

2023 - 2024

**AERR**



**Halpern  
Akiva  
Academy's  
Annual Education  
Results Report  
2023-2024**

School: 9914 Akiva Academy

Authority: 9147 Congregation House of Jacob-Mikveh Israel

## ACCOUNTABILITY STATEMENT

The Annual Education Results Report for Congregation House of Jacob Mikveh Israel (Halpern Akiva Academy) for the 2023/2024 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 2023/2024 was approved by the Board on November 28th, 2024.

Yannai Segal  
Chair  
HOJMI Board of Directors

# OVERALL RESULTS & ADDITIONAL CONSIDERATIONS

Over the past three years, Halpern Akiva Academy has consistently upheld or elevated satisfaction levels across all four assurance domains. Our approach involves leveraging insights from assurance surveys to identify areas for enhancement and excellence. Our commitment remains unwavering: to continuously enhance and maintain an exceptional standard of education.

In the 2023-2024 school year Halpern Akiva Academy only had 4 students who wrote grade 6 provincial exams, however Alberta Education took results from the 7 students who were enrolled not taking into account those who were absent or excused and therefore the results are not an accurate representation of our students abilities.

It's important to note that the survey results reflect the sentiments of families with students in grades 4 and above. Given that the majority of our population comprises students in grades 3 and below, we gather insights from local data to encompass the perspectives of our entire community.

Assurance Domain	Measure	Congregation House of Jacob			Alberta			Measure Evaluation		
		Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
Student Growth and Achievement	<a href="#">Student Learning Engagement</a>	92.3	79.3	83.2	83.7	84.4	84.8	n/a	Improved	n/a
	<a href="#">Citizenship</a>	94.8	85.5	86.5	79.4	80.3	80.9	Very High	Improved	Excellent
	<a href="#">3-year High School Completion</a>	n/a	n/a	n/a	80.4	80.7	82.4	n/a	n/a	n/a
	<a href="#">5-year High School Completion</a>	n/a	n/a	n/a	88.1	88.6	87.3	n/a	n/a	n/a
	<a href="#">PAT6: Acceptable</a>	57.1	85.7	85.7	68.5	66.2	66.2	Very Low	Declined	Concern
	<a href="#">PAT6: Excellence</a>	14.3	42.9	42.9	19.8	18.0	18.0	Intermediate	Declined	Issue
	<a href="#">PAT9: Acceptable</a>	*	*	n/a	62.5	62.6	62.6	*	n/a	n/a
	<a href="#">PAT9: Excellence</a>	*	*	n/a	15.4	15.5	15.5	*	n/a	n/a
	<a href="#">Diploma: Acceptable</a>	n/a	n/a	n/a	81.5	80.3	80.3	n/a	n/a	n/a
	<a href="#">Diploma: Excellence</a>	n/a	n/a	n/a	22.6	21.2	21.2	n/a	n/a	n/a
Teaching & Leading	<a href="#">Education Quality</a>	98.9	89.0	89.2	87.6	88.1	88.6	Very High	Improved	Excellent
Learning Supports	<a href="#">Welcoming, Caring, Respectful and Safe Learning Environments (WGRSLE)</a>	94.0	85.2	87.9	84.0	84.7	85.4	n/a	Maintained	n/a
	<a href="#">Access to Supports and Services</a>	97.3	81.4	84.1	79.9	80.6	81.1	n/a	Improved	n/a
Governance	<a href="#">Parental Involvement</a>	94.7	80.9	83.5	79.5	79.1	78.9	Very High	Maintained	Excellent

Grade 6 and Grade 9 EAL and FNMI results are unavailable due to fewer than six writing for overall data and course data.

# STUDENT GROWTH & ACHIEVEMENT

Student Growth and Achievement refers to the ongoing progress students make in their learning, relative to identified provincial learning outcomes and consistent with their needs, interests and aspirations

## Provincial Exam Update:

Alberta Education will not provide specific Provincial Exam results for grade 9 or 6 students for the 2023-2024 school year, as fewer than six students were eligible to take the tests. We did not have any EAL students write without suppressed results. In the Spring of 2024, HAA locally marked PATs to inform classroom curriculum decisions for the 2024-2025 school year.

