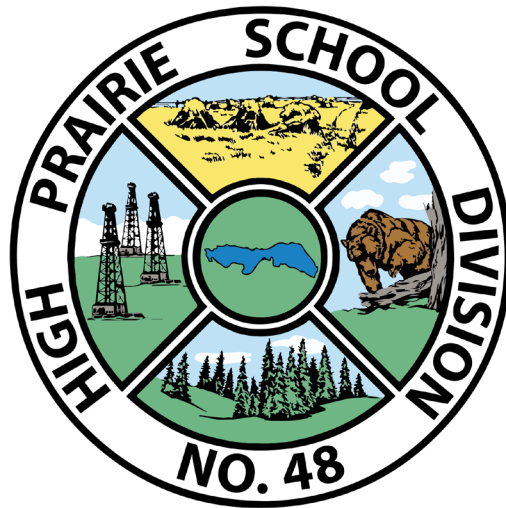


HIGH PRAIRIE SCHOOL DIVISION 2022-25 EDUCATION PLAN



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 2022-25 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.

Throughout the upcoming school year, the Division will continue to undertake an intense consultation process with its communities and municipalities, garner feedback from staff and students, and work closely with school councils. This work will continue to inform our planning process. This past year, consultation included parent and community meetings in the communities of Slave Lake, High Prairie, and Donnelly and Falher. We held a Council of School Councils meeting with school councils across the Division, parent surveys, student surveys, and a data collection booth at Kinuso during one of their school events. We also met with every one of our municipal counterparts to discuss issues and concerns.

As a result of the consultations, surveys, data collected throughout the year, and a three-day strategic planning process, the Board identified three focus areas within its priorities:

1. Growth in literacy and numeracy, including support for the new curriculum rollout,
2. Continued mental health support, and
3. Increased engagement and communications with stakeholders and community partners.

We encourage you to look through this unique lens into our Division and would appreciate hearing from you as your voice and opinions are important to us. Please consider joining your child's school council and/or answering the surveys available throughout 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 August 2022 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.

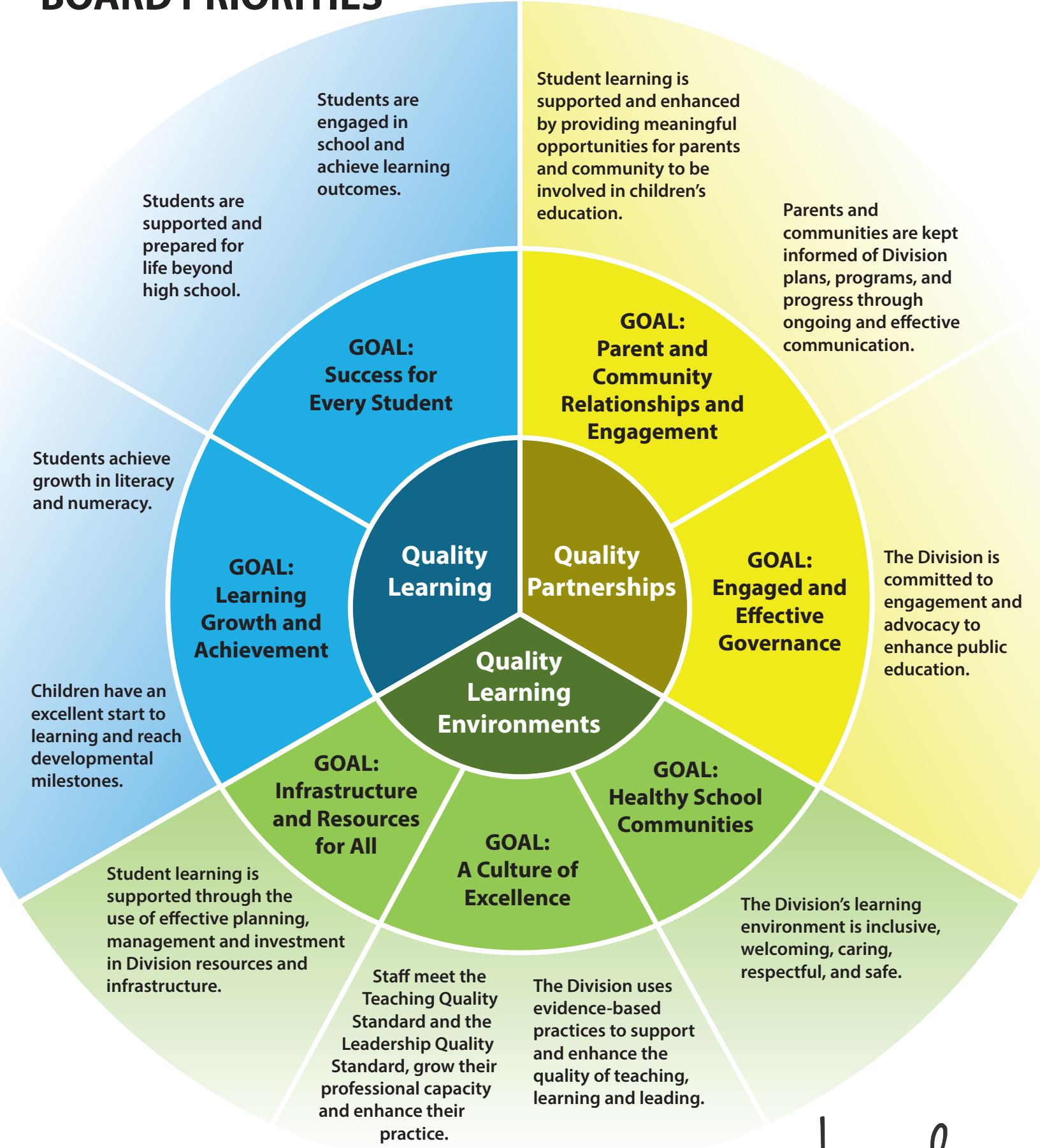
The Board approved the Education Plan for 2022-25 on May 17, 2022.

