



Elves' School Program (9263)

## **EDUCATION PLAN**

2023 - 2026

# Table of Contents

|                                                                                       |           |
|---------------------------------------------------------------------------------------|-----------|
| <b>ACCOUNTABILITY</b>                                                                 | <b>4</b>  |
| Accountability Statement for the Education Plan                                       | 4         |
| <b>PROFILE AND LOCAL CONTEXT</b>                                                      | <b>5</b>  |
| Our School Community                                                                  | 5         |
| COVID 19 and Community Health and Safety                                              | 7         |
| <b>OUR MISSION</b>                                                                    | <b>7</b>  |
| <b>OUR VISION</b>                                                                     | <b>8</b>  |
| <b>OUR VALUES</b>                                                                     | <b>8</b>  |
| <b>Stakeholders and Governance</b>                                                    | <b>8</b>  |
| <b>ASSURANCE</b>                                                                      | <b>9</b>  |
| Education Plan                                                                        | 9         |
| <b>PERFORMANCE MANAGEMENT</b>                                                         | <b>10</b> |
| Planning, Reporting and Assurance                                                     | 11        |
| Stakeholder Engagement and Timelines – Continuous Cycle of Assurance                  | 12        |
| Stakeholder Engagement and Timelines – Responsiveness, Safety and Expertise           | 16        |
| Stakeholder Engagement and Timelines – Generative Governance                          | 21        |
| <b>DOMAINS, OUTCOMES, PERFORMANCE MEASURES and STRATEGIES</b>                         | <b>23</b> |
| <b>STUDENT GROWTH AND ACHIEVEMENT</b>                                                 | <b>23</b> |
| Provincial Achievement Tests (PATS) and Diploma Examinations                          | 23        |
| Citizenship                                                                           | 23        |
| High School Completion Rates will be within three to five years of entering Grade 10. | 24        |
| Learner Engagement                                                                    | 24        |
| Local: Individual Program Plans                                                       | 25        |
| <b>TEACHING AND LEADING</b>                                                           | <b>26</b> |
| Quality Education for All Students                                                    | 26        |
| <b>TEACHING AND LEADING</b>                                                           | <b>27</b> |
| Local: Assessments and Intervention Align                                             | 27        |
| Priority Strategy for Education Plan                                                  | 27        |
| Local: Teaching Quality Standards (TQS) and Leadership Quality Standards (LQS).       | 27        |
| <b>LEARNING SUPPORTS</b>                                                              | <b>28</b> |
| Welcoming, Caring and Respectful Environments                                         | 28        |
| <b>LEARNING SUPPORTS</b>                                                              | <b>29</b> |
| Access to Supports and Services                                                       | 29        |

|                                                                                       |           |
|---------------------------------------------------------------------------------------|-----------|
| Local: Success of Self-Identified First Nations, Metis, and Inuit Learners _____      | 29        |
| <b>LEARNING SUPPORTS</b> _____                                                        | <b>30</b> |
| Local: Responsiveness _____                                                           | 30        |
| Local: Interdisciplinary Collaboration _____                                          | 30        |
| <b>LEARNING SUPPORTS</b> _____                                                        | <b>31</b> |
| Local: Teaching Quality Standards (TQS) and Leadership Quality Standards (LQS). _____ | 31        |
| <b>GOVERNANCE</b> _____                                                               | <b>32</b> |
| Parent Involvement _____                                                              | 32        |
| Local: Parent Involvement _____                                                       | 32        |
| <b>GOVERNANCE</b> _____                                                               | <b>33</b> |
| Effective Resource Management _____                                                   | 33        |
| <b>BUDGET (Projected 2023-2024)</b> _____                                             | <b>34</b> |

## ACCOUNTABILITY

### Accountability Statement for the Education Plan

The Education Plan for Elves' School Program commencing September 01, 2023, was prepared under the direction of Elves' Board of Directors 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 Board has used its performance results to develop the plan and is committed to implementing the strategies contained within the plan to improve student learning and results. The Board reviewed and approved the 2023/2026 Education Plan on May 25, 2023.

*Heather Fonteyne* Original Signature on File

Heather Fonteyne, Board President  
Elves Special Needs Society

## PROFILE AND LOCAL CONTEXT

### Our School Community

Elves Special Needs Society operates Elves' School Program (Elves), and provides education services for children in their first, second, or kindergarten year (children) who have severe disabilities which qualify them for Mild/Moderate or Program Unit Funding. Elves also operates Grades 1–12. Students enrolled in Elves' Grade 1-12 program also qualify for severe disabilities grants. Elves will have partnerships with other school boards to serve learners with complex medical or mental health needs. Elves' School Program has been accredited since 1985 and is a Designated Special Education Program (DESP).

