



# Education Plan 2025-2028

ELVES SCHOOL PROGRAM (9263)



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## ACCOUNTABILITY

### *Accountability Statement for the Education Plan*

The Education Plan for Elves School Program (9263) commencing September 01, 2025, 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*. This plan was developed in the context of the provincial government's business and fiscal plans. The operator and/or governing body 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 operator and/or governing body approved the 2024/2025 Education Plan on April 30, 2024.

The operator and/or governing body reviewed and approved the 2025/2026 Education Plan on April 30, 2025. (Annually after Year 1)

### *Original Signed by:*

Jason Fleury, Board President

Elves Special Needs Society

## PROFILE AND LOCAL CONTEXT

### 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

Elves Special Needs Society offers safe and caring and inclusive environments with , developmentally appropriate activities and services that are foundational to the medical, physical, cognitive, neurodevelopmental, mental health, and social-emotional needs of every learner.

### 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.
- Equitability, access to resources and accountability.
- Experience of learners, families, staff, and community partners.
- Healthy and experienced staff.

## Our School Community

In 2025 the Elves Special Needs Society, which operates School, Adult and Respite programs for person with [complex needs](#). community proudly celebrates over 50 years of providing services to person with disabilities. The Elves School Program, in operation since 1985, is an accredited private school, Designated Special Education Program.



The Elves School Program supports children and youth with severe to profound disabilities that may impact medical stability, communication, mobility, intellectual, physical, or psychosocial functioning. The program focuses on building foundational skills through academic, functional and adaptive activities that promote communication, physical well-being, emotional regulation, daily living skills and meaningful participation in the school community.



**Total Estimated Enrollment for 2025/2026 – 274 Learners**  
*(Based on January 2025 projections and facility space)*

**183** ECS learners

**74** Grades One to Nine Students

**17** Grades Ten to 12 Students

## Funding & Eligibility

Elves' early education children (ECS) (first year, second year, and kindergarten) are under the age of six and qualify for Mild/Moderate or Program Unit Funding (PUF). ECS and Grades 1 – 12 students qualify for Alberta Education's Severe Disabilities Grants based on Special Education Coding Criteria.

Students aged 6 to 21 may also be enrolled with learning service agreements with partnering resident school boards in Edmonton and surrounding areas. These

partnerships enable Elves to provide intensive, specialized education and health supports for students with complex medical or mental health needs. Students without a service agreement, families may attend at no cost to families.

### Program Locations

Elves Child Development Centre (ECDC – 10825-142 Street, Edmonton): Serves early education children eligible for Program Unit Funding (PUF).

Elves Adult and Youth Centre (EAYC – 10421-159 Street, Edmonton): Early Education (PUF) and Grades 1–12 program.





### Transportation

Elves' facilities are in the west Edmonton area, allowing for the efficient sharing of educational and material resources across Elves sites. The learners enrolled in the Elves School Program may reside within Edmonton or in the surrounding regions.

All Elves learners require support for safe transportation. Students travel to and from school using a variety of transportation options, including parent-provided transportation, yellow buses (via fleet services), Elves-operated buses, or specialized transportation services such as taxis or vans. The choice of transportation is influenced by individual family needs and circumstances.

Many Elves families experience challenges in accessing public transportation due to factors such as caregiving responsibilities, financial limitations, logistical constraints, multiple children with special needs, or safety concerns. Due to the time needed to support boarding and disembarking the bus, the transportation system is designed to accommodate an average of 10 to 12 riders per bus, ensuring individualized attention and care.

Whenever possible, families may also choose to drive their children to school. Regardless of the method, it is essential that all learners are transported to and from school in a manner that prioritizes their safety and adheres to regulatory standards.

			
<p>48% learners require a car seat to be safely transported to school.</p>	<p>20% of learners will require a harness system to safely remain seated.</p>	<p>12% of riders utilize wheelchairs for mobility and therefore also require a specialized system to secure the chair to the bus.</p>	<p>7% of learners will require a harness system to safely remain seated.</p>

## Elves' Learning Team

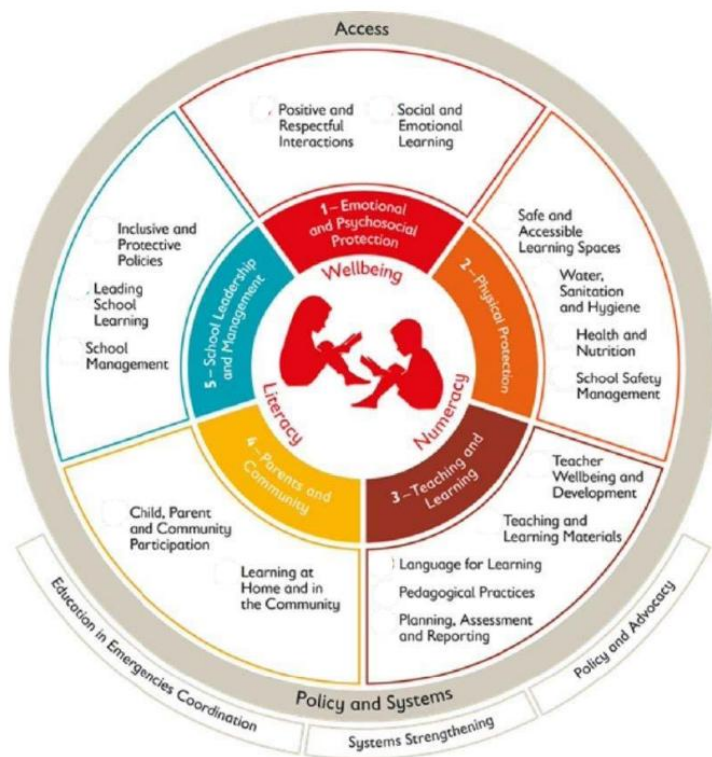
Our team specializes in supporting individuals with complex medical, physical, intellectual, neurodevelopmental, and behavioural needs. All Elves learners experience challenges with verbal communication. In 2025/2026, Elves will serve 274 learners in 21 rooms with approximately 76 classroom staff including certificated teachers and educational assistants. Elves employs a total of 21 teachers who may work in the classrooms or in Principal or leadership and coaching positions.

Elves' certificated teachers must have experience to support the unique medical or neurodevelopmental needs of our learners. Meeting the learners' basic needs fosters meaningful engagement and promote each learner's participation and success. Teacher must also be familiar with learners to appropriately plan and guide any adaptations or modifications to the Alberta Education. In the classroom, one certificated teacher will work with two to five educational assistants.

The learning team also includes a dedicated group of classroom and multidisciplinary professionals including nurses, occupational and physical therapists, speech-language pathologists, therapy assistants, social workers, early childhood specialists, and behavioural consultants. At

Elves, we recognize the importance of implementing inclusive learning strategies that are tailored to each learner's strengths, interests, and the priorities of their families or decision-makers.

Collaborative decision-making is central to our approach, ensuring that learners are supported both in and beyond the school environment. Elves' teachers adapt and modify Alberta Education curricula to meet individual needs, promote meaningful progress, and support long-term



transitional planning. With access to specialized equipment and appropriate learning resources, students can fully participate in daily learning activities.

All instruction is based on the Alberta Education curriculum, which is modified to meet each child's and student's needs. Each learner has an Individual Program Plan (IPP), reviewed three times annually, to determine priorities for learning, share progress or make collaborative decisions associated with goal or procedural changes. Elves requires the consent from parents or guardians to engage learners, promote progress and support transitional planning. Internal equipment, and access to appropriate learning resources and materials enable the students to be engaged in educational programming that best align with the learner's abilities.

