



HELPING KIDS SOAR



Education Plan 2026-2029

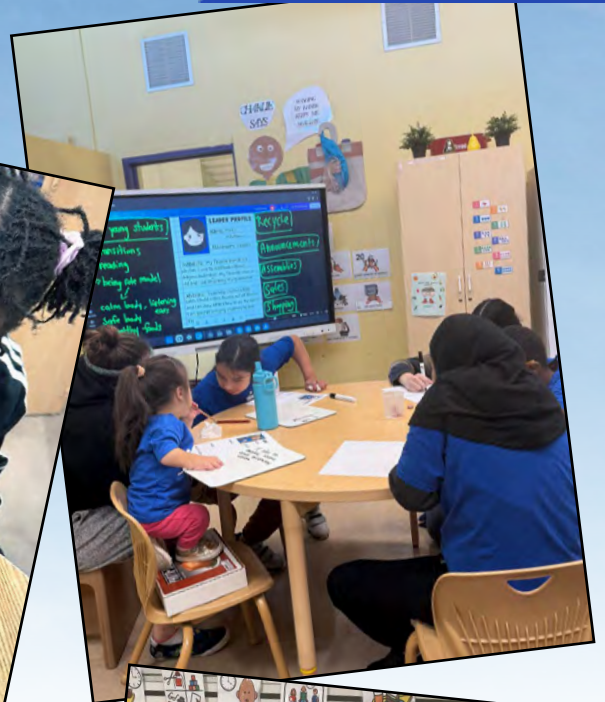
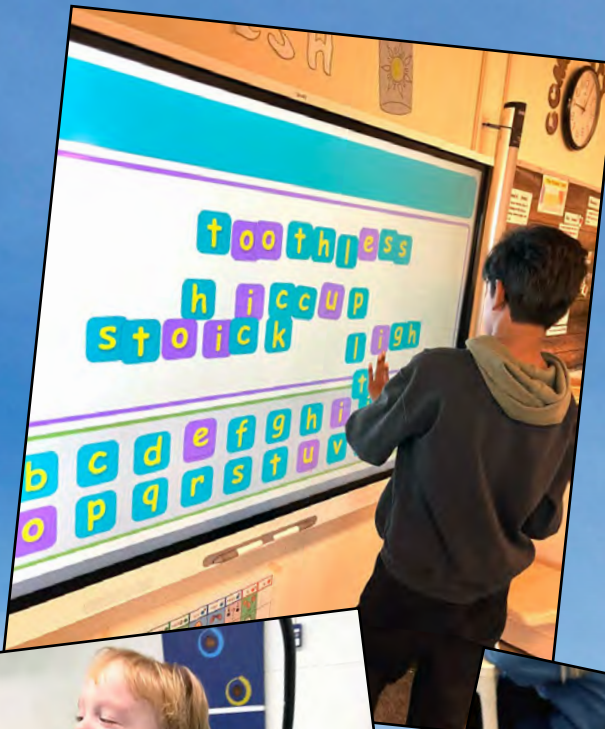
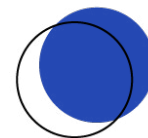




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Message from the Board Chair and the Executive Director



On behalf of the Board of Directors of Renfrew Educational Services, we are pleased to present *Helping Kids Soar: Three-Year Education Plan 2026–2029*. This plan fulfills the requirements established by Alberta Education and reflects our ongoing commitment to supporting, fostering, and enhancing learning within our school communities.

The members of our Board of Directors are deeply passionate about the work being done for children, students, and their families. As dedicated stewards of the organization, the Board provides strong governance, guidance, and leadership. Together with senior management, community partners, parents, and staff, the Board collaborates to create meaningful opportunities and goals that support success for every child and student. We remain strongly focused on education, daily living skills, social-emotional development, and the overall well-being of each child and their family.

As a Designated Special Education Independent School, we recognize that the diverse and complex needs of our students and children require a stimulating, engaging, and highly skilled team. We are proud of our collaborative approach, led by our teachers and supported by parents, child development facilitators, speech-language pathologists, occupational therapists, physiotherapists, psychologists, music therapists, our low-incidence team, and family support staff. Our Three-Year Education Plan will help guide our priorities and programs into the future, outlining key initiatives and the strategies we will implement over the next three years. As always, we are committed to continuously improving outcomes to ensure our students and children are successful learners.

This year, we had the pleasure of welcoming the Director of the Independent School and Home Education Branch to our Annual Education Results Report meeting alongside our Field Services Manager. We were honoured to provide a tour of the Janice McTighe Centre and engage in meaningful discussions that allowed us to share insights into Renfrew's journey and the impact of our work. We look forward to continuing to share Renfrew's story, as it reminds us why we do what we do for children and their families.

This year also marks an important milestone as Renfrew Educational Services celebrates 52 years of providing specialized education and support to children and students with disabilities. We are excited to look ahead to the opening of the Three Sisters Centre ECS to Grade 12 school in the Bearspaw area in September 2027. This expansion will allow us to further support junior and senior high school students with disabilities and their families.