Our school serves children and youth within two facilities in Edmonton, Alberta. These buildings include Elves Child Development Centre, which is owned by the Government of Alberta and occupied under a lease agreement. Elves owns and operates Elves Adult and Youth Centre, which also houses Elves' Adult Program operations.

Both of Elves' buildings are situated in the west Edmonton area and their proximity enables Elves to share education-based human and materials resources between sites.



**Total Projected Enrollment – 276 Individuals**

**230 ECS learners   34 Grades One to Nine Students   12 Grades Ten to 12 Students**

Many of Elves' learners are enrolled in our early education programs under Program Unit Funding. There are also Grades One to 12 students attending the school under a Service Agreement with surrounding school boards. There are also some learners who

attend the school without agreements. Elves' learners travel to school in small groups via a contracted bus company or via parent-provided transportation. A significant number of Elves' families face barriers with accessing public transportation due to logistical, caregiving, financial, or safety concerns. Most learners have complex needs and there is an average of ten to 12 riders per bus. Families may also choose to drive their children to school whenever possible. It is essential that learners arrive at school and return home safely and as regulated as possible.



52% of learners require a car seat to be safely transported to school



11% of learners will require a harness system to safely remain in their seat during travel.



12% of riders utilize wheelchairs for mobility and therefore also require a specialized system to secure the chair to the bus.

Elves' Learning Team (classroom and multidisciplinary staff) work with children, families, and caregivers offering developmentally-appropriate activities that are foundational to every individual's physical, intellectual, mental, and psychosocial well-being. We serve individuals with complex medical, physical, intellectual, neurodevelopmental, and behavioural profiles. Individuals experience impairment or delays with verbal communication which requires all Elves' personnel to be aware of the most optimal strategies to support learner engagement.



In 2023/2024, Elves will serve 276 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.

Our multidisciplinary team is comprised of nurses, occupational and physical therapists, speech and language therapists, therapy assistants, social workers, early childhood, and behavioural consultants.

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

## COVID-19 and Community Health and Safety



As our learners are vulnerable, the school community must be cautious. Staff will maintain use of personal protective equipment and enhanced cleaning and disinfecting. Procedures may be modified over the course of the school year in response to community health and medical recommendations. Measures for the 2023/2024 year will be determined based on the health of Elves' community and will directly relate to Alberta Health Services best practices and trends within Elves' community.



## OUR MISSION

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

## OUR VISION

Elves Special Needs Society offers safe and caring, 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.

## 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. 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 include:

- Students and families
- School Program personnel
- Elves' Board of Directors and Subcommittee volunteers
- Ministry of Education

Other stakeholders include:

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



## ASSURANCE

### Education Plan



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

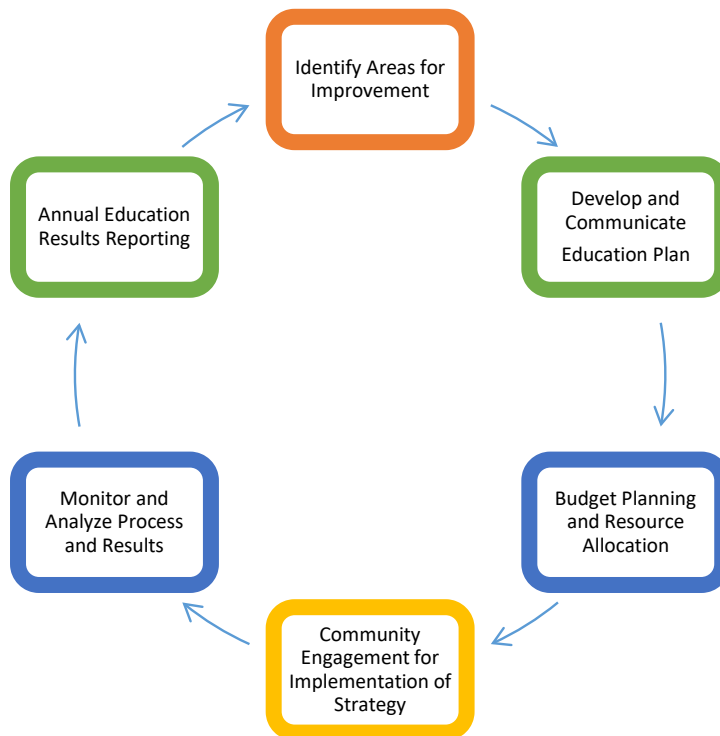
| Assurance Domain               | Ministry of Education Measure                                          | Elves Measures                                                  |
|--------------------------------|------------------------------------------------------------------------|-----------------------------------------------------------------|
| Student Growth and Achievement | Student Learning Engagement                                            | Success Reflected in Individual Program Plans (IPP)             |
|                                | 3-Year High School Completion                                          |                                                                 |
|                                | 5-Year High School Completion                                          |                                                                 |
|                                | Provincial Achievement Tests                                           |                                                                 |
|                                | Diploma Exams                                                          |                                                                 |
| Teaching and Leading           | Education Quality                                                      | Assessment and Intervention Alignment                           |
| Learning Supports              | Welcoming, Caring, Respectful, and Safe Learning Environments (WCRSLE) | Supporting Mental, Medical, and Physical Well-being of Learners |
|                                | Access to Supports and Services                                        | Collaborative Individual Program Plan Development               |
|                                | First Nations, Métis, and Inuit Student Success                        | Responsive Supports for Complex Learner Needs                   |
| Governance                     | Parental Involvement                                                   | Effective Resource Management                                   |

