

*High Level Christian Academy*

A Koinonia School

2020-2021 Annual Education Results Report (AERR)

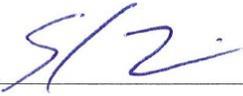
**MISSION**

**The mission of High Level Christian Academy is to prepare students through Christ-centred education and academic excellence for further education while challenging them to know Jesus Christ as Saviour and Lord so they may serve others through their character and leadership.**

**Accountability Statement:**

The Annual Education Results Report for High Level Christian Education Society for the 2020/2021 school year was prepared under the direction of the Board/ Board of directors of High Level Christian Education Society in accordance with the responsibilities under the *Private Schools Regulation* and the *Education Grants Regulation*. The Board is committed to using the results in this report, to the best of its abilities, to improve outcomes for students and to ensure that all students in the school authority can acquire the knowledge, skills, and attitudes they need to be successful and contributing members of society.

This Annual Education Results Report for 2020/2021 was approved by the Board on November 29, 2021.



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Board Chairperson - Shawn Wiebe



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Date:

### Message from HLCES Board Chair

In 1992, HLCA had a humble beginning renting a church basement with 40 students and a very modest budget. 2020-2021 finished our 29<sup>th</sup> year in operation with 23 years in our current facility. The staffs, boards, students, and families that have been through these doors have been both a blessing and been blessed by the abundant provisions from our gracious and faithful Lord. HLCA's supporters and alumni have weathered many storms and challenges such as living in a remote location with constant migration, attracting and retaining certificated staff, fluctuating government support, industrial and economic instability, along with all the of the typical pressures that schools face working to provide a solid education within an ever changing political and social climate. And to top all of that off, we faced the Chuckegg Creek wildfire in May 2019 that forced the evacuation of High Level and the surrounding area for two or more weeks which caused a most unusual end to our school year. In March 2020, the Covid-19 pandemic caused the closure of all on-campus learning. HLCA and its staff rose to the challenge, adapting to provide quality teaching and learning to its students for the remainder of the school year. That continued to be the story in the 2020-2021 school year with HLCA accommodating remote and on-campus learners. HLCA's teachers and parents worked together to ensure student learning and growth.

As the chair of the Board, I was blessed to have been a student of this institution and now, more than a decade later, I am equally blessed to know that it is still here so that I can choose to send my children here for their education as well. It is with joy and gratitude that HLCA continues to offer Christ-centered education and academic excellence to students, and we are encouraged that families moving to High Level choose to send their children to a Christ-centered school that is not just interested in the academic, but also the physical, emotional, social, and spiritual well-being of each child.

Teachers are not the only ones who have had an impact on the lives of children within these walls. Over the years, the guidance, correction, coaching and discipleship has occurred not just in the classroom but on the basketball court, the hockey rink, the mission trips, in the swimming pool, the drama and musical productions as well as the community service that our kids are involved in. The office and support staff contribute so much to the lives of our children so I would be negligent if I did not acknowledge them along with the many volunteers. Each year volunteers faithfully contribute thousands of hours which do not show up on financial statements in actual dollars. These valued contributions need acknowledgement, and we wish to say thank you!

We are grateful for the approximately \$300,000 (59%) we received in taxpayer dollars during the 2020-2021 school year however the \$220,000 (41%) additional dollars raised through tuition and donations to cover the required costs of Operations and Maintenance, Transportation, Technology, etc. - is no small amount. The 2021-2022 school year projects the need for the school to raise a similar percentage of our operational budget, 49%. Despite this daunting task, parents, stakeholders in and around the community, and other supporters are committed to seeing children trained in a God honouring setting by sacrificing to see this achieved.

In closing, the High Level Christian Education Society Board is pleased to present the Annual Education Results Report for 2020-2021. We continue to work on the following identified priorities for the 2021 – 2022 school year detailed in our May 2021 Education Plan:

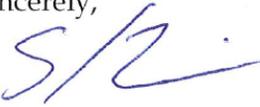
- To develop student proficiency in multi text comprehension and analysis.
- To foster student critical thinking and problem solving skills.
- To increase, develop, and implement effective paths of communication between the board, the school community, and other stakeholders.

This report outlines our progress on the Alberta Outcomes and the local priorities presented in our combined Three Year Education Plan/ Alberta Education Results Report from November 2020; the local priorities were:

- Increase the percentage of students achieving the standard of excellence in literacy and numeracy.
- Expanding on the courses offered at the Junior High level

Due to limited data available on a provincial level, we are including alternate sources of data gathered throughout the 2020-2021 school year. This AERR is a transitional document; the priorities for the 2021-2022 school year above will be reported on in November 2022. On behalf of the board, I say thank you and in doing so, recognize that it is through the blessing and faithfulness of our Lord that we can achieve our goals.

Sincerely,



Shawn Wiebe

Board Chair

### Our Mission:

The mission of High Level Christian Academy is to prepare students through Christ-centered education and academic excellence for further education while challenging them to know Jesus Christ as Savior and Lord so they may serve others through their character and leadership.

### Beliefs - Values - Principles

1. We respect, value, and honor the role and responsibility of parents as partners in education.
2. We will attract and develop a qualified teaching staff and provide a supportive environment for their professional development.
3. We are supportive of government, the local and universal church, and our responsibility to our community.
4. We are committed to teach Alberta curriculum from the perspective of what the Bible says about God, the world and ourselves.
5. We believe that the best education is one that prepares for life now and eternal.
6. We believe that the best education develops the total person: spiritually, intellectually, socially, emotionally, and physically.
7. We affirm that each student is God's unique creation, deserving of a respectful, loving, and nurturing environment.

### Philosophy of Education

In order for an educational program to be academically sound and instructionally effective, it must be founded upon Christian educational principles that recognize the true nature of God, of truth, of knowledge, and of man.

#### **Reality**

God is a personal and purposeful Creator, the Guiding Force of the universe. Reality in life involves the understanding that God is real and is active in the lives of men and women today.

#### **Truth**

All truth is God's truth. Truth is consistent throughout the universe. Truth exists and is absolute. God has shown Himself through His Scriptures. Man's understanding of truth comes through a study of the inspired Word of God and an understanding of His creation.

#### **Absolutes**

Christian Education offers absolutes, not selected or transient opinions. Christian Educators have the privilege of being convinced and convincing; saying, "Thus says the Lord". We can deal in those things that are always true. The Bible contains origins, destinies, values and meaning.

### **Knowledge**

All knowledge must be put in the context of Bible truth. Any knowledge or personal conviction which serves as a guiding principle in an individual's life must be based on truth as revealed in God's Word.

### **Unity**

Facts do not exist by themselves; they exist in relation to other facts. Christian Education removes dichotomies and meaninglessness and, in doing so, contributes to sound-mindedness. Christian Education acknowledges Jesus Christ as the focus of ALL knowledge since "by Him all things consist" (hold together - Colossians 1:17). This means that knowing His viewpoint gives order and meaning to specific areas of study.

### **Sufficiency**

Jesus said, "I am the Way, the Truth and the Life" (John 14:6) and that "to know Him is life eternal" (John 17:3). Since life on earth for all mankind must end, no education is adequate which fails to properly prepare for both life and death. Christian education prepares us to die and to live: "He hath given to us all things that pertain to life and to godliness" (2 Peter 1:3). No person who knows Jesus "in whom all fullness dwells" (Colossians 1:19) and who knows God's Word (the Bible) need fear that his education is inadequate.

### **Man**

Man was created in the image and likeness of God by God. Individuals exist for the pleasure and service of God. People are eternal beings, and their ultimate destiny will be determined by their knowledge, or lack, of Jesus Christ as Savior and Lord.

### **Christian Education**

Implicit in Christian Education are these basic truths:

1. Man possesses a spiritual dimension (Genesis 1:16, 27).
2. Education involves the total being: the spiritual, intellectual, physical, and social aspects of man that is the "whole man" (Proverbs 9:9).
3. Each person possesses unique, individual potential traits and needs (Romans 12:3-8). The educational experience must involve (as a primary emphasis) the development of Christian beliefs, attitudes, character, and skills (1John 3:2).
4. The educational experience must involve (as a primary emphasis) the development of Christian beliefs, attitudes, character, and skills (1 John 3:2).
5. Integration of Biblical truth is an inseparable and primary part of the total educational process. Christian concepts will be unified with, inseparable from, and central to the academic offerings.

### **Goals of Education**

All Koinonia Christian Schools are expected to abide by the laws of Alberta and the requirements of Alberta Education insofar as they do not contravene the Koinonia Statement of Faith and Educational Philosophy to operate as accredited private schools.

## **Theological Foundation**

The educational philosophy of KCES is based upon a God-centered view of mankind and truth as presented in the Bible. Since God created and sustains all things through His Son, Jesus Christ, the universe, and all life are dynamically related to God and have the purpose of glorifying Him. Mankind was made in God's image, different in kind from all other creatures, with the unique capacity to know and respond to God personally and voluntarily.

Men and women, as sinners by nature and choice, can only know and honour God in their lives by being born again to do God's will. This should be the ultimate purpose of their lives. The goal of education should therefore be to enable men and women to know God, encourage them to love Him, and equip them to serve Him.

The authority for such an education comes both from God's command that children be taught to love God and place Him first in their lives, and from the fact that parents are responsible for the total education and training of their children. At the parents' request, Christian schools, along with their church, become partners in giving this education. From this philosophy come our mission and goals.

## **Spiritual & Moral**

1. To teach the Bible as God's inspired Word and to develop attitudes of love and respect towards it.
2. To teach the basic doctrines of the Bible.
3. To lead each student to a personal relationship with Christ as Savior and Lord.
4. To develop a desire to know and obey the will of God as revealed in the Scriptures.
5. To equip the student to carry out the will of God daily.
6. To impart an understanding of each Christian's place in the church and its worldwide task of evangelism and discipleship and to stimulate the student's involvement in this task.
7. To develop the "mind of Christ" towards godliness and sin, and to teach the student how to live an overcoming life through exercising of self restraint and consideration of others through the power of the Holy Spirit.
8. To encourage the development of self discipline and responsibility in the student based on respect for and submission to God and God ordained authority.
9. To help the student develop a Biblical world view by personally integrating life and studies with the Bible.

## **Academic**

1. To promote high academic standards within the potential of the individual as uniquely created by God and to help each student realize his or her full academic potential.
2. To help each student gain a thorough comprehension and command of the fundamental processes used in communicating with others, such as reading, writing, speaking, listening, viewing, and representing.

