

APORI 2019/2020

Combined Three-Year Education Plan (2019/2020, 2020/2021, 2021/2022) and 2018/2019 Annual Education Results Report (AERR) for Elves Special Needs Society



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Accountability Statement for the Combined Annual Education Results Report and Three-Year Education Plan

The Annual Education Results Report for the 2018/2019 school year and the Three-Year Education Plan commencing September 1, 2019 for Elves Special Needs Society were prepared under the direction of the Board in accordance with its responsibilities under the *Private Schools Regulation* and the *Education Grants Regulation*. This document was developed in the context of the provincial government's business and fiscal plans. The Board has used the results reported in the document, to the best of its abilities, to develop the education plan and is committed to implementing the strategies contained within the plan to improve student learning and results.

The Board approved this combined Annual Education Results Report for the 2018/2019 school year and the Three Year Education Plan for 2019/2022 on November 20, 2019.

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Vivienne Bartee Chair/President's Signature (original signed and on file)

Foundational Statements

Vision

Elves Special Needs Society School Program (Elves) is a Designated Special Education Program (DSEP). We provide high quality and specialized educational programs for children and students with severe disabilities within an enabling and inclusive environment.

Elves provides small classroom sizes and a high staff-to-student ratio for both ECS programming and Grades 1 to 12 modified curriculum within classrooms. This

specialized classroom programming is supported by Individual Program Plans (IPPs) that are centered on student/child success and parental input along with therapeutic supports. The learning environment in the classrooms engages students and children to learn and develop towards their maximum potential within a caring and safe context that is best suited to meet individual student needs and develop and promote excellence in educational and socio-emotional programming for all students.



Mission

Elves Special Needs Society provides individuals with severe disabilities and complex needs with a unique and comprehensive individualized educational or day program to promote maximum development and to enhance the quality of life of individuals and their families within a supportive and caring environment.

Principles and Beliefs

Within Elves, Policies and Practices reflect the mandate of providing the safest yet enabling environment and educational programs and services. Early Education and School Programs are focused upon continuing to provide wrap-around services to Elves' children/students. A highly-specialized educational day is provided through Alberta Education certified teachers and trained educational assistants, in conjunction with multidisciplinary team members; all of whom converge to form a collaborative and critical component of Elves' interdisciplinary learning team.

Elves respects the needs of all learners and works toward offering inclusive practice supports regardless of ability, culture, race, gender, sexual diversity or religion. Our Board of Directors and staff provide an environment that is safe and caring. Practices are Combined Three-Year Education Plan (3YEP) and Annual Education Results Report (AERR) intended to meet the needs of all learners and their families, based upon their abilities and interests. Individuality is respected, and peer groups are supportive and encouraged.

We believe that each child/student, parent and staff member should be treated with dignity and respect. The families of our children/students are valued and play a meaningful and integral role in the development of their children's Individualized Program Plan and daily communication with the classroom team; which ultimately serves to foster and establish effective relationships between families/caregivers, the child/student, and the learning/therapeutic team.

Professional development with training based on empirical research is essential to fostering an approach to diverse educational needs that is based on current best practices. Elves' staff continue to be trained in The Mandt System®. This approach promotes building healthy relationships through positive behaviour supports (www.mandtsystem.com). Fostering effective and healthy relationships, promoting positive communication and building an environment founded on safety and security are three foundational tenets of The Mandt System®. Personnel participated in yearly training and qualify for certification in the core elements of this system intended to expand the comprehension of how supportive interactions may increase calming and deescalate dysregulation. The Mandt System® also enables standardized responses to challenging behaviours and emphasizes the importance of understanding that positive relationship building and achievement for the children/students starts with creating and maintaining a school culture that enables the stakeholders (children/students and their parents/guardians) to experience emotional, psychological and physical safety.

While Elves offers a unique educational experience, it is essential that Elves' Board and staff demonstrate attitudes and practices that are congruent with Ministry of Education guidelines. The Alberta Curriculum is adapted or modified based on learner profiles, with differentiation of instruction and cross-curricular learning activities the forefront of classroom lesson planning. Elves' Early Education and School Programs both reflect smaller class sizes and a staff to child/student ratio that are best-suited to deliver individualized programs that are programs for the children and families who have chosen our school.

Community partnerships are essential in enhancing parental capacity and meeting diverse needs of children and students who present with complex intellectual, neurobehavioural, physical, or mental health issues. Elves' Family Support Workers, Administration, and Resource Teams collaborate to provide support and guidance to our families while they pursue supports within their community. Collaboration with classroom team members bridges the gap between home and school by providing Home Visits and crossover of classroom teachings from the classroom to the parent/guardian in the home.

Profile of School Authority

Elves Special Needs Society operates educational programs from Elves Child Development



Centre, Elves Satellite Classroom (Scouts Canada Building), and Elves Adult and Youth Centre. Elves is a non-profit accredited Private School, Designated Special Education Program (DSEP) that serves children within our Early Education Program and students are engaged within our Grade One (1) to Twelve (12) classrooms.

Elves offers specialized facilities and equipment to meet the needs of special needs learners. Students and children

within these classrooms are placed into groupings based upon ages and abilities.

A primary tenet of Elves Special Needs Society is to provide individuals with severe disabilities and complex needs with a unique, comprehensive individualized educational and therapeutic program for children and students or transition to an Alternative-to-Work Day Program for adults upon graduation. These programs enhance the quality of life of individuals and their families within a supportive and caring environment to maximize the potential of every individual and those who care for them. Overall, Elves maintains small class sizes and on average a staff-to-student ratio of one classroom staff to two to three children/students. One-to-one support is provided to support transportation of individuals with complex medical needs who may require frequent medical interventions while enroute to school.

Our teachers are certified Alberta Education professionals and pursue ongoing professional development and training so they remain current in the field of special education. Certified teachers create Individualized Program Plans for each child/student in conjunction with parental priorities, learner profiles, and consultation with Elves' therapists to address educational objectives and the development of physical, communication, cognitive/intellectual and adaptive skills. Elves demonstrates expertise working with complex learner profiles including those who are extremely medically fragile or individuals with complex neuro-behavioural profiles, such as autism and Fetal Alcohol Spectrum Disorder (FASD), and cerebral palsy.

Enrolment totaled 188 children and students served during the 2018/2019 school year:

- 164 children who received Program Unit Funding (PUF) within Early Education classrooms across three sites: Elves Child Development Centre, Elves Satellite Location and Elves Adult and Youth Centre.
- 24 students were served within the Grade One (1) to Twelve (12) School Program classrooms located at Elves Adult and Youth Centre.



There were 18 certified teachers on staff, which included four non-classroom educators; the Executive Director, Principal, Special Education Supports & Learning Coach and PUF Coordinator & Learning Coach and two part-time casual teachers.

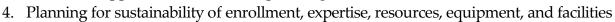
Full-Time Instructional staff numbered 63 in total (13 classroom teachers, 1 instructor, and 49 educational assistants). In addition, Elves' comprehensive approach to therapy enables our children/students to be supported by a multidisciplinary team. In 2018/2019, Elves employed 20 resource staff including Nurses, Speech Language Pathologists, Physical and Occupational Therapists, Family Support Workers (Registered Social Workers), a School Program Assistant, School Program Services & Student Records Assistant and therapy-specific paraprofessionals. Psychological services were contracted through two Registered Psychologists who have been serving the school for many years. In addition to these community professionals, we were pleased to add a new partnership with Insight Psychological Services as well.

Trends and Issues

Elves School Program is a Designated Special Education Program. The Education Act governs the basic education of the children. Accountability and operational processes are dictated by *Guide to Education, The Government Organizational Act, Education Act, Freedom of Information and Protection of Privacy (FOIPP), Person Information Protection Action (PIPA) The Guide for Accredited-Funded Private School Authority Planning and Results Reporting, Special Education Coding Criteria 2019/2020, Standards for Special Education Funding Manual Program of Studies, Standards for Early Education and the Action on Inclusion.*

Elves continues to meet the diverse individual needs of children/students within the scope guidelines provided by Alberta Education Early Learning and Inclusive Education Branches. As Elves Special Needs Society conducts annual strategic planning, there is consideration towards maintenance and sustaining Elves School Program alongside other Society operations through:

- 1. Identifying needs of Elves' stakeholders
- 2. Coordinating and leveraging Elves' human and material resources
- 3. Building system capacities through professional development, resource acquisition and management, transition supports, and succession planning



5. Building community awareness to the services and support

Population Served

- For the 2019/2020 school year, there are currently 169 children (ages 2.9 to 6) enrolled in Early Childhood Services (ECS) across all three sites. On an annual basis, depending on the size of our Kindergarten enrollment, 30-50 of these children leave our program yearly as they enter Grade One (1).
 - In the 2018/2019 school year 164 children (ages 2.8 to 6) were enrolled in our ECS program.
 - In 2018/2019, there were 48 kindergarten graduates who transitioned to Grade One in community schools for 2019/2020.
- In 2019/2020 there are currently 30 students enrolled within Grades One (1) to Twelve (12). There is capacity to accept new enrollments during the current year.
 - In 2018/2019, there were 24 students (ages 6-20) enrolled within Grade One
 (1) to Twelve (12) School Program.



There is an increased liability for Elves, as the Grade One (1) to Twelve (12) student profiles are more complex and are referred to Elves through Service Delivery Agreements with resident school boards due to extreme medical needs or severe challenging behaviors. Specialist teams support the whole child in order to meet their educational needs and ensure their safety and the safety of others.



Discussion related to the transition between Elves' Kindergarten ECS program to Grade One within Public or Separate School Boards occurs in collaboration with the administrative team, Family Support Workers and parents/guardians. Discussions related to transition and progress into adulthood begin at age 14, with a concerted collaboration between Parents/Caregivers, the student, Family Support Workers and Administrative team members.

Transition planning to adulthood addresses multiple areas including; Transportation, Guardianship, Alberta Income for Severely Handicapped and Funding for Residential Programming or Adult Day Programming from the Ministry of Community and Social Services.

Funding

- Elves receives Alberta Education grants (both PUF and Grade One (1) to Twelve (12), and Service Delivery Agreements with resident school boards as its major sources of funding towards service delivery.
- Elves specializes in offering educational programs to children and students with severe to profound disabilities and also addresses the needs associated with those individuals who are in care of the government, newcomer families and those experiencing financial or food insecurity. Families are not charged tuition fees.
- There are typically three to four staff in each classroom. One certified Alberta Teacher and at the minimum two Educational Assistants.
- Education grants sustain service delivery and staff salaries.
- Our second greatest cost is associated with transportation.
- The Ministry of Education does not provide capital funding towards facility expansion, therefore, Elves' School and Adult Programs share highly-specialized common areas such as activity and gym spaces, Snoezelen Room and outdoor spaces within the same facility. Strategic and Capital planning consider the current and projected capacity of the building

Combined Three-Year Education Plan (3YEP) and Annual Education Results Report (AERR) alongside fundraising to ensure resources meet user needs.

- Fundraising supports efforts such as facility expansion and the purchase of specialized or augmentative equipment.
- Students transitioning into Community Access Day Programs are not guaranteed funding • from the Ministry of Community and Social Services (Persons with Developmental Disabilities (PDD). Therefore, transition plans are subject to changes based on available funding and available transportation.

