



ANNUAL EDUCATION RESULTS REPORT

2024 – 2025



Elves' School Program (9263)
Assurance Framework 2024 - 2025
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Accountability Statement for the Annual Education Results Report

The Annual Education Results Report for Elves School Program (9263) for the 2024/2025 school year was prepared under the direction of the operator and/or governing body in accordance with the responsibilities under the Private Schools Regulation and the Ministerial Grants Regulation. The operator and/or governing body is committed to using the results in this report, to the best of its abilities, to improve outcomes for students and to ensure that all students in the school authority can acquire the knowledge, skills and attitudes they need to be successful and contributing members of society. This Annual Education Results Report for 2024/2025 was approved by the operator and/or governing body on November 13, 2025.

Jason Fleury

Jason Fleury

President, Board of Directors

Elves Special Needs Society

(Original Signature on File)

Elves' School Program (9263)
Assurance Framework 2024 - 2025
Annual Education Results Report (AERR)
Overview 2024-2025

Elves Special Needs Society (Elves) is a not-for-profit organization that operates educational, adult and respite programs for students and adults with severe disabilities. Elves School Program relies upon the engagement of students and parents, caregivers, and contributions from a community of educators, therapists, social workers, and nurses to support our school which is a Designated Special Education Program (DSEP). Elves delivers high-quality and specialized educational programs for students with complex needs including severe communication, physical, medical, intellectual, social, emotional and neurodevelopmental needs. Elves operates two schools located in Edmonton, applying our unique mission, vision, and values while ensuring that legislative requirements for Alberta Education are met.

The Elves Board of Directors follows a governance model comprising twelve directors. In 2024/2025, there were five community members and seven parents representing early childhood, Grades 1 to 12, and the Elves' Adult Program. The Elves Society is led by its Executive Director while the school operates under the leadership of its Principal.

Parents and authorized decision makers who seek Elves school services for their child are required to meet eligibility criteria which include age, citizenship and disability criteria determined by the Ministry of Education and Childcare. Elves also requests that parents or authorized decision makers visit Elves facilities to understand how the schools are structured to offer educational, therapeutic, medical and behavioural support for learners. For students who are enrolled in public school boards, Elves requires families to meet with the leadership team of the associated school board to discuss and support a referral. Elves partners with local and surrounding school boards to offer services to students based upon service agreements.



Our teachers and educational assistants offer individualized support in the classrooms, and our speech language, occupational and physical therapists and nursing team offer learners the specialized support needed to enable each learner to engage in the school day to the individual's maximum potential. Elves' multidisciplinary team supports learner development through modifications to the curriculum and accommodations for learning. Elves' leadership and teachers facilitate participation in Ministry of Education assessments, where learner abilities can be assessed through the established standardized measures. Assurance measures associated with the Alberta Program of Studies for the Domain: Student Growth and Achievement (PATs and Diploma Exams) do not apply to Elves learners due to complexity of physical and intellectual profiles.

Elves prepared this Assurance Framework report based on a three-pronged approach to illustrate how learner outcomes are met through provincial and local measures with

Elves' School Program (9263) Assurance Framework 2024 - 2025

engagement of community members. Stakeholders include families and caregivers, Elves staff, our Board of Directors, and Ministry of Education representative(s) and other external Elves supporters. The Education Plan and the Annual Education Result Report (AERR) identifies, and reports learner progress based on family and staff satisfaction based on provincial and local measures.

Effective May, 31, 2025, the [Elves Three-Year Education Plan](#) for 2025 – 2028 is found on the Elves' website. Elves AERR has been prepared in accordance to requirements outlined in the [Ministry of Education and Childcare 2025/2026 Funding Manual](#). The AERR will inform and assure stakeholders that the Elves School Program is providing high-quality education and achieving provincial and local priorities in a fiscally responsible fashion. Community members received a summary of this report in conjunction with the Elves Annual General Meeting on November 19, 2025. The [2024-25 AERR](#) is also available publicly on the Elves' website.

This report includes performance metrics, key performance indicators, survey metrics, and Family/Staff-reported outcome measures.

Performance Measures

- ✓ Spring 2025 Required Alberta Education Assurance Measures,
- ✓ Elves Education Plan (2025-2028),
- ✓ Elves 2024/2025 Midterm and Final IPP Results,
- ✓ 2024/2025 Early Years Evaluation (EYE),
- ✓ 2024/2025 Ministry of Education and Childcare Early Literacy and Numeracy Assessments
- ✓ Spring 2025 Teacher Surveys,
- ✓ 2025 Fall Parent Surveys,
- ✓ Spring 2025 Therapy Team Identification of Needs
- ✓ 2024/2025 Principal and Leadership data
- ✓ Audited Financial Statements for Year Ended August 31, 2025.



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.

Vision

All individuals enrolled in Elves programs are lifelong learners.

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



Values

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

While Elves has the responsibility and discretion of how to administer educational and specialist services to our learners, we rely upon our major funder, the Ministry of Education and Childcare to outline parameters for school operations and the management of public dollars. On an ongoing basis, Elves will engage with key stakeholders to align performance with Alberta Education Assurance Measures (AEAM) and Local Performance Measures established by the Elves community and reflected in Elves' Three-Year Education Plan. Elves utilizes the AEAM results, Individual Program Plan achievement, and local staff and family surveys to identify areas of strength and those needing improvement.

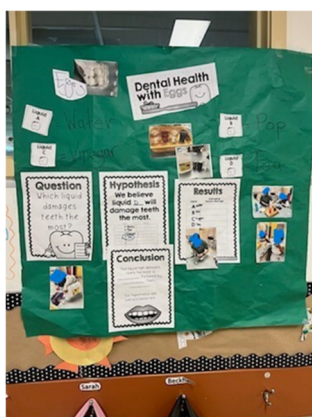
Elves' School Program (9263)
Assurance Framework 2024 - 2025



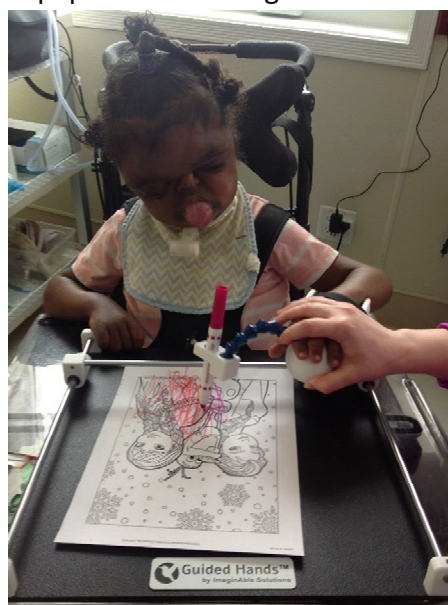
To meet our responsibilities to learners, Elves must also consider the continuum of support, including physical and human resources needed to support the ministry and local priorities for learner growth and achievement. Elves School Program must meet the basic needs of learners to enable individuals to be safe and appropriately supported to participate in the program of studies. Specialized equipment may involve mechanical floor or ceiling lifts and change tables. Non-ambulatory learners also access other shared equipment, including walkers and standing frames, which facilitate position changes and the ability to meet expectations for physical activity in schools. Other nonverbal learners may need access to low or mid-tech augmentative and assistive communication (AAC) devices to engage with others and demonstrate knowledge.

Elves must also provide supplemental emergency response equipment including suction machines, specialized seating, and sensory and mealtime tools for medically fragile learners. Elves also requires expert staff who can train and oversee the safe use of these tools over the school day.

100% of Elves' learners are exempt from participation in provincial achievement assessments in 2024 and 2025. Local measures will identify learner progress as very low



due to this reason. The Elves learning team must continually modify and adapt the curriculum to meet our learners' complex communication, medical, intellectual, developmental, or social and emotional



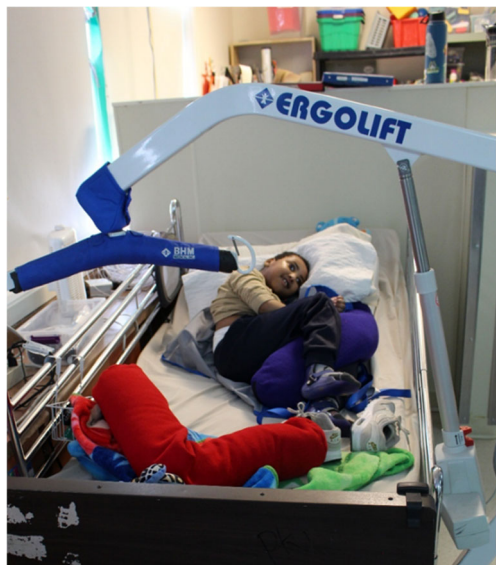
needs. Student Growth and Achievement are assessed through standardized and non-standardized measures, including Individual Program Plans, Therapy functional assessments, Early Learning Evaluations and Psychologist Reports.

