

EDUCATION PLAN



Medicine Hat Public School Division
601 1 Ave SW, Medicine Hat, AB | T1A 4Y7

403.528.6700
mhpsd.ca



DIVISION MOTTO

WHERE KIDS COUNT!

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



TO LEARN. TO GROW.

**TO BUILD A BETTER
WORLD.**

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ACCOUNTABILITY STATEMENT

FOUR YEAR EDUCATION PLAN

The Education Plan for Medicine Hat Public School Division commencing May 31, 2024, was prepared under the direction of the Board/Board of Directors in accordance with the responsibilities under the Education Act and the Sustainable Fiscal Planning and Reporting Act. This plan was developed in the context of the provincial government's business and fiscal plans. The Board has used its performance results to develop the plan and is committed to implementing the strategies contained within the plan to improve student learning and results. This Board reviewed and approved the **Education Plan for 2022-2026 on May 28, 2024.**

Board Chair: Catherine Wilson
Superintendent: Mark Davidson

[EXECUTIVE LEADERSHIP TEAM](#)
[BOARD OF TRUSTEES](#)



PROFILE OF THE SCHOOL AUTHORITY

DEMOGRAPHIC DATA

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.



6948

Student Enrolment
ELP - gr. 12



404

English Language
Learners (ELL)



290

Full Time Equivalent
Support Staff



393

Full Time Equivalent
Certified Teachers



602

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

Did you know that MHPSD offers several **alternative programs** that operate in our community?

This includes:

- YMCA Teen Mom Program
- Pathways
- PAS
- Coulee Collegiate
- Hub Virtual School - Online Learning

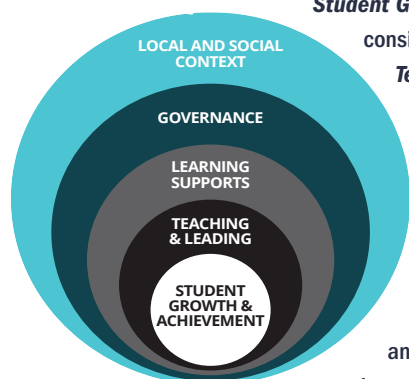
SCHOOLS

MHPSD students learn in 17 schools across our system:

- École 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 (7-12)
- Hub Virtual School (K-9) & Pathways (7-12)
- River Heights Elementary School (K-6)
- Crestwood School (K-6)
- Southview Community School (K-6)
- Ross Glen School (K-6)
- Dr. Roy Wilson Learning Centre (K-9) (WLC)
- George Davison School (K-6)

ASSURANCE - GATHERING FEEDBACK TO SET PRIORITIES

Assurance in the education system happens when community members, system stakeholders and education partners engage across five domains. The key elements of each are embedded in our engagement processes and within our four universal goals.



Student Growth & Achievement: Students progress in their learning, relative to provincial learning outcomes and consistent with their needs, interests and aspirations.

Teaching & Leading: Teachers and leaders make decisions resulting in quality teaching, leading and optimum learning for all.

Learning Supports: The mobilization of resources and shared, system-wide responsibility to ensure optimum learning for all students.

Governance: Policy leaders attend to local context; determine strategic direction; evaluate policy implementation; and manage fiscal resources to ensure learning supports, quality teaching and leading and optimum learning for all.

Local & Societal Context: The engagement practices of schools and communities in identifying and responding to the learning needs, interests, aspirations and diverse cultural, social and economic circumstances of students.

STAKEHOLDERS ENGAGEMENT	OCT 2023	NOV 2023	JAN 2024	JAN/FEB 2024	MAR 2024	APR 2024	MAY 2024
	Teacher Voice Committee	Student Voice Session	Teacher Voice Committee	Alberta Education Assurance Survey	Local Assurance Survey	OurSchool Survey	1. Teacher Voice Committee 2. Board & Admin Planning
	Teacher Reps Executive Trustees	Students Trustees Executive	Teacher Reps Executive Trustees	Students (gr. 4, 7, 10) Parents All teachers	486 parents 2589 students 209 teachers 98 support staff (including 68 EAs)	Students (gr. 4-12) Parents All teachers	1. Teacher reps, executive Trustees and support staff 2. Administrators, executive, Trustees and support staff

