



Holy Family Catholic Regional Division No. 37



THREE-YEAR EDUCATION PLAN 2008/10 – 2011/12



Message from Board Chair

On behalf of the Board of Holy Family Catholic Regional Division No. 37, I am pleased to share our Division's Three Year Education Plan for 2009/10-2011/12 with all of our stakeholders.

We are proud that our educational planning not only addresses the need to be accountable to provincial priorities, but can also draw on the interests of the public who support our schools. This plan enables schools to assess their performance, develop processes for improvement, celebrate their results, and contribute to the overall success of our students.

The Board is responsible for ensuring that quality educational programs are provided for all students in our school system. By way of this responsibility, a Three Year Education Plan was established which strategically targets areas for improvement while remaining committed to established effective practices. Our Three Year Plan focuses on those goals and priority areas identified through planning and consultation. Specific measures and targets have been established for each outcome and are designed to assist us in working towards our vision and in determining the progress we are making.

The plan can only be achieved within the context of a supportive environment of parents, staff and our Parish community. We believe that our schools are strongly committed to the ideals of Catholic education, providing our students an opportunity not only to achieve academic excellence but also to grow personally, socially and physically in a Christ-centered environment. We are committed to the philosophy that our students are unique creations of God to be respected and nurtured.

We are very proud of our successes and continuously aim for improvement in all areas. Together with the talents of our administrative, teaching and support staff, the Board of Trustees is confident this plan will further benefit Holy Family CRD #37.

On behalf of the Board of Trustees and the administration, I extend my most sincere thanks and appreciation to all staff, parents, and community members for working together in a cooperative manner. Despite the challenges ahead, the school system is optimistic about the future and proud of all that has been accomplished to date.

I hope that you will find this document one that provides a clear and concise plan for the upcoming three years for Holy Family Catholic Regional Division No.37.

*Denise Valiquette
Board Chair*



Accountability Statement

The **Holy Family Catholic Regional Division No. 37's Education Plan** for the three years commencing September 1, 2009 was prepared under the direction of the Board in accordance with responsibilities under the School Act and the Government Accountability Act. This Education Plan was developed in the context of the provincial government's business and fiscal plans. The Board is committed to achieving the results laid out in this Education Plan.

Foundation Statements

Vision

Holy Family C.R.D. No. 37 will strive to provide a unique and inviting Catholic learning environment that links the home, the parish and the community.

Resources will be distributed equally and fairly so all students have an opportunity to learn in a child-centered, flexible, safe and caring learning environment.

A strong, well informed teaching staff, with an eye to the future, will provide dynamic and innovative programs in well-planned school facilities.

Students will be provided with the opportunity to live the values they are taught. Minorities will be successful, and students with identified needs and disabilities will be accommodated. Graduates will be prepared so they are motivated life-long learners grounded in the Catholic Faith.

Mission

To improve student learning in a Catholic community guided by Christ, our teacher.



Principles

We value:

- Catholic Education.
- God-given talents.
- Excellence in performance.
- Self-discipline, health and personal growth.
- A safe and caring environment.
- Uniqueness in every individual.
- Teamwork.
- Improved success of all students.
- Improved success for our FNMI population
- Input from stakeholders.
- Teacher recruitment and retention to maintain staffing levels and programming needs.
- Maintaining comprehensive curricular and extra-curricular programs.
- Upgrading aging facilities.
- Space provisions to support outside services and CTS programming needs for students.
- Sustaining funding for long term goals of the Division.
- Improving FNMI learner success and opportunities through the FNMI initiatives and programming.
- Lack of meaningful parental involvement.

Therefore, we believe:

- Christ is our Guide and Teacher.
- Spiritual growth, health and wellness must be fostered in our students and staff.
- The child is the centre of the school system.
- Parents/Guardians are the child's primary educators.
- Professional development opportunities must be provided and supported for staff.
- Students learn best when the partnership between the home, the church, the school and the community is strong.
- All students can learn and experience success.
- Growth is best achieved in a positive learning environment.
- Technology assists in the learning process.
- Individuals are responsible and accountable.
- Regular student attendance increases student achievement.
- Students will be prepared for their futures.

Issues:

Issues taken into account in goal development:

- Maintaining and supporting a Catholic school environment.
- Improving standards of achievement and excellence.
- Enhancing education and counselling services.

Trends that require consideration:

- Increasing dependence on schools for staff and student Faith development.
- Increasing dependence on schools for students' social and emotional support.
- Fragmentation of the family unit.
- Growing numbers of students with identified complex learning needs.
- The changing role of educators.
- Teacher shortages especially in the areas of specialized programs.
- Increasing transient populations in some schools.
- Rapidly evolving technology and online services.
- Fluctuating enrolments due to unstable economy.



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FNMI Coordinator



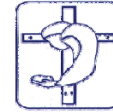
Jurisdiction Profile

Holy Family Catholic Regional Division No. 37 was formed on September 1, 1997, through the regionalization of the former Holy Family Catholic Separate Regional Division No. 17 and North Peace R.C.S.S.D. No. 43.

Holy Family C.R.D. No. 37 provides Catholic Education to the northern communities of Fort Vermilion, Manning, Grimshaw, Peace River, McLennan, High Prairie and Valleyview. In addition, a virtual school has been established in which students from across the province are enrolled. An agreement with Fort Vermilion S.D. No. 52 provides for that school division to operate St. Mary's Elementary School which is owned by Holy Family C.R.D. No. 37. St. Francis Holistic Learning Centre in the Youth Assessment Centre in High Prairie is also operated by Holy Family C.R.D. No. 37.

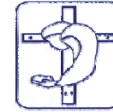
A comprehensive range of programs is provided for the 2,195 students enrolled in the following nine schools.