Elves' School Program operates in compliance with the Education Act which governs Alberta schools. Elves provides access to education for all children and students through individualized support and program plans. Accountability and operational processes are dictated by Guide to Education, The Government Organizational Act, Education Act, Freedom of Information and Protection of Privacy (FOIPP), Personal Information Protection Act (PIPA), Guide for Accredited-Funded Private School Authority Planning and Results in Reporting, Special Education Coding Criteria 2022/2023, Standards for Special Education, Funding Manual 2023/2024, Program of Studies, and Standards for the provision of early childhood special education. The indicators of Inclusive Schools support our teams to plan and implement supports that align with best practices.

## PERFORMANCE MANAGEMENT

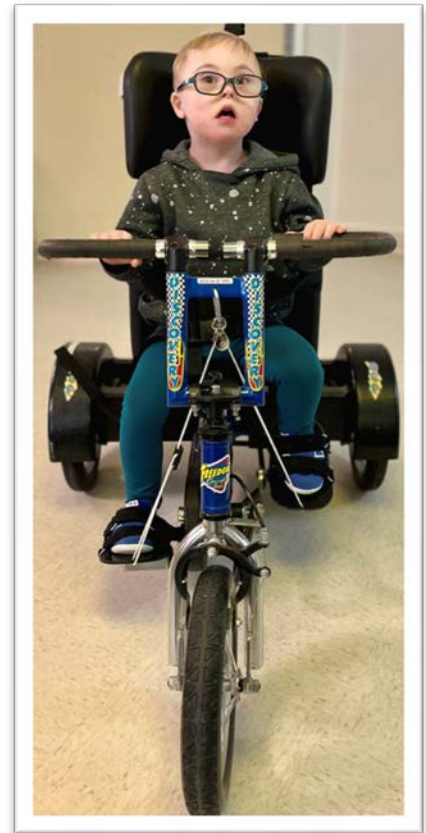
Elves' School Program operates under the umbrella of Elves Special Needs Society. Annually, Elves analyzes and interprets its performance and the Ministry of Education Results Report to assess progress. Elves considers effective measures that enable learners to achieve goals and staff to improve student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

Planning and performance management includes the following processes:



To ensure that Elves is continually addressing performance management we consider:

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



### Planning, Reporting and Assurance

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

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

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.



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.
- 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.

### 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                                                                                                                                     |
|--------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------|
| August<br>September<br>October | Learner Assessments<br><br>OHS Planning for Students/Staff including: <ul style="list-style-type: none"> <li>• Respiratory,</li> <li>• G-tube Care</li> <li>• Environmental Modifications</li> <li>• Positive Behavioural Supports</li> </ul> Medication Cards and Parent Consent | Internal Team Meetings and Case Conferences<br><br>Data and Reporting in IPP | Staff Training<br><br>2-3 Specialist Clinics/month<br><br>Parent Team Meetings<br><br>Family-Oriented Programs (FOPS) <ul style="list-style-type: none"> <li>• Open House</li> <li>• Introduction to Services and Supports and Individual Program Plan (IPP)</li> <li>• Expanding Capacity and Learner Supports (ECLS)</li> </ul> | Review Policies<br><br>Update Budget to align with learner profiles.<br><br>September 29, Student Count<br><br>Board and Subcommittee Meetings |

