

# E2 Academy

14907 – 45 Ave NW, Edmonton AB, T6H 5K8

## THREE-YEAR EDUCATION PLAN 2020 – 2023

Submitted on behalf of the Board of Directors of  
E2 Society for Twice-Exceptional Learners



BOARD OF DIRECTORS  
2020 – 2021

Mark Hughes	Board Chair
Luke Craggs	Secretary - Treasurer
Ralph Jaglal	Member at Large
Chantal Van der Molen	Member at Large
Heather Nickless	Member at Large

**Message from the Board Chair**

E2 Society for Twice Exceptional-Learners was founded on the belief that there is a need to provide a safe and nurturing environment for neuro-diverse students that allows them to explore, belong and thrive as they develop and learn.

The school had grown rapidly over the years, starting with only seven students and one teacher in 2015 to 20 staff, and 67 students presently. Our growth has created the need to develop solid foundational policies and procedures to ensure a professional environment for our academic staff, with good governance principles and sound financial management. We have also been externally recognized as a significant resource in the province, having been classified as a Designated Special Education Private School (DSEPS), one of the first new such designations in the province in many years. This designation will allow our school to provide more targeted programming and resources to our students. This year we also received accreditation to expand our school to provide early childhood services for neuro-diverse students at the beginning of their educational journey.

The pandemic has caused significant challenges for our school, students and families, starting towards the end of last year and continuing to this school year with no specific near-term end in sight. In these unprecedented times, it is clear that individuals with disabilities are disproportionately impacted. We have modified our programming to respond to the new environment and will continue to provide exceptional school programming for neuro-diverse students living in Edmonton and the surrounding area.

We provide a safe place for children who have difficulties learning in the regular school system by providing supports and programs that are developed specifically for twice-exceptional students. We provide a place where parents can feel relieved that their children are able to learn and thrive, even in these difficult times.

Over the next three years, we are expecting to settle into our expanded facilities, explore expansion of our programming, including early childhood services and continue to develop and expand our curriculum offerings for high school students.

E2 Society's Board continues to provide responsible oversight of the governance of the Society. The board's broad range of skills and experience provides us with a collective strength to continue moving forward and ensuring the sustainability of our programs and outreach services.

On behalf of the Board, I would like to thank our school leadership team, and our staff for their efforts and dedication in ensuring our success. I would also like to thank all of my fellow Board Members and members of the Board Committees who have volunteered their valuable time, effort and expertise on behalf of E2 Academy over the past year.

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

Mark Hughes  
Board Chair

**Accountability Statement**

The Annual Education Results Report for the 2019/2020 school year and the Three-Year Education Plan commencing August 31, 2020 for E2 Society for Twice-Exceptional Learners were prepared under the direction of the Board in accordance with its responsibilities under the Private Schools Regulation and the Education Grants Regulation. This document was developed in the context of the provincial government's business and fiscal plans. The Board has used the results reported in the document, to the best of its abilities, to develop the education plan and is committed to implementing the strategies contained within the plan to improve student learning and results. The Board approved this combined Annual Education Results Report for the 2019/2020 school year and the Three Year Education Plan for 2020/2023 on December 18 (month and day), 2020.

## Foundation Statements

### 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.

### 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.

### Principles and Beliefs

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.



## E2 Society for Twice-Exceptional Learners: A Profile

E2 Society for Twice-Exceptional Learners operates E2 Academy, which is a non-profit, charitable accredited private school in Edmonton, Alberta. We offer a unique full-time educational program that follows the Alberta Program of Studies. We focus on serving the needs of a unique group of students that are gifted/talented alongside their complex needs: Twice-Exceptional learners.

The potential of these students is extraordinary. Without the appropriate education and interventions however, their discoveries, innovations, breakthroughs, leadership and other gifts to society go unrealized.

At E2 Academy, students receive educational programming that not only serves their diverse needs, but also builds on their strengths and talents. Daily differentiated instruction aligned to each learner's individual strengths, interests, readiness levels and talents is provided. We provide a student-centered, strength based educational program that optimizes each students' intellectual, academic and social development so each of them are able to reach their highest potential, skill and competence. E2 Academy provides a positive intellectual, physical and emotional environment for its target learners, maintaining a small class size with approximately a 1:8 teacher/student ratio along with additional support staff.

We believe that education is a process involving experiences both in and outside of the classroom and should allow students to find peers with similar interests and passions and develop self-esteem, self-advocacy and resiliency. Coaching, mentoring and supporting students through this process will allow them to reach their full potential and flourish. Our teachers are creative in their approaches and embrace a collaborative, proactive and skill-building system for interventions.



### Trends and Issues

- E2 Academy continues to see an increasing number of inquiries after the September cutoff date. We have been able to accommodate 2 of these students at E2 Academy to date this academic year.
- 2020/21 school year has seen a greater proportion of inquiries and enrolments for Division 3 than expected.
- 2020/21 school year has seen a vast increase in inquiries and enrolments about remote learning
- Given the high proportion of our students (71%) who meet the criteria for severe disability funding, with the remaining proportion (29%) meeting criteria for mild/moderate disability funding. We have an increasing need for specially trained staff to provide individual support and the need for lower staff: to student ratios.
- Staff recruitment and retention is an ongoing issue which E2 Society continues to face. Consideration needs to be given to salaries more competitive with other school jurisdictions and a fully paid comprehensive benefits package.
- Given the uniqueness of our student population, it is unlikely that incoming staff will have the range and breadth of training and experience required. Subsequently, E2 Society for Twice-Exceptional Learners recognizes the need to offer in-house specialized training and coaching as well as sourcing opportunities for staff to attend professional development and training by outside agencies.
- Given the ongoing challenges E2 Academy faces in explaining and documenting the unique profile of our learners, E2 Society recognizes the need to educate and raise awareness within the board, community and the government of what twice-exceptionality is and an understanding of 2e learners and their needs.
- Becoming a DSEPS resulted in E2 Society no longer operating E2@Home as a Home Education Branch for the 2020/21 school year
- E2 Academy was disappointed and concerned at the removal of funding for services from RCSD for the upcoming 2020/21 academic year and endeavours to determine new avenues for replacing these essential services for its' diverse students

### CoVID-19 related Trends and Issues

- CoVID-19 pandemic has caused every sector of society to face immense challenges. Classroom closures were announced throughout the province on March 15 in response to CoVID-19, resulting in the need to switch to online learning for all students within 24 hours of the announcement. Despite the swift transition to online learning, we did recognize the importance of the social and emotional supports for students working at-home. We were fortunate to have resources to support student needs. Throughout the classroom closure we maintained as many staff including office administration, teachers and educational assistants as possible as these individuals are all essential for the effective learning and development of our students.