As a united team, we will continue working together — *Helping Kids Soar!*

Jim Reid
Board Chair

Kimberley LaCourse
Executive Director – School Operations



Accountability Statement

The Education Plan for Renfrew Educational Services commencing August 2026 was prepared under the direction of the operator and/or governing body in accordance with the responsibilities under the Private Schools Regulation and the Ministerial Grants Regulation. This plan was developed in the context of the provincial government's business and fiscal plans. The operator and/or governing body has used its performance results to develop the plan and is committed to implementing the strategies contained within the plan to improve student learning and results.

The operator and/or governing body approved the 2026-2029 Education Plan on May 27, 2026.

Jim Reid
Board Chair

Original signed

Publication

You can find Renfrew's **Helping Kids Soar: Education Plan 2026-2029** on our website:

<https://renfreweducation.org/publications/>

Foundational Statements

OUR VISION

To create exceptional learning and supportive experiences in an optimal environment, opening a world of possibilities for every child and youth while welcoming and supporting families and caregivers.

OUR MISSION

We exist to serve and to provide the best possible programs and services so that children and youth can grow and work towards their potential.

OUR CORE VALUES

- Respect for each child, youth, and family/caregiver
- Commitment to continual learning and innovation
- Honour our commitment to staff to provide the resources needed to do the job, a safe inclusive environment and opportunities for growth and professional development
- Dedication to safe and caring environments
- Commitment to meet the needs of children, youth, families/caregivers, and staff
- Committed to a diverse and inclusive workplace
- Honour and value diversity in the workplace, classrooms, families and in the community
- Honouring our legacy into the future

OUR GUIDING PRINCIPLES

- **We believe** that intervention is crucial to the development of every child and youth.
- **We believe** that children and youth deserve the best intervention and program planning, based on current best practices and research to reach their full potential.
- **We believe** that both the dignity and worth of the family must always be respected and enhanced.
- **We believe** in family-centred practice.
- **We respect** the cultural and diverse needs of our families/ caregivers. Our programs and services are flexible and responsive to their inherent differences.
- **We are committed** to supporting staff to develop the knowledge, attitudes, and skills necessary to meet the needs of children, youth and their families.
- **We believe** in providing a continuum of programs and services creating a wrap-around approach for children, youth, families/caregivers.



4 SCHOOL SITES

48 BUS ROUTES

Who We Are

Renfrew Educational Services is a not-for-profit society and registered charity that has been welcoming children and parents since 1974. We provide an enhanced learning environment for children with disabilities.

Renfrew recognizes that children, youth and their families need the best possible learning environment in which to grow and work towards their potential.

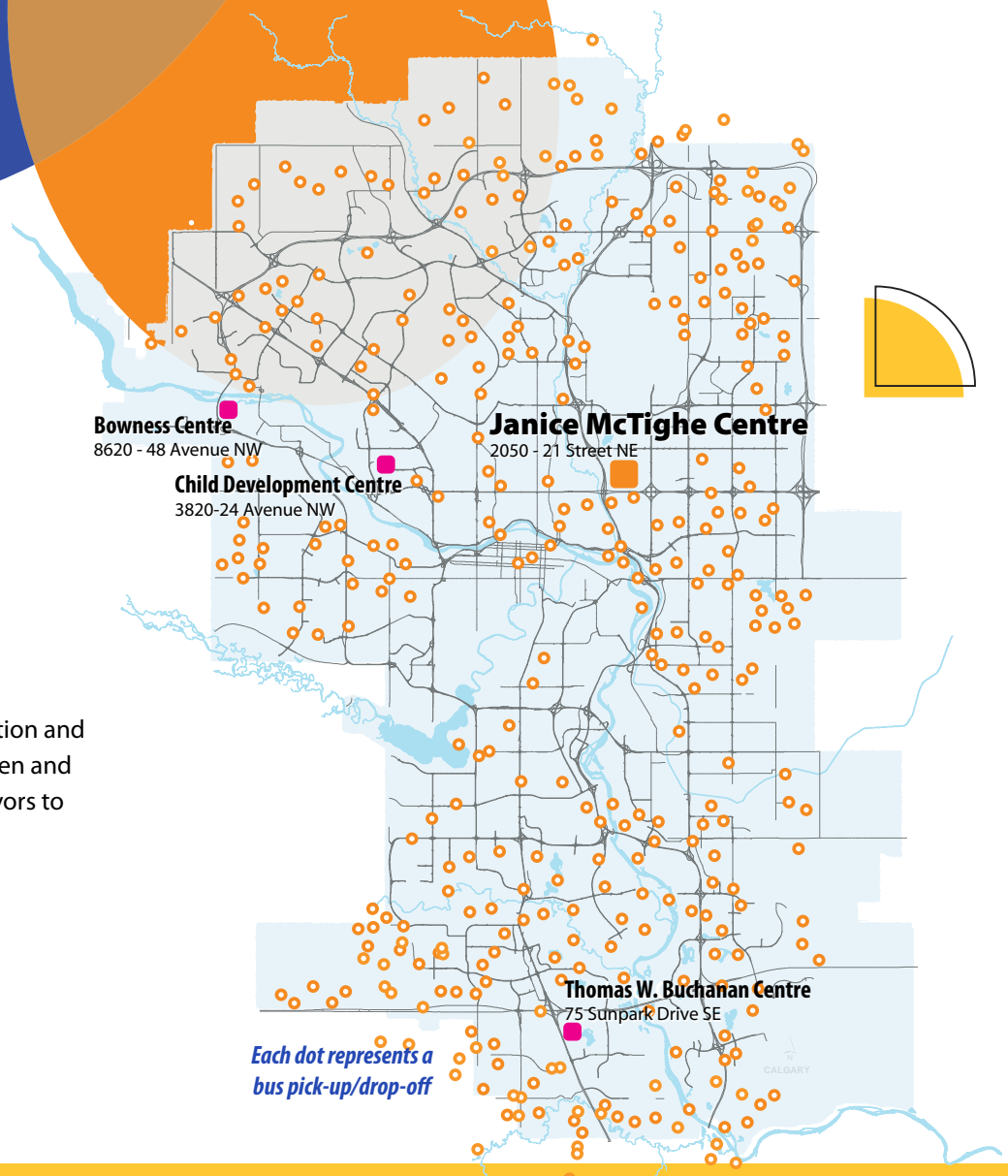
In several locations across Calgary, Renfrew has worked miracles in the lives of young children from ECS to junior/senior high.

