

# Jim Jiwani Autism Academy and Early Childhood Services



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## 1. Reflections and Priorities

School programming at Jim Jiwani Autism Academy and our ECS programs prioritizes growth, learning, and discovery for all. We focus on building trust within the learning environment, developing meaningful relationships, engaging in hands-on learning experiences, and strengthening children's and students sense of belonging within the school community. For many, an essential part of their journey involves finding joy in attending school and connecting with peers, staff, and learning opportunities in new and meaningful ways.

As we move into the coming year, our focus is on strengthening relationships, and refining systems that support meaningful and sustainable student and family experiences. Guided by what we have learned, and by the children, students, families, staff, and community partners who shape our learning community; we continue this shared work with intention, care, and a collective responsibility to create environments where every learner is supported to thrive.



## 2. Honouring the Land: Our Commitment

### We Recognize

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

We are grateful to the Knowledge Keepers and Elders, past and present, whose wisdom continues to guide us. We recognize this acknowledgement as an important step toward truth and reconciliation.

We honour the histories, languages, and cultures of the First Peoples of this land and recognize the importance of continued learning, reflection, and relationship-building as we deepen our understanding.



### We Commit

We are committed to ongoing learning, reflection, and action in support of reconciliation. Guided by the knowledge and perspectives of First Nations, Métis, and Inuit communities, we continue to strengthen our practices in meaningful and responsive ways.

We embrace our shared responsibility to create inclusive, welcoming environments where First Nations, Métis, and Inuit children, students, and families feel seen, respected, and supported. This commitment is reflected in our focus on culturally responsive practices, strong and respectful relationships with families and communities, and learning environments that honour diverse identities, experiences, and ways of knowing.

Guided by what we continue to learn, we focus on building systems and practices that support equity, belonging, and meaningful participation for all.

## We Act and See Impact

Our commitment to reconciliation is demonstrated through intentional actions that support meaningful learning experiences and improved outcomes for First Nations, Métis, and Inuit students. Through ongoing learning, relationship-building, and program development, we continue to strengthen our capacity to respond to the diverse strengths and needs of students and families.

To support this work, we introduced an Indigenous Education Resource Staff role to enhance the integration of Indigenous perspectives, teachings, and cultural experiences within our program. This has created increased opportunities for children and students to engage in authentic, hands-on learning that reflects Indigenous knowledge and ways of knowing.

We continue to build staff capacity through targeted professional learning focused on Indigenous perspectives and culturally responsive practice. Staff have participated in learning opportunities such as *Autism Through an Indigenous Lens*, *Decolonizing Autism*, and engagement with resources including *The Gift of Being Different*. These experiences support staff in broadening their understanding and strengthening instructional practices that are inclusive, respectful, and responsive.



We are also strengthening relationships with families and community through ongoing engagement and participation in opportunities such as Bear Witness Day. This work supports our goal of building meaningful partnerships and creating learning environments that reflect and honour the identities, experiences, and cultures of the children, students and families we serve.

Our approach is further supported by our family-centred and holistic framework. While the SCERTS model is not Indigenous-developed, we recognize alignment with values such as relational learning, emotional well-being, and the importance of family and community. These connections support our focus on participation, belonging, and meaningful engagement for every learner.



### **Outcomes and Measures**

Through these efforts, we are working toward improved student engagement, increased participation in meaningful learning experiences, and strengthened connections between home, school, and community. Ongoing feedback from families, staff, and community partners, along with increased staff confidence in culturally responsive practice, will serve as key indicators of progress.

### **Next Steps**

We will continue to expand authentic learning opportunities for children and students, further support staff learning and development, and strengthen partnerships with families and local Indigenous communities. These strategies will support continued progress in improving outcomes for First Nations, Métis, and Inuit students and advancing our commitment to Truth and Reconciliation.

### 3. Accountability Statement

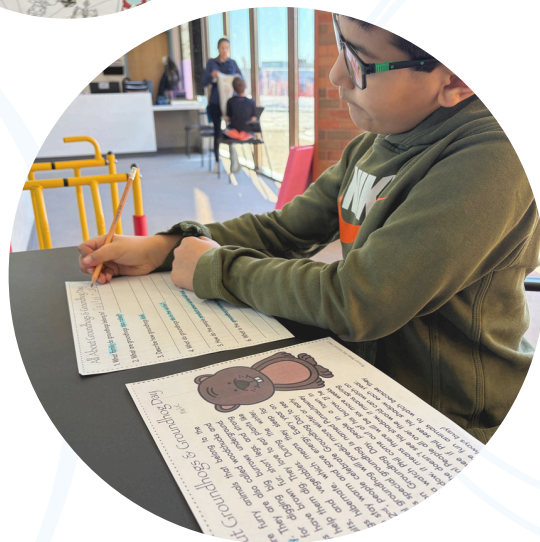
The Education Plan for Children's Autism Services, commencing August 2026 was prepared under the guidance of the Board of Directors in accordance with the responsibilities under the Independent Schools Regulation and the Ministerial Grants Regulation. This plan was developed in the context of the provincial government's business and fiscal plans. Leadership 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.