Schools	Principal	Grades	Enrolment
Rosary Box 599 Manning, AB T0H 2M0	Mrs. Sheila Dillman	ECS – 9	195
Holy Family Box 257 Grimshaw, AB T0H 1W0	Miss Cora Ostermeier	ECS – 9	221
Good Shepherd 9810 – 71 Ave. Peace River, AB T8S 1R4	Mr. Patrick Connellan	ECS – 6	394
Glenmary 8801 – 96 St. Peace River, AB T8S 1R6	Mr. John Kuran	7 – 12	399
St. Andrew's Box 789 High Prairie, AB T0G 1E0	Mr. Marc Lamoureux	ECS – 12	565
St. Francis Holistic Box 568 High Prairie, AB T0G 1E0	Mr. Marc Lamoureux	7 – 12	6
St. Stephen's Box 840 Valleyview, AB T0H 3N0	Mr. John Wiedrick	ECS – 9	249
École Providence Box 59 McLennan, AB T0H 2L0	Mrs. Linda Vandenberg	ECS – 9	93
Holy Family Cyberhigh Box 59 McLennan, AB T0H 2L0	Mrs. Linda Vandenberg	7 – 12	73



2009 May Accountability and Pillar Overall Summary

Goal	Measure Category	Measure Category Evaluation	Measure	Holy Family CRD No. 37			Alberta			Measure Evaluation		
				Current Result	Prev Year Result	Prev 3 yr Average	Current Result	Prev Year Result	Prev 3 Yr Average	Achievement	Improvement	Overall
Goal 1: High Quality Learning Opportunities for All	Safe and Caring Schools	Good	Safe and Caring	86.0	84.5	84.4	86.9	85.1	84.6	High	Maintained	Good
	Student Learning Opportunities	Acceptable	Program of Studies	72.7	75.0	75.3	80.3	79.4	78.7	Intermediate	Maintained	Acceptable
			Education Quality	88.7	86.8	86.8	89.3	88.2	87.8	High	Improved	Good
			Drop Out Rate	5.7	6.4	6.2	4.8	5.0	4.9	Intermediate	Maintained	Acceptable
			High School Completion Rate (3 yr)	60.6	62.1	61.6	70.7	71.0	70.6	Low	Maintained	Issue
Goal 2: Excellence in Learner Outcomes	Student Learning Achievement (Grades K-9)	Good	PAT: Acceptable	76.8	77.2	73.9	75.8	75.9	76.7	Intermediate	Improved	Good
			PAT: Excellence	16.3	13.7	12.7	19.6	19.4	19.3	Intermediate	Improved	Good
	Student Learning Achievement (Grades 10-12)	n/a	Diploma: Acceptable	77.0	76.9	74.3	85.0	85.4	85.2	Low	Maintained	Issue
			Diploma: Excellence	10.3	12.2	13.1	22.3	23.3	23.1	Low	Maintained	Issue
			Diploma Exam Participation Rate (4+ Exams)	40.4	52.3	46.0	53.0	53.6	53.6	Low	Maintained	Issue
			Rutherford Scholarship Eligibility Rate (Revised)	51.1	66.1	61.5	57.3	56.8	55.8	Intermediate	n/a	n/a
	Preparation for Lifelong Learning, World of Work, Citizenship	Acceptable	Transition Rate (6 yr)	56.6	60.1	58.0	60.7	60.3	59.1	Intermediate	Maintained	Acceptable
			Work Preparation	74.6	84.1	81.6	79.6	80.1	78.1	Intermediate	Declined	Issue
			Citizenship	75.5	76.9	75.2	80.3	77.9	77.1	Intermediate	Maintained	Acceptable
Goal 4: Highly Responsive and Responsible Jurisdiction (Ministry)	Parental Involvement	Issue	Parental Involvement	74.9	81.7	79.3	80.1	78.2	77.9	Intermediate	Declined	Issue
	Continuous Improvement	Good	School Improvement	77.7	81.9	79.3	79.4	77.0	76.7	High	Maintained	Good



2009-2012 Three-Year Education Plan

Notes:

- 1) *Student Learning Achievement: PAT Values reported are weighted averages of PAT Acceptable and PAT Excellence results. Courses included: ELA (Grades 3, 6, 9), Math (Grades 3, 6, 9), Social Studies (Grades 6, 9), Science (Grades 6 only), French Language Arts (Grades 6, 9), Français (Grades 6, 9).*
- 2) *Student Learning Achievement: Diploma Exam Values reported are averages of Diploma Acceptable and Diploma Excellence results, weighted by the number of students enrolled in each course.*
- 3) *Overall evaluations can only be calculated if both improvement and achievement evaluations are available.*
- 4) *Data values have been suppressed where the number of students is less than 6. Suppression is marked with an asterisk (*).*
- 5) *The subsequent pages include the current results, previous 3-year average and evaluations for each performance measure. If jurisdictions desire not to present this information for each performance measure in the subsequent pages, please include a reference to this overall summary page for each performance measure.*



Overriding Goal: To strengthen the Catholic school experience for students by supporting permeation of Catholic teaching in all aspects of the school program.

Outcome: Schools have a distinctive Catholic atmosphere.

Performance Measures	Current Results	Previous Year's Results
<ul style="list-style-type: none"> Percentage of parents satisfied with the Catholic atmosphere of the school. 	98%	96.6%
<ul style="list-style-type: none"> Percentage of parents who attend mass monthly. 	50%	48%
<ul style="list-style-type: none"> Percentage of teachers who attend mass monthly. 	82%	78%



Strategies:

- Daily prayer incorporated into the school day.
- Religious symbols prominently displayed throughout the school.
- Religious celebration and liturgies, following liturgical calendar incorporated into the school year.
- Celebrate Catholic Education Sunday.
- Recommissioning ceremonies/mass for staff.
- Teachers model Catholic faith for students.
- Division Religious Institute maintained.
- School masses planned on a regular basis.
- School and Division Retreats.
- Prayer corners in schools.
- Attempt to hire Catholic staff

Outcome: Schools incorporate Catholic teaching into the school environment.

Performance Measures	Current Results	Previous 3-Year Average
<ul style="list-style-type: none"> Percentage of parents satisfied that Catholic teaching permeates the school environment. 	98%	96.6%
<ul style="list-style-type: none"> Percentage of staff who participate in religious professional development. 	96%	95.6%



Strategies:

- Teachers incorporate Catholic objectives into the subject areas they teach.
- Schools ensure that current religious education and family life programs are offered.
- Schools encourage the participation of clergy in the delivery of the school program.
- A religion education committee, with representation from each school, meets on a regular basis to coordinate programming.
- Staff and trustees are supported to participate in Catholic conferences.
- A staff faith formation program is maintained.
- The Division maintains its representation on the Religious Education Network.
- Staff will include a Catholic Faith Formation Goal in their growth plan.
- The Board provides financial support for teachers' Catholic formation, i.e. Newman Theological Courses.



Outcome: Schools work closely with parishes and families in the community.

Performance Measures	Current Results	Previous 3-Yr. Avg.	
<ul style="list-style-type: none"> Percentage of parents satisfied with the parish, the school and family working closely together. 	95%	92%	
<ul style="list-style-type: none"> Percentage of teachers satisfied with the parish, the school and family working closely together. 	72%	---	

Strategies:

- Schools develop cooperative planning with parish priests.
- Schools work with parish organizations.
- The Division principals meet annually with the Archbishop.
- The Division supports a retreat program for students.
- The Division supports the development of comprehensive youth ministry.
- The Board consults with the Archbishop on matters affecting Catholic education in the archdiocese.

