

## E2 Academy Education Plan 2022 – 2025

E2 Academy's Education Plan aims to demonstrate accountability of the society and provide assurance for all stakeholders, that there is a process of continuous improvement and the delivery of quality teaching, learning and support for our students and families, aligned with our mission and vision. Key priorities and outcomes for growth and improvement are identified in the four key domains of: Student Growth and Achievement; Teaching and Learning; Governance; Engagement

The Education Plan is now a stand-alone document, separate from the Annual Education Results Report (AERR). The results obtained from implementing the Education Plan will be provided in the AERR, compiled and released the following November. The Education Plan focuses upon the next three years, and will roll over each year. The plan will be regularly reviewed to check and adjust where necessary based upon the measures and results gained from implementation. The priority of the plan focuses upon student growth and achievement, as well as quality teaching and leading. Additionally, stakeholder engagement is embedded into the plan, as we recognize the importance of involving students, staff, board members, stakeholders and the wider community in our improvement planning process. As we move forwards with this new process, we will continue to work with all stakeholders to refine E2 Academy's Education Plan to be one which provides clear accountability and assurance so that we continue to evolve and keep on enhancing our outstanding support of, and service to, those students and families.

### Accountability Statement for the Education Plan

The Education Plan for E2 Academy commencing May 31st was prepared under the direction of the Board/Board of Directors in accordance with the responsibilities under the Education Act and the Fiscal Planning and Transparency Act. This plan was developed in the context of the provincial government's business and fiscal plans. The Board has used its performance results to develop the plan and is committed to implementing the strategies contained within the plan to improve student learning and results.

The Board approved the Education Plan for 2022-2025 on *June 13, 2022*

Signature  (Board Chair)

Date *13/6/22*



## Message from the Board Chair

The E2 Society for Twice Exceptional Learners was founded based upon the need to provide a safe and nurturing environment for neuro-diverse children that allows them to explore, belong and thrive as they develop and learn.

The school had grown rapidly over the years, starting in 2015 with only seven students and one teacher to the present where we have a staff of about 20, and 53 students. With growth has been the need to continue improving policies and procedures to ensure a professional environment for our academic staff. As a governance board, we are continually working on furthering our governance principles and ensuring sound fiscal management.

We provide a safe place for children that have had difficulties in learning through the regular school system by providing supports and programs that are developed specifically for twice-exceptional students. As a Designated Special Education Private School (DSEPS), we have the necessary programming and resources that our students require to succeed. We also have expanded our programming to include early childhood services for neuro-diverse students at the beginning of their educational journey.

Over the next three years, we expect to further develop our program offerings by continuing to improve our facilities and enrichment opportunities. We will be exploring further expansion of our existing programs in early childhood services and continue to develop our curriculum for high school students.

We are excited about how things have progressed since the foundation of the school and looking forward to continuing to see our students grow, learn and thrive.

Mark Hughes

Board Chair

### **Mission**

To establish E2 Academy as a first-of-its-kind centre of excellence in Alberta for the education of twice-exceptional children with complex needs and to deliver a unique talent and strength-based program of instruction adapted to the needs of twice-exceptional learners

### **Vision**

Our vision is to provide a school environment where twice-exceptional learners are welcomed, become members of a community of peers, and are encouraged to pursue their passions while still being exposed to a well-rounded curriculum.

### **Philosophy**

The Board's educational philosophy and approach in developing its program is to optimize each student's intellectual, academic and social development by building on their strengths and emphasizing talent development, in addition to supporting the learner in finding strategies to manage their areas of challenge.

### **Stakeholders**

#### **E2 Academy**

Board  
Staff,  
Students  
Parents  
Alumni

#### **Community**

Doctors  
Psychologists,  
Specialized Services Providers  
Local School Districts

#### **Affiliates**

Individual Donors  
Learning Disabilities Association of Alberta  
LD Edmonton  
SENG  
AISCA

