



Unlimited Potential
community services

**Annual Education Results
Report (AERR)**

For

Unlimited Potential Community Services School

Jurisdiction #9272

2022-2023

The Annual Education Results Report for **Unlimited Potential Community Services** for the 2022/2023 **school year** was prepared under the direction of the Board in accordance with the responsibilities under the *Education Act* and the *Fiscal Planning and Transparency Act*. 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 2022/2023 was approved by the Board on November 28, 2023.

Created by:

Kelly Milliken
Principal



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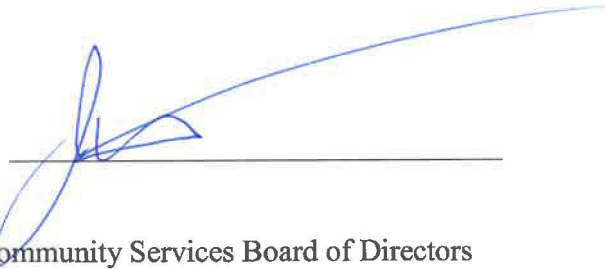
Darcy Petrovic
CEO



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Signed by:

Mr. John Watson



A handwritten signature in blue ink, appearing to read 'John Watson', written over a horizontal line.

President
Unlimited Potential Community Services Board of Directors

What's In A Name

The name Unlimited Potential Community Services conveys our mission of helping people, whether they are coping with mental health illnesses, abuse, overcoming addictions, developing life skills, or furthering their education or employment.

We foster the potential in each one of our clients/students so that the only way to go is UP!

Our Mission

We empower individuals and families to reach their full potential and enhance community well-being.

Our Values

Integrity

We provide our services with the highest standards of honesty, trust, professionalism, transparency, and ethical behaviour.

Respect

We believe that all persons have an innate worth and value, thus, we consistently maintain respect for the dignity of our clients and our colleagues.

Excellence

As a client centered learning organization, we ensure that innovation, evaluation, and revision are integral in our process of continual improvement in everything we do.

Humility

We readily acknowledge and accept that there is always more to be learned.

Relationships

Our genuine care and concern for our clients ensures authenticity and empathy in our interactions, and places an emphasis on consultation and collaboration in our provision of services.



Education Program Profile

Unlimited Potential Community Services educational programs are designated by Alberta Education as an accredited funded private school authority. All of our schools adhere to the mandate and policies of Alberta Education and we follow the Program of Studies Curriculum. Our school year calendar includes 200 operational days and 188 instructional days. Students who attend our schools may come to us from our group homes, treatment homes, or by tuition agreements from a school district. We have worked with the following school boards: Alexander First Nation, Black Gold, Edmonton Catholic, Edmonton Public, Elk Island Catholic and Public, Evergreen Catholic, Greater St. Albert Catholic, Parkland, St. Albert Public, Sturgeon, Pembina Hills, Northern Gateway, Wild Rose and Wetaskiwin Public. We have had private tuition agreements as well. There are four schools: Columbus Academy and Bright Bank Academy located in Stony Plain, Phoenix Academy and Thomas More Academy which are located in Edmonton.



We offer a highly structured and supportive special education program that includes supervision throughout the day. Individual Program Plans are developed for all students in consultation with the treatment team (which may include: clinicians, psychologists, house staff, education staff, parent/guardian, psychiatrist, etc.) and we provide the students with the opportunity to acquire skills to prepare them for re-entry to community schools and to be positive and productive contributors to society. The small schools and small class sizes with a 3:1 student to staff ratio provide support to meet the needs of the students.

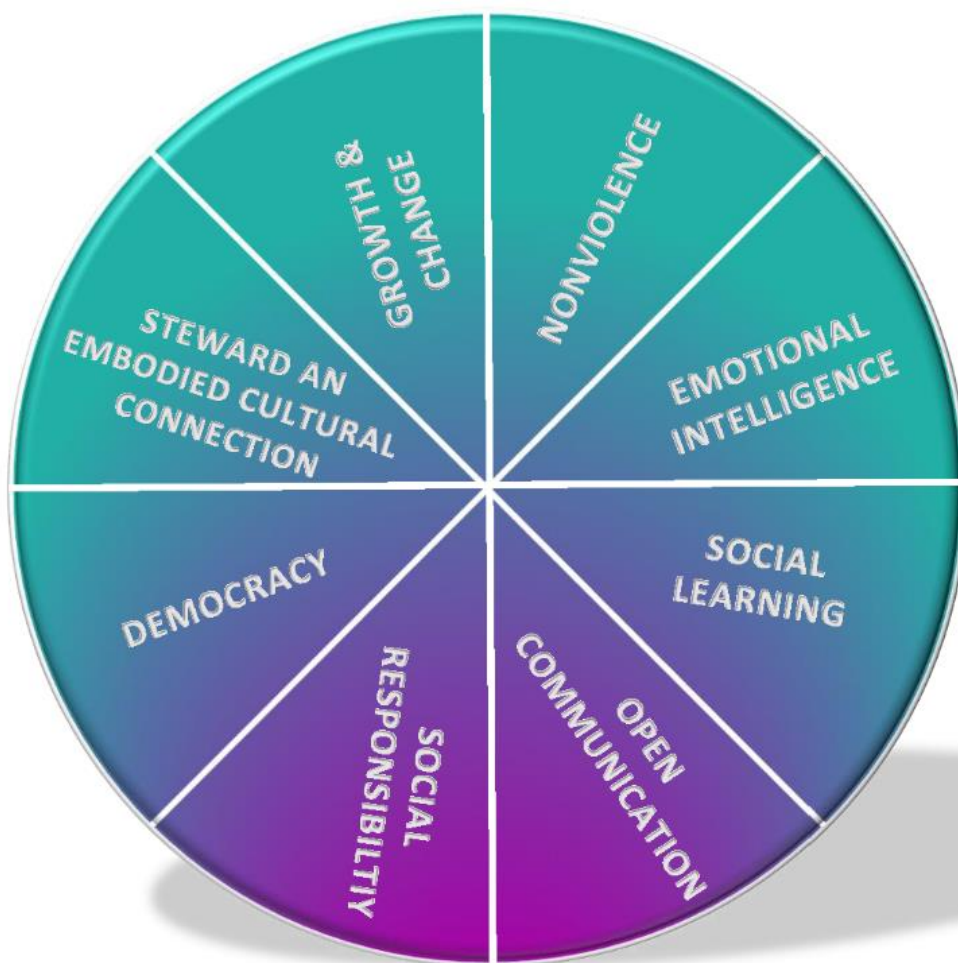
Many of the students have been diagnosed with severe emotional/behavioural disorders and struggle with finding success in a community school setting. For a variety of reasons many of our children come to our school functioning significantly below grade level. We have worked successfully with students who have learning

We are using the Sanctuary model which is rooted in attachment theory and focuses on changing behavior by understanding adversity, trauma and violence. The Sanctuary Model is built on four pillars (1) Trauma Theory (2) The Sanctuary Commitments (3) S.E.L.F (Safety, Emotions, Loss and Future) and (4) the Sanctuary toolkit.

Each pillar provides an area of understanding and addresses complex behaviors to create positive changes in our environments, reducing violent behaviors, increasing the level of safety while building healthy attachments, relationships and social cohesion.

The Sanctuary Model places emphasis on the need to understand the impact of psychological trauma on attitudes, emotional states, cognitive functioning, social adjustment and behaviours. The Model integrates this understanding into the standard operating procedures of the treatment setting.

The model is based on a set of values called **The Eight Sanctuary Commitments:**



Fall 2023 Required Alberta Education Assurance Measures - Overall Summary

Assurance Domain	Measure	Unlimited Potential Community			Alberta			Measure Evaluation		
		Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
Student Growth and Achievement	Student Learning Engagement	86.3	84.9	84.9	84.4	85.1	85.1	n/a	Maintained	n/a
	Citizenship	70.4	68.6	68.9	80.3	81.4	82.3	Low	Maintained	Issue
	3-year High School Completion	12.5	22.2	37.0	80.7	83.2	82.3	Very Low	Declined	Concern
	5-year High School Completion	70.2	71.3	50.3	88.6	87.1	86.2	Very Low	Maintained	Concern
	PAT: Acceptable	2.8	24.5	n/a	63.3	64.3	n/a	Very Low	n/a	n/a
	PAT: Excellence	0.0	4.1	n/a	16.0	17.7	n/a	Very Low	n/a	n/a
	Diploma: Acceptable	44.4	*	n/a	80.3	75.2	n/a	Very Low	n/a	n/a
	Diploma: Excellence	0.0	*	n/a	21.2	18.2	n/a	Very Low	n/a	n/a
Teaching & Leading	Education Quality	86.9	86.2	84.3	88.1	89.0	89.7	Intermediate	Maintained	Acceptable
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	79.7	78.8	78.8	84.7	86.1	86.1	n/a	Maintained	n/a
	Access to Supports and Services	88.6	90.8	90.8	80.6	81.6	81.6	n/a	Maintained	n/a
Governance	Parental Involvement	77.7	90.4	84.0	79.1	78.8	80.3	Intermediate	Maintained	Acceptable

- Notes:
1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
 2. Caution should be used when interpreting high school completion rate results over time, as participation in the 2019/20 to 2021/22 Diploma Exams was impacted by the COVID-19 pandemic. In the absence of Diploma Exams, achievement level of diploma courses were determined solely by school-awarded marks.
 3. Aggregated PAT results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each course. Courses included: English Language Arts (Grades 9, 9 KAE), Français (9e année), French Language Arts (9e année), Mathematics (Grades 9, 9 KAE), Science (Grades 9, 9 KAE), Social Studies (Grades 6, 9, 9 KAE).
 4. Participation in the Provincial Achievement Tests and Diploma Exams was impacted by the COVID-19 pandemic from 2019/20 to 2021/22. School years 2019/20, 2020/21 and 2021/22 are not included in the rolling 3-year average. Caution should be used when interpreting trends over time.
 5. Participation in the Provincial Achievement Tests and Diploma Exams was impacted by the fires in 2018/19 and 2022/23. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
 6. 2022/23 Provincial Achievement Test results do not include students who participated in the optionally implemented/piloted curriculum and were excused from writing in those subject areas.
 7. Security breaches occurred over the last few days of the 2021/22 PAT administration window. Students most likely impacted by these security breaches have been excluded from the provincial cohort. All students have been included in school and school authority reporting. Caution should be used when interpreting these results.
 8. Aggregated Diploma results are a weighted average of percent meeting standards (Acceptable, Excellence) on Diploma Examinations. The weights are the number of students writing the Diploma Exam for each course. Courses included: English Language Arts 30-1, English Language Arts 30-2, French Language Arts 30-1, Français 30-1, Mathematics 30-1, Mathematics 30-2, Chemistry 30, Physics 30, Biology 30, Science 30, Social Studies 30-1, Social Studies 30-2.

Fall 2023 Supplemental Alberta Education Assurance Measures - Overall Summary

Measure	Unlimited Potential Community			Alberta			Measure Evaluation		
	Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
Diploma Exam Participation Rate (4+ Exams)	0.0	n/a	9.4	3.5	n/a	56.6	n/a	n/a	n/a
Drop Out Rate	7.9	3.8	4.5	2.5	2.3	2.5	Low	Maintained	Issue
In-Service Jurisdiction Needs	92.3	97.0	86.6	82.2	83.7	84.3	Very High	Maintained	Excellent
Lifelong Learning	89.1	90.0	83.9	80.4	81.0	76.8	Very High	Maintained	Excellent
Program of Studies	74.2	71.3	65.8	82.9	82.9	82.6	Intermediate	Maintained	Acceptable
Program of Studies - At Risk Students	89.2	91.1	87.5	81.2	81.9	83.4	High	Maintained	Good
Rutherford Scholarship Eligibility Rate	*	16.7	20.8	71.9	70.2	68.3	*	*	*
Safe and Caring	87.9	84.4	83.5	87.5	88.8	89.1	High	Maintained	Good
Satisfaction with Program Access	78.4	72.9	74.0	72.9	72.6	73.9	High	Maintained	Good
School Improvement	84.1	66.5	70.2	75.2	74.2	77.9	Very High	Improved	Excellent
Transition Rate (6 yr)	10.3	0.0	0.0	59.7	60.3	60.2	Very Low	Maintained	Concern
Work Preparation	83.9	100.0	91.7	83.1	84.9	84.5	High	Maintained	Good

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. Participation in the Diploma Exams was impacted by the fires in 2018/19, and the COVID-19 pandemic from 2019/20 to 2021/22. Caution should be used when interpreting trends over time.

