



# LEGACIES ACADEMY

## ANNUAL EDUCATION RESULTS REPORT



### REVIEW OF 2023-2024

Submitted to Alberta Education  
on December 6, 2024

School Authority A.0381  
Legacies Academy Foundation

# ACCOUNTABILITY STATEMENT

The Annual Education Results Report for Legacies Academy for the 2023/2024 school year was prepared under the direction of the Board of Directors in accordance with the responsibilities under the Private Schools Regulation and the Ministerial 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 2023/2024 was approved by the Board on November 29th, 2024.

## WHISTLEBLOWER STATEMENT

Pursuant to section 32 of the Public Interest Disclosure (Whistleblower Protection) Act, no disclosures were received to date.



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**Hannah Rehak**

*Board Chair*

**Signed On:**

November 29<sup>th</sup>, 2024

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**Elmoné Sims**

*Principal*

**Signed On:**

November 29<sup>th</sup>, 2024

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*This document can be found on the Legacies Academy school website:*

*[www.legacies-academy.com](http://www.legacies-academy.com)*

# MESSAGE FROM THE PRINCIPAL

We are pleased to present Legacies Academy's third Annual Education Results Report. We are committed to ensuring the feedback from the AERR is used to adjust and improve our Education Plan. Therefore, each year we will be working with all stakeholders to collaboratively review and revise our Education Plan.

Legacies Academy, literally and figuratively, creates a haven for growth and learning. We believe that curiosity and happiness come to life in a place where children are allowed to follow their interests and explore their surroundings. Our active classrooms are filled with educational materials designed to engage students in hands-on learning. Our program creates a rich environment that focuses on each child's holistic development by sparking wonder through art, music, language, math, science, nature and freedom.

As of September 2024, we have 17 Kindergarten students, 13 Grade One students, 12 Grade Two students, 6 Grade Three students and 8 Grade Three students in separate, small classes. Each class is led by an Alberta Certified Teacher with additional support provided by our three educational assistants, contracted special service providers (SLP, OT, Behaviourists and Psychologists), specialists and our administration team.

Legacies Academy's Board of Directors continue to provide sound oversight in their governance and their range of expertise is invaluable. As we grow our priority is to improve, implement our mission statement and envision a sustainable future. We look forward to continuing to support and celebrate the many successes of our school and greater community. On behalf of Legacies Academy, we want to thank our Board and school community for their continued support and dedication to our students who will leave a lasting legacy in the years to come.

*Sincerely,*



***Elmoné Sims***

*Principal & Founder*

*Bachelor of Education (Digital Portfolio)*

# GENERAL COMMENTARY

## IMPLICATIONS FOR THE EDUCATION PLAN

First and foremost, we want to assess and determine whether the learning environment embodies our mission statement, key beliefs and core values. In order to do so we surveyed parents, staff and students. The first portion of this AERR is an in-depth review of the internal survey conducted.

## SURVEY DATA COLLECTION

Legacies Academy does not have AEAM results, due to Grade Three being the highest Grade Level offered at this time. Until Grade Four is offered, we are not able to partake in the AEAM survey. As a result, Legacies Academy replicated a similar survey (with additional questions) to send out to parents, staff and students.

## REVIEWING PLANS & REPORTS

Legacies Academy is committed to the continuous improvement and refinement as the school entity grows and changes over time. The Annual Education Results Report (AERR) is typically reviewed in October and submitted to Alberta Education in November. The AERR reports on the successes and areas of growth identified from the data collected during the previous school year. The information from the AERR helps to Board of Directors determine and create the key priorities, goals and improvements that must be included in the Education Plan. Each year the Education plan is reviewed in April and submitted to Alberta Education in May.

**Education Plan Review:** Tuesday, April 16<sup>th</sup>, 2024

**Education Plan Approval:** Tuesday, May 14<sup>th</sup>, 2024

**Education Plan Submission:** Friday, May 31<sup>st</sup>, 2024

**Annual General Meeting:** Monday, June 24<sup>th</sup>, 2024

**AERR Review:** Tuesday, October 3<sup>rd</sup>, 2023

**AERR Approval:** Monday, November 25<sup>th</sup>, 2024

**AERR Submission:** Friday, November 30<sup>th</sup>, 2024

# SECTION ONE

## PHILOSOPHY STATEMENTS

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The following Rating Criteria was used to indicate how well each individual feels each statement is implemented and executed.

**0 - No Opinion** / Not Applicable

**1 - Below Average** - Needs Improvement / Falls short of Expectations / Disappointing

**2 - Average** - Neutral / Meets Expectations / Satisfactory

**3 - Above Average** - High Quality / Exceeds Expectations / Impressive

**4\* - No Comparison** - Exceptional Quality / Sets New Expectations / Astonishing

*\*Please Note: Four's are reserved for excellence in order to highlight Legacies Academy's greatest strengths and what sets them apart.*

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This data was collected through the 2023-2024 Parent & Staff Surveys.

Thirteen out of twenty-one parents and four out of four Staff responded.

# Building a Lasting Legacy

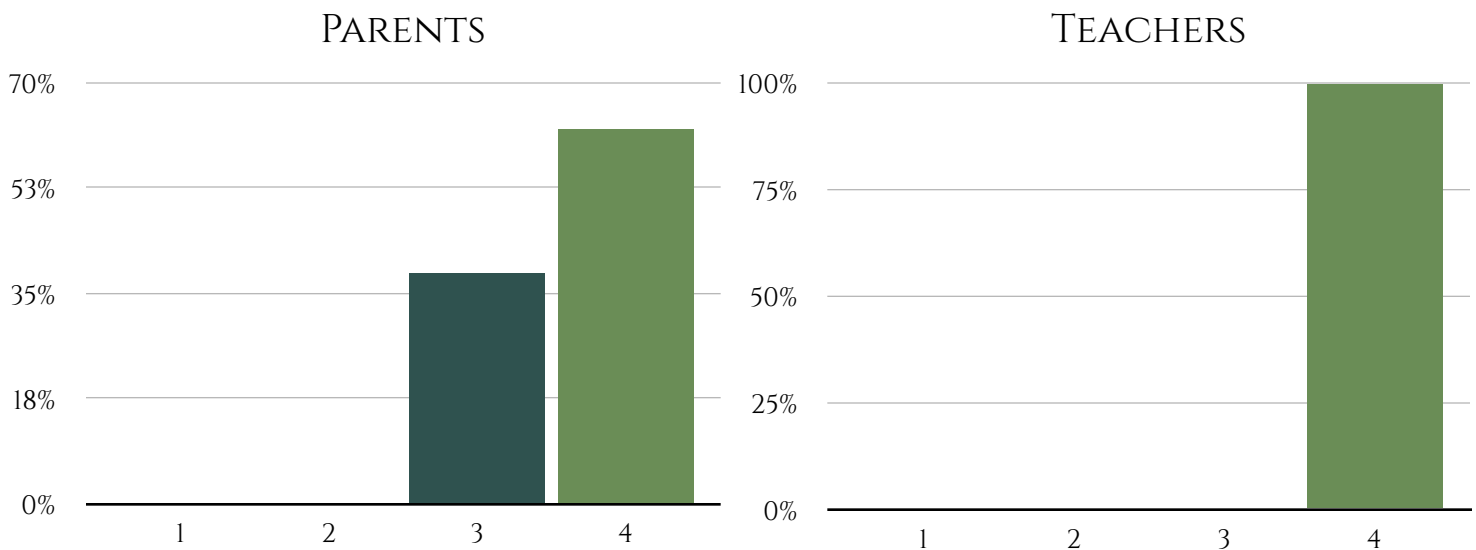
## MISSION STATEMENT

### **Legacy ~**

*(n.) Something that somebody has done successfully and has a positive effect.*

Our mission is to build up and empower each child that walks through our doors so that they leave behind their own legacy. Legacies Academy strives to, literally and figuratively, create a haven for growth and learning. We exist to honour each child by truly understanding who they are, acknowledging where they are and providing them with what the need to reach their full potential.

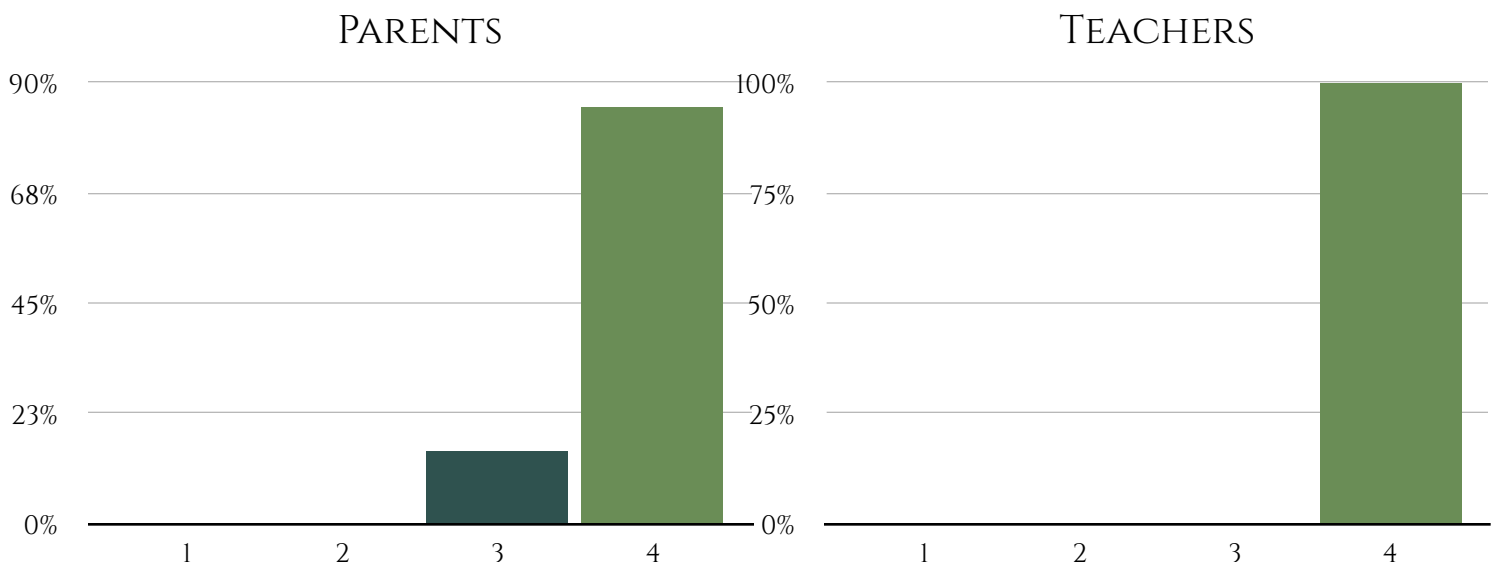
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# A place for the Wild & Free

## WE BELIEVE ... STATEMENT

- ▶ We believe in 'Home-style Schooling' which means creating a warm, welcoming environment that becomes a second home to each student.
- ▶ We believe that childhood is a time to foster wonder, creativity, and discovery through exploration, rich learning experiences and open-ended invitations.
- ▶ We believe that children can receive quality academic education, while also nurturing their sense of curiosity, joy, awe and wonder that encompass a positive childhood.
- ▶ We believe that there are four teachers: the adults, the students, the classroom environment and nature. We are in this journey together and we are equals.
- ▶ We believe that children learn because they want to and are invested in the process, not because they are forced to remember or regurgitate information.
- ▶ We believe in letting children learn at their own pace and always honouring the child; who they are, where they are and providing what they need.
- ▶ We believe in giving children an abundance of opportunities, time and access to beauty – like art, music, literature, nature, and their own imaginations.
- ▶ We believe this path isn't just for childhood but for a lifetime of pursuing interests, responding to adversity and building a life based on purpose, not perfection.

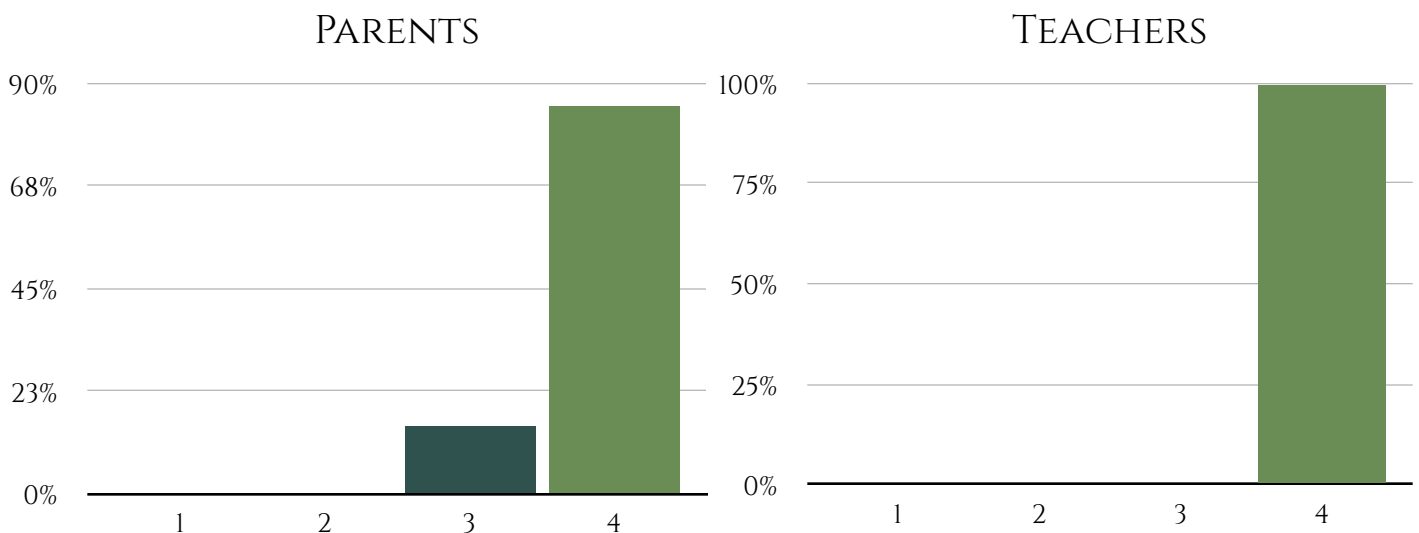


# Core Values & Morals

## VALUE ONE ~ ROOTS & WINGS

There are two gifts we should give our children; one is roots and the other is wings. Roots so that they may know where they come from and wings to be brave enough to take flight. We teach the children to have reverence for the ground they walk on and encourage them to trust themselves enough to explore paths not yet taken.

