

EDUCATION PLAN



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

403.528.6700
mhpsd.ca

A photograph of two young girls sitting at a desk, smiling at the camera. The girl on the left has long blonde hair and is wearing a red and black plaid shirt over a white t-shirt. The girl on the right has long dark hair with purple highlights and is wearing a pink shirt with a red heart pattern. They are both looking directly at the camera with bright, happy expressions.

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, 2023, 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 23, 2023.**

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.



6987

Student Enrolment
ELP - gr. 12



285

English Language
Learners (ELL)



278

Full Time Equivalent
Support Staff
72 Part Time Support
Staff



403

Full Time Equivalent
Certified Teachers
50 Part Time Certified
Teachers



578

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

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

This includes:

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

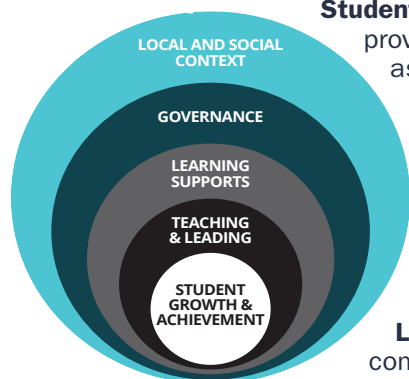
SCHOOLS

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

- École Crescent Heights High School (CHHS) - dual track English and French Immersion (FI) (7-12)
- Vincent Massey School (K-6)
- Webster Niblock School (K-6)
- Dr. Ken Sauer School (K-6)
- Elm Street School (K-6)
- École Connaught School - French Immersion (K-6)
- Medicine Hat High School (10-12) (MHHS)
- Medicine Hat Christian School (K-9) (MHCS)
- Alexandra Middle School (7-9) (AMS)
- Herald School (K-6) & Specialized Programming (7-12)
- Hub Virtual School (K-9) & Pathways (7-12)
- River Heights Elementary School (K-6)
- Crestwood School (K-6)
- Southview 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.

	OCT 2022	JAN 2023	MAR 2023	MAR 2023	APR 2023	APR 2023	MAY 2023
ENGAGEMENT	Teacher's Voice Committee	Teacher's Voice Committee	Local Assurance Survey	Alberta Education Assurance Survey	OurSchool Survey	Teacher's Voice Committee	Cypress Planning
STAKEHOLDERS	Teacher Reps Executive Trustees	Teacher Reps Executive Trustees	837 parents 2167 students 235 teachers 85 EAs 54 support staff	Students gr. 4, 7, 10 Parents All teaching staff	All students gr. 4-12 Parents All teachers	Teacher Reps Executive Trustees	Administrators Executive Trustees

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 next four years. During the 2022-2023 school year, we utilized previously established engagement processes and created a new locally developed survey for students, parents, and staff. What we heard concerning each of the four universal goals informs the strategies we implement and the adjustments made. This included:



LOCAL ASSURANCE SURVEY

was developed this year with questions 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.



TEACHER'S 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.



THE ALBERTA EDUCATION ASSURANCE SURVEY

was given to staff, students and parents with children in grades 4, 7, and 10 in Feb and Mar, 2023. Results are reported in our Nov Annual Education Results Report.

• [2021-2022 AERR](#)



OURSCHOOL SURVEY

is an instrument that we have used since 2018. Information gathered from students, parents and teachers on domains ranging from program planning to mental health status in April of 2023 was used to develop this plan. These results are also reported each November in the AERR.

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

LOCAL ASSURANCE SURVEY - Areas of Strength, Growth & Reflections

(all questions answered on a scale of 1-5, 1 is considered strongly disagree, low confidence, never, no, etc., and 5 is considered strongly agree, high confidence, always, yes, etc.)

