

Jim Jiwani Autism Academy and Early Childhood Services



Annual Education Results Report (AERR) 2024- 2025



November 2025

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1. Message from Director of Education / Principal of Jim Jiwani Autism Academy

Our first school year at the Jim Jiwani Autism Academy was a tremendous success, filled with joy, learning and discovery. Our students and families have found their community and a place where they feel seen and supported.

Our interest list of over 90 families highlighted the necessity for a regulation approach. In our planning process, we will continue to look for solutions to support families to find the regulation supports that their children require.

In our first year of opening, a significant part of student’s learning journey was not only accepting the full school day, but demonstrating their desire to attend school, participate in hands-on learning and begin to develop a sense of belonging in their school community.

Our ECS program continued to support families across the city of Edmonton and surrounding areas, both in centre-based and community-based settings. Families have continued to relocate to the area to access our ECS and school programs.

As we look ahead, we are filled with gratitude for children/students, families, and staff who have made this year so successful. Together we continue to build a place where every child/student can learn, belong, and thrive.



Corinne Didrikson

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Amanda Ferrari Johansson

A handwritten signature in cursive script that reads "Amanda Ferrari Johansson".

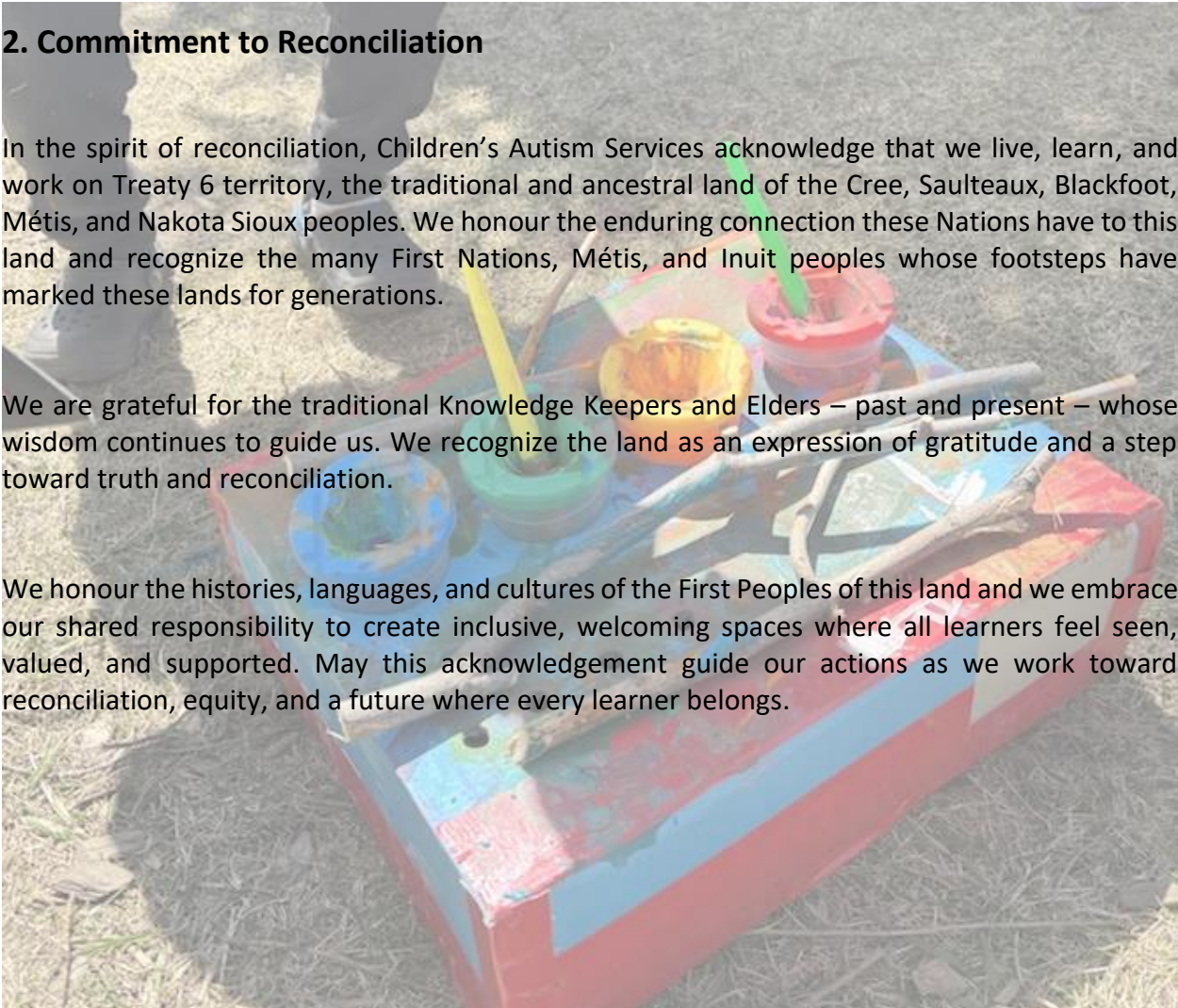


2. Commitment to Reconciliation

In the spirit of reconciliation, Children’s Autism Services acknowledge that we live, learn, and work on Treaty 6 territory, the traditional and ancestral land of the Cree, Saulteaux, Blackfoot, Métis, and Nakota Sioux peoples. We honour the enduring connection these Nations have to this land and recognize the many First Nations, Métis, and Inuit peoples whose footsteps have marked these lands for generations.

We are grateful for the traditional Knowledge Keepers and Elders – past and present – whose wisdom continues to guide us. We recognize the land as an expression of gratitude and a step toward truth and reconciliation.

We honour the histories, languages, and cultures of the First Peoples of this land and we embrace our shared responsibility to create inclusive, welcoming spaces where all learners feel seen, valued, and supported. May this acknowledgement guide our actions as we work toward reconciliation, equity, and a future where every learner belongs.



3. Accountability Statement

The Annual Education Results Report for Jim Jiwani Autism Academy and Early Childhood Services for the 2024/2025 school year was prepared on behalf of the Board of Directors in accordance with the responsibilities under the Independent Schools Regulation and the Ministerial Grants Regulation. Leadership is committed to using the results in this report, to the best of its abilities, to improve outcomes for students and to ensure that all students in the school authority can acquire the knowledge, skills, and attitudes they need to be successful and contributing members of society.

This Annual Education Results Report for 2024/2025 was approved by the Board on November 25, 2025.

Board Chair Signature:  _____

Date: November 28/25

4. Foundational Statements

Our Vision: Families access high quality supports and services they need, when they need them, to improve their quality of life.

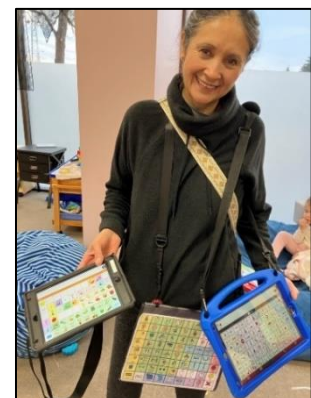
Our Mission: Jim Jiwani Autism Academy and Early Childhood Services provides high-quality teaching, supports, and services for autistic children and their families. We have dedicated, dynamic, and qualified professionals providing family-centered programming. Through specialized services and supports, children and families experience high levels of success and continue to meet and exceed their goals. Families are supported and empowered with strategies that will help them cope and prepare them for the future.

Our Values: Family Centered Practice; Current, High Quality, Evidence Based Programming; and Well Trained, Highly Competent Personnel

Family Centered Practice: Families are a vital part of the collaborative process. Respecting, strengthening, educating and supporting families are all important components of programming. A true partnership that engages families in setting priorities and problem solving will help achieve lasting and positive change. Families are diverse and individual needs of the family and the child are central in any programming decisions. Family centered services support the connections between children and their entire family and community.

Current, High Quality, Evidence Based Programming: Children's Autism Services is a flexible program and relies on the most recent evidence regarding best practices for children/students with autism spectrum disorders and other developmental disabilities. To make the Alberta curriculum meaningful and accessible, Jim Jiwani Autism Academy and Early Childhood Services use the SCERTS™ framework to guide programming. Functional communication skills and social engagement are a high priority given the impact these skills have on the development of independence and engagement. Functional communication training provides alternatives to challenging behaviour. We promote child-initiated interactions and functional meaningful activities. A focus on practical daily living skills is important for long term success.

Well Trained, Highly Competent Personnel: We believe that personnel preparation and an emphasis on learning and development for employees are key components to providing high quality service. Well trained teams of professionals can provide the necessary expertise and guidance required for positive change. Transdisciplinary teams with many different professionals (i.e., Certificated Teachers, Educational Assistants, Education Consultants, OT, PT, SLP, BC/Psych) provide comprehensive services for children/students with complex needs. A supportive working environment can help retain employees and sustain a commitment to excellence among the teams. Providing the necessary tools for employees will support their ability to achieve success.



5. Successes of 2024/2025

Celebration of 20 years The 2024 year marked our 20-year anniversary as an organization. We began in 2004 with a dream and a small group of families who wanted our new approach. We have now become the largest provider in Alberta and one of the most respected in western Canada. We celebrated our 20th Anniversary with staff on February 29th and we opened the 10-year time capsule that we buried beside the Maier Centre sign in 2014. It was exciting to celebrate 20 years of service in this community.



Launch of the Jim Jiwani Autism Academy Over the years, families have consistently expressed the need for continued support beyond the Early Childhood Services (ECS). With the help of a community donor, Children's Autism Services opened Jim Jiwani Autism Academy in September of 2024. Getting our new school building and program up and running was a big accomplishment. In our first year of opening we supported 23 grade one and two students through our emotional-regulation approach. Parkland School Division sponsored two student places, covering their tuition fees; and three students received scholarships. For the 2025/2026 school year we will expand to grade three, with plans to continue expanding to grade six in the coming years.



17th Annual Autism Conference at Fantasyland Hotel January 2025 brought together professionals, families, and experts to share knowledge, ideas, and best practice for creating brighter futures. We had over 500 attendees at the event – and over 1000 people in virtual attendance. Those in attendance included families, educators, school administrators, and other professionals across western provinces and the Northwest Territories. Through the connections, we have since hosted a number of professional learning sessions, tours at our school, and outreach to build capacity of surrounding school districts.



First Monitoring Visit of our Accredited Independent School In May 2025, our Field Services Manager conducted the initial monitoring visit. Key comments about the work happening in our program included “families are thriving here”. They also noted the strong sense of belonging, safety, and support that exists—not just for families, but for staff as well. The Field Services Manager could clearly see the collaborative, non-judgmental environment we’ve all worked so hard to create. It was noted how supportive the staff team is of one another, creating a space where everyone feels valued and respected.

Implementation of Performance Management Tool In connection with Outcome 2 of our education plan, we launched the implementation of a performance management tool to better support our team and ensure the highest quality of teaching in line with the Teacher Quality Standard (TQS) and the Transactional Supports (TS) of the SCERTS model. The new performance management system focuses on professional development and accountability.



Designated Special Education Private School Approval Our application to become a Designated Special Education Private School (DSEPS) commencing September 2025 was approved by the Minister. As a DSEPS, we carry a significant responsibility to provide specialized programming exclusively for students with severe disabilities. The Ministry of Education, through the *Private Schools Regulation (AR 190/2000)* and the *Funding Manual for School Authorities (Alberta Education, 2025)*, recognizes the importance of this work by providing additional funding to DSEPS to support students with complex and individualized needs. This funding enables us to deliver exceptional, targeted services that promote each child’s/student’s academic, social, and emotional growth. Alberta Education’s commitment to school choice ensures that families can select the learning environment best suited to their child’s unique needs and potential.



Partnership with Therabyte for Software Development We began collaborating with Therabyte to develop and implement a new Client Records Management (CRM) System to streamline our service delivery and improve collaboration with families. We are currently in phase one of implementation where we have launched our database to help improve collaboration with team members. Future phases will include a parent portal, which will help to increase parent and professional communication and provide increased opportunities to share information in real-time.

New Partnership with Safe Management Group Our organization has used Safe Management Group (SMG) crisis-intervention framework since 2013 to train our staff and enhance safety within our programs. Grounded in emotional-regulation principles and relationship-focused practice, SMG equips staff with proactive strategies to understand, support, and co-regulate with children/students before behaviour escalates. This helps to ensure the safety and well-being of everyone in our learning environments. During the 2024/2025 school year, 96 of our education staff were trained and certified in SMG. In 2024, our strong internal practice and commitment to the SMG approach resulted in our organization becoming a licensed SMG provider. This designation reflects our leadership in the province and positions us as a model for best practice. While our primary focus remains on strengthening safety and regulation within our own programs, our expertise is now increasingly sought after by other organizations across Western Canada.



