



Medicine Hat Public School Division
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Phone: 403.528.6700
mhpsd.ca



EDUCATION PLAN

2021-2022

Three-Year Education Plan 2021-2024

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

DIVISION VISION AND MISSION	1
ACCOUNTABILITY STATEMENT	2
PROFILE OF THE SCHOOL AUTHORITY	3
ASSURANCE - GATHERING FEEDBACK TO SET PRIORITIES	4
MESSAGE FROM THE BOARD CHAIR & SUPERINTENDENT	5
GOAL 1: OPTIMAL LEARNING	8
GOAL 2: INCLUSIVE MINDSET	10
GOAL 3: LEADERSHIP	12
GOAL 4: CULTURE OF WELLNESS	14
GOAL 5: FIRST NATIONS, MÈTIS & INUIT SUCCESS	16
BUDGET	18
FACILITY & CAPITAL PROJECTS & PLANS	19

ACCOUNTABILITY STATEMENT

Three Year Education Plan

The Education Plan for Medicine Hat Public School Division commencing May 31, 2021, 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.

The board approved the Education Plan for 2021-2024 on May 25, 2021.

BOARD CHAIR: CATHERINE WILSON

SUPERINTENDENT: MARK DAVIDSON

[EXECUTIVE LEADERSHIP TEAM](#)

[BOARD OF TRUSTEES](#)

PROFILE OF THE SCHOOL AUTHORITY

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.

DEMOGRAPHIC DATA



7062

Student Enrolment
ELP-grade 12



405

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



331

English Language Learners (ELL)



407

Full Time Equivalent
Certified Teachers
47 Part Time Certified Teachers



254

Full Time Equivalent Support Staff
102 Part Time Support Staff

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
- ♦ 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)
- ♦ Alternative Programs

MHPSD offers several **alternative programs** that operate out of multiple sites in our community.

This includes:

- ♦ YMCA Teen Mom Program
- ♦ Pathways
- ♦ PAS
- ♦ Coulee Collegiate
- ♦ K-9 At-home Learning Hub



ASSURANCE

GATHERING FEEDBACK TO SET PRIORITIES

Assurance in the education system happens when community members, system stakeholders and education partners engage across five domains (described on page 6). The key elements of each of these is embedded in our engagement processes and within our 5 Universal Goals.

ENGAGEMENT

Throughout the 2020-2021 school year MHPSD and our schools engaged with students, teachers, parents and the larger community to gather feedback on our progress and direction. This information was gathered in a number of ways, including:



Emerging from the Pandemic we engaged with stakeholders across the community to determine what we've learned over the last 14 months and how these lessons can be leveraged as we return to some level of normalcy.

We heard from:

- 400 + Students
- 400 + Staff
- 125 + Parents



Teacher's Voice Committee was one of the main methods of collecting feedback from teaching staff. Met multiple times in the 2020-21 school year and implemented several key suggestions from the committee to strengthen our system.

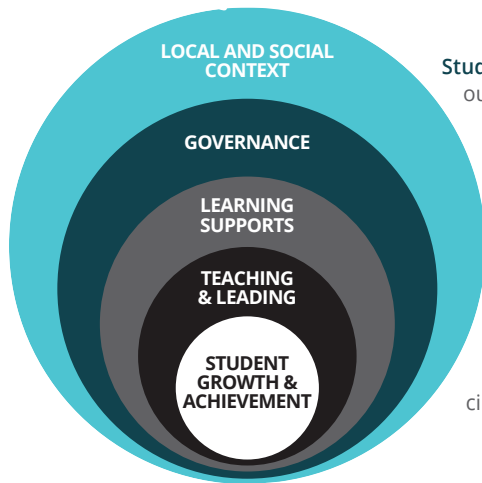


The Alberta Education Assurance Survey replaces the previous APORI survey and typically is administered yearly in February. In 2021 the survey was given to all staff, students and parents of students in grades 4, 7 and 10 in April. The respondents included elementary schools with smaller populations, all grade 4-6 students completed the survey. These results are reported in our November Annual Education Results Report.