3. To teach the student how to do independent research, to critically evaluate sources of information, and to reason logically from a Biblical perspective.
4. To develop an understanding of the order and design in Creation and the laws which govern its processes and interactions.
5. To motivate the student to view education as a lifelong process.
6. To promote good citizenship through developing the understanding and appreciation of our Christian and Canadian heritage of responsible freedom, human dignity, and Biblical acceptance of authority.
7. To develop an understanding of current affairs in all fields and to relate them to God's plan for man.
8. To develop an understanding and appreciation for God's world, and an awareness of man's role in his environment, and how to use and preserve it properly.
9. To promote an appreciation of the fine arts through the development of the student's understanding and personal expression which glorifies God.
10. To develop an understanding of fundamental mathematical concepts and skills in their application to everyday life situations and to gain mathematical skills needed to succeed in an ever-growing technological world. To relate curriculum to real-life situations in the community.

### **Personal and Social**

1. To help students develop their character and personality based both on a proper understanding and acceptance of themselves as unique individuals created in the image of God and on the fullest possible development of their own capabilities.
2. To teach the student to treat everyone with love and respect since everyone is created in God's image.
3. To make the student a contributing member of society who realizes a need for dependence on others and dependence on God.
4. To promote an understanding of time as a God given commodity which is to be used for His glory.
5. To promote and exemplify a Biblical view of life and work, and provide the skills needed for developing mature personal and career relationships.
6. To develop Biblical attitudes toward marriage and family along with the understanding and skills needed to establish a God honouring home.
7. To promote physical fitness, good health habits, and wise use of the body as the temple of God.
8. To impart Biblical attitudes toward material things, and to encourage individual responsibility for using them for God's glory.
9. To help each student accurately assess their strengths and weaknesses and recognize their responsibility to develop their talents fully and use them to glorify God and benefit others.

## **Family**

1. To collaborate closely with the parents in every phase of the student's development and to help the parents understand the school's purpose and program.
2. To aid families in Christian growth and to help them develop Christ-centered homes.
3. To aid parents in understanding our changing culture, its effects on our homes and children, and how to deal with them from a Biblical perspective.
4. To encourage regular attendance and involvement in a local church.
5. To involve parents regularly in the ministry of the school.

## **School History**

High Level Christian Academy (HLCA) is in High Level, Alberta. HLCA is a member school of the Koinonia Christian Education Society (KCES), and we are an accredited independent school that follows Alberta curriculum as set out by Alberta Education. All teaching staff are Alberta certified Christian teachers.

The school was started by concerned parents who had deep convictions about the importance of Christian Education. A steering committee was formed on September 26, 1991. A survey of local parents definitively indicated interest in beginning a Christian school. A planning committee held its first meeting on February 12, 1992, and with suggestions from the Association of Christian Schools International (ACSI), the committee became members of the Koinonia Christian Education Society (KCES). This society recommended that a school board be elected, and this was achieved on May 6, 1992. On September 8, 1992, High Level Christian Academy opened its doors to 42 students from kindergarten to grade seven.

In 1998, the school acquired five acres of land in a newly developed area on the west side of town. On September 14, 1998, the High Level Christian Academy opened its new 10,000 ft<sup>2</sup> facility, which was only made possible through God's work in people's hearts. This facility continues to house students from kindergarten to grade nine, while the property features a ball diamond, basketball court, and a large fenced in playground area. Over the years, the community has grown further west and now HLCA is in a safe residential neighbourhood only a two-minute drive from the local hospital as well as both the fire and police departments.

HLCA and its supporters have weathered many storms and challenges such as living in a remote location with constant migration, attracting and retaining certificated staff, fluctuating support from government, instability in industry and the economy with mills closing and oil field industry dwindling, along with all the of the typical pressures that schools face to provide a solid education within the ever changing political and social climate. In May 2019, High Level and HLCA faced the Chuckegg Creek wildfire that forced the evacuation of High Level and the surrounding area for over two weeks which caused a most unusual end to that school year. Unfortunately, Chuckegg would not be the greatest hurdle in HLCA's recent history; in March 2020, the Covid-19 Pandemic caused the closure of all on-campus learning. HLCA and its staff rose to the challenge, adapting to provide quality teaching and learning to its students for the remainder of the school year. That spirit of adaptability and cooperation continued to be the story in the 2020-2021 school year with HLCA accommodating remote and on-campus learners. HLCA's teachers and parents continued worked together to ensure student learning and growth in a safe and welcoming environment.

**Community and School Population Profile**

High Level is a town in northern Alberta, Canada. It is located at the intersection of the Mackenzie Highway and Highway 58, approximately 733 km north of Edmonton and 725 km south of Yellowknife, Northwest Territories. It is located within Mackenzie County and was founded in 1947. High Level has long, summer days with warm temperatures from May to August, with short, cold days from November – March. Because of the long, warmer days in May and June, HLCA finishes their school year by the third week in June.

High Level has a small population of approximately 3,256 people, but it is the center for commerce and trading for close to 20,000 people from both rural Northern Alberta and the Northwest Territories. High Level is on Treaty 8 land and is surrounded by four separate First Nations: the Dene Tha’ First Nation, the Beaver First Nation, Little Red River Cree Nation, and the Tallcree First Nation. High Level also has large Mennonite and Protestant populations. High Level Christian Academy exists to serve the academic needs of this unique and diverse community.

While many of HLCA’s families are from a Mennonite tradition, High Level Christian Academy is a non-denominational school and has students from all the main churches in High Level.

<b>Student Numbers by Years</b>	<b>2018-19</b>	<b>2019-20</b>	<b>2020-21</b>	<b>Actual 2021-22</b>
Total Number of Families	25	21	20	21
On-Campus students	43	47	28	41
Remote Learning students	N/A	N/A	15	N/A
Total Number of Students	43	47	43	41
FNMI Students	1	0	1	1
ESL Students	2	1	1	2
Students on an IPP	2	3	4	4

**Community Engagement**

HLCA’s parents founded the school and have faithfully served to lead and guide the school since its opening. Our parent body continues to serve in our library, classrooms, for hot-lunches, field-trip drivers, supervisors, and fundraisers; our board consists of current and past parents. Past parents and school alumni form a large part of our school community and support system. Throughout Covid restrictions, our parent body have adapted to the restrictions and guidelines presented for our schools. They continue to support students and staff, while honoring the standing restrictions.

An area that was discussed in our recent monitoring was on supports and connections provided to our students moving from Grade 9 at HLCA to Grade 10 at the public high school; this presented HLCA with an idea for further digging and development. We will be looking at ways to support our alumni and to continue connections with them past their grade 9 year in the coming school years. We will be looking at ways to gather their feedback and input on how best

to support our recent graduates as they navigate high school as an additional aspect of our community engagement and development of relationships within our community.

Because of Covid restrictions, we were not able to host in-person society meetings; the board instead communicated through letters, memo updates, and digital forums. In anticipation of writing the Education Plan for 2021-2024, HLCA surveyed its parent body asking for feedback on several domains: school governance (board and principal), student growth and achievement, learning supports, and teaching and leading within the school. We had 22 of 29 parent surveys returned, which is a 76% response rate. The survey asked parents to use a rubric style ranking (A=Excellent, B=Good, C=Acceptable, D=Poor, F=Failing); HLCA scored a C or higher on all questions in all areas of the survey. Of the 50 questions, only 9 questions had a scoring of C; all other questions scored B or higher. We will incorporate these surveys to help provide greater data and accountability.

We also conducted a separate set of Standardized testing in our school due to low student numbers in Grades 6 & 9 all PAT data would have been suppressed for the last few years. HLCA also opted out of PATs in the 2020-2021 school year for similar reasons. Therefore, in January 2021 all on-campus students took the CAT-4 exams. These results were analyzed by both the principal and the teaching staff, who after reading and analyzing the results collaborated to develop lists for areas of growth and areas of strength. Based on their input and the CAT-4 results, teachers developed a literacy priority and a numeracy priority for the school's growth and development.

### **Budgeting Principles**

#### **Rationale**

The proper and wise use of funds is critical both for the efficient daily operation of the school and for its long term survival and growth. Poor stewardship of funds can lead to financial pressures, which may impact the educational program or cause a loss of trust on the part of the parents and supporters. Mishandling of funds not only will have legal consequences but may lead to declining enrollments and ultimately closure of the school. The Board and Principal have the joint responsibility to establish and follow a Budget and manage all the finances of the school in such a way as to ensure that the mission of the school is achieved.

#### **Budget Policy**

1. Each year, in January, the Finance Committee shall develop a Preliminary Budget for the next school year. The Preliminary Budget will reflect the committee's recommendations for changes to tuition and salary rates as well as their projections for changes in enrollment, government funding, fundraising, and all expenses.
  - a. The Budget shall reflect a conservative approach to revenue estimates and a liberal approach to expenditures, accounting for current trends including the inflation rate.
  - b. The Budget will allow for only such changes in enrollments as are reasonable to predict based on current class sizes, waiting lists, and the flow of inquiries.

- c. The Budget will allow for revenue shortfalls due to unpaid tuition or fees in an amount at least equal in percent to that of the previous year.
- d. Whenever possible, the Budget should be designed so that operational expenses are met without drawing upon revenues from fundraising and donations.
- 2. The School Board will review the Budget and make revisions as it sees fit. The revised Preliminary Budget will then be approved in principle to be used by the Administration for planning, hiring, and recruitment.
- 3. The Final Budget will be adopted at the October Board Meeting of that budget year based upon actual September 30th enrollments.

