

**High Prairie School Division**

**2020-23**

**Three-Year Education Plan**

**And**

**2019-20**

**Annual Education Results Report**

## **ABOUT US**

High Prairie School Division, located in north-central Alberta, provides comprehensive educational programs and services to approximately 3,200 students, kindergarten through to Grade 12. Its educational enterprise is carried out in 13 schools located in the communities of Falher, Donnelly, High Prairie, Joussard, Kinuso, and Slave Lake. Approximately 550 full and part-time employees, including educational assistants, secretaries, librarians, janitors, maintenance personnel, bus drivers, mechanics, education specialists, and Learning Support Centre administrators and personnel directly supplement the endeavours of over 200 school-based teachers and administrators. Seven trustees elected by parents and taxpayers of the Division's four subdivisions provide governance and overall direction.

### **Vision Statement**

We inspire, lead, and achieve to the highest level.

### **Mission Statement**

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

### **Core Values**

- Learning: We create dynamic learning environments which challenge and support individuals to reach their full potential.
- Leadership: We believe that leadership empowers people to make extraordinary things happen for kids.
- Integrity: We believe in employing the highest ethical standards in every action we take.
- Efficacy: We believe we have the capacity to enable all students to achieve.
- Diversity: We understand, appreciate, and respect everyone's differences.
- Interdependence: We recognize and draw upon each other's individual and collective strengths to educate students.
- Courage: We have the tenacity, strength, and conviction to do what is right for student learning.

## MESSAGE FROM THE BOARD OF TRUSTEES

The Board of Trustees of High Prairie School Division is responsible for ensuring that quality educational programs are provided for all students in our school system. It is our pleasure to present the 2020-2023 Combined Three-Year Education Plan and the 2019-20 Annual Education Results Report.

We continue to use community engagement sessions, APORI survey data, community engagement sessions, student survey data, and face-to-face interviews with students, staff, parents, and community stakeholders to give us some excellent perspectives on what we are doing well and what we can improve upon. The data from these information gathering strategies are then used to develop our three-year plan.

At our strategic planning session, the High Prairie School Division Board of Trustees identified [priorities and the goals](#) through which they would be accomplished.

On behalf of High Prairie School Division, we would like to extend our sincere appreciation to the students, staff, parents, and community members for working together in a cooperative manner. We have faced many challenges and are ready to address the future. With this plan, we renew our commitment to enhance the quality of educational programs and services to meet the needs of all students through the wise use of our resources.

## MESSAGE FROM THE SUPERINTENDENT

Welcome to the High Prairie School Division combined Three Year Education Report for the 2020-2023 school years and the Annual Education Results Report for the 2019-20 school year. Our “report card” to the public reflects the many successes we have enjoyed during the 2019-20 school year. Those successes are reflected in our values, in our programs, in our schools, and in the daily decisions throughout our jurisdiction. We are proud of the dedication from our skilled and caring staff whose hard work continues to create opportunities for our students. The results of their efforts are reflected in this report, where we have met and surpassed our expectations in many areas. Each day, our students can count on the enthusiasm and commitment from our staff to guide them. We will continue to address opportunities for further growth and hold our focus on improved student achievement.

## STATEMENT OF ACCOUNTABILITY

The Annual Education Results Report for the 2019-20 school year and the Three-Year Education Plan commencing August 31, 2020 for High Prairie School Division were prepared under the direction of the Board in accordance with its responsibilities under the Education Act and the Fiscal Planning and Transparency Act. This document was developed in the context of the provincial government’s business and fiscal plans. The Board has used the results reported in the document, to the best of its abilities, to develop the education plan and is committed to implementing the strategies contained within the plan to improve student learning and results.

The Board approved this combined Annual Education Results Report for the 2019-20 school year and the Three-Year Education Plan for 2020-2023 on November 18, 2020.

Steve Adams, Chair

Laura Poloz, Superintendent

ORIGINAL SIGNED COPY IS HELD AT THE LEARNING SUPPORT CENTRE

May 2020 Accountability Pillar Overall Summary

Measure Category	Measure	High Prairie School Division			Alberta			Measure Evaluation		
		Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
Safe and Caring Schools	Safe and Caring	86.5	84.1	85.8	89.4	89.0	89.2	High	Maintained	Good
Student Learning Opportunities	Program of Studies	82.1	78.5	81.8	82.4	82.2	82.0	Very High	Maintained	Excellent
	Education Quality	88.1	84.3	86.6	90.3	90.2	90.1	High	Improved	Good
	Drop Out Rate	6.3	6.2	5.5	2.7	2.6	2.7	Intermediate	n/a	n/a
	High School Completion Rate (3 yr)	59.6	64.5	63.1	79.7	79.1	78.4	Low	Maintained	Issue
Student Learning Achievement (Grades K-9)	PAT: Acceptable	n/a	61.6	60.9	n/a	73.8	73.6	n/a	n/a	n/a
	PAT: Excellence	n/a	8.9	8.9	n/a	20.6	20.0	n/a	n/a	n/a
Student Learning Achievement (Grades 10-12)	Diploma: Acceptable	n/a	69.5	71.5	n/a	83.6	83.4	n/a	n/a	n/a
	Diploma: Excellence	n/a	5.6	9.2	n/a	24.0	23.5	n/a	n/a	n/a
	Diploma Exam Participation Rate (4+ Exams)	33.9	36.2	36.0	56.4	56.3	55.6	Low	Maintained	Issue
	Rutherford Scholarship Eligibility Rate	48.9	50.1	50.5	66.6	64.8	63.5	Low	n/a	n/a
Preparation for Lifelong Learning, World of Work, Citizenship	Transition Rate (6 yr)	52.7	52.8	53.0	60.1	59.0	58.5	Intermediate	Maintained	Acceptable
	Work Preparation	80.3	73.2	76.5	84.1	83.0	82.7	High	Improved	Good
	Citizenship	78.3	73.2	76.2	83.3	82.9	83.2	High	Improved	Good
Parental Involvement	Parental Involvement	83.7	77.4	81.0	81.8	81.3	81.2	Very High	Maintained	Excellent
Continuous Improvement	School Improvement	81.1	77.4	78.8	81.5	81.0	80.9	Very High	Improved	Excellent

