



E2 Academy[®]

EXPLORE, BELONG, THRIVE

THREE-YEAR EDUCATION PLAN

2026-2029



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INTRODUCTION

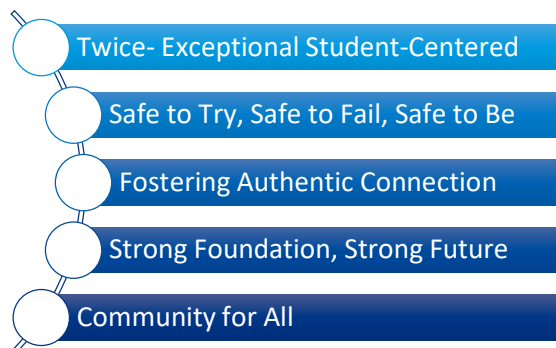
E2 Academy Three-Year Education Plan (3YEP)

The E2 Academy Three-Year Education Plan outlines the strategic direction of the school under the guiding theme "*Unlocking Exceptional Potential for an Exceptional Future.*" This plan reflects our commitment to the continuous improvement and delivery of high-quality teaching, learning, and support for twice-exceptional students. It serves as a foundational document of accountability for the E2 Society for Twice-Exceptional Learners and provides assurance to all stakeholders, students, families, staff, and the broader community that E2 Academy is dedicated to educational excellence, innovation, and student well-being.

This Education Plan was developed with consideration of the Alberta Education and Childcare Business Plan, Alberta Education priorities, the Assurance Framework, stakeholder engagement, provincial and local data, and ongoing results analysis. E2 Academy's local priorities reflect the provincial direction for student success, high-quality learning environments, effective governance, and responsible use of public funds, while also addressing the specialized needs of twice-exceptional and neurodivergent learners.

The planning session identified several organizational strengths including compassionate staff, flexible and collaborative learning approaches, trauma-informed practices, and increasing organizational stability. The process also identified areas requiring continued focus including staffing sustainability, facility limitations, long-term financial planning, governance development, and proactive operational planning.

The updated core values established during the strategic planning process now guide all aspects of school operations, governance, and educational programming:



Strategic Foundation and Key Priorities

The January 2026 strategic planning process reaffirmed E2 Academy's commitment to providing safe, individualized, and strength-based programming for twice-exceptional learners while continuing to strengthen organizational sustainability, governance, staffing, and operational planning.

Priorities informing this Education Plan include:

- Strengthening neuroaffirming and student-centred practices
- Enhancing academic programming, transition planning, and student supports
- Supporting sustainable organizational growth and operational capacity
- Strengthening governance, staffing, and communication systems
- Expanding community partnerships and stakeholder engagement
- Continuing development of flexible and sensory-responsive learning environments

The 2026-2029 Education Plan is organized around the following domains:

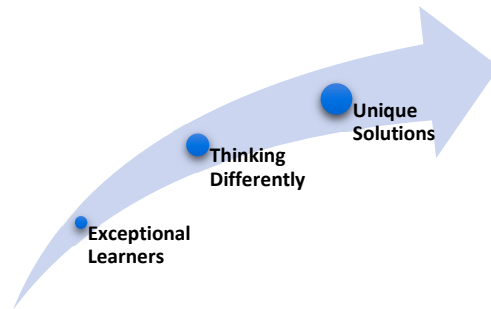
1. Student Learning, Growth and Achievement
2. Teaching and Leadership
3. Governance
4. Facilities
5. Engagement
6. First Nations, Métis and Inuit Student Success

Alignment with the Alberta Education and Childcare Business Plan

E2 Academy reviewed and considered the Alberta Education and Childcare 2026–29 Business Plan during the development of this Education Plan. The two plans are aligned through their shared focus on student success, high-quality teaching and leadership, inclusive and responsive learning environments, responsible governance, and improved outcomes for First Nations, Métis and Inuit students.

E2 Academy's priorities support this provincial direction through individualized and strength-based programming, evidence-informed instruction, professional learning, student and family engagement, responsible organizational planning, and targeted strategies intended to reduce barriers and improve educational outcomes for twice-exceptional and neurodivergent learners.

E2 Academy remains committed to fostering a safe, inclusive, and enriching environment where twice-exceptional learners are welcomed, supported, celebrated, and encouraged to pursue their passions while engaging in meaningful academic growth.



ACCREDITED-FUNDED PRIVATE SCHOOL ACCOUNTABILITY STATEMENT

The 2026–2029 Education Plan for the E2 Society for Twice-Exceptional Learners was prepared under the direction of the Board of Directors in accordance with its responsibilities under the Education Act and the Independent Schools Regulation.

This Education Plan was developed with consideration of the Alberta Education and Childcare 2026–29 Business Plan and in the context of the provincial government’s business and fiscal plans. The Board has used its performance results, stakeholder input, provincial direction, and locally identified priorities to develop this plan. The Board is committed to implementing the outcomes, strategies, and measures contained within the plan to improve student learning and results.

