

ANNUAL EDUCATION RESULTS REPORT

2024 - 2025

Legacies Academy



School Authority A.0381
Legacies Academy Foundation

ACCOUNTABILITY STATEMENT

The Annual Education Results Report for Legacies Academy for the 2024/2025 School Year was prepared under the direction of the Board of Directors in accordance with the responsibilities under the Private Schools Regulation and the Ministerial Grants Regulation. The Board is committed to using the results in this report, to the best of its abilities, to improve outcomes for students and to ensure that all students in the school authority can acquire the knowledge, skills and attitudes they need to be successful and contributing members of society. This Annual Education Results Report for 2024/2025 was approved by the Board on November 28th, 2025.

WHISTLEBLOWER STATEMENT

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



Hannah Rehak

Board Chair

Signed On:

November 28th, 2025



Elmoné Sims

Principal

Signed On:

November 28th, 2025

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

www.legacies-academy.com

MESSAGE FROM THE PRINCIPAL

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

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

As of September 2025, we have 18 Kindergarten students, 12 Grade One students, 12 Grade Two students, 12 Grade Three students, 5 Grade Three and 8 Grade Four students in separate, small classes. Each class is led by an Alberta Certified Teacher with additional support provided by educational assistants, contracted special service providers (SLP, OT, Behaviourists and Psychologists), specialists and our administration team.

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

Sincerely,

A handwritten signature in black ink, appearing to read 'Elms' or 'Elmoné', written in a cursive style.

Elmoné Sims

Principal & Founder

Bachelor of Education (Digital Portfolio)

GENERAL COMMENTARY

IMPLICATIONS FOR THE EDUCATION PLAN

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

SURVEY DATA COLLECTION

Legacies Academy does not have AEAM results, due to the 2024/2025 School Year being the first year with Grade Four students, but there are not enough students to acquire results from the AEAM. As a result, Legacies Academy replicated a similar survey (with additional questions) to send out to parents, staff and students.

REVIEWING PLANS & REPORTS

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

Education Plan Review:	Tuesday, April 15 th , 2025
Education Plan Approval:	Tuesday, May 13 th , 2025
Education Plan Submission:	Friday, May 30 th , 2025
Annual General Meeting:	Monday, July 8 th , 2025
AERR Review:	Wednesday, October 5 th , 2025
AERR Approval:	Wednesday, November 26 th , 2025
AERR Submission:	Friday, November 28 th , 2025

SECTION ONE

PHILOSOPHY & PROGRAM

Rating Criteria

The items below are statements instead of questions. Please use the Rating Criteria below to indicate how well you believe each statement is implemented and executed.

0 - No Opinion - Not Applicable

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

2 - Average - Neutral - Meets Expectations - Satisfactory

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

This data was collected through the 2024-2025 Parent & Staff Surveys.

Fourteen parents and six staff members responded.

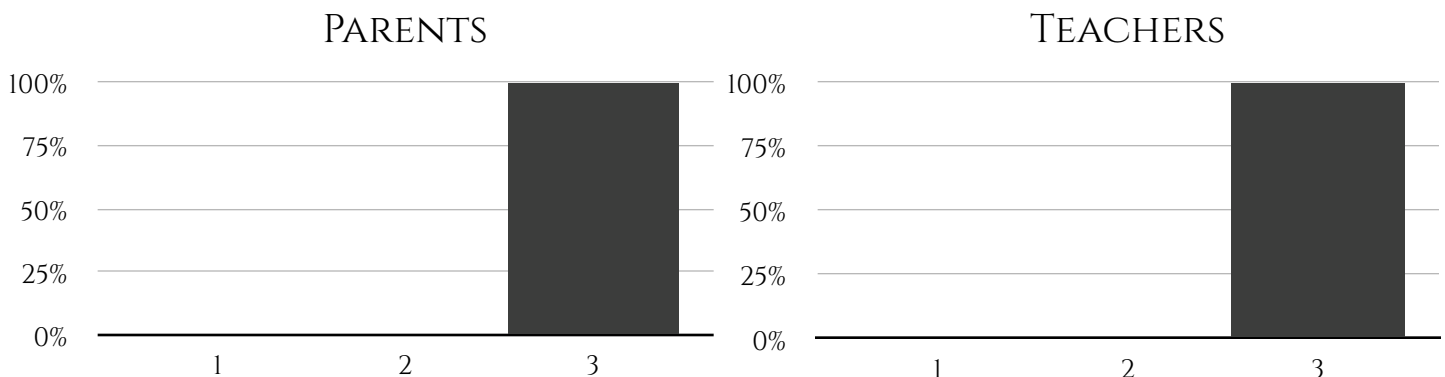
Our Roots

SCHOOL HOUSE HISTORY

Legacies Academy was founded in the midst of a global pandemic, in order to offer an alternative schooling option with smaller class sizes. Housed in a beautifully renovated historic home from 1910, it embodies the charm of a one-room schoolhouse. As a result, we coined the term "Home-Style Schooling," because Legacies provides a warm, environment that becomes like a second-home to all who enter.

Our philosophy is deeply rooted in fostering a nurturing and inclusive environment where each child's unique journey is honoured. We prioritize personalized attention, reject a one-size-fits-all approach, and emphasize the holistic development of every student. We believe that education extends beyond academics to encompass lifelong growth and fulfillment. The goal of our educational philosophy is to pursue a deep understanding of the complexities of education and a genuine commitment to fostering lifelong learners who are empowered to navigate life's challenges with purpose and authenticity.

Our approach draws inspiration from various educational philosophies. By embracing a multifaceted approach, we create a rich and dynamic learning environment that nurtures curiosity, creativity, and wonder while respecting the rights and autonomy of both children and educators. We are dedicated to fostering a collaborative dialogue between students, educators, parents, and specialist. It is through this shared commitment to holistic learning that every voice is valued and each individual student can thrive. This collaborative effort ensures that learning is meaningful, authentic, and tailored to the unique needs and interests of each learner.



Original Vision

A PLACE FOR THE WILD & FREE

At Legacies Academy, we foster a nurturing environment where children can explore their interests freely, both indoors and outdoors, while engaging in hands-on learning experiences that promote holistic development in art, music, language, math, science, and fine motor skills. Childhood is a time of wonder and exploration, where play is fundamental. So, we create an environment that integrates academic standards authentically, fostering holistic development alongside academic achievement.

Our vision for Legacies Academy is rooted in the belief that innovation and transformation are essential in education. The main focus is to create an inclusive environment that honours each child's unique potential, regardless of their beliefs or background. The name Legacies Academy intentionally reflects our belief that every child has the ability to leave an impact on the world; our mission is to empower each child to reach their full potential and leave behind their own lasting legacy.

To authentically implement this mission, we challenge traditional approaches to education and continuously seek new and better ways of fostering student growth and learning. By analyzing unmet needs in traditional school settings and embracing uncertainty, we embraced the one-room style schoolhouse model by transforming a house into a welcoming learning environment. As leaders and educators, we aspire to operate at the edge of your competence, constantly pushing boundaries as we create learning environments that reflect our mission statement and vision.



Home-style refers to an educational approach that seeks to replicate the nurturing, personalized environment of a home within the context of formal schooling. Overall, home-style schooling seeks to create a nurturing and supportive educational environment that values each student as an individual and promotes their growth and development in all aspects of life. Key characteristics include:

Nurturing Environment: The atmosphere is one of warmth, comfort, and familiarity, creating a sense of security and belonging for students.

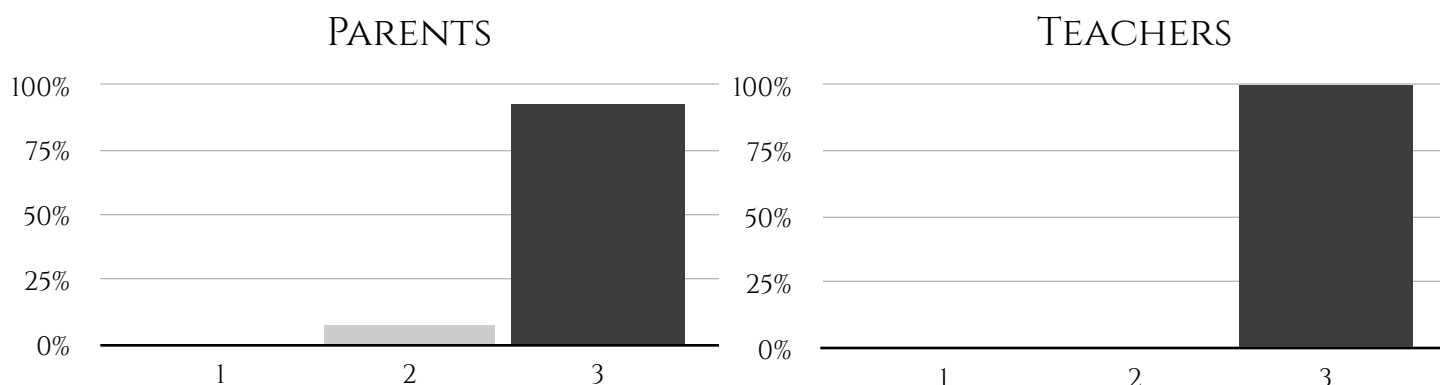
Individualized Attention: Students receive personalized attention and support tailored to their unique needs, strengths, and learning styles.

Flexibility: The curriculum and schedule are often more flexible, allowing for customization based on the interests and pace of individual students.

Integration of Home Life: Home-style schooling incorporates elements of home life into the educational experience, blurring the lines between home and school.

Emphasis on Relationships: Strong relationships between students, teachers, and caregivers are prioritized, fostering a sense of community and mutual respect.

Holistic Development: Beyond academic learning, home-style schooling aims to promote the holistic development of students, including their social, emotional, and physical well-being.



Our Mission

MISSION STATEMENT

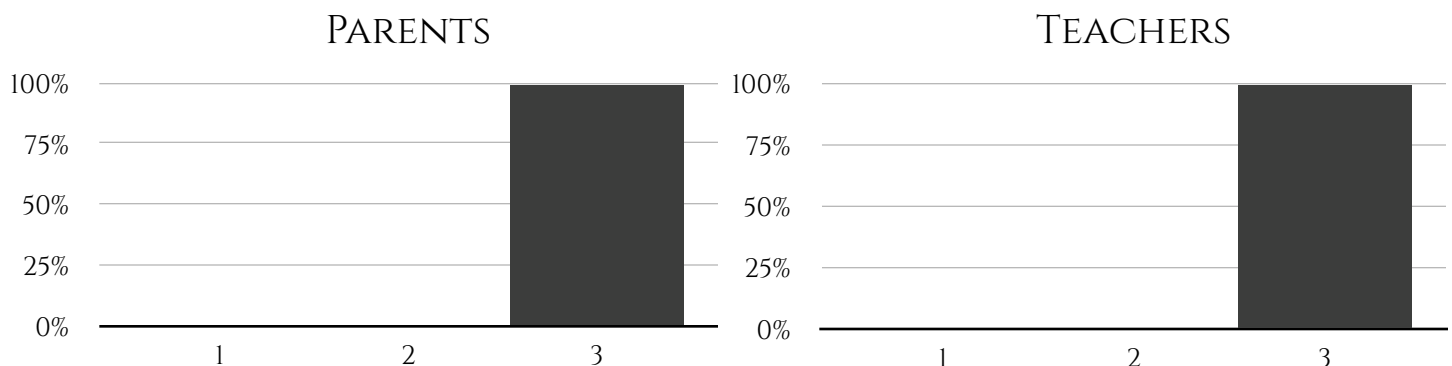
Our mission at Legacies Academy is to nurture each child's growth, empowerment, and unique potential, fostering a haven for learning where they can leave their own lasting legacy.

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

VISION FOR OUR MISSION

By fostering a culture of acknowledgment, value, and respect for each child, we create a nurturing environment where everyone can thrive. Our commitment to our renegade revolution, guided by the principles of GRACE (gratitude, resilience, aspiration, courage, and empathy) ensures that every educator at Legacies Academy is aligned with our mission and values. Together, we are redefining education and shaping the future - one renegade educator at a time.

At Legacies Academy, our mission is to nurture each child's growth, empowerment, and unique potential, fostering a haven for learning where they can leave their own lasting legacy. Grounded in a unified philosophy of renegade revolution and transformative teaching practices, we are committed to redefining education and shaping the future - one renegade educator at a time. Rooted in the belief that every child is unique and worthy of dignity, our mission is to create a nurturing and empowering environment where every child can flourish and thrive. Through rich experiences, student-led inquiry, and a holistic approach to education, we empower students to uncover their potential, unleash their minds, and leave behind their own lasting legacy of resilience, compassion, and purpose.



Our Philosophy

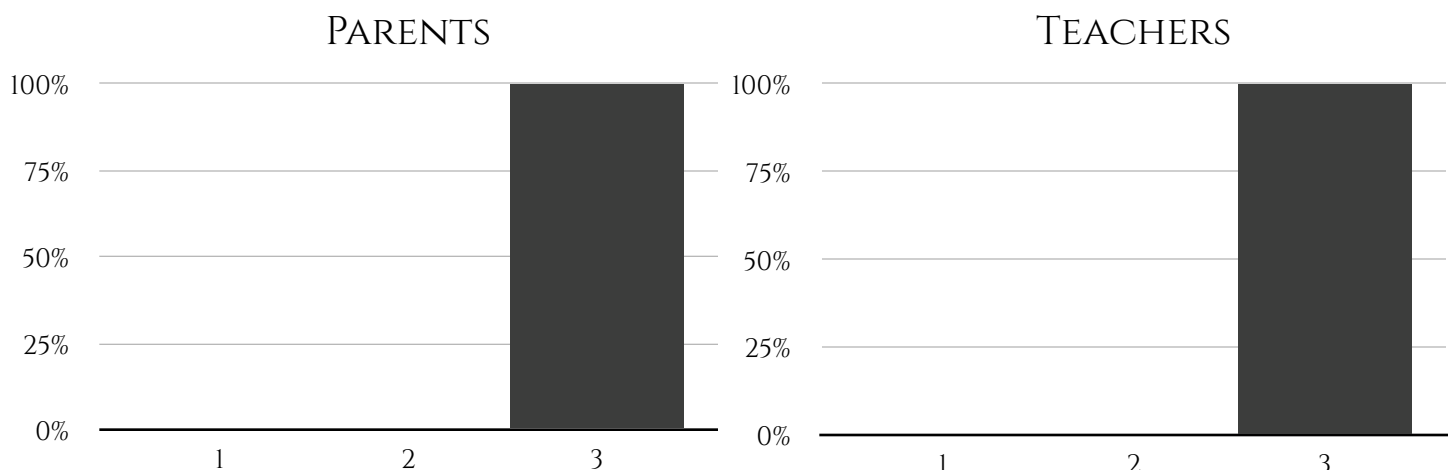
RENEGADE REVOLUTION

At the heart of our educational philosophy lies a profound respect for and belief in the unique journey of each student. We understand that every learner possesses a diverse range of strengths, challenges, and individual characteristics that shape their educational path. We strive delve deeply into the complexities of each student's difficulties to uncover the root causes and tailor holistic solutions. By immersing ourselves in the intricacies of each child's learning profile, we tailor holistic approaches to unlock their full potential. We reject a one-size-fits-all approach, opting instead for personalized attention that nurtures growth, resilience, and self-awareness. By embracing the essence of each student's challenges as opportunities for growth and self-discovery, we guide them on a transformative journey towards lifelong learning.

renegade ~ (n.) *a person who deserts and betrays an organization, country, or set of principles*

revolution ~ (n.) *a forcible overthrow of a government or social order, in favour of a new system*

We embrace a philosophy of redefining education by deserting educational practices and principles that have met their limitations. Instead, we have reordered the priorities involved in the education of children and are driven toward uncovering the potential and unleashing the minds of every child. We challenge traditional approaches and empower students to embrace their uniqueness and inherent worth.



