



**Holy Family**  
Catholic Regional Division

# **EDUCATION ASSURANCE PLAN**

**2023-2025**



The Education Assurance Plan for Holy Family Catholic Regional Division commencing September 1, 2023, was prepared under the direction of the Board of Trustees in accordance with the responsibilities under the *Education Act* and the *Fiscal Planning and Transparency Act*. This plan was developed in the context of the provincial government's business and fiscal plans. The Board has used its performance results to develop the plan and is committed to implementing the strategies contained within the plan to improve student learning and results.

The Board approved the Education Assurance Plan for the 2023-2025 school year on June 21, 2023.

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Kelly Whalen, Board Chair

## BACKGROUND

*The Assurance Framework, developed collaboratively with education partners, outlines key guiding principles, domains and processes for enhancing public trust and confidence that the education system is meeting the needs of students and students are successful. In the Assurance Framework, all education stakeholders accept responsibility for building capacity of the education system — in classrooms, schools, school authorities and in government. Ensuring continuous improvement throughout the system necessitates a collective approach that recognizes diversity within Alberta, relies on evidence to make decisions, and is responsive to the needs of students in their local contexts. (Alberta Education Funding Manual for School Authorities 2023/24 School Year; page 17-24)*

**Continuous Improvement Cycle** (Alberta Education Funding Manual for School Authorities 2023/24 School Year)



### Key Enabling Processes for Continuous Improvement

Key enabling processes that must be part of all phases of a continuous improvement cycle include:

**Evidence-informed decision-making:** In a continuous improvement cycle, participants are persistently attentive to gathering ongoing, triangulated evidence to inform next steps.

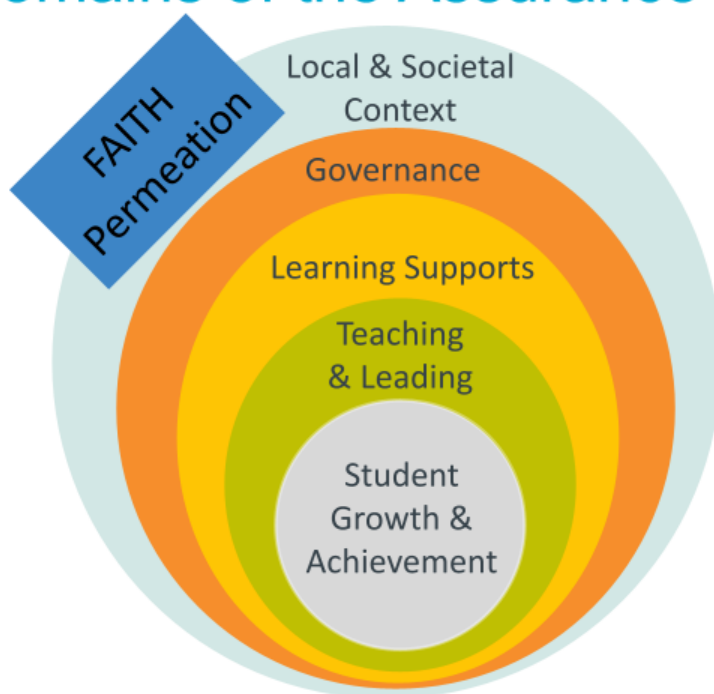
**Engagement:** Effective engagement processes rely on education partners working together for the purposes of bringing about positive change, with all partners recognizing that the nature of the engagement will vary according to the needs of the participants.

**Learning and Capacity Building:** In assurance, reflection on learning is critical. Because the provision of assurance is a dynamic process, the opportunities for building capacity for change and improvement must be ongoing.

For the purposes of this document, a domain is an area of activity where education partners have specific responsibilities that they are accountable for and provide assurance about. Fundamentally, assurance is reflected in what the public understands, perceives and knows about student growth and achievement, where the quality of the daily interaction between teacher and student is paramount. Assuring the public that the education system is successfully supporting student growth and achievement requires engagement and thoughtful action across all five domains.

Student growth and achievement is the primary purpose of the education system and is the core outcome domain for the assurance framework. The domains of Teaching and Leading, Learning Supports and Governance support and enable Student Growth and Achievement. Faith Permeation and Local and Societal Context, while a separate domain, operates across and is integrated into the others.

## Six Domains of the Assurance Framework



What are we  
providing  
assurance about?

