



**Georges P. Vanier School**

**2020-23**

**Three-Year Education Plan**

**and**

**2019-20**

**Annual Education Results Report**



### **About Us**

Georges P. Vanier School is centrally located in the village of Donnelly within the Municipal District of Smoky River No. 130. It is located near the intersection of Highway 2 and Highway 49, located approximately 65 km south of Peace River and 427 km northwest of Edmonton.

We offer dual-track programming in French Immersion and English for students in grades 7 to 9 with a full array of courses for our senior high students. Our school has a student population of approximately 240 students and is situated in the heart of northwestern Alberta's Smoky River region. This is an area comprised of approximately 5,000 residents and is predominantly driven by the agriculture sector as well as the oil and gas industry.

### **Principal's Message**

The staff at Georges P. Vanier is dedicated and collaborative. Our team works hard each day to deliver quality instruction to students who are attending in person classes and virtual classes. In the midst of the Covid-19 pandemic, we are keenly aware of the importance of teaching the whole child. Not only are we striving to meet academic needs, now more than ever before we are focusing on the mental health, physical wellness, connection, kindness, community, volunteer work, self-actualization and personal development needs of our students. At Vanier, we continue to prioritize a vast array of programming to engage our learners and prepare them for their post-secondary studies and life after high school. We are committed to the arts with opportunities in band, drama, visual arts, design, and photography. We are committed to health and wellness with athletics programs both in school and extra-curricular through personal life skills courses, youth council, mentorship, mandatory volunteering, and recreational sport. We are committed to career and technology opportunities and post-secondary exploration through Industrial Arts, foods studies, coding, robotics, and job site safety courses. At Vanier, we strive to prepare students today for life tomorrow in a society we cannot predict. We aim for success for all, every day in every way!

# **Staff List**

Name	Position
Pam Heckbert	Principal
Carolyn Giroux	Vice Principal
Parker Bonnah	Teacher
Jessie Benoit	Teacher
Angela Carley	Teacher
Wendy Garant	Teacher
Lindsay Lehman	Teacher
Justin Miller	Teacher
Joel Pelletier	Teacher
Michelle Pitre	Learning Support Teacher
Melodie Schaeffer	Teacher
Darcy Servant	Teacher
Heather Servant	Teacher
Melanie Simard	Teacher
Shelby Thierstein	Teacher
Melissa Portelance	Teacher
Kristen Blanchette	Teacher
Tyrel Kobsar	Teacher
Denise Blanchette	Secretary
Lorraine Gagnon	Secretary
Diane Boucher	Financial Secretary
Jacqueline Maisonneuve	Library Technician
Judith Colter	Educational Assistant
Nicole Garant	Educational Assistant
Antoinette Kruger	Educational Assistant
Diane Martel	Educational Assistant
Karey Chabot	Educational Assistant
Chelsea Hausler	Wellness Coach
Katrina Jolie	Career Coach
Sarah Poirier	Psychology Masters Student
Connie Sabo	Indigenous Education Coach
Shawn Oddy	Technical Support Aid
Emma Champion	Day Custodian
Gerry and Myrna Lanctot	Custodians





May 2020 Accountability Pillar Overall Summary

Measure Category	Measure	Georges P Vanier School			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	91.8	92.3	93.4	89.4	89.0	89.2	Very High	Maintained	Excellent
Student Learning Opportunities	Program of Studies	90.0	91.3	92.2	82.4	82.2	82.0	Very High	Maintained	Excellent
	Education Quality	93.8	89.7	92.9	90.3	90.2	90.1	Very High	Maintained	Excellent
	Drop Out Rate	4.3	2.3	2.3	2.7	2.6	2.7	Intermediate	n/a	n/a
	High School Completion Rate (3 yr)	73.7	80.7	79.1	79.7	79.1	78.4	Intermediate	Maintained	Acceptable
Student Learning Achievement (Grades K-9)	PAT: Acceptable	n/a	61.9	70.6	n/a	73.8	73.6	n/a	n/a	n/a
	PAT: Excellence	n/a	13.6	11.8	n/a	20.6	20.0	n/a	n/a	n/a
Student Learning Achievement (Grades 10-12)	Diploma: Acceptable	n/a	80.3	79.2	n/a	83.6	83.4	n/a	n/a	n/a
	Diploma: Excellence	n/a	7.4	12.0	n/a	24.0	23.5	n/a	n/a	n/a
	Diploma Exam Participation Rate (4+ Exams)	54.1	52.2	50.5	56.4	56.3	55.6	Intermediate	Maintained	Acceptable
	Rutherford Scholarship Eligibility Rate	72.9	58.0	67.4	66.6	64.8	63.5	High	n/a	n/a
Preparation for Lifelong Learning, World of Work, Citizenship	Transition Rate (6 yr)	61.7	67.9	68.6	60.1	59.0	58.5	High	Maintained	Good
	Work Preparation	77.3	61.5	80.5	84.1	83.0	82.7	Intermediate	Maintained	Acceptable
	Citizenship	84.5	80.0	87.3	83.3	82.9	83.2	Very High	Maintained	Excellent
Parental Involvement	Parental Involvement	83.6	55.4	80.9	81.8	81.3	81.2	Very High	Maintained	Excellent
Continuous Improvement	School Improvement	87.6	75.0	85.2	81.5	81.0	80.9	Very High	Maintained	Excellent