The accountability surveys due to the suppression of data or small sample sizes, are not a true measure of the caring and compassionate work being done at Unlimited Potential Community Services Schools. The support for UPCS Schools from parents, students, school jurisdictions and community agencies clearly reinforce the message about the good work being done with ‘at risk’ children and their families. The accountability data does not adequately reflect to the unique nature of UPCS Schools and we are excited to have the opportunity to incorporate local measures to help us continue to reflect on our work and to improve.

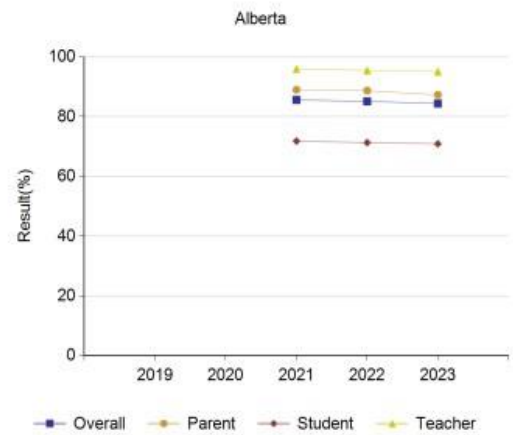
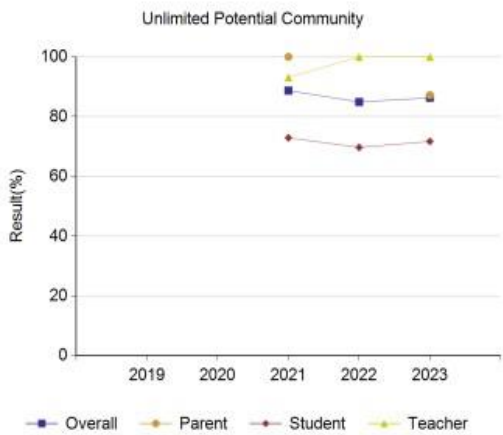
The following tables are the results of the survey provided by Alberta Education to parents, students and teachers within the Unlimited Potential Community Services Schools during the 2022-2023 school year. This Annual Education Results Report will comment on the results gathered from our stakeholders.

Domain: Student Growth and Achievement

Student Learning Engagement-Measure Details

The percentage of teachers, parents and students who agree that students are engaged in their learning at school.

	Unlimited Potential Community										Measure Evaluation			Alberta									
	2019		2020		2021		2022		2023		Achievement	Improvement	Overall	2019		2020		2021		2022		2023	
	N	%	N	%	N	%	N	%	N	%				N	%	N	%	N	%	N	%	N	%
Overall	n/a	n/a	n/a	n/a	59	88.7	46	84.9	72	86.3	n/a	Maintained	n/a	n/a	n/a	n/a	n/a	230,956	85.6	249,740	85.1	257,214	84.4
Parent	n/a	n/a	n/a	n/a	8	100.0	5	*	13	87.2	n/a	n/a	n/a	n/a	n/a	n/a	n/a	30,994	89.0	31,694	88.7	31,862	87.3
Student	n/a	n/a	n/a	n/a	41	72.9	34	69.7	46	71.7	n/a	Maintained	n/a	n/a	n/a	n/a	n/a	169,789	71.8	187,102	71.3	193,029	70.9
Teacher	n/a	n/a	n/a	n/a	10	93.1	12	100.0	13	100.0	n/a	Maintained	n/a	n/a	n/a	n/a	n/a	30,173	96.0	30,944	95.5	32,323	95.1



Notes:

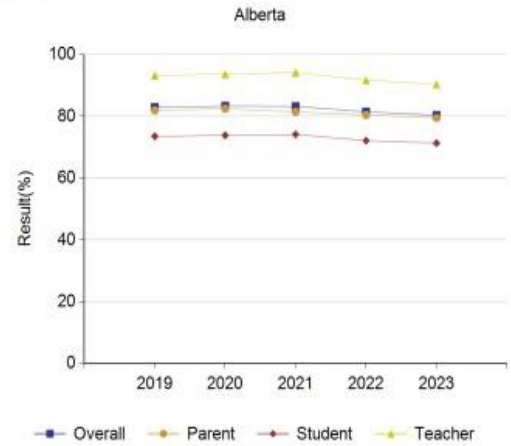
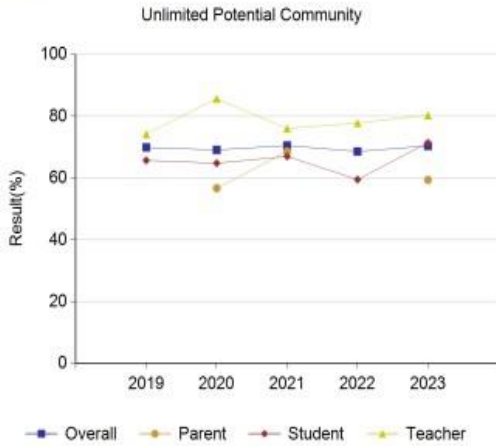
1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. The AEA survey was introduced as a pilot in 2020/21, when participation was also impacted by the COVID-19 pandemic. Caution should be used when interpreting trends over time.

We are proud of our overall student learning engagement numbers and that we are slightly above provincial average in this area. Many of our students have a history of low engagement in school so we see this as a testament that our 3:1 student to staff ratio allows for the support and encouragement our students need to actively engage. The staff are able to meet the needs of each individual student and provide programming that supports their learning. We are actively working to increase the number of option courses offered at our schools. With more variety, we hope that our students’ interest and engagement continues to increase.

Citizenship – Measure Details

Percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.

	Unlimited Potential Community										Measure Evaluation			Alberta									
	2019		2020		2021		2022		2023					2019		2020		2021		2022		2023	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%		
Overall	66	69.9	59	69.1	59	70.5	46	68.6	72	70.4	Low	Maintained	Issue	265,614	82.9	264,413	83.3	230,843	83.2	249,770	81.4	257,231	80.3
Parent	4	*	6	56.7	8	68.6	5	*	13	59.4	Low	Maintained	Issue	35,247	81.9	36,891	82.4	30,905	81.4	31,689	80.4	31,869	79.4
Student	47	65.7	46	64.8	41	67.0	34	59.5	46	71.4	High	Maintained	Good	197,090	73.5	193,577	73.8	169,741	74.1	187,120	72.1	193,015	71.3
Teacher	19	74.2	7	85.7	10	76.0	12	77.8	13	80.3	Low	Maintained	Issue	33,277	93.2	33,945	93.6	30,197	94.1	30,961	91.7	32,347	90.3



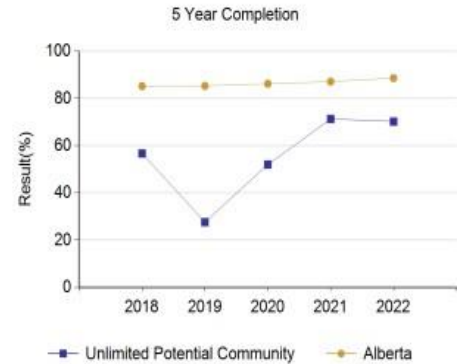
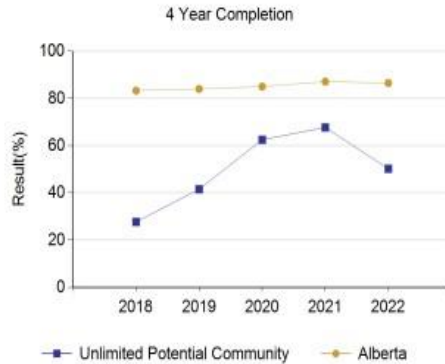
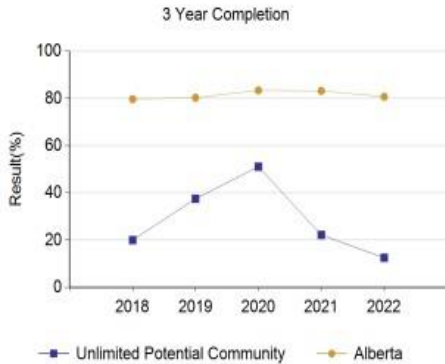
Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. The AEA survey was introduced as a pilot in 2020/21, when participation was also impacted by the COVID-19 pandemic. Caution should be used when interpreting trends over time.
3. The Citizenship measure was adjusted to reflect the introduction of the new AEA survey measures in 2020/21. Caution should be used when interpreting trends over time.

Our students have indicated an 11.9% increase in area. During the 2022-2023 school year, we worked to bring our students together in order to provide increased opportunity to build upon citizenship skills. We also returned to our community volunteering which had been cancelled for a few years due to COVID-19. Students helped out seniors in the neighborhood of our Columbus Academy school by shoveling snow and completing yard work. Students volunteered to collect litter in the community for Earth Day. We are very proud of the work we do with our students in regards to educating them about the characteristics of being an active citizen. Daily, we address the academic, social/emotional and behavioural expectations needed to be successful in the future. We recognize the importance of preparing our students to be active citizens; therefore, we will continue to make this goal a focus.

High School Completion Rate – Measure Details

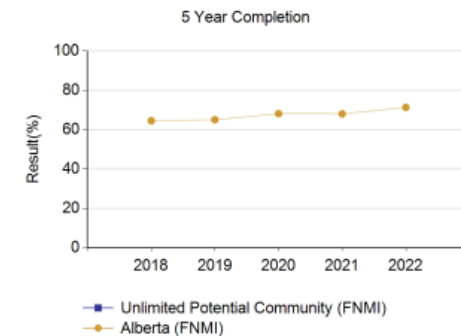
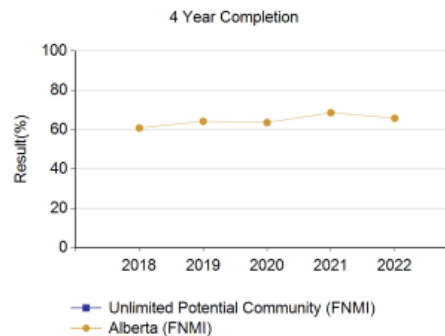
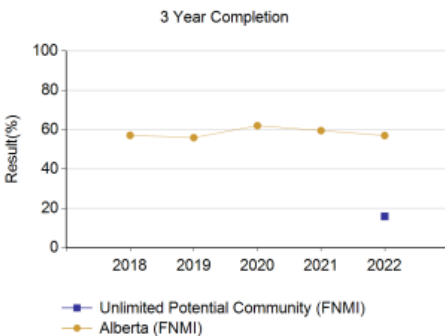
	Unlimited Potential Community										Measure Evaluation			Alberta									
	2018		2019		2020		2021		2022		Achievement	Improvement	Overall	2018		2019		2020		2021		2022	
	N	%	N	%	N	%	N	%	N	%				N	%	N	%	N	%	N	%	N	%
3 Year Completion	10	20.0	11	37.5	6	51.1	9	22.2	9	12.5	Very Low	Declined	Concern	44,978	79.7	45,354	80.3	46,245	83.4	47,675	83.2	48,340	80.7
4 Year Completion	8	27.7	10	41.5	10	62.5	6	67.7	8	50.2	Very Low	Maintained	Concern	44,994	83.3	44,980	84.0	45,351	85.0	46,242	87.1	47,660	86.5
5 Year Completion	9	56.7	8	27.6	10	52.0	10	71.3	6	70.2	Very Low	Maintained	Concern	44,842	85.2	44,988	85.3	44,972	86.2	45,344	87.1	46,238	88.6



- Notes:
- Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
 - Participation in the 2019/20 to 2021/22 Diploma Exams was impacted by the COVID-19 pandemic. In the absence of Diploma Exams, achievement level of diploma courses were determined solely by school-awarded marks. Caution should be used when interpreting high school completion rate results over time.