Joy McGregor, 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,*
- *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:

- *According to the EYE-TA, 90% of children will reach appropriate developmental levels, by the end of Kindergarten.*

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 will be assessed using common literacy and numeracy assessments/screens,*
- *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
- Staff responding to HPSD Wellness Survey report their overall health and wellness at or above 7 out of 10
- Staff attendance will improve by 5%

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,
- 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:

Facilities

- 90% completion of all IMR/CMR projects annually,
- 80% of staff are satisfied with the maintenance at their site.

Mbps bandwidth at each school

- All schools will have adequate Mbps, as defined by the Technology Department, with a 20% surge capacity built into the system.

of students to devices

- The Division will maintain a 1:1 technology ratio by evergreening 100 devices annually with a spare capacity of 5% of total units.

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 identify participation in school events.*

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,*
- *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.*

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 within the four-year term of the Board of Trustees,*
- *1 meeting with each First Nation and each Métis Settlement within the four-year term of the Board of Trustees,*
- *The Board of Trustees will have an advocacy plan to advocate for identified priorities ,*
- *1 meeting within the four-year term of the Board of Trustees with each local MLA and the Minister of Education, Infrastructure, and Transportation,*
- *100% Attendance at regional Chamber of Commerce meetings,*
- *The division will attend at least one community event in each ward annually to continue gathering stakeholder feedback.*

NEW CURRICULUM SUPPORTS

Alberta Education has published a new K-6 curriculum with a focus on the four key themes of literacy, numeracy, citizenship, and practical skills. There is an increased focus on the development of work ethic, civic participation and citizenship, financial literacy, digital training, public speaking, critical thinking, and respect for different views.

Relevant data will be gathered to guide the implementation planning. Staff and student readiness, areas of growth, assessment and instruction, and resources will be addressed as schools plan and begin the new curriculum. Communication and collaboration will be important to these processes.

During this multi-year implementation, key structures will be leveraged, such as school, divisional, and leadership collaboration and professional learning systems, ongoing resource selection and review processes and data organization and analysis tools. These key structures will be reviewed during this iterative, elementary implementation with a focus on student learning and achievement to improve supports for students, staff, and families.

