



APORI 2020/2021

Combined Three-Year Education Plan (2020/2021, 2021/2022, 2022/2023) and 2019/2020 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 2019/2020 school year and the Three-Year Education Plan commencing September 1, 2020 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 2019/2020 school year and the Three-Year Education Plan for 2020/2023 on November 10, 2020.

Stephanie Atkin

Stephanie Atkin

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

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 de-escalate 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, neuro-behavioural, 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 213 children and students served during the 2019/2020 school year:

- 179 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.
- 34 students were served within the Grade One (1) to Twelve (12) School Program classrooms located at Elves Adult and Youth Centre.



There were 22 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 68 in total (16 classroom teachers and 52 educational assistants). In addition, Elves' comprehensive approach to therapy enables our children/students to be supported by a multidisciplinary team. In 2019/2020, Elves employed 22 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 a Registered Psychologist who has been serving the school for many years. We were also pleased to continue our partnership working with a Registered Psychologist from Insight Psychological Services.

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 2020/2021, 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
4. Planning for sustainability of enrollment, expertise, resources, equipment, and facilities
5. Building community awareness to the services and support



Population Served

- For the 2020/2021 school year, there are 214 children (ages 2.9 to 6) enrolled in Early Childhood Services (ECS) across our 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 2020/2021 there are 44 students enrolled within Grades One (1) to Twelve (12).
 - There is an increased liability for Elves, as the Grade One (1) to Twelve (12) student profiles are more complex and the majority of students are referred to Elves through Service Delivery Agreements with resident school boards due to complex 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.
- In the 2020/2021 school year, Alberta Education moved to a Weighted Moving Average with regard to funding for Alberta Schools.
- 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 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 2019/2020 school year Elves' wheel-chair accessible bus which was made possible in 2018 by a donation from Children's Ability Fund, was utilized to for specialized transport of a few children with complex medical needs accompanied by an Educational Assistant who served as an onboard attendant for the children's needs enroute to and from school.
- 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 2019/2020, Buses Supplying Services to Elves:
 - First Group operates 19 regular buses to transport 138 children, and
 - Yellow Cab transported two (2) children by taxi with attendant, at cost to Elves).
 - Stock Transport was contracted for four (4) buses to transport 27 children for half-day, at cost to Elves.
 - Ten (10) parent-driven contracts for ten (10) children (at cost to Elves) (includes one School-age student).
 - Elves' bus transported three (3) children for full day routes until March 2020.
 - Grades One (1) to Twelve (12) students were transported to Elves via 12 buses.



- 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.

Facility

- Elves' expansion of the Adult and Youth Centre facility was completed in January 2020. At that time, 2 classrooms were opened to accommodate students and children.
- Elves' increase in capacity size enables the Society to accommodate 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 adaptations 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, family-focused supports, and staff expertise and retention.

COVID-19

- In response to the COVID-19 global pandemic, Premiere Kenny, announced onsite class cancellation that was effective March 15, 2020. During the COVID-19 onsite closure; classroom staff worked remotely to provide continuous educational programming to the students and children.
- Programming consisted of virtual lessons, interactive group session and delivery of academic materials to participants homes on a two-week rotation until the end of classes on June 28, 2020.
- While working remotely, staff were also provided with substantial Professional Development Opportunities. These sessions were offered through online workshops, in which demonstration of completion and participation occurred via forwarding certificates that were placed on personnel files.
- Communication with families for therapy supports and Individualized Program Plan meetings, were conducted via a virtual platform. There was an increased participation rate with families utilizing the virtual meeting.

- Graduation ceremonies for both Kindergarten and Grade12 graduates occurred over a virtual platform.
- Staff and families participated in multiple virtual Town Hall meetings to share updates and information about the COVID-19 response protocols that Elves' Society were developing.
- Town Hall meetings were continued regularly prior to school start and throughout the 2020/2021 school year to date.



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 2019/2020 school year, Elves served 179 children (PUF) and 34 students (Grades One to Twelve).
- 47 children graduated from the Kindergarten Program and families were supported for Grade One registration within their community schools.
- Six (6) new students were granted service delivery agreements from resident school boards for the 2019/2020 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 education and 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.
- ⊗ 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 team.

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- 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.
- 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.



Combined 2020 Accountability Pillar Overall Summary

May 2020 Accountability Pillar Overall Summary

Measure Category	Measure	Elves Special Needs Society			Alberta			Measure Evaluation		
		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	89.4	89.0	89.2	Very High	Maintained	Excellent
Student Learning Opportunities	Program of Studies	100.0	99.2	98.6	82.4	82.2	82.0	Very High	Maintained	Excellent
	Education Quality	100.0	100.0	99.7	90.3	90.2	90.1	Very High	Maintained	Excellent
	Drop Out Rate	23.2	26.7	8.9	2.7	2.6	2.7	Very Low	n/a	n/a
	High School Completion Rate (3 yr)	*	n/a	n/a	79.7	79.1	78.4	*	*	*
Student Learning Achievement (Grades K-9)	PAT: Acceptable	*	*	n/a	73.8	73.6	73.6	*	*	*
	PAT: Excellence	*	*	n/a	20.6	19.9	19.6	*	*	*
Student Learning Achievement (Grades 10-12)	Diploma: Acceptable	n/a	n/a	n/a	83.6	83.7	83.1	n/a	n/a	n/a
	Diploma: Excellence	n/a	n/a	n/a	24.0	24.2	22.5	n/a	n/a	n/a
	Diploma Exam Participation Rate (4+ Exams)	*	n/a	n/a	56.4	56.3	55.6	*	*	*
	Rutherford Scholarship Eligibility Rate	n/a	n/a	n/a	66.6	64.8	63.5	n/a	n/a	n/a
Preparation for Lifelong Learning, World of Work, Citizenship	Transition Rate (6 yr)	n/a	*	n/a	60.1	59.0	58.5	n/a	n/a	n/a
	Work Preparation	100.0	100.0	100.0	84.1	83.0	82.7	Very High	Maintained	Excellent
	Citizenship	98.9	98.7	99.2	83.3	82.9	83.2	Very High	Maintained	Excellent
Parental Involvement	Parental Involvement	100.0	100.0	99.2	81.8	81.3	81.2	Very High	Maintained	Excellent
Continuous Improvement	School Improvement	93.8	100.0	100.0	81.5	81.0	80.9	Very High	Declined	Good

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. 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.
4. 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).
5. 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.
6. 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.
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.
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.
10. Improvement evaluations are not calculated for school and school authority Drop Out and Rutherford Scholarship Eligibility rates. Starting in 2019, an updated methodology was applied to more accurately attribute results in cases where students receive programming from more than one provider within a school year. Caution should be used when interpreting school and school authority results over time.