This Education Plan for 2024/2027 was reviewed and approved by the board on May 28, 2026. (Year 3)



Paul Goguen - Interim Chair of the Board of Directors

May 28/26  
Date



## 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

Provide 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**

Families are a vital part of the collaborative process. We value and respect the diversity of families and prioritize their unique strengths, needs, and perspectives in all programming decisions. By working in true partnership, grounded in trust, shared decision-making, and problem-solving, we support meaningful, lasting outcomes for children and students. Our approach strengthens connections between children and their entire family and community.

#### **Current, High-Quality, Evidence-Based Programming**

We are committed to using current research and evidence-based practices to guide programming for children and students with autism and other developmental disabilities. The SCERTS™ framework supports meaningful access to the Alberta curriculum by prioritizing communication, social engagement, and independence. We emphasize child-initiated interactions, purposeful learning experiences, and practical life skills that support long-term success.

#### **Well Trained, Highly Competent Personnel**

We believe that ongoing learning and professional development are essential to delivering high-quality services. Our transdisciplinary teams, including educators, educational assistants, and specialized professionals, work collaboratively to support the diverse needs of children and students. A supportive and well-resourced work environment enables staff to build expertise, sustain excellence, and create meaningful change for the children and families we serve.

## 5. Our Story

Children's Autism Services is a leading not-for-profit organization supporting children and students with autism and developmental disabilities, and the families who support and care for them. Since our founding in 2004, we have been committed to providing families with meaningful choice and individualized, family-centered services that reflect each child's unique strengths, needs, and potential.

Over the past two decades, our organization has grown in response to the evolving needs of the community. In 2006, we launched our community-based Early Childhood Services (ECS), supporting children in preschool, daycare, and kindergarten settings. In 2012 and 2017, we expanded our centre-based programming with the opening of Maier Centre West and Maier Centre South, increasing access to specialized supports for children and families across Edmonton.

Building on this foundation, we opened the Jim Jiwani Autism Academy in 2024, providing specialized school programming for students in the early elementary years, with plans for continued growth. In September 2025, the academy became a Designated Special Education Private School (DSEPS), reinforcing our commitment to delivering high-quality, individualized educational programming aligned with Alberta Education standards.



At the core of our work is the belief that all children and students can learn and thrive when supported through strong relationships, emotional regulation strategies, and responsive teaching practices. Guided by the SCERTS model, our approach emphasizes social communication, emotional well-being, and meaningful participation in learning. Our transdisciplinary teams work collaboratively to create engaging, individualized learning environments that support each child's development and sense of belonging.

Across our programs and services, we take a holistic, family-centered approach that recognizes the importance of relationships, culture, and community in a child's development. We work in partnership with families and community organizations to provide a continuum of supports, including ECS programming, school-based education, and specialized services that extend beyond the classroom.

As we continue to grow, we remain focused on strengthening our practice, expanding access to services, and supporting positive outcomes for children, students, and families. Guided by our commitment to inclusion, collaboration, and continuous learning, we strive to create environments where every learner is supported to learn, belong, and thrive.



## 6. Priorities

### STUDENT GROWTH AND ACHIEVEMENT

Provide all students with high quality academic developmental programming that utilizes an emotional regulation approach



### TEACHING AND LEADING

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



### LEARNING SUPPORTS

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



**OUTCOME #1: STUDENT GROWTH AND ACHIEVEMENT**

**Provide all students with high quality academic developmental programming that utilizes an emotional regulation approach**

**KEY INSIGHTS FROM RESULTS ANALYSIS AND FEEDBACK**

Local measures, including the SCERTS Assessment Process–Observation (SAP-O), indicate that targeted support in emotional regulation and social communication improves students' readiness to learn. As regulation and engagement are critical prerequisites for accessing the Alberta curriculum, growth across the Social Communication (SC) and Emotional Regulation (ER) domains demonstrates that students are increasingly able to attend, participate, and engage in structured learning experiences.

