Education Unlimited Academy (EUA)

Annual Education Results Report

Board Approved Effective Date
(2026-04-14)

Accountability Statement

The Annual Education Results Report for Education Unlimited Academy (EUA) for the 2024-2025 school year was prepared under the direction of the operator and/or governing body in accordance with the responsibilities under the *Private Schools Regulation* and the *Ministerial Grants Regulation*. The operator and/or governing body 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.

Revision to the 2024–2025 Annual Education Results Report

Part 1 — Context for the Original Submission

As a newly accredited independent school since the 2022–2023 academic year, EUA has been on an organization-wide learning curve to understand the information-feedback loop using the information in the Alberta Education and Childcare accountability and assurance system. At the time of the original submission in November 2025, the direct correlation between the Education Plan and Annual Education Results Report — and the requirement to embed a framework of domain-specific Outcomes, Measures and Strategies operating within a Continuous Improvement Cycle — was not yet fully understood by the school.

As a result, the 2024–2025 AERR does not contain articulated Outcomes, Measures and Strategies framework, nor does it demonstrate a complete Continuous Improvement Cycle as envisioned by the Assurance Framework. This is a consequence of the school's stage of development at the time of submission and is not representative of EUA's current or intended approach to planning and reporting.

In the 2024-2025 year, other than the three (3) students registered in a Shared Responsibility program, all the remaining 2,215 students were in a home education program following an ‘alternative to the Alberta Program of Study.’ It is not unexpected, therefore, that there were no results for students writing Provincial Achievement Tests (PATs) or pursuing Diploma Exams.

We further confirm that no students or families identified themselves as First Nations, Métis or Inuit (FNMI) and there are no students registered indicating English as an Additional Language (EAL) or Code 301/303.

Similarly, the Alberta Education and Childcare Assurance (AECA) survey administration guide expressly states that the parent survey is "not administered to parents/guardians of students who are in home education programs." This designation effectively excludes the majority of EUA's student population from standard AECA delivery. While students enrolled in Shared Responsibility programming represent an exception to this exclusion, the applicability of the survey to this subset of students was not initially apparent to the school, and no AECA results are available for the 2024–2025 reporting year.

EUA also acknowledges that the general satisfaction surveys conducted with families, staff and facilitators during 2024–2025 — while reflecting genuinely positive stakeholder experience — were not structured to align with the domain-specific outcomes and measures that the Assurance Framework requires. The analysis contained in this report reflects the level of information that was available at the time and the school's understanding of its reporting obligations as they existed during the year.

Part 2 — Material Changes Since November 2025

Since the original submission of this AERR, EUA has taken the following concrete steps in response to identified gaps:

Student Growth and Achievement. Notwithstanding that nearly all of EUA's registered students are in a home education program pursuing an alternative to the Alberta Programs of Study, EUA acknowledges the responsibility to develop means of providing assurance that students are achieving learning outcomes consistent with the Schedule to the Home Education Regulation, with consideration for each of the following: High School Completion, Citizenship, Student Learning Engagement, Literacy and Numeracy, and Education Quality. Articulating these with relevant Measures and Strategies, in the context of EUA's service to students and families, will be identified in the 2026-2029 Education Plan.

Education Plan and Future Reporting. The 2026–2029 Education Plan, currently in development for submission by May 31, 2026, will represent work towards domain-specific Outcomes, Measures and Strategies as the foundation for all future AERR reporting. EUA is working with our Field Services Manager to ensure that the Education Plan and subsequent AERRs reflect a coherent and evidence-informed Continuous Improvement Cycle. The 2025–2026 AERR will be prepared against the framework established in that Education Plan and will represent a materially improved approach to accountability reporting.

Shared Responsibility Enrollment. Improved recordkeeping and attendance tracking protocols have been implemented for Shared Responsibility students, with specific attention to documentation requirements prior to the September 29 count date. As a result, 22 Shared Responsibility students are showing as funded for 2025–2026, compared to 3 in 2024–2025. EUA considers this growth to reflect both improved administrative processes and increased awareness of the program among families.

