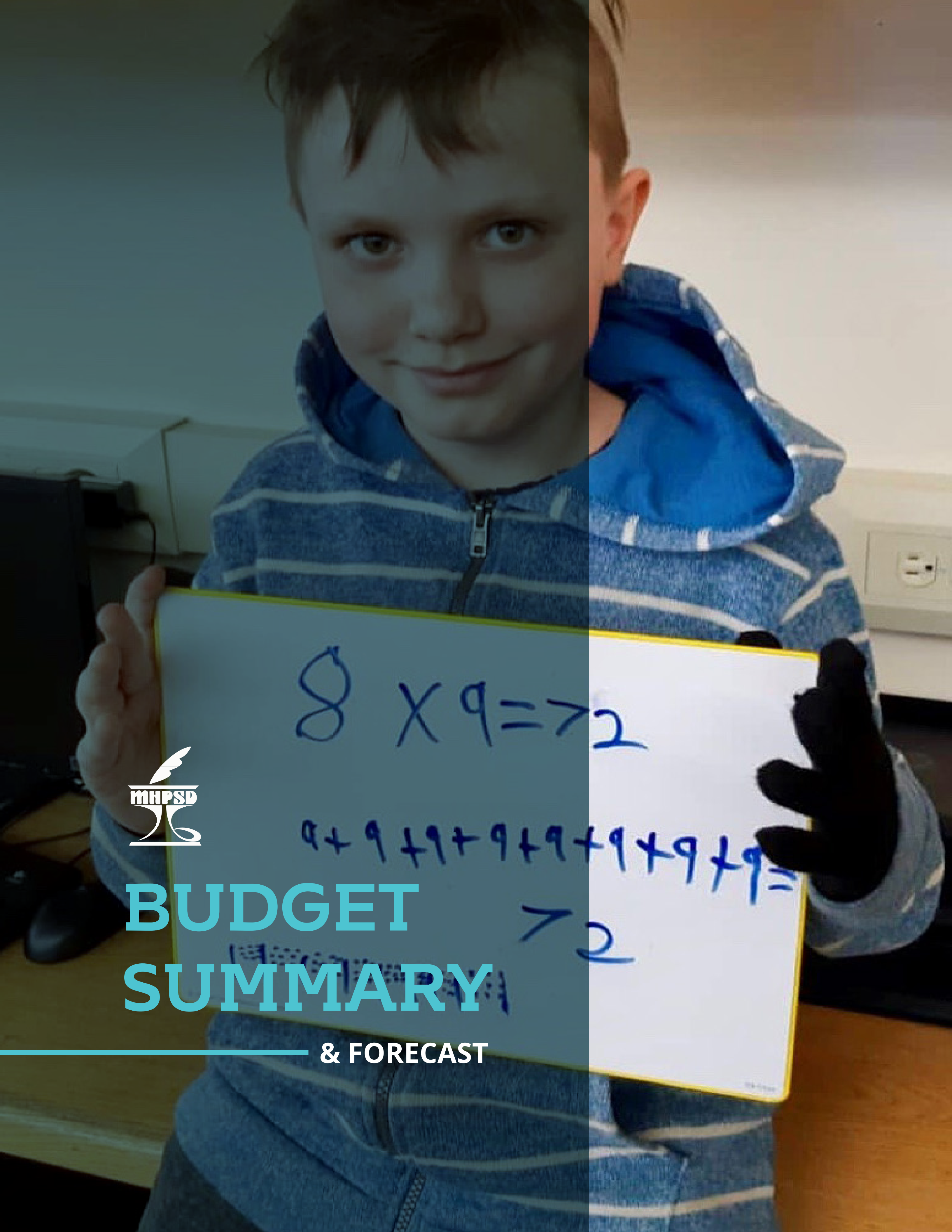
INCLUSION

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.



MHPSD

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 Medicine Hat Public School Division (MHPSD) 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 MHPSD.

GUIDELINES

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

REFERENCES

Alberta Education – Education Act

Canadian Institute of Chartered Accountants - Handbook

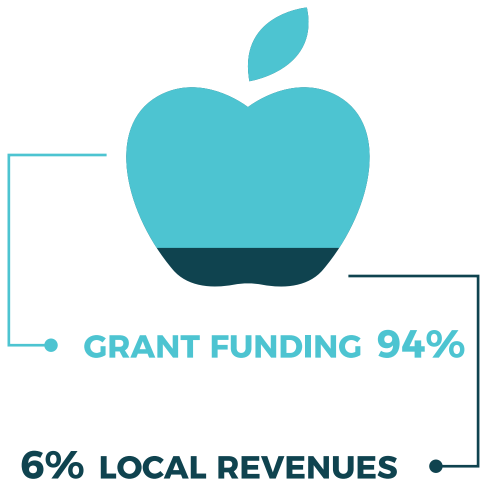
Approved: September 7, 2004
Revised: December 5, 2016