Transportation

Individuals are bussed from all quadrants of the city averaging 10 to 12 children per bus. There are limited alternatives for supporting the transportation of Elves' children who require specialized transportation. During the 2018/2019 school year Elves received an additional Elves owned bus, which was made possible by a donation from Children's Ability Fund. The bus is wheel-chair accessible and will be utilized to address the needs of those children that may



require specialized transport for the 2019/2020 school year.

- Overall, transportation costs increase each year based on enrollment and one-hour maximum transportation times.
- School Boards also organize transportation for those students outside of Edmonton boundaries. Children or students may present with high medical needs or challenging behaviors. Medically fragile children and/or students with complex physical needs may also require an attendant to support transportation.
- In 2018/2019, Buses Supplying Services to Elves: •
 - First Group operates 14 regular buses with 119 children (at cost to Elves).
 - Yellow Cab transports one (1) child by taxi with attendant and two (2) children are travelling one way with no attendant (at cost to Elves).
 - Stock Transport uses six (6) buses to transport 19 children for half-day (at cost • to Elves with one route at no charge).
 - Ten (10) parent-driven contracts for ten (10) children (at cost to Elves) (includes • one

School-age student).

- Elves' bus transported six (6) children for half-day routes until June 06, 2019.
- Grades One (1) to Twelve (12) students were transported to Elves via 12 buses.
- Elves' provided service has been transferred to Stock Transportation effective June 11, 2019. One bus is completing morning, midday, and afternoon dropoffs at additional cost.

- Currently, Alberta Education funds children with severe disabilities at a rate of \$18.34 per day. All costs above allowable amounts are absorbed through operational funding. Actual costs for transporting children with complex health needs, inclusive of transportation and support personnel, can be over \$300.00 per day, inclusive of vehicle, driver and attendant.
- Elves continues to employ a driver and operates a Society-owned bus to transport children who cannot be accommodated by the current service provider. This service is critical to offer stability to children by addressing the needs of transient families who may move frequently or may relocate out of the range of established bus service. The increasing costs of administration, including insurance, registration, commercial vehicle compliance, maintenance and supervision, are components of the operational costs incurred.
- To address the safety of children and students, Elves hosts driver workshops in conjunction with First Student and Stock Transportation along with incidental and ongoing opportunities for all drivers to meet with Elves' Social Workers and Student Services Coordinator on a structured regular basis, to address any challenges on an immediate basis.

Staffing

- Elves has a high staff-to-student ratio with one adult to every two to three children.
- Teachers must be certificated and then there are additional requirements, as the educator is also responsible for ensuring that they and the team are able to meet the unique the medical, physical, and emotional well-being of the children and students served.
- Capacity building addresses the need to continually develop internal expertise. Elves staff are certified in Train the Trainer initiatives for The Mandt System, Triple P, Zones of Regulation and Outsmarting Explosive Behaviour offered within ECS programming. There are also therapist led sessions and professionals who address the optimal supports toward those with complex neurodevelopmental profiles and exceptional learner needs.
- The School continues to focus on the mentorship of key administration personnel including the Principal position, Special Education Supports & Learning Coach position and PUF Coordinator & Learning Coach position. Mentorship and opportunities occur along with the training and coaching of new teachers, therapists and paraprofessionals.
- With consideration to the minimum wage increases, Elves undertook a project to realign salaries of education assistants with the multistage implementation to be completed effective September, 2019.

Facility

- Facilities are at capacity and Elves must increase facility space, accommodating more children/students as well as ensuring room and staff support for those wishing to transition into Elves Adult Day Program upon graduation.
- We are grateful for the predictability in funding enabling long-term strategic planning for Elves. As a result, shared facility and resources enable continuity of services for children, students, and clients. Financial planning must account for amortization of capital including the specialized facilities and equipment that is purchased to support the unique educational needs of Elves learners.
- Elves must also plan for adaptions in the environment that extend beyond the typical educational environment. This has consumed a tremendous amount of administration time in order to address accommodations in services, equipment, and risk management and emergency planning. Facilities accommodate accessibility for a wide range of user abilities.

Technology

- Elves has been preparing for digitalization of student records and upload into PASI. Due to funding and record sizes, currently, it has been determined that internal management of this action would be most suitable response to the requirement to digitalize records prior to September, 2020. However, there have been challenges specific to uploading records as the size of folders have resulted in the rejection of data uploads.
- Elves anticipates that majority of files will continue to be rejected due to the details and scope of internal reports and assessments. Therefore, the School continues to seek solutions through the assistance of the Ministry representatives and the firms who manage technology
- Allocation of funds necessary for development and support of technology is intended to improve efficiencies, as well as meet funding requirements. Alberta Education's Provincial Approach to Student Information (PASI) requires schools to have PASI enabled software. There were numerous upgrades to the School Cloud, Elves Child and Family Student Information (CFIS system) in order to improve use ability and data gathering initiatives.

Planning

• Planning is founded in the obligation for Elves to offer a safe and responsive community. Program expansion involves consideration toward the needs of the community served, alongside recent changes in Occupational Health and Safety requirements. Elves is updating policies and has refreshed our comprehensive multileveled Emergency Response Procedures

- School philosophy stresses the inclusive nature of our services considering the diversity within our community.
- Risk Assessments also takes place for individuals with complex behavioural needs.
- Long-term planning and fundraising efforts must consider facilities, equipment, family-focused supports, and staff expertise and retention.
- Elves continues to maintain collaborative relationships in order to serve children and students who are medically fragile. Interventions in response to the unique health needs of the individuals, also require ongoing review and internal consultation.
- The School and Elves overall also must address Occupational Health and Safety, and risk management in conjunction with palliative support or the death of children and students. Elves' response to Green Sleeve orders are individualized with each family who present this request to the School Nurse.
- Special consideration and response plans/teams must be in place for trauma response of those staff who are working at Elves and those who closely support families with complex needs and medically fragile conditions or extremely challenging behaviors.
- Long-term planning and fundraising efforts must consider facilities, equipment, familyfocused supports, and staff expertise and retention.

Summary of Accomplishments

Elves' School Program (ECS to Grade 12) continues to serve individuals with severe physical and cognitive delays, as well as supporting those students with medical fragility, neurodevelopmental disorders and severe challenging behavioural needs. As the school has grown in scope, expertise has evolved to support children and students diagnosed with FASD, Autism Spectrum Disorder, early childhood trauma and/or emotional disorders, mild/moderate/severe cognitive impairments, speech-impairments, and fine and gross motor delays.

- In the 2018/2019 school year, Elves served 164 children (PUF) and 24 students (Grades One to Twelve).
- 48 children graduated from the Kindergarten Program and families were supported for Grade One registration within their community schools.
- Two (2) new students were granted tuition agreements for the 2018/2019 school year.
- Professional development opportunities were offered to the multidisciplinary staff including teachers, educational assistants, therapists, social workers and nurses. The professional enrichment opportunities were selected based upon survey feedback and the best practice standards related to early educationand special needs students.
- Collaborative practices also took place with the support of external professionals and families. There were also parental education sessions offered monthly to families with opportunities to provide feedback as to future topics.
- For the 2018/2019 school year, professional development focused on early brain development, cultural diversity, the importance of regulation strategies, and understanding of baseline competencies prior to implementing targeted learning or behavioural supports.
- Supports directed at addressing staff
 response to aggressive and/or reactive
 behaviors continued to be offered in a
 variety of formats. At all opportunities,
 linkage between best practice, The Mandt
 System®, Positive Behaviour Support,
 Trauma-Informed Services, Safe and Caring
 Schools Policy and Elves' Restrictive
 Procedure Policies were made. These
 linkages were reinforced throughout the year
 via review and debrief sessions within the



direct classroom team and/or within larger multi-disciplinary teams.

- The Positive Behaviour Support Committee continued to be an opportunity for staff to hone their PBS skills and discuss strategies, review data, ask questions and develop a greater comfort regarding support for children and students with challenging behavioural or regulation needs. Staff are encouraged to consider all causes for challenging behaviors.
- Continued training and discussion regarding implementation of strategies such as "Outsmarting the Explosive Train" and "Zones of Regulation".
- Elves' School MANDT instructors provided training and certification to Elves' FASD Respite Care staff in the relational chapters during the weekend Respite Program funded through donations made to Elves, the Edmonton Fetal Alcohol Network and KidsKottage.
- Elves' administration has in-serviced staff in relation to the best practices as indicated through Alberta Education and external workshop participation offered by associations such as the Association of Independent Schools and Colleges of Alberta (AISCA).
- Improvement of internal collaboration and streamlining services offered by classroom personnel and therapy staff is still an integral process at Elves.
- Our students and children continue to engage in activities that promote socio-emotional skills, daily living and life skills as well as activities that develop and nourish self-confidence, self-expression and self-esteem.
- The Program for the Education and Enrichment of Relational Skills (PEERS®) is a social skills program that teaches students about social cues, boundaries, safety skills, and many other social



skills that need to be explicitly taught to Elves' diverse population. The curriculum is utilized in our Grades One to Twelve Classrooms. It has a strong evidence-base for use with adolescents and young adults with autism spectrum disorder, but is also appropriate for preschoolers, adolescents, and young adults with Attention Deficit Disorder and Hyperactivity Disorder (ADHD), anxiety, depression, and other socio-emotional problems. Thus, some lessons have been modified by our Kindergarten teachers and introduced in the latter quarter of the school year in order to assist with some of the children who may experience other social challenges or who have difficulty in their peer interactions and friendships.

Our school-aged students continued to participate in a second year of the pilot project opportunity sponsored by The National Arts Centre Orchestra in Ottawa.

Two professional musicians from the NAC orchestra ran a pilot trial of the Music for Life program developed in London, England.

The second year of the pilot project for our program was entitled Music for All and introduced a selection of Grades One (1) to Twelve (12) students to orchestral instruments such as the French horn and double bass. Students were able to engage in opportunities to create rhythms and make use of percussion instruments, conduct the group of peers and staff helpers and participate to the best of their ability. The last day included a performance for all of their classroom peers. The level of continued engagement and participation from the students was once again phenomenal. We were so honored to have had this opportunity for our students and Elves' community.





Combined 2019 Accountability Pillar Overall Summary

Combined 2019 Accountability Pillar Overall Summary (Required for Public/Separate/Francophone/Charter School Authorities and Level 2 Private Schools)

		Elves Sp	ecial Needs	Society		Alberta		Measure Evaluation			
Measure Category	Measure	Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall	
Safe and Caring Schools	Safe and Caring	100.0	100.0	99.6	89.0	89.0	89.3	Very High	Maintained	Excellent	
	Program of Studies	99.2	97.4	96.7	82.2	81.8	81.9	Very High	Maintained	Excellent	
	Education Quality	100.0	99.1	99.4	90.2	90.0	90.1	Very High	Maintained	Excellent	
Student Learning Opportunities	Drop Out Rate	26.7	0.0	0.0	2.6	2.3	2.9	Very Low	Declined	Concern	
	High School Completion Rate (3 yr)	n/a	*	n/a	79.1	78.0	77.5	n/a	n/a	n/a	
	PAT: Acceptable	*	*	n/a	73.8	73.6	73.6	*	*	*	
Student Learning Achievement (Grades K-9)	PAT: Excellence	*	*	n/a	20.6	19.9	19.6	*	*	*	
	Diploma: Acceptable	n/a	n/a	n/a	83.6	83.7	83.1	n/a	n/a	n/a	
Student Learning Achievement	Diploma: Excellence	n/a	n/a	n/a	24.0	24.2	22.5	n/a	n/a	n/a	
(Grades 10-12)	Diploma Exam Participation Rate (4+ Exams)	n/a	*	n/a	56.3	55.7	55.1	n/a	n/a	n/a	
	Rutherford Scholarship Eligibility Rate	n/a	n/a	n/a	64.8	63.4	62.2	n/a	n/a	n/a	
Preparation for Lifelong Learning,	Transition Rate (6 yr)	*	*	n/a	59.0	58.7	58.7	*	*	*	
World of Work, Citizenship	Work Preparation	100.0	100.0	100.0	83.0	82.4	82.6	Very High	Maintained	Excellent	
	Citizenship	98.7	100.0	99.2	82.9	83.0	83.5	Very High	Maintained	Excellent	
Parental Involvement	Parental Involvement	100.0	100.0	98.0	81.3	81.2	81.1	Very High	Maintained	Excellent	
Continuous Improvement	School Improvement	100.0	100.0	92.2	81.0	80.3	81.0	Very High	Improved	Excellent	

Notes

Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*). 1.