High School Completion Rate (FNMI) – Measure Details

	Unlimited Potential Community (FNMI)										Measure Evaluation			Alberta (FNMI)									
	2018		2019		2020		2021		2022		Achievement	Improvement	Overall	2018		2019		2020		2021		2022	
	N	%	N	%	N	%	N	%	N	%				N	%	N	%	N	%	N	%	N	%
3 Year Completion	2	*	n/a	n/a	1	*	3	*	7	15.9	Very Low	n/a	n/a	3,632	57.1	3,750	55.9	3,814	62.0	3,972	59.5	3,943	57.0
4 Year Completion	1	*	1	*	n/a	n/a	2	*	5	*	*	*	*	3,453	60.8	3,524	64.2	3,670	63.6	3,729	68.6	3,936	65.8
5 Year Completion	2	*	1	*	1	*	n/a	n/a	1	*	*	*	*	3,266	64.5	3,407	65.0	3,469	68.1	3,593	68.0	3,719	71.3



- Notes:
- Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
 - Participation in the 2019/20 to 2021/22 Diploma Exams was impacted by the COVID-19 pandemic. In the absence of Diploma Exams, achievement level of diploma courses were determined solely by school-awarded marks. Caution should be used when interpreting high school completion rate results over time.

These results are frustrating as they reflect the struggles that our students face in completing high school. Over the last year, there was an increase in students leaving school before completion to enter into the world of work due to facing financial and housing struggles. We also know that COVID-19 had an impact on course completion as students coming into our schools had fewer high school credits than we would typically see. We continue to recognize that our students often need extra time to meet high school completion requirements. We will remain focused on teaching and encouraging attitudes and behaviours that will help students be successful in the world of work when they finish school. This is something that we hope for all of our students, that they will be prepared to move forward into adulthood with the skills they need to enjoy a healthy and productive life. Our school program does focus on providing a solid basic education to ensure our students have the foundational building blocks to continue to develop their skills and abilities to pursue their educational journey, enter the world of work or transition to adult support services.

In June 2023, of our five graduates, one was First Nations and one was Metis. Both of these students participated in an Eagle Feather Ceremony as part of graduation. This honour is motivating for our younger Indigenous students to see and something they are working towards. We want to thank our Elder Ted for his support and teachings. Over the 2022-2023, his teachings focused on Reconciliation and contained powerful lessons for both students and staff members.

Provincial Achievement Test Results – Measure Details

Course		Measure		Unlimited Potential Community						Alberta				
				Achievement	Improvement	Overall	2023		Prev 3 Year Average		2023		Prev 3 Year Average	
							N	%	N	%	N	%	N	%
English Language Arts 6	Acceptable Standard	*	*	*	4	*	n/a	n/a	52,106	76.2	n/a	n/a		
	Standard of Excellence	*	*	*	4	*	n/a	n/a	52,106	18.4	n/a	n/a		
French Language Arts 6 année	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	3,131	77.6	n/a	n/a		
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	3,131	12.5	n/a	n/a		
Français 6 année	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	578	78.9	n/a	n/a		
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	578	19.4	n/a	n/a		
Mathematics 6	Acceptable Standard	*	*	*	4	*	n/a	n/a	52,551	65.4	n/a	n/a		
	Standard of Excellence	*	*	*	4	*	n/a	n/a	52,551	15.9	n/a	n/a		
Science 6	Acceptable Standard	*	*	*	4	*	n/a	n/a	54,859	66.7	n/a	n/a		
	Standard of Excellence	*	*	*	4	*	n/a	n/a	54,859	21.8	n/a	n/a		
Social Studies 6	Acceptable Standard	*	*	*	4	*	n/a	n/a	57,655	66.2	n/a	n/a		
	Standard of Excellence	*	*	*	4	*	n/a	n/a	57,655	18.0	n/a	n/a		
English Language Arts 9	Acceptable Standard	*	*	*	8	*	n/a	n/a	56,255	71.4	n/a	n/a		
	Standard of Excellence	*	*	*	8	*	n/a	n/a	56,255	13.4	n/a	n/a		
K&E English Language Arts 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,254	50.2	n/a	n/a		
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,254	5.7	n/a	n/a		
French Language Arts 9 année	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	3,215	76.1	n/a	n/a		
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	3,215	10.9	n/a	n/a		
Français 9 année	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	575	81.6	n/a	n/a		
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	575	22.3	n/a	n/a		
Mathematics 9	Acceptable Standard	*	*	*	8	*	n/a	n/a	55,447	54.4	n/a	n/a		
	Standard of Excellence	*	*	*	8	*	n/a	n/a	55,447	13.5	n/a	n/a		
K&E Mathematics 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,815	52.7	n/a	n/a		
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,815	11.3	n/a	n/a		
Science 9	Acceptable Standard	*	*	*	8	*	n/a	n/a	56,311	66.3	n/a	n/a		
	Standard of Excellence	*	*	*	8	*	n/a	n/a	56,311	20.1	n/a	n/a		
K&E Science 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,197	52.9	n/a	n/a		
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,197	10.9	n/a	n/a		
Social Studies 9	Acceptable Standard	*	*	*	8	*	n/a	n/a	56,309	58.4	n/a	n/a		
	Standard of Excellence	*	*	*	8	*	n/a	n/a	56,309	15.9	n/a	n/a		
K&E Social Studies 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,140	49.6	n/a	n/a		
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,140	10.6	n/a	n/a		

- Notes:
1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
 2. Achievement Evaluation is not calculated for courses that do not have sufficient data available, either due to too few jurisdictions offering the course or because of changes in tests.
 3. Participation in the Provincial Achievement Tests was impacted by the COVID-19 pandemic from 2019/20 to 2021/22. School years 2019/20, 2020/21 and 2021/22 are not included in the rolling 3-year average. Caution should be used when interpreting trends over time.
 4. Participation in the Provincial Achievement Tests was impacted by the fires in 2018/19 and 2022/23. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
 5. 2022/23 Provincial Achievement Test results do not include students who participated in the optionally implemented/piloted curriculum and were excused from writing in those subject areas.
 6. Security breaches occurred over the last few days of the 2021/22 PAT administration window. Students most likely impacted by these security breaches have been excluded from the provincial cohort. All students have been included in school and school authority reporting. Caution should be used when interpreting these results

Diploma Examination Results – Measure Details

Course		Measure		Unlimited Potential Community						Alberta				
				Achievement	Improvement	Overall	2023		Prev 3 Year Average		2023		Prev 3 Year Average	
							N	%	N	%	N	%	N	%
English Lang Arts 30-1	Diploma Examination Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	31,493	83.7	n/a	n/a	
	Diploma Examination Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	31,493	10.5	n/a	n/a	
English Lang Arts 30-2	Diploma Examination Acceptable Standard	*	*	*	5	*	n/a	n/a	n/a	17,112	86.2	n/a	n/a	
	Diploma Examination Standard of Excellence	*	*	*	5	*	n/a	n/a	n/a	17,112	12.7	n/a	n/a	
French Language Arts 30-1	Diploma Examination Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,236	93.1	n/a	n/a	
	Diploma Examination Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,236	6.1	n/a	n/a	
Français 30-1	Diploma Examination Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	127	99.2	n/a	n/a	
	Diploma Examination Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	127	30.7	n/a	n/a	
Mathematics 30-1	Diploma Examination Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	19,763	70.8	n/a	n/a	
	Diploma Examination Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	19,763	29.0	n/a	n/a	
Mathematics 30-2	Diploma Examination Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	14,418	71.1	n/a	n/a	
	Diploma Examination Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	14,418	15.2	n/a	n/a	
Social Studies 30-1	Diploma Examination Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	24,023	83.5	n/a	n/a	
	Diploma Examination Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	24,023	15.9	n/a	n/a	
Social Studies 30-2	Diploma Examination Acceptable Standard	*	*	*	4	*	n/a	n/a	n/a	21,045	78.1	n/a	n/a	
	Diploma Examination Standard of Excellence	*	*	*	4	*	n/a	n/a	n/a	21,045	12.3	n/a	n/a	
Biology 30	Diploma Examination Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	23,270	82.7	n/a	n/a	
	Diploma Examination Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	23,270	32.8	n/a	n/a	
Chemistry 30	Diploma Examination Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	18,364	80.5	n/a	n/a	
	Diploma Examination Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	18,364	37.0	n/a	n/a	
Physics 30	Diploma Examination Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	9,241	82.3	n/a	n/a	
	Diploma Examination Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	9,241	39.9	n/a	n/a	
Science 30	Diploma Examination Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	8,007	79.4	n/a	n/a	
	Diploma Examination Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	8,007	23.1	n/a	n/a	

Notes:

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2. Achievement Evaluation is not calculated for courses that do not have sufficient data available, either due to too few jurisdictions offering the course or because of changes in examinations.
3. Participation in the Diploma Exams was impacted by the COVID-19 pandemic from 2019/20 to 2021/22. School years 2019/20, 2020/21 and 2021/22 are not included in the rolling 3-year average. Caution should be used when interpreting trends over time.
4. Participation in the Diploma Exams was impacted by the fires in 2018/19 and 2022/23. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
5. A written-response component worth 25% of the total exam mark was added to the Mathematics 30-1/30-2 diploma exams in 2018/19.

Our work within the schools is to support all students where they are at and help them to achieve their potential in their educational journey. For some that may be a diploma, for some it may be a certificate of achievement and for others it is high school completion. At least six participants writing diploma exams (which Knowledge and Employability students do not write) are needed to generate results of which we have not had those numbers of students writing diploma exams. In the 2022-2023 school year, we had an increased number of students writing diploma exams; however, we still did not have enough to generate results. We want to celebrate that we did have 3 students graduate with diplomas in June 2023. Again, at least six participants are needed to generate results for PATS so unfortunately we did not received results. Regardless of the lack of feedback, we work with each individual to plan

and prepare their program to address their strengths and skills. Celebrating the achievements and growth in our students is of great importance to our staff, the parents/guardians and our agency. We had one English as a Second Language students in our school for the 2022-2023 school year; therefore, received suppressed results. This student has increased high school course completion significantly since attending our school and is working towards their high school diploma. In the 2022-2023 school year, we received suppressed results for our FMNI students.

Local Measures for Student Growth and Achievement:

During the 2022- 2023 school year, teachers submitted results regarding academic improvement for their students. In December 2022, teaching staff reported that 61% of students had shown academic improvement for the reporting term. In March 2023, teaching staff reported that 73% of students had shown academic improvement for the reporting term. In June 2023, teaching staff reported that 69% of students had shown academic improvement during the final reporting term. What is important to note here is that from where we started the year at 61% to where we reported at the March and June check-in was a larger increase than the previous year. We actively put academic supports and interventions in place when we recognized that our students were struggling. We also know that when students start our program, the first priority is to help them feel safe, supported and regulated. This is the springboard to academic learning.

Additionally, we analyzed our student's Individual Program Plans (IPPs) for goal achievement. For students that regularly attended our schools for the 2022-2023 school year, 77% of all IPP goals were achieved. This is a 7% increase from the 2021-2022 school year. Our IPP's focus on behavioural/social-emotional goals as well as academic goals and is a more accurate measure for our students' achievement.

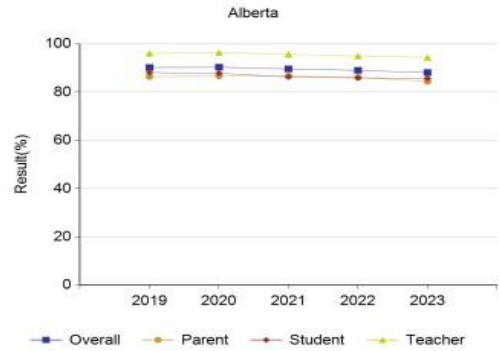
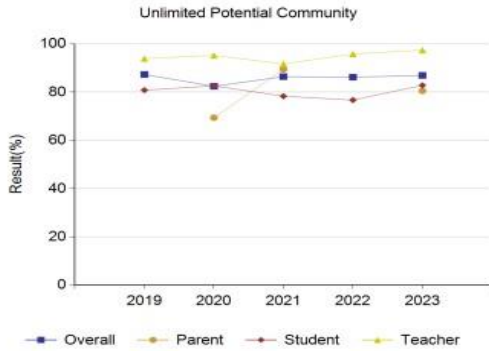
Strategies going forward to improve these results are to implement the strategies in our education plan, to focus not only on literacy improvement but on social- emotional wellbeing. Our students find the most success when they feel safe and supported to learn. Another key strategy in this area is for our students to feel like partners in their education. To do this, regular communication between the student and their education team is required and successes need to be celebrated. We also have scheduled sessions on using Assistive Technology for our education staff and students in Grades 5-7. We will continue to build upon this and ensure that all students are feeling successful.