#### **Government**

Alberta Education  
FSCD  
MLAs

Domain	Goal	Priorities and Objectives	Performance Measures	Strategies	Result Analysis (compared to 2021-2024 plan)	Stakeholder Engagement
<b>Engagement</b>	By June 2025, to create, formalize and systematize an annual calendar of surveys and feedback sessions for collecting stakeholder input.	Expand the range of Stakeholders we acknowledge and gain input from	<p>Input is gathered from stakeholders outside of the society membership</p> <p>Parent, students and staff feedback will be sought from end of year satisfaction surveys</p>	<p>Establish a list of external stakeholders for the distribution of newsletters and surveys</p> <p>Distribute surveys and newsletters to stakeholders including medical professionals, community members, FSCD, COAST, and affiliated community organizations and service providers</p>	<p>Input from stakeholders outside of the society is currently collected using less formal or structured methods. We are working on more formal methods for gathering this input.</p> <p>Surveys have been used to collect stakeholder feedback for a variety of topics, general school performance (Alberta Education surveys), the school CoVID protocols, and the principal performance review being completed every 3 years.</p>	<p>All staff will be engaged in meetings, surveys and opportunities for feedback.</p> <p>Collaboration with other community agencies and school boards/societies, will continue to share and disseminate best practices for the Twice-Exceptional population.</p> <p>Parents/families will be engaged via board meetings, general meetings, regular newsletters and emails.</p> <p>Leadership will meet regularly with the Board to review and measure the strategic priorities.</p> <p>Board members will be engaged at regular board meetings, sub-committee work, and email communications.</p>
		Create and implement an annual calendar for rollout of stakeholder surveys and focus group sessions	<p>Survey's will be sent out to all stakeholders on a twice yearly basis</p> <p>A minimum of two focus group sessions will be facilitated</p>		<p>An annual calendar outlining the rollout of the Schools Assurance Framework, Education Plan, and a minimum of 2 stakeholder surveys (September and March). Informal stakeholder feedback is collected throughout IPP meetings and other irregular meetings with parents, students and staff.</p>	

		<p>Build and expand Community Partnerships</p>	<p>Regular contact and/or collaboration with outside agencies, medical professionals, specialized services teams</p>	<p>Increase frequency of engagement and promotion - with regular postings on social media, surveys, and annual mailouts.</p> <p>Leadership will develop consistent messaging for all teachers and EAs to be able to deliver effective 'elevator pitches' lauding the merits, successes, and mission of E2 Academy</p> <p>Monthly Newsletters to be distributed to all stakeholders to promote E2 Academy successes</p>	<p>School Leadership reinforced existing professional relationships with the LDAA, with psychologists and doctors who work with our students, and with the school divisions, we have collaborated with. We have hired a new Occupational Therapist, a part-time Social Worker and built a relationship with a new external psychologist for consultation.</p> <p>The Media &amp; Marketing Coordinator distributed monthly newsletters to support clarity of communication.</p>	
		<p>Expand eligibility criteria for participation on the board</p>		<p>Bylaws to be reviewed to consider allowing non-members to be recruited to the Board</p>	<p>School Leadership collaborated with The Board in reviewing and editing the Society Bylaws. The review is still in progress.</p>	

# E2ACADEMY



Domain	Goal	Priorities and Objectives	Performance Measures	Strategies	Result Analysis (compared to 2021 - 2024 plan)	Stakeholder Engagement
<b>Teaching and Leadership</b>	By June 2025, create a culture of continuous learning and improvement where all staff see themselves as leaders, regardless of their formal role.	Maintain tracking of experience, training and ongoing professional development.	The collaborative professional development tracking sheet will be engaged with by all staff	Create a shared collaborative professional development tracking spreadsheet	Professional development opportunities and Professional Learning Communities have been discussed, completed and worked on for improving our practice. A collaborative tracking sheet has not been created yet.	All staff will be engaged in staff and parent meetings and opportunities for feedback.
		Foster collaborative practice and professional learning communities	Minutes of morning meetings and monthly teacher meetings will be shared with all staff involved  Staff attending the professional development activities will submit an overview and feedback of the session either in written form or as a presentation at the staff meeting	Establish monthly Teacher Meetings based around classroom themes  Maintain daily classroom morning meetings  Establish a portion of each staff meeting to be dedicated to the sharing of professional development learning	A standard time slot for classroom morning meetings was established and morning meetings have been managed by classroom teachers.  A small sample of teachers who completed professional development activities trialed this new practice of submitting overviews and feedback. The practice will be reviewed to determine areas for improvement and established more widely next year.	All staff will be engaged in mentorship opportunities with colleagues and students.  Students will be engaged with regular feedback, meetings, opportunities for input on programming and reporting.
		Create opportunities for mentoring	Staff mentoring pairs or small groups meet regularly	Staff with permanent teaching certificates will be paired with interim teachers  Scheduled time for mentorship meetings will be provided	Each teacher with either an interim certificate or was new to the school was partnered with a teacher who has been working at the school for a longer timeframe to provide connections for collaboration and support in systems navigation. A review of the practice is going to be completed for improvement for next year.	Parents will be engaged with volunteer and workshop opportunities.
		Continue to collaborate on the creation and regular review of Staff Success Plans (Staff IPP's)	Staff IPPs complete by November and reviewed in May/June	Clearly establishing goals, tracking progress and goal achievement.  Help refine staff growth goals creation and	Each staff member created a Staff Success Plan in September and submitted it for review to meet with Leadership to collaborate to clarify and refine the accommodation, strategies, goals and objectives.	