| Timeline                           | Student Growth                                                                                                                                                                                                                                                 | Teaching and Leading                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | Learning Supports                                                                                                                                                                                                                                                                   | Governance                                                                                                                              |
|------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------|
| <b>November</b><br><b>December</b> | Learner Assessments <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>                                | Teacher Meeting <ul style="list-style-type: none"> <li>Certification</li> <li>IPP's</li> <li>Data/Assessments</li> </ul> Educational Assistants PD – Supporting Individuals with Behaviours of Concern                                                                                                                                                                                                                                                                                                                        | Season Event and Family-Oriented Session in Classroom<br><br>2-3 Specialist Clinics/month<br><br>Family Oriented Programs (FOPS) <ul style="list-style-type: none"> <li>Communication</li> <li>Strategies for Low Incidence Conditions</li> </ul>                                   | AERR<br><br>PUF and Severe Disabilities Review<br><br>Board and Subcommittee Meetings                                                   |
| <b>January</b><br><b>February</b>  | Assessment<br><br>IPP Updates and Parent Team Meetings<br><br>Transition Reports and Summer Planning                                                                                                                                                           | Internal Meetings<br><br>GETCA Convention                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | 2-3 Specialist Clinics/month<br><br>Family-Oriented Programs (FOPS) <ul style="list-style-type: none"> <li>Open House</li> <li>Introduction to Services and Supports and Individual Program Plan (IPP)</li> </ul> Expanding Capacity and Learner Supports (ECLS)                    | Funding Enrollment Projections<br><br>Board and Subcommittee Meetings<br><br>Fire Prevention Inspections and Maintenance<br><br>Surveys |
| <b>March</b><br><b>April</b>       | Learner Assessments <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> Transition and Summer Planning | Teacher Meetings <ul style="list-style-type: none"> <li>IPP Data</li> <li>Year-End Assessments and Planning</li> <li>Severe Disabilities Coding</li> <li>GETCA Convention Debrief and Sharing</li> <li>Spring Kudos</li> </ul> Educational Assistants PD On Site Sessions <ul style="list-style-type: none"> <li>FASD – Module 2 Autism</li> <li>Financial Wellness</li> <li>Self-Care</li> <li>Communication Strategies</li> <li>Sensory and Regulation within the Classroom Environment</li> <li>Hand Under Hand</li> </ul> | Life Safety Drills<br>OHS Planning for Students/Staff <ul style="list-style-type: none"> <li>Spring Clean Up</li> <li>Fire/Lock Down Drills</li> </ul> Staff Meetings<br><br>Positive Behaviour Support Committee<br><br>Expanding Capacity and Learner Supports (ECLS)<br><br>FOPS | Board and Subcommittee Meetings<br><br>Fire Prevention Maintenance<br><br>Public Health Inspections<br><br>Fire Inspections             |

| Timeline           | Student Growth                                                  | Teaching and Leading                                                                                                                                                                                              | Learning Supports                                                                                                                                                                                                                                                                                                                                          | Governance                                                        |
|--------------------|-----------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------|
| <b>May/June</b>    | 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> </ul> Disbanding Activity | Life Safety Drills<br>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>• Medical or Behavioural</li> </ul> | Board and Subcommittee Meetings<br><br>Approve Summer Maintenance |
| <b>July/August</b> | PUF Assessments<br><br>Open House<br><br>Bus Driver Orientation |                                                                                                                                                                                                                   | Staff Recruitment<br>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> </ul> Incident Reports                             | Facility Maintenance<br><br>Intakes                               |

## How Do We Demonstrate Accountability?

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.

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 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 Family-Oriented Programs or positions on Elves' Board, as Subcommittee Meeting members, or parent representatives on Elves' Parent Advisory Council. Success in Schools Meetings may take place on an ad hoc basis. 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 Student Monitoring Forms, Citizenship, and other desk audit information upon request from Ministry of Education.



