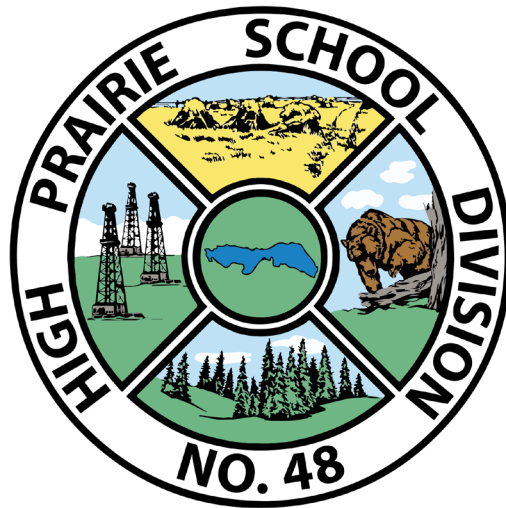


HIGH PRAIRIE SCHOOL DIVISION 2021-24 EDUCATION PLAN



MISSION

Through exemplary teaching, leadership, and collaborative partnerships, we prepare students to be socially responsible and to succeed locally and globally.

VISION

We inspire, lead and achieve to the highest level.





MESSAGE FROM THE BOARD OF TRUSTEES

On behalf of the Board of Trustees, I am pleased to present the 2021-24 High Prairie School Division Education Plan. Within these pages, you will find Division priorities, goals, outcomes, strategies, and measures that have been identified as a result of consultation with staff, students, and school councils. The pandemic has greatly thwarted our efforts of the probing consultation process that we had wanted. Throughout the upcoming school year, the Division will do a wider, more intense consultation process with parents and community members, First Nations, Metis Settlements, business owners, and municipal counterparts. This consultation will inform the future cycle of planning for the Division.

We encourage you to look through this unique lens into our Division and would appreciate hearing from you. Please consider attending one of our consultation sessions this upcoming year.

Diversity brings strength, and your voice matters.

ACCOUNTABILITY STATEMENT FOR THE EDUCATION PLAN

The Education Plan for High Prairie School Division commencing September 2021 was prepared under the direction of the Board in accordance with the responsibilities under the *Education Act* and the *Fiscal Planning and 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 student learning and results.