Outcome: Students value the spiritual and religious dimension of the school.

Performance Measures	Current Results	Previous 3-Yr. Avg.	
<ul style="list-style-type: none"> Percentage of students satisfied with the spiritual and religious dimension of the school. 	80%	78%	

Strategies:

- An active Comprehensive Youth Ministry program.
- A Student Retreat Plan is maintained.
- Student leaders in faith development are trained in schools.
- Recognition for student leadership in faith development.
- School celebrations are planned so they are meaningful to students.



Goal One: High Quality Learning Opportunities for All

Outcome: Schools provide a safe and caring environment.

Performance Measure	Current Result	Previous 3-yr Avg.	May 2009 Evaluation			Targets		
			Achievement	Improvement	Overall	2009/2010	2010/2011	2011/2012
Overall teacher, parent and student agreement that students are safe at school, learning the importance of caring for others, learning respect for others, and are treated fairly at school.	86.0	84.4	High	Maintained	Good	87.0	88.0	89.0
<p>Strategies</p> <ul style="list-style-type: none"> • Safe and Caring Schools Project is maintained. • Programs developed to improve students' respect for each other i.e. Emotional Behavior Supports (EBS), Dare to Care. • Schools will maintain Emergency Response Plans. • Schools will ensure safety guidelines are in place. • Participate in Provincial Anti-Bullying Initiative. • Continue to implement Occupational Health and Safety program. • Continue to implement and monitor Nutrition Policy. • Continue support of and participation in Alberta Mental Health Projects. 								

Measure History										
	2005		2006		2007		2008		2009	
	N	%	N	%	N	%	N	%	N	%
Overall	697	82.4	693	83.7	734	84.9	628	84.5	700	86.0
Parent	134	82.0	120	86.1	134	82.3	132	85.0	117	87.9
Student	427	77.7	429	75.5	463	81.0	363	75.9	456	79.9



Outcome: The education system meets the needs of all K-12 students, society and the economy.

Performance Measures	Current Result	Previous 3-yr Avg.	May 2009 Evaluation			Targets		
			Achievement	Improvement	Overall	2009/2010	2010/2011	2011/2012
Overall teacher, parent and student satisfaction with the opportunity for students to receive a broad program of studies, including fine arts, career, technology, and health and physical education.	72.7	75.3	Intermediate	Maintained	Acceptable	73.5	74	75
Overall teacher, parent and student satisfaction with the overall quality of basic education.	88.7	86.8	High	Improved	Good	89.0	90	91
<p>Strategies</p> <ul style="list-style-type: none"> • Maintain focus on programming for students with special needs. • Deliver First Nations, Métis and Inuit (FNMI) programming: Aboriginal Studies program Grades 7-12. • Provide Professional Development opportunities on FNMI cultures for school and Central office staff. • Schools will develop cross-cultural awareness plans that include strategies for awareness, like sections in newsletter, bulletin board/display, Elder and cultural expert visits • A virtual school program is maintained and is available to students in Grades 7 – 12. • French Immersion programming maintained in some schools. • Second language programs, Cree and French are offered in all schools where staffing is available. • Health education promoted through Project Link. • Maintain and focus on Differentiated Instruction and Assessment for Learning. • In-depth look at the Learner of the 21st Century as our three-year AISI Project. • Implement new curriculum. • Participate in Computer Adapted Assessment. • Participate with Community Services and government agencies including Alberta Mental Health, FCSS and SHIP and communicate access to parents. • CTS programming plan to offer relevant learning opportunities for students. 								



Measure History

Overall teacher, parent and student satisfaction with the opportunity for students to receive a broad program of studies, including fine arts, career, technology, and health and physical education.

	2005		2006		2007		2008		2009	
	N	%	N	%	N	%	N	%	N	%
Overall	553	72.1	523	74.8	571	76.0	457	75.0	521	72.7
Parent	134	72.6	120	73.3	135	76.0	132	78.3	117	75.6
Student	284	65.1	259	69.4	299	68.8	192	66.7	277	65.7
Teacher	135	78.7	144	81.7	137	83.3	133	80.1	127	77.0

Overall teacher, parent and student satisfaction with the overall quality of basic education.

	2005		2006		2007		2008		2009	
	N	%	N	%	N	%	N	%	N	%
Overall	699	83.9	695	85.9	735	87.7	631	86.8	702	88.7
Parent	134	79.0	120	80.8	135	82.1	132	84.0	117	86.1
Student	430	83.6	431	85.8	463	88.0	367	84.6	458	88.1
Teacher	135	89.2	144	91.3	137	93.0	132	91.8	127	91.9



2009-2012 Three-Year Education Plan

Outcome: Children and youth at risk have their needs addressed through effective programs and supports.

Performance Measure	Current Result	Previous 3-yr Avg.	May 2009 Evaluation			Targets		
			Achievement	Improvement	Overall	2009/2010	2010/2011	2011/2012
Annual dropout rate of students aged 14 to 18.	5.7	6.2	Intermediate	Maintained	Acceptable	5.0	4.5	4.5

- Strategies**
- Maintain School Attendance procedures.
 - Provide support services for students who are identified as ‘at risk’ of dropping out.
 - Provide psychological assessment services to support program planning.
 - Use of Group Reading Assessment and Diagnostic Evaluation (GRADE), CTCS and CAT-3 batteries to assist in identifying student needs.
 - Student Health Initiative partnership maintained.
 - Provide in-service and support for special education coordinators.
 - Provide in-service and support to staff working with students identified with special needs.
 - Maintain partnership with Children Services.
 - Offer a four year old pre-school program in McLennan and Valleyview.
 - Make the following handbooks available to parents:
 - “The Learning Team – A Handbook”
 - “The Journey – A Handbook for Parents of Children who are Gifted and Talented”
 - “The Parent Advantage – Helping Children become more Successful Learners at Home and at School”.
 - Maintain program support for students who are English as a Second Language.
 - Participate in planning and development of Parent Link Centers.
 - Refine and apply comprehensive counseling model.
 - Continue with Peace River and High Prairie Mental Health Capacity Building Project partnerships.
 - Support the use of assisted technology.

Measure History

	2004		2005		2006		2007		2008	
	N	%	N	%	N	%	N	%	N	%
Drop Out Rate	672	5.7	680	6.7	623	5.7	567	6.4	560	5.7
Returning Rate	46	30.1	44	21.2	54	38.0	45	20.2	45	25.3



Outcome: Students complete programs.