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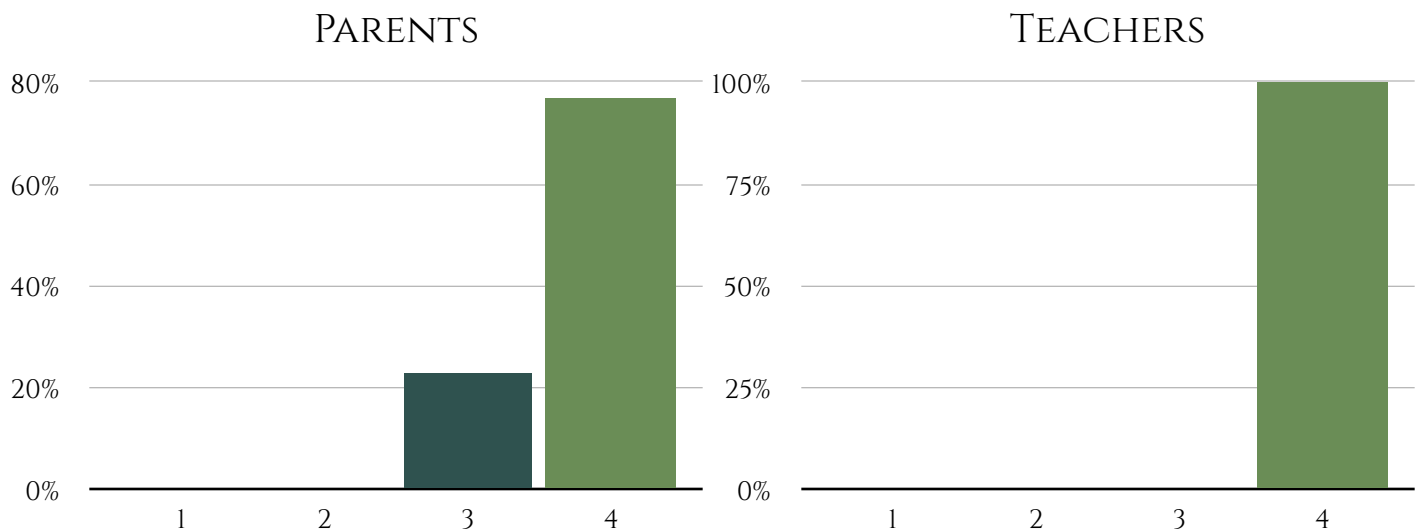
*Do not ask your children to strive for extraordinary lives. Such striving may seem admirable, but it is the way of foolishness. Help them instead to find the wonder and the marvel in every ordinary day. Show them the joy of planting, growing and tasting tomatoes, apples and pears. Show them how to cry when pets and people die. And make the ordinary come alive for them. The extraordinary will take care of itself. -William Martin*



# Core Values & Morals

## VALUE TWO ~ ALL LIFE IS SACRED

Educating the mind without educating the heart is no education at all. All people, plants and animals are treated with the upmost respect. We expose our students to a variety of animals and have extensive discussions about life cycles. Sometimes we grieve together over the loss of a pet and watch in awe as plants grow from the life giving nutrients their body returns to the earth.



*Let's raise tree children;*

*Wild spirits with strong roots - Who bend but don't break.*

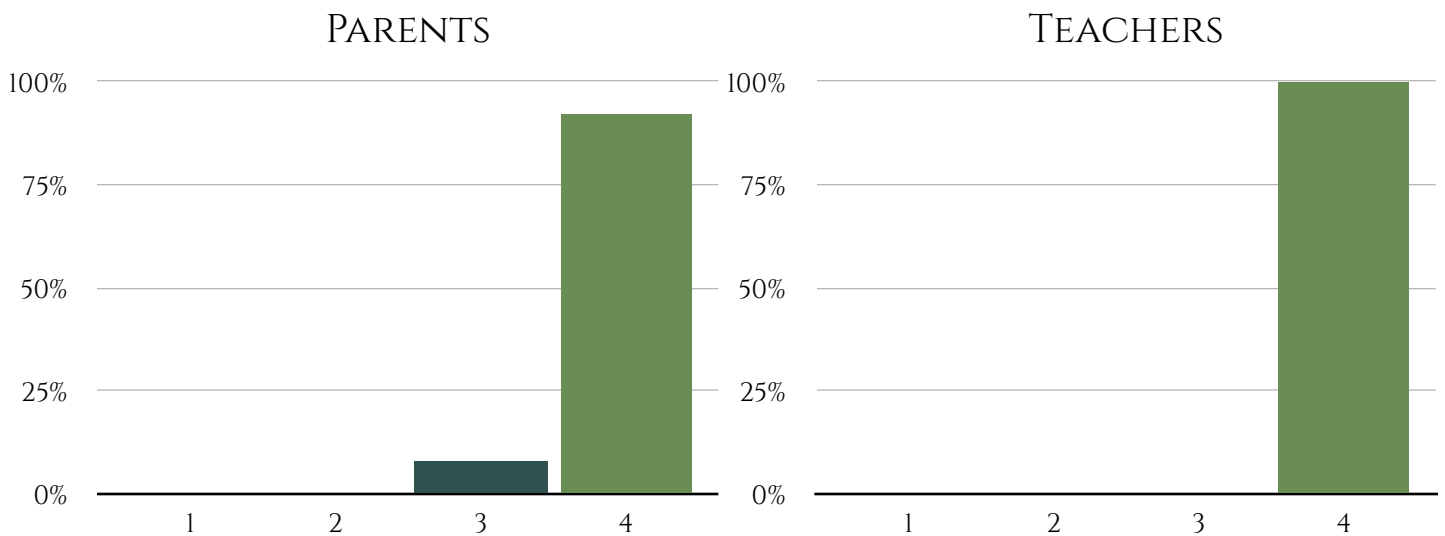
*Children whose arms make shelters and hearts are home to little birds.*

*Singing out for the sheer joy of it. -Nicolette Sowder*

# Core Values & Morals

## VALUE THREE ~ REAL LIFE, LEARNING

Charlotte Mason wrote, "Children are born with all the curiosity they will ever need. It will last a lifetime if they are fed a daily diet of ideas." Not only do we want to bring curriculum to life but we want to walk beside each child through life. That means doing real life learning with a vast variety of experiences through which they gain knowledge, practical skills and handicrafts.

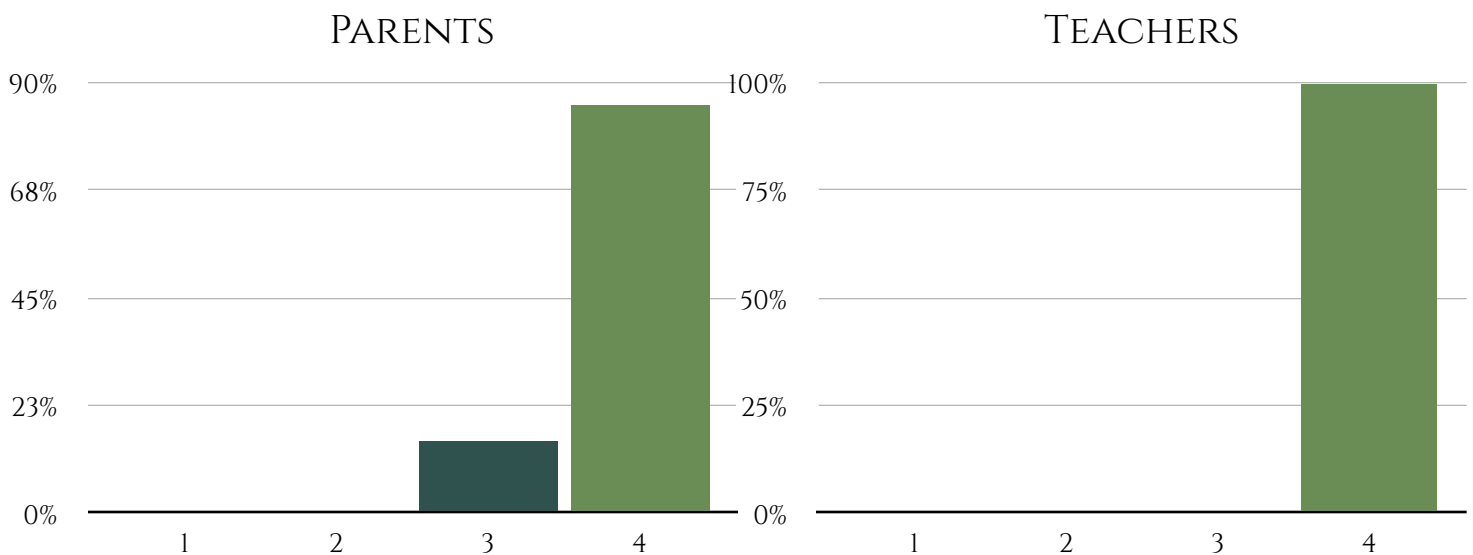


No, we don't need more sleep. It's our souls that are tired, not our bodies.  
We need truth. We need freedom. We need stillness.  
We need nature. We need adventure. We need magic.  
We don't need more sleep, we need to wake up and live. -Brooke Hampton

# Core Values & Morals

## VALUE FOUR ~ HONOURING THE CHILD

There is no comparison between the sun and the moon, they both shine when it is their time. Similarly, we must not compare one child to another. At Legacies each child completes a program designed specifically for them while meeting the Alberta Education standards. Ample time outdoors keeps the magical childhood spark alive and allows each child to flourish at the right time.

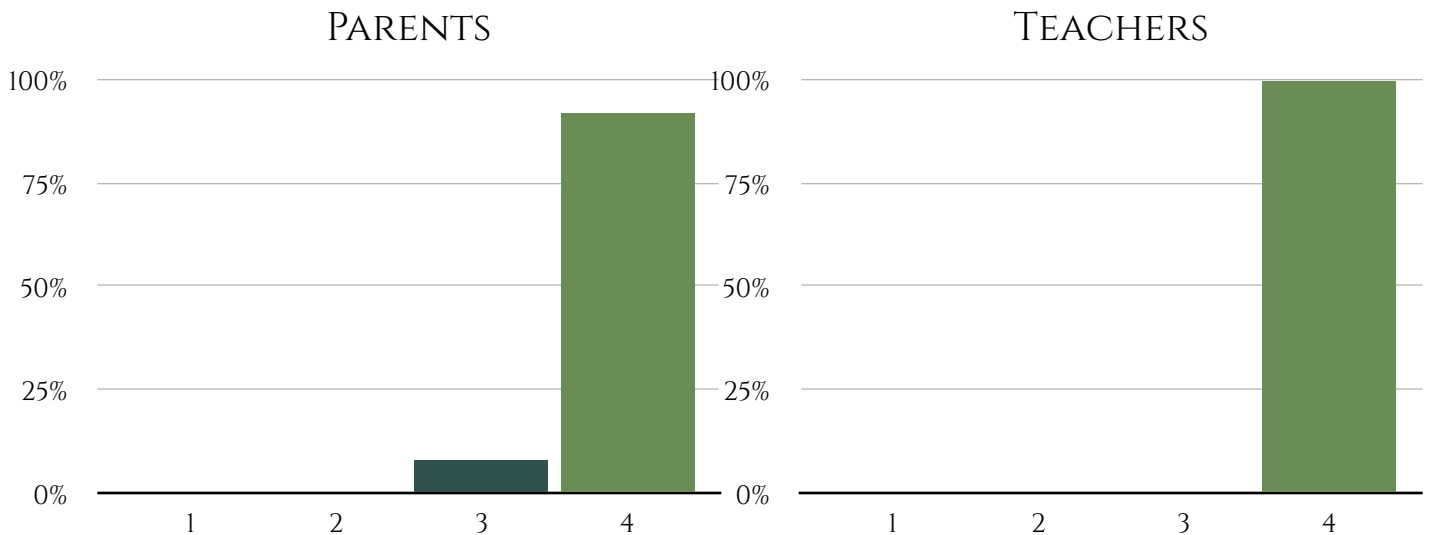


*Give us the wild children with their bare feet and sparkling eyes. The restless and fearless tree climbers. The wild ones using their outside voices, singing and daydreaming all day long. Give me the wonder-filled, endlessly glorious mess makers. Those who yearn for mountains and mud, aching to run through a field of stars. -Nicolette Sowder*

# Core Values & Morals

## VALUE FIVE ~ RESILIENCY & CHARACTER

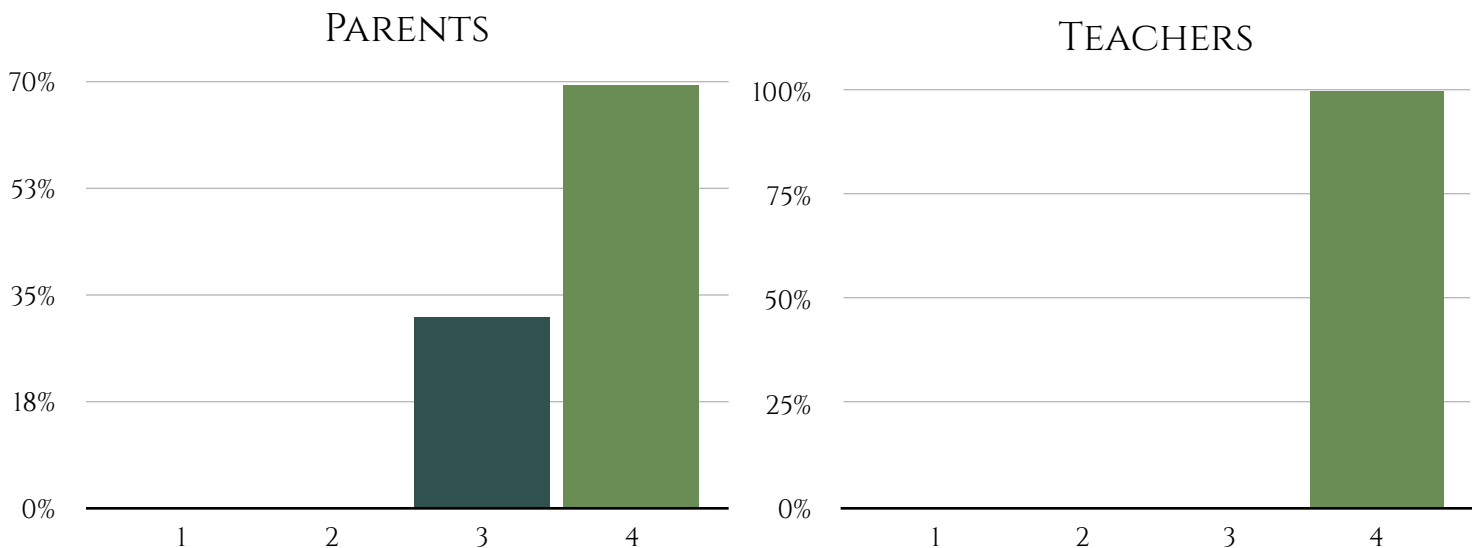
Nature is the best teacher for raising up children who are capable of recovering from difficulties and come out even stronger on the other side of a challenge.



