

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.**

CONTENTS

Vision and Mission	2
Accountability Statement	3
Profile of the School Authority	4
ASSURANCE - Gathering Feedback to Set Priorities	5
ASSURANCE - Our Local Context	7
GOAL 1: Optimal Learning	8
GOAL 2: Thinking & Acting Inclusively	11
GOAL 3: Wellness	14
GOAL 4: Truth & Reconciliation	17
Summary of Financial Information - Budget	20
Facility & Capital Projects & Plans	21

ACCOUNTABILITY STATEMENT

FOUR YEAR EDUCATION PLAN

Under the direction of the School Board/Board of Directors, the Education Plan for Medicine Hat Public School Division commencing May 31, 2025 was prepared 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 reviewed and approved the **2022-2026 Education Plan on Tuesday, May 27, 2025.**

Board Chair: Catherine Wilson
Superintendent: Tracy Hensel

[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.



6879

Student Enrolment
ELP - gr. 12



462

English Language
Learners (ELL)



302

Full Time Equivalent
Support Staff



391

Full Time Equivalent
Certified Teachers



625

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 Parent Program
- Pathways
- PAS
- Coulee Collegiate
- Hub Virtual School - Online Learning
- CASA Classroom

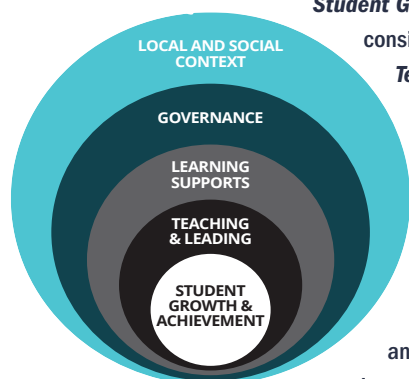
SCHOOLS

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.

CONSULTATION TIMELINE

	OCT 2024	NOV 2024	JAN 2025	FEB/MARCH 2025	MAR 2025	APR 2025	MAY 2025
ENGAGEMENT	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
STAKEHOLDERS	Teacher Reps Executive Trustees	Students Trustees Executive	Teacher Reps Executive Trustees	Students (gr. 4, 7, 10) Parents All teachers	574 parents 2765 students 250 teachers 123 support staff (including 81 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 Feb and March, 2025. 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.



STUDENT VOICE

involves approx. 30 grade 8 - 12 students to better understand their unique learning experiences with MHPSD. Multiple feedback processes allow board trustees and executive members to hear about what has gone well, as well as challenges and ideas for improving our schools. Feedback is shared with division and school leaders..