Performance Measure	Current Result	Previous 3-yr Avg.	May 2009 Evaluation			Targets		
			Achievement	Improvement	Overall	2009/2010	2010/2011	2011/2012
High school completion rate of students within three years of entering Grade 10.	60.6	61.6	Low	Maintained	Issue	62.0	63.0	64.0

Strategies

- Virtual school program alternative maintained through Holy Family Cyberhigh.
- Career counseling emphasized at junior/senior high school level with a special focus on FNMI students.
- Participation in Aboriginal Career Learning Fairs. (High Prairie, Slave Lake) and other career fairs to provide students with awareness of post-secondary opportunities.
- Continuation of FNMI (First Nations, Métis and Inuit) meeting education outcomes.
- Use the strategies of "Success for All" to shift our high school completion rate from 4 years to 3 years.
- Develop school improvement plans including a focus on meeting the educational needs of at-risk students.
- Implement "Pyramids of Intervention" to help those students who need more time and support to be successful learners.
- Support and implementation of School Attendance policies and procedures.
- Year 2 of "Leaders Supporting Learners" school improvement teams will focus on at-risk students.

Measure History

	2004		2005		2006		2007		2008	
	N	%	N	%	N	%	N	%	N	%
3 Year Completion	142	58.2	162	61.6	149	61.1	147	62.1	101	60.6
4 Year Completion	154	66.5	141	72.3	159	70.2	146	69.0	146	69.4
5 Year Completion	176	70.5	155	73.9	141	78.9	158	76.1	145	71.5



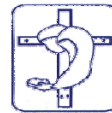
Goal Two: Excellence in Student Learning Outcomes

Outcome: Students demonstrate high standards in learner outcomes.

Performance Measures	Current Result	Previous 3-yr Avg.	May 2009 Evaluation			Targets (see note)		
			Achievement	Improvement	Overall	2009/2010	2010/2011	2011/2012
Overall percentage of students in Grades 3, 6 and 9 who achieved the acceptable standard on provincial achievement tests.*	76.8	73.9	Intermediate	Improved	Good	78.5	79.0	79.5
Overall percentage of students in Grades 3, 6 and 9 who achieved the standard of excellence on provincial achievement tests.	16.3	12.7	Intermediate	Improved	Good	17.0	17.5	18.0
Overall percentage of students who achieved the acceptable standard on diploma examinations.	77.0	74.3	Low	Maintained	Issue	78.0	79.0	80.0
Overall percentage of students who achieved the standard of excellence on diploma examinations.	10.3	13.1	Low	Maintained	Issue	11.0	12.0	13.0
Percentage of students writing four or more diploma exams within three years of entering Grade 10.	40.4	46.0	Low	Maintained	Issue	41.0	41.5	42.0
Percentage of Grade 12 students eligible for a Rutherford Scholarship.	51.1	61.5	Intermediate	n/a	n/a			

Strategies

- **School Improvement Plans developed from Diploma and PAT Results.**
- **Annual school-based accountability pillar meetings held with administration at each school.**
- **Use the Accountability Pillar tool kit with priority schools to develop improvement plans directly focusing on priority subjects.**
- **Continue to support professional learning communities at every school.**
- **Continue support of Assessment for Learning and Differentiated Instruction as a strategies for improvement.**
- **Implement strategies in school improvement plans with a focus on providing students with opportunities for curriculum enrichment.**
- **Implement Pyramids of Intervention to help those students who need more time and support to be successful learners.**
- **Counsel students into programs that best meet their educational needs.**
- **Participate in Learner Assessment Branch Professional Development opportunities.**
- **Enhance policies and procedures to Focus on improved attendance.**
- **AISI Cycle 4 will concentrate on the theme "Listen to what kids say", meeting the needs of the 21st century learner.**
- **Year 1 – 3 "Leaders Supporting Learners" Principals focus of data analysis and Education Plan, with particular focus on FNMI goal.**
- Every school will have school improvement teams.
- Provide program supports for students with special needs.
- Emphasize early literacy and numeracy in elementary grades.
- Incorporate technology applications into instruction.
- Encourage teachers to participate on Alberta Education curriculum and test committees.
- Provide cooperative planning through grade/subject level meetings.



Strategies (continued)

- Ensure teachers have access to Alberta Education digital data.
- Continue to support curriculum implementation through in-service i.e. NWRLC
- Advocate to Alberta Education the need for finding support for non-academic programming

**The percentages achieving the acceptable standard include the percentages achieving the standard of excellence.*

Notes:

- 1) Student Learning Achievement: PAT Values reported are weighted averages of PAT Acceptable and PAT Excellence results. Courses included: ELA (Grades 3, 6, 9), Math (Grades 3, 6, 9), Social Studies (Grades 6, 9), Science (Grades 6 only), French Language, Arts (Grades 6, 9), Français (Grades 6, 9).
- 2) Student Learning Achievement: Diploma Exam Values reported are averages of Diploma Acceptable and Diploma Excellence results, weighted by the number of students enrolled in each course.
- 3) Data values have been suppressed where the number of students is less than 6. Suppression is marked with an asterisk (*).
- 4) Please note that the rules for Rutherford Scholarships changed in 2008/09, which increased the number of students eligible for Rutherfords. The history for the measure has been re-computed to allow for trends to be identified, however, jurisdictions and schools are not directly accountable for results prior to the "current year" 2008 results – thus, only an evaluation for "Achievement" is provided based upon standards computed for the revised rules.



Provincial Achievement Test (PAT) Results Course By Course Summary By Students Enrolled With Measure Evaluation