Combined 2019 Accountability Pillar FNMI Summary

Measure Category	Measure	Elves Special Needs Society (FNMI)			Alberta (FNMI)			Measure Evaluation		
		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
Student Learning Opportunities	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
	Drop Out Rate	n/a	n/a	n/a	5.5	5.4	5.3	n/a	n/a	n/a
	High School Completion Rate (3 yr)	n/a	n/a	n/a	55.8	56.6	54.5	n/a	n/a	n/a
Student Learning Achievement (Grades K-9)	PAT: Acceptable	*	*	n/a	54.0	51.7	51.9	*	*	*
	PAT: Excellence	*	*	n/a	7.4	6.6	6.5	*	*	*
Student Learning Achievement (Grades 10-12)	Diploma: Acceptable	n/a	n/a	n/a	77.2	77.1	76.7	n/a	n/a	n/a
	Diploma: Excellence	n/a	n/a	n/a	11.4	11.0	10.6	n/a	n/a	n/a
	Diploma Exam Participation Rate (4+ Exams)	n/a	n/a	n/a	24.4	24.6	23.6	n/a	n/a	n/a
	Rutherford Scholarship Eligibility Rate	n/a	n/a	n/a	39.1	37.1	35.7	n/a	n/a	n/a
	Transition Rate (6 yr)	n/a	*	n/a	35.0	34.2	33.0	n/a	n/a	n/a
Preparation for Lifelong Learning, World of Work, Citizenship	Work Preparation	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	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

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. Student participation in the survey was impacted between 2014 and 2017 due to the number of students responding through the OurSCHOOL/TFM (Tell Them From Me) survey tool.
4. 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).
5. 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.
6. 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.
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.
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.
10. Improvement evaluations are not calculated for school and school authority Drop Out and Rutherford Scholarship Eligibility rates. Starting in 2019, an updated methodology was applied to more accurately attribute results in cases where students receive programming from more than one provider within a school year. Caution should be used when interpreting school and school authority results over time.

Measure Evaluation Reference

Accountability Pillar Overall Summary

Measure Evaluation Reference

3-Year Plan - May 2020

Authority: 9263 Elves Special Needs Society

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.

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

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

Notes:

- 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%.
- 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.

Combined Three-Year Education Plan and Annual Education Results Report

Accountability Pillar Overall Summary

Measure Evaluation Reference

3-Year Plan - May 2020

Authority: 9263 Elves Special Needs Society

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.

Improvement	Achievement				
	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

Outcome One: Alberta's students are successful

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2016	2017	2018	2019	2020	2020	Achievement	Improvement	Overall	2021	2022	2023
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); ~~French Language Arts~~ (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.

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.

	Elves Special Needs Society										Alberta									
	2016		2017		2018		2019		2020		2016		2017		2018		2019		2020	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Overall	17	100.0	17	98.8	19	100.0	16	100.0	19	100.0	284,589	89.5	299,627	89.5	253,494	89.0	265,382	89.0	264,204	89.4
Parent	3	*	4	*	2	*	3	*	3	*	33,662	89.8	32,868	89.9	35,486	89.4	35,247	89.7	36,899	90.2
Student	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	220,486	83.4	235,302	83.3	185,384	82.5	196,856	82.3	193,364	82.6
Teacher	17	100.0	17	98.8	19	100.0	16	100.0	19	100.0	30,441	95.4	31,457	95.3	32,624	95.0	33,279	95.1	33,941	95.3

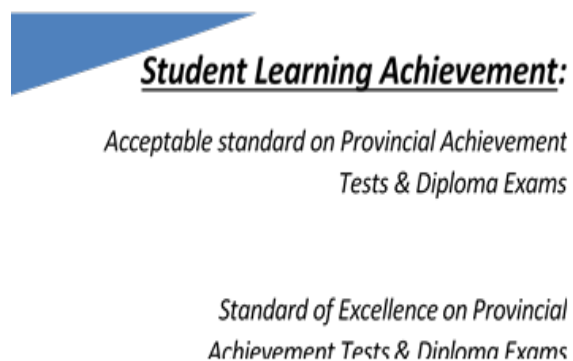
Percentage of teachers, parents and students satisfied with the opportunity for students to receive a broad program of studies including fine arts, career, technology, and health and physical education.

	Elves Special Needs Society										Alberta									
	2016		2017		2018		2019		2020		2016		2017		2018		2019		2020	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Overall	17	93.4	17	99.3	19	97.4	16	99.2	19	100.0	198,841	81.9	207,304	81.9	175,907	81.8	181,846	82.2	184,393	82.4
Parent	3	*	4	*	2	*	3	*	3	*	33,656	80.1	32,874	80.1	35,489	79.9	35,252	80.1	36,901	80.1
Student	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	134,738	77.5	142,957	77.7	107,780	77.2	113,304	77.4	113,541	77.8
Teacher	17	93.4	17	99.3	19	97.4	16	99.2	19	100.0	30,447	88.1	31,473	88.0	32,638	88.4	33,290	89.1	33,951	89.3

Performance Measures 2019/2020:

Student Learning Achievement: In 2019/2020 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. Thus, there were no data results to report.

Comment on Results:



Targets 2020/2021 and through to 2023:

APORI suppresses all performance measures that result in less than six (6) respondents. For the 2019/2020 school year, combined, there were seven (7) students registered in Grade 6 and Grade 9 in the Elves School Program; two (2) individuals in Grade 6 and five individuals (5) in Grade 9.