ASSURANCE - GATHERING FEEDBACK TO SET PRIORITIES

ENGAGEMENT

In the first year of the 2022-2026 MHPSD Education Plan, over 50 stakeholder engagement sessions occurred to determine system priorities over the four years. In years 2 & 3 of the Education plan, varied engagement processes and data collection tools were utilized to collect stakeholder feedback on goal progress. This involved the development of the local assurance survey for parents, students, and staff, as well as consulting with students to gain their insight. What we heard informs our plans for the future, including:



LOCAL ASSURANCE SURVEY

asks questions that are directly connected to the success criteria listed in each goal. Students, parents, and staff were provided the opportunity to share their perspective on our system journey with Optimal Learning, Inclusion, Wellness, and Truth and Reconciliation.



THE ALBERTA EDUCATION ASSURANCE SURVEY

was given to staff, students and parents with children in grades 4, 7, and 10 in Jan and Feb, 2024. Results are reported in our Nov Annual Education Results Report.



TEACHER VOICE COMMITTEE

was a valuable method of collecting teacher feedback throughout the school year. The regularly scheduled meetings ensure timely feedback and enable us to answer questions and collaboratively develop solutions to the challenges encountered.



OURSCHOOL SURVEY

is an instrument that we have used since 2018. Information gathered from students, parents and teachers on domains ranging from program planning to mental health status in April of 2024 was used to develop this plan. These results are also reported each November in the AERR.

(In addition, schools created a variety of local measures to inform planning and gather feedback)

LOCAL ASSURANCE SURVEY - Areas of Strength, Growth & Reflections

	OPTIMAL LEARNING	THINKING & ACTING INCLUSIVELY
Reflections	Collaborative Response processes (CTMs, PTMs, Area Admin Meetings) and research-based professional learning focused on Optimal Learning Environment components are implemented to promote staff efficacy and student learning. Administrator feedback also indicated that universal evidence-informed practices are foundational to literacy and numeracy instruction, and schools continue to enhance their knowledge of Teacher Clarity concepts, assessment, and reporting strategies. Students, staff, and families reiterated the importance of establishing positive and respectful relationships and the connection between effective communication and student engagement.	Stakeholder safety and connections with school communities are prioritized and intentionally planned for through responsive support services, differentiated practices, and inclusion worker roles. Staff, students, and families utilize a variety of system resources, such as the Alternative Learning Team, Optimal Learning Coaches, Family School Liaison Workers, First Nations, Metis, and Inuit Support Workers, and the Cultural Liaison Worker to ensure an inclusive and whole-child development approach. In the engagement process, students appreciated the range of extracurricular and academic programming options and flexible learning pathways. Looking ahead, the Diversity, Equity, and Inclusion (DEI) committee will continue to serve a prominent role in furthering inclusive and equitable learning environments and cultural competence.
Strong Foundations	- Established classroom routines to promote respect and safety - Stakeholders value the safe and responsible use of technology	- Students feel safe at school - Staff perceive that system resources are available to them
Continued Growth	- Frequency and confidence using digital tools - Supporting self-aware learners who are comfortable and confident in discussing their learning needs	Demonstrating inclusiveness through words and actions

	WELLNESS	TRUTH & RECONCILIATION
Reflections	Current research along with the conversations we are having locally and within our schools highlight the importance of developing a culture of wellness. Part of the MHPSD journey involves promoting clarity and a shared understanding of wellness, our planning priorities, and strategies. For instance, the role of the Comprehensive School Health Teams adjusts to be in a position to identify the unique school community wellness needs and proactively develop healthy relationships. In addition, system-wide Social-Emotional Learning (SEL) plans include teachers, Educational Assistants, and Mental Health staff supporting student SEL skill and knowledge development. The next steps involve a deeper inquiry into available wellness information, the methods for gathering stakeholder input, and the best response to what we hear.	One of our school administrators shared that events such as Orange Shirt Day are an opportunity to advance Truth & Reconciliation, and "the work in the classroom extends across the year." It is encouraging to hear feedback similar to the comment above and observe school initiatives that develop an understanding of and respect for the history and culture of Indigenous peoples. The First Nations, Métis, and Inuit Coordinator and Support Workers walk alongside schools to promote an Indigenous presence and ensure that Truth & Reconciliation is a priority. As a division, we continue to celebrate and share Indigenous teachings through the Kiskikimowin collaborative event with Elders, knowledge keepers, and community partners.
Strong Foundations	- Individuals take responsibility for their wellness - Students and staff are aware of the supports available to them for their mental health and wellness and know how to access them	- Truth and Reconciliation is a priority in our schools - An identifiable Indigenous presence can be seen in our schools
Continued Growth	- Provision of professional learning to explore effective universal wellness strategies - Commitment to efficacy and engagement to positively impact individual wellness	Communicate with our families and the community how Medicine Hat Public School Division advances Truth & Reconciliation