For PAT testing in spring of 2024, Halpern Akiva Academy opted to partner with Alberta Education to use the online system Vretta to write provincial exams. However there were large concerns that arose while using the system regarding the program and its accuracy in grading. Feedback was provided to Alberta Education.

Course	Measure	Congregation House of Jacob							Alberta				
		Achievement	Improvement	Overall	2024		Prev 3 Year Average		2024		Prev 3 Year Average		
					N	%	N	%	N	%	N	%	
French Language Arts 6 <a href="#">année</a>	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,870	69.9	3,131	77.6
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,870	9.3	3,131	12.5
Français 6 année	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	504	80.4	578	78.9
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	504	18.5	578	19.4
Science 6	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	53,806	68.8	54,859	66.7
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	53,806	24.8	54,859	21.8
Social Studies 6	Acceptable Standard	*	*	*	7	*	7	85.7	60,804	68.5	57,655	66.2	
	Standard of Excellence	*	*	*	7	*	7	42.9	60,804	19.8	57,655	18.0	
English Language Arts 9	Acceptable Standard	*	*	*	1	*	n/a	n/a	59,096	69.5	56,255	71.4	
	Standard of Excellence	*	*	*	1	*	n/a	n/a	59,096	11.8	56,255	13.4	
K&E English Language Arts 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,465	49.6	1,254	50.2	
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,465	5.6	1,254	5.7	
French Language Arts 9 <a href="#">année</a>	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	3,308	76.6	3,215	76.1	
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	3,308	10.6	3,215	10.9	
Français 9 année	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	615	83.1	575	81.6	
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	615	19.7	575	22.3	
Mathematics 9	Acceptable Standard	*	*	*	1	*	n/a	n/a	58,577	52.7	55,447	54.4	
	Standard of Excellence	*	*	*	1	*	n/a	n/a	58,577	14.0	55,447	13.5	
K&E Mathematics 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,967	52.2	1,815	52.7	
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,967	9.9	1,815	11.3	
Science 9	Acceptable Standard	*	*	*	1	*	n/a	n/a	59,072	67.6	56,311	66.3	
	Standard of Excellence	*	*	*	1	*	n/a	n/a	59,072	20.8	56,311	20.1	
K&E Science 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,411	52.3	1,197	52.9	
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,411	8.9	1,197	10.9	
Social Studies 9	Acceptable Standard	*	*	*	1	*	n/a	n/a	59,125	60.5	56,309	58.4	
	Standard of Excellence	*	*	*	1	*	n/a	n/a	59,125	15.8	56,309	15.9	
K&E Social Studies 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,351	50.4	1,140	49.6	
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,351	11.3	1,140	10.6	

## STUDENT GROWTH & ACHIEVEMENT

Student Growth and Achievement refers to the ongoing progress students make in their learning, relative to identified provincial learning outcomes and consistent with their needs, interests and aspirations

### Early Years Literacy & Numeracy Assessments

In the 2023-2024 school year Halpern Akiva Academy used a variety of measures for regular assessments of students. Children in Kindergarten through grade 3 participated in the LeNS and CC3 testing, as well as the Alberta Education Numeracy Assessment.

In September 2023, seven students were assessed in grade 2, and six in grade 3. In January 2024, we opted to pilot Kindergarten literacy testing. With this in mind, six students were assessed in Kindergarten and eleven students were assessed in Grade 1. Of the total 30 students, seven were identified as being at risk in either literacy or numeracy. The students at risk in literacy were identified on average as being 9.0 months behind grade level as per the CC3 test, and 8.8 months behind as per Alberta numeracy testing. In June 2024, ten students were identified as being at risk in either literacy or numeracy in Kindergarten through Grade 3. The average months behind in literacy and numeracy stayed the same, at 9.0 months, and 8.8 months respectively. This is in part due to an influx of new EAL refugee students to our school in Spring of 2024, fleeing the war in Israel. Our school welcomed these students with open arms, and our teachers worked to develop our new students' emergent English literacy skills. However, this is reflected in the testing completed at the end of the year. Students were supported through one-on-one literacy support, targeted small group intervention, increased teacher awareness of EAL supports and scaffolding, and school/home coordination.