Alberta

**PLEASE NOTE: Key elements that are in bold in each domain are our areas of emphasis.**

## Overriding Domain: Faith Permeation

Goal is to ensure faith permeation opportunities for growth and learning for all students, staff, and board members. It is a priority to provide quality Catholic education, build catholic citizens, strive for excellence of individual God-given talents and model Christ in a fair, equal and permeated learning environment.

<b>a. Maintain and expand faith development opportunities and evangelization for students</b> <b>b. Maintain and expand faith development opportunities and evangelization for staff</b> <b>c. Maintain and expand faith development opportunities and evangelization for Board of Trustees</b> <b>d. Ensure quality teaching and learning of religious studies curriculum</b> <b>e. Provide opportunities and supports for staff to become more engaged with their faith</b> <b>f. Ensure student and staff feel safe and welcomed in their environments</b> <b>g. Create and support environmental spaces within the school, classrooms and facilities</b>	
<b>Explore</b> <i>Key question: What is going on here?</i>	<ul style="list-style-type: none"> <li>There is a desire to have more active participation of staff and students in mass attendance, participating in faith related activities, and faith leadership.</li> <li>Desire for staff to provide a robust environmental and spiritual catholic learning environment that inspires and encourages student active engagement and participation at a faith level.</li> </ul>
<b>Develop</b> <i>Key question: What needs to be improved? How?</i>	<ul style="list-style-type: none"> <li>Improvement in staff participation in mass attendance, leadership in ministries and faith related professional development.</li> <li>Increase knowledge of permeation of curriculum across subject areas.</li> <li>Catholic teachers teaching religion.</li> <li>Hiring and evangelization of Catholic Staff</li> </ul>
<b>Take action</b> <i>Key question: How are we 'actioning' the plan?</i>	<ul style="list-style-type: none"> <li>Division Faith Plan 2021-2024 - Praying Our Way Forward: Year Three Theme: <u>Petition</u>- Spiritual Journey</li> <li>Continued school level support 0.20 Teacher FTE Religious Coordination in all schools with administration support</li> <li>Provide professional development opportunities for teachers student and staff retreats</li> <li>Promotion of the role of a catholic teacher and leader.</li> <li>Work with the Faith Coordinator to assess PD and environmental needs and support of school and teachers.</li> <li>Support new curriculum in Kindergarten 23/24, Christian Family Life and Growth and Development using Catholic values using Alberta Education Physical Education and Wellness Outcomes</li> <li>Work with office of Evangelization and Catechesis in the Archdiocese</li> </ul>

<b>Evaluate</b> <i>Key question: Did our planned strategies have the desired outcomes?</i>	<ul style="list-style-type: none"> <li>• Year end feedback annually to roll into 3 year 2025 full evaluation.</li> </ul>
<b>Evidence-informed decision-making:</b> <b>Engagement:</b> <b>Learning and Capacity Building:</b>	<ul style="list-style-type: none"> <li>• Data on professional development engagement</li> <li>• Feedback from schools</li> <li>• Survey results on needs assessment or faith</li> <li>• Participation levels and requests regarding faith from school coordination and staff</li> </ul>





## Domain 1: Student Growth and Achievement

Student Growth and Achievement refers to the ongoing progress students make in their learning, relative to identified provincial learning outcomes and consistent with their needs, interests and aspirations.

Public assurance occurs when the public has trust and confidence that students demonstrate citizenship, engage intellectually and grow continuously as learners.