SUMMARY OF FINANCIAL INFORMATION

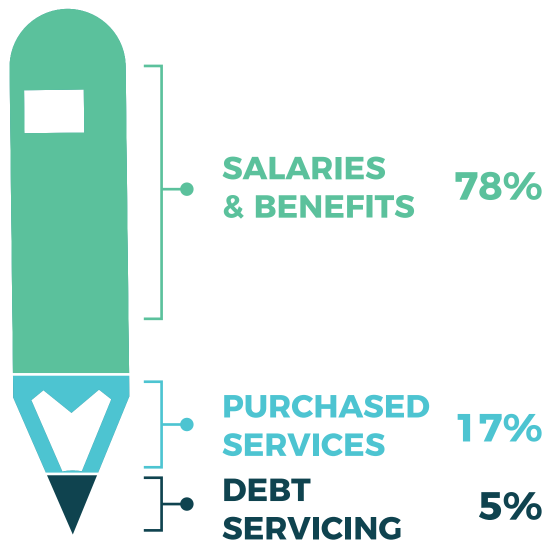
GENERAL SUMMARY

	2019-20 ACTUAL	2018-19 ACTUAL
REVENUES		
Grant Funding		
Operations	$ 79,082,011	$ 83,987,988
Debt Servicing (supported)	3,233,330	3,221,369
Sub-total Grants	82,315,341	87,199,357
Local Revenues	4,896,753	4,954,471
Total Revenues	$ 87,212,094	$ 92,153,828
EXPENDITURES		
Salaries	$ 54,139,798	$ 55,759,244
Employee Benefits	13,460,869	13,280,303
Sub-total Salaries & Benefits	67,600,667	69,039,547
Purchased Services, Supplies & Contracts	15,173,649	17,196,556
Debt Servicing (Amortization and interest)	4,505,278	4,49,700
Total Expenditures	$ 87,279,594	$ 90,685,803
Surplus (Deficit) for the year	$ (67,500)	$ 1,468,025

REVENUE BY SOURCE



EXPENSES BY OBJECT



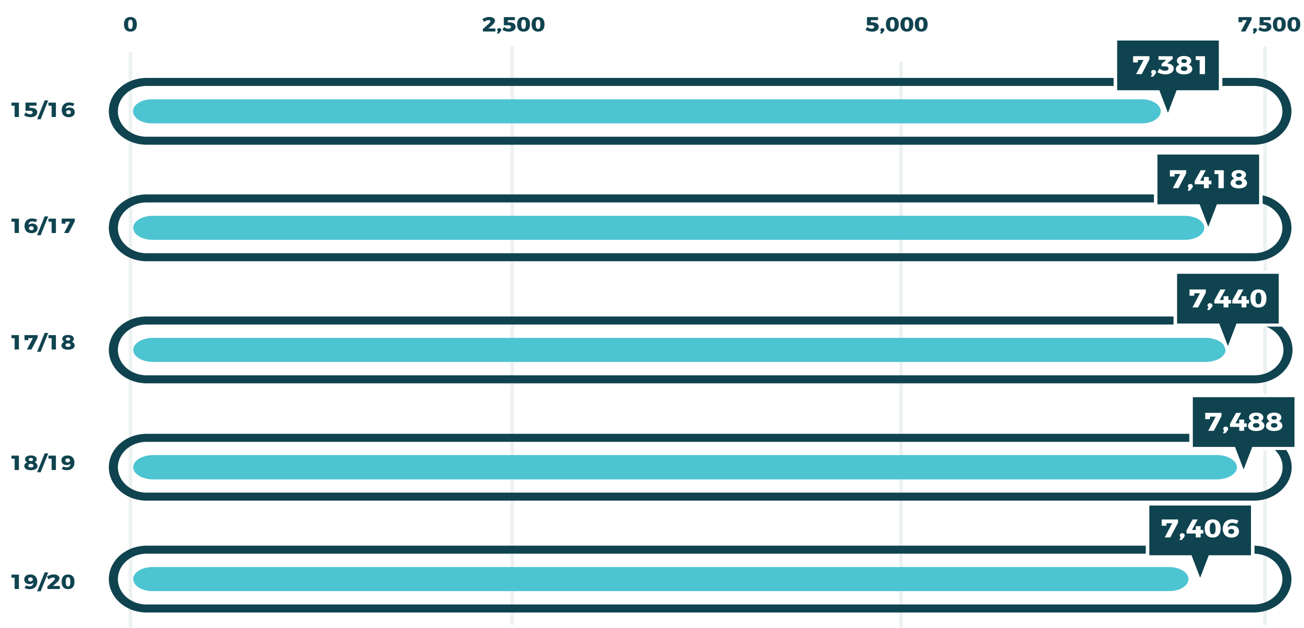
EXPENDITURE SUMMARY
- by Funding Block

	2019-20 ACTUAL	2018-19 ACTUAL
INSTRUCTIONAL BLOCK	$ 71,020,682	$ 73,136,489
SUPPORT BLOCK		
Plant Operations & Maintenance	10,626,658	11,269,407
Transportation	1,897,289	2,328,505
Board Governance & Administration	2,918,884	2,916,232
External Services	816,081	1,035,170
Total Support Block	16,258,912	17,549,314
Total Expenditures	$ 87,279,594	$ 90,685,803