Domain: Teaching and Leading

Education Quality – Measure Details

Percentage of teachers, parents and students satisfied with the overall quality of basic education.

	Unlimited Potential Community										Measure Evaluation			Alberta									
	2019		2020		2021		2022		2023		Achievement	Improvement	Overall	2019		2020		2021		2022		2023	
	N	%	N	%	N	%	N	%	N	%				N	%	N	%	N	%	N	%	N	%
Overall	66	87.3	59	82.4	59	86.4	46	86.2	72	86.9	Intermediate	Maintained	Acceptable	265,841	90.2	264,623	90.3	230,814	89.6	249,532	89.0	257,584	88.1
Parent	4	*	6	69.4	8	89.4	5	*	13	80.5	Intermediate	Maintained	Acceptable	35,262	86.4	36,907	86.7	31,024	86.7	31,728	86.1	31,890	84.4
Student	47	80.8	46	82.6	41	78.3	34	76.7	46	82.8	Low	Maintained	Issue	197,282	88.1	193,763	87.8	169,589	86.3	186,834	85.9	193,343	85.7
Teacher	19	93.9	7	95.2	10	91.7	12	95.8	13	97.4	High	Maintained	Good	33,297	96.1	33,953	96.4	30,201	95.7	30,970	95.0	32,351	94.4



Notes:

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2. The AEA survey was introduced as a pilot in 2020/21, when participation was also impacted by the COVID-19 pandemic. Caution should be used when interpreting trends over time.

Our priority is to focus on core curriculum courses and building a foundation for success in learning. We do our best to ensure students have the tools to move forward in their learning. Over the last year, we continued to development in the area of literacy intervention, which will serve to assist our students long term. All education staff engaged in professional development regarding strategies for working with students with FASD which allowed us bring in new strategies to support learning. It is fantastic to see an increase in students who are satisfied with the quality of their education. We are working hard to provide more option courses for our high school students and to introduce new modes of learning.

One philosophy that we follow in our schools is Clear is Kind (Brene Brown, Daring Classrooms). It was great to see that our high school students are identifying that it is clear what they are expected to learn at school.

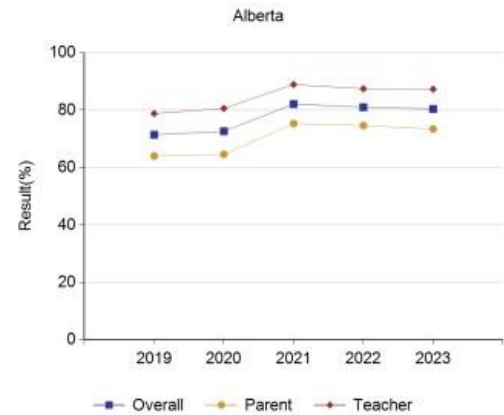
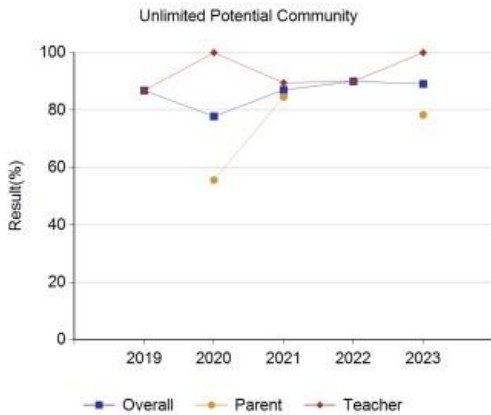
Student - Grade 10-12

		N	Strongly Agree %	Agree %	Disagree %	Strongly Disagree %	Don't Know %	Top 2 Box %
It is clear what I am expected to learn at school	2019	25	36	48	8	4	4	84
	2020	22	32	55	9	0	5	86
	2021	17	41	53	0	0	6	94
	2022	19	42	53	0	0	5	95
	2023	15	33	60	0	0	7	93

Lifelong Learning – Measure Details

Percentage of teacher and parent satisfaction that students demonstrate the knowledge, skills and attitudes necessary for lifelong learning.

	Unlimited Potential Community										Measure Evaluation			Alberta									
	2019		2020		2021		2022		2023		Achievement	Improvement	Overall	2019		2020		2021		2022		2023	
	N	%	N	%	N	%	N	%	N	%				N	%	N	%	N	%	N	%	N	%
Overall	19	86.8	13	77.8	17	87.0	11	90.0	25	89.1	Very High	Maintained	Excellent	66,943	71.4	69,182	72.6	59,478	82.1	60,822	81.0	62,032	80.4
Parent	4	*	6	55.6	7	84.6	5	*	13	78.3	Very High	Improved	Excellent	33,876	64.0	35,454	64.6	29,693	75.3	30,314	74.6	30,381	73.4
Teacher	19	86.8	7	100.0	10	89.5	11	90.0	12	100.0	Very High	Maintained	Excellent	33,067	78.8	33,728	80.6	29,785	88.9	30,508	87.4	31,651	87.3



Notes:

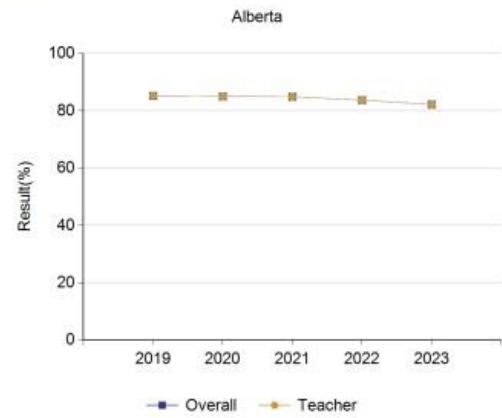
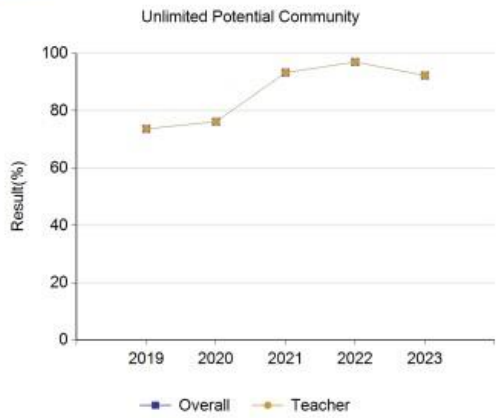
1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. The AEA survey was introduced as a pilot in 2020/21, when participation was also impacted by the COVID-19 pandemic. Caution should be used when interpreting trends over time.
3. A "N/A" response was added to the AEA survey in 2020/21, allowing respondents to clearly indicate when a question was not applicable. Unlike "Don't Know", a response of "N/A" does not count towards the total number of responses in the survey result. Caution should be used when interpreting trends over time.

We are incredibly encouraged by our results in this area. We continue to be well above provincial average in this area. One of our key goals of our school programs is to help our students build the knowledge, skills and attitude to allow them to move forward into wherever their life takes them, whether it is returning to their community school, attending post-secondary or entering into the world of work. One of our core values is ***Humility***- We readily acknowledge and accept that there is always more to be learned. A key strategy in this area is to model lifelong learning to our students and to show that there is always more to be learned. When our Elder engages our students in teachings, all school staff join in so that we can learn alongside our students. Our staff members create Take 5 self-regulation strategies alongside our students so they see that everyone needs strategies that they know help them throughout the day.

In-Service Jurisdiction Needs– Measure Details

The percentage of teachers reporting that in the past 3-5 years the professional development and in-servicing received from the school authority has been focused, systematic and contributed significantly to their ongoing professional growth.

	Unlimited Potential Community										Measure Evaluation			Alberta									
	2019		2020		2021		2022		2023		Achievement	Improvement	Overall	2019		2020		2021		2022		2023	
	N	%	N	%	N	%	N	%	N	%				N	%	N	%	N	%	N	%	N	%
Overall	19	73.7	7	76.2	10	93.3	11	97.0	13	92.3	Very High	Maintained	Excellent	33,074	85.2	33,766	85.0	29,619	84.9	30,280	83.7	31,648	82.2
Teacher	19	73.7	7	76.2	10	93.3	11	97.0	13	92.3	Very High	Maintained	Excellent	33,074	85.2	33,766	85.0	29,619	84.9	30,280	83.7	31,648	82.2



Notes:

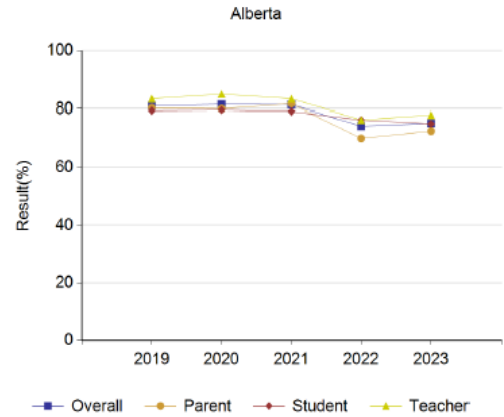
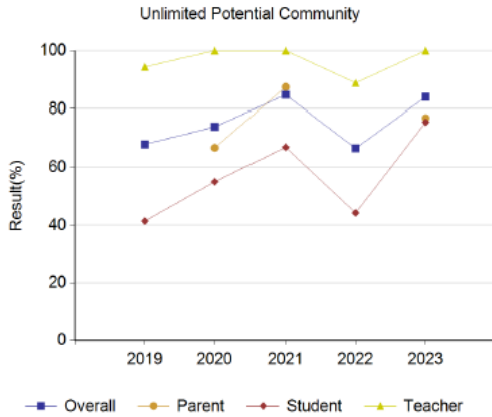
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2. The AEA survey was introduced as a pilot in 2020/21, when participation was also impacted by the COVID-19 pandemic. Caution should be used when interpreting trends over time.

Profession growth is part of upholding our value of Humility. We know that to meet our students’ needs, we need to be open to ongoing learning and improvement. Engagement sessions with our education team has been key to our excellent results in this area. School staff have opportunities to voice their professional needs and to have input into our school wide goals. Professional development is built around this input as well as examining what the current needs of our student population are. Ongoing professional development also serves to role model for our students the importance of lifelong learning. In the 2022-2023 school year, our school staff received professional development in the areas of supports for students with FASD, online high risk behaviours, mental health and social emotional wellbeing, ongoing Indigenous teachings and diversity training as well as medication administration. Teaching staff attended the North Central Alberta Teachers’ Convention. We also had several teachers trained in the Right to Read Program and all administrators received Violent Threat Risk Assessment training. All school staff completed additional professional development in connection to their professional growth plans.

School Improvement-Measure Detail

Percentage of teachers, parents and students indicating that their school and schools in their jurisdiction have improved or stayed the same the last three years.

