



## Annual Education Results Report for 2021 - 2022

## Message from the Board Chair

I am honoured to present the 2021-22 Annual Education Results Report (AERR) on behalf of the Waldorf Independent School of Edmonton. Our priorities of student learning, leadership, and community engagement remain at the forefront of everything we do as an organization. The outcomes reported in this document reflect the dedication and skills of our faculty, staff, and community.

This past year has brought the importance of diversity, equity, and community engagement to the forefront and solidified our vision to create a school that nurtures students' critical and moral thinking, and empowers them to be compassionate world citizens capable of bringing responsible and inspired action to their lives. Our priorities for the upcoming year will be maintaining our commitment to ongoing professional development, ensuring all members of our diverse school community feel welcomed, accepted, and valued, and re-developing our WISE Vision, Mission and Values through community engagement and collaborative leadership. We aspire to deepen our relationships with Indigenous knowledge keepers. We are excited to grow student leadership opportunities to expand students' citizenship and stewardship experience. WISE students continue to be supported in developing attributes of positive citizenship, such as recognizing and valuing different perspectives.

We will continue integrating experiential learning opportunities in humanities, sciences, mathematics, movement and athletic activities, world languages, and cross-curricular arts-based learning, including visual, musical, dramatic, speech, and applied practical arts. The work of our faculty, administration, board and students has set a course for strong performance and improved growth. I look forward with enthusiasm and optimism to the future of the school.

Regards,



Steven Barnett,  
WESE Board President

## Accountability Statement

The Annual Education Results Report (AERR) for the Waldorf Education Society of Edmonton (WESE) for the 2021-22 school year was prepared under the direction of the Board/Board of Directors in accordance with the responsibilities under the *Education Act* and the *Fiscal Planning and Transparency Act*. The Board is committed to using the results in this report to improve outcomes for students and 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 AERR for 2021/22 was approved by the Board on January 30, 2023.

A handwritten signature in black ink, appearing to read 'S. Barnett'.

Steven Barnett,  
WESE Board President

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## **A Profile of the WESE School Authority**

The Waldorf Education Society of Edmonton (WESE), which operates the Waldorf Independent School of Edmonton (WISE), was formed in 2002 when a gathering of like-minded individuals committed their support to the development of Waldorf education in Edmonton. Ingrained in a one-hundred-year-old educational philosophy, the Waldorf Independent School of Edmonton is part of a broader educational movement of over twelve hundred Waldorf schools worldwide.

The WESE Board of Directors works strategically to enable organizational, legal, and financial health to realize the WISE's mission, vision and values. The WESE board is responsible for planning related to the facilities, policy, public awareness, fundraising, and long-term strategic planning. WESE members elect board directors at the Annual General Meeting (AGM). This body comprises parents, members of the broader community interested in Waldorf Education, and faculty representatives. The Principal and Executive Administrator report directly to the Board.

WESE Board standing committees include faculty council, fairs, finance, fundraising, garden, growth and development, new build, parent partnership, site, and social justice. These committees support the WISE's vision and mission through various administrative functions, projects, research, and community events.

## **Profile of the WISE**

The WISE was established in September 2011 and operates as a private accredited school providing early childhood, elementary, and junior high programs. Blending Waldorf pedagogy and Alberta curricula, the WISE integrates academic, artistic, and experiential learning to develop critical thinking, foster creativity and imagination, and enliven core subjects through purposeful activity. Our Faculty engage in collaborative leadership that contributes to the school culture and supports the professional learning community through weekly meeting structures of both Division and Faculty Council that include pedagogical study, action research, and an ongoing commitment to professional and personal development in support of enhancing student learning through teaching and leading.

Lessons in music, singing, fine arts, movement, French, German, handwork, woodwork, and practical arts supplement the academic curriculum and meet the range of student learning styles while encouraging a holistic "head, heart, and hands" approach to learning. The WISE strives to nurture students' sense of self, develop and understand their relationship and responsibility to the natural world and immediate community, and cultivate respect for each other and diverse perspectives through their observations and experiences.

The WISE is an Associate Member School of the Association of Waldorf Schools of North America (AWSNA) and the Waldorf Early Childhood Association of North America (WECAN). WESE is also a member of the Association of Independent Schools and Colleges of Alberta (AISCA).

WESE/WISE offers the following programming:

- Early childhood programs for children from birth to 5 years of age and parent education
- Half-day Kindergarten
- Grades 1 – 9
- Traditional, parent-directed Home Education facilitation for Grades 1-9

## **Foundation Statements**

### **Mission**

The Waldorf Independent School of Edmonton is a community-run school that strives to provide an accessible Waldorf education for children and families. We look to the pedagogical and anthroposophical indications of Rudolf Steiner to guide and foster the physical, emotional, intellectual, and spiritual potential of the child towards the realization of responsible human freedom.

### **Values Statements**

We value children and honour the whole child.

We value Waldorf Education for what it brings to each family.

We value our unique community built on mutual respect and integrity.

We believe that humanity is interconnected and that it is our shared responsibility to participate in our world's healing and nurturing.

We value the spiritual intention guiding our school, and we honour the diverse beliefs of our community.

### **Vision**

The WISE is a thriving Waldorf school housed in an inspiring and functionally designed space that enhances student learning across the range of WESE programming. Both our building and surrounding land reflect our values of ecological sustainability, accessibility, human connectedness and well-being.

Our Waldorf-trained teachers provide child development-centered Waldorf pedagogy in tandem with the Alberta Curriculum. Teachers are supported in adapting to an ever-evolving environment - improving accessibility, welcoming diversity and nurturing community relations.

The WISE maintains a sustainable financial model to meet the needs of our school.

The WISE is known for its talented, committed staff and students who demonstrate community responsibility, reciprocity, stewardship and a passion for life and education.

The WISE maintains its designation as an 'Associate Member School' within AWSNA.

## Introduction to the Annual Education Results Report

This document is part of an annual reporting cycle where we provide assurance to our community of stakeholders (students, faculty, parents, community neighbours and partners, and Alberta Education) that WISE is committed to a responsive, sustainable continuous improvement model. This Annual Education Results Report (AERR) responds directly to our annual Education Plan and describes our consultation, reflection, implementation, and how we maintain and improve our teaching methods, programming, and facilities. We believe our stakeholders provide invaluable feedback about our progress and, alongside the data we compile from student assessments and surveys, guide the financial priorities and school-wide strategies we employ to ensure the needs of our students and community are met.