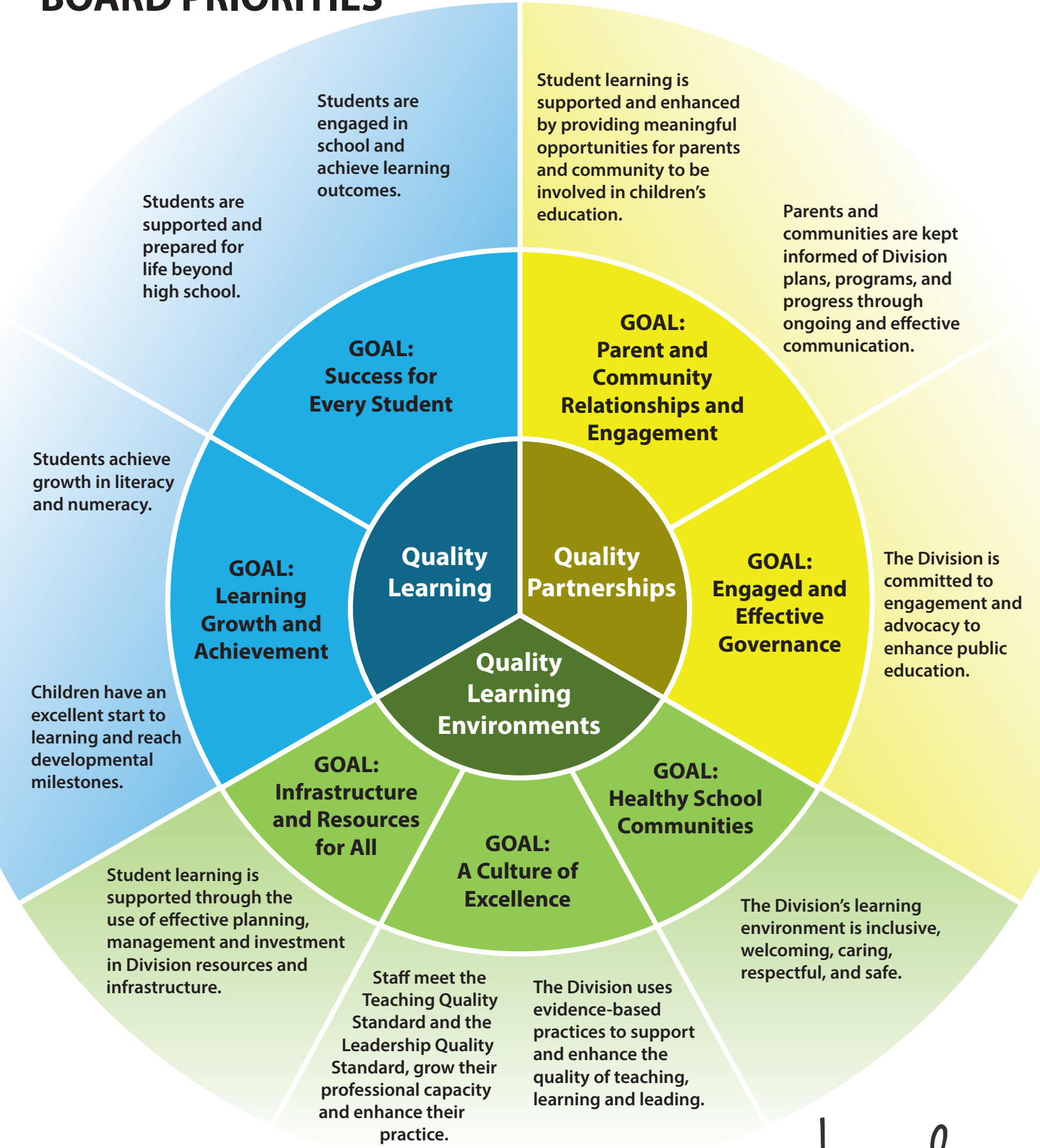
The Board approved the Education Plan for 2021-2024 on May 19, 2021.

Steve Adams, Board Chair

Laura Poloz, Superintendent

HIGH PRAIRIE SCHOOL DIVISION

BOARD PRIORITIES



QUALITY LEARNING

SUCCESS FOR EVERY STUDENT

OUTCOME:

- *Students are supported and prepared for life beyond high school.*

PERFORMANCE MEASURES:

- *65% of grade 12 students will transition into post-secondary programs*
- *50% of Indigenous students will transition into post-secondary programs*
- *90% of teachers and parents agree that students are taught attitudes and behaviours that will make them successful at work when they finish school.(now 80.3)*
- *80% of grade 10-12 parents are satisfied that their child can access Career Counselling in a timely manner.*
- *80% of secondary students complete CTS FIN and CTS ELT/CSE courses.*

OUTCOME:

- *Students are engaged in school and achieve learning outcomes.*

PERFORMANCE MEASURES:

- *60% of Indigenous students will complete high school.*
- *Increase of 10% Grade 12 high school completion rate in each of 3, 4 and 5 years*
- *55% of students in high school receive Rutherford Scholarships*
- *K-12 student attendance improves by 10%*
- *92% of parents are satisfied with the special support their child receives at school.*
- *100% of children and students referred for services from the Student Services Team (S-L, OT, DHH, Vision, PT, Psych, Counselling) will receive service from the discipline(s) referred.*

LEARNING GROWTH AND ACHIEVEMENT

OUTCOME:

- *Children have an excellent start to learning and reach developmental milestones.*

PERFORMANCE MEASURES:

- *100% of kindergarten teachers will be trained to administer and interpret the Early Years Evaluation - Teacher Assessment.*
- *By December, 100% of children in Kindergarten identified on the EYE-TA as experiencing difficulty will receive targeted intervention from the multi-disciplinary team, in their area of need(s).*
- *According to the EYE-TA, 90% of children will reach appropriate developmental levels, by the end of Kindergarten.*
- *100% of students in grade 1 will be assessed using the Right to Read screening tool at the beginning of the year.*

OUTCOME:

- *Students achieve growth in literacy and numeracy.*

PERFORMANCE MEASURES:

- *80% of students will achieve acceptable standard and 10% the excellence on the Gr. 6 E/FLA PAT*
- *75% of students will achieve acceptable and 10% the excellence standard on the Gr. 9 E/FLA PAT*
- *90% of students will achieve acceptable standard and 10% the excellence on the English 30-1 Diploma*
- *100% of students in grades 2-6 will be assessed using the Fountas and Pinnell two times per year.*
- *100% of students in grades 7-10 will be assessed using the Ontario Comprehensive Assessment for literacy.*
- *85% of students will improve their literacy skills, evidenced by 2-3 levels of growth on Fountas & Pinnell (grades 2-6) or 1 level of growth on the OCA rubric (grades 7-10).*
- *100% of students in grades 2-10 will be assessed using the MIPI.*
- *80% of parents will be satisfied that their child can access services in a timely manner at school when needed that help students to read and write.*

QUALITY LEARNING ENVIRONMENTS

HEALTHY SCHOOL COMMUNITIES

OUTCOME:

- The Division's learning environment is inclusive, welcoming, caring, respectful and safe.

PERFORMANCE MEASURES:

- 85% of teachers, parents and students are satisfied that students model the characteristics of active citizenship.
- 80% of students believe that bullying is not a common experience in their school.
- 90% of teachers, parents and students agree that: students are safe at school, are learning the importance of caring for others, are learning respect for others and are treated fairly in school.
- 100% of students identified with food security issues will receive access to nutritious food at school.
- 80% of students accessing the Wellness Coach will report on the Wellness Coach Rating Scale, they are satisfied with the support provided.
- 80% of staff are satisfied with the services provided for their wellness.
- Staff absenteeism due to illness will decrease.

A CULTURE OF EXCELLENCE

OUTCOME:

- The Division uses evidence-based practices to support and enhance the quality of teaching, learning and leading.

PERFORMANCE MEASURES:

- 90% of teacher K-6 are engaged in collaborative curriculum working groups.
- 75% of teachers are retained for more than 5 years.
- There will be an increase in the number of schools that use the Collaborative Response practices to plan, implement, and evaluate student support.
- 20% more students participate in Land-Based Learning.
- 100% of school based administrators will agree that the PD they received through the jurisdiction have significantly contributed to their ongoing leadership skills.
- 100% of school based administrators will participate in the division PD for administrators.

OUTCOME:

- Staff meet the Teaching Quality Standard and the Leadership Quality Standard, grow their professional capacity and enhance their practice.

PERFORMANCE MEASURES:

- 90% of teachers, parents and students indicate that their school and schools in their jurisdiction have improved or stayed the same the last three years.
- 80% of teachers indicate they are confident they are meeting the technology outcomes of the TQS.
- 65% of teachers indicate they feel confident using technology.
- 80% of teachers indicate that their foundational knowledge has expanded and they will incorporate these understandings into instruction.
- 80% of teachers agree that PD opportunities made available through the jurisdiction have significantly contributed to their ongoing professional development.

INFRASTRUCTURE AND RESOURCES FOR ALL

OUTCOME:

- Student learning is supported through the use of effective planning, management and investment in Division resources and infrastructure.