	Unlimited Potential Community										Measure Evaluation			Alberta									
	2019		2020		2021		2022		2023		Achievement	Improvement	Overall	2019		2020		2021		2022		2023	
	N	%	N	%	N	%	N	%	N	%				N	%	N	%	N	%	N	%	N	%
Overall	65	67.9	59	73.9	58	84.8	42	66.5	69	84.1	Very High	Improved	Excellent	263,364	81.0	262,079	81.5	224,041	81.4	243,980	74.2	251,355	75.2
Parent	4	*	6	66.7	8	87.5	5	*	13	76.9	High	Maintained	Good	34,159	80.3	35,896	80.0	28,016	81.7	30,147	70.0	30,371	72.5
Student	47	41.4	46	55.0	41	66.9	33	44.2	45	75.5	Intermediate	Improved Significantly	Good	196,562	79.4	192,917	79.6	167,992	79.1	185,107	76.3	191,142	75.0
Teacher	18	94.4	7	100.0	9	100.0	9	88.9	11	100.0	Very High	Maintained	Excellent	32,613	83.4	33,286	85.0	28,033	83.4	28,726	76.3	29,842	78.0

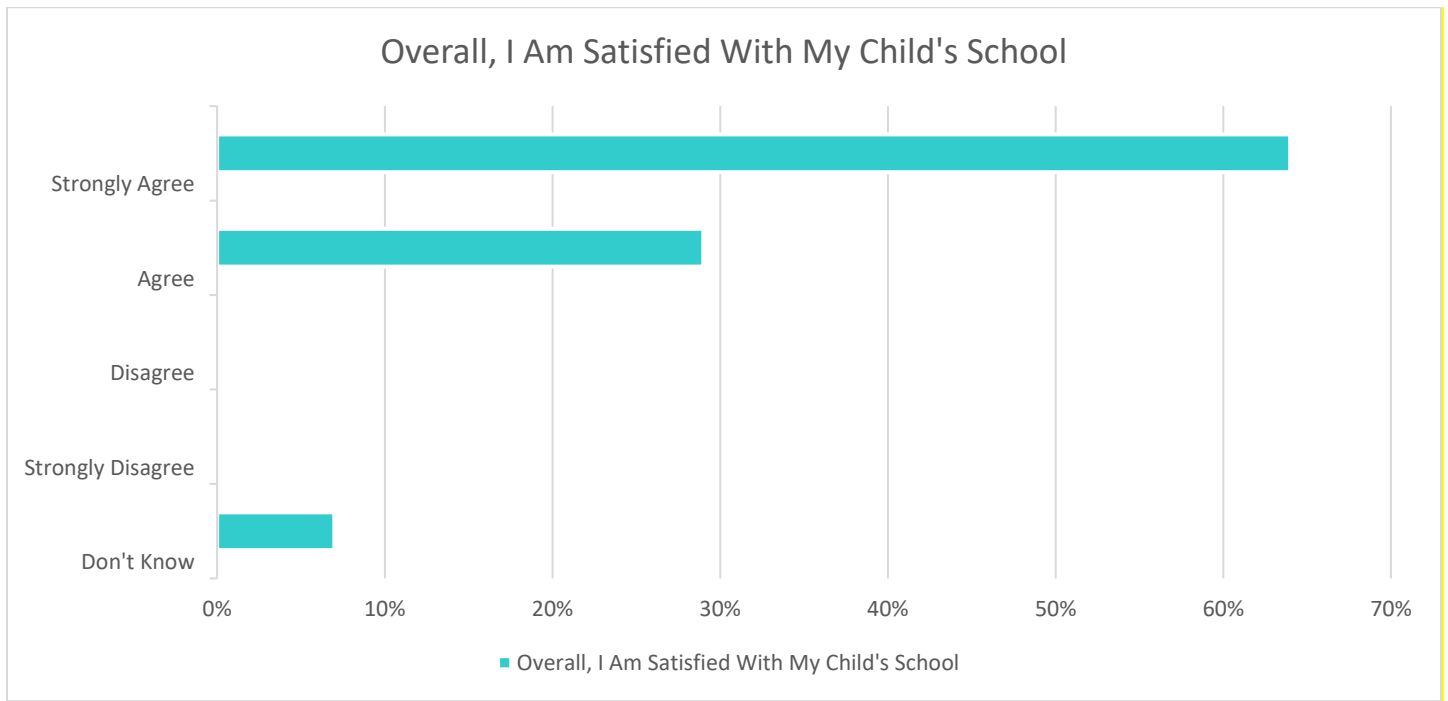


Notes:

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2. The AEA survey was introduced as a pilot in 2020/21, when participation was also impacted by the COVID-19 pandemic. Caution should be used when interpreting trends over time.

We are very proud of our results in this area, especially the 31.3% increase we see from our students. As an organization we value **Excellence**- As a client centered learning organization, we ensure that innovation, evaluation, and revision are integral in our process of continual improvement in everything we do. As a team, we are always looking for way that we can improved our schools. We have increase feedback from stakeholders which can then be used to set goals/create plans to take steps towards improving identifies areas of need. We have conversations with our students to understand their areas of interest and what they would like to see at school.

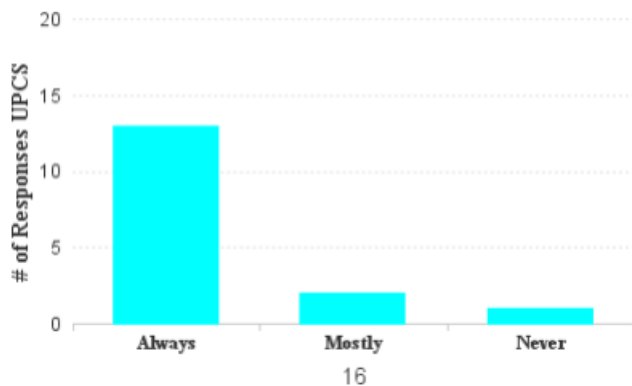
Local Measures for Teaching and Leading:



93% of parents who responded either agreed or strongly agreed that they were satisfied with our schools (the other 7% stated they Didn't Know). We are proud of our school program and the work that we do. We will continue to be open to feedback from our parent/guardian community as to how we can improve our school environment.

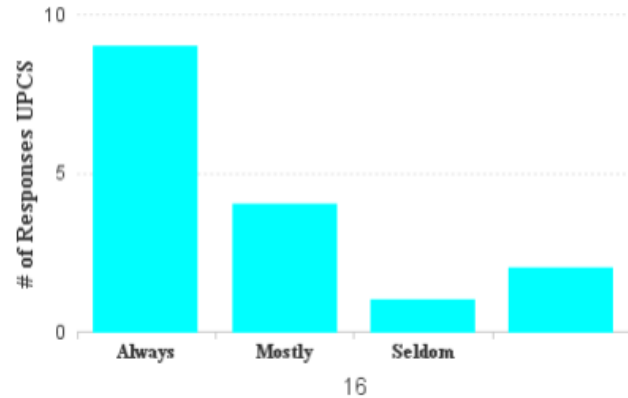
Over the course of the 2022-2023 school year, all education staff had the opportunity to participate in staff surveys. Surveys were updated last spring in order to garner more actionable feedback. This data is helpful in providing feedback in the areas of teacher growth and supervision.

3. Does consistent team meetings occur within your program area/department?



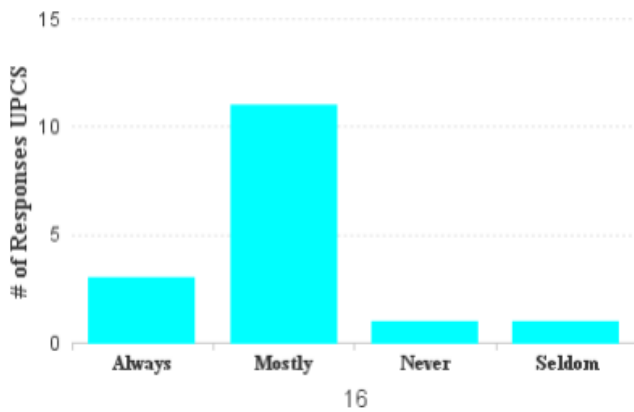
3. Do consistent team meetings occur within your program area/department?	# of Responses	Average
Always	13	81.25 %
Mostly	2	12.5 %
Never	1	6.25 %

10. Is your immediate supervisor available to answer questions to carry out your role?



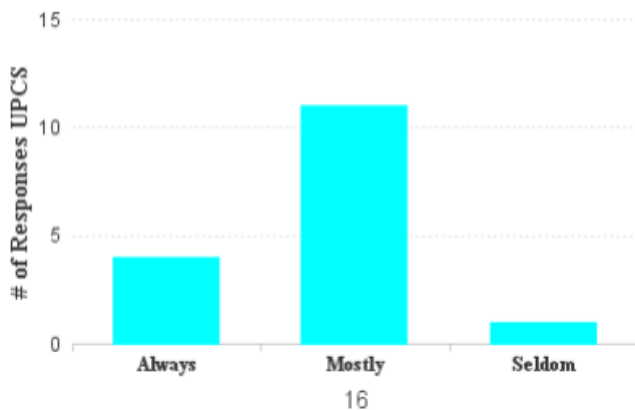
10. Is your immediate supervisor available to answer questions to carry out your role?	# of Responses	Average
Always	9	56.25 %
Mostly	4	25 %
Seldom	1	6.25 %
	2	12.5 %

12. Do you receive recognition regarding your performance from your immediate supervisor?



12. Do you receive recognition regarding your performance from your immediate supervisor?	# of Responses	Average
Always	3	18.75 %
Mostly	11	68.75 %
Never	1	6.25 %
Seldom	1	6.25 %

16. Is there positive staff morale within your program area/department?



16. Is there positive staff morale within your program area/department?	# of Responses	Average
Always	4	25 %
Mostly	11	68.75 %
Seldom	1	6.25 %

This feedback shows that 94% of our education staff recognize that we have consistent team meetings where we share information, support each other and to collaborative solve problems and to set goals. 81.3% of our education team feels that their supervisor can answer their questions and assist them in carrying out their duties. 87.5% of education staff feel they received evaluation and recognition regarding their performance by their supervisor. 93.8% of staff feel that there is positive staff morale in our schools. This is key to creating a positive learning environment for our students. There is still room to improve on making sure staff feel recognized for

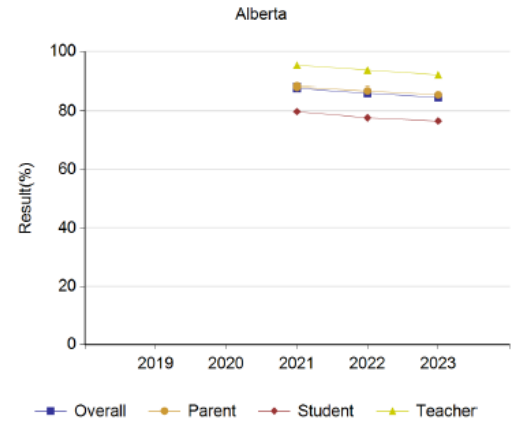
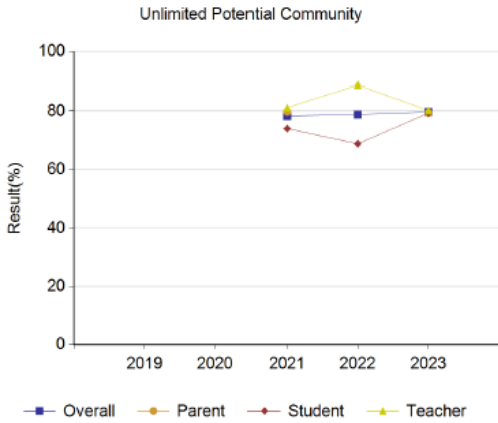
the amazing work that they do as well as to make sure all staff members feel like they have the support they need to fulfill their job requirements. We will continue to engage our school staff to receive input as to how we can best support them and how we can improve leadership.

Domain: Learning Supports

Welcoming, Caring, Respectful and Safe Learning Environments – Measure Details

The percentage of teachers, parents and students who agree that their learning environments are welcoming, caring, respectful and safe.

	Unlimited Potential Community										Measure Evaluation			Alberta									
	2019		2020		2021		2022		2023					2019		2020		2021		2022		2023	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%
Overall	n/a	n/a	n/a	n/a	59	78.3	46	78.8	72	79.7	n/a	Maintained	n/a	n/a	n/a	n/a	231,091	87.8	249,941	86.1	257,391	84.7	
Parent	n/a	n/a	n/a	n/a	8	79.7	5	*	13	79.4	n/a	n/a	n/a	n/a	n/a	n/a	30,980	88.2	31,715	86.9	31,885	85.6	
Student	n/a	n/a	n/a	n/a	41	74.0	34	68.8	46	79.3	n/a	Improved	n/a	n/a	n/a	n/a	169,900	79.8	187,258	77.7	193,156	76.6	
Teacher	n/a	n/a	n/a	n/a	10	81.2	12	88.8	13	80.2	n/a	Maintained	n/a	n/a	n/a	n/a	30,211	95.3	30,968	93.6	32,350	92.0	



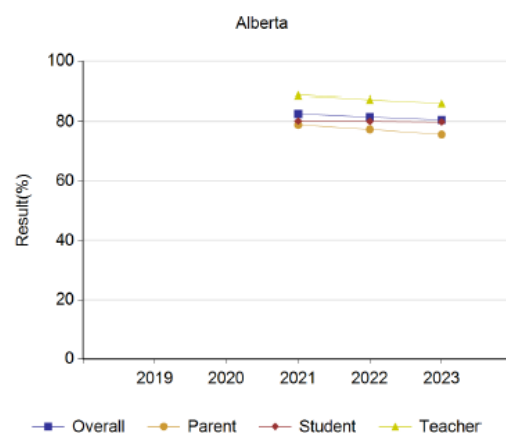
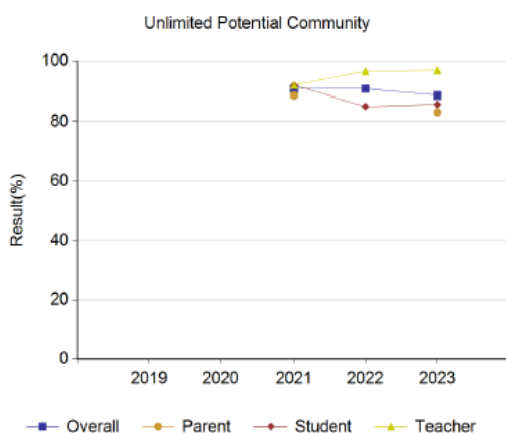
- Notes:
1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
 2. The AEA survey was introduced as a pilot in 2020/21, when participation was also impacted by the COVID-19 pandemic. Caution should be used when interpreting trends over time.