(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	Schools continue to refine the components of effective collaborative processes, which include establishing relational trust, support, and evidence-informed decision-making. The optimal learning coach (OLC) residency structure leverages internal and external capacity, bringing together administrators, teachers, OLCs, and Educational Assistants to reflect, plan, and problem-solve. MHPSD schools further enhance student learning experiences and promote connection through an expanding range of academic programs. Students have increased access to new technology, facilitating hands-on learning, and have greater educational choice with an expanding list of academies. Students benefit from post-secondary partnerships that support career pathways.	Teacher, student, and family awareness of the continuum of supports, and supports and services is developing. The classroom support teacher (CST) is valued school resource, responding to staff needs when planning for differentiated and responsive instruction. At times, school teams access system-level resources, such as the Alternative Learning Team (ALT), to help with complex needs. ALT provides a tiered model of programming support through either consultation or embedded coaching processes. In addition, the positive impact of the cultural liaison worker role on school operations can be observed through the emerging family and student connection opportunities. Student culture clubs and fairs and celebrations are becoming prominent in schools and promote inclusive learning environments.
Strong Foundations	- Administrator and teacher PLCs to build instructional capacity - Deepening Teacher Clarity understanding and implementation - Overall Diploma Exam results	- Access to learning - New family and student connection opportunities (Ex. Parenting Foundations and Culture Clubs) - CST professional learning (PL) opportunities for capacity development
Continued Growth	- Targeted support for piloting Jr. High Curriculum - Confidence with digital PAT assessment platform - Offer varied learning experiences to foster student engagement and motivation	- Demonstrating inclusiveness through words and actions - Ongoing PL opportunities to foster staff efficacy in responding to complex learner needs
	WELLNESS	TRUTH & RECONCILIATION
Reflections	Working together, we strive to promote healthy school communities through the Culture of Wellness Framework. Success coaches, CYCWs, FSLWs, and Comprehensive Health School Team members all serve essential roles in proactively planning for and responding to the mental health needs in schools. In alignment with the foundational supports mentioned above is the ongoing professional learning of individuals and classroom teams to ensure we are skilled in addressing academic, SEL, and behavior needs. Division practice around staff recognition will adjust in response to staff feedback and current research influences next steps in promoting healthy eating. MHPSD leadership is committed to building collaborative and trusting relationships with students, staff, and families.	Kiskikheyimowin (Sharing Good Teachings) is an established First Nations, Métis, and Inuit (FNMI) cultural celebration for MHPSD and the community. The multi-organization collaboration, led by local knowledge keepers and Elders, provides students and staff with an immersive, hands-on learning experience about Indigenous traditions, culture, and language. The event is part of a larger systemic plan to promote a greater understanding of Indigenous perspectives that has drawn interest from surrounding school divisions. The synergy experienced through the week-long educational event generates momentum for schools in teaching foundational knowledge and building new relationships that foster student and family connection. MHPSD is committed to advancing Truth and Reconciliation and closely monitors local and provincial FNMI student results to help ensure their success.
Strong Foundations	- Scaling success of organizational partner projects (Ex. ISSP, Apple Schools, CASA) - Comprehensive school health teams - Accessibility to wellness supports	- Strengthened relationships with knowledge keepers and Elders provides valuable guidance - Five-year high-school completion rates
Continued Growth	- Identify the connection between wellness initiatives and attendance - Clarity of "wellness" definition	- Drop-out rate of FNMI students % of FNMI students eligible for a Rutherford Scholarship

ASSURANCE - OUR LOCAL CONTEXT

SITUATING OUR LOCAL CONTEXT

Medicine Hat Public School Division serves just under 7,000 students. The division provides an expanding range of programs and services centered on students' needs within a culture of inclusion, wellness, and leadership. As part of the continuous improvement process, MHPSD collaborates with stakeholders and seeks their feedback through varied sources of evidence, and reflects on this information in comparison to the described success criteria to inform system planning. In year four of the Four-Year Plan, we have updated our May 2025 Education Plan outlining the Board's strategy to promote our universal goals: Optimal Learning, Thinking and Acting Inclusively, Wellness, and Truth and Reconciliation. The [2023-2024 Annual Education Results Report \(AERR\)](#), completed in the Fall, will further guide the implementation of our strategies.

The Assurance Framework demonstrates how the MHPSD Board of Trustees is committed to determining the level of stakeholder confidence 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 2025 - 2028 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 the Assurance Framework is continued within the division, the report and plan will evolve 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 TRACY HENSEL

This education plan reflects our deep commitment to student success, shaped by extensive collaboration with families, our community, industry partners, students, and staff. We are pleased to report positive progress in meeting the diverse learning needs of our children and youth. Our focus on research-based, data-informed teaching has resulted in stable or improved student achievement on provincial measures, often exceeding pre-pandemic levels and mitigating learning loss. Building on our universal goals, this plan embraces innovation to create limitless opportunities for our students.

In response to student and family interest, we have launched STEM, arts, athletics, trades, and other academies to offer diverse learning pathways and launch student careers. Our growing partnerships with businesses, industries, and post-secondary institutions are creating exciting opportunities in high-demand fields and the trades. Academic excellence remains at the core of our foundation, with a continued focus on literacy and numeracy. This plan highlights our ongoing commitment to continuous improvement and the well-being of our students, families, and dedicated staff.

