



Unlimited Potential
community services

**Annual Education Results
Report (AERR)**

**For
Unlimited Potential Community Services School
Jurisdiction #9272
2023-2024**

The Annual Education Results Report for **Unlimited Potential Community Services** for the 2023/2024 **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 2023/2024 was approved by the Board on November 26, 2024.

Created by:

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Signed by:

Mr. John Watson

President
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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

disabilities, FASD, Autism, Tourette's, Obsessive Compulsive Disorder; Oppositional Defiant Disorder; Conduct Disorder; Disruptive Mood Dysregulation Disorder, Generalized Anxiety Disorder, Reactive Attachment Disorder and/or Post-Traumatic Stress Disorder.

In addition to the core curriculum subjects, we offer a number of option courses. Some of these programs that have been offered include: Off-Campus Education (Work Experience), Outdoor Education, Art, CTS (Career and Technology Studies), Agricultural Studies, Workplace Safety, Aboriginal Studies, Military Studies, World Geography, Food Studies, and Recreation Leadership. We also have a Physical Education program that includes: basketball, volleyball, floor hockey, indoor & outdoor soccer, skittles, hiking, tchoukball, football, badminton, tennis, skiing, snowshoeing, skating/hockey, rock climbing, etc. It should be noted that there is a focus on life skills and social skills within all program areas. Our staff members have extensive professional development training and we have a number of specialized programs to address the needs of our student population.

Indigenous culture and ways of knowing are very important to us at Unlimited Potential Community Services and we provide opportunities for teaching and learning throughout the year. Our Indigenous Services provide all new staff with Traditional Indigenous Resolutions Training and ongoing yearly Indigenous Studies. As part of our Sanctuary Model we have added an Eighth Commitment which is as follows: The Commitment to Steward an Embodied Cultural Connection through authenticity and practice; to Nurture the "Spirit First" approach and to honor a respectful understanding of Indigenous Peoples ways of knowing, doing and being.



With the support of our Director of Indigenous Resources and Cultural Advisors, staff and students have the opportunity to learn many teachings throughout the year. Our Cultural Advisor would visit each school once a month to provide teaching and learning opportunities.

Our Sanctuary Model Journey

UP Community Services is committed to implementing The Sanctuary Model into our Organization which is a trauma informed, trauma responsive approach to care.

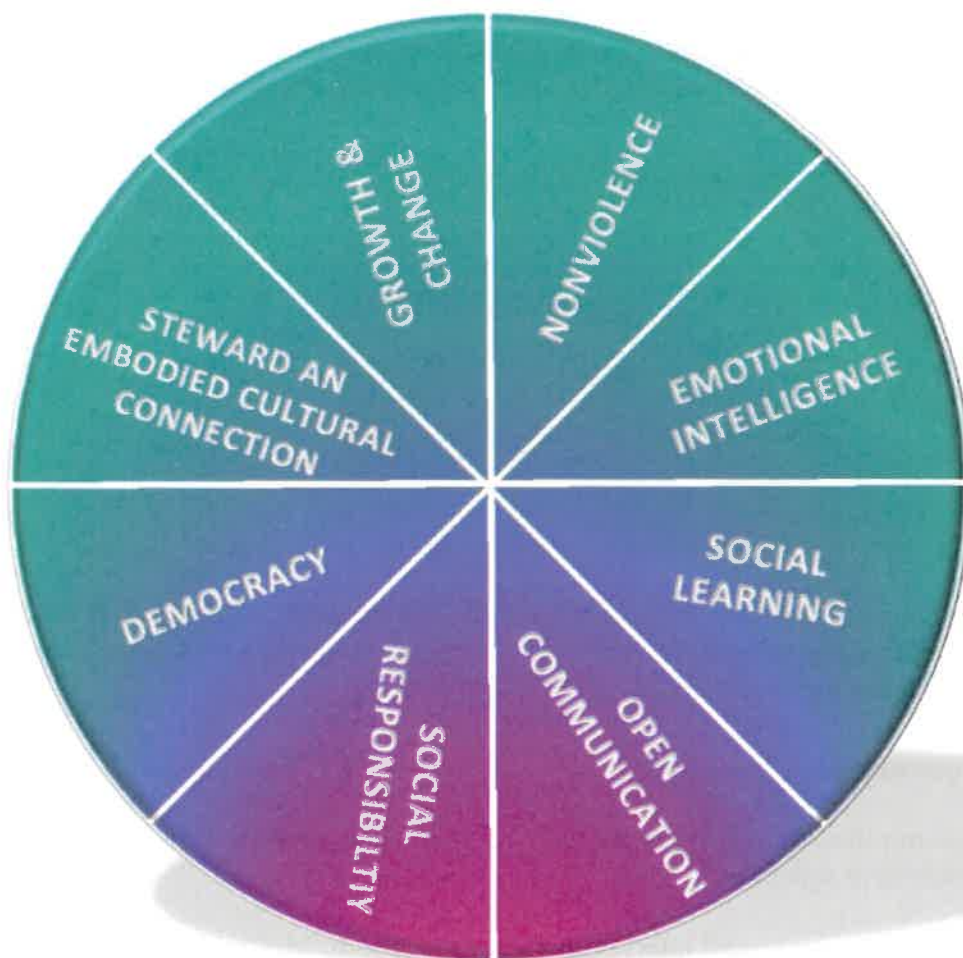
The Sanctuary Model is an evidence-supported intervention (Rivard, Bloom, McCorkle, & Abramovitz, 2005) and the only organizational and clinical intervention recognized as a Promising Practice by the National Child Traumatic Stress Network (National Child Traumatic Stress Network, 2008). At its core, the model promotes safety and recovery from adversity through the creation of a trauma informed community within an organization.