## OUTCOME 1: HPSD STUDENTS ARE SUCCESSFUL

### Diploma Examination Results Course By Course Summary With Measure Evaluation

		High Prairie School Division							Alberta			
		Achievement	Improvement	Overall	2020		Prev 3 Year Average		2020		Prev 3 Year Average	
Course	Measure				N	%	N	%	N	%	N	%
English Lang Arts 30-1	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	108	77.4	n/a	n/a	30,125	86.9
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	108	4.0	n/a	n/a	30,125	12.4
English Lang Arts 30-2	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	91	87.7	n/a	n/a	16,540	88.2
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	91	6.4	n/a	n/a	16,540	12.2
French Lang Arts 30-1	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	7	95.2	n/a	n/a	1,273	93.3
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	7	5.6	n/a	n/a	1,273	10.2
Français 30-1	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	149	98.0
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	149	23.7
Mathematics 30-1	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	57	57.9	n/a	n/a	19,969	76.2
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	57	19.8	n/a	n/a	19,969	33.7
Mathematics 30-2	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	60	53.4	n/a	n/a	14,385	75.1
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	60	5.0	n/a	n/a	14,385	16.3
Social Studies 30-1	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	85	71.7	n/a	n/a	21,884	86.2
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	85	7.0	n/a	n/a	21,884	16.5
Social Studies 30-2	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	110	70.3	n/a	n/a	20,401	79.0
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	110	2.8	n/a	n/a	20,401	12.3
Biology 30	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	75	73.7	n/a	n/a	22,820	84.9
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	75	16.4	n/a	n/a	22,820	34.8
Chemistry 30	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	66	61.8	n/a	n/a	18,682	84.1
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	66	14.4	n/a	n/a	18,682	39.8
Physics 30	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	24	72.2	n/a	n/a	9,626	86.4
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	24	26.4	n/a	n/a	9,626	43.0
Science 30	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	24	76.4	n/a	n/a	9,475	85.4
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	24	14.3	n/a	n/a	9,475	30.4

### PAT Results Course By Course Summary By Enrolled With Measure Evaluation

		High Prairie School Division							Alberta			
		Achievement	Improvement	Overall	2020		Prev 3 Year Average		2020		Prev 3 Year Average	
Course	Measure				N	%	N	%	N	%	N	%
English Language Arts 6	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	238	73.2	n/a	n/a	51,977	83.1
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	238	6.1	n/a	n/a	51,977	18.2
French Language Arts 6 année	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	14	86.5	n/a	n/a	3,357	86.0
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	14	9.0	n/a	n/a	3,357	13.8
Français 6 année	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	605	91.9
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	605	23.1
Mathematics 6	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	237	51.1	n/a	n/a	51,924	71.6
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	237	3.9	n/a	n/a	51,924	13.9
Science 6	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	237	67.6	n/a	n/a	51,966	77.8
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	237	15.5	n/a	n/a	51,966	29.4
Social Studies 6	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	237	62.9	n/a	n/a	51,937	74.7
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	237	11.0	n/a	n/a	51,937	23.1
English Language Arts 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	193	64.4	n/a	n/a	46,591	76.0
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	193	6.3	n/a	n/a	46,591	14.8
K&E English Language Arts 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	22	47.4	n/a	n/a	1,528	57.3
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	22	1.6	n/a	n/a	1,528	5.7
French Language Arts 9 année	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	12	85.2	n/a	n/a	2,824	82.4
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	12	0.0	n/a	n/a	2,824	11.1
Français 9 année	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	378	86.7
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	378	24.8
Mathematics 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	188	51.9	n/a	n/a	46,129	62.1
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	188	9.4	n/a	n/a	46,129	17.6
K&E Mathematics 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	28	47.4	n/a	n/a	2,029	58.2
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	28	5.0	n/a	n/a	2,029	13.4
Science 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	187	65.2	n/a	n/a	46,581	75.0
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	187	12.4	n/a	n/a	46,581	24.1
K&E Science 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	27	54.2	n/a	n/a	1,501	63.4
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	27	5.8	n/a	n/a	1,501	12.1
Social Studies 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	195	53.0	n/a	n/a	46,607	67.5

	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	195	9.6	n/a	n/a	46,607	20.8
K&E Social Studies 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	20	36.1	n/a	n/a	1,453	55.8
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	20	4.4	n/a	n/a	1,453	14.0

### High School Completion Rate – Measure Details

High School Completion Rate - percentages of students who completed high school within three, four and five years of entering Grade 10.											
	Authority					Province					
	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019	
3 Year Completion	64.2	62.1	62.7	64.5	59.6	76.5	78.0	78.0	79.1	79.7	
4 Year Completion	69.8	69.6	67.5	68.8	70.8	81.0	81.2	82.6	82.7	83.5	
5 Year Completion	73.1	72.1	73.2	70.6	70.5	82.1	83.2	83.4	84.8	84.9	

### Drop Out Rate – Measure Details

Drop Out Rate - annual dropout rate of students aged 14 to 18											
	Authority					Province					
	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019	
Drop Out Rate	3.1	5.0	5.5	6.2	6.3	3.2	3.0	2.3	2.6	2.7	
Returning Rate	25.3	6.3	25.0	25.0	13.5	18.2	18.9	19.9	22.7	18.2	

### High School to Post-secondary Transition Rate – Measure Details

High school to post-secondary transition rate of students within four and six years of entering Grade 10.											
	Authority					Province					
	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019	
4 Year Rate	36.7	39.5	42.2	33.2	38.4	37.0	37.0	39.3	40.1	40.8	
6 Year Rate	50.8	51.6	54.6	52.8	52.7	59.4	57.9	58.7	59.0	60.1	

### Rutherford Eligibility Rate – Measure Details

Percentage of Grade 12 students eligible for a Rutherford Scholarship.											
	Authority					Province					
	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019	
Rutherford Scholarship Eligibility Rate	46.7	49.9	51.6	50.1	48.9	60.8	62.3	63.4	64.8	66.6	

Rutherford eligibility rate details.									
Reporting School Year	Total Students	Grade 10 Rutherford		Grade 11 Rutherford		Grade 12 Rutherford		Overall	
		Number of Students Eligible	Percent of Students Eligible	Number of Students Eligible	Percent of Students Eligible	Number of Students Eligible	Percent of Students Eligible	Number of Students Eligible	Percent of Students Eligible
2015	300	113	37.7	112	37.3	51	17.0	140	46.7
2016	337	149	44.2	130	38.6	82	24.3	168	49.9
2017	306	139	45.4	129	42.2	64	20.9	158	51.6
2018	355	156	43.9	129	36.3	76	21.4	178	50.1
2019	368	153	41.6	135	36.7	75	20.4	180	48.9