## Stakeholder Engagement and Timelines – 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</b><br><b>September</b><br><b>October</b> | Learner Assessments<br><br>OHS Planning for Students/Staff including: <ul style="list-style-type: none"> <li>• Respiratory,</li> <li>• G-tube Care</li> <li>• Environmental Modifications</li> <li>• Positive Behavioural Supports</li> </ul> Parent Team Meetings<br><br>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<br><br>Team Planning for Interventions and IPP Development<br><br>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<br><br>Educational Assistants PD – Low Incidents and Communication Webinars addressing strategies for autism | Staff Recruitment and Orientation<br><br>Finalize Continuous Contracts<br><br>Contracts<br><br>Whole School Orientation for<br><br>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<br><br>Budget to align with learner profiles.<br><br>September 29, Student Count<br><br>Board and Subcommittee Meetings |



| Timeline                           | Student Growth                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | Teaching and Leading                                                                                                                                                                                                                                                                                                                                                                                                                                 | Learning Supports                                                                                                                                                                                                                                                                                                                                                                                                         | Governance                                                                                                                              |
|------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------|
| <b>November</b><br><b>December</b> | Learner Assessments<br><br>OHS Planning for Students/Staff including:<br><ul style="list-style-type: none"> <li>Respiratory</li> <li>G-tube Care</li> <li>Environmental Modifications</li> <li>Positive Behavioural Supports</li> </ul> Parent Team Meetings<br><br>Family-Oriented Programs (FOPS) <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> | Professional Development (PD) including CPR, MANDT Systems<br><br>Team Planning for Interventions and IPP Development<br><br>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<br><br>Educational Assistants PD – Low Incidents and Communication Webinars addressing strategies for autism | Staff Recruitment and Orientation<br><br>Finalize Continuous Contracts<br><br>Contracts<br><br>Whole School Orientation for<br><br>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> | Benefit and Pension Presentations                                                                                                       |
| <b>January</b><br><b>February</b>  | Assessment<br>IPP Updates and Parent Team Meetings<br>Transition and Summer Planning<br>FOPS <ul style="list-style-type: none"> <li>Transition Planning</li> </ul>                                                                                                                                                                                                                                                                                                                                                | Teacher Meetings <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> Team Meetings<br>AISCA Conference<br><br>Educational Assistants PD<br><br>Webinars addressing strategies for autism or Ethics of Touch                                                                                                                                       | Life Safety Drills<br>OHS Planning for Students/Staff <ul style="list-style-type: none"> <li>Inclement Weather</li> <li>Fire/Lock Down Drills</li> </ul> Staff Meetings<br><br>Positive Behaviour Support Committee                                                                                                                                                                                                       | Funding Enrollment Projections<br><br>Board and Subcommittee Meetings<br><br>Fire Prevention Inspections and Maintenance<br><br>Surveys |

| Timeline                             | Student Growth                                                                                                                                                                                                                                                        | Teaching and Leading                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | Learning Supports                                                                                                                                                                                                                                                                                                                                                  | Governance                                                                                                                         |
|--------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------|
| <p><b>March</b><br/><b>April</b></p> | <p>Transition and Summer Planning<br/>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>Educational Assistants PD<br/>FASD Wrap2 – Module 2 (1/2 Day)<br/>On Site Sessions</p> <ul style="list-style-type: none"> <li>• Autism</li> <li>• Financial Wellness</li> <li>• Self-Care</li> <li>• Communication Strategies</li> <li>• Cultural Awareness</li> <li>• Sensory and Regulation within the Classroom Environment</li> <li>• Hand Under Hand</li> </ul> <p>GETCA Teacher Convention</p> | <p>Life Safety Drills<br/>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><b>May/June</b></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<br/>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<br><br>Open House<br><br>Bus Driver Orientation |                      | Staff Recruitment<br>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> </ul> Incident Reports | Facility Maintenance<br><br>Intakes |

### How Do We Demonstrate Accountability?



Elves must provide individualized education for learners with complex needs. We are accountable to ensure the mental and physical well-being of individuals who require multidisciplinary supports to optimize regulation, and participation. To optimize student learning we must ensure that we employ staff with appropriate credentials or experience to support education while also meeting the basic medical, physical, and psychosocial needs of learners.

Our community updates or develops policies addressing Occupational Health and Safety for students and staff.

There are prescheduled professional development sessions that address core competencies including First Aid, MANDT Systems, Low Incidence and complex medical or behavioural supports. Elves' team members must also be familiar and responsive to learners with other neurodevelopmental disabilities such as Fetal Alcohol Spectrum Disorder, and Autism.

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 ad hoc events.

Elves has trained four personnel in the improved MANDT Systems which identify that "In this place, and with these people, I 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.

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.