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 2024 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	86.8	86.3	85.6	83.7	84.4	84.8	n/a	Maintained	n/a
	Citizenship	77.9	70.4	69.5	79.4	80.3	80.9	High	Improved	Good
	3-year High School Completion	15.0	12.5	28.6	89.4	80.7	82.4	Very Low	Maintained	Concern
	5-year High School Completion	53.8	70.2	64.5	88.1	88.6	87.3	Very Low	Maintained	Concern
	PAT6: Acceptable	*	*	n/a	66.5	66.2	66.2	*	n/a	n/a
	PAT6: Excellence	*	*	n/a	19.8	18.0	18.0	*	n/a	n/a
	PAT9: Acceptable	22.9	0.0	0.0	62.5	62.6	62.6	Very Low	Improved	Issue
	PAT9: Excellence	0.0	0.0	0.0	15.4	15.5	15.5	Very Low	Maintained	Concern
	Diploma: Acceptable	*	44.4	44.4	81.5	80.3	80.3	*	*	*
	Diploma: Excellence	*	0.0	0.0	22.6	21.2	21.2	*	*	*
Teaching & Leading	Education Quality	90.6	86.9	86.6	87.6	88.1	88.6	Very High	Maintained	Excellent
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRESLE)	60.3	79.7	79.2	84.0	84.7	85.4	n/a	Maintained	n/a
	Access to Supports and Services	96.7	88.6	89.7	79.9	80.6	81.1	n/a	Maintained	n/a
Governance	Parental Involvement	76.3	77.7	84.1	79.5	79.1	78.8	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 Grade 6 Provincial Achievement Test (PAT) results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each Grade 6 course. Courses included: Social Studies (Grade 6).
4. Aggregated Grade 9 PAT results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each Grade 9 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 9, 9 KAE).
5. Participation in the PATs 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.
6. Participation in the PATs and Diploma Exams was impacted by the fires in 2022/23. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
7. Beginning in 2022/23, results for the Grade 6 Provincial Achievement Tests do not include students participating in subjects where the tests were not administered due to new curriculum being piloted or optionally implemented.
8. 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.
9. 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 2024 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	0.0	n/a	52.7	3.5	n/a	Very Low	n/a	n/a
Drop Out Rate	6.6	7.9	4.6	2.5	2.5	2.4	Intermediate	Maintained	Acceptable
In-Service Jurisdiction Needs	91.7	92.3	94.6	81.1	82.2	83.0	High	Maintained	Good
Lifelong Learning	100.0	89.1	89.6	79.9	80.4	80.7	Very High	Improved	Excellent
Program of Studies	79.7	74.2	72.7	82.8	82.9	82.9	High	Maintained	Good
Program of Studies - At Risk Students	90.7	89.2	90.2	80.6	81.2	81.5	Very High	Maintained	Excellent
Rutherford Scholarship Eligibility Rate	18.2	*	16.7	70.7	71.9	70.0	Very Low	Maintained	Concern
Safe and Caring	88.5	87.9	86.2	87.1	87.5	88.1	Very High	Maintained	Excellent
Satisfaction with Program Access	85.5	78.4	75.7	71.9	72.9	72.7	Very High	Improved	Excellent
School Improvement	82.2	84.1	75.3	75.8	75.2	74.7	Very High	Maintained	Excellent
Transition Rate (6 yr)	16.7	10.3	3.4	60.1	59.7	60.0	Very Low	Maintained	Concern
Work Preparation	100.0	83.9	92.0	82.8	83.1	84.0	Very High	Improved	Excellent

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 2022/23, 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 2023-2024 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													Alberta									
	2020		2021		2022		2023		2024					Measure Evaluation			2020		2021		2022		2023
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%
Overall	n/a	n/a	50	88.7	46	84.0	72	88.3	55	88.8	n/a	Maintained	n/a	n/a	n/a	230,958	85.6	249,740	85.1	257,214	84.4	265,079	83.7
Parent	n/a	n/a	8	100.0	5	*	13	87.2	5	*	*	*	*	n/a	n/a	30,994	69.0	31,694	88.7	31,862	87.3	33,208	86.7
Student	n/a	n/a	41	72.0	34	69.7	48	71.7	43	73.5	n/a	Maintained	n/a	n/a	n/a	106,789	71.8	187,102	71.3	193,029	70.9	199,823	69.3
Teacher	n/a	n/a	10	93.1	12	100.0	13	100.0	12	100.0	n/a	Maintained	n/a	n/a	n/a	30,173	96.0	30,944	95.5	32,323	95.1	32,047	95.1

We are proud of our overall student learning engagement numbers and that we continue to be 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. In the 2023-2024 school year, we added the following option courses to our school programs: Military Studies, Drama, Environmental Ethics, expanded our 30 level food studies classes, and reading studies. We believe that the increased variety of option classes is helping our students to be more engaged in our studies. We have added even more option classes for the 2024-2025 school year.

Citizenship – Measure Details

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

	Unlimited Potential Community										Alberta												
	2020		2021		2022		2023		2024		Measure Evaluation			2020		2021		2022		2023		2024	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%
Overall	50	69.1	50	70.5	46	68.6	72	70.4	55	77.9	High	Improved	Good	264,413	83.3	230,843	83.2	249,770	81.4	257,231	80.3	265,100	79.4
Parent	8	56.7	8	68.6	5	*	13	59.4	5	*	*	*	*	36,891	82.4	30,905	81.4	31,689	80.4	31,869	79.4	33,217	78.7
Student	46	64.8	41	67.0	34	59.5	46	71.4	43	70.3	High	Maintained	Good	193,577	73.8	166,741	74.1	187,120	72.1	193,015	71.3	199,816	69.6
Teacher	7	85.7	10	76.0	12	77.8	13	80.3	12	85.5	Low	Maintained	Issue	33,945	93.6	30,197	94.1	30,961	91.7	32,347	90.3	32,067	89.8

Overall, we saw a 7.5 % increase in area. During the 2023-2024 school year, we worked to bring our students together in order to provide increased opportunity to build upon citizenship skills. Students continued to help 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. When we look at Grade 10-12 students, 81.2% of our students are satisfied that students in our school model the characteristic of active citizenship compared to the provincial results of 69.3%. Our high school students have further opportunities in our school to help with tasks around the school, mentor younger students and leadership opportunities. 100% of our Grade 7-12 students agreed or strongly agreed that at school, they are encouraged to try their best and 85% of our Grade 10-12 students agreed that at school they are encouraged to get involved in activities that help people in their community. 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										Alberta												
	2019		2020		2021		2022		2023		Measure Evaluation			2019		2020		2021		2022		2023	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%
3 Year Completion	11	37.5	6	51.1	9	22.2	9	12.5	15	15.0	Very Low	Maintained	Concern	45,354	80.3	46,245	83.4	47,675	83.2	48,340	80.7	49,297	80.4
4 Year Completion	10	41.5	10	62.5	6	67.7	8	50.2	8	14.6	Very Low	Declined	Concern	44,980	84.0	45,351	85.0	46,242	87.1	47,660	86.5	48,296	85.1
5 Year Completion	8	27.6	10	52.0	10	71.3	6	70.2	8	53.8	Very Low	Maintained	Concern	44,988	85.3	44,972	86.2	45,344	87.1	46,238	88.6	47,659	88.1

High School Completion Rate (FNMI) – Measure Details

	Unlimited Potential Community (FNMI)										Measure Evaluation						
	2019		2020		2021		2022		2023								
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%
3 Year Completion	n/a	n/a	1	*	3	*	7	15.9	5	*	*	*	*	3,750	55.9	3,814	62.0
4 Year Completion	1	*	n/a	n/a	2	*	5	*	5	*	*	*	*	3,524	64.2	3,670	63.6
5 Year Completion	1	*	1	*	n/a	n/a	1	*	5	*	*	*	*	3,407	65.0	3,469	68.1

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. Participation in the 2019/20 to 2021/22 Diploma Exams was impacted by the COVID-19 pandemic, including the cancellation of the January 2022 Diploma Exam administration. In the absence of Diploma Exams, achievement level of diploma courses were determined solely by school-awarded marks. Caution should be used when interpreting trends over time.