Overall evaluations can only be calculated if both improvement and achievement evaluations are available.
 Results for the ACOL measures are available in the detailed report: see "ACOL Measures" in the Table of Contents.

4. Student participation in the survey was impacted between 2014 and 2017 due to the number of students responding through the OurSCHOOL/TTFM (Tell Them From Me) survey tool.

5. 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), Social Studies (Grades 6, 9, 9 KAE).

6. Participation in Provincial Achievement Tests was impacted by the fires in May to June 2016 and May to June 2019. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.

7. 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 Examination 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.

8. Caution should be used when interpreting evaluations and results over time for Mathematics 30-1/30-2, as equating was not in place until the 2016/17 school year.

Alberta Education does not comment on province wide trends until it has five years of equated examination data. 9. Participation in Diploma Examinations was impacted by the fires in May to June 2016 and May to June 2019. Caution should be used when interpreting trends over time for the province and those school authorities affected by these

events

10.10.Weighting of school-awarded marks in diploma courses increased from 50% to 70% in the 2015/16 school year. Caution should be used when

interpreting trends over time.

11.2016 results for the 3-year High School Completion and Diploma Examination Participation Rates have been adjusted to reflect the correction of the Grade 10 cohort.

Combined 2019 Accountability Pillar FNMI Summary

		Elves Spe	cial Needs So	ociety (FNMI)		Alberta (FN	MI)	Measure Evaluation			
Measure Category	Measure	Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall	
Safe and Caring Schools	Safe and Caring	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	
	Program of Studies	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	
	Education Quality	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	
Student Learning	Drop Out Rate	n/a	*	n/a	5.4	4.8	5.6	n/a	n/a	n/a	
Opportunities	High School Completion Rate (3 yr)	n/a	*	n/a	56.6	53.3	52.4	n/a	n/a	n/a	
	PAT: Acceptable	*	*	n/a	54.0	51.7	51.9	*	*	*	
Student Learning Achievement (Grades K-9)	PAT: Excellence	*	*	n/a	7.4	6.6	6.5	*	*	*	
	Diploma: Acceptable	n/a	n/a	n/a	77.2	77.1	76.7	n/a	n/a	n/a	
Divident Learning	Diploma: Excellence	n/a	n/a	n/a	11.4	11.0	10.6	n/a	n/a	n/a	
Student Learning Achievement (Grades 10- 12)	Diploma Exam Participation Rate (4+ Exams)	n/a	*	n/a	24.6	24.4	22.3	n/a	n/a	n/a	
	Rutherford Scholarship	n/a	n/a	n/a	37.1	35.9	34.0	n/a	n/a	n/a	
	Transition Rate (6 yr)	*	n/a	n/a	34.2	33.0	32.8	*	*	*	
Preparation for Lifelong	Work Preparation	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	
₋earning, World of Work, Citizenship	Citizenship	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	
Parental Involvement	Parental Involvement	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	
Continuous Improvement	School Improvement	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	

Combined 2019 Accountability Pillar First Nations, Métis and Inuit Summary (Required for Public/Separate/Francophone School Authorities)

Notes

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).

2. Overall evaluations can only be calculated if both improvement and achievement evaluations are available.

Results for the ACOL measures are available in the detailed report: see "ACOL Measures" in the Table of Contents.
 Student participation in the survey was impacted between 2014 and 2017 due to the number of students responding through the OurSCHOOL/TTFM (Tell Them From Me)

 Subterit participation in the survey was impacted between 2014 and 2017 due to the number of students responding through the OutSCHOOL/TERM (Teil Them From Me, survey tool.
 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).

 Participation in Provincial Achievement Tests was impacted by the fires in May to June 2016 and May to June 2019. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
 Aggregated Diploma results are a weighted average of percent meeting standards (Acceptable, Excellence) on Diploma Examinations. The weights are the number of

7. 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 Examination 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.

Science 30, Social Studies 30-1, Social Studies 30-2. 8. Caution should be used when interpreting evaluations and results over time for Mathematics 30-1/30-2, as equating was not in place until the 2016/17 school year. Alberta Education does not comment on province wide trends until it has five years of equated examination data.

9. Participation in Diploma Examinations was impacted by the fires in May to June 2016 and May to June 2019. Caution should be used when

interpreting trends over time for the province and those school authorities affected by these events.

10.Weighting of school-awarded marks in diploma courses increased from 50% to 70% in the 2015/16 school year. Caution should be used when interpreting trends over time.

11.2016 results for the 3-year High School Completion and Diploma Examination Participation Rates have been adjusted to reflect the correction of the Grade 10 cohort.

Measure Evaluation Reference

Achievement Evaluation

Achievement evaluation is based upon a comparison of Current Year data to a set of standards which remain consistent over time. The Standards are calculated by taking the three-year average of baseline data for each measure across all school jurisdictions and calculating the 5th, 25th, 75th and 95th percentiles. Once calculated, these standards remain in place from year to year to allow for consistent planning and evaluation.

Measure	Very Low	Low	Intermediate	High	Very High
Safe and Caring	0.00 - 77.62	77.62 - 81.05	81.05 - 84.50	84.50 - 88.03	88.03 - 100.00
Program of Studies	0.00 - 66.31	66.31 - 72.65	72.65 - 78.43	78.43 - 81.59	81.59 - 100.00
Education Quality	0.00 - 80.94	80.94 - 84.23	84.23 - 87.23	87.23 - 89.60	89.60 - 100.00
Drop Out Rate	100.00 - 9.40	9.40 - 6.90	6.90 - 4.27	4.27 - 2.79	2.79 - 0.00
High School Completion Rate (3 yr)	0.00 - 57.03	57.03 - 62.36	62.36 - 73.88	73.88 - 81.79	81.79 - 100.00
PAT: Acceptable	0.00 - 66.07	66.07 - 70.32	70.32 - 79.81	79.81 - 84.64	84.64 - 100.00
PAT: Excellence	0.00 - 9.97	9.97 - 13.44	13.44 - 19.56	19.56 - 25.83	25.83 - 100.00
Diploma: Acceptable	0.00 - 71.45	71.45 - 78.34	78.34 - 84.76	84.76 - 87.95	87.95 - 100.00
Diploma: Excellence	0.00 - 9.55	9.55 - 12.59	12.59 - 19.38	19.38 - 23.20	23.20 - 100.00
Diploma Exam Participation Rate (4+ Exams)	0.00 - 31.10	31.10 - 44.11	44.11 - 55.78	55.78 - 65.99	65.99 - 100.00
Rutherford Scholarship Eligibility Rate	0.00 - 47.98	47.98 - 55.78	55.78 - 68.95	68.95 - 74.96	74.96 - 100.00
Transition Rate (6 yr)	0.00 - 39.80	39.80 - 46.94	46.94 - 56.15	56.15 - 68.34	68.34 - 100.00
Work Preparation	0.00 - 66.92	66.92 - 72.78	72.78 - 77.78	77.78 - 86.13	86.13 - 100.00
Citizenship	0.00 - 66.30	66.30 - 71.63	71.63 - 77.50	77.50 - 81.08	81.08 - 100.00
Parental Involvement	0.00 - 70.76	70.76 - 74.58	74.58 - 78.50	78.50 - 82.30	82.30 - 100.00
School Improvement	0.00 - 65.25	65.25 - 70.85	70.85 - 76.28	76.28 - 80.41	80.41 - 100.00

The table below shows the range of values defining the five achievement evaluation levels for each measure.

Notes:

1. For all measures except Drop Out Rate: The range of values at each evaluation level is interpreted as greater than or equal to the lower value, and less than the higher value. For the Very High evaluation level, values range from greater than or equal to the lower value to 100%.

evaluation level, values range from greater than or equal to the lower value to 100%.

2. Drop Out Rate measure: As "Drop Out Rate" is inverse to most measures (i.e. lower values are "better"), the range of values at each evaluation level is interpreted as greater than the lower value and less than or equal to the higher value. For the Very High evaluation level, values range from 0% to less than or equal to the higher value.

Improvement Table

For each jurisdiction, improvement evaluation consists of comparing the Current Year result for each measure with the previous three-year average. A chi-square statistical test is used to determine the significance of the improvement. This test takes into account the size of the jurisdiction in the calculation to make improvement evaluation fair across jurisdictions of different sizes.

The table below shows the definition of the five improvement evaluation levels based upon the chi-square result.

Evaluation Category	Chi-Square Range
Declined Significantly	3.84 + (current < previous 3-year average)
Declined	1.00 - 3.83 (current < previous 3-year average)
Maintained	less than 1.00
Improved	1.00 - 3.83 (current > previous 3-year average)
Improved Significantly	3.84 + (current > previous 3-year average)

Overall Evaluation Table

The overall evaluation combines the Achievement Evaluation and the Improvement Evaluation.

The table below illustrates how the Achievement and Improvement evaluations are combined to get the overall evaluation.

			Achievement		
Improvement	Very High	High	Intermediate	Low	Very Low
Improved Significantly	Excellent	Good	Good	Good	Acceptable
Improved	Excellent	Good	Good	Acceptable	Issue
Maintained	Excellent	Good	Acceptable	Issue	Concern
Declined	Good	Acceptable	Issue	Issue	Concern
Declined Significantly	Acceptable	Issue	Issue	Concern	Concern

Category Evaluation

The category evaluation is an average of the Overall Evaluation of the measures that make up the category. For the purpose of the calculation, consider an Overall Evaluation of Excellent to be 2, Good to be 1, Acceptable to be 0, Issue to be -1, and Concern to be -2. The simple average (mean) of these values rounded to the nearest integer produces the Category Evaluation value. This is converted back to a colour using the same scale above (e.g. 2=Excellent, 1=Good, 0=Intermediate, -1=Issue, -2=Concern)

Outcome One: Alberta's students are successful

Performance Measure	Res	Results (in percentages)					E		Targets			
Performance measure	2015	2016	2017	2018	2019	2019	Achievement	Improvement	Overall	2020	2021	2022
Overall percentage of students in Grades 6 and 9 who achieved the acceptable standard on Provincial Achievement Tests (overall cohort results).	*	*	*	*	*		*	*	*			
Overall percentage of students in Grades 6 and 9 who achieved the standard of excellence on Provincial Achievement Tests (overall cohort results).	*	*	*	*	*		*	*	*			

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).

2. Overall evaluations can only be calculated if both improvement and achievement evaluations are available.

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 (Grades 6, 9); French Language Arts (Grades 6, 9); Mathematics (6, 9, 9 KAE); Science (Grades 6, 9, 9 KAE); and Social Studies (Grades 6, 9, 9 KAE).