## Community Health and Safety



Elves' learners are impacted by disabilities that impact their decision making or independence. Learners may not understand the importance of hand hygiene to ensure the respiratory and gastrointestinal health of the school community. Protective measures are in place to promote the well being of all school members and to ensure that Elves learners who are medically vulnerable can safely engage in the school day. Daily disinfection of dishes, toys and shared equipment continues. Elves staff will maintain use of personal protective equipment when they are at work and recovering from illness. Procedures may be modified over the course of the school year in response to community health and [Alberta Health Services medical recommendations](#).

## Stakeholders And Governance

Elves is governed by a Board of Directors that is comprised of 12 members which includes six parent representatives and six community members. There is a director vacancy as of February 2024 that will not be filled until election of new directors in November 2024.

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 who act in 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	Other Partners/ Stakeholders
<ul style="list-style-type: none"> <li>• Students, families and caregivers</li> <li>• School Program personnel</li> <li>• Elves' Board of Directors and Subcommittee volunteers</li> <li>• Ministry of Education</li> </ul>	<ul style="list-style-type: none"> <li>• Ministry of Seniors, Community and Social Services</li> <li>• Alberta Health Services               <ul style="list-style-type: none"> <li>○ Provincial Integrated Respiratory Services (PIRS)</li> <li>○ Translation Services</li> <li>○ Glenrose Pediatric Clinics</li> <li>○ I Can Centre</li> </ul> </li> <li>• Elves Adult, Respite and Summer Programs</li> <li>• Association of Independent Schools and Colleges in Alberta (AISCA)               <ul style="list-style-type: none"> <li>○ Teacher and Leadership Development</li> <li>○ Expanding Capacity and Learning Supports (ECLS)</li> </ul> </li> <li>• Calgary Regional Learning Consortiums</li> <li>• Edmonton Fetal Alcohol Network</li> <li>• Alexis Hillyard -Stump Kitchen</li> <li>• Imagine Institute</li> <li>• Metis Nation of Alberta</li> <li>• Elves' donors and sponsors</li> <li>• Breath for Life – First Aid Training</li> <li>• MANDT Systems</li> <li>• Royal Wagon</li> <li>• Nurse Next Door</li> </ul>



## ASSURANCE

### Education Plan

This Education Plan is comprised of Alberta Education Assurance Measures in four key domains and a fifth which includes the Local and Societal Context. For Elves the local and society measures are include in the most relevant assurance domains within the Education Plan. Elves will report on provincial and local measures that include key outcomes, performance measures, and strategies in the identified areas in the Annual Educational Results Report (AERR).

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	
	Inclusive and Adaptive Learning Environment	
	Effective Use of Infrastructure	
	Learner and Parent Engagement	
	First Nations, Métis, and Inuit Student Success	Responsive Supports for Complex Learner Needs
Governance	Stakeholder Involvement	
	Adherence to Legislation, Regulations and Local Policies	
	Effective Resource Management	
	Evidence Based Continuous Improvement and Informed Decision Making and Capacity Building	

[The Government Organizational Act](#), [Education Act](#), [Freedom of Information and Protection of Privacy \(FOIPP\)](#), [Personal Information Protection Act \(PIPA\)](#), [Private Schools Regulation](#), [Student Records Regulation](#), [Special Education Coding Criteria 2024/2025](#), [Standards for Special Education](#), [Funding Manual 2025/2026](#), [Program of Studies](#), and [Standards for the Provision of Early Childhood Special Education](#) and [In-Person Learning Regulation](#), [Public Interest Disclosure \(Whistleblower Protection\) Act](#).

Elves teachers and School Leadership must also comply with the requirements outlined in the [Teacher Certification](#), [Leadership Certification](#), [Code of Professional Conduct for Teachers and Teacher Leaders](#), and [Certification of Teachers and Teacher Leaders Regulation](#).

Elves' School Program operates in compliance with the [Education Act](#), ensuring compliance that is required for all Alberta schools. All eligible children and students through are supported with adapted or modified curriculum and individualized support and program plans.

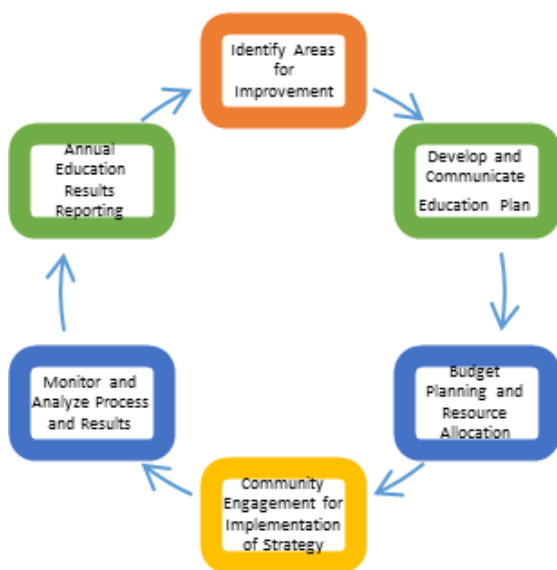
Accountability and operational processes are outlined in the [Guide to Education](#), which addresses policies, and program foundations to ensure consistency in program delivery while allowing for flexibility for implementation at a local level.

The indicators of Inclusive Schools support our teams to plan and implement supports that align with best practices.



### Performance Management

Elves' School Program operates under the umbrella of Elves Special Needs Society. Annually, Elves leadership and Board analyzes and interprets its performance and the Ministry of Education Results Report to assess learner progress. Elves considers effective measures that enable learners to achieve goals and staff to improve student learning outcomes. Elves also compares these measures against Elves' Society's established mission and values.



### Interdisciplinary Service Integration and Performance Accountability

Elves integrates interdisciplinary strategies to provide specialized services tailored to the unique needs of children and youth accessing our facilities. These strategies are implemented with a focus on both short- and long-term planning, supported by continuous analysis of outcomes and comprehensive reporting. This approach ensures accountability and strengthens our performance management framework.

We implement and regularly revise multidisciplinary interventions in alignment with the latest research-based practices. These interventions are specifically chosen to support the continued growth and achievement of our learners. Our teams work with students in the format that they best learn.

Stakeholder engagement and knowledge of learner abilities and needs are the foundational components of our approach to education. Input is gathered through daily interactions, debriefs, surveys, and ongoing communication amongst team members and with parents and caregivers. This feedback informs both the refinement of current strategies and the introduction of new initiatives.



The operational and three-year planning is driven by detailed student profiles, provincial directives, and the availability of financial and human resources. These elements inform the development of targeted plans designed to optimize service delivery and educational outcomes.

Elves has the additional challenge of planning for shared space use with the Elves Adult Program which also operates in the Elves Adult and Youth Centre. Currently, the school occupies 60% of the available rooms.

Budget development plays a key role in our strategic planning. Resources are carefully allocated or re-allocated to ensure program sustainability while maximizing opportunities for student learning and development. Shared costs for EAYC facility and administration (Executive Director, Financial Director, Accounting and Administrative assistants) are also allocated based on proportionate funding which is based on a 70/30% allocation.

Elves rigorously measures, analyzes, and reports outcomes in accordance with both provincial and local requirements. Results are communicated to stakeholders through various platforms, including reporting on learner assessments and progress reports, the Education Plan, and Annual Education Results Reports (AERR).

Ongoing review and refinement of existing strategies ensure alignment with educational outcomes and support continuous improvement. Through these measures, Elves remains committed to evidence-based, student-centered service delivery.