OurSchool Survey is an instrument that we used in both Nov 2020 and Apr 2021 to gather information from students, parents and teachers on domains ranging from program planning to mental health status. These results inform our next plan and are reported each November in the AERR.

Schools created a variety of local measures to inform their planning and to gather feedback.



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 all students.

CONSULTATION TIMELINE

	Oct 2020	Nov 2020	Jan 2021	Mar 2021	Mar 2021	Apr 2021	Apr 2021	May 2021
Engagement	Teacher's Voice Committee	OurSchool Survey	Teacher's Voice Committee	Hope, Connection, Strength Facilitated Engagements	Teacher's Voice Committee	Alberta Education Assurance Survey	OurSchool Survey	Teacher's Voice Committee
Stakeholders	Teacher Reps Executive Trustees	All students gr. 4-12	Teacher Reps Executive Trustees	16 School Councils - 125+ parents 400+ students 500+ staff	Teacher Reps Executive Trustees	Students gr. 4, 7, 10 Parents All teaching staff	All students gr. 4-12 Parents All teachers	Teacher Reps Executive Trustees

THIS IS WHAT WE HEARD



STUDENTS

POSITIVES

- Google Classroom
- 1:1 devices
- Feedback and assessment practices
- Quarter System for high school
- Safety and cleanliness of schools
- Having our own spaces & routines (cohorting)
- Teachers focused on wellness

KEEP AN EYE ON

- Balance between tech and hands on
- Fixing drawbacks to quarter system
- Field Trips, Extra Curricular
- School events and Spaces
- Working and playing with friends
- Masks



FAMILIES

POSITIVES

- Google Classroom and 1:1 support
- Virtual meetings
- Focus on literacy and essentials
- Quarter System for high school
- Communication
- Safety and cleanliness of schools
- Focus on wellness
- Assessment and feedback practices
- Student independence

KEEP AN EYE ON

- Balance between tech and hands on
- Fixing drawbacks to quarter system
- Field Trips, Extra Curricular, volunteering
- School events and Spaces
- Working and playing with friends
- Parent access to schools
- Mental Health of students



STAFF

POSITIVES

- Formative, Timely and Digital Assessment practice
- Google Classroom & Improved teacher tech skills
- Scope and Sequence, focus on essential outcomes
- Quarter system and relationship building
- Having an Online HUB for students
- Differentiation
- Safety, cleanliness of schools
- Routines and cohorts create calm
- Increased communication, virtual meetings

KEEP AN EYE ON

- Balance between tech and hands on
- Cross grade groupings for instruction and activities
- Fixing drawbacks to quarter system
- Field trips, extra curricular
- School events, spaces, guests
- Workload
- Mental Health of students

EDUCATIONAL PRIORITIES

MESSAGE FROM THE SUPERINTENDENT

This is the second Annual Education Results Report that has been impacted by the COVID-19 pandemic. Like the rest of the world, our community, and our schools, have been touched in fundamental ways. Almost every aspect of the way we do our work and measure our success has had to change in ways small and large. We greet one another differently. We work together differently. We assess differently. We celebrate differently. School has just been different.

Through all of the shifts we had to make, we have sought to maintain our focus on the [Five Universal Goals](#) of our system. We have successfully navigated repeated interruptions to the normal flow of school to provide **Optimal Learning Environments** online and in blended settings. We have worked with families and community partners to continue to deepen our commitment to, and understanding of, working with an **Inclusive Mindset**. Teachers, administrators and staff from all departments have stepped up and provided **Leadership** to carry us through periods of great challenge and uncertainty. Classroom teachers have continued to work with our great FNMI Team to support **First Nations, Metis and Inuit Student Success** and to support our system's quest to meet the Calls to Action. I have no doubt that, while we are all tired and are more than ready to return to "normal", we will finish this year with deepened commitment to these system goals and with skills enhanced through necessity.