The Board of Directors approved the 2026-2029 Education Plan on May 19, 2026.



Mark Hughes, Board Chair - Original Signed
E2 Society for Twice-Exceptional Learners

Mission

E2 Academy is dedicated to being a safe place for Twice Exceptional children in Alberta, offering a unique talent and strength-based program, fostering a community where learners pursue their passions alongside a well-rounded curriculum, guided by an educational philosophy emphasizing individualized development and talent optimization.

Vision

Our vision is to provide a school environment where 2E learners are welcomed, become members of a community of peers, and are encouraged to pursue their passions while still being exposed to a well-rounded curriculum.

Philosophy

The Board's educational philosophy and approach in developing its program is to optimize each student's intellectual, academic, and social development by building on their strengths and emphasizing talent development, in addition to supporting the learner in finding strategies to manage their areas of challenge.

Stakeholders

E2 Academy

- Board of Directors
- Staff
- Students
- Parents and Guardians
- Alumni

Community

- CAREERS
- NorQuest College
- Riverbend United Church
- Metro Cinema
- Canadian Native Friendship Centre
- Local School Districts
- NEUROInclusive Workforce Solutions (Sinneave Foundation)
- Children's Autism Collaboration Team (CACT)
- Home Comfort Dental Hygiene

Professional and Multidisciplinary Supports

- Speech with Miss Kate Multidisciplinary Team
- Pathways: Supporting Regulation, Growth & Function
- Psychologists
- Medical Professionals
- Specialized Service Providers
- Royal Alexandra Hospital

Organizations and Affiliates

- AISCA
- Learning Disabilities Association of Alberta
- LD Edmonton

Government and Support Agencies

- Alberta Education
- Family Support for Children with Disabilities (FSCD)
- Children and Family Services
- MLAs

MESSAGE FROM THE BOARD CHAIR

The E2 Society for Twice-Exceptional Learners was founded on a simple but powerful belief: neurodivergent children deserve a safe, inclusive, and nurturing environment where they can explore, belong, and thrive. Since 2015, E2 Academy has grown steadily in response to the clear and rising demand for specialized, strengths-based education tailored to twice-exceptional (2E) learners — and with that growth has come a responsibility to build the strong institutional foundation our students and families deserve.

In 2025, we took time to reflect on who we are and what we stand for, reevaluating and refreshing our core values to better align with our mission and vision. These values now serve as the compass for every decision we make:

- **Twice-Exceptional Student Centred** — our students and their needs are always at the heart of our work
- **Safe to Try, Safe to Fail, Safe to Be** — because growth requires a foundation of genuine psychological safety
- **Fostering Authentic Connections** — between students, families, staff, and our broader community
- **Strong Foundation, Strong Future** — building the structures today that will sustain our students and school for years to come
- **Community for All** — ensuring that every person who walks through our doors belongs

These values are not aspirational statements — they are the lived culture of E2 Academy, reflected in our classrooms, our governance, and our relationships.

We are proud to hold Designated Special Education Private School (DSEPS) status from Alberta Education, a recognition that reflects our deep expertise and expands our capacity to serve. Offering programming from Grades 1 through 12, we ensure that neurodivergent learners receive meaningful support at every stage of their educational journey. For many students who have struggled in traditional settings, E2 Academy becomes something far more than a school — it becomes a place of understanding, transformation, and renewed possibility. The relief and hope families express when they see their children begin to flourish here is, for all of us, both a privilege and a responsibility.

As we look to the next three years, our strategic priorities are clear. We will deepen and expand our programming — with particular focus on the continued development of our high school curriculum — to ensure our students are well-equipped for life beyond graduation. To anchor this work in evidence and best practice, we recently completed a comprehensive whole-school

review, allowing us to assess our current practices and align our efforts with the latest advances in 2E education. Sound governance, visionary leadership, and responsible financial stewardship will guide every step of that journey.

The E2 Society Board of Directors remains fully committed to its role in strategic oversight and long-term sustainability. I want to extend my sincere gratitude to our leadership team, faculty, and staff for their extraordinary dedication, and to my fellow Board members and committee volunteers for their steadfast support of our mission.

We are inspired daily by the growth of our students and by the incredible potential they continue to unlock. E2 Academy is more than a school — it is a community where twice-exceptional learners are not simply supported, but celebrated.



Key Insights from Results Analysis

The 2026 Assurance Measure results show several areas of strength and recovery for E2 Academy. Welcoming, Caring, Respectful and Safe Learning Environments, Citizenship, Access to Supports and Services, and Parental Involvement continue to demonstrate positive results and reflect the importance of individualized supports, strong relationships, and family collaboration. Student Learning Engagement increased from the previous year but remains an area requiring ongoing attention, particularly as E2 continues to balance academic challenge, flexibility, regulation needs, and student voice. Education Quality remains an area for continued development, with ongoing attention needed to instructional consistency, professional learning, assessment practices, and sustainable staff collaboration. These insights informed the priorities, strategies, measures, and implementation cycle in this Education Plan.

