elves
possibility to ability

Education Plan

2026-2029

ELVES SCHOOL PROGRAM (9263)

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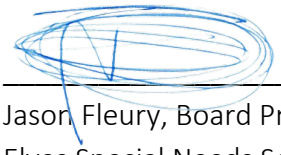
ACCOUNTABILITY

Accountability Statement for the Education Plan

The Education Plan for Elves School Program (9263) commencing September 01, 2026, 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 Elves Special Needs Society Board of Directors (governing body) reviewed and approved the 2026/2029 Education Plan on June 3, 2026.



Jason Fleury, Board President
Elves Special Needs Society

PROFILE AND LOCAL CONTEXT

Elves Special Needs Society is a caring community that supports individuals with diverse abilities through every stage of life. We provide specialized educational and day programs for children, youth, and adults with Autism Spectrum Disorder (ASD), Cerebral Palsy, Down Syndrome, Fetal Alcohol Spectrum Disorder (FASD), and other complex needs. Beginning at age 2.5 and continuing into late adulthood, we focus on learning, belonging, and meaningful growth. Our programs are built to help each individual thrive in a warm, supportive environment where families feel valued and included.

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 educational, medical, physical, cognitive, neurodevelopmental, mental health, and social-emotional needs of every learner.

0ur 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 2026, the Elves Special Needs Society continues its long-standing commitment to supporting individuals with complex needs through its School, Adult, and Respite programs. With more than five decades of service, the organization remains a vital resource for children, youth, and adults with disabilities in the Edmonton community.

Since 1985, the Elves School Program has operated as an accredited private school and Designated Special Education Program. Over the years, the program has expanded its expertise in supporting children and youth with severe to profound disabilities that may affect medical stability, communication, mobility, intellectual development, physical functioning, or psychosocial well-being.

The program emphasizes the development of foundational skills through academic, functional, and adaptive learning experiences. Instruction focuses on enhancing communication, promoting physical health, supporting emotional regulation, strengthening daily living skills, and fostering meaningful engagement within the school community



Total Estimated Enrollment for 2026/2027 – 275 Learners

(Based on January 2026 projections and facility space)

191 ECS learners **67** Grades 1 to 9 Students **17** Grades 10 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 19 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.

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):
  Serves 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 4 to 7 riders per bus, ensuring individualized attention and care.

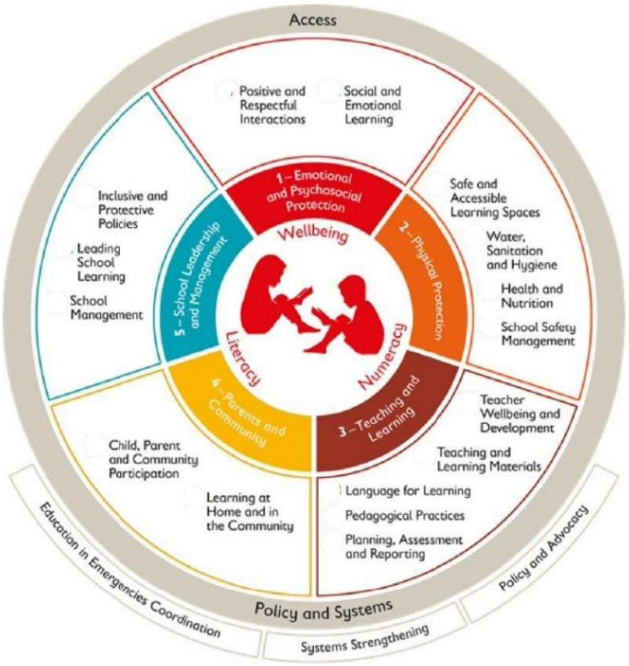
Whenever possible, families may also choose to drive their children to school. Regardless of the method, it is essential that all learners are transported to and from school in a manner that prioritizes their safety and adheres to regulatory standards.
All learners require some type of safety device during transportation to ensure they remain safely seated throughout their rides.

			
34% learners require a car seat to be safely transported to school.	24% of learners will require a harness system to safely remain seated.	12% of riders utilize wheelchairs for mobility and therefore also require a specialized system to secure the chair to the bus.	24% of learners will require a harness system to safely remain seated.

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 2026/2027, Elves will serve 275 learners in 21 rooms with approximately 76 classroom staff including certificated teachers and educational assistants. Elves employs a total of 22 teachers who may work in the classrooms or in Principal or leadership and coaching positions.

Elves' certificated teachers are required to have experience supporting the unique medical and neurodevelopmental needs of our learners. Ensuring that students' fundamental needs are met helps create meaningful engagement and supports each learner's participation and success. Teachers must also be familiar with their students to effectively plan and implement any adaptations or modifications to meet criteria in the Alberta Education curriculum. In the classroom, one certificated teacher works alongside 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 identified by 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 lesson plans to meet Alberta Education curriculum, individual student needs, achieve 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 adapted to meet each child's and student's individual needs. Each learner has an Individual Program Plan (IPP), reviewed three times per year to determine learning priorities, share progress, and make collaborative decisions regarding goal or procedural changes. Families are highly engaged in the development of goals, approval of the plan and outcome monitoring. Internal equipment and access to appropriate learning resources and materials enable students to participate in educational programming that best aligns with their abilities.