OTHER COST INFORMATION

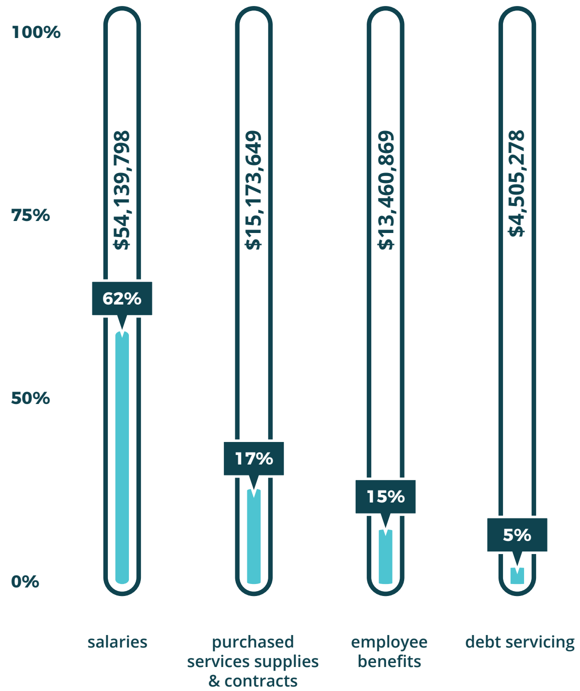
	2019-20 ACTUAL	2018-19 ACTUAL
STUDENT ENROLMENT	7,406	7,488
COST PER PUPIL BY FUNDING BLOCK		
Instruction	$ 9,590	$ 9,767
Operations & Maintenance	1,435	1,505
Transportation	256	311
Governance & Administration	394	389
Total	$ 11,675	$ 11,972

STUDENT ENROLMENT - *5 YEAR TREND*

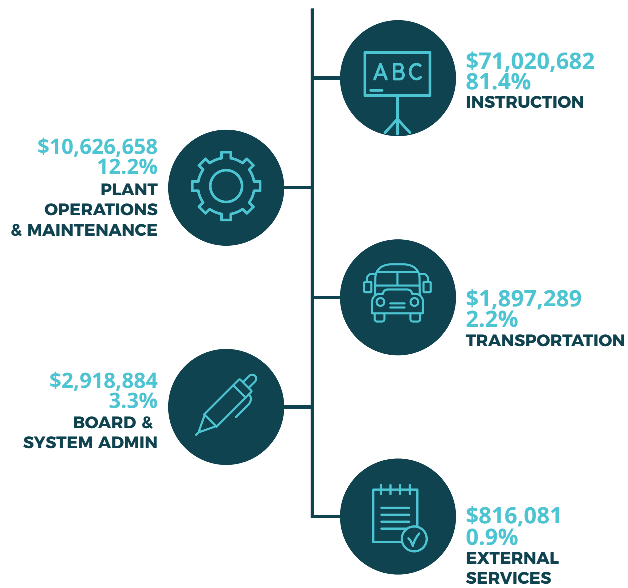


EXPENDITURES: 2019-2020

EXPENSE TYPE - (BY OBJECT)



