MEDICINE HAT PUBLIC SCHOOL DIVISION 2026-2030 Yr 1

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

Under the direction of the School Board, the Education Plan for Medicine Hat Public School Division commencing May 31, 2026 was prepared under the direction of the Board 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 School 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. The School Board approved the **2026-2030 Education Plan on Tuesday, May 26, 2026.**

Board Chair, Catherine Wilson *Original signed

BOARD OF TRUSTEES

BOARD PROFILES



From Left to Right: Quinn Skelton (Trustee), Megan Hilgendorf (Trustee), Pat Grisonich (Vice Chair), Catherine Wilson (Chair) and Gwendoline Dirk (Trustee).

Acting Superintendent: **Dr. Cody Edwards**

EXECUTIVE LEADERSHIP TEAM PROFILES

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, which is similar to other parts of our province, having a typical range of socio-economic status and an ever changing cultural diversity.

6682
Student Enrolment
ELP - gr. 12

467
English Language Learners (ELL)

322
Full Time Equivalent Support Staff

418
Full Time Equivalent Certified Teachers

676
First Nations, Métis, and Inuit (FNMI) Student Population

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

This includes:
- CASA Classroom
- Coulee Collegiate
- PAS
- Prairie Sky Collegiate
- Integrated School Support Program
- YMCA Parent Program

SCHOOLS

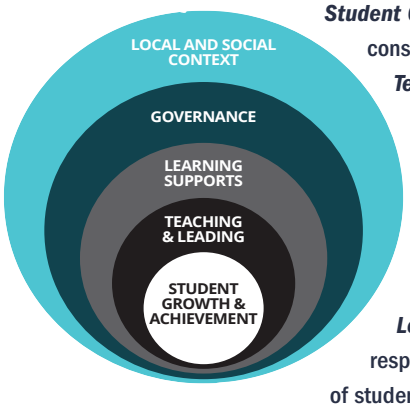
MHPSD students learn in 15 schools across our system:

- Alexandra Middle School (7-9) (AMS)
- Crestwood STEM School (K-6)
- Dr. Ken Sauer Fine Arts School (K-6)
- Dr. Roy Wilson Learning Centre (K-9) (WLC)
- École Crescent Heights High School (CHHS) - dual track English and French Immersion (FI) (7-12)
- École Connaught School - French Immersion (K-6)
- Elm Street School (K-6)
- George Davison School (K-6)
- Herald School (K-6) & Specialized Programming (7-12)
- Hub Virtual School (4-12) & Pathways (7-12)
- Medicine Hat Christian School (K-9) (MHCS)
- Medicine Hat High School (10-12) (MHHS)
- River Heights Elementary School (K-6)
- Ross Glen School (K-6)
- Vincent Massey 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.

CONSULTATION TIMELINE

	DEC 2025	FEB 2026	FEB/MAR 2026	MAR 2026	APR 2026	APRIL 2026	MAY 2026
ENGAGEMENT	1. Student Voice 2. Division Council of School Councils	Teacher Voice	Alberta Education & Childcare Assurance Survey	1. Stakeholder Engagement Survey 2. Division Council of School Councils	OurSchool Survey	Community Engagement	1. Board & Admin Planning 2. Teacher Voice 3. Division Council of School Councils
STAKEHOLDERS	1. Students, executive and Trustees 2. Parents, executive, administrator and Trustees	Teacher, executive and Trustees	Students (gr. 4, 7, 10), parents and all teachers	1. 231 parents, 267 staff 2. Parents, executive, administrator and Trustees	Students (gr. 4-12), parents and staff	33 Community leaders, Trustees and executive	1. Administrators, executive, trustees and support staff 2. Teachers, executive and Trustees 3. Parents, executive, administrator and Trustees

ASSURANCE - GATHERING FEEDBACK TO SET PRIORITIES

ENGAGEMENT

An extensive engagement process involving students, staff, parents and community leaders guided the development of the 2026–2030 MHPSD Education Plan. Input was gathered through a range of channels, including a stakeholder engagement survey, the Alberta Education & Childcare Assurance (AECA) survey, teacher voice, coordinating committee, division council of school councils', principal advisory, student voice, and student delegates to the Board.

What we learned from these collective voices directly shaped our three universal goals, strategies and success criteria, and helped inform school based plans. The time, care, and commitment demonstrated by school communities and partners is sincerely appreciated.

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

STAKEHOLDER ENGAGEMENT survey highlighted MHPSD strengths and areas for further attention. Staff and families reflected on the components of public education they identify as essential for quality education and student learning. Feedback was analyzed by division and school leadership to inform key Education Plan priorities and short- and mid-range planning strategies.

TEACHER VOICE COMMITTEE met twice during the school year; is a valuable method of collecting feedback. Regularly scheduled meetings offer relvant feedback and enable us to answer questions and collaboratively develop solutions to challenges.

PRINCIPAL ADVISORY GROUP meets monthly with the Superintendent to offer feedback on division priorities, initiatives and implementation considerations. The group supports the alignment of system planning as it relates to the varied school contexts and supports system coherence.

DIVISION COUNCIL OF SCHOOL COUNCILS provides a forum for parent and school council input at the division level. Through regular meetings, representatives receive important updates, share perspectives, ask questions, and provide feedback on system priorities. Through this work family voices are reflected in planning and decision making.