### Planning, Reporting and Assurance

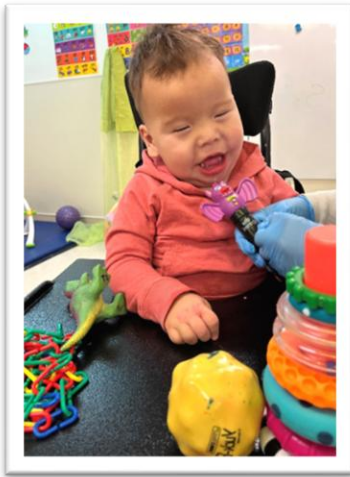
Elves' School Program is responsible for ensuring the best services and supports that can be offered in our school environment. We are committed to our learners with services that align with individual and group profiles.

Elves is accountable to students, families, and funders to ensure continuous improvement based upon evidence-based practices including open houses, daily or incidental reporting,

parent/team meetings and other debriefs. Parent or guardian consent is required for Individual Program Plans, therapy and psychoeducational assessments or other external contracted supports.

Elves is responsible to our staff to ensure that they have a safe work environment that values their expertise and promotes their professional development intended to align with student profiles. We must enable personnel to undertake professional development that ensure core competencies are addressed and that there are opportunities for professional growth

Elves is accountable to our stakeholders. We must provide assurance to families and funders that school representatives manage government and donor funds in a fiscally-responsible fashion that aligns with the intended purpose.



To align education with learner strengths and needs, Elves will:

- Review assessment and IPP results to identify progress and areas for improvement.
- Monitor learner needs, engagement and attendance.
- Review Ministry of Education survey results.
- Survey families, caregivers, and staff to provide an opportunity to share experiences and opinions to guide operational decisions. Elves survey results are also integral to forming the plan for action including learner and staff supports.

Monitor and adapt planning for materials, human resources, and capital needs of the school.

Monitor and adapt stakeholder engagement such as family and caregiver support groups to provide opportunities to increase capacity.

Elves offers learning team the opportunity to learn from other Elves community members through professional development, and mentorship. Elves also have implemented Elves Connect as an opportunity for staff to participate in activities that target their own mental well being and post pandemic rebuild a different sense of community.

## How Do We Demonstrate Accountability?

Learners are provided daily opportunities for educational and social engagement through activities, groupings and independent and meaningful activities.

Parents, Guardians, and Caregivers register children and youth into Elves' School and have the option to participate in a variety of student-focused, family-capacity building, or operational- related events. Elves must ensure that learners are admitted in accordance with age, citizenship, and coding requirements outlined by the Ministry of Education.



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

Parents and caregivers (families) interact with teachers, educational assistants, therapists, specialists, and administrators on a scheduled or ad hoc basis. There is daily communication sent home to families who have access to school leadership as needed.

Families have the option to participate in school operations through Parent and Child Engagement Sessions, or volunteer for positions on Elves' Board of Directors, as Subcommittee

Meeting members, or parent representatives on Elves' Parent Advisory Council. Success in Schools Meetings may take place upon request. Families can also support fundraising initiatives that support the purchase of specialized equipment or support facility maintenance projects.

Elves' Parent Packages include registration, consent forms, and documentation that Elves families or caregivers require.

Team Specific and Interdisciplinary Meetings occur monthly. Elves' representative uploads student information into PASI. Elves submits



Image from Centre for Early Childhood Mental Health Consultation

Student Monitoring Forms, Citizenship, and other desk audit information upon request from Ministry of Education.

Stakeholder Engagement and Timelines  
Continuous Cycle of Assurance

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

Timeline	Student Growth	Teaching and Leading	Learning Supports	Governance
<p>August September October</p>	<p>Learner Assessments</p> <p>Registration of New Learners</p> <p>OHS Planning for Students/Staff including:</p> <ul style="list-style-type: none"> <li>• Respiratory,</li> <li>• G-tube Care</li> <li>• Environmental Modifications</li> <li>• Positive Behavioural Supports</li> <li>• First Aid Certification</li> </ul> <p>Medication Cards</p> <p>Parent Consent</p>	<p>Orientation - Policies and Procedures with OHS</p> <p>Staff Training:</p> <ul style="list-style-type: none"> <li>• Interventions</li> <li>• IPP Development</li> <li>• Positive and Restrictive Behavioural Supports</li> </ul> <p>Teacher Meetings</p> <ul style="list-style-type: none"> <li>• IPP's</li> <li>• Plan/Set Up Classroom</li> <li>• Scheduling Day and Facility Use</li> <li>• Parent Contact</li> <li>• Positive and Restrictive Behavior Supports</li> <li>• TQS and Certification</li> </ul> <p>Elves Connect</p> <p>Data and Reporting in IPP</p>	<p>Internal Team Meetings and Case Conferences</p> <p>2-3 Specialist Clinics/month (Physiatry, ICAN, Seating, Low Incidents, Adult Mental Health)</p> <p>Parent Team Meetings</p> <p>Parent and Child Engagement Sessions (PACES)</p> <ul style="list-style-type: none"> <li>• Open House</li> <li>• Introduction to Services and Supports and Individual Program Plan (IPP)</li> <li>• Selective Eating Series (Introduction, Roles and Responsibilities, and Communication)</li> </ul> <p>PIRS training and medical plans for learners with complex airways</p> <p>Expanding Capacity and Learner Supports (ECLS)</p> <p>Life Safety Drills</p> <ul style="list-style-type: none"> <li>• Fire/Lock Down Drills</li> <li>• WHMIS for staff</li> </ul>	<p>Review Policies</p> <p>Review Enrollment and Update Budget (to align with learner profiles.)</p> <p>September 29, Student Count</p> <p>Approval and Payment of Costs Associated with Instruction, Resources and Assessment or other Specialized Projects/Staff</p> <p>Board and Subcommittee Meetings</p>

Timeline	Student Growth	Teaching and Leading	Learning Supports	Governance
<p><b>November</b> <b>December</b></p>	<p>Learner Assessments</p> <ul style="list-style-type: none"> <li>• EYE</li> <li>• Speech and Language</li> <li>• Gross and Fine Motor</li> <li>• Psychological</li> <li>• Functional</li> <li>• Literacy and Numeracy</li> <li>• Sensory</li> </ul>	<p>Teacher Meeting</p> <ul style="list-style-type: none"> <li>• IPP's</li> <li>• Data and Assessments including IPP, EYE 1 and Literacy/Numeracy Assessments</li> <li>• TQS and Certification</li> </ul> <p>Educational Assistants PD – Supporting Individuals with Behaviours of Concern</p>	<p>Internal Team Meetings and Case Conferences</p> <p>2-3 Specialist Clinics/month</p> <p>Parent Team Meetings</p> <p>Parent and Child Engagement Sessions (PACES)</p> <ul style="list-style-type: none"> <li>• Open House</li> <li>• Introduction to Services and Supports and Individual Program Plan (IPP)</li> <li>• Selective Eating Series (Introduction, Roles and Responsibilities, and Communication)</li> </ul> <p>PIRS training and medical plans for learners with complex airways</p> <p>Expanding Capacity and Learner Supports (ECLS) – Low Incidence Supports</p> <p>Life Safety Drills</p> <p>OHS Planning for Students/Staff</p> <ul style="list-style-type: none"> <li>• Spring Clean Up</li> <li>• Fire/Lock Down Drills</li> </ul>	<p>AERR</p> <p>PUF and Severe Disabilities Review</p> <p>Board and Subcommittee Meetings</p> <p>Approval and Payment of Costs Associated with Instruction, Resources and Assessment or other Specialized Projects/Staff</p>
<p><b>January</b> <b>February</b></p>	<p>Assessment</p> <p>IPP Updates and Parent Team Meetings</p> <p>Transition Reports and Summer Planning</p>	<p>Internal Meetings</p> <p>Teacher Meeting</p> <ul style="list-style-type: none"> <li>• AISCA/ GETCA</li> <li>• Other PD</li> <li>• Positive Behaviour Supports</li> <li>• AB Ed Teacher Surveys (Assurance)</li> <li>• TQS and Certification</li> </ul>	<p>2-3 Specialist Clinics/month</p> <p>Parent and Child Engagement Sessions (PACES)</p> <p>Transitional Supports – Planning for Grade One and IPP</p> <p>Life Safety Drills</p> <ul style="list-style-type: none"> <li>• Fire/Lock Down Drills</li> <li>• Review of OHS Planning for Students and Staff</li> </ul>	<p>Funding</p> <p>Enrollment Projections</p> <p>Board and Subcommittee Meetings</p> <p>Fire Prevention Inspections and Maintenance</p> <p>Surveys</p>