- Despite the disruption to the education system, we managed to successfully continue with individualized supports for all students and families. It was a truly challenging year for all students, and especially the grade 12s across the province, who amongst other things, were disappointed at the lack of the anticipated graduation ceremony. We were able to offer a unique graduation presentation for grade 12 students and their families to celebrate their achievement in these challenging times.
- Due to CoVID-19 and the reduction of funding for some public Special Education services and our small class sizes, we have seen an increase of inquiries and registration for both in person education and Remote (At-Home) Learning

### Summary of Accomplishments

- After 5 years of operation E2 Society for Twice-Exceptional Learners successfully achieved its goal of becoming a Designated Special Education Private School. In addition to becoming a DSEPS E2 Academy was approved to provide ECS programs including pre-kindergarten, kindergarten and PUF.
- In the summer break following the 2019/20 school year E2 Society further renovated and improved its purpose built space with the creation of two further classrooms and a large unisex washroom.
- E2 Academy has expanded its team of multidisciplinary professional to include an on-staff Occupational Therapist, a Speech-Language Pathologist and continues to contract registered Psychologists as needed for individual support.
- E2 Academy has skilled staff committed to continuing professional development specific to twice-exceptional education and trauma informed practice
- E2 Academy continues to ensure that all classroom staff and administration have been trained in Collaborative & Proactive Solutions and Low Arousal Approaches to managing distressed behavior.
- E2 Academy has sourced a student records system and populated it with information regarding students, staff, attendance, staff hours and student registration and funding details.
- The Parent Fundraising Committee continued with its ongoing fundraising efforts and arranged a large fundraising event at Black Jacks Roadhouse with a silent auction in January 2020 raising a significant amount of funds for the school. Plans to run a follow up fundraising event with a Concert and Silent Auction at Black Jacks Roadhouse had been made for October 24, 2020, but it was cancelled due to CoVID. They have applied to become a charity under the Societies Act.
- Four whole school community building events were offered throughout the school year to celebrate Halloween, Christmas, Anti Bullying (Pink Shirt) Day, and Reconciliation (Orange Shirt) Day. Other whole school events had to be cancelled due to whole school closures caused by CoVID-19. In order to mitigate the impact of these cancellations staff created several morale boosting videos to maintain connection, socially distanced parades were arranged by staff for student birthdays during lockdown, town hall meetings with families over Zoom, and socially distanced individualized graduation ceremonies and end of year celebration were hosted.
- E2 Academy staff have attended the following training, conferences and professional development over the past year, completing approximately 1630 hours of professional development and training collectively including:



#### Studio 3:

Train the Trainer – Training to be a Low Arousal Trainer  
LASER – Low Arousal Supports Educational Resilience  
Making Sense of a Vuca World: Volatile, Uncertain, Complex and Ambiguous  
Trauma Awareness: A 360° Approach  
The Low Arousal Approach: A Practitioner's Guide  
Interoception: Making Sense of the Internal and External World  
Webinars:

Sulky, Rowdy, Rude: Using Low Arousal Approaches to Manage Behaviour of  
Concern in Children and Young People  
Eradicating Restraint and Seclusion  
Psychoeducation: Autism Diagnosis  
Dr. Ross Greene – Collaborative Proactive Solutions  
Screening of “The Kids We Lose”  
Collaborative and Proactive Solutions Advanced Training  
Autistically Inclined/Natural Play Therapy Course  
IRIS Center PD:  
Accommodations  
Differentiation  
Universal Design for Learning  
ERLC:  
Remote Learning  
Project based learning thing  
YouCubed webinar (data representation)  
Training Course: Evidence-Based Strategies for Managing ADHD Across the Lifespan  
Stephen Ffeifer – The Neuropsychology of Learning Disabilities: Developing Evidenced-Based  
Reading, Writing, and Math Interventions  
Innovations in Practice Conference  
“Brain Story” Training

- School leadership has maintained its presence on boards of other provincial organizations supporting neuro-diverse learners

**May 2020 Accountability Pillar Overall Summary**

Measure Category	Measure	E2 Society for Twice-Exception			Alberta			Measure Evaluation		
		Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
Safe and Caring Schools	Safe and Caring	91.6	74.3	74.3	89.4	89.0	89.2	Very High	Improved	Excellent
Student Learning Opportunities	Program of Studies	78.4	52.0	52.0	82.4	82.2	82.0	High	Improved	Good
	Education Quality	92.5	77.5	77.5	90.3	90.2	90.1	Very High	Improved	Excellent
	Drop Out Rate	0.0	*	n/a	2.7	2.6	2.7	Very High	n/a	n/a
	High School Completion Rate (3 yr)	*	*	n/a	79.7	79.1	78.4	*	*	*
Student Learning Achievement (Grades K-9)	PAT: Acceptable	n/a	50.0	33.9	n/a	73.8	73.6	n/a	n/a	n/a
	PAT: Excellence	n/a	0.0	0.0	n/a	20.6	20.0	n/a	n/a	n/a
Student Learning Achievement (Grades 10-12)	Diploma: Acceptable	n/a	*	n/a	n/a	83.6	83.4	n/a	n/a	n/a
	Diploma: Excellence	n/a	*	n/a	n/a	24.0	23.5	n/a	n/a	n/a
	Diploma Exam Participation Rate (4+ Exams)	*	*	n/a	56.4	56.3	55.6	*	*	*
	Rutherford Scholarship Eligibility Rate	*	*	n/a	66.6	64.8	63.5	*	*	*
Preparation for Lifelong Learning, World of Work, Citizenship	Transition Rate (6 yr)	n/a	n/a	n/a	60.1	59.0	58.5	n/a	n/a	n/a
	Work Preparation	97.1	71.4	71.4	84.1	83.0	82.7	Very High	Improved Significantly	Excellent
	Citizenship	80.8	57.6	57.6	83.3	82.9	83.2	High	Improved	Good
Parental Involvement	Parental Involvement	98.2	88.6	88.6	81.8	81.3	81.2	Very High	Improved	Excellent
Continuous Improvement	School Improvement	81.1	42.9	42.9	81.5	81.0	80.9	Very High	Improved Significantly	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. Overall evaluations can only be calculated if both improvement and achievement evaluations are available.
3. Student participation in the survey was impacted between 2014 and 2017 due to the number of students responding through the OurSCHOOL/TTFM (Tell Them From Me) survey tool.
4. Aggregated PAT results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each course. Courses included: English Language Arts (Grades 6, 9, 9 KAE); Français (6e et 9e année); French Language Arts (6e et 9e année); Mathematics (Grades 6, 9, 9 KAE); Science (Grades 6, 9, 9 KAE); and Social Studies (Grades 6, 9, 9 KAE).
5. Participation in Provincial Achievement Tests was impacted by the fires in May to June 2016 and May to June 2019. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
6. 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 Examination 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; and Social Studies 30-2.
7. Participation in Diploma Examinations was impacted by the fires in May to June 2016 and May to June 2019. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
8. Weighting of school-awarded marks in diploma courses increased from 50% to 70% in the 2015/16 school year. Caution should be used when interpreting trends over time.
9. 2016 results for the 3-year High School Completion and Diploma Examination Participation Rates have been adjusted to reflect the correction of the Grade 10 cohort.
10. Improvement evaluations are not calculated for school and school authority Drop Out and Rutherford Scholarship Eligibility rates. Starting in 2019, an updated methodology was applied to more accurately attribute results in cases where students receive programming from more than one provider within a school year. Caution should be used when interpreting school and school authority results over time.