Community Health and Safety

Elves' learners are affected by disabilities that influence their decision-making and



independence. Learners may not understand the importance of hand hygiene in maintaining the respiratory and gastrointestinal health of the school community. Protective measures are in place to support the well-being of all school members and to ensure that Elves learners who are medically vulnerable can safely participate in the school day. Universal precautions and environmental controls (daily disinfection of dishes, toys, and shared equipment continues) are robust. Elves staff use personal protective equipment based on point of care assessments with corresponding procedures to foster and promote community health aligned with Alberta Health Services standards and public health orders.

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.
The Board values inclusivity and strives to ensure representation and expertise in project management, health care, legal matters, and communications. The members of Elves' Board of Directors are volunteers who serve in a governance capacity. The Executive Director reports directly to the Board and oversees operations.

Elves' Primary Stakeholders	Other Partners/ Stakeholders

• Students, families and caregivers
• School Program personnel
• Elves' Board of Directors and Subcommittee volunteers
• Ministry of Education
	• Ministry of Seniors, Community and Social Services
	• Alberta Health Services
	  ○ Provincial Integrated Respiratory Services (PIRS)
	  ○ Translation Services
	  ○ Glenrose Pediatric Clinics
	  ○ I Can Centre
	• Elves Adult, Respite and Summer Programs
	• Association of Independent Schools and Colleges in Alberta (AISCA)
	  ○ Teacher and Leadership Development
	  ○ Expanding Capacity and Learning Supports (ECLS)
	• Calgary Regional Learning Consortiums
	• Edmonton Fetal Alcohol Network
	• Alexis Hillyard -Stump Kitchen
	• Imagine Institute
	• Metis Nation of Alberta
	• Elves' donors and sponsors
	• Breath for Life – First Aid Training
	• MANDT Systems
	• Royal Wagon
	• Nurse Next Door
	• Lifemax Occupational Therapy Inc.
	• Contracted Registered Psychologists



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	Success Reflected in Individual Program Plans (IPP)
	Provincial Achievement Tests	Completed with tracked results where exemptions are not in place.
	Diploma Exams	Completed with tracked results where exemptions are not in place.
	Student Learning Engagement and Use of Assessment Feedback	IPP plans adjusted at regular intervals which demonstrate engagement and feedback results.
	Students are Active and Healthy	Regular monitoring of IPP progress and outcomes from regulated health professional(s) interventions and therapeutic goals.
	Students Advance Reconciliation	Incorporating and highlighting foundational knowledge of the indigenous culture.
	Citizenship	Measured through growth and involvement in the school community.

Teaching and Leading	Equitable Access and Education Quality	A diverse student population with timely access to education.
	Collaborative Professional Practices	Regular multi-disciplinary meetings and shared goal planning informing approaches.
	Collaborative Engagement with Stakeholders	Regular and frequent with the school community and key stakeholders through organized discussions and committees where needed, individualized program plan involvement and partnerships with similar schools and the Alberta Association for Independent Schools.
	Teaching Quality Standards(TQS) and Leadership Quality Standards (LQS)	Fostering professional development and succession planning within the workforce aligned with teaching quality standards.
	Effective Use of a Multitude of Data Sources to Inform Intervention	Regular case conferences among the multi-disciplinary team to inform and standardize a wholistic individualized approach for each student.
Learning Supports	Inclusive, Welcoming, Caring, Respectful, and Safe Learning Environments (WCRSLE)	Regularly demonstrating the values of Elves through applied classroom and organizational practice(s).
	Access to Adapted and Specialist Supports and Services and Cross Ministerial Resources	Leveraging expertise within the team (SLP, OT, PT), acquiring and utilized equipment, community training on the effective use of tools, strong health partnerships and collaborative case planning.
	Inclusive and Adaptive Learning Environment	Large and small group learning approaches, adjustments in the environment to meet academic and social goals.

	Effective Use of Infrastructure	Ensuring the environment meets the community needs for service.
	Learner and Parent Engagement	Regular and frequent contact through communication books, in person meetings, collaboration with the development, implementation and monitoring of IPPs and classroom observations, where requested.
	First Nations, Métis, and Inuit Student Success	Diverse cultural approaches are informed by families to meet student needs.
Governance	Stakeholder Involvement	Representation of families on the governance board, regular communication and participation in student goals, annual general meetings and society membership growth.
	Adherence to Legislation, Regulations and Local Policies	Regular reviews of legislative requirements and adjustment to policy as needed.
	Effective Resource Management	Human Resources departmental reviews identifying pressures and strategies to address.
	Evidence Based Continuous Improvement and Informed Decision Making and Capacity Building	Examining best and promising practices and implementing new approaches to enhance student outcomes, utilizing expert opinion and consultation for informed decision making, embracing the concepts and principles of organizational change capacity and developing adaptability in the workforce to effectively respond to the changing external environment and student complexity.