Timeline	Student Growth	Teaching and Leading	Learning Supports	Governance
<p>March April</p>	<p>Learner Assessments</p> <ul style="list-style-type: none"> <li>• EYE</li> <li>• Speech and Language</li> <li>• Gross and Fine Motor</li> <li>• Psychological</li> <li>• Functional</li> <li>• Literacy and Numeracy</li> <li>• Sensory</li> </ul> <p>Transition and Summer Planning</p>	<p>Teacher Meetings</p> <ul style="list-style-type: none"> <li>• IPP Data</li> <li>• Year-End Assessments and Planning</li> <li>• Severe Disabilities Coding</li> <li>• AISCA/GETCA Learnings -Debrief and Sharing</li> <li>• Transition Reports</li> <li>• Celebrate teachers who attained permanent certification</li> </ul> <p>Educational Assistants PD Roles and Responsibilities</p> <ul style="list-style-type: none"> <li>• FASD/Autism</li> <li>• Self-Care</li> <li>• Motivational Assessments</li> <li>• Communication Strategies</li> <li>• Sensory and Regulation within the Classroom Environment</li> <li>• Alberta Education – Coding and Projections Planning</li> </ul>	<p>Life Safety Drills OHS Planning for Students/Staff</p> <ul style="list-style-type: none"> <li>• Spring Clean Up</li> <li>• Fire/Lock Down Drills</li> </ul> <p>Staff Meetings</p> <p>Positive Behaviour Support Committee Expanding Capacity and Learner Supports (ECLS)</p>	<p>Board and Subcommittee Meetings</p> <p>Fire Prevention Maintenance</p> <p>Public Health Inspections</p> <p>Fire Inspections</p>

Timeline	Student Growth	Teaching and Leading	Learning Supports	Governance
May/June	Assessments	Teacher Staff Meetings <ul style="list-style-type: none"> <li>• IPP Meetings</li> <li>• Archiving notes/data</li> <li>• Wrap up current year</li> <li>• Planning for upcoming year</li> <li>• Completing Assessments and Transitional Statements</li> <li>• TQS</li> </ul> Disbanding Activity for All Community Members	Life Safety Drills OHS Planning for Students/Staff <ul style="list-style-type: none"> <li>• Preparing for Inclement Weather – Tornado and Extremely Warm Temperatures</li> <li>• Emergency Responses and Communications</li> <li>• Generator and Emergency Supplies</li> <li>• Flashlights and Other Tools</li> <li>• Physical, Equipment, Medical or Behavioural for New and Returning Learners</li> </ul>	Board and Subcommittee Meetings  Approve Summer Maintenance

Responsiveness, Safety, and Expertise

Elves is responsible to our staff to ensure that we are operating in a fiscally- responsible fashion and that individuals within Elves' environment have a safe environment. Elves values staff expertise and promotes their professional development intended to align with student profiles.

Timeline	Student Growth	Teaching and Leading	Learning Supports	Governance
<b>August September October</b>	Learner Assessments  OHS Planning for Students/Staff including: <ul style="list-style-type: none"> <li>• Respiratory,</li> <li>• G-tube Care</li> </ul> Environmental Modifications <ul style="list-style-type: none"> <li>• Positive Behavioural Supports</li> </ul> Parent Team Meetings  Family-Oriented Programs (FOPS) <ul style="list-style-type: none"> <li>• Open House</li> <li>• Introduction to Services and Supports and IPP's</li> </ul>	Professional Development (PD) including CPR, MANDT Systems  Team Planning for Interventions and IPP Development  Teacher Meeting <ul style="list-style-type: none"> <li>• IPP Development</li> <li>• Family Communications</li> <li>• Oversight and Organization of Room</li> <li>• Teacher Growth (TQS)</li> </ul> IPP Writing Day  Educational Assistants PD – Low Incidents and Communication Webinars addressing strategies for autism	Staff Recruitment and Orientation  Finalize Continuous Contracts  Contracts  Whole School Orientation for  Life Safety Drills <ul style="list-style-type: none"> <li>• Fire,</li> <li>• Lock Down,</li> <li>• Tornado and Environmental Assessments</li> <li>• MANDT Systems Update Curriculum (Full Day)</li> <li>• First Aid CPR (½ day)</li> <li>• AAC and Low Incidence Communication Inservice</li> </ul>	Review Policies Update  Budget to align with learner profiles.  September 29, Student Count  Board and Subcommittee Meetings

Timeline	Student Growth	Teaching and Leading	Learning Supports	Governance
<p><b>November</b> <b>December</b></p>	<p>Learner Assessments</p> <p>OHS Planning for Students/Staff including:</p> <ul style="list-style-type: none"> <li>• Respiratory</li> <li>• G-tube Care</li> <li>• Environmental Modifications</li> <li>• Positive Behavioural Supports</li> </ul> <p>Parent Team Meetings</p> <p>Family-Oriented Programs (FOPS)</p> <ul style="list-style-type: none"> <li>• Open House</li> <li>• Introduction to Services and Supports and IPP's</li> <li>• Zones of Regulation</li> <li>• Picky Problem Eaters</li> <li>• Play-based Learning</li> </ul>	<p>Professional Development (PD) including CPR, MANDT Systems</p> <p>Team Planning for Interventions and IPP Development</p> <p>Teacher Meeting</p> <ul style="list-style-type: none"> <li>• IPP Development</li> <li>• Family Communications</li> <li>• Oversight and Organization of Room</li> <li>• Teacher Growth (TQS)</li> </ul> <p>IPP Writing Day</p> <p>Educational Assistants PD – Low Incidents and Communication</p> <p>Webinars addressing strategies for autism</p>	<p>Staff Recruitment and Orientation</p> <p>Finalize Continuous Contracts</p> <p>Contracts</p> <p>Whole School Orientation for</p> <p>Life Safety Drills</p> <ul style="list-style-type: none"> <li>• Fire</li> <li>• Lock Down</li> <li>• Tornado and Environmental Assessments</li> <li>• MANDT Systems Update Curriculum (Full Day)</li> <li>• First Aid CPR (½ day)</li> <li>• AAC and Low Incidence Communication Inservice</li> </ul>	<p>Benefit and Pension Presentations</p>
<p><b>January</b> <b>February</b></p>	<p>Assessment</p> <p>IPP Updates and Parent Team Meetings</p> <p>Transition and Summer Planning</p> <p>FOPS</p> <ul style="list-style-type: none"> <li>• Transition Planning</li> </ul>	<p>Teacher Meetings</p> <ul style="list-style-type: none"> <li>• IPP Reporting</li> <li>• AB ED</li> <li>• Assurance Surveys</li> <li>• Certification</li> <li>• Spring Kudos</li> </ul> <p>Team Meetings</p> <p>AISCA Conference</p>	<p>Life Safety Drills</p> <p>OHS Planning for Students/Staff</p> <ul style="list-style-type: none"> <li>• Inclement Weather</li> <li>• Fire/Lock Down Drills</li> </ul> <p>Staff Meetings</p> <p>Positive Behaviour Support Committee</p>	<p>Funding Enrollment Projections</p> <p>Board and Subcommittee Meetings</p> <p>Fire Prevention Inspections and Maintenance</p> <p>Surveys</p>