### Diploma Examination Participation Rate – Measure Details

Diploma examination participation rate: Percentage of students writing 0 to 6 or more Diploma Examinations by the end of their 3rd year of high school.											
	Authority					Province					
	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019	
% Writing 0 Exams	31.3	35.1	28.7	29.2	32.7	15.7	15.0	14.8	14.2	14.3	
% Writing 1+ Exams	68.7	64.9	71.3	70.8	67.3	84.3	85.0	85.2	85.8	85.7	
% Writing 2+ Exams	63.0	63.1	66.8	67.3	63.3	81.2	82.0	82.3	83.0	83.0	
% Writing 3+ Exams	39.7	47.5	47.6	48.0	43.9	64.7	65.2	66.1	66.8	66.8	
% Writing 4+ Exams	29.0	35.0	36.6	36.2	33.9	54.6	54.9	55.7	56.3	56.4	

% Writing 5+ Exams	17.2	25.0	25.2	23.2	16.9	37.1	37.5	37.8	38.7	38.1
% Writing 6+ Exams	5.3	9.7	8.1	7.1	4.4	13.8	13.6	13.9	14.2	13.6

Percentage of students writing 1 or more Diploma Examinations by the end of their 3rd year of high school, by course and subject.										
	Authority					Province				
	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019
English Language Arts 30-1	30.5	36.2	39.8	40.0	33.7	53.2	54.0	55.0	56.3	55.7
English Language Arts 30-2	34.5	26.3	26.9	28.1	30.2	28.7	28.7	28.8	27.8	28.8
<b>Total of 1 or more English Diploma Exams</b>	<b>64.7</b>	<b>62.1</b>	<b>66.7</b>	<b>67.3</b>	<b>63.5</b>	<b>79.5</b>	<b>80.1</b>	<b>80.9</b>	<b>81.1</b>	<b>81.3</b>
Social Studies 30-1	26.5	36.5	34.1	29.2	30.2	43.5	45.1	44.9	45.0	44.1
Social Studies 30-2	34.9	26.3	33.7	36.9	34.9	36.7	35.8	36.4	37.1	37.8
<b>Total of 1 or more Social Diploma Exams</b>	<b>61.0</b>	<b>62.5</b>	<b>67.1</b>	<b>66.2</b>	<b>63.9</b>	<b>79.5</b>	<b>80.3</b>	<b>80.7</b>	<b>81.4</b>	<b>81.3</b>
Pure Mathematics 30	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Applied Mathematics 30	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Mathematics 30-1	20.9	24.6	20.1	19.6	14.7	37.1	36.4	35.5	36.5	35.3
Mathematics 30-2	14.1	17.4	26.1	20.0	23.4	22.4	23.7	25.1	24.9	25.9
<b>Total of 1 or more Math Diploma Exams</b>	<b>34.1</b>	<b>40.3</b>	<b>44.6</b>	<b>38.5</b>	<b>36.5</b>	<b>57.6</b>	<b>58.3</b>	<b>58.6</b>	<b>59.3</b>	<b>59.1</b>
Biology 30	27.7	32.4	28.1	28.5	24.2	40.6	40.7	41.7	42.7	42.3
Chemistry 30	21.7	24.9	28.1	25.0	18.7	35.7	35.6	35.1	35.8	35.1
Physics 30	7.6	16.4	14.1	9.2	8.3	19.9	19.3	18.6	18.7	17.6
Science 30	0.0	0.3	2.0	9.6	8.3	14.1	15.7	16.9	17.0	18.1
<b>Total of 1 or more Science Diploma Exams</b>	<b>34.9</b>	<b>41.3</b>	<b>40.6</b>	<b>43.1</b>	<b>39.7</b>	<b>59.8</b>	<b>60.5</b>	<b>61.2</b>	<b>61.8</b>	<b>61.8</b>
Français 30-1	0.0	0.0	0.0	0.0	0.0	0.2	0.3	0.3	0.3	0.3
French Language Arts 30	2.4	3.1	2.4	2.7	2.8	2.8	2.8	3.0	2.7	2.6
<b>Total of 1 or more French Diploma Exams</b>	<b>2.4</b>	<b>3.1</b>	<b>2.4</b>	<b>2.7</b>	<b>2.8</b>	<b>3.0</b>	<b>3.1</b>	<b>3.3</b>	<b>3.0</b>	<b>2.9</b>

### Citizenship – Measure Details

Percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.										
	Authority					Province				
	2016	2017	2018	2019	2020	2016	2017	2018	2019	2020
Overall	78.4	77.9	77.4	73.2	78.3	83.9	83.7	83.0	82.9	83.3
Teacher	92.4	92.5	87.6	86.0	90.0	94.5	94.0	93.4	93.2	93.6
Parent	75.1	77.0	73.1	69.1	73.0	82.9	82.7	81.7	81.9	82.4
Student	67.7	64.2	71.5	64.4	72.0	74.5	74.4	73.9	73.5	73.8

### 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 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 are modeled 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 strategies & content area strategies
- A variety 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. A divisional literacy committee, with teacher membership from each school's literacy committee, will examine, prioritize, and take action on the 2015 HPSD Literacy Report recommendations.

### **Numeracy**

HPSD schools will administer the Math Intervention/Programming Instrument to students in Grades 2 to 10 and demonstrate the use of data to inform instruction.

HPSD schools will identify and assess the numeracy interventions they are currently using.

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

- MIPI 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 HPSD 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, HPSD 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 and in response, Counselling Consultants will be available to students who require intensive 1-1 mental health supports.



## OUTCOME 2: HPSP HAS EXCELLENT TEACHERS, SCHOOL LEADERS, AND SCHOOL AUTHORITY LEADERS

### Education Quality – Measure Details

Percentage of teachers, parents and students satisfied with the overall quality of basic education.										
	Authority					Province				
	2016	2017	2018	2019	2020	2016	2017	2018	2019	2020
Overall	86.6	87.6	87.7	84.3	88.1	90.1	90.1	90.0	90.2	90.3
Teacher	96.3	94.6	92.9	93.3	93.9	96.0	95.9	95.8	96.1	96.4
Parent	78.6	83.7	83.4	78.6	83.3	86.1	86.4	86.0	86.4	86.7
Student	84.9	84.5	86.9	81.0	87.0	88.0	88.1	88.2	88.1	87.8

### 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 expand recruitment through additional avenues, both traditional and digital. Our Mentor Coordinator, is working with the Vice Principals to ensure that teachers new to HPSP are fully supported as they begin their careers. HPSP is working closely with teacher education institutions and encourages student teachers to do their practica under the mentorship of strong HPSP teachers. Lastly, HPSP continues to focus on staff wellness with a review of our administrative procedures and best practices and in collaboration with wellness partners such as Alberta School Employee Benefit Plan (ASEBP). We promote our ASEBP and the Employees Family Assistance Program (EFAP) as resources designed to support all employees throughout their careers with the division.