PERFORMANCE MEASURES:

School utilization rate;

- Division Average Utilization Rate is 54.9%
- Objective to increase by 0.5% annually each of the next three years

Infrastructure Maintenance & Renewal (IMR) projects completed

- Assuming stabilized funding the Division targets 100% completion of all IMR/CMR projects annually, with 90% completion the minimal acceptable standard. (the number of projects will vary depending on funding and the expense of the project)

Mbps bandwidth at each school;

- Currently the division operates with a 3,030 Mbps with a 20% surge capacity built into the system. One of our schools regularly finds itself within the 20% surge capacity.
- The goal is to increase the Mbps capacity at RMS to alleviate the need to use the surge capacity for the 2021-22 school year.

of students to devices;

- The Division currently has a 1:1 ratio in chromebooks to students in grades 2-12 with a spare capacity of 170 units. The target is to have a spare capacity of 5% or 135 units minimum
- The Division has 439 I-pads for students K-1. The target is also to have a minimum of 5% over capacity.
- This strategy will require the evergreening of approximately 100 units annually

of days teachers are away from school

- The average absence rate for our certified staff is 8% or 14 days for all absences. The goal over the next three years is 10 days or less

of bus riders;

- 1,970 daily (67% of all students). Maintaining this number is the goal.

Average ride time

- 62 minutes. This is reviewed annually at a minimum with the objective to lower each year.

Fly-bys

- The goal is to have zero fly-bys. However, our ability to ensure this has three major components. (1) to monitor and evaluate each fly-by and review internal practice and procedure to ensure we are doing everything as safely as possible (2) to work with law enforcement on education and prevention. (3) Invest capital to ensure our school bus drop offs are as safe as possible.

QUALITY PARTNERSHIPS

PARENT AND COMMUNITY RELATIONSHIPS AND ENGAGEMENT

OUTCOME:

- Student learning is supported and enhanced by providing meaningful opportunities for parents and community to be involved in children's education.

PERFORMANCE MEASURES:

- 90% of parents are satisfied that they are involved in decisions about their child's education.
- 80% of parents are satisfied that they are involved in decisions at their child's school.
- 80% of parents are satisfied that their input into decisions at their child's school is considered.
- 90% of parents are satisfied with the opportunity to be involved in decisions about their child's education.
- 75% of parents are satisfied with the opportunity to be involved in decisions at their child's school.
- 100% of schools will have School Councils or Advisory Councils.
- 100% of School Councils will send members to the COSC meeting.
- 80% of parents participate in parent/teacher interviews.

OUTCOME:

- Parents and communities are kept informed of Division plans, programs, and progress through ongoing and effective communication.

PERFORMANCE MEASURES:

- 100% of students will have a contact email for at least one parent/guardian (96)
- 100% of students will have a contact phone number for at least one parent/guardian.
- 55% of total parents/guardians opted in for SMS messaging.
- 100% of school websites will be maintained and regularly updated.
- Every school will ensure messaging is delivered to parents in a variety of ways.
- 100% of schools will survey their parents to determine which communication format they will use.
- The division will use a variety of ways, including updating the website to communicate plans and news to the community.

ENGAGED AND EFFECTIVE GOVERNANCE

OUTCOME:

- The Division is committed to engagement and advocacy to enhance public education.

PERFORMANCE MEASURES:

- 1 meeting with each municipal counterpart.
- 1 meeting with each First Nation and each Métis Settlement.
- 1 advocacy area will be championed each school year.
- 1 meeting per year with each local MLA and the Minister of Education, Infrastructure, and Transportation.
- 100% Attendance at regional Chamber of Commerce meetings.
- Community engagement sessions will be held in most communities at the beginning of each 3 year plan.
- 1 engagement session will be held each year with a First Nation or Métis Settlement in our service region.

ASSESSMENT

HPSD schools will generate evidence of student learning to inform teaching practice through a balance of formative and summative assessment experiences. Support will be provided, and evidence will include:

- Teacher planning that includes a balance of formative and summative opportunities for students to demonstrate learning,
- Teacher planning that demonstrates connections between evidenced formative assessments and next instructional steps,
- Gradebooks/records that demonstrate a collection of data that balance formative and summative opportunities.

LITERACY

HPSD schools will assess using the Fountas and Pinnell and the GB+ (French Immersion) benchmarks and the Right to Read and Ontario Comprehensive Assessment screening tools according to a divisionally set schedule.