Our Program

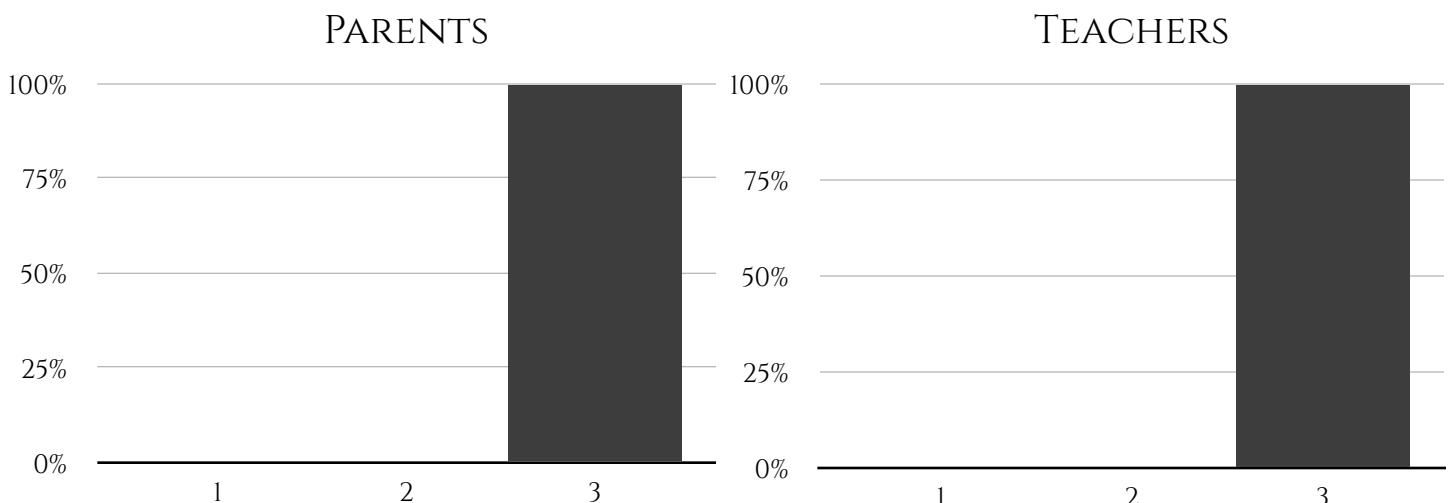
HEAD, HANDS & HEARTS

At the heart of our educational philosophy lies a deep commitment to fostering a nurturing environment where children are encouraged to wonder, explore, and discover. We believe that childhood is a precious time for cultivating creativity and curiosity through play and exploration. Recognizing play as a child's natural work, we strive to create an environment that honours and celebrates the unique essence of each child.

In our approach to teaching, we prioritize hands-on exploration and provide materials that inspire children to slow down, observe closely, and engage actively with their learning. We believe in the power of authentic, meaningful experiences to incorporate academic standards while also nurturing the holistic development of every student.

Subjects are seamlessly integrated, recognizing that one activity can span multiple areas of learning and contribute to the development of the whole child. Beyond academic outcomes, we place equal importance on fostering social and emotional growth, honouring the uniqueness of each student, and nurturing a sense of joy, curiosity, and wonder that defines a positive childhood experience.

In essence, our philosophy is rooted in the belief that children can receive a quality academic education while also experiencing the joy and awe that come from embracing the wonders of the world around them.



Our Teaching Approach

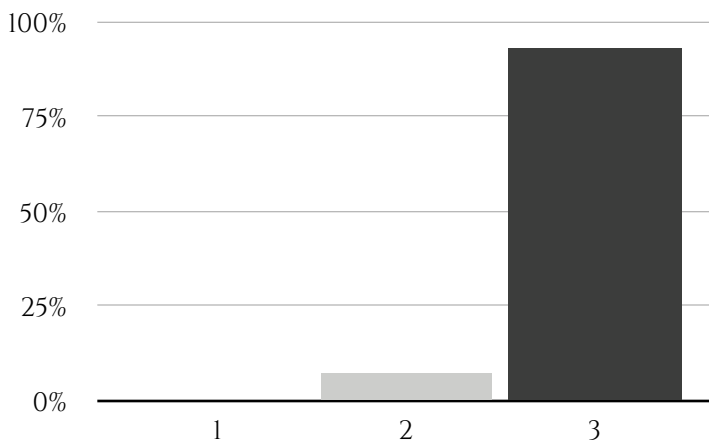
TEACHING APPROACH

At Legacies Academy, our teaching approach is guided by a deep commitment to nurturing the whole child and fostering a love for learning that extends far beyond the confines of traditional education. Rooted in principles of experiential learning, personalized instruction, and holistic development, our approach is designed to empower children to thrive academically, socially, and emotionally.

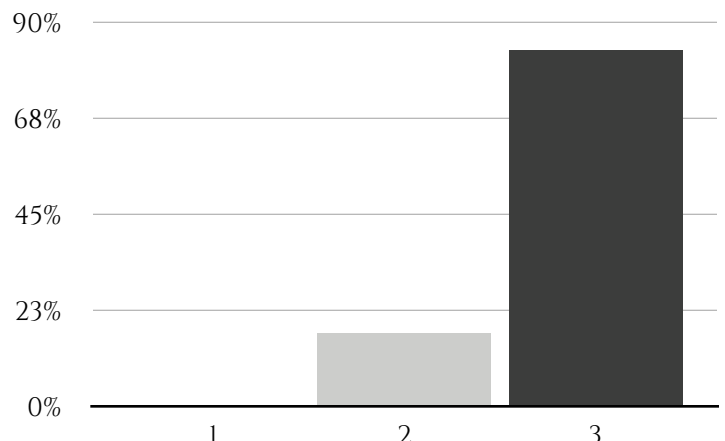
1. **Experiential Learning:** We believe that children learn best by actively engaging with their environment and experiencing concepts firsthand. Our curriculum is enriched with hands-on, real-world experiences that allow children to explore, experiment, and discover. Whether through outdoor expeditions, science experiments, or artistic endeavours, children are encouraged to apply their knowledge in meaningful ways and make connections between theory and practice.
2. **Personalized Instruction:** Recognizing that every child is unique, we tailor our instruction to meet the individual needs, interests, and learning styles of each student. Our teachers take a personalized approach, providing differentiated instruction, offering choice and autonomy, and scaffolding learning experiences to support each child's growth and development. By honouring the diversity of learners, we ensure that every child has the opportunity to succeed and thrive.
3. **Integrated Curriculum:** We believe in the power of interdisciplinary learning and the interconnectedness of knowledge. Our curriculum is designed to integrate subjects seamlessly, allowing children to see the relevance and applicability of their learning across different domains. Through interdisciplinary projects, thematic units, and cross-curricular exploration, children develop a holistic understanding of the world and acquire transferable skills that extend beyond the classroom.
4. **Inquiry-Based Learning:** Curiosity is at the heart of our teaching approach. We encourage children to ask questions, explore their interests, and pursue self-directed inquiry. Teachers act as facilitators, guiding children in investigating topics of interest, conducting research, and making discoveries. By fostering a spirit of inquiry and exploration, we cultivate critical thinking, creativity, and a lifelong love for learning.

5. **Collaborative Learning:** Collaboration is central to our teaching approach. Children work together in small groups, partnerships, and collaborative projects, learning from and with each other. Through peer-to-peer interaction, discussion, and cooperation, children develop essential social skills, communication skills, and teamwork abilities. Collaboration not only enhances academic learning but also fosters empathy, understanding, and respect for diverse perspectives.
6. **Nature and Outdoor Education:** We believe that nature is a powerful teacher and an essential part of the learning process. Outdoor education is integrated into our curriculum, providing children with opportunities for outdoor exploration, environmental stewardship, and experiential learning. Whether studying ecosystems, gardening, or participating in wilderness expeditions, children develop a deep connection to the natural world and gain valuable insights into ecology, sustainability, and the interconnectedness of life.
7. **Fine Arts and Creativity:** The arts play a central role in our teaching approach, fostering creativity, self-expression, and aesthetic appreciation. Children engage in music, visual arts, drama, and movement, exploring their creative potential and expressing themselves authentically. Through artistic exploration and creative expression, children develop imagination, cultivate artistic abilities, and find joy/fulfillment in the creative process.
8. **Community and Service Learning:** We believe in the importance of giving back to the community and making a positive impact on the world. Community and service learning are integral parts of our curriculum, providing children with opportunities to engage in meaningful service projects, volunteer work, and community outreach. By connecting with others, empathizing with different perspectives, and making meaningful contributions, children develop a sense of social responsibility, civic engagement, and ethical leadership.
9. **Lifelong Learning Skills:** In addition to academic knowledge, we prioritize the development of essential lifelong learning skills such as critical thinking, communication, collaboration, creativity, and resilience. Children engage in activities and experiences that promote these skills, preparing them to navigate the complexities of the modern world, adapt to changing circumstances, and thrive in an ever-evolving society.
10. **Cultivating a Love for Learning:** Above all, we strive to cultivate a love for learning that will inspire children to become lifelong learners and passionate seekers of knowledge. We create a nurturing and supportive learning environment where children feel valued, respected, and empowered to pursue their interests and dreams. By fostering a culture of curiosity, wonder, and exploration, we ignite the spark of learning within each child and nurture it to grow into a lifelong flame.

PARENTS



TEACHERS

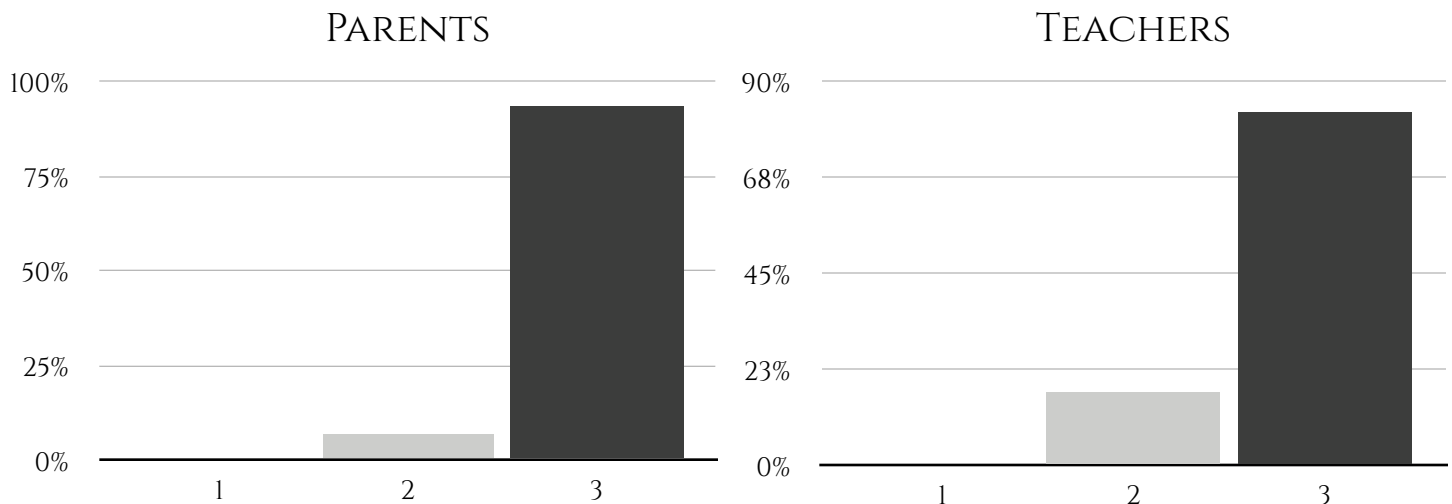


Principles & Practices

Behaviour Management: Legacies Academy teachers receive all behaviour as a form of communication, where a child's needs can be understood through their behaviour. Behaviour is the presentation of deficits in Executive Functioning skills for:

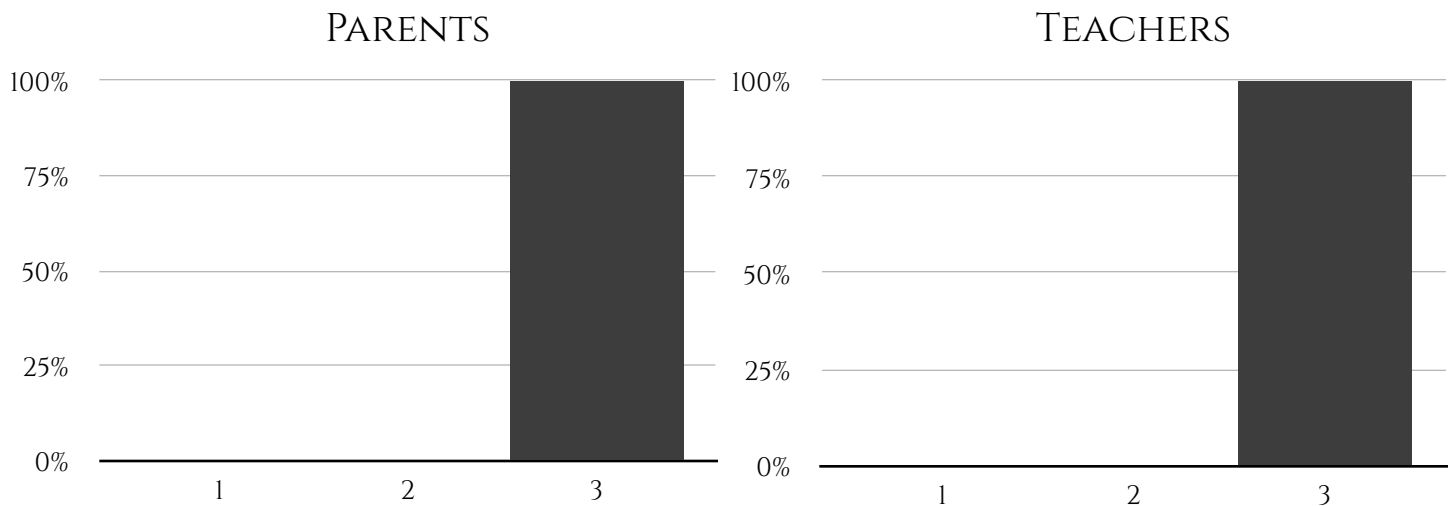
- Independence in academics, organization, self-care and daily living skills
- Socio-emotional skills like good sportsmanship, assertion, conversational skills, dealing with teasing, friendship-making skills, playdate skills

Once identified, skills are taught to children using restorative techniques through a combination of didactic instruction, modelling of skills by teachers or other staff members, behavioural rehearsal, corrective feedback and in vivo practice. Emotions are acknowledged throughout the learning process, allowing time for the child's emotional experience. Teachers hold the space while the child processes their emotions and becomes receptive to accountability and coaching in the development of new life and relational skills.