These results continue to be frustrating as they reflect the struggles that our students face in completing high school. We continue to see 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 have fewer high school credits than we would typically see. We recognize that our students often need extra time to meet high school completion requirements. We did have one graduate in the 2023-2024 school year. This young person has stayed in touch and is currently attending a post-secondary institution.

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.

Work Preparation – Measure Details

Percentage of teachers and parents who agree that students are taught attitudes and behaviours that will make them successful at work when they finish school.

	Unlimited Potential Community										Alberta												
	2020		2021		2022		2023		2024		Measure Evaluation			2020		2021		2022		2023		2024	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%
all	13	83.3	16	100.0	12	100.0	24	83.9	12	100.0	Very High	Improved	Excellent	68,221	84.1	58,109	85.7	50,488	84.9	60,705	83.1	61,407	82.8
parent	6	66.7	7	100.0	5	*	13	76.9	5	*	*	*	*	34,944	76.0	28,862	77.8	29,553	77.3	29,674	75.0	30,731	74.8
teacher	7	100.0	9	100.0	12	100.0	11	90.9	12	100.0	Very High	Maintained	Excellent	33,277	92.2	29,247	93.7	29,935	92.5	31,031	91.3	30,876	90.7

Provincial Achievement Test Results – Measure Details

Course	Measure	Unlimited Potential Community							Alberta			
		Achievement	Improvement	Overall	2024		Prev 3 Year Average		2024		Prev 3 Year Average	
					N	%	N	%	N	%	N	%
French Language Arts 6 année	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,870	69.9	3,131	77.6
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,870	9.3	3,131	12.5
Français 6 année	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	504	80.4	578	78.9
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	504	18.5	578	19.4
Science 6	Acceptable Standard	*	*	*	5	*	n/a	n/a	53,806	68.8	54,859	66.7
	Standard of Excellence	*	*	*	5	*	n/a	n/a	53,806	24.8	54,859	21.8
Social Studies 6	Acceptable Standard	*	*	*	5	*	n/a	n/a	60,804	68.5	57,655	66.2
	Standard of Excellence	*	*	*	5	*	n/a	n/a	60,804	19.8	57,655	18.0
English Language Arts 9	Acceptable Standard	*	*	*	12	*	n/a	n/a	59,096	69.5	56,255	71.4
	Standard of Excellence	*	*	*	12	*	n/a	n/a	59,096	11.8	56,255	13.4
K&E English Language Arts 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,465	49.6	1,254	50.2
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,465	5.6	1,254	5.7
French Language Arts 9 année	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	3,308	76.6	3,215	76.1
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	3,308	10.6	3,215	10.9
Français 9 année	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	615	83.1	575	81.6
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	615	19.7	575	22.3
Mathematics 9	Acceptable Standard	*	*	*	11	*	n/a	n/a	58,577	52.7	55,447	54.4
	Standard of Excellence	*	*	*	11	*	n/a	n/a	58,577	14.0	55,447	13.5
K&E Mathematics 9	Acceptable Standard	*	*	*	1	*	n/a	n/a	1,967	52.2	1,815	52.7
	Standard of Excellence	*	*	*	1	*	n/a	n/a	1,967	9.9	1,815	11.3
Science 9	Acceptable Standard	*	*	*	12	*	n/a	n/a	59,072	67.6	56,311	66.3
	Standard of Excellence	*	*	*	12	*	n/a	n/a	59,072	20.8	56,311	20.1
K&E Science 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,411	52.3	1,197	52.9
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,411	8.9	1,197	10.9
Social Studies 9	Acceptable Standard	Very Low	n/a	n/a	12	25.0	n/a	n/a	59,125	60.5	56,309	58.4
	Standard of Excellence	Very Low	n/a	n/a	12	0.0	n/a	n/a	59,125	15.8	56,309	15.9
K&E Social Studies 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,351	50.4	1,140	49.6
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,351	11.3	1,140	10.6

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 2022/23 and 2023/24. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
5. Beginning in 2022/23, results for the Grade 6 Provincial Achievement Tests do not include students participating in subjects where the tests were not administered due to new curriculum being piloted or optionally implemented.
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	2024		Prev 3 Year Average		2024		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	33,001	84.2	31,493	83.7
	Diploma Examination Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	33,001	10.1	31,493	10.5
English Lang Arts 30-2	Diploma Examination Acceptable Standard	*	*	*	1	*	n/a	n/a	n/a	19,219	85.7	17,112	86.2
	Diploma Examination Standard of Excellence	*	*	*	1	*	n/a	n/a	n/a	19,219	12.9	17,112	12.7
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	1,200	95.3	1,236	93.1
	Diploma Examination Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,200	8.6	1,236	8.1
Français 30-1	Diploma Examination Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	160	99.4	127	99.2
	Diploma Examination Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	160	26.3	127	30.7
Mathematics 30-1	Diploma Examination Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	21,035	75.4	19,763	70.8
	Diploma Examination Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	21,035	34.9	19,763	29.0
Mathematics 30-2	Diploma Examination Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	15,676	70.9	14,418	71.1
	Diploma Examination Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	15,676	15.4	14,418	15.2
Social Studies 30-1	Diploma Examination Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	25,167	85.2	24,023	83.5
	Diploma Examination Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	25,167	18.7	24,023	15.9
Social Studies 30-2	Diploma Examination Acceptable Standard	*	*	*	1	*	n/a	n/a	n/a	23,985	77.6	21,045	78.1
	Diploma Examination Standard of Excellence	*	*	*	1	*	n/a	n/a	n/a	23,985	12.7	21,045	12.3
Biology 30	Diploma Examination Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	24,414	83.1	23,270	82.7
	Diploma Examination Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	24,414	33.7	23,270	32.8
Chemistry 30	Diploma Examination Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	19,955	82.9	18,364	80.5
	Diploma Examination Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	19,955	38.0	18,364	37.0
Physics 30	Diploma Examination Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	9,955	85.1	9,241	82.3
	Diploma Examination Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	9,955	43.1	9,241	39.9
Science 30	Diploma Examination Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	8,439	81.3	8,007	79.4
	Diploma Examination Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	8,439	24.6	8,007	23.1

- Notes:
1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
 2. 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 2022/23. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.

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 2023-2024 school year, we only had one student writing diploma exams; therefore, we did not have enough to generate results. We want to celebrate that this student was successful in all diploma exams they wrote and graduated with their high school diploma. Again, at least six participants are needed to generate results for PATS so unfortunately we only received results in Social Studies. Writing provincial exams can be stressful for many of our students and for some the focus is having them learn strategies to stay regulated enough to attempt the exam, and to try their best. We were pleased that we had several students attempt to write last year. This

was an accomplishment for them. 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 2023-2024 school year; therefore, received suppressed results. This student is continuing to complete high school courses and is on track to graduate with their high school diploma this spring. In the 2023-2024 school year, we received suppressed results for our FMNI students. In 2023-2024, we only have 1 student for SLA Grade 1-3 assessment. This student did not require additional supports.