The data will be visually presented to support instructional decisions by teachers. HPSP schools will use literacy data (including the benchmarks results) and foundational balanced literacy principles to set and achieve improvement goals.

Support will be provided, and evidence will include:

- K-12 literacy-rich environments,
- Read alouds & think alouds modelled K-12 across all subject areas,
- Teachers conferencing with students about their reading and writing,
- K-12 students participating in guided and shared reading and writing opportunities,
- Explicit instruction of comprehension, content area and disciplinary literacy strategies,
- Explicit word work and vocabulary instruction using researched strategies,
- A variety of supports and interventions for reading and writing available to students,
- Instruction and supports which are informed by student data and staff collaboration,
- Literacy interventions articulated on the school's pyramid of intervention.

Literacy committees are evident in each school. The divisional literacy committee, with teacher membership from each school's literacy committee, examines and prioritizes actions using the HPSP Literacy Framework.

NUMERACY

HPSP schools will ensure that all staff and students understand that numeracy is foundational to all learning. Support will be provided and evidence will include:

- Identify and assess the numeracy interventions
- Demonstrate the use of relevant data
- Math Intervention/Programming Instrument is administered in all Grades 2-10,
- Data is organized and transcribed for analysis by teachers to inform instruction,
- Numeracy interventions are articulated on the school's pyramid of interventions,
- Students engage with quantitative or spatial information in all curricula,
- Students will engage in numeracy-rich discussions and activities in all subject areas.

CHARACTER EDUCATION

In order to create safe and caring school communities, all HPSP schools have a character education plan which focuses on the values of each school. The primary purpose of character education is to create a climate where students feel connected to the school and supported by their teachers and other school staff.

School values are routinely reviewed and updated. In addition, HPSP seeks to provide all students with wellness support across all three tiers within the Response to Intervention model. We recognize the complex interaction between Mental Health, Active Living, and Nutrition and the combined effect on each individual's sense of well-being. As such, we strive to maintain a student/wellness staff ratio of 250:1.

We also recognize that children and youth are most likely to access mental health supports within the school setting. In response, Counselling

Consultants are available to students who require intensive 1-1 counselling.

LEADERSHIP DEVELOPMENT

HPSP continues to prioritize leadership development at a variety of levels. New Principals and Vice Principals are supported to participate in the Start Right Program for Beginning School Leaders through the College of Alberta School Superintendents (CASS). HPSP encourages school-based administrators to collaborate with one another through formal and informal mentorship and participation in divisional, professional development with a focus on the growth of effective supervision and evaluation strategies.

STAFFING

HPSP continues to refine recruitment using both traditional and digital avenues. Our Mentor Coordinator works with the Vice Principals to ensure that teachers new to HPSP are fully supported as they begin their careers. HPSP works closely with teacher education institutions and encourages student teachers to do their practicum under the mentorship of strong HPSP teachers.

HPSP is committed to focus on staff wellness. Working as a collaborative team we are reviewing administrative procedures and establishing best practices. We also work in consort with Alberta School Employee Benefit Plan (ASEBP) as a wellness partner. We promote ASEBP and the Employees Family Assistance Program (EFAP). We actively encourage staff to access these resources as they are designed to support all employees throughout their career with our division.

PROFESSIONAL DEVELOPMENT

HPSP believes in ongoing, goal-driven, systemic professional development at all levels. HPSP supports: 1) teachers who wish to further their education through accredited university or college courses through a tuition reimbursement allowance, 2) certified staff through the Joint HPSP/ATA Local 62 Joint Professional Development Fund, 3) school-based administrators through the Administrator Professional Development Fund and 4) professional development

opportunities for school support staff (Library Clerks/Technicians, Secretaries, Educational Assistants, and Cooks) within school-based professional development days and specified divisionally coordinated professional development days. HPSPD also collaborates with the North West Regional Consortium to bring professional development opportunities to our staff.