Course	Measure	Achievement	Improvement	Overall	2008		Prev 3 Yr Avg	
					N	%	N	%
English Language Arts 3	Acceptable Standard	High	Improved	Good	187	89.8	173	86.3
	Standard of Excellence	Intermediate	Improved	Good	187	16.0	173	12.2
Mathematics 3	Acceptable Standard	Intermediate	Maintained	Acceptable	187	85.0	173	84.8
	Standard of Excellence	Intermediate	Improved	Good	187	29.4	173	23.5
English Language Arts 6	Acceptable Standard	High	Improved	Good	181	86.7	180	80.1
	Standard of Excellence	High	Improved Significantly	Good	181	20.4	180	10.4
French Language Arts 6	Acceptable Standard	Intermediate	Maintained	Acceptable	16	75.0	12	83.5
	Standard of Excellence	Very Low	Declined	Concern	16	0.0	12	8.1
Français 6	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Mathematics 6	Acceptable Standard	Low	Maintained	Issue	181	72.9	180	75.5
	Standard of Excellence	Low	Maintained	Issue	181	10.5	180	9.3
Science 6	Acceptable Standard	Intermediate	Maintained	Acceptable	180	78.9	180	76.1
	Standard of Excellence	Intermediate	Maintained	Acceptable	180	19.4	180	18.1
Social Studies 6	Acceptable Standard	Intermediate	Improved	Good	180	80.6	180	75.0
	Standard of Excellence	Intermediate	Improved	Good	180	18.3	180	11.6
English Language Arts 9	Acceptable Standard	Low	Maintained	Issue	177	75.1	174	71.8
	Standard of Excellence	Intermediate	Maintained	Acceptable	177	11.3	174	9.0
French Language Arts 9	Acceptable Standard	Low	Declined	Issue	8	75.0	10	100.0
	Standard of Excellence	Very Low	Declined	Concern	8	0.0	10	20.0
Français 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Mathematics 9	Acceptable Standard	Low	Maintained	Issue	172	51.2	174	55.6
	Standard of Excellence	Low	Maintained	Issue	172	9.9	174	11.2
Science 9	Acceptable Standard	Low	Improved	Acceptable	172	60.5	174	54.7
	Standard of Excellence	Low	Maintained	Issue	172	6.4	174	5.6
Social Studies 9	Acceptable Standard	Low	Improved	Acceptable	171	68.4	174	59.3
	Standard of Excellence	Low	Maintained	Issue	171	12.3	174	10.6



Provincial Achievement Tests Results Course By Course Summary Based on Students Enrolled

			2004	2005	2006	2007	2008
Grade 3	English Language Arts 3	Students Enrolled	160	180	149	191	187
		Acceptable Standard (%)	88.8	86.1	87.9	84.8	89.8
		Standard of Excellence (%)	6.3	11.1	10.7	14.7	16.0
	Mathematics 3	Students Enrolled	160	180	149	191	187
		Acceptable Standard (%)	82.5	83.3	85.2	85.9	85.0
		Standard of Excellence (%)	18.8	20.0	29.5	20.9	29.4
Grade 6	English Language Arts 6	Students Enrolled	191	193	186	161	181
		Acceptable Standard (%)	74.3	72.5	79.0	88.8	86.7
		Standard of Excellence (%)	6.3	10.9	5.9	14.3	20.4
	French Language Arts 6	Students Enrolled	15	12	13	12	16
		Acceptable Standard (%)	73.3	83.3	92.3	75.0	75.0
		Standard of Excellence (%)	6.7	16.7	7.7	0.0	0.0
	Mathematics 6	Students Enrolled	191	193	186	161	181
		Acceptable Standard (%)	70.2	75.1	69.4	82.0	72.9
		Standard of Excellence (%)	12.0	10.9	6.5	10.6	10.5
	Science 6	Students Enrolled	191	193	186	161	180
		Acceptable Standard (%)	70.7	72.0	76.9	79.5	78.9
		Standard of Excellence (%)	15.7	16.6	17.7	19.9	19.4
	Social Studies 6	Students Enrolled	191	193	186	161	180
		Acceptable Standard (%)	71.2	66.3	74.7	83.9	80.6
		Standard of Excellence (%)	8.4	10.4	9.7	14.9	18.3



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Grade 9	English Language Arts 9	Students Enrolled	184	183	166	174	177
		Acceptable Standard (%)	73.4	66.7	74.7	74.1	75.1
		Standard of Excellence (%)	4.9	8.7	11.4	6.9	11.3
	French Language Arts 9	Students Enrolled	7	4	6	10	8
		Acceptable Standard (%)	85.7	*	*	100.0	75.0
		Standard of Excellence (%)	0.0	*	*	20.0	0.0
	Mathematics 9	Students Enrolled	184	183	165	174	172
		Acceptable Standard (%)	67.4	51.4	63.0	52.3	51.2
		Standard of Excellence (%)	10.3	9.8	12.1	11.5	9.9
	Science 9	Students Enrolled	184	183	165	174	172
		Acceptable Standard (%)	64.7	45.4	61.8	56.9	60.5
		Standard of Excellence (%)	3.3	4.9	4.8	6.9	6.4
	Social Studies 9	Students Enrolled	184	183	165	174	171
		Acceptable Standard (%)	69.0	49.2	66.1	62.6	68.4
		Standard of Excellence (%)	9.2	9.8	12.1	9.8	12.3

Note: Data values have been suppressed where the number of students is less than 6. Suppression is marked with an asterisk (*).

Grade 9 Science results are for information only. Grade 9 Science is not currently included in the PAT results aggregation measure.

**Diploma Exam Results Course By Course Summary With Measure Evaluation**

Course	Measure	Achievement	Improvement	Overall	2008		Prev 3 Yr Avg	
					N	%	N	%
English Lang Arts 30-1	Acceptable Standard	Very Low	Maintained	Concern	42	81.0	76	83.4
	Standard of Excellence	Intermediate	Maintained	Acceptable	42	14.3	76	11.8
English Lang Arts 30-2	Acceptable Standard	Intermediate	Maintained	Acceptable	31	87.1	38	86.9
	Standard of Excellence	Intermediate	Maintained	Acceptable	31	3.2	38	4.0
French Lang Arts 30	Acceptable Standard	Very High	Maintained	Excellent	8	100.0	8	100.0
	Standard of Excellence	Very High	Improved	Excellent	8	62.5	8	32.5
Français 30	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Pure Mathematics 30	Acceptable Standard	Low	Maintained	Issue	28	60.7	52	68.4
	Standard of Excellence	Very Low	Declined	Concern	28	3.6	52	11.8
Applied Mathematics 30	Acceptable Standard	Very Low	Maintained	Concern	16	68.8	29	72.0
	Standard of Excellence	Very Low	Declined	Concern	16	0.0	29	11.1
Social Studies 30	Acceptable Standard	Intermediate	Improved	Good	43	81.4	75	71.4
	Standard of Excellence	Low	Maintained	Issue	43	11.6	75	13.9
Social Studies 33	Acceptable Standard	Low	Maintained	Issue	34	73.5	42	72.1
	Standard of Excellence	Intermediate	Maintained	Acceptable	34	11.8	42	6.6
Biology 30	Acceptable Standard	Intermediate	Maintained	Acceptable	37	78.4	77	70.3
	Standard of Excellence	Very Low	Declined	Concern	37	8.1	77	18.3
Chemistry 30	Acceptable Standard	Low	Maintained	Issue	31	71.0	36	80.7
	Standard of Excellence	Very Low	Declined Significantly	Concern	31	6.5	36	25.8
Physics 30	Acceptable Standard	Low	Improved	Acceptable	21	76.2	34	59.6
	Standard of Excellence	Low	Maintained	Issue	21	14.3	34	7.2
Science 30	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a

Note: Data values have been suppressed where the number of students is less than 6. Suppression is marked with an asterisk (*).