A team of educational and therapeutic professionals collaborate to tailor learning environment to meet the unique needs of every Renfrew child.

We are committed to:

- High staff-to-child ratios
- Up-to-date learning resources
- Individualized programming
- Family support
- A safe and caring environment

We continue to provide the intervention and supports necessary to prepare children and students to succeed in future endeavors to the best of their abilities.



School Authority Profile



We serve ECS children to junior/senior high age students and their families, who live in Calgary and the surrounding area (Chestermere, Okotoks, Cochrane, Langdon, High River and Airdrie). Currently, we have four locations in Calgary: Janice McTighe Centre, Bowness Centre, Child Development Centre and Thomas W. Buchanan Centre. Renfrew Educational Services is a Designated Special Education Independent School in Alberta.

Our ECS classrooms consist of children with mild/moderate and severe needs. Each classroom team is led by a qualified teacher. Children are supported in the classroom by child development facilitators as well as a therapy team. Child-to-adult ratios vary according to the needs of the children.

Our elementary and junior/senior high classes are small in size, approximately 14 students. Classrooms are multi-age, comprised of students with a range of strengths, skills and needs. Teachers focus on providing dynamic, authentic activity-based programming utilizing not only the classroom environment but other spaces inside and outside the school. Students are supported in the classroom by a teacher, child development facilitators, learning specialists and therapy team.

Child development facilitators in all classrooms are responsible for working on the goals outlined in each child or student's IPP (Individual Program Plan)/ ISPP (Individual Service Program Plan), under the direction of the teacher.

IPP/ISPPs are designed by a team made up of the child's parents/guardians, classroom teacher, child development facilitator and site manager/principal. Appropriate personnel – speech language pathologists, occupational and physiotherapists, low incidence specialists, blind and visually impaired specialists, deaf and hard of hearing specialists and psychologists also assist in designing, implementing and evaluating program plans. Medical professionals or outside agencies are consulted when required.

Our Family Support Team is dedicated to the wellbeing of the families and children we serve. They provide family-centred services to facilitate connections and support in the home and in the community.





Three Sisters Centre
"Opening Fall 2027"



Bowness Centre
8620 - 48 Avenue NW

Child Development Centre
3820-24 Avenue NW

Janice McTighe Centre
2050 - 21 Street NE

Thomas W. Buchanan Centre
75 Sunpark Drive SE



Looking Back and Moving Forward

Renfrew celebrates 52 years of providing exceptional service to students and families. We are proud to build on our achievements by continuing to offer opportunities for innovation, learning and creativity for children, students and youth.

As we continue our Legacy School capital campaign, we are excited to announce our partnership with the Three Sisters Charitable Foundation. From this partnership, we are proud to now call our new school the Three Sisters Centre. We continue to develop partnerships in Calgary and surrounding area and welcome many visitors to experience the specialized learning environment that Renfrew offers. The Three Sisters Centre will allow us to expand services to include junior and senior high school students. Just like our other facilities this school will be specifically designed for students with disabilities. This state-of-the-art facility will provide specialty rooms (sensory integration, inclusive fitness, play therapy), uniquely designed learning pods (science, art, drama, music), multi-media library, greenhouse, and outdoor education areas. It will also have a strong focus on life-skills and vocational training.