These findings affirm that the SCERTS framework provides an effective foundation for supporting both developmental growth and access to academic learning. Our experience continues to show that children and students learn most effectively when programming is individualized, responsive, and grounded in meaningful, hands-on experiences aligned to their developmental profile.

As our program has evolved, we have identified a need to strengthen the connection between developmental growth and academic outcomes. In particular, aligning SCERTS domains more explicitly with Alberta curriculum expectations will support clearer instructional planning and improve how student learning is communicated to families.

Moving forward, we will deepen this work by strengthening the integration of SCERTS and curriculum outcomes, refining assessment and reporting practices, and ensuring that student progress is visible, measurable, and meaningful across both developmental and academic domains.



## OUTCOME #1: STUDENT GROWTH AND ACHIEVEMENT

**Provide all students with high quality academic developmental programming that utilizes an emotional regulation approach**

### STRATEGIES

To support student growth and achievement, we have and will continue to:

- Design and maintain calm, sensory-responsive learning environments that support emotional regulation across classroom and non-classroom spaces
- Embed regulation strategies and supports into daily routines, instructional practices, and learning environments
- Utilize the SCERTS framework to guide individualized programming, including identifying each child/student's partner stage through collaboration with families and transdisciplinary teams
- Develop and implement individualized program plans (IPPs) that reflect each child's strengths, interests, and developmental profile, connecting SCERTS domains with Alberta curriculum outcomes
- Provide meaningful, hands-on, and student-centered learning experiences that promote engagement, communication, and participation
- Implement and refine the use of three learning pathways to ensure all students can access and progress within the Alberta curriculum
- Monitor and assess student development using the SCERTS SAP-O, and use summary data to inform instructional planning and goal setting
- Strengthen reporting practices by incorporating tools such as "I Can" statements and digital platforms (e.g., SeeSaw) to make learning visible to students and families
- Extend learning beyond the classroom by providing families with strategies, resources, and opportunities to support regulation and skill development at home
- Expand the use of flexible learning environments, including outdoor and experiential learning opportunities, to support engagement and holistic development
- Collect and analyze longitudinal data related to social-emotional growth to monitor student progress over time and inform program improvement

## OUTCOME #1: STUDENT GROWTH AND ACHIEVEMENT

Provide all students with high quality academic developmental programming that utilizes an emotional regulation approach

### MEASURES

#### Provincial Measures

- Survey Measure of Education Quality
- Survey Measure of Student Learning Engagement
- Survey Measure of Welcoming, Caring, Respectful and Safe Learning Environments

#### Local Measures

- SCERTS Assessment Process–Observation (SAP-O) and summary data
- Individualized Program Plan (IPP) goal progress and outcomes
- Student learning documentation (e.g., SeeSaw portfolios)
- Staff reflection, team-based inquiry, and professional learning feedback
- Staff and family surveys
- Observation of teaching and learning practices
- Safe Management Environments discussions
- Child/student and employee incident report data



## OUTCOME #2: TEACHING AND LEADING

### **Improve the practice of leaders, teachers and support staff through collaborative engagement and professional learning**

#### **KEY INSIGHTS FROM RESULTS ANALYSIS AND FEEDBACK**

Local and provincial measures indicate that continued focus on collaborative practices and professional learning will strengthen staff capacity to effectively support students and families. Evidence from local data highlights three key areas for continued growth: timely access to supports and services, meaningful parent involvement, and increased awareness and use of literacy resources.

Staff feedback reflects that while access to clinicians and specialized supports is valued, there is an opportunity to strengthen the coordination and integration of these supports within daily classroom practice. Recent enhancements, including regular collaborative team and planning meetings, have increased opportunities for staff to connect, problem-solve, and align supports. This reinforces the importance of structured collaboration in improving responsiveness to student needs.

Feedback from both staff and families also indicates an opportunity to deepen practices that support ongoing and meaningful parent engagement. While families are actively involved in goal-setting processes, expanding opportunities for input and participation across the school community will further strengthen partnerships and shared decision-making.

In addition, feedback related to access to literacy resources suggests a need to further support staff in accessing and utilizing available tools; including classroom libraries, digital resources, and community-based supports. Strengthening staff knowledge and confidence in this area will support improved student engagement and learning outcomes.

These insights highlight the importance of building collective staff capacity through intentional professional learning, collaborative structures, and ongoing reflective practice. Strengthening these areas will support more responsive, coordinated, and effective programming for all learners.