All students in Kindergarten through Grade 9 are benchmarked for reading levels using the Fountas and Pinnell benchmark system. Writing samples are taken from all students in September and May and used to assist teachers in guiding writing lessons and individualized supports throughout the school year. The results from these assessments influenced the delegation of support services.

## STUDENT GROWTH & ACHIEVEMENT

Student Growth and Achievement refers to the ongoing progress students make in their learning, relative to identified provincial learning outcomes and consistent with their needs, interests and aspirations

### Citizenship:

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

	Congregation House of Jacob										Measure Evaluation		
	2020		2021		2022		2023		2024		Achievement	Improvement	Overall
	N	%	N	%	N	%	N	%	N	%			
Overall	32	95.8	27	84.3	35	87.6	31	85.5	28	94.8	Very High	Improved	Excellent
Parent	7	100.0	5	*	6	76.7	14	85.7	15	97.3	Very High	Improved	Excellent
Student	19	87.5	27	84.3	23	89.5	17	85.3	13	92.3	Very High	Maintained	Excellent
Teacher	6	100.0	3	*	6	96.6	5	*	5	*	*	*	*

Halpern Akiva Academy prides itself on preparing students' for positive and productive lives outside of school.

Halpern Akiva Academy reported an above provincial average percentage of teachers and students that feel students model the characteristics of active citizenship. Students are encouraged to go out into the community to do acts of kindness (Chesed) and volunteerism as well as find opportunities to volunteer their time and expertise around the school too.

### Student Learning Engagement:

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

	Congregation House of Jacob										Measure Evaluation		
	2020		2021		2022		2023		2024		Achievement	Improvement	Overall
	N	%	N	%	N	%	N	%	N	%			
Overall	n/a	n/a	27	70.7	35	87.1	31	79.3	28	92.3	n/a	Improved	n/a
Parent	n/a	n/a	5	*	6	83.3	14	88.1	15	100.0	n/a	Improved	n/a
Student	n/a	n/a	27	70.7	23	78.0	17	70.6	13	84.6	n/a	Maintained	n/a
Teacher	n/a	n/a	3	*	6	100.0	5	*	5	*	*	*	*

Through the hard work of our dedicated teachers and administrative team, we have been able to maintain and improve over the past 3 years the percentage of teachers, parents and students who agree that students are engaged in their learning at school.

## TEACHING & LEADING

Teaching and Leading refers to teachers and leaders analyzing the learning context; attending to local and societal considerations; and applying the appropriate knowledge and abilities to make decisions resulting in quality teaching, leading and optimum learning for all.

### Education Quality:

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

	Congregation House of Jacob										Measure Evaluation		
	2020		2021		2022		2023		2024		Achievement	Improvement	Overall
	N	%	N	%	N	%	N	%	N	%			
Overall	32	95.3	27	91.2	35	89.3	31	89.0	28	98.9	Very High	Improved	Excellent
Parent	7	100.0	5	*	6	72.2	14	86.9	15	97.7	Very High	Improved	Excellent
Student	19	85.8	27	91.2	23	95.6	17	91.2	13	100.0	Very High	Maintained	Excellent
Teacher	6	100.0	3	*	6	100.0	5	*	5	*	*	*	*

Halpern Akiva Academy has consistently maintained a high percentage of teachers and students who are overall satisfied with the quality of education that is provided. Halpern Akiva Academy's administration team works hard to listen to student, teacher, and parent input and feedback in order to increase and maintain levels of satisfaction.