*Encouraging a child to go outside in all weather builds resilience, but more importantly it saves them from spending their life merely tolerating the "bad" days in favour of a handful of "good" ones and a life of endless expectations and conditions where happiness hinges on sunshine. -Nicolette Sowder*

# THE IMPORTANCE OF CHILDHOOD

Childhood is a time to foster wonder, creativity, and discovery through exploration; play is a child's work and we must create a child-honouring environment. In order to create an environment that actively teaches, we provide materials that encourage children to wonder, explore, slow down and look closer. As we observe our students we grab on to opportunities to incorporate the Academic Standards in ways that are authentic and meaningful to them. Subjects are fully integrated because one activity can cover a variety of areas. By doing this, we consider the development of the whole child. Not only do we focus on academic outcomes but also on every student's social-emotional development and what makes them unique. Children can receive quality academic education, while also nurturing a sense of curiosity, joy, and awe that encompasses a positive childhood.



# MULTIAGE CLASSROOMS

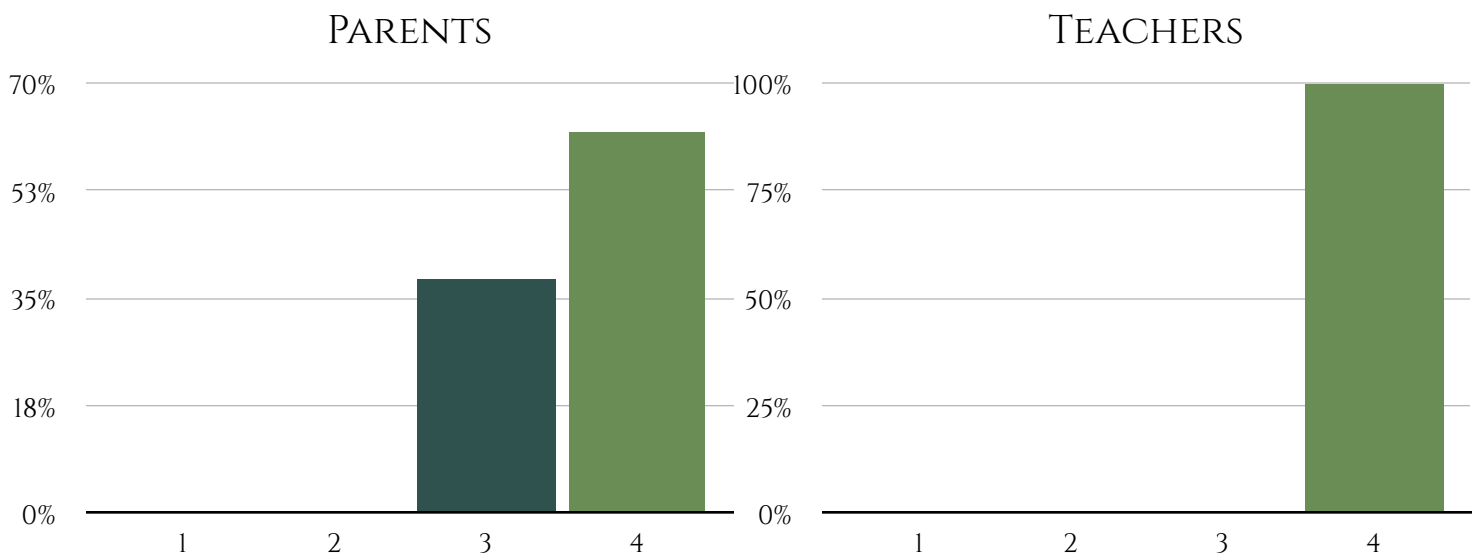
Our multi-age classrooms, first and foremost, are a calm and welcoming space that belongs to the children in scale, proportion, flow, comfort, safety, and inspiration; a hands-on, interactive environment calls children to discover the grace and beauty around them. These programs are led by Certificated Teachers who guide the students through the Alberta Education Program in an inviting, engaging manner.

## WILD WONDERS ~ GRADE LEVEL

In order to create an environment that actively teaches, we provide materials that encourage children to wonder, explore, slow down and look closer. As we observe our students we grab on to opportunities to incorporate the Academic Standards in ways that are authentic and meaningful to them.

## WILDER-GARTEN ~ KINDERGARTEN

Kindergarten is where the seeds of literacy, numeracy, care of self / others and the environment are sown. The classroom is thoughtfully prepared to foster each child's academic growth through a nurturing and rich learning environment.



# SECTION TWO

## FILL-IN-THE-BLANK STATEMENTS

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The following Rating Criteria was used to complete the sentence and indicate how well each individual feels each statement is implemented and executed.

**0 - No Opinion** / Not Applicable

**1 - Disappointing** - Below Average / Needs Improvement / Falls short of Expectations

**2 - Satisfactory** - Average / Neutral / Meets Expectations

**3 - Impressive** - Above average / High Quality / Exceeds Expectations

**4\*** - **Astonishing** - No Comparison / Exceptional Quality / Sets New Expectations

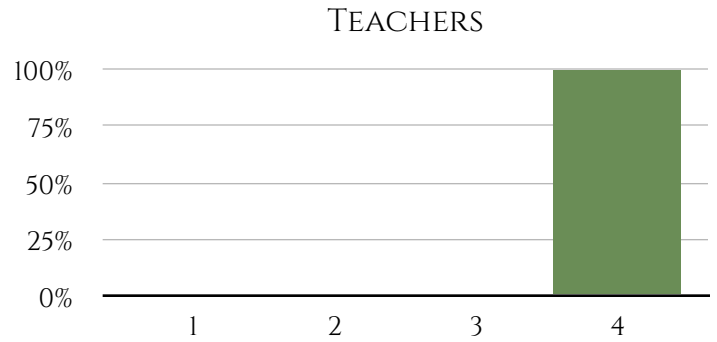
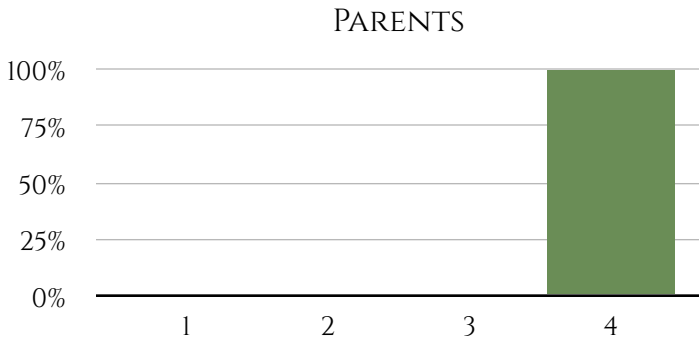
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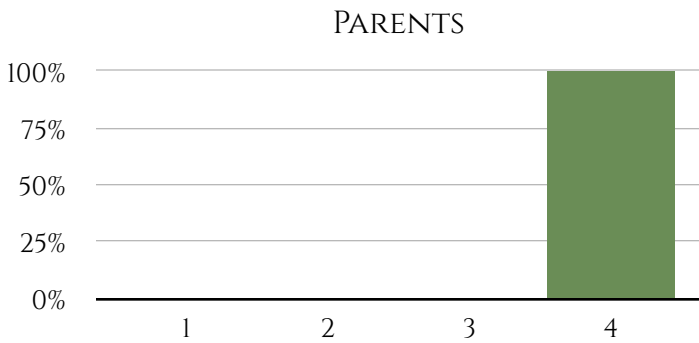
This data was collected through the 2023-2024 Parent & Staff Surveys.  
Thirteen out of twenty-one parents and four out of four teachers responded.

# FILL-IN-THE-BLANK STATEMENTS

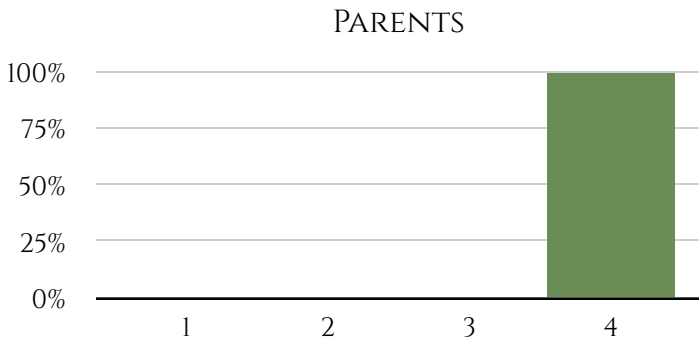
The **quality of education** the students receives is \_\_\_\_\_.



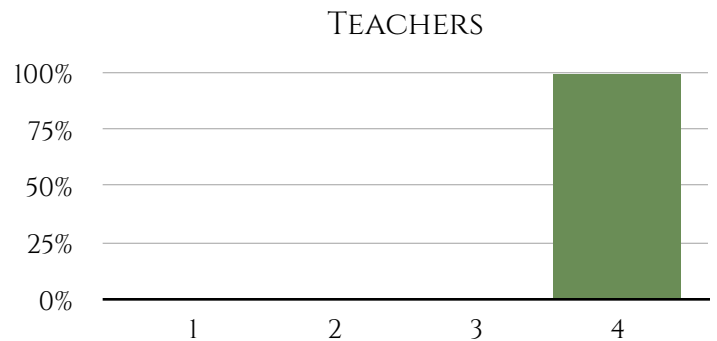
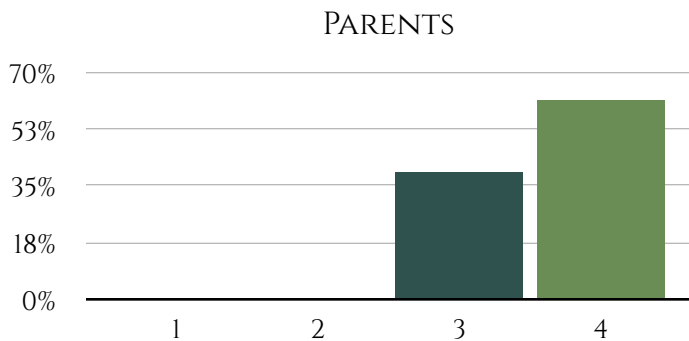
The **learning experiences** at Legacies Academy are \_\_\_\_\_.



The **quality of teaching** at Legacies Academy is \_\_\_\_\_.



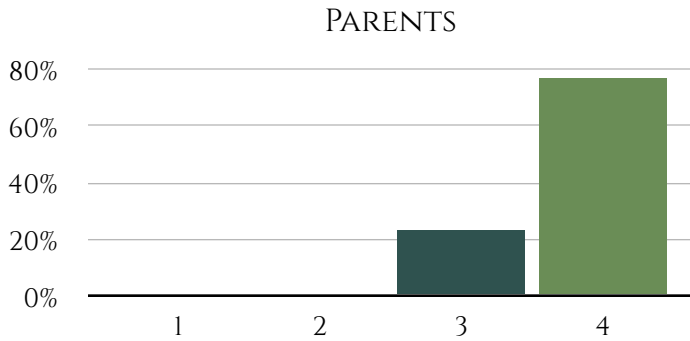
The **academic expectations** at Legacies Academy are \_\_\_\_\_.



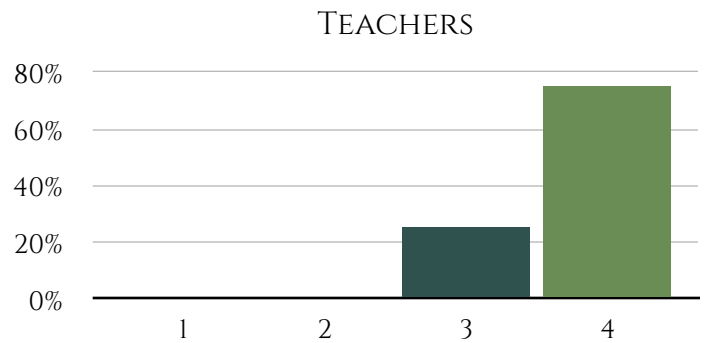
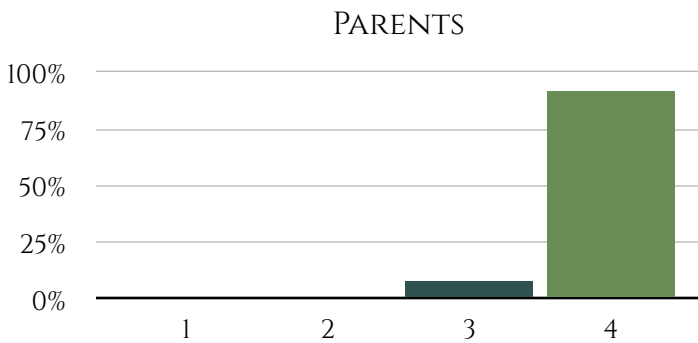


# FILL-IN-THE-BLANK STATEMENTS

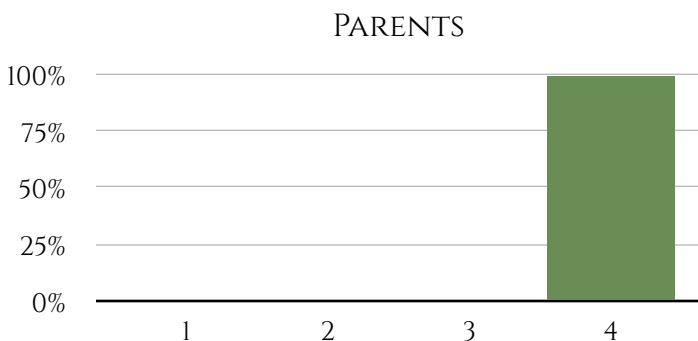
Each student progresses through their Individualized Academic Program (Literacy & Numeracy) at their own pace; these **individualized programs** are \_\_\_\_\_.