Local Measures for Student Growth and Achievement:

During the 2023- 2024 school year, teachers submitted results regarding academic improvement for their students. In December 2023, teaching staff reported that 78% of students had shown academic improvement for the reporting term. In March 2024, teaching staff reported that 77% of students had shown academic improvement for the reporting term. In June 2024, teaching staff reported that 76% of students had shown academic improvement during the final reporting term. We are pleased with these results as all check points were higher than the 2022-2023 school year (61%, 73%, 69%). We actively put academic supports and interventions (both universal and individualized) 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.

In the June 2023 student survey, 93% of students who reside in group care, stated that they are learning more in school than compared to before they came to UP Community Services.

Additionally, we analyzed our student's Individual Program Plans (IPPs) for goal achievement. For students that regularly attended our schools for the 2023-2024 school year, 77% of all IPP goals were achieved. We maintain our results from 2022-2023 school year which was also 77%. 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. Professional development in the area of Physical Education is planned for this year to help offer more activities to increases students' engagement in school as well as their physical and mental health.

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										Alberta												
	2020		2021		2022		2023		2024		Measure Evaluation			2020		2021		2022		2023		2024	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%
Overall	59	82.4	56	86.4	46	88.2	72	86.9	55	90.5	Very High	Maintained	Excellent	284,823	90.3	230,814	89.6	249,532	89.0	257,584	88.1	265,643	87.8
Parent	6	66.4	8	88.4	5	*	13	80.5	5	*	*	*	*	36,907	86.7	31,024	86.7	31,728	86.1	31,890	84.4	33,250	83.8
Student	48	82.6	41	78.3	34	76.7	46	82.8	43	84.1	Intermediate	Maintained	Acceptable	193,763	87.8	166,589	88.3	186,834	85.9	193,343	85.7	200,322	84.9
Teacher	7	95.2	10	91.7	12	95.8	13	97.4	12	97.2	High	Maintained	Good	33,953	95.4	30,201	95.7	30,970	95.0	32,351	94.4	32,071	93.9

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. 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 incredibly proud of our results in this area. Not only did we show increased achievement in this area but are now above provincial average. Our staff continue to look for creative ways to support our students in their learning. 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 Computer Science in order to expand our capacity in teaching the new Science curriculum as well as CTS courses. All staff members also participated in professional development regarding neurodiversity and strategies to support in the classroom.

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										Alberta												
	2020		2021		2022		2023		2024		Measure Evaluation			2020		2021		2022		2023		2024	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%
Overall	13	77.8	17	87.0	11	90.0	25	89.1	12	100.0	Very High	Improved	Excellent	69,182	72.6	59,478	62.1	60,822	81.0	62,032	80.4	62,712	76.9
Parent	6	55.6	7	84.6	5	*	13	78.3	5	*	*	*	*	35,454	64.6	29,693	75.3	30,314	74.6	30,361	73.4	31,458	73.3
Teacher	7	100.0	10	89.5	11	90.0	12	100.0	12	100.0	Very High	Maintained	Excellent	33,728	80.6	29,785	88.9	30,508	87.4	31,651	87.3	31,254	88.6

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.

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. Staff participate in PE class with the students to show that skill development and learning is lifelong.

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													Alberta									
	2020		2021		2022		2023		2024					Measure Evaluation			2020		2021		2022		2023
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%
Overall	7	78.2	10	93.3	11	97.0	13	92.3	12	91.7	High	Maintained	Good	33,766	85.0	29,619	84.9	30,280	83.7	31,648	82.2	31,208	81.1
Teacher	7	78.2	10	93.3	11	97.0	13	92.3	12	91.7	High	Maintained	Good	33,766	85.0	29,619	84.9	30,280	83.7	31,648	82.2	31,208	81.1

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.

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 2023-2024 school year, our school staff received professional development in the areas of neurodiversity, computer sciences, tools to support students with self-regulation, trauma-informed practices for schools, non-violent crisis intervention, and ongoing Indigenous teachings and diversity training. Teaching staff attended the North Central Alberta Teachers' Convention. We had several more teachers trained in the Right to Read Program. The jurisdiction principal also completed Level B 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.

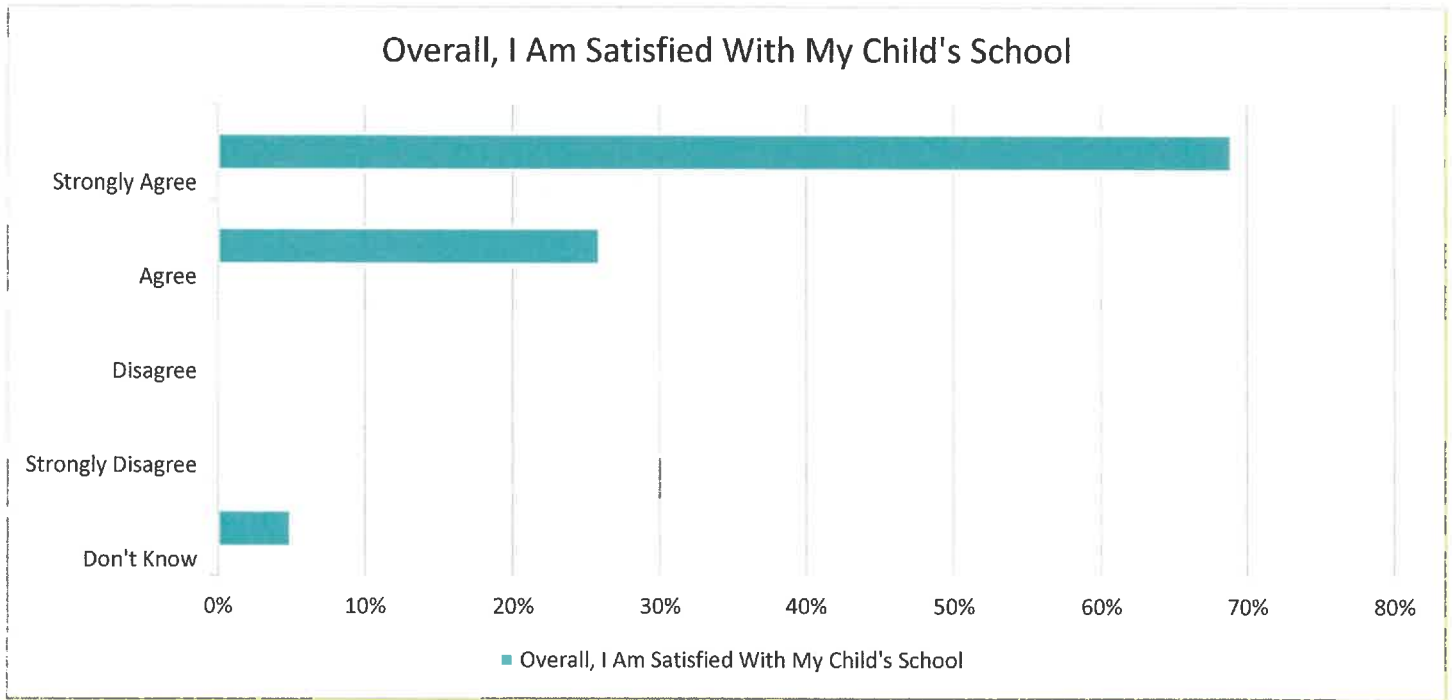
	Unlimited Potential Community										Alberta												
	2020		2021		2022		2023		2024		Measure Evaluation			2020		2021		2022		2023		2024	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%
Overall	59	73.0	58	84.8	42	66.5	60	84.1	55	82.2	Very High	Maintained	Excellent	262,079	81.5	224,041	81.4	243,980	74.2	251,355	75.2	258,502	75.8
Parent	6	66.7	8	87.5	5	*	13	76.9	5	*	*	*	*	35,898	80.0	28,016	81.7	30,147	70.0	30,371	72.5	31,538	75.2
Student	48	55.0	41	66.9	33	44.2	45	75.5	43	72.7	Intermediate	Improved	Good	192,917	79.6	167,992	79.1	185,107	76.3	191,142	75.0	197,479	74.0
Teacher	7	100.0	6	100.0	6	88.9	11	100.0	12	91.7	Very High	Maintained	Excellent	33,266	85.0	28,033	83.4	28,726	76.3	29,842	78.0	29,465	78.2