ASSURANCE - OUR LOCAL CONTEXT

SITUATING OUR LOCAL CONTEXT

As part of the continuous improvement process, Medicine Hat Public School Division seeks stakeholder feedback through varied sources of evidence, and reflects on this information in comparison to the described success criteria to inform system planning. In year three of the Four-Year Plan, we have updated our May 2024 Education Plan outlining the Board's strategy for the next two years to promote our universal goals. The [Annual Education Results Report \(AERR\)](#), completed in the Fall, will further guide the development and implementation of our strategies.

The Assurance Framework demonstrates how the MHPSD Board of Trustees is committed to determining the level of confidence of the stakeholders in the educational system by developing clear goals, outcomes, and strategies. Assurance provides the framework for MHPSD to continue to maintain close alignment with the direction and goals of the Ministry's Alberta Education Business Plan 2023 with a focus on responsiveness and alignment to the needs of MHPSD schools.

The AERR is structured to allow stakeholders to look at the priorities in our education plan alongside the evidence we identified to measure progress towards achieving those priorities. As we continue the Assurance Framework in the division, the report and plan will continue to be formed within the context of the priorities document prepared by MHPSD in conjunction with stakeholders as part of our engagement processes.

CHAIR & SUPERINTENDENT'S MESSAGE

CHAIR, CATHERINE WILSON AND SUPERINTENDENT MARK DAVIDSON

We are proud to share this Education Plan, developed through extensive consultation and engagement with families, the community we serve, industry, students, families, and staff.

Positive progress is being made from the schools' efforts to meet the learning needs of children and youth. The success of our efforts is evident in the improved and stable achievement of children across the system on provincial measures. Our work in supporting research supported, data informed teaching across the system has benefited our students in terms of limiting "learning loss" and, in many cases, securing achievement that exceeds pre-covid highs. What you see in this plan is intended to build on our long standing commitment to our Universal Goals, while embracing change that creates new and greater opportunities for our students.

Responding to student and family interest, we launched STEM, Arts, and Sports academies to foster diverse learning pathways. Our expanding and powerful partnerships with businesses, industries, and post secondaries create exciting opportunities in the trades and high demand fields. We remain steadfast in our commitment to academic excellence with an intensive focus on literacy and numeracy. This plan is built on our commitment to continuous improvement and care for students, families and the dedicated staff who serve them.



OPTIMAL LEARNING - Building Optimal Learning Environments for all learners, in all settings and communities, honouring rights to learn.

THINKING & ACTING INCLUSIVELY - Personal and academic development are best achieved when people's needs are addressed with respect, kindness, open-mindedness, cultural competence, humility and with empathy; seek to ensure all are a valued part of the school community.

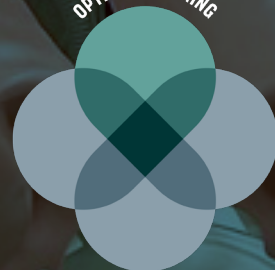
WELLNESS - Supporting a healthy school community that creates/promotes a culture of wellness through focus on trusting relationships and efficacy for all.

TRUTH & RECONCILIATION - Developing knowledge and understanding of, and respect for, the histories, cultures, languages, contributions, perspectives, experiences and contemporary contexts of Indigenous peoples.



GOAL 1 OPTIMAL LEARNING

OPTIMAL LEARNING



GOAL 1: OPTIMAL LEARNING

DEFINITION

Building Optimal Learning Environments for all learners, in all settings and communities, honouring rights to learn.