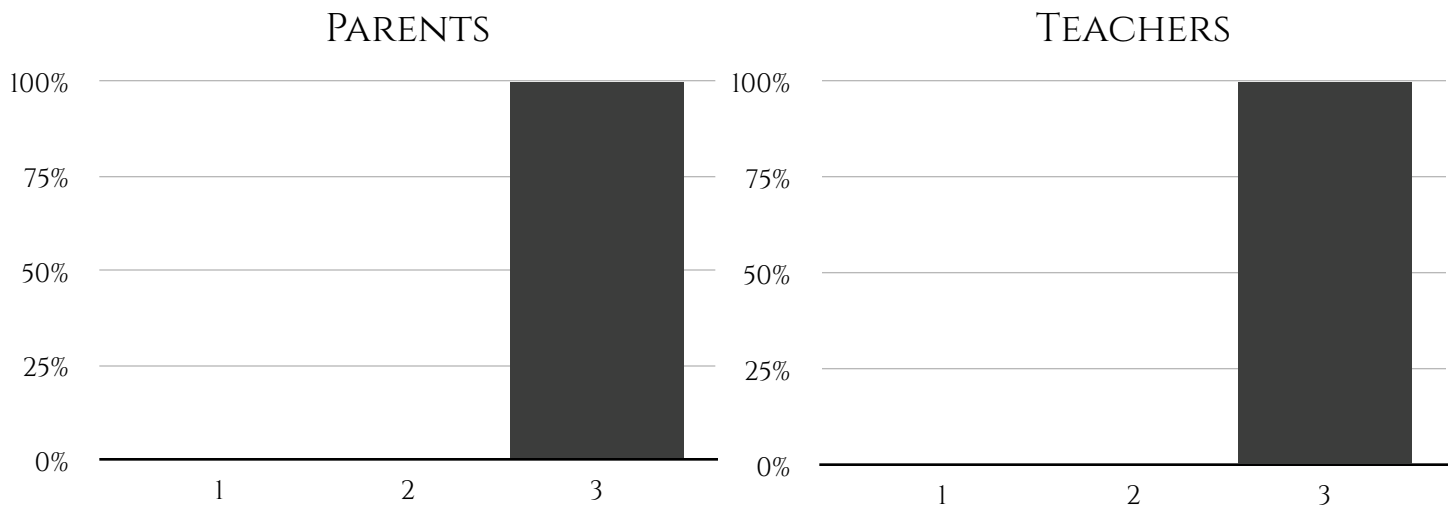
Principles & Practices

Fine Arts and Creativity: Our educators value the richness that fine arts bring the learning experience of our students. By placing value on materials, techniques, and the process of creating artful pieces, teachers model a respect for art that translates to students viewing the art they create as essential to their identity. Experiencing the process of artful expression students learn to nurture their creativity and natural expression of their God-given gifts.



Principles & Practices

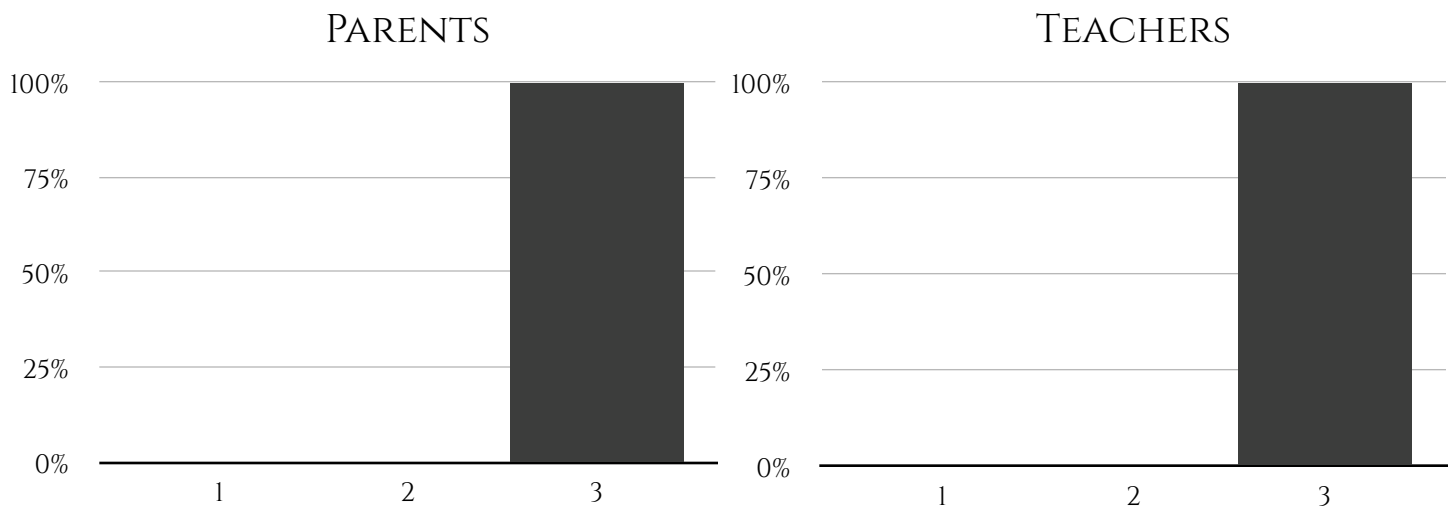
Holistic Approach: We believe that each child possesses an inherently unique tapestry of strengths, challenges and individual differences that shape their educational journey. Educators expose the strengths and limitations of each child.



Principles & Practices

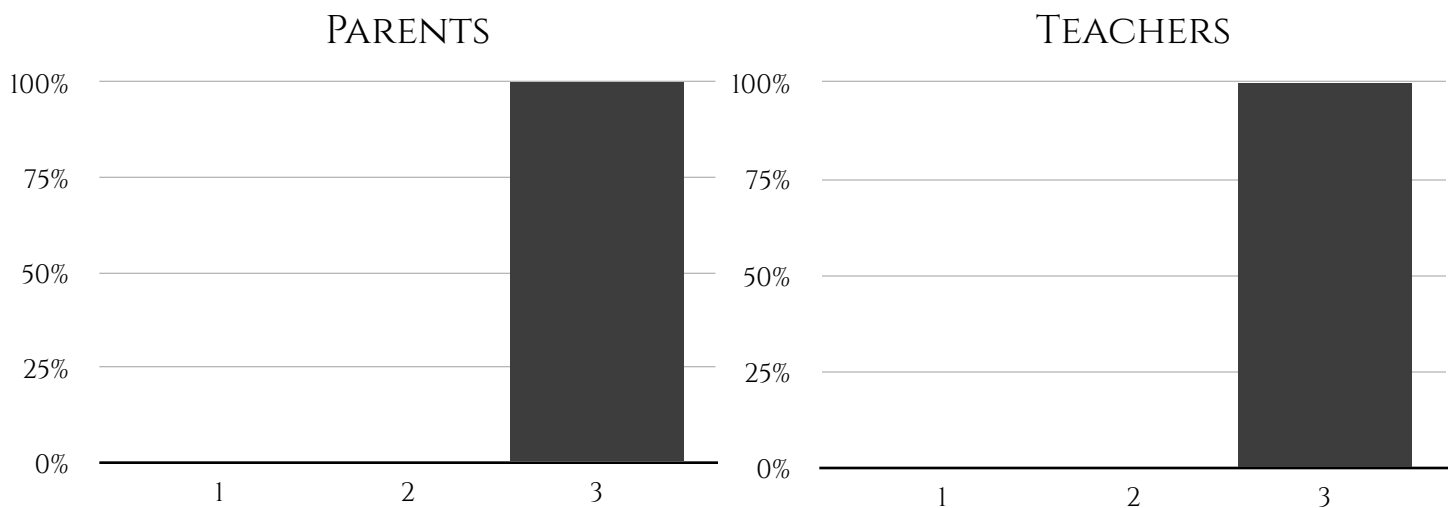
Multi-Age Classrooms

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



Principles & Practices

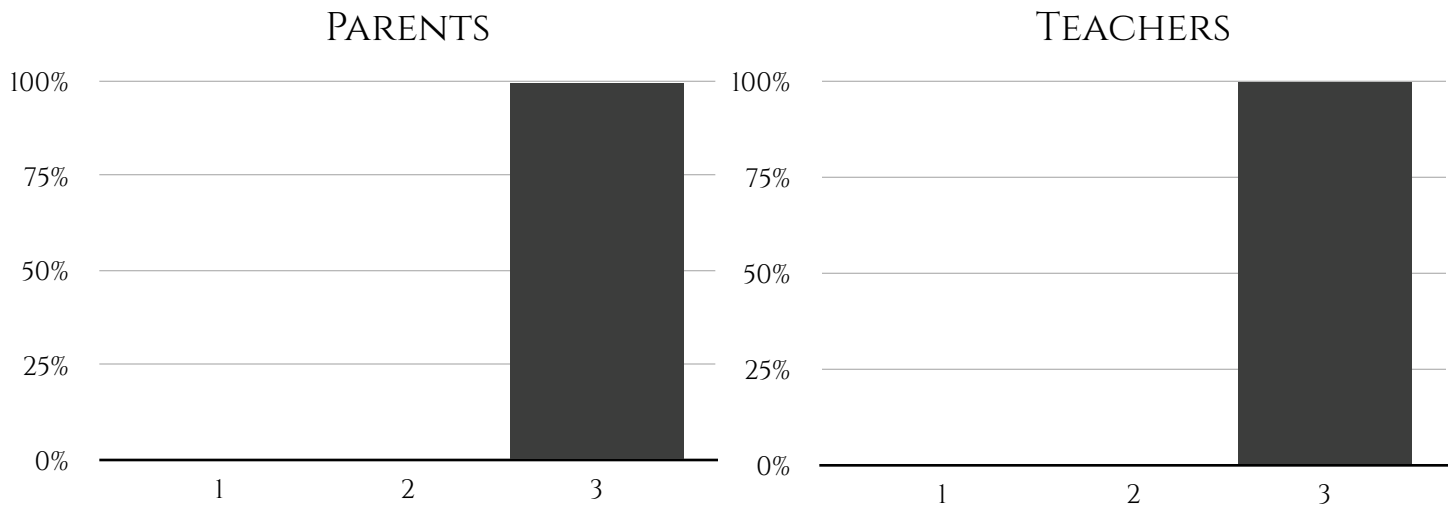
Nature as Teacher: Legacies educators employ nature as a valuable teacher. Employing nature as teacher includes providing repeated and regular access to natural spaces, fostering a deep connection with the natural world, and encouraging every child to explore with boundless curiosity. Teachers allow principles that exist within the natural world to teach the child through their interaction with nature.



Principles & Practices

Seeking Connection: Teachers aim, first and foremost, to seek connection with each student and staff member. This includes:

- Holding each individual in a positive light
- Patience in seeking to clarify misunderstandings
- Collaborating with students and staff to find solutions
- Considering the circumstances surrounding every situation

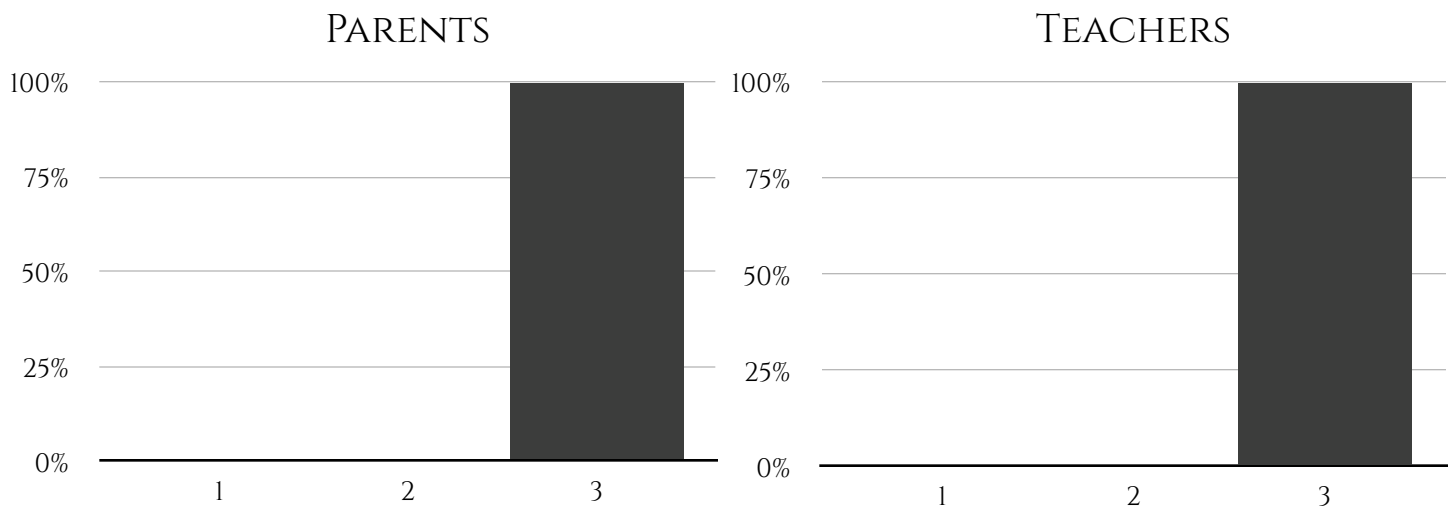


Principles & Practices

Staging the Environment: Prepared environment conducive to autonomy and self-guided exploration. We create a nurturing and empowering environment where students feel safe to take risks and explore new ideas. Creating a nurturing environment includes:

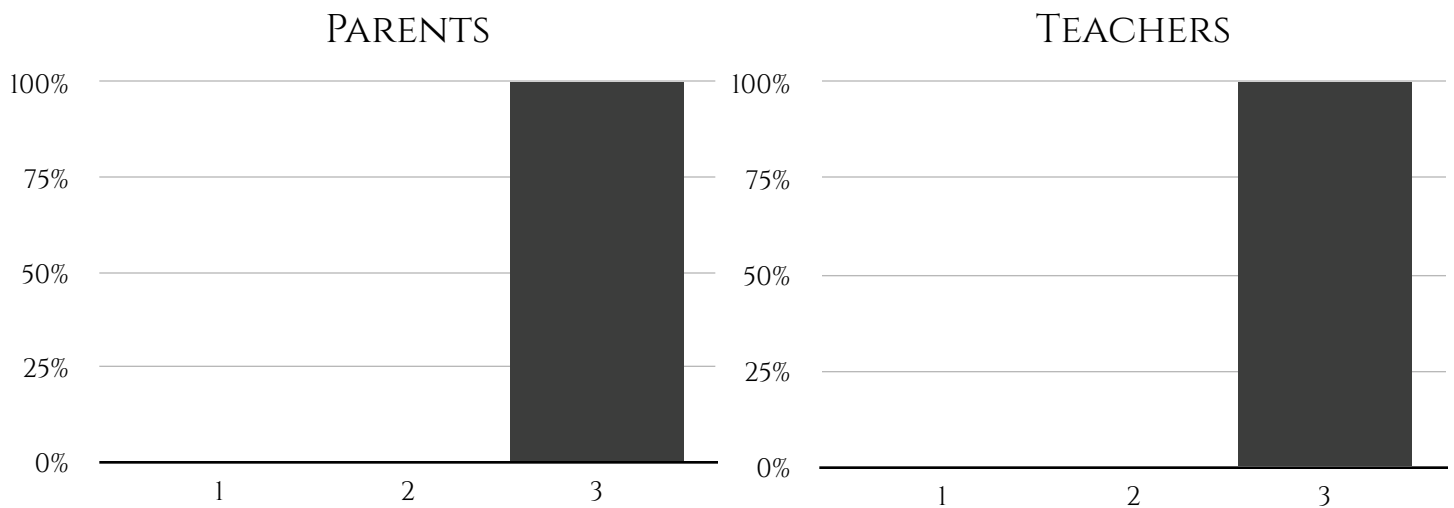
- consider the effects of furniture placement in the classroom
- limit the amount of visual distraction on walls and shelves
- redirecting an overstimulated child to explore low arousal activities
- encouraging a disengaged child to take risks by engaging with materials

Teachers will pay particular attention to the sensory, emotional and educational needs of the children and agree to collaborate with other educators in the pursuit of interventions when needed. While the classroom is a place of exploration and imagination, our educators remain diligent in managing the activity and volume within the space to maintain an environment conducive to learning.