Whistleblower Protection

The [Public Interest Disclosure Act \(Whistleblower Protection\)](#) (Statutes of Alberta, 2012 Current as of June 11, 2025) requires that school authorities identify any disclosures made in relation to program operations. In 2024 – 2025 there were no Public Interest Disclosures received by Elves or disclosed to Alberta's Public Interest Commissioner.

Elves' School Program (9263)
Assurance Framework 2024 - 2025
Profile of School Authority

Elves is a non-profit, accredited Private School and Designated Special Education Program (DSEP) that serves children in Early Education and Grades 1 -12 classrooms. All Elves' learners have severe disabilities which may impact communication, intellect, mobility, health, adaptive skills, and psychosocial well-being.



To ensure safety and approximate educational services, it is also essential that the Elves ensures:

- ✓ Sufficient financial supports
- ✓ Sufficient space for learners in specialized facilities with access to adaptive and assistive equipment,
- ✓ Qualified and engaged staff
- ✓ Measures for oversight, and assessment
- ✓ Engagement of authorized decision makers and community

Funding

Major funding is provided through the Ministry of Education and Childcare through educational grants. Elves also enters into Service Agreements with partner school boards for Elves to offer educational services. Fundraising initiatives are also employed to support the purchase of specialized equipment or facility enhancements that will address learner needs and staff safety.

Facilities

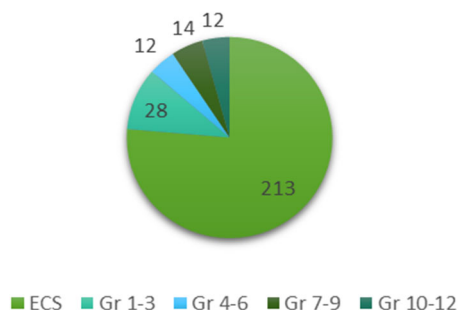
Elves operates two specialized facilities where educational services and supports are provided.

Elves Child Development Centre is located at 10825-142 Street. There were 131 children enrolled at this site.

Elves Adult & Youth Centre (School Program) had 148 learners (82 children and 66 school aged through Grades 1 – 12) attending school.

(Source: Elves Class List March 2025)

Enrollment Breakdown Based on Grade
Total of 279 Learners



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Assurance Framework 2024 - 2025



Within Elves facilities, the classroom sizes range from six to 14 learners per group, with three to four staff providing daily support. Annually, environments and classroom cohort groupings are adapted to suit the needs and abilities of learners.

Within the Elves buildings, specialized common areas are accessible to learners on an individual or classroom basis.



Learning Team

Our specialist staff offer unique, comprehensive, individualized educational and therapeutic programs including transitional supports upon graduation. Elves' programs ensure a supportive and caring environment that maximizes every individual's potential and those who care for them.

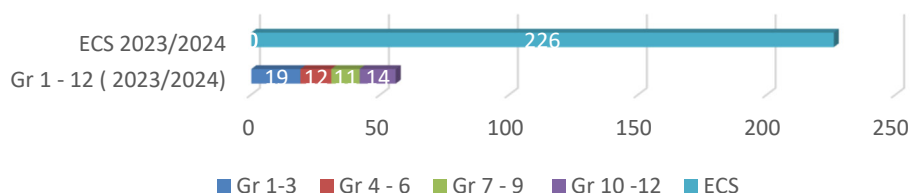
In 2024/2025, Elves was required to reduce the enrollment in comparison to 2023/2024 to ensure that the school could accommodate all learners within our current buildings and those seeking supports. The decrease in spaces was linked to the ability for Elves to accommodate early childhood students (ECS) who may attend the program for half or full days dependent on age. There also continues to be gradual increases in Grades 1 – 12 students, enrollment is primarily based on parental requests and in conjunction with Student Service Agreements with partnering school boards. Elves faces capital infrastructure (space) constraints to increase enrollment significantly but does adjust enrollment year to year dependent on individual student needs and classroom cohort numbers.

Elves' School Program (9263) Assurance Framework 2024 - 2025

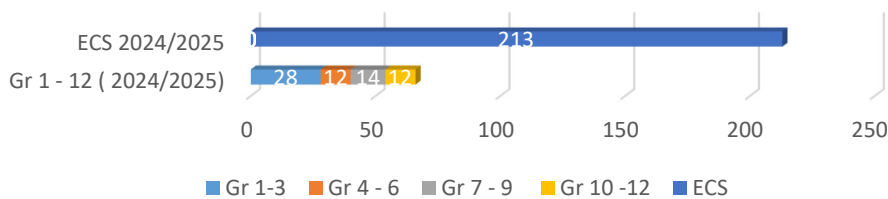
Enrollment

First and second year early education learners attended the school for half days. The kindergarten children attend full days. All early education learners attend school Monday to Thursday except for holidays and prescheduled Parent Team Meetings. Parents and caregivers may be on-site on Fridays to participate in scheduled Parent and Child Engagement Sessions (PACES).

2023/2024 Elves School Program Enrollment (Total Enrollment - 282 Learners)



2024/2025 Elves School Program Enrollment (Total Enrollment - 279 Learners)



(Source: Funding Event System Enrollment Counts 2023-2024, and 2024-2025)

Assessment and Oversight

Elves' learners are classified as having severe disabilities and therefore require modifications to their school day. Identification of school classification of disabilities based on medical, psycho-educational, psychological or therapist assessments is monitored through the annual Ministry or Education and Childcare and Severe and Program Unit Funding Monitoring requests.

SEVERE DISABILITY CODES LEGEND

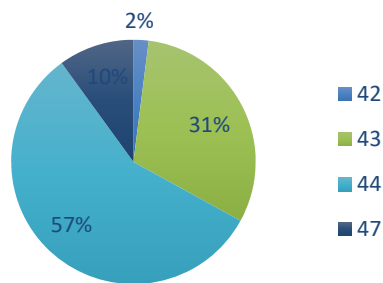
- 41 – Intellectual Disability

42 – Behaviours of Concern

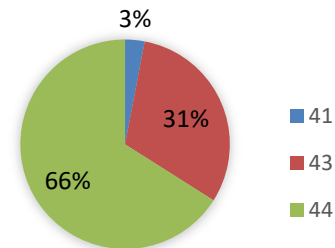
43 – Medical Disability
- 44 – Complex Neurodevelopmental (Autism/FASD)

47 – Severe Communication (ECS Only)

EARLY CHILDHOOD

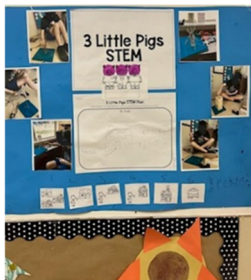


GRADES 1 - 12 STUDENTS



(Sources: Alberta Education – 2024/2025 PASI and Special Education Coding Criteria, 2022/2023)

Certified teachers develop Individualized Program Plans (IPPs) in collaboration with parents, therapists, and based on learner profiles to address the unique educational goals of learners with complex needs. The Ministry of Education curriculum is modified and adapted according to each learner’s age and abilities. Assessment incorporates standardized tools, IPP progress, and demonstrated skills observed through structured activities and play.



Science, Numeracy, Literacy,
Social Studies



Physical Well-Being, Social
Skills, Following Directions



Early Numeracy and Literacy

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External assessments from therapists, psychologists, and physicians guide teachers and the learning team in planning strategies to enhance learner engagement. Many Elves learners have complex or multiple diagnoses requiring specialized approaches to support functional and daily living skills. Collaboration with internal professionals and community experts ensures the use of best practices to address each learner's medical, physical, and neurological needs.



Health and Safety

Elves prioritizes the health and safety of all individuals. The Communicable Disease Policy ensures monitoring, reporting, and response to potential outbreaks, with guidance from Elves nurses, leadership, and learning teams. Incident Reporting and Review systems promote staff awareness of hazards and support proactive health and safety measures. Staff have access to personal protective equipment when ill.

Ongoing Occupational Health and Safety practices include regular inspections, committee meetings, and system checks, with additional modifications made as needed for learner or staff safety. Measures undertaken include a Health and Safety Committee, Staff Meetings, Life and Fire Systems Safety, Electrical, Playground and Public Health Inspections. Ad hoc safety responses and environmental modifications must be made in conjunction with learner or staff needs. Environmental adjustments are implemented to manage behaviours of concern, with tracking, reporting, and consent processes in place. Monthly reports on Seclusion Room use are submitted to the Ministry of Education and Childcare.