At no time has seeking to create a **Culture of Wellness** been more critical. Like the community we serve, the pandemic has touched all of our students and the staff who serve them. While learning remains our core work, we strive to deepen relationships between school and home. We hired amazing people to add to our team of mental health professionals (FSLWs, Mental Health Therapist, Psychologist, Counselors) in an effort to reach more students and families who were struggling. Our Mental Health Capacity Building projects (HUG and MyPlace) supported teachers in providing skills and knowledge to our students about how to care for themselves and support one another through challenging times. We worked with community partners (CMHA, Medicine Hat College, FCSS, and others) to respond to needs in our community. We know that there never seems to be enough support for those in our community who struggle with mental health; we also know that we are all in to be part of the path to wellness for our staff, students and community.

"Proud" is a meaningful word. It does not cover the deep well of feelings that I hold for the staff of Medicine Hat Public School Division. They have battled through very real challenges in order to serve our children and youth. They have shifted their practice again and again to meet the moment. They have put our community first. They have walked, in the throws of a pandemic, into the most crowded buildings in the city and they have held fast to their commitment to our system's mission, "... to provide an inclusive, progressive learning community through trust, courage and collaboration." I admire our staff. I would follow them anywhere.

The usual academic measures do not apply. We will not have PAT and Diploma Exam results to refer to as a measure of our success.

We have succeeded. We have served. We have supported. We have listened and have adapted. We have learned and grown. We have loved. In the end, all other measures follow these. On the other side of COVID, we will continue to improve student learning, because we held true to our values in the worst of times. We have been tested and we are good.

INCLUSIVE MINDSET: Using the programs of study as the framework for learning, every student is engaged in meaningful and authentic ways. All students are treated equitably; they get the support needed when they need it, and for the intensity and duration of time for which they need it.

OPTIMAL LEARNING: The Optimal Learning Environment (OLE) model will serve as a target at the centre of our decision making process. Resources and system structures will be built and allocated to support staff in achieving the high target set in the model.

CULTURE OF WELLNESS: We believe in fostering a healthy school community that creates and promotes a Culture of Wellness for all its members. 4/13/21 board meeting

LEADERSHIP: As an extension of the classroom, formal leadership needs to be treated as a teaching position with specific, legislated responsibilities and authority.

FIRST NATIONS, MÉTIS & INUIT STUDENT SUCCESS (FNMI): Demonstrate commitment to First Nations, Métis and Inuit success by adhering to the key principles of: Success for all students, the awareness of the value of FNMI culture by all, and the importance of relationships.

MESSAGE FROM THE BOARD CHAIR

Our Vision: To learn. To grow. To build a better world.

Our Division is committed to learning. Our leadership is constantly searching for ways to improve our Division through formal upgrading, keeping abreast of research, legislation and global influences. Our teachers are ever mindful of the changing nature of our students and continually strive to explore methodologies to meet their growing needs so that they can be engaged learners. Our support staff are trained alongside our teachers to assist students in their acquisition of knowledge and skills essential to their success. Our clerical and custodial staff play a role in creating a safe, caring and nurturing environment for students. We are grateful to have incredible staff serving students and families in our system.



GOAL 1

OPTIMAL LEARNING

DEFINITION The Optimal Learning Environment (OLE) model serves as an aspirational framework that sits at the center of our decision-making processes. The OLE is not intended to usurp the Teaching Quality Standard (TQS), rather it is intended to describe what could manifest in the lives of students if the TQS was fully implemented and supported. School and system administration, along with the Optimal Learning Coaches and informal school leaders work to help all teachers achieve the potential described in the OLE. Resources and system structures have been built, revised to be responsive, and allocated to support staff in achieving the target set in the model.

OUTCOMES

ALBERTA EDUCATION

Outcome 1: Alberta's Students are Successful

MHPSD

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.