### Professional Development

HPSP believes in on-going, 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. HPSP also collaborates with the North West Regional Consortium to bring professional development opportunities to our staff.

## OUTCOME 3: HPSD STUDENTS AND STAFF ARE SUPPORTED IN THE DELIVERY OF THE ALBERTA CURRICULUM TO BE SUCCESSFUL LOCALLY AND GLOBALLY

### Safe and Caring – Measure Details

Percentage of teacher, parent and student agreement 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.										
	Authority					Province				
	2016	2017	2018	2019	2020	2016	2017	2018	2019	2020
Overall	86.4	86.6	86.8	84.1	86.5	89.5	89.5	89.0	89.0	89.4
Teacher	94.4	95.9	93.9	92.9	95.1	95.4	95.3	95.0	95.1	95.3
Parent	85.1	85.4	85.1	82.1	83.6	89.8	89.9	89.4	89.7	90.2
Student	79.6	78.4	81.4	77.3	80.7	83.4	83.3	82.5	82.3	82.6

### Program of Studies – Measure Details

Percentage of teachers, parents and students satisfied with the opportunity for students to receive a broad program of studies including fine arts, career, technology, and health and physical education.										
	Authority					Province				
	2016	2017	2018	2019	2020	2016	2017	2018	2019	2020
Overall	82.6	82.9	84.1	78.5	82.1	81.9	81.9	81.8	82.2	82.4
Teacher	90.3	89.7	88.6	87.3	88.6	88.1	88.0	88.4	89.1	89.3
Parent	82.6	82.9	83.6	77.0	77.8	80.1	80.1	79.9	80.1	80.1
Student	74.9	76.2	80.2	71.1	80.0	77.5	77.7	77.2	77.4	77.8

### Work Preparation – Measure Details

Percentage of teachers and parents who agree that students are taught attitudes and behaviours that will make them successful at work when they finish school.										
	Authority					Province				
	2016	2017	2018	2019	2020	2016	2017	2018	2019	2020
Overall	80.1	77.8	78.4	73.2	80.3	82.6	82.7	82.4	83.0	84.1
Teacher	90.9	84.9	86.9	86.7	88.9	90.5	90.4	90.3	90.8	92.2
Parent	69.3	70.7	69.9	59.6	71.6	74.8	75.1	74.6	75.2	76.0

### Lifelong Learning – Measure Details

Percentage of teacher and parent satisfaction that students demonstrate the knowledge, skills and attitudes necessary for lifelong learning.										
	Authority					Province				
	2016	2017	2018	2019	2020	2016	2017	2018	2019	2020
Overall	74.3	73.8	73.9	66.1	73.2	70.7	71.0	70.9	71.4	72.6
Teacher	87.6	83.7	85.4	80.9	83.6	77.3	77.3	77.8	78.8	80.6
Parent	61.0	63.8	62.4	51.4	62.7	64.2	64.8	64.0	64.0	64.6

### 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 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 pyramid of intervention to include:

- the universal, targeted and intensive supports available
- the process by which teachers collaborate to implement strategies [Response to Intervention]
- a display of the pyramid of intervention in a designated area where staff have easy access
- development of a network of supports to enable conversations about the progress of students

### **First Nation, Métis, and Inuit Programming (Indigenous Education Coaches)**

The Indigenous Education Coach has shifted its focus from a student-centered approach to a Universal Education Model.

The goals of this model include:

All students will 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 will support all staff in meeting the 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. Moving future generations forward in creating a more inclusive Canada.

This model will allow 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. Often including 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.

Support will be provided and evidence will include:

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**

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 HPSP students through collaboration with a growing number of colleges and universities across Alberta. HPSP is recognized provincially for its very successful Dual Credit programs.

### **Career Coaches**

Career Coaches continue to provide HPSP 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 meets frequently 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.

### **Learning Support Teachers**

Each school uses data as a means to identify and advocate for students needing access to 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 to achieve their individualized goals. The LSTs are instrumental in collecting assessment data from MIPI, Fountas and Pinnell, Ontario Comprehension Assessment as well as through anecdotal data from classroom observations and behaviour monitoring forms. Through this

collection of data, decisions are made about where to allocate resources and services such as: Educational Assistants, Occupational Therapy, Speech Language Pathology, Psychological supports.

The LSTs are continuing to provide targeted Professional Development to their colleagues. Each LST approaches their Professional Development presentations based on the needs of their staff and students. These needs are established 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 Divisional Psychologists. We are 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, HPSD 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.

Our 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:

1. Universal programs - aimed at creating a school climate that supports student well-being and identifies and addresses the needs of students before they escalate
2. 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
3. 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 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, consultants and provisional psychologist. 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**

HPSD continues to offer training to Educational Assistants in three key areas: Behaviour studies, Speech Therapy and Occupational Therapy. The goal is to develop the skill set and capacity of our valued EAs so they are able to address the needs of our students with support from our student services team. We are aiming to build the capacity of EAs to understand and support our most vulnerable students. This may involve a temporary reassignment to a particular student when it is necessary to bring in a substitute EA who may not have the understanding of needs or behaviour of the student.

## OUTCOME 4: THE HPSD EDUCATION SYSTEM IS WELL-GOVERNED AND MANAGED

### Parental Involvement – Measure Details

Percentage of teachers and parents satisfied with parental involvement in decisions about their child's education.										
	Authority					Province				
	2016	2017	2018	2019	2020	2016	2017	2018	2019	2020
Overall	82.3	83.2	82.3	77.4	83.7	80.9	81.2	81.2	81.3	81.8
Teacher	92.5	90.5	89.0	87.7	90.0	88.4	88.5	88.9	89.0	89.6
Parent	72.1	76.0	75.5	67.1	77.4	73.5	73.9	73.4	73.6	73.9

### School Improvement – Measure Details

Percentage of teachers, parents and students indicating that their school and schools in their jurisdiction have improved or stayed the same the last three years.										
	Authority					Province				
	2016	2017	2018	2019	2020	2016	2017	2018	2019	2020
Overall	77.7	79.6	79.3	77.4	81.1	81.2	81.4	80.3	81.0	81.5
Teacher	87.3	88.8	79.5	85.6	85.5	82.3	82.2	81.5	83.4	85.0
Parent	71.8	77.6	78.8	73.3	76.7	79.7	80.8	79.3	80.3	80.0
Student	74.1	72.3	79.8	73.1	81.0	81.5	81.1	80.2	79.4	79.6

### Parental Involvement

The HPSD 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.