Alberta Education Summary of Alberta Education Assurance Measures

Elves Child Development Centre (2166) And Elves Adult & Youth Centre (0655)



Elves' administration receives input from community stakeholders, including staff and parents, to guide the community priorities to meet learner needs during the 2024-2025 School Year. Learners enrolled in our school require specialized support to be engaged in the school day. There is a need for the Alberta Program of Studies to be adapted or modified, and our learners are exempt from completing the Provincial Achievement Tests (PATs) and the Diploma (Acceptable or Excellence) assessments. Graduates from Elves School are issued a Certificate of Completion upon graduation between 18 to 21 years old.

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The diagram below incorporates Elves' vision for learner success, which includes Ministry of Education priorities for all learners in Alberta and local priorities identified by stakeholders, including teachers, school leaders, and family members.

Overview of Elves School Program Education Plan 2025 – 2028

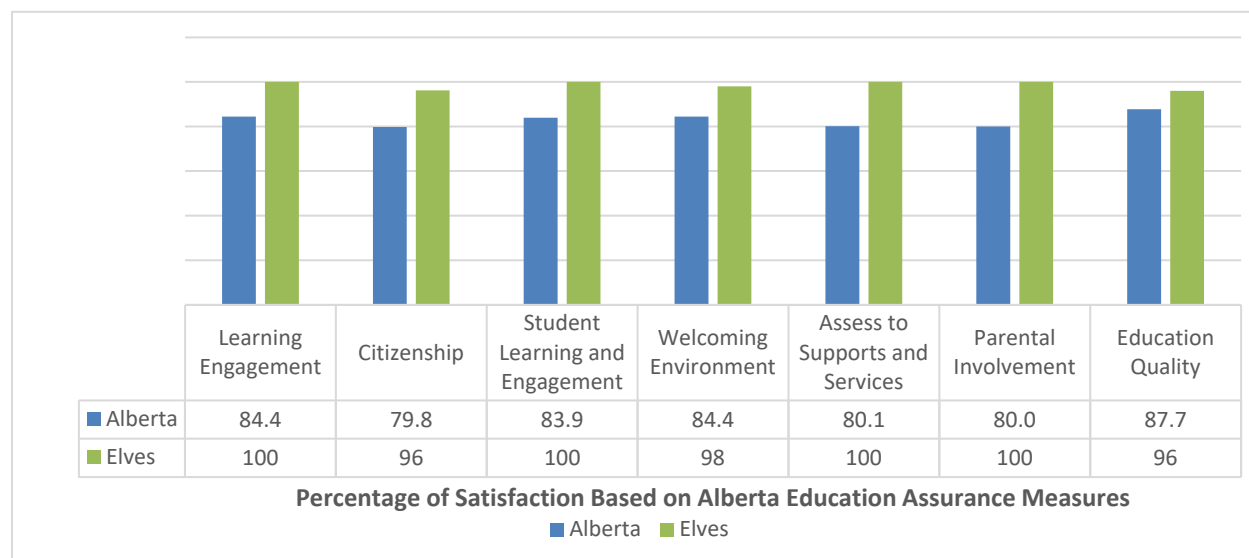
May 2025

Assurance Domain	Ministry of Education Measure	Elves Measures
Student Growth and Achievement	3-Year High School Completion	Success Reflected in Individual Program Plans (IPP)
	5-Year High School Completion	
	Provincial Achievement Tests	
	Diploma Exams	
	Student Learning Engagement and Use of Assessment Feedback	
	Students are Active and Healthy	
	Students Advance Reconciliation	
	Citizenship	
Teaching and Leading	Equitable Access and Education Quality	
	Collaborative Professional Practices	
	Collaborative Engagement with Stakeholders	
	Teaching Quality Standards(TQS) and Leadership Quality Standards (LQS)	
	Effective Use of a Multitude of Data Sources to Inform Intervention	
Learning Supports	Inclusive, Welcoming, Caring, Respectful, and Safe Learning Environments (WCRSLE)	
	Access to Adapted and Specialist Supports and Services and Cross Ministerial Resources	Responsive Supports for Complex Learner Needs
	Inclusive and Adaptive Learning Environment	
	Effective Use of Infrastructure	
	Learner and Parent Engagement	
	First Nations, Métis, and Inuit Student Success	
Governance	Stakeholder Involvement	
	Adherence to Legislation, Regulations and Local Policies	
	Effective Resource Management	
	Evidence Based Continuous Improvement and Informed Decision Making and Capacity Building	

Elves' School Program (9263)

Assurance Framework 2024 - 2025

Spring 2025 Required Alberta Education Assurance Measures – Overall Summary



Assurance Domain	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
Student Growth and Achievement	Student Learning Engagement	100.0	100.0	100.0	83.9	83.7	84.4	n/a	Maintained	n/a
	Citizenship	96.2	97.9	95.2	79.8	79.4	80.4	Very High	Maintained	Excellent
	3-year High School Completion	*	*	n/a	81.4	80.4	81.4	*	n/a	n/a
	5-year High School Completion	*	*	n/a	87.1	88.1	87.9	*	n/a	n/a
	PAT6: Acceptable	n/a	*	n/a	n/a	68.5	67.4	n/a	n/a	n/a
	PAT6: Excellence	n/a	*	n/a	n/a	19.8	18.9	n/a	n/a	n/a
	PAT9: Acceptable	n/a	*	n/a	n/a	62.5	62.6	n/a	n/a	n/a
	PAT9: Excellence	n/a	*	n/a	n/a	15.4	15.5	n/a	n/a	n/a
	Diploma: Acceptable	n/a	n/a	n/a	n/a	81.5	80.9	n/a	n/a	n/a
	Diploma: Excellence	n/a	n/a	n/a	n/a	22.6	21.9	n/a	n/a	n/a
Teaching & Leading	Education Quality	96.0	100.0	99.0	87.7	87.6	88.2	Very High	Maintained	Excellent
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	98.0	100.0	97.6	84.4	84.0	84.9	Very High	Maintained	Excellent
	Access to Supports and Services	100.0	100.0	99.6	80.1	79.9	80.7	Very High	Maintained	Excellent
Governance	Parental Involvement	100.0	100.0	97.3	80.0	79.5	79.1	Very High	Maintained	Excellent

Notes:

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

Overall Evaluation Table

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

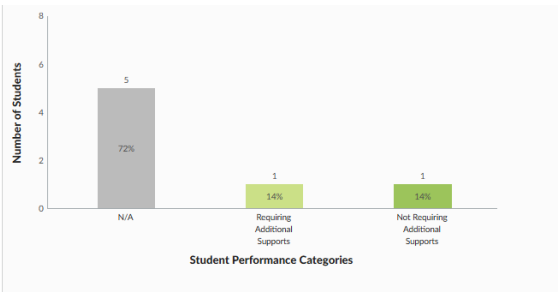
	Achievement				
Improvement	Very High	High	Intermediate	Low	Very Low
Improved Significantly	Excellent	Good	Good	Good	Acceptable
Improved	Excellent	Good	Good	Acceptable	Issue
Maintained	Excellent	Good	Acceptable	Issue	Concern
Declined	Good	Acceptable	Issue	Issue	Concern
Declined Significantly	Acceptable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

Source: Alberta Education_APORI_202310_A.9263_Authority Report%Report

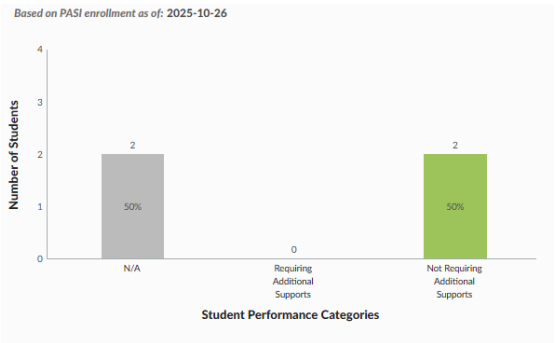
STUDENT GROWTH AND ACHIEVEMENT

Student Learning Engagement – Performance Measures	Results and Explanation
<p>The percentage of teachers, parents and students who agree that students are engaged in their learning at school.</p>	<p>100% of Teachers agree that children and students are engaged in learning in their school. (Source: Alberta Education, Spring 2025 School Authority Results Summary (Parent data is suppressed due to fewer than 6 respondents))</p> <p>Younger learners with emerging communication skills demonstrate early literacy and numeracy, citizenship and identity, physical skills and well-being, personal and social responsibility, and environmental and community awareness from the moment they enter the school to departure. Exposure and skill development takes place during structured activities such as circle times and sign-ins. Learner skills may also be demonstrated and stimulated through daily routines, table time activities, learning- through-play centres, and group-based or individual therapy centres. Literacy and Numeracy for All activities support Grades 1 -12 learners. Literacy and numeracy are addressed through hands-on activities that help learners develop functional skills meaningful to their daily routines. Numeracy development is further supported through activities such as calendar routines and structured numeracy experiences. All modified curriculum lessons are intended to expand upon citizenship, problem solving and STEM learning.</p> <p>Elves' learners participated in Provincially mandated early literacy assessments for Grades 1 to 3). Seven learners (Grade 3) participated in the Castles and Coltheart 3 (CC3) Assessment. 72% of the learners were exempt from the assessment due to complex needs.</p>