Notes:

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

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 ways that we can improve our schools. We strive to be adaptable in order to offer supports to our ever changing school population. We have increased feedback from stakeholders which can then be used to set goals/create plans to take steps towards improving identified areas of need. We continue to have conversations with our students to understand their areas of interest and what they would like to see at school. We meet yearly, to review the results of our AERR, set jurisdiction goals and to ensure that we have the resources/supports to pursue our goals.

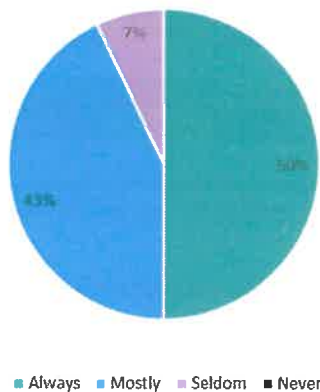
Local Measures for Teaching and Leading:



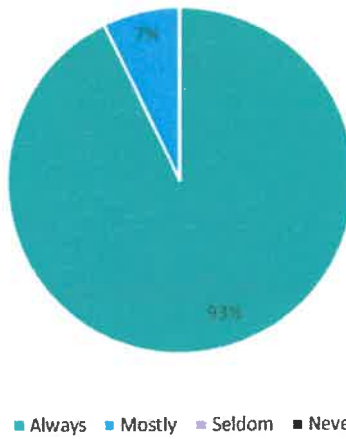
In our June 2024 parent survey, 95% of parents who responded either agreed or strongly agreed that they were satisfied with our schools (the other 5% stated they Didn't Know). We are proud of our school program and the work that we do. We will continue to be open to feedback from our parent/guardian community as to how we can improve our school environment.

Over the course of the 2023-2024 school year, all education staff had the opportunity to participate in staff surveys. This data is helpful in providing feedback in the areas of teacher growth and supervision.

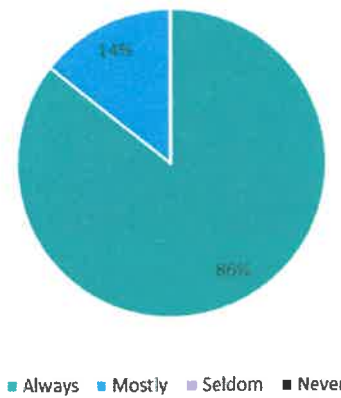
Do Consistent Team Meetings Occur in Your Department?



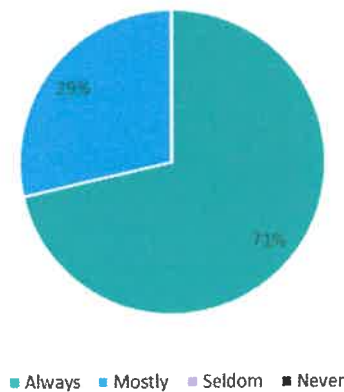
Does Your Immediate Supervisor Support You?



Is Your Immediate Supervisor Available to Answer Questions to Carry Out Your Role?



Do You Receive Recognition Regarding Your Performance From Your Immediate Supervisor?



This feedback shows that 93% of our education staff recognize that we have consistent team meetings where we share information, support each other and collaborate to solve problems and goal set. Our education team feels that their supervisor can answer their questions and assist them in carrying out their duties as well as is there to support them. This is key to creating a positive learning environment for our students. 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													Alberta									
	2020		2021		2022		2023		2024					Measure Evaluation			2020		2021		2022		2023
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%
Overall	n/a	n/a	56	78.3	46	78.8	72	76.7	55	83.3	n/a	Maintained	n/a	n/a	n/a	231,091	87.8	249,941	86.1	257,301	84.7	265,321	84.0
Parent	n/a	n/a	8	79.7	5	*	13	79.4	5	*	*	*	*	n/a	n/a	30,989	88.2	31,715	86.9	31,865	85.6	33,232	85.3
Student	n/a	n/a	41	74.0	34	68.8	46	79.3	43	76.4	n/a	Maintained	n/a	n/a	n/a	186,990	79.8	187,258	77.7	193,158	76.6	200,020	75.2
Teacher	n/a	n/a	10	81.2	12	88.8	13	80.2	12	90.2	n/a	Maintained	n/a	n/a	n/a	30,211	95.3	30,968	93.6	32,350	92.0	32,069	91.6

Percentage of teacher, parent and student agreement that: students are safe at school, are learning the importance of caring for others, are learning respect for others and are treated fairly in school.

	Unlimited Potential Community													Alberta									
	2020		2021		2022		2023		2024					2020		2021		2022		2023		2024	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%
Overall	59	82.5	50	84.4	46	84.4	72	87.9	55	88.5	Very High	Maintained	Excellent	284,204	89.4	230,687	90.0	249,835	88.8	257,278	87.5	265,150	87.1
Parent	8	73.3	8	86.5	5	*	13	89.1	5	*	*	*	*	38,899	90.2	30,999	90.5	31,707	89.5	31,879	88.1	33,225	86.0
Student	46	83.3	41	78.9	34	73.8	46	86.9	43	83.7	Very High	Maintained	Excellent	193,364	82.6	166,813	84.0	187,185	82.5	193,049	81.5	199,865	80.4
Teacher	7	90.9	10	87.8	12	95.0	13	87.7	12	93.2	Intermediate	Maintained	Acceptable	33,941	95.3	30,205	95.4	30,963	94.3	32,350	93.0	32,069	92.9

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. 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.