In March 2026 we celebrated Renfrew's 27th Annual Helping Kids Soar Gala. Over 800 guests enjoyed our celebration featuring a live and silent auction, fireside conversations highlighting the lived experiences of two Renfrew families, while showcasing our students greeting guests and performing in the choir. Our annual gala video showcased the specialized rooms and sensory spaces that Renfrew offers to all students. We were honoured by a pre-recorded message by Minister Nicolaides who announced a \$10 million dollar capital funding grant for our Three Sisters Centre. Following this historic announcement Minister Nicolaides had the opportunity to visit the Janice McTighe Centre where

he could see first-hand the impact Renfrew has on it's students and the community. During the tour, the Minister's office captured highlights of his visit to share with the public on a range of platforms. This event wouldn't be possible without our Gala Committee led by a Board Member and supported by community stakeholders and Renfrew staff.

Our continued partnership with the Flames Foundation has led to our choir performing at many community events, including: the singing of "O Canada" at a Flames game as well as a performance at The Battle of Alberta: An Evening with Legends hosted by the Calgary Canucks. The choir was thrilled to be at these events and the enthusiastic response to their performances reinforced the choir's confidence in community engagement.

We will continue to offer as many opportunities to connect with all stakeholders in as many ways as possible, online, outdoor events, virtual tours, social media and in person. In addition to our survey and conversations with community stakeholders, the results from the Accountability Pillar Report were used to review outcomes that align with the Minister of Education's business plan. Alberta Education Survey results from parents and teachers indicate Renfrew has been performing in the excellent range for several years which is above the provincial average. Renfrew's local measures reported positive results from families and teachers.

Outcome trends will continue to be monitored and information will be gathered to change processes and priorities as needed.

The Renfrew Choir singing at our Helping Kids Soar Gala



Outcomes

OUTCOME 1: All students and children will be provided with the best intervention and program planning to reach their full potential.

Every child/student's program is uniquely designed to meet their needs. We constantly reflect on current practices and research new trends and innovations to implement in our schools.

OUTCOME 2: Continue to increase opportunities for family and community engagement with Renfrew Educational Services.

Renfrew values our connections with families and the community stakeholders and is committed to increasing our relationships to ensure our programs are supported, sustainable and continue to grow.

OUTCOME 3: Renfrew Educational Services will continue to promote professional learning of our educators.

Lifelong learning is imperative to the success of our children and students. Renfrew has skilled and innovative educators who are provided with and encouraged to engage in further professional learning.



OUTCOME 1: All students and children will be provided with the best intervention and program planning to reach their full potential.

Strategies	Measures
<ul style="list-style-type: none"> Renfrew continues to develop programming options to support the Junior/Senior high expansion. Renfrew continues to explore work experience and transition to adulthood programs and services to support our Senior high students and their families. Junior/Senior high teachers will expand outdoor education opportunities in various environments. Junior/Senior high teachers will expand life skills, vocational experiences and electives with students. The Renfrew school community will continue to learn, share indigenous perspectives and develop further understanding to support the implementation of Truth and Reconciliation Commission recommendations. Teachers will continue to plan, implement and modify a wide variety of developmentally appropriate, play based activities to target learning areas and goals as we value play as the foundation for learning. Teachers will continue to plan, implement and modify a wide variety of developmentally appropriate hands-on experiential learning, life skills and prevocational activities to support elementary/junior/senior high programming for students. Teachers will continue to develop community relationships to enhance programming at all levels of development. Teachers in consultation with the multi-disciplinary team and families will continue to share information through progress reports, conferencing IPPs/ISPPs through formal and informal communication regarding student success. All students including our self-identified First Nations, Métis and Inuit (FNMI) children/students will participate in the curriculum, modified as appropriate for their individual learning needs. All students including our self-identified FNMI children/students in the elementary/junior/senior high programs, in consultation with families, will be given the opportunity to participate in the provincial achievement tests using supports as permitted. 	<p>Provincial Measures</p> <ul style="list-style-type: none"> Survey measure of student learning opportunities Survey measure of citizenship Survey measure of work preparation Survey measure of FNMI student growth and achievement <p>Local Measures</p> <ul style="list-style-type: none"> Informal and formal assessments Classroom observation Parent report Video and picture documentation Family feedback during IPP/ISPP reviews Family feedback during Parent/Teacher conferences Intake process Child/Student engagement observations Collaborative (CoLab) meetings IPP/ISPP documentation Indigenous family and community involvement /feedback