FIRST NATION, MÉTIS, AND INUIT PROGRAMMING (INDIGENOUS EDUCATION COACHES)

The Indigenous Education Coaching team employs a universal education model.

The goal of this model is for all students to have a deep understanding of our Canadian history, including Indigenous cultures, perspectives, Treaties and Land agreements, the Legacy of Residential Schools, and the contributions of Indigenous Culture in shaping our Canadian identity.

This model supports all staff in meeting the Teaching Quality Standard (TQS) #5 through monthly professional development sessions designed to build the capacity of our teachers to accurately and confidently deliver Indigenous materials in their classrooms. They are moving future generations forward in creating a more inclusive Canada.

This model allows Indigenous learners to see themselves reflected in the curriculum. Classroom content across subject areas from Kindergarten to Grade 12 will be respectful, authentic, and genuine and will include consultations with Elders and Knowledge Keepers.

LEARNING TECHNOLOGY POLICY FRAMEWORK

HPSPD schools will “engage in year-long professional learning and ongoing critical reflection” to improve technology integration (Alberta Education Teaching Quality Standard, 2018).

HPSPD schools will develop and implement an LTPF Policy Direction 1: Student-Centred Learning plan that will support the competencies described in the TQS and the technical skills outlined

in each course with evidence including:

HPSPD students:

- Access, share and create knowledge using a range of resources and media,
- Discover, develop, and apply competencies across subject and discipline areas for learning work and life,
- Develop and apply digital citizenship and technological skills,
- Monitor their learning progress and inform decisions through data and evidence-based reasoning.

HPSPD teachers:

- Innovatively and effectively use technology,
- Use technology and research to meet diverse needs in student-centred learning opportunities.

DUAL CREDIT PROGRAMMING

Career Coaches continue to encourage and support student participation in Dual Credit courses and programs, allowing students to explore career interests, earn workplace certifications and prepare for a successful transition to post-secondary. Career Coaches continuously explore new opportunities to expand the already significant variety of Dual Credit course offerings for senior high HPSPD students through collaboration with a growing number of colleges and universities across Alberta. The Grad Coach is integral to the success of the Dual Credit program as this position directly supports students enrolled in Dual Credit courses. HPSPD is recognized provincially for its very successful Dual Credit programs.

CAREER COACHES

Career Coaches continue to provide HPSPD students with support in transitioning successfully to secondary, post-secondary, and occupational futures. Career Coaches meet in classroom settings with Grade 9 students to support the development of self-awareness and career opportunities and to prepare students for the academic transition to high school. The team frequently meets with senior high students in group and individualized settings to engage students in the development and implementation of

their career plans. This reflective process focuses on exploration and engages a student's support system in the process whenever possible.

INCLUSION – PYRAMID OF INTERVENTION

HPSPD supports inclusion through a multi-tiered approach. All students have a continuum of needs that can be met, to a varying degree, by differentiated instruction. School-based Learning Support Teachers (LSTs) engage in coaching conversations with staff regarding the ways and means of supporting a differentiated program of studies.

Each HPSPD school annually reviews their response to intervention inclusive of:

- the universal, targeted, and intensive supports available
- the process by which teachers collaborate to implement strategies
- support networks for updates about student progression
- display their pyramid of intervention in a designated area where staff have easy access

LEARNING SUPPORT TEACHERS

Each school uses data as a means to identify and advocate for students needing access to a continuum of supports and services. LSTs are key players in supporting the staff's understanding of response to intervention and the ways of individualizing support for students. This involves the collection and analysis of student data to see how to best assist each student in achieving their individualized goals. The LSTs are instrumental in supporting the analysis of assessment data from Math Intervention/Programming Instrument, Fountas and Pinnell, Ontario Comprehension Assessment as well as through anecdotal data from classroom observations and behaviour monitoring forms.

The collection of data is used to inform decisions about where to allocate resources and services such as Educational Assistants, occupational therapy, speech-language pathology, and psychological supports.

The Learning Support Teachers are continuing to provide targeted professional development to their colleagues based on the needs of their staff and students.