ALBERTA EDUCATION

Outcome 1: Alberta's students are successful

Outcome 2: First Nations, Métis, and Inuit students in Alberta are successful

Outcome 3: Alberta has excellent teachers, school leaders, and school authority leaders

Outcome 4: Alberta's K-12 education system is well governed and managed

MHPSD OUTCOMES

1. Students are literate and numerate.
2. Students acquire the attitudes, skills and knowledge to be successful.
3. Students know themselves as learners and engage in communication around their learning, growth and achievement.

SUCCESS CRITERIA

Leveraging Digital

- Developmentally appropriate digital tools are embedded in teachers' planning, instruction, and assessment.
- Learning environments attend to the safe and ethical use of technology.

Intentional Learning Design

- Teacher clarity is demonstrated through purposefully developing and communicating learning intentions and success criteria that reflect curricular outcomes and learning progressions.
- Teachers plan for student learning using a variety of assessment opportunities to guide instruction, adapting plans to respond to the needs of all students, and carefully revisiting curricular outcomes throughout the year.

Engaged Learning Culture

- Staff establish positive, productive, respectful relationships with learners, their families, and through community partnerships, to enhance and support students' learning and success.
- Teachers continually and explicitly teach routines, and establish boundaries and high expectations, in order to promote respect, risk-taking, and safety.

Impactful Instruction

- Teachers demonstrate intentional implementation of effective instructional strategies, allowing students to apply what they know in order to relate, deepen, or transfer their learning to new contexts.
- Teachers consistently identify and respond to the various needs of students to mindfully plan, create and differentiate instructional strategies and routines.

Quality Evidence of Learning

- Teachers provide multiple opportunities for students to demonstrate their learning/proficiency on the outcomes in a variety of ways, and provide quality written/verbal feedback along the way.
- Teachers collect a variety of evidence of learning from students based on success criteria, in order to effectively assess where they are at in the learning journey.
- Teachers regularly communicate student growth and learning to both students and parents/guardians.



GOAL 1: OPTIMAL LEARNING

STRATEGIES WE WILL EMPLOY

The continued focus on the development and implementation of Optimal Learning Environments has enhanced the student learning experience. System and school professional learning plans engage staff in the OLE components to promote further capacity development.

Division Strategies

- Optimal Learning website
- Numeracy lead team - share resources to build school capacity and learning
- Literacy Facilitator Cohort - share resources to build school capacity and learning
- Division curriculum PD days - Teacher Clarity, Conceptual Understanding, SoR, Mathematical Proficiency
- Curriculum Focused Partner Schools - admin
- Mentorship days for teachers and admin
- New teacher orientation
- Literacy & numeracy division frameworks
- OLC residencies to provide embedded support
- Promote understanding and clarity of assessment and reporting

School Strategies

- Teachers connect generative dialogue inquiry to an element of the OLE
- Teachers utilize OLC support
- School PD days focus on specific OLE elements and are noted in PD Plan
- Embedded collaborative planning time, CTMS, PTMs, case conference
- Data informs practice (ie. screening tools, diagnostics, progress monitoring)

Impactful Instruction

- Ideas and resources for best instructional practices and effective interventions
- Review and understand frameworks and foundational pieces
- Respond to student needs with responsive instruction
- Share recommended resources and learning opportunities

Quality Evidence of Learning

- Outcomes based learning/assessment/reporting
- Building assessments around LI/SC
- Quality feedback (written/verbal)
- Collect evidence of learning
- Communicate learning (Edsby) with students and families

Engaged Learning Culture

- Support new teachers to establish appropriate routines and engage with experienced teachers to share strategies for classroom boundaries
- Model school norm development for teachers then establish classroom norms (positive culture approach)
- Emphasize the importance of positive relationships - Teachers are encouraged to make positive relational home connections at the start of the year
- Ensure there are opportunities for creating balance between screen and non screen activities

Leverage Digital

- Professional learning, share resources and routines
- Exploration of Artificial Intelligence - uses and impact

Intentional Learning Design

- Professional development in Backwards Design, UbD and Universal Design for Learning.