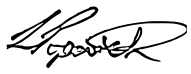
AECA Survey. For 2025–2026, invitations to participate in the AECA survey have been issued to 100% of families with students enrolled in Shared Responsibility programming. Results, if available, will be incorporated into the 2025–2026 AERR.

Stakeholder Engagement. EUA has initiated a broader stakeholder engagement process — involving parents, facilitators, Board and PAC members — to better understand the motivations, priorities and experiences of the families it serves. This research is ongoing and its findings will inform the 2026–2029 Education Plan and future AERR reporting. EUA is committed to developing engagement practices and survey instruments that are meaningfully connected to the Outcomes, Measures and Strategies to be initiated in the forthcoming Education Plan.

Organizational Leadership. EUA has added additional leadership capacity to support the Head of School with administrative and school operational priorities. Among the early contributions of this expanded capacity has been a direct engagement with EUA's regulatory accountability obligations — specifically, in the Alberta Education and Childcare Assurance Framework. This shift in orientation is reflected in the revision of this AERR: gaps are named rather than reframed, corrective actions are documented where they exist, and areas requiring future development are identified. EUA considers this a meaningful step in building the institutional capacity required to meet its obligations as an accredited funded independent school.

This revision to the Annual Education Results Report for 2024/2025 was approved by the operator and/or governing body on April 14, 2026.

Board Chair signature:



Education Unlimited Academy Mission

The purpose of Education Unlimited Academy (EUA) is to empower parents to exercise their responsibility for the education of their children.

EUA enables parents to home educate by helping them to understand the requirements of provincial regulations as well as their own rights as home educators, while at the same time greatly simplifying the required paperwork for registration and funding.

EUA equips parents by providing them with the knowledge and tools necessary to lead their children to responsible adulthood.

EUA encourages parental authority in home education by promoting the foundational principles for educating children within the family created by God, and by reminding parents that these principles do not change with time.

Due to the work of EUA, hundreds of families educate their children at home. EUA will continue following this path which has provided many children with the best possible educational opportunities for them.

Stakeholder Engagement

Engagement with Parents:

Over the 2024-2025 School Year EUN actively provided parents opportunities for feedback in two primary ways, during regularly scheduled facilitation visits and through our annual survey in May.

During each academic year, EUA's facilitators are in contact with their families through in-person visits, telephone calls, and occasional emails. This ensures that there is ongoing feedback throughout the school year. The feedback and input provided to facilitators during visits has historically been operational and anecdotal. As such developed systems for capturing specific points of feedback, and any improvements made as a result, are not well documented.

Improvements that were made because of parent feedback in 2024-2025:

- Redeveloped Funding Agreements for Parent Resources funding to simplify year-end claims for 25% balance of funding without receipts and/or transfer to the school
- Implementation of the change of the delivery of Shared Responsibility programming to a Knowledge and Employability (K&E) course (see below for additional details)

In the May survey Parents were asked the general question, "How satisfied are you with the Education Unlimited Service?" The statement was the same question posed a year earlier and was not qualified, nor did we inquire on specific aspects of how EUN serves families and students. Expressed as an overall impression, results year over year remain relatively consistent with 96% of respondents either 'very satisfied' or 'completely satisfied' (93% in 2023-2024).

	completely satisfied		very satisfied		satisfied		somewhat satisfied		not satisfied	
Question	2024	2025	2024	2025	2024	2025	2024	2025	2024	2025
How satisfied are you with the Education Unlimited Service?	74%	75%	19%	21%	6%	3%	0%	1%	0%	0%

EUN delivers a bi-weekly newsletter to families with information on the academic year, deadlines and timelines, and content for encouragement and support. This year represents our first year of beginning to understand the reporting capabilities available in the email tool. In future years we anticipate being able to gain insight on how families engage with the resources we provide from this reporting.