These needs are determined through classroom observation, coaching conversations, and discussions with their Administrators. The evolution of this practice has contributed to increased collegiality and a cross-pollination of ideas.

WELLNESS TEAM

HPSD's wellness team is comprised of, but not limited to, Wellness Coaches, Counselling Consultants, and Psychologists. The Division is striving to provide mental health supports across the division within a recommended ratio of one Wellness Coach: 250 students and one psychologist: 700 students (recommended by Association of School Counsellors & National Association of School Psychologists).

In recognition of the interdependence between health and wellness, HPSPD has adopted the four pillars reflected within the Comprehensive School Health model: Mental Well-being, Physical Activity, Healthy Eating, Partnerships and Services. This approach is reflected in Administrative Procedure 241 – Healthy School Communities, which Wellness Coaches work within schools to promote.

High Prairie School Division's focus is on building the capacity of schools to respond to students' mental health needs. There are three tiers in our Response to Intervention model: Universal programs - aimed at creating a school climate that supports student well-being and identifies and addresses the needs of students before they escalate.

Target intervention – Wellness Coaches respond to students by offering solutions and encouragement to meet goals. There is ongoing consultation with Counselling Consultants and/or psychologists to determine the best means of supporting the student.

Specialized intervention – 1:1 support from a Counselling Consultant; consultation and/or intervention from

a psychologist; referral to an external service when warranted.

Wellness Coaches work within schools to adopt a strength-based approach that supports students to build their resiliency to overcome challenges. This involves the promotion of healthy practices, offering support and alternatives regarding choices, and partnership with other service providers and agencies when needed.

Counselling Consultants have the skill and expertise to address the need for more targeted and specialized support. They collaborate with Wellness Coaches and school staff to identify students needing support that is more intensive. They also provide professional development and support to staff dealing with their own wellness issues.

Professional mentorship is integral to building the capacity of the Wellness Coaches, Counselling Consultants, and Division Psychologists. The Divisional Psychologist has the expertise and experience to offer this support and to ensure adherence to professional guidelines.

EDUCATIONAL ASSISTANT/ LEARNING COMMONS TRAINING PROGRAM

HPSPD continues to offer training to Educational Assistants with a focus upon three key areas: behaviour studies, speech therapy and occupational therapy. The goal is aimed at developing the skills and capacity of the Division's valued Educational Assistants to respond to the needs of our students. This is enhanced with support from our student services team. Developing the ability to respond to student needs takes into account our most vulnerable students. In the absence of the assigned EA, it is often in the best interests of the student to temporarily assign a staff EA to fill the void. This approach strengthens the commitment of our staff to address the needs of all students.

HPSPD continues to support Learning Commons in each school. Outreach schools are partnered with the local High School to ensure resources are available to students. A Centralized Lending

Library supports the centralized purchase and storage of robotics, coding and makerspace kits that are available to all schools as needed. A Learning Commons Liaison coordinates working directly with Library Clerks to achieve certification. The Learning Commons Liaison also ensures ongoing professional learning is pertinent, timely and based on current research regarding the implementation of a learning commons.

PARENTAL INVOLVEMENT

The HPSPD Board of Trustees continues to support parental involvement in the decisions about their child's education. In addition to actively engaging with parents at regular school council meetings, whereby that recommending body is often asked to gather feedback on a variety of topics and issues related to student development, school processes, and strategic goals, the Board of Trustees also hosts community engagement sessions, Council of School Council meetings, and regular surveys. These methods are used in concert to gather as much feedback as possible from our school community to ensure the parental voice is heard when making decisions related to their child's education. The Division shall hold and maintain the following:

- Division and school websites
- Division and school social media accounts
- Division-wide parent/guardian messaging system

ENGAGED GOVERNANCE

As part of their strategic plan, the HPSPD Board of Trustees has outlined priorities with subsequent goals. The outcome for engaged governance is the local communities, municipalities, and provincial and federal ministries are engaged in the education system as active partners. The Board of Trustees is actively seeking support and engagement from the following ministries on the topics listed below.