# OUTCOME 1: HPSD STUDENTS ARE SUCCESSFUL

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

		Georges P Vanier School							Alberta			
Course	Measure	Achievement	Improvement	Overall	2020		Prev 3 Year Average		2020		Prev 3 Year Average	
					N	%	N	%	N	%	N	%
English Lang Arts 30-1	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	25	79.9	n/a	n/a	30,125	86.9
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	25	6.2	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	12	90.9	n/a	n/a	16,540	88.2
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	12	0.0	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	16	69.9	n/a	n/a	19,969	76.2
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	16	25.4	n/a	n/a	19,969	33.7
Mathematics 30-2	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	10	49.3	n/a	n/a	14,385	75.1
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	10	2.6	n/a	n/a	14,385	16.3
Social Studies 30-1	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	21	70.3	n/a	n/a	21,884	86.2
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	21	6.6	n/a	n/a	21,884	16.5
Social Studies 30-2	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	15	79.9	n/a	n/a	20,401	79.0
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	15	0.0	n/a	n/a	20,401	12.3
Biology 30	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	19	89.1	n/a	n/a	22,820	84.9
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	19	18.9	n/a	n/a	22,820	34.8
Chemistry 30	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	17	87.1	n/a	n/a	18,682	84.1
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	17	20.8	n/a	n/a	18,682	39.8
Physics 30	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	7	70.8	n/a	n/a	9,626	86.4
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	7	33.3	n/a	n/a	9,626	43.0
Science 30	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	9,475	85.4
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	9,475	30.4

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

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 9	School	78.9	13.2	71.1	2.6	78.4	7.8	67.6	11.8	n/a	n/a	n/a	n/a
	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	School	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	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	School	53.3	6.7	80.0	0.0	93.8	0.0	81.8	0.0	n/a	n/a	n/a	n/a
	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	School	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	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	School	81.6	23.7	78.9	18.4	74.5	7.8	52.9	8.8	n/a	n/a	n/a	n/a
	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	School	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	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	School	81.6	21.1	73.7	18.4	80.4	13.7	67.6	29.4	n/a	n/a	n/a	n/a
	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	School	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a

	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	School	71.1	10.5	63.2	10.5	72.5	13.7	52.9	8.8	n/a	n/a	n/a	n/a
	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	School	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	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		

## 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	School	86.4	22.7	61.3	6.5	84.0	12.0	94.4	0.0	n/a	n/a	95	10
	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	School	95.0	5.0	100.0	0.0	81.8	0.0	90.9	0.0	n/a	n/a	95	10
	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	School	100.0	0.0	100.0	16.7	100.0	0.0	85.7	0.0	n/a	n/a	95	10
	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	School	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	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	School	50.0	0.0	57.9	31.6	78.9	26.3	72.7	18.2	n/a	n/a	85	15
	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	School	71.4	0.0	45.5	0.0	33.3	0.0	69.2	7.7	n/a	n/a	80	10
	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	School	63.0	7.4	59.1	0.0	85.0	15.0	66.7	4.8	n/a	n/a	90	10
	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	School	75.0	0.0	87.0	0.0	75.0	0.0	77.8	0.0	n/a	n/a	85	10
	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	School	87.1	38.7	88.2	11.8	90.9	27.3	88.2	17.6	n/a	n/a	90	10
	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	School	100.0	41.2	77.3	22.7	95.2	28.6	88.9	11.1	n/a	n/a	90	15
	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	School	57.1	0.0	75.0	50.0	*	*	66.7	16.7	n/a	n/a	90	15
	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	School	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	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

