

2024 - 2025

AERR



Halpern Akiva Academy's Annual Education Results Report 2024-2025

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 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 29th, 2025.

Sincerely,

(Original Signed)

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 2024-2025 school year Halpern Akiva Academy only had one student in grade 6 so we do not have results available. Due to confidentiality it was not deemed appropriate to share these.

It's important to note that the survey results below 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	Akiva Academy			Alberta			Measure Evaluation		
		Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
Student Growth and Achievement	Student Learning Engagement	87.3	92.3	86.3	83.9	83.7	84.4	High	Maintained	Good
	Citizenship	94.9	94.8	89.3	79.8	79.4	80.4	Very High	Maintained	Excellent
	3-year High School Completion	n/a	n/a	n/a	81.4	80.4	81.4	n/a	n/a	n/a
	5-year High School Completion	n/a	n/a	n/a	87.1	88.1	87.9	n/a	n/a	n/a
	PAT6: Acceptable	n/a	57.1	71.4	n/a	68.5	67.4	n/a	n/a	n/a
	PAT6: Excellence	n/a	14.3	28.6	n/a	19.8	18.9	n/a	n/a	n/a
	PAT9: Acceptable	n/a	*	n/a	n/a	62.5	62.6	n/a	n/a	n/a
	PAT9: Excellence	n/a	*	n/a	n/a	15.4	15.5	n/a	n/a	n/a
	Diploma: Acceptable	n/a	n/a	n/a	n/a	81.5	80.9	n/a	n/a	n/a
	Diploma: Excellence	n/a	n/a	n/a	n/a	22.6	21.9	n/a	n/a	n/a
Teaching & Leading	Education Quality	95.8	98.9	92.4	87.7	87.6	88.2	Very High	Maintained	Excellent
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	94.5	94.0	89.9	84.4	84.0	84.9	Very High	Maintained	Excellent
	Access to Supports and Services	92.2	97.3	88.5	80.1	79.9	80.7	Very High	Maintained	Excellent
Governance	Parental Involvement	100.0	94.7	87.3	80.0	79.5	79.1	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.

Fountas and Pinnell reading level tracking was increased to three times per year to measure student progress. This ensures we can target those students in need to support improvement their reading levels. Halpern Akiva Academy will continue to offer one-on-one and small-group remedial support to students who require it as identified by above measures. Halpern Akiva Academy's Early Literacy Intervention Program has expanded to provide further supports across all grade and skill levels. HAA students identified as at-risk by Provincial assessment standards and teacher assessment and observation work with our Director of Educational Intervention to build upon their emergent literacy, numeracy, and social-emotional learning. Throughout the school year, students receiving early literacy supports showed significant improvement, as evidenced by formal assessments.

OVERALL RESULTS & ADDITIONAL CONSIDERATIONS

Early Years Learning Assessment - Local Data 2024-2025

		Benchmark range			Independent Benchmark Growth
Grade level	Total #	Sept 2024	Feb 2025	June 2025	
K	5	n/a	B-C	A-D	Of the 5 students in Kindergarten: 2 students increased by 2 levels (from B to D) 1 student increased by 1 level (from C to D) 1 student increased by 1 level (from B to C) A new student was at an A/B independent level in June.
1	6	A-E	B-F	G-I	Of the 6 students in grade 1: 1 student increased by 4 levels (from D to H) 2 students increased by 5 levels (from D to I) 1 student increased by 7 levels from B to I) 1 student increased 1 level (from F to G). One student did not have data to show. 1 student increased 3 levels (H to K) 1 student increased 2 levels (N to P)
2	11	A-N	E-O	H-P	Of the 11 students in grade 2: 2 students increased 4 levels (D to H), 1 student increased 3 levels (E to H), 1 student increased 3 levels (H-K) 1 student increased 2 levels (K-M) 1 student increased 3 levels (K to N) 1 student increased 4 levels (K-O) 1 student increased 7 levels (A to H) 1 student increased 1 level (J to K)
3	8	F-O	G-P	No Data	Of the 8 students in grade 3: 2 students increased 0 levels (M) 1 student increased 1 levels (O to P), 2 student increased 1 level (L to M) 1 student increased 1 level (F to G) 1 student increased 4 levels (M to Q) 1 student did not have data to show.
4	5	M-P	P-S	Q-U	Of the 5 students in grade 4: 1 students increased 3 levels (N to Q), 1 student increased 6 levels (O to U), 1 student increased 7 levels (M-T) 1 student increased 5 levels (P to U) 1 student increased 4 levels (M to Q)

Strategies Administered:

Students were supported through one-on-one literacy support, targeted small group intervention, increased teacher awareness of EAL support and scaffolding, and school/home coordination.