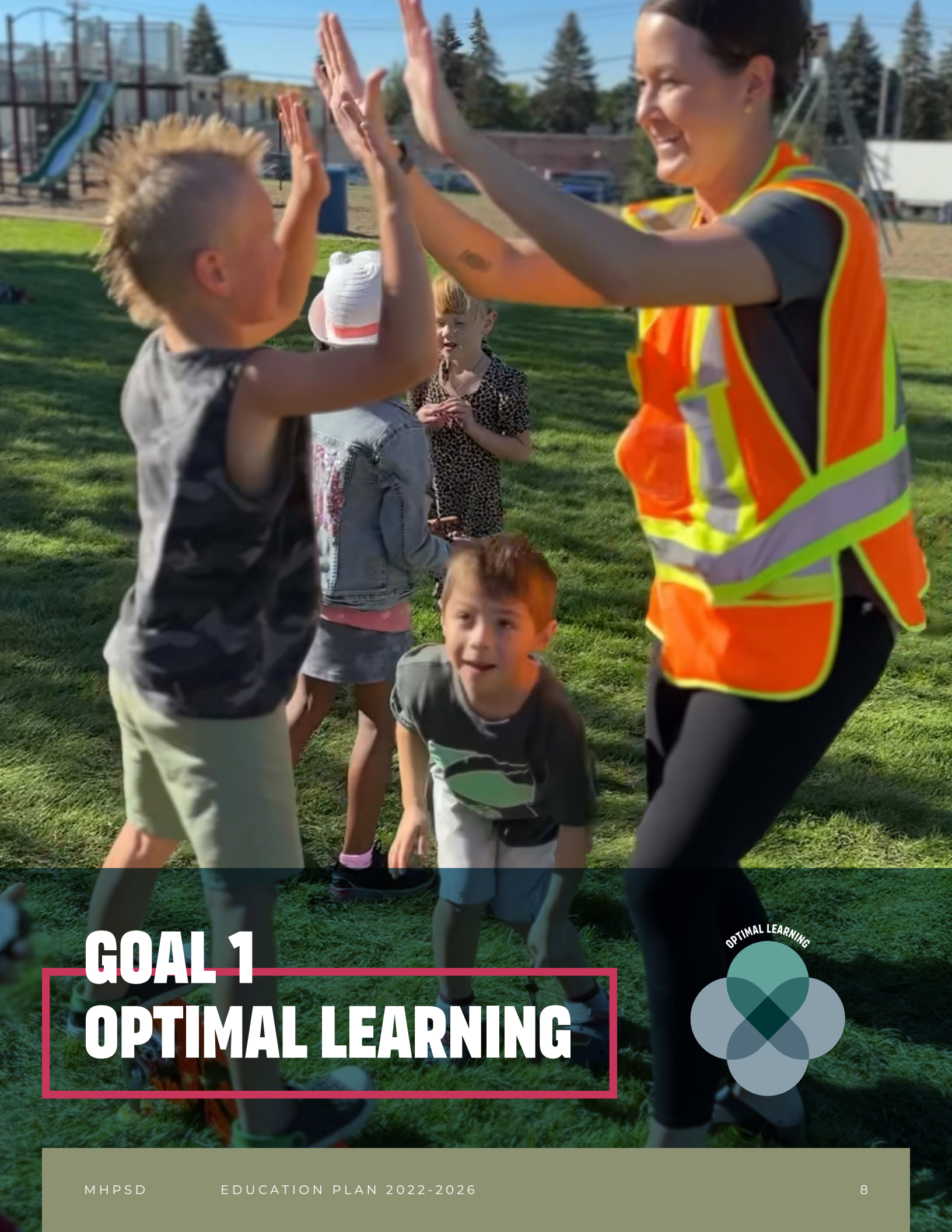


OPTIMAL LEARNING - Building Optimal Learning Environments for all learners, in all settings and communities, honouring rights to learn.

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 and 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



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'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 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 and proficiency on the outcomes in a variety of ways, and provide quality written and 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 families.



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
- 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
- Division review and implementation support of high quality instruction and learning resources.
- Division professional learning (PL) to build capacity and learning in literacy, numeracy, and assessment

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 learning intentions and success criteria
- Quality feedback (written/verbal)
- Collect evidence of learning
- Communicate learning 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 Teacher Clarity, Backwards Design, and Universal Design for Learning.