<p><b>a. Students use ongoing assessment feedback to reflect continuously on their progress, identify strengths and areas of need and set new learning goals.</b></p> <p><b>b. Students achieve prescribed provincial learning outcomes, demonstrating strengths in literacy and numeracy.</b></p> <p><b>c. Students are active, healthy and well.</b></p> <p>d. Students apply knowledge, understanding and skills in real life contexts and situations.</p> <p>e. Students advance reconciliation by acquiring and applying foundational knowledge of First Nations, Métis and Inuit experiences.</p> <p>f. Students demonstrate understanding and respect for the uniqueness of all learners</p>	
<p><b>Explore</b> Key question: What is going on here?</p>	<ul style="list-style-type: none"> <li>Provincial Achievement and Diploma results are low</li> <li>Early Learners coming in at a deficit</li> <li>Absence due COVID has created academic discord for some students</li> <li>Priority to support health and wellness - mental, physical, social-emotional health priorities for staff and students</li> </ul>
<p><b>Develop</b> Key question: What needs to be improved? How?</p>	<ul style="list-style-type: none"> <li>Improve academic achievement, PATs and DIPS for all students</li> <li>Literacy &amp; Numeracy for all students</li> <li>Benchmarking diagnostic assessment for literacy, psychological assessments</li> <li>Pilot Acadience math and literacy 7/8</li> <li>Using the Early Years Evaluation to drive instruction and support.</li> </ul>
<p><b>Take action</b> Key question: How are we 'actioning' the plan?</p>	<ul style="list-style-type: none"> <li>To provide where possible, pre-kindergarten opportunities</li> <li>Dedicated Indigenous school levels supports for student academics</li> <li>Relaunch literacy benchmarking, supports and assessment including Acadience and piloting Acadience Math and Acadience Literacy</li> <li>Behavior Specialist to support students, families and staff Strategies strategies, professional development and training in the areas of ADOS, crisis intervention and high risk behaviors</li> <li>Create Health and Wellness Plan</li> <li>Providing Wellness Workers at each school.</li> <li>Providing Wellness Champions.10 FTE at each school</li> <li>Review and monitor academic progress</li> <li>Quantitative and anecdotal feedback from teacher, parents/guardians, admin</li> </ul>

	<ul style="list-style-type: none"> <li>• Dedicate a Division wide Wellness Day</li> <li>• Supporting off campus learning opportunities</li> </ul>
<b>Evaluate</b> <i>Key question: Did our planned strategies have the desired outcomes?</i>	
<b>Evidence-informed decision-making:</b> <b>Engagement:</b> <b>Learning and Capacity Building:</b>	<ul style="list-style-type: none"> <li>• Using academic progress reporting in November, March and June</li> <li>• Early Learning Data, Acadiance Data, Provincial Numeracy, MIPI for Grades 7-8-9</li> <li>• Participation in division PD (asynchronous) and resources provided in Literacy and Numeracy</li> <li>• Professional Development is available as needed</li> </ul>



## Domain 2: Teaching and Leading

Teaching and Leading refers to teachers and leaders analyzing the learning context; attending to local and societal considerations; and applying the appropriate knowledge and abilities to make decisions resulting in quality teaching, leading and optimum learning for all.

Public assurance occurs when the public has trust and confidence that certificated teachers and certificated leaders demonstrate their respective professional practice standards (Teaching Quality Standard, Leadership Quality Standard and Superintendent Leadership Quality Standard).

<p>a. Teachers and leaders respond with skill and competence to the unique learning needs, interests and cultural, social and economic circumstances of all.</p> <p><b>b. Teachers and leaders improve their professional practice through collaborative engagement in processes of growth, supervision and evaluation.</b></p> <p><b>c. Collaboration amongst teachers, leaders, students and their families, and other professionals enables optimum learning.</b></p> <p>d. All teachers and leaders are accountable to a standard of professional conduct and a standard of professional practice.</p> <p><b>e. University teacher education, university leadership education and on-going professional learning programs prepare teachers and leaders to meet the standards for professional practice.</b></p> <p><b>f. Teachers and leaders use a range of data arising from their practice to inform cycles of evidence-based continuous learning.</b></p>	
<p><b>Explore</b>  <i>Key question: What is going on here?</i></p>	<ul style="list-style-type: none"> <li>It is essential that teachers and leaders pay attention to data (reporting cycle) to inform their instruction.</li> <li>Teachers and leaders are required to provide timely and meaningful feedback regarding learning and assessment.</li> <li>Implementation of New Curriculum</li> <li>Administrators need to be strong visionary leaders with a focus on school improvement</li> <li>Certified teachers knowledge of Truth and Reconciliation and Indigenous teachings</li> </ul>
<p><b>Develop</b>  <i>Key question: What needs to be improved? How?</i></p>	<ul style="list-style-type: none"> <li>Teachers need to review and provide what is required to close the gap for students to be successful.</li> <li>Administrators need to gain leadership skills to support ongoing and evolving needs of community schools and school processes.</li> </ul>
<p><b>Take action</b>  <i>Key question: How are we 'actioning' the plan?</i></p>	<ul style="list-style-type: none"> <li>Monitor regularly reporting cycle learner achievement.</li> <li>Feedback from stakeholders</li> <li>Increase supervision by administration of teacher instruction in multiple modes.</li> <li>Dedicated central Indigenous Program Coordination to support teacher professional learning and collaboration</li> <li>Curriculum Leads - two individuals supporting teachers and administration in implementation of new curriculum, exploration of resources, professional development, reporting,</li> </ul>