## OUTCOME #2: TEACHING AND LEADING

### **Improve the practice of leaders, teachers and support staff through collaborative engagement and professional learning**

#### **STRATEGIES**

To improve teaching and leading practices, we have and will continue to:

- Strengthen staff capacity in the SCERTS model, with a focus on the consistent use of transactional supports across daily routines and instructional practices
- Implement a systematic and ongoing professional learning plan that supports all staff (including teachers, educational assistants, and transdisciplinary team members)
- Increase consistency in curricular knowledge across teaching teams through collaborative learning, mentorship, and shared planning practices
- Provide and promote access to professional learning opportunities that broaden staff understanding in areas such as FNMI perspectives, play-based learning, literacy development, and the use of technology and AI in education
- Support staff to actively share professional learning and engage in communities of practice to build collective knowledge and expertise
- Strengthen collaborative structures, including regular team and planning meetings, to improve coordination, communication, and timely access to supports and services
- Enhance collaboration between educators and clinicians to support the integration of specialized knowledge into classroom practice
- Support staff in effectively identifying, modeling, and communicating the use of transactional supports throughout the day
- Increase staff capacity to access and utilize a range of literacy resources, including classroom materials, digital tools, and community-based supports
- Expand opportunities to gather and incorporate parent voice beyond goal-setting processes to strengthen meaningful and ongoing family engagement
- Ensure programming consistently provides appropriate levels of challenge and support for each child/student based on their individual learning profile

**OUTCOME #2: TEACHING AND LEADING**

**Improve the practice of leaders, teachers and support staff through collaborative engagement and professional learning**

**MEASURES**

**Provincial Measures**

- Alberta Education Assurance (AEA) Teacher Survey (including educational assistants)
- Survey Measure of Education Quality
- Survey Measure of Student Learning Engagement

**Local Measures**

- Staff performance management data (including use of transactional supports)
- Staff self-reflection and team-based reflective practice
- Staff retention/return rates
- Participation in and sharing of professional learning opportunities
- Staff and family feedback regarding collaboration, communication, and supports
- Evidence of collaborative planning and integration of supports in classroom practice



### OUTCOME #3: LEARNING SUPPORTS

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

#### KEY INSIGHTS FROM RESULTS ANALYSIS AND FEEDBACK

Local and provincial measures indicate that families are experiencing a growing sense of belonging within the school community and are increasingly interested in opportunities to connect with one another. This reflects the positive impact of efforts to create inclusive, welcoming environments and highlights the importance of continuing to strengthen relational practices across the school community.

Feedback from families also indicates a strong value placed on consistent communication and accessible opportunities for engagement. While families are actively participating in individualized learning supports, there is an opportunity to expand more structured and predictable ways for families to connect with the school, access information, and engage with one another and the broader community.

These insights highlight the need to further strengthen communication practices, create intentional opportunities for connection, and expand accessible learning and engagement opportunities for families. By continuing to build strong, reciprocal relationships, we can enhance family engagement, support student success, and strengthen the overall school community.



### OUTCOME #3: LEARNING SUPPORTS

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

#### STRATEGIES

To build strong connections within our community, we have and will continue to:

- Implement welcoming and inclusive connection strategies to support both new and returning families in building relationships within the school community
- Create a range of opportunities, both formal and informal, for families to connect with one another, including school events and community-building initiatives
- Establish and support a School Council to guide community-building efforts, strengthen family voice, and enhance connections with the broader organization and community partners
- Develop and schedule family learning opportunities (e.g., workshops, “Lunch and Learn” sessions) that extend beyond individual support to include group learning and shared experiences
- Continue to offer individualized family engagement opportunities, including guided observations and consultations, to support understanding of each child’s learning and development
- Strengthen communication practices by providing consistent and accessible updates and opportunities for engagement
- Implement and maintain accessible digital platforms (e.g., Discord app) to support communication, information sharing, and family access to programming updates
- Gather and respond to family feedback to ensure connection and learning opportunities reflect family needs and priorities
- Support the development of online community spaces to facilitate connection, resource sharing, and communication among families
- Strengthen partnerships with community organizations and donors to enhance programming and expand opportunities for family and student support

### OUTCOME #3: LEARNING SUPPORTS

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

#### MEASURES

##### Provincial Measures

- Alberta Education Assurance (AEA) Parent Survey (beginning 2026–2027)
- Survey Measure of Access to Supports and Services
- Survey Measure of Parent Involvement
- Survey Measure of Welcoming, Caring, Respectful and Safe Learning Environments

##### Local Measures

- Parent Measure of Processes of Care (MPOC) survey
- Parent survey data and feedback
- Attendance at family learning opportunities and school events
- Participation in guided observations and consultations
- School Council engagement and feedback
- Parent access and usage of digital platforms (e.g., SeeSaw)



## 7. Stakeholder Engagement

Children's Autism Services engages a range of stakeholders to inform decision-making, strengthen programming, and support improved outcomes for children and students. Stakeholders include children/students, parents/guardians, staff, School Council, and community partners.