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 are supported with adapted or modified curricula, as well as 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 the Elves Special Needs Society. Each year, Elves leadership reviews the organization's performance and the Ministry of Education Results Report to assess learner progress. Elves identifies effective measures that support learners in achieving their goals and help staff improve student learning outcomes. The organization also evaluates these measures in relation to the 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. Up to date Strategic Priorities will be approved with a corresponding Business Plan in place for the 2026-27 school year to measure organizational growth, outcomes and ensure accountability.

Multidisciplinary interventions are implemented and regularly revised in alignment with the evidence-based practice and regulatory

requirements. Teams collaborate with students and families in the format that best supports their learning.

Stakeholder engagement and knowledge of learner abilities and needs serve as foundational components of our educational approach. Input is gathered through daily interactions, debriefs, surveys, and ongoing communication among team members, parents, and caregivers. This feedback informs the refinement of current strategies and the development of new initiatives.



Operational and three-year planning is guided 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.

Budget development plays a key role in strategic planning. Resources are carefully allocated or reallocated to ensure program sustainability while maximizing opportunities for student learning and development. Shared costs for the EAYC facility and administration, including the Executive Director, Financial Director, Accounting, and Administrative Assistants, are also allocated based on proportionate funding, using a 70/30 allocation.

Elves' 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 possible services and supports within the school environment. Elves remains committed to providing learners with services that align with both individual and group profiles.

Elves is accountable to students, families, and funders for ensuring continuous improvement based on evidence-informed 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, and other externally contracted supports.

Elves is responsible for ensuring that staff have a safe work environment that values their expertise and promotes professional development aligned with student profiles. Elves enables personnel to engage in professional learning that supports core competencies and provides opportunities for ongoing growth.



Elves is accountable to its stakeholders. Elves provides assurance to families and funders that school representatives manage government and donor funds in a fiscally responsible manner that aligns with their 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 opportunities to share experiences and opinions that guide operational decisions. Elves' survey results also inform 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, including family and caregiver support groups, to provide opportunities for increased capacity.

Elves offers learning teams the opportunity to learn from other members of the Elves community through professional development and mentorship. An initiative "Elves Connect" has been implemented as an opportunity for staff to participate in activities that support their mental well-being and help strengthen a positive sense of community.

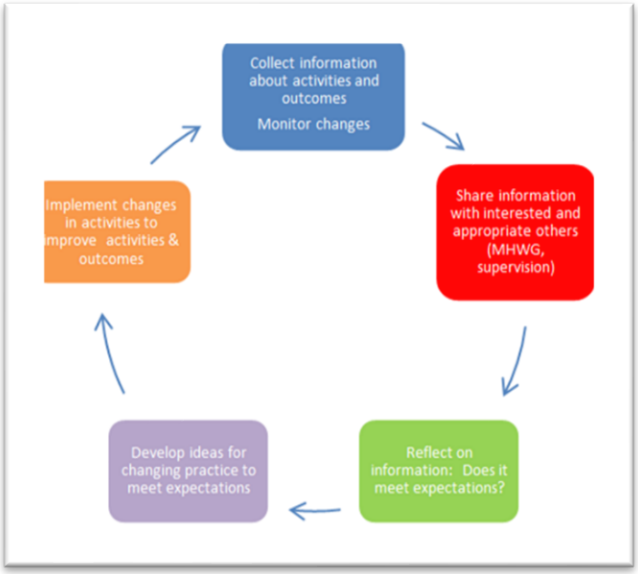
How Do We Demonstrate Accountability?

Learners are provided daily opportunities for educational and social engagement through activities, groupings, and independent, 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 the age, citizenship, and coding requirements outlined by the Ministry of Education.

Each month, Elves teams participate in professional development during staff, teacher, 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. Daily communication is sent home to families, who also have access to school leadership as needed.



Families have the option to participate in school operations through Parent and Child Engagement Sessions, or by volunteering for positions on Elves' Board of Directors, serving as Subcommittee Meeting members where possible, or acting as parent representatives on Elves' Parent Advisory Council (historically). The council represents the parent perspective and informs topics which would be helpful to provide in-services on. These are delivered throughout the year. Success in School Meetings may take place upon request. Families can also support fundraising initiatives that contribute to the purchase of specialized equipment or facility maintenance projects.

Image from Centre for Early Childhood Mental Health Consultation

Elves' Parent Packages include registration forms, consent forms, and the documentation required by Elves families or caregivers.
Team-specific and interdisciplinary meetings occur monthly. Elves' representative upload student information into the Provincial Approach to Student Information (PASI) system. Elves submits Student Monitoring Forms, Citizenship documentation, and other desk-audit information upon request from the 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 on evidence-based practices.