	<p>outcomes and transition of teaching practice with new curriculum</p> <ul style="list-style-type: none"> <li>• Provide professional development opportunities for leaders as professional learners (Collaborative Response Model: Jigsaw Learning)</li> <li>• Alberta Education Assurance Survey Results</li> <li>• Teacher leaders supported by the Division to complete a U of A Master's Program in School Leadership</li> </ul>
<p><b>Evaluate</b>  <i>Key question: Did our planned strategies have the desired outcomes?</i></p>	<p>May 2024</p>
<p><b>Core Documents/Evidence</b>  <b>Evidence-informed decision-making:</b>  <b>Engagement:</b>  <b>Learning and Capacity Building:</b></p>	<ul style="list-style-type: none"> <li>• Anecdotal feedback</li> <li>• Academic Achievement Cycle <ul style="list-style-type: none"> <li>• Alberta Education Assurance Survey Results</li> </ul> </li> <li>• Literacy and Numeracy Leads as part of Zone 1 and provides feedback and sharing at school level regarding professional development, resources and assessments. Lead developed in every school. Include levels of participation on specialized PD provided for HFCRD on literacy and numeracy.</li> <li>• Support administration in PD, collaboration and training for priorities, assurance, parent involvement and communication.</li> </ul>



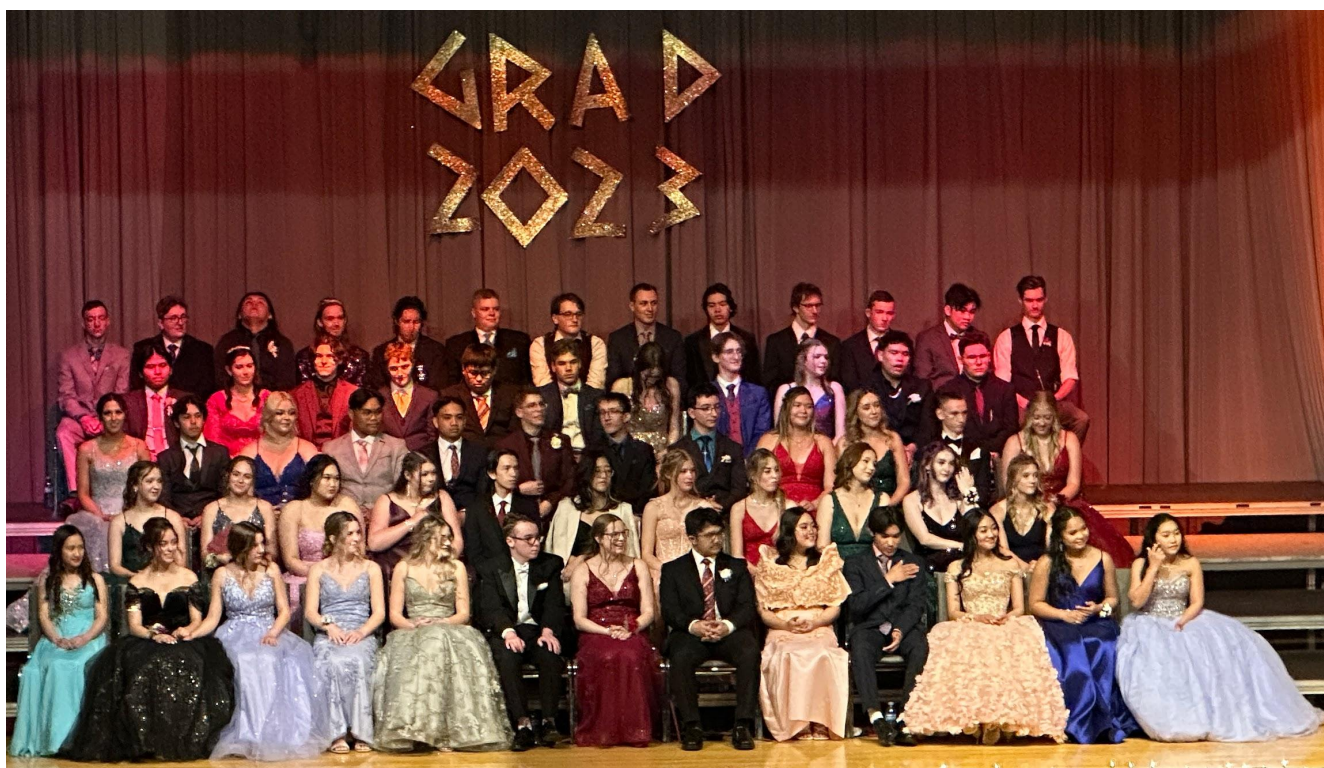
### Domain 3: Learning Supports

Learning Support refers to the mobilization of resources (including expertise, facilities, human and community services) required to demonstrate shared, system-wide responsibility for all children and students, and the application of these resources to ensure quality teaching and leading and optimum learning for all.