Considering that parents choose home education specifically for the purpose of being centrally involved in their children's education, there is no question that the parents who have registered with EUA are satisfied with their level of involvement. EUA has historically operated on the premise that if they are unsatisfied with EUN, they would simply choose a different option for educating their children.

Registrations	**EC**	**1-3**	**4-6**	**7-9**	**10-12**	**EC-12**	**Included SR in total**	**Growth***
2025-26	183	612	612	520	437	2364	18	6.6%
% of annual total	7.7%	25.9%	25.9%	22.0%	18.5%			
2024-25	176	607	549	503	383	2218	3	-1.0%
% of annual total	7.9%	27.4%	24.8%	22.7%	17.3%			
2023-24	165	597	601	495	383	2241	0	19.0%
% of annual total	7.4%	26.6%	26.8%	22.1%	17.1%			
2022-23	0	543	526	473	341	1883	3	First Year
% of annual total	0.0%	28.8%	27.9%	25.1%	18.1%			

* % Change from 2022-23 to 2023-24 skewed due to addition of ECS Enrollment (+9.7% without ECS Enrollment).

Subsequent to the original submission of this AERR, EUA has initiated a broader stakeholder engagement process involving parents, facilitators, Board, and PAC members to better understand the motivations, priorities and experiences of the families it serves. This research is ongoing and its findings will inform both the 2026–2029 Education Plan (EP) and future AERR reporting. EUA is committed to developing survey instruments and engagement practices that are meaningfully connected to the Outcomes, Measures and Strategies that will be established in future EPs.

Domain: Student Growth & Achievement

Student growth and achievement is an ongoing process and continues in the home education programs of EUA's families. The overwhelming satisfaction expressed by parents in the survey results noted above is only possible because they believe their children are experiencing meaningful growth and achievement.
Shared Responsibility Programming

EUA also offered (starting 2024-2025) a Knowledge and Employability (K&E) Math and Science course as a Shared Responsibility program for children that are 13 - 16 years of age following Alberta programming requirements.

The delivery of the K&E course through Shared Responsibility programming was in response to both limited interest/enrolment in previous years and with administrative challenges experienced in the first two years of SR programming. An administrative decision was made to offer the option for K&E programming using the Math, Science and some Language Arts resources initially prepared by Alberta Apprenticeship and Industry Training for the Trades Entrance exam preparation.

	2025-2026	2024-2025	2023-2024	2022-2023
SR Students Registered	24	11	7	13
SR Students Funded	22	3	0	3

Over the first three years of school operations, EUA had most students that we considered enrolled (Interested in the table above) in a SR program disqualified through the enrollment verification process. This was due to a variety of reasons, most notably issues with recordkeeping and attendance prior to the September 29 count date.

To gauge feedback, a June 2025 survey was emailed to parents of students in the Shared Responsibility program. Unfortunately, none of the parents participated in the survey. The survey questions can be viewed in Appendix B. For 2025–2026, EUA has already emailed an invitation to the ACEA survey to the parents and students registered as Shared Responsibility. Additionally, we will implement a more structured approach to collecting feedback from Shared Responsibility families, including direct follow-up with families to ensure that meaningful feedback is available for the 2025–2026 AERR.

In preparation for the 2025-2026 school year, EUN scheduled virtual information sessions in the Spring of 2024-2025 held by the school Principal. We also implemented improved recordkeeping and attendance tracking protocols for Shared Responsibility students, with specific attention to documentation requirements prior to the September 29 count date. As a result, 22 Shared Responsibility students are showing as funded for 2025–2026, compared to 3 in 2024–2025. EUA considers this growth to reflect both improved administrative processes and increased awareness of the program among families.

Leading into the 2026-2029 Education Plan EUA expects to have more clearly articulated Outcomes, Measures and Strategies attached to students enrolled in the Shared Responsibility Program.

Provincial Achievement Tests - No students wrote any provincial assessments in the 2024-2025 school year. This is an unsurprising observation as EUA's families almost exclusively pursue an alternative to the Alberta Program of Study (see Domain: Local and Societal Context) and Provincial Achievement Tests do not typically provide relevant feedback on progress for these students.