Too few jurisdictions offer Français 30 for an Achievement Evaluation to be calculated. However, the results from Français 30 are included in the aggregation of all Diploma courses.

**Diploma Exam Results Course By Course Summary By Students Writing**

		2004	2005	2006	2007	2008
English Lang Arts 30-1	Students Writing	65	92	67	68	42
	Acceptable Standard %	86.2	85.9	80.6	83.8	81.0
	Standard of Excellence %	7.7	13.0	16.4	5.9	14.3
English Lang Arts 30-2	Students Writing	43	31	47	36	31
	Acceptable Standard %	79.1	83.9	85.1	91.7	87.1
	Standard of Excellence %	7.0	6.5	0.0	5.6	3.2
French Lang Arts 30	Students Writing	7	9	5	7	8
	Acceptable Standard %	100.0	100.0	*	100.0	100.0
	Standard of Excellence %	0.0	22.2	*	42.9	62.5
Français 30	Students Writing	n/a	n/a	n/a	n/a	n/a
	Acceptable Standard %	n/a	n/a	n/a	n/a	n/a
	Standard of Excellence %	n/a	n/a	n/a	n/a	n/a
Pure Mathematics 30	Students Writing	43	57	47	51	28
	Acceptable Standard %	62.8	63.2	59.6	82.4	60.7
	Standard of Excellence %	16.3	8.8	12.8	13.7	3.6
Applied Mathematics 30	Students Writing	26	31	21	34	16
	Acceptable Standard %	73.1	83.9	76.2	55.9	68.8
	Standard of Excellence %	7.7	22.6	4.8	5.9	0.0
Social Studies 30	Students Writing	69	92	61	73	43
	Acceptable Standard %	78.3	81.5	65.6	67.1	81.4
	Standard of Excellence %	13.0	12.0	14.8	15.1	11.6
Social Studies 33	Students Writing	51	43	48	34	34
	Acceptable Standard %	51.0	79.1	66.7	70.6	73.5
	Standard of Excellence %	2.0	4.7	6.3	8.8	11.8



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Biology 30	Students Writing	57	90	61	79	37
	Acceptable Standard %	52.6	68.9	67.2	74.7	78.4
	Standard of Excellence %	8.8	16.7	23.0	15.2	8.1
Chemistry 30	Students Writing	30	41	28	39	31
	Acceptable Standard %	56.7	70.7	89.3	82.1	71.0
	Standard of Excellence %	10.0	26.8	25.0	25.6	6.5
Physics 30	Students Writing	25	45	20	37	21
	Acceptable Standard %	52.0	37.8	60.0	81.1	76.2
	Standard of Excellence %	4.0	11.1	5.0	5.4	14.3
Science 30	Students Writing	2	5	n/a	n/a	n/a
	Acceptable Standard %	*	*	n/a	n/a	n/a
	Standard of Excellence %	*	*	n/a	n/a	n/a

Note: Data values have been suppressed where the number of students is less than 6. Suppression is marked with an asterisk (*).



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Measure History Diploma Exam Participation Rate

	2004	2005	2006	2007	2008
N	142	162	149	147	101
% Writing 0 Exams	23.8	22.5	29.3	19.7	23.3
% Writing 1+ Exams	76.2	77.5	70.7	80.3	76.7
% Writing 2+ Exams	69.0	71.2	67.3	75.4	71.7
% Writing 3+ Exams	51.7	61.0	48.1	61.4	52.5
% Writing 4+ Exams	31.6	45.7	39.8	52.3	40.4
% Writing 5+ Exams	20.1	28.0	23.3	27.2	30.3

	2004	2005	2006	2007	2008
N	142	162	149	147	101
English 30/30-1	41.5	50.0	40.3	50.3	39.6
English 33/30-2	26.8	22.2	26.2	23.8	33.7
Total of 1 or more English Diploma Exams	67.6	71.6	66.4	74.1	72.3
Social 30	38.0	47.5	40.3	48.3	34.7
Social 33	35.2	24.1	28.9	27.2	37.6
Total of 1 or more Social Diploma Exams	71.8	70.4	67.1	72.8	71.3
Math 30/Pure	24.6	34.6	30.2	35.4	32.7
Math 33/Applied	16.9	17.9	13.4	25.2	16.8
Total of 1 or more Math Diploma Exams	40.8	52.5	42.3	59.2	49.5
Biology 30	35.9	43.8	42.3	50.3	37.6
Chemistry 30	17.6	21.6	20.1	24.5	30.7
Physics 30	19.0	24.1	10.7	26.5	19.8
Science 30	0.0	3.1	0.7	0.0	2.0
Total of 1 or more Science Diploma Exams	40.8	52.5	45.0	55.1	41.6
Français 30	0.0	0.0	0.0	0.0	0.0
French Language Arts 30	2.1	3.7	1.3	2.0	2.0
Total of 1 or more French Diploma Exams	2.1	3.7	1.3	2.0	2.0

Note: Data values have been suppressed where the number of students is less than 6. Suppression is marked with an asterisk (*). Results are based upon a cohort of grade 10 students who are tracked over time. The table shows the percentage of students in this cohort who complete diploma exams by the end of their third year of high school.



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Measure History Rutherford Scholarship Eligibility Rate

	2004	2005	2006	2007	2008
Total Gr 12 Students	121	135	114	109	88
Percent Eligible for Scholarship	50.4	62.2	56.1	66.1	51.1

Reporting School Year	Total Students	Grade 10 Rutherford		Grade 11 Rutherford		Grade 12 Rutherford		Overall	
		Number of Students Eligible	Percent of Students Eligible	Number of Students Eligible	Percent of Students Eligible	Number of Students Eligible	Percent of Students Eligible	Number of Students Eligible	Percent of Students Eligible
2004	121	47	38.8	53	43.8	24	19.8	61	50.4
2005	135	67	49.6	71	52.6	52	38.5	84	62.2
2006	114	53	46.5	55	48.2	31	27.2	64	56.1
2007	109	66	60.6	55	50.5	37	33.9	72	66.1
2008	88	36	40.9	32	36.4	20	22.7	45	51.1



Outcome: Students are well prepared for lifelong learning.

Performance Measure	Current Result	Previous 3-yr Avg.	May 2009 Evaluation			Targets		
			Achievement	Improvement	Overall	2009/2010	2010/2011	2011/2012
High school to post-secondary transition rate of students within six years of entering Grade 10.	56.6	58.0	Intermediate	Maintained	Acceptable	57.0	57.5	58.0

Strategies

- Emphasize literacy and numeracy in elementary grades.
- Provide support for students with special learning needs.
- Provide students with skills in communication technology.
- Provide students with community role models.
- Continue to emphasize parental involvement.
- Develop specific plans for FNMI students.
- Continue to emphasize career counseling with a focus on FNMI students.
- Incorporate critical thinking skills and inquiry-based learner into the classroom.