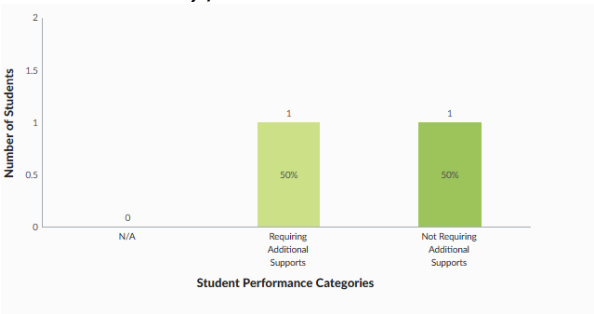
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Four individuals participated in the Letter Name-Sound Assessment (LeNS) Grade 2 (*Sound Accuracy*). 50% of the students were exempt due to complexity of need.



Two learners participated in the Letter Name-Sound Assessment (LeNS) Grade1 (*Name and Sound Accuracy*).



(Source (SLA Teacher Dashboard, Superintended Report, June 2025)

.

96% of parents are satisfied with the support offered by their child’s classroom team to enable learners to be engaged and active and healthy at Elves.

(Source: Elves Parent Survey Fall 2025)

Supports for learners with complex medical needs included the following:

- Elves established agreements with Alberta Health Services for Translation and Complex Airways Support. The Provincial Integrated Respiratory Supports team trained 20 non-medical staff in suctioning, ventilator management, and emergency response for learners with tracheostomies, with one nurse certified in decannulation.
- Elves hired a full-time classroom nurse and contracted additional nurses for transportation support. The school also engaged with the Ministry of Education, Policy Advisor to highlight the needs and barriers faced by learners with complex airway conditions.
- Additionally, Elves Board Approved a G-tube feeding policy and is collaborating with AHS to create care plans for students requiring G-tube feeding at school.

Data demonstrates that some of these learners experienced mental health or physical challenges and attendance which impacted the learners' abilities to achieve established IPP targets. For the 2025/2026 school year, Elves is introducing a specialist teacher who will be able to augment supports offered by the classroom teacher to better support learner outcomes.

Learner progress is tiered and considered based on the following:

97% of parents believe that there are positive improvements in their child's abilities.

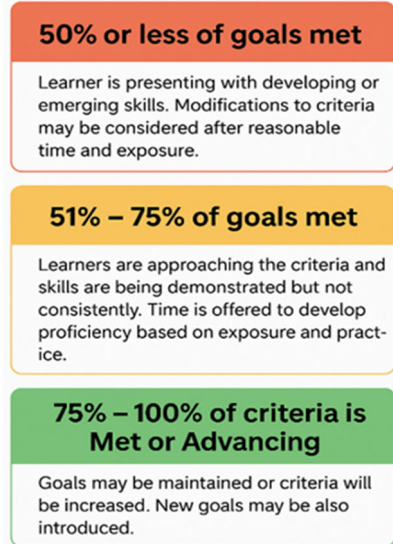
(Source: Elves Parent Surveys, March 2023)

Local Measure:

The number of learners who achieve 77% or more of their IPP goals by year end.

100% of learners made progress with IPP goals. IPP goals are established with engagement of the Elves team and parents or caregivers.

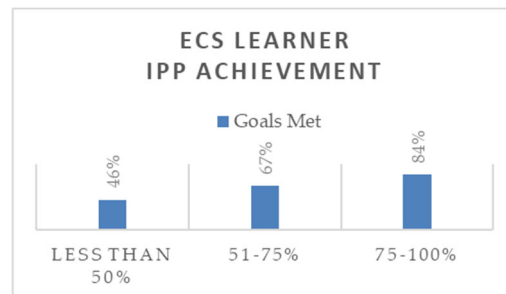
Goals are set based on learner ability and needs.
Progress is considered on an Emerging,
Progressing or Achieved basis.

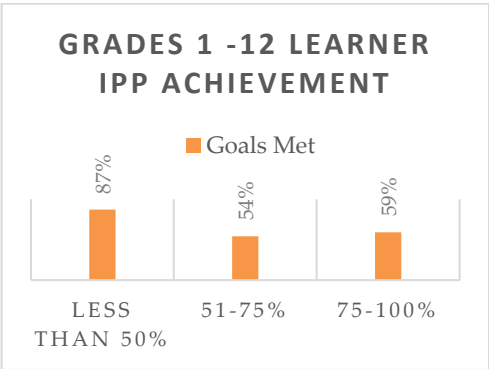


100% of learners made progress over the course of the year

84% of IPP goals for early childhood children were met in the 2024/2025 year.

59% of Grades 1 -12 learners met 75-100% of their IPP goals.





IPP data reflects that mental health or physical challenges and attendance may impacted ability and rate that the learner achievement.

(Source: Elves February and June IPP Results 2025)

For the 2025/2026 school year, Elves is introducing a specialist teacher who will be able to augment supports offered by the classroom teacher to better support learner outcomes for persons who are experiencing physical or mental health challenges which may impact their ability to attend school regularly.

Learners who achieved less that 50% of the IPP goals, may have experienced factors associated with well-being and criteria was not adjusted for those factors. When achievement is less than 50%, criteria must be reassessed. Significant modifications to IPP criteria or procedures are always shared for approval by authorized decision makers.

Citizenship – Performance Measures		Results and Explanation							
Percentage of teachers, parents, and students who are satisfied that students model the characteristics of active citizenship.									
	<table><tr><td>Alberta Education</td><td>Elves AB Ed</td><td>Elves Internal (ECS and Gr1-12)</td></tr><tr><td>90.50%</td><td>96%</td><td>96%</td></tr></table>	Alberta Education	Elves AB Ed	Elves Internal (ECS and Gr1-12)	90.50%	96%	96%		
Alberta Education	Elves AB Ed	Elves Internal (ECS and Gr1-12)							
90.50%	96%	96%							

(Source: Alberta Education AERR Results Reports Teacher Responses and Elves Fall 2025 Survey Parent Responses. AERR does not survey early childhood families* Data values for parent of Gr 1 -12 responses have been suppressed where the number of respondents/students are fewer than 6.)

96% of parents have indicated that their children demonstrated improvement in social skills, mental health and well-being.
(Source, Elves Parent Survey, Fall 2025)

At Elves, citizenship is taught and reinforced through IPP goals that build social interaction, communication, and self-regulation skills. Learners are encouraged to be aware and engaged throughout the school day, demonstrating citizenship through positive transitions, safe and welcoming interactions, and participation in daily routines. Elves’ priorities regulation for all learners. When regulated and ready to learn, learners can better show empathy, social skills, and problem-solving, supporting their growth as engaged and responsible citizens.
(Sources: Principal Data and 2025 IPP results)

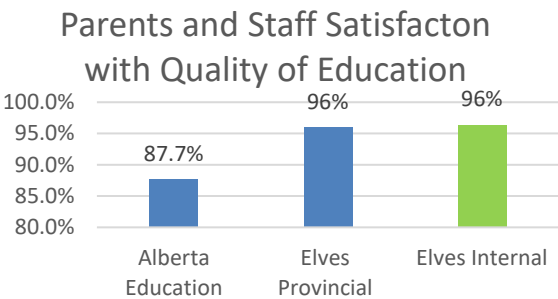
Three to Five Year Completion Rates – Performance Measures	Results and Explanation
High School Completion Rates will be within three to five years of entering Grade 10.	100% of Elves students graduate with a Certificate of School Completion within three to five years of entering Grade 10. One graduate transitioned within four years of entering high school and two individuals graduated within six years of entering high school. (Source: Alberta Education AERR Results Reports Spring 2025)
Provincial Achievement Tests (PATs) and Diploma Examinations – Performance Measures	Results and Explanation
When capable, Elves will participate in the PATs and Diploma Exams will be supported though curriculum and all necessary accommodations for learning.	No MEASURE EVALUTION data was provided <ul style="list-style-type: none">In 2024/2025 Elves’ learners were exempt from participation in PATs and Diploma Exams. Source: Alberta Education AERR Results Reports Spring 2025

TEACHING AND LEADING

Quality of Education - Performance Measures

Percentage of teachers, parents, and students satisfied with the overall quality of basic education.