EUA recognizes this can create a tension between the observation that PATs do not effectively assess progress under alternative programs of study and the department's need for assurance of student growth

and achievement. EUA has identified that the Schedule to the Home Education Regulation articulates learning outcomes applicable to supervised home education programs. These outcomes — while not assessed through provincial instruments — provide a framework against which EUA's sees opportunity to engage with our certificated facilitators, in their professional capacity, to improve parents' ability to demonstrate student progress. EUA will work to articulate how facilitation practice aligns with these outcomes in the 2026–2029 Education Plan.

High School Completion

Formal recognition, including tracking completion, is primarily considered by EUA as the domain of parents in discussion with their children. Each family and student is engaged in the determination of their own completion. EUA's digital online system does include a Transcript feature that allows a parent to enter high school-level content and subject matter that their student has completed for use in post-secondary applications, employment purposes, and other uses. Transcript completions, including time in High School, are being explored as measures by which EUA can demonstrate outcomes related to High School Completion.

Literacy and Numeracy strategies for Grades K-5

An annual Student Progress Report is completed for each student by their parent and reviewed with their Facilitator. All areas of student progress, including progress in subjects that lead to development of Literacy and Numeracy. With each home education program being primarily parent-directed EUA has not articulated a school-wide strategy related to Literacy and Numeracy, rather our Facilitators support families and students' case-by-case. Some facilitator engagement is ongoing for 2025-2026 to more fully articulate the approaches that our Facilitators employ in this area to inform the Education Plan.

First Nations, Métis and Inuit Student Success

Alberta's Home Education Notification Forms contain a box for families to identify students as First Nations, Métis or Inuit. However, none of EUA's families have identified in this way. Additionally, anecdotal evidence suggests there are very few First Nations, Métis or Inuit (FNMI) families in our community. We would expect students of all home educating families, including FNMI families, to benefit from the unique experience of being educated at home.

EUA does, however, recognize that the absence of identified students does not necessarily confirm the absence of FNMI students or families in our community. The 2026-2029 Education Plan will include attention to how EUA can better support FNMI students and families, including consideration of how to provide culturally responsive resources within a home education model.

EUA's facilitators are sensitive to the concerns of FNMI people and the need for Reconciliation.

Historically, EUA has never provided specific resources for any cultural, ethnic, linguistic, and/or historically significant population. Our overall approach is that parents will incorporate appropriate resources into their students' individual program plans.

Domain: Teaching & Leading

Parent Supports

Parents are supported by EUA as their children's teachers, with Facilitators assigned to encourage and support the parents in that role. The parents (as teachers) are supported by their assigned Facilitator, EUA's Digital Infrastructure and a range of Online Resources.

Assigned Facilitator

The family is matched with a Facilitator that supports all students in the family to provide consistency, continuity and familiarity. Most Facilitation relationships last throughout the entire home education journey from kindergarten through completion of the home education program.

Facilitators are required to meet with the family in-person and in the family's home twice per year as well as a mid-year telephone 'check-in' to address any questions. Facilitators are prepared to provide guidance to parents on developing a program plan, answering questions on resources (curriculum, modes of instruction, evaluation, etc.), managing student progress reports, as well as questions on parent resource funding.

EUA Digital Infrastructure

EUA's proprietary "myEU" portal provides a full program planning and progress reporting platform for guiding the parent through their student's home education program. This platform removes much 'guesswork' for the parent as a teacher and sets them up for success in the planning and preparation for each year of their child's education.

Online Resources

Facilitators also refer families to our library of online videos and resources that address most common challenges and questions that home educators may face, including many student or learner-specific questions that arise. Some specific details are included below under "Learning Supports."