LOCAL MEASURES

Student Measures

- Students who 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

Teachers - Drivers of Learning

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

Parent Perspectives

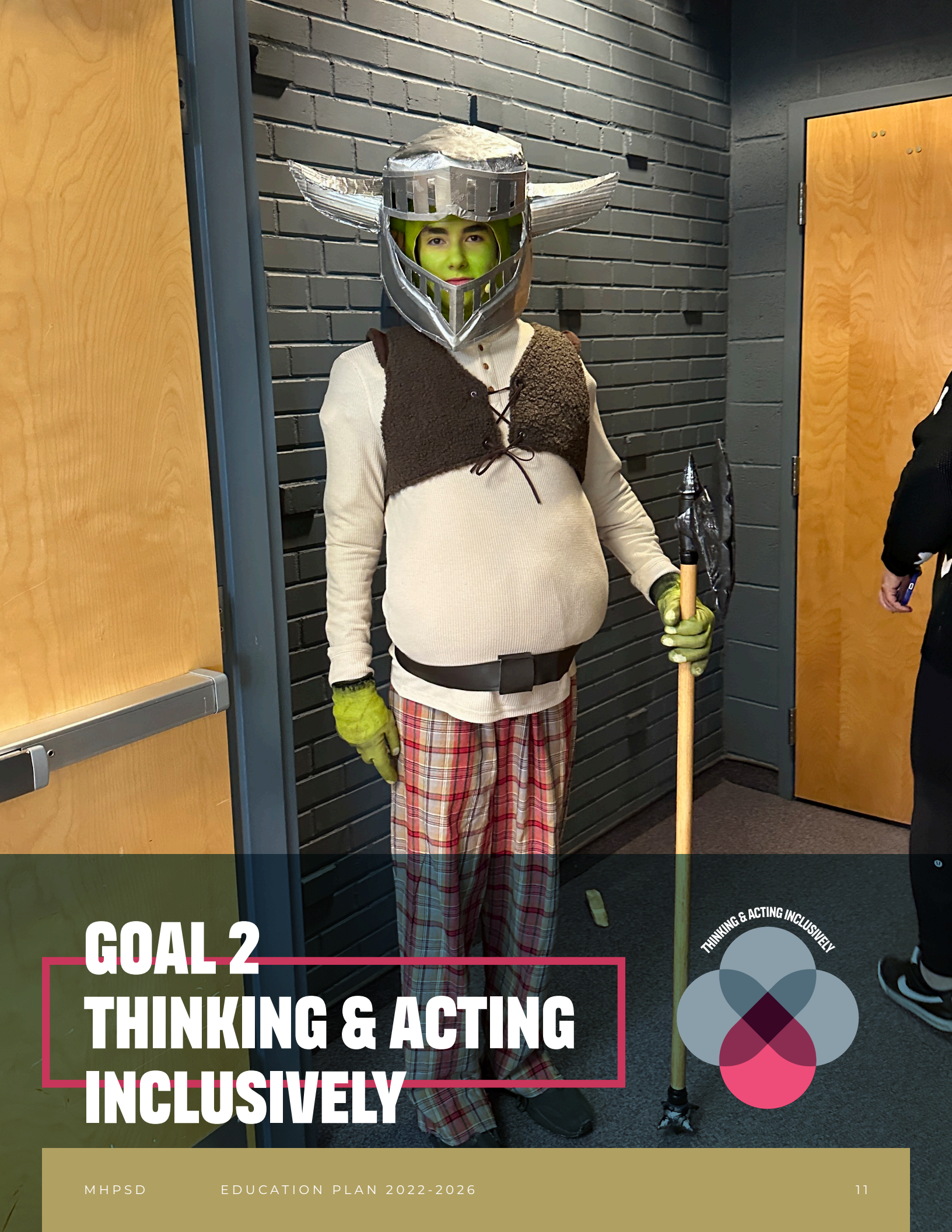
- Expectations for learning

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
- Opportunities for parents to engage in their child's learning (ie. school council and other events)
- Utilization 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 and diploma exam 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 (ex. Professional Learning, Coaches, Alternative Learning Team, First Nations, Métis and Inuit 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'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. 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
- Schools operates a visible and active model of the collaborative response framework
- Schools will develop a Comprehensive School Health Plan and supporting team
- Classroom Support Teachers (CSTs) focus on identified areas of inclusive support
- Enhanced Professional Learning provided for Education Assistants
- Staff are aware of programs and resources within the school and division Continuum of Supports and how to access them
- Schools identify opportunities for students to be involved through extra-curricular and co-curricular activities
- Continued dialogue and learning to build cultural competence
- Schools identify and implement school-based strategies based on local need
- Year 3 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 continues to focus on enhanced professional learning and action initiatives
- MHPSD Cultural Liaison Worker collaborates with division staff and community organizations to empower newcomer families and assist with system navigation through division hosted presentations and conversations (Ex. Parenting Foundations Program and Coffee and Conversations)
- MHPSD Cultural Liaison Worker assists schools to establish varied student leadership groups to foster inclusive and connected learning environments (Ex. Culture Clubs)
- Continue division and school level collaboration to further the understanding and implementation of Responsibility – Centered Discipline concepts