Timeline	Student Growth	Teaching and Leading	Learning Supports	Governance
<p>March April</p>	<p>Transition and Summer Planning FOPS</p> <ul style="list-style-type: none"> <li>Understanding Communication Disorder and Diagnosis</li> <li>Sensory Supports</li> <li>Support for persons with ASD</li> <li>Planning for a Successful Summer</li> </ul>	<p>Teacher Meetings</p> <ul style="list-style-type: none"> <li>IPP Data</li> <li>Year-End Assessments and Planning</li> <li>Severe Disabilities Coding</li> <li>GETCA Debrief and Sharing</li> <li>Spring Kudos</li> </ul> <p>GETCA Teacher Convention</p> <p>Educational Assistants PD (2 Days)</p> <ul style="list-style-type: none"> <li>Autism</li> <li>Trauma</li> <li>Ethics</li> </ul> <p>Wellness</p>	<p>Life Safety Drills</p> <p>OHS Planning for Students/Staff</p> <ul style="list-style-type: none"> <li>Spring Clean Up</li> <li>Fire/Lock Down Drills</li> </ul> <p>Staff Meetings</p> <p>Positive Behaviour Support Committee</p>	<p>Board and Subcommittee Meetings</p> <p>Fire Prevention Maintenance</p> <p>Public Health Inspections</p> <p>Fire Inspections</p>
<p>May/June</p>	<p>Assessments</p>	<p>Teacher Staff Meetings</p> <ul style="list-style-type: none"> <li>IPP Meetings</li> <li>Archiving notes/data</li> <li>Wrap up current year</li> <li>Planning for upcoming year</li> </ul> <p>Disbanding Activity</p>	<p>Life Safety Drills</p> <p>OHS Planning for Students/Staff</p> <ul style="list-style-type: none"> <li>Preparing for Inclement Weather – Tornado and Extremely Warm Temperatures</li> <li>Emergency Responses and Communications</li> <li>Generator and Emergency Supplies</li> <li>Flashlights and Other Tools</li> <li>Medical or Behavioural</li> </ul>	<p>Board and Subcommittee Meetings</p> <p>Staff Benefit Renewal</p> <p>Insurance Renewal</p> <p>Approve Summer Maintenance</p>

Timeline	Student Growth	Teaching and Leading	Learning Supports	Governance
July/August	PUF Assessments  Open House  Bus Driver Orientation		Staff Recruitment Core Orientation and OHS Training <ul style="list-style-type: none"> <li>● CPR</li> <li>● Recertify MANDT Systems</li> <li>● Policies and Procedures</li> <li>● Medical Supports</li> <li>● IPP Planning</li> <li>● Lifting and Transferring</li> <li>● Behaviours of Concern</li> <li>● Incident Reports</li> </ul>	Facility Maintenance  Intakes

Elves is committed to delivering individualized education and support for learners with complex needs. We recognize our responsibility to ensure the mental, physical, and emotional well-being of each learner through a multidisciplinary approach that promotes regulation, engagement, and meaningful participation.

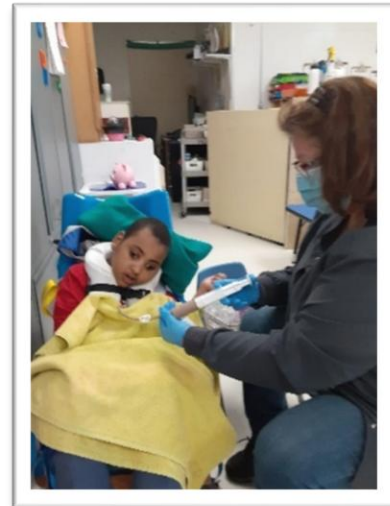
Accountability is reflected in our commitment to employ qualified and experienced staff who are equipped to meet not only the educational needs of our students but also their basic medical, physical, and psychosocial requirements. We ensure our team is prepared to support learners with a wide range of diagnoses, including Autism Spectrum Disorder, Fetal Alcohol Spectrum Disorder, and other neurodevelopmental conditions.

Elves actively maintains and updates policies related to Occupational Health and Safety to support a safe and healthy environment for both students and staff.

Our team participates in regularly scheduled professional development sessions designed to strengthen core competencies. These include training in First Aid, MANDT Systems (a relational and crisis interaction approach), low-incidence and complex medical care, as well as behavioural support strategies. Through this ongoing training, staff are prepared to provide responsive, high-quality care and education.

Elves has annual orientations, and incidental training sessions that address policy and procedures, and best practices. Elves' leadership reinforces these concepts during staff meetings, professional development, and incidental events.

This year, Elves has two personnel recertified in the MANDT Systems, MANDT 3.0 which has reorganized their curriculum to address Healthy Relationships, De-Escalation Skills: Self and Co-Regulation, Intervention Skills (Self Protection) and Intervention Skills (Technical Holding Skills) identify that we “support people and not just their behaviours, to ensure that individuals in the Elves community feel safe.” We track and respond to mental health needs or complex behaviours of concern through a multidisciplinary response.



Elves' staff are trained in the proper use of personal protective equipment and use of disinfectants. Materials and supplies are easily accessible.

Monthly training addresses Lifting/Transferring, Safe Medical Responses, Communicable Disease Policy and Procedures, and Emergency Response and Supports for Challenging Behaviours. Incidental training for classroom and therapy staff also include the management of complex airways, feeding, seizures, as well as safety when lifting, transferring and positioning learners.

Preventative Maintenance Schedule and long-term capital maintenance and improvement planning addresses safe and operational facility operations.

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

Elves' personnel offer orientation and biannual mock evacuation drills to contracted transportation providers. A daily contact person is also available on an ongoing basis.

Educational environments that best align with abilities and needs of children and students

## Generative Governance

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

Timeline	Generative Governance
September October	<ul style="list-style-type: none"> <li>● Finance Committee Meeting -, revenues, expenses, and budget revisions</li> <li>● Subcommittee Meetings - Location and Planning, Fundraising, and Policy</li> <li>● Nominating Committee Meeting for AGM</li> <li>● Parent Advisory Council Meeting</li> <li>● Board Meeting - Director signature for Capital expenses over \$2,000</li> <li>● Advocacy</li> </ul>
November December	<ul style="list-style-type: none"> <li>● Three regular Board Meetings, Audit Results and New Board Orientation</li> <li>● Director signature for Capital expenses over \$2,000</li> <li>● Finance Committee Meeting - Pre and Post Audit</li> <li>● Annual General Meeting (November 2025)               <ul style="list-style-type: none"> <li>○ New Board Members</li> <li>○ Society Business and Subcommittee Reports</li> <li>○ Audit Results and Approval of Auditors for next year</li> <li>○ Long-Term Staff</li> <li>○ Donors and Volunteers</li> </ul> </li> <li>● Sign/Submit/post Society and School Financial Statements and AERR</li> <li>● Transportation Grant, PUF Grant, Priority School Conflicts</li> <li>● Subcommittee – Location, Fundraising and Policy and Parent Advisory Council Event</li> <li>● Advocacy</li> </ul>
January February	<ul style="list-style-type: none"> <li>● Regular Board Meetings</li> <li>● Director signature for Capital expenses over \$2,000</li> <li>● Funding Enrollment Projections</li> <li>● Subcommittee Meetings - Location and Planning, Fundraising, Policy and Parent Advisory Council Event</li> <li>● Monthly Board and Subcommittee Meetings</li> <li>● Fire Prevention Inspections and other preventative maintenance</li> <li>● Surveys</li> <li>● Advocacy</li> </ul>
March April	<ul style="list-style-type: none"> <li>● Regular Board Meetings including approval of Assurance Reports, Budgets and other</li> <li>● Director signature for Capital expenses over \$2,000</li> <li>● Subcommittee – Location, Fundraising and Policy, and Parent Advisory Council</li> <li>● Fire Prevention Maintenance</li> <li>● Public Health Inspections</li> <li>● Fire Inspections</li> <li>● Advocacy</li> </ul>