STRATEGIES

Impactful Instruction & Intentional Learning Design:

- ◆ Use of collaborative response structures
- ◆ Literacy facilitator committee
- ◆ Establish a numeracy committee
- ◆ Facilitate communities of practice connected to K-6 curriculum
- ◆ Communities of practice to support French Immersion instruction

Engaged Learning Culture and Leveraging Digital:

- ◆ Teachers co-create and identify collaborative inquiry questions
- ◆ Framework for digital integration that:
- ◆ Supports distribution of technology
- ◆ Identifies a digital literacy progression
- ◆ Enhances and scaffolds pedagogy
- ◆ Establishing structures and routines
- ◆ Online HUB for students
- ◆ K-9 template to communicate learner attributes at communities of practice connected to curriculum

Quality Evidence of Learning & Leveraging Digital:

- ◆ Phased implementation of a Learning Management System (Edsby)
- ◆ Continued focus on identifying learning intentions and success criteria
- ◆ Focus on feedback and criteria to develop reflective learners

PERFORMANCE MEASURES

LOCAL MEASURES

OurSchool Student Measures:

- Students that value schooling outcomes
- 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:

- Evidence of literacy goals in school plans
- Evidence of planning for leveraging digital
- Establish student baselines through benchmarking

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)

HIGHLIGHTS



STUDENTS

"Really like the learning intentions and success criteria."

"I love the quarter system, it allowed me to know my teacher better."

"Google Classroom keeps me more organized, I never lose anything."



FAMILIES

"Quarter system: allows students to focus to a greater extent, greater sense of community and connection, faster identification of concerns."

"Being able to access Google classroom when not able to attend in class."

"High academic expectations and strong teaching have remained."



STAFF

"Scope and sequence has been helpful in changing how we plan and think flexibly. This also allows more collaboration in planning."

"Assessment Feedback is more in real time, can monitor step by step learning versus waiting for full product completion."

"Google classroom is a great organizational tool for classrooms."



GOAL 2

INCLUSIVE MINDSET

DEFINITION MHPSD is an inclusive education system that ensures all students get what they need, when they need it. This may mean that there are students who need us to honour their needs by creating alternative settings when needed and for as long as needed. Critical to this approach is that the goal must ALWAYS include all students with their peers as often as possible. Using the programs of study as the framework for learning, every student is engaged in authentic and meaningful ways. All students are treated equitably; they get the support needed when they need it, and for the intensity and duration of time for which they need it.

OUTCOMES

ALBERTA EDUCATION

Outcome 1: Alberta's Students are Successful

MHPSD

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 the physical and emotional needs are met.

STRATEGIES

- ◆ Collaborative Response established in each school to identify students that require support and a way for staff to provide those supports
- ◆ Accommodations embedded into teacher daily practice
- ◆ Year plan for CSTs focuses on core areas of inclusive support
- ◆ New ISP format utilized to focus on student goals, success criteria and evidence
- ◆ ELL Programming Framework developed and Pathway established
- ◆ Continue in-reach support to promote inclusion while monitoring ongoing changes to alternative programs
- ◆ Finalize division continuum of supports for academics and social emotional for Tier 2 and 3
- ◆ Comprehensive School Health plans to streamline and coordinate mental health supports
- ◆ Develop and implement an “anti-discrimination” action plan that includes revision of policy and procedures, universal curriculum, staff training and communications



PERFORMANCE MEASURES

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:

- School CR plans
- Document and regular CTMs and PTMs
- Increased in goals achieved in ISPs
- Increase in attendance rates
- Decrease in suspension rates

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

HIGHLIGHTS



STUDENTS

- “My teachers give me more time to complete my work.”
- “Tech tools make it easier for me to learn.”
- “We can come to school and know we can ask teachers for help.”



FAMILIES

- “Teachers have created a safe and welcoming environment and a happy place for students.”
- “Teachers are following up on struggling students and parents are aware of the struggle and can help students.”
- “One to one devices allows for differentiated learning and a positive impact on learning.”



STAFF

- “Accommodations - has forced students to engage with tech accommodations - normalized things like speech to text.”
- “Differentiation is critical to student success.”
- “The digital environment has made it easier to meet kids where they are at. It also has allowed for more streamlined feedback for students and parents.”