All certified teachers employed at Halpern Akiva Academy complete a Teacher Professional Growth Plan (TPGP) that represents the teacher's appraisal of their own practice. Administration provides support for teachers in achieving the stated goals of their TPGP.

Administration provides teachers with opportunities to engage in professional development activities such as: conferences, workshops and presentations as they relate to their TPGP's. Teachers are required to attend one professional development activity per year.

Ongoing supervision by the principal and assistant principal provides support and guidance for teachers to determine where they are relative to the Alberta Teaching Quality Standards. Administrative observations play a vital role in fostering accountability and professional growth. These observations, conducted by school administrators, provide valuable feedback and insight into teaching practices, instructional strategies and classroom management. Formal evaluations occur in every teacher's first year at Halpern Akiva Academy and then every five years thereafter. Informal observations happen frequently.



## LEARNING SUPPORTS

Learning Supports refers to the mobilization of resources (including expertise, facilities, human and community services) required to demonstrate shared, system-wide responsibility for all children and students, and the application of these resources to ensure quality teaching and leading and optimum learning for all

### Welcoming, Caring, Respectful & Safe Learning Environment:

	Congregation House of Jacob										Measure Evaluation		
	2020		2021		2022		2023		2024		Achievement	Improvement	Overall
	N	%	N	%	N	%	N	%	N	%			
Overall	n/a	n/a	27	84.9	35	90.6	31	85.2	28	94.0	n/a	Maintained	n/a
Parent	n/a	n/a	5	*	6	81.3	14	90.0	15	100.0	n/a	Improved	n/a
Student	n/a	n/a	27	84.9	23	93.0	17	80.4	13	88.0	n/a	Maintained	n/a
Teacher	n/a	n/a	3	*	6	97.6	5	*	5	*	*	*	*

In light of world events that took place in 2023, Halpern Akiva Academy dedicated funds and resources to ensuring students were safe at school through enhanced security measures. The school partnered closely with community organizations and Calgary Police service. Halpern Akiva Academy opened its doors to students who were fleeing the conflict in Israel.

### Access to Support and Services:

	Congregation House of Jacob										Measure Evaluation		
	2020		2021		2022		2023		2024		Achievement	Improvement	Overall
	N	%	N	%	N	%	N	%	N	%			
Overall	n/a	n/a	27	87.5	35	86.8	31	81.4	28	97.3	n/a	Improved	n/a
Parent	n/a	n/a	5	*	6	72.4	14	76.6	15	94.7	n/a	Improved	n/a
Student	n/a	n/a	27	87.5	23	91.3	17	86.3	13	100.0	n/a	Improved	n/a
Teacher	n/a	n/a	3	*	6	96.7	5	*	5	*	*	*	*

Every student requiring additional support and modified programming, receives an Individualized Program Plan (IPP) to ensure their success. Halpern Akiva Academy works with Renfrew Educational Services through its AISC membership to provide psycho-educational assessments, occupational therapy, and speech therapy, services to students who require assistance in these areas as well as whole class and small group social skill development support. Halpern Akiva Academy launched an intensive literacy remedial program in 2023 to support students identified at-risk on Alberta Education Literacy assessments. Beginning in Pre-Kindergarten students have access to speech and occupational therapy support.

### First Nations, Métis and Inuit Student Success

Although our school does not currently have any self-identified First Nations, Métis, or Inuit (FNMI) students, we remain committed to embedding Indigenous perspectives throughout our teaching and learning. We ensure that all Social Studies curricular outcomes related to Indigenous ways of knowing, learning, and understanding the land are meaningfully integrated into classroom instruction. Our educators foster an appreciation for Canada's diverse Indigenous histories, cultures, and contributions, helping all students develop a deeper respect for reconciliation and the ongoing impact of Indigenous peoples in our country. Halpern Akiva Academy participates in Orange shirt day annually.