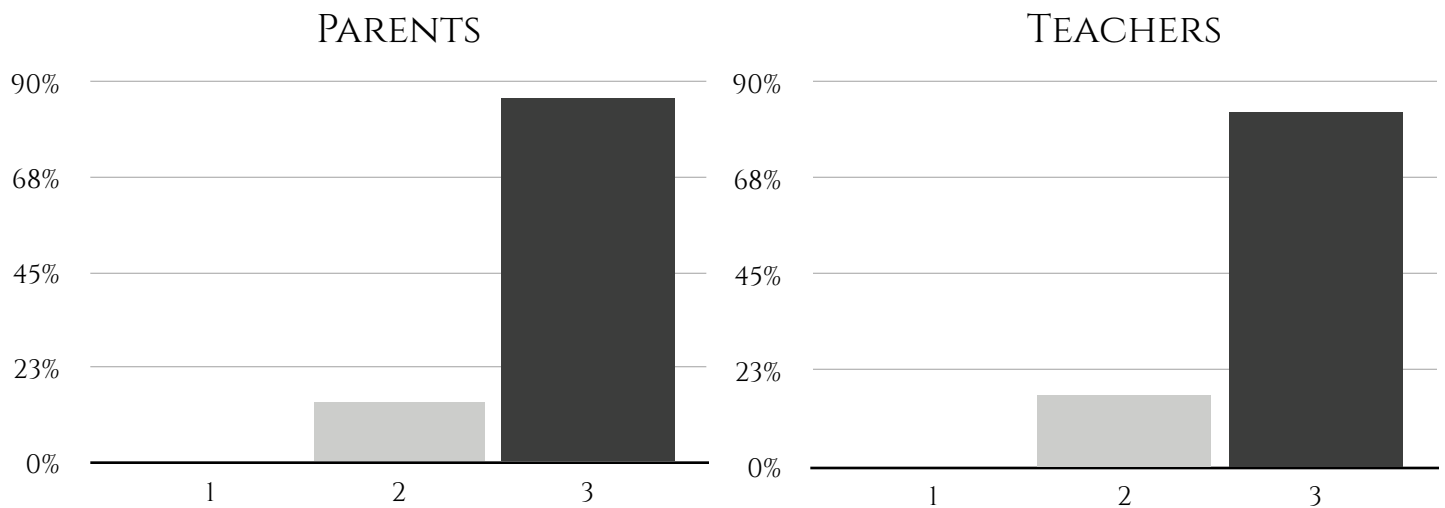
Principles & Practices

Transformative Leading: We lead with GRACE, embodying the five graces – gratitude, resilience, aspiration, courage and empathy. Leading with GRACE is about selflessly uplifting others, ensuring their success and fulfillment.



Principles & Practices

Integrated Curriculum: Teaching curriculum at Legacies Academy transcends traditional boundaries in the way it is applied in the classroom. By merging educational concepts from various subjects with real life, be it through learning materials, discussion or experiences. Legacies teachers bring curriculum to life, appealing to the intrinsic motivation for learning for each child.

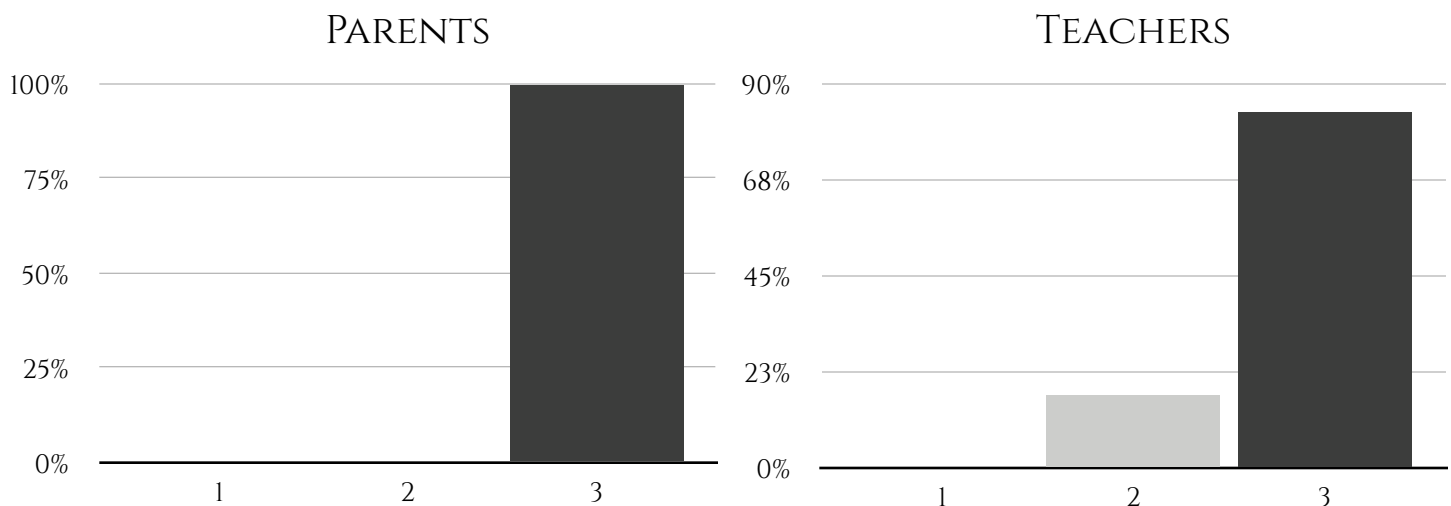


Principles & Practices

Embodiment of a Facilitator: Our educators hold children to the highest standards with the intention of aiming for growth not perfection. The highest standard includes setting expectations to:

- Tidy up work materials when finished
- Monitor their volume to match the activity
- Monitor their bodies to match the activity
- Keep personal belongings together and in a tidy fashion
- Build independence by trying to achieve tasks on their own first
- Be aware of their environment and remain empathetic to the needs of others
- Conduct themselves with grace and kindness
- Exert their best effort in trying new things
- Advocate for themselves appropriately with both peers and their teachers
- Work to better themselves and build a love for learning

Along with holding children to the highest standards, our educators hold themselves to the same esteem. Our educators are mindful of their tone when speaking to and around students. They pride themselves in maintaining a professional, yet warm and inviting demeanour while interacting with students, parents, and other Legacies staff members. In line with our philosophy about viewing children as good and capable, the assumption for every interaction is as such.



SECTION TWO

FILL-IN-THE-BLANK STATEMENTS

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

0 - No Opinion / Not Applicable

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

2 - Satisfactory - Average / Neutral / Meets Expectations

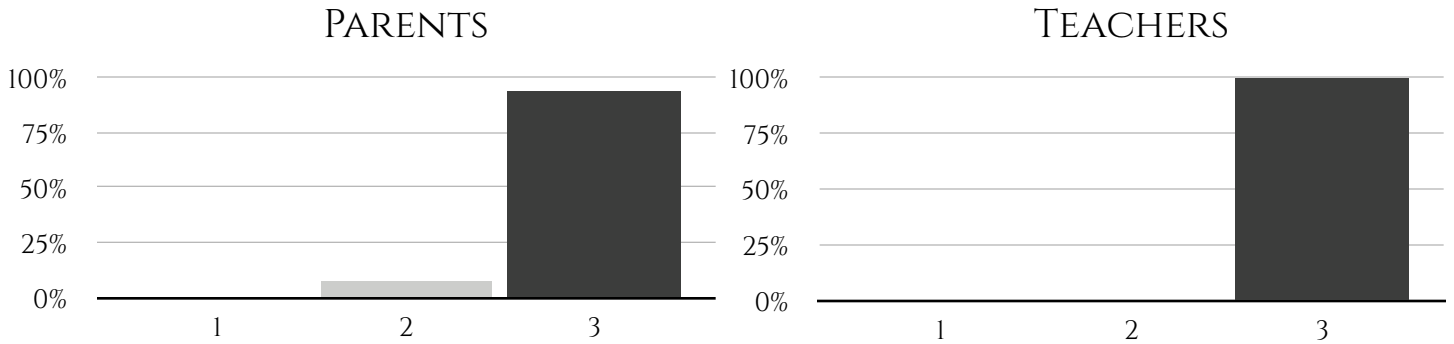
3 - Impressive - Above average / High Quality / Exceeds Expectations

This data was collected through the 2024-2025 Parent & Staff Surveys.

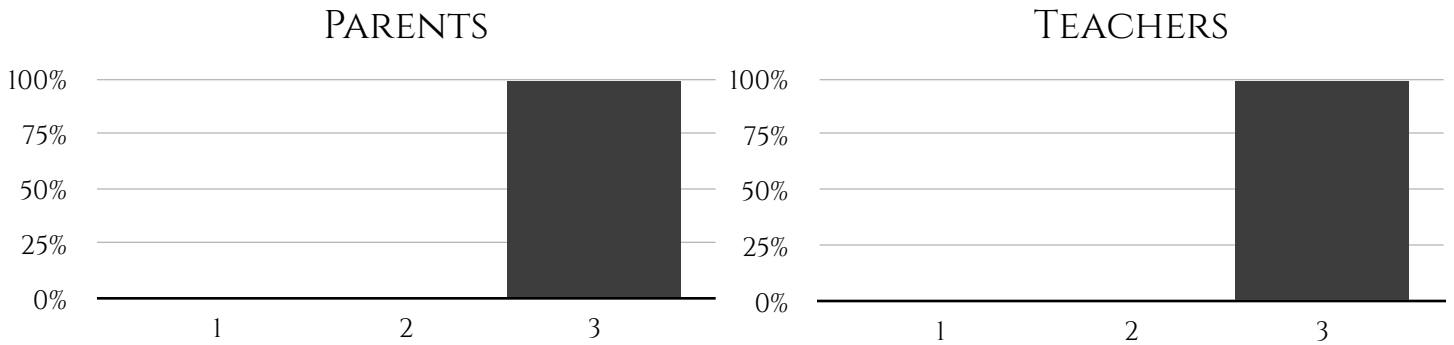
Fourteen parents and six staff members responded.

FILL-IN-THE-BLANK STATEMENTS

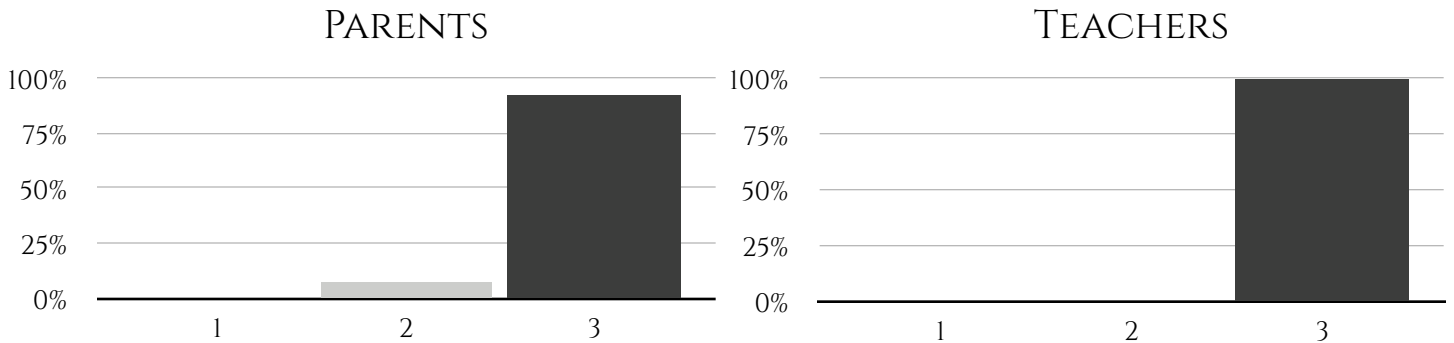
The **quality of education** the students receives is ____.



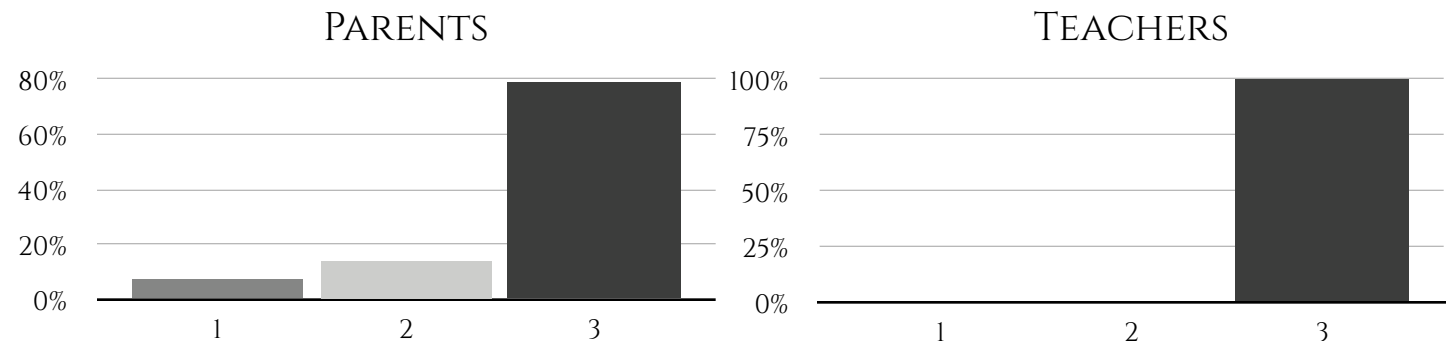
The **learning experiences** at Legacies Academy are ____.



The **quality of teaching** at Legacies Academy is ____.

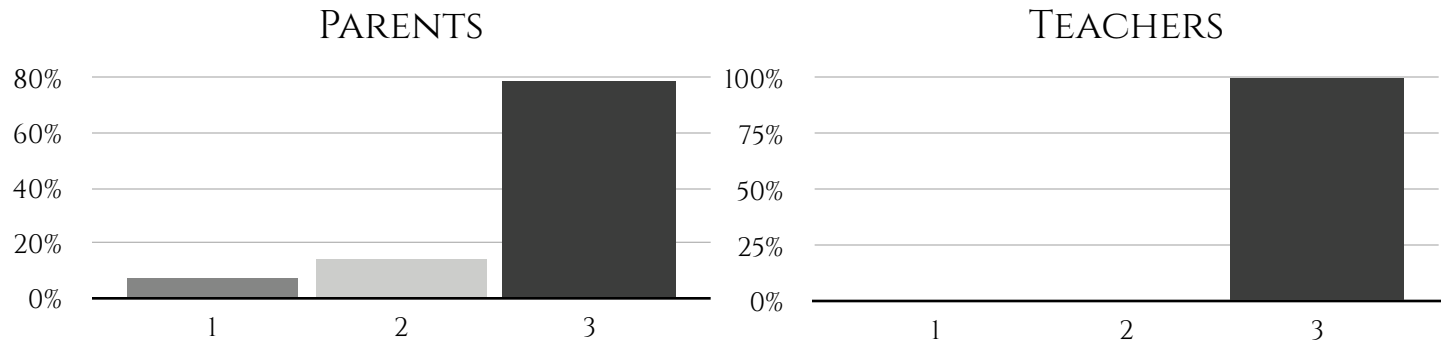


The **academic expectations** at Legacies Academy are ____.