Timeline	Student Growth	Teaching and Leading	Learning Supports	Governance
August September October	Learner Assessments EYE pre-assessments Speech and Language Gross and Fine Motor Psychological Functional Literacy and Numeracy Sensory Registration of New Learners OHS Planning for Students/Staff including: Respiratory, G-tube Care Environmental Modifications Positive Behavioural Supports First Aid Certification Medication Cards Parent Consent	Orientation - Policies and Procedures with OHS Staff Training: Interventions IPP Development Positive and Restrictive Behavioural Supports Teacher Meetings IPP's Plan/Set Up Classroom Scheduling Day and Facility Use Parent Contact Positive and Restrictive Behavior Supports TQS and Certification Elves Connect Data and Reporting in IPP	Internal Team Meetings and Case Conferences 2-3 Specialist Clinics/month (Physiatry, ICAN, Seating, Low Incidents, Adult Mental Health) Parent Team Meetings Parent and Child Engagement Sessions (PACES) Open House Introduction to Services and Supports and Individual Program Plan (IPP) Selective Eating Series (Introduction, Roles and Responsibilities, and Communication) PIRS training and medical plans for	Review Policies Review Enrollment and Update Budget (to align with learner profiles.) September 29, Student Count Approval and Payment of Costs Associated with Instruction, Resources and Assessment or other Specialized Projects/Staff Board Meetings

			learners with complex airways Expanding Capacity and Learner Supports (ECLS) Life Safety Drills Fire/Lock Down Drills WHMIS for staff	
Timeline	Student Growth	Teaching and Leading	Learning Supports	Governance
November December	Learner Assessments EYE pre-assessments Speech and Language Gross and Fine Motor Psychological Functional Sensory	Teacher Meeting IPP's Data and Assessments including IPP, EYE 1 and Literacy/Numeracy Assessments TQS and Certification Teacher and Educational Assistants PD – Trauma Informed Relationship Building; Compassion Fatigue and Caregiver Burnout Supports	Internal Team Meetings and Case Conferences 2-3 Specialist Clinics/month Parent Team Meetings Parent and Child Engagement Sessions (PACES) Open House Introduction to Services and Supports and Individual Program Plan (IPP) Selective Eating Series (Introduction, Roles and Responsibilities, and Communication) PIRS training and medical plans for learners with complex airways Expanding Capacity and Learner Supports (ECLS) – Low Incidence Supports Life Safety Drills OHS Planning for Students/Staff Fire/Lock Down Drills Winter Classroom Clean-up	AERR PUF and Severe Disabilities Review Board Meetings Approval and Payment of Costs Associated with Instruction, Resources and Assessment or other Specialized Projects/Staff

Timeline	Student Growth	Teaching and Leading	Learning Supports	Governance
January February	Learner Assessments Literacy and Numeracy IPP Updates and Parent Team Meetings Transition Reports and Summer Planning	Internal Meetings Teacher Meeting AISCA/ GETCA Collaborative Resource Sharing Sessions Positive Behaviour Supports AB Ed Teacher Surveys (Assurance) TQS and Certification Curriculum reviews and content sharing Educational Assistants PD (2 days)- Supporting Learning Differences in the Classroom (ADHD Supports); Resilience Scale Masterclass; Effective Emotional Regulation Skills & Strategies; Wellness Activity	2-3 Specialist Clinics/month Parent and Child Engagement Sessions (PACES) Transitional Supports – Planning for Grade One and IPP Life Safety Drills Fire/Lock Down Drills Review of OHS Planning for Students and Staff	Funding Enrollment Projections Board Meetings Fire Prevention Inspections and Maintenance
Timeline	**Student Growth**	**Teaching and Leading**	**Learning Supports**	**Governance**
March April	Learner Assessments Speech and Language Gross and Fine Motor Psychological Functional Sensory Transition and Summer Planning	Teacher Meetings IPP Data Year-End Assessments and Planning Severe Disabilities Coding AISCA/GETCA Learnings -Debrief and Sharing Transition Reports Sensory and Regulation within the Classroom Environment	Life Safety Drills OHS Planning for Students/Staff Spring Clean Up Fire/Lock Down Drills Staff Meetings Expanding Capacity and Learner Supports (ECLS) - Low Incidence Supports	Board Meetings Fire Prevention Maintenance Public Health Inspections Fire Inspections

		Alberta Education – Coding and Projections Planning		
Timeline	Student Growth	Teaching and Leading	Learning Supports	Governance
May/June	Learner Assessments EYE Post-Assessments Speech and Language Gross and Fine Motor Functional Sensory Literacy and Numeracy IPP Updates and Parent Meetings Kindergarten and Grade 12 Completion Graduations	Teacher Staff Meetings IPP Meetings Archiving notes/data Wrap up current year Planning for upcoming year Completing Assessments and Transitional Statements TQS Celebrate teachers who attained Permanent Certification Disbanding Activity for All Community Members	Life Safety Drills OHS Planning for Students/Staff Preparing for Inclement Weather – Tornado and Extremely Warm Temperatures Emergency Responses and Communications Generator and Emergency Supplies Flashlights and Other Tools Physical, Equipment, Medical or Behavioural for New and Returning Learners	Board 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
August **September** **October**	Learner Assessments OHS Planning for Students/Staff including: Respiratory, G-tube Care Environmental Modifications Positive Behavioural Supports Parent Team Meetings Family-Oriented Programs (FOPS) Open House Introduction to Services and Supports and IPP's	Professional Development (PD) including CPR/ First Aid, MANDT Systems, Ventilator/Tracheostomy support (PIRS Clinic). Team Planning for Interventions and IPP Development Teacher Meeting IPP Development Family Communications Oversight and Organization of Room Teacher Growth (TQS) 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 Fire, Lock Down, Tornado and Environmental Assessments MANDT Systems Update Curriculum (Full Day) First Aid CPR (½ day) AAC and Low Incidence Communication Inservice	Review Policies Update Budget to align with learner profiles. September 29, Student Count Board Meetings