	OPTIMAL LEARNING	THINKING & ACTING INCLUSIVELY
Strong Foundations	Teacher: Describe your level of confidence with the concept of teacher clarity. 4.1 Student: How often do teachers share learning intentions with you? 4.1 Parent: To what extent do you think staff at your child's school establish positive, productive, and respectful relationships with students? 4.1	Teacher: How available are system resources (Alternative Learning Team, OLCs, FSLWs, etc.) for schools to access? 4.1 Student: I feel safe in my school environment. 4.0 Parent: To what extent does your child feel safe in the school environment? 4.1
Continued Growth	Parent: How often does your child use digital tools in their learning? 3.5	Student: I feel a sense of belonging in my school. 3.7 Parent: As a parent, I feel connected to my child's school. 3.6
Reflections	We continue to create Optimal Learning Environments for all learners, in all settings and communities, honouring rights to learn. Student, teacher, and parent survey data suggest the collective effort to enhance Teacher Clarity has transferred to classroom practice and student learning. Learning intentions are present in daily lessons, and therefore students can identify what they are learning. Parents noted the strong foundation of positive and respectful relationships on student learning. It is important we plan for the 3.5 average parent rating concerning the use of digital tools in their children's learning. This feedback should be explored in connection to the student learning process and communication with families.	It is encouraging to receive feedback that staff see system resources for supporting students as available to them. The role of the Alternative Learning Team, OLCs, and FSLWs continues to adjust to meet the needs of staff, students, and families. Feeling safe is essential to learning and positive results reflect that. Further exploration of this goal will be achieved through comparison of all data sources including our AEA and OurSchool data.
	WELLNESS	TRUTH & RECONCILIATION
Strong Foundations	Student: I am aware of the supports available to me for wellness and mental health? 4.1	Teacher: Schools leverage the expertise of the First Nations, Metis & Inuit team. 4.0 Teacher: I can identify that truth and reconciliation is a priority in our schools. 4.4 Student: I have opportunity to participate in activities that help me understand truth and reconciliation. 3.9
Continued Growth	Educational Assistant: High quality professional learning opportunities are available to staff to enhance efficacy in promoting wellness. 3.2	Parent: An identifiable Indigenous presence can be seen in our child's school (such as the Treaty 4, Treaty 7, and Métis flags, Medicine Wheel, etc.)? 3.4
Reflections	There remains a focus on healthy school communities that create and promote a culture of wellness through trusting relationships and efficacy for all. A critical component of this goal is the universal wellness and mental health support across schools. Comprehensive School Health teams will continue to plan and engage stakeholders to offer professional learning, increase awareness of available supports, and ensure a community focus on wellness and mental health.	Each school engages in special events and takes action toward Truth and Reconciliation. Teachers are utilizing our First Nations, Metis, and Inuit staff, drawing upon their knowledge and expertise to promote an understanding and respect for, the histories, cultures, languages, contributions, perspectives, experiences, and contemporary context of Indigenous peoples. Parent feedback highlighted the need to share the great things happening in our schools and the division for this goal.

ASSURANCE - OUR LOCAL CONTEXT

SITUATING OUR LOCAL CONTEXT

As part of the continuous improvement process, Medicine Hat Public School Division seeks stakeholder feedback through varied measurement sources, and reflects on this information in comparison to the described success criteria to inform system planning. In year two of the Four-Year Plan, we have updated our May 2023 Education Plan outlining the Board's strategy for the next three years to promote our universal goals. The [Annual Education Results Report \(AERR\)](#), completed in the Fall, will further guide the development and implementation of our strategies.

The Assurance Framework demonstrates how the MHPSD Board of Trustees is committed to determining the level of confidence of the stakeholders in the educational system by developing clear goals, outcomes, and strategies. Assurance provides the framework for MHPSD to continue to maintain close alignment with the direction and goals of the Ministry's Alberta Education Business Plan 2022 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.

CHAIR & SUPERINTENDENT'S MESSAGE

CHAIR, CATHERINE WILSON AND SUPERINTENDENT MARK DAVIDSON

We are pleased to share our Education Plan with all stakeholders.

We gathered a wide range of data and this document reflects our response to the feedback received about the work we do for our students. As we enter the second year of implementation of our Four-Year Plan, we are pleased that the work of the staff and students at Medicine Hat Public School Division has produced positive outcomes in achievement and in the sense of community that exists in our schools. The additional, and revised measures contained in this plan are intended to ensure success in the achievement of the goals set in the development of the original plan.

As reflected here, we continue our commitment to providing **optimal learning environments** to all students, and to **inclusive practices** that ensure staff and students see themselves as valued members of their school community. The Board and administration are grateful for the hard work of MHPSD's staff and for the support of the community we serve.

We know that continued focus on our universal goals will ensure that our students are served by a system that is committed to constant growth and improvement.