COORDINATING COMMITTEE plays a key role in transparent governance by reviewing division policies and procedures, offering feedback and oversight prior to their consideration by the Board of Trustees. This cross-functional advisory committee supports the creation of policies that are clear, well informed, and reflective of operational realities before being approved.

STUDENT VOICE a group of 30 students in gr 8–12 from across MHPSD gathered to provide feedback on MHPSD's universal goals, drawing on their diverse learning experiences. Their insights helped inform goals that reflect what matters most to students and remain grounded in the realities of today's classrooms.

THE ALBERTA EDUCATION & CHILDCARE ASSURANCE SURVEY was given to staff, students and parents with children in grades 4, 7, and 10 in Feb and March, 2026. Results are reported in our Nov Annual Education Results Report.

STUDENT DELEGATES to the Board provide a direct and meaningful connection between students and Trustees. Through their participation in board meetings and discussions, they bring forward student perspectives, share insights from their peers, and contribute to informed decision making at the governance level.

DATA DRIVEN GOALS

Optimal Learning | Feedback has articulated the essential features of universally accessible, high quality educational programming. Stakeholders consistently emphasized the importance of students acquiring strong foundational skills in numeracy and literacy. Intentionally designed learning experiences and flexible learning environments that address diverse learner needs are critical to enhancing engagement, promoting learning, and supporting student success. The collected evidence also highlighted the value of ongoing collaboration with students and families for meaningful, clear and timely assessment and reporting practices. The AERR identified sustained growth in the measure of the overall quality of basic education. These results emphasize a continued focus on targeted middle school curriculum implementation support for staff and student success.

Supportive Communities | Participants expressed a shared commitment to fostering safe and caring learning environments that promote wellness, belonging, and connection. Creating and sustaining supportive school and work communities requires positive, trusting relationships, along with responsive, accessible, and clearly defined systems of support. The engagement process further recognized classroom complexity and the diverse needs of learners. Collaboration is key to effectively supporting success and growth. AERR results demonstrated continued improvement in parent satisfaction with their involvement in their child's education. This informs a focus on deepening collaboration with families and partner organizations to better respond to individual student learning needs.

Thriving, Future Ready Learners | Stakeholders highlighted the importance of developing the skills, attitudes, and knowledge needed to develop self aware and healthy lifelong learners. Students benefit from learning experiences that foster curiosity, creativity, and critical thinking in a changing world. Recognizing that each student's pathway to graduation and future career exploration is unique, a range of flexible and responsive programming options are essential to support individual interests, strengths, and goals. Strong connections between learning, career pathways, and community partnerships further enhance student engagement and readiness for the future. The most recent AERR achievement measures for three and five-year high school completion were slightly lower than the previous year and three-year average.

Truth & Reconciliation - MHPSD is committed to advancing Truth and Reconciliation and FNMI student success. There is a growing number of students who self-identify as FNMI, and the understanding of Indigenous perspectives is deepening. This commitment is embedded across all areas of strategic planning, with a focus on building foundational knowledge and understanding strengthened through all three goals. The FNMI strategic plan is designed to support staff and students to promote FNMI student academic success and positive wellbeing. In relation to the AERR measures, PAT, Diploma Exam, Rutherford Scholarship eligibility, and Post-Secondary transition rates will be monitored for improved outcomes.

ASSURANCE - OUR LOCAL CONTEXT

SITUATING OUR LOCAL CONTEXT

Medicine Hat Public School Division serves approximately 6,800 students across 15 schools. Our schools offer research based instructional programs and unique learner experiences that promote individual interests, belonging, and leadership. The diversity of MHPSD course offerings extends from foundational literacy and numeracy instruction, athletic pursuits, STEM, fine arts, and more. Staff are committed to working collaboratively with families to understand and support each student's needs through comprehensive and responsive support systems. The ongoing process of collecting, reviewing, and adjusting to stakeholder feedback is highlighted through the 2026-2030 MHPSD Education Plan development. Student, family, and staff voices, along with the described 2024-2025 Annual Education Results Report (AERR) measures have informed the three division goals: **Optimal Learning, Supportive Communities, and Thriving, Future Ready Learners.**

The assurance framework demonstrates the Board of Trustees' commitment to effectively determining stakeholder and community confidence in planning priorities, success criteria, and evidence collection strategy. Assurance provides the framework for MHPSD to align division goals with the direction provided by the Ministry's Alberta Education 2025-2028 Business Plan. As a new four year planning cycle begins, Division and school based teams are focused on fostering effective communication and problem solving skills that will prepare students to be active, empowered, and responsible citizens.

The AERR provides stakeholders with a clear view of priorities and how progress is measured. Because the assurance framework is ongoing, both the report and the plan will continue to evolve based on feedback from stakeholders.

CHAIR & SUPERINTENDENT'S MESSAGE

CHAIR, CATHERINE WILSON AND ACTING SUPERINTENDENT CODY EDWARDS

MHPSD Board of Trustees is committed to providing all students with access to high quality learning experiences that support growth, wellbeing, and future success. The diverse programming and strong instructional foundation outlined in this plan reflect a continued focus on meeting the unique needs, interests, and aspirations of students.