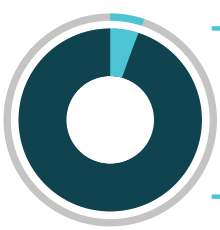
EXPENSE BY FUNDING BLOCK



BUDGETED REVENUES & EXPENSES

REVENUES: 2019-2020

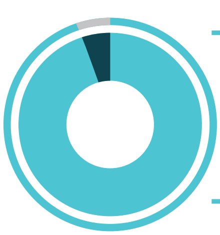
FUNDING SOURCE



4%

LOCAL REVENUES

$4,896,753



96%

GRANT FUNDING

$82,315,341

BUDGETED STATEMENT OF OPERATIONS

	SPRING BUDGET 2020-21 *current year*	INCREASE (DECREASE)	%	FALL BUDGET 2019-20 *previous year*
REVENUES				
Alberta Education	$86,692,000	$564,500	0.70%	$86,554,200
Other - Government of Alberta	$506,900	-	-	$506,900
Sub-Total - Government of Alberta	$84,198,900	$564,500	0.7%	$87,061,100
Other Alberta School Authorities	-	($109,800)	(100%)	$155,800
Fees	$1,444,500	$175,500	13.8%	$888,000
Other Sales and Services	$2,321,600	$140,600	6.4%	$2,076,500
Investment Income	$182,000	$20,500	12.7%	$146,500
Gifts and Donations	$215,000	-	-	$205,000
Rental of Facilities	$76,700	$1,700	2.3%	$75,000
Fundraising	$420,000	-	-	$550,000
Total Revenues	**$88,858,700**	**$793,000**	0.9%	**$91,157,900**
EXPENSES BY PROGRAM				
Instruction - ECS	$7,169,200	($3,363,000)	(31.9%)	$10,532,200
Instruction - Grades 1-12	$63,835,7000	$1,251,300	2.0%	$62,584,400
Sub-Total - Instruction	$71,004,900	($2,111,700)	(2.9%)	$73,116,600
Plant Operations and Maintenance	$11,731,100	$735,000	6.7%	$10,996,100
Transportation	$2,317,300	$34,500	1.5%	$2,282,800
Board and System Administration	$2,922,800	($58,200)	(2.0%)	$2,981,000
External Services	$882,600	$($156,600)	(15.10%)	$1,039,200
Total Expenses	**$88,858,700**	**($1,557,700)**	(1.7%)	**$90,415,700**
Operating Surplus (Deficit)	-	**$2,350,000**	(100%)	**($2,350,000)**

FTE RECONCILIATION

	SPRING BUDGET 2020-21 *current year*	INCREASE (DECREASE)	%	FALL BUDGET 2019-20 *current year*
STAFF - PER WAGE & BENEFIT ANALYSIS				
CERTIFICATED				
Instruction - School Based	416.50	4.8	0.01%	411.7
Instruction - Central or Non-School Based	4.0	-	-	4.0
Sub-total	420.50	4.8	0.01%	415.7
Board & Administration	3.0	-	-	3.0
Total - Certificated	**423.50**	**4.8**	0.01%	**418.7**
NON-CERTIFICATED				
CUPE				
EAs - Division funded	100.3	1.1	0.01%	99.2
EAs - PUF funded	14.0	(43.5)	(3.11%)	57.5
Total - EAs	114.3	(42.4)	(0.37%)	156.7
Clerical	37.6	(1.1)	(0.03%)	38.7
Custodial	43.5	-	-	43.5
Total - CUPE	195.4	(43.5)	(0.22%)	238.9
Non-Unionized	72.3	2.8	0.04%	69.5
Total (Non-Certificated)	**267.7**	**(40.7)**	**(0.15%)**	**308.4**
Grand Total - All Staff	**691.2**	**(35.9)**	(0.5%)	**727.1**
STAFF - PER FUNDING BLOCK				
CERTIFICATED	**423.5**	**4.8**	0.01%	**418.7**
NON-CERTIFICATED				
Instruction - General	163.7	4.2	0.03%	159.5
Instruction - PUF	15.7	(44.6)	(2.84%)	60.3
Sub-total Instruction	179.4	(40.4)	(0.23%)	219.8
POM	57.8	1.9	0.03%	55.9
Transportation	1.0	-	-	1.0
Board & Administration	18.8	-	-	18.8
External	10.7	(2.2)	(0.21%)	12.9
Total - Non-Certificated	**267.7**	**(40.7)**	**(0.15%)**	**308.4**
Grand Total - All Staff	**691.2**	**(35.9)**	(0.05%)	**727.1**

KEY BUDGET ASSUMPTIONS INFORMATION

ENROLMENT	Spring 2020-2021	Fall 2019-2020	Increase
Budget is based on student count.	7,472	7,406	66 students

GRANT RATES

An entirely new funding model was implemented by the Province for 2020-2021. There has been a two year transition to the new funding model. In 2019-2020 MHPSD received $3.5 million less than in 2018-2019. For 2020-2021 MHPSD will receive $564,500 more than in 2019-2020. As a result, over the two year period MHPSD will receive a net $3.0 million lower in funding from two years ago.

The Classroom Improvement Fund is included in the above numbers, which was a loss of $917,000. Adjustments were made to the budget last year so that a portion of the lost funding had been dealt with in 2019-2020. Note that the 2019-2020 budget was not released until fall 2019 and the Board chose to run a $2.3 million deficit to be funded out of reserves. The remaining $2.1 million of revenue loss has been adjusted in services and operations in the 2020-2021 budget.

SALARIES & BENEFITS

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

- Teachers: no increase has been budgeted **0%**
- Other Groups: no increase has been budgeted **0%**

IN SUMMARY

The budget reflects a balanced budget.

SPRING COMMENTS - GRANTS

INSTRUCTION

It is hard to itemize the specific grant changes due to the restructured new funding model. Comments will, for the most part, reflect the instructional grants in total.

- Instructional grants were decreased from 2019-2020 by ($3.2) million. The hardest hit areas were as follows:
  - PUF: no longer covers Kindergarten students with severe learning codes. PUF is no longer an enveloped fund and is now only intended to cover Pre-K aged students. Decrease of ($2.8) million in funding.
  - Small Schools by Necessity: was eliminated decrease of ($488,000).
  - Outreach Programs: funding decreased from $314,900 to $150,000 a reduction of ($164,900).
- There is transitional funding of $2.7 million. It is our understanding that this funding is intended to be reduced as additional funds are needed to fund growth in student FTE. The net impact of that process is yet to be seen.