### WHO WAS INVOLVED AND HOW STAKEHOLDERS WERE ENGAGED

#### Parents / Guardians

Parents and guardians are key partners in supporting student success and are engaged through a variety of formal and informal processes, including:

- Individualized Program Plan (IPP) meetings and ongoing collaboration
- Daily communication with teachers and staff
- Digital platforms such as SeeSaw
- Monthly newsletters, program updates, and communication tools (e.g., Council Connect, emails, Principal Connect)
- Family events (e.g., Welcome Back BBQ, Practice Trick-or-Treat, Family Christmas event)
- Family learning opportunities (e.g., workshops, Triple P program, developmental programming days)
- Guided observations and consultation with classroom and clinical teams
- Volunteer opportunities and community-building events
- Parent surveys, including the Measure of Processes of Care (MPOC)

#### Teachers and School Staff

Staff are engaged in continuous improvement through:

- Alberta Education Assurance (AEA) Teacher Survey
- Regular staff meetings and collaborative team meetings
- Professional learning sessions and collaboration days
- Professional growth and reflective practice processes
- Ongoing communication with leadership, including weekly updates

## 7. Stakeholder Engagement

### WHO WAS INVOLVED AND HOW STAKEHOLDERS WERE ENGAGED

#### Children and Students

Student voice is gathered through:

- Observation of engagement, regulation, and participation in learning environments
- Ongoing informal communication and interaction with school leadership and staff
- Participation in school activities, events, and daily learning experiences
- Review of regulation data, learning documentation, and developmental progress

#### School Council

As a Designated Special Education Private School (DSEPS), School Council plays an important role in advising administration and supporting school development. School Council members:

- Provide input on school priorities and planning for the upcoming year
- Review and provide feedback on the Annual Education Results Report (AERR)
- Support community-building initiatives and family engagement opportunities
- Collaborate with school leadership to enhance programming and strengthen connections within the school community

#### Community Partners

Community stakeholders are engaged through:

- Partnerships with schools, service providers, and post-secondary institutions
- Participation in communities of practice (e.g., Children's Autism Collaboration Team)
- Professional learning, consultation, and outreach activities
- Volunteer involvement, donor engagement, and program support
- Collaboration with government and regulatory bodies (e.g., Alberta Education, Children's Services)

## 7. Stakeholder Engagement

### HOW STAKEHOLDERS INPUT INFORMED PRIORTIES

Feedback gathered from stakeholders through these engagement processes directly informed the development of the Education Plan priorities. Key themes included:

- The importance of emotional regulation and individualized programming to support student learning
- The need for ongoing professional learning and strengthened collaboration among staff
- The value of consistent communication and increased opportunities for family engagement and connection
- The importance of strengthening access to supports, services, and learning resources

This feedback has been reflected in the three priority areas of the Education Plan:

- Student Growth and Achievement
- Teaching and Leading
- Learning Supports

In addition, stakeholder feedback identified opportunities to:

- Enhance communication and accessibility of information for families
- Expand family learning opportunities and peer connections
- Strengthen the coordination and integration of supports within classroom practice
- Increase staff capacity in key areas such as literacy, cultural responsiveness, and inclusive practices

### COMMITMENT TO ONGOING ENGAGEMENT

Children's Autism Services remains committed to ongoing, meaningful stakeholder engagement. Feedback will continue to be gathered and used to inform system, program, and classroom-level decisions, ensuring that the voices of children, students, families, staff, and community partners shape continuous improvement and support positive outcomes for all learners.

## 7. Budget Highlights 2026 - 2027

Children's Autism Services of Edmonton  
Budget Highlights 2026-2027  
Revenue and Expenditure

	2026/27	26/27%
<b>REVENUE SUMMARY</b>		
Alberta Education	\$ 7,408,728	95.5%
Tuition Fees	\$ 345,600	4.5%
<b>TOTAL REVENUES</b>	<b>\$ 7,754,328</b>	<b>100.0%</b>
<b>EXPENDITURE SUMMARY</b>		
Instruction	\$ 6,532,517.00	84.2%
Operations and Maintenance	\$ 76,403.00	1.0%
Transportation	\$ 343,198.00	4.4%
Board and System Administration	\$ 325,245.00	4.2%
Services, Contracts and Leases	\$ 476,965.00	6.2%
<b>TOTAL EXPENDITURE</b>	<b>\$ 7,754,328</b>	<b>100.0%</b>