Results and Explanation



(Sources: Alberta Education AERR Results Reports Spring 2025 and Elves Parent Surveys Fall 2025)

Elves learners are 100% dependent upon their families and caregivers to support enrollement in Elves School, prepare them for the school day and provide consent for interventions and supports.

While at school, children and students are engaged, motivated, and successful in participating in activities that differentiate based on individual strengths and approved IPP goals. For Elves learners, key priorities include building communication, social, fine motor, gross motor, and daily living skills, alongside the development of academic knowledge and therapeutic or nursing supports. Each program is carefully individualized to support every learner's unique ability, interests, and needs.

(Source: Elves Teacher Responses and IPP Results,(2024/2025)

Local Measure:

Elves will successfully support and retain a new Executive Director

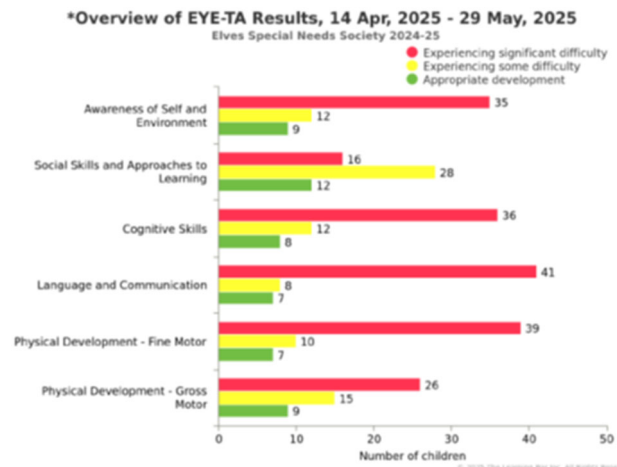
Effective September 15, 2025, Elves appointed a new Executive Director with experience in the disabilities sector. The outgoing Executive Director provided orientation and consultation during the transition period, supported by the principal and leadership teams to ensure

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91% of kindergarten children 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

continuity in learner, staff, and family engagement.



(Source: Eye-Post Assessment April to May 2025)

The Early Years Evaluation to be conducted for 55 children ages 4.75 to 5.75 (42 boys and 13 girls).

Skill Development

The EYE-TA evaluates aspects of early child development in five developmental domains:

Awareness of Self and Environment – a child's understanding of the world and his or her ability to make connections with home and community experiences;

Social Skills and Approaches to Learning – a child's attentiveness during classroom activities and his

or her ability to interact with peers while respecting classroom rules;

Cognitive Skills – a child's basic mathematics and pre-reading skills and his or her ability to solve problems;

Language and Communication – a child's understanding of spoken language and his or her ability to express thoughts and feelings; and

Physical Development

Fine motor - a child's ability to perform small movements that require hand-eye coordination.

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80% of teachers will report increased confidence when implementing the new curriculum.

91% of Elves' learning team will report that professional development supports student and personal growth.

80% of teachers will indicate that they have improved their teaching practice through engagement as a professional learning community.

Gross motor - a child's ability to perform large movements that involve arms, legs, and body.
(Source: Early Years Evaluation (EYE) April to May 2025)

Over the year, 12 teacher meetings were held to support orientation, IPP development and reporting, meeting management, parent and family communication, curriculum, and classroom management. Additional sessions focused on further support for new teachers with assessment, IPP development, interpersonal preparation for permanent certification.

(Source: Principal Data, 2025)

100% of the Elves learning team agrees that ongoing researched-based professional development is essential to implementing best practices to meet changing learner needs.

(Sources: Elves Professional Development Feedback, Teacher and Resource Meetings)

Engagement with external professionals supports the Elves therapy team to enhance their capacity.

The Elves therapy team enabled consultation for seven students with the Association for Schools and Colleges of Alberta (ASCA) Expanded Capacity and Learner Supports (ECLS) Low Incidence Consultation team.

Elves Speech and Language Pathologists engaged the Glenrose Hospital iCan Team to support on-site assessments for three Elves students.

Elves School Program nurses participated in 10 sessions with the PIRS team members.

(Source: Elves Therapy and Nursing Team Feedback, 2025)

100% of teachers are indicating that formal and incidental professional learning opportunities improve their teaching practices. Elves' leadership and designates have also participated in five Ministry of Education and

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80% of teachers will indicate that they have improved their teaching practice through engagement with educational assistants and therapists and other interdisciplinary team members.

80% of learning team members will report increased improvement in learner achievement through collaborative engagement.

100% of principal data and teacher survey results will reflect that learning, supervision and evaluation support professional conduct and adherence to standards of practice.

Childcare and AISCA leadership sessions to improve leadership practices and team mentorship and coaching. .

100% of the teachers meet during Teacher Meetings and through familiarity are forming professional learning communities without the need for leadership facilitation.

(Source: Principal Data 2025)

100% of teachers surveyed indicated that they have benefited from the expertise of the Elves therapy team.

(Source: Elves EAYC Teacher Check In, Spring 2025)

95% of the teachers surveyed indicated that they have improved their practice through the engagement of multidisciplinary team members.

Source: Elves EAYC Teacher Check In, Spring 2025)

100% of team members have indicated that learners benefit from multidisciplinary intervention. This year, classroom teams have also been expressing their appreciation for the nine practicum students who have been supporting in the classrooms.

Training of replacement paraprofessionals also impacts teacher time with learners.

(Source: Principal Data, 2025)

100% of teachers surveyed agreed that collaborative engagement is crucial to learner achievement.

(Source: Elves EAYC Teacher Check In, Spring 2025)

100% of Elves teachers report that Elves leadership and therapy teams are accessible, knowledgeable, and provide effective guidance and support in areas such as learner assessment, instructional strategies, IPP development, supervision, collaboration, access to services, and family engagement.

Respondents have indicated that they can

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87% 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
- Completing Motivational or Functional Assessments
- Data taking to support IPP goals

Analyzing and addressing variances in data that may occur as multiple persons track the same goal.

count on the leadership team to support with routine and complex challenges.

(Sources: Elves EAYC Teacher Check In, Spring 2025, Principal Data)

The Learning Coach and PUF Coordinator provided training and one-on-one support to assist teachers in completing the EYE- TA assessments. School leadership emphasized the importance of the process, ensuring that students capable of participating had the opportunity to be assessed. Time was also dedicated to helping teachers develop the competencies needed to effectively use, understand, and implement the assessment tools.

The Learning Coach and PUF Coordinator reviewed 100% of IPP's, which are also approved by the Elves Principal. Modifications may have been recommended or made. Elves' leadership team also supports the development of Positive Support Plans, and data taking.

(Source: Elves EAYC Teacher Check In, Spring 2025)

The Learning Coach and PUF Coordinator conducted an in-service related to the completion of assessments such as the Literacy and Early Numeracy Assessments (LENS) for early education and Grades 1 -3 students and enabled the upload of learner data. Teachers were able to complete the assessments in accordance with instructions.

100% of teachers reported confidence in conducting the assessment. They also offered feedback that the majority of learner abilities are typically not captured when completing standardized assessments.

(Source: Principal Data, 2025)

LEARNING SUPPORTS									
Welcoming, Caring, Respectful, and Safe Learning Environments (WCRSLE) - Performance Measures	Results and Explanation								
The percentage of teachers, parents and students who agree that their learning environments are welcoming, caring, respectful and safe.	<div><div><div>Safe and Caring Schools</div><table><thead><tr><th>Category</th><th>Percentage</th></tr></thead><tbody><tr><td>Alberta Education</td><td>84.4%</td></tr><tr><td>Elves Gr 1-12</td><td>98%</td></tr><tr><td>Elves Internal ECS and Gr 1-12</td><td>96%</td></tr></tbody></table></div></div>	Category	Percentage	Alberta Education	84.4%	Elves Gr 1-12	98%	Elves Internal ECS and Gr 1-12	96%
Category	Percentage								
Alberta Education	84.4%								
Elves Gr 1-12	98%								
Elves Internal ECS and Gr 1-12	96%								
Percentage of teachers, parents and students agree that students have access to appropriate supports and services at school.	<p>98 % of teachers have indicated that Elves learning environment is welcoming, caring, respectful and safe.</p> <p>(Sources: Alberta Education AERR Results Reports Spring 2025 and: Elves EAYC Teacher Check In, Spring 2025)</p>								
Percentage of teachers and parents agree that Elves support inclusive learning for persons with severe disabilities	<p>100% of teachers have indicated that Elves is an inclusive environment enabling all learners. 95% of teachers have indicated that learners have high needs and would benefit from additional therapy supports. Currently there is one teacher and two to three educational assistants per room with eight to 12 learners.</p> <p>100% of teachers complete Teacher Growth Plan and have meet their goals.</p> <p>98% of teachers meet Elves expectations for professional conduct.</p> <p>(Source: Principal/Teacher Evaluations)</p> <p>Elves offers a multitude of interventions to promote a safe and caring environment. It is recognized that staff responses to learners and their families is most critical to developing respectful relationships built in trust. A consistent and structured routine at Elves fosters</p>								

security, independence, and clear expectations for learners. Students participate in varied activities that build academic, communication, social, and emotional regulation competencies.