FACILITIES

- O&M (Operations and Maintenance): increased $1.0 million or 16.9%. O&M is a long standing underfunded area.
- IMR: decreased by ($131,300) or (8.5%).
- O&M is now an enveloped fund, meaning it can not be used on anything else and any unused money carries forward to the next year. We are budgeting a small deficit for next year.

TRANSPORTATION

- Transportation funding is now block funded for the next three years. The amount is what we received in 2019-2020 plus 5%. The increase to the Division is an additional $69,100.

EXTERNAL SERVICES

- No changes are expected in funding for 2020-2021.

SYSTEM ADMINISTRATION

- This is a new source of funding, in previous years there was not any specific funding of System Administration, rather there was a cap on the amount used from other funds for administration. This new grant amounts to $2.9 million.

IN SUMMARY

- Year Over Year: Enveloped Grants such as IMR and POM have increased $871,500, while non-enveloped grants had decreased $307,000.

SPRING COMMENTS - LOCAL REVENUES

Anticipated increase in Local Revenues of $228,500 the major changes are as follows:

- Catholic Division Grounds: chose to use a different service provider for grounds maintenance - decrease $109,000).
- Play & Learn Program: increase in fees $175,500.
- SGF: increase due to new culinary program at MHHS: increase of $148,600.

SPRING COMMENTS - SALARIES & BENEFITS

Salaries and Benefits decreased by $547,900 or .8% of 1%.
• Average teacher salaries increased due to grid movement costing an additional $381,000.
• Benefit costs have increased by $254,000 due to an increase by the provider ASEBP, the first in many years.
• Certificated FTE increased 4.89 FTE and non-certificated decreased (40.7) FTE, total net decrease in staff of (35.9) FTE.
• PUF: Decreased FTE by (6.7) Certificated, (43.5) EAs and (1.1) Clerical. PUF services reduced due to funding.
• Schools: increased FTE by 11.5 Certificated staff. Exact FTE can not be determined at this stage of the staffing process. Schools receive the dollars that flow from the above staffing allocation model. School administration determines their highest needs and whether they will use funds to acquire Teachers or EAs.
• Non-Union: increase by 2.8 FTE. The two are due to a self-funded initiative in the MHHS culinary program. There is also an additional FSLW that was previously a purchased service from Alberta Health Services.
While we reduced (35.9) positions or (4.9%) of our staff, Salaries & Benefits only went down ($547,900) or (.8) of 1% due to other pressures noted above.

SPRING COMMENTS - PURCHASED SERVICES

INSTRUCTION
• PUF: due to funding a decrease, services bought from third parties were also reduced ($599,800).
• Schools: budgets were reduced due to the previously eliminated student fee funding. The schools will no longer provide basic instructional supplies in K-6, decreased by ($517,500).
• Central Instruction: decreased by ($41,600).
Gross decrease of expenditures in Instruction of ($1,158,900).

PLANT OPERATIONS & MAINTENANCE (POM)
POM increased by $176,100 mostly due to the following:
• Utilities: increased by $48,000.
• Property Insurance: increased by $40,300.
• Custodial Supplies: increased by $45,500.
• Security and monitoring: decreased by ($23,000).
• IMR: increased by $60,000.

TRANSPORTATION
Increased by $34,100 mostly due to a 1% general increase for Southland and one additional bus for next year.

SYSTEM ADMINISTRATION
Decreased by ($21,100), mostly due to a number of small cuts in order to free more resources for the classroom. The above is net of an increase of $9,900 from liability insurance.

EXTERNAL SERVICES
Reduced by ($34,900) mainly due to the loss of the grounds maintenance contract for the Catholic Division.

Overall Purchased Services decreased by ($1.0) million.

SPRING COMMENTS - CAPITAL EXPENDITURES & FUNDING

There are no major capital projects budgeted for 2020-2021.
• IMR projects have decreased by ($25,600).
• Technology Projects have decreased by ($250,800).
• Facilities equipment replacements increased $45,000. 2019-2020 was a low replacement year. 2020-2021 amount of $109,000 is closer to the typical year.

SPRING COMMENTS - RESERVES

OPERATING RESERVES
Projected to be in good shape. At the end of 2018-2019 MHPSD was at 5.67% of Operating Expenditures, which is slightly higher than the Provincial target of 5% as a maximum. However the surplus from the 2018-2019 year caused that. We projected to be around 4.66% by the end of the 2020-2021 year, which is only 11.6 days of operating costs.

OPERATING RESERVES
Projected to be at $458/student which is slightly higher than the Provincial average.