Through the 2022-23 Funding Manual for School Authorities, Alberta Education details a reporting format for schools and school authorities to share their improvement process and cycle with stakeholders. The Education Plan and AERR relate to each other clearly and succinctly; the Education Plan details the plan for the coming years and our strategies to achieve improved results, while the AERR demonstrates how effective we were in our methods and what to consider in the coming year's plan.

We identified three main priorities within our 2021-23 Education Plan, published in May 2021:

- **Student Learning**
- **Leadership**
- **Community Engagement**

The following document reflects these priorities and the specific outcomes we have set as goals, alongside the initiatives implemented and the results and data we have gathered.



*Funding Manual for School Authorities 2022/23 School Year (page 138)*



## Fall 2022 Alberta Education Assurance Measures: Overall Summary

Assurance Domain	Measure	Waldorf Independent School Edm			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	91.7	89.4	n/a	85.1	85.6	n/a	n/a	n/a	n/a
	Citizenship	94.2	94.2	91.7	81.4	83.2	83.1	Very High	Maintained	Excellent
	3-year High School Completion	n/a	n/a	n/a	83.2	83.4	81.1	n/a	n/a	n/a
	5-year High School Completion	n/a	n/a	n/a	87.1	86.2	85.6	n/a	n/a	n/a
	PAT: Acceptable	78.1	n/a	85.6	67.3	n/a	73.8	n/a	n/a	n/a
	PAT: Excellence	22.7	n/a	23.1	18	n/a	20.6	n/a	n/a	n/a
	Diploma: Acceptable	n/a	n/a	n/a	75.2	n/a	83.6	n/a	n/a	n/a
	Diploma: Excellence	n/a	n/a	n/a	18.2	n/a	24.0	n/a	n/a	n/a
Teaching & Leading	Education Quality	95.3	95.7	95.3	89	89.6	90.3	Very High	Maintained	Excellent
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	96.7	95.4	n/a	86.1	87.8	n/a	n/a	n/a	n/a
	Access to Supports and Services	93.3	92.9	n/a	81.6	82.6	n/a	n/a	n/a	n/a
Governance	Parental Involvement	97.7	100	97.4	78.8	79.5	81.5	Very High	Maintained	Excellent

### Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (\*).
2. Participation in the Provincial Achievement Tests and Diploma Exams was impacted by the fires in 2018/19, as well as by the COVID-19 pandemic in 2019/20, 2020/21 and the January 2022 Diploma Exam administration. 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.
3. Aggregated PAT results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each course. Courses Included: English Language Arts (Grades 6, 9, 9 KAE), Français (6e et 9e année), French Language Arts (6e et 9e année), Mathematics (Grades 6, 9, 9 KAE), Science (Grades 6, 9, 9 KAE), Social Studies (Grades 6, 9, 9 KAE).
4. 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.

## PRIORITY 1: STUDENT LEARNING

*WISE students are inspired to learn; they demonstrate academic rigour in their literacy and numeracy development and exhibit qualities of our school core values that reflect a sense of responsibility to equity and stewardship.*

### OUTCOMES AS DESCRIBED IN THE 2021-22 EDUCATION PLAN

WISE students demonstrate confidence and proficiency in literacy and numeracy skills.

WISE programming cultivates development of student skills reflective of citizenship, equity, and stewardship with First Nations Metis & Inuit (FNMI) foundational knowledge and skills.

## PERFORMANCE MEASURE REVIEW

### Provincial Achievement Test results

The Provincial Achievement Test (PAT) indicates that students in Grades 6 & 9 have understood Alberta Education curricular concepts and can demonstrate their knowledge. In past years, we have reviewed detailed results with faculty to identify opportunities to improve literacy and numeracy competencies by adjusting classroom delivery.

Due to the cancellation of PATs in 2020 and 2021, we lack continuous data to compare student growth and achievement year over year. Overall, the Grade 6 & 9 PAT results in 2021-22 outperformed the provincial average in both Acceptable Standards and Standards of Excellence. We acknowledge that we are in a worldwide recovery of COVID learning loss that extended to every grade, and we anticipate this will continue to impact achievement. We continue to implement targeted skills development, not only in literacy and numeracy, but also in social-emotional skills that support healthy classroom learning environments. The WISE prioritizes mental health and targeted student learning to meet this goal. These supports will be broadened, having received the Mental Health in Schools Pilot grant for January 2023- July 2024.

In 2021-22, there were times significantly impacted by prolonged student and teacher absences in response to health screenings that consequently led to content gaps, especially in Math for our grade 6 and 9 students. It remains our goal for 90% of students at WISE to achieve the acceptable standard on Grade 6 & 9 PATs. This number reflects an understanding that, in maintaining our commitment to a diverse and accessible school, we will continue to accept students with exceptional learning needs who can benefit from a Waldorf pedagogical approach to learning and support them to their greatest potential.

Performance Measure	WISE Results (in %)			Alberta Results (in %)		
	Current Result (2022)	Prev Year Result (2021)	Prev 3 Year Average	Current Result (2022)	Prev Year Result (2021)	Prev 3 Year Average
Overall percentage of students in Grades 6 and 9 who achieved the acceptable standard on Provincial Achievement Tests (overall results-by number writing).	78.1	n/a	85.6	67.3	n/a	73.8
Overall percentage of students in Grades 6 and 9 who achieved the standard of excellence on Provincial Achievement Tests (overall results-by number writing).	22.7	n/a	23.1	18.0	n/a	20.6

## Alberta Education Survey Results & AWSNA Climate, Diversity & Equity Survey

### Annual Education Assurance Measures (AEAM) Survey results

Alberta Education surveys teachers, parents, and students on an annual basis. Results are compiled and shared with schools each fall via the Annual Education Assurance Measures (AEAM) Report. These results provide valuable stakeholder feedback, particularly when viewed year over year.

Below, we can see that the surveyed teachers, parents, and students in our community feel the students at WISE model active citizenship, are engaged in their learning and that the WISE provides appropriate student supports and services well above the provincial average. The questions related to engaged learning and support services are new to the provincial survey and, therefore, are new metrics to follow in upcoming years. In the first two years of consecutive data, the WISE observed increased satisfaction in both new assurance areas.