Parents are encouraged to be **involved in decisions** that pertain to their child's education. The level of involvement offered and expected is \_\_\_\_\_.



Legacies strives to develop and foster an **open dialogue with parents** and encourages parent feedback. The **level of care and consideration** shown to parents is \_\_\_\_\_.



# SECTION THREE

## AGREE OR DISAGREE STATEMENTS

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The following Rating Criteria was used to complete the sentence and indicate how well each individual feels each statement is implemented and executed.

- 1 - Disagree** - Below Average / Falls short of Expectations
- 2 - Agree** - Average / Meets Expectations
- 3 - Strongly Agree** - Above average / Exceeds Expectations
- 4\* - Level of Excellence** - No Comparison / Sets New Expectations

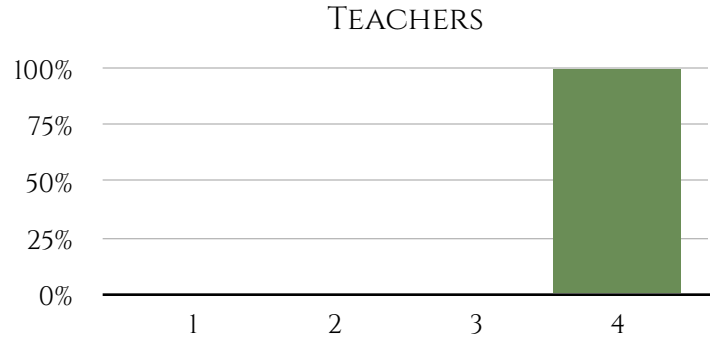
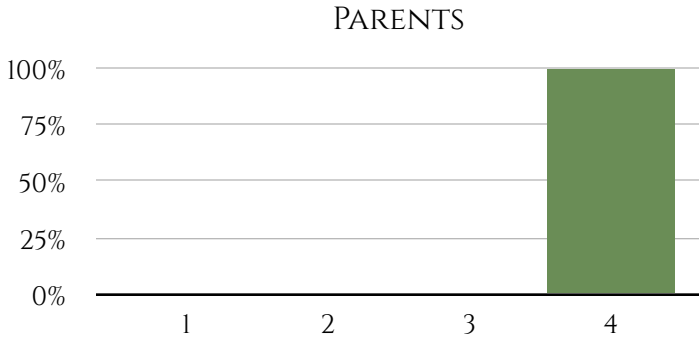
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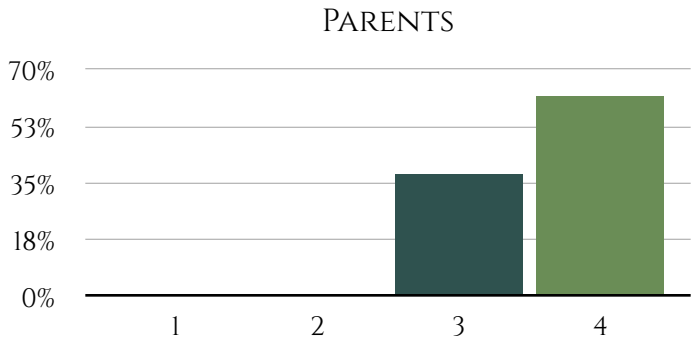
This data was collected through the 2023-2024 Parent & Staff Surveys.  
Thirteen out of twenty-one parents and four out of four teachers responded.

# AGREE OR DISAGREE - FEEDBACK

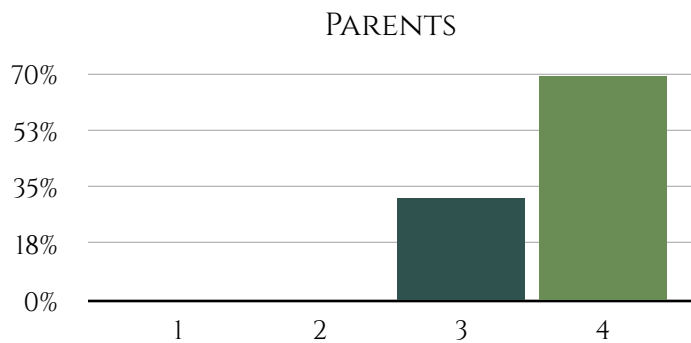
Our school community is **inviting**, has an **engaging environment** and a **warm atmosphere**.



Our students are **engaged** and find school interesting.

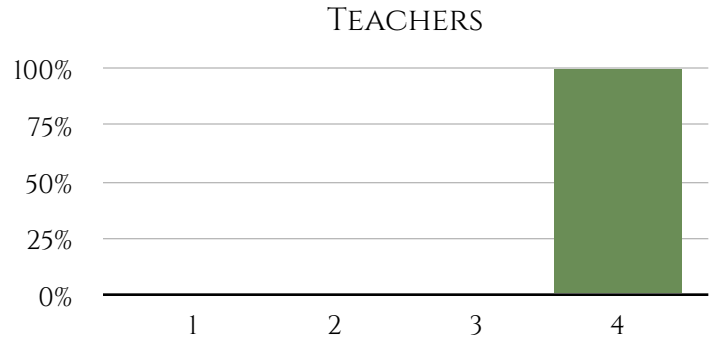
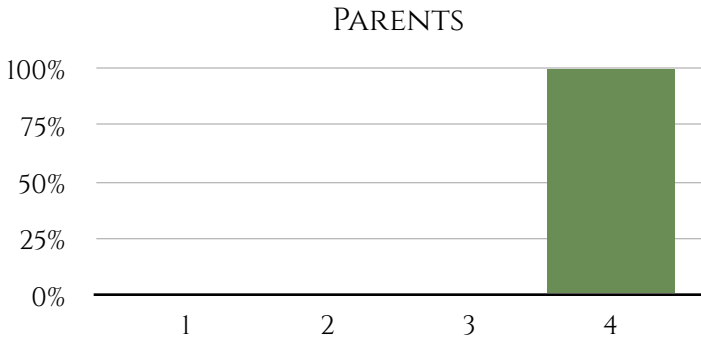


The **school work is at their level** while being appropriately challenging.

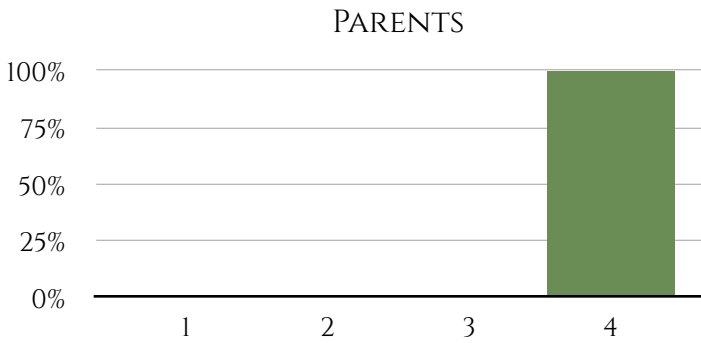


# AGREE OR DISAGREE - FEEDBACK

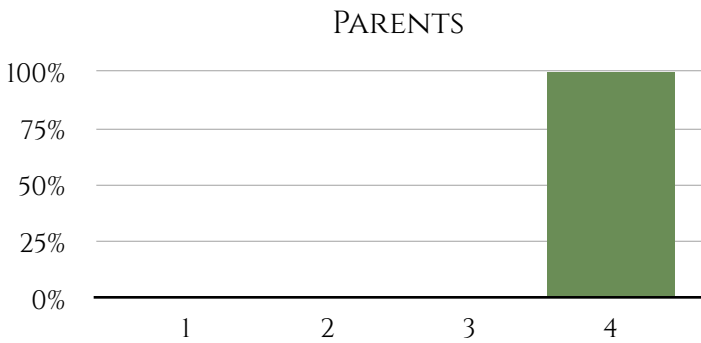
The students are learning valuable, useful **Literacy Skills**.



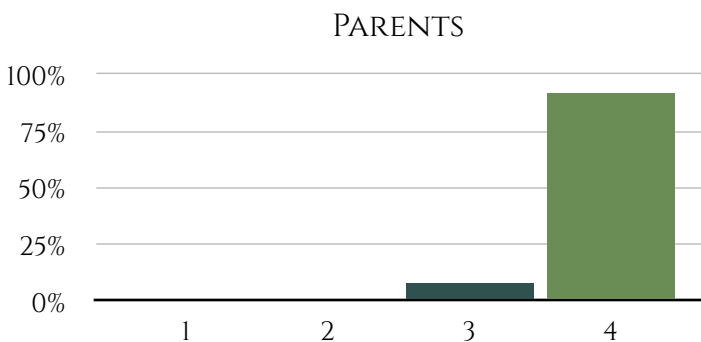
The students are learning valuable, useful **Numeracy Skills**.



The students are gaining practical **Life Skills**.



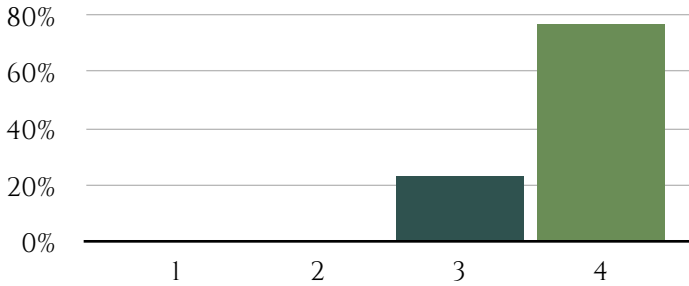
The students are developing **Strong Characters**.



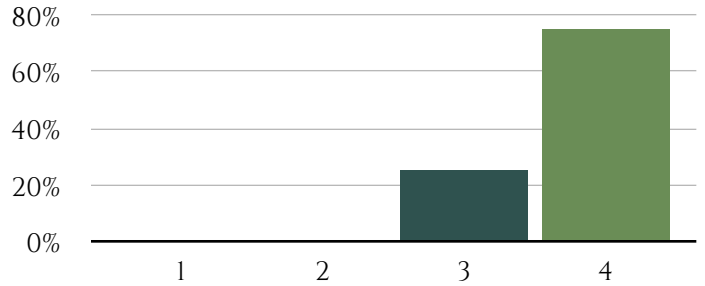
# AGREE OR DISAGREE - FEEDBACK

The students are taught knowledge, skills and attitudes necessary for **learning throughout their lifetime**.

PARENTS

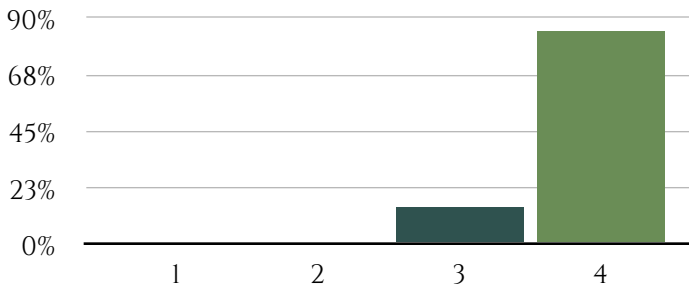


TEACHERS

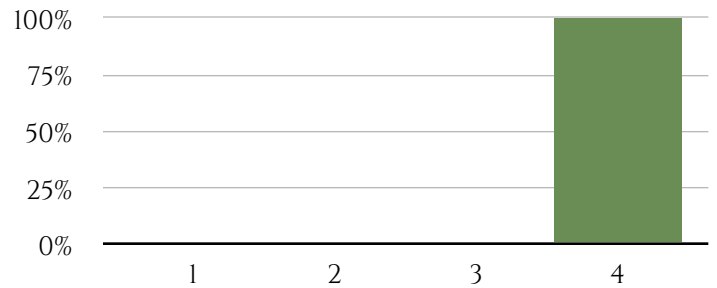


The students are taught what is necessary to be **successful in life beyond school** (present and future).

PARENTS

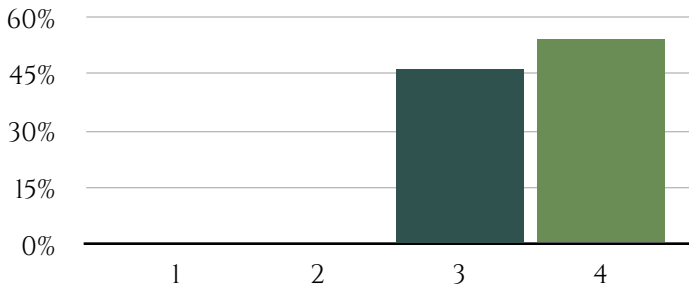


TEACHERS

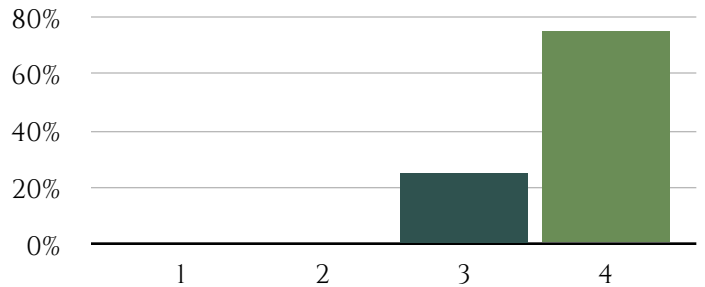


The students **understand** what they are **expected to learn** at school.