# GOVERNANCE

Governance refers to the processes by which policy leaders attend to local and societal context; determine strategic direction; evaluate policy implementation; and manage fiscal resources to ensure learning supports, quality teaching and leading and optimum learning for all

## Parental Involvement in Education

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

	Congregation House of Jacob										Measure Evaluation		
	2020		2021		2022		2023		2024		Achievement	Improvement	Overall
	N	%	N	%	N	%	N	%	N	%			
Overall	13	98.1	n/a	n/a	12	86.2	14	80.9	15	94.7	Very High	Maintained	Excellent
Parent	7	100.0	5	*	6	72.4	14	80.9	15	94.7	Very High	Improved	Excellent
Teacher	6	96.3	3	*	6	100.0	5	*	5	*	*	*	*

At Halpern Akiva Academy, we understand that parental involvement is critical to the success of our students. We value the input of parents and strive to maintain positive, lasting partnerships with them and the broader community.

Our commitment to involving parents in the education process is reflected in our consistently high percentage of satisfied parents and teachers when it comes to parental involvement decisions. We recognize that home and school partnerships are key to student success, and we actively seek out ways to involve parents in their child's education through in-school events, volunteerism, classroom activities and more.

We encourage all parents to maintain regular communication with their child's teachers, as ongoing collaboration supports student success and strengthens the connection between home and school. To facilitate this, teachers provide weekly updates on classroom activities and regular updates regarding student progress. These updates are designed to keep parents and guardians informed, fostering a supportive partnership that enhances each child's learning experience.

We remain dedicated to fostering open communication and collaboration between parents and educators to ensure our students' success.

## GOVERNANCE

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### **Stakeholder Engagement:**

**We truly believe in the idea of "Am Echad, BiLev Echad" and consider our students, staff, parents and supporters our Halpern Akiva Family. When you enter the school, you immediately feel you are part of something special, with everyone looking out for one another. Our older students help our younger students both in and out of class. Our staff support one another and look for ways to collaborate. Our supporters are always welcome to schedule a visit and see what exciting things we are learning. Our parents are encouraged to volunteer and our students are encouraged to go out into the community to do acts of kindness (Chesed).**

We continually invite parents to become more involved with Halpern Akiva Academy, whether by joining our school board, volunteering within the school, or by participating in school events that foster parent engagement.

Our weekly digital newsletters keep families connected, offering photos, updates on classroom learning, field trips, and upcoming events. During the 2023-2024 school year, we celebrated Chanukah with a "dinner and a show" for families and the community in our school gymnasium. We also held a successful gala dinner fundraiser that brought together community members, families, donors, and friends. Additionally, parents joined us at the HAA Science Fair, where they had the opportunity to see students' creativity and learning in action.

We distributed a survey to parents during the November and May parent-teacher conferences to gather valuable insights, especially from those with children too young to participate in the assurance survey. The feedback collected through this survey has been instrumental in helping us identify goals for the upcoming school year and pinpoint areas for improvement and continued success.

In June, we hosted our annual general meeting, where all interested parties were invited to share feedback and suggestions. This meeting is a valuable opportunity to ensure that our school community's voices are heard, as we continue working together for our students' success.

## GOVERNANCE

Governance refers to the processes by which policy leaders attend to local and societal context; determine strategic direction; evaluate policy implementation; and manage fiscal resources to ensure learning supports, quality teaching and leading and optimum learning for all

### **Accountability/Assurance System**

Assurance is provided to the community through constant communication and an open door policy. Financial information, the Education Plan, and Annual Results Reporting can be found on the school website. Information regarding student and school programs, what is happening in the classroom, and events are sent weekly in the school newsletter and from weekly emails sent by teachers to their classroom parents.

Classroom teachers provide parents with email updates regarding their coverage of curriculum by expressing what their child is learning in the classroom, sending pictures, and updating parents on important upcoming dates and ways they can get involved. Parents are encouraged to contact teachers regularly via email or phone, and teachers answer all communications promptly.

Diligent records are kept regarding student achievement, curriculum coverage, finances, and more in order to make data-driven decisions in the school.