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. Two of our core values are **Respect** and **Relationships**. 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. We place emphasis on building positive relationships with our students. The small school environment 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. Whole school meals are always a hit with the kids!

We feel our efforts are paying off as students are starting to see the level of care and modeling of how to treat others.

Student- Grade 7-9

		N	Strongly Agree %	Agree %	Disagree %	Strongly Disagree %	Don't Know %	Top 2 Box %
My teachers care about me	2021	23	65	9	4	9	13	74
	2022	15	40	47	7	0	7	87
	2023	22	36	55	0	0	9	91
	2024	22	59	32	0	5	5	91
Other students treat me well	2021	23	22	35	13	9	22	57
	2022	14	21	36	7	7	29	57
	2023	21	19	48	5	5	24	67
	2024	21	24	57	5	10	5	81

Student- Grade 10-12

		N	Strongly Agree %	Agree %	Disagree %	Strongly Disagree %	Don't Know %	Top 2 Box %
My teachers care about me	2021	17	47	47	0	6	0	94
	2022	19	42	42	0	0	16	84
	2023	16	56	44	0	0	0	100
	2024	14	36	57	0	0	7	93
Other students treat me well	2021	17	12	71	0	0	18	82
	2022	19	32	47	5	0	16	79
	2023	16	19	69	6	0	6	88
	2024	13	23	77	0	0	0	100

Not only have we made significant gains in these areas but we are well above provincial average in these areas (18% above for both questions for our Grade 1--12 students and for our Grade 7-9 students 14% above for My teachers care about me, 6% for Other students treat me well).

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.

The percentage of teachers, parents and students who agree that students have access to the appropriate supports and services at school.																							
	Unlimited Potential Community												Alberta										
	2020		2021		2022		2023		2024		Measure Evaluation			2020		2021		2022		2023		2024	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%
Overall	n/a	n/a	58	90.8	48	90.8	72	88.6	55	90.7	n/a	Maintained	n/a	n/a	n/a	230,761	82.6	249,570	81.6	256,994	80.6	264,733	79.9
Parent	n/a	n/a	7	88.6	5	*	13	83.1	5	*	*	*	*	n/a	n/a	30,936	78.9	31,684	77.4	31,847	75.7	33,177	75.4
Student	n/a	n/a	41	91.9	34	85.0	46	85.7	43	81.4	n/a	Maintained	n/a	n/a	n/a	196,031	80.2	186,935	80.1	192,805	79.9	199,516	78.7
Teacher	n/a	n/a	10	92.0	12	96.6	13	96.9	12	100.0	n/a	Maintained	n/a	n/a	n/a	30,194	88.7	30,951	87.3	32,342	86.2	32,040	85.6

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 2023-2024 school year, we continued to increase the amount of students that received psychological services for therapy as well as psychological-educational

assessments at our 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. Our students at Bright Bank Academy were fortunate to have the opportunity to have a canine assisted therapy dog at school for bi-weekly visits.



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.

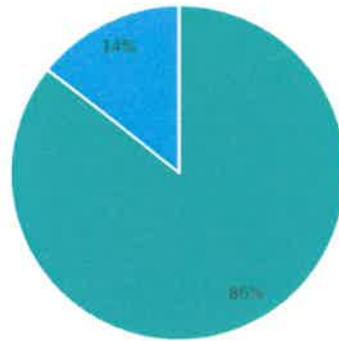
	Unlimited Potential Community													Alberta									
	2020		2021		2022		2023		2024					Measure Evaluation			2020		2021		2022		2023
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%
Overall	56	83.9	58	91.9	48	91.1	72	89.2	55	90.7	Very High	Maintained	Excellent	264,165	84.9	230,696	82.7	249,524	81.9	259,932	81.2	264,651	80.6
Parent	6	61.1	7	90.5	5	*	13	82.1	5	*	*	*	*	36,946	78.1	30,874	76.7	31,843	75.3	31,805	73.7	32,110	73.5
Student	46	90.5	41	91.9	34	85.0	46	85.7	43	81.4	Intermediate	Maintained	Acceptable	193,406	82.2	189,631	80.2	186,935	80.1	192,805	79.9	199,516	78.7
Teacher	7	100.0	10	93.3	12	97.1	13	100.0	12	100.0	Very High	Maintained	Excellent	33,910	94.4	30,181	91.2	30,946	90.3	32,322	89.9	32,025	89.5

We continue to be well above provincial average in this area. We strive to meet our students 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:

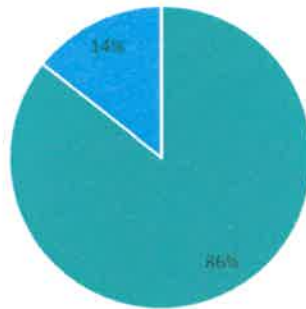
In the June 2024 staff survey, 100% of our staff members identified feeling supported by their co-workers. We know that having staff who feel supported is key to our students feeling supported. A strong, supportive whole school team has increased capacity to create a supportive whole school environment. We also ensure that we debrief significant events when they happen so that they feel supported, that they can work through their emotions towards an event with others, and that we can learn from situations to better our environment.

Do your coworkers support you?



■ Always ■ Mostly ■ Seldom ■ Never

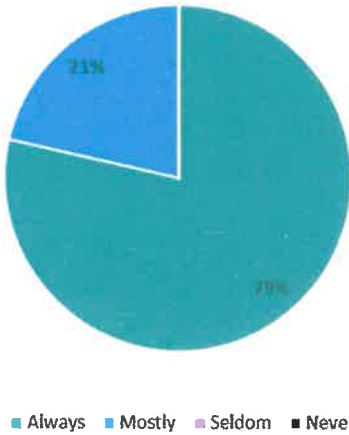
Does Adequate Debriefing Happen When Significant Events Occur?



■ Always ■ Mostly ■ Seldom ■ Never

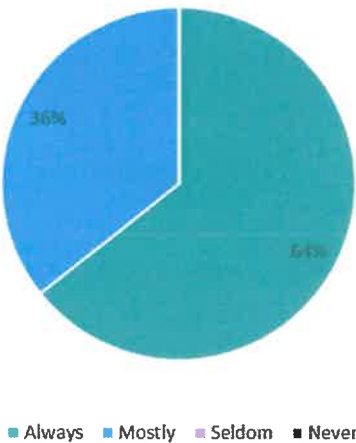
Throughout the 2023-2024, education staff members participated in staff surveys. In regards to respecting cultural diversity, this was the response:

Does Your Organization Respect Cultural Diversity?