LOCAL MEASURES

OurSchool Student Measures

- Students that value schooling outcomes
- Students who are interested and motivated
- Students who feel challenged in language arts, math and science
- Effective Learning Time, Relevance and Rigor measures
- Positive learning climate and expectations for success

OurSchool Teachers - Drivers of Learning

- Learning culture
- Data informs practice
- Teaching strategies
- Technology
- Challenging and visible goals
- Planned learning opportunities
- Quality feedback

OurSchool Parent Perspectives

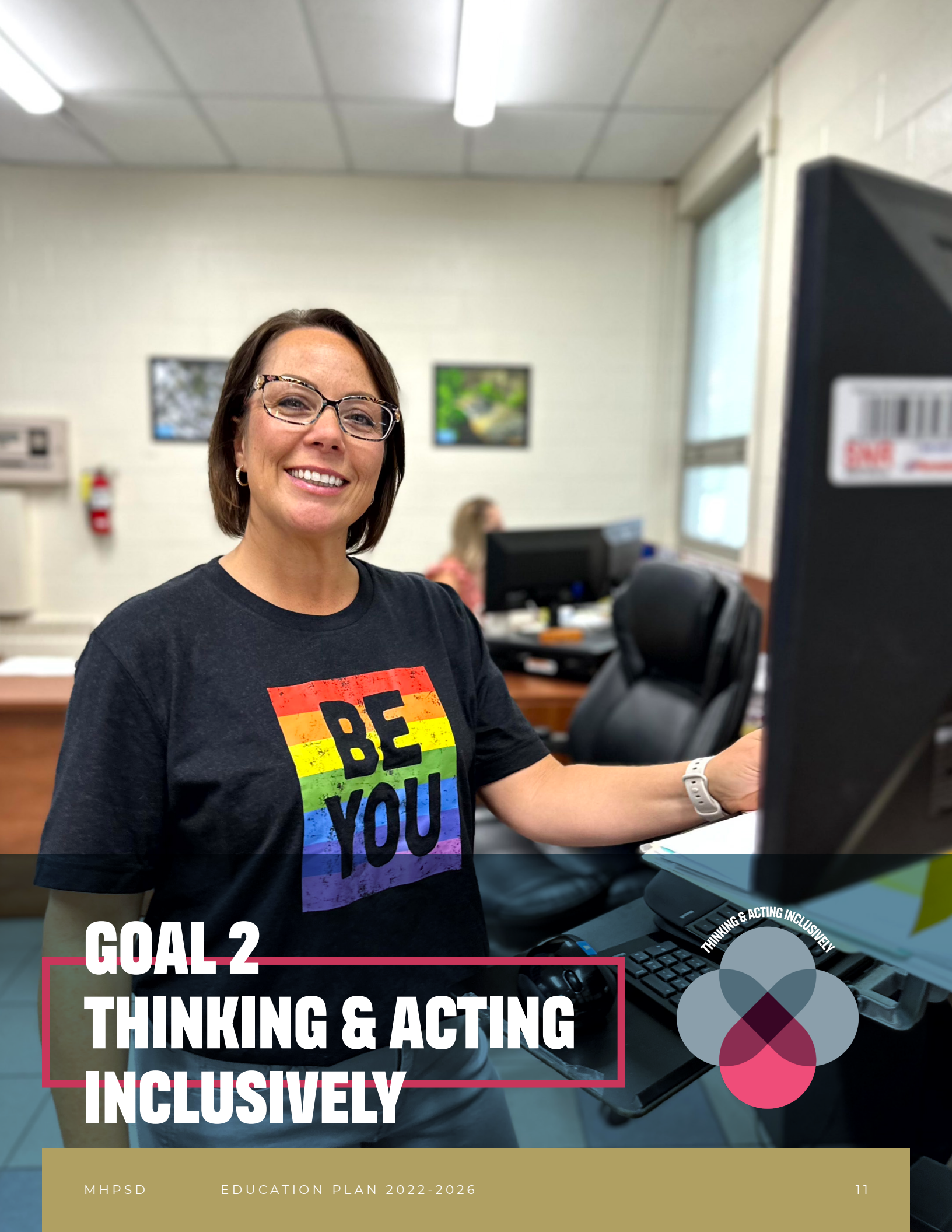
- Expectations for learning

Other Local Measures

- Local assurance measured against success criteria
- Overall student growth (ie. STAR)
- Student ability to read at grade level by end of grade 3 – target
- Attendance at parent/teacher interviews and school council meetings
- Increase use of OLCs