Classroom teams adapt instruction to meet individual needs across all subjects, providing full support during transitions, activities, meals, and personal care. Therapy teams deliver group and individual sessions, while programs such as Zones of Regulation, Handwriting Without Tears, Second Step, and Visual Supports for Explosive Behavior enhance classroom learning and skill development.

Learners must be healthy and regulated to learn, and Elves employs strategies to promote learner growth and self regulation. Nurses and classroom teams, support overall and complex medical needs of learners. Care plans are designed and approved by the learner's authorized decision maker.

Elves benefitted from the Mental Health in School Grant that extended for an additional year which enabled two staff members to complete the MANDT 3.0 Train the Trainer course. Nearly, 100 Elves staff participate in MANDT Systems training to support appropriate communications and responses to behaviors of concern.

Speech-Language Pathologists lead teams and families to support communication and self-regulation through language development, assistive communication, social stories, and visual schedules. Occupational Therapists and classroom teams use tools like Motivational Assessments, the Behavior Train, and Zones of Regulation to understand behavior and create individualized plans. They also assist learners with selective eating or neurodiverse needs to increase acceptance of foods and drinks in the school setting.

Transportation supports at Elves include specialized transportation and small-group yellow bus services managed by staff who understand each learner’s needs. Elves transports nearly 96% of learners across all Edmonton wards. However, the complexity of routes, varying learner needs, and frequent changes can sometimes impact parent satisfaction with transportation services.

There were 205 learners who transported under Elves agreements via bus. 19 families opted to provided Parent Transportation, and an additional 18 learners required specialized transportation supports.

(Source: Elves November 2025 Transportation Grant Application)

Access to Supports and Services- Performance Measures	Results and Explanation
The percentage of teachers, parents and students who agree that students have access to the appropriate supports and services at school.	<p>100% of teachers agree that learners have access to appropriate supports and services at school.</p> <p>(Source: Alberta Education AERR Results Reports Spring 2025)</p>
	<p>4% of respondents identified transportation services as an area for improvement.</p> <p>(Source: Elves Parent Surveys Fall 2025)</p>
	<p>Elves and the transportation provider enabled families to access an application (at no cost) to monitor the location and status of their child’s bus without impacting the confidentiality of other riders. Elves has a staff on a part-time basis) dedicated to schedule, modify and reporting on transportation needs of Elves children.</p> <p>Due to equipment needs, transitional issues due to neurodiversity and need for security devices, there are approximately eight to ten riders per bus.</p>

Families are provided with the option to drive their children to school or access Elves contracted transportation services at not cost to the families. Approximately 60% of actual transportation costs are being supported through the Ministry of Education and Childcare Transportation Grant. The remainder of the funds are supported through operational grants and other funding sources.

215 Elves learners have restrictive device to support safe transportation.

- 44 learners require safety vests
- 14 learners have lap belts and seatbelt covers
- 103 children are in car seats
- The remainder of learners are integrated bus seats or have lap belts.

80% of families indicate that their child is active and successful in school.

An average of 91% of parents and caregivers are satisfied with the individualized accommodation that children receive addressing communication, positive behavioral supports, social skills, fine and gross motor development. 8% of respondents indicated that they were uncertain.

(Source: Elves Parent Survey Fall 2025)

96% of respondents indicated that they are satisfied with the level of behavioural support that their child is receiving at Elves.

Equipment, Positive and Restrictive Procedures

- Six learners have restrictive procedures associated with device such an arm brace or helmet that is used for safety.
- There are 15 Grades 1 -12 learners have restrictive procedures and 5 have seclusion room use with door closed built into their programs of support. The remainder may access the seclusion room or quiet spaces with the door open.
- Approximately 91 early childhood learners have behavioural support plans (Codes 42, 44)

and 5 persons with Code 47.

(Sources: Elves IPP Data and Seclusion Room Data, 2025)

Internal – Specialist Supports and Adapted Equipment and Materials

Learning at Elves is enhanced through hands-on, visually supported activities that go beyond traditional tools. Learners use communication supports such as visual schedules, social stories, communication boards, and assistive technology to engage effectively. For those with mobility challenges, equipment like standing frames, walkers, and adapted bikes promote movement, health, and participation. Adapted writing tools and braces assist learners with limited motor control. Sensory supports—including mats, weighted items, and movement equipment like swings and rockers—help students regulate, maintain focus, and prevent overstimulation or aggressive behaviors.

Success of Self-Identified First Nations, Metis and Inuit Learners	Results Explanation
Families self-identify their child as First Nations, Metis, and Inuit.	20 children and youth have self identified as having First Nations, Metis and Inuit Status.
100% of First Nations, Metis, and Inuit learners will demonstrate progress that will be reflected in IPPs and/or report card results.	100% of First Nations, Metis and Inuit learners have demonstrated progress in their IPP’s. Elves’ therapist has been able to support one learner receive wheelchair supports through Non- Insured Health Benefits for First Nations and Inuit (NIHB). Another student has been approved for a specialized mobility device through Jordan’s Principal. (Source: Elves Physical Therapy Records 2024 2025)

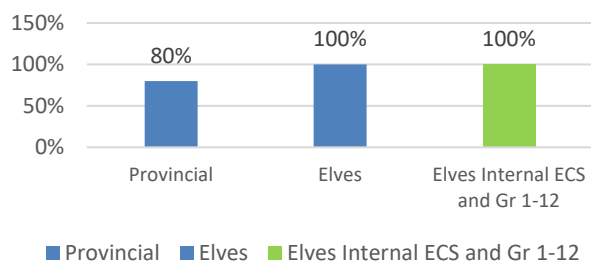
GOVERNANCE

Parental Involvement - Performance Measures

The percentage of teachers and parents satisfied with parental involvement in decisions about their child's education.

Results and Explanation

Percentage of Satisfied Families



(Source: Alberta Education AERR Results Reports Spring 2025 and Elves Parent Surveys Fall 2025)

90% family satisfaction with access to Elves' School Program services and supports.

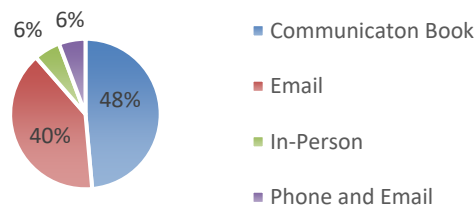
Opportunities for parents to become engaged in their child's learning or who may support Elves' governance through Board or other related volunteer opportunities.

97% of Elves parents indicated that they are satisfied with the consultative process when developing their child's Individual Program Plan.

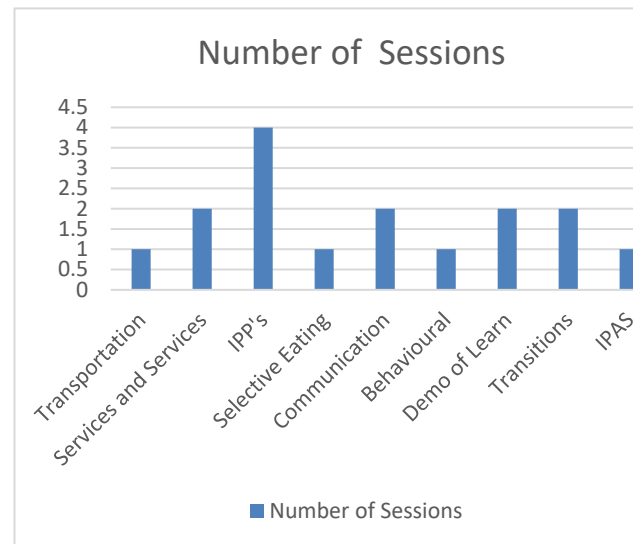
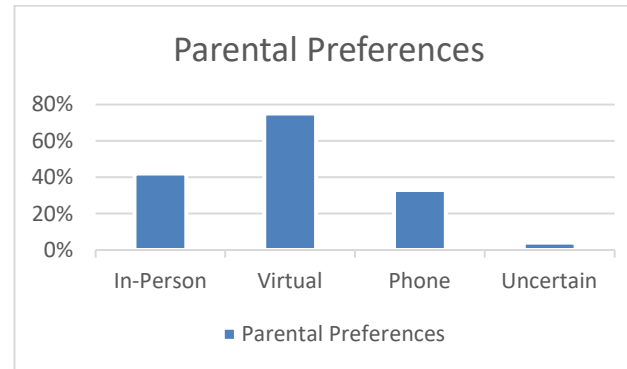
There are seven parents who are directors on the Elves Board. Ten parents volunteered for fundraising initiatives including the Casino and Golf Tournament. Over 30 families donated items in support of silent auction baskets.