PARENTS

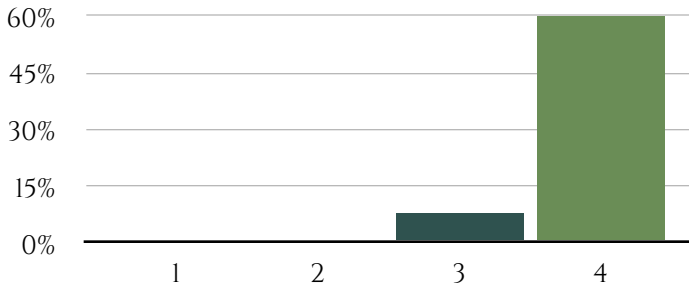


TEACHERS

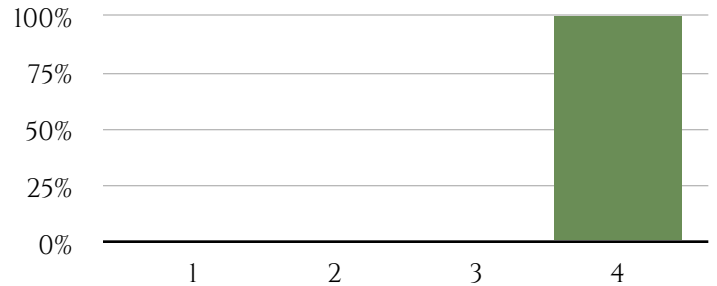


There are **clear boundaries** and **fair expectations** set for the students.

PARENTS



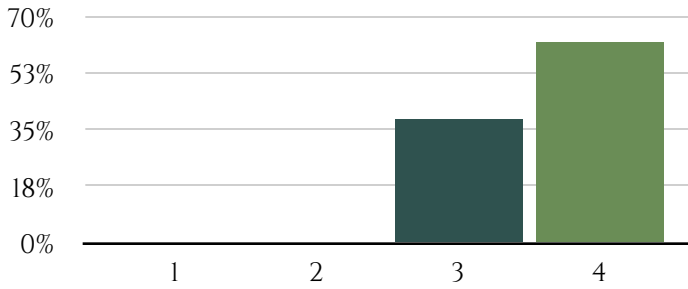
TEACHERS



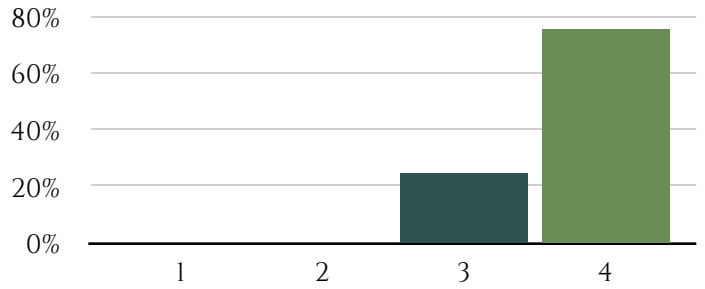
# AGREE OR DISAGREE - FEEDBACK

The students care deeply about and for one another.

PARENTS

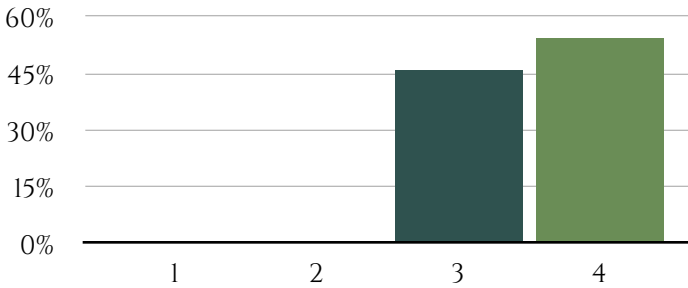


TEACHERS

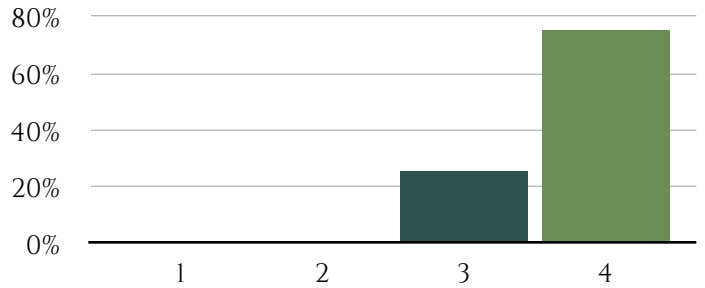


The students help and support each other.

PARENTS

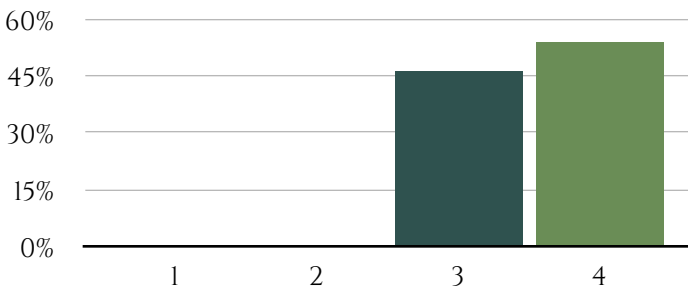


TEACHERS

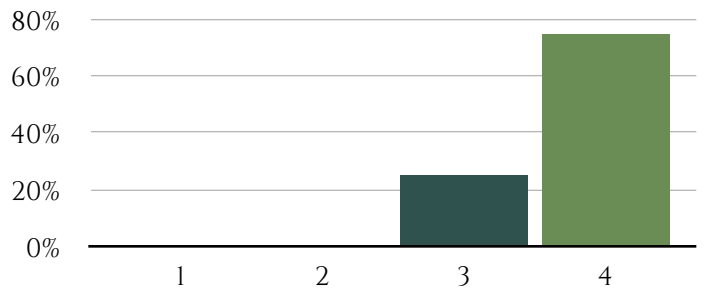


Each student feels respected and treated well by their peers.

PARENTS

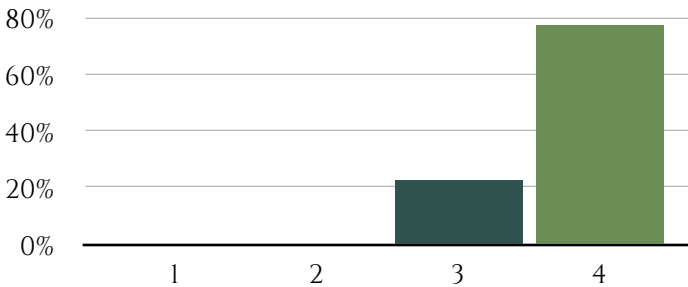


TEACHERS

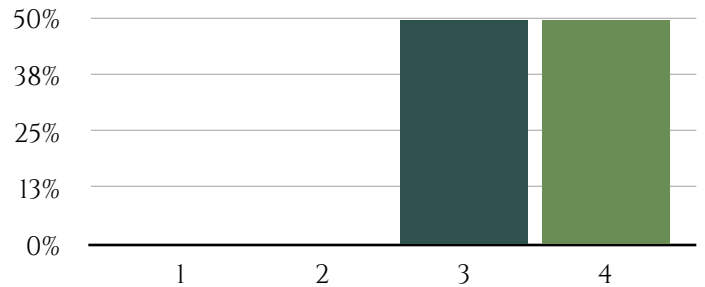


The students demonstrate respect toward their peers and adults.

PARENTS

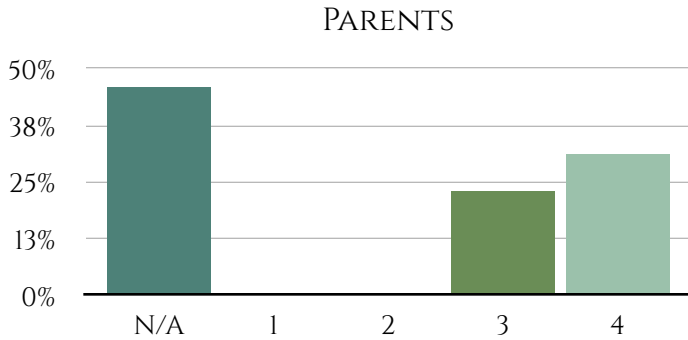


TEACHERS

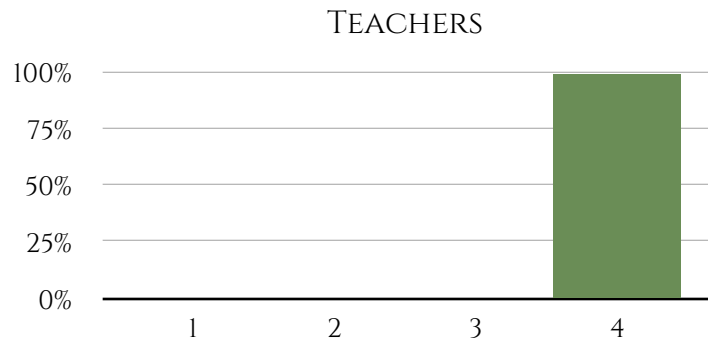
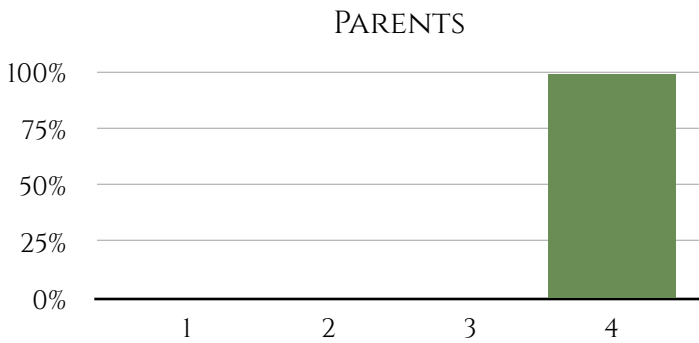


# AGREE OR DISAGREE - FEEDBACK

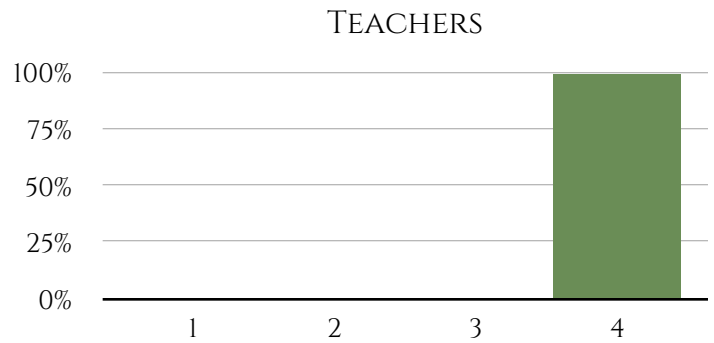
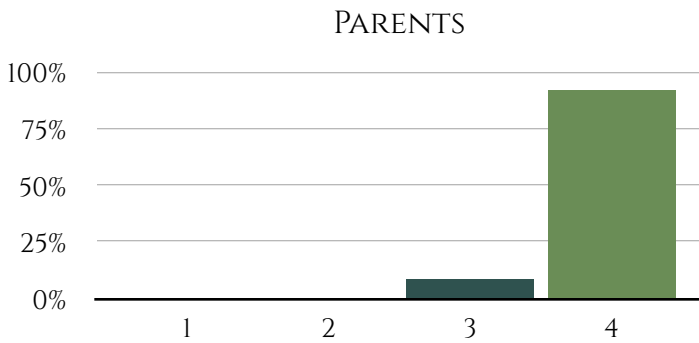
There are **appropriate supports** in place and **accessible services** available that help students learn.



The students are encouraged to put forth their **best effort** and they strive to meet their **full potential**.



The students are **treated fairly by all adults** at school (teachers, specialists, therapists, guests).



# SECTION FOUR

## STUDENT SURVEY

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The following Rating Criteria was used to complete the survey. Each student sat down with our School Counsellor to answer the questions with one of the following:

**Yes**

**No**

**Unsure**

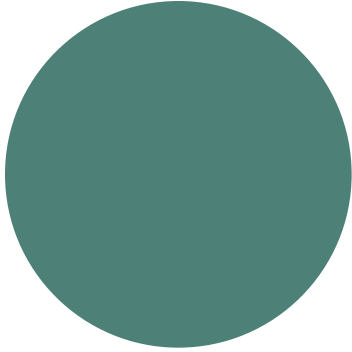
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This data was collected through the 2023-2024 Student Survey, all Elementary students were surveyed.

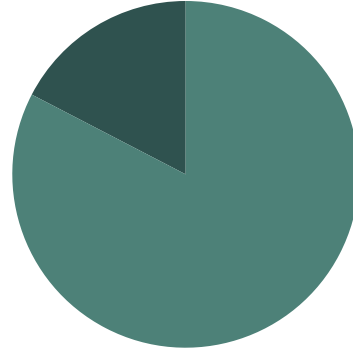


# YES / NO / UNSURE - STUDENT FEEDBACK

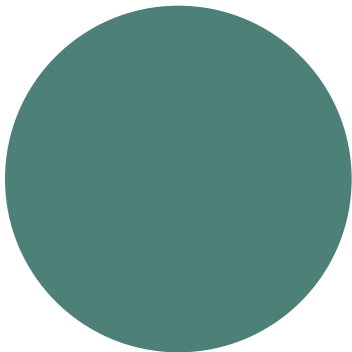
Do you feel welcome at school?



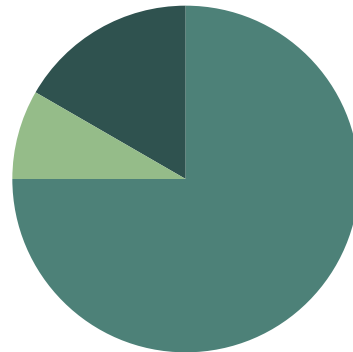
Do you feel like you belong at school?



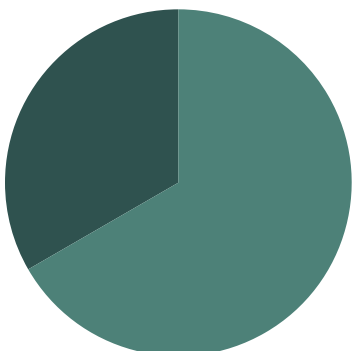
Do you feel safe at school?