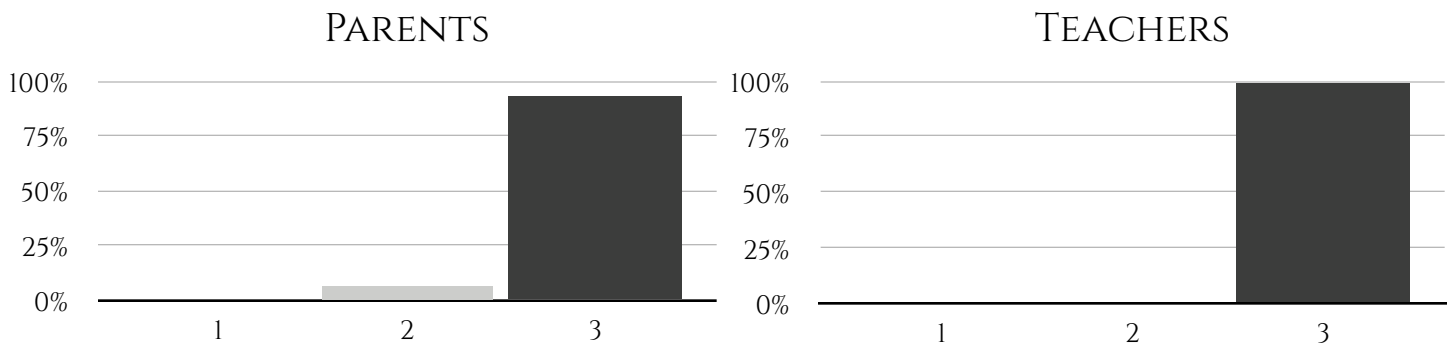


FILL-IN-THE-BLANK STATEMENTS

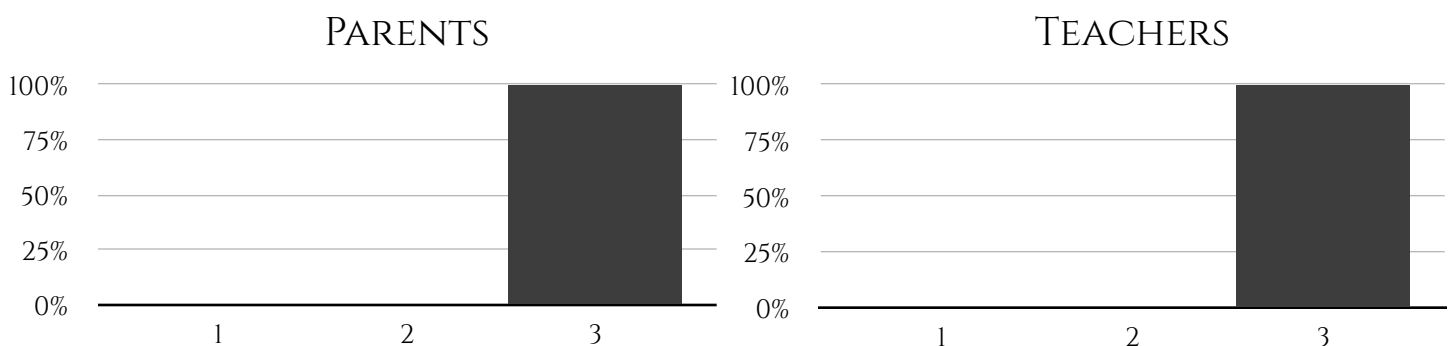
Each student progresses through their Individualized Academic Program (Literacy & Numeracy) at their own pace; these **individualized programs** are ____.



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



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



SECTION THREE

AGREE OR DISAGREE STATEMENTS

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

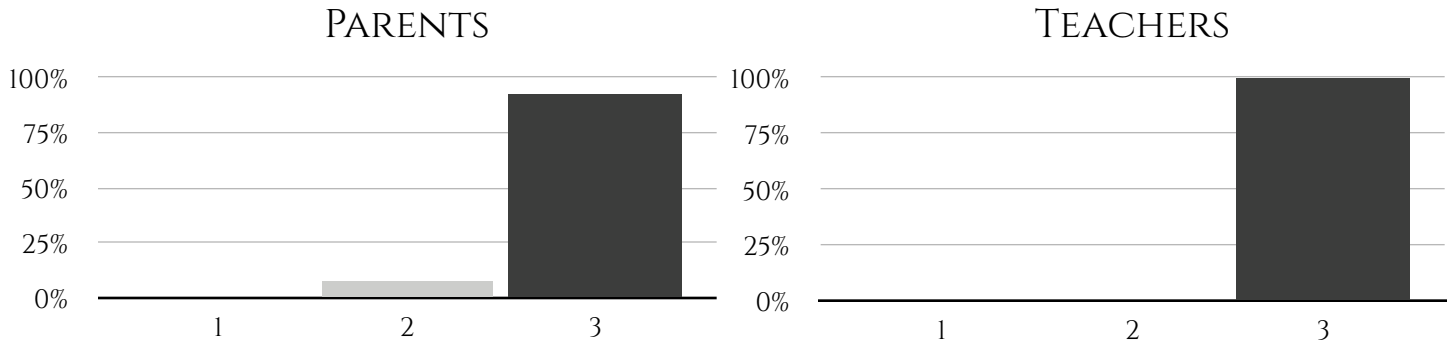
- 1 - **Disagree** - Below Average / Falls short of Expectations
 - 2 - **Agree** - Average / Meets Expectations
 - 3 - **Strongly Agree** - Above average / Exceeds Expectations
-

This data was collected through the 2024-2025 Parent & Staff Surveys.

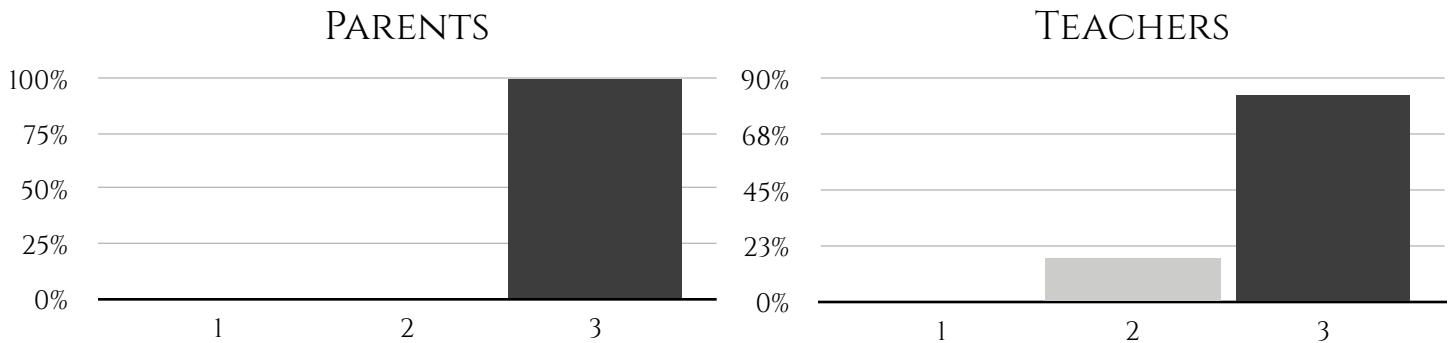
Fourteen parents and six staff members responded.

AGREE OR DISAGREE - FEEDBACK

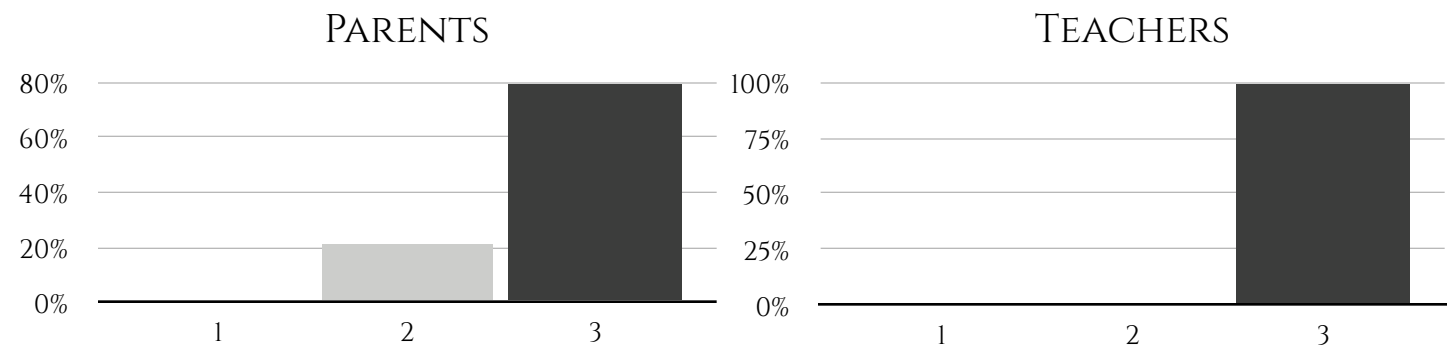
Our school community is **inviting**, has an **engaging environment** and a **warm atmosphere**.



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

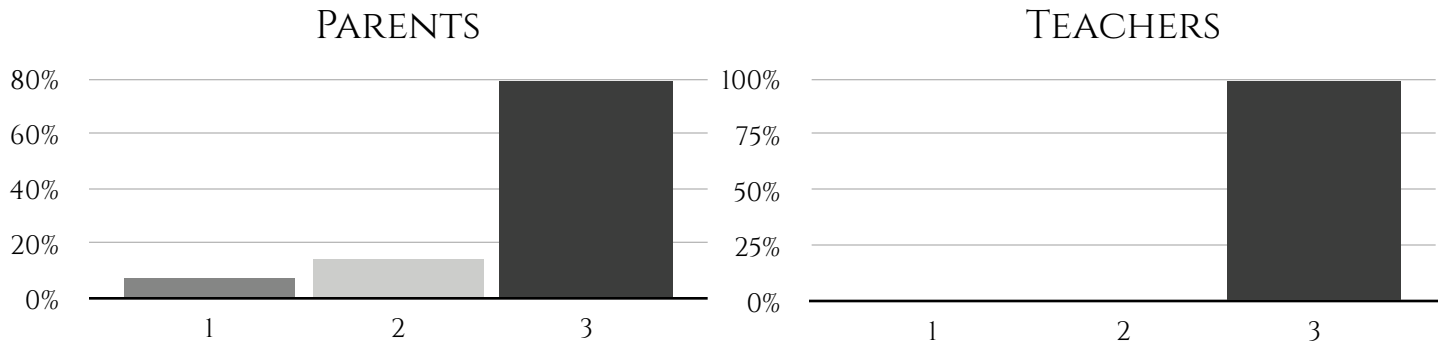


The **school work is at their level** while being appropriately challenging.

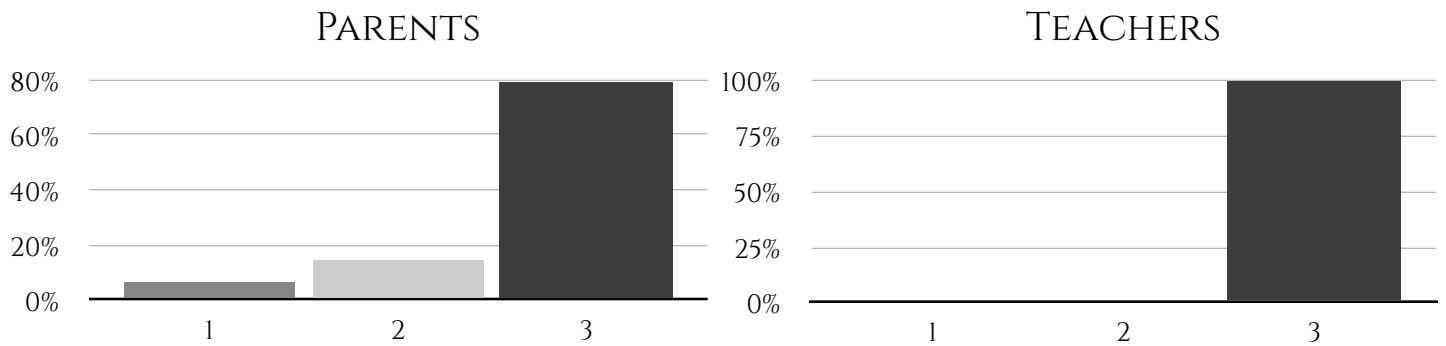


AGREE OR DISAGREE - FEEDBACK

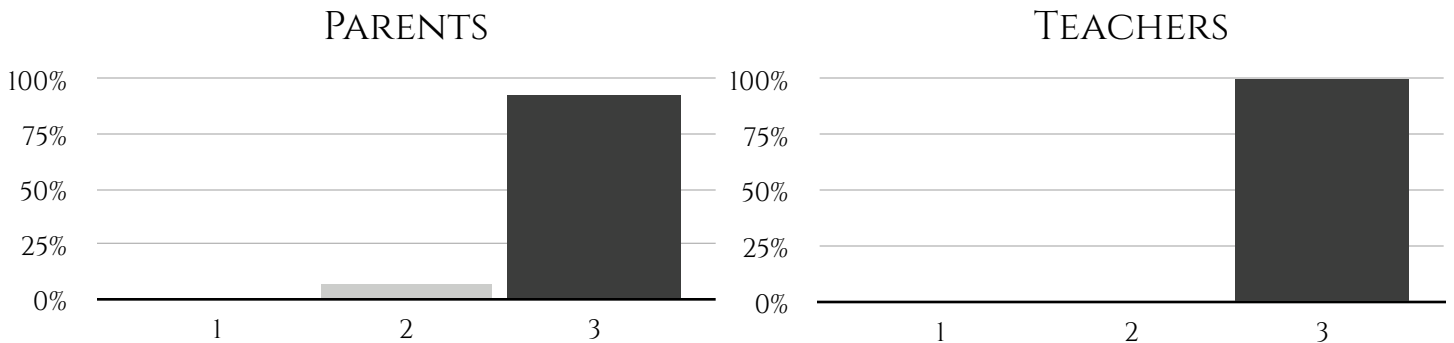
The students are learning valuable, useful **Literacy Skills**.



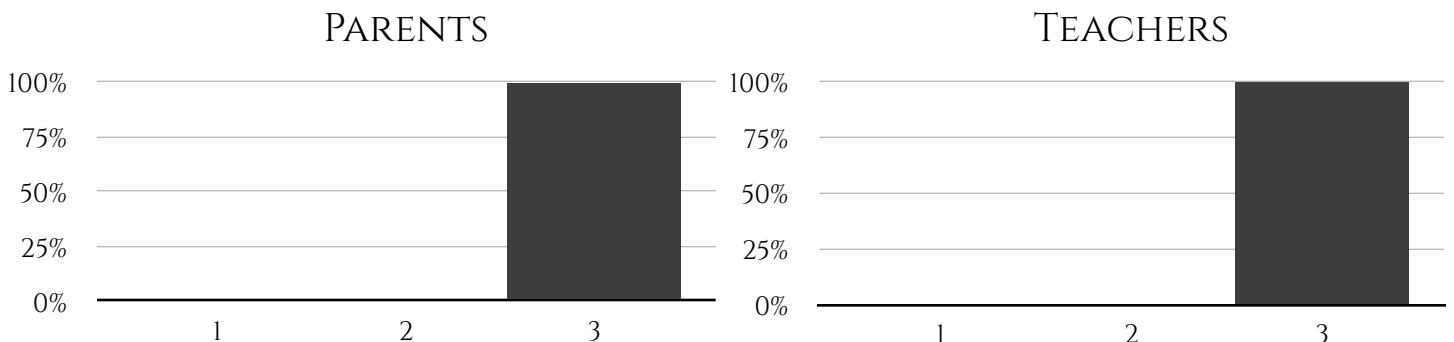
The students are learning valuable, useful **Numeracy Skills**.