**Summary of Financial Results for 2020-2021**

RESULTS	2020-2021					
	ECS	Instr 1-9	O&M	TRANS	B & Admin	
<b>Revenue</b>						
AB Ed	\$ 29,106.00	\$ 227,286.00	\$ 24,332.00		\$ 12,819.00	
Tuition		\$ 54,114.00				
Fees		\$ 540.00			\$ 245.00	
Donations	\$ 8,295.00		\$ 49,535.00		\$ 42,339.00	
Other		\$ 3,489.00	\$ 19,250.00		\$ 63,151.00	<b>TOTALS</b>
<b>Total Revenue</b>	<b>\$ 37,401.00</b>	<b>\$ 285,429.00</b>	<b>\$ 93,117.00</b>		<b>\$ 118,554.00</b>	<b>\$ 534,501.00</b>
<b>Expenses</b>	<b>\$ 30,179.00</b>	<b>\$ 204,738.00</b>	<b>\$ 98,296.00</b>		<b>\$ 136,235.00</b>	<b>\$ 469,448.00</b>
						<b>\$ 65,053.00</b>

The full Audited Financial Statements for the 2020-2021 School Year can be found at:  
<http://www.hlccademy.ca/documents.html>

Whistleblower Policy

**PART 1 - WHISTLEBLOWER PROTECTION POLICY**

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- Application
- Purpose

**PART 2 - ROLES & RESPONSIBILITIES**

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- The Chief Officer
- The Designated Officer
- Supervisors
- Employees

**PART 3 - PROCEDURES FOR EMPLOYEES TO REPORT WRONGDOING**

- Reportable types of wrongdoing
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- Reporting reprisals

## **PART 4 - PROCEDURES FOR MANAGING AND INVESTIGATING DISCLOSURES OF WRONGDOING**

- Accessing disclosures of wrongdoing
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- Ensuring procedural fairness
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- Matters constituting an imminent risk
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## **PART 5 - ANNUAL REPORTING REQUIREMENTS**

### **DEFINITIONS**

### **REFERENCES**

### **APPENDIX 1**

## **PART 1 - WHISTLEBLOWER PROTECTION POLICY**

### Policy Statement

A just workplace culture is fundamental to the success of independent schools in Alberta. To ensure High Level Christian Academy (HLCA) maintains high standards of legal, ethical and fiscal behavior, HLCA endorses a culture where employees and management work collaboratively to detect and remedy wrongdoing, and employees who come forward to report wrongdoing are protected and appreciated.

### Application

1.1. The Public Interest Disclosure (Whistleblower Protection) Act facilitates the disclosure and investigation of significant and serious matters that employees believe to be unlawful, dangerous or injurious to the public interest. The Act applies to employees of independent schools in Alberta, defined specifically in the Act as:

“a private school registered and accredited under the School Act that receives a grant under the Education Grants Regulation”

1.2. The Act and this procedure only apply with respect to wrongdoings committed after the Act came into force on June 1, 2013, and to wrongdoings added to the amended Act which came into force on March 1, 2018.

1.3. Matters that do not relate to wrongdoings defined under the Act will continue to be managed in accordance with other internal operational policies & procedures.

### Purpose

- 1.4. The purpose of this policy and its subsidiary procedures is to:
- a. Provide guidance to employees on how to report wrongdoing within HLCA;
  - b. Describe the roles and responsibilities of management and employees as they relate to the Act;
  - c. Provide guidance on the management and investigation of disclosures by employees, as required by the Act.
  - d. Support employees who come forward to report wrongdoing, and make them aware of the protection provisions afforded to them under the Act.
  - e. Detect and remedy wrongdoing within HLCA and in doing so, instill public confidence in the administration of HLCA.

## **PART 2 – ROLES & RESPONSIBILITIES**

### The Public Interest Commissioner

2.1. The Public Interest Commissioner is responsible for carrying out the purpose of the Act. The Public Interest Commissioner reviews and investigates disclosures of wrongdoing and complaints of reprisal made under the Act by employees of independent schools, and reports the outcome of any investigation, along with recommendations for corrective measures, to the operator of the independent school, and to the Minister of Education where required. The Public Interest Commissioner also provides advice to employees, and provides advice and support to the Designated Officer.

### The Chief Officer

2.2. The Chief Officer is responsible for the overall administration and reporting requirements of the Act within independent schools. This includes the establishment and maintenance of this procedure, and ensuring information about the Act and the procedures are widely communicated to employees. The Chief Officer of an independent school is the **operator of the independent school**, and where the operator is incorporated or registered as a society under the *Societies Act*, then the **chair of the board of directors** of the corporation or society.<sup>1</sup>

### The Designated Officer

2.3 The Designated Officer is the individual appointed by the Chief Officer made responsible for receiving and investigating disclosures of wrongdoing by employees within the independent school. The designated officer also has a responsibility to provide information and advice to employees who are considering making a disclosure. Where a Designated Officer is not appointed, then the Chief Officer fills this role. The designated officer for HLCA is the Principal and may be contacted at 780 926 2360.

### Supervisors

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<sup>1</sup> Schedule 2, Section 1(c), *Public Interest Disclosure (Whistleblower Protection) Regulation*

2.4. Supervisors are responsible for giving information and advice to employees who are considering making a disclosure of wrongdoing. Employees are protected for seeking advice from their supervisor, to the extent of the information requested and advice provided. Supervisors are anyone who has a reporting relationship with employees, and includes school principals. Further information relating to the role of supervisors can be found at <https://yourvoiceprotected.ca/supervisors>.

### Employees

2.5. Employees who believe wrongdoing is occurring within HLCA are protected from any type of adverse employment action when they report the wrongdoing to either their Designated Officer, or to the Public Interest Commissioner. Employees have a responsibility to report wrongdoing in good faith, to cooperate during an investigation, and to provide any information the Designated Officer or Public Interest Commissioner may require.

## **PART 3 – PROCEDURES FOR EMPLOYEES TO REPORT WRONGDOING**

### Reportable types of wrongdoing

- 3.1. The Act facilitates the disclosure and investigation of “wrongdoing.” The Act specifically defines the types of wrongdoing that may be reported and investigated:
- a. A contravention of an Act, a regulation made pursuant to an Act, an Act of the Parliament of Canada or a regulation made pursuant to an Act of the Parliament of Canada;
  - b. An act or omission that creates:
    - i. A substantial and specific danger to the life, health or safety of individuals other than a danger that is inherent in the performance of the duties or functions of an employee, or
    - ii. A substantial and specific danger to the environment;
  - c. Gross mismanagement, including an act or omission that is deliberate and that shows a reckless or willful disregard for the proper management of:
    - i. Public funds or a public asset,
    - ii. The delivery of a public service, including the management or performance of
      - A) A contract or arrangement identified or described in the regulations, including the duties resulting from the contract or arrangement or any funds administered or provided under the contract or arrangement<sup>2</sup>, and
      - B) The duties and powers resulting from an enactment identified or described in the regulations or any funds administered or provided as a result of the enactment,

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<sup>2</sup> No contracts or arrangements have been identified or described in the regulations as of the date of this policy

- iii) employees, by a pattern of behavior or conduct of a systemic nature that indicates a problem in the culture of the organization relating to bullying, harassment or intimidation;
  - d. Knowingly directing or counselling an individual to commit a wrongdoing mentioned above.
- 3.2. This procedure **does not** apply to alleged contraventions of internal policies or directives, code of conduct matters, violations of collective agreements, or individual disputes between management and an employee relating to bullying, harassment or intimidation.

#### Seeking advice

- 3.3. Employees considering making a disclosure may seek advice from their supervisor, their Designated Officer, or from the Public Interest Commissioner. Employees are protected from any adverse employment action as a result of seeking advice.
- 3.4. In circumstances where the matter relates to the Designated Officer or Chief Officer, employees are encouraged to seek advice from the Public Interest Commissioner.
- 3.5. The office of the Public Interest Commissioner may be contacted at:  
**Email:** [info@pic.alberta.ca](mailto:info@pic.alberta.ca)  
**Phone:** 1-855-641-8659  
[www.yourvoiceprotected.ca](http://www.yourvoiceprotected.ca)

#### Reporting wrongdoing

- 3.6. Employees who want to report wrongdoing may do so by contacting the Designated Officer. Employees should clearly indicate they are making a disclosure under the *Public Interest Disclosure (Whistleblower Protection) Act*. The designated officer for HLCA is Principal and may be contacted at:  
**Phone:** 780 926 2360
- 3.7. Employees may be asked to report the wrongdoing to the Designated Officer using the prescribed [Disclosure of Wrongdoing](#) form in Appendix 1.
- 3.8. Employees who want to report wrongdoing to the Public Interest Commissioner may do so by submitting the prescribed form on the Public Interest Commissioner's website. Employees may find the form at <https://yourvoiceprotected.ca/for-employees/disclosure-form>.

#### Anonymous disclosures

- 3.9. Employees considering making a disclosure anonymously should seek advice about doing so from the Designated Officer or the Public Interest Commissioner. Anonymous

disclosures may not be acted on if there is inadequate particulars provided about an alleged wrongdoing that would permit the conduct of a fair and effective investigation.

### Reporting reprisals

3.10. The Act protects employees from reprisal who have, in good faith:

- a. requested advice about making a disclosure from a supervisor, the Designated Officer, or the Public Interest Commissioner,
- b. made a disclosure under the Act,
- c. cooperated in an investigation under the Act,
- d. declined to participate in a wrongdoing, or
- e. done anything in accordance with the Act.

3.11. A **reprisal** is defined as taking, directing or counseling someone to take or direct:

- a. a dismissal, layoff, suspension, demotion or transfer, discontinuation of a job, change of job location, reduction in wages, change in hours of work or reprimand;
- b. any measure, other than those mentioned above, that adversely affects the employee's employment or working conditions; or
- c. a threat to take any of the measures above.

3.12. HLCA supports employees who come forward in good faith to report wrongdoing. Reprisals taken against employees will not be tolerated. A reprisal is an offence under the Act, and anyone who takes a reprisal against an employee is liable to prosecution under the Act in addition to disciplinary action, including termination of employment, by HLCA.

3.13. Employees who believe they have been reprisal against may make a complaint of reprisal directly to the Public Interest Commissioner using the form on the Public Interest Commissioner's website. The Complaint of Reprisal Form may be found at <https://yourvoiceprotected.ca/for-employees/reprisal-form>.

## **PART 4 - PROCEDURES FOR MANAGING AND INVESTIGATING DISCLOSURES OR WRONGDOING**

### Accessing disclosures of wrongdoing

4.1. After a disclosure is received from an employee, the Designated Officer must acknowledge receipt of the disclosure within 5 business days.

4.2. Within 20 business days, the Designated Officer must decide whether or not an investigation is required, and notify the employee who made the disclosure of this decision and the reason for the decision.