As a proactive and responsive approach, WISE conducts a digital survey for parents each spring which mirrors the AEAM survey and provides opportunities for specific comments and feedback. For two consecutive years, we observed a decline in the number of families who completed our internal WISE survey, down to 10%, reflecting ongoing survey fatigue from previous years and resulting in less accuracy as compared to the AEAM, which poses challenges toward better understanding local measures. With this and the comments provided, we recognize a continued need for parents to participate in in-person community rebuilding opportunities post-pandemic. In the past, this internal survey has identified where our community needs additional support and clarified communication gaps in advance of the fall AEAM report. While we had aimed to increase the number of respondents and communicated the importance of garnering this feedback, we recognize that richer opportunities for discussion and engagement are needed and intend to prioritize focus groups and iterative communication with our parent stakeholders (such as community mission/vision values focus groups which we were unable to implement in 2021-22) will accurately capture feedback from a greater cross-section of families.

Overall, we see positive results, consistent with the more detailed results for each category of Teacher, Parent, and Student questionnaires from the AEAM Report. We are proud to share this with our community.

Performance Measure	WISE Results (in %)					Alberta Results (in %)				
	2018	2019	2020	2021	2022	2018	2019	2020	2021	2022
Percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.	89.0	89.6	93.8	94.2	<b>94.2</b>	83.0	82.9	83.3	83.2	<b>81.4</b>
The percentage of teachers, parents and students who agree that students are engaged in their learning at school.	n/a	n/a	n/a	89.4	<b>91.7</b>	n/a	n/a	n/a	85.6	<b>85.1</b>
The percentage of teachers, parents and students who agree that students have access to the appropriate supports and services at school.	n/a	n/a	n/a	92.9	<b>93.3</b>	n/a	n/a	n/a	82.6	<b>81.6</b>
Percentage of teachers, parents and students who agree that their learning environments are welcoming, caring, respectful and safe.	n/a	n/a	n/a	95.4	<b>96.7</b>	n/a	n/a	n/a	87.8	<b>86.1</b>

### Citizenship – Measure Details

Percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.													
	WISE Results					Measure Evaluation			Alberta Results				
	2018	2019	2020	2021	2022				2018	2019	2020	2021	2022
	%	%	%	%	%	Achievement	Improvement	Overall	%	%	%	%	%
Overall	89.0	89.6	93.8	94.2	94.2	Very High	Maintained	Excellent	83.0	82.9	83.3	83.2	81.4
Parent	97.9	100.0	96.8	97.1	99.2	Very High	Maintained	Excellent	81.7	81.9	82.4	81.4	80.4
Student	69.2	68.8	84.6	85.5	84.8	Very High	Improved	Excellent	73.9	73.5	73.8	74.1	72.1
Teacher	100.0	100.0	100.0	100.0	98.4	Very High	Maintained	Excellent	93.4	93.2	93.6	94.1	91.7

## Student Learning Engagement – Measure Details

Percentage of teachers, parents and students who agree that students are engaged in their learning at school.													
	WISE Results					Measure Evaluation			Alberta Results				
	2018	2019	2020	2021	2022				2018	2019	2020	2021	2022
	%	%	%	%	%	Achievement	Improvement	Overall	%	%	%	%	%
Overall	n/a	n/a	n/a	89.4	91.7	n/a	n/a	n/a	n/a	n/a	n/a	85.6	85.1
Parent	n/a	n/a	n/a	98.4	98.7	n/a	n/a	n/a	n/a	n/a	n/a	89.0	88.7
Student	n/a	n/a	n/a	72.3	76.5	n/a	n/a	n/a	n/a	n/a	n/a	71.8	71.3
Teacher	n/a	n/a	n/a	97.4	100.0	n/a	n/a	n/a	n/a	n/a	n/a	96.0	95.5

## AWSNA School Climate, Diversity and Equity Survey

Through the support of the AWSNA, WISE participated in the School Climate, Diversity, and Equity Survey in the spring of 2021 and 2022. Grades 6-9 students provided feedback on diversity and inclusion, safety, and cultural awareness questions.

In our second year engaging in the AWSNA survey, we measured aspects of citizenship, diversity, and stewardship. During 2022, we have heard families express increasingly polarized concerns, either about a lack of inclusion of diverse views or too much content. We believe these results may be due to broader societal polarization on these topics and remain dedicated to cultivating a positive school climate that values diversity and anti-discrimination. In particular, where different views can be represented and respected, and individuals from diverse backgrounds can feel safe and welcome, we hope to continue engaging with families regarding how these topics are included in student learning in a manner that is responsive to community needs and developmentally appropriate. While we are in the preliminary phase of capturing and determining local measures for DEI reporting, we continue to review survey results to understand how accurate and reflective measures are for tracking improvements and speak to the underlying challenges.

In 2021-22 WISE teachers prioritized diversity content throughout the curriculum as part of the Waldorf Scope & Sequence document development, increasing opportunities within the Waldorf curriculum to broaden representation from diverse populations. In 2021-22 WISE students reported decreased student confidence across all questions being used as measures for equity, diversity and school climate at the WISE. However, there is an incongruence between our delivery and student survey results around learning and engaging in discussion topics related to race, gender inclusion, ethnicity, school culture and safety. There is also inconsistency between the AWSNA survey results and the Alberta Education survey results to the question "Percentage of teachers, parents and students who agree that their learning environments are welcoming, caring, respectful and safe." in which students reported improvements in this regard in the AEAM.

The AWSNA survey results raise questions about how the learning environment can become more meaningful and translate into palpable action for grade 6-9 students at the WISE. Student engagement through our newly formed student council and class consultation will be essential in understanding this shift and allowing responsive education and skill building to create a sense of autonomy and safety concerning the respectful discussion of controversial topics. We will continue to provide student opportunities for feedback that tangibly ensure students have a sense of belonging and enhance curricular experiences. Our goal in 2022-23 will be to demonstrate improvement and determine if there are better or additional questions to be asked regarding the measures.

## **Literacy & Numeracy: Benchmarks & Assessments**

Literacy encompasses a student's ability to read and derive meaning from texts and their ability to speak, listen, and write effectively. We gather information about student competencies in several ways, including benchmark testing each fall, to identify students who require help as they learn to read.