100% of Elves parents were satisfied with the daily and regular communication that was received from their child's teacher or other staff.

Preferred Modes of Communication



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Transition Supports topics include:

- Grade 1 and Beyond Grade 12
- AISH, Guardianship, Trusteeship,
- FSCD and PDD 101,
- Family Managed Supports
- Registered Disability Savings Programs

96% of parents have indicated satisfaction with Elves overall services and governance.

Source: Elves Parent Survey Fall 2025

- 100% of enrollment in Elves School Program is voluntary.
- Teachers communicated with parents, guardians and caregivers through daily communication books, phone calls,

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parents team meetings and other ad hoc communications.

- Enrollment in Elves School Program is optional. Elves receives ongoing inquiries from families who wish to enroll their child at our school. There are limitations to space and appropriately trained staff.

All stakeholders benefit from and are assured by:
Regular Fire, Public Health and
Facility/Playground Inspections and preventative maintenance

- Newsletters, Social Media, Administration or Board communications
- Opportunities to support Board or Subcommittee work and fundraising initiatives
- Consistent leadership and policies
- Long term planning and strong fiscal controls.
- Financial planning
- Engagement of external professionals when required.
- Participation in Elves Annual General Meeting and receipt of the Annual General Report, Financial Statements and associated communications.

LOCAL MEASURE

Elves will purchase materials and supplies that align with learner needs and manage resources effectively individuals with atypical neurodevelopmental profiles.

In 2024/2025 Elves School Program has purchased:

- Five iPads for learners with complex communication needs
- Grid Pad 13 for learners with complex communication needs
- Mats
- Sensory and regulation tools
- Lifts
- 3-D Printer for making switches and specialized toys

Elves Adult & Youth Centre building will be operational with the support of scheduled preventative maintenance and facility upgrades

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87 computers were replaced to support the transition from Windows 7 to Windows 11 technology

In 2024/2025 Elves completed:

Preventative Maintenance and Inspections

- Routine Maintenance, Inspections and Repairs for Heating Systems
- Annual Fire and Emergency System Inspections
- Roofing replacement (Section 15 of Elves Adult and Youth Building)
- Technology Systems Replacements (87 computers).

- **Facility and Capital Upgrades**
- Replacement of Septic Grinder Pumps.

(Source: Elves September 2025 Location and Planning Committee)

Spring 2025 Supplemental Alberta Education Assurance Measures – Overall Summary

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
Diploma Exam Participation Rate (4+ Exams)	*	*	n/a	54.5	52.7	52.7	*	n/a	n/a
Drop Out Rate	0.0	9.2	5.1	2.4	2.5	2.4	Very High	Maintained	Excellent
In-Service Jurisdiction Needs	95.2	100.0	98.1	81.7	81.1	82.3	Very High	Maintained	Excellent
Lifelong Learning	100.0	100.0	98.9	80.8	79.9	80.4	Very High	Maintained	Excellent
Program of Studies	99.4	99.3	98.1	83.0	82.8	82.9	Very High	Maintained	Excellent
Program of Studies - At Risk Students	100.0	100.0	100.0	80.5	80.6	81.2	Very High	Maintained	Excellent
Rutherford Scholarship Eligibility Rate	n/a	n/a	n/a	69.4	70.7	70.9	n/a	n/a	n/a
Safe and Caring	99.0	100.0	98.7	87.3	87.1	87.8	Very High	Maintained	Excellent
Satisfaction with Program Access	98.2	98.1	97.9	72.1	71.9	72.5	Very High	Maintained	Excellent
School Improvement	90.5	100.0	89.8	76.6	75.8	75.1	Very High	Maintained	Excellent
Transition Rate (6 yr)	*	*	n/a	59.9	60.1	60.0	*	n/a	n/a
Work Preparation	95.2	100.0	100.0	83.7	82.8	83.6	Very High	Maintained	Excellent

Notes:

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

Diploma Exam Participation Rate - Performance Measures

Results and Explanation

The percentage of students writing 0 to 6 or more Diploma Examinations by the end of their 3rd year of high school.

Percentage of students writing 1 or more Diploma Examinations by the end of their

Elves' learners were exempt from participation in Diploma or PATS.

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 3rd year of high school, by course and
 subject.

Drop Out Rate – Performance Measures	Results and Explanation
<p>Drop Out Rate - annual dropout rate of students aged 14 to 18.</p>	<p>There were no students who dropped out of school in 2024 or 2025.</p> <p>(Source: Alberta Education AERR Results Reports Spring 2025 , Elves Attendance Records and Individual Program Plans, 20242024)</p>
High School to Post-secondary Transition Rate- Performance Measures	Results and Explanation
<p>High school to post-secondary transition rate of students within four and six years of entering Grade 10.</p>	<p>Five student graduates transitioned within four years of entering high school and two individuals graduated within six years of entering high school in 2024.</p> <p>In June 2025 there was one student who graduated from the Elves School Program.</p> <p>(Sources: Alberta Education AERR Results Reports Spring 2025, Elves Classlist and IPP's June 2025)</p> <p>This graduate transitioned to the Elves Adult Program in July 2025. Upon graduation, individuals may transition to a community access day program—such as the Elves Adult Program or another program of the guardian's choice—pending funding approval from the Ministry of Seniors, Community and Social Services -Persons with Developmental Disabilities (PDD).</p> <p>100% of teacher believe that students are taught the skills and behaviors that will make them successful when they finish school.</p> <p>(Source: Alberta Education AERR Results Reports Spring 2025)</p>

In-Service Jurisdiction Needs— Performance Measures	Results and Explanation
<p>The percentage of teachers reporting that in the past 3-5 years the professional development and in-servicing received from the school authority has been focused, systematic and contributed significantly to their ongoing professional growth.</p>	<p>95.2% of the Elves teachers agreed that the professional development and in in servicing aligned with their ongoing professional growth.</p> <p>Elves' records demonstrate that teachers and learning team members wish to have increased training and supports to better meet the varying needs of learners with neurodiversity and complexity associated with regulation, personal hygiene, and eating.</p> <p>In 2025 the Ministry of Education for a conditional Mental Health Grant for an additional year. Elves received \$4,394 towards MANDT Train the Trainer recertification for two staff.</p> <p>Elves will be working towards awareness for Mental Health strategies/supports including MANDT 3.0 workshops associated to Trauma Informed Practices.</p> <p>In the summer/fall of 2025, Elves occupational therapists provided training on the following topics to support community capacity building:</p> <ul style="list-style-type: none"> • Trauma Informed Practice: Exploring and Applying Psycho-Sensory Intervention • Becoming a Behavioural Detective - Understanding and Supporting Complex Behaviour • Interoception <p>To ensure that professional development is targeted to meet the diverse needs of all Elves staff (Teachers, Educational Assistants, and multidisciplinary team members) Elves</p>

2024/2025 professional development
addressed:

- Teacher competencies
- Curriculum
- Diversity
- Learning Accommodations and Modifications
- Trauma Informed Practices – Imagine Institute
- Support for Behaviours of Concern
- Communication Strategies
- Self Care - Elves Connect and seasonal activities.
- MANDT Systems 3.0
- Stump Kitchen
- Metis Nation of Alberta - Métis Cultural Awareness Training.

In addition to on-site professional development
Elves staff participated in the:

- AISCA Teachers Convention
- Greater Edmonton Teachers Convention
- Online resources provided by the Elves learning coaches.