4.3. An investigation is not required if:

- a. The subject matter of the disclosure is not jurisdictional under the Act (i.e. the allegations do not constitute wrongdoing defined under the Act);
- b. The subject matter is frivolous, vexatious or has not been made in good faith;

- c. The disclosure relates to a matter that could more appropriately be dealt with according to the procedures under a collective agreement or employment agreement;
- d. The subject matter of the disclosure is already being investigated by another authority;
- e. The subject matter of the disclosure is currently before the courts;
- f. More than 2 years has passed since the date that the wrongdoing was discovered.

4.4. Employees who are dissatisfied with the Designated Officer's decision may bring the matter to the Public Interest Commissioner.

#### Investigating disclosures of wrongdoing

4.5. The Designated Officer will notify the Chief Officer prior to initiating an investigation into a disclosure of wrongdoing. The Designated Officer may consult with the Chief Officer regarding the management and investigation of the disclosure.

4.6. The Designated Officer may request advice from the Commissioner with respect to the management and investigation of a disclosure. Requesting advice from the Commissioner will not result in the Commissioner initiating an investigation into the matter.

4.7. The Designated Officer may collect, use and disclose personal information, individually identifying health information, and any other information that is considered necessary to manage and investigation the disclosure of wrongdoing.

4.8. The Designated Officer may require any employee to provide any information or record and give written or oral replies to questions, for the purpose of investigating the disclosure.

4.9. The Designated Officer may request any individual assist with investigating the disclosure of wrongdoing, including retaining the services of a third party where appropriate.

4.10. If during an investigation the Designated Officer has reason to believe that another wrongdoing has been committed or may be committed, the Designated Officer may investigate the wrongdoing and notify the Chief Officer.

4.11. If more than one disclosure of wrongdoing is received by a Designated Officer with respect of the same matter, a single investigation may be conducted rather than a separate investigation.

4.12. The Designated Officer must conclude an investigation not more than **120 business days** from the date the disclosure of wrongdoing was received. The Chief Officer, with the Commissioner's permission, may extend the time period to complete the investigation that the Commissioner considers to be appropriate in the interest of a fair and efficient outcome.

- 4.13. If the time period has been extended, the employee who submitted the disclosure must be promptly advised of when he or she may expect the next procedural step to occur or be completed.
- 4.14. At the conclusion of an investigation, the Designated Officer must prepare a report for the Chief Officer outlining the allegations investigated, whether the investigation found wrongdoing occurred, and recommendations for corrective measures.
- 4.15. The Chief Officer shall consider the recommendations, implement corrective measures to remedy the wrongdoing, and take appropriate disciplinary action which may include termination of employment.
- 4.16. Employees who are dissatisfied with the outcome of the investigation by their Designated Officer or believe the matter has not been resolved, may bring the matter to the Public Interest Commissioner.

#### Ensuring procedural fairness

- 4.17. Disclosures of wrongdoing shall be investigated in accordance with the principles of procedural fairness and natural justice. This includes the right of an alleged wrongdoer(s) to be heard, and the right to have the matter investigated in an impartial manner.
- 4.18. Where a disclosure of wrongdoing is determined to have merit, the alleged wrongdoer(s) has the right to know the nature of the allegations made against them. However, this does not include disclosing the identity of the employee who made the disclosure or witnesses who participated in an investigation.
- 4.19. Where a disclosure of wrongdoing is determined to have merit, the Designated Officer must afford the alleged wrongdoer(s) the opportunity to respond to the allegations and the relevant information used to support the allegation. The Designated Officer may receive a response verbally or in writing, and in any manner the Designated Officer determines to be fair and appropriate.
- 4.20. The Designated Officer must recuse themselves from an investigation where they believe they are in a conflict of interest, or when they believe a bias exists. The Chief Officer may appoint an alternate individual to function as the Designated Officer, or may refer the matter to an alternate authority.

#### Protecting confidentiality

- 4.21. Designated Officers must protect the identity of employees who make disclosures of wrongdoing, individuals alleged to have committed the wrongdoings, and witnesses who participated in investigations.
- 4.22. Designated Officers must maintain all records and information relating to investigations in a secure manner that is not accessible to any other individual.

- 4.23. The Designated Officer may only identify the employee who made the disclosure, the individuals alleged to have committed the wrongdoing, and witnesses who participated in investigations, to:
- a. individuals who have been requested or retained to assist with the investigation,
  - b. the Chief Officer, and
  - c. the Public Interest Commissioner
- 4.24. Any individual requested to assist with an investigation must protect the identity of the individuals involved in the disclosure process, including the employee making the disclosure, individuals alleged to have committed the wrongdoings and witnesses.
- 4.25. Where a wrongdoing has been found, the Chief Officer may identify the wrongdoer(s) to others within the organization or to external authorities for the purpose of taking appropriate corrective action.

#### Referring disclosures of wrongdoing

- 4.26. The Designated Officer may refer a disclosure of wrongdoing to an alternate authority, including to the Public Interest Commissioner. Factors in considering whether to refer a disclosure of wrongdoing include:
- a. Whether the subject matter of the disclosure would more appropriately be dealt with by another authority,
  - b. The complexity of the subject matter of the disclosure,
  - c. Whether a perceived conflict of interest may exist,
  - d. The resources and expertise required to conduct a fair and effective investigation
  - e. If the subject matter pertains to an individual that supersedes the hierarchal position of the designated officer.
- 4.27. The referral of a disclosure of wrongdoing may only be made if the disclosing employee consents to the referral.

#### Matters constituting an imminent risk

- 4.28. Notwithstanding any other provision in this procedure, where the subject matter constitutes an imminent risk of a substantial or specific danger to the life, health or safety of individuals, or to the environment, the Designated Officer may, without the consent of the disclosing employee, notify any individual within HLCA in order to be able to appropriately respond to the danger, and notify any appropriate authority required to respond to the danger including calling 911.
- 4.29. The Designated Officer must also notify:
- a. The appropriate law enforcement agency,
  - b. In the case of a health-related matter, to the Chief Medical Officer of Health, and
  - c. To the department, public entity, or other entity responsible for managing, controlling or containing the risk, if any exists.

4.30. The Designated Officer must suspend any investigation into the matter, and may only resume after any charge relating to an alleged offence, or any investigation by a law enforcement agency or the Minister of Justice and Solicitor General, has been finally disposed of.

Matters involving a possible offence

4.31. If during an investigation the Designated Officer has reason to believe that an offence has been committed under a Provincial or Federal Act or Regulation, the matter must be reported to a law enforcement agency and to the Minister of Justice and Solicitor General as soon as reasonably practicable.

4.32. The Designated Officer must suspend any investigation into the matter, and may only resume after any charge relating to an alleged offence, or any investigation by a law enforcement agency or the Minister of Justice and Solicitor General, has been finally disposed of.

**PART 5 - ANNUAL REPORTING REQUIREMENTS**

5.1. The Chief Officer will prepare a report annually as required by the Act, and include:

- a. The number of disclosures received by or referred to the Designated Officer and the number of disclosures acted on, and the number of disclosures not acted on, by the Designated Officer;
- b. the number of investigations commenced by the Designated Officer;
- c. in the case of an investigation that results in a finding of wrongdoing, a description of the wrongdoing and any recommendations made or corrective measures taken in relation to the wrongdoing, and
- e. if corrective measures in relation to the wrongdoing have not been taken, the reasons provided.

5.2. The Chief Officers report will be included in the annual report for HLCA.

5.3. The Chief Officer will not publicly identify an employee who requested advice, made a disclosure of wrongdoing or complaint of reprisal, or publically disclose individually identifying health information within the annual report.

**DEFINITIONS**

**"Act"** means the *Public Interest Disclosure (Whistleblower Protection) Act*

**"Chief Officer"** means the operator of an independent school, or if the operator is incorporated or registered as a society under the *Societies Act*, the chair of the board of directors of the corporation or society

**"Commissioner"** means Public Interest Commissioner

“**Employee**” means an employee of the office of the independent school, or an individual who has suffered a reprisal and is no longer employed by the independent school

“**Designated Officer**” means the senior official designated by the Chief Officer to manage and investigate disclosures under the Act

“**Personal information**” means personal information as defined in the *Freedom of Information and Protection of Privacy Act*.

“**Reprisal**” means a measure taken, directed or counselled contrary to section 24(2) or (3) of the Act.

“**Regulation**” means the *Public Interest Disclosure (Whistleblower Protection) Regulation*

“**Wrongdoing**” means a wrongdoing referred to in section 3 of the Act, and includes an alleged wrongdoing

## REFERENCES

*Public Interest Disclosure (Whistleblower Protection) Act*

*Public Interest Disclosure (Whistleblower Protection) Regulation*

*Public Interest Disclosure (Whistleblower Protection) Transitional Regulation*

Whistleblower Protection:
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- |   |
|---|
| <ul style="list-style-type: none"><li>• There have been no disclosures to report.</li></ul> |
|---|

## Required Alberta Education Assurance Measures - Overall Summary

Spring 2021

Authority: 9421 High Level Christian Education Society

Assurance Domain	Measure	High Level Christian Ed Soc			Alberta			Measure Evaluation		
		Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
Student Growth and Achievement	Student Learning Engagement	90.6	n/a	n/a	85.6	n/a	n/a	n/a	n/a	n/a
	Citizenship	100.0	99.0	97.6	83.2	83.3	83.0	n/a	n/a	n/a
	3-year High School Completion	n/a	n/a	n/a	83.4	80.3	79.6	n/a	n/a	n/a
	5-year High School Completion	n/a	n/a	n/a	86.2	85.3	84.8	n/a	n/a	n/a
	PAT: Acceptable	n/a	n/a	47.1	n/a	n/a	73.7	n/a	n/a	n/a
	PAT: Excellence	n/a	n/a	5.9	n/a	n/a	20.3	n/a	n/a	n/a
	Diploma: Acceptable	n/a	n/a	n/a	n/a	n/a	83.6	n/a	n/a	n/a
	Diploma: Excellence	n/a	n/a	n/a	n/a	n/a	24.1	n/a	n/a	n/a
Teaching & Leading	Education Quality	99.3	99.4	96.4	89.6	90.3	90.2	n/a	n/a	n/a
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	99.8	n/a	n/a	87.8	n/a	n/a	n/a	n/a	n/a
	Access to Supports and Services	98.6	n/a	n/a	82.6	n/a	n/a	n/a	n/a	n/a
Governance	Parental Involvement	100.0	100.0	100.0	79.5	81.8	81.4	n/a	n/a	n/a