4. Participation in Provincial Achievement Tests was impacted by the fires in May to June 2016. Caution should be used when interpreting trends over time for the province and those school authorities affected by this event.

Performance Measures 2018/2019:

In 2018/2019 all students were deemed ineligible to write Provincial Achievement Tests, due to severe and profound cognitive and medical needs. All performance measures had results that were less than six respondents, thus could not reply.

Targets 2019/2020 and through to 2022:

APORI suppresses all performance measures that result in less than six (6) respondents. For the 2018/2019 school year, there were three (3) students registered in Grade 6 and Grade 9, one individual in Grade 6 and two students in Grade 9.

Based on the current 2019/2020 enrolment, there will be less than six (6) respondents over the next three years:

2019/2020: one (1) student in 6th Grade, five (5) students in 9th grade; 2020/2021: one (1) student in 6th grade, two (2) students in 9th grade; 2021/2022: three (3) students in 6th Grade.

Currently, students enrolled in the school program have been assessed to have severe cognitive and medical impairments that preclude participation and completion of Provincial Achievement Tests.

Comment on Results:

The majority of our school aged students present with severe communication impairment in conjunction with other conditions that impact executive functioning. This school year, 2019/2020 all of our 199 children and students meet the criteria for severe disabilities coding. They may have conditions that are classified within the severe to profound range. Severe

cognitive, physical, and social/emotional impairments require all teachers to modify the Alberta Education curriculum to ensure that all students are receiving levels of education that best suit their abilities.

Consequently, at this time, this precludes our current students from participating in standardized testing such as Provincial Achievement examinations. In many cases, student level of performance is determined through psycho- educational assessments such as the "Scales of Independent Behaviour - Revised (SIB-R)."

During the 2018-2019 school year, psychologists were able to implement assessment to determine IQ for two (2) of the school aged students who were being assessed due to developmental delays and cognitive impairments presented by the assessed children and students. However, in 2020/2021, IQ assessments will be completed on four (4) school aged students that are currently attending Elves within one or two years.

Although at this time, our students are deemed ineligible to complete Provincial Achievement Tests, we believe that should any students enroll in Elves' School Program who are deemed capable of completing Provincial Achievement Tests, with or without adaptations, we will participate in the Provincial Achievement process.

Due to the significant needs of our student population, the students at Elves are deemed ineligible to write the Provincial Achievement Tests or Student Learning Assessments. To date, all of our students have been exempt from this Alberta Education Requirement. To date, students who have had complex/profound profiles will graduate from Grade 12 with a Certificate of Completion that is issued through the Ministry of Education. Student current level of functioning, ongoing progress and achievements are measured through a variety of academic and developmental assessments. Standardized and non-standardized assessments such as the School Function Assessment (SFA), The Scales of Independent Behaviour-Revised (SIB-R), and in some cases, Wechsler Intelligence Scale for Children®-Fifth Edition (WISC®-V) and/or Psycho-Educational Assessment, are used to measure academic performance.

Strategies:

1. We will continue to provide differentiated instruction to match the students learning needs and to aid in student success and understanding. Establish language and literacy skills for students with severe disabilities. Continue to implement a modified Alberta Program of Studies. Continue to implement specialized curriculums designed for students from K-12 with moderate to severe disabilities.

- 'MEville to WEville' curriculum continues to be implemented in the Grade One (1) to Twelve (12) classrooms during the 2019- 2020 school year.
- "Numeracy for All" continues to be used in the School-Age Rooms.
- Students demonstrate reading skills through reading stories to younger children.
- 2. Use of technology to offer voice to those who are non-verbal or emerging verbal learners.
 - Visual communication systems, augmentative and assistive devices will be utilized to promote routine communication and assist with Word Wall words, Core Vocabulary and activities.
 - 'MEville to WEville' activities can be completed, presented and shared with peers.
 - Generating stories to create, read, and share in class or with others.
 - Grades 1-12 classrooms received SmartBoards, with the support of donations to the society, in their rooms during the 2018/2019 school year. Programming this year continues to incorporate ample opportunity for technology use in order to meet the varying needs of our school participants.
- 3. Learning can occur at any time, in any place, given any opportunity. Goals on the IPP are reviewed and updated three times a year to ensure progress.
 - Collaboration with parents/guardians for consistent predictable interventions
 - Teachers will continue to integrate technology (computers, iPads, SMART boards, assistive technology) into their classrooms.
 - Teacher and professional therapist team develop multimodal approaches and strategies to meet the student's exceptional learning needs.

4. Meet students where they are at and assist them to work towards goals which are achievable and set them up for success. Each student's program is individually

designed to capitalize on skills and needs of each individual child.

 Students are taught skills related to community access including, but not limited to practicing safety during walks, tolerating time outside of the classroom, initiating appropriate interaction with others, purchasing personal items, and completing self-help and daily living skills.

5. Fostering Effective Relationships with students which extends to their families

- Creating an environment of safety and security within a socio-emotional, academic and peer-related focus
- Bridges the gap between parent and school; see the school as a partner and less as experts or institution.



Outcome One: Alberta's students are successful (continued)

[No Data for Diploma Exam Results]

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).

2. Overall evaluations can only be calculated if both improvement and achievement evaluations are available.

 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 Examination 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; and Social Studies 30-2.

4. Participation in Diploma Examinations was impacted by the fires in May to June 2016 and May to June 2019. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.

Performance Measures 2018/2019:

In 2018/2019 all students were deemed ineligible to write Provincial Achievement Tests, due to severe and profound cognitive and medical needs. Thus, as indicated above, there were no data results to report.

Comments:

Any future students enrolled within Elves' School Program who are deemed to be capable of completing Provincial Achievement Tests with or without adaptations, will participate in the Provincial Achievement process.

Outcome One: Alberta's students are successful (continued)

Derfermenes Messure	Res	ults (i	n per	centag	ges)	Target	E	Evaluation		Т	arget	s
Performance Measure	2014	2015	2016	2017	2018	2019	Achievement	Improvement	Overall	2020	2021	2022
High School Completion Rate – Percentage of students who completed high school within three years of entering Grade 10.	*	*	n/a	*	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Percentage of students writing four or more diploma exams within three years of entering Grade 10.	*	*	n/a	*	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Drop Out Rate - annual dropout rate of students aged 14 to 18	0.0	0.0	0.0	0.0	26.7	0.0	Very Low	Declined	Concern	0.0	0.0	0.0
High school to post-secondary transition rate of students within six years of entering Grade 10.	n/a	*	*	*	*	*	*	*	*	*	*	*
Percentage of Grade 12 students eligible for a Rutherford Scholarship.	n/a	n/a	n/a	n/a	n/a	*	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. Overall evaluations can only be calculated if both improvement and achievement evaluations are available.

3. Diploma Examination Participation, High School Completion and High school to Post-secondary Transition rates are based upon a cohort of grade 10 students who are tracked over time.

4. 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 Examination for each course. Courses included: English Language Arts 30-1; English Language Arts 30-2; French Language Arts 30-1; Français 30-1; Mathematics 30-2; Chemistry 30; Physics 30; Biology 30; Science 30; Social Studies 30-1; and Social Studies 30-2.

5. Caution should be used when interpreting evaluations and results over time for Mathematics 30-1/30-2, as equating was not in place until the 2016/17 school year. Alberta Education does not comment on province wide trends until it has five years of equated examination data.

6. Participation in Diploma Examinations was impacted by the fires in May to June 2016. Caution should be used when interpreting trends over time for the province and those school authorities affected by this event.

7. Weighting of school-awarded marks in diploma courses increased from 50% to 70% in the 2015/2016 school year. Caution should be used when interpreting trends over time.

8. Due to the change from previous data source systems to Provincial Approach to Student Information (PASI), Rutherford Scholarship Eligibility Rate results prior to 2015 are not available.

9. 2016 results for the 3-year High School Completion and Diploma Examination Participation Rates have been adjusted to reflect the correction of the Grade 10 cohort.

Performance Measures 2018/2019:

- Percentage of students who completed high school within three years of entering Grade 10.
- 26.7% dropout rate of students aged 14 to 18.

Details related to the 26.7% drop out rate are correlated to two individuals who enrolled and consistently attending the Elves School Program.

• One student identified as a drop out graduated during the 2016/2017 School Year and was issued a Certificate of School Completion by the Ministry of Education upon completion of the 2016/2017 year. This individual directly transitioned to the

Elves Adult Program upon graduation and is currently demonstrating consistent attendance.

- The second student identified to be a drop out entered Elves as an early education child and at the age of 18 his parent determined that her child was an adult. She also felt that it was not necessary to continue to receive educational services for an additional year although his resident school board was willing to support an second year of Grade 12. This person did not transition into a day program, although there were options provided to the parent during adult transition planning. This family unit also rejected at home supports to be funded Person with Developmental Disabilities.
- Percentage of students writing four or more diploma exams within three years of entering Grade 10. Elves was informed that while one family was pleased with the level of supports received by Elves, the family decided to not attend Elves for the 2018/2019 school year, which would have been the additional year that the students was sponsored through the school board.

Targets 2019/2020 and through to 2022:

There are currently 30 students in Grade One (1) to Twelve (12), targets are based on current enrollment, thus over the subsequent three year plan; it is anticipated that another four (4) students will complete high school within the three years of entering Grade 10. Student age of eligibility would preclude high school graduation within three years.

Comment on Results:

All 24 of the students Grade One (1) to Twelve (12) that were enrolled in the school for the 2018/2019 school year were afflicted with severe cognitive, physical and/or social emotional impairments. All students enrolled in Elves' School in 2018/2019 were exempt from participating in standardized testing. Consequently, students would not be eligible to qualify for the Rutherford Scholarship. Teachers modify the Alberta Education curriculum and implement Individual Programs Plans to ensure that all students are receiving levels of education that best suit their abilities and track student success.

For the students attending Elves' School Program, their afflictions included; but were not limited to onset of mental health conditions and/or serious medical concerns compounding the student's diagnosis. During the 2018/2019 school year, students, Grade One (1) to Thirteen (13) had episodes of compromised immune function, surgical procedures or additional medical diagnoses. Eight (8) percent of the students were treated by or referred to a

psychiatrist for mental health concerns. Therefore, due to these severe needs, parents/guardians continue to advocate for their child's needs and are in many cases, contingent on continued service delivery agreements from the resident school board; the deciding factor in determining the number of years of education based on the individual's health and well-being.

Thus, Drop-out Rates and High school Completion Rates are determined by the following factors:

- Parents/Guardians choice as their child reaches the age of 18
- Health concerns precludes transportation arrangements (compromised immunity dictates parameters of level of participation)
- Family decision to keep student at home and to address their educational needs met in a home school setting.
- Circumstances in which school boards choose not to continue with Service Agreement. For example, if resident school board chooses to serve an individual in district or refer to another program, Elves would not be made aware if the student has subsequently dropped out of the program nor does Elves have the ability to monitor if the student is receiving the supports that they require.
- Any future students enrolled within Elves' School Program who are deemed to be capable of completing Provincial Achievement Tests with or without adaptations, will participate in the Provincial Achievement process.
- Due to the unique student population at Elves, students do not 'drop-out' but rather 'age-out' of the school system between 18 20 years of age. Based on the Resident School Board's independent criteria, Elves' high-school aged students attend Elves' until the age of 19, while others could complete school at age 20.