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

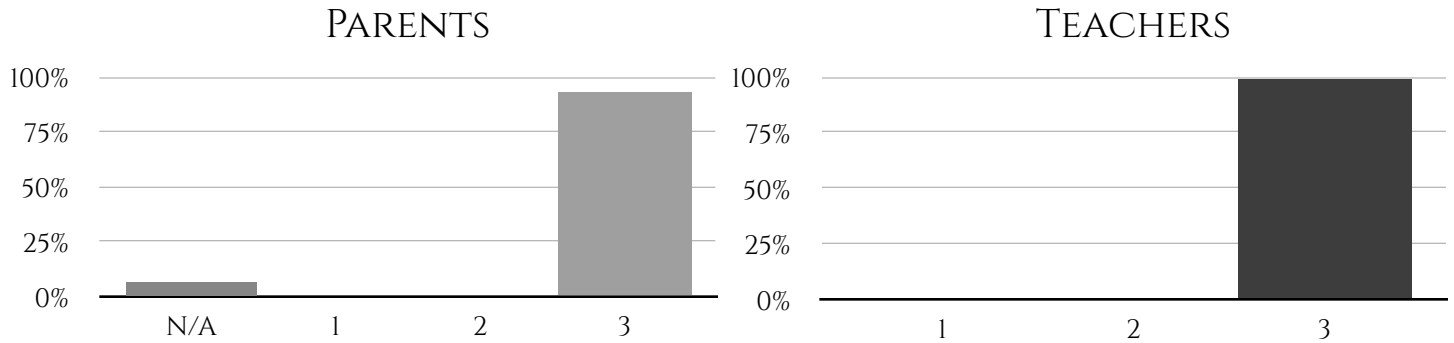


The students are developing **Strong Characters**.

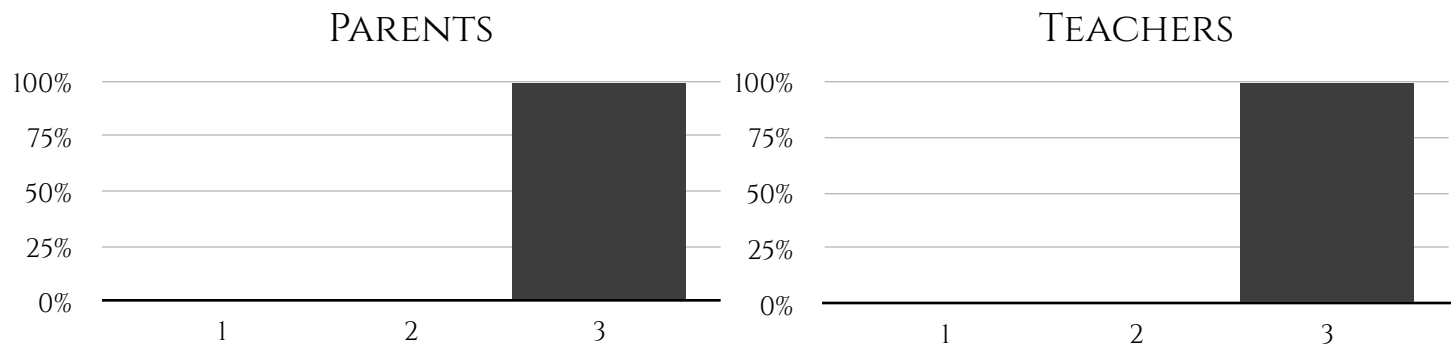
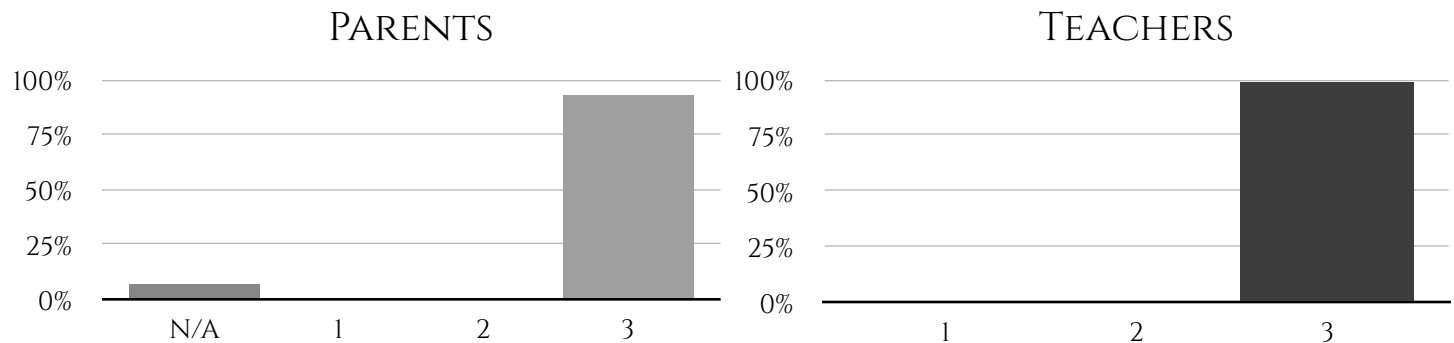


AGREE OR DISAGREE - FEEDBACK

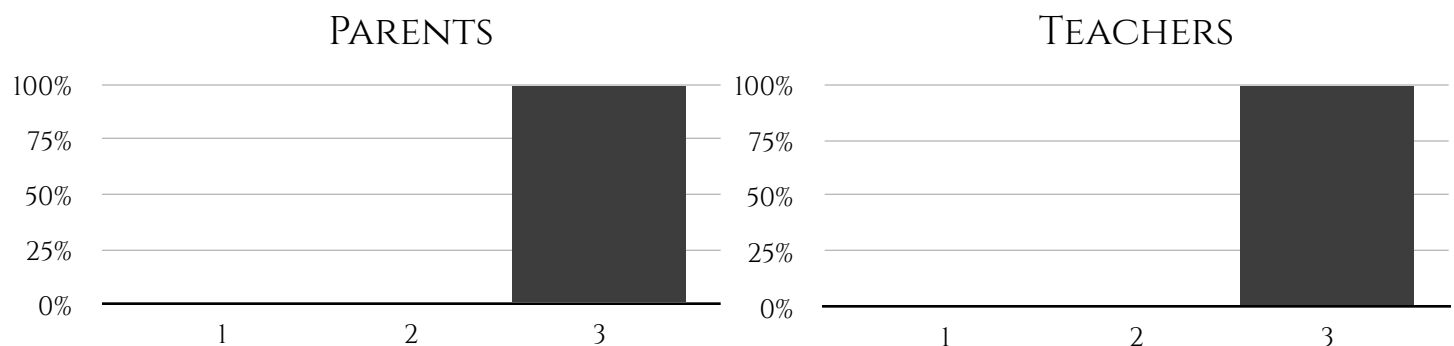
The students are taught knowledge, skills and attitudes necessary for **learning throughout their lifetime**.



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

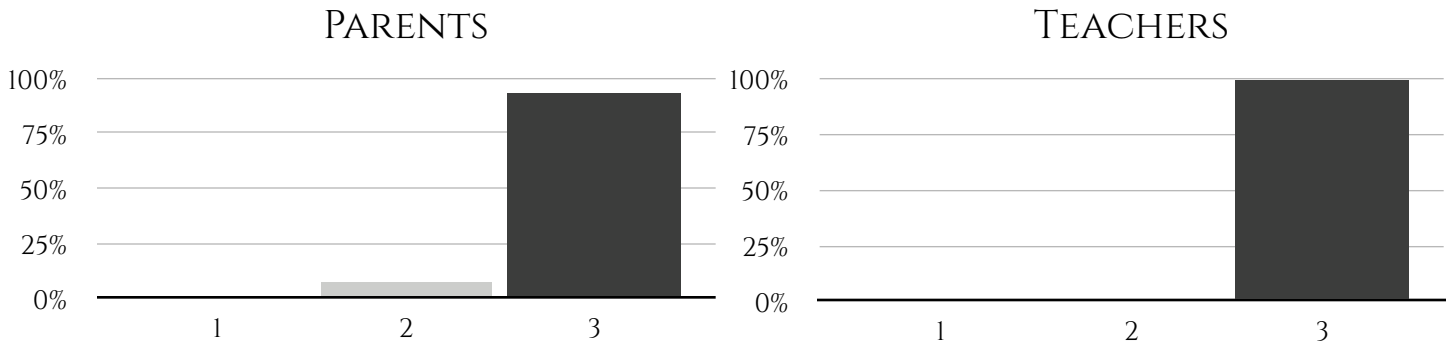


There are **clear boundaries** and **fair expectations** set for the students.

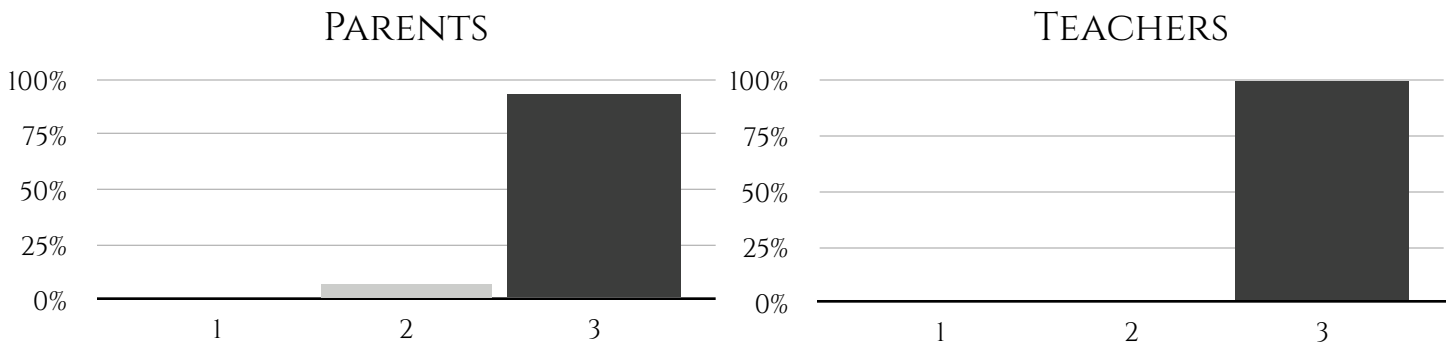


AGREE OR DISAGREE - FEEDBACK

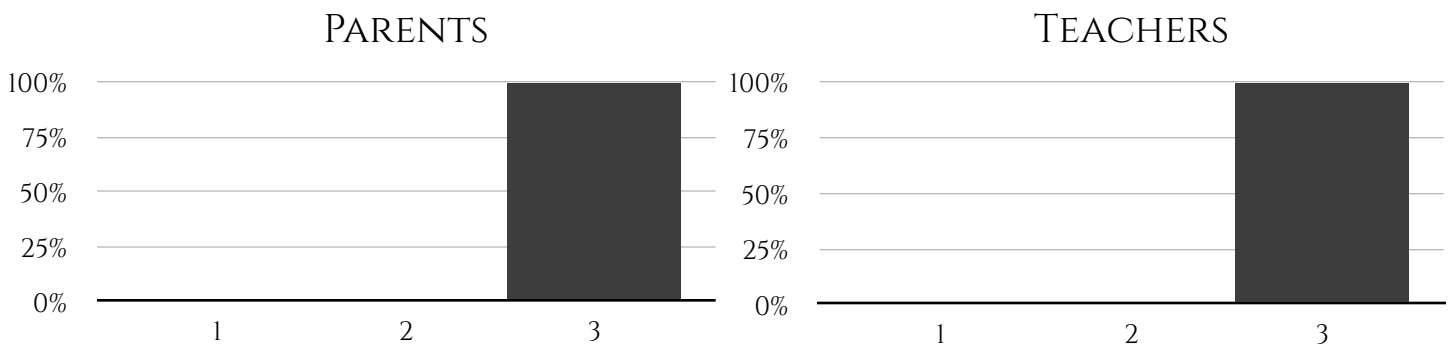
The **students care deeply** about and for one another.



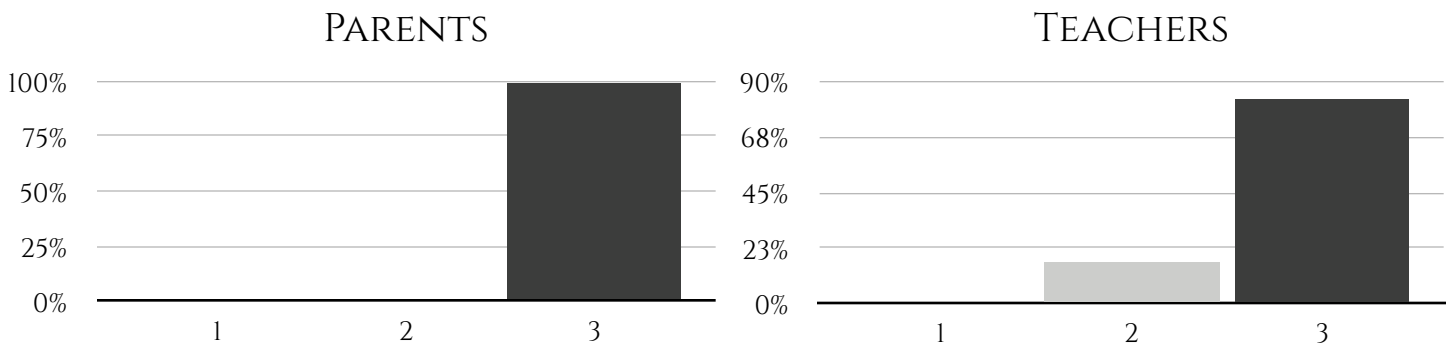
The students help and **support each other**.



Each student **feels respected** and treated well by their peers.

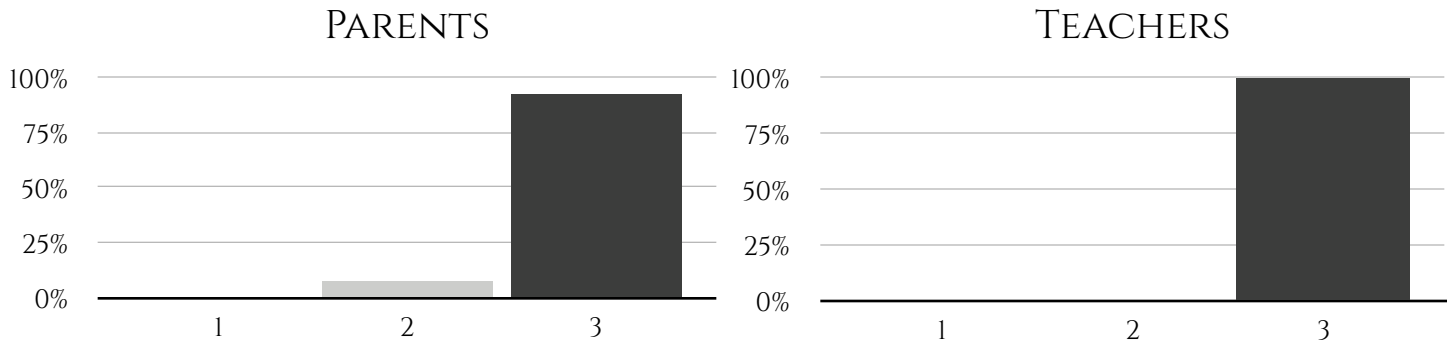


The students **demonstrate respect** toward their peers and adults.