Timeline	Student Growth	Teaching and Leading	Learning Supports	Governance
November December	Learner Assessments OHS Planning for Students/Staff including: Respiratory G-tube Care Environmental Modifications Positive Behavioural Supports Parent Team Meetings Parent and Child Engagement Sessions Zones of Regulation Selective Eaters Play-based Learning	Professional Development (PD) including CPR, MANDT Systems Team Planning for Interventions and IPP Development Teacher Meeting IPP Development Family Communications Oversight and Organization of Room Teacher Growth (TQS) IPP Writing Day	Staff Recruitment and Orientation Finalize Continuous Contracts Contracts	Benefit and Pension Presentations
January February	Assessment Transition and Summer Planning Parent and Child Engagement Sessions (PACES) Autism Diagnosis and Supports	Teacher Meetings IPP Reporting AB ED Assurance Surveys Certification Team Meetings AISCA/GETCA Conferences	Life Safety Drills OHS Planning for Students/Staff Inclement Weather Fire/Lock Down Drills Staff Meetings Positive Behaviour Support PD Ongoing	Funding Enrollment Projections Board Meetings Fire Prevention Inspections and Maintenance

Timeline	Student Growth	Teaching and Leading	Learning Supports	Governance
March April	Transition and Summer Planning FOPS Understanding Communication Disorder and Diagnosis Sensory Supports Support for persons with ASD Planning for a Successful Summer	Teacher Meetings IPP Data Year-End Assessments and Planning Severe Disabilities Coding GETCA Debrief and Sharing Spring Kudos Educational Assistants PD (2 Days) Supporting Learning Differences in the Classroom (ADHD Supports) Resilience Scale Masterclass Effective Emotional Regulation Skills & Strategies Wellness Activity	Life Safety Drills OHS Planning for Students/Staff Spring Clean Up Fire/Lock Down Drills Staff Meetings Positive Behaviour Support Committee	Board Meetings Fire Prevention Maintenance Public Health Inspections Fire Inspections
May/June	Assessments IPP Updates and Parent Team Meetings Kindergarten and Grade 12 Completion Graduations	Teacher Staff Meetings IPP Meetings Archiving notes/data Wrap up current year Planning for upcoming year Disbanding Activity	Life Safety Drills OHS Planning for Students/Staff Preparing for Inclement Weather – Tornado and Extremely Warm Temperatures Emergency Responses and Communications Generator and Emergency Supplies Flashlights and Other Tools Medical or Behavioural	Board Meetings Staff Benefit Renewal Insurance Renewal Approve Summer Maintenance

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 CPR Recertify MANDT Systems Policies and Procedures Medical Supports IPP Planning Lifting and Transferring Behaviours of Concern Incident Reports	Facility Maintenance Intakes

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

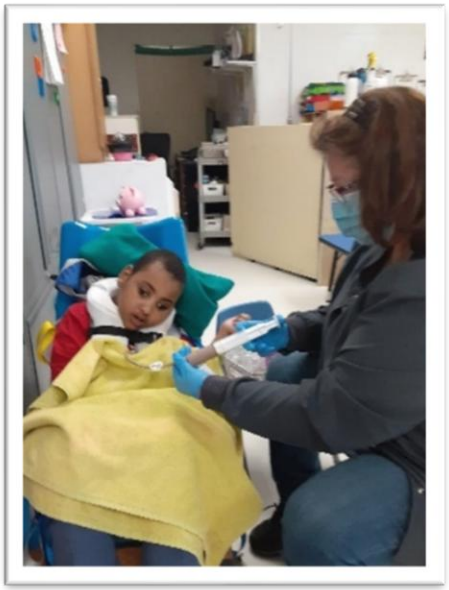
Accountability is reflected in our commitment to employ exceptional qualified and experienced staff who are equipped to meet the educational needs of our students and their medical, physical, and psychosocial needs. We ensure our team is prepared to support learners with a wide range of diagnoses, including Autism Spectrum Disorder, Fetal Alcohol Spectrum Disorder, and other neurodevelopmental conditions.

Through 2026 Elves is conducing and extensive review of our Occupational Health and Safety Policy and Practice to support a safe and healthy environment for staff, students and visitors.

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 orientation, 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.

Elves has staff certified in the MANDT System, MANDT with curriculum aligned to address Healthy Relationships, De-Escalation Skills: Self and Co-Regulation, Intervention Skills (Self Protection) and Intervention Skills (Technical Holding Skills). We track and respond to mental health needs or complex behaviours of concern through a multidisciplinary response. With direct consultation and involvement with the individuals' families, Elves will also be exploring additional behavioural support training to provide staff with enhanced skills and strategies to better support students experiencing complex regulation challenges. A review of best and promising practices in crisis identification and response, as well as student regulation practices, will be completed in 2026 to inform future practice.



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.

A 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.

Guiding Influence through 2026-29

The actions taken and information provided in this report and our continuance improvement and assurance cycle has identified the following insights which guide priorities for Elves.

Strengths

Elves multi-disciplinary team provides extensive educational, therapeutic and medical resources to support student growth in social, emotional, language, learning and educational progress. We are

uniquely positioned to meet complex needs through individualized student programs which otherwise could not be offered in the broader school system.