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

Does Your Organization Respect Diverse Gender Identities?



Overall, 100% of responses to this survey indicated that UPCS mostly or always respects cultural diversity and 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 our June 2024 student survey, 100% of students responded “yes” to the question, If you need help with your school work, is there someone at the school that can help you?

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													Alberta									
	2020		2021		2022		2023		2024					Measure Evaluation			2020		2021		2022		2023
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%
Overall	13	77.6	18	85.3	11	90.4	26	77.7	12	78.3	Intermediate	Maintained	Acceptable	70,377	81.8	60,919	79.5	62,412	78.6	63,635	79.1	64,949	79.5
Parent	6	66.7	8	82.5	5	*	13	76.7	5	*	*	*	*	36,556	73.9	30,896	72.2	31,598	72.3	31,720	72.5	33,070	74.4
Teacher	7	88.6	10	88.0	11	90.4	13	75.8	12	78.3	Very Low	Maintained	Concern	33,821	89.6	30,033	86.8	30,814	85.2	32,215	85.7	31,879	84.6

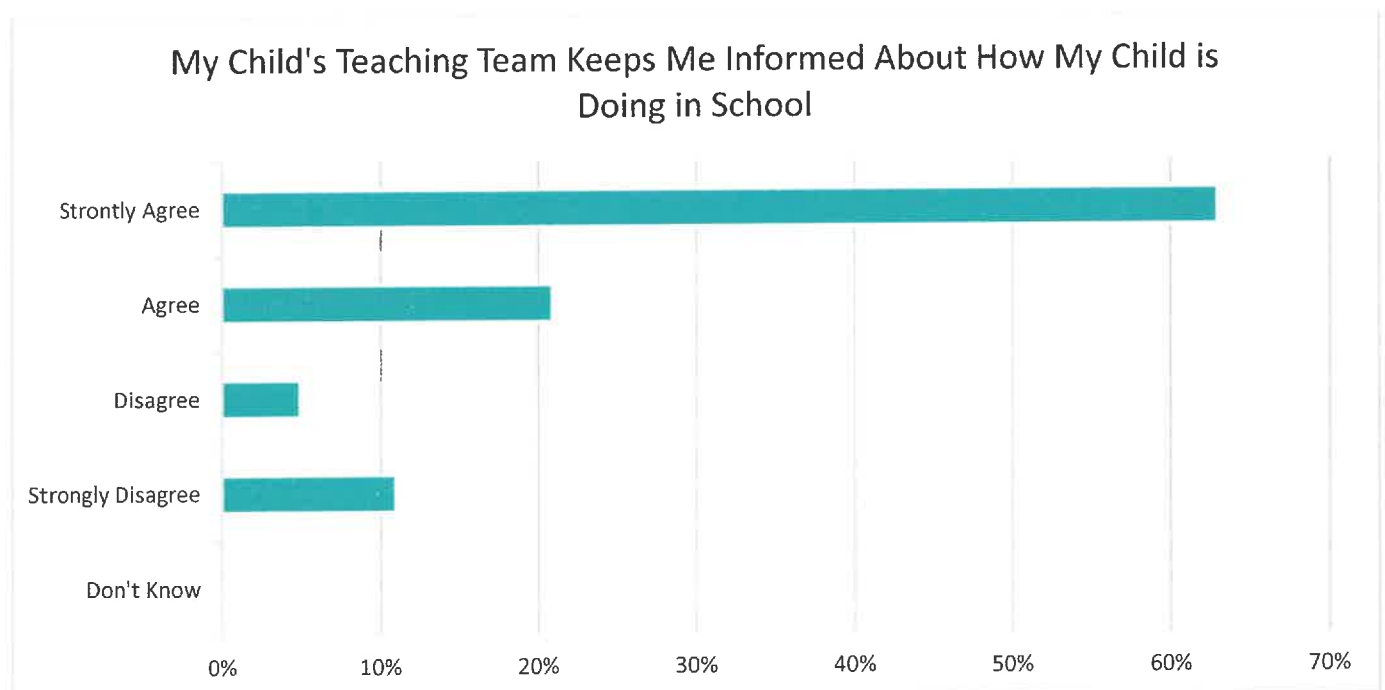
Notes:

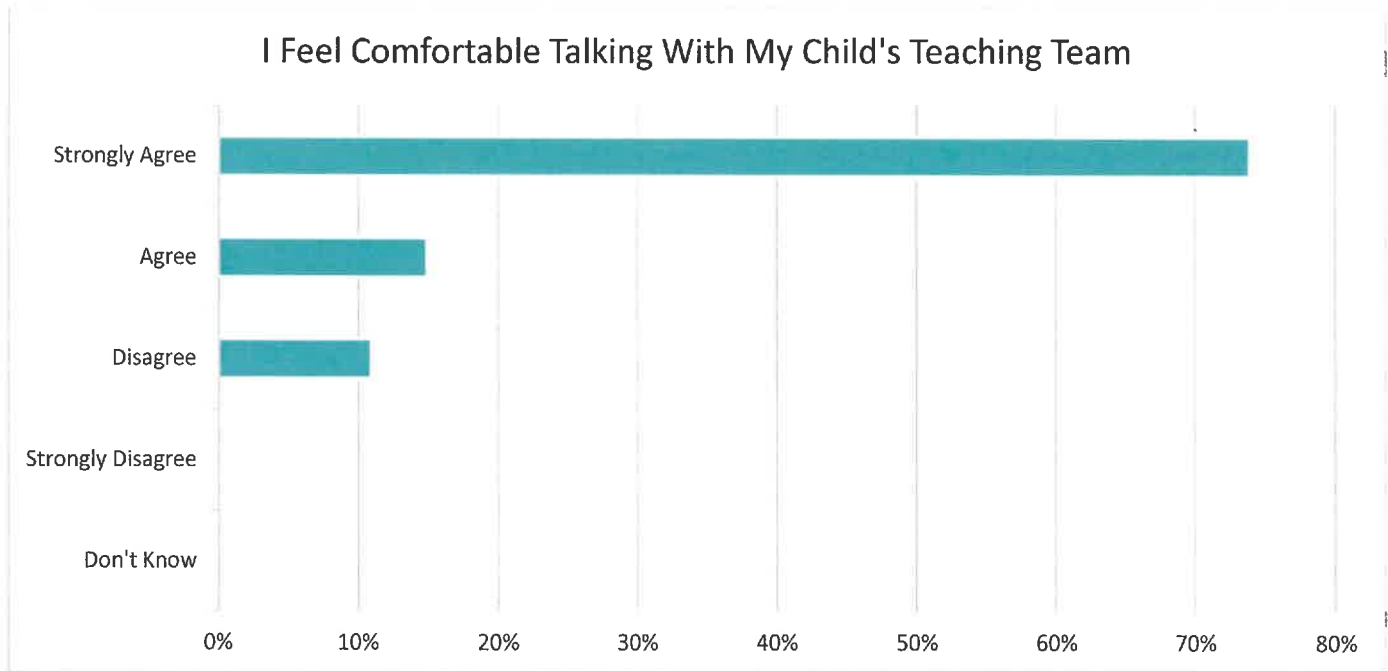
1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. The AEA survey was introduced as a pilot in 2020/21, when participation was also impacted by the COVID-19 pandemic. Caution should be used when interpreting trends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

Unfortunately, we received suppressed results from our parents/guardians for this measure. 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. Going forward, we are trying to find new ways to bring parents into the school more frequently to support building the home-school connection.