Based on the current 2020/2021 enrolment, there will be less than six (6) respondents over the next

three years:

2020/2021: one (1) student in 6th Grade, three (3) students in 9th grade;

2021/2022: five (5) students in 6th grade, one (1) student in 9th grade;

2022/2023: two (2) students in 6th Grade, three (3) students in 9th 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.

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.

The majority of our school aged students present with severe communication impairment in conjunction with other conditions that impact executive functioning. This school year, 2020/2021 all of our 44 students meet the criteria for severe disabilities coding. The majority of which have conditions that can be classified within the severe to profound range. Severe cognitive, physical, and social/emotional impairments require all of Elves' certified teachers to modify the Alberta Education curriculum to ensure that all students are receiving levels of education that best meet their abilities and needs.

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)” and the “Adaptive Behaviour Assessment System® 3rd Edition (ABAS-3)” that are implemented by contracted registered psychologists.

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.

Elves’ children and students’ current level of functioning, ongoing progress and achievements are measured through a variety of academic and developmental assessments. These include both Standardized and Non-standardized assessments such as: 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), Vineland Adaptive Behavior Scales®- 3rd Edition (Vineland-3), Brigance® and the Adaptive Behaviour Assessment System® 3rd Edition (ABAS-3), are used to measure learning achievement.

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.**
 - The “MEville to WEville ®” and “Equals Math®” curriculums and modified lessons focused on functional literacy and numeracy continue to be implemented in the Grade One (1) to Twelve (12) classrooms.
 - Knowledge and Employability Curriculum (K & E) continues to be utilized with a few students.
 - Career and Life Management (CALM) curriculum has been introduced with a few students in the program.
 - Students demonstrate reading skills through reading stories to younger children.
- 2. Technology as a means to support learners at home (due to COVID-19) as well as the students onsite.**

- Use of online tools such as the Seesaw App and Google Classroom have been introduced to students both in the classroom setting as well as during in-home learning.
 - In addition to the SMART boards that were placed in the four grades 1-12 classrooms in 2019/2020; Portable Loft boards and portable computers have been added to the set of classroom tools; not only to accommodate the addition of two school aged rooms; but to facilitate the use of technology for synchronous learning with the in home learners during the pandemic; thus sustaining peer interaction and student participation.
- 3. 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.
 - Generating stories to create, read, and share in class or with others.
 - Programming this year continues to incorporate ample opportunity for technology use in order to meet the varying needs of our school participants.
- 4. 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.
 - During the COVID-19 school closure, students and children continued programming while at home. They were provided daily live online connections with their teachers (i.e. lessons via video portals); access to video of larger group activities (for example circle activities for ECS) via asynchronous learning that parents were able to support their children.
 - All students while at home during the school closure (due to COVID-19) were delivered materials and lessons on a two-week rotating schedule to enable parents to provide their child with asynchronous learning activities throughout the pandemic closure.
 - Teacher and professional therapist team develop multimodal approaches and strategies to meet the student's exceptional learning needs.
- 5. Meet students where they are at and assist them to work towards goals which are achievable and set them up for success.**

- 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.
- Each student's program is designed to capitalize on the skills and needs for each individual.

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.
- Throughout March - June teachers, therapists and administrators continued communications with parents and students. Daily and weekly communications were essential in order to maintain the trust and connections that the school had with the student community.
- 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)

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2016	2017	2018	2019	2020	2020	Achievement	Improvement	Overall	2021	2022	2023
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
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	26.7	23.2	0.0	Very Low	n/a	n/a	0.0	0.0	0.0
High school to post-secondary transition rate of students within six years of entering Grade 10.	*	*	*	n/a	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 30-1; 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 2019/2020:

Student Learning Opportunities:

- Percentage of students who completed high school within three years of entering Grade 10.
- 23.2% dropout rate of students aged 14 to 18.

Details related to the 23.2% drop out rate are correlated to two individuals who enrolled and consistently attended the Elves School Program.

- Both students identified as having dropped out; graduated during the 2018/2019 School Year. One individual directly transitioned to the Elves Adult Program upon graduation and is currently demonstrating consistent attendance; whereas the other had moved out of the community to live with guardians.

Targets 2020/2021 and through to 2023:

There are currently 44 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.



Student Learning Opportunities:

High School Completion Rate

Drop-Out Rate

Student Learning Achievement:

Diploma Exam Participation

Rutherford Scholarship Eligibility

Lifelong Learning, World of Work and Citizenship:

High School to Post-Secondary Transition Rate

Comment on Results:

All 34 of the Grade One (1) to Twelve (12) students that were enrolled in the school for the 2019/2020 school year had severe cognitive, physical and/or social emotional impairments. All students enrolled in Elves' School in 2019/2020 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. 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 the school program until age 19, while others may complete school at age 20.

Elves Society plans ahead, to accommodate a transitioning Grade Twelve (12) student into to the Elves' Adult Program; only if it is of the wish of the parent/guardian. However, acceptance into the Adult Program is in accordance with Persons with Disabilities (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 resident school board agreements.

Most frequently, parents wish to access the maximum years of eligibility for the students' education; thus many students remain in Grade Twelve (12) for a second year, if it is in accordance with the regulations of The Education Act, and the student's 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 self- help 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®, Alberta Education CALM curriculum).
 - Individuals who are emotionally regulated are better able to develop relationships, engage in learning and adjust to changes.



ZONES OF REGULATION!

Blue	Green	Yellow	Red
Sick Sad Tired Bored Moving Slowly	Happy Calm Good to Go Focused Ready to Learn	Frustrated Worried Silly/Wiggly Anxious Excited	Mad/Angry Mean Yelling/Hitting Out of Control I Need Time and Space

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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 2020	Evaluation			Targets		
	2016	2017	2018	2019	2020		Achievement	Improvement	Overall	2021	2022	2023
Percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.	98.8	98.8	100.0	98.7	98.9	94.0	Very High	Maintained	Excellent	94.2	94.4	94.6

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 2019/2020:

Citizenship: 98.9 % 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.

Targets 2020/2021 and through to 2023:

We will continue to thrive towards high levels of achievement in this area. Schools across Alberta were obliged to adjust to the modulation and impact that the global COVID-19 pandemic has on school governance and culture.

