

Elves' School Program (9263)

EDUCATION PLAN

2022 - 2025



POSSIBILITY
TO
ABILITY

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ACCOUNTABILITY STATEMENT



The Education Plan for Elves' School Program commencing September 01, 2022 was prepared under the direction of Elves' Board of Directors in accordance with the responsibilities under the Private Schools Regulation and the Education Grants Regulation. This plan was developed in the context of the provincial government's business and fiscal plans. The Board has used its performance results to develop the plan and is committed to implementing the strategies contained within the plan to improve student learning and results.

The Board approved the 2022-2025 Education Plan on May 26, 2022.

Stephanie Atkin, President
Elves' Board of Directors
Elves Special Needs Society

PROFILE AND LOCAL CONTEXT

Our School Community

Elves Special Needs Society operates Elves' School Program (Elves), which offers a Designated Special Education Program that supports first year, second year, and Kindergarten children who receive Program Unit Funding, and Grades One to 12 students with associated severe disabilities grants. Elves' School Program has been accredited since 1985.

Our school serves children and youth within two facilities in Edmonton, Alberta. The majority of Elves' students travel to school in small groups via a contracted bus company. We anticipate having 17 classrooms with approximately 76 staff (certificated teachers and educational assistants) directly supporting learners. Elves employs a total of 21 teachers who may work in the classrooms or within Principal or leadership positions.



Elves' Learning Team is comprised of certificated teachers and is augmented by interdisciplinary professionals, educational assistants, and therapy assistants. Team members offer developmentally-appropriate activities that are foundational to every individual's physical, intellectual, mental, and social well-being.

There are 21 certificated teachers and an additional 27 interdisciplinary team members who will work with students directly and offer consultation and training to classroom teams and parents or caregivers. Together with the classroom staff, these team members comprise Elves' Learning Team. Services to enable student abilities to engage in learning include speech and language pathologists, occupational and physical therapists, nurses, social workers, and therapy assistants.



Elves recognizes that it is critical to implement inclusive learning strategies and supports to maximize learner success in an educational program. Therefore, the Alberta Education curriculum may need to be adapted or modified to ensure learner engagement and transitional planning. Internal and external multidisciplinary expertise, specialized equipment, and access to appropriate learning resources and materials, enable students to participate in educational programming that may be adapted or modified to best align with learner abilities.

COVID-19 and Community Health and Safety

Elves serves students who are unable to socially distance or may be unable to clearly articulate medical needs. As our learners are vulnerable, the School Community maintains personal protective equipment and enhanced cleaning and disinfecting for the entirety of the 2021/2022 school year. Measures for the 2022/2023 school year will be determined and will directly correlate with Ministry of Education guidance to schools, Alberta Health Services best practices, and trends within Elves' community.





OUR MISSION

Elves provides individuals with severe disabilities and special needs with a unique, individualized educational or day program to promote their maximum development and to enhance the quality of life of the individuals and their families within a supportive and caring environment

OUR VISION

The vision of Elves Special Needs Society is to offer safe and caring, developmentally-appropriate activities and services that are foundational to the physical, cognitive, and mental health, and social-emotional well-being of every individual.

OUR VALUES

- Fostering supportive, inclusive opportunities based on the abilities and needs of learners of all ages.
- Facilitating learning across the lifespan.
- Promoting family-centered services, and family well-being.
- Supporting service excellence and professional learning.
- Equitable access to resources and accountability.
- Experience of learners, families, staff, and community partners.

Stakeholders and Governance

Elves is governed by a Board of Directors that is comprised of twelve members and include six parent representatives and six community members. Elves' Board of Directors is inclusive and strives to ensure that there is expertise associated with project management, health care, legal, and communications. Elves' Board of Directors are volunteers and act within a governance

capacity. The Executive Director reports directly to Elves' Board of Directors and oversees operations that are managed by Elves' Program Managers.