### Engaged Governance

As part of their strategic plan, the HPSD 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 realizes 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 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 OHS 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 EOC and ICS 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](http://www.hpsd.ca/covid19).

### **Cooperative Busing**

Cooperative Busing is done with the local Co-terminus School Authority. Advantages to a co-operative 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

### **CSTAG**

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.

## Diploma Examination Results – Measure Details

Diploma Exam Course by Course Results by Students Writing.													
		Results (in percentages)										Target	
		2016		2017		2018		2019		2020		2020	
		A	E	A	E	A	E	A	E	A	E	A	E
English Lang Arts 30-1	Authority	81.7	7.3	69.9	4.9	77.5	6.3	84.7	0.9	n/a	n/a		
	Province	86.8	10.7	86.5	11.7	87.5	13.2	86.8	12.3	n/a	n/a		
English Lang Arts 30-2	Authority	93.0	7.0	91.0	9.0	88.9	6.1	83.3	4.2	n/a	n/a		
	Province	89.1	12.3	89.5	11.4	88.0	13.1	87.1	12.1	n/a	n/a		
French Lang Arts 30-1	Authority	100.0	0.0	100.0	16.7	100.0	0.0	85.7	0.0	n/a	n/a		
	Province	93.8	8.7	94.7	9.4	93.8	11.0	91.5	10.1	n/a	n/a		
Français 30-1	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Province	99.3	20.3	98.1	18.6	97.4	23.0	98.6	29.5	n/a	n/a		
Mathematics 30-1	Authority	58.1	12.2	64.7	29.4	66.7	25.0	42.4	5.1	n/a	n/a		
	Province	70.7	25.9	73.1	30.7	77.8	35.3	77.8	35.1	n/a	n/a		
Mathematics 30-2	Authority	60.0	5.5	50.8	6.3	55.9	3.4	53.4	5.2	n/a	n/a		
	Province	75.4	16.8	74.7	15.9	74.2	16.4	76.5	16.8	n/a	n/a		
Social Studies 30-1	Authority	57.8	5.2	69.8	4.7	73.9	12.5	71.6	3.7	n/a	n/a		
	Province	84.9	14.3	86.0	14.8	86.2	17.7	86.6	17.0	n/a	n/a		
Social Studies 30-2	Authority	65.1	7.5	74.5	3.9	73.0	2.6	63.4	1.8	n/a	n/a		
	Province	81.1	13.1	80.6	12.6	78.8	12.2	77.8	12.2	n/a	n/a		
Biology 30	Authority	79.8	27.0	66.7	16.0	76.9	20.0	77.4	13.1	n/a	n/a		
	Province	85.1	32.4	84.2	32.3	86.6	36.6	83.9	35.5	n/a	n/a		
Chemistry 30	Authority	65.9	20.7	60.3	17.9	68.3	17.1	56.8	8.1	n/a	n/a		
	Province	81.5	34.5	83.1	38.6	83.6	38.3	85.7	42.5	n/a	n/a		
Physics 30	Authority	69.6	17.9	82.6	34.8	88.5	30.8	45.5	13.6	n/a	n/a		
	Province	85.8	39.8	85.7	41.8	86.2	43.6	87.5	43.5	n/a	n/a		
Science 30	Authority	*	*	*	*	72.7	4.5	80.0	24.0	n/a	n/a		
	Province	84.4	27.6	84.9	28.4	85.4	31.5	85.7	31.2	n/a	n/a		

## Provincial Achievement Test Results – Measure Details

PAT Course by Course Results by Number Enrolled.													
		Results (in percentages)										Target	
		2016		2017		2018		2019		2020		2020	
		A	E	A	E	A	E	A	E	A	E	A	E
English Language Arts 6	Authority	74.8	9.8	72.3	4.1	70.1	9.4	77.2	4.6	n/a	n/a		
	Province	82.9	20.4	82.5	18.9	83.5	17.9	83.2	17.8	n/a	n/a		
French Language Arts 6 année	Authority	100.0	0.0	66.7	5.6	92.9	21.4	100.0	0.0	n/a	n/a		
	Province	87.7	14.2	85.1	13.5	85.2	12.3	87.7	15.7	n/a	n/a		
Français 6 année	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Province	91.4	17.2	92.1	21.6	93.3	23.1	90.3	24.6	n/a	n/a		
Mathematics 6	Authority	44.6	5.6	44.6	3.3	52.4	3.4	56.4	5.1	n/a	n/a		
	Province	72.2	14.0	69.4	12.6	72.9	14.0	72.5	15.0	n/a	n/a		
Science 6	Authority	62.0	11.3	62.4	15.7	70.4	15.5	69.9	15.3	n/a	n/a		
	Province	78.0	27.1	76.9	29.0	78.8	30.5	77.6	28.6	n/a	n/a		
Social Studies 6	Authority	58.7	15.5	56.2	12.0	64.2	9.9	68.2	11.0	n/a	n/a		
	Province	71.4	22.0	72.9	21.7	75.1	23.2	76.2	24.4	n/a	n/a		
English Language Arts 9	Authority	67.0	5.4	67.6	8.5	66.0	4.9	59.6	5.3	n/a	n/a		
	Province	77.0	15.2	76.8	14.9	76.1	14.7	75.1	14.7	n/a	n/a		
K&E English Language Arts 9	Authority	43.8	0.0	62.5	0.0	32.1	0.0	47.6	4.8	n/a	n/a		
	Province	59.8	6.2	58.8	5.9	55.7	5.9	57.4	5.4	n/a	n/a		