The 2026–2030 Education Plan has been shaped through meaningful engagement with students, families, staff, and community members. The Board values this input and recognizes the importance of ongoing dialogue, informing responsive and relevant priorities. The identified division goals, **Optimal Learning, Supportive Communities, and Thriving, Future Ready Learners,** represent a shared vision grounded in both evidence and stakeholder voice. The Board recognizes the essential role of staff and the importance of supporting their wellbeing, professional growth, and ability to meet the diverse needs of students.

The Board maintains a clear focus on accountability, transparency, and continuous improvement. This work aligns planning priorities, measures of success, and evidence with both provincial direction and local context. Alignment with Alberta Education's Business Plan further supports a cohesive and forward-looking approach to education.

As this new planning cycle begins, MHPSD will continue to build on existing strengths while adapting to the evolving student and community needs. The Board remains dedicated to fostering conditions that support learning, work environments, meaningful relationships, and positive outcomes.



OPTIMAL LEARNING | A shared vision for teaching, learning, and professional excellence. It provides a common language across schools to support every learner in every setting. This approach provides equitable access and supports individual student success, growth, and learning.

SUPPORTIVE COMMUNITIES | Inclusive and caring environments where students, staff, families, and community partners feel connected, valued, and have a strong sense of belonging. Through positive, trusting, and collaborative relationships, conditions are created for wellbeing by providing safe learning and working environments, and responsive systems of support. Practices are continuously reviewed and adjusted so that everyone experiences meaningful support, connection, and overall wellbeing.

THRIVING, FUTURE READY LEARNERS | Self aware, resilient, and engaged individuals who develop the knowledge and skills needed for personal growth and success. Through intentional learning experiences, students build the capacity to understand and manage their own wellbeing, develop healthy relationships, and respond to challenges they may encounter. By exploring their strengths, interests, and pathways, learners are equipped to make informed decisions and contribute meaningfully to their school, community, and future.

GOAL 1
OPTIMAL LEARNING



GOAL 1: OPTIMAL LEARNING

DEFINITION

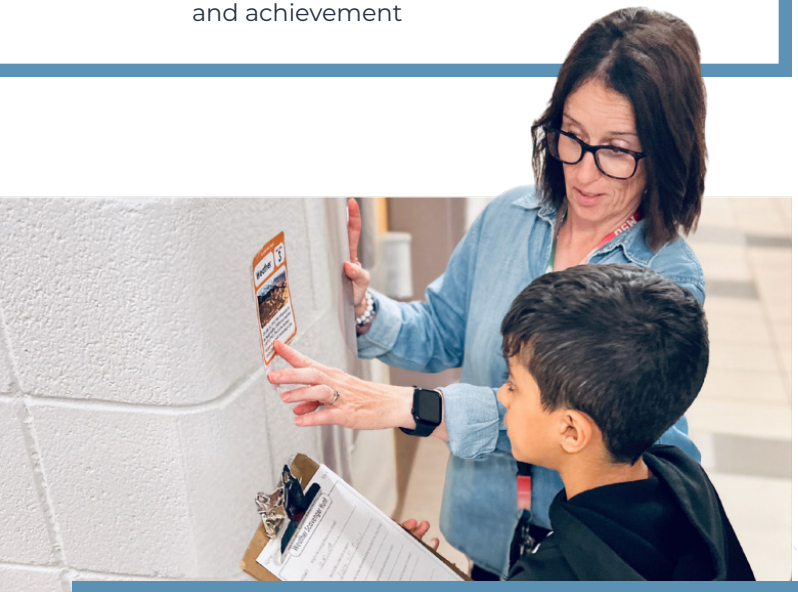
An Optimal Learning Environment is a shared vision for teaching, learning, and professional excellence. It provides a common language across schools to support every learner in every setting. This approach provides equitable access and supports individual student success, growth, and learning.

ALBERTA EDUCATION & CHILDCARE

Outcome 1: Alberta's students are successful
Outcome 2: First Nations, Métis, and Inuit students in Alberta are successful
Outcome 3: Alberta's students have access to a variety of learning opportunities to enhance competitiveness in the modern economy
Outcome 4: Alberta's K-12 education system and workforce are well-managed

MHPSD OUTCOMES

1. MHPSD students have strong foundational skills in literacy and numeracy
2. Students acquire the attitude, skills, and knowledge to be successful
3. Students are empowered, self aware learners who can advocate for their learning, growth, and achievement



SUCCESS CRITERIA

Intentional Learning Design

- Deep understanding of the curriculum supports purposeful and accessible learning opportunites to create meaningful and relevant experiences.
- Educators are active designers of learning who intentionally create short, medium, and long range plans to support student success.
- Intentionally designed instruction and assessment to support the needs of every learner by responding to learning progressions, student interests and readiness.
- Teachers clearly share what is being learned and why it matters, using learning intentions and success criteria. Clarity supports students in articulating their learning, understanding its purpose, and measuring their own success.

Impactful Instruction

- Clear and efficient routines create daily systems that are predictable, allowing students to focus fully on their learning.
- A variety of flexible strategies are used to provide feedback to help students monitor their own progress and reflect on their growth.
- Teachers guide students through the surface, deep, and transfer phases of learning to build a strong foundation before applying their knowledge to new and complex situations.