Elves' primary stakeholders include:

- Students and Families
- School Program Personnel
- Elves' Board of Directors and Sub-committee Volunteers
- Ministry of Education

Other stakeholders include:

- Ministry of Community and Social Services
- Alberta Health Services
- Elves' Adult, FASD Respite and Summer Programs
- Association of Independent Schools and Colleges in Alberta (AISCA)
- Edmonton and Other Regional Learning Consortia
- Edmonton Fetal Alcohol Network
- Elves' donors and sponsors

ASSURANCE

Education Plan

This Educational Plan is comprised of Alberta Education Assurance Measures in five key domains. For the upcoming reporting period, Elves' School Program will implement the education plan and report on provincial and local measures that include key outcomes, performance measures, and strategies within the identified areas.



Elves' School Program operates in compliance with the Education Act which governs Alberta schools and access to education for all students. 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 in Reporting, Special Education Coding Criteria 2020/2021, Standards for Special Education, Funding Manual 2022-2023, Program of Studies, and Standards for the provision of early childhood special education. The Indicators of inclusive schools support planning and program implementation.

Performance Management

Elves' School Program operates under the umbrella of Elves Special Needs Society. Annually, Elves analyzes and interprets its performance and the Ministry of Education Results Report to assess progress towards achieving goals and outcomes to improve student learning, and compares this against Elves' Society's established mission and values.

Planning and performance management includes the following processes:



- Integration of multidisciplinary supports to provide specialized services to children and youth who attend our facilities. Short and long-term planning and analysis of results alongside results reports are essential components of our school's accountability and performance management.
- Developing plans for operations based on student profiles, provincial directives, and financial and human resources availability.
- Forming a budget that allocates or re-allocates resources to ensure sustainability and maximize learner opportunities.
- Implementation and revision of multidisciplinary interventions based on identified or new research-based practices that are intended to maintain or improve student learning and development.
- Receiving stakeholder input through daily engagement, debriefs, surveys, and parent interactions.
- Measuring, analyzing, and reporting results to stakeholders based on provincial and local requirements.
- Improving, revising, or maintaining existing strategies and supports based on education results reporting.
- Engaging and reporting to stakeholders about the Education Plan and results.

Planning, Reporting and Assurance

Elves' School Program is responsible to our students for ensuring the best services and supports that can be offered within our school environment.

Elves is accountable to students, families, and funders to ensure that continuous improvement is implemented and based upon evidence-based practices.

Elves is responsible to our staff for ensuring that they have a safe work environment the values their expertise and promotes their professional development intended to align with student profiles.

Elves is accountable to our stakeholders and must provide assurance that government and donor funds are managed in a fiscally-responsible fashion for the intended purpose.

Stakeholder Engagement and Timelines – Continuous Assurance

Elves is accountable to students, families, and funders for ensuring that continuous improvement is implemented and based upon evidence-based practices.



How Do We Demonstrate Accountability?

Parents, guardians, and caregivers register children and youth in Elves' School and have the option to participate in a variety of student-focused, family capacity building or operational related events.

Monthly, Elves' teams participate in professional development during staff, teacher, or educational assistant meetings.

Parents and caregivers (families) interact with teachers, educational assistants, therapists, specialists, and administrators on a scheduled ad hoc basis. Families have access to school leadership as needed.

Families have the option to participate in school operations through Family-Oriented Programs, or positions as Elves' Board and/or sub-committee members or to be parent representatives on Elves' Parent Advisory Council. Success in Schools meetings are held on an ad hoc basis.

Registration, consents, and other documentation is provided to Elves by families or caregivers.

Team Specific and Interdisciplinary Meetings are held monthly.

Student information is uploaded to PASI. Student Monitoring Forms, Citizenship, and other desk audit information is provided to the Ministry of Education upon request and in advance of associated deadlines.



Stakeholder Engagement and Timelines – Safety and Expertise

Elves is responsible to our staff for ensuring that they have a safe work environment that values their expertise and promotes their professional development intended to align with student profiles.



How Do We Demonstrate Accountability?

There are prescheduled professional development sessions that address core competencies including First Aid, MANDT Systems and exceptional learning needs including but not limited to Fetal Alcohol Spectrum Disorder, Autism, Low Incidence and Complex Needs.

Policies address Occupational Health and Safety for students and staff.

Annual orientations, staff meetings, and ad hoc events.

Personal protective equipment and appropriate disinfectants are easily accessible and staff are trained in proper use of the tools.