French Language Arts 9 année	Authority	53.3	6.7	80.0	0.0	93.8	0.0	81.8	0.0	n/a	n/a		
	Province	83.0	10.8	83.1	11.2	81.4	9.8	82.9	12.3	n/a	n/a		
Français 9 année	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Province	86.4	26.8	88.9	26.1	82.7	22.3	88.6	26.0	n/a	n/a		
Mathematics 9	Authority	52.1	6.8	59.6	13.1	51.9	8.2	44.3	6.9	n/a	n/a		
	Province	67.8	17.5	67.2	19.0	59.2	15.0	60.0	19.0	n/a	n/a		
K&E Mathematics 9	Authority	37.0	0.0	57.1	4.8	29.6	7.4	55.6	2.8	n/a	n/a		
	Province	61.2	13.0	57.5	13.3	57.4	13.6	59.6	13.2	n/a	n/a		
Science 9	Authority	57.8	7.5	63.0	8.2	69.5	11.5	62.9	17.4	n/a	n/a		
	Province	74.2	22.4	74.0	21.4	75.7	24.4	75.2	26.4	n/a	n/a		
K&E Science 9	Authority	55.0	5.0	50.0	5.0	53.3	0.0	59.4	12.5	n/a	n/a		
	Province	63.8	14.3	63.9	13.3	64.6	12.3	61.7	10.7	n/a	n/a		
Social Studies 9	Authority	42.1	3.8	54.2	12.0	55.7	8.9	49.2	7.9	n/a	n/a		
	Province	64.7	18.0	67.0	20.2	66.7	21.5	68.7	20.6	n/a	n/a		
K&E Social Studies 9	Authority	0.0	0.0	50.0	0.0	25.0	3.6	33.3	9.5	n/a	n/a		
	Province	58.0	11.6	56.3	12.7	55.2	14.2	55.9	15.0	n/a	n/a		



## SUMMARY OF FINANCIAL RESULTS

High Prairie School Division realized a deficit for the 2019/2020 School Year of \$1,289,826. The targeted deficit, updated for the fall of 2019 was \$1,161,147

The school division continues to work on a number of initiatives to address achievement gaps along with new initiatives to meet our strategic goals. Revenues from the Province of Alberta continue to make up the largest portion of funding at 87.9%. Local First Nations communities account for 11.1% of the division's revenue. The remaining revenues are primarily from external sources for services and transportation.

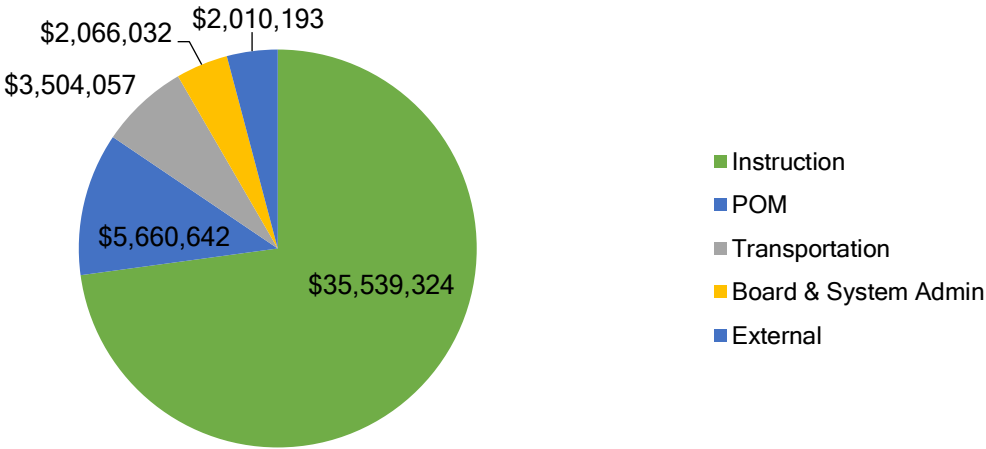
Overall, the revenue percentages and sources remain fairly consistent with prior years. Salaries and benefits continue to represent the largest expense to the division with certificated staff representing 47.4% and uncertificated staff at 27.9% of total expenditures.

The school division invested \$1,192,692 in capital assets during the year to meet our current and future needs. These purchases were entirely funded from reserves. These expenditures included the replacement of 5 buses, equipment upgrades at several of our schools and continued investments in IT infrastructure. Additionally, the Government of Alberta provided additional funding for Capital Maintenance Renewal of \$700,000. The funding allowed us to roof sections of two schools and refurbish Canyon Creek into our new Lakeside Outreach.

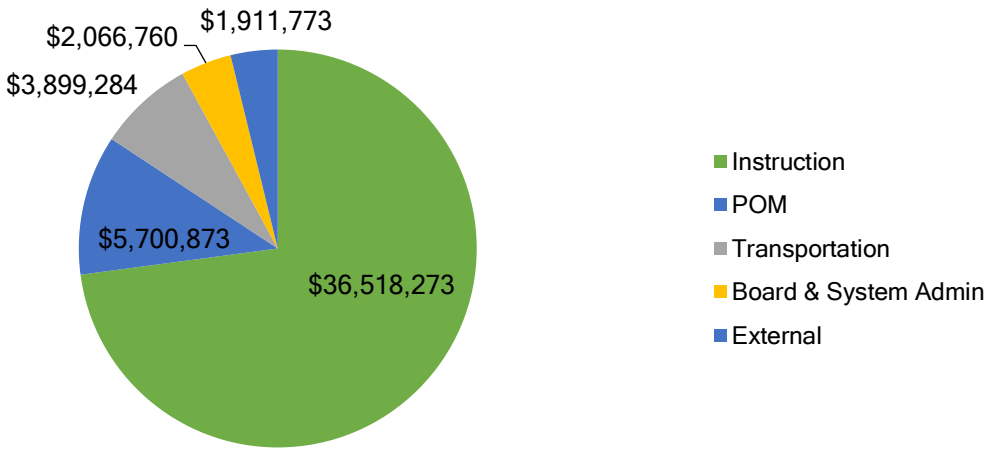
School Generated Funds (SGF) reserves were \$484,707, which is an increase of \$48,186 from the previous year. Detailed information on our SGF's can be found in the [Audited Financial Statement for the 2019-20 school year](#) or from the school Principal.

If more detailed financial information is required, please contact Mr. Jody Frowley, Secretary Treasurer at (780) 523-3337, or call toll free at 1-877-523-3337. You can visit our website at [hpsd.ca](https://hpsd.ca) for the [Audited Financial Statement for the 2019-20 school year](#) and/or a copy of the [2020-21 budget](#) after November 30th. Financial information for all school jurisdictions can also be found on the [Alberta Education website](#).