Areas for Improvement / Emerging Trends

Capital/infrastructure pressures face the organization. Over the past year we have undertaken extensive infrastructure analysis and we are embarking on comprehensive planning and evaluation on a capital plan which will position the organization for growth in the coming years.

With classroom complexity being an emerging and growing trend, Elves has researched and invested in leading models of care to assist in staff development for complex behaviours. This ensures our services remain leading edge and current with the changing needs of our students and adults.

Developing Needs

Elves is in the process of an Information Technology modernization project to leverage technology which increases impact for our students and clients. In addition to increased security measures and growing the utilization of technology in service delivery, Elves is committed to moving to a cloud-based environment over 2026-27. We are also excited to launch a new, state-of-the-art sensory room at our Adult and Youth Centre this coming year.

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 Education Plan are approved and submitted in conjunction with the Ministry of Education each spring.

The associated School budget is approved by the Board of Directors annually.

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 (historically) 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

Provincial Achievement Tests (PATS) and Diploma Examinations	Priority Strategy for Education Plan
Performance Measures Where exemptions don't apply, Elves' will participate in the PATS and Diploma Exams will be supported though curriculum and all necessary accommodations for learning.	Elves' teachers will receive direct support from Elves' Principal and Learning Coaches to prepare students who are able to complete standardized testing provided by Alberta Education. Individuals who are unable to participate in the process due to severe to profound disables may be exempt.
High School Completion Rates will be within three to five years of entering Grade 10.	**Priority Strategy for Education Plan**
Performance Measures 100% of students will graduate within five years after entering Grade 10.	Strategic Plan will ensure that there are sufficient spaces and resources in place to serve all high school learners. 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. Elves will track and adjust for learners who have transitioned to other schools.

STUDENT GROWTH AND ACHIEVEMENT

Learner Engagement and Use of Assessment for Feedback	Priority Strategy for Education Plan
Performance Measures 100% of teachers and parents will indicate that students are engaged in learning at Elves.	Teachers will collaborate with therapist to develop strategies and common objectives. Elves' teachers and therapists will select learners who will benefit from additional small group enrichment outside of their classroom. Interdisciplinary practices and appropriate equipment will enable students to be active learners. Elves' team will build capacity with families and will enable learners to practice and enhance skills development outside of the school environment.
Learners Are Active and Healthy	**Priority Strategy for Education Plan**
Performance Measures 85% of teachers and parents will report that learners are active and healthy at Elves.	If needed, students will utilize specialized equipment to support engagement in classroom routine and scheduled gym times. Elves nursing team will enable learners to remain at school while medically stable and in accordance with their care plans. 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).

STUDENT GROWTH AND ACHIEVEMENT

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

TEACHING AND LEADING

Equitable Access and Quality Education for All Students	Priority Strategy for Education Plan
Performance Measures 100% of teachers, parents, and students will report satisfaction with the overall quality of Education. 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 80% of teachers will report increased confidence when implementing the new curriculum. 91% of Elves' learning team will report that professional development support student and personal growth.	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. Teachers will be supported during Teacher Meetings, Goal Banks, and one- on-one communication to individualized learning goals, integrated learning strategies, and curriculum objectives. There will be consultative supports (AISCA – ECLS) and material resources in place for students with low incidence learning needs. Elves will allocate time and resources to support teachers to build capacity to effectively understand and implement Alberta Education's new curriculum. Evaluations for all other personnel take place in accordance with Elves Policies. Professional development reflects school priorities, staff-identified priorities, and provincial priorities associated with student growth.

Teachers and Learning Team Members will Engage in Collaborative Practices	Priority Strategy for Education Plan
80% of teachers will indicate that they have improved their teaching practice through engagement as a professional learning community.	Monthly Teacher Meetings Growth Plan Survey to score knowledge and confidence (September and June) Teacher Resource Meetings
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.	In house Professional Development. Elves Connect. Joint Classroom/Therapy debrief for medical and behavioural events. IPP Strategies and Access to therapist equipment will improve staff knowledge and student learning.

TEACHING AND LEADING	
Teaching Quality Standards (TQS) and Leadership Quality Standards (LQS).	Priority Strategy for Education Plan
Performance Measures 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.	Elves' teachers and leadership team will develop professional growth plans that will be in place before October of the year. Principal or certificated designate will meet with teachers to discuss growth plan. Professional Development will reflect school priorities, staff-identified priorities, and provincial priorities associated with student growth and teacher performance.
Effective Use of a Multitude of Data Sources	Priority Strategy for Education Plan
Performance Measures 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 • Taking Data to support IPP goals • Analyzing and addressing variances in data that may occur as multiple persons track the same goal.	Elves will allocate resources to access and train teachers about the assessment tools including the (EYE-TA). New teachers will be enabled to access EYE – TA training offered directly from the service provider. 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. IPP's will consider differences in learner performance based on environment, exposure, staffing supports and other factors. Teachers will have dedicated time to support completion and review of assessments. Psychoeducational Assessments will be completed for Kindergarten and Grades One to Twelve where appropriate.