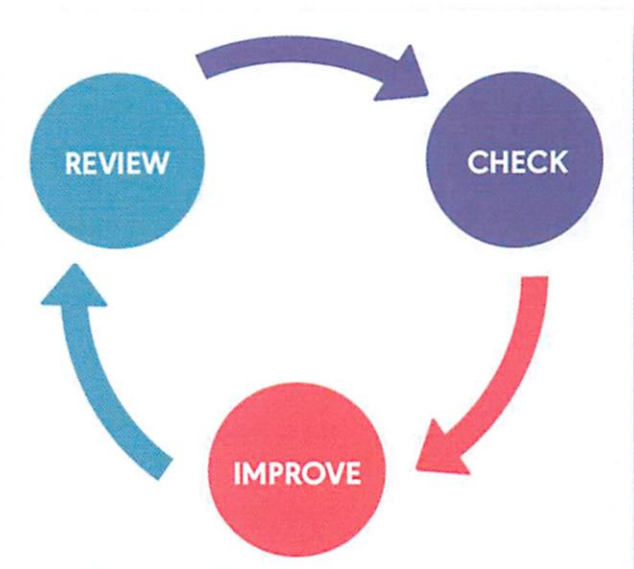
Monthly training addresses Lifting/Transferring, Safe Medical Responses, Communicable Disease Policy and Procedures, Emergency Response, and Supports for Challenging Behaviours

Preventative Maintenance Schedule and long-term planning address safe facility operations.

Annual Certifications include Fire, Health, Playground, Food Handling, and Vehicle Inspections.

Elves' personnel offer orientation and bi-annual mock evacuation drills to contracted transportation providers. Daily contact person is also available on an ongoing basis.

Students are supported in educational environments that best align with abilities and needs.



Stakeholder Engagement and Timelines – Generative Governance

Elves is accountable to our stakeholders and must provide assurance that government and donor funds are managed in a fiscally-responsible fashion for the intended purpose.



How Do We Demonstrate Accountability?

Elves' Board of Directors participate in monthly meetings that address community safety, fiduciary, and strategic and policy planning.

The Annual Operating Plan is approved and submitted in conjunction with the Ministry of Education deadline (May 15).

The Education Plan and associated budget is reviewed and approved in advance of the May 30, 2022 deadline for submission to the Ministry of Education.

Annual review and renewal of Staff Health and Extended Benefits, and Society Insurance Plans.

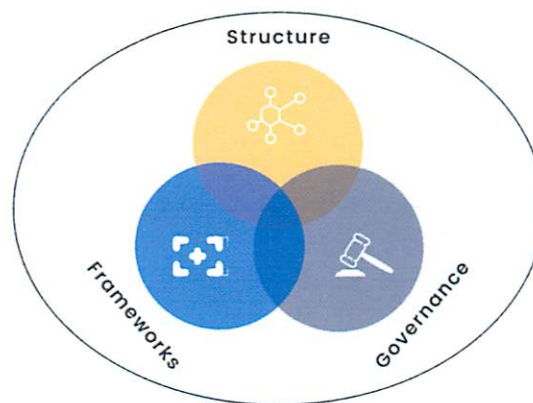
Elves' Board of Directors reviews and approves the Annual Educational Results Report and associated internal communications.

Elves' Board of Directors/Auditor review the consolidated and program-specific Audited Financial Statements (AFS). AFS is approved by Elves' Board of Directors.

Directors of Elves' Board and Parent Advisory Council are elected in November at Elves' Annual General Meeting.

Elves completed consolidated and education-specific financial statements that were delivered to the Ministry of Education and uploaded to Elves' Society website by November 30.

Human, capital, and resource allocation begins with Enrollment Projections, and planning for the subsequent operational year begins in December.



DOMAINS, OUTCOMES, PERFORMANCE MEASURES and STRATEGIES

STUDENT GROWTH AND ACHIEVEMENT

Provincial Achievement Tests (PATs) and
Diploma Examinations

Priority Strategy for Education Plan

Performance Measures

Elves' students who are able to participate in PATs and Diploma Exams will be supported through curriculum and all necessary accommodations for learning.

- Elves' teachers will receive direct support from Elves' Principal and Learning Coaches to prepare students who are able to complete standardized testing provided by Alberta Education. Individuals who are unable to participate in the process due to severe to profound disabilities may be exempt.