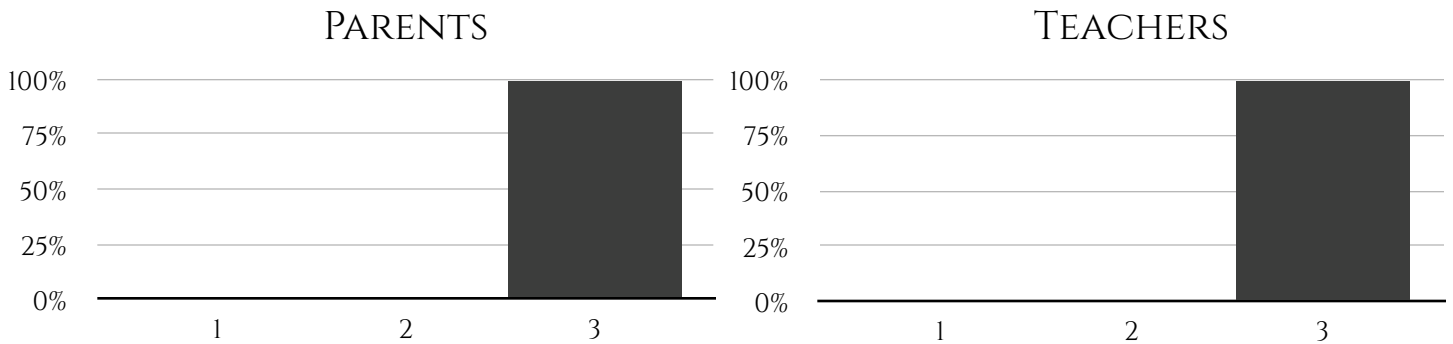


AGREE OR DISAGREE - FEEDBACK

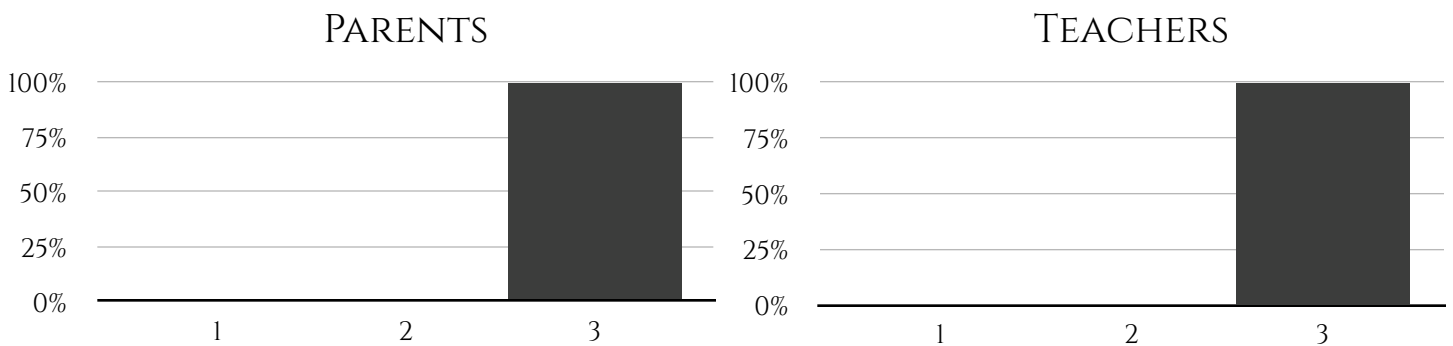
There are **appropriate supports** in place and **accessible services** available that help students learn.



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



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



SECTION FOUR

STUDENT SURVEY

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

Yes

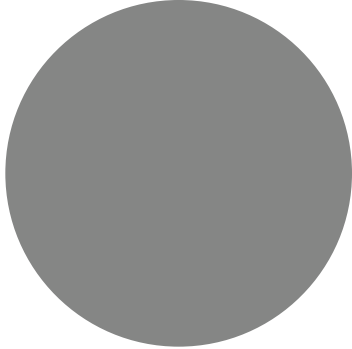
No

Unsure

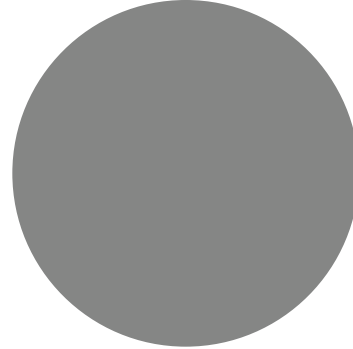
This data was collected through the 2024-2025 Student Survey.

YES / NO / UNSURE - STUDENT FEEDBACK

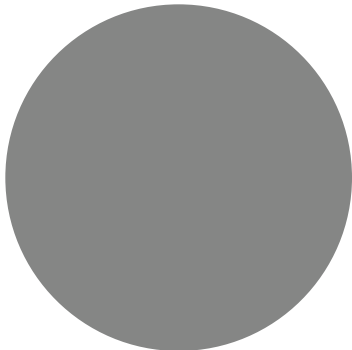
Do you feel welcome at school?



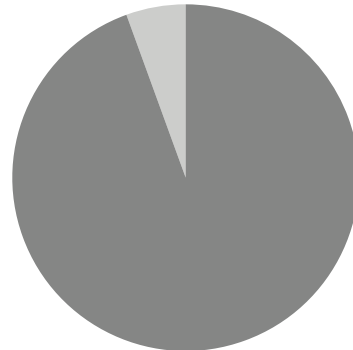
Do you feel like you belong at school?



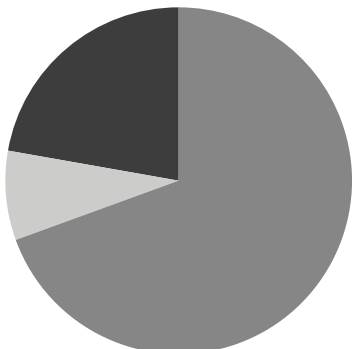
Do you feel safe at school?



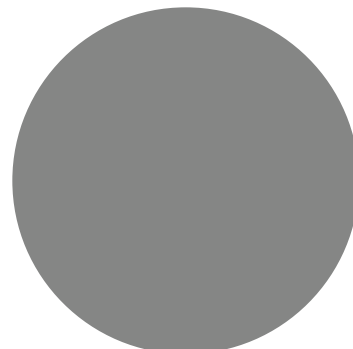
Do your teachers treat you fairly?



Do your friends care about you?

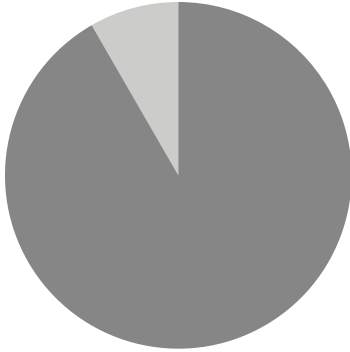


Do your teachers care about you?

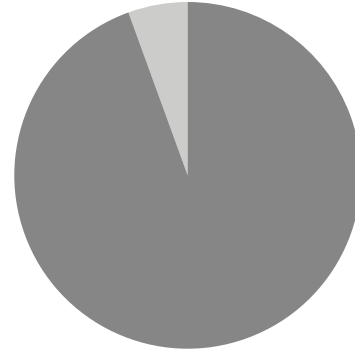


YES / NO / UNSURE - STUDENT FEEDBACK

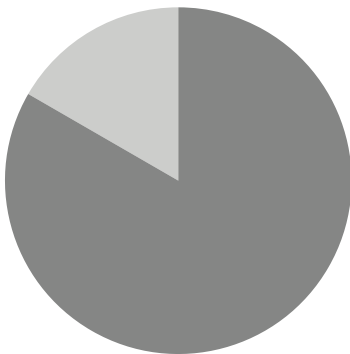
Do students treat each other
with kindness?



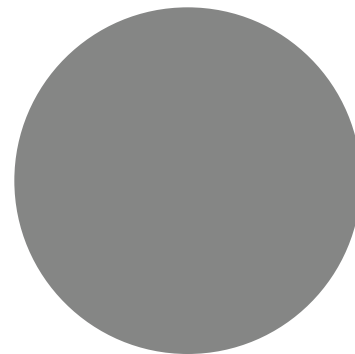
Do most students help each other?



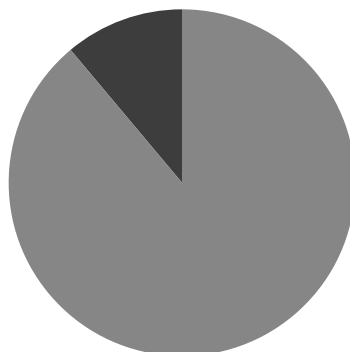
Do most students follow the rules?



Can you get help with schoolwork?

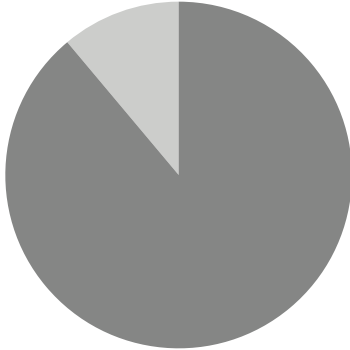


Can you get help at school about
problems that are not about school?

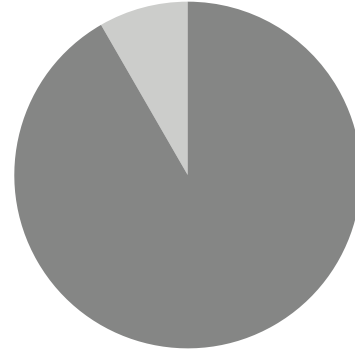


YES / NO / UNSURE - STUDENT FEEDBACK

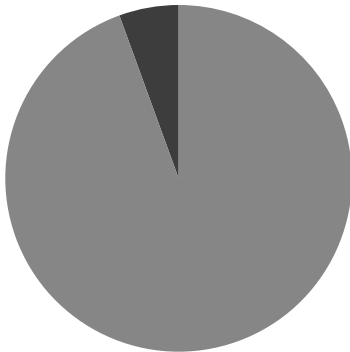
Do you like your Literacy work?



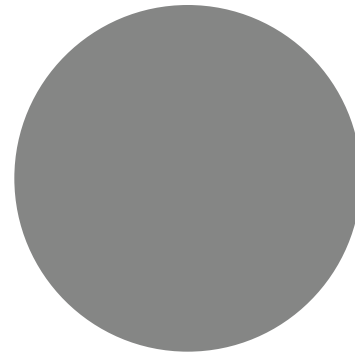
Do you like your Numeracy work?



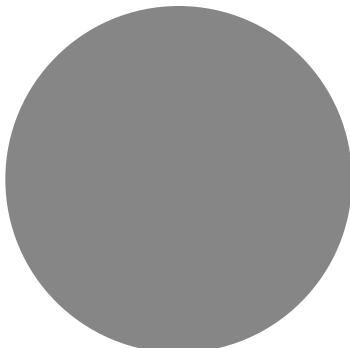
Are you proud of your school work?



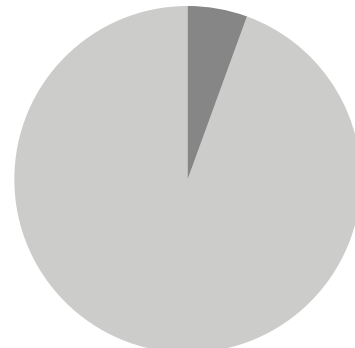
Do you enjoy being outside?



Do you get enough time outside?



Is your work too challenging?



SECTION FIVE

DOMAINS & ASSURANCE MEASURES

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

0 - No Opinion / Not Applicable

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

2 - Satisfied - Average / Neutral / Meets Expectations

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

This data was collected through the 2024-2025 Parent & Staff Surveys.

Fourteen parents and six staff members responded.

GOAL ONE

INDIVIDUALIZED PROGRAMS & SUPPORTS

Student Growth & Achievement - Teaching & Leading - Learning Supports

IMPLEMENTATION STRATEGIES

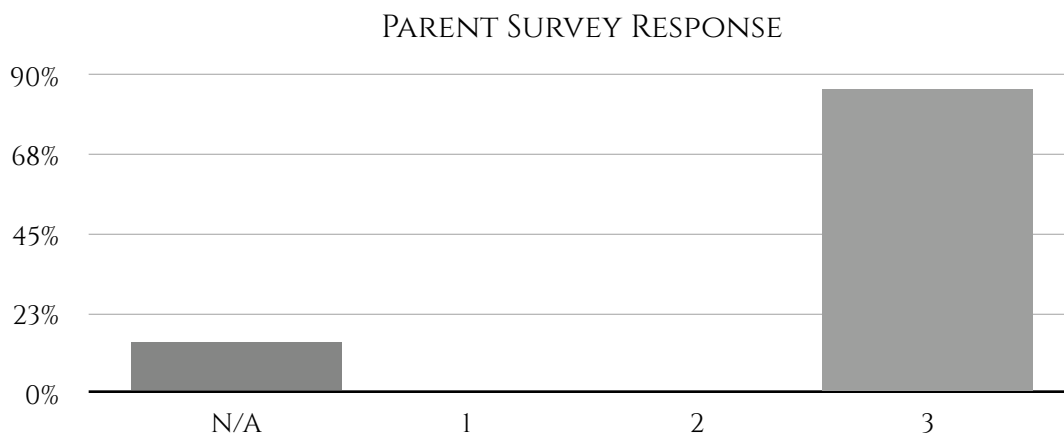
ECS Provider - Starting in 2023-2024 Legacies Academy will become the ECS Provider. All students will be screened by a Speech Language Therapist in order to ensure that supports are in place. Taking on this new role will ensure a high quality program is offered and simplify the direct delivery of services. The PUF & MM students will be immersed in a rich, multi-age environment and their program will be overseen by the Kindergarten teacher.

School Counsellor - Legacies Academy will continue to employ a full-time School Counsellor. Not only will the counsellor be available to students but also to each child's family. The intention is to bridge school and home by forging a strong connection between the two entities. The School Counsellor will establish an excellent rapport with our students, parents and staff alike.

Contracted Specialists - This year Legacies Academy will contract a Speech Language Pathologist, Physical Therapist and Behaviourist. Each of the specialists will observe and work with the students who qualify for additional support. Additionally, the therapists will provide group consultations and mentoring for the teaching staff. The goal is to address every student's needs and to create an exceptional learning environment. The classroom environment must be reflective of the needs of the current students and evolve alongside of them.

Individualized Program Plans - An IPP will be created for each PUF/MM student in collaboration with the child's family. This will be a living document that we meet to discuss and update three times during the school year.

How satisfied were you with the individual programming and supports available?



GOAL TWO

PROGRAM ENHANCEMENT

Student Growth & Achievement - Teaching & Leading - Learning Supports

IMPLEMENTATION STRATEGIES

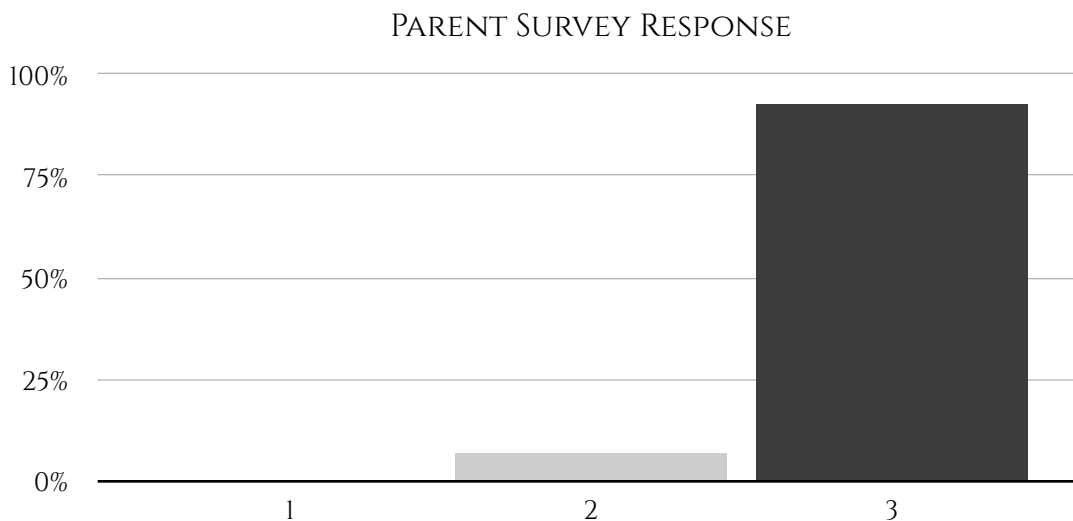
Kaykima Wilderness - We hire Kaykima to host an outdoor survival skills class once a month. The intention is to grow our student's respect and awareness for the land they walk on. These experiences provide students with an FNMI honouring lens to their Social Studies and how they approach their outdoor learning experiences.