## Measure Evaluation Reference (Optional)

### Achievement Evaluation

Achievement evaluation is based upon a comparison of Current Year data to a set of standards that remain consistent over time. The Standards are calculated by taking the 3-year average of baseline data for each measure across all school jurisdictions and calculating the 5th, 25th, 75th and 95th percentiles. Once calculated, these standards remain in place from year to year to allow for consistent planning and evaluation.

The table below shows the range of values defining the 5 achievement evaluation levels for each measure.

Measure	Very Low	Low	Intermediate	High	Very High
Safe and Caring	0.00 - 77.62	77.62 - 81.05	81.05 - 84.50	84.50 - 88.03	88.03 - 100.00
Program of Studies	0.00 - 66.31	66.31 - 72.65	72.65 - 78.43	78.43 - 81.59	81.59 - 100.00
Education Quality	0.00 - 80.94	80.94 - 84.23	84.23 - 87.23	87.23 - 89.60	89.60 - 100.00
Drop Out Rate	100.00 - 9.40	9.40 - 6.90	6.90 - 4.27	4.27 - 2.79	2.79 - 0.00
High School Completion Rate (3 yr)	0.00 - 57.03	57.03 - 62.36	62.36 - 73.88	73.88 - 81.79	81.79 - 100.00
PAT: Acceptable	0.00 - 66.07	66.07 - 70.32	70.32 - 79.81	79.81 - 84.64	84.64 - 100.00
PAT: Excellence	0.00 - 9.97	9.97 - 13.44	13.44 - 19.56	19.56 - 25.83	25.83 - 100.00
Diploma: Acceptable	0.00 - 71.45	71.45 - 78.34	78.34 - 84.76	84.76 - 87.95	87.95 - 100.00
Diploma: Excellence	0.00 - 9.55	9.55 - 12.59	12.59 - 19.38	19.38 - 23.20	23.20 - 100.00
Diploma Exam Participation Rate (4+ Exams)	0.00 - 31.10	31.10 - 44.11	44.11 - 55.78	55.78 - 65.99	65.99 - 100.00
Rutherford Scholarship Eligibility Rate	0.00 - 47.98	47.98 - 55.78	55.78 - 68.95	68.95 - 74.96	74.96 - 100.00
Transition Rate (6 yr)	0.00 - 39.80	39.80 - 46.94	46.94 - 56.15	56.15 - 68.34	68.34 - 100.00
Work Preparation	0.00 - 66.92	66.92 - 72.78	72.78 - 77.78	77.78 - 86.13	86.13 - 100.00
Citizenship	0.00 - 66.30	66.30 - 71.63	71.63 - 77.50	77.50 - 81.08	81.08 - 100.00
Parental Involvement	0.00 - 70.76	70.76 - 74.58	74.58 - 78.50	78.50 - 82.30	82.30 - 100.00
School Improvement	0.00 - 65.25	65.25 - 70.85	70.85 - 76.28	76.28 - 80.41	80.41 - 100.00

#### Notes:

- 1) For all measures except Drop Out Rate: The range of values at each evaluation level is interpreted as greater than or equal to the lower value, and less than the higher value. For the Very High evaluation level, values range from greater than or equal to the lower value to 100%.
- 2) Drop Out Rate measure: As "Drop Out Rate" is inverse to most measures (i.e., lower values are "better"), the range of values at each evaluation level is interpreted as greater than the lower value and less than or equal to the higher value. For the Very High evaluation level, values range from 0% to less than or equal to the higher value.

### Improvement Table

For each jurisdiction, improvement evaluation consists of comparing the Current Year result for each measure with the previous three-year average. A chi-square statistical test is used to determine the significance of the improvement. This test takes into account the size of the jurisdiction in the calculation to make improvement evaluation fair across jurisdictions of different sizes.

The table below shows the definition of the 5 improvement evaluation levels based upon the chi-square result.

Evaluation Category	Chi-Square Range
Declined Significantly	3.84 + (current < previous 3-year average)
Declined	1.00 - 3.83 (current < previous 3-year average)
Maintained	less than 1.00
Improved	1.00 - 3.83 (current > previous 3-year average)
Improved Significantly	3.84 + (current > previous 3-year average)

### Overall Evaluation Table

The overall evaluation combines the Achievement Evaluation and the Improvement Evaluation. The table below illustrates how the Achievement and Improvement evaluations are combined to get the overall evaluation.