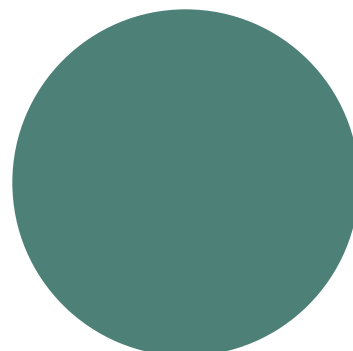
Do your teachers treat you fairly?



Do your friends care about you?

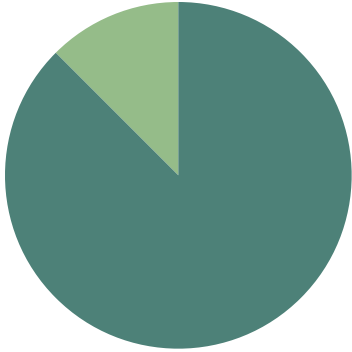


Do your teachers care about you?

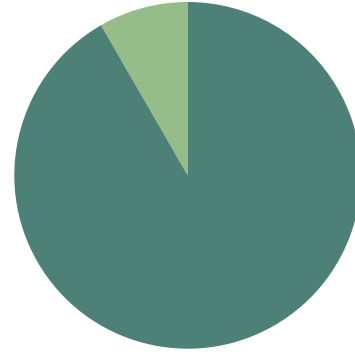


# YES / NO / UNSURE - STUDENT FEEDBACK

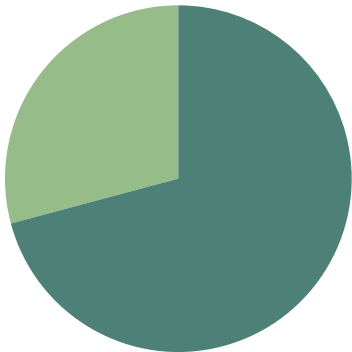
Do students treat each other with kindness?



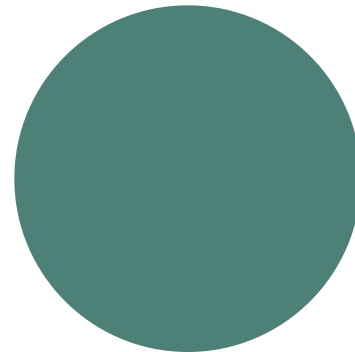
Do most students help each other?



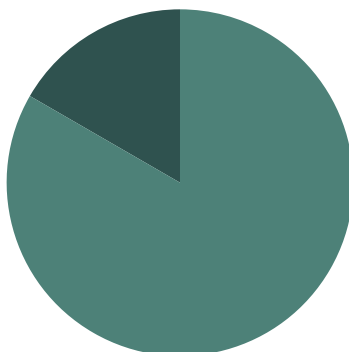
Do most students follow the rules?



Can you get help with schoolwork?

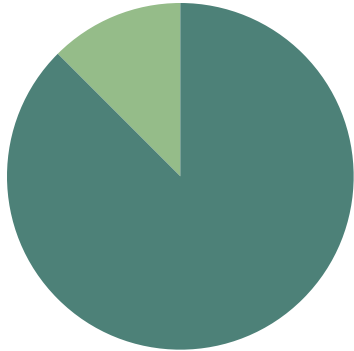


Can you get help at school about problems that are not about school?

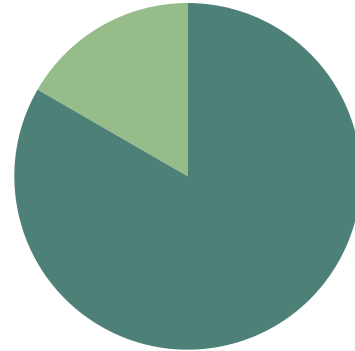


# YES / NO / UNSURE - STUDENT FEEDBACK

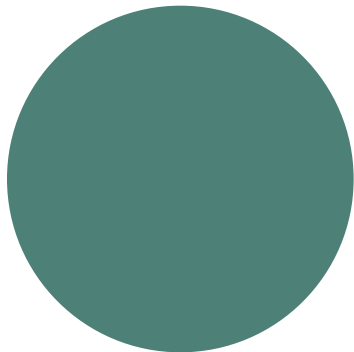
Do you like your Literacy work?



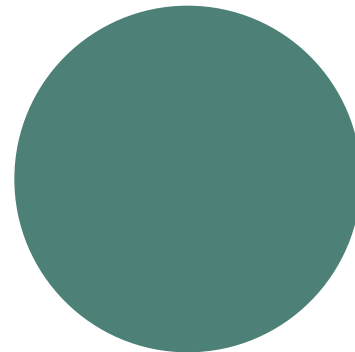
Do you like your Numeracy work?



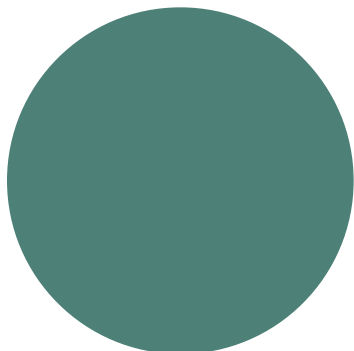
Are you proud of your school work?



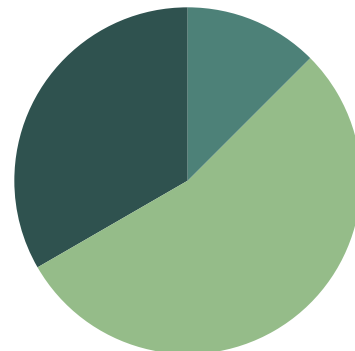
Do you enjoy being outside?



Do you get enough time outside?



Is your work too challenging?



# SECTION FIVE

## DOMAINS & ASSURANCE MEASURES

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The following Rating Criteria was used to complete the sentence and indicate how well each individual feels each statement is implemented and executed.

**0 - No Opinion** / Not Applicable

**1 - Disappointed** - Below Average / Needs Improvement / Falls short of Expectations

**2 - Satisfied** - Average / Neutral / Meets Expectations

**3 - Impressed** - Above average / High Quality / Exceeds Expectations

**4\* - Astonished** - No Comparison / Exceptional Quality Sets New Expectations

*\*Please Note: Four's are reserved for excellence in order to highlight Legacies Academy's greatest strengths and what sets them apart.*

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This data was collected through the 2023-2024 Parent & Staff Surveys.

Thirteen out of twenty-one parents responded.

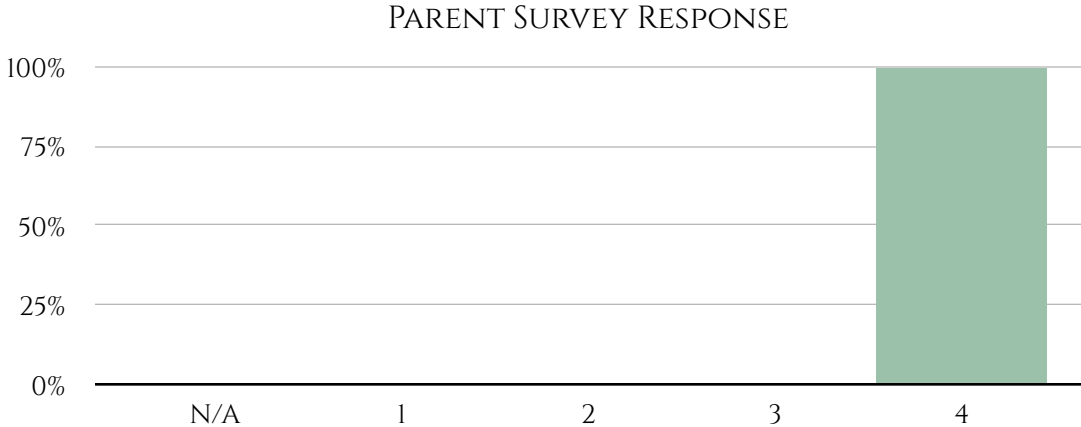
# GOAL ONE

The data collected about our Student Supports suggests that we are meeting or exceeding expectations regarding: Student Growth & Achievement, Teaching & Leading and Learning Supports. This data was mainly collected through an anonymous Parent survey. However, throughout the school year we engage in formal and informal conversations, formal and informal assessments, and observations of teachers, students and parents.

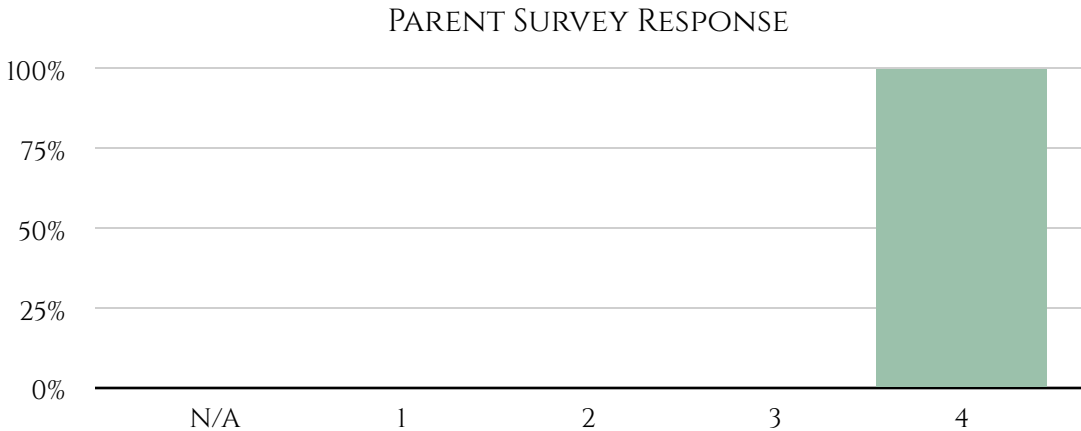
## STUDENT SUPPORTS

Legacies Academy took over the role of ECS Provider for the 2023/2024 School Year, in order to ensure a high quality program was offered and to simplify the direct delivery of services. This meant contracting specialists to best serve students and creating IPP documents. Additionally, a full time School Counsellor was hired to bridge school and home by forging a strong connection between by establishing an excellent rapport will our students, parents and staff alike.

**If applicable to your child(ren), how satisfied were you with the transition to Legacies Academy providing ECS services?**



**If applicable to your child(ren), how satisfied were you the addition of the full time School Counsellor and related services?**



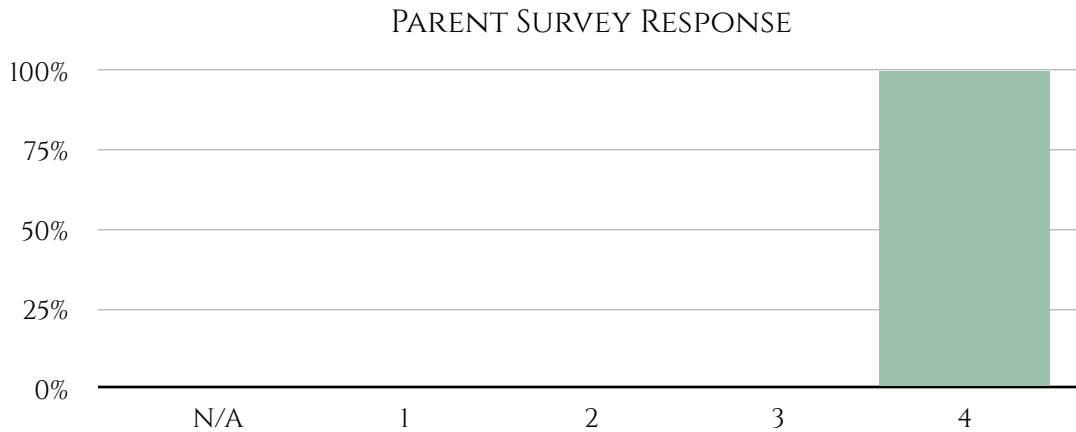
# GOAL TWO

The data collected about our Program Enhancement suggests that we are meeting or exceeding expectations regarding: Student Growth & Achievement, Teaching & Leading and Learning Supports. This data was mainly collected through an anonymous Parent survey. However, throughout the school year we engage in formal and informal conversations, formal and informal assessments, and observations of teachers, students and parents.

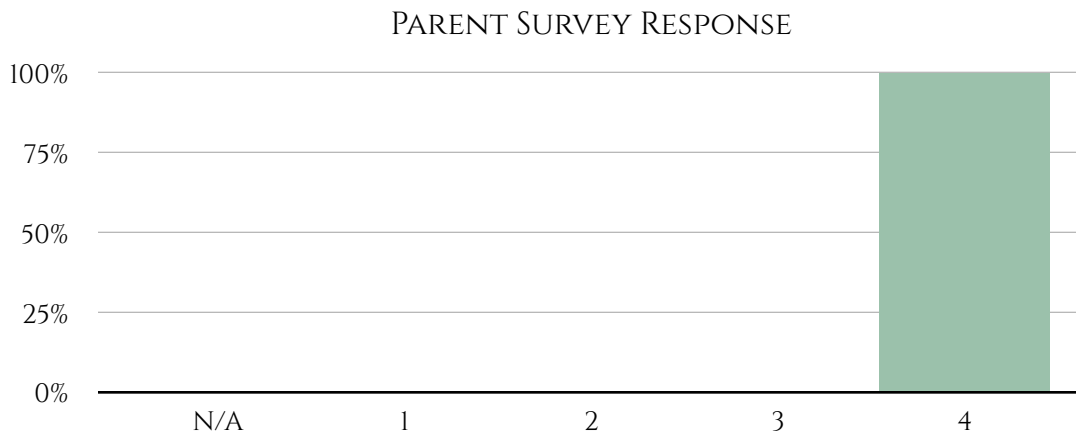
## PROGRAM ENHANCEMENT

For the 2023/2024 School Year there were new learning experiences integrated in order to further enhance the program at Legacies Academy. Some of these experiences included: horseback riding lessons, farm days and Silverland Camp with Kaykima Wilderness.