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (\*).
2. The 2020/21 administration of the AEA survey was a pilot. The Citizenship measure was adjusted to reflect the introduction of the new AEA survey measures. In addition, participation in the survey was impacted by the COVID-19 pandemic. Evaluations have not been calculated as 2020/21 survey results are not comparable with other years.
3. Participation in the 2019/20 Diploma Exams was impacted by the COVID-19 pandemic. In the absence of Diploma Exams, achievement level of diploma courses were determined solely by school-awarded marks. Caution should be used when interpreting high school completion rate results over time.
4. The "N/A" placeholder for the "Current Result" for PAT and Diploma Exam measures are included until results can be updated in the Fall.
5. Aggregated PAT results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each course. Courses included: English Language Arts (Grades 6, 9, 9 KAE), Français (6e et 9e année), French Language Arts (6e et 9e année), Mathematics (Grades 6, 9, 9 KAE), Science (Grades 6, 9, 9 KAE), Social Studies (Grades 6, 9, 9 KAE).
6. Participation in the Provincial Achievement Tests and Diploma Examinations was impacted by the fires in 2016 and 2019, as well as by the COVID-19 pandemic in 2020. Caution should be used when interpreting trends over time.
7. Aggregated Diploma results are a weighted average of percent meeting standards (Acceptable, Excellence) on Diploma Examinations. The weights are the number of students writing the Diploma Examination for each course. Courses included: English Language Arts 30-1, English Language Arts 30-2, French Language Arts 30-1, Français 30-1, Mathematics 30-1, Mathematics 30-2, Chemistry 30, Physics 30, Biology 30, Science 30,

**Measure Evaluation Reference (Required AEAMs)**

**Achievement Evaluation**

Achievement evaluation is based upon a comparison of Current Year data to a set of standards that remain consistent over time. The Standards are calculated by taking the 3-year average of baseline data for each measure across all school jurisdictions and calculating the 5th, 25th, 75th and 95th percentiles. Once calculated, these standards remain in place from year to year to allow for consistent planning and evaluation.

The table below shows the range of values defining the 5 achievement evaluation levels for each measure.

Measure	Very Low	Low	Intermediate	High	Very High
Citizenship	0.00 - 66.30	66.30 - 71.63	71.63 - 77.50	77.50 - 81.08	81.08 - 100.00
3-year High School Completion	0.00 - 65.95	65.95 - 74.10	74.10 - 84.79	84.79 - 89.00	89.00 - 100.00
5-year High School Completion	0.00 - 72.59	72.59 - 80.82	80.82 - 89.18	89.18 - 91.96	91.96 - 100.00
PAT: Acceptable	0.00 - 66.07	66.07 - 70.32	70.32 - 79.81	79.81 - 84.64	84.64 - 100.00
PAT: Excellence	0.00 - 9.97	9.97 - 13.44	13.44 - 19.56	19.56 - 25.83	25.83 - 100.00
Diploma: Acceptable	0.00 - 71.45	71.45 - 78.34	78.34 - 84.76	84.76 - 87.95	87.95 - 100.00
Diploma: Excellence	0.00 - 9.55	9.55 - 12.59	12.59 - 19.38	19.38 - 23.20	23.20 - 100.00
Education Quality	0.00 - 80.94	80.94 - 84.23	84.23 - 87.23	87.23 - 89.60	89.60 - 100.00
Parental Involvement	0.00 - 70.76	70.76 - 74.58	74.58 - 78.50	78.50 - 82.30	82.30 - 100.00

Notes:

- For all measures: The range of values at each evaluation level is interpreted as greater than or equal to the lower value, and less than the higher value. For the Very High evaluation level, values range from greater than or equal to the lower value to 100%.

**Improvement Table**

For each jurisdiction, improvement evaluation consists of comparing the Current Year result for each measure with the previous three-year average. A chi-square statistical test is used to determine the significance of the improvement. This test takes into account the size of the jurisdiction in the calculation to make improvement evaluation fair across jurisdictions of different sizes.

The table below shows the definition of the 5 improvement evaluation levels based upon the chi-square result.

Evaluation Category	Chi-Square Range
Declined Significantly	3.84 + (current < previous 3-year average)
Declined	1.00 - 3.83 (current < previous 3-year average)
Maintained	less than 1.00
Improved	1.00 - 3.83 (current > previous 3-year average)
Improved Significantly	3.84 + (current > previous 3-year average)

**Overall Evaluation Table**

The overall evaluation combines the Achievement Evaluation and the Improvement Evaluation. The table below illustrates how the Achievement and Improvement evaluations are combined to get the overall evaluation.

Improvement	Achievement				
	Very High	High	Intermediate	Low	Very Low
Improved Significantly	Excellent	Good	Good	Good	Acceptable
Improved	Excellent	Good	Good	Acceptable	Issue
Maintained	Excellent	Good	Acceptable	Issue	Concern
Declined	Good	Acceptable	Issue	Issue	Concern
Declined Significantly	Acceptable	Issue	Issue	Concern	Concern

## Outcome One: Alberta's Students are Successful

### Provincial Assurance Measures:

#### Student Learning Engagement - Data Summary

Authority: 9421 High Level Christian Education Society

Province: Alberta

	High Level Christian Ed Soc										Alberta												
	2017		2018		2019		2020		2021		Measure Evaluation			2017		2018		2019		2020		2021	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%
Overall	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	33	90.6	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	230,956	85.6
Parent	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	15	100.0	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	30,994	89.0
Student	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	18	81.3	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	169,789	71.8
Teacher	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	3	*	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	30,173	96.0

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (\*).
2. The AEA survey was introduced as a pilot in 2020/21, when participation was also impacted by the COVID-19 pandemic. Caution should be used when interpreting trends over time.
3. Student participation in the survey was impacted between 2014 and 2017 due to the number of students responding through the OurSCHOOL/TFM (Tell Them From Me) survey tool.

#### Citizenship - Data Summary

Authority: 9421 High Level Christian Education Society

Province: Alberta

	High Level Christian Ed Soc										Alberta												
	2017		2018		2019		2020		2021		Measure Evaluation			2017		2018		2019		2020		2021	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%
Overall	45	92.1	36	93.8	29	100.0	27	99.0	33	100.0	n/a	n/a	n/a	299,972	83.7	253,727	83.0	265,614	82.9	264,413	83.3	230,843	83.2
Parent	15	100.0	11	100.0	10	100.0	14	100.0	15	100.0	n/a	n/a	n/a	32,863	82.7	35,482	81.7	35,247	81.9	36,891	82.4	30,905	81.4
Student	30	84.2	25	87.7	19	100.0	13	98.1	18	100.0	n/a	n/a	n/a	235,647	74.4	185,623	73.9	197,090	73.5	193,577	73.8	169,741	74.1
Teacher	4	*	3	*	4	*	3	*	3	*	n/a	n/a	n/a	31,462	94.0	32,622	93.4	33,277	93.2	33,945	93.6	30,197	94.1

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (\*).
2. The AEA survey was introduced as a pilot in 2020/21, when participation was also impacted by the COVID-19 pandemic.
3. The Citizenship measure was adjusted to reflect the introduction of the new AEA survey measures in 2019/20. Caution should be used when interpreting trends over time.
4. Student participation in the survey was impacted between 2014 and 2017 due to the number of students responding through the OurSCHOOL/TFM (Tell Them From Me) survey tool.

## Education Quality - Data Summary

Authority: 9421 High Level Christian Education Society  
Province: Alberta

	High Level Christian Ed Soc										Alberta												
	2017		2018		2019		2020		2021		Measure Evaluation			2017		2018		2019		2020		2021	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%
Overall	45	96.2	36	92.5	29	97.1	27	99.4	33	99.3	n/a	n/a	n/a	300,253	90.1	254,026	90.0	265,841	90.2	264,623	90.3	230,814	89.6
Parent	15	100.0	11	100.0	10	100.0	14	98.8	15	100.0	n/a	n/a	n/a	32,880	86.4	35,499	86.0	35,262	86.4	36,907	86.7	31,024	86.7
Student	30	92.3	25	85.0	19	94.3	13	100.0	18	98.6	n/a	n/a	n/a	235,901	88.1	185,888	88.2	197,282	88.1	193,763	87.8	169,589	86.3
Teacher	4	*	3	*	4	*	3	*	3	*	n/a	n/a	n/a	31,472	95.9	32,639	95.8	33,297	96.1	33,953	96.4	30,201	95.7

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (\*).
2. The AEA survey was introduced as a pilot in 2020/21, when participation was also impacted by the COVID-19 pandemic. Caution should be used when interpreting trends over time.
3. Student participation in the survey was impacted between 2014 and 2017 due to the number of students responding through the OurSCHOOL/TTFM (Tell Them From Me) survey tool.

## Supplemental Alberta Education Assurance Measures - Overall Summary

Spring 2021

Authority: 9421 High Level Christian Education Society

Measure	High Level Christian Ed Soc			Alberta			Measure Evaluation		
	Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
Diploma Exam Participation Rate (4+ Exams)	n/a	n/a	n/a	n/a	56.6	56.4	n/a	n/a	n/a
Drop Out Rate	*	*	n/a	2.6	2.7	2.6	*	n/a	n/a
Program of Studies	100.0	100.0	87.0	81.9	82.4	82.1	n/a	n/a	n/a
Rutherford Scholarship Eligibility Rate	n/a	n/a	n/a	68.0	66.6	64.9	n/a	n/a	n/a
Safe and Caring	99.6	100.0	98.4	90.0	89.4	89.1	n/a	n/a	n/a
School Improvement	100.0	96.4	94.3	81.4	81.5	81.0	n/a	n/a	n/a
Transition Rate (6 yr)	n/a	n/a	n/a	60.0	60.3	59.5	n/a	n/a	n/a
Work Preparation	100.0	100.0	100.0	85.7	84.1	83.2	n/a	n/a	n/a

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (\*).
2. Only supplemental measures with Achievement standards are included in the Supplemental AEA Ms – Overall Summary.
3. Participation in the 2020/21 AEA survey was impacted by the COVID-19 pandemic. Evaluations have not been calculated as 2020/21 survey results are not comparable with other years.
4. Participation in the Provincial Achievement Tests and Diploma Examinations was impacted by the fires in 2016 and 2019, as well as by the COVID-19 pandemic in 2020. Caution should be used when interpreting trends over time.