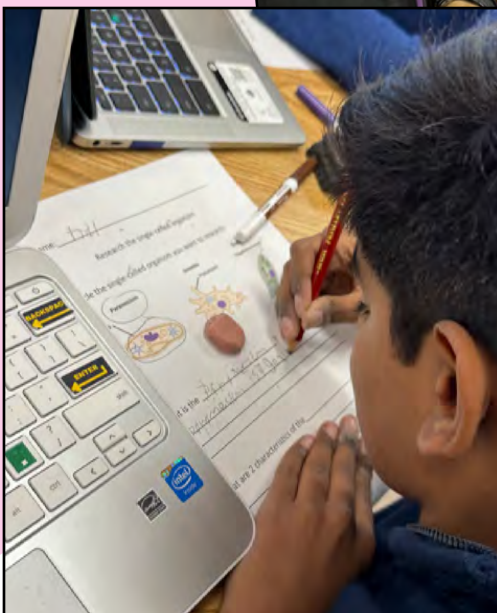
Outcome 1 Insights

Provincial and local measures reflect that the majority of families and teachers agree/strongly agree that children/students have access to the appropriate supports and services at school. IPPs play an integral role in our program, local measures reflect that the majority of families and teachers agree/strongly agree that children/students are growing and learning as they achieve their IPP goals. Results from the local measure indicate that the majority of students achieved all their IPP goals. Art, drama, dance and music are highly engaging and important elements of daily programming that supports the development of a wide range of skills. Renfrew will continue to create effective opportunities for community engagement for children/students. Resources will continue to be allocated over the next three years for junior/senior high teachers to research and develop electives, vocational and transition to adulthood programs. Research time and resources will continue to be budgeted over the next three years for outdoor education programs ensuring all students can participate.





Electives



Student Writing

Using an Alternative Communication device



OUTCOME 2: Continue to increase opportunities for family and community engagement with Renfrew Educational Services.

Strategies	Measures
<ul style="list-style-type: none"> • Renfrew will continue to organize an outreach day and expand collaboration with the Alberta Children’s Hospital seating clinic physiotherapists, occupational therapists and technicians, vendors and families. • Renfrew will collaborate with the Community Health Nurse to provide monthly family resources and student vaccinations. • Renfrew will continue to ensure online visibility to optimize engagement with families and the wider community. • Renfrew will support community families with therapy services (assessments, consultation, intervention) through our Assessment Therapy Service (ATS) department. • Renfrew’s Low Incidence team will continue to provide community based Augmentative Alternative Communication (AAC) support. • Renfrew will continue to offer the Triple P parenting program to Renfrew families. • Renfrew’s Family Support will continue to offer: <ul style="list-style-type: none"> - family networking opportunities through various activities e.g. KidzGo play space, Science Centre visits, We Rock the Spectrum, Livingston Community Hub. - multiple “Where to after Renfrew” school transition information sessions - the “Helping Hands” outreach program for the holiday season • Renfrew will continue to offer respite for the community through the Stepping Out on Saturday program. • Renfrew will support families to access respite services by advertising in our staff newsletter. • Renfrew will continue to participate in a variety of community and family resource fairs e.g. Family Supports for Children with Disabilities (FSCD) Resource Fair, Alberta AAC Vendor Days, CP Kids Neuromotor Expo, All Sports Alberta Foundation Family Fun Day. • Renfrew will continue to collaborate with post-secondary institutions through participation in advisory committees, research studies, student information sessions, tours and practicum placements. • Renfrew will continue to explore opportunities for families to access specialized equipment, materials, clothing and resources through secured partnerships with businesses/vendors in the community. • Renfrew will continue to offer a community specialized equipment lending program. • Renfrew will continue to be Alberta Aids to Daily Living (AADL) level 3 authorizer to ensure families can access essential resources. • Renfrew will continue to provide work placement opportunities for Renfrew Alumni in our various school sites. 	<p><u>Provincial Measures</u></p> <ul style="list-style-type: none"> • Survey measure of learning supports • Survey measure of parent involvement <p><u>Local Measures</u></p> <ul style="list-style-type: none"> • Family surveys • Family Support data collection • Formal IPP/ISPP reviews • Assessment and Therapy Services data • Social media platform data



Outcome 2 Insights:

Local and provincial measures indicate Renfrew families were pleased with the opportunities to be involved with their child’s school. Community connections and partnerships continue to grow which benefit Renfrew families and the larger community. Our social media platforms highlight our programs, student success and family education, and has broadened our connections

to families and other schools, agencies and businesses. Over the next three years, Renfrew will continue to focus on media platforms to enhance our connection with families and our community stakeholders. We will continue to work with our post-secondary partners and other agencies to foster and expand relationships over the next three years.



Assessment and Therapy Services



Outdoor Education



OUTCOME 3: Renfrew Educational Services will continue to promote professional learning of our educators.