Engaged Learning Culture

- Positive and trusting relationships with students, families, and the community to create a foundation for learning.
- Teachers use proactive strategies and clear routines to create an organized and engaging classroom. By establishing consistent boundaries and high expectations, educators help students feel safe to take risks and respect one another.
- Staff maintain and communicate high, strength based expectations for every learner.

Quality Evidence of Learning

- Multiple opportunities are offered for students to demonstrate their learning and proficiency on the outcomes in a variety of ways, and provide quality written and verbal feedback along the way.
- Schools collect a reliable picture of student achievement by gathering evidence through a balance of conversations, observations, and assignments.
- Clear success criteria is linked to the curriculum so that students understand exactly how their work will be measured and what they need to do to succeed.
- Teachers use their professional expertise to look at the body of evidence and determine a student's level of learning based on the most consistent and recent demonstrations of growth.

GOAL 1: OPTIMAL LEARNING

STRATEGIES WE WILL EMPLOY

YEAR ONE

Division Strategies

- Refinement of the Optimal Learning Coach (OLC) website to reflect updated priorities and research
- OLC residency structure embedded within schools
- Targeted system support for new curriculum implementation
- Focused professional learning with MathUp and other aligned numeracy resources promote common instructional practices and improve opportunities for teacher collaboration
- Identify and utilize numeracy screens (e.g., MathMap) and progress monitoring strategies to support teachers in making evidence informed decisions
- Teachers continue to implement the literacy framework through a structured, systematic approach using aligned resources like UFLI and Word origins to provide explicit instruction that meets the diverse needs of every beginning reader
- Implement communities of practice for division professional learning to promote resource and instructional alignment
- Teachers participate in professional learning to evaluate the use of technology, using digital tools purposefully alongside a variety of rich, non-digital experiences to maintain balanced instruction
- A continued focus on revisiting and renewing our collaborative response processes at the division and school levels (collaborative planning meetings, collaborative team meetings, programming team meetings, and case conferences)
- Review middle school reporting for clear communication of learning.
- Division led development of gradebook templates for middle school teachers to support aligned practice and consistency in reporting.
- The division will provide professional learning on the core domains of executive functioning including working memory, inhibitory control, and cognitive flexibility to help staff recognize how these brain based skills impact student engagement and academic achievement

Intentional Learning Design

- Opportunities will be provided for teachers to use the teacher clarity baseline tool to plan for instruction and assessment of learning
- The division will facilitate professional learning through OLCs to help teachers use the principles of teacher clarity

Impactful Instruction

- Teachers will select and implement aligned instructional strategies and resources for coherent learning progression that builds foundational knowledge toward student mastery
- Learning experiences are designed to foster the critical thinking skills required for students to apply their learning to new and complex challenges

Engaged Learning Culture

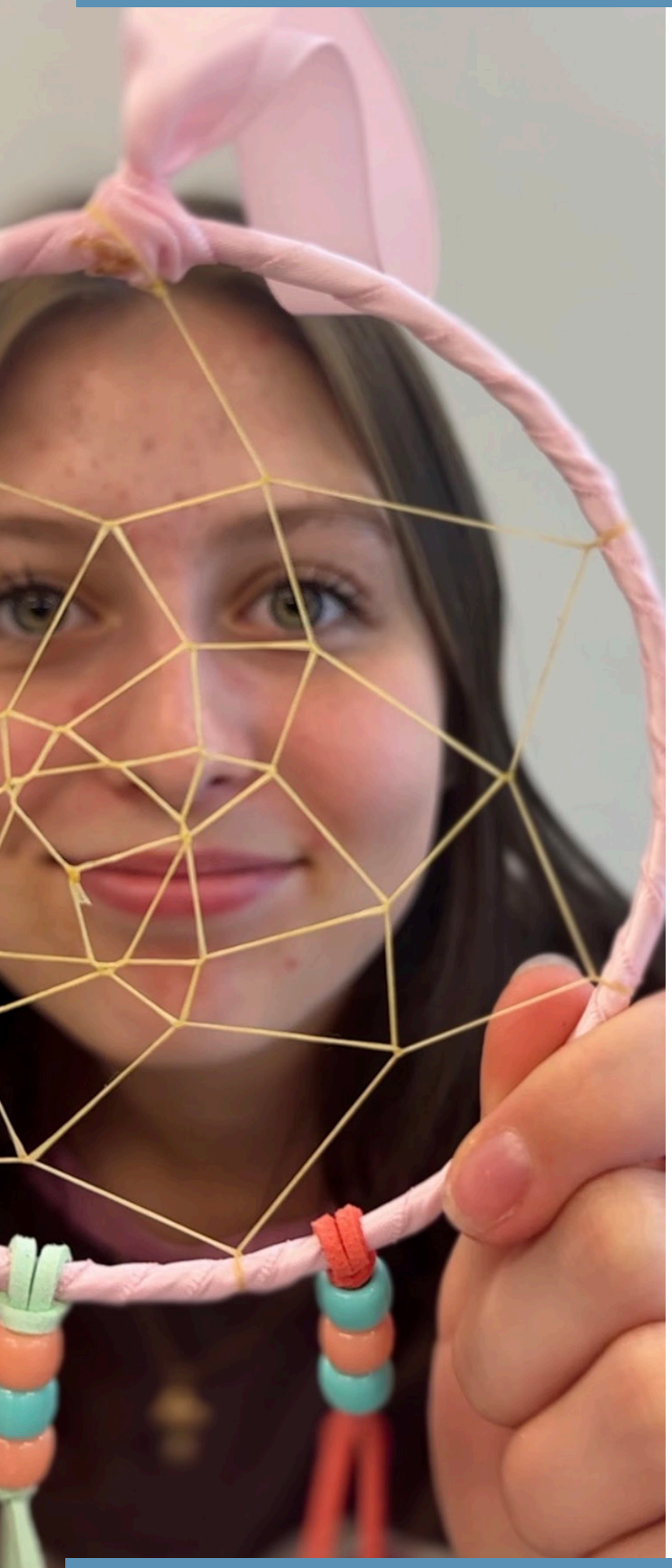
- MHPSD will support teachers in establishing a foundation for learning by prioritizing positive, proactive connections between home and school, and fostering collaborative partnerships with community organizations
- Predictable daily routines are created so each student understands behavioral expectations and can fully participate
- Make connections to Indigenous ways of knowing through storytelling, land based reflections, curriculum connections and fostering a culture that values FNMI perspectives as a natural part of daily learning