LEARNING SUPPORTS

Inclusive, Welcoming, Caring and Respectful Environments	Priority Strategy for Education Plan
Performance Measures 100% of teachers, parents, and students agree that Elves' School is welcoming, caring respectful, and safe. 88% of teachers, parents, and students agree that students have access to appropriate supports and services at school. 80% of teachers and parents agree that Elves support inclusive learning for persons with severe disabilities.	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. Elves will maintain ongoing connections with families through daily communication logs, translations support, and Family-Oriented Programs. Classroom groupings and supports will align to enable learners. Therapist will support learners with complex medical or behavioural needs. Elves will participate in school-wide celebrations and recognition events intended to build relationships and understanding within the community. There will be opportunities for parents of early learners to observe their children in the classroom. 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.

LEARNING SUPPORTS	
Access to Adapted and Specialist Supports and Services and Cross Ministerial Resources	Priority Strategy for Education Plan
Performance Measures 90% of learners with low incidence needs will be seen at specialist clinics designed for learners with complex needs/low incidence conditions. Elves will partner with the Glenrose Hospital Seating Clinic where Elves will host on-site seating clinics on an as needed basis.	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. Referrals to Mental Health, Physiatry, Seating Clinics, ICAN or Low Incidence Supports. Elves will expand upon accessible sensory-based gross motor spaces to support regulation for learners with autism spectrum disorder (ASD). Elves' students will arrive at school and engage in the school day with updated care plans, routine and emergency equipment. 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. 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. Elves' therapists will share learning strategies that will be added to IPP goal banks. Elves' therapists and teachers will work toward integration of IPP and Therapist Reports. There will be interdisciplinary engagement and professional development associated with the process.

Safe and Effective Use of Infrastructure	Priority Strategy for Education Plan
Performance Measures 80% of families will indicate that their child is active and success in school.	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). Elves will develop a tool and individualized strategies to support.
Learner and Parent Engagement	**Priority Strategy for Education Plan**
Performance Measures 80% of families will indicate that their child is active and success in school.	Parents will receive regular communication that will inform them about activities at school including: Communication books or emails, newsletters, meeting invitations, Parent and Child Engagement Sessions (PACES) and Parent Advisory Session)
LEARNING SUPPORTS	
Success of Self-Identified First Nations, Metis, and Inuit Learners	**Priority Strategy for Education Plan**
Performance Measures Families self-identify their child as First Nations, Metis, and Inuit. 100% of First Nations, Metis, and Inuit learners will demonstrate progress that will be reflected in IPPs and/or report card results.	Elves will provide interactive learning experiences and structured time to share ideas, strategies, and successes. Elves will develop a resource library associated to FMNI literature and resources. Elves will maintain partnerships with Metis Nation of Alberta for FASD Training and Cultural Awareness Supports Families will be made aware of Non-Insured Health Benefits for First Nations and Inuit (NIHB).

Local: Responsiveness	Priority Strategy for Education Plan
Performance Measures Learner engagement will be enhanced through customized PACES that target Selective Eaters.	There will be premade recordings for review prior to the in-person PACES session. PACES session will be scheduled for individual or small group based on responses and feedback. 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 information and individualized or small group coaching sessions to address: • Awareness, • Regulation, • Attention, • Communication, Roles and responsibilities, • Food play, • Access to food, • Food choices.