LOCAL MEASURES

Student Measures

- Students with positive behaviour at school
- Bullying and exclusion
- Access to learning
- Positive teacher-student relations

Teachers - Drivers of Learning

- Data informs practice
- Inclusive school
- Parent involvement
- Overcoming obstacles to learning
- Availability of system resources

Parent Perspectives

- Expectations for positive behaviour
- Inclusion
- Bullying and exclusion
- Access to learning

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

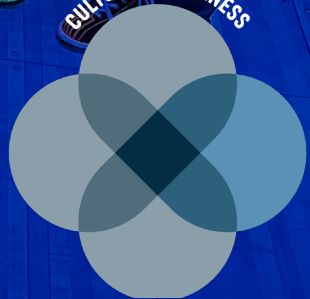
- Overall teacher, parent, student satisfaction that schools have improved
- Overall parent satisfaction with involvement in decisions about their child’s education
- Increase in safe and caring & parental involvement indicators
- Increase in inclusive education indicators of student inclusion & supported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





GOAL 3 WELLNESS

CULTURE OF WELLNESS



GOAL 3: WELLNESS

DEFINITION

Supporting a healthy school community that creates and 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'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 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
- Opportunities for system-wide staff connection (Ex. MHPSD Bowling Tournament)
- Comprehensive School Health Plans are developed, shared and implemented
- 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 relationships between home and school
- Offering choice in professional learning
- Continue to explore new collaborative partnerships that contribute to a range of learning opportunities that further support student needs (Ex. CASA, ISSP)
- Promote staff efficacy to support individual wellness and healthy school communities
- Continued professional learning for CYCWs, Success Coaches, and FSLWs to serve students and families, and support the mental health needs in schools

LOCAL MEASURES

Student Measures

- Students with a positive sense of belonging
- Students with positive relationships
- Students with moderate or high levels of anxiety
- Aware of supports available for wellness and mental health
- Feel safe attending school

Teachers - Drivers of Learning

- Data informs practice
- Learning culture
- Teaching strategies
- Challenging and visible goals
- Opportunities for connection and representation are available
- Aware of supports available for wellness and mental health

Parent Perspectives

- Parents feel welcome
- Parent participation
- Opportunities for connection and representation are available
- Safety at school

Other Local Measures

- Local assurance measured against success criteria
- 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 and 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'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. 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, National Day for Truth & Reconciliation, and National Indigenous Peoples Day)
- 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 develop a new three 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
- Ensure we live by the notion of “nothing about us without us”
- Continued expansion of classroom presentations

LOCAL MEASURES

Student Measures

- Student self identification
- Opportunity to leverage the expertise of the FNMI team members

Teachers - Drivers of Learning

- Opportunity to leverage the expertise of the FNMI team members

Parent Perspectives

- Truth & Reconciliation is a priority in schools

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	\$75,306,500	\$75,214,100
Operations & Maintenance	11,999,900	12,660,000
Transportation	3,535,000	3,535,000
System Administration	3,352,500	3,001,900
External Services	\$1,065,900	\$848,800
Total per budget summary	\$95,259,800	\$95,259,800

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, 2024 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](#)
- [2025-2026 Budget](#)
- [SGF fund information \(page 35\)](#)
- [Audited Financial Statements - Provincial Rollup](#)



FACILITIES & CAPITAL PLANS

THREE-YEAR CAPITAL PLAN 2026 - 2029

PROJECT	CATEGORY	COST
2026-2029		
Crestwood STEM School	REPLACEMENT	\$77,470,000
2026-2028		
Elm Street School	REPLACEMENT	\$18,897,600
2026-2030		
Vincent Massey School	REPLACEMENT	\$41,994,414
TBD		
New 13th Avenue K-9 School	NEW	\$65,772,000
	Total 3 Years	\$204,134,014

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 2026-2029](#)



e of the Elements



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



Medicine Hat Public School Division
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