We are excited to see the improvement in our students agreeing that their learning environment in welcoming, caring, respectful and safe. Safe and caring schools is something we believe is important for all students, staff and visitors. It is the foundation of all we do in teaching and working with our students. We know that students learn best when they feel safe and supported. Our schools are small, the student to staff ratio is 3:1 and the supervision is constant from the time students arrive until they leave. This provides an environment that lends itself to everyone feeling safe. Our small school environment allows all staff and students to get to know each other and allows us to create a whole school community. Starting our day with a community circle demonstrates to our students that we are here to support each other. Over the last year, we have increased our whole school events in order to foster a stronger whole school community.

Access to Supports & Services – Measure Details

The percentage of teachers, parents and students who agree that students have access to the appropriate supports and services at school.

	Unlimited Potential Community										Measure Evaluation			Alberta										
	2019		2020		2021		2022		2023					2019		2020		2021		2022		2023		
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%	
Overall	n/a	n/a	n/a	n/a	58	90.8	46	90.8	72	88.6	n/a	Maintained	n/a	n/a	n/a	n/a	n/a	n/a	230,761	82.6	249,570	81.6	256,994	80.6
Parent	n/a	n/a	n/a	n/a	7	88.6	5	*	13	83.1	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	30,936	78.9	31,684	77.4	31,847	75.7
Student	n/a	n/a	n/a	n/a	41	91.9	34	85.0	46	85.7	n/a	Maintained	n/a	n/a	n/a	n/a	n/a	n/a	169,631	80.2	186,935	80.1	192,805	79.9
Teacher	n/a	n/a	n/a	n/a	10	92.0	12	96.6	13	96.9	n/a	Maintained	n/a	n/a	n/a	n/a	n/a	n/a	30,194	88.7	30,951	87.3	32,342	86.2



Notes:

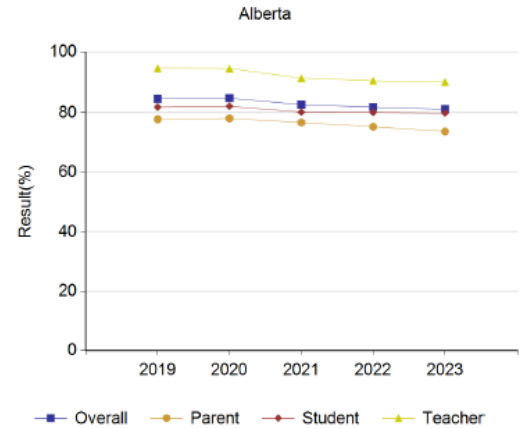
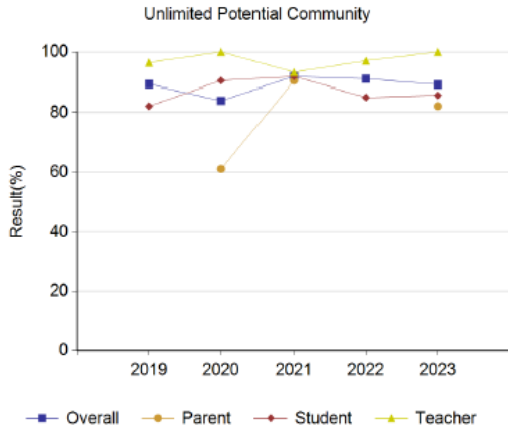
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2. The AEA survey was introduced as a pilot in 2020/21, when participation was also impacted by the COVID-19 pandemic. Caution should be used when interpreting trends over time.

We continue to be well above the provincial average in this area. This speaks to our emphasis of supporting our students in working towards their individual goals. During the 2022-2023 school year, we were able to increase the amount of students that received psychological services at school. The addition of Expanding Capacity and Learning Supports through AISCAs has been a benefit to our students as we have been able to access SLP and OT services.

Program of Studies - At Risk Students – Measure Details

Percentage of teacher, parent and student agreement that programs for children at risk are easy to access and timely.

	Unlimited Potential Community										Measure Evaluation			Alberta									
	2019		2020		2021		2022		2023					2019		2020		2021		2022		2023	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%
Overall	66	89.3	59	83.9	58	91.9	46	91.1	72	89.2	High	Maintained	Good	265,362	84.7	264,165	84.9	230,686	82.7	249,524	81.9	256,932	81.2
Parent	4	*	6	61.1	7	90.5	5	*	13	82.1	High	Maintained	Good	35,184	77.8	36,846	78.1	30,874	76.7	31,643	75.3	31,805	73.7
Student	47	82.1	46	90.5	41	91.9	34	85.0	46	85.7	High	Maintained	Good	196,933	81.9	193,409	82.2	169,631	80.2	186,935	80.1	192,805	79.9
Teacher	19	96.5	7	100.0	10	93.3	12	97.1	13	100.0	Very High	Maintained	Excellent	33,245	94.5	33,910	94.4	30,181	91.2	30,646	90.3	32,322	89.9



Notes:

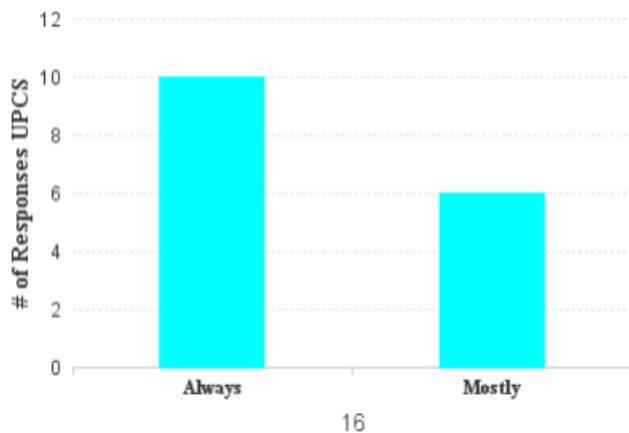
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Again, we continue to be well above provincial average in this area. Students who attend our schools come to us with a variety of needs. We strive to meet them where they are at and to put supports in place to help them achieve their individual goals. Our teachers and administrators also make themselves available to participate in collaborative meetings with our students’ larger support teams. This approach helps us better support our students and to ensure that there is consistency in support strategies.

Local Measures for Learning Supports:

In June 2023 staff survey, 100% of our staff members identified feeling supported by their co-workers. We know that having staff who feel supported is key to our students feeling supported. A strong, supportive whole school team has increased capacity to create a supportive whole school environment.

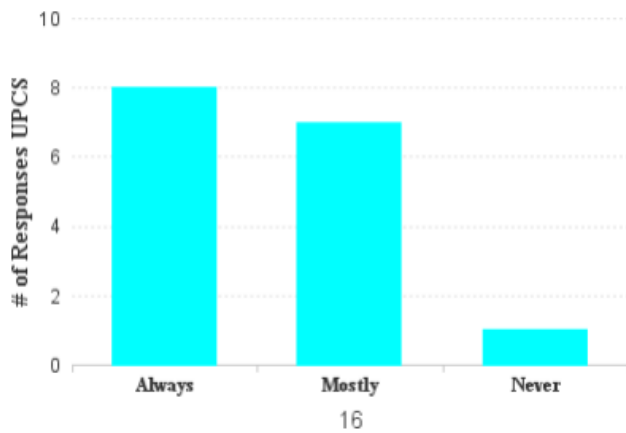
6. Do your coworkers support you?



6. Do your coworkers support you?	# of Responses	Average
Always	10	62.5 %
Mostly	6	37.5 %

Throughout the 2022-2023, education staff members participated in staff surveys. In regards to respecting cultural diversity, this was the response:

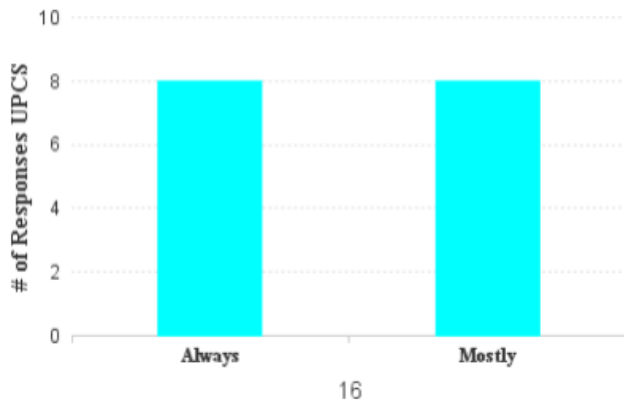
20. Does the organization respect cultural diversity?



20. Does the organization respect cultural diversity?	# of Responses	Average
Always	8	50 %
Mostly	7	43.75 %
Never	1	6.25 %

In regards to respecting diverse gender identities, this was the response:

21. Does the organization respect diverse gender identities?



21. Does the organization respect diverse gender identities?	# of Responses	Average
Always	8	50 %
Mostly	8	50 %

Overall, 93.8 % of responses to this survey indicated that UPCS respects cultural diversity and 100% of the responses indicated that UPCS respect diverse gender identities. We are fortunate to have an Indigenous resource team to support us in this journey. All education staff participate in Traditional Indigenous Resolution Training upon hire. Following this, our education staff engage in a minimum of 6 hours of professional development per school year in the area of Indigenous teachings. UPCS schools have monthly teachings lead by our Elder, with our Bright Bank school having weekly Elder visits. This allows students and staff members to learn alongside each other. School staff also complete yearly diversity training. This goes a long way to helping all members of our school community, students and staff, feel welcome.

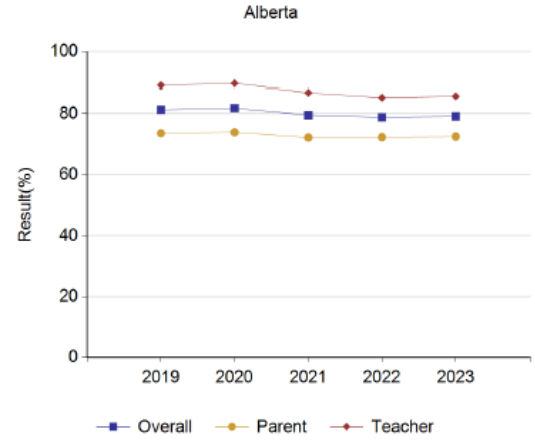
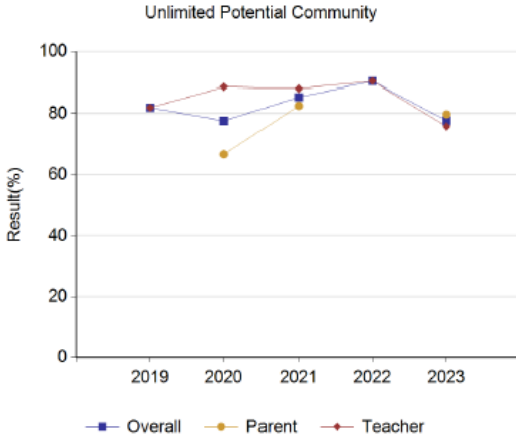
Our students recognize that our school staff are there to support them. In the 2023 detail responses on the Alberta Ed Assurance survey, 88% of Grade 4-6 students, 91% of Grade 7-9 students and 100% of Grade 10-12 students either agreed or strongly agreed with the statement: When I need it, teachers at my school are available to help me.

Domain: Governance

Parental Involvement – Measure Details

Percentage of teachers and parents satisfied with parental involvement in decisions about their child's education.