Thus it goes without saying that concurrently, we must recognize and remain vigilant in the supports provided to Elves' participants and their families. The lasting effects of students' mental health and emotional stability during this crisis are unknown to health professionals, educators and parents.

At Elves we are exceedingly aware of how difficult it has been for our students to regulate their emotions when changes to their school environment adjust. Although school administrators, teachers and parents ensure that the safety protocols and assurances are enacted to keep all safe and healthy; these changes may be deemed insurmountable for students.

Students with complex mental health needs, and or dysregulation disorders/diagnoses have the arduous task to regulate in our post-pandemic world. In addition to all that our students were coping with prior to the pandemic; it is imperative that we recognize that students are also navigating at more frequent level:

- a. empathize with others; see the bigger picture and look outside of self,

- b. accept the inconsistencies of abrupt peer and/or staff absences (due to AHS COVID-19 isolation measures),
- c. accept immediate school setting changes; from onsite education to in-home education, or
- d. recognize that maintaining a safe school environment for some means that they are required to maintain a regulated state when their feelings of emotional and psychological safety & security are impacted (i.e. mask wearing and not being able to see a teacher's face).

Those factors increase the challenges faced for a student, who already struggles with regulation, to effectively function in the school environment with ease. Thus, we expect to see an increase in dysregulation and mental health concerns within our student population; the 2020-2023 targets reflect this reality.

Comment on Results:



Citizenship:
*Students model the
characteristics of active
citizenship.*

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.

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)

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2016	2017	2018	2019	2020	2020	Achievement	Improvement	Overall	2021	2022	2023
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
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

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 (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, 9KAE).
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.
5. 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 2019/2020:

Student Learning Achievement (First Nations, Métis and Inuit): All performance measures had results that were less than six (6) respondents, thus could not reply.

Targets 2020/2021 and through to 2023:

Due to lower 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 the 2020/2021 school year, it is anticipated that two (2) students 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 2019/2020 were exempt from participating in standardized testing.

Consequently, students would not be eligible to qualify for the Rutherford Scholarship.

Student Learning Achievement

First Nations, Métis, Inuit:

*Acceptable standard on Provincial
Achievement Tests & Diploma
Exams*

*Standard of Excellence on Provincial
Achievement Tests & Diploma
Exams*

Students will continue to attend school on condition that the Resident School Board 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, Métis 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, Métis 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 Métis Inuit cultures and histories.
- Professional Development opportunities will continue to be provided to broaden staff understanding of First Nations Métis and 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 member



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

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2016	2017	2018	2019	2020	2020	Achievement	Improvement	Overall	2021	2022	2023
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	n/a	*	*	*	*	*	*	*
Drop Out Rate - annual dropout rate of self-identified FNMI students aged 14 to 18	n/a	n/a	n/a	n/a	n/a	*	*	*	*	*	*	*
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
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
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	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. 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.
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.
6. Student demographic data used when calculating Student Outcome Measures and Provincial Achievement Tests results was updated in October 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 2019/2020:


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

Targets 2020/2021 and through to 2023:

Due to the lower numbers of students in Grade One (1) to Twelve (12), targets are based on current enrollment, thus over the subsequent three year plan, in 2020/2021 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, Métis 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 2019/2020 were exempt from participating in standardized testing. Consequently, students would not be eligible to qualify for the Rutherford Scholarship.



Student Learning Opportunities:

High School Completion Rate

Drop-Out Rate

Student Learning Achievement:

Diploma Exam Participation

Rutherford Scholarship Eligibility

Lifelong Learning, World of Work and Citizenship:

High School to Post-Secondary Transition Rate

Students will continue to attend school on condition that the Resident School Board 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.

Elves maintains strong and respectful relationships with our families and caregivers of First Nations, Métis 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 Inuitancestry.**
 - School-wide Professional Development initiatives will draw focus to celebrating the history and culture of First Nations, Métis 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.
- 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, Métis 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.
- Elves received a Grant under the AISC/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

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2016	2017	2018	2019	2020	2020	Achievement	Improvement	Overall	2021	2022	2023
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.	93.4	99.3	97.4	99.2	100.0	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(*).
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 2019/2020:

Program of studies: 100% 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 2020/2021 and through to 2023:

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:

Program of Studies:

Receive a broad program of studies including fine arts, career, technology, and health and physical education.

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 board Technology, kitchen and

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



laundry spaces (involved in daily living skills programming). Thus, classrooms have been more creative 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 board Technology and our portable LOFT boards are utilized with continued success in both the Elves’ School Age (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.
- 2. Utilize ways to enhance learning by using combinations technologies to enhance learning.**
 - New ways to utilize low tech tools to elicit communication by linking family to school through technology.
- 3. Individual Program Plans will continue to be developed that reflect a multi- dimensional level of goal attainment.**
 - Progress and goal acquisition continues to be reflective of an individual’s’ learning styles, interests and strengths.
- 4. Teachers and Educational Assistants provided with opportunities to interact and share in cohort groups and communities of practice to facilitate collaboration, and share best practice standards.**
 - Regularly scheduled monthly cohort meetings:: Teacher, Educational Assistant, Resource Case Conference, Teacher/Resource, Classroom Team and Staff Meetings provide opportunities for collaboration to form school-wide participation and focus groups that highlight strategies and/or activities to emphasize learners’ strengths and

interests. This adherence to positive collaboration creates an environment focused on learners' strengths and interests 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

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2016	2017	2018	2019	2020		Achievement	Improvement	Overall	2021	2022	2023
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	98.8	100.0	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.	99.0	100.0	99.1	100.0	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 required for charter and private school authorities that do not have grades 10-12.)</i>	91.2	100.0	97.4	100.0	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.	96.5	97.6	100.0	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.	76.5	100.0	100.0	100.0	93.8	94.0	Very High	Declined	Good	94.2	94.8	95.0

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/TFM (Tell Them From Me) survey tool.

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.