				achievement initially and throughout the year		
		Design and offer Parent Workshops	1 workshop offered per term		These workshops were put on hold till the additional resource space was acquired and renovated. Plans for these workshops will be outlined during July and August of 2022 to be delivered at the start of the next academic year.	

# E2ACADEMY

EXPLORE. BELONG. THRIVE.



Domain	Goal	Priorities and Objectives	Performance Measures	Strategies	Result Analysis (compared to 2021 – 2024 plan)	Stakeholder Engagement
<b>Student Learning, Growth and Achievement</b>	E2 Academy will deliver evidence-based interventions and curriculum delivery based on the needs of the students in the school and monitor their success based on empirical data collection .	Develop a system for the tracking of IPP goal achievement	System is in place for tracking staff and student IPP goals and staff are familiar with its application and purpose.	Clearly establishing goals through the collaborative IPP meeting process, tracking progress and goal achievement.  Help refine student growth goals creation and achievement.	We have continued to hold collaborative student IPP meetings with staff, parents and students in attendance. The goals outlined and agreed upon were then summarized in Goal Tracking sheets were developed and all staff were trained in their use. The process is being reviewed to be improved for next year.	Teaching staff will be engaged in planning using Strength and Talent based interventions  All staff will be engaged in tracking of data  Parents/families will be engaged via IPP meetings, Seesaw, regular newsletters and emails.
		Continue to embed the use of evidence based Strength & Talent based interventions	Evidence of use of Strength & Talent based programming is clear in planning and delivery of curriculum.	Staff training and resources provided on the use of evidence based Staff training and resources provided on Strength & Talent based interventions  Staff mentorship or collaborative practice in the use of evidence based Strength & Talent based interventions	We planned and implemented 5 Enrichment Days dispersed throughout the year, that focused on skills and learning topics that align with the student’s interests, strengths and talents.  Staff participated in Professional Learning Communities and teachers participated in monthly teacher meetings to support collaboration and consistency of expectations and communication.	Leadership/administration will review planning to ensure embedding of evidence based interventions and SEL.  Students will be engaged with regular feedback and reporting
		Improve on interweaving Social Emotional Learning Goals throughout the delivery of Alberta’s curriculum	Evidence of SEL and IPP goals is clear in planning and delivery of lessons.	Staff training, mentorship and resources provided on SEL	Every student has a minimum of 1 Social Emotional Learning goal on their IPP. School staff regularly collaborate with each other and with Parents to improve their understandings of each student, improving strategies for supporting the students Social Emotional Learning, and with the student for facilitating the students progress toward achieving their SEL IPP goals.	

		As an agent of reconciliation, E2 Academy will further embed FNMI culture, history and education throughout the curriculum	All subjects will have deliberate and appropriate resources to incorporate FNMI culture, history and education throughout the year. Partnerships with local FNMI communities will be fostered and encouraged to participate in school related events	Develop shared resources for teams and/or departments to access appropriate FNMI resources Provide support (resources) to staff members showing interest in FNMI professional learning Increase staff knowledge and confidence in utilizing FNMI resources Embed FNMI resources and conversation into daily classroom practice	The School has continued to build its collection of resources, to identify high-quality opportunities to develop perspectives and for exposing students to a wide variety of diverse philosophies, cultures, and beliefs. The School has focused on resources in line with FNMI cultures, history and education. Leadership has drawn on the strengths of staff and other community members who have had greater experience developing understandings related to FNMI cultures and practices. From these understandings, staff have collaborated to improve overall practices in supporting the development of student perspectives.	
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EXPLORE. BELONG. THRIVE.