6. Our Story

Children’s Autism Services is a leading not-for-profit organization supporting children/students with autism and developmental disorders—and the families who love them. Founded in 2004 to provide families with more choice and personalized care, we believe every child deserves services that reflect their unique strengths, challenges, and potential.

In 2006, we launched our community-based ECS, providing support for children in community kindergarten, daycares, and pre-school programs. In 2012, we opened our Maier Centre West location, where we introduced centre-based programming. In 2017, we then opened our Maier Centre South location to support a wider range of children and families across the city.

Building on nearly two decades of family-centered work, we expanded further in 2024 with the opening of the Jim Jiwani Autism Academy, offering specialized school programming for students in grades one and two, with plans to expand to grade six. In September 2025, our school became a Designated Special Education Private School (DSEPS), reaffirming our long-term commitment to high-quality, individualized education. Our certificated teachers demonstrate professional excellence through adherence to the Teaching Quality Standard (TQS), ensuring that all students experience engaging, inclusive, and responsive instruction. They are supported to continuously develop their capacity and depth of specialist knowledge and skills through coaching-mentoring, tailored professional learning and a culture of collaborative inquiry. Guided by the Leadership Quality Standard (LQS), our principal, fosters a collaborative school culture focused on continuous improvement, instructional leadership, and the success of every learner.

At the heart of our approach is the belief that all students can learn and thrive within the Alberta curriculum when supported through relationships, regulation, and responsive teaching. Guided by the SCERTS model, a research-based framework emphasizing social communication and emotional regulation, our certificated teachers meet children/students where they are at and create engaging, sensory-supportive learning opportunities that adapt to each child’s/student’s needs. Our transdisciplinary classroom teams are also comprised of educational assistants, speech and language pathologists, occupational therapists, and behaviour consultants. Together, we provide individualized, strength-based learning experiences that regulate, engage, and empower every child/student.



Across our multiple Edmonton sites including Maier Centre West, Maier Centre South, and Jim Jiwani Autism Academy, and through partnerships with schools and community programs across Western Canada, Children’s Autism Services delivers a continuum of services. These include ECS, grades one and two, diagnostic assessment, counselling, respite, summer camps, and recreation programs, including Encouraging Physical Activity and Socialization in Children (EPIC), as well as family events (Practice-Trick-or-Treat and Family Christmas Event), outreach, and specialized supports. Through these coordinated efforts, we work alongside families to build brighter futures and inclusive communities for all.



Our philosophy of *best fit* is flexible and ensures that staff are responsive to the developmental level and regulation profile of each unique learner. Access to programming, including Alberta curriculum and FLIGHT, is organized through three learning pathways, by identifying the SCERTS partner stage. From here, teachers plan purposeful activities and adapt resources to help each child/student meaningfully access the Alberta curriculum. Ongoing monitoring and evaluation of progress is communicated to stakeholders in a variety of ways throughout the year.

- 1. Social Partners:** Learners at this stage communicate through gestures, objects, and emerging awareness of others. Programming emphasizes play-based, sensory-rich learning, and foundational regulation and communication skills.
- 2. Language Partners:** Learners use emerging language to communicate. Instruction is highly visual and hands-on, focusing on expanding communication, self-regulation, and engagement with adapted curricular content.
- 3. Conversational Partners:** Learners demonstrate conversational language and work toward greater independence in communication and regulation. Learning may include grade-level or adapted curriculum, collaborative projects, and peer interaction.

Children/students may move between pathways as they develop new skills. Classrooms may include learners from multiple partner stages, allowing for flexible groupings and individualized programming based on IPP goals and the Alberta curriculum. Across all pathways, our goal is to help children/students develop the social, emotional, and academic foundations that support lifelong learning and participation in their communities. During the 2024/2025 school year, we supported 195 children/students, with 172 of these children in our ECS program and 23 in grades one and two.

Early Childhood Services (ECS)

Our ECS offers both centre-based and community-based options for children with developmental needs. In our program, young children participate as active learners within developmentally appropriate learning experiences and develop knowledge, understanding, and skills that lay the foundation for subsequent learning.

Centre-Based ECS Programming:

Children attend five days a week in classrooms of up to 10 children, taught by a certificated teacher and supported by 2-3 educational assistants. The use of play-based learning and sensory and regulation supports, ensures holistic development and aligns with the guiding principles of the FLIGHT framework and kindergarten programming in Alberta. In addition to classroom learning, children and families also have access to small group and online learning opportunities.



Community-Based ECS Programming:

Children enrolled in community daycare, preschool, or kindergarten settings receive one-to-one educational assistant support, along with consultation from our transdisciplinary team. This approach helps children participate fully in their community classrooms while addressing developmental and curricular goals. The team collaborates closely with community school staff and families to ensure smooth transitions into elementary school and to build parent confidence in supporting their child's needs.



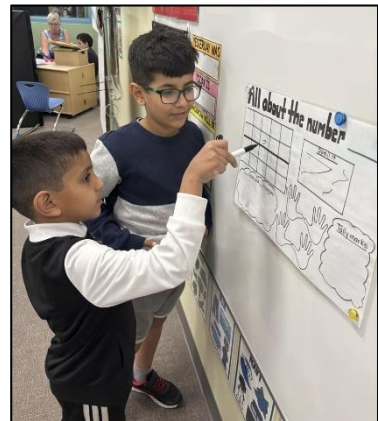
School Program (grades one and two)

As a DSEPS, all students qualify for the severe disability funding (SDF) grant. Instruction is aligned with Alberta Education’s expectations by ensuring each student has an Individualized Program Plan (IPP) and that teachers are using evidence-based teaching practices and responsive assessment to break curriculum outcomes into achievable, developmentally appropriate steps. This enables all students to experience success, demonstrate progress, and participate in learning at their level of readiness.



Our inclusive, strengths-based, emotional-regulation approach is grounded in the SCERTS model. Students’ learning is meaningful and relevant to them because it is hands-on, engaging, and multi-sensory; supporting their growth, independence, and well-being. Our setting is focussed on relationship-building, developing trust, and providing individualized learning experiences that empower each student to reach their full potential. By attuning to student’s emotional regulation and considering their SCERTS partner stage, teachers remove barriers within the learning environment so that all learners can successfully participate in the school community.

Inclusion is not about a place, but a sense of belonging for each unique learner. Jim Jiwani Autism Academy offers families a meaningful choice. It provides a safe, caring, inclusive space where students are met where they are emotionally, socially, and academically. It fosters a strong sense of belonging, strengthens connections between families and community, and serves as a model for inclusive, neurodiversity-affirming education.



7. Priorities, Measures & Results

STUDENT GROWTH AND ACHIEVEMENT

Outcome 1: Provide all children/students with high quality academic developmental programming that utilizes an emotional regulation approach

In order for our children/students to access the Alberta curriculum, they must be regulated and engaged. Our SCERTS model, focusing on social communication and emotional regulation, provides a necessary foundation for children/students to be able to regulate and then engage in their learning. Our teachers know children/students well and connect curricular outcomes to their interests and hands-on-multisensory learning that considers their sensory and regulation needs.

Our shared spaces, including hallways, lofts, sensory room, library area, and outdoor space are purposeful extensions of the classroom learning environment which means that children/students can access their learning from our dynamic, flexible learning zones. Regulation tools and Augmentative and Alternative Communication (AAC) are available in all spaces, and our staff are specifically trained to be responsive to every learner. Learning can take place in any environment, provided the appropriate learning supports are in place. Without these purposeful environmental and learning supports, children/students would not be able to access the Alberta curriculum.

Providing access to our emotional regulation program is impacted by a family's ability to transport their child to our current sites. We currently offer a limited number of transport opportunities in our hired vans. Although the cost is significant, we see the impact it has on our communities and families who would be otherwise unable to access programming.

This will continue to be an area of development in our education planning. We would like to explore opportunities to expand transportation capacity and/or develop partnerships to reduce access barriers, with the goal of increasing participation among families facing transportation challenges.

TEACHING AND LEADING

Outcome 2: Improve the practice of leaders, teachers, and support staff through collaborative engagement and professional learning

Our certificated teachers have accessed regular professional learning opportunities throughout the year on a range of topics including; curriculum related training through Edmonton Regional Learning Consortium, Alberta Education, and Association of Independent Schools & Colleges in Alberta (AISCA), as well as training on administering assessments (including government assessments on literacy and numeracy). Our staff also take part in our annual conference where they can access a variety of speakers and interactive workshops about autism research, advocacy, and more. As part of their professional growth plans, we also provide teachers with the opportunity to access training around these topics / curriculum areas. Our staff have also accessed training on developing strategies and engagement skills, play-based learning, and multi-sensory learning approaches, as well as SMG training.

As mentioned above in our successes, during the 2024/2025 school year, 46 performance management evaluations were completed within our school and ECS program. During the process, education leadership identified that an area of required improvement was early engagement and play-skills for our staff. From this, we developed essential training aligned with the SCERTS Transactional Supports to support our staff in their responsiveness to children/students. For the 2025/2026 school year, we developed a systematic cycle of professional learning aligning with TQS and Transactional Supports. We achieved an 89% return rate of education staff for the 2025-2026 school year, contributing to stability and continuity in teaching and learning for students. With continued expansion, barriers exist around recruiting and retaining qualified and suitable staff members. This will continue to be an area of development in our education planning for the next steps in our Education Plan.

At the beginning of the academic year, we had a joint planning session for teachers to go through the Alberta curriculum for all six subject areas and pull out the larger concepts to make their year plans. These larger concepts are linked to children's/student's strengths and interests to create meaningful experiences for learners to engage in and learn from.

To further support collaboration and professional learning, our yearly calendar has been designed to incorporate weekly teacher meetings, monthly collaboration days (with the transdisciplinary team), and regular planning meetings (between teachers). This helps to ensure teachers know and apply the knowledge, skills, and attributes to accommodate individual differences for children/students with special education needs and that they feel well supported. At the school, teachers and educational assistants have time before and after student arrival/departure for communication with parents/guardians, team meetings, and to support planning, preparation, and assessment.

Our teachers have used a digital learning journal (SeeSaw app) to regularly communicate the evidence of child/student learning and attainment of curricular outcomes through pictures, videos, and annotations outlining the progress learners are making in their IPP goals and

curricular outcomes. In our Education Plan, we will provide connections between SCERTS and the Alberta curriculum to support our teachers to effectively assess and provide meaningful learning activities to move children/students forward through their learning journey at an appropriate development level.

Plans for additional training will be incorporated in our Education Plan as well as continued development of our monitoring system.

During the 2024/2025 school year, 35 students in the education program received the SCERTS Assessment Process-Observation (SAP-O). These results have informed IPP goals and have provided a valuable local measure for us (results below).

LEARNING SUPPORTS

OUTCOME 3: Build strong connections within the school by helping families connect with each other, take part in school life, and engage with the wider community

By creating an environment where every child/student belongs, families in turn have felt this for themselves too. We have welcomed families into the school to walk their child to/from class at the beginning and end of the school day and take part in classroom activities. These regular occurrences have allowed families to connect with each other, developing community with one another in shared spaces in the morning and at the end of the day. Our classrooms have one-way mirrors looking into them where families can see the strategies that are being used in the classroom. Engaging families in learning opportunities through these guided observations is a helpful tool in sharing strategies that can be used in the home or in the community.

Through individual conversations with the principal, families have shared their feedback which has shaped responsive supports. Our School Council has been instrumental in supporting the goals in our Education Plan and council members shared their perspective about the type of community they would like to build. From this, we planned to hold a Welcome Back BBQ for the start of the 2025/2026 school year. Families had also identified transportation, focusing on accessibility as important. From these conversations we were able to connect families who were interested in carpooling with one another. We will continue to monitor this need and respond accordingly.

Improving First Nations, Métis, and Inuit Student Success

As an organization and education program, we remain committed to improving the success of First Nations, Métis, and Inuit students; and to ensuring that all students, staff, and school leaders learn about Indigenous people’s perspectives, experiences, treaties, and the history and impact of residential schools. Indigenous students participate in the curriculum, modified/adapted as appropriate for their individual learning and regulation needs.

Our children/students, teachers, and school leaders were provided with opportunities to learn about Indigenous peoples’ perspectives and experiences, treaties and the history and impact of residential schools. In May, members of our leadership team were invited to attend Bear Witness Day at Alexander First Nation in honour of Jordan River Anderson. Teachers, educational assistants, and school leaders attended professional learning on Autism Through Indigenous Lens, delivered by Autism Society Alberta. This provided a significant insight into an Indigenous—specifically Nehiyaw— understanding of autism. We also watched Dr. Grant Bruno’s documentary, *The Gift of Being Different*. The film provides a look at Bruno’s journey as a parent and a PhD researcher, navigating the world of autism, within the context of his Indigenous community. Teachers and school leaders were also invited to attend a live virtual speaker series on *Decolonizing Autism: A Nehiyaw (Plains Cree) Perspective* by Dr. Grant Bruno; hosted by Ottawa-Carleton District School Board. These opportunities support our staff to broaden their understanding of different cultural perspectives, including Indigenous peoples, through a variety of workshops and learning opportunities.