Local Assurance Measures:

**Table of CAT-4 Mean Grade Equivalent (MGE) Results:**

Grade Levels	Total Reading	Total Writing Conventions	Total Mathematics	Total Battery	Grade at Testing
Gr 6	8.4	7.7	8.2	8.3	6.4
Gr 7	8.9	9.1	7.3	8.8	7.4
Gr 8	9.9	9.9	9.6	9.9	8.4
Gr 9	9.3	9.9	8.7	9.3	9.4
<b>MGE* Gr 6-9</b>	9.1	9.1	8.4	9.1	7.9

\*The whole group size for grades 6-9 totals 8 students with 5 in grades 6&7; this is a strong indicator for high achieving students since the total battery average for all 8 students still sits at a grade 9 level. With on-campus students numbering at below 30, no single greater grade had than 6 students.

**Commentary on Results for Outcome One:**

Due to Alberta Education piloting a new survey in the Spring of 2021, there is little historical and trend data to analyze regarding Student Learning Engagement. Considering the high achievement for the 2020-2021 school year on all three, Student Learning Engagement, Citizenship, and Education Quality; this is an area of strength for HLCA. HLCA continues to provide engaging learning opportunities and actively contributes to our local, church, and global through its community service projects.

Students are provided with opportunities to practice civic engagement on campus, in our churches, and in the global community. HLCA continued to serve and contribute despite the obstacles of Covid-19 restrictions. Students participated in Operation Christmas Child, made cards for our local seniors and Canadian Service members, provided winter supply bags for local transients, raked leaves, and participated in town clean-up. Covid restrictions forced staff and students to get creative in the ways HLCA could contribute.

The supplemental Assurance Measures results also show improvement in our Program of Studies and in School Improvement; this communicates that our student and parent body are satisfied with our students' achievement. Additionally, HLCA's own parent surveys support the findings of AB Education and the CAT-4 results, local parent surveys (see appendix) state that HLCA has maintained and improved the quality of education provided. Not a single survey communicated a decrease in quality; some surveys reflected the parents' inability to respond due to being new to the school.

The Chuckegg Creek wildfire of 2019, the pandemic, and small class sizes all impact the data available for student achievement on PATs at both the grade 6 and grade 9 level. To obtain stronger consistent data, HLCA opted to use the CAT-4 standardized test for all students. A combined Mean Grade Equivalent was included for students in grades 6-9 because of the lack of data from 2019 - 2021 and to demonstrate student achievement comprehensively. Low student numbers present a challenge to effectively communicate and demonstrate student learning. HLCA will continue to explore alternate sources of data.

## Outcome Two: First Nations, Métis, and Inuit students in Alberta are successful

### Provincial Assurance Measures:

#### Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE) - Data Summary

Authority: 9421 High Level Christian Education Society

Province: Alberta

	High Level Christian Ed Soc											Alberta											
	2017		2018		2019		2020		2021		Measure Evaluation			2017		2018		2019		2020		2021	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%
Overall	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	33	99.8	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	231,091	87.8
Parent	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	15	100.0	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	30,980	88.2
Student	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	18	99.5	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	169,900	79.8
Teacher	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	3	*	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	30,211	95.3

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (\*).
2. The AEA survey was introduced as a pilot in 2020/21, when participation was also impacted by the COVID-19 pandemic. Caution should be used when interpreting trends over time.
3. Student participation in the survey was impacted between 2014 and 2017 due to the number of students responding through the OurSCHOOL/TTFM (Tell Them From Me) survey tool.

#### Access to Supports and Services - Data Summary

Authority: 9421 High Level Christian Education Society

Province: Alberta

	High Level Christian Ed Soc											Alberta											
	2017		2018		2019		2020		2021		Measure Evaluation			2017		2018		2019		2020		2021	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%
Overall	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	33	98.6	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	230,761	82.6
Parent	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	15	100.0	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	30,936	78.9
Student	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	18	97.2	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	169,631	80.2
Teacher	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	3	*	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	30,194	88.7

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (\*).
2. The AEA survey was introduced as a pilot in 2020/21, when participation was also impacted by the COVID-19 pandemic. Caution should be used when interpreting trends over time.
3. Student participation in the survey was impacted between 2014 and 2017 due to the number of students responding through the OurSCHOOL/TTFM (Tell Them From Me) survey tool.

### Safe and Caring - Data Summary

Authority: 9421 High Level Christian Education Society  
 Province: Alberta

	High Level Christian Ed Soc										Measure Evaluation			Alberta									
	2017		2018		2019		2020		2021		Achievement	Improvement	Overall	2017		2018		2019		2020		2021	
	N	%	N	%	N	%	N	%	N	%				N	%	N	%	N	%	N	%	N	%
Overall	45	97.8	36	96.7	29	98.3	27	100.0	33	99.6	n/a	n/a	n/a	299,627	89.5	253,494	89.0	265,382	89.0	264,204	89.4	230,987	90.0
Parent	15	100.0	11	100.0	10	100.0	14	100.0	15	100.0	n/a	n/a	n/a	32,868	89.9	35,486	89.4	35,247	89.7	36,899	90.2	30,969	90.5
Student	30	95.6	25	93.5	19	96.7	13	100.0	18	99.1	n/a	n/a	n/a	235,302	83.3	185,384	82.5	196,856	82.3	193,364	82.6	169,813	84.0
Teacher	4	*	3	*	4	*	3	*	3	*	n/a	n/a	n/a	31,457	95.3	32,624	95.0	33,279	95.1	33,941	95.3	30,205	95.4

- Notes:
1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (\*).
  2. The AEA survey was introduced as a pilot in 2020/21, when participation was also impacted by the COVID-19 pandemic. Caution should be used when interpreting trends over time.
  3. Student participation in the survey was impacted between 2014 and 2017 due to the number of students responding through the OurSCHOOL/TTFM (Tell Them From Me) survey tool.

### Program of Studies - Data Summary

Authority: 9421 High Level Christian Education Society  
 Province: Alberta

	High Level Christian Ed Soc										Measure Evaluation			Alberta									
	2017		2018		2019		2020		2021		Achievement	Improvement	Overall	2017		2018		2019		2020		2021	
	N	%	N	%	N	%	N	%	N	%				N	%	N	%	N	%	N	%	N	%
Overall	26	81.4	23	83.6	16	77.3	14	100.0	19	100.0	n/a	n/a	n/a	207,304	81.9	175,907	81.8	181,846	82.2	184,393	82.4	157,680	81.9
Parent	15	91.5	11	94.3	10	90.0	14	100.0	13	100.0	n/a	n/a	n/a	32,874	80.1	35,489	79.9	35,252	80.1	36,901	80.1	30,817	81.7
Student	11	71.3	12	72.9	6	64.6	n/a	n/a	6	100.0	n/a	n/a	n/a	142,957	77.7	107,780	77.2	113,304	77.4	113,541	77.8	96,676	74.9
Teacher	4	*	3	*	4	*	3	*	3	*	n/a	n/a	n/a	31,473	88.0	32,638	88.4	33,290	89.1	33,951	89.3	30,187	89.2

- Notes:
1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (\*).
  2. The AEA survey was introduced as a pilot in 2020/21, when participation was also impacted by the COVID-19 pandemic. Caution should be used when interpreting trends over time.
  3. Student participation in the survey was impacted between 2014 and 2017 due to the number of students responding through the OurSCHOOL/TTFM (Tell Them From Me) survey tool.

## **Commentary on Results for Outcome Two:**

Our community and the first nations communities around High Level were deeply grieved by the ever growing numbers of forgotten and lost children never properly acknowledged by the Canadian Government. The local first nations communities were also victims of the Canadian Residential School System and the inter-generational trauma wounds cut deep across our community.

HLCA is committed to the fulfilling of the Calls to Action from the TRC's report pertaining to education. We are committed to teaching age-appropriate curriculum on residential schools, Treaties, and Aboriginal peoples' historical and contemporary contributions to Canada. We continue to use budgeted funds to expand teacher, school, and classroom libraries with resources to effectively incorporate FNMI culture and history into our classroom and school learning. We continue to provide a learning environment where all students are welcomed, safe, respected, and cared for by every person in the school. We continue to put new learning into practice and continue to pursue professional development wherever accessible and available.

As Christ followers, we are called to treat others with love and respect regardless of differences or despite differences of opinion on anything. We aim to encourage one another and share one another's burdens. This is taught daily in our classrooms and is an expected standard for all students and staff. We are confident that our students and their parents feel safe, loved, cared for and welcomed in our school community.

HLCA had one student who self-identified as First Nations, Métis, or Inuit in the 2020-2021 school year, so no HLCA specific data exists currently. However, the data provided above does confirm that HLCA continues to provide a welcoming, safe, respectful, and caring learning environment and that HLCA continues to provide access to supports and services to ensure student success. HLCA's parent surveys (see appendix) also indicate that 100% agree that their students feel safe at school and their students enjoy coming to school. These surveys also indicate that the school does an excellent job of providing individualized supports for student needs and that staff work to help every student.

Outcome Three: Alberta has excellent teachers, school leaders, and school authority leaders

Provincial Assurance Measures:

**Education Quality - Data Summary**

Authority: 9421 High Level Christian Education Society

Province: Alberta

	High Level Christian Ed Soc										Alberta												
	2017		2018		2019		2020		2021		Measure Evaluation			2017		2018		2019		2020		2021	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%
Overall	45	96.2	36	92.5	29	97.1	27	99.4	33	99.3	n/a	n/a	n/a	300,253	90.1	254,026	90.0	265,841	90.2	264,623	90.3	230,814	89.6
Parent	15	100.0	11	100.0	10	100.0	14	98.8	15	100.0	n/a	n/a	n/a	32,880	86.4	35,499	86.0	35,262	86.4	36,907	86.7	31,024	86.7
Student	30	92.3	25	85.0	19	94.3	13	100.0	18	98.6	n/a	n/a	n/a	235,901	88.1	185,888	88.2	197,282	88.1	193,763	87.8	169,589	86.3
Teacher	4	*	3	*	4	*	3	*	3	*	n/a	n/a	n/a	31,472	95.9	32,639	95.8	33,297	96.1	33,953	96.4	30,201	95.7

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (\*).
2. The AEA survey was introduced as a pilot in 2020/21, when participation was also impacted by the COVID-19 pandemic. Caution should be used when interpreting trends over time.
3. Student participation in the survey was impacted between 2014 and 2017 due to the number of students responding through the OurSCHOOL/TTFM (Tell Them From Me) survey tool.

**Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE) - Data Summary**

Authority: 9421 High Level Christian Education Society

Province: Alberta

	High Level Christian Ed Soc										Alberta													
	2017		2018		2019		2020		2021		Measure Evaluation			2017		2018		2019		2020		2021		
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%	
Overall	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	33	99.8	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	231,091	87.8
Parent	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	15	100.0	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	30,980	88.2
Student	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	18	99.5	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	169,900	79.8
Teacher	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	3	*	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	30,211	95.3

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (\*).
2. The AEA survey was introduced as a pilot in 2020/21, when participation was also impacted by the COVID-19 pandemic. Caution should be used when interpreting trends over time.
3. Student participation in the survey was impacted between 2014 and 2017 due to the number of students responding through the OurSCHOOL/TTFM (Tell Them From Me) survey tool.

### Student Learning Engagement - Data Summary

Authority: 9421 High Level Christian Education Society  
 Province: Alberta

	High Level Christian Ed Soc										Alberta													
	2017		2018		2019		2020		2021		Measure Evaluation			2017		2018		2019		2020		2021		
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%	
Overall	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	33	90.6	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	230,956	85.6
Parent	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	15	100.0	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	30,994	89.0
Student	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	18	81.3	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	169,789	71.8
Teacher	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	3	*	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	30,173	96.0

- Notes:
1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (\*).
  2. The AEA survey was introduced as a pilot in 2020/21, when participation was also impacted by the COVID-19 pandemic. Caution should be used when interpreting trends over time.
  3. Student participation in the survey was impacted between 2014 and 2017 due to the number of students responding through the OurSCHOOL/TTFM (Tell Them From Me) survey tool.

### Access to Supports and Services - Data Summary

Authority: 9421 High Level Christian Education Society  
 Province: Alberta

	High Level Christian Ed Soc										Alberta													
	2017		2018		2019		2020		2021		Measure Evaluation			2017		2018		2019		2020		2021		
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%	
Overall	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	33	98.6	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	230,761	82.6
Parent	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	15	100.0	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	30,936	78.9
Student	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	18	97.2	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	169,631	80.2
Teacher	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	3	*	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	30,194	88.7

- Notes:
1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (\*).
  2. The AEA survey was introduced as a pilot in 2020/21, when participation was also impacted by the COVID-19 pandemic. Caution should be used when interpreting trends over time.
  3. Student participation in the survey was impacted between 2014 and 2017 due to the number of students responding through the OurSCHOOL/TTFM (Tell Them From Me) survey tool.

Outcome Four: Alberta’s K-12 education system is well governed and managed

Provincial Assurance Measures:

**Supplemental Alberta Education Assurance Measures - Overall Summary**

Spring 2021

Authority: 9421 High Level Christian Education Society

Measure	High Level Christian Ed Soc			Alberta			Measure Evaluation		
	Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
Diploma Exam Participation Rate (4+ Exams)	n/a	n/a	n/a	n/a	56.6	56.4	n/a	n/a	n/a
Drop Out Rate	*	*	n/a	2.6	2.7	2.6	*	n/a	n/a
Program of Studies	100.0	100.0	87.0	81.9	82.4	82.1	n/a	n/a	n/a
Rutherford Scholarship Eligibility Rate	n/a	n/a	n/a	68.0	66.6	64.9	n/a	n/a	n/a
Safe and Caring	99.6	100.0	98.4	90.0	89.4	89.1	n/a	n/a	n/a
School Improvement	100.0	96.4	94.3	81.4	81.5	81.0	n/a	n/a	n/a
Transition Rate (6 yr)	n/a	n/a	n/a	60.0	60.3	59.5	n/a	n/a	n/a
Work Preparation	100.0	100.0	100.0	85.7	84.1	83.2	n/a	n/a	n/a

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (\*).
2. Only supplemental measures with Achievement standards are included in the Supplemental AEA/As – Overall Summary.
3. Participation in the 2020/21 AEA survey was impacted by the COVID-19 pandemic. Evaluations have not been calculated as 2020/21 survey results are not comparable with other years.
4. Participation in the Provincial Achievement Tests and Diploma Examinations was impacted by the fires in 2016 and 2019, as well as by the COVID-19 pandemic in 2020. Caution should be used when interpreting trends over time.

**Access to Supports and Services - Data Summary**

Authority: 9421 High Level Christian Education Society

Province: Alberta

	High Level Christian Ed Soc										Alberta												
	2017		2018		2019		2020		2021		Measure Evaluation			2017		2018		2019		2020		2021	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%
Overall	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	33	98.6	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	230,761	82.6
Parent	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	15	100.0	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	30,936	78.9
Student	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	18	97.2	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	169,631	80.2
Teacher	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	3	*	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	30,194	88.7

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (\*).
2. The AEA survey was introduced as a pilot in 2020/21, when participation was also impacted by the COVID-19 pandemic. Caution should be used when interpreting trends over time.
3. Student participation in the survey was impacted between 2014 and 2017 due to the number of students responding through the OurSCHOOL/TFM (Tell Them From Me) survey tool.

## Non-Evaluated Surveys - Data Summary

Authority: 9421 High Level Christian Education Society

Province: Alberta

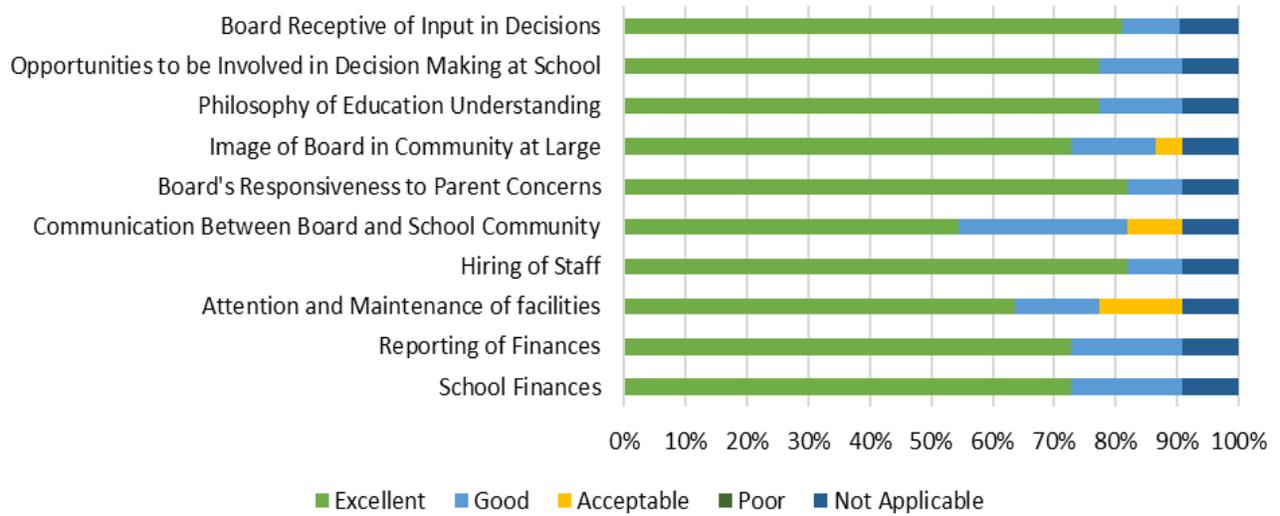
				High Level Christian Ed Soc				Alberta					
				Overall	Parent	Student	Teacher	Overall	Parent	Student	Teacher		
A.7	Lifelong Learning	2017	N	15	15	n/a	4	62,589	31,326	n/a	31,263		
			%	86.2	86.2	n/a	*	71.0	64.8	n/a	77.3		
		2018	N	11	11	n/a	3	66,144	33,714	n/a	32,430		
			%	100.0	100.0	n/a	*	70.9	64.0	n/a	77.8		
		2019	N	10	10	n/a	4	66,943	33,876	n/a	33,067		
			%	77.8	77.8	n/a	*	71.4	64.0	n/a	78.8		
		2020	N	14	14	n/a	3	69,182	35,454	n/a	33,728		
			%	84.0	84.0	n/a	*	72.6	64.6	n/a	80.6		
		2021	N	13	13	n/a	3	59,478	29,693	n/a	29,785		
			%	100.0	100.0	n/a	*	82.1	75.3	n/a	88.9		
		B.2	Satisfaction with Program Access	2017	N	43	13	30	4	159,543	31,898	96,258	31,387
					%	90.2	98.2	82.1	*	73.2	61.6	80.0	78.1
2018	N			36	11	25	3	251,836	34,350	184,949	32,537		
	%			84.2	93.5	75.0	*	72.8	61.2	78.9	78.3		
2019	N			29	10	19	4	263,978	34,371	196,411	33,196		
	%			78.3	77.5	79.2	*	73.1	61.1	78.8	79.3		
2020	N			27	14	13	3	262,662	35,963	192,861	33,838		
	%			96.2	100.0	92.3	*	75.2	68.4	79.0	78.1		
2021	N			31	13	18	3	228,281	29,417	168,839	30,025		
	%			97.3	96.9	97.7	*	71.8	65.7	71.9	77.8		
B.3	Program of Studies - At Risk Students			2017	N	45	15	30	4	160,737	32,800	96,489	31,448
					%	92.9	100.0	85.9	*	84.9	77.2	83.4	94.1
		2018	N	36	11	25	3	253,515	35,439	185,470	32,606		
			%	90.4	100.0	80.8	*	84.2	77.0	81.7	94.0		
		2019	N	29	10	19	4	265,362	35,184	196,933	33,245		
			%	92.5	96.7	88.2	*	84.7	77.8	81.9	94.5		
		2020	N	27	14	13	3	264,165	36,846	193,409	33,910		
			%	98.7	100.0	97.4	*	84.9	78.1	82.2	94.4		
		2021	N	33	15	18	3	230,686	30,874	169,631	30,181		
			%	98.6	100.0	97.2	*	82.7	76.7	80.2	91.2		
		D.6	In-service jurisdiction Needs	2017	N	n/a	n/a	n/a	4	31,288	n/a	n/a	31,288
					%	n/a	n/a	n/a	*	84.3	n/a	n/a	84.3
2018	N			n/a	n/a	n/a	3	32,428	n/a	n/a	32,428		
	%			n/a	n/a	n/a	*	84.3	n/a	n/a	84.3		
2019	N			n/a	n/a	n/a	4	33,074	n/a	n/a	33,074		
	%			n/a	n/a	n/a	*	85.2	n/a	n/a	85.2		
2020	N			n/a	n/a	n/a	3	33,766	n/a	n/a	33,766		
	%			n/a	n/a	n/a	*	85.0	n/a	n/a	85.0		
2021	N			n/a	n/a	n/a	3	29,619	n/a	n/a	29,619		
	%			n/a	n/a	n/a	*	84.9	n/a	n/a	84.9		