Public assurance occurs when the public has confidence that resources are managed effectively in establishing learning environments where local and societal context is recognized, diversity is embraced, a sense of belonging is emphasized and all students are welcomed, cared for, respected and safe.

<p><b>a. Learning environments are welcoming, caring, respectful and safe.</b></p> <p><b>b. Learning environments are adapted as necessary to meet learner needs, emphasizing a sense of belonging and high expectations for all.</b></p> <p>c. Education partners fulfill their respective roles with a shared understanding of an inclusive education system.</p> <p>d. Students and their families work in collaboration with education partners to support learning.</p> <p><b>e. The school community applies the resources needed to support First Nations, Métis and Inuit student achievement.</b></p> <p><b>f. Cross-ministry initiatives and wraparound services enhance conditions required for optimal learning.</b></p> <p><b>g. Infrastructure (e.g., technology and transportation services) supports learning and meets the needs of Alberta students and their families, staff and communities.</b></p>	
<p><b>Explore</b>  <i>Key question: What is going on here?</i></p>	<ul style="list-style-type: none"> <li>• See an increased need for student programming, supports and specialized services to optimize student learning</li> <li>• See an increased need to support health and wellness - mental, physical, social-emotional health priorities for staff and students</li> </ul>
<p><b>Develop</b>  <i>Key question: What needs to be improved?</i>  <i>How?</i></p>	<ul style="list-style-type: none"> <li>• Optimization of services by reducing travel</li> <li>• Ongoing professional development</li> <li>• High accountability and responsibility as per TQS</li> <li>• Effective use of psychological, benchmarking and diagnostic assessments to assess and monitor potential students' learning gaps.</li> </ul>
<p><b>Take action</b>  <i>Key question: How are we 'actioning' the plan?</i></p>	<ul style="list-style-type: none"> <li>• Continue partnership agreement with other school divisions to maintain Peace Collaborative services including OT, Speech Language, PT, Low Incidents</li> <li>• Ensure that appropriate human and physical resources and equipment are provided and are available to support all students especially low incidence students.</li> <li>• In-house psychological services, assessments, and supports</li> <li>• Level B training</li> <li>• Partnership with Calgary Police Youth Foundation and High Prairie School Division to fund a mental health professional to work with the RCMP in our High Prairie K-6 School community- (Integrated School Support Program (ISSP))</li> </ul>

	<ul style="list-style-type: none"> <li>• Through the Mental Health in Schools Pilot Project grant two Wellness workers are hired to support students and families from St. Stephen's School.</li> <li>• In house mentorship for student services personnel</li> <li>• Training for Traumatic Event System by North American Center for Threat Assessment and Trauma</li> <li>• Monitor students services lead coordinators to ensure goals and recommendations of support are being followed</li> <li>• Provide technological support and training for appropriate programs (LAMP) to enhance student learning including Augmentative and Alternative Communication Devices (AAC)</li> <li>• In partnership with NRLC and Zone One school divisions providing Professional Development opportunities for Educational Assistant on line training in strategies for working in Inclusive classrooms.(PARA-Bytes)</li> </ul>
<b>Evaluate</b> <i>Key question: Did our planned strategies have the desired outcomes?</i>	May 2024
<b>Evidence-informed decision-making:</b> <b>Engagement:</b> <b>Learning and Capacity Building:</b>	<ul style="list-style-type: none"> <li>• Statistics on services and waitlist</li> <li>• Statistic on student supports provided for mental health, psychological assessment</li> <li>• Feedback for administration and Student Services Lead</li> <li>• Survey of PSC2.0 <ul style="list-style-type: none"> <li>• Alberta Education Assurance Survey Results</li> </ul> </li> </ul>





## Domain 4: Governance

Governance refers to the processes by which policy leaders attend to local and societal context; determine strategic direction; evaluate policy implementation; and manage fiscal resources to ensure learning supports, quality teaching and leading and optimum learning for all.