Improvement	Achievement				
	Very High	High	Intermediate	Low	Very Low
Improved Significantly	Excellent	Good	Good	Good	Acceptable
Improved	Excellent	Good	Good	Acceptable	Issue
Maintained	Excellent	Good	Acceptable	Issue	Concern
Declined	Good	Acceptable	Issue	Issue	Concern
Declined Significantly	Acceptable	Issue	Issue	Concern	Concern

### Category Evaluation

The category evaluation is an average of the Overall Evaluation of the measures that make up the category. For the purpose of the calculation, consider an Overall Evaluation of Excellent to be 2, Good to be 1, Acceptable to be 0, Issue to be -1, and Concern to be -2. The simple average (mean) of these values rounded to the nearest integer produces the Category Evaluation value. This is converted back to a colour using the same scale above (e.g., 2=Excellent, 1=Good, 0=Intermediate, -1=Issue, -2=Concern)

## Student Growth and Achievement

### Diploma Examination Results – Measure Details

Diploma Exam Course by Course Results by Students Writing.													
		Results (in percentages)										Target	
		2016		2017		2018		2019		2020		2020	
		A	E	A	E	A	E	A	E	A	E	A	E
English Lang Arts 30-1	Authority	n/a	n/a	n/a	n/a	*	*	*	*	n/a	n/a		
	Province	86.8	10.7	86.5	11.7	87.5	13.2	86.8	12.3	n/a	n/a		
English Lang Arts 30-2	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Province	89.1	12.3	89.5	11.4	88.0	13.1	87.1	12.1	n/a	n/a		
French Lang Arts 30-1	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Province	93.8	8.7	94.7	9.4	93.8	11.0	91.5	10.1	n/a	n/a		
Français 30-1	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Province	99.3	20.3	98.1	18.6	97.4	23.0	98.6	29.5	n/a	n/a		
Mathematics 30-1	Authority	n/a	n/a	n/a	n/a	n/a	n/a	*	*	n/a	n/a		
	Province	70.7	25.9	73.1	30.7	77.8	35.3	77.8	35.1	n/a	n/a		
Mathematics 30-2	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Province	75.4	16.8	74.7	15.9	74.2	16.4	76.5	16.8	n/a	n/a		
Social Studies 30-1	Authority	n/a	n/a	n/a	n/a	*	*	n/a	n/a	n/a	n/a		
	Province	84.9	14.3	86.0	14.8	86.2	17.7	86.6	17.0	n/a	n/a		
Social Studies 30-2	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Province	81.1	13.1	80.6	12.6	78.8	12.2	77.8	12.2	n/a	n/a		
Biology 30	Authority	n/a	n/a	n/a	n/a	*	*	n/a	n/a	n/a	n/a		
	Province	85.1	32.4	84.2	32.3	86.6	36.6	83.9	35.5	n/a	n/a		
Chemistry 30	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Province	81.5	34.5	83.1	38.6	83.6	38.3	85.7	42.5	n/a	n/a		
Physics 30	Authority	n/a	n/a	n/a	n/a	n/a	n/a	*	*	n/a	n/a		
	Province	85.8	39.8	85.7	41.8	86.2	43.6	87.5	43.5	n/a	n/a		
Science 30	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Province	84.4	27.6	84.9	28.4	85.4	31.5	85.7	31.2	n/a	n/a		

**Provincial Achievement Test Results – Measure Details**

PAT Course by Course Results by Number Enrolled.													
		Results (in percentages)										Target	
		2016		2017		2018		2019		2020		2020	
		A	E	A	E	A	E	A	E	A	E	A	E
English Language Arts 6	Authority	*	*	n/a	n/a	*	*	*	*	n/a	n/a		
	Province	82.9	20.4	82.5	18.9	83.5	17.9	83.2	17.8	n/a	n/a		
French Language Arts 6 année	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Province	87.7	14.2	85.1	13.5	85.2	12.3	87.7	15.7	n/a	n/a		
Français 6 année	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Province	91.4	17.2	92.1	21.6	93.3	23.1	90.3	24.6	n/a	n/a		
Mathematics 6	Authority	*	*	n/a	n/a	*	*	*	*	n/a	n/a		
	Province	72.2	14.0	69.4	12.6	72.9	14.0	72.5	15.0	n/a	n/a		
Science 6	Authority	*	*	n/a	n/a	*	*	*	*	n/a	n/a		
	Province	78.0	27.1	76.9	29.0	78.8	30.5	77.6	28.6	n/a	n/a		
Social Studies 6	Authority	*	*	n/a	n/a	*	*	*	*	n/a	n/a		
	Province	71.4	22.0	72.9	21.7	75.1	23.2	76.2	24.4	n/a	n/a		
English Language Arts 9	Authority	*	*	*	*	*	*	*	*	n/a	n/a		
	Province	77.0	15.2	76.8	14.9	76.1	14.7	75.1	14.7	n/a	n/a		
K&E English Language Arts 9	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Province	59.8	6.2	58.8	5.9	55.7	5.9	57.4	5.4	n/a	n/a		
French Language Arts 9 année	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Province	83.0	10.8	83.1	11.2	81.4	9.8	82.9	12.3	n/a	n/a		
Français 9 année	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Province	86.4	26.8	88.9	26.1	82.7	22.3	88.6	26.0	n/a	n/a		
Mathematics 9	Authority	*	*	*	*	*	*	*	*	n/a	n/a		
	Province	67.8	17.5	67.2	19.0	59.2	15.0	60.0	19.0	n/a	n/a		
K&E Mathematics 9	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Province	61.2	13.0	57.5	13.3	57.4	13.6	59.6	13.2	n/a	n/a		
Science 9	Authority	*	*	*	*	*	*	*	*	n/a	n/a		
	Province	74.2	22.4	74.0	21.4	75.7	24.4	75.2	26.4	n/a	n/a		
K&E Science 9	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Province	63.8	14.3	63.9	13.3	64.6	12.3	61.7	10.7	n/a	n/a		
Social Studies 9	Authority	*	*	*	*	*	*	*	*	n/a	n/a		
	Province	64.7	18.0	67.0	20.2	66.7	21.5	68.7	20.6	n/a	n/a		
K&E Social Studies 9	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Province	58.0	11.6	56.3	12.7	55.2	14.2	55.9	15.0	n/a	n/a		

**High School Completion Rate – Measure Details**

High School Completion Rate - percentages of students who completed high school within three, four and five years of entering Grade 10.										
	Authority					Province				
	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019
3 Year Completion	n/a	n/a	n/a	*	*	76.5	78.0	78.0	79.1	79.7
4 Year Completion	n/a	n/a	n/a	n/a	*	81.0	81.2	82.6	82.7	83.5
5 Year Completion	n/a	n/a	n/a	n/a	n/a	82.1	83.2	83.4	84.8	84.9

**Drop Out Rate – Measure Details**

Drop Out Rate - annual dropout rate of students aged 14 to 18										
	Authority					Province				
	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019
Drop Out Rate	n/a	n/a	*	*	0.0	3.2	3.0	2.3	2.6	2.7
Returning Rate	n/a	n/a	n/a	n/a	n/a	18.2	18.9	19.9	22.7	18.2