Citizenship

Priority Strategy for Education Plan

Performance Measures

85% of teachers and parents report that students demonstrate appropriate or improvement in social skills that will promote mental health and well-being for oneself and others.

90% of interdisciplinary team members who are reporting that students will learn routines and engage in independent and group activities alongside or with peers.

- Students will develop communication skills that will enable them to interact with others to have their needs met.
- Staff will receive training in areas of MANDT Systems, Sensory Processing, and Communication Systems that will enable learners of all ages.
- Staff will facilitate activities that align with student abilities.
- Supports will be provided to families or caregivers to access specialist supports to address mental health.

STUDENT GROWTH AND ACHIEVEMENT

High School Completion Rates will be within three to five years of entering Grade 10.

Performance Measures

100% of students will graduate within five years after entering Grade 10.

Priority Strategy for Education Plan

- Strategic Plan will ensure that there are sufficient spaces and resources in place to serve all high school learners.
- Elves' leadership will work with partner school boards to plan for and offer supports to Grades 10 – 12 learners for a maximum of five years after entering Grade 10.
- Elves will track and adjust for learners who have transitioned to other schools.

Learner Engagement

Performance Measures

100% of teachers, and parents will indicate that students are engaged in learning at Elves.

Priority Strategy for Education Plan

- All students will be supported to be active learners through interdisciplinary supports that address areas of need and offer tools that promote learning.

Local: Individual Program Plans

Performance Measures

The number of learners who achieve 75% or more of their IPP goals by year end.

Priority Strategy for Education Plan

- Teachers will receive strategies and tools to support the development of IPP's and evaluate learner progress to ensure that goals and strategies align with learner abilities.

LEARNING SUPPORTS

Welcoming, Caring and Respectful Environments

Priority Strategy for Education Plan

Performance Measures

100% of teacher, parents and students agreement that Elves School is welcoming, caring respectful, and safe.

85% of teacher, parent, and student agreement that students have access to the appropriate supports and services at school.

- Elves will continue to participate in professional development that address exceptional learning needs that will support teams to meet needs of learners who have speech and language, mobility, fine motor, low incidence, and neuro diverse profiles.
- Elves will maintain ongoing connections with families through daily communication logs, translations supports, Family Oriented Programs.
- Elves will participate in school wide celebrations and recognition events intended to build community.

Access to Supports and Services

Priority Strategy for Education Plan

Performance Measures

Physical Therapy and IPP Reports will reflect learner engagement in specialized gross motor areas.

There will be 14 specialist clinics and a total of 20 learners served at Elves during the school year.

80% of learning team members will indicate that they have improved their knowledge and confidence when supporting learners with low incidence diagnosis.

- Elves' learning teams will receive professional development, small group, and one-on-one coaching to address students who demonstrate complex needs.
- There will be four learners with visual impairments who will receive intensive interventions.
- There will be an additional seven or more learners who will be referred for

further screening or assessment at Mental Health or Psychiatry clinics.

- Elves' Interdisciplinary Team will access mentorship, digital supports, and materials to develop capacity when supporting learners with visual impairments.
- There were be accessible sensory-based gross motor spaces developed.

Local: Success of Self-Identified First Nations, Metis and Inuit Learners

Priority Strategy for Education Plan

Performance Measures

Elves will collect data associated with families who wish to self-identify their child as First Nations, Metis, and Inuit.

100% of First Nations, Metis, and Inuit learners will demonstrate progress that will be captured in IPP and/or report card results.

- Elves' teachers will receive structured time to share ideas, strategies, and successes.
- A staff member will be designated as a lead and will facilitate community access to FNMI resources and supports. Community-wide engagement during two event days.

Local: Responsiveness

Priority Strategy for Education Plan

Performance Measures

Elves will monitor the number of external referrals or partnership supports that are provided to our learners

- Elves' interdisciplinary team members will make referrals to external professionals and support learners through the process for diagnosis or management of equipment/tools needed to promote student learning.

Local: Interdisciplinary Collaboration
Performance Measures

By September 2022, there will be an additional 20 speech and language, occupational therapy, and physical therapy strategies added to Elves' Goal Bank that are intended to support curriculum engagement and associated IPP development.