Elves' Society plans to accommodate the transitioning Grade Twelve (12) students into the Adult Program if it is of the wish of the parent/guardian. However, acceptance into the Adult Program is in accordance with PDD, Individual Service Request Approval and the funding model. Therefore, the transitions and progress through to high school years are directly correlated with parental request and school board agreements. Most frequently, parents wish to access the maximum years of eligibility for the students' education; thus many students are remaining in Grade Twelve (12) if it is in accordance with the regulations of The School Act to their resident school board service delivery agreement with Elves.

Strategies:

- 1. Learning can occur at any time, in any place, given any opportunity.
 - Collaboration with parents/guardians for consistent predictable interventions
 - Teachers will continue to integrate technology (computers, SMART Boards, assistive technology) into their classrooms.
 - Teacher and the professional therapist team develop strategies to meet the students' exceptionalities.



- Students are taught skills related to community access including but not limited to
 practicing safety during walks, tolerating time outside of the classroom, initiating
 appropriate interaction with others, purchasing personal items, and completing selfhelp and daily living skills.
- Arrange opportunities for teachers to team teach and to collaborate and provide more opportunities for differentiated instruction.
- Use of practical examples in mathematics to help engage and encourage learning
- Develop a Peer to Peer Reading program with a Kindergarten peer
- 2. Parents, teachers and consultants will collaborate to establish and review learner knowledge, skills and attitudes over the course of the school year.
 - Parents are involved in the development of IPP goals and can consult with classroom staff, therapists, family support workers or administrators in order to ensure the needs of their child is being met on a holistic and functional level. Supports are able to be readjusted or modified as needed.
- 3. Continue to follow the vision and mission of providing a quality educational program that meets the needs of each student.
- 4. Implementation of specialized curriculums to help each student reach their full potential (i.e. Zones of Regulation, PEERS® Curriculum, MEville to WEville). Individuals who are emotionally regulated are better able to develop relationships, engage in learning and adjust to changes.



- 5. Focus on comprehension, memory retention, functional life skills, and peer-to-peer interactions and pro-social skills.
- 6. Fostering effective relationships with students which extends to their families
 - Creating an environment of safety and security within a socio-emotional, academic and peer-related focus.
 - Building positive and dynamic and empathetic relationships amongst students and their peers.
 - Enabling families to seek supports necessary to empower the family unit.

Outcome One: Alberta's students are successful. (continued)

Performance Measure	Results (in percentages)					Target	Evaluation				Targets		
Performance Measure	2015	2016	2017	2018	2019	2019	Achievement	Improvement	Overall	2020	2021	2022	
Percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.	95.8	98.8	98.8	100.0	98.7	99.0	Very High	Maintained	Excellent	99.2	99.4	99.6	

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).

 Student participation in the survey was impacted between 2014 and 2017 due to the number of students responding through the OurSCHOOL/TTFM (Tell Them From Me) survey tool.

Performance Measures 2018/2019:

98.7 % of teachers, parents and students were satisfied that students model the characteristics of active citizenship. There was a decrease in results from the year before which we had predicted due to having increasing numbers of children and students with more complex profiles that demonstrated a higher degree of dysregulation disorders/diagnoses upon entry to Elves. Responsive, developmentally appropriate support upon entry to a school program promotes self-regulation, and success as the school year progresses.

Comment on Results:

Elves' environment is inclusive of all individuals, children, students, staff and parents. The individual needs of the learners are met through modifications to environment interventions. Onsite and transition planning needs remain paramount to ensure maximum success of children and students.

Children and students receive support to interact with each other in a respectful and caring fashion. There are targeted plans of action and education to enable individuals who engage in challenging behaviors to improve behaviors.

Families who choose to enroll their children within Elves' School are doing so because they believe our environment to be the most enabling for their children. Yearly, parents are required to communicate their desire for their children to return to the school, and in many cases advocate strongly for this to occur.

Teachers have indicated that they believe that they are able to adapt/modify the curriculum for children/students ages 2 years 9 months – 20 years old. They establish classroom goals based upon educational objectives. Individual Program Plan goals are based upon parental priorities, school-based assessments and student abilities. Day-to-day and long-term supports are individualized to the learner.

Strategies:

- 1. Staff will support the emotional regulation of individuals with complex needs and/or cognitive challenges.
 - Peer Supports and opportunities for student role modeling were established amongst students in other classrooms.
 - Utilization of the empirical-evidence based program PEERS © was utilized with a few students in order to help support their social-emotional development and build foundational skills required to excel in their daily life.



2. Learners will direct and feel ownership for their learning.

- Within Elves' building, "Universal" strategies are implemented to build awareness and responsiveness for students who demonstrate complex and challenging behaviors.
- Students are supporting other classrooms to complete routine daily living tasks such as laundry.
- Children access and utilize low-tech devices to promote peer interactions during gross motor groups.
- MEville to WEville" curriculum continues to be implemented within the Grade One (1) to Twelve (12) classrooms during the 2019-2020 school year.

Outcome Two: Alberta's education system supports First Nations, Métis, and Inuit students' success

(Results and evaluations for First Nations, Métis and Inuit measures are required for Public/Separate/Francophone School Authorities only)

	Res	ults (i	in per	centa	ges)	Target	E	valuation		Targets		
Performance Measure	2014	2015	2016	2017	2018	2018	Achievement	Improvement	Overall	2019	2020	2021
Overall percentage of self-identified FNMI students in Grades 6 and 9 who achieved the acceptable standard on Provincial Achievement Tests (overall cohort results).	*	*	*	*	*	*	*	*	*	*	*	*
Overall percentage of self-identified FNMI students in Grades 6 and 9 who achieved the standard of excellence on Provincial Achievement Tests (overall cohort results).	*	*	*	*	*	*	×	*	*	*	*	*
Overall percentage of self-identified FNMI students who achieved the acceptable standard on diploma examinations (overall results).	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Overall percentage of self-identified FNMI students who achieved the standard of excellence on diploma examinations (overall results).	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	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. Overall evaluations can only be calculated if both improvement and achievement evaluations are available.

 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); and Social Studies (Grades 6, 9, 9 KAE).

4. Participation in Provincial Achievement Tests was impacted by the fires in May to June 2016 and May to June 2019. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.

 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 Examination 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; and Social Studies 30-2.

6. Caution should be used when interpreting evaluations and results over time for Mathematics 30-1/30-2, as equating was not in place until the 2016/17 school year. Alberta Education does not comment on province wide trends until it has five years of equated examination data.

7. Participation in Diploma Examinations was impacted by the fires in May to June 2016 and May to June 2019. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.

8. Weighting of school-awarded marks in diploma courses increased from 50% to 70% in the 2015/16 school year. Caution should be used when interpreting trends over time.

Performance Measures 2017/2018:

All performance measures had results that were less than six (6) respondents, thus could not reply.

Targets 2018/2019 and through to 2021:

Due to the smaller numbers of students in Grade One (1) to Twelve (12), targets are based on current enrollment, thus over the subsequent three (3) year plan, in 2019/2020 school year, it is anticipated that another student will complete high school within the three years of entering Grade Ten (10).

Comment on Results:

All students enrolled in Grade One (1) to Twelve (12) in 2017/2018 were exempt from participating in standardized testing. Consequently, students would not be eligible to qualify for the Rutherford Scholarship.

Students continue to attend school as long as service delivery agreements remain in place and parents continue to choose Elves as their preferred school. Typically, families choose to continue accessing services until service delivery agreements are no longer supported and/or transition into the Adult Program occurs. As such, dropout rates do not apply.

Our goal is to foster an environment where staff are culturally sensitive and aware of the historical and challenging. Professional development opportunities have and will continue to be made available to our teachers through community agencies and internal PD development.

Strategies:

- 1. Build awareness of strategies and tools in order to implement more activities and programming related to First Nations, Métis and Inuit ancestry.
 - School-wide Professional Development initiatives will draw focus to celebrating the history and culture of First Nations, Métis and Inuit peoples.
 - Providing teachers and Elves staff an opportunity to learn more about the National Truth and Reconciliation Commission.
 - Continue to promote learning and understanding of First Nations, Metis and Inuit culture, traditions and perspectives amongst staff members.

• Utilizing interactive resources such as the "Walking Together" online tool developed by Alberta Education.



- 2. Create opportunities within the classroom setting or during school-wide events to bring awareness to First Nations, Métis and Inuit cultures.
 - Guest speakers have brought cultural awareness to Elves in relation to family dynamics and further development of cultural sensitivity.
 - Elves' partners with First Nations, Métis and Inuit community groups that may place volunteers or practicum students as mentors, within Elves' community.
 - Elves' support is provided to natural families and foster families in identifying other schools or extracurricular programs that may meet their cultural and social/emotional needs. First Nations, Métis and Inuit Families are referred to resources that will provide supports outside of the school.
 - Self-identified First Nations, Metis and Inuit students will participate in curriculum, modified as appropriate for their individual needs
 - Continue our multidisciplinary team approach with focus on diversity within Elves community to each individual student including teachers, instructional assistants, parents, students, administration, and therapists.
 - Continue to ensure that our staff are knowledgeable, understanding and respectful of cultural diversity and perspectives of First Nations Metis Inuit cultures and histories.
 - Professional Development opportunities will continue to be provided in order to broaden their understanding of First Nations Metis Inuit reconciliation

- Continue to support the development of school climate and culture through a Positive Behaviour Support Model.
- Students and families are unique and diverse culturally and each bring a variety of perspectives. Our programs will continue to infuse these perspectives to reflect the needs of students and their families.
- First Nations parents within the school community are encouraged to join committees and engage as volunteers alongside other community members.

Outcome Two: Alberta's education system supports First Nations, Métis, and Inuit students' success (continued)

Performance Measure		Results (in percentages)					Evaluation				Targets		
		2014	2015	2016	2017	2018	Achievement	Improvement	Overall	2019	2020	2021	
High School Completion Rate - Percentage of self-identified FNMI students who completed high school within three years of entering Grade 10.	n/a	n/a	*	n/a	*	*	*	*	*	*	*	*	
Drop Out Rate - annual dropout rate of self-identified FNMI students aged 14 to 18	*	*	*	*	*	*	*	×	*	*	*	*	
High school to post-secondary transition rate of self-identified FNMI students within six years of entering Grade 10.	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	
Percentage of Grade 12 self-identified FNMI students eligible for a Rutherford Scholarship.	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	
Percentage of self-identified FNMI students writing four or more diploma exams within three years of entering Grade 10.	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 (*).

 Overall evaluations can only be calculated if both improvement and achievement evaluations are available.
 Diploma Examination Participation, High School Completion and High school to Post-secondary Transition rates are based upon a cohort of grade 10 students who are tracked over time.

Weighting of school-awarded marks in diploma courses increased from 50% to 70% in the 2015/2016 school year. Caution should be used when 4. interpreting trends over time.

5. Due to the change from previous data source systems to Provincial Approach to Student Information (PASI), Rutherford Scholarship Eligibility Rate results prior to 2015 are not available.

Student demographic data used when calculating Student Outcome Measures and Provincial Achievement Tests results was updated in October 6. 2016. This impacted results based on enrolment (e.g., self-identified First Nations, Métis and Inuit), exception (e.g., learning disability) and grant program codes (e.g., English as Second Language students) reported in previous years.

7. 2016 results for the 3-year High School Completion and Diploma Examination Participation Rates have been adjusted to reflect the correction of the Grade 10 cohort.