Faculty use the Phonological Awareness Skills Test (PAST) to ensure Kindergarten, and Grade 1 students demonstrate strong phonemic awareness skills. In Grades 1-3, Castles and Coltheart Assessment (CC3) and Letter Name-Sound Assessment (LeNS) are used to determine student foundational knowledge for reading and guide instruction and intervention. The Fountas and Pinnell Benchmark system is used for grades 2-9 to identify student reading levels. Intervention is also guided through the Fountas and Pinnell Intervention system, the Guide for Systematic Phonic Instruction, and other supportive evidence-based practice materials that target other decoding skills. In 2021-22, we delivered these assessments to students in grades 1-3. Our review of student learning over the school year demonstrated steady growth in student skills in identifying letter names and sounds and decoding unfamiliar words.

We use the newly mandated numeracy screening assessments to support numeracy development. Students who score under 60% will be provided additional intervention and small group pull-out support. Teachers may use the Math Intervention Planning Instrument (MIPI) to guide further an understanding of student level of achievement and guide instruction and intervention. Math intervention will be supported using the Alberta Education teacher companion Teacher Guide for Numeracy intervention Activities alongside Nelson Leaps and Bounds materials. For students who score between 60-80%, discretionary math intervention may also occur where gaps are identified.

We have initiated a three-year data collection process to capture these benchmarks at the WISE and ensure students' literacy and numeracy skills meet or exceed provincial averages for achievement by the end of grade three. As the Alberta Education assessment requirements have changed, we will be reinitiating datasets in 2022-23 to reflect this change.

## **FNMI student academic success**

The PAT is an indication that students have understood curricular concepts and are capable of demonstrating their knowledge. Currently, our school population is small, and data in this category is often suppressed in PATs to protect privacy. Administratively, internal reviews of FNMI students will determine whether students feel represented, are successful, and receive adequate support. Internal tracking focuses on identifying how many of our FNMI students are meeting acceptable standards, and for those FNMI students who aren't meeting acceptable standards, how many are receiving additional academic school support and intervention or aide support. Currently, all FNMI students at our school either meet acceptable standards or receive focused individualized support that responds to their holistic and academic learning needs.

## **WESE Board commitment to FNMI learning**

In response to the most recent Education Plan, the WESE Board committed ongoing funding and prioritized professional development resources toward deepening the foundational FNMI knowledge among staff, school leaders, and within the classroom. In 2021-22 Indigenous facilitator Rochelle Starr worked with the WESE Board and the WISE staff to continue our FNMI Truth and Reconciliation (TRC) foundational work to develop our skills and deepen our knowledge and understanding through our WISE WESE meeting structure. In 2022-23, we look forward to Indigenous Waldorf teacher, Caroline Stadnick from the Lakota Waldorf School, visiting the WISE and supporting community engagement as the keynote for our annual Gateways conference.

## PRIORITY 2: LEADERSHIP

*WISE faculty exhibit qualities of our school core values that reflect a sense of responsibility to equity and stewardship.*

### OUTCOMES AS DESCRIBED IN THE 2021-22 EDUCATION PLAN

WISE has excellent teachers who are active leaders in their field.

WISE is an active AWSNA member that is well-governed and managed.

### PERFORMANCE MEASURE REVIEW

#### Alberta Education Survey Results & AWSNA Climate, Diversity & Equity Survey

##### Annual Education Assurance Measures (AEAM) Survey results

We are proud to share that surveyed students, teachers, and parents in our community feel the teachers at the WISE provide quality education above the provincial average. In 2021 and 2022, 86% of teachers participated in the survey. We continue to encourage 100% teacher participation in AEAM.

Annual Education Assurance Measures Report (AEAM) Alberta Education										
Percentage of teachers, parents, and students satisfied with the overall quality of basic education	WISE Results (in percentages)					Alberta Results (in %)				
	2018	2019	2020	2021	2022	2018	2019	2020	2021	2022
Overall	95.7	94.1	96.5	95.7	95.3	90.0	90.2	90.3	89.6	89.0
Parent	98.2	97.8	97.4	93.7	94.8	86.0	86.4	86.7	86.7	86.1
Student	88.7	87.9	92.2	93.4	91.1	88.2	88.1	87.8	86.3	85.9
Teacher	100.0	96.4	100.0	100.0	100.0	95.8	96.1	96.4	95.7	95.0

How satisfied or dissatisfied are you with the quality of teaching at your school?	Year	Participants	Very Satisfied	Satisfied	Dissatisfied	Very Dissatisfied	Don't know	Top 2 Box
		#	%	%	%	%	%	%
Teachers - ALL	2018	7	71	29	0	0	0	100
	2019	14	43	57	0	0	0	100
	2020	9	78	22	0	0	0	100
	2021	13	69	32	0	0	0	100
	2022	13	38	62	0	0	0	100

### AWSNA School Climate, Diversity and Equity Survey

In our second year engaging in the AWSNA survey, we measured aspects of quality teaching and leading concerning equity, and we have heard family members express increasingly polarized concerns. In 2021-22 teachers with administration continued to prioritize fostering an inclusive school community which encourages educational and social policies that strengthen diversity as central to our work. The Faculty Council has further identified opportunities for the Waldorf scope and sequence of curriculum development to include a well-developed WISE Sexual Orientation and Gender Identity (SOGI) Policy to provide additional clarity and assurance to students, staff, and parents.

We recognize that the intensity and frequency of school communication regarding shifting legislation and COVID health and safety guidelines to families overshadowed school-wide and classroom communication about education. Based on our results, we believe increased communication and in-person engagement about educational practices to families is needed and that new policy and guideline development will further support a broader understanding of our efforts toward diversity and equity at the WISE. Additionally, we recognize that there were fewer respondents to the survey, which reduced the validity of the survey results, and we wish to re-engage families meaningfully.

Below is a sampling of questions we determined to follow in 2021-22 to capture our progress in equity and stewardship teaching leadership. We recognize some limitations to this survey (survey fatigue = fewer respondents) as a source of good data to guide strategies toward achieving our outcomes.