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

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

Engaged Learning Culture

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

Impactful Instruction

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

Quality Evidence of Learning

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



GOAL 1: OPTIMAL LEARNING

STRATEGIES WE WILL EMPLOY

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

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 framework review

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

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
- Ensure there are opportunities for creating balance between screen and non screen activities

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

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

Provincial Measures

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



GOAL 2 THINKING & ACTING INCLUSIVELY

GOAL 2: THINKING & ACTING INCLUSIVELY

DEFINITION

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

SUCCESS CRITERIA

- Our students feel safe physically, socially and emotionally
- Stakeholders indicate an increased sense of belonging
- Stakeholders indicate an increased sense of connection to their school
- We demonstrate how we think inclusively (in words or actions)
- We demonstrate how we act inclusively (in words or actions)
- Schools and staff use strategies and resources available to them to give students access to learning
- System resources are in place for schools to access (eg. Professional Learning, Coaches, 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
- Collaborative response framework review and focus on refined continuum of support
- Each school will develop a Comprehensive School Health Plan and supporting team
- Classroom Support Teachers (CSTs) will focus on identified areas of inclusive support
- Enhanced Professional Learning will be provided for Education Assistants
- Division resources and programs will be enhanced and streamlined for schools to access
- Schools will identify opportunities for students to be involved through extra-curricular and co-curricular activities.
- System leaders will engage in work to develop cultural competence
- Schools will identify and implement school-based strategies based on local need
- Socio-Emotional Learning (SEL) committee to build shared SEL language and understanding
- Para-Bytes training for teachers and Educational Assistants
- 2SLGBTQ+ training for division staff with Alex Marshall

LOCAL MEASURES

OurSchool Student Measures

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

OurSchool Teachers - Drivers of Learning

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

OurSchool Parent Perspectives

- Expectations for positive behaviour
- Inclusion
- Bullying and exclusion

Other Local Measures

- Local assurance measured against success criteria
- Year over year “goals achieved” in 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

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. 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
- 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 through Social Emotional Learning (SEL) committee planning
- Promotion of available supports to all stakeholders
- Setting aside time to understand elements of wellness through professional learning
- Focus on parent/school/relationships
- Offering choice in professional learning
- Partnership with Our Collective Journey through the Mental Health Grant project.

LOCAL MEASURES

OurSchool Student

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

OurSchool Teachers - Drivers of Learning

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

OurSchool Parent Perspectives

- Parents feel welcome
- Parent participation
- Safety at school

Other Local Measures

- Local assurance measured against success criteria
- Use community agencies to help with surveys
- Staff absenteeism
- Track critical responses – self harm, 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

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

SUCCESS CRITERIA

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



GOAL 4: TRUTH & RECONCILIATION

STRATEGIES WE WILL EMPLOY

- FNMI team will update 3 year strategic plan
- All MHPSD staff and students to develop a personal land acknowledgment
- Development of more FNMI resources to build foundational knowledge
- Classroom libraries expand to include more FNMI content
- September 30 and Kiskikheyimowin 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”
- Additional FNMI team member for 2023-24

LOCAL MEASURES

OurSchool Student

- Students self identification

OurSchool Parent Perspectives

- Expectations for learning

Other Local Measures

- Local assurance measured against success criteria
- 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	\$72,614,200	\$74,707,100
Operations & Maintenance	11,517,400	12,292,000
Transportation	3,044,300	3,044,300
System Administration	3,267,800	2,869,200
External Services	\$1,011,600	\$832,700
Total per budget summary	\$91,455,300	\$93,745,300

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, 2022 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, 2022](#)
- [2022-2023 Budget](#)
- [SGF fund information \(page 34\)](#)
- [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 2024 - 2027

PROJECT	CATEGORY	COST
2024-2025		
Hamptons Elementary	NEW	\$15,145,000
2025-2026		
Connaught School Modernization & Addition	MODERNIZATION	\$21,295,000
2026-2027		
Alexandra Middle School Modernization & Addition	MODERNIZATION	\$20,327,000
Total 3 Years		\$56,767,000

A Capital 3 Year 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 here:

- [Capital 3 Year Plan 2024-2027](#)





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



Medicine Hat Public School Division
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403.528.6700
mhpsd.ca