		Georges P Vanier School							Alberta			
		Achievement	Improvement	Overall	2020		Prev 3 Year Average		2020		Prev 3 Year Average	
Course	Measure				N	%	N	%	N	%	N	%
English Language Arts 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	41	72.4	n/a	n/a	46,591	76.0
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	41	7.4	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	n/a	n/a	n/a	n/a	1,528	57.3
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	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	41	68.8	n/a	n/a	46,129	62.1
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	41	11.7	n/a	n/a	46,129	17.6
K&E Mathematics 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	2,029	58.2
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	2,029	13.4
Science 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	41	73.9	n/a	n/a	46,581	75.0
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	41	20.5	n/a	n/a	46,581	24.1
K&E Science 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,501	63.4
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,501	12.1
Social Studies 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	41	62.9	n/a	n/a	46,607	67.5
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	41	11.0	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	n/a	n/a	n/a	n/a	1,453	55.8
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	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.															
	School					Authority					Province				
	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019
3 Year Completion	86.6	76.2	80.4	80.7	73.7	64.2	62.1	62.7	64.5	59.6	76.5	78.0	78.0	79.1	79.7
4 Year Completion	87.9	88.1	80.8	83.7	82.3	69.8	69.6	67.5	68.8	70.8	81.0	81.2	82.6	82.7	83.5
5 Year Completion	94.1	87.6	88.8	83.0	83.7	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															
	School					Authority					Province				
	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019
Drop Out Rate	3.0	2.3	2.3	2.3	4.3	3.1	5.0	5.5	6.2	6.3	3.2	3.0	2.3	2.6	2.7
Returning Rate	19.0	0.0	39.1	24.2	0.0	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.															
	School					Authority					Province				
	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019
4 Year Rate	46.0	50.4	46.5	41.5	51.0	36.7	39.5	42.2	33.2	38.4	37.0	37.0	39.3	40.1	40.8
6 Year Rate	56.5	69.3	68.5	67.9	61.7	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.															
	School					Authority					Province				
	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019
Rutherford Scholarship Eligibility Rate	69.2	68.9	75.3	58.0	72.9	46.7	49.9	51.6	50.1	48.9	60.8	62.3	63.4	64.8	66.6

Rutherford eligibility rate details.															
		Grade 10 Rutherford			Grade 11 Rutherford			Grade 12 Rutherford			Overall				



Reporting School Year	Total Students	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	78	46	59.0	49	62.8	28	35.9	54	69.2
2016	74	42	56.8	41	55.4	34	45.9	51	68.9
2017	81	55	67.9	51	63.0	25	30.9	61	75.3
2018	69	36	52.2	32	46.4	23	33.3	40	58.0
2019	70	43	61.4	42	60.0	28	40.0	51	72.9

### 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.

	School					Authority					Province				
	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019
% Writing 0 Exams	7.9	17.9	13.5	21.7	23.8	31.3	35.1	28.7	29.2	32.7	15.7	15.0	14.8	14.2	14.3
% Writing 1+ Exams	92.1	82.1	86.5	78.3	76.2	68.7	64.9	71.3	70.8	67.3	84.3	85.0	85.2	85.8	85.7
% Writing 2+ Exams	88.4	78.2	86.5	76.0	76.2	63.0	63.1	66.8	67.3	63.3	81.2	82.0	82.3	83.0	83.0
% Writing 3+ Exams	70.0	60.6	64.3	61.7	59.0	39.7	47.5	47.6	48.0	43.9	64.7	65.2	66.1	66.8	66.8
<b>% Writing 4+ Exams</b>	<b>49.7</b>	<b>46.9</b>	<b>52.3</b>	<b>52.2</b>	<b>54.1</b>	<b>29.0</b>	<b>35.0</b>	<b>36.6</b>	<b>36.2</b>	<b>33.9</b>	<b>54.6</b>	<b>54.9</b>	<b>55.7</b>	<b>56.3</b>	<b>56.4</b>
% Writing 5+ Exams	31.3	33.2	42.2	40.4	31.9	17.2	25.0	25.2	23.2	16.9	37.1	37.5	37.8	38.7	38.1
% Writing 6+ Exams	12.9	17.6	24.1	23.7	14.7	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.