Provincial Measures

- Improvements in student learning outcomes in program of studies, education quality, drop-out rate, and high school completion
- Improvement in high school transition rates and Rutherford Scholarship eligibility
- Increase in teachers and parents who agree that students are taught attitudes and behaviours that will make them successful and model the characteristics of active citizenship
- Provincial achievement tests/diploma data



GOAL 2

THINKING & ACTING INCLUSIVELY



GOAL 2: THINKING & ACTING INCLUSIVELY

DEFINITION

Personal and academic development are best achieved when people's needs are addressed with respect, kindness, open-mindedness, cultural competence, humility and with empathy; seeking to ensure that all are a valued part of the school community.

SUCCESS CRITERIA

- Our students feel safe physically, socially and emotionally
- Stakeholders indicate an increased sense of belonging
- Stakeholders indicate an increased sense of connection to their school
- We demonstrate how we think inclusively (in words or actions)
- We demonstrate how we act inclusively (in words or actions)
- Schools and staff use strategies and resources available to them to give students access to learning
- System resources are in place for schools to access (eg. Professional Learning, Coaches, Alternative Learning Team, Cultural Liaison worker, etc.)
- Students can demonstrate learning in a variety of ways

ALBERTA EDUCATION

Outcome 1: Alberta's students are successful

Outcome 2: First Nations, Métis, and Inuit students in Alberta are successful

Outcome 3: Alberta has excellent teachers, school leaders, and school authority leaders

Outcome 4: Alberta's K-12 education system is well governed and managed

MHPSD OUTCOMES

1. Staff and students feel valued, supported and a sense of belonging.
2. Comprehensive school health is achieved through policy, practice and partnerships.
3. Students are aware of the supports available to them and how to access them.
4. Staff and students understand that learning happens best when their physical and emotional needs are met.



GOAL 2: THINKING & ACTING INCLUSIVELY

STRATEGIES WE WILL EMPLOY

The strategies within our plan are designed to focus on developing and then actioning our mindset around thinking inclusively. This shift is intentionally designed to move away from thinking that “inclusion” is about programs to thinking about how we intentionally work to include everyone.

- MHPSD will develop, and schools will help to facilitate a common understanding of this goal
- Each school operates a visible and active model of the collaborative response framework
- Each school will develop a Comprehensive School Health Plan and supporting team
- Classroom Support Teachers (CSTs) will focus on identified areas of inclusive support
- Enhanced Professional Learning will be provided for Education Assistants
- Division resources and programs will be enhanced and streamlined for schools to access
- Schools will identify opportunities for students to be involved through extra-curricular and co-curricular activities
- System leaders will engage in work to develop cultural competence
- Schools will identify and implement school-based strategies based on local need
- Year 2 implementation of Social-Emotional (SEL) division-wide foundational programming (2nd Step, Optimizing Wellness Through Literature, The Robb Nash Project)
- Diversity, Equity, and Inclusion (DEI) Committee working groups continue to focus on enhanced professional learning, foundational documents, and action initiatives
- Professional learning with Dr. Farha Shariff around cultural identity, anti-oppression, anti racism, power and privilege

LOCAL MEASURES

OurSchool Student Measures

- Students with positive behaviour at school
- Bullying and exclusion
- Advocacy at school
- Positive teacher-student relations

OurSchool Teachers - Drivers of Learning

- Data informs practice
- Inclusive school
- Parent involvement
- Overcoming obstacles to learning

OurSchool Parent Perspectives

- Expectations for positive behaviour
- Inclusion
- Bullying and exclusion

Other Local Measures

- Local assurance measured against success criteria
- Year over year “goals achieved” in Individual Support Plans
- Students participate in groups/clubs
- Monitor parent involvement over time
- CSHP teams minutes and artifacts

Provincial Measures

- Overall teacher, parent, student satisfaction that schools have improved
- Overall parent satisfaction with involvement in decisions about their child’s education
- Increase in safe and caring & parental involvement indicators
- Increase in inclusive education indicators of student inclusion & supported families





World Cafe Question Prompts:

1. What are some of your past successes or future ideas related to your table's area of focus (ex. Physical Activity, Mental Health, Nutrition, Recognition & Reward, DEI, Leadership) that you can share?

