

EDUCATION PLAN



Medicine Hat Public School Division
601 1 Ave SW, Medicine Hat, AB

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 LIVE. 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, 2022, was prepared under the direction of the Board/Board of Directors in accordance with the responsibilities under the Education Act and the Fiscal Planning Transparency 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 students learning and results. **This Board approved the Education Plan for 2022-2026 on May 24, 2022.**

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.



6995

Student Enrolment
ELP - gr. 12



373

English Language
Learners (ELL)



251

Full Time Equivalent
Support Staff
82 Part Time Support
Staff



410

Full Time Equivalent
Certified Teachers
53 Part Time Certified
Teachers



479

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
- The Hub - Online Learning

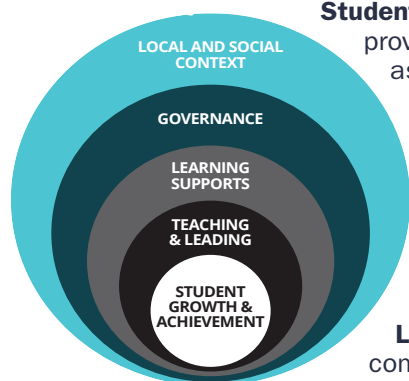
SCHOOLS

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 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.

	AUG 2021	OCT 2021	JAN 2022	MAR 2022	MAR 2022	MAR 2022	APR 2022	MAY 2022
ENGAGEMENT	Generative Dialogue Survey	Teacher's Voice Committee	Teacher's Voice Committee	Facilitated Engagements +Community	Facilitated Engagements	Alberta Education Assurance Survey	OurSchool Survey	Cypress Planning
STAKEHOLDERS	Teachers Executive Administrators	Teacher Reps Executive Trustees	Teacher Reps Executive Trustees	16 School Councils: 125+ parents 400+ students 500+ staff	16 School Councils: 125+ parents 500+ staff 400+ students	Students gr. 4, 7, 10 Parents All teaching staff	All students gr. 4-12 Parents All teachers	Administrators Executive Trustees

ASSURANCE - GATHERING FEEDBACK TO SET PRIORITIES

ENGAGEMENT

2021-2022 was a major year in our engagement cycle. As part of our Board's 4 year plan, we engaged with students, teachers, parents and the larger community to gather feedback and both affirm and re-affirm our direction. This included:

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



MULTIPLE ENGAGEMENT SESSIONS

engaged with stakeholders across schools and community to determine what our priorities should be for the next 4 years. This included over 50 different sessions conducted at both the school and system level.

We heard from:

- 400+ Students
- 400+ Staff
- 200+ Parents
- 50+ Community
- Teacher's Voice Committee



THE ALBERTA EDUCATION ASSURANCE SURVEY

replaces the previous APORI survey that is typically administered yearly in February. Data from our 2021 survey was used to develop this plan. The 2022 survey was given to staff, students and parents with children in grades 4, 7 and 10 in March. Results are reported in our November Annual Education Results Report.

• [2021-2022 AERR](#)



TEACHER'S VOICE COMMITTEE

continues as the primary method of collecting feedback from teaching staff. The group met multiple times in the 2021-2022 school year and implemented several key suggestions from the committee to strengthen our system.



OUR SCHOOL 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 2022 was used to develop this plan. These results are also reported each November in the AERR.

THIS IS WHAT WE HEARD

OPTIMAL LEARNING

- Optimal Learning is the core of our work ensuring we are assessing and teaching the students we have in front of us. You can't successfully have an optimal learning environment without understanding and meeting the needs of all learners.
- Continue the work of the OLE with a deeper understanding of each element for all staff. Perhaps embed Leveraging Digital throughout and include an FNMI focus within all elements.
- This has been a focal point of my own personal growth and I see such value in continuing to focus on this. It's evident that our focus on this goal has started to make an impact.
- As a student I believe that this goal is the most important, as a school's entire purpose is to provide it's students with the information they need, in a way that they can use for their own success.
- As a parent, having an optimal learning environment is a top priority for my child's education and development.