**If applicable to your child(ren), how satisfied were you with the field trips offered?**



**If applicable to your child(ren), how satisfied were you with the level of outdoor education, time spent learning outdoors and the connection with nature forged?**



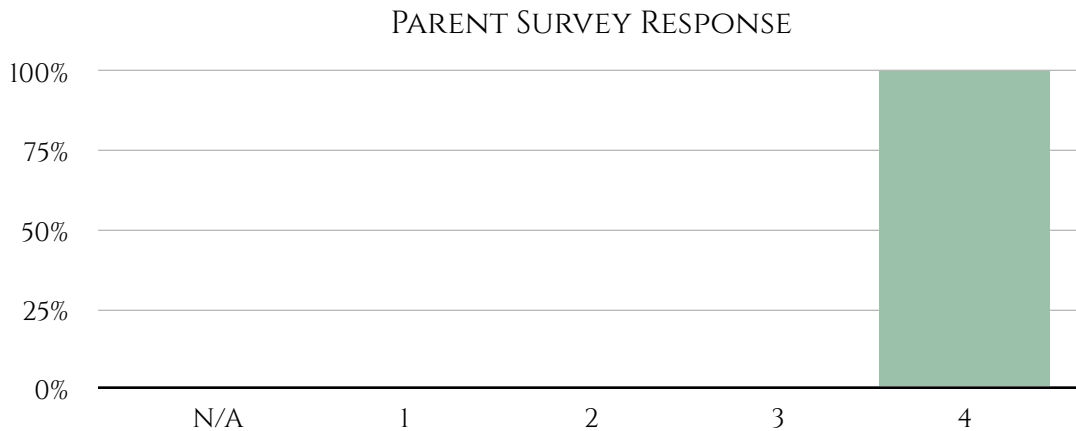
# GOAL THREE

*The data collected about our Documentation of Learning suggests that we are meeting or exceeding expectations regarding: Student Growth & Achievement, Teaching & Leading and Local & Societal Context. This data was mainly collected through an anonymous Parent survey. However, throughout the school year we engage in formal and informal conversations, formal and informal assessments, and observations of teachers, students and parents.*

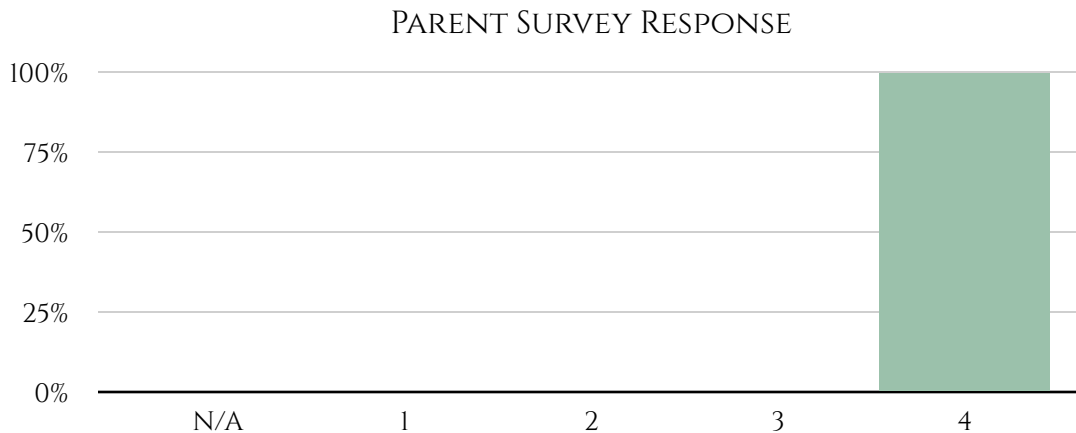
## DOCUMENTATION OF LEARNING

In addition to formal assessments used to track each student’s academic growth and monitor progress, each student receives a Learning Story (each term) that captures their personal development and celebrate their success as an individual. This practice also helps educators reflect on learnings experiences and they use this information to build curriculum, identify areas for improvement, predict effective teaching approaches and inspire changes to the learning environment.

**How satisfied were you the addition of your child’s personal Learning Story?**



**How satisfied were you with the documentation of learning experiences?**



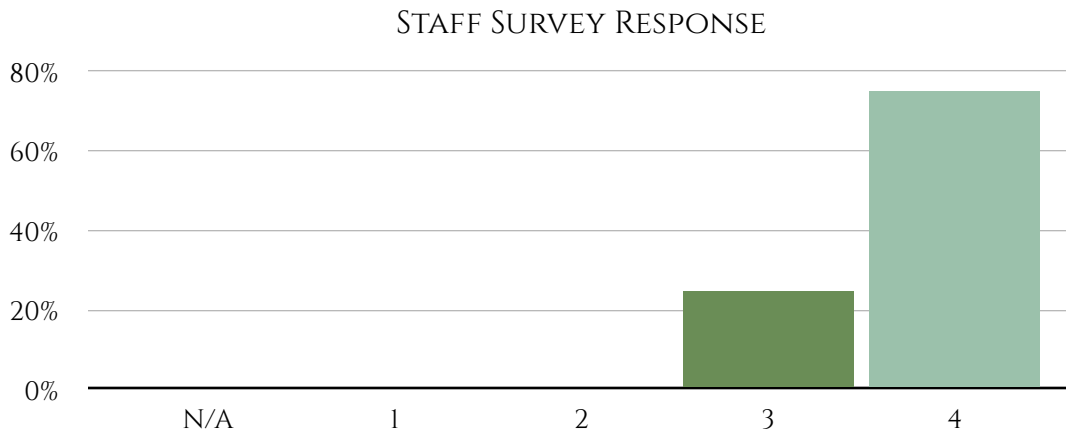
# GOAL FOUR

*The data collected about our Professional Development suggests that we are meeting or exceeding expectations regarding: Student Growth & Achievement, Teaching & Leading and Local & Societal Context. This data was mainly collected through an anonymous Teacher survey. However, throughout the school year we engage in formal and informal conversations with staff members.*

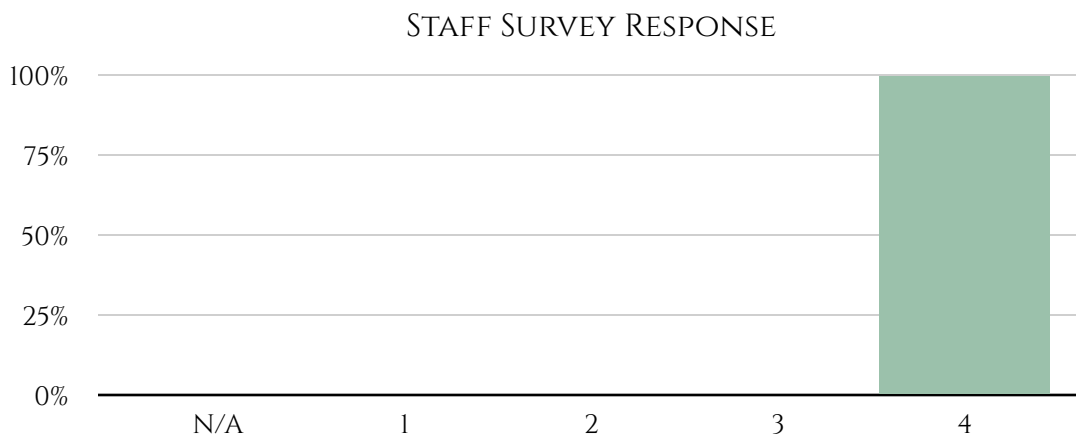
## PROFESSIONAL DEVELOPMENT

Each teacher hired at Legacies Academy has a gift for or specific training to teach particular subject area - this is viewed as their Specialty. Additionally, each teacher is encouraged to seek out a mentor teacher whose teaching practice inspires them and reignites their passion for teaching. Lastly, as a staff we attended the AISCA conference for the first time, along with additional PD sessions during the year.

**As a staff member, how satisfied were with the ability or option to access additional Professional Development opportunities that you requested to pursue?**



**As a staff member, how satisfied were you with teaching your Specialty?**





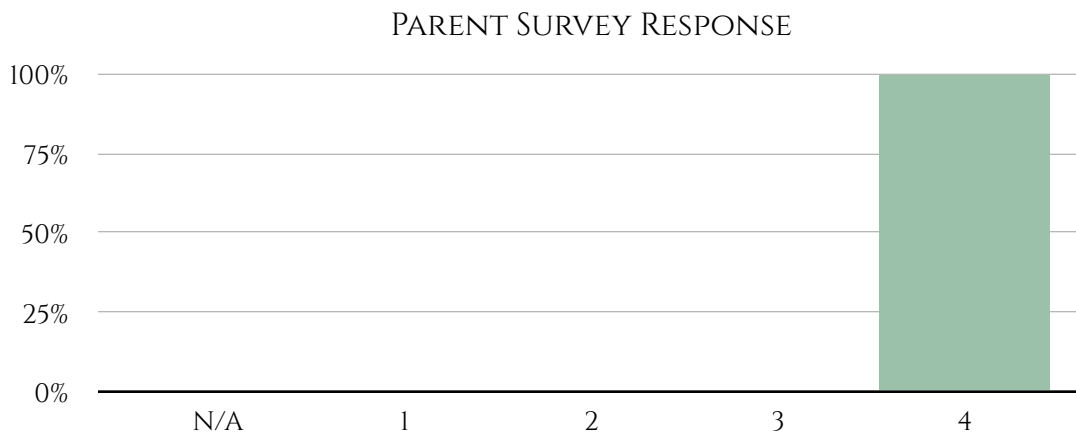
# GOAL FIVE

The data collected about our Board Governance & Parent Council suggests that we are meeting or exceeding expectations regarding: Governance and Local & Societal Context. This data was mainly collected through an anonymous Parent survey. However, throughout the school year we engage in formal and informal conversations with parents and staff members alike.

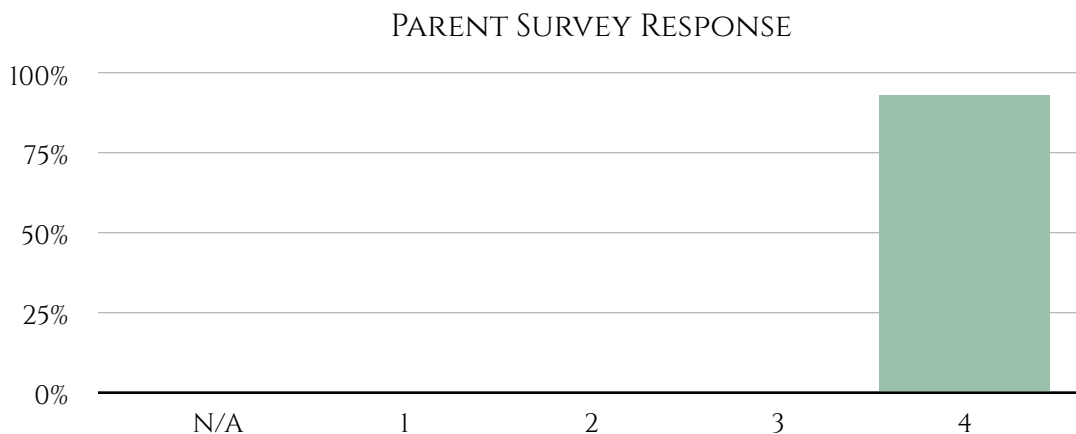
## BOARD GOVERNANCE & PARENT COUNCIL

The Board of Directors is the legal authority for Legacies Academy Foundation. As a member of the Board, a Director acts in a position of trustful the community and is responsible for the effective governance of the organization under which Legacies Academy operates. This Board of Directors is comprised of a diverse team of individuals with a wide variety of expertise who volunteer their time and are fully committed to the advancement of our schools mission/vision. Additionally, The Education Act requires a minimum of three Directors and 50% or more of the Board’s voting members must be parent of students attending the school. Currently, all of the voting members of the Board are parents of students attending Legacies Academy.

**If applicable, as a Board Member, how satisfied were you with structure of the Board and the quality of its Governance?**



**If applicable, as a Board Member, how satisfied were you with the time commitment?**



# SECTION SIX

## GOAL REFLECTIONS

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The data collected suggests that we are meeting or exceeding expectations regarding student growth and achievement. This data was mainly collected through Parent, Teacher & Student surveys but also through formal and informal conversation, formal and informal assessment, and classroom observations of both teachers and students.

# STUDENT GROWTH & ACHIEVEMENT

## ACADEMIC HIGHLIGHTS

- **Literacy** - The foundation for our Literacy Program is implemented in Preschool and carried through into the Elementary years. There is a strong focus placed on phonetics and a natural progression towards reading fluency. Each child moves through the Literacy Program as they acquire and master skills.
- **Numeracy** - Similarly, foundational math concepts are presented in Preschool and carried on into the Elementary years. There is a strong focus placed on hands-on learning so that each students moves a presented concept from their hands to their mind.
- **Social Emotional Development** - Each student has access to our School Counsellor who helps direct/steer their daily experiences and increase their social emotional development.

## SUGGESTED IMPROVEMENTS FOR 2024-2025

### Subject Specialist:

- **Language Specialist** - Legacies will hire an additional Elementary Language Specialist to teach Grade 1 - 4 Language Arts curriculum for the 2024-2025 School Year.
- **Outdoor Specialist** - During our bi-monthly trips to Silverland Camp we participate in a Kaykima Wilderness class, this provides an Indigenous perspective and FNMI honouring lens and approach to learning. These hands-on learning experiences were implemented based on Truth and Reconciliation Commission recommendations.
- **Music Specialist** - Weekly piano lessons for the Grade Three and Four students, taught by a music specialist. Additionally, students will have access to a piano in class to allow for practising between lessons.

### Community Involvement:

- **Community Kitchen** - Students will participate in bi-weekly baking and/or preserving lessons at The Commons (community kitchen).
- **Community Outreach** - During the 2023-2023 school year we were able to visit the High River Hospital but for 2024-2025 we would like to expand our efforts in order for students at Legacies to serve further in their community. We need to establish more connections in order to: spend time with seniors at nearby seniors homes, host a clothing exchange, pack food for the local lunch program, knit items to donate and other related activities.