<p>May June</p>	<ul style="list-style-type: none"> <li>• Finance (Review Strategic and Business Plan, and Investments), Fundraising Subcommittee Meetings</li> <li>• Major Fundraising Event</li> <li>• Regular Board Meetings</li> <li>• Director signature for Capital expenses over \$2,000</li> <li>• Advocacy</li> </ul>
<p>July August</p>	<ul style="list-style-type: none"> <li>• Facility Improvement</li> <li>• Ad hoc Board Meetings and director approvals provided by email</li> <li>• Director signature required for capital purchases over \$2,000</li> <li>• Summer and Adult Program Oversight</li> </ul>

## Accountability in Governance

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



The Annual Operating Plan and the Board approved Education Plan is approved and submitted in conjunction with the Ministry of Education deadline (May 15, 2025).

The associated School budget is reviewed by the Elves Finance Committee and approved by the Board of Directors in advance of the May 30, 2023, 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 Result Report and associated internal communications.

Elves' Board of Directors reviews the consolidated and program-specific Audited Financial Statements (AFS) presented by Elves' Auditor. Elves' Board of Directors and membership approves the AFS.

Elves' membership elects Directors to Elves' Board and Parent Advisory Council during Elves' Annual General Meeting held in November each year.

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

Human, capital, and resource allocation includes Enrollment Projections and space planning for the subsequent operational year beginning in December.

DOMAINS, OUTCOMES, PERFORMANCE MEASURES, and STRATEGIES

STUDENT GROWTH AND ACHIEVEMENT

<p>Provincial Achievement Tests (PATs) and Diploma Examinations</p>	<p>Priority Strategy for Education Plan</p>
<p><b>Performance Measures</b></p> <p>When capable, Elves' will participate in the PATs and Diploma Exams will be supported through curriculum and all necessary accommodations for learning.</p>	<p>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.</p>

STUDENT GROWTH AND ACHIEVEMENT

<p>High School Completion Rates will be within three to five years of entering Grade 10.</p>	<p>Priority Strategy for Education Plan</p>
<p><b>Performance Measures</b></p> <p>100% of students will graduate within five years after entering Grade 10.</p>	<p>Strategic Plan will ensure that there are sufficient spaces and resources in place to serve all high school learners.</p> <p>Elves' leadership will collaborate with partner school boards and Persons with Developmental Disabilities to plan for education and transition supports to Grades 10–12 learners for a maximum of five years after entering Grade 10.</p> <p>Elves will track and adjust for learners who have transitioned to other schools.</p>

STUDENT GROWTH AND ACHIEVEMENT

<p>Learner Engagement and Use of Assessment for Feedback</p>	<p>Priority Strategy for Education Plan</p>
<p><b>Performance Measures</b></p> <p>100% of teachers and parents will indicate that students are engaged in learning at Elves.</p>	<p>Teachers will collaborate with therapist to develop strategies and common objectives.</p> <p>Elves' teachers and therapists will select learners who will benefit from additional small group enrichment outside of their classroom.</p> <p>Interdisciplinary practices and appropriate equipment will enable students to be active learners.</p> <p>Elves' team will build capacity with families and will enable learners to practice and enhance skills development outside of the school environment.</p>
<p>Learners Are Active and Healthy</p>	<p>Priority Strategy for Education Plan</p>
<p><b>Performance Measures</b></p> <p>85% of teachers and parents will report that learners are active and healthy at Elves.</p>	<p>If needed, students will utilize specialized equipment to support engagement in classroom routine and scheduled gym times.</p> <p>Elves nursing team will enable learners to remain at school while medically stable and in accordance with their care plans.</p> <p>Elves will review and refine policies and procedures and staff training in association with oral feeding to address (feeding and swallowing), complications and liabilities associated with dysphagia, or feeding tubes including gastrointestinal (G-tube), jejunostomy (J-tube) and nasogastric (NG-tube).</p>

STUDENT GROWTH AND ACHIEVEMENT

Citizenship	Priority Strategy for Education Plan
<p><b>Performance Measures</b></p> <p>86% of teachers and parents report that students demonstrate improvement in social skills that will promote mental health and well-being for oneself and others.</p>	<p>Students will develop communication skills that will enable them to interact with others to have their needs met.</p> <p>Staff will receive training in areas of MANDT Systems, Sensory Processing and Communication Systems and Positive Behavioural Supports, that will enable learners of all ages.</p> <p>Staff will facilitate activities that align with student abilities.</p> <p>Elves will assist families or caregivers to access specialist supports to address mental health.</p> <p>Case conferences will assist team members to collaborate to better align services and supports.</p>
Local: Individual Program Plans	Priority Strategy for Education Plan
<p><b>Performance Measures</b></p> <p>The number of learners who achieve 78% or more of their IPP goals by year end.</p>	<p>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.</p> <p>Elves' leadership team will investigate alternative formats for Individual Program Plans.</p>

TEACHING AND LEADING

Equitable Access and Quality Education for All Students	Priority Strategy for Education Plan
<p><b>Performance Measures</b></p> <p>100% of teachers, parents, and students will report satisfaction with the overall quality of Education.</p> <p>Elves will successfully support and retain a new Executive Director.</p> <p>91% 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</p> <p>80% of teachers will report increased confidence when implementing the new curriculum.</p> <p>91% of Elves' learning team will report that professional development support student and personal growth.</p>	<p>Learning team members will develop methods to offer interdisciplinary support of all students based on parental priorities and areas for growth identified among the learning team members.</p> <p>Elves will develop leadership capacity with the new Executive Director through one-on-one coaching with Principal, consultation with the departing Executive Director, external professional development, and ongoing opportunities for community engagement.</p> <p>Teachers will be supported during Teacher Meetings, Goal Banks, and one-on-one communication to individualized learning goals, integrated learning strategies, and curriculum objectives.</p> <p>There will be consultative supports (AISCA – ECLS) and material resources in place for students with low incidence learning needs.</p> <p>Elves will allocate time and resources to support teachers to build capacity to effectively understand and implement Alberta Education's new curriculum.</p> <p>Evaluations for all other personnel take place in accordance with Elves Policies.</p> <p>Professional development reflects school priorities, staff-identified priorities, and provincial priorities associated with student growth.</p>

Teachers and Learning Team Members will Engage in Collaborative Practices	Priority Strategy for Education Plan
<p>80% of teachers will indicate that they have improved their teaching practice through engagement as a professional learning community</p>	<p>Monthly Teacher Meetings</p> <p>Growth Plan</p> <p>Survey to score knowledge and confidence (September and June)</p>
<p>80% of teachers will indicate that they have improved their teaching practice through engagement with educational assistants and therapists and other interdisciplinary team members.</p> <p>80% of learning team members will report increased improvement in learner achievement through collaborative engagement.</p>	<p>Teacher Resource Meetings</p> <p>In house Professional Development</p> <p>Elves Connect</p> <p>Occupational Therapy and Speech and Language Pathology use of the 3-D printer to create specialised switches and adaption of toys and other tools to support learning.</p> <p>Joint Classroom/Therapy debrief for medical and behavioural events</p> <p>IPP Strategies and Access to therapist equipment will improve staff knowledge and student learning</p>