**High School to Post-secondary Transition Rate – Measure Details**

High school to post-secondary transition rate of students within four and six years of entering Grade 10.										
	Authority					Province				
	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019
4 Year Rate	n/a	n/a	n/a	n/a	*	37.0	37.0	39.3	40.1	40.8
6 Year Rate	n/a	n/a	n/a	n/a	n/a	59.4	57.9	58.7	59.0	60.1

**Rutherford Eligibility Rate – Measure Details**

Percentage of Grade 12 students eligible for a Rutherford Scholarship.										
	Authority					Province				
	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019
Rutherford Scholarship Eligibility Rate	n/a	n/a	n/a	*	*	60.8	62.3	63.4	64.8	66.6

Rutherford eligibility rate details.									
Reporting School Year	Total Students	Grade 10 Rutherford		Grade 11 Rutherford		Grade 12 Rutherford		Overall	
		Number of Students Eligible	Percent of Students Eligible	Number of Students Eligible	Percent of Students Eligible	Number of Students Eligible	Percent of Students Eligible	Number of Students Eligible	Percent of Students Eligible
2015	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
2016	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
2017	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
2018	5	*	*	*	*	*	*	*	*
2019	3	*	*	*	*	*	*	*	*

**Citizenship – Measure Details**

Percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.										
	Authority					Province				
	2016	2017	2018	2019	2020	2016	2017	2018	2019	2020
Overall	n/a	n/a	n/a	57.6	80.8	83.9	83.7	83.0	82.9	83.3
Teacher	n/a	n/a	n/a	n/a	80.0	94.5	94.0	93.4	93.2	93.6
Parent	*	*	*	57.6	92.1	82.9	82.7	81.7	81.9	82.4
Student	n/a	n/a	n/a	n/a	70.4	74.5	74.4	73.9	73.5	73.8

**Notes:**

- Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (\*).
- Participation in Diploma Examinations was impacted by the fires in May to June 2016 and May to June 2019. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
- Participation in Diploma Examinations was impacted by school closures due to CoVID in March to June 2020. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
- Weighting of school-awarded marks in diploma courses increased from 50% to 70% in the 2015/16 school year. Caution should be used when interpreting trends over time.
- Due to the change from previous data source systems to Provincial Approach to Student Information (PASI), historical Rutherford Scholarship Eligibility Rate results are not available.
- 2016 results for the 3-year High School Completion and Diploma Examination Participation Rates have been adjusted to reflect the correction of the Grade 10 cohort.

## Summary

E2 Academy has offered a high school program (of approximately 6 to 10 students) for only 3 years. In that time we have had 3 students graduate from the program, one student in year 2 and two students in year 3. Given the small school population and small class sizes we will rarely have more than 2 or 3 students in their senior year and some years we may not have any students in their senior year. The focus of our program is to provide individualized support and programming, planned in collaboration with the student and their parents, to facilitate the students social, emotional, and academic growth.

In the 2019-2020 school year one student focused on completing his high school diploma in order to progress into the workforce and the other sought entrance into a University Science program. The second student participated in a dual enrollment situation where he completed study in English, Social Studies, Special Projects, Physical Education and elective courses, while enrolling for his Biology 30 and Chemistry 30 courses through MacEwan University. This afforded this student the opportunity to gain experience in a University setting while still accessing the supports and structures that E2 Academy had offered and support a successful transition to post-secondary.

In the 2019/2020 academic year no students wrote diploma exams as they were cancelled by Alberta Education due to CoVID-19.

Our May 2020 results demonstrated an improvement in the above applicable categories and it is our goal to maintain this achievement.

## Areas for Growth

E2 Academy hopes to expand the number of post-secondary institutions in the province with which it collaborates in order to facilitate a greater number of students able to access dual registrations and similar transition opportunities.

## Priorities/Goals and Strategies

**Goal #1** – Individualized programming and testing accommodations for each student based on their learning needs.

Strategies:

- Create individualized programs based on assessments, observation, meetings with the student and family.
- Support students in identifying three personal goals for the school year. (IPP)
- Ongoing involvement of students and families in the planning and review process of their individual program plans. (three times per year)
- Provide students with the accommodations they require daily both in the classroom and during assessments.
- Maximize use of technology in the classroom and during assessments

**Goal #2** - Maintain low teacher/student ratio in addition to learning facilitators as needed.

Strategies:

- Additional teachers and educational assistants will be hired based on student need and enrolment numbers, ensuring a maximum of 8 students per teacher.
- Additional staffing to allow for individual support during assessments

**Goal #3** – Increase exposure of students across grades where individually possible, to more formal PAT and Diploma like assessments to support familiarity building and anxiety reduction

Strategies:

- Use of exam bank and assessment exemplars
- Semi-annual opportunities for all students to practice formal assessments or pre-assessments across core subjects

**Goal #4** - Create individualized transition and high school completion plans for each student based on their learning needs.

Strategies:

- Negotiation and creation of a 3-5 year high school completion plan for each student based on their needs and long term plans

- Transition planning and programs for students in their third, fourth and fifth years of high school including attendance in some college classes

**Goal # 5** - Continue to infuse citizenship across curriculum and other school activities

Strategies:

- create opportunities for student voting for each election
- teaching of characteristics of good citizenship across PEERS, CALM, Health and Social Studies curriculum
- adoption of the Leadership, Character Development and Social Responsibility 15, 25, 35 curriculum for High School students
- create mentorship opportunities for Junior and Senior High students with younger elementary students

## Teaching and Leading

### Education Quality – Measure Details

Percentage of teachers, parents and students satisfied with the overall quality of basic education.										
	Authority					Province				
	2016	2017	2018	2019	2020	2016	2017	2018	2019	2020
Overall	n/a	n/a	n/a	77.5	92.5	90.1	90.1	90.0	90.2	90.3
Teacher	n/a	n/a	n/a	n/a	89.2	96.0	95.9	95.8	96.1	96.4
Parent	*	*	*	77.5	97.9	86.1	86.4	86.0	86.4	86.7
Student	n/a	n/a	n/a	n/a	90.4	88.0	88.1	88.2	88.1	87.8