Quality Evidence of Learning

- Clear success criteria is used with students so learning expectations are understood and progress can be monitored toward curricular outcomes
- Teachers will use a triangulation of evidence including conversations, observations, and assignments to gather a comprehensive and accurate picture of student growth
- Increased understanding with the outcomes based assessment baseline document to identify their current strengths and select specific assessment practices for implementation in their instruction, planning and communication

LOOKING AHEAD

- Facilitation of collaborative tuning protocols for teachers
- Further the outcomes based assessment baseline
- Further division led support of gradebook templates from Kindergarten - Grade 12
- Further a culture of high expectations and presuming competence for all learners
- Further authentic embedding of Indigenous ways of knowing into daily instruction and building staff confidence through side by side support
- Aligned resources and instructional practices in literacy and numeracy instruction and core subjects
- Intentionally embed Alberta Education's learner competencies into instructional design, using competency progressions to provide students with transparent pathways for practicing and mastering critical thinking, collaboration, and personal growth



LOCAL MEASURES

- Winter student engagement session feedback
- Teacher voice feedback
- Principal advisory committee feedback
- Generative dialogue feedback
- Collaborative response documentation and school based progress monitoring

PROVINCIAL MEASURES

- Provincial numeracy and literacy screen data (K-3)
- Alberta Education and Childcare Assurance Survey (AECA) measures
  - Education Quality
  - Student learning engagement & student interest
  - School Improvement
  - The impact of professional learning on teacher growth
  - Dropout rate, high school completion, Rutherford Scholarship eligibility

COMMITTED TO TRUTH & RECONCILIATION

Success Criteria

- First Nations, Métis, and Inuit students are successful
- Advance reconciliation through staff and students' acquisition and application of foundational knowledge

Strategies

- First Nations, Métis, and Inuit 4-Year Strategic Plan
- Continued development of FNMI resources to build foundational knowledge
- Leverage the expertise of the First Nations, Métis, and Inuit Coordinator and Support Workers
- National Day for Truth & Reconciliation and Kiskihkeyimowin foster sense of pride and belonging
- Live by the notion of "nothing about us without us"

Measures

- Student self identification
- Provincial achievement test and diploma exam data
- Kiskihkeyimowin student and staff survey feedback
- Improvement in student learning outcomes in dropout rate, high school completion, and Rutherford Scholarship eligibility



GOAL 2
SUPPORTIVE COMMUNITIES

GOAL 2: SUPPORTIVE COMMUNITIES

DEFINITION

Supportive communities are inclusive and caring environments where students, staff, families, and community partners feel connected, valued, and a strong sense of belonging. Through positive, trusting, and collaborative relationships, conditions are created for wellbeing by providing safe learning and working environments, and responsive systems of support. Practices are continuously reviewed and adjusted so that everyone experiences meaningful support, connection, and overall wellbeing.

SUCCESS CRITERIA

- Stakeholders report an increased sense of belonging, connection, and inclusion
- Students report feeling safe within their school environment
- Staff report feeling supported in their work environment and experience a sense of professional and personal wellbeing
- Students, families, and staff report awareness of available academic, mental health, social emotional, and system navigation supports
- Students, families, and staff are able to access supports in a timely and responsive manner
- Schools demonstrate evidence of a responsive continuum of supports that adjusts to contextual needs
- Staff report confidence and efficacy in responding to learner needs within supportive environments

ALBERTA EDUCATION & CHILDCARE

Outcome 1: Alberta's students are successful
Outcome 2: First Nations, Métis, and Inuit students in Alberta are successful
Outcome 3: Alberta's students have access to a variety of learning opportunities to enhance competitiveness in the modern economy
Outcome 4: Alberta's K-12 education system and workforce are well-managed