EARLY LEARNING COORDINATOR

The Early Learning Coordinator provides teachers and other instructional personnel, from ECS to Grade 3, with the knowledge, resources, and support to meet the learning and developmental needs of children and students. The Early Learning Coordinator supports the collection and analysis of benchmark and intervention support data for literacy and numeracy and facilitates program planning through the identification and coordination of necessary supports for children. To contribute to a seamless transition, the Early Learning Coordinator will share information as part of the centralized school support team.

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

Literacy is defined as the ability, confidence and willingness to engage with language to acquire, construct and communicate meaning in all aspects of daily living (Alberta Education). A continued focus on literacy environments, researched best practices, and literacy assessments are important to student achievement.

HPSD schools will assess using divisional benchmarks and screening tools according to a divisionally set schedule. Teachers will assess every student in the areas of reading comprehension and writing to identify specific areas of targeted growth. The data will be organized in Dossier, allowing access to historical data for each student and a current visual representation of reports to support instructional decisions by teachers. 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. HPSP schools will use literacy data (including 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 are available to students,
- Instruction and supports are informed by student data and staff collaboration,
- Literacy interventions are articulated on the school's pyramid of intervention.

NUMERACY

Alberta Education defines numeracy as "the ability, confidence and willingness to engage with quantitative and spatial information to make informed decisions in all aspects of daily living. A numerate individual has the confidence and awareness to know when and how to apply quantitative and spatial understandings at home, at school, at work or in the community." HPSP teachers will incorporate mathematical teaching strategies and assessment strategies to develop numerate students. The divisional numeracy committee, with teacher membership from each school, examines and prioritizes data and research to make recommendations to HPSP leadership for potential supports and actions.

HPSP schools will ensure that all staff and students understand that numeracy is foundational to all learning. Evidence will include:

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

CHARACTER EDUCATION

Character Education is based on HPSP efforts to create and promote safe and caring schools through intentional

instruction of each schools'/communities' core values. 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. CE includes a broad range of concepts such as positive school culture, just communities, caring school communities, social-emotional learning, civic education, and service-learning. The aim is to promote the intellectual, social, emotional, and ethical development of our students, thus promoting school climates where students feel connected and supported by everyone in the school community. Quality CE should create a culture of character that supports and challenges students and adults to strive for excellence.

Each school's CE is routinely reviewed and updated through intentional refocusing activities to ensure it aligns with current school/community values.

HPSD administrators engaged in professional development about Restorative Justice. Restorative justice may serve as one of the means to support character education; however, character education should be considered more broadly than just restorative justice.

LEADERSHIP DEVELOPMENT

HPSD 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

HPSD continues to refine recruitment using both traditional and digital avenues. The Assistant Superintendent works with 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 focusing 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 actively promote ASEBP and the Employees Family Assistance Program (EFAP) and encourage staff to access these resources as they are designed to support all employees throughout their careers with our Division.

HPSP continues to adapt the role of the Educational Assistant (EA) to meet the growing needs of our students. EAs will receive training for specialization in the areas of Occupational Therapy, Behaviour Management and Speech Language Pathology. These EAs will focus their daily activities on providing speech and occupational therapy to the students of the school.

Schools have identified the growing demand for psychological services and speech language supports. HPSP will attempt to recruit a Provisional Psychologist and a Speech Language Assistant to join the student services team.

PROFESSIONAL DEVELOPMENT

HPSP believes in ongoing, goal-driven, systemic professional development at all levels. HPSP supports:

- Teachers who further their education by successfully completing accredited university or college courses through a Tuition Reimbursement allowance,
- Certified staff through the Joint HPSP/ATA Local 62 Joint Professional Development Fund,
- School-based administrators through the Administrator Professional Development Fund and
- Professional development opportunities for school support staff (Library Clerks/Technicians, Secretaries, Educational Assistants, and Cooks) occur within school-based professional development days and are based on the needs of

our students.

The opportunity for PD is prepared by both school administrators and divisional staff. HPSP also collaborates with the Northwest Regional Learning Consortium to bring professional development opportunities to our staff.

EDUCATIONAL ASSISTANTS

Educational Assistants will engage in multiple professional development opportunities. Time is allocated for EAs to participate in two school-based professional development days and one division-wide PD. In addition, hours are assigned for each EA to use for meetings with service providers that extend beyond their usual day.