### Program of Studies – Measure Details

Percentage of teachers, parents and students satisfied with the opportunity for students to receive a broad program of studies including fine arts, career, technology, and health and physical education.										
	Authority					Province				
	2016	2017	2018	2019	2020	2016	2017	2018	2019	2020
Overall	n/a	n/a	n/a	52.0	78.4	81.9	81.9	81.8	82.2	82.4
Teacher	n/a	n/a	n/a	n/a	72.6	88.1	88.0	88.4	89.1	89.3
Parent	*	*	*	52.0	96.9	80.1	80.1	79.9	80.1	80.1
Student	n/a	n/a	n/a	n/a	65.9	77.5	77.7	77.2	77.4	77.8

### School Improvement – Measure Details

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.										
	Authority					Province				
	2016	2017	2018	2019	2020	2016	2017	2018	2019	2020
Overall	n/a	n/a	n/a	42.9	81.1	81.2	81.4	80.3	81.0	81.5
Teacher	n/a	n/a	n/a	n/a	70.6	82.3	82.2	81.5	83.4	85.0
Parent	*	n/a	*	42.9	87.5	79.7	80.8	79.3	80.3	80.0
Student	n/a	n/a	n/a	n/a	85.2	81.5	81.1	80.2	79.4	79.6

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (\*).
2. Student participation in the survey was impacted between 2014 and 2017 due to the number of students responding through the OurSCHOOL/TTFM (Tell Them From Me) survey tool.

### Summary

Given the small enrollment (approximately 35 students in Gr. 1-12), we are pleased with the significant gains in these performance measures. Notable growth in perceptions of quality improvement in programs is evident and could possibly be attributed to the increased number of teachers who are subject specialists, the growth of a diverse student population, and increased collaboration with external institutions and organizations.

E2 Academy engages in continuous assessment and evaluation of teaching and leading. Using LQS and TQS competencies, observations and evaluations, and mentorship are carried out formally and informally. These observations are also utilized to inform professional development activities and opportunities. School staff and leadership collaborate on individualized Staff Success Plans, that are used by staff and leadership to guide development of monthly “Teacher Sprints” and supports staff reflected practice, self-assessment, and formal evaluations.

Steps have been taken over the past academic years to utilize staff strengths to offer a greater degree of music, fine arts, physical education, and CTS courses. Extra staff with expertise in these areas have been hired and are able to offer a greater depth of teaching to students interested specifically in these areas. Relationships have been built with MacEwan University and a high school student has completed some of his 30 level courses there.

### Areas for Growth

E2 Academy will focus on ensuring to invest appropriately in the expansion of subject offerings to further build the program of studies and support to the success and wellbeing of our students. Further investment will be made with time and resources to implement targeted and relevant, evidence based teaching resources to support students who are Twice-Exceptional. Also, despite the constraints of COVID-19 leading to the cancellation of many professional development opportunities for staff growth and development, we were able to continue supporting staff development by

Building greater capacity in all staff is essential, and finding ways to support teachers and staff to grow in all professional competencies is an ongoing requirement. It is important for us to ensure that resources are allocated to maximize student learning, success and wellbeing



We will continue to identify cost effective measures for meaningful professional development in the areas of Learning Disabilities, Collaborative and Proactive Solutions, Low Arousal, and Strength Based Interventions. The number of internal training sessions delivered by staff will be a valuable measure as we move forwards. Additionally, a measure of informative and summative teacher observations and evaluations will be a valuable measure for teacher and leader development.

### Priorities/Goals and Strategies

**Goal #1** - Tracking of experience, training and ongoing professional development.

Strategies:

- Dissemination of information following professional development at staff meetings once every two weeks
- Ensuring all staff (teachers, learning facilitators and administrative staff) develop an annual growth plan based on teacher sprints

**Goal #2** - Support excellence among the teachers, staff and school leadership professionals.

Strategies:

- Teachers, school staff and leaders will be encouraged to continue to find and attend applicable professional development opportunities and other learning opportunities relating to Trauma Informed Practice, Strength based learning and Twice-Exceptional learners.
- Teachers and staff will be trained in low arousal approaches and collaborative problem solving.
- Actively recruit staff that have the demonstrated experience working with neurodiverse students and an interest in ongoing learning and development.
- Actively recruit staff that are committed to their own professional growth and learning specifically in relation to their commitment to the mission and vision of E2 Society for Twice Exceptional Learners
- Supporting and encouraging staff in regular goal setting and active engagement in professional development, tracked through their individual staff success plans.
- All school staff and home education facilitators will be offered opportunities for in-service opportunities delivered by E2 Academy and professional development offered by external providers at least twice per year

**Goal #3** – Continue to expand the range and breadth of subjects and skills offered to students as curriculum and options

Strategies:

- Continue to build a strength based staff team where staff are able to use their own interests and areas of strength to support student learning (music, art, cts, sport)
- Continue to build on community partnerships with businesses, rec facilities and colleges to have students engage in courses offered and use of facilities.

## Student Learning

### Safe and Caring – Measure Details

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.

	Authority					Province				
	2016	2017	2018	2019	2020	2016	2017	2018	2019	2020
Overall	n/a	n/a	n/a	74.3	91.6	89.5	89.5	89.0	89.0	89.4
Teacher	n/a	n/a	n/a	n/a	89.4	95.4	95.3	95.0	95.1	95.3
Parent	*	*	*	74.3	95.0	89.8	89.9	89.4	89.7	90.2
Student	n/a	n/a	n/a	n/a	90.3	83.4	83.3	82.5	82.3	82.6

### Lifelong Learning – Measure Details

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

	Authority					Province				
	2016	2017	2018	2019	2020	2016	2017	2018	2019	2020
Overall	n/a	n/a	n/a	50.0	79.0	70.7	71.0	70.9	71.4	72.6
Teacher	n/a	n/a	n/a	n/a	70.6	77.3	77.3	77.8	78.8	80.6
Parent	*	*	*	50.0	87.5	64.2	64.8	64.0	64.0	64.6

### 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.

	Authority					Province				
	2016	2017	2018	2019	2020	2016	2017	2018	2019	2020
Overall	n/a	n/a	n/a	71.4	97.1	82.6	82.7	82.4	83.0	84.1
Teacher	n/a	n/a	n/a	n/a	94.1	90.5	90.4	90.3	90.8	92.2
Parent	*	*	*	71.4	100.0	74.8	75.1	74.6	75.2	76.0

### Inclusion – Measure Details

Each child and youth belongs, is supported and is successful in his/her learning. (Based on student, teacher, and parent results)

	E2 Academy			Province		
	Current Result	Previous Year Result	Prev 3 Year Average	Current Result	Previous Year Result	Prev 3 Year Average
Student Inclusion	92.3	66.7	66.7	86.5	86.2	86.2

Families are encouraged and supported in helping their children be successful in their learning.