## Stakeholder Engagement and Timelines – 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<br>October | <ul style="list-style-type: none"> <li>• Finance Committee Meeting - Review enrollment, revenues, expenses, and revise budget if necessary</li> <li>• Location and Planning, Fundraising, and Policy Committees</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<br>December | <ul style="list-style-type: none"> <li>• Three regular Board Meetings /Approval, Director signature for Capital expenses over \$2,000</li> <li>• Finance Committee Meeting - Pre and Post Audit</li> <li>• Annual General Meeting (November 2023)               <ul style="list-style-type: none"> <li>○ New Board Members</li> <li>○ Society Business and Subcommittee Reports</li> <li>○ Long-Term Staff</li> <li>○ Donors and Volunteers</li> </ul> </li> <li>• Submit/post Society and School Financial Statements and AERR</li> <li>• Policy Committee</li> <li>• Parent Advisory Council Event</li> <li>• Advocacy</li> </ul> |
| January<br>February  | <ul style="list-style-type: none"> <li>• Board Meeting - Director signature for Capital expenses over \$2,000</li> <li>• Funding Enrollment Projections</li> <li>• Fundraising, Policy Subcommittee, and Parent Advisory Council Event</li> <li>• Monthly Board and Subcommittee Meetings</li> <li>• Fire Prevention Inspections and Maintenance</li> <li>• Surveys</li> <li>• Advocacy</li> </ul>                                                                                                                                                                                                                                  |
| March<br>April       | <ul style="list-style-type: none"> <li>• Board Meeting - Director signature for Capital expenses over \$2,000</li> <li>• Fundraising, Location and Planning Subcommittee, and Parent Advisory Council Meetings</li> <li>• Fire Prevention Maintenance</li> <li>• Public Health Inspections</li> <li>• Fire Inspections</li> <li>• Advocacy</li> </ul>                                                                                                                                                                                                                                                                               |
| May<br>June          | <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>• Board Meeting - Director signature for Capital expenses over \$2,000</li> <li>• Approve Summer Maintenance</li> <li>• Advocacy</li> </ul>                                                                                                                                                                                                                                                                                                   |
| July<br>August       | <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>                                                                                                                                                                                                                                                                                                                                                          |

## How Do We Demonstrate Accountability?

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

The Annual Operating Plan is approved and submitted in conjunction with the Ministry of Education deadline (May 15, 2023).

The Education Plan and associated budget is reviewed and approved 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.

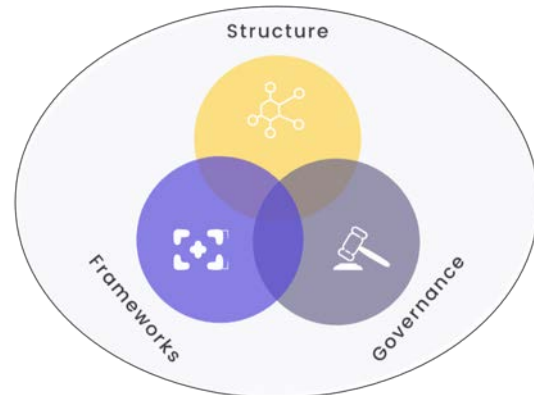
Elves' Board of Directors reviews and approves the Annual Educational Result Report and associated internal communications.

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

Provincial Achievement Tests (PATs) and Diploma Examinations

#### Priority Strategy for Education Plan

##### Performance Measures

When capable, Elves' will participate in the PATs and Diploma Exams will be supported through curriculum and all necessary accommodations for learning.

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

Citizenship

#### Priority Strategy for Education Plan

##### Performance Measures

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.

91% of interdisciplinary team members who are reporting that students will learn routines and engage in independent and group activities alongside or with peers.

- Students will develop communication skills that will enable them to interact with others to have their needs met.
- Staff will receive training in areas of MANDT Systems, Sensory Processing and Communication Systems/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 and Behaviour Committee will assist team members to collaborate to better align services and supports.

## STUDENT GROWTH AND ACHIEVEMENT

|                                                                                              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
|----------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>High School Completion Rates will be within three to five years of entering Grade 10.</p> | <p><b>Priority Strategy for Education Plan</b></p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
| <p><b>Performance Measures</b></p>                                                           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
| <p>100% of students will graduate within five years after entering Grade 10.</p>             | <ul style="list-style-type: none"> <li>• Strategic Plan will ensure that there are sufficient spaces and resources in place to serve all high school learners.</li> <li>• 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.</li> <li>• Elves will track and adjust for learners who have transitioned to other schools.</li> </ul> |

|                                                                                                   |                                                                                                                                                                                                                                                                                                                       |
|---------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>Learner Engagement</p>                                                                         | <p><b>Priority Strategy for Education Plan</b></p>                                                                                                                                                                                                                                                                    |
| <p><b>Performance Measures</b></p>                                                                |                                                                                                                                                                                                                                                                                                                       |
| <p>100% of teachers and parents will indicate that students are engaged in learning at Elves.</p> | <ul style="list-style-type: none"> <li>• Interdisciplinary practices and appropriate equipment will enable students to be active learners.</li> <li>• Elves' team will build capacity with families and will enable learners to practice and enhance skills development outside of the school environment.</li> </ul> |