MHPSD OUTCOMES

1. Students and staff feel valued, supported, and experience a strong sense of belonging
2. Schools foster safe, caring environments built on relational trust
3. Staff experience environments that support their professional and personal wellbeing
4. Students, families, and staff are aware of and can access supports in a timely manner
5. Learning environments are responsive to individual strengths, needs, and wellbeing



GOAL 2: SUPPORTIVE COMMUNITIES

STRATEGIES WE WILL EMPLOY

YEAR ONE

- Continue to build and sustain safe, caring, and inclusive learning and working environments grounded in high relational trust
- Support system and school level wellness planning through alignment with the Culture of Wellness Framework
- Provide system wide opportunities for connection and relationship building (e.g., MHPSD Bowling Tournament, Welcome Back BBQ)
- Promote celebrations that foster inclusion, belonging, and community connection
- Continue to develop and clearly communicate continuums of supports
- Support wellness planning through the Comprehensive School Health Team (CSHT) Steering Committee
- Strengthen partnerships and expand access to wrap around services, mental health and wellness supports through community organizations (eg., ISSP, CASA, Family Services, City of Medicine Hat), partnerships, services and wellness focused initiatives
- Family School Liaison Workers (FSLW), cultural liaison worker and FNMI staff support system navigation and cultural celebrations.
- Continue implementation and refinement of collaborative response processes (e.g., team meetings, case conferences)
- Support classroom complexity teams and provide ongoing professional learning to strengthen collaborative capacity
- Provide ongoing professional learning and coaching for CSTs to build coaching capacity and support differentiated instruction
- Provide ongoing professional learning for Child and Youth Care Workers (CYCWs), success coaches, and FSLWs to support student mental health and family engagement
- Family assessment training with Kevin Cameron and continued opportunities to participate in Traumatic Event Systems and ARTO level 1 training
- Provide training and learning opportunities for wellbeing, safety, and trauma informed practices
- Promote English as an Additional Language (EAL) student success by leveraging system resources, including EAL supports, cultural liaison worker, and inclusive education coaches, to support classroom instruction and timely interventions

LOOKING AHEAD

- Continue to refine and evolve the culture of wellness framework for alignment with emerging needs and research informed practices
- Continued collaboration with CASA Mental Health to provide quality, responsive experiences for students and families within the CASA Classroom, while engaging in conversations about potentially expanding services (e.g., livein and day programs, such as a future CASA House)
- Expand opportunities for school leaders to collaborate, connect, and share learning across schools and departments
- Strengthen and sustain community partnerships to enhance coordinated supports for students, families, and staff
- Adjust and enhance continuums of supports based on ongoing feedback and system data
- Maintain 6 to 6 communication guidelines for respectful information sharing
- Explore extended collaborative opportunities with Dr. MacCormack to work with and advise school based teams, responding to emerging needs



GOAL 2: SUPPORTIVE COMMUNITIES

LOCAL MEASURES

- Student, staff, and family perceptions of belonging, safety, inclusion, support, and collaboration
- Evidence of accessible opportunities for connection, representation, and engagement, including participation trends in school clubs, activities, and community events
- Parental involvement and satisfaction with their involvement in their child's education
- Individual Support Plans (ISPs) reflect student strengths, needs, and collaborative understanding within the team
- FSLW referrals and engagement trends
- Community partnership engagement and service access trends
- Evidence of collaborative response implementation through documentation, meeting structures, and progress monitoring
- Participation in professional learning and collaborative processes
- Evidence of Comprehensive School Health Team (CSHT) implementation and its contribution to wellness planning
- Evidence of alignment to the culture of wellness framework
- Evidence that continuums of supports are clearly defined, communicated, and responsive to student needs
- Trends in employee and family assistance utilization used to inform staff wellness supports

COMMITTED TO TRUTH & RECONCILIATION

Success Criteria

- First Nations, Métis, and Inuit students are successful
- Self Identification continues to increase
- Advance reconciliation through staff and students' acquisition and application of foundational knowledge