	E2 Academy			Province		
	Current Result	Previous Year Result	Prev 3 Year Average	Current Result	Previous Year Result	Prev 3 Year Average
Supported Families	97.1	78.6	78.6	84.9	84.9	84.8

## Summary

Twice-Exceptional individuals often have co-morbid conditions and face challenges far beyond academics. When students have experienced challenges in other classroom settings, their sense of self-efficacy can significantly impact their learning. E2 Academy ensures to support the social and emotional needs of students, through quality teacher preparation, and through our multi-disciplinary team. Our team of professionals are able to provide services and appropriate referrals. We have expanded the range of assessments that we are able to provide internally to include the WIAT, BASC, BRIEF, FAM, FAR, FAW, and a range of occupational therapy and speech and language assessments as needed by individual students.



In the classroom, Zones of Regulation, and Interoception activities are used as part of daily activities to support student regulation and wellbeing. Professional development and mentorship is offered to all staff in the use of visuals, regulation strategies, the Low Arousal approach, social thinking, differentiation, scaffolding and strength based interventions.

Other student supports relate to Assistive Technology. All of our students are provided with access to either an iPad, Chromebook or Laptop, and the relevant assistive technology software or programs associated with their specific learning needs.

Given our very small number of High School graduates to date, E2 Academy is still engaged in the process of developing a comprehensive wrap around approach to individualized transition to post-secondary and work placements for our graduates.

## Areas for Growth:

Given that we have just become a DSEPS and ECS provider we continue use these new designations to seek out and access programming and services that support student learning, social emotional development and wrap-around services for families. E2 Academy is committed to growing and solidifying connections with health professionals, outside agencies, government agencies, and local service providers to improve the inclusion and support of our students and families in their local communities.

## Priorities/Goals and Strategies

**Goal #1:** E2 Academy will create financially sustainable access to wrap-around services and resources to support the academic, social and emotional wellness and development of students.

**Strategies:** The current structure of our wrap-around services creates a cost effective method of service delivery and support; as does having an OT and SLP as contracted employees. Further avenues for financially sound professional service provisions will be explored, such as expanding the current range of assessments offered internally. This also will support families in providing alternatives to costly private assessments or lengthy waitlists associated with publicly funded assessments and diagnoses.



**Goal #2:** As an agent of reconciliation, E2 Academy will continue to embed FNMI culture, history and education across the curriculum.

**Strategies:** Inclusion of FNMI culture, traditions and education into the curriculum at E2 Academy has been an important aspect of our program in our teaching and learning. We continue to develop programming throughout the year to better develop an understanding of local communities. We were able to participate in Orange Shirt Day. Despite the uncertainties this year and the cancellation of our planned blanket ceremony, due to CoVID, we continue to seek and develop FNMI resources for students and staff. Additionally, we will continue to find opportunities to build relationships within our local indigenous community to support us in our learning and collaboration in this area. As we continue to build this community, we will be afforded the opportunity to transfer perspectives crucial for acceptance into core subject areas.

**Goal #3:** All staff and parent volunteers to access and complete RESPECT in school training that is offered by Alberta Education.

**Strategies:** For all employees to take advantage to the free access by Alberta Education to complete the RESPECT in school program.

[Respect in School](#) is a 90 minute, self-paced, online program that focusses on the prevention of Bullying, Abuse, Harassment and Discrimination (BAHD). It is available to staff, parent volunteers and student leaders. All school authorities including First Nation education authorities, as well as education partners, can access the training.

[Respect in the Workplace](#) focusses on the prevention of BAHD in the context of adult to adult behaviour. Respect in the Workplace provides the tools to deal with peer to peer interaction and ensure safe and positive work environments. Alberta’s government recently made this 90 minute, self-paced program required training for all government employees. We are now making this training available, free of charge, for staff in all independent, charter, public, separate, francophone and First Nation education authorities in Alberta. The [Respect Group](#) has also created a [video](#) highlighting the importance of respect in the workplace.

## Family Involvement

### Parental Involvement – Measure Details

Percentage of teachers and parents satisfied with parental involvement in decisions about their child's education.										
	Authority					Province				
	2016	2017	2018	2019	2020	2016	2017	2018	2019	2020
Overall	n/a	n/a	n/a	88.6	98.2	80.9	81.2	81.2	81.3	81.8
Teacher	n/a	n/a	n/a	n/a	96.4	88.4	88.5	88.9	89.0	89.6
Parent	*	*	*	88.6	100.0	73.5	73.9	73.4	73.6	73.9

### Summary

The performance measures have improved and every year as the number of students and families increases we are able to benefit a larger data set and more valid data.

### Areas for Growth

The E2 Academy Board of Directors is composed entirely of parents with diverse backgrounds and a variety of professional training and experiences that do not typically include formal teaching experience or education training, or expertise in behavioural supports, or strength based interventions. The creation of an Advisory Council composed of specialists and education professionals would provide the Board with greater support in making informed governance decisions. For maximum quality assurance and strategic oversight, the board should have a counsel to check with to ensure that significant governance decisions align with the school’s mission and values.

### Priorities/Goals and Strategies

Performance Measures:

- High percentage of parents, staff and students satisfied with governance and management of the school.
- Increased parental and staff survey completion

**Goal #1** – Continue to expand the Board to include a broader range of expertise and experience including the development of committees of the board

#### Strategies:

- Actively seek out appropriate members who demonstrate an interest in twice-exceptional learners and an understanding of private school governance
- Board of Directors to engage in governance training once every two years and create an onboarding process for new members

**Goal #2** – Ensure that there no barriers to completion of the Alberta Education survey

#### Strategies:

- increase understanding of the importance of survey completion

- offer accommodations such as a scribe, reader, different format for surveys as needed by students, staff and parents

**Goal #3:** Create an Advisory Council through the identification of specialists and professional educators who would be willing to support our school and confirm their participation in the council.