Lifelong Learning– Performance Measures	Results and Explanation
Percentage of teacher and parent satisfaction that students demonstrate the knowledge, skills, and attitudes necessary for lifelong learning.	<p>100% of teachers have indicated that their students are learning the knowledge, skills, and attitudes necessary for lifelong learning. (Source: Alberta Education AERR Results Reports Spring 2025)</p> <p>71.5% of parents were satisfied with the transition planning support as learners transition to programs outside of Elves upon graduation. An additional 10% of the respondents indicated that they were not familiar with transitional planning process. Anecdotal and survey feedback suggests that there is a lack of community access or alternative work programs for persons with developmental disabilities outside the Edmonton region.</p> <p>Early Childhood families did not know what services other school boards would offer when their child transitioned into Grade One. (Source: Elves Parent Surveys, March 2025)</p>

Program of Studies– Performance Measures	Results and Explanation								
<p>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.</p> <p>Local Measure:</p> <p>Families and caregivers responding to their satisfaction with specialized support including speech and language therapy, physical and occupational therapy, nursing and family support.</p>	<p>Satisfaction with Program of Studies</p> <table border="1"><thead><tr><th>Category</th><th>Satisfaction Rate</th></tr></thead><tbody><tr><td>Provincial</td><td>83%</td></tr><tr><td>Elves</td><td>99.4%</td></tr><tr><td>Internal Surveys</td><td>96%</td></tr></tbody></table> <p>99.4% of teachers were satisfied with student opportunities to receive a broad program of studies. Elves' teachers are responsible to planning and integrating the program of studies into meaningful activities that engage learners and support skill development.</p> <p>(Source: Alberta Education AERR Results Reports Spring 2025)</p> <p>Families and caregivers responded with an average of 96% satisfaction rate with specialized supports offered by the Elves multidisciplinary team to enable learners to participate in the program of studies (fine art, career, health, and physical education) excluding technology.</p> <p>(Source: Elves Parent Surveys, March 2025)</p>	Category	Satisfaction Rate	Provincial	83%	Elves	99.4%	Internal Surveys	96%
Category	Satisfaction Rate								
Provincial	83%								
Elves	99.4%								
Internal Surveys	96%								
Program of Studies - At Risk Students - Performance Measures	Results and Explanation								

<p>Percentage of teacher, parent, and student agreement that programs for children at risk are easy to access and timely.</p>	<p>100% of teachers believe that programs for children at risk are easy to access and timely.</p> <p>(Source: Alberta Education AERR Results Reports Spring 2025)</p> <p>External Partners – Qualified Professionals</p> <p>The Elves School also contracts external supports including:</p> <p>At cost to the Elves School, Alberta Health Services to provide:</p> <p>AHS(PIRS) respiratory and ventilator training training for Learning Team and</p>
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certification for Elves nurses.

- AHS Translation ad hoc/15 minute increments.
- Nurse Next Door (nurse relief and transportation attendant)
- Specialized Transportation with Royal Wagon or taxis for the transportation of learners with tracheostomies.

Elves contracted three companies to complete psychoeducational assessments for eight Grades 1-12 learners and 31 Early Childhood Students.

At cost to the health care system Elves learners will receive the following support:

- iCan Centre for mid-high tech assistive technology.
- ECLS low Incidence teams to support strategies and supports for learners with low/no vision or auditory function (funded through Expanding Capacity and Learner Supports AISCA)
- On-site Physiatry Clinics (Glenrose Hospital)
- Glenrose Seating Clinic Consultation (virtual)

Access to mental health support for persons over 16 years old with no psychiatrist (provided by Dr. Bardoloi).

84% of parents with children with complex physical or medical needs believe that services are accessible and timely. 16% of respondents were uncertain or did not require external specialist services.

(Source: Elves Parent Survey, Fall 2025)

Glenrose Hospital to conduct monthly on-site
Physiatry Clinics for 31 learners with complex
physical needs.
(Source: Elves Physical Therapy Records 2024/2025)

Safe and Caring - Performance Measures	Results and Explanation
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.	99% of teachers report that students are learning the importance of caring for others, are learning respect for other and are treated fairly. (Source: Alberta Education AERR Results Reports Spring 2025)
Local Measures: Percentage of parents believe that Elves offers a welcoming, caring and safe environment for learners and their families.	97% of families believe that the Elves environment is safe and caring with the engagement of teachers, interdisciplinary team members and school leadership.
Percentage of parents who report that students demonstrate appropriate or improvement in social skills that will promote mental health and well-being for oneself and others.	96% of parents indicated that they see improvement in social skills that will promote mental health and well-being for oneself and others. (Source: Elves Survey Parent Responses, Fall, 2025).
Satisfaction with Program Access - Performance Measures	Results and Explanation
Percentage of teacher, parent and student satisfaction with the accessibility, effectiveness and efficiency of programs and services for students in their community.	96% of teachers reported satisfaction with programs and services for students in their community. (Source: Alberta Education AERR Results Reports Spring 2025)
	95% of parents and caregivers are satisfied with the individualized accommodation that children receive addressing communication, positive behavioral supports, social skills, fine and gross motor development. Parents have expressed

concerns about transportation systems needing to be more accommodating.

(Source: Anecdotal Records and Elves Parent Survey, Fall 2025)

There are supports for safe transportation to and from school. On Elves buses there are up to 8 to 12 riders to reduce ride times. Elves Transportation Coordinator works with the bus companies to reduce ride times for those who are medically fragile or exhibit extreme behaviors of concern. Transportation pick up and drop off times can be affected by weather, traffic conditions, or changes to ridership.

Approximately 30% of Elves learners have complex needs. 100% of the riders need additional support (seat belts, car seats, 4-point harnesses) to safely travel on the bus.

Elves contracted specialized transportation and Nurse Next Door licensed practical nurses LPNs to support learners with complex medical needs or behaviours of concern. LPNs review emergency Tracheostomy kits, maintain ventilator functions, assess, and suctioning learners with tracheostomies who travelling to and from school.

(Source: Elves 2024/2025 Transportation Logs)

School Improvement- Performance Measures	Results and Explanation
<p>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.</p>	<p>90.5 % of teacher have indicated that their school jurisdiction has improved or stayed the same.</p> <p>(Source: Alberta Education AERR Results Reports Spring 2025)</p> <p>An explanation for the decline in level of satisfaction from the 2023/2024 may be a result of the responses from numerous new teachers who were not able to identify if there were operational improvements.</p> <p>In November 2024, Elves began planning for replacement of some out-of-date hardware. The notification about Window 11 systems updates required Elves to replace 87 computers starting in the spring of 2025 and completing the project in the fall of 2025.</p> <p>(Source: Elves Strategic Plan Spring 2025)</p>

High School to Post-Secondary Transition Rate

Work Preparation - Performance Measures

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.

In June 2025 there was one graduate, this individual was registered with Elves Adult Program.

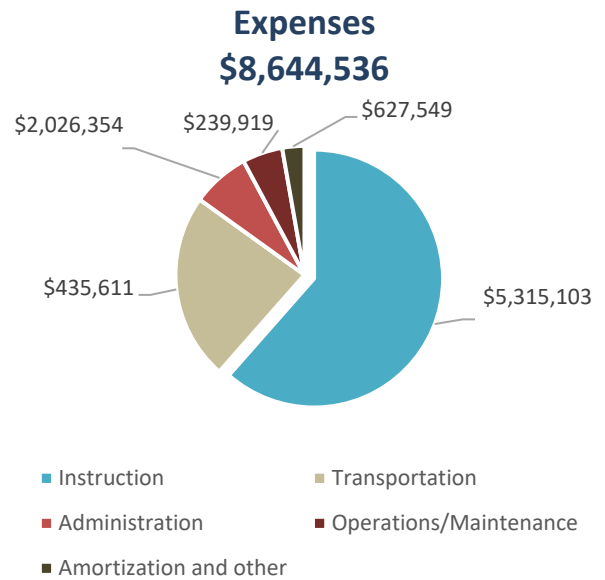
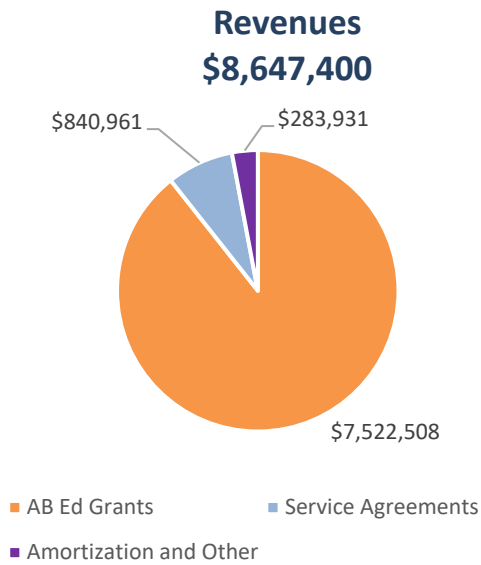
When learners are ages 1-16 there are supports and resources provided for transitional education and preparation for adulthood. This includes registering for Designated Accessible Transportation System (DATS), competing capacity assessment, attaining guardian and trusteeships. Families may also wish to consider residential supports if the child is living at home. When individuals graduate, they may attend a community access day program such as Elves Adult Program or other program or the guardian's choice pending funding approval from the Ministry of Seniors, Community and Social Services Persons with Developmental Disabilities PDD).

(Sources: PDD Developmental Disabilities Criteria and Guidelines)

100% of teachers believe that students are taught the skills and behaviors that will make them successful when they finish school.

(Sources: Alberta Education AERR Results Reports Spring 2025)

BUDGET (2024 2025)



PERCENTAGE OF REVENUES AND SPENDING BASED ON COST CATEGORY