Baking Days - Our students have the opportunity to partake in baking days off campus at our local community kitchen. They learn practical skills necessary for creating healthy meals.

Outdoor Education - Experiential learning in, for and about the great outdoors. Most often, it is used to refer to a range of organized activities that emphasize teamwork, resilience, environmental education, stewardship and/or responsible outdoor recreation. We combine our Outdoor Education program with our Physical Education program integrating physical literacy, health, teamwork games and outdoor sports.

Outdoor Learning - Teachers take their students outside to learn what is traditionally taught in an indoor classroom. Projects that require more space, movement and mess are perfectly suited for the outdoors. Often times the curriculum is integrated directly into the outdoor experience (ei. science experiments, math activities, gym, music).

How satisfied were you with the program enhancement offered?



GOAL THREE

DOCUMENTATION OF LEARNING

Student Growth & Achievement - Teaching & Leading - Local & Societal Context

IMPLEMENTATION STRATEGIES

Report Card Format - Legacies Academy provides a very detailed overview of each student's academic progress, in a parent-friendly format. Additionally, the report card includes a term review, personalized counsellor comment and a teacher comment.

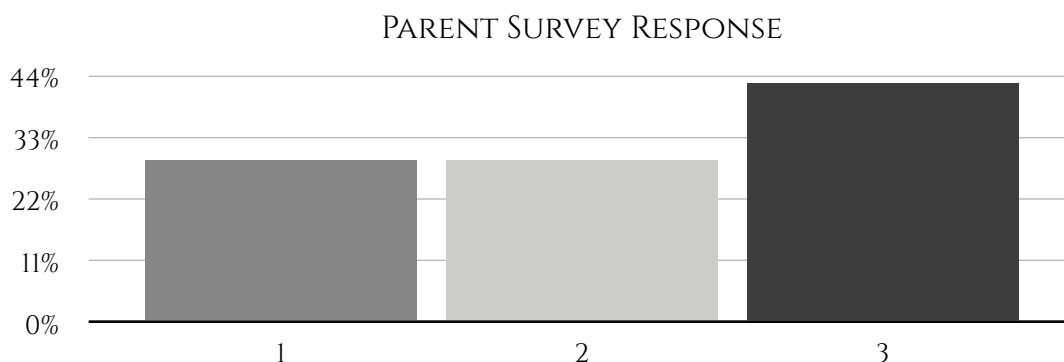
Individual Learning Stories - A Learning Story that highlights the student's greatest area of growth that term is provided along with their report card.

Collaborative Project Learning Stories - As group learning unfolds and the collaborative projects emerge the moments are captured and shared with parents in the form of a Learning Story. These projects occur spontaneously and develop naturally.

Individual Progress Tracking - As each child works through their own Literacy and Numeracy program their progress will be tracked and shared - in addition to the required Alberta Education assessments.

Student Lead Conferences - Elementary students will have the opportunity to share their work with their parents when they receive the term report card. During this time, the student's demonstrate their pride about their work and the parents become an active part of the children's learning.

How satisfied were you with your involvement and understanding of your child's academic progress?



GOAL FOUR

PROFESSIONAL DEVELOPMENT

Teaching & Leading - Local & Societal Context

IMPLEMENTATION STRATEGIES

Subject Specialists - Each teacher hired at Legacies Academy has a gift teaching a particular subject area. They have been hired due to their exceptional passion because it is this love for learning that resonates deeply with children.

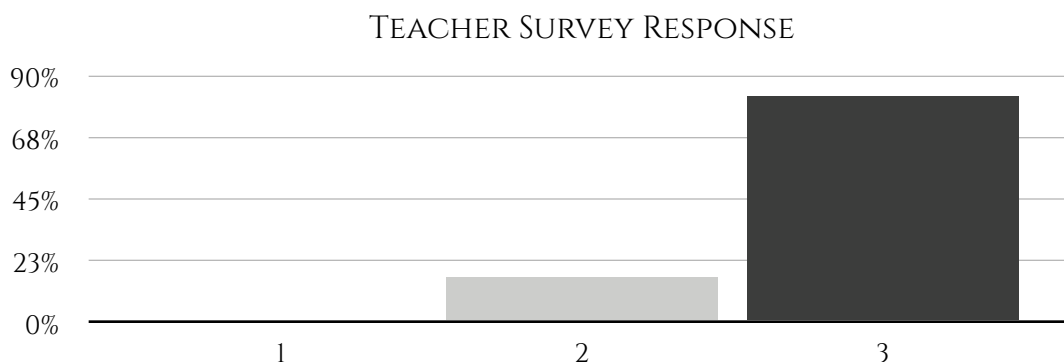
Supervision - Each teacher is supervised by the Principal and will participate in a formal teaching evaluation twice a year. During this formal evaluation the Principal observes them and provides constructive feedback. This is a collaborative process intended to encourage continued growth and improvement.

AISCA Conference - The teachers will all attend the AISCA Conference together.

Workshops & Seminars - Each teacher can select the style of Professional Development that suits their specialty and will augment their practice. This may be a yearlong course or a week-end conference. The teacher and the Principal will use discernment when selecting the form of Professional Development they wish to pursue for the year.

Team Building - As a staff we will attend one or more “experiences” outside of school. These events will take place outside of school hours and involve a hands-on experience. For example: pottery class, culinary class, guided tour, paint night, trail ride etc.

How satisfied were you with your teaching placement, colleagues, team building and professional development?



GOAL FIVE

GOVERNANCE & COUNCIL

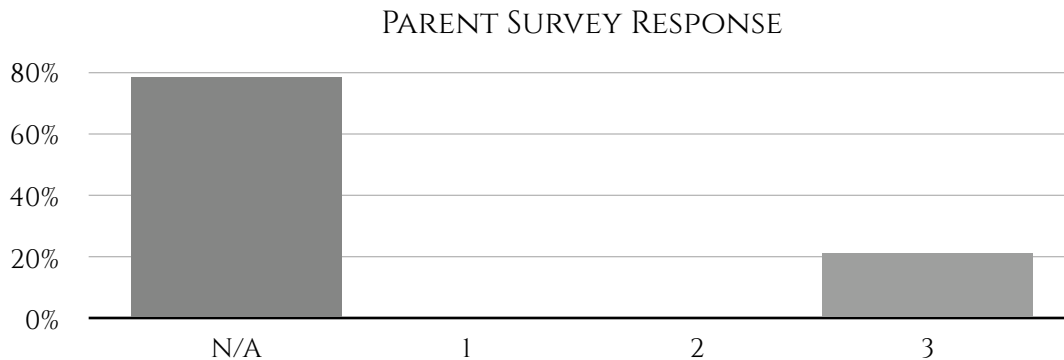
Governance - Local & Social Context

IMPLEMENTATION STRATEGIES

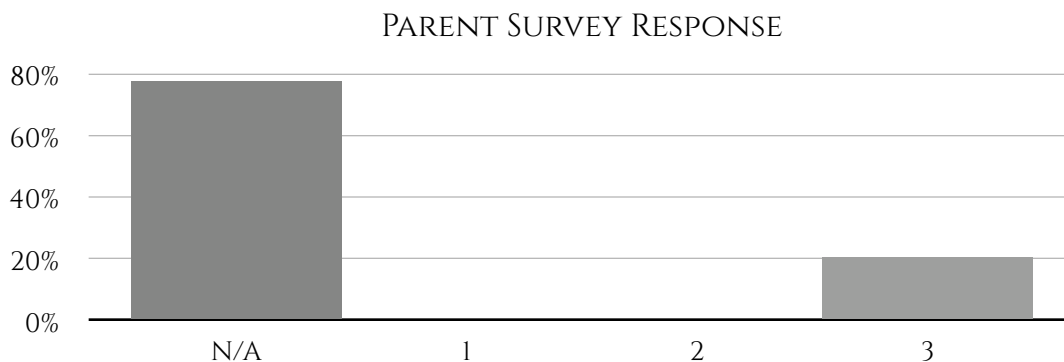
Board Meetings - The Board of Directors is the legal authority for Legacies Academy Foundation. As a member of the Board, a Director acts in a position of trustful the community and is responsible for the effective governance of the organization under which Legacies Academy operates. This Board of Directors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

Parent Council - The Education Act requires a minimum of three Directors and 50% or more of the Board's voting members must be parent of students attending the school. Currently, all of the voting members of the Board are parents of students.

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



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



SECTION SIX

GOAL REFLECTIONS

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

STUDENT GROWTH & ACHIEVEMENT

SCHOOL YEAR HIGHLIGHTS

Subject Specialists

- **Language Specialist:** A dedicated Elementary Language Specialist joined Legacies to teach Grade 1–4 Language Arts, supporting early literacy foundations and consistent instructional quality across the grades.
- **Outdoor Specialist:** Kaykima Wilderness classes at Silverland Camp enriched land-based learning. Each session incorporated an Indigenous perspective and FNMI-honouring lens, aligning with Truth and Reconciliation Commission recommendations and strengthening students' connection to the land.
- **Music Specialist:** Our Grade 3 and 4 students received weekly piano lessons delivered by a trained music specialist, with additional in-class piano access for independent practice and creative exploration.

Community Involvement

- **Community Kitchen:** Students continued participating baking/cooking lessons at our community kitchen, developing life skills, teamwork, and applied numeracy.
- **Community Outreach Expansion:** Continued partnership with the High River Hospital and established new building relationship with two local seniors' homes.

SUGGESTED IMPROVEMENTS FOR 2025–2026

- **Strengthen literacy & numeracy tracking** by implementing a school-wide benchmark system aligned with updated report cards and ILP goals.
- **Enhance project-based learning evidence** by integrating authentic assessment rubrics into Learning Labs and passion projects.
- **Expand community service partnerships** to include regular intergenerational visits, structured service projects, and student-led community events.
- **Increase Indigenous perspectives in outdoor learning** by formalizing partnerships with local Elders (knowledge keepers) and documenting FNMI learning outcomes.
- **Improve data collection for AERR reporting** through streamlined digital tools that capture Learning Stories, short-cycle assessments, and long-term growth indicators.
- **Create year-long student progression portfolios** to document literacy, numeracy, social-emotional, and project-based learning growth across multi-age cohorts.

ACTIVE CITIZENSHIP

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

LEARNING ENGAGEMENT

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

EARLY YEARS LITERACY & NUMERACY

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

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

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

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

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

- Grade One - Three students identified as being at risk (below grade level)
- Grade Two - Two students identified as being at risk (below grade level)
- Grade Three - Two student identified as being at risk (below grade level)

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

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

Summary of Support Strategies:

- Individualized reading lessons
- Targeted one-on-one numeracy lessons
- Hands-on learning materials for literacy and numeracy

TEACHING & LEADING

SCHOOL YEAR HIGHLIGHTS

- **Teaching Philosophy Document:** A comprehensive Teaching Philosophy was developed, outlining the signature Legacies approach rooted in relationship, small-class intentionality, hands-on learning, and holistic character development. All staff reviewed and signed this commitment.
- **Staff Code of Conduct:** A formal Staff Code of Conduct was created to articulate expected professional standards, school values, and relational commitments for all educators within the Legacies community.

SUGGESTED IMPROVEMENTS FOR 2025–2026

- **Provide protected collaboration time** for teachers to design cross-grade Project-Based Learning units and align assessment practices.
- **Implement a consistent Teaching Flow framework** across classrooms to enhance clarity, improve instructional pacing, and reinforce student independence.
- **Strengthen mentorship and observation cycles** through structured feedback tools, differentiated coaching pathways, and classroom walkthroughs aligned with the Teaching Quality Standard (TQS).
- **Develop a PD impact measurement process** to link professional learning directly to student outcomes and classroom practice.
- **Expand teacher training for ILPs/IPPs**, especially around documentation, SMART goal-writing, and progress monitoring fidelity.
- **Increase teacher leadership opportunities** (e.g., specialist roles, curriculum development teams, Learning Lab leads) to support growth and build long-term instructional capacity.

LEARNING SUPPORTS

SCHOOL YEAR HIGHLIGHTS

- **School Counsellor Initiatives:** Continued offering *Coffee with Cate* for accessible, relational parent support. Monthly Parent Nights were expanded as an in-person alternative to digital resources, allowing families to engage in guided, interactive learning focused on wellness and parenting strategies.
- **ECS Provider:** Legacies Academy continued offering ECS services with the retention of a highly skilled provider and plans to secure additional supports for children requiring specialized intervention.
- **Staff Code of Conduct:** Development of a shared expectations document reinforced unified practice in positive behaviour supports, relational care, and professional conduct.

SUGGESTED IMPROVEMENTS FOR 2025–2026

- **Enhance ILP/IPP progress checks** using standardized templates, short-cycle probes, and intervention decision logs to evaluate response to support.
- **Centralize data documentation** for learning supports, SEL indicators, and mental health referrals to improve tracking and communication.
- **Expand early-identification tools** for academic, behavioural, emotional, sensory, and executive functioning needs.
- **Increase interdisciplinary collaboration time** among principal, teachers, counsellor, and specialists to ensure consistent supports.
- **Strengthen Tier 2 and Tier 3 intervention capacity**, including small-group programming and coordinated external service partnerships.

SCHOOL GOVERNANCE

BOARD OF DIRECTORS & PARENT INVOLVEMENT

The Board of Directors is the legal authority for Legacies Academy Foundation. As a member of the Board, each Director represents the community and is responsible for the effective governance of the organization under which Legacies Academy operates. This Board of Directors is comprised of a diverse team of individuals with a wide variety of expertise who volunteer their time and are fully committed to the advancement of our schools mission/vision. Our Board of Directors therefore also serves as our Parent Council, so there is a high level of parent involvement in all major decisions.

SCHOOL YEAR HIGHLIGHTS

- **Parent Volunteers:** With elementary expansion, Legacies welcomed increased parent involvement through classroom volunteering, community events, and program support. All volunteers must provide a Criminal Record Check before participating, even under direct supervision, ensuring consistent safety and governance standards.

SUGGESTED IMPROVEMENTS FOR 2025–2026

- **Finalize new policies** required under 2025–26 legislation—including parental notification/consent processes, FNMI self-identification protocols, privacy and data governance, and updated PD supervision/evaluation procedures.
- **Clarify Board vs. Parent Collective roles** to maintain appropriate governance boundaries while strengthening parent voice and school culture.
- **Develop a governance-level communication plan** that supports transparency, reduces misinformation, and clearly communicates decision rationales.
- **Formalize data governance structures** for AERR reporting, including disaggregated metrics and local measure documentation.
- **Establish annual Board learning sessions** on independent school legislation, financial oversight, HR policy, FNMI reporting, and mission-aligned governance.
- **Strengthen succession planning** for Board positions and school leadership roles to ensure continuity and long-term stability.

SCHOOL FINANCES

SUMMARY OF FINANCIAL RESULTS

The 2024-2025 School Year was Legacies Academy's fourth year of operating as an Alberta Accredited Private School.

Revenues

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

Expenses

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

Excess of Net Revenues Over Capital Expenditures

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

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

www.legacies-academy.com

VISION FOR THE FUTURE

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

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

DELICATE BALANCE

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

Through the Parent Survey, 92% of our current families (Preschool to Grade Five) indicated that they would be interested in their child attending past Grade Six. This will be taken into consideration by the Board of Directors as we proactively plan for the future.

For the coming 2025-2026 School Year our lease is in place and no further expansion will be needed for our current students to remain at Legacies Academy until Grade 6. However, we will continue to work with the High River Agricultural Society to work towards leasing the two storey building available for lease at the Ag Grounds.