Domain	Goal	Priorities and Objectives	Performance Measures	Strategies	Result Analysis (compared to 2022 plan)	Stakeholder Engagement
<b>Governance</b>	E2 Academy will demonstrate the use of reflective practice and a continuous improvement model in relation to school governance	Implement a rolling calendar of strategic visioning and reflective practice	Calendar is in place and engaged with	Create a calendar to span 2022-2025 to include regular engagement of staff and board members in strategic review and visioning		
		Engagement in strategic planning sessions with the Board to support ongoing adherence with the school's mission and vision	Staff and board members are engaged with strategic planning	Schedule annual strategic planning days involving staff and board members  Gather feedback from staff and board members on strategic planning days to inform future planning		
		Complete a whole school review every 3 years	Review is completed  Review feedback and recommendations are embedded in staff and school goals	Contract outside professionals to conduct a whole school review and principal performance evaluation		
		Governance training for Board members and officers every 2 years	Board members and leadership are knowledgeable about their roles on a governance board  Board members are confident in their understanding of school governance	Contract outside professionals to conduct governance training for Board members and school leadership.		
		Evaluate the feasibility of setting up a new school for the purposes of distance learning		Engage with Alberta Education in reviewing the process and guidelines for creation of a new school operated by E2 Society		

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

	Budget 2022 / 2023	Projected 2021 / 2022	ACTUAL 2020 / 2021 (Note 1)
<b>REVENUES</b>			
Alberta Education (excluding Home Education)	\$1,414,029	\$1,382,376	\$1,409,053
Alberta Education - Home Education	\$0	\$0	\$0
<b>Total Alberta Education Revenues</b>	<b>\$1,414,029</b>	<b>\$1,382,376</b>	<b>\$1,409,053</b>
Other Government of Alberta	\$0	\$0	\$0
Federal Government and/or First Nations	\$0	\$0	\$10,000
Other Alberta school authorities	\$0	\$0	\$0
Instruction fees / Tuition fees	\$360,500	\$371,500	\$238,744
Non-instructional (O&M, Transportation, Admin fees)	\$0	\$3,000	\$0
Other sales and services	\$0	\$10,500	\$7,719
Interest on investments	\$0	\$0	\$0
Gifts and donations	\$10,000	\$5,800	\$33,405
Gross school generated funds	\$0	\$0	\$0
Amortization of capital allocations (where applicable)	\$0	\$0	\$0
Other (specify):	\$0	\$0	\$1,306
<b>TOTAL REVENUES</b>	<b>\$1,784,529</b>	<b>\$1,773,176</b>	<b>\$1,700,227</b>
<b>EXPENSES</b>			
Certificated salaries and Non-certificated salaries and wages (excluding Home Education)	\$1,145,000	\$947,800	\$838,648
Certificated benefits and Non-certificated Benefits (excluding Home Education)	\$78,280	\$95,000	\$75,472
Services, Contracts & Supplies - other than Consulting / Management fees, and Leases (excluding Home Ed.)	\$115,000	\$145,000	\$140,312
Consulting / Management Fees	\$12,000	\$27,000	\$0
Leases - Building	\$160,024	\$105,000	\$87,240
Leases - Other	\$0	\$0	\$0
Severe Disabilities / DSEPS	\$60,000	\$55,000	\$0
Program Unit	\$5,000	\$0	\$0
<b>Home Education</b>			
Certificated salaries	\$0	\$0	\$0
Certificated benefits	\$0	\$0	\$0
Non-certificated salaries and wages	\$0	\$0	\$0
Non-certificated Benefits	\$0	\$0	\$0
Payment to parents of a home education student for the purchase of instructional materials	\$0	\$0	(\$850)
Contracts	\$0	\$0	\$0
Services and Supplies	\$0	\$0	\$0
Gross school generated funds	\$0	\$0	\$0
<b>Capital and debt services</b>			
Amortization of capital assets			
From restricted funds	\$0	\$0	\$0
from unrestricted funds	\$14,000	\$14,000	\$14,043
<b>Total amortization of capital assets</b>	<b>\$14,000</b>	<b>\$14,000</b>	<b>\$14,043</b>
Interest on capital debt	\$7,000	\$7,000	\$6,905
Other interest charges	\$6,000	\$6,000	\$5,916
Losses (gains) on disposal of capital assets	\$0	\$0	\$0
Other (specify): Tuition Reductions and Bursaries	\$125,000	\$104,500	\$0
<b>TOTAL EXPENSES</b>	<b>\$1,727,304</b>	<b>\$1,506,300</b>	<b>\$1,167,686</b>
<b>SURPLUS(DEFICIT) OF REVENUES OVER EXPENSES</b>	<b>\$57,225</b>	<b>\$266,876</b>	<b>\$532,541</b>
	<b>\$57,225</b>		

1. To agree with the Audited Financial Statements (AFS) as submitted to Alberta Education pursuant to Section 29 of the Education Act; Private Schools Regulation 93/2019, Section 16 or as restated.