Local Measures for Governance:

We received the following feedback from our parents/guardians on our local survey in June 2024:





With 84% and 85% 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 engagement sessions 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) for the 2023/2024 school year, IPP goals related to literacy skills were created for 80% of our students. ➤ Results Analysis: Survey results from 2023 Alberta Education survey, indicated that 86.9% of parents, students and teachers indicating satisfaction with the overall quality of education. 100% of our Bright Bank Academy students who participated in reading intervention programming increased their grade based reading level. <p>*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 to continue incorporating further intervention strategies (Precision Reading, Jolly Phonics, R2R) and assessment strategies (R2R, Wechsler).</p>

Strategies

- 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.
- 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.

ACTIONS TAKEN:

- During the 2023-2024, all students who were registered with us for September 2023 were assessed for word reading and reading comprehension skills.
- 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 articles 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 more teachers were trained in the Right to Read Program.

Local Measures	<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"> ➤ In our June 2024 student survey, 79% of our students stated that their reading skills had improved since the start of the school year and 74% of our students stated that they enjoyed reading more than they did at the start of the school year. ➤ 100% of our Bright Bank Academy students who participated in reading intervention programming increased their grade based reading level.
Provincial Measures	<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 receive results on the 2024 survey. We did see a 3.7% growth in our overall results from respondents saying they were satisfied with the overall quality of basic education at our schools. Our overall results in this area are 3% higher than provincial average.

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 	<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.

	<p>knowing who to ask for help when needed.</p> <ul style="list-style-type: none"> ➤ 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. 	<ul style="list-style-type: none"> ➤ 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. ➤ Increase 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"> ➤ In the June 2024 survey, 80% of our students stated they have an adult at school who they felt comfortable talking to when they need support and 100% of our students stated that when they need help with their school work, they have an adult at school they can ask for support. ➤ Classroom observations show that the majority of our students are comfortable participating in daily community circles.
Provincial Measures	<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. 	<p>RESULTS:</p> <p>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 slightly increased our results from 87.9% to 88.5%.</p>

Priority	Social Emotional Wellbeing
Outcome	Increase in students using self-regulation strategies
Domain(s)	Student Growth and Achievement, Learning Supports and Teaching and Leading

<p>Context/ Rationale/ Data Analysis</p>	<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. 	
<p>Strategies</p>	<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 traditional practice by our Indigenous cultural advisor. 	<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 2024 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 our Elder. Some students had 1:1 cultural teachings with our Elders.
<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 2024 Parent/Guardian survey indicated that 95% 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 school. 89% of our students could identify a Take 5 personalized self-regulation strategy that they now utilized when they were feeling overwhelmed or frustrated.

		<ul style="list-style-type: none"> ➤ 74% 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 19% increase from 2023. ➤ We are very encouraged by our growth in this area. We know that self-regulation is key in supporting our students reach their goals, both in the short and long term. To see their growth in being able to transfer the skills they are learning in school to their home environment shows a deeper level of learning.
<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 slightly increased our results from 87.9% to 88.5%. ➤ For our percentage of students, parents and teachers who are satisfied that students model the characteristics of active citizenship, we improved our results from 70.4% to 77.9%. ➤ We will continue to implement our current strategies including weekly Open Parachute lessons for our K-9 students.

Stakeholder Engagement:

The AERR was presented to the board at the November 2024 board meeting. It was then posted to our website for all stakeholders to read. Results were discussed with the education team in August 2024 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 2024, 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 Statement Of Financial Position - As of August 31, 2024

	Actual Amount	Budget	Actual Vs Budget Variance	Actual Amount Percentage
School Revenue				
Alberta Education	2,179,173.91	2,321,029.00	(141,855.09)	69.77%
Other Alberta school Authorities	944,242.29	407,446.00	536,796.29	30.23%
Federal Government and/or First Nations	-	-	-	0.00%
Total Education Revenue	3,123,416.20	2,728,475.00	394,941.20	100.00%
School Expenses				
Salary and Benefits				
Certificated Salaries & Benefits	1,794,460.23	1,722,498.00	71,962.23	60.26%
Uncertificated Salaries & benefits	857,987.39	716,048.00	141,939.39	28.81%
Substitute Teacher (s)	-	-	-	
Total Salary and Benefits	2,652,447.62	2,438,546.00	213,901.62	89.07%
Supply and Service Expenses				
Service, Contracts & supplies - Other. Than Management Fees	288,510.68	284,324.00	4,186.68	9.69%
Lease - Building	29,163.30	-	29,163.30	0.98%
Lease - Other	7,724.00	5,605.00	2,119.00	0.26%
Severe Disabilities / DSEPS	-	-	-	0.00%
Gross Cahool Generated Funds	-	-	-	0.00%
Capital and Debt Services	-	-	-	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 Interst Charges	-	-	-	0.00%
Losses (gains) on disposal of capital assets	-	-	-	0.00%
Other (Specify)	-	-	-	0.00%
Total Supply and Service Costs	325,397.98	289,929.00	35,468.98	10.93%

Total School Expenses	2,977,845.60	2,728,475.00	249,370.60	100.00%
Surplus (Deficit) of Revenues over Expenses	145,570.60	-	145,570.60	-

Cost Per Student

Number of students in school program	65.60
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Cost Per Student

45,393.99

Expenses by Categories

Total Instruction Costs	2,630,267.11	2,459,078.00	171,189.11	88.33%
Total Operations and Maintenance of School	89,519.18	74,515.00	15,004.18	3.01%
Total School System Administration Costs	258,059.31	194,882.00	63,177.31	8.67%
Total School Expenses	2,977,845.60	2,728,475.00	249,370.60	100.00%

For the 2023-2024 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, which 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. To meet the community's needs, we expanded the number of students we can accept into our program.

Our Audited financial statements are posted on our website. <https://upcs.org/wp-content/uploads/2022/12/AStatementsAug312022.pdf>

Please look at the above financial statement variance and percentage of revenue and expenses for 2023/2024.

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 2023-2024 school year there were no incidents to report or were addressed.