	Unlimited Potential Community										Measure Evaluation			Alberta									
	2019		2020		2021		2022		2023		Achievement	Improvement	Overall	2019		2020		2021		2022		2023	
	N	%	N	%	N	%	N	%	N	%				N	%	N	%	N	%	N	%	N	%
Overall	19	81.9	13	77.6	18	85.3	11	90.4	26	77.7	Intermediate	Maintained	Acceptable	68,116	81.3	70,377	81.8	60,919	79.5	62,412	78.8	63,935	79.1
Parent	4	*	6	66.7	8	82.5	5	*	13	79.7	Very High	Maintained	Excellent	34,944	73.6	36,556	73.9	30,886	72.2	31,598	72.3	31,720	72.5
Teacher	19	81.9	7	88.6	10	88.0	11	90.4	13	75.8	Very Low	Maintained	Concern	33,172	89.0	33,821	89.6	30,033	86.8	30,814	85.2	32,215	85.7



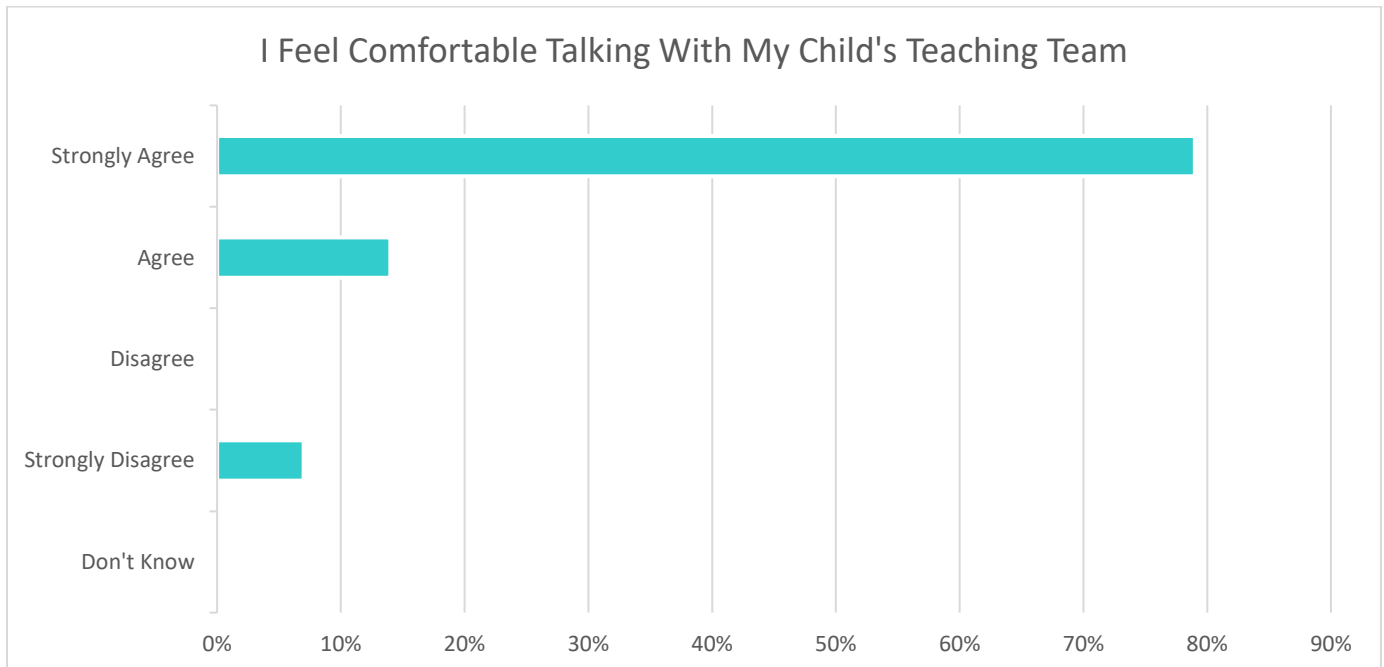
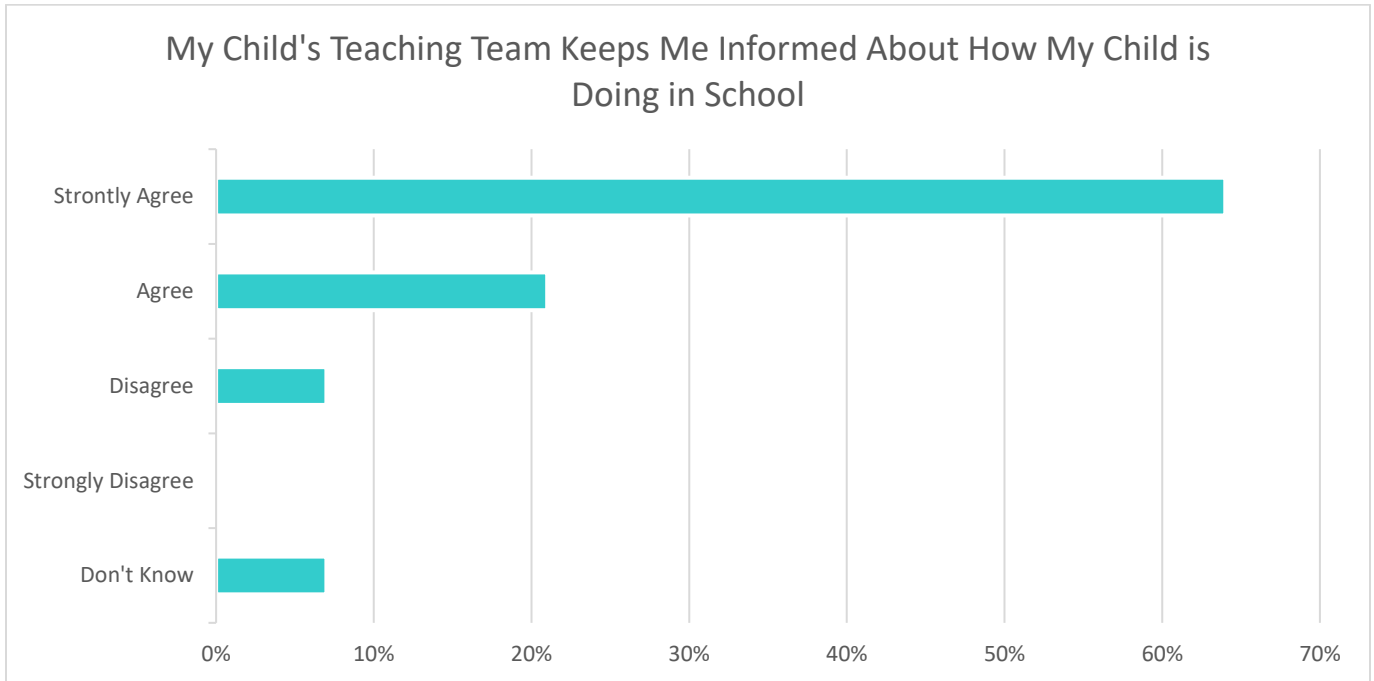
Notes:

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2. The AEA survey was introduced as a pilot in 2020/21, when participation was also impacted by the COVID-19 pandemic. Caution should be used when interpreting trends over time.

We are encouraged that our parents continue to recognize the emphasis we put on having regular communication between home and school. This is an area we work diligently at. We know that the key to student success is connection between home and school. Our teaching teams communicate with our parents/guardians regularly so that we can all work consistently with our students in helping them achieve their goals.

Local Measures for Governance:

We received the following feedback from our parents/guardians on our local survey in June 2023:



With 85% and 93% of parents who responded identifying that they agree and strongly agree with these questions, speaks to our emphasis of regular, ongoing communication with our parent community. We value input from our parent/guardian community. We know that when there is a strong relationship between the school and home, we are better able to support our students.

Education Plan Assurance Framework Reporting of Local Goals/Priorities:

Priority	To Increase Students' Literacy Skills	
Outcome	Increase in students' grade based reading level	
Domain(s)	Student Growth and Achievement, Learning Supports and Teaching and Leading	
Context/ Rationale/ Data Analysis	<ul style="list-style-type: none"> ➤ During a virtual engagement session with education staff, literacy was identified as the area in greatest need of support for our students. ➤ During IPP collaborative planning (parents/guardians, students and education team), IPP goals related to literacy skills were created for approximately 89% of our students. ➤ Results Analysis: Student survey results from June 2022, indicated that 81% of students felt they had improved their reading skills over the course of the school year. 100% of our Bright Bank Academy students who participated in reading intervention programming increased their grade based reading level. *These results indicate that we are on the right track with this goal and there is a real benefit to our students in continuing to focus on reading. Given this, we are looking at incorporating further intervention strategies (Jolly Phonics, R2R) and assessment strategies (R2R). 	
Strategies	<ul style="list-style-type: none"> ➤ All students will be assessed using the Precision Reading Student Profile for inclusion in the Precision Reading Program in September of each school year. ➤ All education staff will receive training in the Precision Reading Program. ➤ The school will continue to update our library so that there is high interest reading material for our students. ➤ DEAR (Drop Everything and Read) time where all staff and students participate. ➤ School wide reading games/activities. ➤ Utilize the Jolly Phonics program for our students with pre-K to Grade 1 reading levels. ➤ Staff will read aloud books and articles of interest to their class to develop interest, vocabulary and comprehension skills. 	<p>ACTIONS TAKEN:</p> <ul style="list-style-type: none"> ➤ During the 2022-2023, all students who were registered with us for September 2022 were assessed for word reading and reading comprehension skills. This guided the decision as to whether or not they were enrolled in the Precision Reading Program. ➤ All staff members who were with us to start the 2021-2022 school year were trained in the Precision Reading Program. ➤ The school continues to update our school libraries. Student input is gathered monthly from teaching teams and books are ordered based on this input. ➤ Every classroom has scheduled in DEAR time. ➤ Staff continue to try to present article of interest through our Monthly News subscription. ➤ The Director of Indigenous Resources was consulted prior to ordering of new books, emphasis on high interest graphic novels, written by Indigenous authors. ➤ Several teachers were trained in the Right to Read Program.

	<ul style="list-style-type: none"> ➤ Student feedback on the types of reading material they would like to see in the school library. ➤ In consultation with our Director of Indigenous Resources, the school library will increase the amount of books that are written by Indigenous authors. ➤ Budgeting considerations for Professional Development (R2R), Jolly Phonics resources and to purchase new books for the schools' library. 	<ul style="list-style-type: none"> ➤ Increased Jolly Phonics resources.
<p>Local Measures</p>	<ul style="list-style-type: none"> ➤ Increase in students' grade based reading level on standardized tests (Wechsler Fundamental Skills test or equivalent assessment tool) ➤ Increase in Precision Reading Student Profile Scores for all participants in the program. ➤ Classroom observation and documentation that students are engaging in reading activities. ➤ Student Surveys (administered at the start and end of the school year) ➤ IPP goal achievement on literacy related goals. 	<p>RESULTS:</p> <ul style="list-style-type: none"> ➤ Increase in grade-equivalent word reading level on the Wechsler Fundamental Skills test. One student in the Precision Reading Program increase their reading levels by three grade levels with just 4 months of intervention! ➤ 100% of our Bright Bank Academy students who participated in reading intervention programming increased their grade based reading level.
<p>Provincial Measures</p>	<ul style="list-style-type: none"> ➤ Growth in the percentage of parents indicating satisfaction with the overall quality of education as measured by the Alberta Education survey. 	<p>RESULTS:</p> <ul style="list-style-type: none"> ➤ Unfortunately, we did not receive enough responses from parents to have in the 2022 survey to compare to this year's, 2023, result of 80.5% of parents being satisfied with the overall quality of basic education. We did see a 6.1% growth in students saying that they were satisfied with the overall quality of basic education at our schools.