As part of our commitment to Truth and Reconciliation, we are working to bring more Indigenous voices, perspectives, and teachings into our school community in age-appropriate and meaningful ways. For the 2025/2026 school year, we are looking at other ways we can support our teachers to broaden their understanding of and ability to provide authentic experiences for our students.

We look forward to welcoming Dr. Grant Bruno to our conference in January 2026 as a speaker. These opportunities and results support outcomes one and two of our 3-year education plan. We plan to offer support to our staff through hiring an Indigenous Education Resource Staff to share teachings and cultural activities that link with the Alberta curriculum.



Learning Supports

Welcoming, Caring, Respectful, and Safe Learning Environments

Provincial and local measures reflect that the majority of families and teachers agree / strongly agree that teachers at school care about their students and that school is a welcoming place to be. During the 2024/2025 school year, we taught kindergarten to grade two students. As we did not have any grade four students, we did not request that families or students complete the Alberta Education Survey.



We did however ask families to complete the **Measure of Processes of Care - 20 (MPOC - 20)**, our local measure. This data showcases that families feel the supports and services provided encompass a great-to-very-great extent of family centeredness. These results support outcomes one and three of our 3-year education plan.

Children’s Autism Services’ Local Measures: **FAMILY SURVEY:**

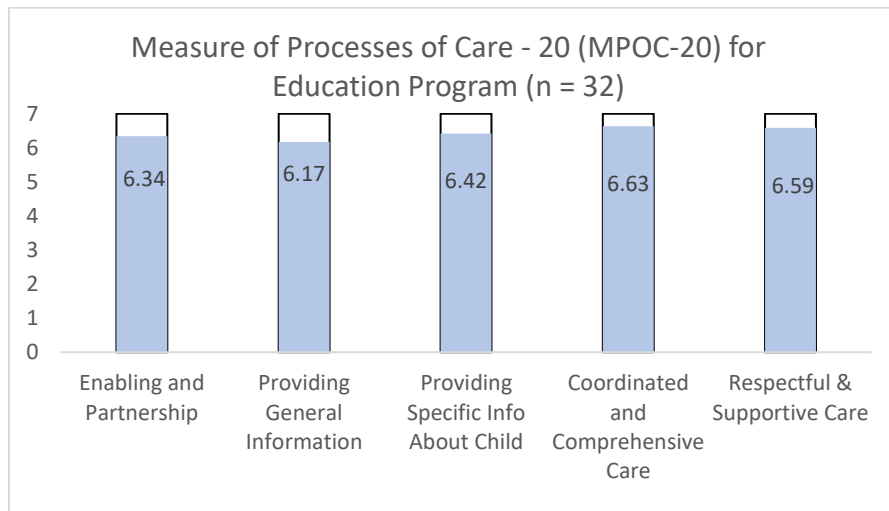
The MPOC-20 is a self-report measure of parents’ perceptions of the extent to which the services they and their child(ren) receive are family-centred. The assessment has 20 questions and each question is out of 7, ranging from “To a Very Great Extent – 7” to “Not at all – 1”. The 20 questions are compiled to address 5 measures:

1. Enabling and Partnership
2. Providing General Information
3. Providing Specific Information about The Child
4. Coordinated and Comprehensive Care
5. Respectful and Supportive Care

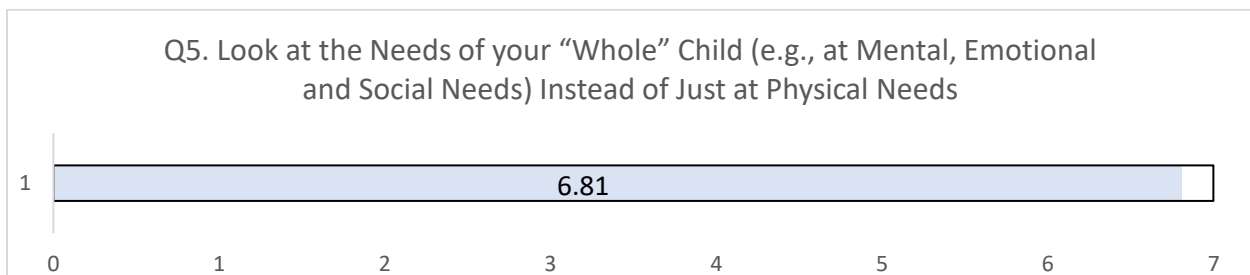
Measure	No. of Items	Education Program (n = 32)	
		Mean (range 1-7)	SD
Enabling and Partnership	3	6.34	0.07
Providing General Information	5	6.17	0.32
Providing Specific Info About Child	3	6.42	0.12
Coordinated and Comprehensive Care	4	6.63	0.14
Respectful & Supportive Care	5	6.59	0.13

This table highlights the mean or average of 32 parents’ responses within the 5 measures. The highest possible mean is 7. Overall, scores between 6-7, indicate strong satisfaction and effective family-centered practices in that area. Thus, all parents expressed a great to a very great extent the services they received were family-centered. More specifically, when asked about *Enabling and Partnership* – degree to which parents felt empowered and involved as partners in their child’s care and decision making, they reported a strong satisfaction (mean/average = 6.34). When asked about being *Provided with General Information* – focuses on the communication and provision of broad information about child’s care and resources,

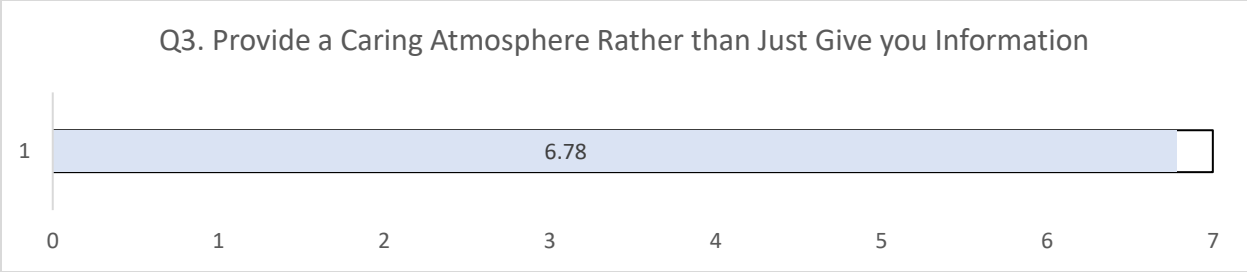
they reported information were provided to a great extent (mean/average = 6.17). With respect to *Providing Specific Information about their Child* – focuses on individualized and child-specific communication, parents reported information were provided to a great to very great extent (mean/average 6.42). In response to *Coordinated and Comprehensive Care* – assesses how effectively different services work together, parents reported a strong satisfaction in this area (mean/average = 6.63). Lastly, when asked about the *Respectful and Supportive Care* they received – addresses the emotional and interpersonal aspects of care, parents reported a strong satisfaction in family-centered practices (mean/average = 6.59). Overall, these results support the values and practices at Children’s Autism Services where family-centered practice is a priority and we work collaboratively with parents/guardians in their child’s care.



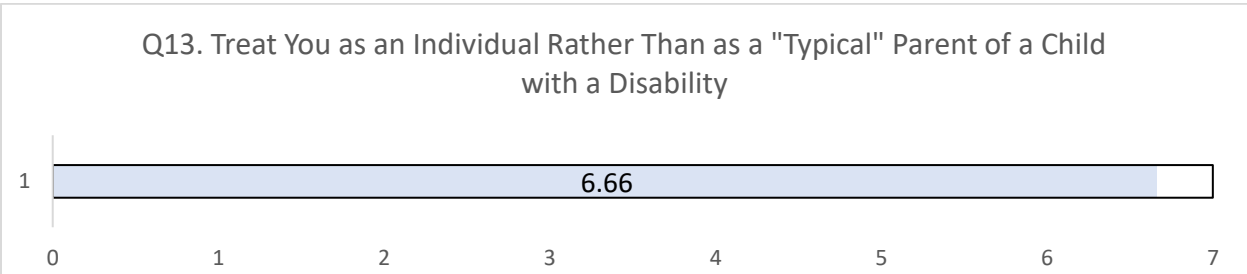
This graph shows the mean/average scores from the MPOC-20 from 32 parents/guardians in the Education Program. Overall, the scores indicate a strong satisfaction and effective family-centered practices in all 5 measures or areas of the assessment.



On average, parents/guardians agreed to a very great extent (6.81) that staff looked at the needs of their “whole” child instead of just at their identified special education needs. The Neuro-Relational Framework (NRF) and SCERTS model supported at Children’s Autism Services helps us understand the child’s/student’s needs as a whole.



On average, parents/guardians reported to a very great extent (6.78) the Education staff provided a caring atmosphere for their child and them, rather than just providing information. This data supports the vision, mission and values of Children’s Autism Services and supports the measure of providing a Welcoming, Caring, Respectful, and Safe Learning Environment.



On average, parents/guardians expressed to a very great extent (6.66), staff treated them as an individual rather than as a “typical” parent of a child with a disability. This emphasizes and supports the respect parents receive from staff.

Children’s Autism Services’ Local Measures (con’t):

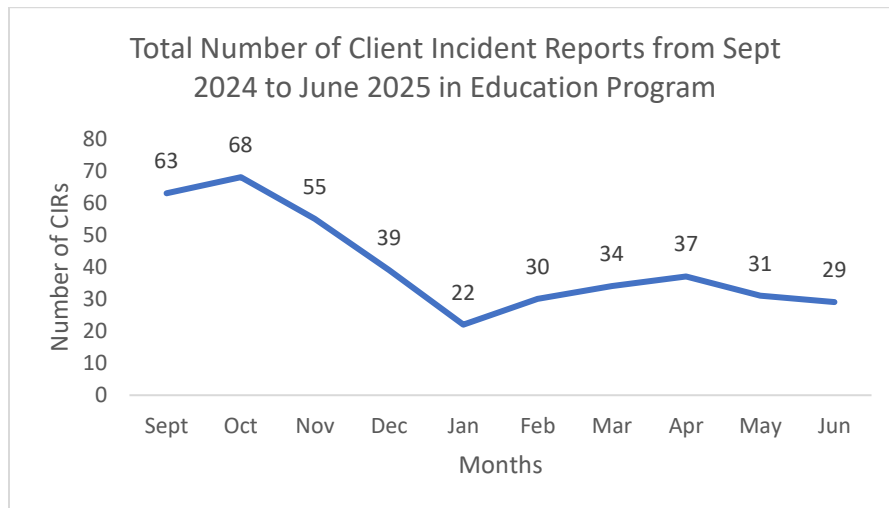
Safe Learning Environments:

INCIDENT REPORTS:

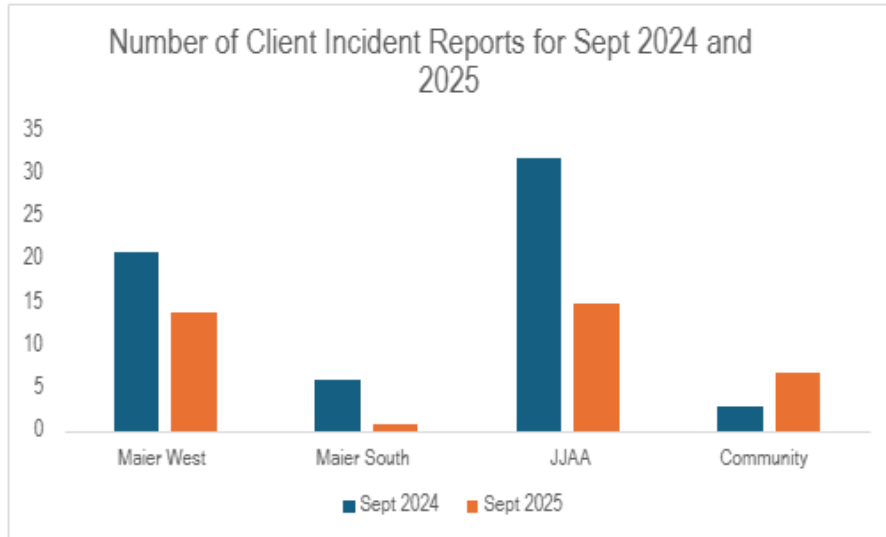
Client Incident Reports (CIRs) are used to review, evaluate, and document safety of children/students in their learning environment. CIRs include any physical involvement ranging from scratches, bumps, bruises, bites, falls, etc. They serve as a way for staff to reflect on incidents and assess whether there are sufficient emotional regulation supports and training in place to ensure safety and regulation of children/students. Parents/guardians are briefed on each incident. The goal is to decrease CIRs to ensure staff are providing the safest and most regulating learning spaces for children/students.