Strategies

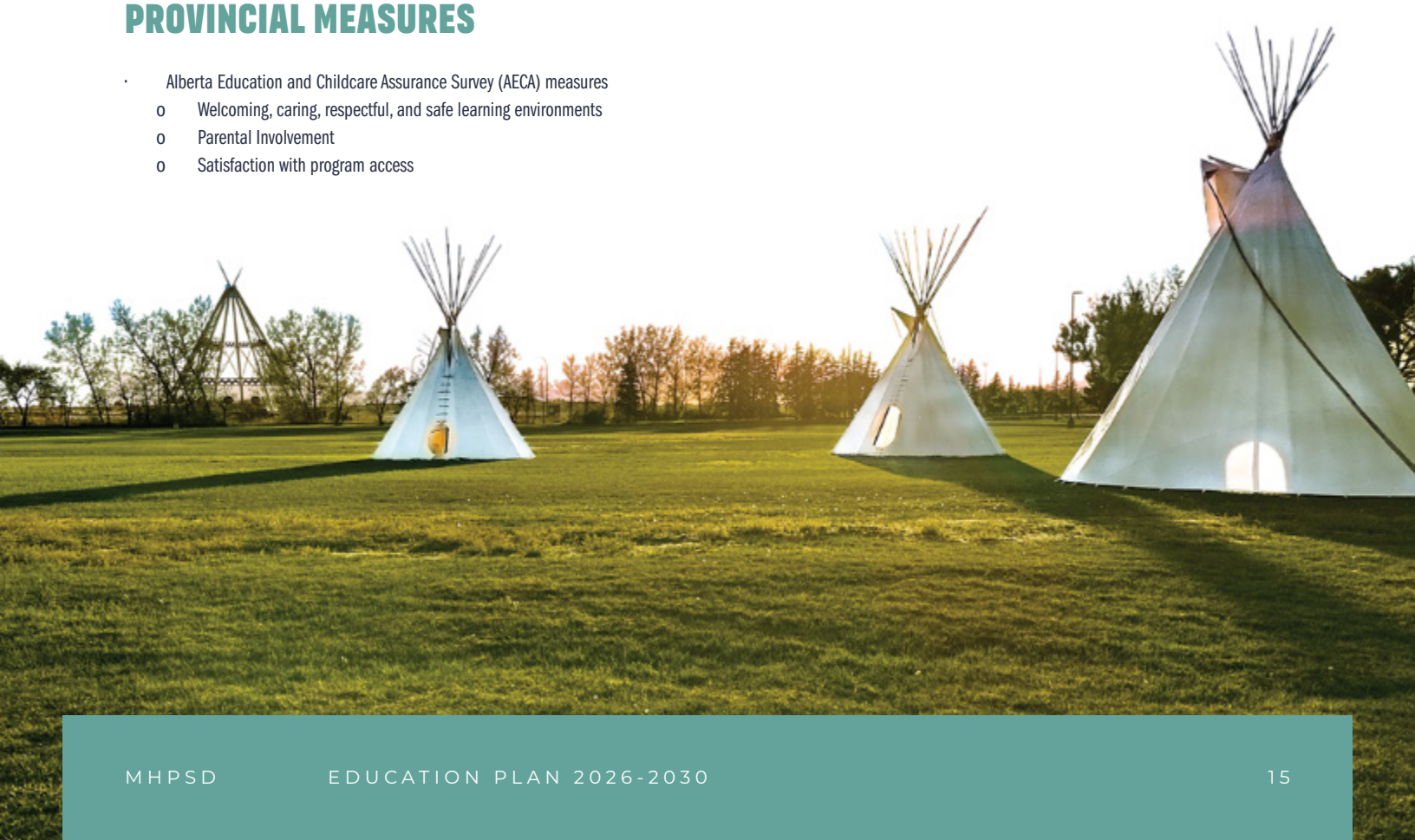
- First Nations, Métis, and Inuit 4-Year Strategic Plan
- Strengthen Elder connections
- Leverage expertise of the FNMI Coordinator and Support Workers
- National Day for Truth & Reconciliation and Kiskihkeyimowin foster sense of pride and belonging
- Live by the notion of "nothing about us without us"

Measures

- Student self identification
- Kiskihkeyimowin student and staff survey feedback

PROVINCIAL MEASURES

- Alberta Education and Childcare Assurance Survey (AECA) measures
  - Welcoming, caring, respectful, and safe learning environments
  - Parental Involvement
  - Satisfaction with program access



GOAL 3
THRIVING, FUTURE READY LEARNERS



GOAL 3: THRIVING, FUTURE READY LEARNERS

DEFINITION

Thriving, Future Ready Learners are self aware, resilient, and engaged individuals who develop the knowledge and skills needed for personal growth and success. Through intentional learning experiences, students build the capacity to understand and manage their own wellbeing, develop healthy relationships, and respond to challenges they may encounter. By exploring their strengths, interests, and pathways, learners are equipped to make informed decisions and contribute meaningfully to their school, community, and future.

SUCCESS CRITERIA

- Students demonstrate self awareness, resilience, and the ability to manage their wellbeing in support of learning
- Students demonstrate communication, critical thinking, and problem solving skills
- Students actively contribute to their school and community through leadership, service, and citizenship
- Students are aware of and access a range of programming options and pathways to support future planning, demonstrating informed decision making related to their interests, strengths, and future opportunities
- Students, families, and staff are aware of pathways and programming opportunities that support future readiness
- Staff demonstrate the capacity to design learning experiences that develop student competencies and future readiness

ALBERTA EDUCATION & CHILDCARE

Outcome 1: Alberta's students are successful
Outcome 2: First Nations, Métis, and Inuit students in Alberta are successful
Outcome 3: Alberta's students have access to a variety of learning opportunities to enhance competitiveness in the modern economy
Outcome 4: Alberta's K-12 education system and workforce are well-managed

MHPSD OUTCOMES

1. Students demonstrate self awareness, resilience, and skills that support wellbeing and learning
2. Students develop communication, critical thinking, and problem solving skills
3. Students actively contribute to their communities through citizenship and leadership
4. Students understand career pathways and make informed decisions about their future