Infrastructure

IMR Funding - There needs to be utilization funding for non-educational buildings.

Education

Choice in Education - is limiting the

educational opportunities for rural students; we have a finite number of students being divided among an ever-increasing number of schools of choice, which results in no one being able to provide anything beyond basic programming.

Weighted Moving Average - Work with provincial education advocacy groups to advocate for equity regarding the WMA with respect to the 2020-21 school year and the enrollment concerns as a result of the COVID-19 pandemic.

Advanced Education

Saving seats for rural students - is crucial for equity of opportunity for rural students. The lower numbers of students and funding cap for secondary schools realize a limited number of course offerings. This results in rural students being waitlisted or rejected from post-secondary programs of study even though their academic successes are comparable to their urban counterparts.

Student Loan Breaks - for those in post-secondary and trades schools who return to work in northern Alberta or a tax credit that can be applied.

Health

Mental Health Resources - need to be available in our communities. The last available data shows a continued decrease in self-perceived mental health and a lower self-perceived mental health as compared to the rest of the province. Access to mental health supports in our rural communities needs to be available, beyond the school, for students and their families.

Nutrition Project - funding needs to continue as it greatly supports our students' overall health.

Justice

Prosecute offenders - as the number of fly-bys in our service region continues to climb, valid cases of driver error risking the lives of children are thrown out of court. With no penalty for this dangerous and life-threatening action, there is no reason for drivers to modify their behaviour.

SAFETY PROGRAMS

High Prairie School Division ensures

staff work and students learn in a safe and caring environment in part by using two safety management programs. These programs are used to increase safety awareness of self and others, drill planning, and protocol education throughout the division.

Public School Works (PSW) is used to assign division-wide generic training and role-specific training throughout the division. Additionally, PSW is used to record staff and student accidents and near-miss incidents as required by Occupational Health and Safety legislation.

Hour Zero is used to confirm employee emergency contacts and medical alert information. Additionally, we conduct a staff skills inventory to assist with our disaster planning when assigning roles to our Emergency Operations Centre and Incident Command System teams. Lastly, we use this program to train our staff on the identification of emergency protocols management throughout the division.

The HPSD School Re-Entry plan was developed by Learning Support Centre staff to address school re-entry under Scenario 1. It was approved by the Board of Trustees and is updated on a regular basis to address the ever-changing global pandemic. The re-entry plan can be found on our website at www.hpsd.ca/covid19.

COOPERATIVE BUSING

Cooperative busing is done with the local coterminous school authorities. Advantages to a cooperative busing agreement include operating efficiencies in areas such as the elimination of duplicate routing. Historically, HPSD has supported in transporting approximately 350 students with 22 buses in the High Prairie and Slave Lake areas of operation.

COMPREHENSIVE SCHOOL THREAT ASSESSMENT GUIDELINES

Comprehensive School Threat Assessment Guidelines (CSTAG) is a problem-solving approach to violence prevention that involves assessment and intervention with students who have threatened violence in some way.

The primary goal of threat assessment is safety for everyone, but another important goal is to help students to be successful in school. It is a flexible, efficient process that allows schools to quickly resolve threats that are not serious while taking protective action on more serious threats. CSTAG is the only threat assessment model that is peer-reviewed and recognized as an evidence-based program by the National Registry of Evidence-Based Programs and Practices.

The HPSD Supervisor of Inclusion and Registered Psychologist are trained CSTAG facilitators who provide training and guidance to schools.

FINANCIAL DOCUMENTS

All financial documents can be found on the Division website at https://hpsd.ca/quick_links/board_of_trustees/financials. Capital plans are available on the division website at https://hpsd.ca/quick_links/board_of_trustees/capital_plans.

2021-22 ANNUAL BUDGET

2021-22 THREE-YEAR CAPITAL PLAN

2021-22 INFRASTRUCTURE MAINTENANCE AND RENEWAL PLAN