Month 24/25	Maier West	Maier South	JJAA	Community	Total
Sept	21	6	32	3	63
Oct	17	10	27	7	61
Nov	18	5	26	3	52
Dec	3	5	23	4	35
Jan	5	2	9	3	19
Feb	4	0	20	3	27
Mar	6	1	13	7	27
Apr	2	2	15	9	28
May	6	4	9	6	25
Jun	7	5	17	0	29
Total	89	40	191	45	366

The table above shows the total CIRs for Education Program where Maier West and Maier South had children in ECS, JJAA had 1 ECS classroom and 3 other grade level classrooms, and Community program consisted of ECS children attending at Princeton School, Waverley School, and other Community sites.



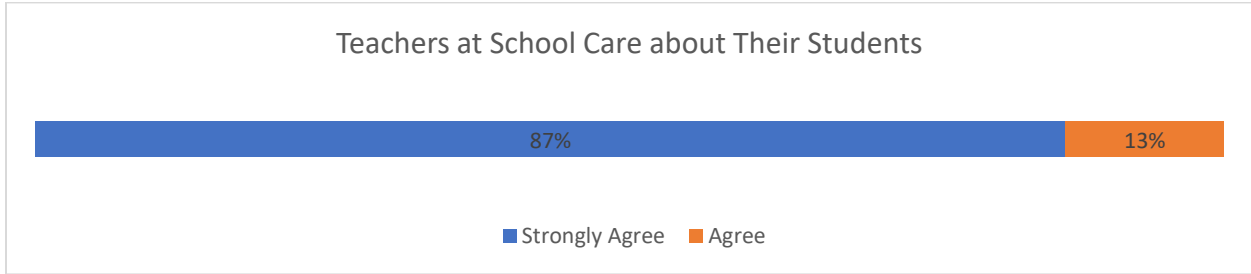
The graph above shows the total number of CIRs by months from September to June. Throughout the school year, we had 96 staff trained in Safe Management Group (SMG) Training to ensure staff are able to support safety of children/students when they become dysregulated. The data above shows a steady decrease in incidents from the beginning of the school year, which highlights staff’s ability to understand needs of children/students and offer appropriate safety and regulation supports throughout the year.



The graph above shows the number of CIRs comparing September 2024 to September 2025. Overall, there has been a decrease in CIRs in September 2025. It is important to note, Jim Jiwani Autism Academy (JJAA) September 2024 had 63 incidents and this past September 2025, it had 37 incidents. This is a decrease of 59% of incidents. As we continue to increase staff training, understanding, and recognition of the needs and regulation supports of children/students, we are able to decrease CIRs and create a safe learning environment for them to reach their full potential. We continue to monitor the rates of CIRs monthly to ensure proper supports are in place and that we continue to be responsive to changing needs.

Provincial Measures:

TEACHER SURVEY:



87% of teachers strongly agree and 13% agree they care about their students.

The percentage of teachers, parents, and students who agree that their learning environments are welcoming, caring, respectful, and safe.

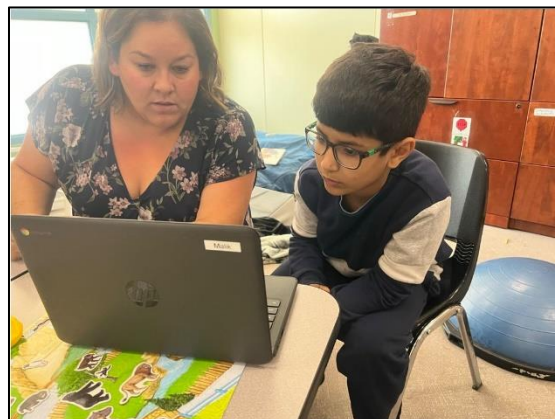
There were 15 teachers who responded from the 2024/2025 school year, where 89% agree that their learning environments are welcoming, caring, respectful, and safe. As we did not have any grade four students, we did not request that families or students complete the Alberta Education Survey.



Learning Supports

Access to Supports and Services

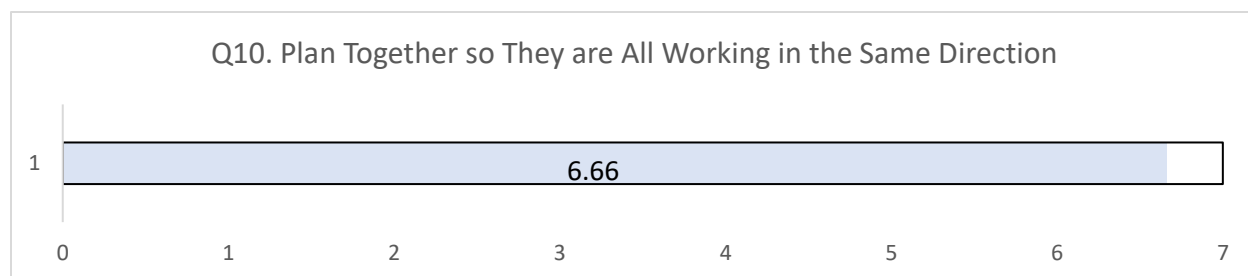
Provincial and local measures reflect that the majority of families and teachers agree / strongly agree that when students need it, teachers are available to help them and that the continuum of supports and services are responsive to the needs of children/students. During the 2024/2025 school year, we taught kindergarten to grade two students. As we did not have any grade four students, we did not request that families or students complete the Alberta Education Survey.



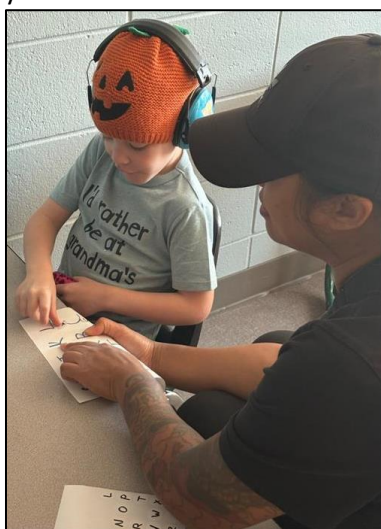
These results support outcomes one and three of our 3-year education plan.

Children’s Autism Services’ Local Measures:

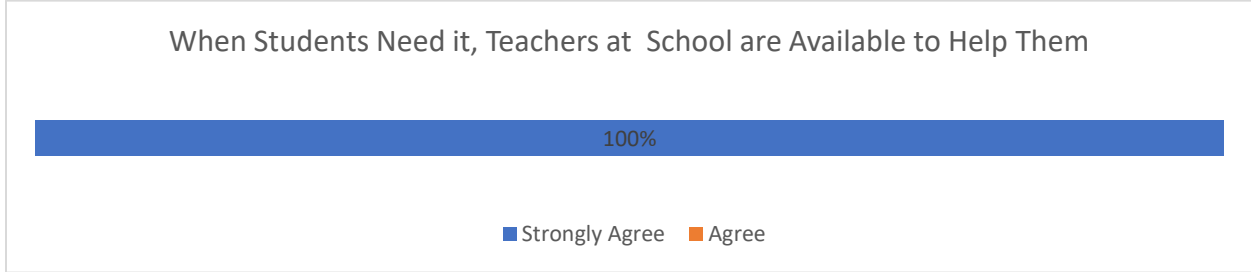
FAMILY SURVEY: MPOC – 20, local results, showcase that families feel the supports and services provided encompass a great-to-very-great extent of family centeredness.



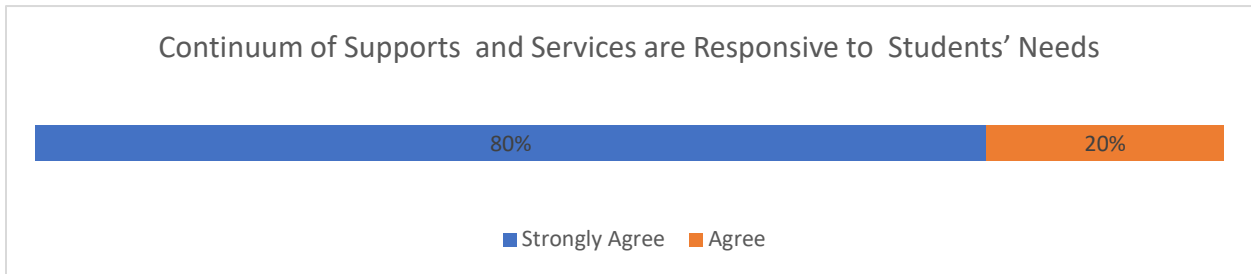
This assessment has 20 questions and each question is out of 7, ranging from “To a Very Great Extent – 7” to “Not at all – 1”. On average, 32 parents/guardians reported feeling to a very great extent (6.66) that staff plan together so they are all working in the same direction. As a result, children/students are able to access the supports and services they need.



Provincial Measures:
TEACHER SURVEY:



The majority of teachers strongly agreed when students need it, teachers at school are available to help them.



80% and 20% of teachers strongly agree or agree (respectively) the continuum of supports and services are responsive to students' needs.

The percentage of teachers, parents, and students who agree that students have access to the appropriate supports and services at school.

There were 15 teachers who responded, where 91.1% agree students have access to the appropriate supports and services at school. As we did not have any grade four students, we did not request that families or students complete the Alberta Education Survey.



Student Growth and Achievement

Student Learning and Engagement

Provincial and local measures reflect that the majority of families and teachers agree / strongly agree students are engaged in their learning. During the 2024/2025 school year, we taught kindergarten, grade one, and grade two students. As we did not have grade four students, we did not request families or students complete the Alberta Education Survey. We did however ask families to complete the MPOC, our local measure.

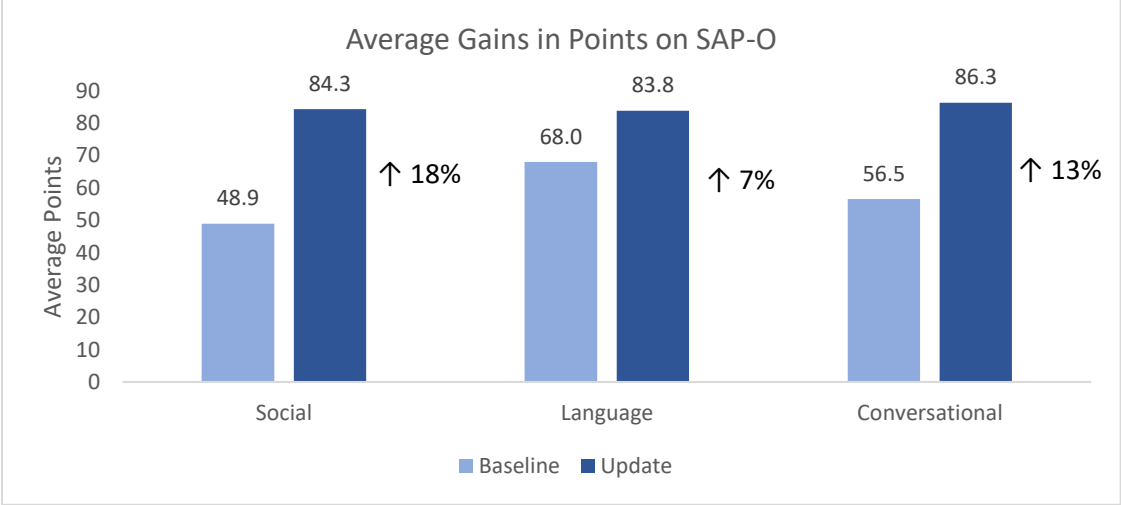
These results support outcomes one and two of our 3-year education plan.

Children’s Autism Services’ Local Measures:

The Education program uses SCERTS as a framework to support students. In the SCERTS model, there are 3 different communication stages: Social Partner, Language Partner, and Conversational Partner. Each respective communication stage partner receives a corresponding SCERTS Assessment Process-Observation (SAP-O) to identify skills or IPP goals.