In the May 2025 survey, parents were asked, "How satisfied are you with the services you receive from your facilitator?" Of the 175 responses, 93% were either 'completely satisfied' or 'very satisfied', compared with 94% in 2024.

	completely satisfied		**very satisfied**		**satisfied**		**somewhat satisfied**		**not satisfied**	
Question	2024	2025	2024	2025	2024	2025	2024	2025	2024	2025
How satisfied are you with the services you receive from your facilitator?	78%	79%	16%	14%	5%	6%	2%	1%	0%	0%

Based on the survey results, EUA is offering parents the leadership they need to effectively oversee the education of their children.

Facilitator Supports

The primary vehicle and means of Facilitator Development for our Certificated Teachers is through the Professional Growth Plan (PGP). Each of the teachers/facilitators produces a PGP plan on an annual basis. EUA intends to collaborate with Alberta Education and the Facilitators directly to continuously improve the PGP's.

While there is opportunity for greater leverage of the PGP for Facilitators, the following represent EUA's opportunities for dialog and development of our Facilitators:

- Monthly Professional Development (PD) meetings which involve the following:
    - Communication of Notification and Registration numbers
    - Assignment of Facilitation Responsibilities
    - Updates on School Policies, Communications and other key updates
    - Discussion of any questions or concerns with respect to direction, facilitation
    - Sharing amongst Facilitators on trends, anecdotes and other learning that is beneficial to peers or to inform policy.
    - To date this has been largely anecdotal and specific items addressed ad hoc and not inherently systematically.
- Twice Annual In-Person Meetings
    - In October and June of each school year, the entire EUA Board, PAC, Management and Teacher Staff (Facilitators) meet for a one-day in-person gathering to build relationships and receive updates on the status of the school.
    - Starting 2025-2026 more active engagement of each of these user groups commenced. Among the key purposes is to increase the formal engagement with Facilitators.
- In 2024-2025 EUA hired an additional three facilitators. These facilitators were onboarded using a one-on-one mentoring relationship with a more experienced EUA facilitator.

Facilitator Employment Satisfaction:

In May 2025, EUA sent a survey to its staff to obtain a general sense of Teacher satisfaction. Twelve staff replied to the question, "How satisfied are you regarding your employment with Education Unlimited?" Seven were completely satisfied (58%), 4 were very satisfied (33%), and 1 was satisfied (8%). None were somewhat satisfied or not satisfied.

	completely satisfied		**very satisfied**		**satisfied**		**somewhat satisfied**		**not satisfied**	
Question	2024	2025	2024	2025	2024	2025	2024	2025	2024	2025
How satisfied are you regarding your employment with Education Unlimited?	69%	58%	19%	33%	13%	8%	0%	0%	0%	0%

The staff survey results indicate a high degree of satisfaction with the current direction of the organization.

Domain: Learning Supports

Children at home are learning in the most welcoming, caring, respectful and safe environments that could possibly be devised. They are much less likely to experience teasing, bullying or other forms of emotional or physical abuse than they would in a school environment.

A central aspect of EUA's support structure for parents is its pioneering online system (as describe above under "Domian: Teaching and Leading – Parent Supports"). To measure parental satisfaction with the system, the May 2025 survey asked, "How satisfied are you with Education Unlimited's Digital System?"

	completely satisfied		**very satisfied**		**satisfied**		**somewhat satisfied**		**not satisfied**	
Question	2024	2025	2024	2025	2024	2025	2024	2025	2024	2025
How satisfied are you with your Education Unlimited's Digital System?	62%	64%	25%	21%	13%	11%	0%	4%	0%	0%

Online Resources as Learning Supports

EUA's YouTube channel of videos to equip and encourage home educating families now has over 34,700 views. Over the period from September 1, 2024 thru June 30, 2025 the YouTube Channel had 3,930 views.

	Category	**# Videos**	**Total Views**
Rank			
1	EUN Introduction & Organizational	71	1,204
2	Parent Encouragement & Mindset	123	911
3	Defence of Home Education	94	819
4	Learning Challenges & Reading	36	371
5	Worldview, Faith & Authority	33	296
6	Practical Instruction & Getting Started	82	225
7	Post-Secondary, Accreditation & Careers	61	104

While this is an initial, retrospective look at the views for a single year it provides some baseline information for us to review for future years.