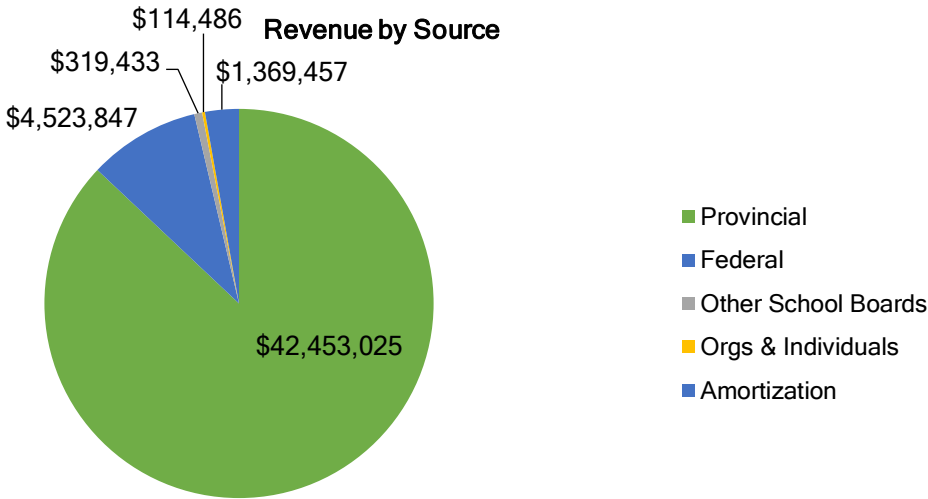
19-20 Revenue by Department



19-20 Expense by Department

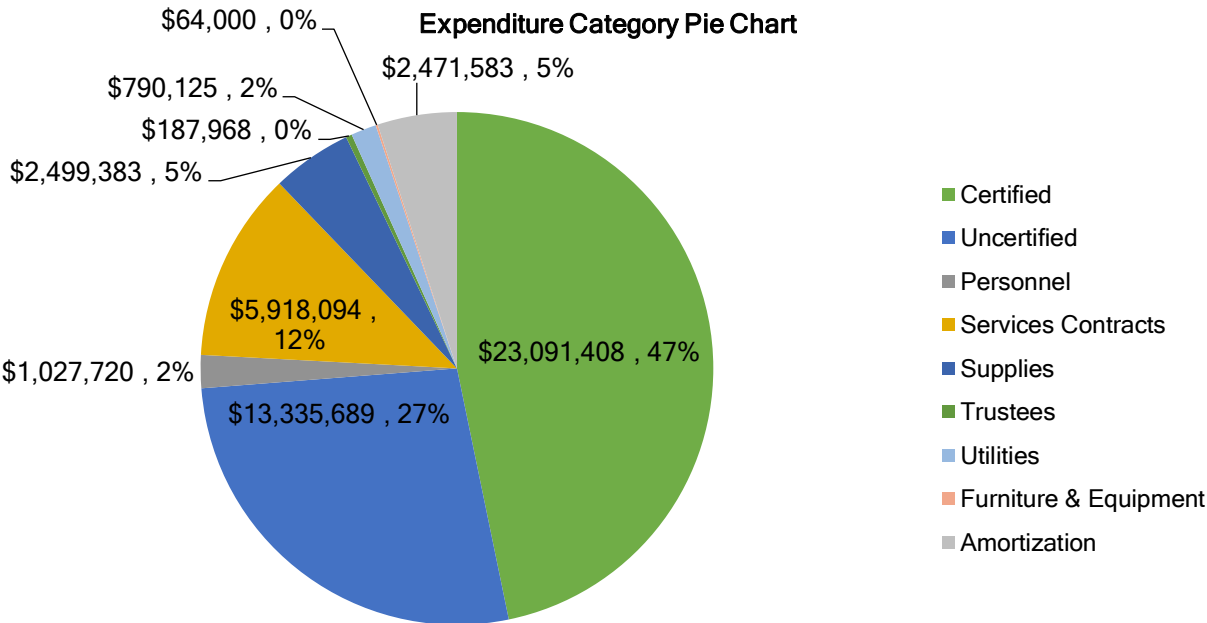
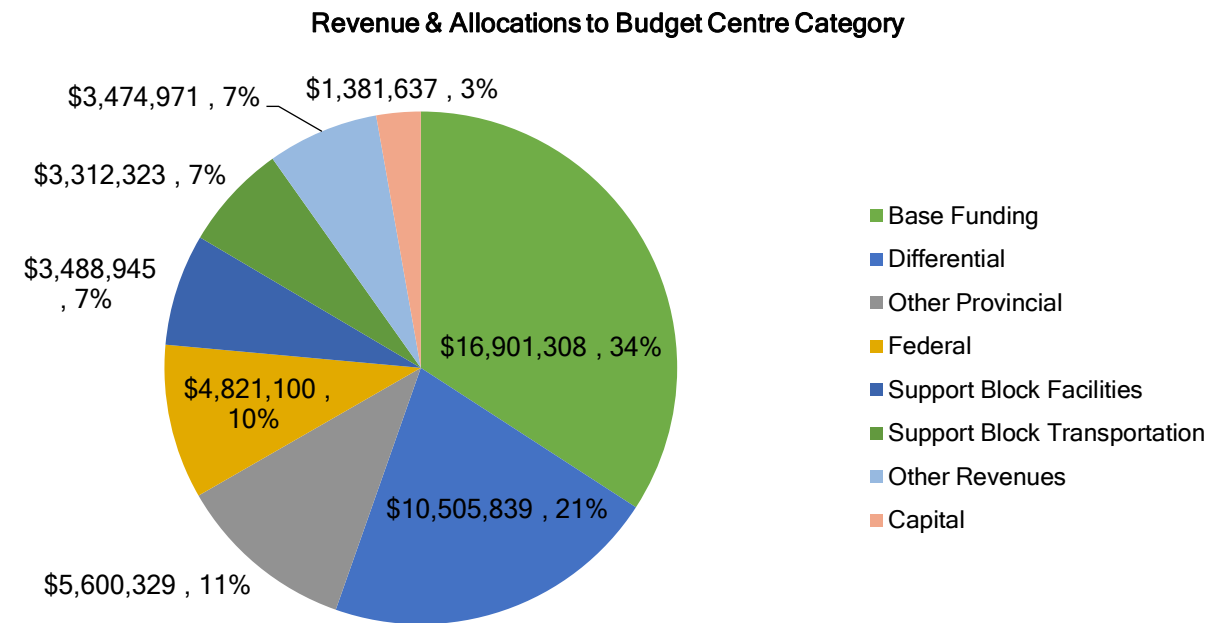


Revenue by Source



**BUDGET SUMMARY**

The 2020-2021 budget is projecting a surplus of \$100 k. It should be noted that additional COVID funding and related expenses shall likely alter this number.