GOAL 3: THRIVING, FUTURE READY LEARNERS

STRATEGIES WE WILL EMPLOY

YEAR ONE

- Embed opportunities for students to develop self awareness, resilience, and self regulation through intentional learning experiences
- Integrate social-emotional learning (SEL) in classroom instruction, academies, and alternative programming
- Design learning tasks that promote reflection, goal setting, and metacognition
- Support students in building and maintaining healthy, respectful relationships through explicit instruction and modeling
- Design inquiry based, interdisciplinary learning experiences that require critical thinking and problem solving
- Provide real world learning opportunities that allow students to apply knowledge and skills in meaningful contexts
- Model and reinforce effective communication, collaboration, and problem solving skills in learning environments
- Strengthen student understanding of pathways, including Prairie Sky Collegiate and dual credit opportunities
- Provide targeted learning for Career Education and Financial Literacy (CEFL)
- Support students and families in making informed decisions about programming and future pathways
- Continue to build structures that support meaningful student voice and engagement
- Provide meaningful opportunities for students to engage in respectful dialogue, leadership, and decision-making through Student Councils, Student Voice, and Student Delegates to the Board. Through these experiences, students will develop the knowledge and skills for active and responsible citizenship.
- Continue to include teacher voice in decision making and processes, such as teaching assignments
- Strengthen system wide understanding of Prairie Sky Collegiate, including its dual credit and career pathway opportunities
- Develop the Prairie Sky Collegiate brand, website, and information sessions to support informed student and family decision making
- Support middle school administrators and teachers in understanding CEFL through targeted professional learning
- Build on existing structures for meaningful stakeholder voice and engagement, including student voice, teacher voice, principal advisory and local and provincial engagement surveys
- Intentionally designed learning experiences for metacognition and self awareness opportunities, application of real world interdisciplinary problems, inquiry based tasks that require thoughtful questions, data analysis, and are solution focused
- Provide professional learning that supports staff in designing responsive, high quality learning experiences
- Build staff understanding of pathways, programming options, and future readiness skills
- Support staff in integrating wellbeing, SEL, and future readiness competencies into instruction

LOOKING AHEAD

- Continue to embed social emotional learning, mental health literacy, and wellbeing competencies across learning environments
- Expand opportunities for personalized learning aligned to student strengths, interests, and goals
- Continue to refine and expand Prairie Sky Collegiate, dual credit opportunities, and career pathways
- Strengthen alignment and integration of CEFL across grade levels and subject areas
- Enhance supports for student transitions between grades, programs, and post secondary pathways
- Maintain a strong focus on instructional quality through ongoing professional learning and system coherence
- Continue to strengthen the alignment between student voice, instructional practice, and system decision making



GOAL 3: THRIVING, FUTURE READY LEARNERS

LOCAL MEASURES

- Evidence of student growth in self awareness, resilience, and wellbeing through learning artifacts, classroom based assessments, and student reflection data
- Student attendance trends over time
- Decrease in student suspension frequency over time
- Evidence of student application of communication, critical thinking, and problem solving through inquiry based learning tasks, interdisciplinary projects and assessment data
- Evidence of student voice, engagement, and representation through stakeholder engagement artifacts and feedback. (e.g., student engagement data, teacher voice committee input, family and community engagement activities.
- Prairie Sky Collegiate and dual credit participant (student and family) feedback related to program quality, relevance, and pathway clarity
- Staff identification, understanding, and confidence in communicating pathways and programming

PROVINCIAL MEASURES

- Increase in safe & caring and parental involvement indicators
- Increase in indicators of student inclusion & supported families
- Alberta Education and Childcare Assurance Survey (AECA) Measures
  - Lifelong Learning
  - High-School to Post-Secondary Transition Rates
  - Work Preparation
  - Parental Involvement
  - Satisfaction with Program Access

COMMITTED TO TRUTH & RECONCILIATION

Success Criteria

- First Nations, Métis, and Inuit students are successful
- Self identification continues to increase
- Advance reconciliation through staff and students' acquisition and application of foundational knowledge

Strategies

- First Nations, Métis, and Inuit 4-Year Strategic Plan
- Strengthen Elder connections
- Leverage expertise of the FNMI Coordinator and Support Workers
- National Day for Truth & Reconciliation and Kiskihkeyimowin foster sense of pride and belonging
- Live by the notion of "nothing about us without us"

Measures

- Student self identification
- Kiskihkeyimowin student and staff survey feedback



SUMMARY OF FINANCIAL INFORMATION

BUDGET SUMMARY 2026-2027

	Revenues	Expenses
Instruction	$82,372,700	$81,784,400
Operations & Maintenance	11,949,300	12,553,900
Transportation	3,455,300	3,605,700
System Administration	3,126,500	3,126,500
External Services	$1,065,900	$899,200
Total per budget summary	$101,969,700	$101,969,700

For more information contact Secretary Treasurer, Leanne Dulle at 403.528.6700. Complete audited financial statements, including notes and schedules, for the year ended August 31, 2025 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, 2025
- 2026-2027 Budget
- SGF fund information (page 37)
- Audited Financial Statements - Provincial Rollup



FACILITIES & CAPITAL PLANS

THREE-YEAR CAPITAL PLAN 2027 - 2030

PROJECT	CATEGORY	COST
Crestwood STEM School K-9 (2026-2030)	REPLACEMENT	$81,686,400
Elm Street School (2027-2029)	REPLACEMENT	$19,507,200
Vincent Massey School (2027-2031)	REPLACEMENT	$44,378,880
New 13th Avenue K-9 School	NEW	$67,745,160
	Total 3 Years	$213,317,640

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 2027-2030





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

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