	School					Authority					Province				
	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019
English Language Arts 30-1	54.5	44.2	58.8	55.8	42.9	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	36.4	32.7	25.5	20.9	28.6	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>90.9</b>	<b>76.9</b>	<b>84.3</b>	<b>74.4</b>	<b>71.4</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	50.9	46.2	43.1	46.5	50.0	26.5	36.5	34.1	29.2	30.2	43.5	45.1	44.9	45.0	44.1
Social Studies 30-2	36.4	30.8	41.2	27.9	23.8	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>87.3</b>	<b>76.9</b>	<b>84.3</b>	<b>74.4</b>	<b>73.8</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	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	0.0	0.0	0.0	0.0	0.0
Mathematics 30-1	34.5	34.6	37.3	44.2	26.2	20.9	24.6	20.1	19.6	14.7	37.1	36.4	35.5	36.5	35.3
Mathematics 30-2	20.0	19.2	23.5	18.6	33.3	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>54.5</b>	<b>53.8</b>	<b>58.8</b>	<b>60.5</b>	<b>54.8</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	52.7	50.0	49.0	44.2	42.9	27.7	32.4	28.1	28.5	24.2	40.6	40.7	41.7	42.7	42.3
Chemistry 30	38.2	26.9	45.1	46.5	26.2	21.7	24.9	28.1	25.0	18.7	35.7	35.6	35.1	35.8	35.1
Physics 30	7.3	15.4	17.6	9.3	14.3	7.6	16.4	14.1	9.2	8.3	19.9	19.3	18.6	18.7	17.6
Science 30	0.0	0.0	0.0	0.0	2.4	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>61.8</b>	<b>53.8</b>	<b>54.9</b>	<b>53.5</b>	<b>57.1</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	0.0	0.0	0.0	0.0	0.0	0.2	0.3	0.3	0.3	0.3
French Language Arts 30	10.9	17.3	11.8	16.3	16.7	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>10.9</b>	<b>17.3</b>	<b>11.8</b>	<b>16.3</b>	<b>16.7</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.															
	School					Authority					Province				
	2016	2017	2018	2019	2020	2016	2017	2018	2019	2020	2016	2017	2018	2019	2020
Overall	92.5	92.8	89.1	80.0	84.5	78.4	77.9	77.4	73.2	78.3	83.9	83.7	83.0	82.9	83.3
Teacher	100.0	100.0	100.0	n/a	97.8	92.4	92.5	87.6	86.0	90.0	94.5	94.0	93.4	93.2	93.6
Parent	90.7	91.4	81.3	80.0	71.7	75.1	77.0	73.1	69.1	73.0	82.9	82.7	81.7	81.9	82.4
Student	86.8	87.1	86.1	n/a	84.0	67.7	64.2	71.5	64.4	72.0	74.5	74.4	73.9	73.5	73.8

**Assessment**

Vanier teachers spent time in each professional development day creating common rubrics and common assessments to address the needs of our learners. From those sessions, we have successfully:

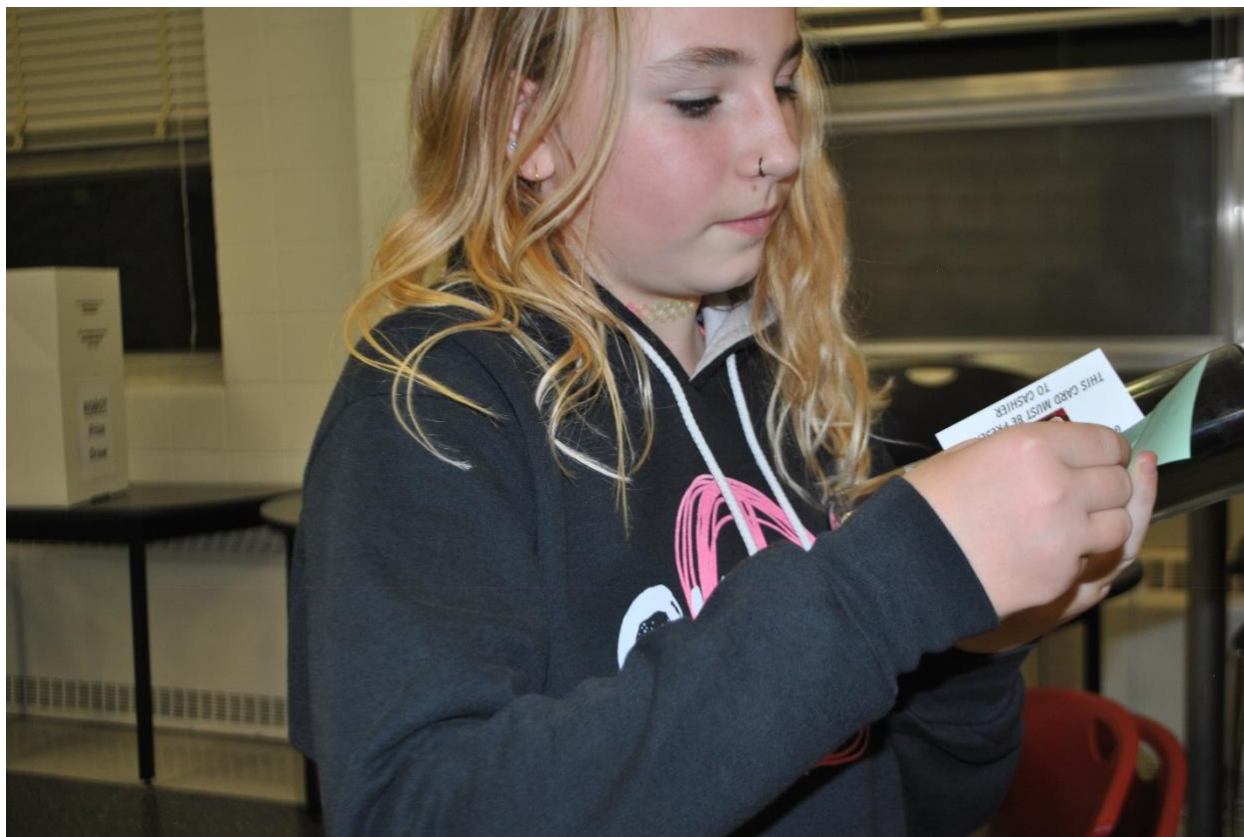
- Created common writing assessments for grades 7-9 Language Arts, and have exemplars from each level based on the rubrics from the Alberta Education Provincial Achievement Tests.
- Created a “French Language Passport” for all French Immersion students. A series of challenges are required to get the passport stamped including calling a tech help desk and getting instructions in French, calling a patron of the senior’s home and conversing in French, cooking a French recipe, downloading a French album on a playlist and analyzing some songs, etc.
- Each teacher at Vanier has been instrumental in leading the divisional assessment teams creating common assessments and rubrics
- Vanier teachers continue to be on Alberta Education’s working groups, item development, and mark diploma exam and Provincial Achievement tests to enhance their professional development around assessment.