Activities Unlimited as Learning Supports

One of EUA's goals is to establish personal interaction between families in our community. Organizing activities outside the classroom fulfills this purpose. Therefore, EUA's initiative called Activities Unlimited held several educational activities for home educating families.

The 2024-2025 year saw the expansion of the scope and breadth of Activities Unlimited, including the addition of a full-time Chief Activities Officer (CAO) to plan and coordinate activities across the province. Accomplishments over the year include:

Activities Held*:

Augmented Learning and Workshops – 5 Activities with 56 Attendees
Drama and Arts – 4 Activities with 136 Attendees
Phys Ed – 26 Activities with 1,036 Attendees

Extra-Curricular (field trips, tours, museum visits) – 26 Activities with 584 Attendees
Training and Workforce Preparation (First Aid and Babysitting) – 4 Activities with 30 Attendees

*Note that some of the Activities were recurring events, such as skating, whereby the general reporting counted a 4-week registration as one activity for one participant while the 'Activities Held' summary shows 4 Activities with the weekly participation as 4-Attendees. Totals will not reconcile for this reason.

Communities Impacted:

Over the 2024-2025 school year, activities were held in nearly all areas of the province including Barnwell, Calgary (3x), Edmonton (4x), Elkwater, Fairview (2x), Fort McMurray (5x), Grande Prairie (2x), La Crete (3x), Lethbridge (4x), Nanton, Nisku, Seba Beach (2x), Sturgeon County, Taber (3x), Wetaskiwin (4x) and Worsley.

To support further growth of Activities Unlimited, we have developed the activitesunlimited.ca website for promotion, registration and reporting of activities. The website was launched for the 2025-2026 school year.

School Sport Alberta (SSA) Participation

Education Unlimited is a member of School Sport Alberta (SSA) and has been since 2022-2023. Through Activities Unlimited, EUA has encouraged students to be aware of and participate in SSA team and individual sports.

We have adopted the SSA eligibility requirements for Sport Participation and worked with other schools, through their Athletic Director and Principal, to allow students to participate on some of the following 'joint teams'. There is a desire to increase participation on both joint teams and in individual sports (as defined in the SSA handbook) to create more of these opportunities for EUA students.

	2024-2025	2023-2024	2022-2023
Students on Joint Teams			
Basketball	2	2	2
Curling	1	-	-

Expanding Capacity and Learner Supports (ECLS)

Through the 2024-2025 school year no students have accessed ECLS through AISCA.

Domain: Governance

Parent Involvement

The EUA board and PAC are comprised of parents whose children have been registered through EUA, both currently or graduated. They are committed to the success and long-term sustainability of the school. Meetings are well-attended, conducted smoothly, and exhibit a unity of purpose among the members.

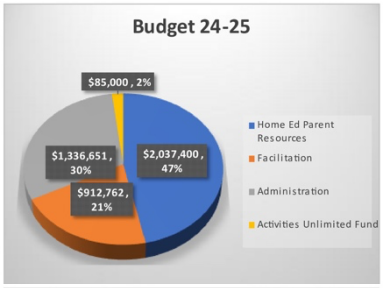
EUA holds monthly meetings through the school year with the Board and PAC. Over the 2024-2025 year, 10 meetings were held with a continued focus on developing Board capacity to become familiar with Governance, oversight on school operations, and policy development. Monthly meetings are conducted over Zoom while twice each year (in October and June) both the board and PAC meetings are held in person.