Priority	Safe and Caring Schools	
Outcome	To maintain a school environment where all students experience a sense of belonging and feel supported.	
Domain(s)	Student Growth and Achievement, Learning Supports and Teaching and Leading	
Context/ Rationale/ Data Analysis	<ul style="list-style-type: none"> ➤ We believe it is important for everyone to be safe from physical and emotional harm. When evaluating how students learn through a trauma-informed lens, it shows that students learn best when they feel safe and supported. This is why relationship building is one of our core values. ➤ During engagement sessions with education staff, when we reflected on the key factors that have allowed our students to find success over the years, the focus on relationship building and creating a sense of community was at the forefront. 	
Strategies	<ul style="list-style-type: none"> ➤ All staff members will be trained in the Sanctuary model of Trauma-informed care. ➤ Each school day will begin with a Community Circle which includes identifying feelings, goal setting and knowing who to ask for help when needed. ➤ School staff members will greet students at the door upon student arrival at school. ➤ All school staff will complete yearly training in Indigenous Teachings and Diversity Training. ➤ A team teaching model will be used in all classrooms so that students have multiple adults they can develop a positive relationship with. This also allows students to stay with one teaching team throughout the day so that trust and understanding can be built. ➤ Implementation of a Social Emotional Learning Program for Grades 1-9 ➤ Increase stakeholder feedback so that we get a well-rounded perspective on ways to improve the support of our students. ➤ Engage our Indigenous Resource Department in finding ways for Indigenous culture to be represented in our educational program and physical spaces. 	<p>ACTIONS TAKEN:</p> <ul style="list-style-type: none"> ➤ All staff members are trained in the Sanctuary model of Trauma-Informed care. New staff begin this process upon hire. ➤ Implementation of ongoing Trauma-Informed Care professional development, two hours per school year. ➤ Set up of supervision schedule at Phoenix Academy and Thomas More Academy to greet students at the door. ➤ All staff members completed 6 hours of Indigenous Teachings professional development and 3 hours of diversity training. ➤ Use of the Open-Parachute Program (Social Emotional Learning Programming) for students in Grades 1-9. ➤ Increased stakeholder feedback through the use of locally developed surveys. ➤ Addition of Cree language signs in our schools and “talking” buttons to help us all learn how to pronounce the Cree word.
Local Measures	<ul style="list-style-type: none"> ➤ Student, parent and staff surveys. ➤ All students will be able to identify an adult in the school they feel safe to go to for support (data collected through student survey). ➤ Classroom observations regarding students feeling comfortable sharing during the Community Circle. 	<p>RESULTS:</p> <ul style="list-style-type: none"> ➤ 87% of students who responded to our June 2023 survey indicated that they feel safe in the school (the other 13% stated that they sometimes feel safe). 93% of students who responded to our June 2023 survey indicated that were happy with their teaching team at school.

		➤ Classroom observations show that the majority of our students are comfortable participating in daily community circles.
Provincial Measures	➤ Growth in the percentage of students, parents and teachers in agreement that students are safe at school, are learning the importance of caring for others, are learning respect for others and are treated fairly at school. As measured by the Alberta Education survey.	RESULTS: For our percentage of students, parents and teachers in agreement that students are safe at school, are learning the importance of caring for others, are learning respect for others and are treated fairly at school, we increased our results from 84.4% to 87.9%.

Priority	Social Emotional Wellbeing	
Outcome	Increase in students using self-regulation strategies	
Domain(s)	Student Growth and Achievement, Learning Supports and Teaching and Leading	
Context/ Rationale/ Data Analysis	<ul style="list-style-type: none"> ➤ The use of self-regulation strategies is a key component to three of our eight Sanctuary Commitments: Nonviolence, Emotional Intelligence and Social Learning. ➤ Based on staff feedback and reviewing intake data (collected from information provided by our students and parents/guardians), we see a great need for our students to increase their self-regulation strategies. ➤ Upon reviewing Critical Incident Reports, over the last year, a frequent recommendation is for students to increase their use of self-regulation strategies. 	
Strategies	<ul style="list-style-type: none"> ➤ School staff will work with each student to develop a personalized Take 5 (list of 5 self-regulation strategies). ➤ School staff will work on developing non-verbal cues for students in order to support them in implementing their Take 5 strategies. ➤ Sharing of examples when a staff or student has used one of their Take 5 strategies successfully. ➤ School staff will role model appropriate self-regulation techniques. ➤ Regular communication between home and school to share what is working. ➤ Teaching Team participation in communication and meetings with our students' entire support team. ➤ All students will have access to smudging and will be taught the 	<p>ACTIONS TAKEN:</p> <ul style="list-style-type: none"> ➤ All students and staff members have a personalized list of Take 5 strategies. ➤ Developing non-verbal cues to support students in implementing their regulation strategies were incorporated into IPP strategies. ➤ Continued to have regular, ongoing communication between school and home through phone calls, texts, emails and in person meetings. ➤ Year-end meetings took place in May and June of 2023 where students, guardians, the school team and school divisions got together to celebrate successes and set goals for the following school year. ➤ Our Indigenous Cultural Advisor met with students monthly where he always started by demonstrating smudging. Our Bright Bank students engage in weekly cultural teachings with two of

	<p>traditional practice by our Indigenous cultural advisor.</p>	<p>our Elders. Some students had 1:1 cultural teachings with our Elders.</p>
<p>Local Measures</p>	<ul style="list-style-type: none"> ➤ IPP goal achievement related to behavioral goals. ➤ Student and staff survey results ➤ Parent/guardian feedback on observations of self-regulation techniques being used in the home environment. ➤ Decrease in instances of students becoming dysregulated during the school day. ➤ Observation and documentation of students employing their Take 5 strategies on their own. 	<p>RESULTS:</p> <ul style="list-style-type: none"> ➤ Our June 2023 Parent/Guardian survey indicated that 55% of parents/guardians who had a response to this question agreed or strongly agreed that their child had learned some self-regulation strategies that they are able to use when they are feeling frustrated or overwhelmed at home. This is a 3% decrease from 2022. This shows that we have more work to do on helping our students build their skills that they can transfer to the home environment. This feedback drove the decision to plan a Strategies for Executive Functioning PD day this school year in order to learn new ways to help our students regulate.
<p>Provincial Measures</p>	<ul style="list-style-type: none"> ➤ Growth in the percentage of students, parents and teachers in agreement that students are safe at school, are learning the importance of caring for others, are learning respect for others and are treated fairly at school. As measured by the Alberta Education survey. ➤ Growth in the percentage of students, parents and teachers who are satisfied that students model the characteristics of active citizenship. 	<p>RESULTS:</p> <ul style="list-style-type: none"> ➤ For our percentage of students, parents and teachers in agreement that students are safe at school, are learning the importance of caring for others, are learning respect for others and are treated fairly at school, we increased our results from 84.4% to 87.9%. ➤ For our percentage of students, parents and teachers who are satisfied that students model the characteristics of active citizenship, we maintained our results (slight increase from 68.6% to 70.4%). We did see a large increase in that percentage of students satisfied in this area, from 59.5%-71.4%. ➤ We will continue to implement our current strategies with the addition of weekly Open Parachute lessons for our K-9 students.

Stakeholder Engagement:

The AERR was presented to the board at the November 2023 board meeting. It was then posted to our website for all stakeholders to read. Results were discussed with the education team in August 2023 as part of a staff engagement session to obtain feedback/ input from all education staff as well as to set goals for improvement for this school year.

We continue to have regular, ongoing communication with our students' parents/guardian through phone calls, text messages, email as well as in person and virtual meetings. Students' individual goals are reported on every 12 weeks. In May and June of 2023, we held our year end meetings for all our students in order to bring everyone together (student, parent/guardians, teaching team, sending school divisions, members of the student's greater support team) to celebrate each student's successes and to set goals for the following school year.

Budget Information:

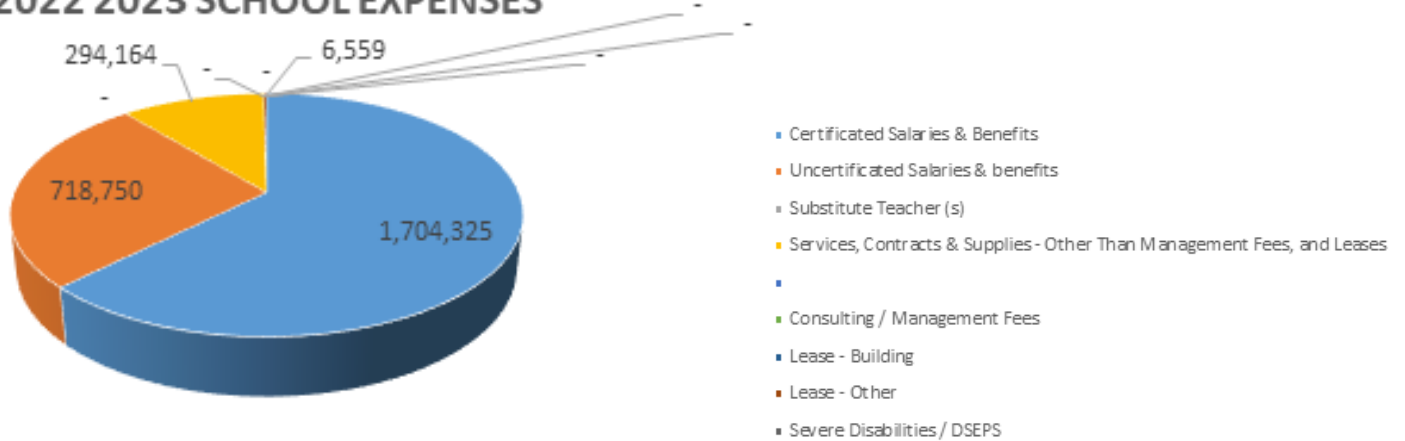
**Unlimited Potential Community Services Society
As of August 31, 2023**

School Revenue	Amount	Budget	Actual vs Budget Variance	Actual Amount Percentage
Alberta Education	2,213,292.60	2,203,722	9,571	76.16%
Federal Grants	-	-	-	0.00%
Tuition	692,862.80	460,194	232,669	23.84%
Total Education Revenue	2,906,155.40	2,663,916	242,239	100.00%

School Expense	Amount			Percentage
Salary and Benefits				
Certificated Salaries & Benefits	1,704,325.12	1,677,959	26,366	62.57%
Uncertificated Salaries & benefits	718,750.01	696,029	22,721	26.39%
Substitute Teacher (s)	0.00	-	-	0.00%
Total Salary and Benefits	2,423,075.13	2,373,988.00	49,087.13	88.96%
Services, Contracts & Supplies - Other Than				10.80%
Management Fees, and Leases	294,164.47	286,254	7,910	0.00%
Consulting / Management Fees	-	-	-	0.00%
Lease - Building	-	-	-	0.00%
Lease - Other	6,559	3,674	2,885	0.24%
Severe Disabilities / DSEPS	-	-	-	0.00%
Gross School Generated Funds	-	-	-	0.00%
Capital and Debt Service	-	-	-	0.00%
Amortization of capital assets from restricted Funds	-	-	-	0.00%
Amortization of capital assets from unrestricted Funds	-	-	-	0.00%
Interest on capital debt	-	-	-	0.00%
Other interest charges	-	-	-	0.00%

Losses (gains) on disposal of capital assets	-	-	-	0.00%
Other (Specify)	-	-	-	0.00%
Total Supply and Services Costs	300,723.47	289,928.00	10,795.47	11.04%
Total School Expenses	2,723,798.60	2,663,916.00	59,883	100.00%
Surplus (Deficit) of revenues over Expenses	182,356.80	-	182,356.80	
Number of students in school program	64.20	78		
Cost Per Student	42,426.77	34,152.77		
Summary of Expenses				
Total Instruction Costs	2,428,597	2,397,634	30,963	89.16%
Total Operations and Maintenance of School	49,763	74,515	(24,752)	1.83%
Total School System Administration Costs	245,438	191,767	53,671	9.01%
Total School Expenses	2,723,798	2,663,916	59,882	100.00%

2022 2023 SCHOOL EXPENSES



For the 2022 and 2023 school year, Unlimited Potential Community Services Society's actual revenue was above the projected revenue budget, and corresponding expenses were above the projected budget. We also had a greater need from other school boards and took on more tuition students. This is why there is a variance in revenue and expenses.

School Authorities are responsible for effectively managing their resources.

Working with other School Boards, we discovered a great need for our school services. We expanded the number of students we teach to meet the needs of the community.

Our Audited financial statements are posted on our website. <https://upcs.org/wp-content/uploads/2023/12/AStatementsDec122023.pdf>

Please look at the above financial statement variance and percentage of revenue and expenses for 2022/2023.

For more financial information, you can contact the CEO Darcy Petrovic, at 780-440-0708 ext 253 or dpetrovic@upcs.org

Whistleblower Protection

A just workplace culture is fundamental to the success of independent schools in Alberta. To ensure UPCS schools maintains high standards of legal, ethical and fiscal behavior, UPCS schools endorses a culture where employees and management work collaboratively to detect and remedy wrongdoing, and employees who come forward to report wrongdoing are protected and appreciated. During the 2022-2023 school year there were no incidents to report or were addressed.