	Elves Special Needs Society										Alberta									
	2016		2017		2018		2019		2020		2016		2017		2018		2019		2020	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Overall	17	76.5	17	100.0	19	100.0	16	100.0	16	93.8	282,880	81.2	297,632	81.4	251,246	80.3	263,364	81.0	262,079	81.5
Parent	3	*	4	*	2	*	2	*	3	*	32,786	79.7	31,845	80.8	34,237	79.3	34,159	80.3	35,896	80.0
Student	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	220,142	81.5	234,964	81.1	185,106	80.2	196,592	79.4	192,917	79.6
Teacher	17	76.5	17	100.0	19	100.0	16	100.0	16	93.8	29,952	82.3	30,823	82.2	31,903	81.5	32,613	83.4	33,266	85.0

Performance Measures 2019/2020:

- Safe and Caring Schools: 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.
- Quality of Education: 100 % of teachers, parents and students satisfied with the overall quality of basic education.
- Work Preparation: 100% of teachers and parents agree that students are taught attitudes and behaviours that will make them successful at work when they finish school.
- Lifelong Learning: 100% of teacher and parent satisfaction that students demonstrate the knowledge, skills and attitudes necessary for lifelong learning.
- Parental Involvement: 100 % of teachers and parents satisfied with parental involvement in decisions about their child's education.

Safe and Caring Schools:

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

- School Improvement: 93.8 % 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 2023:

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

of 98.8% and 99.0% were set. In the one measure in which we declined; we set targets for 94.0% through to 95% over the next three years.

Comment on Results:

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:

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.



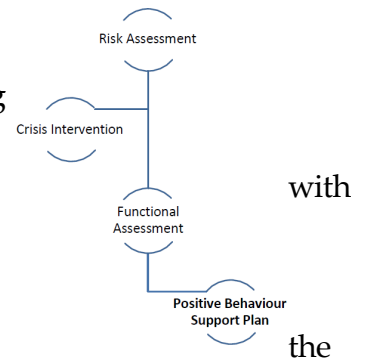
- 5. Provide an environment where students feel safe and accepted for who they are, find peers and develop relationships.**
 - Children and students learn about their community and how to interact with others.
 - Students learn have empathy towards peers and treat one other with dignity and respect.
- 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.

Lifelong Learning:

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

Policy is in place. Interventions are individualized based on individual's observations, Motivational and Functional Assessments and individuals cognitive and physical abilities. Parental consent to implement restrictive procedures.

- Supporting Positive Behaviour and Differentiating Instruction documents are reviewed and implemented staff.
- Restrictive Procedures



Comment on Results:

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 2020/2021 school year as well as the targets set for 2021- 2023 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 complete independence in the realm of academics may be hard to achieve as students may require continued supports and accommodations as they graduate from high school.

Strategies:

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 neuro-behavioural 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 to 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 individualized concrete and practical learning activities and /or tasks.

- 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:

Within the school there have been transformative processes including environment, classroom structure, positive behavioural practices and therapeutic



Quality of Education:

Satisfaction with the overall quality of basic education.

Parental Involvement:

Satisfaction with parental involvement in decisions about their child's education.

School Improvement:

School and schools in their jurisdiction have improved or stayed the same the last three years.

supports. Often the changes occur very naturally and are not perceived to be 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 basic education.

- 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 and/or functional assessments for all children prior to the end of the school year and as needed as new enrollments occur.
- Elves strives to build capacity amongst our teachers, educational assistants and resource team. In order to provide quality education and programming to the students, children and their families; we recognize that it is necessary to combine perspectives from all disciplines and at all experience levels. This enables novel ideas, creativity and experiences to be embedded in classrooms activities that ultimately enhances the programming experience for our students.
- It is important to note that in the 2019/2020 school year teachers and families were new to our program in the previous two years. Six percent (6%) of respondents indicated that they "Did not know" whether or not the school jurisdiction had improved over the past three years. We will note that the remaining ninety-four percent (94%) of respondents indicated that the school jurisdiction had "Improved".
- This is in contrast to the previous school year (2018/2019) in which twenty-five (25%) of respondents indicated that the jurisdiction had stayed the same; with the remaining seventy-five respondents indicating improvement.

Strategies:

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
- 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 Programming Sessions (FOPS) although they are no longer a requirement for ECS full-time equivalency.

- Parents were surveyed to determine topics of interest and frequency of delivery for the 2020/2021 school term and the sessions were individualized to address different family dynamics. However, topics continued to entail home, community and school based strategies.
- 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 for each child and student.

- Offer a various opportunities for the resource team to share and provide workshops in order to build capacity and understanding with 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

Learner Profiles

- 23 % of individuals have complex medical/physical/cognitive profiles (Code 41 or 43)
- 34 % of individuals have severe communication delay and complex neurodevelopmental diagnosis such as autism (Code 44)
- 6% of individuals have a diagnosis associated with challenging behaviors (Code 42)
- 37 % of individuals have severe speech impairments and complex needs that impact executive and adaptive functioning (code 47).
- 12% of children/youth have self-identified indigenous or First Nations Métis Inuit (FNMI) status.

Family Profiles

- 7% of parents are newcomers to Canada.
- 6% of families represent English as a Learned Language and may require translation supports.
 - 30% of parents are single
 - 2% of caregivers have kinship agreements
 - 8% of children and youth are in foster care
 - 1% of children and youth live in group homes
 - 9% of children and youth have caseworkers for the Ministry of Community and Social Services

Facility

Elves School Program is a Designated Special Education Program that has developed infrastructure and internal expertise to serve children and youth in a school where they can achieve their maximum potential academically, socially, physically, and socially emotionally.

The Elves Adult and Youth expansion project was completed in January 2020. We were pleased to take occupancy of two rooms during the past School Year. In September 2020, the School Program has taken occupancy of 8 out of 12 available spaces. Five of the newly build rooms are dedicated classroom spaces.

Elves has been planning and fundraising for the past ten years and long-term planning including those to be



supported in the available spaces and staffing needs and ratios and shared spaces with other Elves Special Needs Society Programs. Changes in the Ministry of Education funding model particularly the reduced level of Program Unit Funding for complex needs, has resulted in Elves reassessing anticipated revenues to the School Program. Reductions in Plant Maintenance and Operations and allowable Administrative funding will create long-term pressure in delivery of site-based services.