HPSP continues to offer training to Educational Assistants with a focus on 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.

HPSP continues to adapt the role of the Educational Assistant (EA) to meet the growing needs of our students. EAs will receive training for specialization in the areas of Occupational Therapy, Behaviour Management, and Speech Language Pathology. They will focus their daily activities on providing speech and occupational therapy to students. The designated EAs will receive ongoing support from the service providers to keep them up-to-date in new therapy and support options. Those designated as Speech and OT aids will be provided dedicated time to complete the necessary therapy that students need.

LEARNING COMMONS TRAINING PROGRAM

HPSP 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. Library Clerks achieve certification through participation in the Chinook's Edge Learning Library Assistant training program. HPSD continues to ensure that ongoing professional learning is pertinent, timely and based on current research regarding the implementation of a learning commons.

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

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

HPSD schools will develop and

implement an LTPF Policy Direction 1: Student-Centered Learning plan that will support the competencies described in the TQS and the technical skills outlined in each course with evidence including:

HPSD 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.

HPSD teachers:

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

DUAL CREDIT PROGRAMMING

The High Prairie School Division offers a wide variety of dual credit courses and programs, allowing students to explore career interests, earn workplace certifications and prepare for a successful transition to post-secondary. Recognizing the benefits to students, Career Coaches continuously encourage and support student participation in dual credit opportunities. Over the past two years, the team has encouraged more parental and family involvement in the dual credit application process, further elevating the rate of student success in these courses. The Grad Coach is integral to the success of the dual credit program as this position directly supports students enrolled in dual credit courses.

HPSD continues to explore new partnerships with post-secondary institutions and innovative dual credit delivery models that meet the needs of our students. Career Coaches will be working closely with their communities and local industry partners to create collaborative opportunities that support student interest and meet local labour market needs.

CAREER COACHES

Career Coaches continue to support students in their unique career

development journey by engaging them in opportunities for career exploration, the development of self-awareness and preparing them for the successful transition into the workforce, an apprenticeship or post-secondary education. The team works closely with grade 9 students in a classroom setting to prepare them for the academic transition to high school. Through frequent meetings with secondary students in a group or individualized setting, Career Coaches are able to guide 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.

COLLABORATIVE RESPONSE MODEL (CRM)/DATA COLLECTION/LEARNING ANALYTICS

The High Prairie School Division is using a collaborative approach to meet the differing needs of our students. The Collaborative Response Model (CRM) is "a school framework that values collaborative, action-focused responses, data-informed discussions, and timely support to ensure all students can experience success". There is an emphasis on converting educational data into useful actions to foster learning.

Data is being aggregated centrally using the Division's Dossier software to gather information, including literacy, numeracy, attendance, supports to students, provincial testing, and Early Years Evaluation (EYE) assessments. This data will be collected on a regular basis and reported, including trend data, as part of the Division's learning analytics. Learning analytics is defined as "the measurement, collection, analysis and reporting of data about learners and their contexts, for purposes of understanding and optimizing learning and the environments in which it occurs." This data will inform decisions and actions at the classroom, school, Division, and board level to support student success. Taking action is the primary aim of the whole learning analytics process.

In the 2022-23 school year, High Prairie School Division will be implementing common literacy and numeracy

assessments/screens for all students. Data collection within the Division is being supported through the continuation of the Division's two data facilitators who are integral to the aggregation of collected data, including the setup and implementation of many of the assessments and screens used by division staff and the organization of data into visual reports. Tools being implemented will be used for a minimum of 2-3 years to provide consistent, reliable trend data. Data will be represented visually for review to inform decisions and actions to support student success. Trend data will be presented to the Board in preparation for annual strategic planning.

INCLUSION – PYRAMID OF INTERVENTION

HPSD 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 HPSD 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

The Learning Support Teacher's role is twofold. Half of their time is designated to support inclusion within classrooms through coaching conversations with teachers, modelling of best practices, observation and data collection. 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 remaining time is devoted to direct instruction to students requiring targeted or intensive support, diagnostic assessment and consultation with service providers.

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 multiple sources such as 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.