**Strategies:**

- Submit a list, to E2 Societies Board of Directors, of medical and educational professionals with whom school leadership have developed professional relationships through supporting families, professional development opportunities, and other professional interactions
- School leadership will Support the Board in liaising with the prospective council members

### Local and Societal Context

**Future Challenges**

- Application for the addition of a Homeschool program to be submitted in January 2021
- Sourcing donations and grants as well as organizing fundraisers that will fund the extensive total of tuition reductions provided to our families
- Attracting and retaining parent volunteers in being members of the Board of Directors and the Fundraising Committee
- The impacts of the CoVID-19 pandemic may be felt for some considerable time throughout the province, socially, emotionally, academically and financially. Adjusting to these is expected to be an ongoing challenge.

**Summary of Financial Results**

Audited Financial Statements were completed in November 2020 by Dorward and Company Chartered Accountants. All spending in 2019/20 was in line with the budgeted amounts.

Private School Authority Code: 0315  
 School Code: 1983

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

	AFS 2020	Budget 2020 (NOTE *)	AFS 2019 (NOTE *)
<b>REVENUES</b>			
Alberta Education (excluding Home Education)	\$648,598	\$639,167	\$560,304
Alberta Education - Home Education	\$14,486	\$41,770	\$30,075
<b>Total Alberta Education Revenues</b>	<b>\$663,084</b>	<b>\$680,938</b>	<b>\$590,379</b>
Other Government of Alberta	\$0	\$0	\$0
Federal Government and/or First Nations	\$0	\$0	\$0
Other Alberta school authorities	\$0	\$0	\$0
Instructional fees/Tuition fees	\$238,665	\$337,000	\$183,988
Non-instructional fees (O&M, Transportation, Admin, etc.)	\$0	\$375	\$0
Other sales and services	\$10,918	\$0	\$4,791
Interest on investments	\$0	\$0	\$0
Gifts and donations	\$33,831	\$25,000	\$28,158
Gross school generated funds	\$0	\$0	\$0
Amortization of capital allocations	\$0	\$0	\$0
Other	\$0	\$0	\$0
<b>Total Revenues</b>	<b>\$946,498</b>	<b>\$1,043,313</b>	<b>\$807,316</b>

<b>EXPENSES</b>			
Certificated salaries (excluding home education)	\$428,540	\$422,500	\$336,081
Certificated benefits	\$16,793	\$16,000	\$11,790
Non-certificated salaries and wages (excluding home education)	\$251,589	\$279,000	\$296,864
Non-certificated benefits	\$14,898	\$14,000	\$15,319
Services, contracts and supplies other than Consulting fees/Management fees, and leases (excluding home ed.)	\$157,325	\$104,000	\$140,129
Consulting / Management Fees	\$0	\$10,000	\$0
Leases - Building	\$51,450	\$52,800	\$37,400
Leases - Other	\$0	\$0	\$0
Severe Disabilities (excluding home education)	\$0	\$55,000	\$0
Early Literacy (excluding home education)	\$0	\$0	\$0
English as a Second Language (excluding home education)	\$0	\$0	\$0
Regional Collaborative Service Delivery (excluding home ed.)	\$0	\$0	\$0
<b>Home Education:</b>			
Certificated salaries	\$0	\$35,000	\$28,200
Certificated benefits	\$0	\$1,200	\$724
Non-certificated salaries & wages	\$0	\$7,000	\$16,435
Non-certificated benefits	\$0	\$0	\$0
Payments to parents who provided home education programs to students	\$7,288	\$21,250	\$8,340
Contracts	\$0	\$0	\$0
Services and supplies	\$0	\$0	\$0
Regional Collaborative Service Delivery	\$0	\$0	\$0
Gross school generated funds	\$0	\$0	\$0
Capital and debt services			
Amortization of capital assets:			
From restricted funds	\$0	\$0	\$0
From unrestricted funds	\$9,507	\$2,018	\$4,326
Total amortization of capital assets	\$9,507	\$2,018	\$4,326
Interest on capital debt	\$8,610	\$2,000	\$1,191
Other interest charges	\$2,622	\$2,000	\$4,311
Losses (gains) on disposal of capital assets	\$0	\$0	\$0
Other	\$0	\$0	\$0
<b>Total Expenses</b>	<b>\$948,622</b>	<b>\$1,023,768</b>	<b>\$901,110</b>
<b>SURPLUS (DEFICIT) OF REVENUES OVER EXPENSES</b>	<b>(\$2,124)</b>	<b>\$19,545</b>	<b>(\$93,794)</b>

(\$2,124)

Note: \* Input "(Restated) in Budget 2020 and/or AFS 2019 column headings where comparatives are not taken from the respective finalized 2019/2020 Budget Report and/or finalized 2018/2019 Audited Financial Statements.

**Budget Summary**

During the 2019/2020 fiscal year, the E2 Society for Twice-Exceptional Learners incurred an operating deficit of \$2,124. This was an improvement over the deficit incurred in the previous year that was caused by seven applications for SDF that were unsuccessful late into the school year after which the school had incurred the associated costs for those students. We were able to manage our finances and maintain a reduction in our deficit despite funding reductions to schools due to CoVID-19 and the extra costs preparing for the 2020/2021 school year with the increase health and safety measures required. We were able to improve this deficit by utilizing the strategies outlined below.

The Society's strategy to ensure ongoing financial stability for the school is:

1. A more rigorous approach to completing and ensuring the success of the SDF applications
2. Increasing enrollment in the school
3. Increased tuition fees

4. More professional and coordinated approach to our fundraising
5. Securing of adequate financial instruments guaranteed by board members to ensure the liquidity of the school. This is going to be paid off over the next three years.

#### **Parental Involvement**

E2 Academy involves parents and welcomes their input on multiple levels. Our Board of Directors consists of family members of students enrolled in the school. This Board is consulted on not only matters of governance, but also has input on school development and planning. Additionally, a parent fundraising committee has been formed and established its bylaws to become a registered society. School staff maintain regular contact with parents and have an open classroom philosophy allowing parents and family members to visit the school and participate in school wide events as they wish. Parents and family members participate in IPP meetings either in person or by email input three times per year.

#### **Timelines and Communication**

E2 Academy's combined 3 Year Plan and AERR for 2020/21 is posted on the school's website and can be accessed here: <http://www.e2academy.com/3yearplan2020pdf> E2 communicates results to parents and the school community through report cards, IPPs, website updates, social media, email and Seesaw (a digital portfolio).

#### **Whistleblower Protection**

E2 Academy has a Whistleblower Protection Policy which was established in September 2015. There were no disclosures as per the Whistleblower Protection Legislation in 2019/20 school year.