There will be two classroom teachers who will work with designated therapy team members to trial an interdisciplinary IPP.

Priority Strategy for Education Plan

- Elves' interdisciplinary team members will engage community partners in support of access to external information and resources that will be shared with learning teams.
- Elves' therapist will share learning strategies that will be added to IPP goal banks.
- Elves' therapists and teachers will work toward integration of IPP and Therapist Reports. There will be interdisciplinary engagement and professional development associated with the process.

TEACHING AND LEADING

Quality Education for All Students

Priority Strategy for Education Plan

Performance Measures

100% of teachers, parents, and students will report satisfaction with the overall quality of education.

85% of kindergarten children who demonstrate progress associated with

- Communication skills
- Self-care/functional skills
- Social and regulations skills, peer interactions
- Readiness to learn
- Intellectual, physical, and social emotional development

- Interdisciplinary team members will work together to best support all students based on parental priorities and areas for growth identified among learning team members.
- Teachers will be supported during teacher meetings, Goal Banks, and one-on-one communications to individualized learning goals, integrate learning strategies, and curriculum objectives.

75% of teachers will report increased confidence when implementing the new curriculum.

90% of Elves' learning team will report that professional development supports student and personal growth.

- There will be supports in place for students with low incidence learning needs.
- Elves will be allocating time and resources to support teachers in building capacity to effectively understand and implement Alberta Education's new curriculum.
- Two sound systems will be implemented in classrooms where learners demonstrate auditory impairments. Resources for learners with visual impairments will be supported through Elves' learning coaches and external consultation.
- Evaluations for all other personnel take place in accordance with Elves' Policies.
- Professional development reflects school priorities, staff-identified priorities, and provincial priorities associated with student growth.

Local: Assessments and Intervention Align Performance Measures

Priority Strategy for Education Plan

85% of teachers will indicate that teachers feel confident about completing:

- Early Years Evaluation (EYE-TA) or Brigance Assessments, or
- Functional Assessments, or
- Early Literacy and Early Numeracy Assessments.

- Elves will allocate resources to access and train teachers about new assessment tools including (EYE-TA).
- Elves will allocate resources and training for teachers to complete Early Literacy and Early Numeracy Assessments as identified by Alberta Education.
- Teachers/parents will have dedicated time to support completion and review of assessments.

- Psychoeducational Assessments will be completed for Kindergarten and Grades One to 12 learners as needed.

TEACHING AND LEADING

Local: Teaching Quality Standards (TQS) and Leadership Quality Standards (LQS).

Priority Strategy for Education Plan

Performance Measures

Principal data and 100% of teacher survey results will reflect that learning, supervision, and evaluation are met in accordance with provincial standards and personal perspectives.

- Elves' teachers and leadership team will develop professional growth plans that will be in place before October.
- Principal or certificated designate will meet with teachers to discuss growth plan.
- Executive Director meets with Principal, PUF Coordinator, and Learning Coach with regard to Leadership Growth
- Evaluations for all other personnel take place in accordance with Elves' Policies
- Professional Development will reflect school priorities, staff-identified priorities and provincial priorities associated with student growth.

GOVERNANCE

Parent Involvement

Priority Strategy for Education Plan

Performance Measures

Provincial survey results will reflect that 100% of teachers and parents are satisfied with parental involvement in decisions about their child's education.

- Parents and caregivers will be invited to Parent/Team (IPP) meetings which will be offered three times annually with additional meetings accommodated upon request. Meeting options will include virtual and in-person meetings in

Local data will reflect family satisfaction with access to Elves' School Program services and supports.

Local data will reflect that 88% of teachers and parents believe that options for parent engagement improve student outcomes.

Elves will report on the number of parents who become engaged in their child's learning or who may support Elves' governance through Board or other related volunteer opportunities.

accordance with Elves' Communicable Disease Policy and COVID-19 Response.

- Families will have the ability to approve or revoke approval for multidisciplinary interventions.
- Families will be made aware of Family Oriented Programs (FOPs) which may be presented through daytime sessions or after hours as hosted by Elves' Parent Advisory Council.
- Parents and caregivers will be made aware of Society meetings including but not limited to Town Halls and the Annual General Meeting. Individuals will be invited to volunteer as a Director on Elves' Board or sub-committees.
- Parents or caregivers will be invited to support Elves' fundraising initiatives intended to support capital projects such as facility maintenance, or equipment acquisition.