Three -Year Funding Weighted Moving Average

To preserve the 2019/2020 level of services into the 2020/2021 Elves increased enrollment at a greater number that was initially projected in the Elves strategic plan. Within the current and future years there will need to implement the systematic transformation related to services that individuals with severe intellectual, physical medical, and neurodevelopmental profiles.

Elves will need to continue to offer to ensure basic needs are safely being met while offering adapted or modified curriculum with significantly reduced funding. Over the next two years, bridge funding in combination with the Education Grant will enable time for transitions. However, reduced funding will result in changes to service delivery or changes to those who can be served.

COVID-19 School Response

The learner population that is served by Elves requires a significant amount of in-person hands-on supports to participate in the educational day. As a whole, the Elves community is prepared to offer, school-based or home-based services for on-site and at-home learners during the 2020 2021 school year, during the COVID-19 pandemic.

Personnel have access to and wear personal protective equipment (PPE) including masks, face shields, and gowns. There is also a significant focus upon routine cleaning and disinfection to prevent the spread of the virus amongst a group of children and youth who cannot socially distance, safely wear PPE or fully communicate when unwell.

Despite the medical vulnerabilities or complex neurodevelopmental profiles of Elves learners approximately 6% of families (as of November 05, 2020), choose to have their children remain at home and receive digital supports along with the delivery of educational resources.

With the onset of COVID, there must also be an allocation of classroom space for quarantine purposes that enables social distancing of those who are required to isolate until they can leave Elves.

While Elves normalizes the response to COVID-19, there is a greater need to personalize responses to diverse learner groups.

Upgrades to technology infrastructure, training of personnel, and attainment of consents have enabled Elves to work with at-home learners, as well as achieve regular ongoing communications with all stakeholder groups including parents, staff, board members, community members, and major funders.

Digitalization of Student Records and Digital Meetings

The digitalization of student records also requires Elves to budget for the increased cost in implementation, storage of data, and oversight. This process requires more staff to support the management of student records, in comparison to the previous developed internal processes.

With the introduction of technology, we are also required to budget for secure applications necessary to enable home learners to join the classroom groupings or therapists. These tools are also used for families to join the Individual Program Plan, Assessment, or Psychologist meetings. The cost for this level of service is increased, however, we are seeing increased opportunity in stakeholder participation.

Transportation

Transportation continues to be the second-largest expenditure for the School. During pre-COVID times, there was a maximum of 12 riders per bus. This was due to the time needed to load riders, ride time limits, and distances traveled. These costs have been made even greater due to three factors:

- Protective measures associated with COVID-19 requires that there is an appropriate distance between riders. This results in 50% or less of typical bus ridership.
- Protective measures in association with cleaning and disinfection of buses created an unexpected expenditure that was originally not budgeted for.
- Elves must offer more half-day programming therefore the number of buses needed for the first and second-year children has doubled.

Meeting Diverse Community Needs

Elves is monitoring the impact of the change from 800 hours or full-time equivalency for our early learners and their family units. Before COVID-19 Elves served a demographic

where the mental well-being and stability of the family unit were addressed alongside the immediate learner needs.

In the past, many early learners arrive at Elves with an initial diagnosis related to severe language impairment. Most frequently, these assessments and diagnoses have been made by Speech and Language Pathologists (SLP) employed by Albert Health Services (AHS). As many AHS employees have been redirected to support efforts in testing for COVID-19 there is a strain on Elves SLP to complete eligibility assessments for the majority of early learners.

The time dedicated by Elves SLP's, to the pre-qualifying speech assessment for children who are new to Elves reduces the ability of the School to employ direct intervention from the therapists. Increased time dedicated to initial prequalifying diagnosis causes concerns as the majority of learners to have complex needs beyond language deficits. Where there are greater levels of need and alternative diagnosis potentially to be made upon specialist appointments. Prior to COVID-19, it has been noted that waiting lists for services offered by the Glenrose Hospital may take up to 18 months.

Elves' classroom and social work teams have identified that COVID-19 has created a situation that the matters such as food insecurity, joblessness, language barriers, and/or cognitive/mental or physical impairments are increased for family units who were significantly impacted in the past. As many employers have reduced their workforce and families need to remain at home for their children. The loss or temporary reduction of earnings has been identified as a significant stressor for families. Those who many have been requiring social supports in the past have expressed that there is a reduced level of accessibility of services and supports.

- Elves Parent Advisory Council representatives have identified the concerns presented by families with children of all ages address the need to ensure the sustainability of primarily government-funded services.
 - User pay models are not feasible within the Elves community as the majority of families are low income.
 - The need for specialized equipment and supports to ensure overall health and mental well-being is a need that is being expressed by the majority of Elves families.
- While the cost of these services is less than those within the public schools and Alberta Health Services, Elves families require access more frequently due to the complexity of their children. Elves' services enable children to remain in their family homes longer without instances of hospitalization and the need to transition their child into a group home or foster care situation.

- The mental and physical health of individuals cannot be fully met by the family unit, especially in the case where there are complex medical or physical disabilities or challenging behaviors.

Priorities for the School Program have been identified to be:

- Maintaining safe and caring environments that include an educational, therapeutic, and occupational health focus.
- Teachers, educational assistants, therapists, and paraprofessionals must have expertise in-servicing those with complex needs.
- Access to specialized facilities and equipment that are customized to accommodate the unique needs of the Elves learners.
- Access to external professionals who support low incidence, mental health, wound and respiratory care, seating, and overall health is needed to enable learners to actively participate in the school day and transfer skills and knowledge developed into the community.
- Sustainability of school program operations into the future.