Public assurance occurs when the public has trust and confidence that policy leaders demonstrate stewardship of system resources with an emphasis on student success, generative community engagement, transparency and accountability.

<p>a. <b>Governors engage students and their families, staff and community members in the creation and ongoing implementation of a shared vision for student success.</b></p> <p>b. <b>Legislation, policy and regulation provides clarity regarding the roles and responsibilities of education partners in matters of governance.</b></p> <p>c. <b>Fiscal resources are allocated and managed in the interests of ensuring student success, in alignment with system goals and priorities and in accordance with all statutory, regulatory and disclosure requirements.</b></p> <p>d. Curriculum is relevant, clearly articulated and designed for implementation within local contexts.</p> <p>e. Governors in school authorities and in government employ a cycle of evidence-based continuous improvement to inform ongoing planning and priority setting, and to build capacity.</p>	
<p><b>Explore</b> Key question: <i>What is going on here?</i></p>	<ul style="list-style-type: none"> <li>Stakeholders have limited understanding of the role of a locally elected trustee and role of a board of governance.</li> </ul>
<p><b>Develop</b> Key question: <i>What needs to be improved?</i> How?</p>	<ul style="list-style-type: none"> <li>Increase awareness of role and responsibilities of school board trustees and their communication protocols</li> <li>Increase funding to provide resources to ensure the well-being of students and staff.</li> </ul>
<p><b>Take action</b> Key question: <i>How are we 'actioning' the plan?</i></p>	<ul style="list-style-type: none"> <li>Continue Division Student Engagement Team meeting</li> <li>Continue participating in GrACE groups (Grateful Advocates for Catholic Education)</li> <li>Trustee attendance at School Council meetings and the Division School Council Chairs meeting.</li> <li>Provide to stakeholders and school staff information, communication and resources regarding the role of school boards and trustees</li> <li>Attend Annual Support Staff meetings.</li> <li>Develop a communication plan to secure funding for a replacement of St. Andrew's School</li> <li>Meet with local Municipal councils to provide an overview of the division and express the value added the school has to the community.</li> </ul>
<p><b>Evaluate</b> Key question: <i>Did our planned strategies have the desired outcomes?</i></p>	<ul style="list-style-type: none"> <li>Survey, participation levels and feedback</li> <li>Alberta Education Assurance Survey Results</li> </ul>
<p><b>Evidence-informed decision-making:</b></p>	





## Domain 5: Local and Societal Context

Local and Societal Context refers to the engagement practices of schools and communities, with support from the broader system, in identifying and responding to the learning needs, interests, aspirations and diverse cultural, social and economic circumstances of all students.

Public assurance occurs when the public has trust and confidence that the education system responds proactively to local and societal contexts.

Processes and practices then enable attending to local and society context are woven throughout each of the other four domains.

a. Education partners anticipate local and societal needs and circumstances and respond with flexibility and understanding.	
<b>Explore</b> <i>Key question: What is going on here?</i>	<ul style="list-style-type: none"> <li>Communication, parent involvement and human resources.</li> </ul>
<b>Develop</b> <i>Key question: What needs to be improved? How?</i>	<ul style="list-style-type: none"> <li>Timely communication from ministry, Alberta Health Services, division to stakeholders, school to and from home,</li> </ul>
<b>Take action</b> <i>Key question: How are we 'actioning' the plan?</i>	<ul style="list-style-type: none"> <li>Through participation in Student Engagement meetings, school council meetings, parish council meetings and GrACE</li> <li>Explore with stakeholders how they feel we are preparing their children for the future.</li> <li>Ongoing engagement with certified staff through Teacher Board Advisory</li> </ul>

	<ul style="list-style-type: none"> <li>• Annual Support Staff meetings.</li> </ul>
<b>Evaluate</b> <i>Key question: Did our planned strategies have the desired outcomes? What next?</i>	
<b>Evidence-informed decision-making:</b> <b>Engagement:</b> <b>Learning and Capacity Building:</b>	<ul style="list-style-type: none"> <li>• Feedback from stakeholders</li> <li>• Alberta Education Assurance Survey Results</li> <li>• Planning and managing learning environment online/in person</li> <li>• Capacity building.</li> </ul>

**HFCRD BUDGET 2023-2024:** <https://hfcrd.ab.ca/documents/2023-24-hfcrd-budget/>

**HFCRD Three-Year Capital Plan:** <https://hfcrd.ab.ca/documents/3-year-facility-capital-plan-2023-26/>