Strategies

- Teachers and school leaders will continue to be encouraged to participate in professional learning opportunities and conferences to support implementation of the new curriculum.
- Renfrew children/students, teachers and school leaders will be provided with opportunities and resources to broaden their understanding of residential schools and FNMI reconciliation.
- Staff will share information from external workshops/conferences attended with colleagues.
- Agency-wide teacher meetings will continue to support professional learning and foster learning communities.
- Renfrew will have staff currently working with First Nations health and education programs share information from FNMI training opportunities with teachers, school leaders and support staff.
- Renfrew will continue to host speakers that effectively address ongoing professional learning for teachers in “best practices” for children/students with disabilities.
- Renfrew’s Low Incidence team will continue to provide up to date resources, materials and training.
- Renfrew’s Vision specialist and Deaf and Hard of Hearing specialist and Audiologist will share expertise and knowledge.
- A variety of in-services will be implemented that increase teachers’ knowledge and understanding of learning areas.
- Teachers will participate in the Teaching Sprints a professional learning community where programming is observed, and feedback provided by colleagues.
- All Renfrew staff will complete the Brain Story Certification.
- Renfrew will continue to build capacity with future educators and leaders through practicum partnerships and volunteer opportunities.

Measures

Provincial Measures

- Survey measure of continuous improvement
- Survey measure of in-service needs
- Survey measure of student learning opportunities learning supports

Local Measures

- Staff surveys, informal feedback
- Annual staff performance evaluations
- FNMI resource inventory
- Professional learning evaluations
- Annual teacher peer coaching data will be collected and reflected upon by teachers and administration

Outcome 3 Insights:

Local and provincial measures indicate Renfrew teachers were very positive with the opportunities that were available to them for professional learning. Renfrew will continue to implement a variety of programs to meet the needs of children/students such as music and physical education led by specialists. Teachers reported that the use of Teaching Sprints provided a deeper understanding of literacy programming through focus on language comprehension. Staff will also be provided with opportunities to broaden their understanding of different cultural perspectives including Indigenous Peoples through a variety of workshops, implementation of new resources, discussions and cultural diversity events. Renfrew will continue to work in collaboration with our Nation partners over the next three years.





Orange Shirt Day



Leaders Program



Renfrew Choir



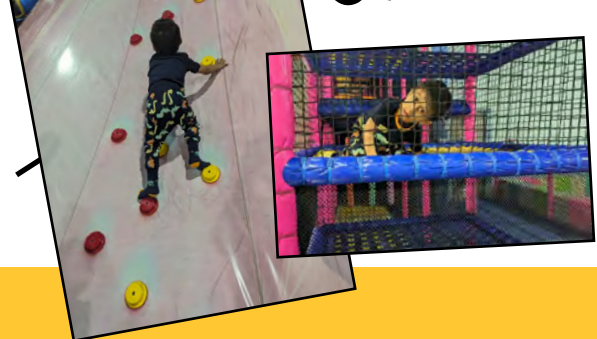
Education Fairs and Events



Stakeholder Engagement

Renfrew recognizes that in a rapidly changing world and with increased expectations being placed on educators and schools, supporting children and students cannot be accomplished in isolation. In our 52 year history we have recognized the importance of effective partnerships within our community, post-secondary institutions, First Nations, service providers, various government ministries, and with our corporate supporters. We have worked to maintain long-established partnerships while reaching out to build new ones in support of providing quality programs and services to our children, students and families.

FAMILY INVOLVEMENT



Family Support Parent Events and Programs

Families were involved in the development of the education plan in a variety of ways. Families provided feedback on programs and services through surveys and discussion. For example, families complete pre/post-surveys when participating in our Family Parenting program, completing the Family Support Needs Assessment. Families also provide program feedback during Parent Advisory Council (PAC) meetings. Parent Advisory Councils have the opportunity to review survey results. Families also participate in the Alberta Education Assurance (AEA) survey. This information and data is used to review and update the local priorities in the plan.

TEACHER INVOLVEMENT

Teachers are involved in the development of the education plan through meetings, individual discussions and participation in surveys. To gather further information regarding our local context, a Renfrew teacher survey is administered annually. Information gathered from teachers is used to update local priorities in the plan.



COMMUNITY ENGAGEMENT

Our community partners were engaged through a variety of collaborations and partnerships. Information is gathered through meetings, working groups and informal discussions that provide insights to add or update the local priorities in our education plan.



Mind Your Plastic

Magna Insurance Golf Tournament, Calgary Italian Open and Birdies for Kids Fundraising Partnerships



Stepping Out on Saturdays (SOS) Respite Program





Flames Foundation Partnership



Nations Partnership

Specialized Rooms

Each of our centres has a variety of specialized rooms.