AWSNA: WISE Parent / Guardian Climate, Equity & Inclusion Survey Questions	2020-21 % of favourable response	2021-22 % of favourable response
<i>How well do you feel your child's school is preparing him/her/them for navigating in a diverse society?</i>	79%	70%
<i>How often does the curriculum represent people from different races, ethnicities, or cultures?</i>	89%	69%
<i>To the best of your knowledge, how often is your child given opportunities to learn about people from different races, ethnicities, or cultures?</i>	95%	87%
<i>How fair or unfair is the school's system of evaluating children?</i>	94%	94%
<i>How well do administrators at your child's school create a school environment that helps children learn?</i>	94%	79%
<i>Overall, how much respect do you think the teachers at your child's school have for the children?</i>	100%	97%
<i>How well do you feel your child's school is preparing him/her/them for his/her/their next academic year?</i>	91%	78%

### **Faculty Council Initiatives: Waldorf Scope & Sequence Document, Assessment and Collaborative Leadership**

The WISE Faculty are encouraged, as leaders in their field, to pursue educational best practices. Weekly Division meetings, bi-monthly Faculty Council meetings and monthly Full Faculty meetings provide an essential structure for teachers and support staff to share their feedback, receive ongoing professional development, and engage in a

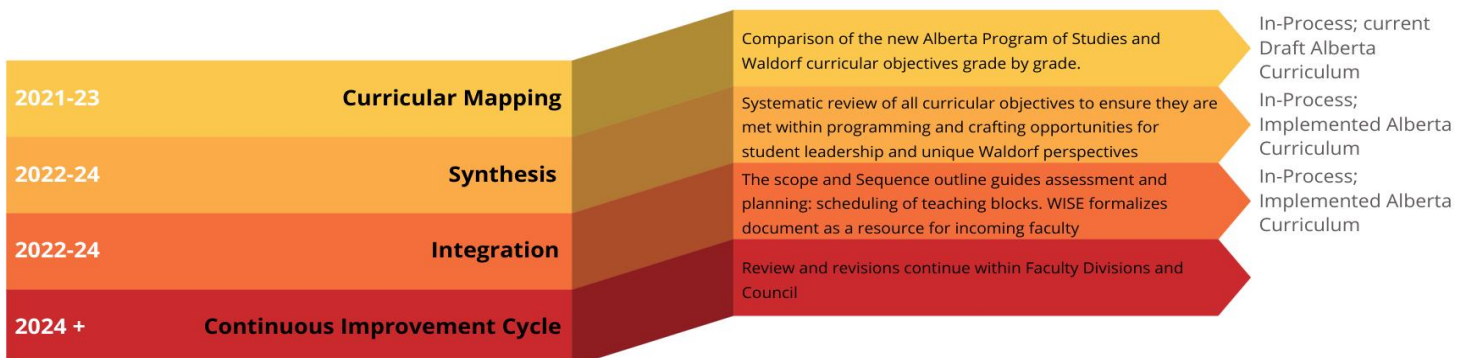
collaborative leadership process. Through this meeting structure, the WISE faculty demonstrate leadership in their fields of expertise as dedicated Waldorf educators. Faculty Council has continued to prioritize the development of assessment practices and the development of a Waldorf Scope & Sequence curriculum document. In the 2022-23 school year, Faculty Council has also begun action research into supporting positive behaviour, studying the Collaborative and Proactive Solutions (CPS) model developed by Ross Greene and refining discipline policies and procedures.

### Waldorf Scope & Sequence Document

We continue to work on our Waldorf pedagogical and curricular mapping alongside the Alberta Program of Studies grade by grade and plan to complete this work in 2024. WISE leadership staff focused on developing and comparing the newly released curriculum for language arts, mathematics, and physical health and wellness, and faculty divisions are further refining these in working meetings. We will continue to ensure time is allocated to this important work and track these efforts. This ongoing commitment increases teacher engagement in understanding and developing Waldorf curricular objectives, assessment practices, and resources while fostering peer collegueship and mentorship. This comprehensive document will guide new and continuing teachers following a continuum of learning through the grades. We are presently in the synthesis stage for the recently implemented Alberta Program of Studies and the curricular mapping stage for the draft Alberta Program of Studies Curriculum.

Faculty council is reviewing pedagogical and developmental indications for the inclusion of content that appropriately considers the representation of diverse races, ethnicities, cultures, and backgrounds. In 2022-23 our scope and sequence will additionally prioritize our work with sexual orientation and gender identity (SOGI), to ensure that SOGI is celebrated and represented meaningfully at our school and in a developmentally responsible manner. The creation of guiding documents will support the implementation of best practices related to diversity, equity, and inclusion for years to come.

## WALDORF SCOPE & SEQUENCE





## Assessment

Following our annual assessment reporting and parent-teacher interview calendar adjustment in 2020-21, teachers maintain proactive parent communication to support student success academically, emotionally, and socially. WISE teachers emphasize formative assessment with timely feedback and responsive instruction. Students demonstrate knowledge, skills, and work habits over time and through different learning opportunities, including performance tasks where possible. Faculty Council continues to review and discuss ways to refine developmentally appropriate assessment and goal-setting processes. Our focus on goal setting encourages students to apply leadership in their learning and understand themselves, their strengths, responsibilities, and passions more deeply. Ensuring regular intervals of student-centred dialogue and reflection improves student learning and engagement. Faculty council and faculty divisions allocate time annually to review and refine these processes and procedures.

## Collaborative Leadership: Pedagogical Study and Professional Development Tracking

In developing ongoing local performance measures, we recognize WISE allocates an exceptional amount of time towards pedagogical and professional development, collaborative leadership, collegueship and mentorship. We believe this data is essential in demonstrating WISE teachers' dedication to remaining active leaders in their field.

	Faculty Council pedagogical study and meeting hours	Dedicated to teaching and leading Scope and Sequence development hours	Dedicated teaching and leading Professional Development hours
2021-22	<b>198 hours</b>	<b>135.5 hours</b>	<b>847.5 hours</b>

## **Faculty Retention and Waldorf Training**

WESE financially prioritizes professional development and teacher training in the annual budget, engages in fundraising initiatives, and supports teacher access to AWSNA grants and loans. Teachers and administrators attend annual Waldorf teacher training and professional development courses to deepen their integration of Waldorf pedagogy in the classroom and encourage excellence in their field. We track year-over-year training attendance and faculty retention rates internally to identify trends in our processes. We currently maintain above 80% faculty retention and training attendance of the WISE faculty.