## STUDENT GROWTH AND ACHIEVEMENT

### Local: Individual Program Plans

#### Performance Measures

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

Learners will have greater opportunities to participate in diverse educational experiences with peers outside of their classroom.

### Priority Strategy for Education Plan

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

## TEACHING AND LEADING

### Quality Education for All Students

### Priority Strategy for Education Plan

#### Performance Measures

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

Elves will successfully support and retain a new school leader.

90% 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

78% of teachers will report increased confidence when implementing the new curriculum.

90% 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.
- Elves will develop leadership capacity with the new principal through one-on-one coaching, external professional development, and greater opportunities for community engagement.
- 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 supports 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.

# TEACHING AND LEADING

Local: Assessments and Intervention Align      Priority Strategy for Education Plan

**Performance Measures**

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

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

- Elves will allocate resources to access and train teachers about the new assessment tools including the (EYE-TA).
- Elves will allocate resources and training for teachers to complete the Early Literacy and Early Numeracy Assessments as identified by Alberta Education.
- Teachers/parents will have dedicated time to support completion and review of assessments.
- Psychoeducational Assessments will be completed for Kindergarten and Grades One to 12 learners as needed.

Local: 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 are met in accordance with provincial standards and personal perspectives.

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

## LEARNING SUPPORTS

### 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.

86% of teachers, parents, and students agree that students have access to appropriate supports and services at school.

- 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.
- Elves will participate in school-wide celebrations and recognition events intended to build 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 Supports and Services

#### Performance Measures

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

Specialist clinics will be provided to learners with complex needs/low incidence conditions.

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

### Priority Strategy for Education Plan

- There will be professional development, small group and one-on-one coaching to address complex needs of students.
- Learners with visual impairments will receive intensive interventions through the Expanding Capacity and Learner Supports.
- Referrals to Mental Health or Psychiatry Clinics.
- Elves' Interdisciplinary Team will access mentorship, digital supports, and materials to develop capacity when supporting learners with visual impairments or behaviours or concern.
- Restrictive Procedures Committee will include members from Elves' Therapy team.
- Elves will plan to expand upon accessible sensory-based gross motor spaces.

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

#### Performance Measures

Families who self-identify their child as First Nations, Metis, and Inuit will be tracked.

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

### Priority Strategy for Education Plan

- Elves will provide interactive learning experiences and structured time to share ideas, strategies, and successes.
- A staff member will be designated as a lead and will facilitate community access to FNMI resources and supports.
- Elves will develop a resource library associated to FMNI literature and resources.

## LEARNING SUPPORTS

### Local: Responsiveness

### Priority Strategy for Education Plan

#### Performance Measures

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

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

### Local: Interdisciplinary Collaboration

### Priority Strategy for Education Plan

#### Performance Measures

Elves' teachers will meet with therapists to collaborate and select the most appropriate speech and language, occupational therapy, and physical therapy strategies added to Elves' Goal Bank that are intended to support curriculum engagement and associated IPP development.

- There will be 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 in support and 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.
- Elves supports capacity building with the new principal through one-on-one coaching, external professional development, and greater opportunities for community engagement.

Elves will successfully support the onboarding of a new principal.

## LEARNING SUPPORTS

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

### Priority Strategy for Education Plan

#### Performance Measures

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

- 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.
- Executive Director meets with Principal, PUF Coordinator, and Learning Coach with regards to Leadership Growth.
- Evaluations for all other personnel take place in accordance with Elves' Policies.
- Professional Development will reflect school priorities, staff-identified priorities, and provincial priorities associated with student growth.

## GOVERNANCE

### Parent Involvement

### Priority Strategy for Education Plan

#### Performance Measures

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

- Parents and caregivers will be invited to Parent/Team (IPP) meetings which will be offered three times annually with additional meetings accommodated upon request. Meeting options will include virtual or in-person meetings.
- Elves will enhance the Family-Oriented Program options and facilitate six small group sessions where families are able to observe their child's daily routine.
- Families will have the ability to approve or revoke approval for multidisciplinary interventions.