**Literacy**

Vanier teachers have a robust literacy committee and two representatives on the divisional literacy committee housed in our school. We have successfully:

- Implemented two extra 43 minute blocks per six day cycle devoted completely to student literacy in grades 7-9. In this literacy block, students read at their reading level through the Accelerated Reader program, do comprehension tests, books talks, and receive targeted interventions with a teacher, educational assistants, the library technician, and the learning support teacher.
- Created a writing contest each year called “Kid of the North” where students have the opportunity to write about how growing up in this region has shaped their identity.
- Published a grade 9 “Elders” book where students interview an important elder in their life and share his/her story.
- Collected Ontario Comprehension Assessment data from students in grades 7-10, marked as a staff, and identify areas of concern and commendations at school professional development days
- Participated in DELF testing for levels A2, B1, and B2.

Also, through participation in Youth Council, a student lead newspaper is being developed at Vanier complete with a student photographer and editor.



### **Numeracy**

Vanier has a numeracy committee that focuses on skills. In grades 7-9, an extra two 43 minute blocks have been added to the six-day cycle. This will help facilitate curricular outcomes, and give more time for students to practice mental math. We have also been able to successfully:

- Continue developing cross-curricular math engagement opportunities such as Pi Day, “Is the school square?” projects, brain games, robotics, and coding options.
- Create meaningful math tasks that assess process, not simply answers within school based PLCs
- Create projects and assignments to reflect more application questions to blend literacy and numeracy such as our local and regional science fair
- Continue to analyze MIPI data for students in grades 7-10
- Participate in field testing opportunities in grade 9 and 12 math classes
- Given students small group tutorials and one on one math help in senior high 10-3, 20-3, and 30-3 classes.

**Problème:**  
Quel isolant est le meilleur pour les murs d'une maison?

**Hypothèse:**  
Je pense que le polyuréthane va être le meilleur isolant parce que c'est un matériau qui a une assez haute valeur isolante.

**Matériaux:**  
Plaque de OSB 4 pieds par 8 pieds  
1 x 4 de 24 pouces  
2 x 4 de 24 pouces  
2 x 4 de 12 pouces  
5 vis  
Polystyrène  
Ciment de verre  
Carreaux de céramique  
Polyuréthane à cellules closes  
Thermomètre  
Sèche-cheveux  
Un support pour le sèche-cheveux  
Une perceuse  
Une pince coupe-câble  
Une pince à dénuder  
Une grande règle  
Un crayon  
Un gant de protection  
Un thermomètre à pince  
Un thermomètre à pince  
Un thermomètre à pince

**Quel type d'isolation est la meilleure pour les maisons?**

**Observations:**

**Variables constantes:**

- Le bois
- Le sèche-cheveux
- La distance entre la sèche-cheveux et le mur
- Les murs sont la même grandeur
- Le thermomètre
- Mesure la température au même endroit sur le mur
- Temps

**Variables Répondantes:**

- La différence de température

**Variables Manipulées:**

- Les types d'isolants

**Conclusion:**  
Mon hypothèse était bon parce que le polyuréthane a eu la plus haute différence de température. Ça veut dire que moins de chaleur a été à travers. Les erreurs du projet sont: on n'a pas mesurer à la même place dans tous les essais, pas tous les petits espaces dans le mur était recouvert, on a pas mesurer à la même place toutes les fois.

