



Hockey Canada Accredited School Quality Assessment & Renewal Evaluation Criteria Hockey Alberta



CATEGORY	TIER 1 (EXCEEDS EXPECTATIONS)	TIER 2 (MEETS EXPECTATIONS)	TIER 3 (DOES NOT MEET EXPECTATIONS)	OVERALL GRADE
PROGRAM OVERVIEW	<ul style="list-style-type: none"> All sections are included. Content is clearly and logically presented. Document quality shows excellent understanding of current and future environment with clear and deliberate plan of attack. 	<ul style="list-style-type: none"> All sections are included, and content is good, with some room for improvement. Priorities, challenges and plans of attack show good understanding of current and future environment. plan of attack present but may be vague in some areas. 	<ul style="list-style-type: none"> One or more sections is missing, or content is lacking depth. Organization shows little understanding of current environment and priorities, and challenges are misguided with little plan outlined. 	
ORGANIZATIONAL STRUCTURE	<ul style="list-style-type: none"> All sections are included. Content is clearly and logically presented demonstrating understanding of current and future environment. Human resources serve all relevant organization needs. Conscious effort exists to control resource challenges. 	<ul style="list-style-type: none"> All sections are included, and content organization is good. Human resources are adequately allocated, with only small gaps present. Strengths and challenges are known; however, control plan could be more detailed. 	<ul style="list-style-type: none"> One or more sections is missing, or content is lacking depth. Human resources are misallocated creating large gaps in resources negatively impacting operations and offering. Organization demonstrates lack of understanding of strengths and challenges with little control plan. 	
HOCKEY PROGRAM	<ul style="list-style-type: none"> Hockey Program is comprehensive, intentional, and appropriate for each level of athlete/coach. Program identity has been clearly communicated to & embraced by all stakeholders. Hockey Program has measurable success criteria and is regularly evaluated internally. Tools, technologies and partnerships are leveraged to further support athletes/coaches. Daily student-athlete schedule is optimal. Strengths are understood and maximized, challenges are known and actively controlled. Strong synergies exist between athletics and academics 	<ul style="list-style-type: none"> Hockey Program is comprehensive and appropriate for each level of athlete. Program identity has been communicated well to all stakeholders and embraced by most. Hockey Program has measurable success criteria and is evaluated periodically internally. Daily athlete schedule is sound. Strengths are understood and leveraged, challenges are known, and plan exists to address. Some synergies exist between athletics and academics. 	<ul style="list-style-type: none"> Hockey Program lacks detail and appropriateness for some athletes. Program Identity is weak or has not been well communicated/embraced. Hockey Program lacks measurable evaluation criteria. Strengths and challenges are not well understood and little to no plan exists to address. Lack of synergies between athletics and academics. 	
EDUCATION PROGRAM	<ul style="list-style-type: none"> Education program is comprehensive and appropriate for student-athletes. Academic expectations are fair, well outlined and understood by all stakeholders. Academic tracking and intervention policy is proactive functioning. Student-athletes are thriving and eligible for post-secondary. Effects of absences due to travel are mitigated. 	<ul style="list-style-type: none"> Education program is comprehensive and appropriate for student-athletes. Academic expectations are fair and understood by students-athletes. Academic tracking and intervention policy is functional. Student athletes are eligible for post-secondary. Effects of absences due to travel are minimal. Academic staffing resources support the basic needs of student-athletes. 	<ul style="list-style-type: none"> Education program is lacking in one or more areas and is not appropriate for all student-athletes. Academic expectations do not exist or are not understood by student-athletes. Academic tracking and intervention policy is not functioning adequately, creating concerns for post-secondary eligibility. 	

Using this Rubric: Programs must receive an overall grade of Tier 2 or Tier 1 in each category to have their status HCAS status renewed for the three-year term. Any program receiving a Tier 3 score for one category or more will be at a minimum placed on probation and reassessed the next season or may be subject to the removal of their HCAS Status altogether. Programs may have elements in multiple tiers for a given category, thus the overall grade column will ultimately determine which tier they fall into for a specific category.