Local: Effective Resource Management

Performance Measures

Elves will develop a sensory gym for students.

Elves will plan for additions to outdoor recreational spaces.

Preventive Maintenance and facility upgrades will be scheduled for Elves Adult & Youth Centre. Primary work will address electrical and heat-related maintenance.

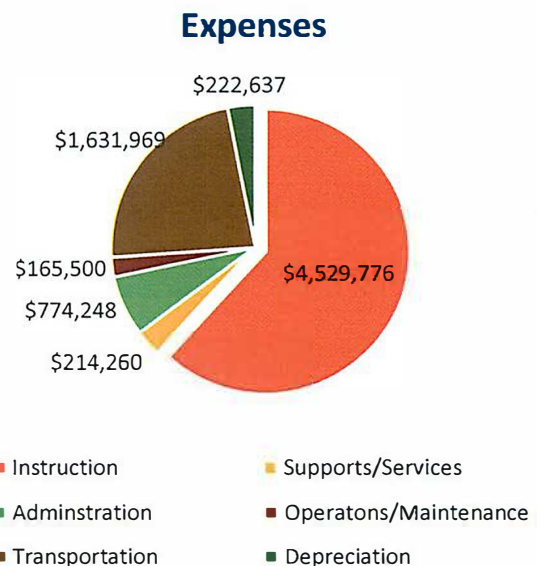
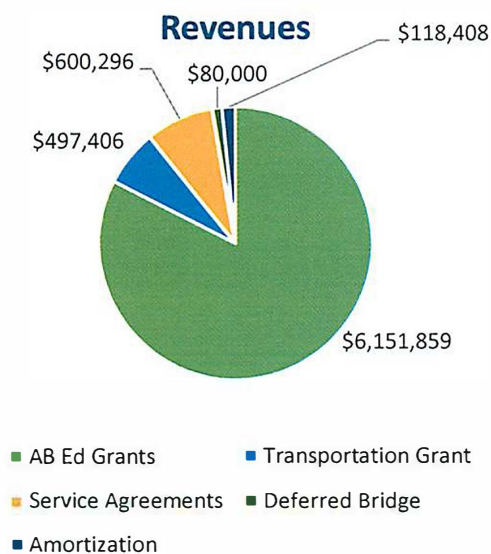
Elves will be installing lifts or equipment that will support transfer of students to support personal hygiene or position changes.

Elves will upgrade technology that is at end-of-life. This will include the School Program Server, and some computers.

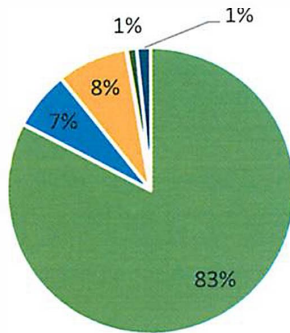
Priority Strategy for Education Plan

- Elves will review and update the existing Hemisphere Study that addresses a 30-year schedule of work for Elves Adult & Youth Centre (up to the 2010 addition).
- Elves will commission an updated facility management study.
- Elves' physical therapist will complete assessment of mobility and positioning needs of current and new students. Quotes for equipment replacement, maintenance, and additions will be provided by end of September.
- Elves' Location and Planning Committee and Fundraising Committee will meet to determine priority projects that will be presented to Elves' Board approval.

BUDGET (Projected 2022-2023)

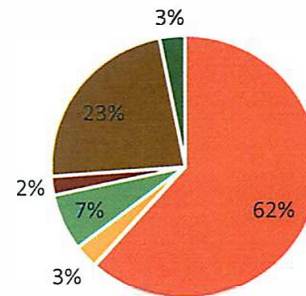


Revenues



- AB Ed Grants ■ Transportation Grant
- Service Agreements ■ Deferred Bridge
- Amortization

Expenses



- Instruction ■ Supports/Services
- Administration ■ Operations/Maintenance
- Transportation ■ Depreciation

[Elves' School Program Education Plan 2022 - 2025](#)

can be found on Elves Special Needs Society's website.