# STUDENT GROWTH & ACHIEVEMENT

## EARLY YEARS LITERACY & NUMERACY

### **Alberta Education approved screening assessments used for Grade 1 - 3:**

- The Letter Name-Sound (LeNS) Test
- The Castles and Coltheart 3 (CC3) Test
- Provincial Numeracy Screening Assessments for Grades 1 – 3

### **Total number of students assessed at the beginning of the school year:**

- Grade One - 12 Students
- Grade Two - 5 Students
- Grade Three - 7 Students

### **Number of students identified as being at risk at the beginning of the school year:**

- Grade One - No students identified as being at risk (zero months behind grade level)
- Grade Two - One student identified as being at risk (five months behind grade level)
- Grade Three - Two students identified as being at risk (average of three months behind grade level)

### **Number of students identified as being at risk at the end of the school year:**

- Grade One - No students identified as being at risk (zero months behind grade level)
- Grade Two - No students identified as being at risk (zero months behind grade level)
- Grade Three - No students identified as being at risk (zero months behind grade level)

### **Summary of Support Strategies:**

- Daily targeted one-on-one lessons
- Daily individualized reading session
- Daily intensive one-on-one numeracy lesson
- Hands-on learning materials for literacy and numeracy

# STUDENT GROWTH & ACHIEVEMENT

## ACTIVE CITIZENSHIP

Teachers, parents and students agree that the students model the characteristics of active citizenship. Overall, the students feel like school is a second home, they treat the facility, materials and outdoor space with utmost respect. Many of our students are invested in the wellbeing of our school pets, the students take an active role in caring for the variety of creatures that reside at school. Additionally, our students are taught how to be conscientious stewards of the earth and they experience how to show reverence for the natural world.

## LEARNING ENGAGEMENT

We feel strongly that there must be a level of “rest” built into each day because that way each child is able to execute their academic work and hold themselves to their own personal highest standard. We strive to bring restful learning to life in our space, there are no transitional bells and the flow is set by the group pace of the day. There is no looming pressure or need to rush through one task to the next, allowing each child to fully invest themselves and demonstrate their full potential. Our school days are long, but often times the students are so captivated by their project at hand that they lose sense of time and are genuinely surprised when the day comes to and end. Once a student’s attention is genuinely captured and become intrinsically motivated their engagement is almost unwavering. We pride ourselves on connections and forming a bond with each child to truly understand how to capture their attention and foster their love of learning.

# TEACHING & LEADING

## EDUCATION QUALITY

The data collected suggests that we are meeting or exceeding expectations for the overall quality of basic education and teaching. The teachers continue to build an Individualized Program for each student and meet them at their level, setting a pace for growth that honours who they are. Teachers strive to be attentive and perceptive to adjust their teaching methods and strategies moment-by-moment as they work alongside of their students. Each child receives one-on-one lesson every day and has access to additional support from one of our educational assistants. Teachers are given the freedom to teach using personal passions in order bring life to learning while implementing and maintaining the Literacy and Numeracy standards.

## PROFESSIONAL LEARNING

Similarly, the data collected suggests that teachers feel supported, able to access/pursue professional development experiences and are pleased with the supervision and evaluation processes in place. Every year, each teacher develops and implements a personal growth plan that highlights professional learning objectives or goals that are consistent with the teaching quality standard. These growth plans are reviewed to order to ensure that they align with our school's vision, mission and educational goals. Each teacher is given the opportunity to select a Professional Development course or seminar of their choice. In addition, two or more guest speakers/specialists are invited to school or accessed virtually during PD days.

## SUGGESTED IMPROVEMENTS FOR 2024-2025

- **Teaching Philosophy:** We will create a document that captures our unique Teaching Philosophy. This will be reviewed and signed by each staff member.
- **Teacher's Code of Conduct:** We will create a document that outlines the expectations and values that are of utmost importance at Legacies Academy.
- **Parent Nights:** Throughout the year we will invite specialists to host a Parent Night to encourage parent involvement and increase knowledge. This will in turn connect parents, teachers and specialists and create a united front when facing challenges.

# LEARNING SUPPORTS

## LEARNING ENVIRONMENT

The data collected suggests that we are meeting or exceeding expectations for a welcoming, caring, respectful and safe learning environment. We pride ourselves on creating and maintaining a warm and inviting space for our students. We believe that the classroom in the Third Teacher and when set up well the students can direct portions of their day and guide their own learning interests. The teachers set out activities and experiences for the students to explore which capture their interest, this “shelf work” is constantly evolving and changing. There is an appropriate level of freedom and exploration built into each day. Additionally, ample time is spent outdoors in an unmatched learning environment.

## ACCESS TO SUPPORT & SERVICES

Similarly, the data collected suggests that parents, teachers and students are in agreement that students have access to the appropriate supports and services at school. Accessible supports include but are not limited to:

- **School Counsellor:** Our SC is on site five full days a week. During this time group and one-on-one lessons take place to target areas of growth. Additionally, our SC is available to all staff members (and parents) for any questions, resources or support needed.
- **Speech Therapy:** Our SLP is on site two full days a week. During this time one-on-one sessions take place to target areas of growth. Additionally, our SLP is available to all staff members for any questions, resources or support needed.
- **Physical Therapy:** Our PT is on site two full days a month. During this time one-on-one sessions take place to target areas of growth. Additionally, our PT is available to all staff members for any questions, resources or support needed.
- **Behaviourist:** Our Behaviourist is on site as needed, typically one full day a month to observe students and provide feedback/support to teachers and parents. In home sessions are offered to all families who choose to access this service.

## SUGGESTED IMPROVEMENTS FOR 2024-2025

- **School Counsellor:** Make “Coffee with Cate” (one-on-one parent meetings) more accessible for parents and continue to host monthly Parent Nights for group learning through a guided (interactive) presentation - in lieu of a digital monthly parent resource.
- **ECS Provider:** Legacies Academy will continue to provide ECS services and the exceptional specialist will be retained and additional services will be acquired and offered.
- **Staff Code of Conduct:** We will create a document that outlines the expectations and values that are of utmost importance at Legacies Academy.

# SCHOOL GOVERNANCE

## BOARD OF DIRECTORS

The Board of Directors is the legal authority for Legacies Academy Foundation. As a member of the Board, each Director represents the community and is responsible for the effective governance of the organization under which Legacies Academy operates. This Board of Directors is comprised of a diverse team of individuals with a wide variety of expertise who volunteer their time and are fully committed to the advancement of our schools mission/vision.

## PARENT INVOLVEMENT

Our Board of Directors therefore also serves as our Parent Council, so there is a high level of parent involvement in all major decisions. After analyzing the feedback from the Parent Survey we concluded that parents feel involved in their child's learning journey but many parents want more active involvement in day to day experiences.

## SUGGESTED IMPROVEMENTS FOR 2024-2025

- **Parent Volunteers:** With our Elementary expansion, we are able to host parents and offer more volunteer opportunities - which has been highly requested. All parents will need to provide a Criminal Record Check, prior to volunteering, even though they will be under direct supervision at all times and never left unattended with students.
- **School Communication Platform:** We had great success for the 2023-2024 School Year with using SchoolStatus as our secure communication platform. Due to the overwhelming positive feedback it will be used again for the 2024-2025 School Year.
- **Board Positions:** Hannah Rehak was re-elected as the Board Chair and Chelsea Anderson was elected Secretary. All of the positions continue to be held by current parents.



# SCHOOL FINANCES

## SUMMARY OF FINANCIAL RESULTS

The 2023-2024 School Year was Legacies Academy's third year of operating as an Alberta Accredited Private School.

### **Revenues**

- Exceeded initial expected enrollment
- Received funding for all ECS and Grade Level students
- Maintained (low) student tuition fees to supplement funding

### **Expenses**

- Quality teaching material and consumable resources
- Certificated Teaching Salaries & School Counsellor Salary
- Equipped new classrooms - Elementary Expansion
- Improved systems and acquired administrative staff

### **Excess of Net Revenues Over Capital Expenditures**

- The projected excess of net revenues is planned to provide for fluctuations in costs and revenues in future budgets, including enrollment fluctuations, and capital needed for future expansions.
- Any and all excess of net revenues are invested back into the school for new supplies, materials or improvements (indoors and outdoors).

*The full 2024/2025 Budget can be found on the Legacies Academy school website:*

*[www.legacies-academy.com](http://www.legacies-academy.com)*

# FROM BUDGET TO ACTUAL

Private School Authority Code: A.0381  
 School Code: s.2378

**STATEMENT OF OPERATIONS**  
**for the Year Ended August 31**  
 (in dollars)

	AFS 2023	Budget 2023 (NOTE *) x	AFS 2022 (NOTE *) x
<b>REVENUES</b>			
Alberta Education (excluding Home Education)	\$85,445	\$114,007	\$43,873
Alberta Education - Home Education	\$0	\$0	\$0
<b>Total Alberta Education Revenues</b>	<b>\$85,445</b>	<b>\$114,007</b>	<b>\$43,873</b>
Other Government of Alberta	\$0	\$0	\$0
Federal Government and/or First Nations	\$0	\$0	\$0
Other Alberta school authorities	\$0	\$0	\$0
Instructional fees/Tuition fees	\$0	\$88,500	\$0
Non-instructional fees (O&M, Transportation, Admin, etc.)	\$0	\$0	\$0
Other sales and services	\$0	\$0	\$0
Interest on investments	\$0	\$0	\$0
Gifts and donations	\$0	\$0	\$0
Amortization of capital allocations	\$0	\$0	\$0
Other	\$0	\$0	\$0
<b>Total Revenues</b>	<b>\$85,445</b>	<b>\$202,507</b>	<b>\$43,873</b>
<b>EXPENSES</b>			
Home Education	\$0		\$0
Instruction - ECS	\$40,359	\$28,423	\$0
Instruction - Grades 1 to 12	\$61,073	\$119,377	\$0
Operations and maintenance	\$0	\$54,650	\$36,917
Transportation	\$0	\$0	\$0
Board and System Administration	\$0	\$0	\$0
External services	\$0	\$0	\$0
<b>Total Expenses</b>	<b>\$101,432</b>	<b>\$202,450</b>	<b>\$36,917</b>
<b>SURPLUS (DEFICIT) OF REVENUES OVER EXPENSES</b>	<b>(\$15,987)</b>	<b>\$57</b>	<b>\$6,956</b>
	(\$15,987)		

# 2024 - 2025 PROJECTED BUDGET

	2021-2022 Actual	2022-2023 Actual	2023-2024 Budget	2024-2025 Projection
<b>Enrolment - funded:</b>				
ECS (Kindergarten)	9	14	14	18
ECS (PUF / MM)	9	10	16	13
Grades 1 to 9	6	12	24	36
Grades 10 to 12	0	0	0	0
Online Program	0	0	0	0
Home Education	0	0	0	0
	0	0	0	0
<b>Total funded:</b>	24	36	54	67
<b>Enrolment - non-funded:</b>	31	30	25	32
<b>Total Enrolment (funded and non-funded):</b>	55	66	79	99
<b>Revenues</b>				
Alberta Education - Base Funding / PUF / MM	\$43,873	\$85,445	\$329,421	\$377,123
Other Government of Alberta	\$0	\$0	\$0	\$0
Federal Government and/or First Nations	\$0	\$0	\$0	\$0
Other Alberta school authorities	\$0	\$0	\$0	\$0
Instructional fees/Tuition fees	\$0	\$0	\$117,750	\$166,000
Non-Instructional fees	\$0	\$0	\$0	\$0
Other sales and services	\$0	\$0	\$0	\$0
Interest on investments	\$0	\$0	\$0	\$0
Gifts and donations	\$0	\$0	\$0	\$0
Gross school generated funds	\$0	\$0	\$0	\$0
Amortization of capital allocations	\$0	\$0	\$0	\$0
Other - Operations Grant, Community Grant & Admin	\$0	\$0	\$71,417	\$85,078
<b>Total Revenues</b>	\$43,873	\$85,445	\$518,588	\$628,201
<b>Expenses</b>				
Certificated salaries	\$0	\$60,508	\$202,822	\$262,030
Certificated Benefits	\$0	\$0	\$0	\$0
Non-certificated salaries and wages	\$0	\$0	\$121,200	\$90,250
Non-certificated benefits	\$0	\$0	\$0	\$0
Services, contracts and supplies	\$8,000	\$15,861	\$138,783	\$171,003
Gross school generated funds	\$0	\$0	\$0	\$0
Capital and debt services:				
Amortization of capital assets from restricted funds	\$0	\$0	\$0	\$0
Amortization of capital assets from unrestricted funds	\$0	\$0	\$0	\$0
Interest on capital debt	\$0	\$0	\$0	\$0
Other interest charges	\$7	\$2	\$0	\$0
Losses (gains) on disposal of capital assets	\$0	\$0	\$0	\$0
Other - Building Lease	\$28,910	\$25,061	\$39,665	\$105,000
<b>Total Expenses</b>	\$36,917	\$101,432	\$502,470	\$628,283
<b>Surplus (Deficit) for the year</b>	\$6,956	(\$15,987)	\$16,118	(\$82)
<b>ADO*/ASO* Beginning of Year</b>	\$0	\$0	(\$15,987)	\$131
<b>Total Accumulated Surplus or Deficit from Operations end of year</b>	\$6,956	(\$15,987)	\$131	\$49

# VISION FOR THE FUTURE

Legacies Academy is committed to continuous growth as we identify and address areas to improve upon. Setting high standards and expectations is very important, as well as making these goals and ambitions measurable and achievable. We will plan wisely for the future and ensure that we continually address/consider the

## **Five Assurance Domains:**

1. Student Growth & Achievement
2. Teaching & Leading
3. Learning Supports
4. Governance
5. Local & Societal Context

## DELICATE BALANCE

Each year as we continue to expand we constantly weigh and assess the line between healthy growth and too much growth. Each year we have added space to accommodate our growing numbers but we feel strongly that a great deal of our uniqueness and ability to best serve our students stems from our small size.

Through the Parent Survey, 92% of our current families (Preschool to Grade Three) indicated that they would be interested in their child attending past Grade Five. This will be taken into consideration by the Board of Directors as we proactively plan for the future. For the coming 2024-2025 School Year our lease is in place and no further expansion will be needed for our current students to remain at Legacies Academy until Grade 6.