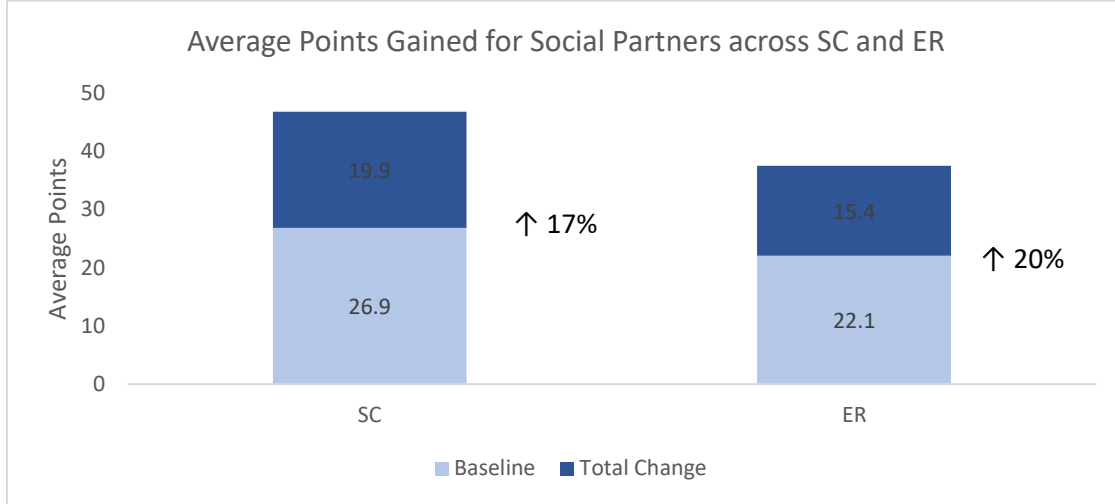
New students receive a SAP-O in the fall which informs their IPP goals alongside parent input. An updated SAP-O is then completed in the spring to measure growth. A SAP-Summary is shared with parents/guardians at the end of the year to demonstrate progression of skills in alignment with student’s academic success. The cycle of assessment continues annually.

SCERTS Assessment Process-Observation:

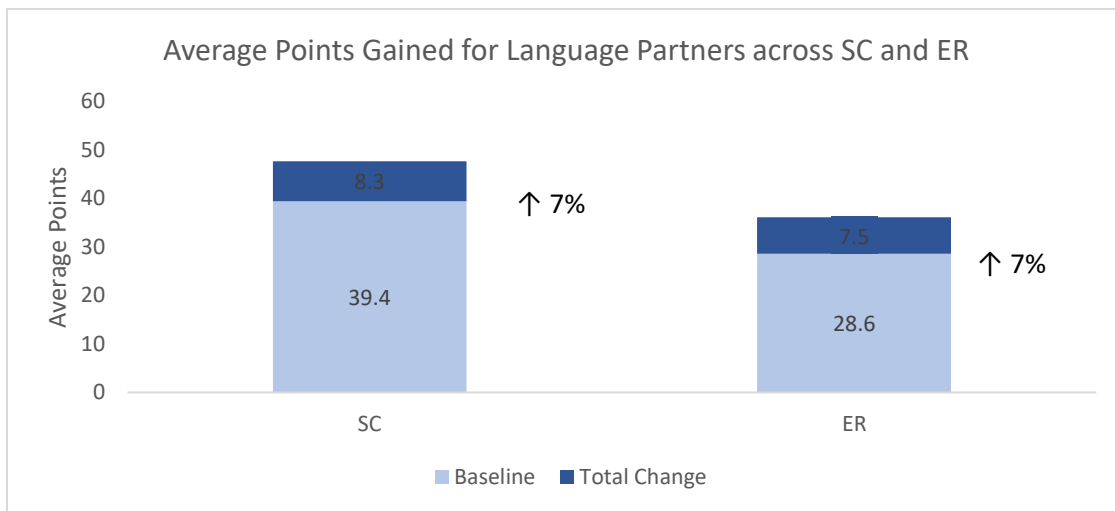


In 2024/2025 school year, 35 students in the Education Program received the SCERTS Assessment Process-Observation (SAP-O); the results are presented in the graph above. Of the 35 assessments, 14 students were Social partners, 15 were Language partners, and 6 were Conversational partners. Social partners’ (n = 14) assessment has a total of 194 points, across 2 domains. Social partners on average scored a total of 48.9 to 84.3 points (35.4 points or 18.2% increase). Language partners’ (n = 15) assessment has a total of 214 points, across 2 domains. Language partners on average scored 68.0 to 83.8 points (15.8 points or 7.4% increase). Conversational partners’ (n = 6) assessment has a total of 236 points, across 2 domains. Conversational partners on average scored a total of 56.5 to 86.3 points (29.8 points or 12.6% increase).

Across all communication stage partners, from initial baseline to update assessment, SAP-O scores increased on average of 27 points or 12.7% increase, with Social partners making the most gains.

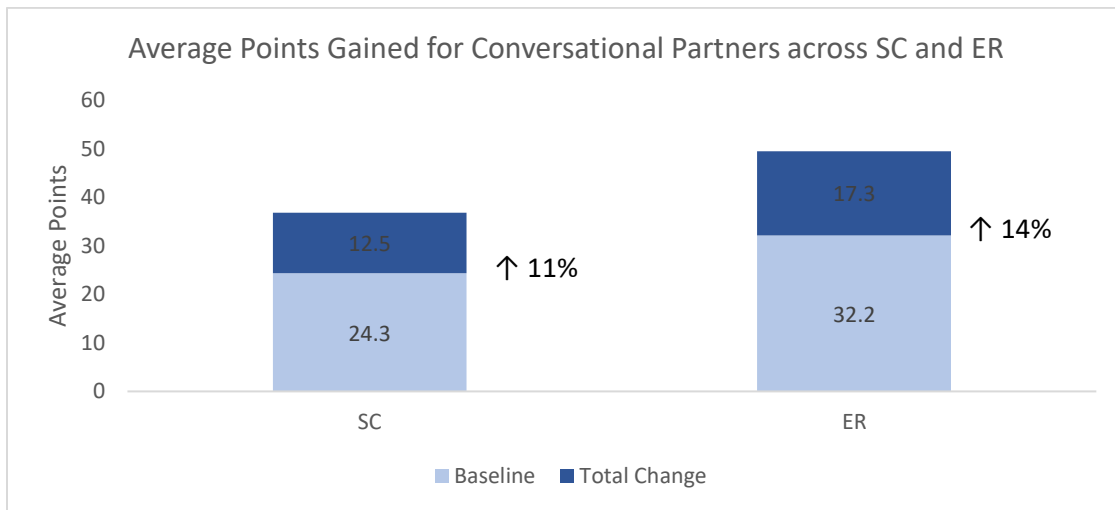


Social Partners (Before Words) are students who are learning to use body language and gestures to communicate with intention. Students are beginning to learn how to use gestures (e.g., pointing, reaching) and physical manipulation (e.g., pulling a caregiver’s hand) to send a “shared message” to others. Vocalizations and eye gaze may accompany gestures. Students are often seen playing on their own with limited interactions with others. 14 Social partners’ gains across 2 domains: Social Communication (SC) and Emotional Regulation (ER) are presented in the graph above. The SC domain prioritizes goals in Joint Attention and Symbol Use. The SC domain has a total score of 116 points. On average, SC scores went from 26.9 to 46.8 points (19.9 points or 17% increase). The ER domain prioritizes goals in Mutual Regulation and Self-Regulation. The ER domain has a total score of 78 points. On average ER scores went from 22.1 to 37.5 points (15.4 points or 20% increase). Overall, on average students in the Social partner stage increased by 35.4 points or 18.2% (SC+ ER).



Language Partners (Emerging Language) are students who are learning to use single words and brief phrases to communicate with speech, signs and/or pictures or picture symbols. They are building their

vocabulary and will often learn object labels (i.e., nouns) versus more social words, such as people’s names and action words (i.e., verbs). Students are growing in their interest of others but may still prefer to play or be on their own. 15 Language partners’ gains across 2 domains: Social Communication (SC) and Emotional Regulation (ER) are presented in the graph above. The SC domain prioritizes goals in Joint Attention and Symbol Use. The SC domain has a total score of 112 points. On average, SC scores went from 39.4 to 47.7 points (7.7 points or 7% increase). The ER domain prioritizes goals in Mutual Regulation and Self-Regulation. The ER domain has a total score of 102 points. On average, ER scores increased from 28.6 to 36.1 points (7.5 points or 7% increase). Overall, on average students in the Language partner stage increased by 15.8 points or 7.4% (SC + ER).

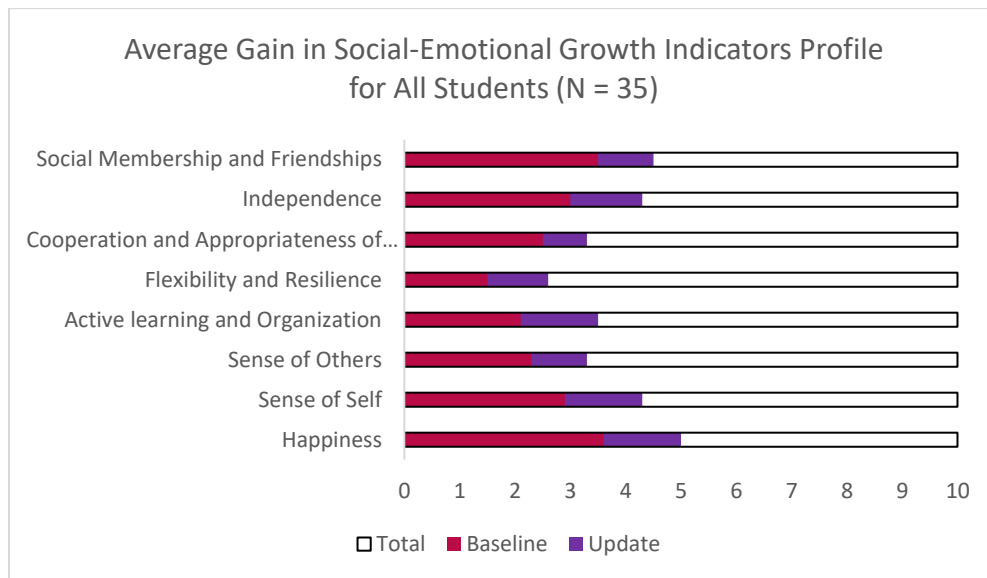


Conversational Partners are students who are learning to use creative language to communicate and are learning how to succeed in a range of social settings. Primary forms of communication are more complex with an emerging ability to participate beyond single turns in conversations through the use of spoken words, signs, and/or pictures or picture symbols. Students are learning how to establish and maintain peer relationships and social expectations. 6 Conversational partners’ gains across 2 domains: Social Communication (SC) and Emotional Regulation (ER) are presented in the graph above. The SC domain prioritizes goals in Joint Attention and Symbol Use. The SC domain has a total score of 116 points. On average, SC scores increased from 24.3 to 36.8 points (12.5 points or 11% increase). The ER domain prioritizes goals in Mutual Regulation and Self-Regulation. The ER domain has a total score of 120 points. On average, ER scores increased from 32.2 to 49.5 points (17.3 points or 14% increase). Overall, on average students in the Conversational partners stage increased by 29.8 points or 12.6%.

The Social-Emotional Growth Indicators:

The SCERTS model also provides Social-Emotional Growth Indicators as a way to measure student learning and engagement. The Social-Emotional Growth Indicators have 8 qualities: Happiness, Sense of Self, Sense of Others, Active Learning and Organization, Flexibility and Resilience, Cooperation and Appropriateness of Behaviour, Independence, and Social Membership and Friendships. These qualities can be operationally defined and measured by clusters of objectives in the SCERTS Assessment Process (SAP). Each quality comprises of 5 objectives within SC and ER. The total score for each quality is 10 points. These measures support the meaningfulness or social validity for changes that can be quantified.

(Prizant et al., (2006) The SCERTS Model: Volume I: Assessment & Volume II: Program Planning and Intervention, Baltimore, MD. Brookes Publishing Co.).