Performance Measures 2018/2019:

All performance measures had results that were less than six (6) respondents, thus could not reply.

Targets 2019/2020 and through to 2022:

Due to the smaller numbers of students in Grade One (1) to Twelve (12), targets are based on current enrollment, thus over the subsequent three year plan, in 2019/2020 school year, it is anticipated that another student will complete high school within the three years of entering Grade Ten (10).

Comment on Results:

Within Elves' School Program, there are several students identified as having First Nations, Metis and Inuit status, however, they will not be writing Provincial Achievement Exams or Diploma Exams in their original or modified forms due to the complex nature of their impairments. All students enrolled in Elves' School in 2018/2019 were exempt from participating in standardized testing. Consequently, students would not be eligible to qualify for the Rutherford Scholarship.

Students continue to attend programming as long as service delivery agreements remain in place and parents continue to choose Elves as their preferred program. Typically, families choose to continue accessing services until service delivery agreements are no longer supported and/or transition into the Adult Program occurs. Elves maintains strong and respectful relationships with our families and caregivers of First Nations, Metis and Inuit descent.

Strategies:

- 1. Build awareness of strategies and tools in order to implement more activities and programming related to First Nations, Métis and Inuit ancestry.
 - School-wide Professional Development initiatives will draw focus to celebrating the history and culture of First Nations, Metis and Inuit peoples.
 - Certified Teachers

 participated in The Blanket
 Exercise activity that was
 offered as Professional
 Development for AISCA
 teachers presented by
 Edmonton Learning
 Consortium facilitators.



• In the 2018/2019 school year, ARQCE presented school wide professional development related to First Nations, Metis and Inuit cultures to staff in December 2018.

- 2. Create opportunities within the classroom setting or during school-wide events to bring awareness to First Nations, Métis and Inuit cultures.
 - Guest speakers have brought cultural awareness to Elves in relation to family dynamics and further development of cultural sensitivity.
 - Seek out additional resources from members of the First Nations, Metis and Inuit community.
 - Continue to seek new resources from such places as regional institutions, cultural centres, and the Truth and Reconciliation Commission of Canada
 - Elves' partners with First Nations, Métis and Inuit community groups that may place volunteers or practicum students as mentors, within Elves' community.
 - Elves' support is provided to natural families and foster families in identifying other schools or extracurricular programs that may meet their cultural and social/emotional needs. First Nations, Métis and Inuit families are referred to resources that will provide supports outside of the school.
 - In our 2018/2019 School Year, we received a Grant under the AISCA/AB Ed initiative "Moving forward on reconciliation and capacity building for First Nations, Métis, and Inuit education in Private Schools".

Outcome Three: Alberta has excellent teachers, and school and school authority leaders

		Results (in percentages)					Evaluation				Targets		
Performance Measure	2015	2016	2017	2018	2019	2019	Achievement	Improvement	Overall	2020	2021	2022	
Percentage of teachers, parents and students satisfied with the opportunity for students to receive a broad program of studies including fine arts, career, technology, and health and physical education.	96.7	93.4	99.3	97.4	99.2	98.0	Very High	Maintained	Excellent	98.2	98.4	98.6	

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).

 Student participation in the survey was impacted between 2014 and 2017 due to the number of students responding through the OurSCHOOL/TTFM (Tell Them From Me) survey tool.

Performance Measures 2018/2019:

99.2% of teachers, parents and students satisfied with the opportunity for students to receive a broad program of studies including fine arts, career, technology, and health and physical education.

Targets 2019/2020 and through to 2022:

We strive to increase this satisfaction rate incrementally over the next three years. Internal survey results also correlate in a similar fashion.

Comment on Results:

Learner success for Elves' children and students is defined based upon multiple factors. This may include child/student ability to interact and become engaged in the community. Progress or success can be reflected as the level of engagement within the classroom and the motivation to be engaged therefore resulting in reduction of challenging behaviors and increase in positive competencies. It may also be reflected as success in achieving goals established by the family and learning team. IPP results are an objective way to determine whether children and students are progressing and developing skills.



With the increase in our school numbers; even more effort has gone into planning and scheduling core times to utilize shared common areas such as the adapted gym, activity room space, music programming, SMART boards Technology, kitchen and laundry spaces

(involved in daily living skills programming). Thus, classrooms have been more creative about finding ways to utilize space to accommodate the programming. Elves Adult and Youth Building is an active learning environment.

Hallways become areas for physical activity allowing for practice with walkers or learn to pedal adapted bikes. Rooms and offices become place to practice communication skills. The learning is visible to all who enter the doors as it can no longer be resigned to "special areas" in the school. The programming at all ability levels is functional, and authentic, thus translates into parents, teachers and students are able to share the successes of all participants.

Strategies:

- 1. Continue to provide children and students with access to high tech devices that can become instrumental to their learning.
 - SMART boards Technology and our portable SMART boards are still being utilized with continued success in both the School Program Grade One (1) to Twelve (12) and Early Education Programs. It has increased the participation of students with physical impairments and has also worked as a tool for increased attention and participation for those individuals with self-regulation concerns. The teachers are given opportunities to share their ideas and "tricks & tips" with one another.
 - Resources and PD relating to Smart Technology will be emphasized in the 2019/2020 school year as the four school aged classrooms received their SMART boards permanently within each of the rooms in 2018/2019.
- 2. Utilize ways to enhance learning by using combinations technologies to enhance learning. Finding new ways to use low tech device in order to elicit communication by linking family to school through technology.
- 3. Individual Program Plans will continue to be developed that reflect a multidimensional level of goal attainment.
 - Progress and goal acquisition is reflective of an individual's' learning styles, interests and strengths.
- 4. Teachers and Educational Assistants will be given opportunity to form communities of practice in order to collaborate and share best practice standards.
 - Teacher and staff meetings will provide opportunities for collaboration to form a school-wide document highlighting strategies and/or activities that emphasizes

learners' strengths and interests in order for the individual to successfully progress towards goal achievement.

5. Continue to reinforce essential healthy relationships and educational intervention and therapeutic rapport between teachers, staff, students and families to work collaboratively to ensure a safe, secure, and predictable learning environment.



Outcome Four: Alberta's K-12 education system is well governed and managed

D f	Re	sults (in perc	entag	es)	Target	l		Targets			
Performance Measure	2015	2016	2017	2018	2019	2019	Achievement	Improvement	Overall	2020	2021	2022
Percentage of teacher, parent and student agreement that: students are safe at school, are learning the importance of caring for others, are learning respect for others and are treated fairly in school.	100.0	100.0	98.8	100.0	100.0	98.8	Very High	Maintained	Excellent	99.0	99.2	99.4
Percentage of teachers, parents and students satisfied with the overall quality of basic education.	99.1	99.0	100.0	99.1	100.0	99.0	Very High	Maintained	Excellent	99.2	99.4	99.6
Percentage of teachers and parents who agree that students are taught attitudes and behaviours that will make them successful at work when they finish school.	100.0	100.0	100.0	100.0	100.0	99.0	Very High	Maintained	Excellent	99.2	99.4	99.6
Percentage of teacher and parent satisfaction that students demonstrate the knowledge, skills and attitudes necessary for lifelong learning. (<i>This measure is</i> <i>required for charter and private</i> <i>school authorities that do not</i> <i>have grades 10-12.</i>)	100.0	91.2	100.0	97.4	100.0	99.0	n/a	n/a	n/a	99.2	99.4	99.6
Percentage of teachers and parents satisfied with parental involvement in decisions about their child's education.	100.0	96.5	97.6	100.0	100.0	99.0	Very High	Maintained	Excellent	99.2	99.4	99.6
Percentage of teachers, parents and students indicating that their school and schools in their jurisdiction have improved or stayed the same the last three years.	88.9	76.5	100.0	100.0	100.0	99.0	Very High	Improved	Excellent	99.2	99.4	99.6

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).

2. Student participation in the survey was impacted between 2014 and 2017 due to the number of students responding through the OurSCHOOL/TTFM (Tell Them From Me) survey tool.

Performance Measures 2018/2019:

- 100% of teacher, parent and student agree that: students are safe at school, are learning the importance of caring for others, are learning respect for others and are treated fairly in school.
- 100 % of teachers, parents and students satisfied with the overall quality of basic education.

- 100% of teachers and parents agree that students are taught attitudes and behaviours that will make them successful at work when they finish school.
- 100% of teacher and parent satisfaction that students demonstrate the knowledge, skills and attitudes necessary for lifelong learning.
- 100 % of teachers and parents satisfied with parental involvement in decisions **abut** their child's education.
- 100 % of teachers, parents and students indicated that their school and schools in their jurisdiction have improved or stayed the same the last three years.

Targets 2019/2020 and through to 2022:

Although we hope to maintain these high achievement rates of 100%, lower targets are projected in order to reflect changes in the profiles of students/children served. Therefore targets of 98.8% and 99.0% were set.

Comment on Results:

Students are safe at school, are learning the importance of caring for others, are learning respect for others and are treated fairly in school.

Elves School Program emphasizes a safe and caring inclusive environment where all children, students, parents and staff are welcomed and made to feel part of the community where diversity is supported to ensure that all individuals in the school feel respected.

Individualized environment, classroom structure, positive behavioural practices and therapeutic supports continue to be a priority at Elves. Administration is facilitating efforts to increase the sharing of information and expertise more regularly.

External professionals have been secured to support Elves staff continue to build capacity where gaps in service have been identified. For example, contracting services to registered

psychologists who complete psycho-educational reports for transitioning students and to maintain qualification for funding.

Strategies:

Students are safe at school, are learning the importance of caring for others, are learning respect for others and are treated fairly in school.



- 1. Classroom personnel will demonstrate an awareness and responsive attitudes toward the emotional, psychological and physical safety of all stakeholders.
 - The Mandt System continued training of all classroom and resource staff in order to demonstrate the importance of relationship, safety and security as it relates to individuals in crisis and de-escalation processes.
 - Philosophy: "In this place, with these people, I feel safe".
 - Trauma Informed Practice being cognizant that staff, parents and children/students interact on multiple levels on any given day and these interactions can impact trauma histories in positively or negatively; thus understanding of trauma informed services is imperative to awareness of Elves' stakeholders.
 - Behaviour Strategies related to regulation and sensory processing.

2. Teachers and all school staff work hard to build healthy, authentic and trusting relationships with the children/students and parent/guardians.

- Multi-aged groupings and teacher looping are implemented. Supports are scaffolded to address developmental needs of all learners.
- Students and families feel accepted and safe within Elves' School Programs.
- 3. Staff model healthy interactions, and a caring attitude toward one another, children, parents and guardians.
- 4. Students are engaged as active participants in their school environment. They act as role models for one another and peer helpers for younger students.
- 5. Provide an environment where students feel safe and accepted for who they are, find peers and develop relationships.
 - Children and students learn about their community and how to interact with others.



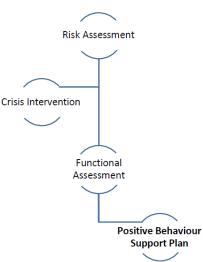
• Students learn have empathy towards peers and treat one other with dignity and respect.

- 6. Continue to provide professional development opportunities on site and off that ensure continuous staff development.
 - Positive Behaviour Support Committee is implemented so that staff have a forum to ask questions and develop their skills regarding best practice and behaviour intervention tools and strategies.

7. School continues to be diligent in its maintenance of a safe and secure building, with policies and procedures in place to provide a facility in which individuals can feel safe.