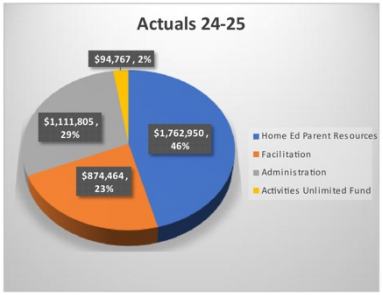
Notable accomplishments:

- Approval of Special Needs Policy
- Approval of Education Plan for 2025-2028
- Approval of the Alberta Education Results Report for 2024/2025
- Input into the development of Activities Unlimited

EUA Board and PAC have also identified the need to establish organizational strategic planning for the long-term sustainability of the school. Progress toward understanding and establishing this strategy will be established through 2025-2026 and inform portions of the 2026 – 2029 Education Plan. Subsequent to the close of the 2024-2025 school year the Board and school created a new leadership position of Chief Operating Officer (COO). The incumbent will be working to define both the role and duties, but it is expected to include both administrative and school operational priorities.

Financial Management:





EUA maintains a conservative financial approach ensuring that 70% of the funding from Alberta Education directly benefits the students while keeping the administrative overhead to 30%.

Our financial policies require that the budget as well as the actual results are kept in a surplus status to maintain the financial health of the school. Maintaining this surplus allows us to manage cash flow effectively throughout the year as cash demands. This consistent approach enables us to reimburse families for their educational expenses, often even before we receive funds from Alberta Education.

Maintaining positive cash flow also ensures the longer-term financial health of the school. For the 2024-25 year, we budgeted for a $56,285 operational surplus and concluded the year with a $73,984 surplus, demonstrating our commitment to financial stability and stewardship. In previous years, we have also consistently ended with a surplus, further highlighting our prudent financial management.

Summary of Income and Expenses

	2024-2025 Actual		**Budget**	
Education Grant Funds	**3,917,970**		**4,428,098**	
Parent Resources	1,762,950	45.0%	2,037,400	46.0%
Administration and IT	1,111,805	28.4%	1,336,651	30.2%
Facilitation	874,464	22.3%	912,762	20.6%
Total Expenses	3,749,219		4,286,813	
Activities Fund	94,767	2.4%	85,000	1.9%
Operational Surplus	**73,984**	**1.9%**	**56,285**	**1.3%**

For additional information, please contact Michael Korsholm cfo@educationunlimited.ca.

Domain: Local & Societal Context

As in previous years, EUA continued to provide leadership in fulfilling a unique role within the Alberta home education community by primarily supporting parents that are looking for an alternative to the Alberta Program of Study. EUA is not necessarily a "virtual school" offering an online school experience. Rather, we are virtual in that we do not offer in-person learning and have no physical existence as a brick-and-mortar school. Instead, the administration and operations of the school are conducted online.

EUA provides these parents the tools and resources to deliver a 'supervised home education program' within the Home Education Regulation. Having begun this approach in 1999 as a home education services provider to affiliate school boards, EUA continues to pioneer new ways of providing school services to families throughout the province. EUA encourages parents in their belief that parents are best suited to lead their children's education, and that the family home is the best possible educational environment for their children.

The present perspective of EUA's impact in a Local and Societal Context is made primarily from value statements and informed beliefs from a philosophical or faith perspective that favors learning in a home environment over a public-school environment. To date, as a school, we have not articulated these as value-statements into outcomes, measures or strategies.

As of this revised 2024-2025 AERR we are aware of the applicability of incorporating relevant items from the Schedule attached to the Home Education Regulation. This information will inform our approach to future Education Plan and AERR submissions.

Notwithstanding the opportunities for improvement in this area, the following summarizes key growth areas for EUA over the 2024-2025 academic year, ultimately benefitting the students and families we serve:

- Formal Strategic Planning to ensure the long-term sustainability of the school
- Addition of Key Leadership Positions
    - Chief Activities Officer for Activities Unlimited
    - Chief Operating Officer to lead strategic planning and operational improvements
- Expansion of Activities Unlimited offering supplementary learning, extracurricular, and other experiences to students
- Growth in understanding and utilization of the Education Plan -> Alberta Education Results Reporting cycle

Whistleblower Protection

Section 32 of the *Public Interest Disclosure Act* requires that school authorities must prepare a report annually on all disclosures made or referred to the designated officer of the department. There are no such incidents to report for EUA's 2024/25 school year.