World Cafe
RECOGNITION & REWARD
BRAVO

GOAL 3 WELLNESS

Intentional Check-In & Question
A Shoutout

4. Goals
- provide annual
recognition

For local families

Health & Wellness
- both on and off
- 6th grade
- 5th grade

CULTURE OF WELLNESS

GOAL 3: WELLNESS

DEFINITION

Supporting a healthy school community that creates/promotes a Culture of Wellness through focus on trusting relationships and efficacy for all.

ALBERTA EDUCATION

Outcome 1: Alberta's students are successful

Outcome 2: First Nations, Métis, and Inuit students in Alberta are successful

Outcome 3: Alberta has excellent teachers, school leaders, and school authority leaders

Outcome 4: Alberta's K-12 education system is well governed and managed

MHPSD OUTCOMES

1. MHPSD is well governed and managed.
2. MHPSD has excellent teachers, school leaders and school authority leaders.
3. Teachers and leaders are accountable to a standard of professional conduct and professional practice supported through collaborative engagement alongside growth, supervision and evaluation.

SUCCESS CRITERIA

- An agreed upon definition of wellness is established that provides professional and personal direction
- Students are aware of the supports available to them and how to access them
- Staff are aware of the supports available and how to access them
- High quality professional learning opportunities are available to enhance efficacy
- Opportunities for connection and representation are available for all community members
- Students feel heard about their wellness needs
- Improved attendance among staff and students
- School division providing resources, direction and promotion for personal wellness
- Individuals taking responsibility for personal wellness



GOAL 3: WELLNESS

STRATEGIES WE WILL EMPLOY

- Demonstrate commitment to reducing system stress through coherence of system planning
- Clarity for staff on how to improve wellness
- District wellness team provides opportunities for staff
- Comprehensive School Health Plans are developed and shared
- Culture of Wellness Framework implemented at each school
- Opportunity for voice from all stakeholders is provided
- Professional learning for administrators to support wellness conversations
- 6 to 6 guidelines for communication remain in place
- Generative dialogue utilized to facilitate communication with admin and staff
- Schools promote co-curricular and extra-curricular connections
- Commitment to fairly balance and consider teacher voice in teaching assignments
- Prioritize health and wellness curriculum through Social Emotional Learning (SEL) planning
- Promotion of available supports to all stakeholders
- Setting aside time to understand elements of wellness through professional learning
- Focus on parent/school/relationships
- Offering choice in professional learning
- Partnership with Our Collective Journey through the Mental Health Grant project
- Promote staff efficacy to support individual wellness and healthy school communities
- Comprehensive School Health Team training and collaboration opportunities play a vital role in schools
- Continued professional learning for CYCs, Success Coaches, and FSLWs to serve students and families, and support the mental health needs in schools

LOCAL MEASURES

OurSchool Student

- Students with a positive sense of belonging
- Students with positive relationships
- Students with moderate or high levels of anxiety
- Feel safe attending this school

OurSchool Teachers - Drivers of Learning

- Learning culture
- Data informs practice
- Teaching strategies
- Technology
- Challenging and visible goals
- Planned learning opportunities
- Quality feedback

OurSchool Parent Perspectives

- Parents feel welcome
- Parent participation
- Safety at school

Other Local Measures

- Local assurance measured against success criteria
- Use community agencies to help with surveys
- Staff absenteeism
- Track critical responses – self harm, Assessment of Risk to Others (ARTO)
- Decrease in suspension rates
- Attendance rates
- Closed referrals to FSLWs
- Employee/family assistance usage
- Decrease in number of short/long term leaves

Provincial Measures

- Increase in safe & caring and parental involvement indicators
- Increase in inclusive education indicators of student inclusion & supported families





GOAL 4 TRUTH & RECONCILIATION



GOAL 4: TRUTH & RECONCILIATION

DEFINITION

Develop knowledge and understanding of, and respect for, the histories, cultures, languages, contributions, perspectives, experiences and contemporary contexts of Indigenous peoples.