TEACHING AND LEADING

<p>Teaching Quality Standards (TQS) and Leadership Quality Standards (LQS).</p>	<p>Priority Strategy for Education Plan</p>
<p><b>Performance Measures</b></p> <p>100% of principal data and teacher survey results will reflect that learning, supervision and evaluation supports professional conduct and adherence to the standards of practice.</p>	<p>Elves' teachers and leadership team will develop professional growth plans that will be in place before October of the year.</p> <p>Principal or certificated designate will meet with teachers to discuss growth plan.</p> <p>Executive Director meets with Principal, PUF Coordinator, and Learning Coach regarding Leadership, goals and priorities for future growth.</p> <p>Evaluations for all other personnel takes place in accordance with Elves' Policies</p> <p>Professional Development will reflect school priorities, staff-identified priorities, and provincial priorities associated with student growth and teacher performance.</p>
<p>Effective Use of a Multitude of Data Sources</p>	<p>Priority Strategy for Education Plan</p>
<p><b>Performance Measures</b></p> <p>87% of teachers will indicate that teachers feel confident about completing:</p> <ul style="list-style-type: none"> <li>• Early Years Evaluation (EYE-TA) or Brigance Assessments, or</li> <li>• Functional Assessments, or Early Literacy and Early Numeracy Assessments.</li> <li>• Completing Motivational or Functional Assessments</li> <li>• Taking Data to support IPP goals</li> <li>• Analyzing and addressing variances in data that may occur as multiple persons track the same goal.</li> </ul>	<p>Elves will allocate resources to access and train teachers about the assessment tools including the (EYE-TA).</p> <p>New teachers will be enabled to access EYE – TA training offered directly from the service provider.</p> <p>Elves will continue to allocate resources and training for teachers to complete the Early Literacy and Early Numeracy Assessments as identified by Alberta Education. Training will occur at Teacher Meetings and as needed.</p>

	<p>IPP's will consider differences in learner performance based on environment, exposure, staffing supports and other factors</p> <p>Teachers will have dedicated time to support completion and review of assessments. They will ask to reflect upon how their</p> <p>Psychoeducational Assessments will be completed for Kindergarten and Grades One to 12 learners as needed. There will be a debrief with families who provided consent and are able to attend information sessions. If families cannot attend meetings, they can schedule a debrief after the report is sent home.</p>
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## LEARNING SUPPORTS

Inclusive, Welcoming, Caring and Respectful Environments	Priority Strategy for Education Plan
<p><b>Performance Measures</b></p> <p>100% of teachers, parents, and students agree that Elves' School is welcoming, caring respectful, and safe.</p> <p>88% of teachers, parents, and students agree that students have access to appropriate supports and services at school.</p> <p>80% of teachers and parents agree that Elves support inclusive learning for persons with severe disabilities.</p>	<p>Elves will continue to participate in professional development that addresses exceptional learning needs that will support teams to meet the needs of learners who have speech and language, mobility, fine motor, low incidence, and neurodiverse profiles.</p> <p>Elves will maintain ongoing connections with families through daily communication logs, translations support, and Family-Oriented Programs.</p> <p>Classroom groupings and supports will align to enable learners.</p> <p>Therapist will support learners with complex medical or behavioural needs</p> <p>Elves will participate in school-wide celebrations and recognition events intended to build relationships and understanding within the community.</p> <p>There will be opportunities for parents of early learners to observe their children in the classroom.</p> <p>Elves' multidisciplinary team, families, and medical professionals or experts will support best practices policy and procedures associated with safe oral or other consumption of food during mealtimes.</p>

LEARNING SUPPORTS

Access to Adapted and Specialist Supports and Services and Cross Ministerial Resources	Priority Strategy for Education Plan
<p><b>Performance Measures</b></p> <p>90% of learners with low incidence needs will be seen at specialist clinics designed for learners with complex needs/low incidence conditions.</p> <p>One learner with complex mental and physical health needs will be referred to and supported to attend Adult Mental Health Clinic.</p> <p>Approximately 16 learners with complex medical needs will be referred to monthly on-site Physiatry clinics which occur once annually or every six months. Four learners will be seen per day at the full day clinic.</p> <p>Elves will partner with the Glenrose Hospital Seating Clinic where Elves will host on-site seating clinics on an as needed basis.</p>	<p>There will be professional development, small group and one-on-one coaching to address complex needs of students.</p> <p>Elves interdisciplinary team members will make referrals to external professionals to support learners through the process for diagnosis or management of equipment/tools needed to promote student learning.</p> <p>Elves' Interdisciplinary Team will access mentorship, digital supports, and materials to develop capacity when supporting learners with visual impairments or behaviours or concern.</p> <p>Referrals to Mental Health, Physiatry, Seating Clinics, ICAN or Low Incidence Supports.</p> <p>Elves will develop a tool and individualized strategies to support learners with complex mental health and medical or physical profiles, and their families/caregivers to navigate external systems and supports, to enable and maximize their participation in school.</p> <p>Restrictive Procedures Committee will include members from Elves' Therapy team.</p> <p>Elves expand upon accessible sensory-based gross motor spaces to support regulation for learners with autism spectrum disorder (ASD).</p> <p>Elves' students will arrive at school and engage in the school day with updated care plans, routine and emergency equipment.</p>

	<p>There will be time built into the school schedule to enable team members to meet and plan for appropriate intervention and reflect on progress specific to each learner.</p> <p>Elves' multidisciplinary team members will engage community partners to build their own capacity and to access to external information and resources that will be shared with the learning teams.</p> <p>Where possible, Elves' therapists will share learning strategies that will be added to IPP goal banks.</p> <p>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.</p> <p>Elves supports capacity building with the new Executive Director through one-on-one coaching, external professional development, and opportunities for community engagement.</p>
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## LEARNING SUPPORTS

Safe and Effective Use of Infrastructure	Priority Strategy for Education Plan
<p><b>Performance Measures</b></p> <p>80% of families will indicate that their child is active and success in school.</p> <p>80% of families will indicate that their child is active and success in school.</p>	<p>Parents will receive regular communications that will inform them about activities at school including but not limited to: Communication books or emails, newsletters, meeting invitations, Parent and Child Engagement Sessions (PACES) and Parent Advisory Session).</p> <p>Elves will develop a tool and individualized strategies to support.</p> <p>Parents will receive regular communications that will inform them about activities at school including but not limited to: Communication books or emails, newsletters, meeting invitations, Parent and Child Engagement Sessions (PACES) and Parent Advisory Session)</p> <p>Elves will develop a tool and individualized strategies to support</p>