- Safe and Caring School Curriculum modified and implemented daily on-site.
- Visitors and parent visitors are escorted to the classrooms by Elves' staff members. Security clearances are secured for personnel, practicum students, and volunteers within the classrooms. Buildings are secure and those without passes are required to buzz into the buildings. A "Sign-In" process is in place.
- Immediate review and follow-up regarding allegations of abuse or inappropriate interactions among students. Environmental modifications and playground/classroom supervision protocols are reviewed regularly.
- Drills and safe strategies are practiced monthly. These include but are not limited to Lock Down, Fire, and Tornado Drills.
- Emergency Response and Communication Plans are developed and update on a one to two-year cycle.
- Fire and Health Inspections take place in the Spring of each year.
- Incident reports reflect child/student health correlated to Bruise and Scratch or Critical Incidents on-site.
- Walkie-Talkies provided to facilitate "inter-classroom communication" when on playground or notification related to an emergency response.

- Supporting Positive Behaviour and Differentiating Instruction documents are reviewed and implemented with staff.
- Restrictive Procedures Policy is in place. Interventions are individualized based on the individual's observations, Motivational and Functional Assessments and individuals cognitive and physical abilities. Parental consent to implement restrictive procedures.



Comment on Results:

Students demonstrate the knowledge, skills and attitudes necessary for lifelong learning.



We are quite proud to hear that parents and teachers are satisfied that their children and students respectively are finding success towards lifelong learning. We continue to recognize that there will be natural fluctuations within the program as we manage new student groupings and dynamics. Elves continues to thrive towards addressing the complex mental health concerns of our children and students as individuals with these complex profiles continue to require service..

The anticipated target for the 2019/2020 school year as well as the targets set for 2020-2022 reflect greater professional development and community of practice opportunities for teachers, paraprofessionals and therapists. We will continue to offer frequent meetings and case conferences with parents, caregivers, classroom staff and resource professionals reflected the desire to continue to provide students and children with a high service delivery and concurrently build capacity and skills to support children and adolescent mental health

The focus of Elves' School Program is to develop the essential understanding and life skills in which to foster life-long learning and global citizenship. Individualized Program Plan goals are focused on areas of socio-emotional development, self–regulation and functional literacy and numeracy skills. Due to the nature of our student population total

independence in the realm of academics may be hard to achieve as they may require continued supports and accommodations as they graduate from high school.

70% of Individual Program Plan (IPP) objectives for children/students were met school- wide (ECS - Grade 12) during the 2018/2019 school year.

Strategies:

Students demonstrate the knowledge, skills and attitudes necessary for lifelong learning.

- 1. Individuals with pediatric or adolescent mental health concerns will develop skills that will promote self-regulation awareness; thereby improving quality of life and knowledge, skills and attitudes for lifelong learning.
 - Teachers will continue to modify or adapt the Alberta Education curriculum to meet our diverse learners at their ability level.
 - Socio-emotional regulation, mental health and social communication: Continuing to address emotions with those who are non-verbal or present with complex neurobehavioural profiles. Zones of Regulation ® is an extensively well researched program that assists individuals to understand and regulate their emotions through visual cues and adult support.
 - Have students participate in more community outings, giving opportunities to succeed in community environments within a small setting.
 - Working with the students on functional skills, whether it be functional literacy, numeracy or self-help skills that enable the students to feel successful in the environment in which they live. For an example, a 10th grader, who may be unable to read in the traditional sense, but is able to: recognize and form the letters of his/her name, understand clothing labels so as launder them semi-independently, recognize safety signs in his/her community in order to navigate safely when outdoors.
 - Continue to set high standards for teachers and students to maintain a strong focus on social, life skills, communication and functional academics.
 - Implement social skills goals into student IPPs. The Second Step Curriculum teaches social skills and emotional recognition as well as strategies that are applicable to children with difficulties recognizing or regulating emotions. Social competence and pro-social behaviour are qualities that are imperative for children to be explicitly taught in their early years. Classrooms remain committed to helping children and youth build

their socio-emotional skill set through whole classroom instruction and one to one concrete learning activities.

• Families too, require support outside of their own support network, thus the Family Support Workers are able to support the families and provide advocacy while accompanying families to hospital appointments, transition meetings with school boards.

Comment on Results:

Satisfaction with the overall quality of basic education. Satisfaction with parental involvement in decisions *dout* their child's education. School and schools in their jurisdiction have improved or stayed the same the last three years.



• Within the school there have been transformative processes including environment, classroom structure, positive behavioural practices and therapeutic supports. Often the changes occur very naturally and are not perceived tobe significant independent of each other. Elves strives for success and hopes to make steady gains amongst the satisfaction

level of teachers, parents and students with the overall quality of basiceducation.

- Elves has continually adapted and evolved the services and programming styles to meet the needs of the child/student population that is accessing services at our school.
- Elves' multidisciplinary team members collaborate with families and classroom teachers to provide screenings and/or assessments for all children and students attending Elves. Through the screening process, children/students are identified as requiring broad or more advanced supports for the school year.
- Parent/guardians are consulted prior to and during the first IPP meeting to inform them of what level of formally assesses all students determined through screenings to have the need for individual intervention for fine motor skill development, gross motor skill development and speech/language needs.
- Individual Program Plans are developed for each student in September, data is collected regularly and results are reported to parents/guardians in February and June.

• Although screens are completed in the first month of school and discussed with the parent/guardian, Elves' Speech Language Pathologist, Physical Therapist and Occupational Therapist will complete formal assessments of all children prior to the end of the school year and as needed as new enrollments occur.

Strategies:

Satisfaction with the overall quality of basic education. Satisfaction with parental involvement in decisions about their child's education. School and schools in their jurisdiction have improved or stayed the same the last three years.

- 1. Continue to provide opportunities for parents to collaborate and participate in sessions at the school with the individuals involved in their child's education.
 - Families are advised of the progress through regular newsletters, Annual General Meeting and other opportunities to become engaged such as Parent Advisory council, fundraising or Parent Support group.
 - Frequent communication with our families. Teachers and multidisciplinary team members collaborate with families and/or specialized services to maximize supports and empower family/child capacity.
 - Families receive annual surveys and are asked to provide feedback related to support provided through Elves.
 - Parental engagement includes:
 - Detailed intake process
 - IPP goals that address parental priorities and skills needed to be engaged within the school and community. Parent/Team Meetings, three (3) times yearly and as required.
 - Daily communication books between home and school that are modified to reflect parental priorities and capacity
 - Guardian consent for therapy
 - o Engagement and partnerships with other school boards
 - Transition planning for guardianship, AISH, Persons with Developmental Disabilities (PDD) funding, residential planning and program placement.
 - Visuals are added to support families who may be English as Learned Language (ELL).

- 2. Families will continue to be involved in Family Oriented ProgrammingSessions (FOPS).
 - Elves recognizes that all families function differently and home visits alone may not meet all family needs. Parents were surveyed to determine topics of interest for the 2019/2020 school term and FOPS were individualized to address different family dynamics. However, topics continued to entail home, community and school based engagement alongside staff who works directly with the child.
 - For many of the guardians in foster or kinship relationships with our children/students; it was imperative for them to have an opportunity to track their engagement in a practical way; which could carry more functional meaning than a certificate.
- 3. Continue to provide a multi-disciplinary approach to learning; offering a variety of ways that the resource team can build capacity and understanding in the classroom staff, thus increasing the knowledge of best practice strategies and protocols.
- 4. Fostering Effective Relationships with students which extends to their families
 - Creating an environment of safety and security with a socio-emotional, academic and peer related focus. Building positive and dynamic and empathetic relationships amongst students and their peers.

Future Challenges

Elves is working toward expansion of Elves Adult and Youth facility with the anticipated completion date of September, 2019. Extreme winter weather and significant spring/summer rainfall delayed the project completion until early December 2019. The additional rooms will allow all Elves' programs to serve more individuals based upon demand effective January 2020.

Elves will continue to offer training to personnel with consideration to trauma informed practices. Evidence



passed interventions for those with complex neurodevelopmental profiles, and developmental delays and increasing the knowledge and responsiveness to diverse populations. Staff training and internal events are scheduled to build bridges and improve understanding and relationships with indigenous families.

- 17% of children/youth have self -identified indigenous or First Nations Métis Inuit (FNMI) status.
- 23% of parents are newcomers to Canada.
- 53% of children, youth, and adults reside with families.
 - 93% of children and youth reside with parents
 - 22% of parents are single
 - 16% are single female parents
 - 2% are single male parents
 - 3% are grandparents
- 7% of children reside in care
 - 6% reside in foster care homes
 - 1% resides in group homes

To better meet the overall needs of the Elves School community we have entered into an agreement with a local university to review Elves process and procedure and to create infographics that will to support training related to race and ethnic relations within our school.

- There is continued Stable and caring child/parent relationships positively influence brain plasticity and in return enhance the parent's ability to be more responsive to their child with complex needs. The ability to be responsive appears to decrease significantly within family units who are facing matters such a food insecurity, joblessness, language barriers and/or cognitive/mental or physical impairment.
 - Often, when these conditions are evident, there are a significant amount of wraparound services offered by Elves in relation to educational and community referrals.
- Elves has increased facility space that will enable the School to accept more students and enhance the ability to offer transitional supports into adulthood upon graduation from Grade Twelve (12). Elves Adult Program is adapting to meet the needs of a new client population that is less medically fragile and but which demonstrates a greater degree of dysregulation requiring an more advance skill set to address complex neurodevelopmental profiles.
- With pending facility expansion, Elves is accommodating a greater number of request for educational services to be offered to Grades One to Twelve students. If students are attending Elves School Program under a Service Agreement. There are questions



Oct 23, 2019 | Elves Adult & Youth (10419 159 St) | 5:30 - 7 pm

Topic: Access to Resources Persons with Developmental Disabilities (PDD) & Family Support for Children with Disabilities (FSCD) Speaker: Brittany Malo from Disability Services



RVSP at https://learnandchill.eventbrite.ca or w/ Joanne at elvessw@elves-society.com or 780.454.5310 ext. 230 whether funding will be maintained for this population into the 2020/2021 School Year and beyond. Prior to transitions, Elves systematically works towards enhancing family capacity to advocate and seek greater community services and supports beyond Elves. Many families are successfully navigating the system; however, there are those complex cases who continue to request Elves' supports after their child has graduated our early childhood or school system.

• Transitions for children and families can be made more complex when there are bureaucratic/administrative matters such as school placement and funding to navigate beyond Elves' supports.