Brave Wave



Brave Cave



Multi-Sensory Room





Greenhouses

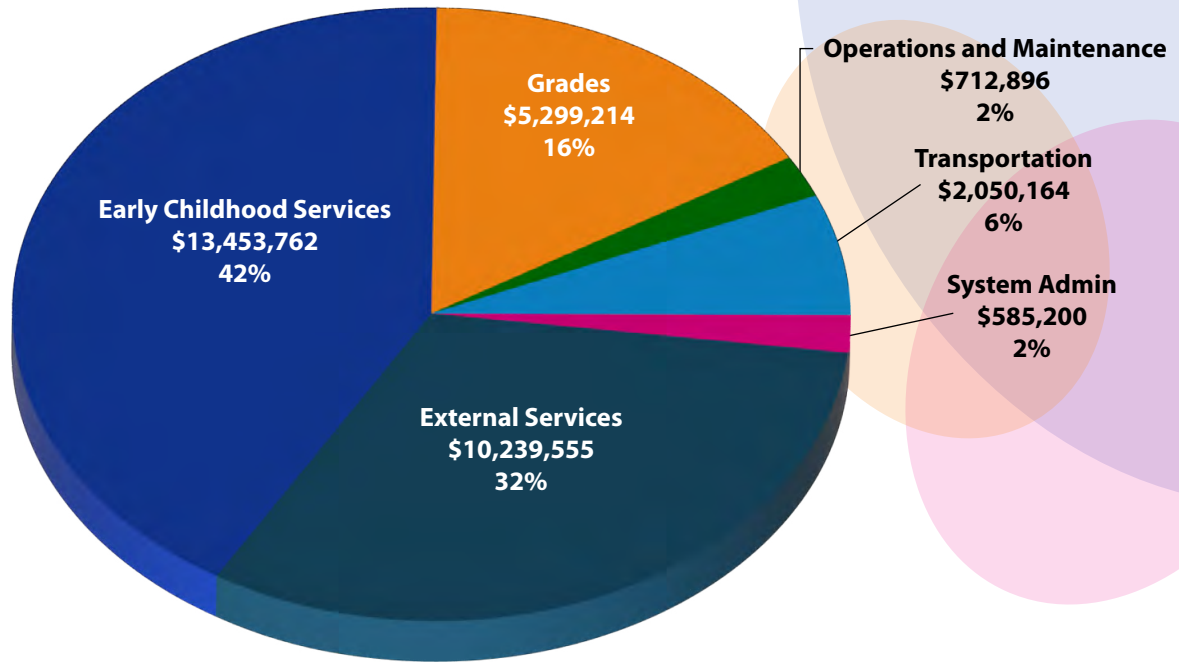


Mind and Movement Rooms

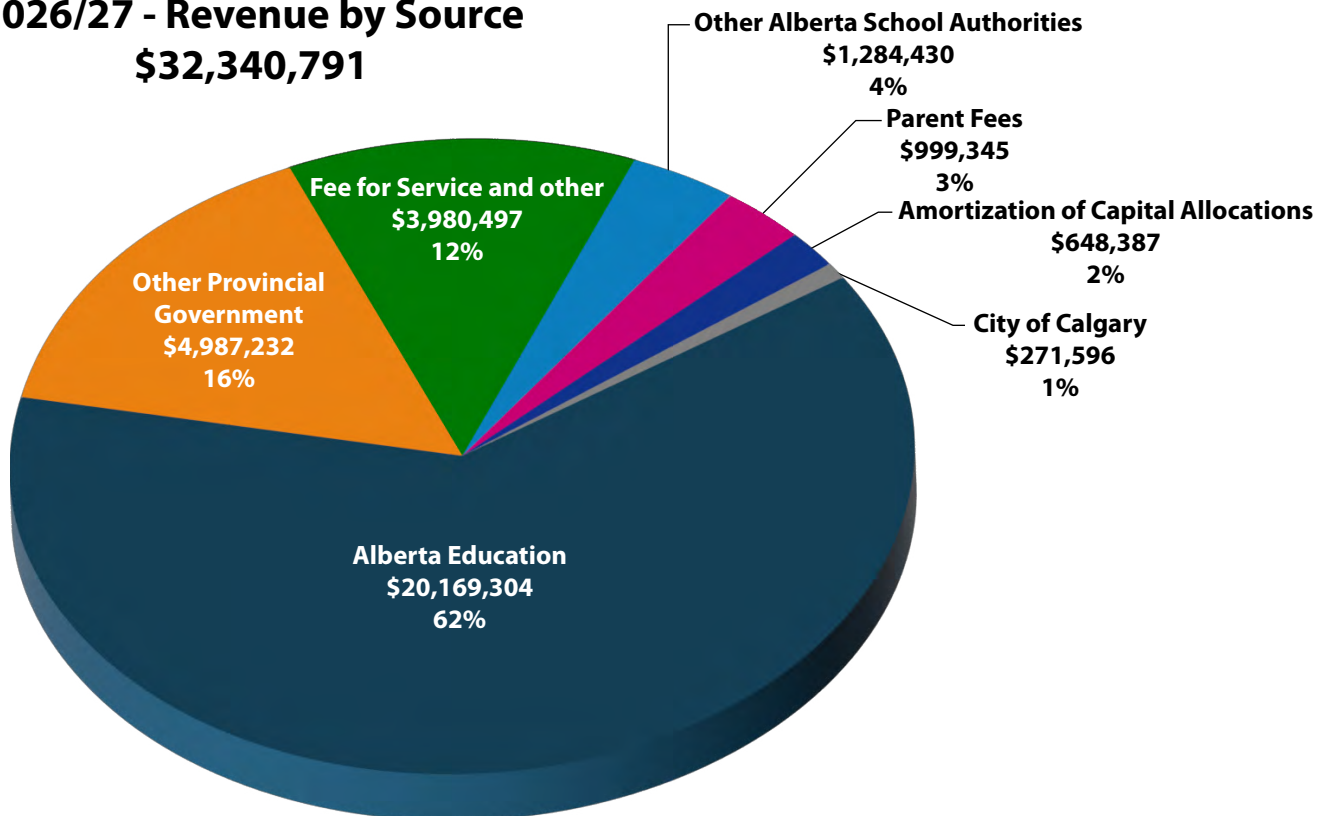


Budget Highlights 2026-2027

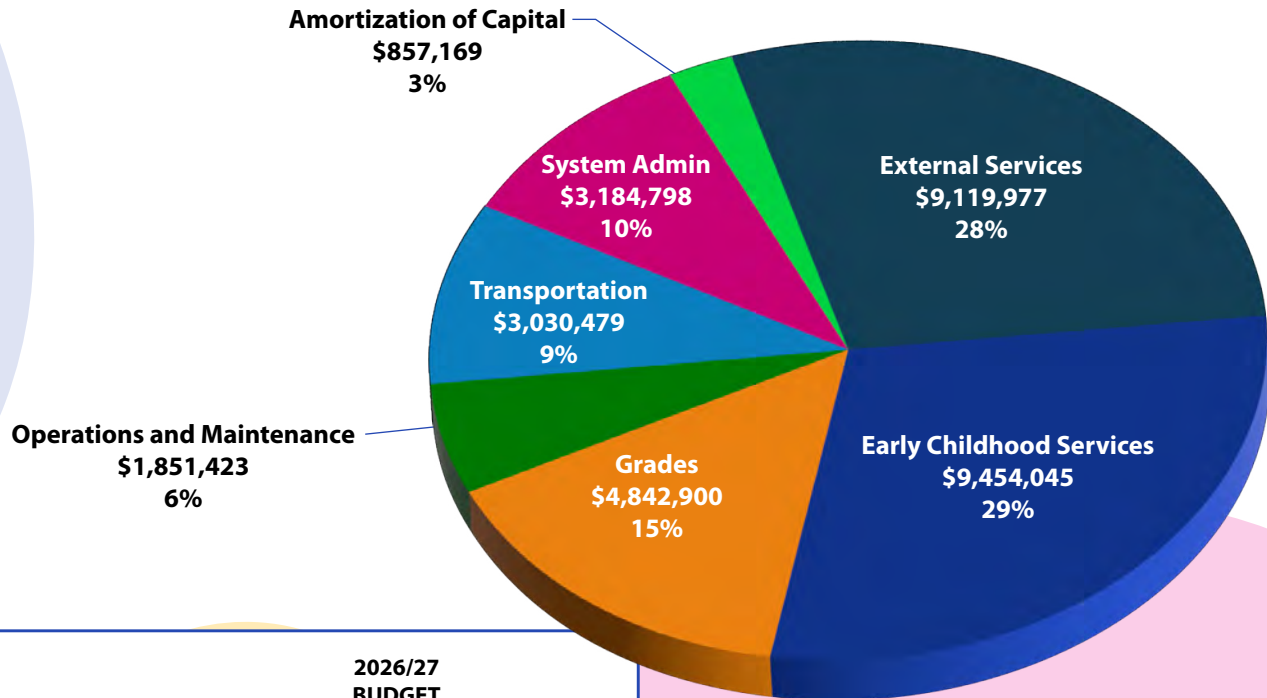
2026/27 - Revenue by Program \$32,340,791



2026/27 - Revenue by Source \$32,340,791



2026/27 - Budget Expenditures by Program \$32,340,791



	2026/27 BUDGET	
	Amount	Percentage
REVENUE SUMMARY		
Alberta Government	\$ 26,712,562	83%
Other Revenue		
Tuition	\$ 999,345	3%
Fundraising/gifts	\$ 134,000	< 1%
All Other	\$ 3,846,497	12%
Amortization of Capital Allocations	\$ 648,387	2%
TOTAL REVENUES	\$ 32,340,791	100%
EXPENDITURE SUMMARY		
Instruction	\$ 14,296,945	44%
Administration	\$ 3,184,798	10%
Operations and Maintenance	\$ 1,851,423	6%
Transportation	\$ 3,030,479	9%
External Services	\$ 9,119,977	28%
Amortization of Tangible Capital Assets	\$ 857,169	3%
TOTAL EXPENDITURES	\$ 32,340,791	100%
Guiding principle used for financial planning.		
Financial planning is based on a consideration of students' needs and safety while operating in a fiscally responsible manner to ensure that adequate revenues are generated to meet all planned expenditures.		