All students were benchmarked for reading levels using Fountas and Pinnell three times during the school year. Writing samples were taken from all students in September and in May and used to assist teachers in guided writing lessons and individualized support throughout the year. The results from these assessments influenced the delegation of support services. Teachers used Professional Development days to expand their knowledge of EAL support.

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 2024-2025 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 2025, HAA used local assessments and report card data to inform classroom curriculum decisions for the 2025-2026 school year. Fountas and Pinnell reading level tracking was increased to three times per year to measure student progress. This will ensure we can offer assistance to those students in need and to continually ensure students are making progress in their reading levels. Halpern Akiva Academy will continue to participate in the mandatory literacy and numeracy screening assessment initiative for students in Grades Kindergarten-Grade 3 that began in September 2022. We opt to provide the literacy and numeracy assessments to Grade 4 students in order to better analyze progress. Results from these screening assessments are used to identify students at risk and provide appropriate interventions.

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 année	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,870	69.9	3,131	77.6
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,870	9.3	3,131	12.5
Français 6 année	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	504	80.4	578	78.9
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	504	18.5	578	19.4
Science 6	Acceptable Standard	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	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 année	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	3,308	76.6	3,215	76.1
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	3,308	10.6	3,215	10.9
Français 9 année	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	615	83.1	575	81.6
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	615	19.7	575	22.3
Mathematics 9	Acceptable Standard	*	*	*	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 2024-2025 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. We opt to provide the literacy and numeracy screening assessment initiative to Grade 4 students in order to better analyze results.

In September 2024, ten students were assessed in grade 2, and seven in grade 3. In January 2025, we did Kindergarten literacy testing. With this in mind, four students were assessed in Kindergarten and five students were assessed in Grade 1. Of the total 26 students, four were identified as being at risk in either literacy or numeracy. In June 2025, four students were identified as being at risk in either literacy or numeracy in Grade 1 through Grade 3. This is in part due to new EAL refugee students to our school in Spring of 2025, 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

The following data is based on a small sample of parents and teachers so it is statistically weak. This is due to only having five certificated staff and a small parent body.

Citizenship:

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

	Congregation House of Jacob													Alberta									
	2021		2022		2023		2024		2025					Measure Evaluation			2021		2022		2023		2024
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%
Overall	27	84.3	35	87.6	31	85.5	28	94.8	21	94.9	Very High	Maintained	Excellent	230,843	83.2	249,770	81.4	257,231	80.3	265,100	79.4	269,117	79.8
Parent	5	*	6	76.7	14	85.7	15	97.3	6	96.7	Very High	Maintained	Excellent	30,905	81.4	31,689	80.4	31,869	79.4	33,217	78.7	34,441	78.6
Student	27	84.3	23	89.5	17	85.3	13	92.3	15	93.1	Very High	Maintained	Excellent	169,741	74.1	187,120	72.1	193,015	71.3	199,816	69.6	201,119	70.3
Teacher	3	*	6	96.6	5	*	5	*	4	*	*	*	*	30,197	94.1	30,961	91.7	32,347	90.3	32,067	89.8	33,557	90.5

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													Alberta									
	2021		2022		2023		2024		2025					Measure Evaluation			2021		2022		2023		2024
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%
Overall	27	70.7	35	87.1	31	79.3	28	92.3	21	87.3	High	Maintained	Good	230,956	85.6	249,740	85.1	257,214	84.4	265,079	83.7	269,076	83.9
Parent	5	*	6	83.3	14	88.1	15	100.0	6	88.9	High	Maintained	Good	30,994	89.0	31,694	88.7	31,862	87.3	33,209	86.7	34,444	87.6
Student	27	70.7	23	78.0	17	70.6	13	84.6	15	85.8	Very High	Maintained	Excellent	169,789	71.8	187,102	71.3	193,029	70.9	199,823	69.3	201,089	69.3
Teacher	3	*	6	100.0	5	*	5	*	4	*	*	*	*	30,173	96.0	30,944	95.5	32,323	95.1	32,047	95.1	33,543	95.0

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												
	2021		2022		2023		2024		2025		Measure Evaluation		
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall
Overall	27	91.2	35	89.3	31	89.0	28	98.9	21	95.8	Very High	Maintained	Excellent
Parent	5	*	6	72.2	14	86.9	15	97.7	6	91.7	Very High	Maintained	Excellent
Student	27	91.2	23	95.6	17	91.2	13	100.0	15	100.0	Very High	Maintained	Excellent
Teacher	3	*	6	100.0	5	*	5	*	4	*	*	*	*

Halpern Akiva Academy has consistently maintained a high percentage of teachers and students who are very 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 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 administration, 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:

The percentage of teachers, parents and students who agree that their learning environments are welcoming, caring, respectful and safe.