Appendix A

Required Alberta Education Assurance Measures - Overall Summary

Spring 2025

School: 2443 Education Unlimited Academy

Assurance Domain	Measure	Education Unlimited 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	**n/a**	n/a	n/a	**83.9**	83.7	84.4	n/a	n/a	n/a
	Citizenship	**n/a**	n/a	n/a	**79.8**	79.4	80.4	n/a	n/a	n/a
	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**	n/a	n/a	**n/a**	68.5	67.4	n/a	n/a	n/a
	PAT6: Excellence	**n/a**	n/a	n/a	**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	**n/a**	n/a	n/a	**87.7**	87.6	88.2	n/a	n/a	n/a
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	**n/a**	n/a	n/a	**84.4**	84.0	84.9	n/a	n/a	n/a
	Access to Supports and Services	**n/a**	n/a	n/a	**80.1**	79.9	80.7	n/a	n/a	n/a
Governance	Parental Involvement	**n/a**	n/a	n/a	**80.0**	79.5	79.1	n/a	n/a	n/a

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. Caution should be used when interpreting high school completion rate results over time, as participation in the 2019/20 to 2021/22 Diploma Exams was impacted by the COVID-19 pandemic. In the absence of Diploma Exams, achievement level of diploma courses were determined solely by school-awarded marks.
3. Aggregated Grade 6 Provincial Achievement Test (PAT) results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each Grade 6 course. Courses included: Social Studies (Grade 6).
4. Aggregated Grade 9 PAT results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each Grade 9 course. Courses included: English Language Arts (Grades 9, 9 KAE), Français (9e année), French Language Arts (9e année), Mathematics (Grades 9, 9 KAE), Science (Grades 9, 9 KAE), Social Studies (Grades 9, 9 KAE).
5. Participation in the PATs and Diploma Exams was impacted by the COVID-19 pandemic from 2019/20 to 2021/22. School years 2019/20, 2020/21 and 2021/22 are not included in the rolling 3-year average. Caution should be used when interpreting trends over time.
6. Participation in the PATs and Diploma Exams was impacted by the fires in 2022/23. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
7. Beginning in 2022/23, results for the Grade 6 Provincial Achievement Tests do not include students participating in subjects where the tests were not administered due to new curriculum being piloted or optionally implemented.
8. Security breaches occurred over the last few days of the 2021/22 PAT administration window. Students most likely impacted by these security breaches have been excluded from the provincial cohort. All students have been included in school and school authority reporting. Caution should be used when interpreting these results.
9. Aggregated Diploma results are a weighted average of percent meeting standards (Acceptable, Excellence) on Diploma Examinations. The weights are the number of students writing the Diploma Exam for each course. Courses included: English Language Arts 30-1, English Language Arts 30-2, French Language Arts 30-1, Français 30-1, Mathematics 30-1, Mathematics 30-2, Chemistry 30, Physics 30, Biology 30, Science 30, Social Studies 30-1, Social Studies 30-2.

Appendix B

Survey for Shared Responsibility Parents

Dear Parents,

We are required by the Alberta Department of Education to request feedback from parents of students who were in the Shared Responsibility program. Please take a moment to answer the following questions because this will help us demonstrate accountability for the public funding we receive. The answers can be short or long depending on your own preference.

Since this is just a regular email rather than a click-button survey, please type your answers beneath each question.

Feel free to answer with just a “yes” or a “no” if you like.

1) Were you satisfied with the programming provided in the Shared Responsibility program?

2) Did you feel that your child had sufficient access to needed learning supports and services in the Shared Responsibility program?

3) Did the Shared Responsibility program provide a welcoming, caring, respectful, and safe learning environment?

4) Do you think your child received quality education through the Shared Responsibility program?

5) Did you feel that there was an opportunity for you as a parent to be involved in decisions about your child's education in the Shared Responsibility program?

6) Is there any other feedback you would like to provide?

We at Education Unlimited thank you for helping us review and improve our educational programs.