## **WESE Board Goals: 2021-2024**

The WESE Board surveys its board members to gather insights into the current year, prioritize future goals, and review annual objectives to assess progress. AEAM survey results, Superintendent Leadership Quality Standards (SLQS), alongside internal school surveys, are reviewed annually to inform board priorities and strategic planning, which are then shared more broadly with the community in the monthly newsletter. We are in our third year of working on these goals.

The 2020-21 Board survey distilled into three goals from 2021-2023:

1. Fundraising & Forecasting: to sustainably support the Elevate WISE campaign for site expansion and growing annual operations
2. FNMI Education: Commit funding toward deepening the foundational knowledge of the board, staff, and students of FNMI teachings and legacy.
3. Communication and shared vision: Assess the current annual engagement schedule between WESE/WISE and community stakeholders of teachers, parents, guardians, community members, and students as part of the development of a clear and coherent shared vision for the school.

COVID created barriers to fundraising events and required communication prioritization in response to changing legislation which required the continued development of local health and safety guidelines. This heavy organizational lifting consumed much of the WESE board's governance focus and time and proved exceptionally burdensome for a small but mighty nonprofit board of dedicated volunteers. Despite these challenges in 2021-22, the WISE has continued to expand and develop the Elevate WISE campaign for site expansion and operations. In the 2021-2022 school year, the Elevate WISE campaign hosted an event attended by 59 community members online. The WESE board was able to move forward with our commitment to FNMI education by incorporating guest speaker, Rochelle Starr, to lead work at our annual WISE/WESE meeting for all staff and board members. WISE visioning work was stalled but began in the fall of 2022.

## PRIORITY 3: COMMUNITY ENGAGEMENT

*The WISE community exhibits qualities of our school core values that reflect a sense of responsibility to equity and stewardship.*

### OUTCOMES AS DESCRIBED IN THE 2021-22 EDUCATION PLAN

WISE will demonstrate meaningful engagement with the community, education, and volunteerism.

The school environment is reflective of the school's core values.

### PERFORMANCE MEASURE REVIEW

#### Alberta Education Survey Results & AWSNA Climate, Diversity & Equity Survey

##### Annual Education Assurance Measures (AEAM) Survey results

The WISE Administrative Staff and WESE board will continue to engage families, teachers, and students regarding the annual surveys to ensure all families are encouraged to share their feedback with Alberta Education. Our 2022 AEAM results demonstrate that despite pandemic-related restrictions for community engagement, the WISE continued to present parent/community education, volunteerism, and communication opportunities for families and validate the WISE's communication and stakeholder engagement pathways. We will continue to provide responsive faculty and administrative parent partnerships to support student learning.

In 2022-23, we look forward to reinitiating festival life and WISE community events and re-invigorate meaningful community experiences that foster connection and enrich the educational experience. We understand the correlation between relationships, student success, and belonging for students with teachers and cultivating rewarding community relationships to affect a positive trajectory for parent involvement in school life.

Performance Measure	WISE Results (in %)			Alberta Results (in %)		
	2018-20	2019-21	2020-22	2018-20	2019-21	2020-22
The percentage of teachers and parents satisfied with parental involvement in decisions about their child's education.	97.5	97.4	97.1	81.4	81.5	80.3

## AWSNA School Climate, Diversity and Equity Survey

The following sample questions were selected from the AWSNA School Climate, Diversity and Equity survey to understand parent and guardian perspectives regarding school climate, supporting parent involvement, and volunteerism. We saw a decrease in the number of participants this year and, overall, a decrease in the measures. In 2022-23 we anticipate this trend will resolve with increased opportunities for positive school volunteerism and engagement with the return of school trips, traditions, festivals, and fairs.

<b>AWSNA: WISE Parent / Guardian Climate, Equity &amp; Inclusion Survey Questions</b>	<b>2020-21 % of favourable response</b>	<b>2021-22 % of favourable response</b>
<i>How optimistic are you that your school will improve in the future?</i>	93%	78%
<i>How respectful are the relationships between staff and students?</i>	94%	88%
<i>How big of a problem is the following issue for becoming involved with your child's current school: The school is not welcoming to parents?</i>	94% - not a problem	82%
<i>How big of a problem is the following issue for becoming involved with your child's current school: You do not feel a sense of belonging with your child's school community?</i>	90% - not a problem	82%
<i>Overall, how much respect do you think the teachers at your child's school have for the children?</i>	100%	97%
<i>How much of a sense of belonging does your child feel at his/her/their school?</i>	94%	91%

## **Stakeholder Engagement**

Last year we witnessed diminished community engagement, including volunteerism, due to Covid restrictions. Decreased participation, alongside survey and online fatigue, impacted our ability to garner consistent data from our internal survey to deepen our understanding of the AEAM survey results. We have determined to shift stakeholder engagement to focus groups in order to provide additional feedback and input to our AEAM survey results in 2022-23. We are excited by the possibility of involving all community stakeholders through a collaborative engagement process, including structured stakeholder consultation in renewing our Mission, Vision, and Values statements.

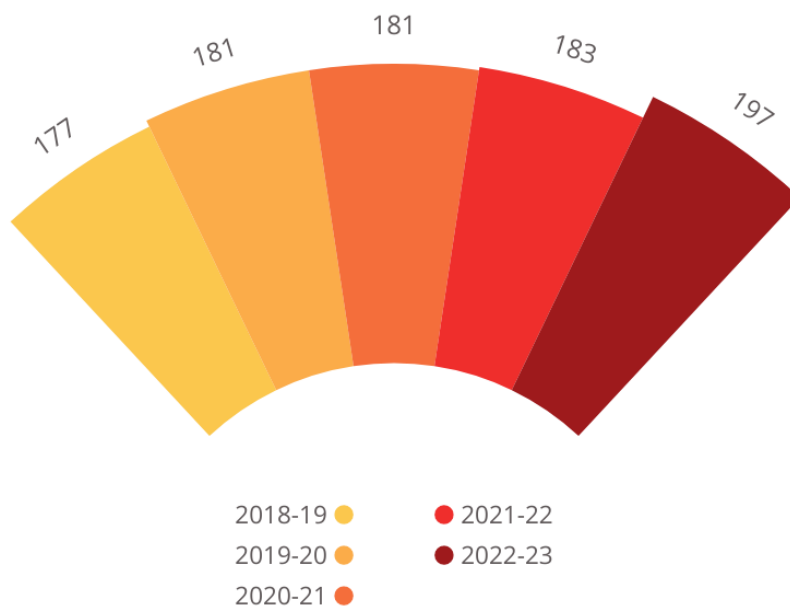
Year-over-year attendance data for parent-teacher conferences, school-wide parent nights, seasonal fairs, and the annual Gateways conference (again put on hold in 2021-22) provides organizational insight into parent and community engagement and potential barriers. We understand that participation and content feedback provide valuable data and an opportunity to improve community understanding and increase investment and support for our program.