WELLNESS TEAM

It is recognized that children and youth are most likely to access mental health support within the school setting. There is a complex interaction between Mental Health, Active Living, and Nutrition and the combined effect on each individual's sense of well-being. To address the needs of students, HPSD has a wellness team composed of Wellness Coaches, a Counseling Consultant, 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).

HPSD's focus is on building the capacity of schools to respond to students' mental health needs, using a three-tiered 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 offer specific programming that targets student development and that aligns with the school's values. These programs are developed through consultation with school administration, the counselling consultant, and psychologists to respond to students by offering solutions and encouragement to meet goals. There is ongoing consultation with the Counseling Consultant and/or psychologists to determine the best means of supporting the student.
- **Specialized intervention** – Counselling Consultant and Psychologists provide specialized intervention support in the form of 1:1 counselling, assessment services, and consultation with schools and families. Referrals to external service providers (Child and Family Services, Alberta Health Services, RCMP) are made when warranted.

Wellness Coaches work within schools to adopt a strength-based approach that supports students to build their resilience 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.

The Counseling Consultant has the skill and expertise to address the need for more targeted and specialized support. School staff and the consultant work to identify students needing more intensive support. The consultant also provides professional development and assists in offering support to school-based staff to achieve their wellness needs.

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

PARENTAL/COMMUNITY

INVOLVEMENT

The HPSD Board of Trustees continues to support parental and community involvement in the decisions about education in our school division. 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 consultations, 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 and community voice is heard when making decisions related to the education of children. This is in keeping with the Government of Alberta's Assurance Framework to consistently assess progress and demonstrate success. This includes providing local and societal context by "employing engagement practices that enable the education system to proactively respond to the learning needs and diverse circumstances of all students."

The Division shall hold and maintain the following:

- Division and school websites,
- Division and school social media accounts,
- Division-wide parent/guardian messaging system,
- Engagement opportunities for stakeholders to provide feedback on numerous topics.

ENGAGED GOVERNANCE

As part of their strategic plan, the HPSD Board of Trustees has outlined priorities with subsequent goals and outcomes. The outcome for engaged governance is the local communities, municipalities, and provincial and federal ministries are engaged in the education system as active partners.

At the 2022 strategic planning session, the Board of Trustees reviewed data on the Division, including employee and student wellness, government and division assurance surveys, literacy and numeracy results, attendance, relevant legislation, and community consultation feedback. While the Board reaffirmed

the existing priorities, goals, and outcomes based on these critical pieces of information, Trustees brought forward key insights from the planning session. Three areas of focus were identified for the upcoming school year:

- **Growth in literacy and numeracy, including support for the new curriculum rollout** - The new curriculum is being supported divisionally through the provision of a new Early Learning Coordinator to support Kindergarten to Grade 3 staff in the rollout of the new curriculum. In working collaboratively with the Supervisor of Curriculum, the team shall support the assessment/screening of all students from Kindergarten to Grade 12 in the areas of literacy and numeracy. This will be done at regular intervals to show learning loss over summer, as well as growth over the school year. This data shall be collected with fidelity and stored centrally to facilitate ongoing review. It will be used by the Board to drive student success through strategic actions and directives.
- **Continued mental health support** - The ongoing efforts of the Board to support student and staff mental health continues to be an area of focus. Staff were surveyed in the fall to gather baseline data to inform future decisions and actions about employee wellness. The HPSD Wellness Committee noted several key areas that required further investigation, which will be undertaken within the 2021-22 school year to determine next steps. Students, surveyed annually using a division-based set of questions akin to the OURSchool surveys, are supported by school-based and division-based staff, including psychologists, counselling consultants, and wellness coaches within industry-recommended ratios to address areas of concern brought forward from the survey data. The aggregation of this data and other student wellness data shows a percentage of students who require supports beyond the level of support able to be offered by the Division, which led to the development of the HPSD Mental Health Services Proposal (outlined

below). The Board continues to meet with locally elected counterparts across the HPSD service region to gather feedback and support on this vital issue. The approved budget continues to provide supports for student mental health through the provision of additional wellness coaches and an additional psychologist to maintain recommended ratios of support,

- **Increased engagement and communications with stakeholders and community partners** - The Division will be attending at least one community event in each ward annually to continue gathering stakeholder feedback as part of the Assurance Framework. In lieu of stand-alone community consultations, which garnered limited attendance and representation, this alternate approach will endeavour to meet people where they are to provide the opportunity for parental and community input and to provide assurance that our Division is providing a quality, public education to learners. Additionally, the Division will be leveraging the skills of our existing staff members to promote the available educational opportunities for students at community events and school-based events like parent-teacher interviews, open houses, and other opportunities at which we invite families and the community into our schools.