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	<ul style="list-style-type: none"> Academic staffing resources, tools, technologies and partnerships support all needs of student-athletes. Student-athletes are connected to and leaders amongst the student body. Program academic strengths are known and maximized, challenges are understood and actively controlled. 	<ul style="list-style-type: none"> Student-athletes are connected to the broader student body. Program academic strengths and challenges are understood, and plan exists to maximize and control. 	<ul style="list-style-type: none"> Academic staffing resources are not sufficiently supporting student-athletes needs. Student athletes are disconnected from the broader student body. Strengths and challenges are not well understood with little plan for improvement and control in place. 	
BILLETING & RECRUITMENT	<ul style="list-style-type: none"> Billets are extensively screened, oriented and engaged by the program. Billet policy is comprehensive and effective. Players regard billet experience extremely fondly. Student-athlete Recruitment philosophy is proactive, comprehensive, and logical. Student-athlete onboarding process is comprehensive. Billet and recruitment strengths are maximized, and challenges are well known and mitigated. 	<ul style="list-style-type: none"> Billets are adequately screened, oriented, and engaged by the program. Billet policy is comprehensive and effective. Most players regard billet experience positively and any issues are being addressed. Student-athlete Recruitment philosophy is comprehensive and logical. Student-athlete onboarding process is good. Billet and recruitment strengths and challenges are known and plan to maximize and control exists. 	<ul style="list-style-type: none"> Billets lack screening, orientation or engagement. Billet policy is lacking in key areas. Players express significant concern with billet experience. Student-athlete recruitment strategy is lacking in detail or effectiveness. Student-athletes are not onboarded effectively. Strengths and challenges are not well understood and little to no plan for improvement or control exists. 	
HEALTH & SAFETY	<ul style="list-style-type: none"> Polices for conduct, hiring, screening, complaint handling/conflict resolution, abuse and harassment, conflict of interest, etc are extensive and effective. Insurance coverages reach beyond the basic coverages expected by a Hockey Program. Medical coverage has been extensively considered and enacted. Player wellbeing practices are emphasized and effective. Emergency Action Plan is detailed, covers various situations and has been simulated. Strengths of health and safety are maximized, challenges mitigated. 	<ul style="list-style-type: none"> Polices for conduct, hiring, screening, complaint handling/conflict resolution, abuse and harassment, conflict of interest, etc exist, are used and are effective. Insurance coverages blanket all basic areas expected in a Hockey Program. Medical coverage exists in all high-risk settings. Player wellbeing measures are in place and effective. Emergency Action Plan is detailed and covers various situations. Strengths and challenges of health and safety are known and plan to control exists. 	<ul style="list-style-type: none"> One or more polices for conduct, hiring, screening, complaint handling/conflict resolution, abuse and harassment, conflict of interest does not exist, are not used or are ineffective. Insurance is lacking in one or more basic areas expected in a Hockey Program. Medical coverage is lacking in one or more high-risk settings. Player wellbeing measures are lacking or ineffective. Emergency Action plan lacks coverage in one or more significant situations. Strengths and challenges of health and safety are not well known with little to no control plan. 	
FACILITIES & EQUIPMENT	<ul style="list-style-type: none"> All sections are included. Facilities and equipment are in excellent condition and provide athletes with development opportunities above and beyond expected. Facilities are located conveniently. Strengths are maximized and challenges have improvement plans. 	<ul style="list-style-type: none"> All sections are included. Facilities and equipment are in good condition providing athletes with the appropriate development opportunities. Facilities are located within reasonable proximity from each other. Strengths and challenges are known, and control plan exists. 	<ul style="list-style-type: none"> One or more sections are not included or lack detail. Facilities and equipment are not in good condition or limit the development opportunities provided to athletes. Facilities are located in unreasonable proximity. 	

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			<ul style="list-style-type: none"> Strengths and challenges are not well known, or little control plan exists. 	
MARKETING & COMMUNICATIONS	<ul style="list-style-type: none"> Program is proactive in communicating with all stakeholders and provides all relevant information in a timely manner. Marketing plan is deliberate, comprehensive and effective at reaching target audience. Target audience is appropriate for organization's position. Communication is back-and-forth between program and stakeholders and incoming information is utilized and addressed. 	<ul style="list-style-type: none"> Program communicates relevant information to players and parents in a timely manner. Marketing plan is basic and reaches a general audience. Two-way communication exists between program and stakeholders and feedback is utilized and addressed 	<ul style="list-style-type: none"> Program fails to communicate relevant information to players and parents in a timely manner. Lack of marketing plan exists with little to no idea of an appropriate audience. Communication is mostly one way and stakeholder feedback is ignored. 	
FINANCIALS	<ul style="list-style-type: none"> Program budget is thorough, accurate and market leading in relation to student-athlete value obtained. Budget, actuals and debt contain no red flags. Program legitimizes financial statements with audit. 	<ul style="list-style-type: none"> Program budget is thorough, accurate and justified in relation to student-athlete cost. Budget, actuals and debt contain no red flags. 	<ul style="list-style-type: none"> Program budget is vague, inaccurate, or unjustified in relation to student-athlete cost. Budget, actuals and debt contain one or more red flags. 	
COACHING & PRACTICE OBSERVATIONS	<ul style="list-style-type: none"> Coaches are actively participating in professional development throughout the season via internal and external methods to improve identified areas. Coaches are perceived by minimum three-quarter of players as effective communicators capable of making necessary in-game adjustments. <p>In practice observation:</p> <ul style="list-style-type: none"> Minimum 16/19 Instructional Plan and Instructional Session elements are present. Management of time always shows deliberate action and minimizes interruptions. Overall Performance exceeds expectations in 9/13 areas or more. Practice Evaluation scores cumulatively equal or exceed 44 total. 	<ul style="list-style-type: none"> Coaches are actively participating in professional development throughout the season via internal methods to improve identified areas. Coaches are perceived by majority of players as effective communicators capable of making necessary in-game adjustments. <p>In practice observation:</p> <ul style="list-style-type: none"> Minimum 12/19 Instructional Plan and Instructional Session elements are present. Time management creates only a few interruptions. Overall Performance meets expectations in 10/13 areas or more. Practice evaluation scores cumulatively equal or exceed 33 total. 	<ul style="list-style-type: none"> Coaches lack participation in professional development throughout the season or have not identified areas of improvement to focus attention. Coaches are not perceived by majority of players as effective communicators capable of making necessary in-game adjustments. <p>In practice observation:</p> <ul style="list-style-type: none"> Less than 12/19 Instructional Plan and Instructional Session elements are present. Time management is poor and disrupts flow of practice. Overall Performance does not meet expectations in 4/13 areas or more. Practice evaluation scores cumulatively fall below 33 total. OR one or more major concerns exist severely impacting practice quality 	

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