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**

2019-2020 HIGHLIGHT: SAFE & CARING SCHOOLS

FACILITY & CAPITAL

PROJECTS AND PLANS

FACILITY AND CAPITAL PLANS

Three-Year Capital Plan 2021-2024 - PROGRAM CHANGE HIGHLIGHTS:

September 2023:

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

September 2024:

- Crestwood School modernization is complete

September 2025:

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

3 YEAR CAPITAL PLAN 2019-2022

PROJECT	CATEGORY	COST
2021-2022		
Hamptons Elementary	**New**	**$14,636,300**
Connaught Modernization & Addition	**Modernization**	**$19,725,000**
2022-2023		
Crestwood Modernization	**Modernization**	**$12,396,300**
2022-2024		
Alexandra Modernization & Addition	**Modernization**	**$15,761,000**
River Heights Modernization	**Modernization**	**$6,547,400**
	Total 3 years	**$69,066,000**

SCHOOL RENOVATIONS *Total Expenditure $74,500*

SCHOOL	PROJECT	DESCRIPTION
CENTRAL OFFICE	Counter glass	Installed counter glass in Finance area to improve privacy and sound
	Garage shed	Replaced shed roof shingles
ALEXANDRA, CHHS, MHHS & WLC	Electronic signs	Replaced makralon sign faces on 4 school electronic signs updating the MHPSD logo and name
CHHS	Kitchen renovation	Completed renovations of the commercial kitchen to accommodate new internal operations of kitchen
	Control valve upgrade	Replaced heating system control valves throughout the school
MHHS	Doors replacement	Upgraded south stairwell doors, added additional door to improve circulation
MAINTENANCE SHOP	Roof	Completed various repairs to leaking roof
RIVER HEIGHTS	Supplies room	Revised entrance to improve access and storage
	Gym backstops	Replaced basketball backstops/winches, installed safety straps
SOUTHVIEW	Classroom renovations	Renovated Parent Link space into classroom space after McMann vacated lease
	Modular classroom renovation	Converted 6 modular classrooms into teacher space for The Hub to accommodate distance learning as a result of the COVID Scenario 1 Re-entry plan
VINCENT MASSEY	Gym backstops	Replaced basketball backstops/winches, installed safety straps

INFRASTRUCTURE MAINTENANCE AND RENEWAL PROGRAM

Total Expenditure $2,572,161

September 2019 to August 2020

SCHOOL	PROJECT	DESCRIPTION
ALEXANDRA, DR. KEN SAUER	Acoustics	Replaced gymnasium acoustic panels at Alexandra Installed classroom acoustics in two classrooms and completed HVAC acoustic improvements at Dr. Ken Sauer
ALL SCHOOLS	Heat detectors	Replaced expired heat detectors in all schools
ALEXANDRA	Boilers	Replaced boilers at Alexandra
CONNAUGHT	Ceilings	Completed plaster ceiling repairs in various classrooms, gymnasium, and hallways
CHHS	Countertops & sinks	Replaced counter tops and sinks in CTS Foods lab
	Windows	Installed two windows in art room
CRESTWOOD	HVAC unit	Replaced ventilation system in 1961 section (North/West side)
GEORGE DAVISON	Fencing	Replaced chain link fence
HERALD	Lockers	Replaced 60 lockers
	Locks and keying	Replaced all locksets
	Flooring	Resurfaced gymnasium flooring with Pulastic sports flooring
MHHS	Flooring	Installed rubber flooring in two (2) CTS classroom & replaced tile flooring in NE washrooms
	Plumbing	Replaced hot water heater
RIVER HEIGHTS	Lighting	Replaced all light fixtures with LED & upgraded ceilings
	Parking	Asphalted staff parking area and installed fence
ROSS GLEN	HVAC	Replaced two roof top ventilation units
	Parking	Repaired asphalt in north staff parking lot
SOUTHVIEW	Roofing	Replaced roof of main area which includes gymnasium, classrooms, library and Administration
VINCENT MASSEY	Flooring	Refinished hardwood gymnasium flooring
WEBSTER NIBLOCK	Flooring	Replaced carpet flooring in Administration offices
	Lighting	Replaced all lighting fixtures with LED fixtures and upgraded the ceilings
	Roofing	Replaced roof – rooms 14, 15, 16

CAPITAL PROJECTS

Total Expenditure $1,085,018

September 2019 to August 2020

SCHOOL	PROJECT	DESCRIPTION
MHHS	Running Track	This project completed the remainder of the Running Track that was not included in the MHHS Modernization Project. Construction commenced May 2019 and was substantially complete by December 2019, except for some landscaping that was 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 403.528.6700 fax 403.529.5339
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 plans and AERR reports 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

SURVEY DATA

RE-ENTRY SURVEY SUMMARY

PARENTS & GUARDIANS

RESPONSE RATE

2306 SURVEY RESPONSES

99% CONFIDENCE LEVEL IN SURVEY RESULTS

75% OF RESPONDENTS HAVE A CHILD OR CHILDREN IN ELEMENTARY OR MIDDLE SCHOOL

52% OF RESPONDENTS HAVE A CHILD OR CHILDREN IN HIGH SCHOOL

12% OF CHILDREN HAVE UNDERLYING HEALTH CONDITIONS**

GENERAL

BIGGEST CONCERN AS A PARENT ABOUT COVID-19 (aside from the health risks):