## **Enrollment statistics - Student retention, attrition, and acceptance rates**

Enrollment data provides meaningful insight into how well we welcome, provide support, and retain students at WISE from year to year. The data captured over the past five years demonstrates enrollment growth and retention overall. Through the past two years of COVID adaptability and uncertainty, the WISE families continued to engage with Waldorf education as their program of choice. We maintained a retention rate of above 90% in 2021-22. We continue to report overall stability and some expected gains in our 2022-23 Early childhood programming. We believe these increases are positive indicators and put us on track to increase K-9 enrollment as part of our long-range funding model.

In 2020-21, due to Covid, WESE Home Education board facilitation enrollment dramatically doubled to 104 students. Interestingly, we experienced a slight increase again in 2021-22, with 114 students enrolled, which has remained consistent in 2022-23. WESE Home Education enrollment numbers are not included in the graphs below.

## WISE STUDENT ENROLLMENT K-9



In 2021-22 we enrolled forty-nine new students from K-9. We gratefully acknowledge the work of our skilled teachers to welcome students into our school effectively across the grades.

We continue to promote the unique pedagogical approach of Waldorf education through social media, school tours, our website, community events, parent education, and word of mouth.

### Future Challenges

- COVID has had a significant cultural impact in coming together and participating as a school community to support student learning in 2021-22 with heightened societal polarization. We believe that community stakeholder engagement and renewal of the WISE Vision, Mission and Values in 2022-23 will refocus the community priorities on student learning and inspire community innovation and dedication to meet our objectives.
- Re-invigorating parent education, seasonal community events and fundraising initiatives in a transformed post-pandemic social and economic landscape require additional start-up resources.
- Financial Sustainability: As we anticipated last year, the shift in pandemic funding support was a challenge. Through COVID restrictions, we financially supported staff by lifting limits on sick days and exceeded our anticipated substitute teaching budget during three separate and sustained Covid waves. In addition, WISE experienced increased operating costs due to rising utility prices and inflation. As a result of continued COVID

restrictions, fundraising initiatives were hampered, and we saw a decline in operational giving and suggested tuition contributions due to economic hardship. The provincial underfunding of the Weighted Moving Average (WMA) will decrease student funding and create additional budget restrictions for educational resources as we continue to see an increase in enrollment that results in lagging funding in a given school year. Creating a focused plan for recovery from a deficit and long-term sustainability planning will be essential.

- We see that without full/per-student funding in the year that students are registered, it will impact the following:
  - the overall quality of education
  - our school's ability to provide specialized learning supports/aide support
  - and our commitment to accessibility, equity, and inclusion.
- While the WISE has been successful in receiving funding available through specific Alberta Education grant applications for both Literacy and Numeracy and Mental Health in Schools pilot programs, without ongoing funding guarantees from Alberta Education to maintain delivery of these essential learner supports, schools are allocating significant human and administrative resources to creating and implementing programs that might not be operationally sustainable in the long term.

## **Budget Summary**

### **2021-22: COVID, WMA and Federal Funding**

The WISE continues to feel the underfunding of the WMA. The story of our past year shows reduced program revenue, as some of our early childhood programs were cancelled or curtailed, alongside reduced operational fundraising revenue, as our yearly fairs and fundraisers were either not held, held virtually, or altered in a way that affected our capacity to generate revenue. This, alongside the cessation of Federal Covid funding relief. Similarly, our expenses increased from additional cleaning costs, staffing costs for substitute teaching and auxiliary staff, and utilities and general expenses in response to inflation.

### **Community Impact**

The COVID pandemic has affected the community cohesiveness in the school, as students, staff, and parent volunteers were unable to meet at yearly events, and individuals struggled with COVID-related challenges, personal or financial. This dynamic has contributed to a complex enrolment environment, and many of the small school events and fundraisers which support our activities were not possible in 2021-22.

Private School Authority Code: 0259  
School Code: 1600

**STATEMENT OF FINANCIAL POSITION**  
as at August 31  
(in dollars)

		AFS 2022	AFS 2021 (NOTE *) x
<b>ASSETS</b>			
Current assets			
Cash and cash equivalents	Note	\$164,921	\$234,762
Accounts receivable (net after allowances)			
Province of Alberta	Note	\$0	\$0
Federal Government and/or First Nations	Note	\$14,601	\$8,522
Other accounts receivable	Note	\$64,568	\$107,774
Prepaid expenses	Note	\$89,284	\$93,897
Other current assets	Note	\$17,363	\$14,453
<b>Total current assets</b>		<b>\$350,737</b>	<b>\$459,407</b>
School generated assets	Note	\$0	\$0
Trust assets	Note	\$0	\$0
Other assets	Note	\$0	\$0
Capital assets			
Land at cost		\$1,364,000	\$1,364,000
Buildings at cost		\$829,275	
Less: accumulated amortization		\$176,032	\$688,426
Leasehold improvements at cost		\$0	
Less: accumulated amortization		\$0	\$0
Equipment at cost		\$282,967	
Less: accumulated amortization		\$127,129	\$181,311
Vehicles at cost		\$0	
Less: accumulated amortization		\$0	\$0
<b>Total capital assets</b>	Note	<b>\$2,173,081</b>	<b>\$2,233,736</b>
<b>TOTAL ASSETS</b>		<b>\$2,523,818</b>	<b>\$2,693,144</b>
<b>LIABILITIES</b>			
Current liabilities			
Bank indebtedness	Note	\$0	\$0
Accounts payable and accrued liabilities			
Province of Alberta	Note	\$0	\$0
Federal Government and/or First Nations	Note	\$0	\$0
Other payables and accrued liabilities	Note	\$66,024	\$45,801
Capital payables	Note	\$0	\$0
Deferred contributions	Note	\$200,656	\$201,143
Deferred capital allocations	Note	\$101,737	\$48,442
Current portion of long term debt		\$55,474	\$47,689
<b>Total current liabilities</b>		<b>\$423,891</b>	<b>\$343,075</b>
School generated liabilities	Note	\$0	\$0
Trust liabilities	Note	\$0	\$0
Other liabilities	Note	\$0	\$0
Long term debt			
Debentures & Bonds	Note	\$0	\$0
Capital loans	Note	\$0	\$0
Capital leases	Note	\$0	\$0
Mortgages	Note	\$1,950,441	\$1,989,219
Other loans	Note	\$11,308	\$22,012
Less: Current portion of long term debt	Note	(\$55,474)	(\$47,689)
Unamortized capital allocations	Note	\$95,553	\$114,084
<b>Total long term liabilities</b>		<b>\$2,001,828</b>	<b>\$2,077,627</b>
<b>TOTAL LIABILITIES</b>		<b>\$2,425,719</b>	<b>\$2,420,702</b>
<b>NET ASSETS</b>			
Unrestricted net assets		(\$28,989)	\$140,054
Operating reserves		\$0	\$0
<b>Total accumulated surplus (deficit) from operations</b>		<b>(\$28,989)</b>	<b>\$140,054</b>
Investment in capital assets		\$127,088	\$132,387
Capital reserves		\$0	\$0
<b>Total capital funds</b>		<b>\$127,088</b>	<b>\$132,387</b>
<b>Total net assets</b>		<b>\$98,099</b>	<b>\$272,442</b>
<b>TOTAL LIABILITIES AND NET ASSETS</b>		<b>\$2,523,818</b>	<b>\$2,693,144</b>