**Analyse:**  
Après 30 minutes, le polystyrène était le meilleur isolant avec la plus petite perte de température dans l'essai 1. Dans l'essai 2 et 3 le polyuréthane a eu la plus petite perte de température.



### **Character Education**

Our character education program comes to life through:

- Vanier's core values
- Student Mentorship program
- 25 hour Legacy projects
- Give Back Club
- Personal Living Skills classes in grades 7-9
- Wellness Coach presentations

We believe that being an active citizen involves being charitable, and freely giving of our talents and gifts to others in our community. Some partnerships we support in our region include:

- Terry Fox run
- Coats for Kids
- Coins for Change
- No Stone Left Alone
- Movember

Within our school community, we support

- Pink Shirt Day and anti-bullying campaigns
- Orange Shirt Day
- Missing and Murdered Indigenous Women and Girls Awareness Walks
- Candygrams for Kindness
- Vanier Survivor Challenge and other school spirit days
- Vanier Turkey Lunch





## OUTCOME 2: HPSD 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.															
	School					Authority					Province				
	2016	2017	2018	2019	2020	2016	2017	2018	2019	2020	2016	2017	2018	2019	2020
Overall	93.3	93.5	95.4	89.7	93.8	86.6	87.6	87.7	84.3	88.1	90.1	90.1	90.0	90.2	90.3
Teacher	100.0	100.0	100.0	n/a	100.0	96.3	94.6	92.9	93.3	93.9	96.0	95.9	95.8	96.1	96.4
Parent	90.8	90.5	91.0	89.7	90.1	78.6	83.7	83.4	78.6	83.3	86.1	86.4	86.0	86.4	86.7
Student	89.2	89.9	95.1	n/a	91.2	84.9	84.5	86.9	81.0	87.0	88.0	88.1	88.2	88.1	87.8

### Leadership Development

The staff at Georges P. Vanier know that each of us is a leader in the school. We know that extra-curricular clubs and sports create extremely important opportunities for rural students. Our staff is small, and yet, we are able to offer a wide variety of programs and sports because each of us offers our talents to develop our students. By doing so, we also develop our own leadership skills. Vanier has staff members who:

- Continue their post-secondary studies. Of 17 professional staff members, 6 of us have or are actively pursuing a masters' degree. Several others have dual degrees or certificates/diplomas in other disciplines including the Alberta Teachers Association Leadership Quality Standard.
- Are bilingual
- Offer PD to our staff on PD days
- Mark diploma exams and achievement tests
- Are active members of boards and other organizations in their communities
- Have worked on curriculum redesign, working groups, and item development with Alberta Education
- Are leaders in divisional curriculum collaboration and/or assessment groups
- Have nominations for Edwin Parr, and Excellence in Teaching awards

### Professional Development

Currently, several of our staff (professional and support staff alike) are enrolled in post-secondary courses in fields such as psychology, physiology, literacy, inclusion, photography, acrylic nail art, and French. We also discuss podcasts and books by scientists, mathematicians, modern playwrights, child psychologists, and educators.

In our local professional development days, we take the opportunity to share our collective knowledge in PLCs and take turns delivering professional development to our peers in the areas of inclusion, literacy, and technology.

### Supervision and Evaluation

Our principal, vice principal, and Learning Support Teacher take the role of instructional coach seriously. Classrooms are visited regularly, feedback is shared openly, and learning is expected and valued. In the last 3 years, Vanier has had a candidate for the Edwin Parr Award twice.