ALBERTA EDUCATION

Outcome 1: Alberta's students are successful

Outcome 2: First Nations, Métis, and Inuit students in Alberta are successful

Outcome 3: Alberta has excellent teachers, school leaders, and school authority leaders

Outcome 4: Alberta's K-12 education system is well governed and managed

MHPSD OUTCOMES

1. First Nations, Métis and Inuit (FNMI) students are successful.
2. Reconciliation is advanced through staff and students' acquisition and application of foundational knowledge.
3. Teachers and leaders demonstrate an understanding of Indigenous perspectives and support success and wellbeing.

SUCCESS CRITERIA

- Stakeholders can identify that this is a priority in each of our schools
- Staff and students engage in activities that deepen commitment
- Schools leverage the expertise of the FNMI team
- Schools engage in planned special events (Kiskihkeyimowin and the National Day for Truth & Reconciliation)
- An identifiable Indigenous presence can be seen in key school documents
- Self-Identification continues to increase
- MHPSD is identified as a leader of Truth and Reconciliation in our community
- An identifiable Indigenous presence can be seen in schools (such as Treaty 4, Treaty 7 and Métis flags, Medicine Wheel, etc.)



GOAL 4: TRUTH & RECONCILIATION

STRATEGIES WE WILL EMPLOY

- FNMI team will update 3 year strategic plan
- All MHPSD staff and students to develop a personal land acknowledgment
- Development of more FNMI resources to build foundational knowledge
- Classroom libraries expand to include more FNMI content
- September 30 and Kiskihkeyimowin to be used to provide students with enhanced experiences
- Elder connections strengthened
- Professional learning for staff connected to the Calls to Action
- Explore high school courses like Aboriginal Studies
- Ensure we live by the notion of “nothing about us without us”
- Continued expansion of classroom presentations

LOCAL MEASURES

OurSchool Student

- Student self identification

OurSchool Parent Perspectives

- Expectations for Learning

Other Local Measures

- Local assurance measured against success criteria
- Generative dialogue survey demonstrates increased efficacy
- Evidence of impact through stories, videos and pictures
- Collab community partnerships established and sustained
- Increase in classroom presentations by team
- Increase in professional learning
- Increase in FNMI community engagement in school meetings, events and celebrations

Provincial Measures

- Decreased drop-out rate of FNMI students
- Increase high school completion for FNMI students
- Increase high school to post-secondary transition rate of FNMI students
- Increase percentage of gr. 12 FNMI students eligible for a Rutherford Scholarship
- Increase percentage of FNMI students writing four or more diploma exams



SUMMARY OF FINANCIAL INFORMATION

BUDGET SUMMARY

	Revenues	Expenses
Instruction	\$74,102,900	\$74,645,100
Operations & Maintenance	11,561,900	12,466,600
Transportation	3,539,000	3,588,700
System Administration	3,397,700	2,887,200
External Services	\$1,035,200	\$849,100
Total per budget summary	\$93,636,700	\$93,436,700

For more information contact Secretary Treasurer, Leanne Dulle 403.528.6700. Complete audited financial statements, including notes and schedules, for the year ended August 31, 2023 and detailed information on school generated funds are available on the [MHPSD website](#).

- [Medicine Hat Public School Division Financial Management And Business Practices: Section 400 Policy 400](#)
- [Audited Financial Statements: For The Year Ended August 31, 2023](#)
- [2024-2025 Budget](#)
- [SGF fund information \(page 35\)](#)
- [Audited Financial Statements - Provincial Rollup](#)



FACILITIES & CAPITAL PLANS

THREE-YEAR CAPITAL PLAN 2025 - 2028

PROJECT	CATEGORY	COST
2025-2028		
Elm Street School	REPLACEMENT	\$17,636,640
2025-2029		
Alexandra Middle School	MODERNIZATION	\$34,069,896
2026-2030		
Hamptons Elementary School	NEW	\$27,240,570
Total 3 Years		\$56,767,000

A Capital 3 Year Plan is available for print at the MHPSD central office:
601 - 1st Ave SW, Medicine Hat, Alberta, T1A 4Y7.

· [Capital 3 Year Plan 2025-2028](#)





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



Medicine Hat Public School Division
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