Summary of Financial Results - Budget Summary

SUMMARY OF FINANCIAL RESULTS - BUDGET HIGHLIGHTS ECS – GRADE 12

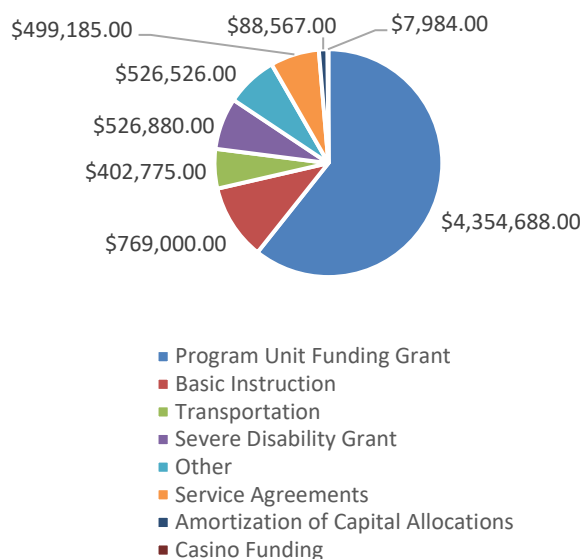
Contextual Information	
Details on how the budget supports the Education Plan Details on how resources are allocated to programs Guiding principles used in financial planning	
Budget Highlights <ul style="list-style-type: none">• Elves' School Program has two components – ECS and Grades 1-12.• The Three-Year Plan reflects the introduction of new initiatives in the management of the budget set up according to the school enrollment and learner needs.• Strategic and Financial Planning address equipment needs and facility expansion based on consideration of students' needs and safety, as well as allocation as per provincial funding guidelines. Overall, the Society aims to provide quality, safe, and sustainable educational services to all of its students.• Elves' budget reflects program funding expenditures, including multidisciplinary supports based on an IPP for every learner. The ECS budget component reflects significant supports directed toward children and families concerning assessment and the early detection of conditions that require support or diagnosis from community professionals.	
In light of trends within the public system classroom models, the following student numbers are projected.	
2019/2020 192 TOTAL ENROLLMENT – 192 children/Students 24 - Grades One to Twelve	2020/2021 TOTAL ENROLLMENT- 258 Children/Students 44- Grades One – Twelve Students

168 – Early Education Children	214- Early Education Children
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For complete Audited Financial Statements for the Year Ended August 31, 2020 contact Elves at execassistant@elves-society.com

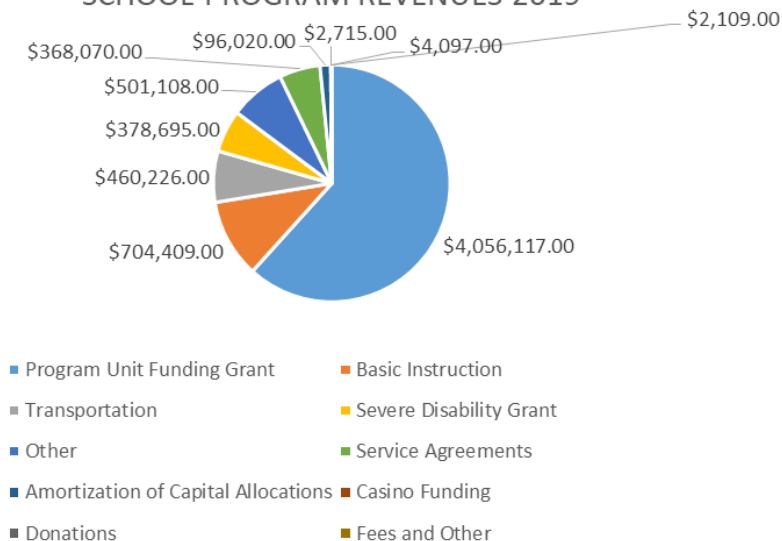
COMPARISON OF YEAR TO YEAR SCHOOL PROGRAM REVENUES

SCHOOL PROGRAM REVENUES 2020



TOTAL REVENUES 2020: \$7,175,605

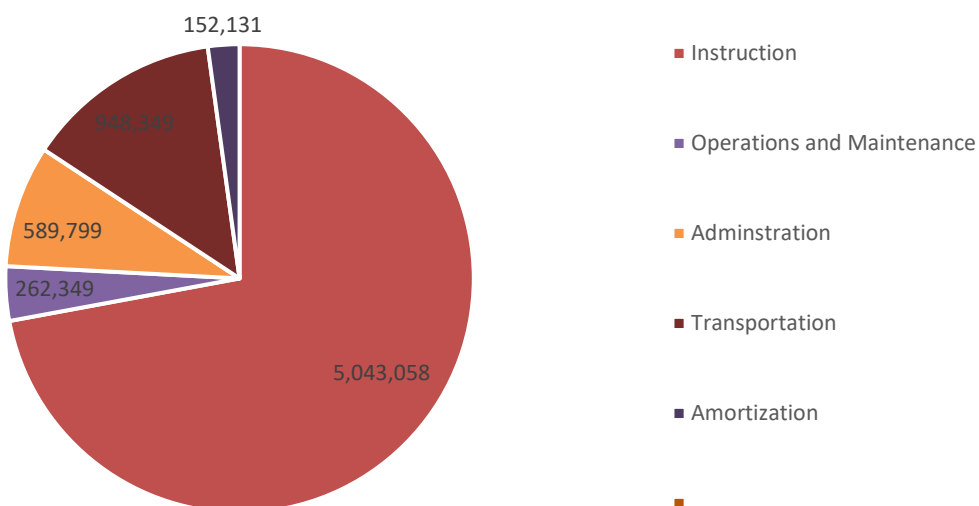
SCHOOL PROGRAM REVENUES 2019



TOTAL 2019 REVENUES: \$6,573,566

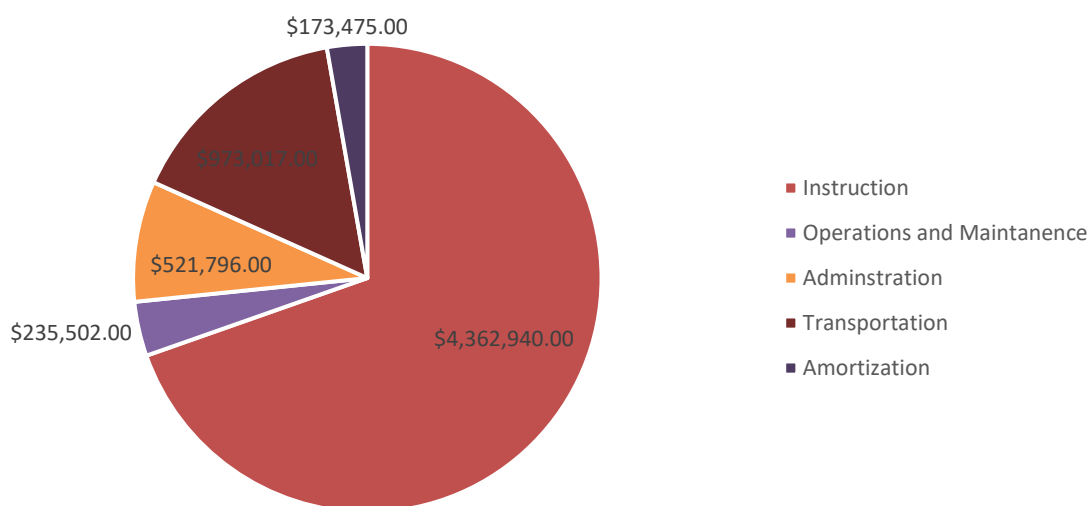
COMPARISON OF YEAR TO YEAR SCHOOL PROGRAM EXPENSES