## OUTCOME 3: HPSPD 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.															
	School					Authority					Province				
	2016	2017	2018	2019	2020	2016	2017	2018	2019	2020	2016	2017	2018	2019	2020
Overall	96.1	95.2	92.6	92.3	91.8	86.4	86.6	86.8	84.1	86.5	89.5	89.5	89.0	89.0	89.4
Teacher	100.0	100.0	100.0	n/a	100.0	94.4	95.9	93.9	92.9	95.1	95.4	95.3	95.0	95.1	95.3
Parent	96.4	94.3	85.0	92.3	86.7	85.1	85.4	85.1	82.1	83.6	89.8	89.9	89.4	89.7	90.2
Student	91.9	91.4	92.9	n/a	88.7	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.															
	School					Authority					Province				
	2016	2017	2018	2019	2020	2016	2017	2018	2019	2020	2016	2017	2018	2019	2020
Overall	95.4	93.0	92.3	91.3	90.0	82.6	82.9	84.1	78.5	82.1	81.9	81.9	81.8	82.2	82.4
Teacher	100.0	100.0	100.0	n/a	98.6	90.3	89.7	88.6	87.3	88.6	88.1	88.0	88.4	89.1	89.3
Parent	93.2	87.4	87.2	91.3	78.1	82.6	82.9	83.6	77.0	77.8	80.1	80.1	79.9	80.1	80.1
Student	93.0	91.6	89.8	n/a	93.3	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.															
	School					Authority					Province				
	2016	2017	2018	2019	2020	2016	2017	2018	2019	2020	2016	2017	2018	2019	2020
Overall	90.5	89.3	90.6	61.5	77.3	80.1	77.8	78.4	73.2	80.3	82.6	82.7	82.4	83.0	84.1
Teacher	100.0	100.0	100.0	n/a	100.0	90.9	84.9	86.9	86.7	88.9	90.5	90.4	90.3	90.8	92.2
Parent	81.0	78.6	81.3	61.5	54.5	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.															
	School					Authority					Province				
	2016	2017	2018	2019	2020	2016	2017	2018	2019	2020	2016	2017	2018	2019	2020
Overall	90.5	92.3	87.1	61.5	79.2	74.3	73.8	73.9	66.1	73.2	70.7	71.0	70.9	71.4	72.6
Teacher	100.0	100.0	100.0	n/a	100.0	87.6	83.7	85.4	80.9	83.6	77.3	77.3	77.8	78.8	80.6
Parent	81.0	84.6	74.2	61.5	58.3	61.0	63.8	62.4	51.4	62.7	64.2	64.8	64.0	64.0	64.6

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

The staff and students at Georges P. Vanier School are all treaty people. In celebration of our diverse population rich in First Nation and Metis peoples, we incorporate many learning activities into our curriculum such as:

- Tipi teachings
- Meat/berry preservation, drying, smoking, and heritage bread making
- The Blanket Exercise
- Jigging and Cree Dance
- Shelter building and outdoor survival
- Lodge teachings
- Indigenous games tournament
- Teaching treaties through Minecraft
- Conferences such as Indspire
- Presentations of Metis sashes and Eagle Feathers upon graduation
- Story-telling and Elders projects

We also engage our Indigenous community at our annual cultural dinner, culture club, and Handgame Tournaments.



### **Learning Technology Policy Framework**

Students at Vanier are currently at a 1:1 ratio for technological devices in junior high and a 1:2 ratio in senior high. Our students are fluent in:

- Google classroom
- Kahoot, Gimkit, Quizlet, Quest A+, Exam Bank, Zoom, Google Meets, Google Chat, Google docs, slides, and sheets.
- Maplewood markbook access
- I-movie
- TI calculator capabilities
- Google Read/Write

Our teachers are fluent in:

- Zoom and Google Meets
- Google Classroom
- Planbook
- Maplewood
- Google Suite, and
- Notebook to name a few.

Our classroom teachers and wellness coach help to guide students through responsible use of technology, ethical technological use, understanding sources, learning how to do appropriate online research, and healthy relationships with technology and social media.

### **Dual Credit Programming**

Vanier students have participated in both RAP and dual credit programs such as:

- Health Care Aid
- Early Childhood Development
- Power Engineering
- Heavy Duty Mechanic
- Welding



### **Learning Support Teacher**

Our Learning Support Teacher, Michelle Pitre, works with our teachers in 2 areas:

1. Pyramid of Intervention
2. Collaborative Response Model

The Georges P. Vanier Pyramid of Intervention outlines several supports/strategies that are universal and are encouraged to be used with all students. Michelle works with administrators to help coach teachers and staff on which supports/strategies should be common across all disciplines, which work best for specific students, and overall best practices to increase teacher efficacy. She also coaches teachers and Educational Assistants on how best to deliver targeted interventions to students requiring more specific supports. Lastly, she acts as a liaison between the student, families, teachers, and other service providers such as psychologists, occupational therapists, speech therapists, behavior management consultants, and other medical practitioners.