### Local: Parent Involvement

### Priority Strategy for Education Plan

#### Performance Measures

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

88% of teachers and early childhood students will report on the option to be onsite to observe their child in their learning environment.

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

- Families will be made aware of Family-Oriented Programs (FOPs) which may be presented through daytime sessions or after-hour Transition Planning events hosted by Elves' Parent Advisory Council.
- Teachers will schedule five days where parents can visit their child's classroom during instruction.
- Stakeholders will be made aware of opportunities for volunteering and participating in Elves' AGM, Board, or subcommittees.
- The community will be made aware of fundraising initiatives and ways to support capital projects such as facility maintenance, or equipment acquisition.



## GOVERNANCE

### Effective Resource Management

#### Performance Measures

Elves will plan for additional gross motor and sensory support for individuals with atypical neurodevelopmental profiles.

Elves Adult & Youth Centre building will be operational with the support of scheduled preventative maintenance and facility upgrades. Primary work will address wall protection and safety when accessing spaces.

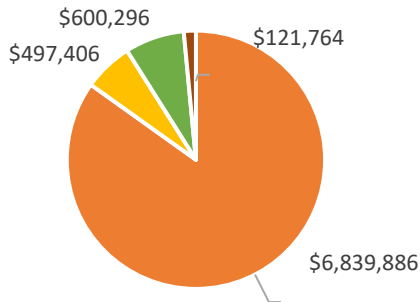
Elves will support team members to be more effective through access to technology and systems that will better enable collaborative practices through access to Windows 365.

### Priority Strategy for Education Plan

- Elves' Location and Planning Committee and Fundraising Committee will meet to determine priority projects to be reviewed and approved by Elves' Board.
- Elves will review and update the existing Hemisphere Study (to include the 2012 and 2020 expansions). The study addresses a 30-year schedule of work for Elves Adult & Youth Centre (including the 2010 addition).
- Elves will commission an updated facility management study.
- Elves will upgrade Accounting System SAGE 300.
- Elves will continue to upgrade computers that are at end-of-life and support staff training as they access more up-to-date technology.
- Over a two-year period, Elves' staff will have access and supports to complete daily work and collaboration with the use of Windows 365.

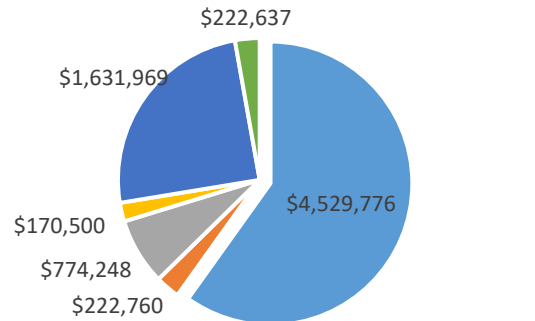
## BUDGET (Projected 2023/2024)

### Revenues \$ 8,059,351



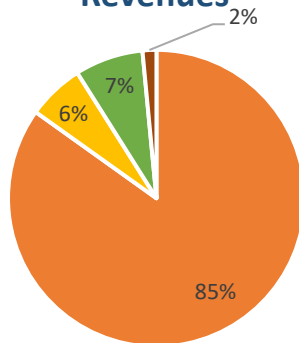
- AB Ed Grants
- AB Ed Transportation Grant
- Service Agreements
- Amortization

### Expenses \$ 7,997,786



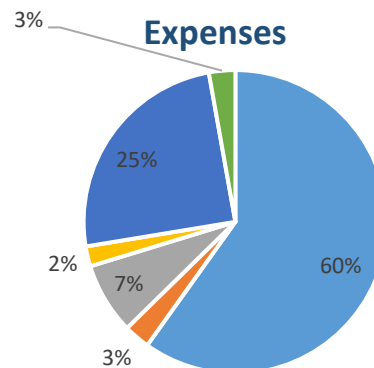
- Instruction
- Administration
- Transportation
- Supports/Services
- Operatons/Maintenance
- Depreciation

### Revenues



- AB Ed Grants
- AB Ed Transportation Grant
- Service Agreements
- Amortization

### Expenses



- Instruction
- Administration
- Transportation
- Supports/Services
- Operatons/Maintenance
- Depreciation

[Elves' School Program Education Plan 2023-2026](#) can be found on Elves Special Needs Society website.