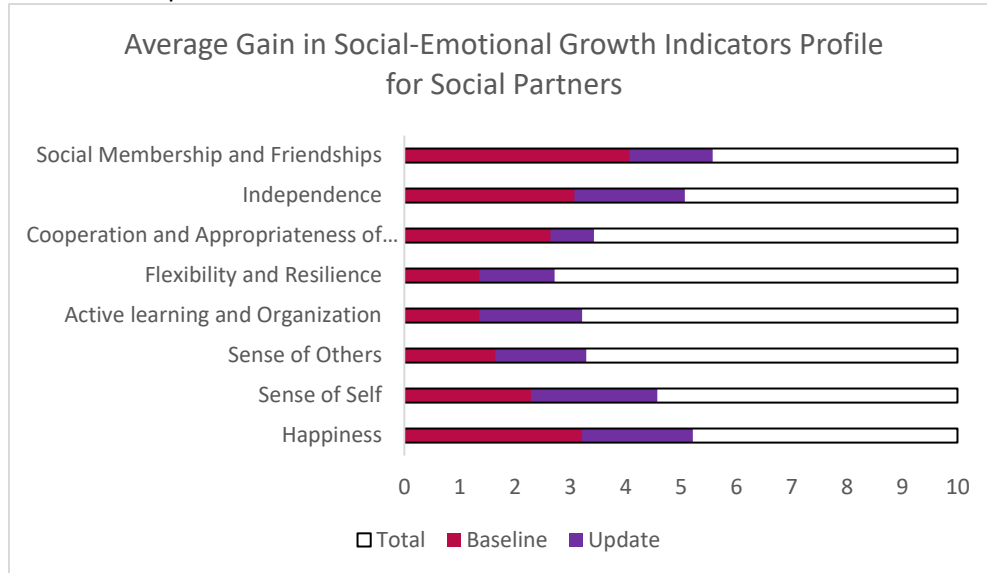
Overall, students made gains in all 8 qualities

These results demonstrate that targeted support in emotional regulation and social communication improve students’ readiness to learn. Regulation and engagement are critical prerequisites for accessing the Alberta curriculum; without these, students are less able to attend, participate, and demonstrate their knowledge. Growth across the Social-Emotional Growth Indicators suggests that students are increasingly able to engage in structured learning activities, interact appropriately with peers and staff, and sustain participation in classroom tasks.

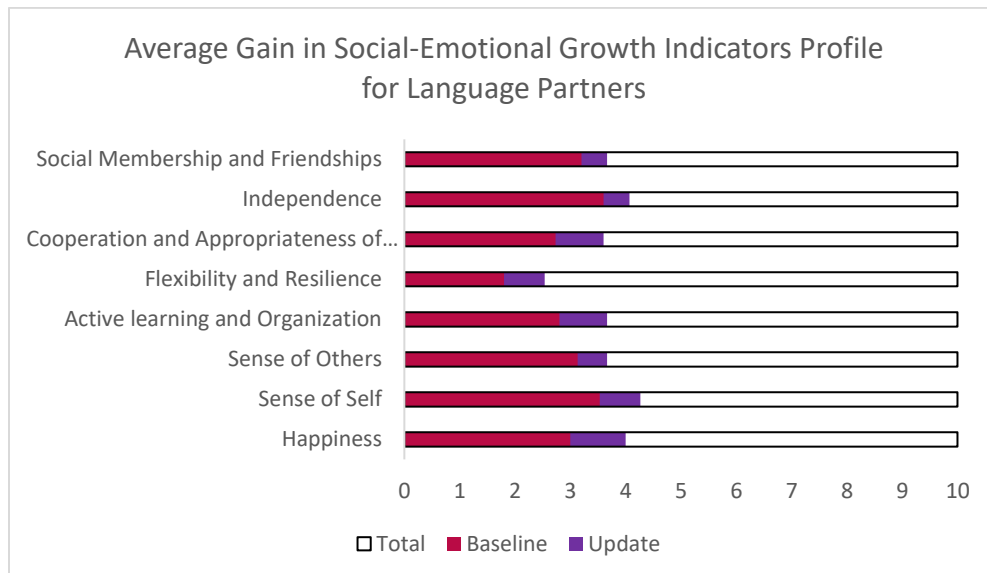
This indicates that SCERTS is an effective framework for supporting not only social-emotional development, but also necessary pre-requisite skills to access the curriculum for our unique learners. Many of the Social Communication (SC) and Emotional Regulation (ER) elements link directly with outcomes from the Alberta curriculum, providing essential building blocks.

As students progress through higher grades, longitudinal data will be gathered on each of the Social-Emotional Growth Indicators for us to monitor and assess growth through their academic journey.

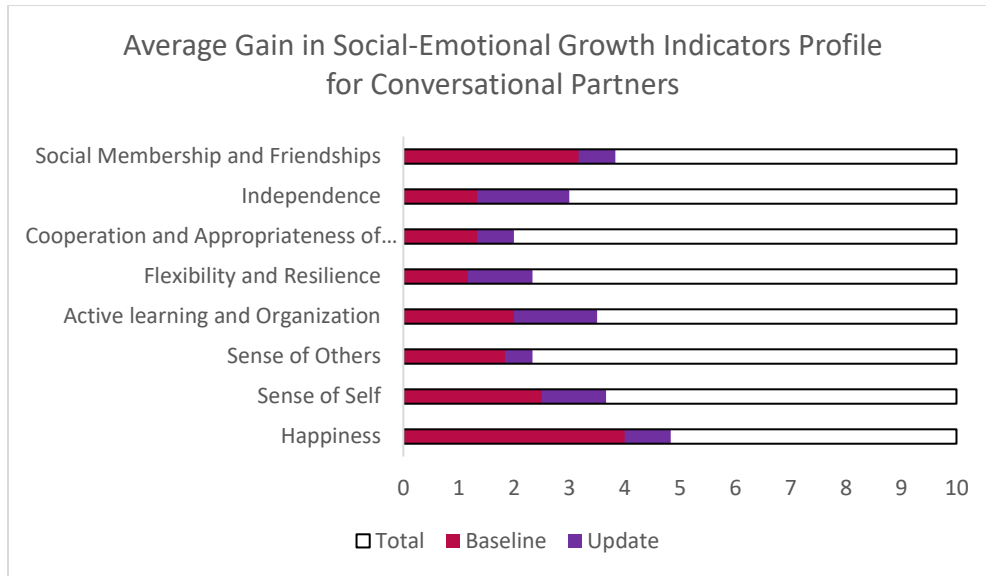
The average gains in Social-Emotional Growth Indicator’s profile for 35 students, across all communication stage partners (14 Social, 15 Language, and 6 Conversational) are presented above. Overall, students made gains in all 8 qualities. **Happiness** (3.6 to 5 points), **Sense of Self** (2.9 to 4.3 points), and **Active Learning and Organization** (2.1 to 3.5 points) all made the same 14% increase in scores, which is the highest gains across all qualities.



The average gains in Social-Emotional Growth Indicators Profile for 14 **Social partners** are presented in the graph above. Overall, students made gains in all 8 qualities. **Sense of Self** (2.3 to 4.6 points, 23% increase), **Happiness** (3.2 to 5.2 points, 20% increase), and **Independence** (3.1 to 5.1 points, 20% increase) made the largest gains across all qualities.



The average gains in Social-Emotional Growth Indicators Profile for 15 **Language partners** are presented in the graph above. Overall, students made gains in all 8 qualities. **Happiness** (3.0 to 4.0 points, 10% increase), **Active Learning and Organization** (2.8 to 3.7 points, 9% increase), and **Cooperation and Appropriateness of Behaviour** (3.1 to 5.1 points, 9% increase) made the largest gains across all qualities.



The average gains in Social-Emotional Growth Indicators Profile for 6 **Conversational partners** are presented in the graph above. Overall, students made gains in all 8 qualities. **Independence** (1.3 to 3.0 points, 17% increase), **Active Learning and Organization** (2.0 to 3.5 points, 15% increase), **Sense of Self** (2.5 to 3.7 points, 12% increase), and **Flexibility and Resilience** (1.2 to 2.3 points, 12% increase) made the largest gains across all qualities.

Active Learning and Organization: the ability to initiate efforts to engage others for learning, to seek information, to problem-solve, to relate new experiences to previous experiences and to remain organized and engaged in activities in a manner that contributes to learning.

Cooperation and Appropriateness of Behaviour: the capacity to engage with adult and child partners in play, communication, and social interaction in a manner that conforms to accepted social conventions of behaviour relative to a child’s chronological age and societal expectations specific to different social contexts.

Flexibility and Resilience: the capacity to persist and stick to it in mastering new skills and achieving goals, and to recover quickly, and stay on track when challenged cognitively, socially, and/or emotionally.

Happiness: the capacity to experience, express and derive positive emotion from everyday activities and engagement with partners.

Independence: the extent to which one is able to engage in daily routines with success and meet challenges of daily activities using one’s own resources, rather than depending on support from others.

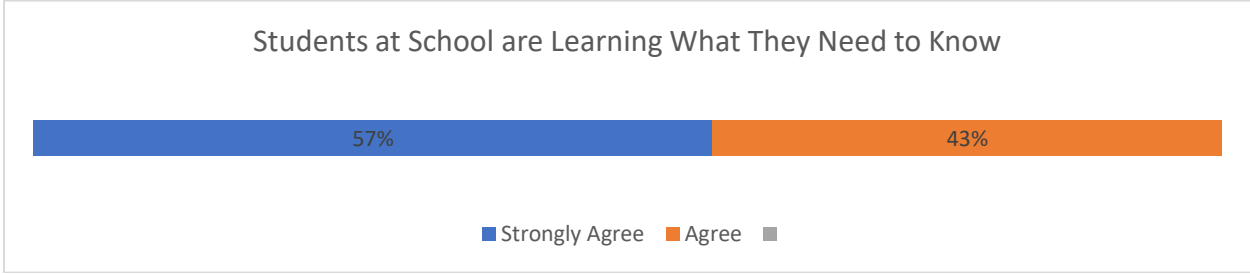
Sense of Others: the capacity to understand and appreciate another’s feelings and thoughts, and to adjust one’s behaviour accordingly based on such understanding.

Sense of Self: the capacity to see oneself relative to one’s special personal qualities (as compared to others), personal history, and relationships with others, and to take pride in one’s achievements.

Social Membership and Friendships: the capacity to view oneself as a participant and identify with a social group with two or more other members and to engage in behaviour that illustrates identification with the group.

Prizant et al., (2006) The SCERTS Model: Volume I: Assessment & Volume II: Program Planning and Intervention, Baltimore, MD. Brookes Publishing Co.

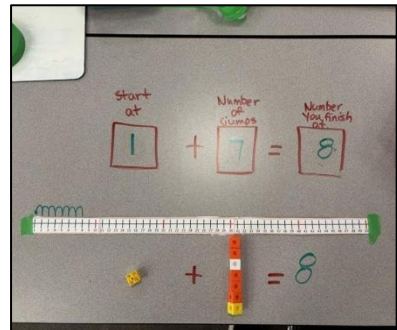
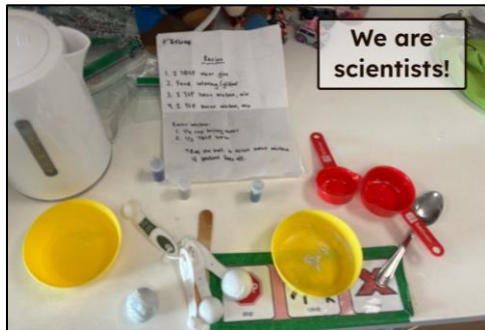
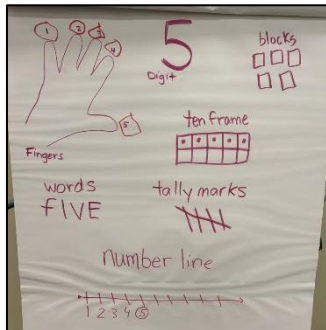
**Provincial Measures:
TEACHER SURVEY:**



100% of teachers surveyed strongly agree/agree that students are learning what they need to know (57% strongly agree and 43% agree).

The percentage of teachers, parents, and students who agree that students are engaged in their learning at school.

There were 15 teachers who responded, where 100% agree that students are engaged in their learning at school. As we did not have any grade four students, we did not request that families or students complete the Alberta Education Survey.



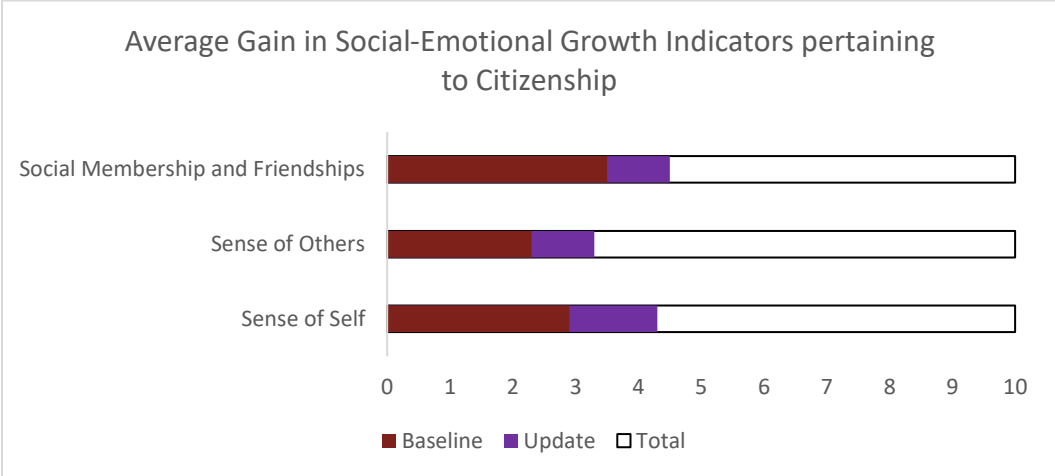
Student Growth and Achievement

Citizenship

Provincial and local measures reflect that the majority of families and teachers agree / strongly agree that students model the characteristics of active citizenship. During the 2024/2025 school year, we taught kindergarten to grade two students. As we did not have any grade four students, we did not request that families or students complete the Alberta Education Survey.