The Georges P. Vanier Collaborative Response Model is in its developmental stage. We envision and are working toward a series of “cards”, preferably digital, which give certain pieces of data necessary to clearly paint a picture of how to best educate each one of our students. Data such as attendance, IPP information, standardized testing results, strengths, interests, and friends will ultimately be very helpful in both the proactive and reactive education of students. Ms. Pitre is working with the Technical Support Aid, and the supervisor of inclusion on this major project.

### **Wellness Coach**

The Vanier Wellness Coaches are an integral part of our junior/senior high team. Chelsea Hausler is an invaluable resource in our building. She gives presentations on mental health and wellness, meditation, deep breathing, decision making, anxiety management, healthy study habits, nutrition and exercise, and social interactions. She also meets with students one on one or in small groups to guide positive social interactions, positive self-talk, self-esteem building, and good sleep habits. Ms. Chelsea also readily talks with parents about health and wellness, and delivers meaningful professional development to staff regarding not only the mental wellness of students, but how best to take care of ourselves as professionals at risk of burnout also.

### **Career Coach**

Our career coach, Ms. Katrina Jolie is another invaluable resource at Vanier. She:

- Meets with students one-on-one several times per year
- Helps select courses to complete high school
- Guides students through career explorations, open houses, career fairs, etc.
- Assists with RAP, work experience opportunities, and dual credit
- Motivates students to complete school or achieve better grades
- Assists with scholarships, bursaries, student loans, and post-secondary application processes
- Works closely with administration and teachers to keep students on track to complete courses
- Helps students complete their brag sheet and writes letters of reference
- Understands and assists with post-secondary institution academic requirements, residence applications, course selection, and degree/diploma/certificate programs





## 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.															
	School					Authority					Province				
	2016	2017	2018	2019	2020	2016	2017	2018	2019	2020	2016	2017	2018	2019	2020
Overall	91.0	93.6	93.8	55.4	83.6	82.3	83.2	82.3	77.4	83.7	80.9	81.2	81.2	81.3	81.8
Teacher	100.0	100.0	100.0	n/a	98.9	92.5	90.5	89.0	87.7	90.0	88.4	88.5	88.9	89.0	89.6
Parent	81.9	87.1	87.5	55.4	68.3	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.															
	School					Authority					Province				
	2016	2017	2018	2019	2020	2016	2017	2018	2019	2020	2016	2017	2018	2019	2020
Overall	90.1	89.4	91.3	75.0	87.6	77.7	79.6	79.3	77.4	81.1	81.2	81.4	80.3	81.0	81.5
Teacher	100.0	93.8	100.0	n/a	100.0	87.3	88.8	79.5	85.6	85.5	82.3	82.2	81.5	83.4	85.0
Parent	81.0	84.6	81.3	75.0	66.7	71.8	77.6	78.8	73.3	76.7	79.7	80.8	79.3	80.3	80.0
Student	89.3	89.9	92.6	n/a	96.1	74.1	72.3	79.8	73.1	81.0	81.5	81.1	80.2	79.4	79.6



### **Parental Involvement**

We have several ways for parents to get involved in our school

- School Council
- Band Parents' Association
- Give Back Club
- Youth Council
- Legacy hours projects
- George P. Vanier Education Foundation
- Fundraisers
- Sports
- Volunteering to supervise field trips
- Guest speaking about expertise (careers, etc.)
- Parent teacher interviews

### **Engaged Governance**

The Georges P. Vanier/Ecole Routhier Joint School Council gives advice, feedback, and suggestions about school programming, extracurricular opportunities, parental involvement, policies in the student handbook, and school advocacy. Our meetings are currently held through Zoom on the first Tuesday of each month.

Vanier holds close partnerships with Smoky River FCSS, the RCMP, and Ecole Routhier. We try to engage families in each of the towns our school services, and we welcome partnerships with all businesses and other organizations in the region such as the library boards, town recreation boards, and MD personnel.

### **Safety Programs**

Our students engage in HCS 3000 and HCS 3010 as part of their CALM course to learn about workplace safety. They also have the opportunity to take First Aid.

Our staff must pass a variety of OH&S courses through Hour Zero involving workplace safety measures. Our staff also has the opportunity to take First Aid courses, Epi-pen administration courses, and courses in concussion protocols. We hold a number of drills throughout the school year including fire, lockdown, and shelter in place. We have participated in Mock Disasters and Emergency simulations in the past, and benefitted from a staged crisis.

### **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 Divisional Psychologist are trained CSTAG facilitators who provide training and guidance to schools.

### **COVID-19 SCHOOL RE-ENTRY PLAN**

The link to our school re-entry plan can be found on our website at [Student Handbook](#)