Measure History

	2004		2005		2006		2007		2008	
	N	%	N	%	N	%	N	%	N	%
4 Year	157	32.2	140	38.5	158	39.1	142	40.7	143	42.9
6 Year	151	56.6	178	53.4	157	60.6	140	60.1	158	56.6



Outcome: Students are well prepared for employment.

Performance Measure	Current Result	Previous 3-yr Avg.	May 2009 Evaluation			Targets		
			Achievement	Improvement	Overall	2009/2010	2010/2011	2011/2012
Overall teacher and parent agreement that students are taught attitudes and behaviours that will make them successful at work when they finish school.	74.6	81.6	Intermediate	Declined	Issue	76.0	77.0	78.0

Strategies

- Enhance and provide range of instructional programs especially in the area of CTS to meet the needs of all learners.
- Ensure graduates achieve Student Learning Outcomes defined by Alberta Education.
- Promote healthy lifestyles in schools.
- Ensure students are well grounded in basic skills.
- Provide French Immersion and/or French as a Second Language programming.
- Provide off-campus programming including RAP and Green certificate.
- Support Catholic values to encourage vocations.
- Provide career counseling to help students make employment and post-secondary decisions.
- Incorporate assistive technology.

Measure History

	2005		2006		2007		2008		2009	
	N	%	N	%	N	%	N	%	N	%
Overall	265	73.8	258	78.6	266	82.1	264	84.1	236	74.6
Parent	131	58.8	116	69.8	130	71.5	132	80.3	110	62.7
Teacher	134	88.8	142	87.3	136	92.6	132	87.9	126	86.5



Outcome: Students model the characteristics of active citizenship.

Performance Measure	Current Result	Previous 3-yr Avg.	May 2009 Evaluation			Targets		
			Achievement	Improvement	Overall	2009/2010	2010/2011	2011/2012
Overall teacher, parent and student agreement that students model the characteristics of active citizenship.	75.5	75.2	Intermediate	Maintained	Acceptable	76.0	76.5	77.0

Strategies

- Permeate Catholic teaching throughout curriculum.
- Patriotic exercises conducted in schools.
- Teach values through Religion Education program.
- Sustain safe and caring programs.
- Promote fine arts and athletics in schools.
- Participate in Historica Fair program.
- Involve students in community service projects.
- Maintain and encourage Social Justice and Christian Service Program.

Measure History

	2005		2006		2007		2008		2009	
	N	%	N	%	N	%	N	%	N	%
Overall	698	72.5	694	73.8	735	74.9	629	76.9	700	75.5
Parent	134	69.1	120	74.4	135	72.1	132	79.2	117	77.9
Student	428	63.6	430	64.2	463	66.5	364	63.8	456	66.1
Teacher	136	84.8	144	82.8	137	85.9	133	87.7	127	82.5



Goal Three: Success for First Nation, Métis and Inuit (FNMI) Students

Outcome: FNMI students are well prepared for citizenship, the workplace and post-secondary education and training.

<p>Performance Measures [results required to be reported in 2010]</p>
<ul style="list-style-type: none"> High school to post-secondary transition rate of self-identified FNMI students within six years of entering Grade 10.
<p>Strategies</p> <ul style="list-style-type: none"> Continue delivery of Division FNMI programming support through a full-time Divisional Co-ordinator. Ensure each school develops FNMI program goals that address appropriate programs and supports for FNMI students. Career counseling emphasized at junior/senior high school level with a special focus on FNMI students. Increase the quantity and quality of First Nation, Metis, Inuit curriculum, language, learning and teaching resources. Work with stakeholders to provide relevant career and labour market information, resources and services to First Nation, Metis, Inuit learners, parents and communities. Provide opportunities for First Nation, Metis, Inuit students to gain an awareness of post secondary and career options, including apprenticeship and industry training. Improve communication between the home and the school.

Outcome: Key outcomes for FNMI students improve.

<p>Performance Measures [results required to be reported in 2010]</p>
<ul style="list-style-type: none"> Overall percentage of self-identified FNMI students who achieved the acceptable standard and overall percentage who achieved the standard of excellence on provincial achievement tests.
<ul style="list-style-type: none"> Overall percentage of self-identified FNMI students who achieved the acceptable standard and overall percentage who achieve the standard of excellence on diploma examinations.
<ul style="list-style-type: none"> Annual dropout rate of self-identified FNMI students aged 14-18.
<ul style="list-style-type: none"> High school completion rate of self-identified FNMI students (three-year rate).
<ul style="list-style-type: none"> Percentages of self-identified FNMI students writing four or more diploma exams within three years of entering Grade 10.
<ul style="list-style-type: none"> Percentages of self-identified Grade 12 FNMI students eligible for a Rutherford Scholarship.
<p>Strategies</p> <ul style="list-style-type: none"> Provide First Nation, Metis, Inuit students with community role models. Increase parental, Elder and Cultural Expert involvement. Promote First Nation, Metis, Inuit students' positive self-identity through school programs, for example, cultural awareness activities and events supporting appreciation, high expectations and recognition. Emphasis numeracy and literacy in FNMI learners.



Goal Four: Highly Responsive and Responsible Jurisdiction

Outcome: The education system at all levels demonstrates effective working relationships.

Performance Measure	Current Result	Previous 3-yr Avg.	May 2009 Evaluation			Targets		
			Achievement	Improvement	Overall	2009/2010	2010/2011	2011/2012
Overall teacher and parent satisfaction with parental involvement in decisions about their child's education.	74.9	79.3	Intermediate	Declined	Issue	76.0	77.0	78.0

Strategies

- School Council Chairs meet with Trustees on an annual basis.
- Assessment Committees are part of School Councils.
- Board meets annually with three of the Jurisdictions that share boundaries, High Prairie, Northern Gateway and Peace River #10.
- School Plans will provide a goal to enhance and encourage parental involvement.
- Centralizing school district's technology support and delivery will provide an enhancement of Division web page and communication tools will be further developed.
- School Division will be providing web based communication tool for schools to promote parental communication.
- Build working relationships with agencies that provide support for FNMI families.
- Family Math Nights will be coordinated.
- Focus of AISI Cycle IV understanding new curriculum, new assessment practices and outcome-based reporting.
- Schools maintain partnerships with local businesses.
- Student Health Initiative maintained.
- Tuition agreements maintained with Lesser Slave Lake Indian Regional Council and Western Cree Tribal Council.
- Agreement maintained with Fort Vermilion Public School Division No. 52 for the operation of St. Mary's School.
- Board maintains regular contact with the Archbishop.
- Schools and Division work collaboratively with Children's Services and Mental Health.
- School Councils are active in school improvement planning.
- Capacity Building Leadership project developed in conjunction with neighboring school divisions.