GOAL 3 LEADERSHIP

DEFINITION As an extension of the classroom, formal leadership needs to be treated as a teaching position with specific, legislated responsibility and authority. We are working to break the myth (sometimes self-fulfilling) that one must give up being a teacher and instructional leader in order to take on formal leadership. Indeed, the management part of administration is the simple part; the greatest challenges and rewards come from the relational power that teacher leaders bring to their work as instructional leaders. If we are successful, our program will help great teachers within our system choose administration; knowing they are continuing the important work they have started while working to broaden their professional influence and legacy.

OUTCOMES

ALBERTA EDUCATION

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

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 standard of professional conduct and professional practice supported through collaborative engagement alongside growth, supervision and evaluation.

STRATEGIES

- ◆ School plans established to reflect system and local goals
- ◆ Collaborative Response year plan embedded into school plan
- ◆ Collaborative time established at each school
- ◆ Continuum of supports reflects increased depth and breadth of application to support academic and social emotional needs
- ◆ Administrators engage in and support a process of generative dialogue with all staff members to support professional growth and inquiry
- ◆ Central Office team assigned to families of schools to support implementation of priorities
- ◆ Trustees assigned to families of schools to support engagement and governance
- ◆ Next system wide engagement process to begin Nov 2021 to support new Board



PERFORMANCE MEASURES

LOCAL MEASURES

OurSchool Teachers - Drivers of Learning:

- Leadership
- Collaboration
- Learning Culture

OurSchool Parent Perspectives:

- Parents are informed
- Parents support learning at home

Other Local Measures:

- Impact of stakeholder engagement in decision making
- Feedback gathered from educational planning stakeholder engagement.
- Teachers Voice Committee feedback
- Documentation of generative dialogue process
- Deepening understanding of the TQS, LQS & SLQS

Provincial measures:

- Increase in teachers reporting that professional learning has been focused, systematic and contributed significantly to their ongoing professional growth.
- Increase in teachers, parents and students indicating that their school has improved
- Increase teacher and parent satisfaction with parental involvement in decision about their child's education.

HIGHLIGHTS



STUDENTS

"I like that we have the whole school yard to ourselves this year."

"I like having Google meets in case we are sick."

"Students have a voice in decisions at my school."



FAMILIES

"Keeping parents more informed on assignments and projects. There is more transparency."

"Staff, students and parents have adapted to communicate better, advocate for needs more, and assess more regularly. As a parent, that is reassuring."

"I like open communication with the teachers. That we have access to them even though we aren't allowed in the school."



STAFF

"Increased parent engagement in student-leds, parent-teacher interviews, goal setting nights, parent council meetings, etc. now that these events are offered virtually."

"Parents are more aware of the areas of growth for their son or daughter."

"New practices like arrival and departure and cohorted recesses have improved our safe and caring learning environment."



GOAL 4

CULTURE OF WELLNESS

DEFINITION MHPSD is committed to student and adult success and well-being. With the help of representatives of CUPE, our Alberta Teachers' Association (ATA) Local and staff from across the jurisdiction, we will work to explore the best methods of supporting our valued staff in caring for themselves. Alberta Schools Employee Benefit Plan (ASEBP) and others are offering excellent support to us in helping the committee examine successful wellness initiatives that have been implemented elsewhere. We will focus on what staff might do on their own in addition to exploring the collective efforts that could be undertaken; opportunities for partnerships with local service providers. We believe that this effort of supporting staff in self-care is an important piece of the wellness puzzle. Coupled with an effort to build more effective, collaborative structures, we will see improvement in our collective wellbeing.

OUTCOMES

ALBERTA EDUCATION

Outcome 1: Alberta's Students are Successful

Outcome 2: Alberta has Excellent Teachers, School Leaders and School Authority Leaders

Outcome 3: Alberta's K-12 Education System is Well Governed and Managed

MHPSD

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 and how to access them.
4. Staff and students understand that learning happens best when physical and emotional needs are met.