Notes:

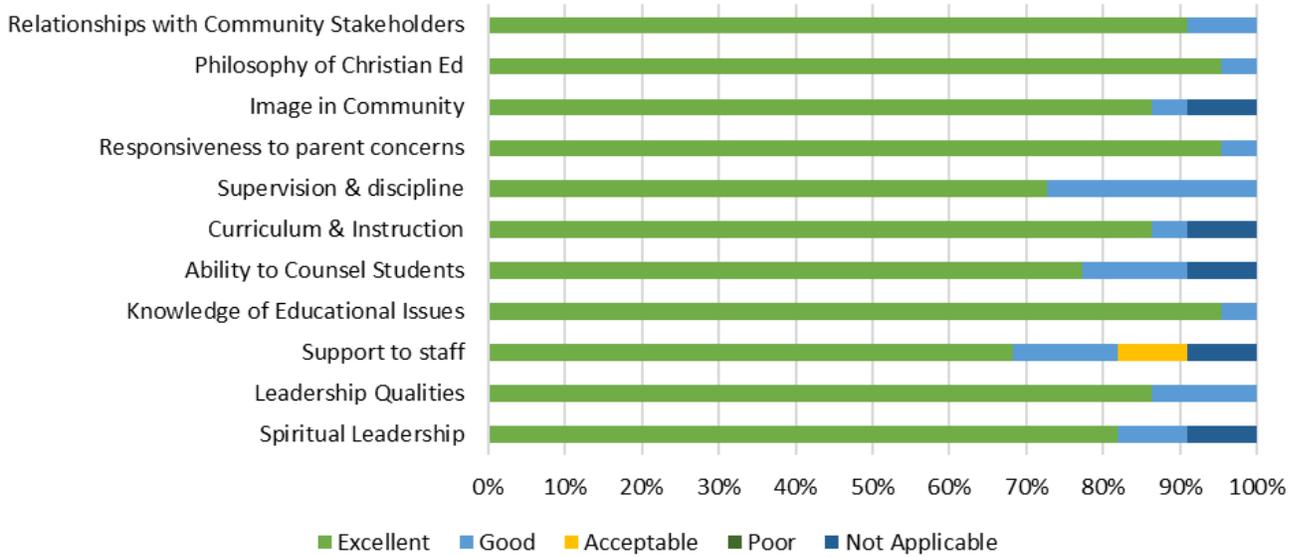
1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (\*).
2. Student participation in the survey was impacted between 2014 and 2017 due to the number of students responding through the OurSCHOOL/TFM (Tell Them From Me) survey tool.
3. The AEA survey was introduced as a pilot in 2020/21, when participation was also impacted by the COVID-19 pandemic. Caution should be used when interpreting trends over time.

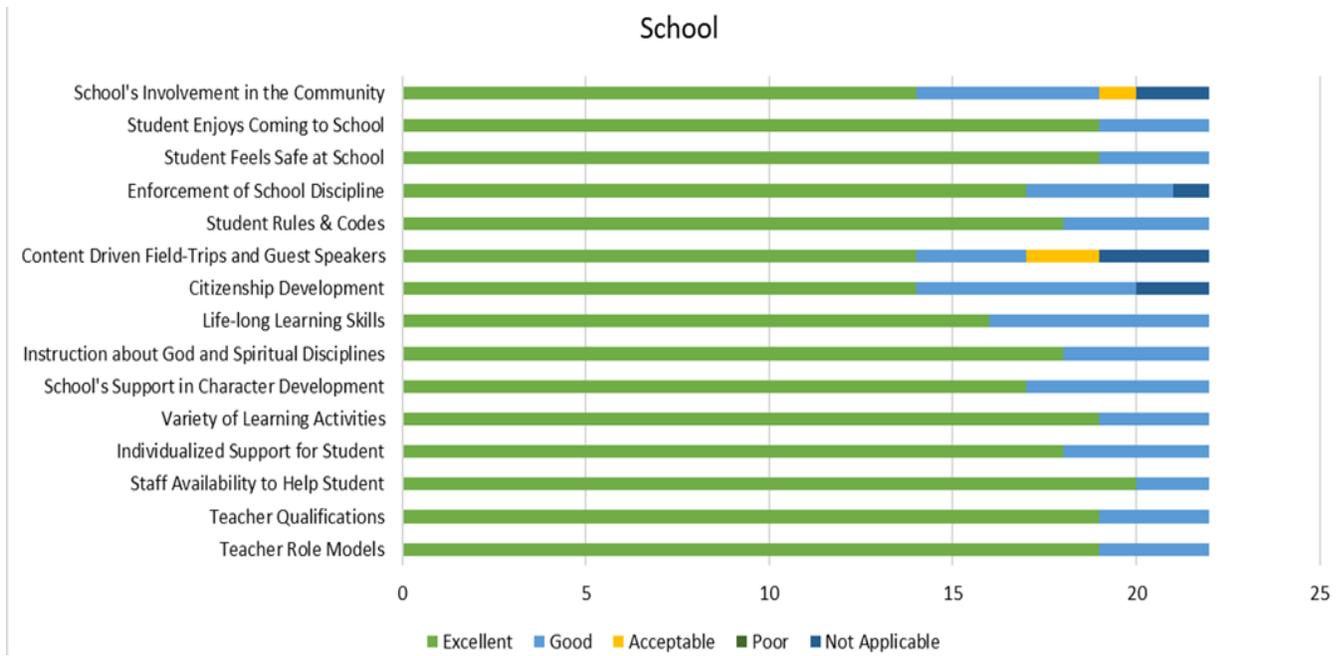
Local Assurance Measures for Outcomes Three and Four:

**Board**



**Principal**





**Commentary for Outcomes Three and Four**

HLCA consistently provides a quality education our students, even though retaining staff is a constant challenge. Teachers at HLCA are reflective teachers who engage in professional development opportunities locally and provincially. Professional development is a key part of their professional practice. Just as professional growth is key for HLCA’s teachers, school leadership also engages in regular professional development with the staff and with fellow school leaders in Alberta. Teachers at HLCA are required to not only be certificated in Alberta, but they are asked to have a strong Biblical foundation and knowledge to integrated Biblical knowledge into all subject matter. All the data provided above indicates that HLCA’s parents are happy with teacher qualifications, the variety of learning activities and opportunities available to their students, as well as their character.

We reimplemented the use of the Canadian Achievement Test-4 (CAT-4) since HLCA lacked data on student achievement and growth. Our students have not written PATs in the last couple of years due to the Chuckegg Creek fire and Covid-19; some of these results would have been sealed due to low student numbers. The CAT-4 will ensure accountability and transparency between HLCA, its stakeholders, AB Education, and parents. HLCA will use the results to inform teaching and practice. We are working to ensure that we use assessment tools that enable us to best track student progress and identify gaps in learning. We then incorporate these results into our educational planning and professional development plans.

We have open communication with our parents through monthly newsletters, HLCA’s Facebook page and website. Parents are informed about school events and activities and are free to offer suggestions for further improvements. Parent surveys indicated that communication from the board in the 2019-2021 school years needed improvement. Covid-19 made in person communication a challenge. Many in the rural areas of High Level have no access to reliable internet, making virtual meetings difficult and ineffective. The HLCES board

volunteers and donates their time to the school and its operations; this means that board members are busy and only communicate when there is news to share. This is difficult for parents when there are unknowns, for example about staffing. The board is working to improve their communication with school stakeholders, through a variety of strategies as detailed in our 2021-2022 Education Plan.

### Highlights of the 2020-2021 School Year

- Developed Covid-19 protocols that permitted a smooth beginning to the school year. The challenge of low student numbers on-campus (<30) became a blessing as HLCA was able to cohort as a school and students could mingle freely.
- Parents cooperated with Covid protocols and Covid remained out of our school until April 2021! Students adapted well to the increased protocols.
- Despite increased restrictions and not being able to travel to serve, HLCA continued to serve their community in new and creative ways, from making toys for the animals at the shelter, to supply bags for local transients.
- We were able to efficiently transition between at-home learning and classroom learning when the need arose.
- God continued to faithfully provide for our school throughout the school year, even without many of our normal fundraising activities.
- Even though field trips were impossible, the students participated in a variety of unique learning opportunities such as, a World War I Discovery Box from the Canadian War Museum, a pond field study, a virtual field trip with Telus World of Science, and a variety of guest speakers who spoke about careers, trapping, art techniques, etc.
- Jr High options were broadened to include more fine arts options.
- HLCA completed a monitoring in the 2020-2021 school year.
- Despite the disbanding of RCSD and the lack of local supports and resources available for our students, HLCA ensured that student needs were met and students experienced success in their learning through these supports.
- HLCA hosted a successful virtual Creative Writing/Public Speaking Academic Fair; students shared videos of their speeches or submitted their stories. Both remote and on-campus students participated while parents and families could view the videos on our LMS.
- Parental involvement continued; parents assist in classrooms, operate the library, help fundraise, and so much more.

## Appendix

### Parent Survey Context and Results:

In the 2020-2021 Parent Survey, HLCA sought feedback for the new assurance model's domains: school governance (board and principal), student growth and achievement, learning supports, and teaching and leading within the school. We had 22 of 29 parent surveys returned, which is a 76% response rate. The survey asked parents to use a rubric style rating (A=Excellent, B=Good, C=Acceptable, D=Poor, F=Failing, and N/A= Not Applicable); HLCA scored a C or higher on all questions in all areas of the survey. Of the 50 questions, only 9 questions had a scoring of C; all other questions scored B or higher. On the survey the option of Not Applicable was used by new parents and families when rating the quality of education over the last 3 years; they chose Not Applicable since they were new to the school and could not assess the school's quality over time. Not Applicable was also selected by parents whose students are not of a Junior High age since rating Junior High classes was out of their purview. In anticipation of similar results