Note: \* Audited Financial Statements (AFS) as submitted to Alberta Education pursuant to Section 29 of the Education Act;  
Private Schools Regulation, Alberta Regulation 127/2022 or as restated.  
Input "(Restated)" in 2021 column heading where not taken from the finalized 2020/2021 Audited Financial Statements.



Private School Authority Code: 0259  
School Code: 1600

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

	AFS 2022	Budget 2022 (NOTE *)	AFS 2021 (NOTE *)
		x	x
<b>REVENUES</b>			
Alberta Education (excluding Home Education)	\$1,138,807	\$1,048,153	\$1,083,179
Alberta Education - Home Education	\$198,821	\$176,800	\$167,763
Total Alberta Education Revenues	\$1,337,628	\$1,224,953	\$1,250,942
Other Government of Alberta	\$0	\$54,391	\$0
Federal Government and/or First Nations	\$66,544	\$22,384	\$53,249
Other Alberta school authorities	\$0	\$0	\$0
Instructional fees/Tuition fees	\$215,035	\$258,600	\$188,524
Non-instructional fees (O&M, Transportation, Admin, etc.)	\$281,298	\$298,700	\$271,114
Other sales and services	\$112,572	\$234,070	\$62,824
Interest on investments	\$139	\$300	\$112
Gifts and donations	\$25,738	\$16,000	\$24,892
Gross school generated funds	\$150,300	\$173,000	\$136,210
Amortization of capital allocations	\$25,337	\$29,500	\$28,272
Other	\$69,352	\$51,000	\$278,100
Total Revenues	\$2,283,943	\$2,362,898	\$2,294,240
<b>EXPENSES</b>			
Certificated salaries and Non-certificated salaries and wages (excluding home education)	\$1,478,998	\$1,412,537	\$1,312,092
Certificated and Non-certificated benefits (excluding home education)	\$166,679	\$151,634	\$147,827
Services, contracts and supplies other than Consulting fees/Management fees, and leases (excluding home education)	\$229,448	\$215,334	\$268,950
Consulting / Management Fees	\$0	\$0	\$0
Leases - Building	\$0	\$0	\$0
Leases - Other	\$0	\$0	\$0
Severe Disabilities / DSEPS (excluding home education)	\$65,575	\$61,783	\$70,877
<b>Home Education:</b>			
Certificated salaries	\$68,477	\$62,400	\$64,119
Certificated benefits	\$7,253	\$5,210	\$6,607
Non-certificated salaries & wages	\$0	\$0	\$0
Non-certificated benefits	\$0	\$0	\$0
Payments to parents who provided home education programs to students	\$0	\$88,400	\$77,098
Contracts	\$0	\$0	\$0
Services and supplies	\$90,834	\$0	\$0
Gross school generated funds	\$150,300	\$173,000	\$136,210
<b>Capital and debt services</b>			
Amortization of capital assets:			
From restricted funds	\$25,337	\$29,500	\$28,272
From unrestricted funds	\$57,203	\$40,000	\$55,562
Total amortization of capital assets	\$82,540	\$69,500	\$83,834
Interest on capital debt	\$118,182	\$121,029	\$109,028
Other interest charges	\$0	\$0	\$0
Losses (gains) on disposal of capital assets	\$0	\$0	\$0
Other	\$0	\$0	\$0
Total Expenses	\$2,458,286	\$2,360,828	\$2,276,642
SURPLUS (DEFICIT) OF REVENUES OVER EXPENSES	(\$174,343)	\$2,070	\$17,598

(\$174,343)

Note: \* Input "(Restated)" in Budget 2022 and/or AFS 2021 column headings where comparatives are not taken from the respective finalized 2021/2022 Budget Report and/or finalized 2020/2021 Audited Financial Statements.

## Timelines and Communication

This Annual Education Results Report will be submitted to Alberta Education and posted to our school authority website no later than January 31, 2023.

The AERR will be posted on the Waldorf Education Society of Edmonton school website, [www.wese.ca](http://www.wese.ca) and the Waldorf Independent School of Edmonton website, [www.thewise.ca](http://www.thewise.ca). A physical copy shall be placed in the Teacher's Resource room for staff. Notice of its availability will be circulated in an update to members by March 2023.

The Audited Financial Statement of the Waldorf Education Society of Edmonton for 2021-22 was approved and acknowledged by the WESE Board on November 16, 2022, and made available to our members at our AGM and by request through the school office.

## Whistleblower Protection

The WESE Board of Directors approved its most current version of the "Whistleblower Policy and Procedure" at its board meeting in June 2018.

In accordance with requirements from the Province of Alberta that our School Authority make an annual report on whistleblowing in our Annual Education Results Report, the WESE Board of Directors hereby states that there have been no (zero) whistleblower disclosures of wrongdoing in our school during the 2021-22 school year or thus far in the current 2022-23 school year.