Measure History

	2005		2006		2007		2008		2009	
	N	%	N	%	N	%	N	%	N	%
Overall	268	78.6	264	76.9	271	79.2	265	81.7	244	74.9
Parent	133	72.9	120	70.8	134	73.3	132	79.0	117	69.9
Teacher	135	84.2	144	83.0	137	85.1	133	84.3	127	79.8



Outcome: The education system at all levels demonstrates leadership and continuous improvement.

Performance Measure	Current Result	Previous 3-yr Avg.	May 2009 Evaluation			Targets		
			Achievement	Improvement	Overall	2009/2010	2010/2011	2011/2012
Overall percentage of teachers, parents and students indicating that their school and schools in their jurisdiction have improved or stayed the same in the last three years.	77.7	79.3	High	Maintained	Good	78.0	78.5	79.0

Strategies

- School Board active in Alberta Catholic School Trustees' Association and the Alberta School Boards' Association.
- On-going professional development for division administration.
- School Councils are offered and receive training and support.
- System of school-based decision-making maintained.
- Jurisdiction works with Regional Consortia for supporting leadership development.
- Teachers access the Regional Consortia.
- Supporting Beginning Teachers Pilot Project- mentorship program..
- Professional development opportunities for teachers are maintained.
- The professional development of support staff is improved.
- Comprehensive professional development is maintained.
- Support for Division and site-based Professional Learning Communities is maintained.
- Annual school-based Accountability Pillar Meetings held with administration at each school.
- A two year Capacity Building Leadership Project developed in conjunction with neighboring school division.
- AISI Cycle IV "Leaders Supporting Learners".

Measure History

	2005		2006		2007		2008		2009	
	N	%	N	%	N	%	N	%	N	%
Overall	688	73.8	690	75.8	729	80.0	623	81.9	691	77.7
Parent	129	73.6	120	74.2	131	77.9	130	84.6	116	75.9
Student	425	77.7	427	75.8	463	82.8	364	79.8	455	79.8
Teacher	134	70.1	143	77.6	135	79.3	129	81.4	120	77.5



Budget Highlights

- *Key financial information about the upcoming school year, focusing on anticipated major changes or shifts in focus from the prior year to address evaluation of Accountability Pillar results.*
- *Guiding principles used in financial planning*
- *Charts/tables to summarize information*
- *A web-link to the jurisdiction's Budget Report Form*



Highlights of Facility and Capital Plans

The Division maintains a Ten-Year Facility Plan that is updated on an annual basis. All school facilities are audited through the Alberta Infrastructure School Facility Evaluation Program. The audits are key drivers in identifying additional space and modernization needs that will be prioritized in the Three-Year Capital Plan of the jurisdiction. The ultimate goal of this plan is to ensure students are taught in schools that facilitate programming needs in a healthy and safe environment.

Good Shepherd School in Peace River has had a second modular classroom added in June 2008 to meet the Class Size Initiative targets. Population growth is anticipated in years to come and additional modular classrooms will be required to accommodate this growth. The modernization requirements for this school will be met through the IMR and Operation and Maintenance Programs.

École Providence in McLennan has been allocated \$1,037,400 in February 2008, to upgrade this facility in accordance with the 2004 Alberta Infrastructure Facility Audit. A concept plan has been developed by Francis Ng Architects to determine the work which will be completed in the 2009-2010 school year. Holy Family Cyberhigh School continues to be housed at Providence School as this school has a low utilization.

Holy Family School has been identified for major modernization in the next one to three years as identified in the audit. It is the Board's first priority for modernization. A Concept Development Study has been completed and submitted to Alberta Infrastructure. The school has been identified as a project for the Value Management School by Alberta Education. Unfortunately, due to the economic recession, the project is on hold but needs to proceed when new funding is allocated to School Boards. The enrolment at Holy Family School is stable. A major facelift to improve the learning environment is required.

The School Board Capital Plan identifies **Glenmary School** requiring CTS space. The contract for their leased space to deliver CTS programming has been terminated by the landlord effective August 31, 2009. A modular classroom has been applied for to serve as a temporary space until the required new space is obtained. Enrolment is stable at present with anticipated slow growth in the next 2 – 5 years.

St. Andrew's School in High Prairie requires significant upgrading to mechanical and electrical components. Funding will be beyond IMR. A new two station junior/senior high gymnasium is required to meet safety standards and accommodate high school sports. Additional CTS space is required to accommodate the growing need for occupational programming. Temporary space may be required as the population grows and this would need to be accommodated with modular classrooms. A Concept Plan is needed to reconfigure the existing space and consolidate the many additions that have occurred over the years. The school resembles a maze.

A new school, **St. Stephen's**, has been completed in Valleyview and has been operational since 2006-2007. The new facility provides students with a very modern and functional facility to accommodate a functional growing K – 9 program. Additional space may be required to facilitate the class size initiative and the extensive special education programming needs.

A major modernization and addition to **Rosary School** in Manning was completed in 2002. The project provided for a modern and functional learning environment as well as appropriate space for a K – 9 program. The IMR program will enable the jurisdiction to maintain components that were not addressed in the modernization.

As Capital Funding for major capital projects from Alberta Infrastructure is not forthcoming in the short term, IMR will be required to maintain Holy Family School, and components of Glenmary and St. Andrew's school facilities to a minimum acceptable standard to ensure acceptable learning environments. Deferring these capitals needs



further will likely result in greater costs as the economy continues to put a strain on construction costs.

Further information regarding school facilities may be obtained by contacting the Corporate Secretary at Central Office in Peace River at 780-624-3956 or email doll.w@hfcrd.ab.ca. or visit the website at <http://www.hfcrd.ab.ca/2008%20Ten%20Year%20Facility%20Plan.pdf>.

Publication and Communication

The Holy Family C.R.D. No. 37 website provides the parents and public access to the Three-Year Education Plan, the AISI Annual Report and the Class Size Average Report at the link www.hfcrd.ab.ca/reportsanddocuments.htm. Copies are also available upon request. School Councils are given an opportunity to provide input into the Three-Year Education Plan at school council meetings with their School Principals. Principals then bring input forward to the Superintendent at a special meeting held with Principals to update the Three-Year Education Plan.