- The Early Education Programs continue to offer three levels of service with varying hours. This is dependent upon ages and profiles of children. It is understood that this model is subject to yearly approval from Early Education representatives. This model is designed to optimize the learning environment based on ages and stages of development. As result, administrative decision making and coordination of spaces, human and physical resources and transportation require more consideration and planning.
 - Facilities must accommodate the needs of the learner, therefore spaces must have universal access while also having the ability to be modified to address very specific to learner abilities
 - Our staff must be highly motivated and skilled in order to meet the unique medical, cognitive and psychosocial needs of children and youth. Therefore, the timelines to recruitment for therapy team members can take longer than historical processes.
 - While Elves may access supports for Low Incidence consultation, our school does not receive direct funds such as those within the Regional Collaborative Service Delivery (RCSD) funding. There is a challenge to retain well-trained experts when there are shortages of these disciplines with RCSD School-based and Alberta Health Services Teams, and with respect to the differences between rates of pay.
 - Next to staff costs, transportation is the second greatest expenditure for the School. Within the currently year there are more family units located in the south east and north east quadrants of the city. As a result, there is an effort to ensure ride times do not exceed the designated 1.5 hours. Ride times and the extensive amount of time needed to support an individual with a disability to become secure on the bus has resulted in some routes transporting 8–9 children per bus. Elves continues of own and operate a bus that supports consistency for children who reside in transient families and children who are medically fragile and require an attendant. Yellow cab also supports children who require an attendant while enroute to school
- Pediatric wheelchairs have been purchased through donor dollars to enable the pediatric population on the Glenrose Seating Clinic waitlist to attend school.
- Elves is working towards the digitalization of student records. This has posed a challenge due to files sizes and internal expertise. There will be the need to develop capacity building within the existing team as it is anticipated that there will not be funding from the Ministry to support this work into the future.

Summary of Financial Results - Budget Summary SUMMARY OF FINANCIAL RESULTS - BUDGET HIGHLIGHTS ECS – GRADE 12

REVENUES	Year Ended	%	Year Ended	%	Contextual Information								
	August 31,		August 31,		Details on how the budget supports the Education Plan								
	2019		2018		Details on how resources are allocated to programs								
					Guiding principles used in financial planning								
PUF	\$ 4,056,117	62%	\$ 4,166,286	61.2	Budget Highlights								
Basic Instruction	704,409	11%	742,005	11									
Transportation	460,226		485,654	7.14	Elves' School Program has two components –								
(ECS only)		7%			ECS and Grades 1-12.								
Severe	378,695		411,625	6.1	• The Three-Year Plan reflects the introduction of								
Disabilities		6%			new initiatives in management of the budget								
Other	501,108	8%	517,852	7.6	setup according to the school enrollment and								
Service	368,070		348,592	5.1	learner needs.								
Agreements					Strategic and Financial Planning addresses								
Grades 1-12 and					equipment needs and facility expansion based								
Transportation		6%			on consideration of students' needs and safety,								
Amortization of	96,020		95,323	1.4	as well allocation as per provincial funding								
Capital					guidelines. Overall, the Society aims to provide								
Allocations		1%			quality, safe and sustainable educational								
Casino Funds,	2,715	0%	14,795	0.22	services to all of its students.								
Unrestricted	4,097		7,658	0.11	Elves' budget reflects program funding organity including multidiscipling								
Contributions		0%			expenditures, including multidisciplinary supports based on an IPP for every learner.								
Fees and Other	2,109	0%	8,787	0.13	 The ECS budget component reflects significant 								
TOTAL	\$ 6,573,566	100	\$ 6,798,577	100%	supports directed toward children and families								
EXDENIDITUDEC		%	Veen Ended	0/	in relation to assessment and the early detection								
EXPENDITURES			Year Ended	%	of conditions that require support or diagnosis								
			August 31, 2018		from community professionals.								
			2018										
Instruction		70	\$ 4,489,656	69	In light of trends within the public system								
	\$4,382,940				classroom models, the following student numbers								
					are projected.								
Operations/	235,502	4	258,772	4	<u>2017/2018</u> <u>2018/2019</u> <u>2019/2020</u>								
Maintenance													
					192 Total183 Total192 Total Enrollment								
					Enrollment Enrollment								
Administration	521,796	8	678,925	10	24 School Age								
					24 School Age 23 School 168 ECS								
Transportation	973,017	15	922,665	14	168 ECS Age								
					160 ECS								
Amortization	173,475	3	171,074	3									
Loss on	0	0	0	0									
Equipment													
Disposal													
TOTAL	\$6,286,730	100	\$ 6,521,092	100									

For complete Audited Financial Statements for the Year Ended August 31, 2018 contact Elves at

Capital and Facilities Projects Summary of Facility and Capital Plans

Facility expansion remains a priority for Elves Special Needs Society. Capital expenditures also include purchase of specialized equipment that is funded through fundraising endeavors and matching grants.



Elves primarily operates facility-based educational services offered within three locations; Elves Child Development Centre (ECDC), Elves Adult and Youth Centre (EAYC) and a satellite location at Scouts Canada.

Expansion of Elves Adult & Youth Centre building has been a priority for Elves'

community for ten years. The addition of eight rooms enables the Society to meet growing community demands within the education community access day programs and respite programs.

Elves owns and operates a facility that is specialized to meet the needs of special needs learners. Over the past ten years, there have been challenges in seeking a facility that can be modified, meet City of Edmonton zoning requirements, and attain school from the Ministry of Education. As a result, there was a decision to expand on the existing property at Elves Adult & Youth Centre to generate additional ground and lower level spaces. The School is planning for the additional equipment and furniture that will be required to support the new children and student who will be transitioning into the new space.

The build will be completed by year end 2019. In January 2020, there will be up to 24 children who will be occupying a classroom.

The purchase of specialized equipment has also been a priority to enable accessibility to and within the school. Items such as pediatric wheelchairs have been purchased through donations to enable children who have an Alberta Health & Safety referral to Glenrose Seating Clinic. Waiting list may be 18 months or longer, therefore Elves' determined safe modes of transportation were critical for non-ambulatory children.

Lifts are also utilized to transfer the individuals who are non-ambulatory and exceed weight limits that allow for safe manual transfers. Walkers or standing frames were also purchased to support children and students who are non-ambulatory but require opportunity to weight bear or practice ambulation. For this population, only some of these items are covered by Aids to Daily Living. Families must choose between a wheelchair or positioning device.

Maintenance and upgrades to existing buildings remain a paramount priority of the organization. The Hemisphere Study has been integral in outlining timelines and area for maintenance at EAYC. The plan projects a maintenance schedule for the facilities over the course of 25 years. There will be update to the study and insurance valuation commissioned once the EAYC building expansion is completed.

Elves is also planning for infrastructure upgrades to the intercom and speakers in spaces that are in place prior to 2000. In conjunction with Elves safety policy and threat assessment planning, Elves will also introduce a lock down warning system. Security of the existing building also requires upgrades as the current system cannot be enhanced and there are multiple building security alarms that are resulting from system deficiencies.

Throughout the year, Elves' Board of Directors and management addressed solutions to capacity needs of the school. Elves continues to maintain the lease agreement with Scouts Canada in Edmonton, Alberta, in order to support Kindergarten children for 2017 – 2020.

For the 2019/2020 school year, the lease agreement with Scouts Canada was extended to include use of an additional space to support a classroom of our first year students from September until January, while the Elves' Building expansion is completed. Demand for service will determine whether the space remains operational into the future. Fundraising dollars support the purchase and maintenance of specialized equipment required to support child and student learning and health. Many items, such as lifts, are also required in order to maintain the health and safety of the staff supporting the individuals who attend

our school. There is also the need to support staff back care, and the purchase of mechanical lifts must be considered when the need arises. Elves has needed to plan for fundraising dollars to be allocated toward wheelchairs for children age 3 to 4, while they are lengthy waiting lists for the Glenrose Seating Clinic. Elves also must consider the need to purchase communication devices to enable the complex communication needs of children and students who are non-verbal.

Fundraising and Endowments

Fundraising endeavors direct funds to capital projects, maintenance of facilities, specialized equipment and augmentative communication devices, Elves' Food Bank and Basic Shelf Program intended to address food insecurity within family units. Supports are also offered towards lessening food insecurity and enhancing parental capacity.

Over the course of 2018/2019, fundraising endeavors included the Elves' 2019 Golf Tournament. Elves was also grateful to receive multiple grants that supported the purchase of a new bus and supported pour in place rubber ground cover for the playground installed at the Elves Child Development Centre.

Grants, philanthropic donations from organizations such as the Lions Club and private donors contributed to the remainder of the fundraising revenues. These gifts support the purchase of pediatric wheelchairs, lifts and mechanical change tables. Donations in memory are frequently made with consideration to facility enhancement projects or specialized equipment. In 2019, a new mural was added in honor of an individual who passed.

Parental Involvement

Families are encouraged to become engaged through volunteer or Board activities including the Parent Advisory Council. Family units have expressed that they are experiencing challenges with engagement due to the age or level of ability presented by their child. Food and income insecurity are also factors that will impact parental engagement. Based on feedback Elves will continue to offer individualized levels of support and that caregiver's involvement will be equally variable.

Elves addresses the needs of all family units.

- 53% of children, youth, and adults reside with families.
 - 93% of children and youth reside with parents
 - 22% of parents are single
 - 16% are single female parents
 - 2% are single male parents
 - 3% are grandparents
- 7% of children reside in care
 - o 6% reside in foster care homes
 - 1% resides in group homes
- 33% of families required Christmas Bureau Supports.
- 24% of School Program families access Elves' internal and external Edmonton Food Bank supports on a monthly basis.
- Elves continues to offer on-site Physiatry, Adult Mental Health and Home Nutritional Support Clinics. Social Workers support access to Christmas Bureau, Elves and City of Edmonton Food Bank, and other social agencies

There has been a multiyear plan to address known needs in the community. In December 2018, Elves families were also surveyed to determine which series and supports were most critical to meet needs.. In order to accommodate the variability amongst families, current and former caregivers have day, evening, and occasional weekend opportunities to meet with staff through home visits, parent education and family oriented programming. Supports are targeted and planned based on the availability of family units and safety of Elves' staff. If it is determined that there is significant risk within the family home, supports are offered at Elves or within the community.

Social media and newsletters also offer families a chance to stay connected with their school. In addition to group professional development, Elves held meetings related to each child's progress. Sessions were scheduled to address education, psychosocial or physical/medical needs of the children and students. On occasion community-based professionals from Alberta Health Services also provided on-site or community-based support to families to support the assessment physical and mental health needs of children and youth.

Elves is always grateful to many families who extend numerous volunteer hours to support the Society through fundraising and advocacy. We also appreciate those who could take time to attend special events organized to highlight learning.

Timelines and Communication

Elves' Board of Directors approved this document on November 12, 2019. Elves will produce summary of the approved APORI and AERR during the November 20, 2019 Annual General Meeting and post the full and summarized versions to Elves' website by November 30, 2019. The Ministry of Education and Zone 2/3 Director will also receive a copy of this document.

Copies are available upon request to Society members, parents and caregivers or located on Elves' newly released website at: <u>www.elves.society.org/about-elves/reports-</u><u>legislation</u>

Whistleblower Protection

The Whistleblower Policy distinguishes levels for between activities that may be considered criminal and therefore reportable to the police or activity that may be investigated in accordance to the legislation. Guidelines within the policy outline levels and procedure for reporting suspected wrongdoing, as well as the process for internal investigation and communication with the Commissioner. There were not Whistleblower Reports to the Public Interest Commissioner related to Elves Special Needs Society during the 2018/2019 year.

Policies related to Whistleblower Legislation and Canada's Anti-Spam Legislation (CASL) were approved by Elves' Board of Directors on January 16, 2014. In accordance with the Whistleblower Legislation, the approved policy was sent to Mr. Peter Hourihan, Public Interest Commissioner on January 20, 2014.

Elves made contact with Chris Ewaniuk, CFE Investigator for the Office of the Public Interest Commissioner in May 2017 to request a review of Elves' Whistleblower Policy, as it applies to both educational and adult program services operated by the Society. While there were minor recommendations made to Elves, the overall Whistleblower Policy was noted to be created within the spirit and intent of the Act and assumed to respond as outlined in Elves' Policy.