- 63% My children missing out on learning from teachers
- 48% My children not seeing their friends and socializing
- 48% My children's mental health
- 38% My ability to juggle work and support my children's learning

Parents are concerned about **the social, emotional, mental and physical well being of their children, along with the negative educational impact of not being able to attend school in person.**

SINCE THE START OF ELEARNING IN MARCH PARENTS REPORTED CONCERNS ABOUT:**

- **71% impact eLearning may have on student learning**
- **58% consistent delivery of eLearning across schools and classes**
- **53% feedback on student learning in an eLearning environment**
- **61% evaluation of student learning in an eLearning environment**
- **74% building and maintaining relationships with students**
- **73% building and maintaining relationships with teachers**
- **58% building and maintaining relationships betweenteachers and parents**

IN-PERSON CLASSES

COMFORT WITH SENDING CHILDREN BACK TO SCHOOL IN SEPTEMBER**

PART TIME

43% Very/somewhat UNCOMFORTABLE

4% NEUTRAL

47% Very/somewhat COMFORTABLE

FULL TIME

35% Very/somewhat UNCOMFORTABLE

10% NEUTRAL

61% Very/somewhat COMFORTABLE

ENHANCED SAFETY**

Over 50% of respondents reported that it is IMPORTANT that schools have:

- Hand sanitizer/regular hand washing
- Enhanced cleaning protocols
- Stricter protocols for responding to students and staff who are sick

Less than 40% of parents think it is important to have enhanced physical distancing protocols in schools.

MASKS AT SCHOOL**

52% Very/Somewhat UNCOMFORTABLE

20% NEUTRAL

28% Very/Somewhat COMFORTABLE

TRANSPORTATION**

39% of families rely on school bus transportation to get their children to school, of these:

45% feel somewhat/very COMFORTABLE
28% feel somewhat/very UNCOMFORTABLE
if their child needs to use MHPSD school bus transportation in September.

While parents expressed great appreciation for the efforts of teachers and staff during eLearning, they also voiced real concerns about the sustainability of the model for all students.

ELEARNING**

More than 50% of parent are UNCOMFORTABLE if their child is required to participate in eLearning in Sept.

49% of families are NOT CONFIDENT that they will be able to support their child if eLearning is required, given considerations such as work, childcare and other obligations. (38% of families are **CONFIDENT**)

15% of students **do not have access to a family owned device** for eLearning and **39% did not have access to a MHPSD device** when classes were cancelled in March.

** Denotes responses where parents were considering their youngest child in their response

RE-ENTRY SURVEY SUMMARY

STUDENTS

RESPONSE RATE

749 RESPONSES

95% CONFIDENCE LEVEL IN SURVEY RESULTS

24% OF RESPONDENTS ARE IN GRADES 5-6

30% OF RESPONDENTS ARE IN GRADES 7-9

46% OF RESPONDENTS ARE IN GRADES 10-12

10% OF STUDENTS REPORTED HAVING UNDERLYING HEALTH CONDITIONS

GENERAL

BIGGEST CONCERN AS A STUDENT ABOUT THE COVID-19 PANDEMIC (aside from the health risks):

59%	Not seeing my friends
45%	Keeping up with school work
43%	Missing out on learning
43%	What school will be like in September
38%	Missing out on extra curricular activities and events
35%	My mental health

In addition, students are concerned about **not being prepared for post secondary, diploma exams, their safety, the challenges associated with eLearning and many do not want to wear masks to school.**

TRANSPORTATION

45% of students rely on school bus transportation to get to school, of these:

38% feel somewhat/very COMFORTABLE
32% feel somewhat/very UNCOMFORTABLE
if they will need to use MHPSD school bus transportation in September.

IN-PERSON CLASSES

ARE STUDENTS COMFORTABLE GOING BACK TO IN-PERSON CLASSES IN SEPTEMBER?

PART TIME

32% Very/Somewhat **UNCOMFORTABLE**

17% NEUTRAL

51% Very/Somewhat **COMFORTABLE** *yes*

FULL TIME

26% Very/Somewhat **UNCOMFORTABLE**

14% NEUTRAL

60% Very/Somewhat **COMFORTABLE** *yes*

ENHANCED SAFETY

Over 50% of respondents reported that it is IMPORTANT that schools have:

- Hand sanitizer/regular hand washing
- Extra cleaning
- New rules for students who are sick

Less than 40% of students think it is important to have new rules for physical distancing in the classroom and moving around in the hallway.

While students expressed great appreciation for the efforts of teachers and staff during eLearning, they also voiced real concerns about how it worked for them.

ELEARNING

has had a positive impact on my learning...

51% **DISAGREE** 23% **AGREE**

16% of students **do not have support** for their learning from an adult in the home.