Children’s Autism Services’ Local Measures:
SOCIAL-EMOTIONAL GROWTH INDICATORS:

The SCERTS framework provides a way to measure Social-Emotional Growth Indicators for each student. Of the 8 indicators, 3 are highly relevant to Citizenship. These are: Sense of Self, Sense of Others and Social Membership and Friendships. These 3 indicators provide us with a way to measure and assess a student’s feeling of belonging and engagement with others.

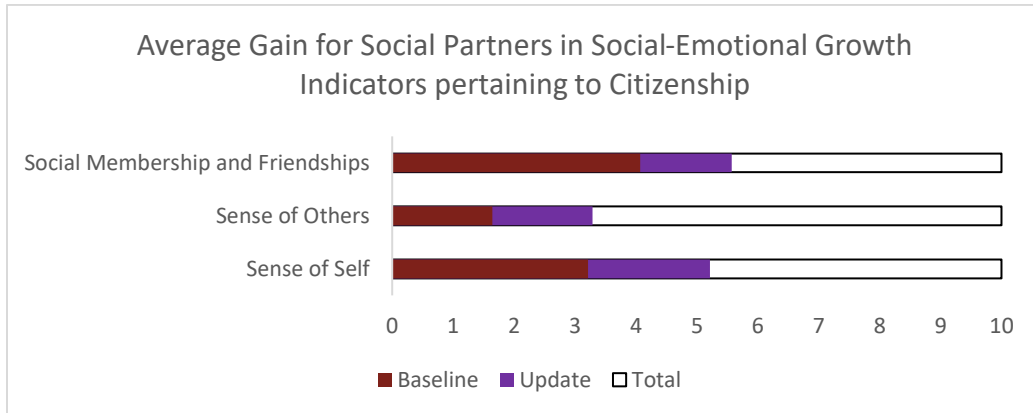


This graph represents the average gains in Sense of Self, Sense of Others and Social Membership and Friendships for 35 students from baseline to update assessment. For **Sense of Self**, students’ scores increased by 14% (2.9 to 4.3 points), indicating they were able to see themselves as distinct individuals from others. This measure is indicative of greater confidence and self-esteem. For **Sense of Others**, students’ scores increased by 10% (2.3 to 3.3 points), indicating a greater awareness of others’ feelings and thoughts. This indicator represents qualities such as [thoughtfulness](#), [empathy](#), and [kindness](#). For **Social Membership and Friendships**, students’ scores increased by 10% (3.5 to 4.5 points), indicating a feeling of [belonging to a social group](#).

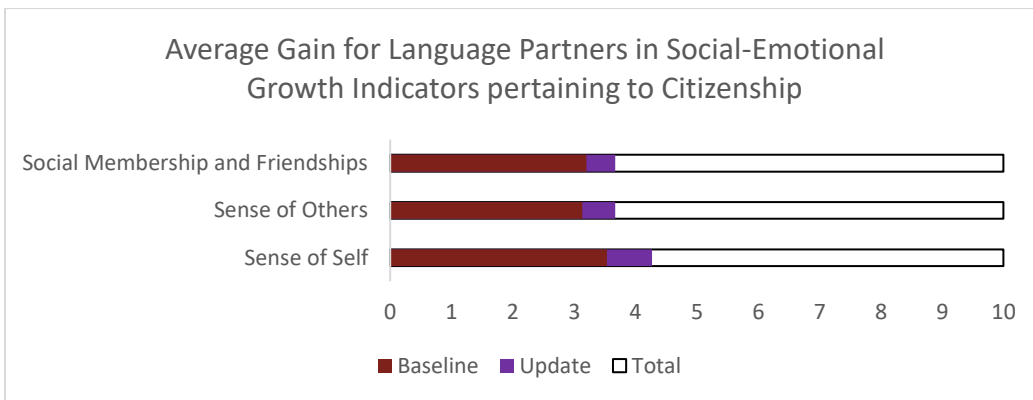
[This represents the development of friendships and relationships.](#)

- Sense of Others:** the capacity to understand and appreciate another’s feelings and thoughts and to adjust one’s behaviour accordingly based on such understanding.
- Sense of Self:** the capacity to see oneself relative to one’s special personal qualities (as compared to others), personal history and relationships with others and to take pride in one’s achievements.
- Social Membership and Friendships:** the capacity to view oneself as a participant and identify with a social group with two or more other members and to engage in behaviour that illustrates identification with the group.

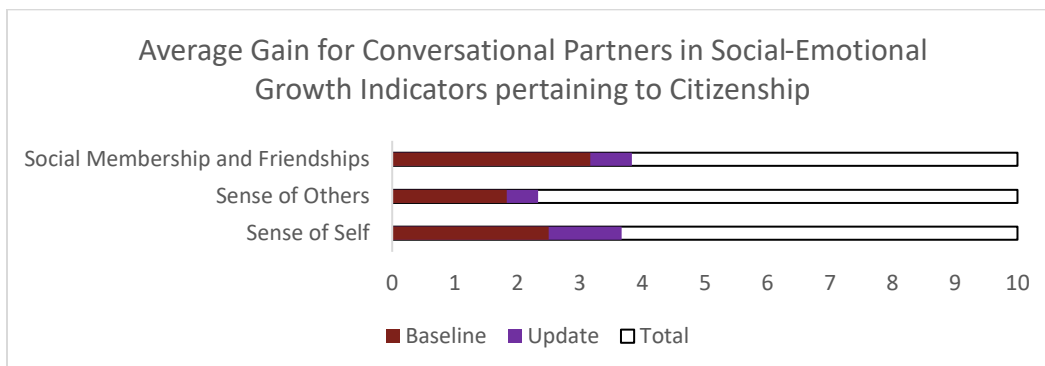
Prizant et al., (2006) *The SCERTS Model: Volume I: Assessment & Volume II: Program Planning and Intervention*, Baltimore, MD. Brookes Publishing Co.



This graph represents the average gains for 14 Social Partners in **Sense of Self** (3.2 to 5.2 points, 20% increase), **Sense of Others** (1.6 to 3.3 points, 16% increase), and **Social Membership and Friendships** (4.1 to 5.6 points, 15% increase).

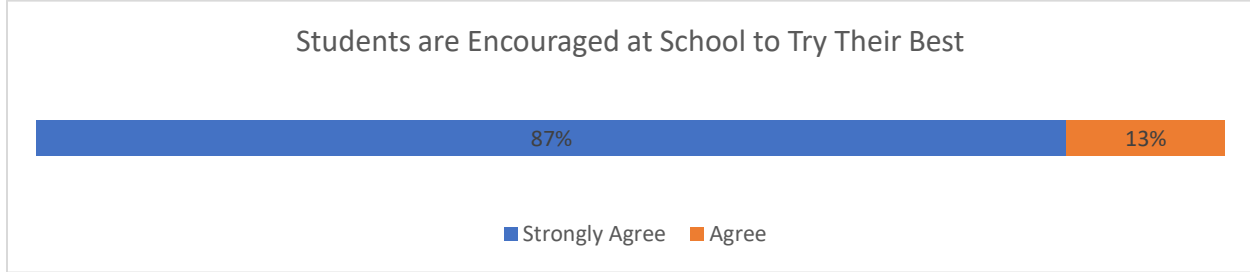


This graph represents the average gains for 15 Language Partners in **Sense of Self** (3.5 to 4.3 points, 7% increase), **Sense of Others** (3.1 to 3.7 points, 5% increase), and **Social Membership and Friendships** (3.2 to 3.7 points, 5% increase).



This graph represents the average gains for 6 Conversational partners in **Sense of Self** (2.5 to 3.7 points, 12% increase), **Sense of Others** (1.8 to 2.3 points, 5% increase), and **Social Membership and Friendships** (3.2 to 3.8 points, 7% increase).

Provincial Measures:
TEACHER SURVEY:



87% and 13% of teachers strongly agree and agree, respectively, their students are encouraged at school to try their best.

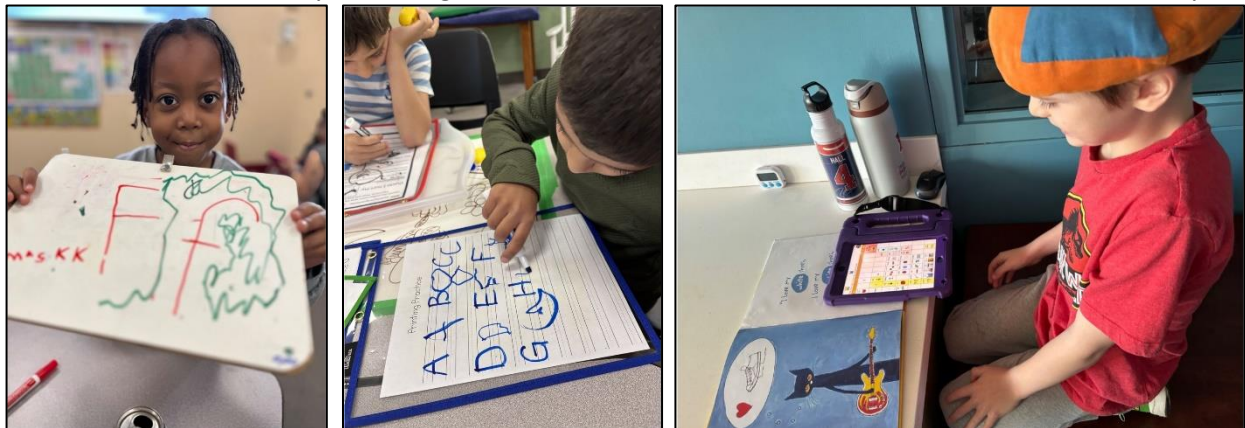
The percentage of teachers, parents, and students who agree that students model the characteristics of active citizenship.

There were 15 teachers who responded, where 81.9% agree that students model the characteristic of active citizenship. As we did not have any grade four students, we did not request that families or students complete the Alberta Education Survey.

Early Years Literacy and Numeracy Assessments & Provincial Achievement Tests (PATs)

As a Designated Special Education Private School (DSEPS), grade one and two students were exempt from literacy and numeracy assessments, in consultation with families, as these assessments were not developmentally appropriate or likely to yield meaningful data. We continued to emphasize developmentally appropriate literacy and numeracy programming. Teachers used a range of classroom assessments and evidence of learning – such as photos, videos, and anecdotal records – to plan instruction, monitor progress, and report on each student’s growth and achievement.

Our school enrollment only includes grades one and two, so no PATs were administered this school year.



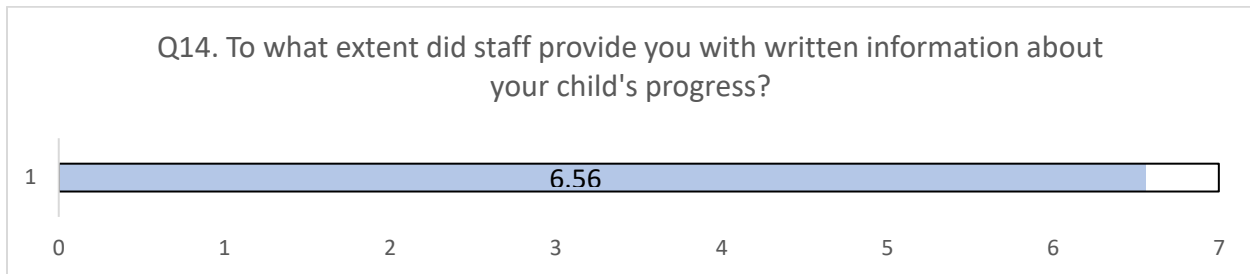
Teaching and Leading

Education Quality

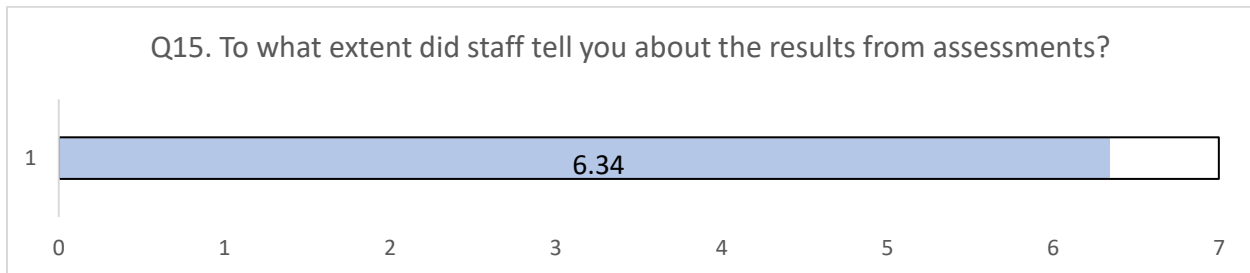
Provincial and local measures reflect that the majority of families and teachers are satisfied / very satisfied with the overall quality of their child’s basic education. In the 2024 school year, we did not have students in grade four, so families did not complete the Alberta Education Survey. During the 2024/2025 school year, we taught kindergarten to grade two students. As we did not have any grade four students, we did not request that families or students complete the Alberta Education Survey. We did however ask families to complete the MPOC, our local measure. The data taken from here helps us to better understand if we are meeting the individual needs of each child/student.