STRATEGIES

- ◆ Increase in FSLW and counselling supports
- ◆ Implementation of SEL curriculum across grade levels (I.e., Second Step, Fourth R, Zones of Regulation)
- ◆ Innovative solutions to student extra-curricular activities
- ◆ Access to supports for students both at school and from home
- ◆ Connect with families to ensure they are able to access community supports
- ◆ Adjust attendance supports as necessary
- ◆ Access to technology and internet
- ◆ Hour Zero emergency response program – ongoing training, inclusion of pandemic module(s)
- ◆ Jurisdiction Health and Safety Committee training
- ◆ Comprehensive School Health plan to streamline and coordinate mental health supports
- ◆ Professional development for staff on regulation, mental health, and trauma-informed practice
- ◆ Employee Wellness Committee
- ◆ Ongoing partnerships with support services (ex. AHS, ASEBP, Homewood Health)

PERFORMANCE MEASURES

LOCAL MEASURES

OurSchool Student Measures:

- 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 Parent Perspectives:

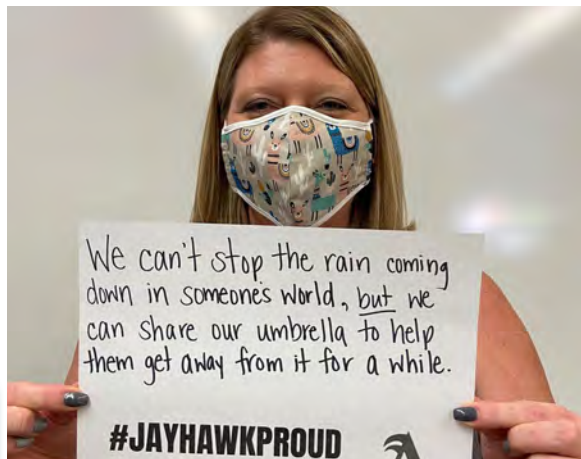
- Parents feel welcome
- Parent participation
- Safety at school

Other Local Measures:

- Decrease in staff absenteeism rates due to sick leave.
- Tracking Critical Response; VTRA, self-harm
- Decrease in suspension rates
- Increase in attendance rates
- FSLW referrals
- Universal mental health presentation data

Provincial measures:

- Increase in Safe and Caring & Parental Involvement indicators.
- Increase in Inclusive Education indicators of student inclusion & supported families



HIGHLIGHTS



STUDENTS

- "The school is a much cleaner place."
- "My school made me feel welcome and happy."
- "I developed authentic friendships through the HUB."



FAMILIES

- "Love the enhanced focus on overall student wellness."
- "Every child has a chrome book, they can work from home when sick."
- "Love that the doors are all locked all day. Feels much better as a parent, more safe & secure. Please keep this."



STAFF

- "Our schools are cleaner than they have ever been."
- "We have been able to build a more positive class climate and better classroom relationships."
- "Students who are anxious to ask for help can contact their teacher in other ways."



GOAL 5

FIRST NATIONS MÉTIS & INUIT STUDENT SUCCESS

DEFINITION Demonstrate commitment to First Nations, Métis and Inuit (FNMI) success by adhering to the key principles of: Success for all students, the awareness of the value of FNMI culture by all, and the importance of relationships.

OUTCOMES

ALBERTA EDUCATION

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

MHPSD

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 well-being.

STRATEGIES

- ◆ Continued, localized and personal engagement work
- ◆ Continued expansion of variety of classroom presentations
- ◆ Supporting staff to embed FNMI outcomes into daily planning
- ◆ Kes-key-mowin spring 2022 event with community partners
- ◆ Support post-secondary transitions for students
- ◆ Ongoing training for school based supports on self-identification conversations, embedded into electronic registration
- ◆ Professional learning for all staff around FNMI outcomes
- ◆ Supporting teachers and leaders with generative dialogue questions connected to FNMI success
- ◆ Continued support of staff specific professional learning goals
- ◆ Professional Learning for FNMI including CASS gathering



PERFORMANCE MEASURES

LOCAL MEASURES - OurSchool Student Measures:

- Students self identification

Other Local Measures:

- Increase attendance of First Nations, Métis and Inuit students.
- Increase family and community engagement in school meetings, events, and cultural celebrations
- Evidence of increased academic success for FNMI Students
- Evidence of impact through stories, videos, pictures, and other digital anecdotes
- Collaborative community partnerships are sustained
- Increase in number of self-identified students
- Increase number of classroom presentations and prof learning sessions

Provincial measures:

- Decreased Drop-out rate of FNMI students
- Increase high school completion for FNMI Students
- Increase high school to postsecondary 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



HIGHLIGHTS



STUDENTS

Self Identification
2018 - 320 Students
2021 - 401 Students



FAMILIES

FNMI team offers 34 unique
classroom presentations



STAFF

30% Increase in the number
of classroom presentations
delivered

BUDGET

2021-2022 BUDGET

BUDGET PRINCIPLES MHPSD's annual budget is driven by the goals and strategies of our 3 year plan, while addressing the operational needs of the school jurisdiction. MHPSD demonstrates fiscal responsibility by pursuing effective and efficient practices, while maintaining the best possible services to classrooms. This is demonstrated in the fact that 80% of the overall budget is targeted for instruction. The priorities identified by our board helped guide the 2021/22 budget process:

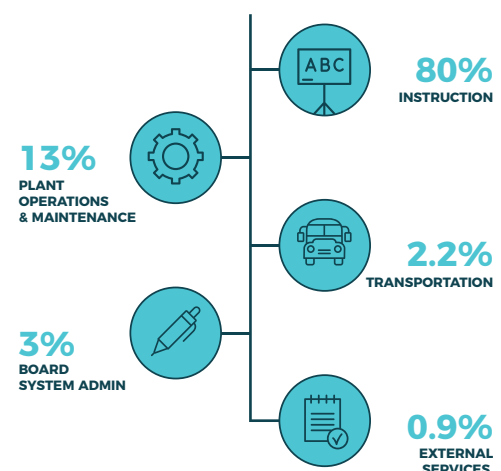
- Maintaining reduced class sizes
- Providing funding to support inclusion
- Additional wellness supports
- Focused support for literacy and numeracy

GENERAL SUMMARY

	Revenues	Expenses
INSTRUCTION	\$ 70,348,500	\$ 71,034,500
OPERATIONS AND MAINTENANCE	10,990,100	11,631,700
TRANSPORTATION	2,370,500	2,318,800
SYSTEM ADMINISTRATION	3,102,600	2,719,900
EXTERNAL SERVICES	\$ 1,004,800	\$ 868,600
	<u>\$ 87,816,500</u>	<u>\$ 88,573,500</u>
Total Per Budget Summary	<u>\$ 87,816,500</u>	<u>\$ 88,573,500</u>

EXPENSES BY FUNDING BLOCK

2021-2022



• [2021-2022 BUDGET MHPSD.CA](https://mhp.ca/2021-2022-Budget)



FACILITY & CAPITAL

PROJECTS AND PLANS

CAPITAL PRIORITIES 2022-2025

PROJECT	CATEGORY	COST
2022-2023		
Hamptons Elementary	New	\$14,781,698
Ecole Connaught School	Modernization	\$20,871,484
2023-2024		
Crestwood School	Modernization	\$13,928,459
2024-2025		
Alexandra Middle School	Modernization	\$19,863,964
River Heights School	Modernization	\$6,760,037
<i>Total 3 years</i>		\$76,205,642

INFRASTRUCTURE MAINTENANCE AND RENEWAL

There are numerous maintenance and renewal projects and minor renovations will be completed by Sept 2021, including, but not limited to the following:

- Modernize washrooms at Southview
- Upgrade flooring at Alexandra Middle, Herald and Ross Glen
- Install no-touch faucets and fixtures at all schools
- Upgrade mechanical systems at CHHS, Ross Glen and Vincent Massey
- Upgrade building management system at CHHS
- Replace roof of east gym at CHHS

[MHPSD 3 Year Capital Plan 2021-2024](#)



- ◆ Online at: www.mhpsd.ca - direct link to doc
- ◆ Budget
- ◆ Capital and facilities plan



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