The Board of Trustees approved the 2022-23 budget to support these three focus areas to meet the local and societal needs of our communities.

The Board of Trustees is also actively seeking support and engagement from the Alberta government on the topics listed below.

TIMELY AND APPROPRIATE MENTAL HEALTH RESOURCES FOR STUDENTS

Objective - HPSD students can access the necessary mental health services in our communities in a timely manner. Services are currently not always

accessible to our students, especially in a timely manner, but only if parents/families need school assistance.

Background - Currently, HPSD is providing mental health supports at industry-standard ratios for all students except those requiring psychiatric services. This includes the supports available through divisional staff, including psychologists, counselling consultants, and wellness coaches. The Division attempts to help parents and guardians seek additional supports like psychiatric services not currently available by HPSD staff. These services are not always available and if they are, services are often not available in a timely manner.

HPSD completed a Mental Health Services Proposal, which was received and not approved by the Minister of Education and the Minister of Health. The proposal was shared with local governments to garner feedback and support after the initial draft was declined. A revised version was shared with the government to accompany the letters of support from local towns and municipalities.

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.

SCHOOL AUTHORITIES CONTINUE TO HAVE CHOICE IN THE PROVISION OF TRANSPORTATION SERVICES

Objective - To ensure school authorities in Alberta continue to have the choice to provide safe, reliable transportation services for students through a Division-operated fleet of school buses to address our local and societal context.

Background - Currently, HPSD operates its own fleet of school buses which are maintained by certified staff at our state-of-the-art Transportation Department.

School buses are monitored, maintained, and replaced following specific guidelines and benchmarks to ensure that the fleet is safe and reliable. Drivers are trained by in-house school bus driver trainers for required certification, as possible. Thanks to previous advocacy work, HPSD was able to realize a Class 2 Training Centre in Slave Lake to improve access for all drivers to Class 2 certification.

The HPSD Safety Officer also works closely with division school bus drivers to ensure that all required training is completed in a timely manner.

Student Transportation Survey/Changes - Rural voice heard as part of the province-wide survey. HPSD requests that we continue to operate our own fleet of buses.

THROUGH A REDUCTION IN THE NUMBER OF SCHOOL BUS FLY-BYS, STUDENTS ARE SAFELY TRANSPORTED TO AND FROM SCHOOL

Objective - To provide safe, reliable transportation services for students through a reduction in the number of fly-bys experienced by HPSD buses.

Background - Currently, HPSD operates its own fleet of school buses which are maintained by certified staff at our state-of-the-art Transportation Department. School buses are monitored, maintained, and replaced following specific guidelines and benchmarks to ensure that the fleet is safe and reliable. Drivers are trained by in-house school bus driver trainers for required certification, as possible. Thanks to previous advocacy work, HPSD was able to realize a Class 2 Training Centre in Slave Lake to improve access for all drivers to Class 2 certification.

The HPSD Safety Officer also works closely with division school bus drivers to ensure that all required training is completed in a timely manner.

Lastly, the Communication Department also ensures that messaging around road and bus safety is provided to all stakeholders. Division staff also maintain

membership in local and provincial safety organizations like the Big Lakes and Area Traffic Safety Coalition.

Student Transportation Survey/Changes - Rural voice heard as part of the province-wide survey. HPSD requests that we continue to operate our own fleet of buses.

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. We therefore advocate for stiffer penalties for those who do not follow the current legislation and endanger the lives of everyone on the road.

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 and hazard Identification reporting 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 during the COVID-19 pandemic. It was approved by the Board of Trustees and is updated

on a regular basis. 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.

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.

ANNUAL BUDGET

THREE-YEAR CAPITAL PLAN

INFRASTRUCTURE MAINTENANCE AND RENEWAL PLAN