The principal and assistant principal, with input from the parent body and teaching staff, creates an Annual Education Plan that is then approved by the board. This plan is reflected on the following November in an Annual Education Results Report which outlines the successes of the plan as well as areas for further improvement. This document is also approved by the board and then used to inform the following year's Education Plan.

## FINANCES

We once again received partial funding from Alberta Education the 2023 - 2024 school year, as do all accredited independent schools.

For the 2023 - 2024 school year, there was an increased focus on literacy and numeracy supports, as well as implementation and piloting of the new Alberta curriculum.

The budget reflects the anticipated costs of meeting the identified educational requirements of all students. Brander and Company Chartered Accountant accounting firm audited Halpern Akiva Academy's financial statements. Our major expenses continued to be salaries and benefits for teachers and staff.

We are able to offer a subsidy program in collaboration with Calgary Jewish Federation to ensure all Jewish families have access to quality Judaic and Alberta education in Calgary.

The budget serves as a planning, operational and control mechanism for results and resources, as well as the basis for board approval of school programs and resource deployment.

Please visit the school website to view the audited financial statements for the 2023-2024 school year. For more information please contact the school office or visit the About Us section at [www.halpernakiva.ca](http://www.halpernakiva.ca).

[The Audited Financial Statements are available at this link.](#)

## LOCAL & SOCIETAL CONTEXT

Local and Societal Context refers to the engagement practices of schools and communities, with support from the broader system, in identifying and responding to the learning needs, interests, aspirations and diverse cultural, social and economic circumstances of all students.

Halpern Akiva Academy is committed to actively fostering strong partnerships with our community and collaborating with the broader educational system. We recognize the importance of understanding and responding to the unique learning needs, interests, aspirations, and diverse cultural, social and economic circumstances of all our students.

Through ongoing dialogue and collaboration with parents, local organizations such as AISCA, Alberta Education, Renfrew Educational Services, Calgary Jewish Federation, Cochrane Speech Language Therapy Centre and various community leaders, we strive to create an inclusive and supportive educational environment. Our school actively seeks input and feedback from various stakeholders to ensure that our programs and initiatives are responsive to the evolving needs of our students.

We believe that education extends beyond the classroom, and, as such, we actively involve ourselves in community events, cultural celebrations, and social initiatives that promote a sense of belonging and shared responsibility. By fostering a strong connection between the school and the community, we aim to provide a holistic education that prepares our students not only academically but also socially and culturally.

Halpern Akiva Academy is affiliated with the authority House of Jacob-Mikveh Israel, is a beneficiary agency of The Calgary Jewish Community Federation, is an accredited Alberta Learning school, and follows the curriculum guidelines of Torah UMesorah and the Consortium of Jewish Day Schools.

## WHISTLEBLOWER POLICY

Local and Societal Context refers to the engagement practices of schools and communities, with support from the broader system, in identifying and responding to the learning needs, interests, aspirations and diverse cultural, social and economic circumstances of all students.

### Policy Statement

Halpern Akiva Academy is committed to providing students the best possible quality learning opportunities in a safe and caring environment characterized by behaviour consistent with the school's stated moral and ethical beliefs.

In this context, the school's governing board and chief officer (principal), teachers and other employees, parents and their children and members of the supporting school community must be assured that their concern about any wrongdoing will be taken seriously in the best interest of the school and all members of its community.

Teachers and other employees have the right and obligation to report any wrongdoing.

Halpern Akiva Academy commits that any disclosure of wrongdoing or alleged wrongdoing reported to the school's chief officer (principal), will be properly reviewed and investigated and then acted upon by the school, as appropriate.

An employee making a disclosure in good faith will be protected against reprisal or other detrimental impacts within the power of the school.

A copy of the Halpern Akiva Academy school's whistleblower policy and procedures is available in the school office.

Whistleblower Protection - Section 32 of PIDA (2013) requires school authorities to include their annual report of disclosures in their Annual Education Results Report (AERR). As of this date, there have been no incidents that fall within this policy or its intended protection.