THINKING & ACTING INCLUSIVELY

- Supporting teachers through district supports like ALT team, OLC, Supporting students and families with enhanced instruction and FSLW.
- Appreciate use of CRM model to support Inclusive Mindset goals.
- Within inclusion all levels of learning still need to have their needs met.
- We need to better unpack what an Inclusive Mindset is in our district.
- Review what inclusive means and how it should look in schools.
- I feel safe while I am at school and welcome while I am here.

WELLNESS

- The importance of emphasizing health and wellness is greater than ever before. How might we support our community in developing a common understanding of wellness.
- Working on a division whole school comprehensive approach to building upon wellness in staff and students. Streamline communication, be mindful of the pace, timing and purpose for new initiatives.
- People who feel well, supported, and respected do well. Staff and student wellness would support all stakeholders in longevity and sustainability in learning.
- A culture of wellness is important to me as it shows the school's intent on safety for the students as well as growth as a whole.

TRUTH & RECONCILIATION

- Incorporating whole school approaches to FNMI knowledge and understanding families with enhanced instruction and FSLW.
- Do not lose momentum on this. This community needs the support for the long term. A few years of learning is not something that will benefit anyone. This needs to be a cultural shift.
- Our board is doing a very good job at bring more FNMI resources. I love that we have designated people that we can ask for help and bringing awareness to us.
- What is happening in our school and during collaboration regarding FNMI is amazing.
- More educational opportunities for teachers to understand the challenges that FNMI students face.
- Would like to see more tangible steps by the board to make this a focus. We need to go beyond land acknowledgements.

ASSURANCE - OUR LOCAL CONTEXT

SITUATING OUR LOCAL CONTEXT

Medicine Hat Public School Division has been working towards implementing the assurance framework over the last 3 school years. This year represents our full transition to the framework with the development of our [May 2021 Education Plan](#) and this document, the 2020-2021 [Annual Education Results Report \(AERR\)](#).

The shift for us means moving from a combined 3 year plan and results report that served to report on historical results and plan for future actions to two separate documents. The Education Plan that lays out the Board's strategy for the next 3-4 school years and a results report that shows how we are progressing relative to our goals.

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 2021 with a stronger focus on being responsive and aligned to the needs of the Division's 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 the division in conjunction with stakeholders as part of our engagement processes.

MESSAGE FROM THE BOARD CHAIR & SUPERINTENDENT

CATHERINE WILSON, CHAIR & MARK DAVIDSON, SUPERINTENDENT

In these pages you find our new four-year education plan. After extensive consultation with our community, students, and staff, our Board has identified four Universal Goals that will serve to guide decision-making for the next four years. These goals, while connected to those of Alberta Education, have taken shape as a result of our own lived experiences, research, and shared goals for the students served by MPSD.

We are committed to **thinking and acting inclusively**. We seek to ensure that our system is aligned for, and teachers are prepared to, create **optimal learning environments** and opportunities for all students, regardless of need. Our policies, procedures and actions reflect a commitment to **Truth and Reconciliation**. Continued focus on meaningful professional learning and timely and thoughtful supports for students support the **wellness** of students and staff alike.

These four goals are well defined elsewhere in this document, as are the means by which we will know if we have been successful and the strategies we will employ. It is very important that the community of Medicine Hat sees a clear commitment to accomplishing the goals that they/we identified through the consultation process. As important, is that the staff who serve our students continue to demonstrate their commitment to the goals they helped identify. **Optimal Learning, Inclusion, Wellness that comes of efficacy, and Truth and Reconciliation** are refinements of system goals (and provincial priorities) that have existed for some time, their merits confirmed by community sentiment and research. Our commitment is unwavering.

As always, I am grateful to work at MHPSD. I will never cease to be amazed by the great work and commitment of the staff who serve our students. Likewise, I am mindful of the care and support that are offered our schools by the people of Medicine Hat. I look forward to the unfolding of the next four years. Great things will happen here.

FOUR UNIVERSAL GOALS

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

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, Metis, 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

- Teachers demonstrate Teacher Clarity through intentionally developing and communicating learning intentions and success criteria that reflect curricular outcomes and learning progressions.
- Teachers intentionally plan for student learning through use of 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 that allows 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 judge where students 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 past four years have seen a focus on the development and implementation of Optimal Learning Environments. The next four will see a deepened focus on professional understanding of the OLE, its elements and processes, as we strive for continuous improvement.