>50%

More than 50% of students were unsatisfied with the ability to build and maintain relationships with teachers & students through eLearning.

9% of students **do not have access to a family owned device** for eLearning and **49% did not have access to a MHPSD device** when classes were cancelled in March.

52% of students will be **UNCOMFORTABLE** if they are asked to participate in some form of eLearning during the 2020-2021 school year.

RE-ENTRY SURVEY SUMMARY

STAFF

RESPONSE RATE

590 RESPONSES

99% CONFIDENCE LEVEL IN SURVEY RESULTS

WORKING FROM HOME

47% OF STAFF ARE COMFORTABLE

31% OF STAFF ARE UNCOMFORTABLE (21% NEUTRAL)

If working from home continues, staff have requested the following supports: curriculum and assessment direction, regular communication with team, flexibility, an updated device, technology support, collaboration with colleagues, PD funds for technology purchases, parent support, communication between home and school, mental health support, clear expectations, Professional Development opportunities to enhance technology skills, work life balance, support for disengaged students, etc.

STAFF HAVE ACCESS TO:

87% A quiet place to work
76% Access to an MHPSD supplied device
92% Access to a personal device
95% Regular communication with work team
93% Support and direction from supervisor
95% Good internet/wifi
80% PD opportunities to build capacity for changing job responsibilities

ENHANCED SAFETY

it is somehwhat/very important that my worksite has:

- **96%** **Hand sanitizer/regular hand washing**
- **93%** **Extra cleaning**
- **93%** New rules for **students/staff who are sick**
- **73%** New rules for **physical distancing** (while in the hallways and during breaks)
- **58%** **Personal Protective Equipment** (PPE)
- **51%** **Engineered controls** (plexiglass barriers and physical distancing protocols)
- **95%** **Personal hygiene & wellness guidelines**
- **88%** **Administrative protocols and guidelines** (to support COVID-19 vulnerable staff and guidelines for supporting students with special learning needs requiring close contact or personal care)

RETURN TO WORK

CONCERNS ABOUT RETURNING TO WORK:

66%	Uncertainty about how schools will operate in the fall
63%	Being exposed to a second wave of COVID-19
42%	Availability of disinfectant materials and personal protective equipment
41%	The workplace not being properly disinfected
32%	My ability to juggle work and other family commitments
31%	My mental health
25%	Childcare/care for family members
24%	Readjustment to my work environment
17%	I enjoy working from home and would like to continue

In addition, staff are concerned about the increased workload that comes with eLearning, burnout, sick students and teachers, creating a warm school environment, job loss, wearing a mask, physical distancing, students that need complex supports, availability of substitute teachers, student mental health and enforcement of new health restrictions.

17% OF STAFF HAVE UNDERLYING HEALTH CONDITIONS

30% OF STAFF HAVE SOMEONE IN THEIR HOUSEHOLD WITH UNDERLYING HEALTH CONDITIONS

80% of staff understand MHPSD's updated health and safety policies and protocols now in place as a result of COVID-19.

73% of staff understand what is expected of them in maintaining a healthy and safe work environment.

COMFORT RETURNING TO WORK PRIOR TO SCHOOLS OPENING IN AUG

64% Very/Somewhat **COMFORTABLE**

16% NEUTRAL

20% Very/Somewhat **UNCOMFORTABLE**

COMFORT WORKING DIRECTLY WITH STUDENTS AND/OR PUBLIC

69% Very/Somewhat **COMFORTABLE**

10% NEUTRAL

21% Very/Somewhat **UNCOMFORTABLE**

LEARNING

If a blended approach is required in the future, how comfortable are you with:

Some students attend school at the beginning of the day, then go home and other students attend after the first group has left.	58% Very/Somewhat **COMFORTABLE** 27% Very/Somewhat **UNCOMFORTABLE**
Different students are assigned different days to attend school.	63% Very/Somewhat **COMFORTABLE** 23% Very/Somewhat **UNCOMFORTABLE**
Staggering class start/end times and breaks to limit the number of students in shared spaces at the same time.	52% Very/Somewhat **COMFORTABLE** 27% Very/Somewhat **UNCOMFORTABLE**

APPENDIX B

REFERENCES

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. 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.

4. 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).

5. 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.

6. 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.

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.

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.

10. Improvement evaluations are not calculated for school and school authority Drop Out and Rutherford Scholarship Eligibility rates. Starting in 2019, an updated methodology was applied to more accurately attribute results in cases where students receive programming from more than one provider within a school year. Caution should be used when interpreting school and school authority results over time.

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. 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.

4. 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).

5. 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.

6. 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.

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.

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.

10. Improvement evaluations are not calculated for school and school authority Drop Out and Rutherford Scholarship Eligibility rates. Starting in 2019, an updated methodology was applied to more accurately attribute results in cases where students receive programming from more than one provider within a school year. Caution should be used when interpreting school and school authority results over time.

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.

MHPSD

THIS IS US,

and we are all in for kids.

mhpsd.ca