These results support outcomes one and two of our 3-year education plan.

Children’s Autism Services’ Local Measures: **FAMILY SURVEY: MPOC – 20**



On average, parents/guardians reported to a great to very great extent (6.56) that staff provided them with written information about their child’s progress. Parents and guardians overall expressed great satisfaction in knowing their children’s progression through goals.



On average, parents/guardians reported to a great to very great extent (6.34) that staff told them about results from assessments. This helps families stay informed, aware of their child’s goals and involved in their child’s educational programming. As one of our values is to provide high-quality well-trained staff; families agree we are completing and reporting assessment results to them.

Provincial Measures:
TEACHER SURVEY:

Teachers are Satisfied with the Quality of Teaching at the School



100% of teachers surveyed are very satisfied/satisfied with the quality of teaching at the school (47% are very satisfied and 53% are satisfied).

There were 15 teachers who responded, where 91.3% are satisfied with the overall quality of their student’s basic education. Evidence that influenced this result for teachers was received from student progress and feedback from stakeholders including parents/guardians. As we did not have any grade four students, we did not request that families or students complete the Alberta Education Survey.



Governance

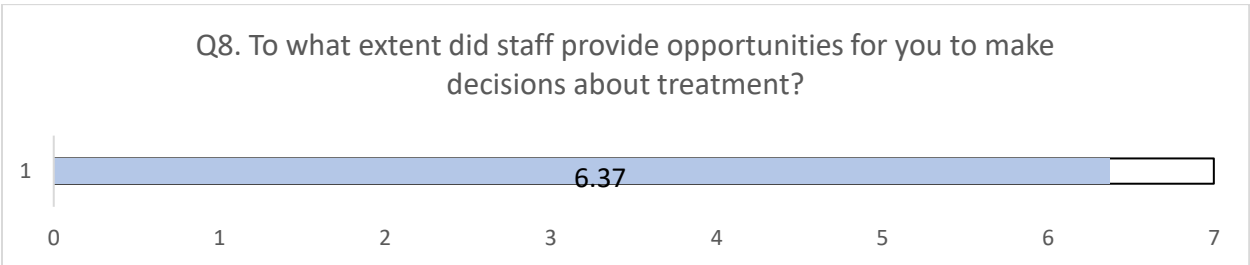
Parental Involvement

Provincial and local measures reflect that a majority of families and teachers are satisfied / very satisfied with the opportunities to be involved in decisions about their child’s education. In the 2024 school year, we did not have students in grade four, so families did not complete the Alberta Education Survey. We did however ask families to complete the MPOC, our local measure. The data taken from here helps us to better understand if we are meeting the individual needs of each child/student.

These results support outcomes three of our 3-year education plan.

Children’s Autism Services’ Local Measures:

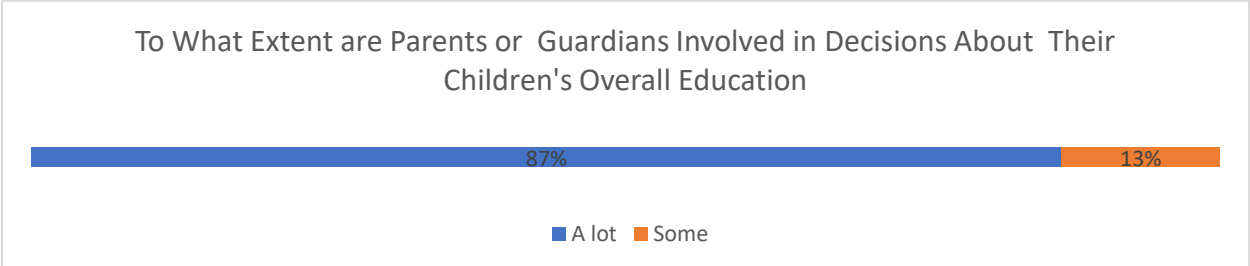
FAMILY SURVEY: MPOC – 20



On average, parents/guardians expressed to a great extent or to a very great extent (6.37), staff provided them with opportunities to make decisions about treatment (education programming). Parents/guardians expressed great satisfaction of being involved and included in programming goals and supports for their children at school.

Provincial Measures:

TEACHER SURVEY:



With respect to parents or guardians being involved in decisions about their children’s overall education, teachers expressed parents or guardians had a lot of involvement (87%) and others felt they had some (13%).

The percentage of teachers, parents, and students who are satisfied with parental involvement in decisions about their child’s education.

There were 15 teachers who responded, 81.3% are satisfied with parental involvement in decisions about their student’s education. As we did not have any grade four students, we did not request that families or students complete the Alberta Education Survey.

Alberta Education Assurance Measures – Overall Summary

Fall 2025

Authority: 0197 Children’s Autism Services of Edmonton

Teacher (N = 15)

Assurance Domain	Measure	Children’s Autism Services			Alberta			Measure Evaluation		
		Current Result	Prev Year Result	Prev 3 Year Avg Result	Current Result	Prev Year Result	Prev 3 Year Avg Result	Achievement	Improvement	Overall
Student Growth and Achievement	Student Learning Engagement	100	n/a	n/a	83.7	84.4	84.8	n/a	n/a	n/a
	Citizenship	81.9	n/a	n/a	79.4	80.3	80.9	Very High	n/a	n/a
	3-year High School Completion	n/a	n/a	n/a	80.4	80.7	82.4	n/a	n/a	n/a
	5-year High School Completion	n/a	n/a	n/a	88.1	88.6	87.3	n/a	n/a	n/a
	PAT6: Acceptable	n/a	n/a	n/a	68.5	66.2	66.2	n/a	n/a	n/a
	PAT6: Excellence	n/a	n/a	n/a	19.8	18.0	18.0	n/a	n/a	n/a
	PAT9: Acceptable	n/a	n/a	n/a	62.5	62.6	62.6	n/a	n/a	n/a
	PAT9: Excellence	n/a	n/a	n/a	15.4	15.5	15.5	n/a	n/a	n/a
	Diploma: Acceptable	n/a	n/a	n/a	81.5	80.3	80.3	n/a	n/a	n/a
Diploma: Excellence	n/a	n/a	n/a	22.6	21.2	21.2	n/a	n/a	n/a	
Teaching and Leading	Education Quality	91.3	n/a	n/a	87.6	88.1	88.6	Very High	n/a	n/a
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	89.0	n/a	n/a	84.0	84.7	85.4	n/a	n/a	n/a
	Access to Supports and Services	91.1	n/a	n/a	79.9	80.6	81.1	n/a	n/a	n/a
Governance	Parental Involvement	81.3	n/a	n/a	79.5	79.1	78.9	High	n/a	n/a

8. Stakeholder Engagement

During the 2024/2025 school year, Children’s Autism Services’ Jim Jiwani Autism Academy engaged meaningfully with a broad range of stakeholders to support student learning and strengthen our community.

Parents/Guardians

Parents/guardians continued to play a central role as partners in their child’s learning. Staff and families collaborated on the development and review of IPPs, including student participation where appropriate. Parents and families accessed our observation rooms to participate in guided observations with consultant teams, which supported consistency of strategies between home and school. Throughout the year, families were offered workshops and small group learning sessions on topics such as regulation, sleep, and language development, as well as community-building events including our Practice Trick-or-Treat, Family Christmas Event, and Family BBQ. The School Council further supported family engagement through fundraising and ongoing communication.



Parents/guardians were able to access information pertaining to programs, progress, and successes via Spectrum Connection Newsletter, social media platforms, and in-person events.

Educational Partners

We continued to collaborate with public and independent schools in the region to ensure students had access to the programs that best meet their needs. Where programs identified a need for support, we contributed to community capacity-building by offering professional learning opportunities that demonstrated the effectiveness of an emotional-regulation approach and outlined key practices for implementing it. This work also includes supporting students in community kindergarten programs, providing professional learning to school staff and partnering to offer shared educational programming options.

Community and Professional Networks

Children’s Autism Services remained an active participant in the Children’s Autism Collaboration Team (CACT), a Community of Practice involving schools, disability services, and autism service providers. Participation in CACT supported shared learning, identification of best practices, and strengthened interagency relationships.

Our partnership with Dr. Carole Anne Hapchyn, early childhood psychiatrist, continues to support the ongoing integration of the Neuro-Relational Framework (NRF) across our programs. The NRF helps our teams understand how a child’s brain development, stress systems, and relationships influence their capacity for regulation, engagement, and learning. Dr. Hapchyn continues to provide consultation, training, and case-based learning that strengthened staff skills in using NRF

principles to guide assessment, planning, and classroom practice. We look forward to welcoming Dr. Hapchyn to our conference in January 2026 as a speaker.

AISCA also continues to support us through certification evaluation services and connections to additional professional resources.

Government Ministries

Regular communication with Alberta Education and Community and Social Services (Disability Services) ensured alignment with legislation, standards, and funding requirements.

Post-Secondary Institutions

Partnerships with NorQuest College, MacEwan University and the University of Alberta provided practicum placements, classroom learning opportunities, and participation in resource and job fairs. These engagements supported sector capacity-building and contributed to high-quality training in autism-informed practice.

We continue to seek opportunities to collaborate with post-secondary institutions, including research-based projects.



Donor Partnerships

Our school community benefitted greatly from the generosity of several donors whose contributions enriched both our programming and our student experience throughout the year. The Olive Garden provided a special lunch for staff and students, which offered a shared meal together. Boston Pizza Terwillegar continued their strong support by providing a pizza and pasta lunch, as well as supplying a range of educational games and resources that directly supported our program. Crumbl Cookies added to these opportunities by donating cookies for our community lunch, bringing joy to staff and students alike. GN2 Engineering supported our Halloween activities by organizing a costume parade and donating sensory items for our students. They also provided opportunities for students to make and decorate cookies, creating an inclusive and engaging experience for all learners.

We remain deeply grateful for the ongoing support from all of our donors, including local businesses, parents, and family members, whose contributions help strengthen our programs and enrich the learning environment for every student.

Accountability/Assurance System

Children's Autism Services as a school authority coordinates information gathered between all sites (ECS and school) to provide continuity and information sharing to all stakeholders. All sites work with a common purpose to provide assurance for continuous improvement.

Our school enrollment only includes grades one and two, so no PATs were administered this school year. We discuss results of local and provincial measures with our School Council and staff. We also provide access to the AERR to parents and guardians via our school website. SAP-O results are shared individually with families at their child's IPP meetings and a SAP-Summary is shared at the end of the school year alongside children's/student's Composite Report. Ongoing communication with families about children's/student's curriculum learning occurs via a digital learning journal.

Whistleblower Protection

Children's Autism Services did not receive any disclosures under the Public Interest Disclosure (Whistleblower Protection) Act during the 2024-2025 school year.

9. Budget Summary 2024/2025

Children's Autism Services of Edmonton				
Actuals Sep 2024-Aug 2025				
	2024/25	24/25 %	2023/24	Difference
REVENUE SUMMARY				
Alberta Education	\$ 6,036,644	97%	\$ 4,871,356	\$ 1,165,288
Tuition Fees	\$ 208,500	3%	\$ -	\$ 208,500
TOTAL REVENUES	\$ 6,245,144	100%	\$ 4,871,356	\$ 1,373,788
EXPENDITURE SUMMARY				
Instruction	\$ 5,106,289	82%	\$ 4,393,272	\$ 713,017
Operations & Maintenance	\$ 331,440	5%	\$ 97,873	\$ 233,567
Transportation	\$ 349,973	6%	\$ 215,219	\$ 134,754
Board and System Administration	\$ 241,463	4%	\$ 58,754	\$ 182,709
Other Admin Costs	\$ 208,500	3%	\$ -	\$ 208,500
TOTAL EXPENDITURES	\$ 6,237,665	100%	\$ 4,765,118	\$ 1,472,547

Note: a complete set of the AFS is available upon request by calling the Finance Office at (780) 495-9235