SCHOOL PROGRAM EXPENSES 2020



TOTAL EXPENSES: \$6,995,686

SCHOOL PROGRAM EXPENSES 2019



TOTAL EXPENSES: \$ 6,266,730

Capital and Facilities Projects

Summary of Facility and Capital Plans

Facility and Facility Maintenance

Elves operates School Programs out of two facilities within Edmonton. Both buildings, the Elves Child Development Centre and Elves Adult and Youth Centre are located on the west side of the city.

Elves owns and operates the Elves Adult and Youth Centre (EAYC) which is a specialized facility designed to meet the needs of special needs learners and Adults with severe disabilities. The EAYC expansion was nearly completed in January 2020. We were pleased to take occupancy of two rooms during the past School Year. In September 2020 2021, the School Program has assumed occupancy of eight out of twelve available spaces. Five of the available rooms are classroom spaces.

Maintenance and upgrades to existing buildings remain a paramount priority of the organization. The Hemisphere Study has been integral in outlining timelines and areas for maintenance at EAYC. The plan projects a maintenance schedule for the facilities for over 25 years. It is estimated that there will be roof repairs completed during the 2020/2021 year in the amount of \$45,000. Building signage has also been identified to be a priority project as current signage is over 25 years old and in disrepair.



To ensure adequate insurance, Elves has completed an updated property valuation in the summer of 2020. We are in the process of commissioning an updated facility maintenance study to reflect the future maintenance needs of the newly expanded space at the EAYC.

Elves has been planning and fundraising for the expansion for the past ten years. Our strategic planning has historically included projections related to those to be supported in the available spaces and staffing needs and ratios. Changes in the Ministry of Education funding model particularly the reduced level of Program Unit Funding for complex needs, reduction's in Plant Maintenance and Operations and ECS cap to allowable Administrative funding will create long-term pressure in delivery of site-based services for Year One and Year Two early childhood children.

Specialized Spaces Outside of the Classroom

The changes in funding require Elves to review the overall facility usage of the Elves Adult and Youth Centre, into the future. The location that accommodates, School, and Adult Day Programs. Highly specialized areas such as gyms, Snoezelen Room, kitchens, outdoor recreation areas are shared between the separate programs. Increased and unanticipated demand created by half-day classrooms will have a significant impact on all programs.

As we plan for the future, Elves must plan for more accessible outdoor spaces while also converting existing indoor spaces into areas that will enhance learning on a small group basis. The presence of COVID-19 and the need for cohort groups to remain in classrooms has offered Elves some time to plan for these upcoming facility changes.



Specialized Equipment

Capital expenditures also include the purchase of specialized equipment that is funded through fundraising endeavors and matching grants.

The purchase of specialized equipment has also been a priority to enable access 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. The waiting list maybe 18 months or longer, therefore Elves' determined safe modes of transportation were critical for non-ambulatory children. Walkers or standing frames also support mobility by offering children and students who are non-ambulatory but require the opportunity to weight bear or practice ambulation

Other equipment that is needed to facilitate transfers for routine hygiene or for positions changes are lifts. This equipment transfers the individuals who are non-ambulatory and exceed weight limits that allow for safe manual transfers.

SMART boards and additional television/computer/webcam carts allow at-home learners to join their peers at Elves. These tools also enable therapists to support rooms in the event of COVID-19 related restrictions.

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 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.

With the onset of COVID-19, the opportunity to conduct in-person fundraising has been negatively impacted. Changes in economic climate have also resulted in a reeducation major contributions. As a result, Elves is planning to engage in fundraising endeavors that can be offered digitally.

Grants, philanthropic donations, and donations made in memory contributed to the remainder of the fundraising revenues. These gifts support the purchase of specialized equipment and COVID-19 related protective dividers.

Parental Involvement

As noted in the Elves' mission statement, the stability of the family units is a priority for the Elves organization. Family capacity and engagement is developed over time and is evident on a variety of different levels. Families will become engaged to guide and approve their child's Individual's Program Plan.

Families are also encouraged to become engaged through the Parent Advisory Council as a representative during our "Abilities Events". There are additional opportunities to volunteer for fundraising or as a parent representative on the Elves Board of Directors.

Social media and newsletters also offer families a chance to stay connected with their school. To date, there have also been over 33 COVID related newsletters and four Town Halls. Throughout 2020 and 2021, there will also be ten digital family-oriented programming sessions b being offered to enable those at home to learn new strategies that will improve parental capacity and offer greater connections to the Elves team.

In addition to group professional development, Elves held meetings related to each child's progress. Sessions were scheduled to address the 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 of the 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 the time to attend special events organized to highlight learning.

Timelines and Communication

Elves' Board of Directors approved this document on November 10, 2020. Elves will produce a summary of the approved APORI and AERR during November 18, 2020, Annual General Meeting, and post the full and summarized versions to Elves' website by November 30, 2020. 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 www.elves.society.org/about-elves/reports-legislation

Whistleblower Protection

In accordance with Section 32 of the Public Interest Disclosure (WhistleBlower Protection) Act (2019), school authorities are required to include their annual report of disclosures in the Annual Education Results Report or combined Three-Year Education Plan/Annual Education Results Report. The Elves School Program and the Elves Special Needs Society did not receive disclosures during the 2019 – 2020 year.