	Congregation House of Jacob										Measure Evaluation		
	2021		2022		2023		2024		2025				
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall
Overall	27	84.9	35	90.6	31	85.2	28	94.0	21	94.5	Very High	Maintained	Excellent
Parent	5	*	6	81.3	14	90.0	15	100.0	6	95.7	Very High	Maintained	Excellent
Student	27	84.9	23	93.0	17	80.4	13	88.0	15	93.2	Very High	Maintained	Excellent
Teacher	3	*	6	97.6	5	*	5	*	4	*	*	*	*

In light of ongoing world events, 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:

The percentage of teachers, parents and students who agree that students have access to the appropriate supports and services at school.

	Congregation House of Jacob										Measure Evaluation		
	2021		2022		2023		2024		2025				
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall
Overall	27	87.5	35	86.8	31	81.4	28	97.3	21	92.2	Very High	Maintained	Excellent
Parent	5	*	6	72.4	14	76.6	15	94.7	6	90.0	Very High	Maintained	Excellent
Student	27	87.5	23	91.3	17	86.3	13	100.0	15	94.4	Very High	Maintained	Excellent
Teacher	3	*	6	96.7	5	*	5	*	4	*	*	*	*

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 AISCA 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 delivered an intensive literacy remedial program 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. Recommendations from the Truth and Reconciliation Commission are implemented by sharing information and best practices on teaching curriculum related to residential schools and aboriginal history through teacher professional learning and curriculum development. We encourage thoughtful, academic conversations with students that build empathy and deepen understanding of indigenous experiences and perspectives. We use resources that accurately reflect and demonstrate the strength and diversity to First Nations, Metis and Inuit Halpern Akiva Academy participates in Orange Shirt Day annually by making it an in-school day of learning about the topic.

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		
	2021		2022		2023		2024		2025				
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall
Overall	n/a	n/a	12	86.2	14	80.9	15	94.7	6	100.0	Very High	Maintained	Excellent
Parent	5	*	6	72.4	14	80.9	15	94.7	6	100.0	Very High	Improved	Excellent
Teacher	3	*	6	100.0	5	*	5	*	4	*	*	*	*

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 in decision making. 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, teacher conferences, 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, B'Lev 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. We have an open door policy for parents and encourage regular conversations with teachers and administrators.

Our weekly digital newsletters and open communication with teachers keep families connected, offering photos, updates on classroom learning, field trips, and upcoming events. During the 2024-25 school year, we celebrated Chanukah with a "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 actively seek parental and student input on a variety of school-based initiatives. The parent Assurance Survey is referred to when developing and improving our school's programs to meet the needs and wants of our families. During the November and March conferences, parents participated in a local survey aimed at gaining deeper insights into relevant school matters and concerns. The data gathered from this survey was utilized to guide ongoing improvements and identify areas of success within the school community.

Teacher staff meetings have continued to collect and discuss teacher feedback.

Parents volunteer on the Halpern Akiva Academy board, in classrooms, fundraisers, special events and programs and Board meetings are held monthly. The board annually reviews and approves policies, the Education Plan, the AERR, policies, and other relevant documents related to the operation of the school.

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 ongoing 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 head of Judaic studies, 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 2024 - 2025 school year, as do all accredited independent schools.

For the 2024 - 2025 school year, there was a continued focus on literacy and numeracy supports, as well as implementation of the new Alberta curriculum.

The budget reflects the anticipated costs of meeting the identified educational requirements of all students. RSPC Audit Tax Advisory 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 or visit the link below to view the audited financial statements for the 2024-2025 school year.

Audited Financial Statements 2024-2025 - Halpern Akiva Academy

<https://halpernakiva.ca/wp-content/uploads/2026/01/2025-Halpern-Akiva-Academy.pdf>

For more information please contact the school office or visit the About Us section at www.halpernakiva.ca.

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, Your Story Speech and Language Services 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.