## LEARNING SUPPORTS

<p>Learner and Parent Engagement</p>	<p>Priority Strategy for Education Plan</p>
<p><b>Performance Measures</b></p> <p>80% of families will indicate that their child is active and success in school.</p>	<p>Parents will receive regular communications that will inform them about activities at school including but not limited to: Communication books or emails, newsletters, meeting invitations, Parent and Child Engagement Sessions (PACES) and Parent Advisory Session)</p> <p>Elves will develop a tool and individualized strategies to support</p>
<p>Success of Self-Identified First Nations, Metis, and Inuit Learners</p>	<p>Priority Strategy for Education Plan</p>
<p><b>Performance Measures</b></p> <p>Families self-identify their child as First Nations, Metis, and Inuit.</p> <p>100% of First Nations, Metis, and Inuit learners will demonstrate progress that will be reflected in IPPs and/or report card results.</p>	<p>Elves will provide interactive learning experiences and structured time to share ideas, strategies, and successes.</p> <p>Elves will develop a resource library associated to FMNI literature and resources.</p> <p>Elves will maintain partnerships with Metis Nation of Alberta for FASD Training and Cultural Awareness Supports</p> <p>Elves families will be referred to the</p> <p>Families will be made aware of Non-Insured Health Benefits for First Nations and Inuit (NIHB).</p>
<p>Local: Responsiveness</p>	<p>Priority Strategy for Education Plan</p>
<p><b>Performance Measures</b></p> <p>Learner engagement will be enhanced through customized PACES that target Selective Eaters.</p>	<p>There will be premade recordings for review prior to the in-person PACES session.</p> <p>PACES session will be scheduled for individual or small group based on responses and feedback.</p> <p>Elves will enhance the Parent and Child Engagement (PACES) options to include a year-round focus to address selective eating. Monthly sessions will include prerecorded</p>

	<p>information and individualized or small group coaching sessions to address:</p> <ul style="list-style-type: none"><li>• Awareness,</li><li>• Regulation,</li><li>• Attention,</li><li>• Communication, Roles and responsibilities,</li><li>• Food play,</li><li>• Access to food,</li><li>• Food choices.</li></ul>
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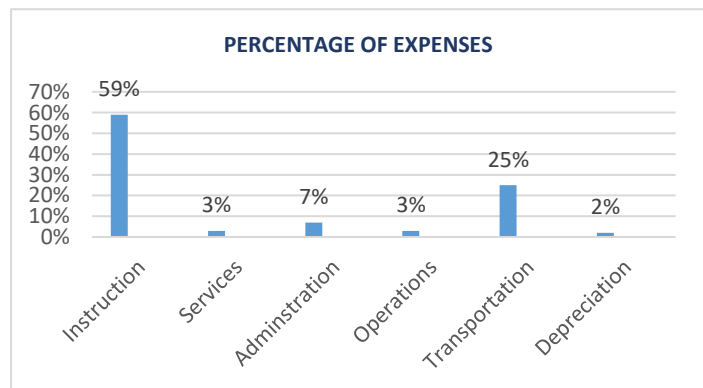
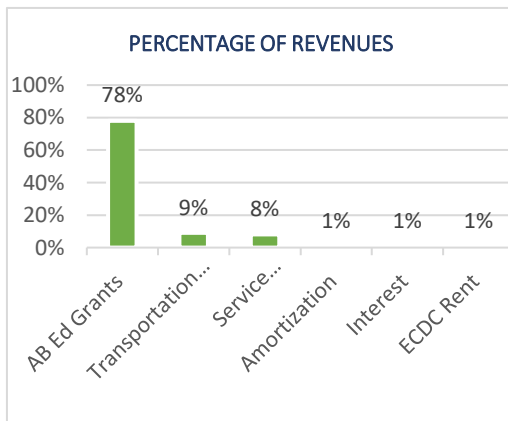
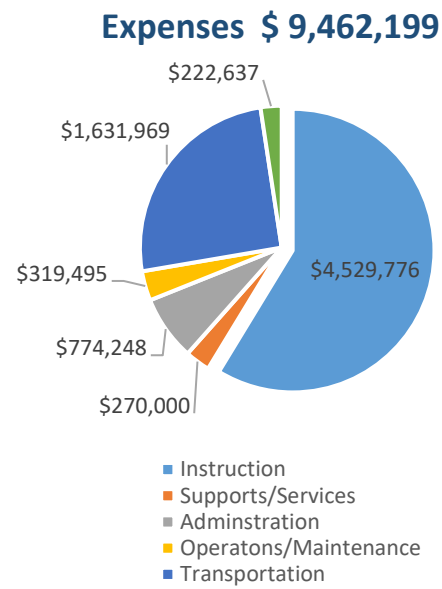
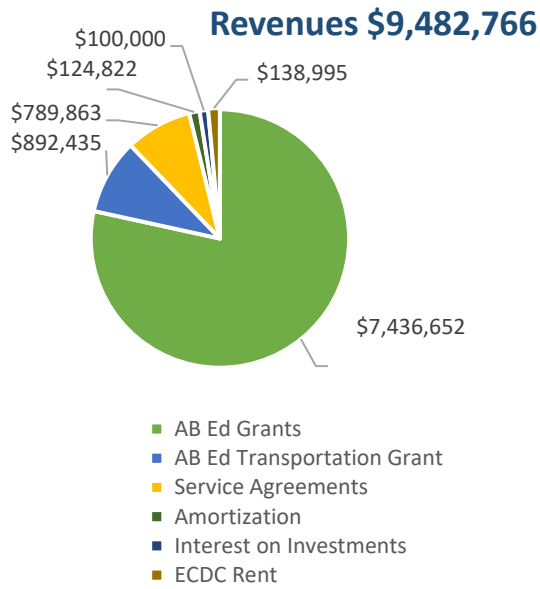
## GOVERNANCE

Stakeholder and Parent Involvement	Priority Strategy for Education Plan
<p><b>Performance Measures</b></p> <p>Provincial survey results will reflect that 100% of teachers and parents are satisfied with parental involvement in decisions about their child's education.</p> <p>90% family satisfaction with access to Elves' School Program services and supports.</p> <p>Opportunities for parents to become engaged in their child's learning or who may support Elves' governance through Board or other related volunteer opportunities.</p>	<p>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 or in-person meetings.</p> <p>Families will have the ability to approve or revoke approval for multidisciplinary interventions</p> <p>Families will be made aware of Parent and Child Engagement Sessions (PACES) which may be presented through daytime sessions or after-hour Transition Planning events hosted by Elves' Parent Advisory Council.</p> <p>Stakeholders will be made aware of opportunities for volunteering and participating in Elves' AGM, Board, or subcommittees.</p> <p>The community will be made aware of community needs and fundraising initiatives and ways to support capital projects such as facility maintenance, or equipment acquisition.</p> <p>Board Members will approve assurance reports, budgets, monthly unaudited financial statements and capital expenses.</p>

## GOVERNANCE

Effective Resource Management	Priority Strategy for Education Plan
<p><b>Performance Measures</b></p> <p>100% of the human resources will be allocated to the area of greatest need.</p> <p>Elves will plan for additional gross motor and sensory support for individuals with atypical neurodevelopmental profiles.</p> <p>Elves Adult &amp; Youth Centre building will be operational with the support of scheduled preventative maintenance and facility upgrades.</p> <p>Prior to October 2025, there will be replacement of 50 computers that operate Windows 7 to ensure compliance with Windows 11 technology requirements.</p>	<p>Elves' Location and Planning Committee and Fundraising Committee will meet to determine priority projects to be reviewed and approved by Elves' Board.</p> <p>Elves will contract engineering support to update the existing Capital Maintenance (Hemisphere Study a 30-year schedule of work for Elves Adult &amp; Youth Centre).</p> <p>Elves will follow the updated facility management study which will establish 30-year schedule of work for the Elves Adult and Youth Centre.</p> <p>Elves will upgrade refurbished computers to support Windows 11.</p> <p>Elves will continue to upgrade computers that are at end-of-life and support staff training as they access more up-to-date technology.</p>

## BUDGET (Projected 2025/2026)



Elves' School Program [Education Plan 2025-2028](#) can be found on [Elves Special Needs Society website](#).