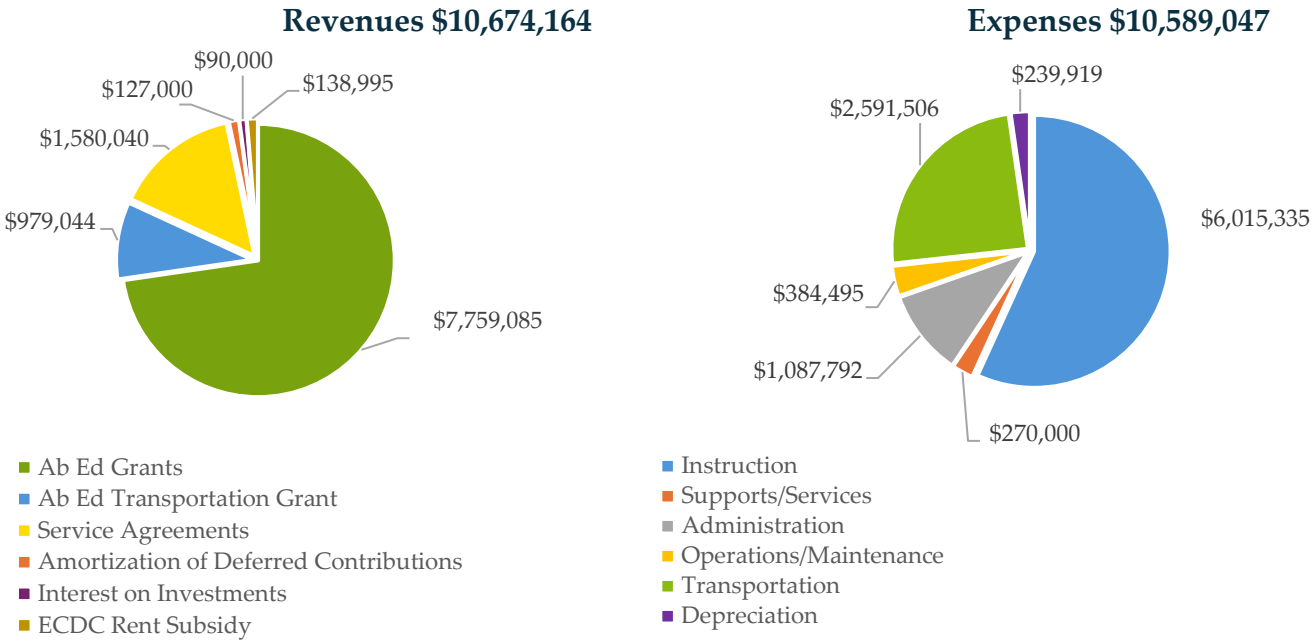
GOVERNANCE

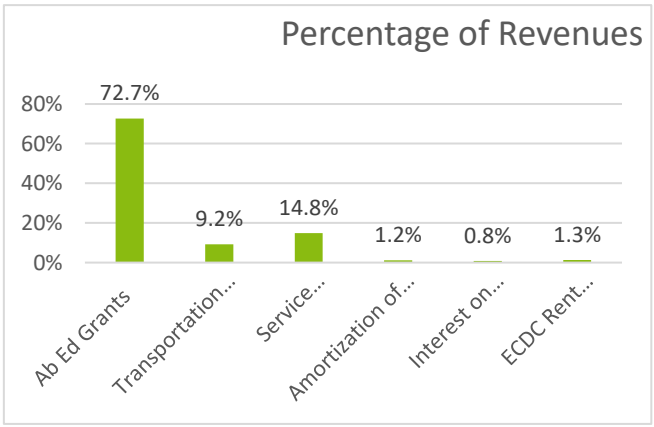
Stakeholder and Parent Involvement	Priority Strategy for Education Plan
Performance Measures Provincial survey results will reflect that 100% of teachers and parents are satisfied with parental involvement in decisions about their child's education. 90% family satisfaction with access to Elves' School 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.	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. Families will have the ability to approve or revoke approval for multidisciplinary interventions Families will be made aware of Parent and Child Engagement Sessions (PACES). Stakeholders will be made aware of opportunities for volunteering and participating in Elves' AGM, Board, or subcommittees. 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. Board Members will approve assurance reports, budgets, monthly unaudited financial statements and capital expenses.

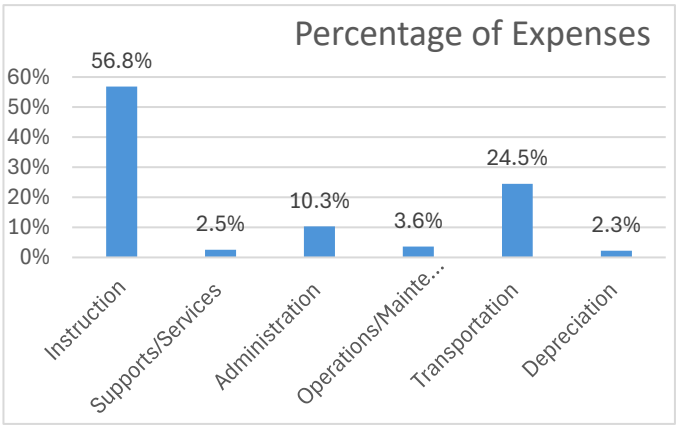
GOVERNANCE

Effective Resource Management	Priority Strategy for Education Plan
Performance Measures A review of organizational design will be completed to ensure Elves is positioned ot maintain and grow high quality impactful services to students. Elves will expand sensory supports for learners with atypical neurodevelopmental profiles, based on needs identified through interdisciplinary assessments. The Elves Adult & Youth Centre is supported by scheduled preventative maintenance and facility upgrades outlined in the completed Capital Replacement Study and Capital Items Replacement Schedule. Elves will change our Information Technology managed service provider to increase effectiveness and implement technological advancements where possible (i.e. complete student record being housed on School Cloud and transitioning electronic records from a server based environment to the cloud.	Allocation of resources will occur to ensure a robust multidisciplinary team is in place and aligned with regulatory standards for high quality assessment, intervention and outcome monitoring standards which support student growth both academically and socially. In addition to individual sensory methodology and tools being reviewed and implemented, a plan for refreshing the sensory room at our Adult and Youth Centre will be completed with sensory equipment being replaced as needed. Elves has embarked on an extensive Capital Planning process to inform facility investments for the future. Directly and infrastructure planning will be approved by the Board of Directors to support future growth. Three long-term options for consideration will be reviewed in spring of 2026 with a corresponding plan to be developed through 2026-27. Conventional capital planning and replacement will continue throughout this process. Elves will review and implement where necessary the recommendations outlined in the Capital Replacement Study, including scheduled preventative maintenance and facility upgrades for the Elves Adult & Youth Centre. Elves will maintain ongoing IT support and ensure staff are trained to use updated technology effectively. Elves will continue to replace technology and equipment as it reaches end-of-life

BUDGET (Projected 2026/2027)







Elves' School Program Education Plan 2026-2029 can be found on Elves Special Needs Society website.