Division Strategies

- Updated 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
- New teacher orientation
- Literacy & numeracy division frameworks
- Collaborative response model

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
- Bring awareness and value to the work of OLC's
- 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

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)

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

Leverage Digital

- Professional learning, share resources and routines

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

- Overall student growth (ie. STAR/MIPI)
- Student ability to read at grade level by end of grade 3 – target
- Attendance at pt interviews and school council meetings
- OLE website analytics
- Increase use of olc's

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
- PAT/DIP data (in normal years)



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, Alt Team, etc.)
- Students can demonstrate learning in a variety of ways

ALBERTA EDUCATION

Outcome 1: Alberta's students are successful

Outcome 2: First Nations, Metis, 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 collaborative response.
- Each school will develop a Comprehensive School Health Plan and supporting team
- Classroom Support Teachers will focus on identified areas of inclusive support.
- Our updated ELL Framework will be implemented
- 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



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

- Year over year “goals achieved” in isps
- Individual students participate numbers in groups/clubs
- Monitor parent involvement over time
- Cshp teams minutes 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



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

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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.
- High quality professional learning opportunities are available to enhance efficacy.
- Opportunities for connection and representation are available for all community members
- Voice - 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 leverage coherence 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
- Maintain and enhance cyc and fslw support in schools
- 6 to 6 guidelines for communication remain in place
- Generative Dialogue utilized to facilitate communication with admin and staff
- School wellness teams provides opportunities for staff and students
- Schools promote co-curricular and extra-curricular connections
- Commitment to fairly balance and consider teacher voice in teaching assignments
- Prioritize Health and Wellness curriculum
- 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

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 and welcome
- Parent participation
- Safety at school

Other Local Measures

- Use community agencies to help with surveys
- Staff absenteeism
- Track critical responses – self harm, VTRA
- Decrease in suspension rates
- Attendance rates
- Closed referrals to FSLW's
- 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

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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 (Kes Ke Key Mo Win and National Truth and Reconciliation 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 First Nations or 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 Kes ke key mo win 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”

LOCAL MEASURES

OurSchool Student

- Students self identification

OurSchool Parent Perspectives

- Expectations for learning

Other Local Measures

- Generative Dialogue survey demonstrates increased efficacy in this area
- Evidence of impact through stories, videos, pics
- 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, 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	\$81,044,096	\$79,082,011
Operations & Maintenance	3,427,920	3,233,330
Transportation	84,472,016	82,315,341
System Administration	3,779,580	4,896,753
External Services	\$88,251,596	\$87,212,094
Total per budget summary	\$90, 902,800	\$90, 902,800

For more information contact Secretary Treasurer, Jerry Labossiere 403.528.6700. Complete audited financial statements, including notes and schedules, for the year ended August 31, 2021 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, 2021](#)
- [2021-2022 Budget](#)
- [SGF fund information \(page 21](#)
- [Audited Financial Statements - Provincial Rollup](#)

Compliance

- [Policy 534: Whistleblower Protection](#)
- Disclosures are reported in this annual report for MHPSD relating to the Whistle Blower Protection Act
- Number of Inquiries: 0
- Number of Complaints: 0



FACILITIES & CAPITAL PLANS

THREE-YEAR CAPITAL PLAN 2023 - 2026

PROJECT	CATEGORY	COST
2023-2024		
Hamptons Elementary	NEW	\$15,145,000
2024-2025		
Connaught School Modernization & Addition	MODERNIZATION	\$21,295,000
2025-2026		
Alexandra Middle School Modernization & Addition	MODERNIZATION	\$20,327,000
Total 3 Years		\$56,767,000

A copy of the Long Range Facility Master Plan is available for print at the MHPSD office located at: 601-1 Avenue SW, Medicine Hat, Alberta, T1A 4Y7, phone 403.528.6700 fax 403.529.5339 or electronically at MHPSD.ca.

- [Capital 3 Year Plan 2023-2026](#)
- [Facility Master Plan](#)





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



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