## CAPITAL AND FACILITIES PROJECTS

Throughout the 2019-20 school year, the Facilities Department contributed to the educational environments of High Prairie School Division's schools by reconfiguring space and improving schools to enhance programming.

### Parking Lots & Grounds

- Working with the M.D. of Big Lakes with the beaver issue by the Joussard School.
- Paved basketball court was put in beside the playground equipment at Joussard.
- Concrete pad was put in beside the ground level boiler room at E.G. Wahlstrom.
- Red shale was added to the running tracks at Ecole Routhier and E.W. Pratt.

### Maintenance Shop

- Installed a new boiler in the Carpenter's Shop.

### Learning Support Centre

- Matting was installed on the outside deck.
- Concrete sidewalks were lifted by the main entrance and Transportation entrance.
- Plumbing vent was moved over to the high roof, away from the fresh air intake of the rooftop units.
- Meeting room was created from the parts room upstairs.
- Office 251 was split in half to create two offices.

### School Projects

- Replacement of T8 light fixtures to LED fixtures at Ecole Routhier, High Prairie Elementary, and E.G. Wahlstrom.
- Motion sensors on light fixtures at E. G. Wahlstrom.
- Created an extra 2 offices at Kinuso, also renovated the front office for better line of sight for our secretaries.
- FOB system at High Prairie Elementary.
- Created a ground-level weight room, also opened up the front entrance for a student lounge at E.W. Pratt.
- Art room was expanded so 32 students can do their art projects with enough room for all students.
- Replacement of DDC panels and thermostats at Ecole Routhier and Prairie River.
- 283 lockers were replaced in the senior high wing and junior high boy's change room at Roland Michener.
- Open concept washrooms were created in room 165 & 166 at E.G. Wahlstrom.
- Painting of the classrooms in the circle and west wing were done at C.J. Schurter.
- Painting of several classrooms at Roland Michener.
- New kitchen was created at Ecole Routhier.
- Kitchen renovation was done at Prairie View Outreach.
- Video surveillance system at Kinuso was replaced.
- Upgraded the cabinets in the staff room and Home Economics room in G.P. Vanier.
- 44 Pm's were also done.
- Painting of 4 entrances at E.G. Wahlstrom.

### Summer Projects

- Duct cleaning at Ecole Routhier.
- Gym floor refinishing at H.P. Elementary, E.W. Pratt, Joussard, Kinuso, C.J. Schurter, and Roland Michener Junior High.
- Carpet cleaning throughout the Division.
- Boiler replacement at Prairie View Outreach.
- Canyon Creek renovations.
- Washroom renovations at C.J. Schurter in rooms 123 & 124, across from the main office.
- Video surveillance system replacement at Roland Michener.

## SUMMARY OF FACILITY AND CAPITAL PLAN

The Facilities Department is continually working to improve services to all sites and has succeeded in providing significant advancements in the achievement of their goals. To this end, several projects scheduled for the 2020-21 school year are as follows:

- Modernize front entrance (E01) at École Routhier School
- Replacement of 3 fountains at École Routhier School at École Routhier School
- Flooring, lights for rooms (114, 118, 120, 121, 128) at Georges P. Vanier School
- IA make-up air unit at Georges P. Vanier School
- Band room storage rooms at Georges P. Vanier School
- Conversion of computer lab to drama (104, 105) at High Prairie Elementary School
- Countertop to library desk High Prairie Elementary School
- Shelving 84 chrome cart electrical outlets (155) High Prairie Elementary School
- Replacement of heating pumps (201) High Prairie Elementary School
- Replacement of 2 fountains at Prairie River Junior High School
- Creating an office in the library (111) at Prairie River Junior High School
- Creating an office in room (137) at Prairie River Junior High School
- Replacement of 2 fountains at E.W. Pratt High School
- LED lighting throughout the school at Kinuso School
- LED lighting throughout the school at C.J. Schurter School
- Roofing above the circle area and office area at C.J. Schurter School
- Replacement of 2 fountains at E.G. Wahlstrom School
- Kitchen cabinets at E.G. Wahlstrom School
- Biology lab cabinets in storage room (132) at Roland Michener Secondary School
- Replacement of tiles in girl's change room (164) at Roland Michener Secondary School
- Cabinets in science prep room (173) at Roland Michener Secondary School
- Open concept washrooms for (128, 129) at Roland Michener Secondary School

## **PARENTAL INVOLVEMENT**

Schools and the Division engaged parents in several ways such as: volunteerism, school councils, community planning sessions, Council of School Council (COSC) meetings, surveys, setting the Division calendar and participation in school/community events.

## **TIMELINES AND COMMUNICATION**

Throughout the spring, the strategies and actions identified in this plan were reviewed by the administrators of HPSD. School based administrators began putting their school plans in place and communicated the Division's draft planning to their staff and school councils. The draft of the strategies came out of work completed in strategic planning sessions with administrators and the Board of Trustees.

HPSD will continue to publish reports and documents on our website, including the combined 3-Year Education Plan and Annual Education Results Report, as opportunities to celebrate the accomplishments of HPSD in the past year. HPSD continues to engage in school/community planning sessions throughout the Division on a rotating basis. Through this mechanism, surveys, opportunities to make a delegation to the Board, phone calls, and social media, communities have the opportunity, and in fact are encouraged, to provide valuable feedback to our schools and the jurisdiction. All information is used in the development of plans and setting of priorities.

The Combined 3YEP and AERR was presented to the Board of Trustees at their regularly scheduled meeting in November 2020. Its approval allowed the document to be placed on the website. Our Alberta Education Manager was notified of this posting through email and the link to the website was included.

## **WHISTLEBLOWER PROTECTION**

Section 32 of the Public Interest Disclosure Act (2013) requires that school authorities include their annual report of disclosures in this document. HPSD had no disclosures in the 2019-20 school year.

## **CLOSING REMARKS**

Once High Prairie School Division posts this Strategic Education Plan on its website, copies are distributed to all schools in the jurisdiction. Information posted publicly made reference to the fact that division and school three-year plans were available for viewing through our website at [hpsd.ca](http://hpsd.ca) under the Board of Trustees section. Copies are made available at each school and at the Division Office. It is the expectation that copies of the jurisdictional Three-Year Education Plan be circulated to staff, school council representatives, and also presented to the Council of School Councils (COSC) representatives.