ENGAGEMENT

E2 Academy is committed to the meaningful engagement of students, families, staff, Board members, community organizations, and external agencies to support the success and well-being of twice-exceptional learners. Stakeholder engagement informs school planning, programming, student supports, continuous improvement, and organizational priorities. Feedback from staff, families, students, Board members, and community partners informed the priorities in this plan, including continued focus on student engagement, communication, professional learning, transition planning, facilities, governance, and sustainable organizational growth.

Staff

Staff continue to play a central role in school improvement through regular collaboration, professional learning, internal reviews, and strategic planning discussions. Staff engagement occurs through classroom meetings, weekly staff meetings, collaborative planning, and ongoing discussions related to student programming and support.

Professional learning throughout the 2025-2026 school year focused on twice-exceptional learners, neurodivergent pedagogy, Dyspraxia/Developmental Coordination Disorder (DCD), Pathological Demand Avoidance (PDA), student regulation, triggers, trauma-informed practice, Universal Design for Learning, and strength-based educational approaches.

As identified during the January 2026 Strategic Planning Session, E2 Academy continues to evaluate instructional and collaborative practices to ensure they best meet the needs of both students and staff. Staff feedback continues to inform instructional practices, student supports, operational planning, and organizational priorities.

Staff also participated in the January 2026 Strategic Planning Session, contributing to the review of E2 Academy's mission, vision, core values, governance priorities, and long-term planning.

Parents and Families

Parents and guardians continue to be active partners in student planning and school development. Families participate in Individual Program Plan (IPP) meetings, Collaborative & Proactive Solutions (CPS) meetings, ongoing communication, and school feedback opportunities.

E2 Academy recognizes parents and guardians as important partners in understanding and supporting the unique strengths, challenges, and needs of their children. Feedback from families continues to inform student supports, communication practices, transition planning, and school improvement priorities.

Throughout the 2025-2026 school year, parent engagement continued through weekly newsletters, direct communication, informal feedback opportunities, and governance discussions. Due to the relatively small student population at E2 Academy, the Board of Directors continues to include parent representation that reflects a meaningful cross-section of the school community and contributes directly to organizational planning and decision-making.

As an accredited funded independent school with a small school community, E2 Academy does not currently operate a separate Parent Advisory Council. Parent voice is represented through ongoing family communication, IPP and Collaborative and Proactive Solutions meetings, informal feedback opportunities, school-based feedback processes, and the Board of Directors, which includes parent representation and provides advice to school leadership and the governing body regarding school priorities, planning, and continuous improvement.

E2 Academy also continues to explore additional opportunities for family engagement and community connection through informal initiatives such as Coffee & Conversation discussions and school events.

Students

Student voice and self-advocacy remain foundational components of E2 Academy's educational philosophy. Students continue to participate in identifying their strengths, interests, learning preferences, and support needs through individualized planning processes and ongoing collaboration with staff and families.

Student leadership opportunities continued to expand throughout the 2025-2026 school year through Student Council initiatives, collaborative problem-solving, classroom discussions, and opportunities for student feedback. These experiences support the development of leadership, independence, self-advocacy, and active citizenship skills.

Community

E2 Academy continues to collaborate with community organizations, postsecondary institutions, multidisciplinary professionals, and government support agencies to support the diverse and evolving needs of twice-exceptional learners.

Community partnerships support student learning, transition planning, practicum placements, multidisciplinary services, family supports, staff learning opportunities, and broader community engagement. Current and ongoing partnerships include CAREERS, NorQuest College, Speech with Miss Kate, Riverbend United Church, Home Comfort Dental Hygiene, Pathways: Supporting Regulation, Growth & Function, NEUROInclusive Workforce Solutions (Sinneave Foundation), Family Support for Children with Disabilities (FSCD), Children and Family Services, the Children's Autism Collaboration Team (CACT), the Canadian Native Friendship Centre, and Metro Cinema.

During the 2025-2026 school year, E2 Academy partnered with Metro Cinema for a community screening of *I Swear*, supporting broader awareness and discussion surrounding Tourette Syndrome, neurodiversity, and the experiences of neurodivergent individuals and families. E2 Academy also participated in a holiday support initiative with HEARTS (Helping Everyone Access Resources Through Supports), providing Christmas gifts and a holiday dinner for a family supporting a child with disabilities.

These partnerships continue to support student well-being, real-world skill development, family collaboration, community connection, and broader awareness of twice-exceptionality and neurodiversity.

STUDENT LEARNING, GROWTH, AND ACHIEVEMENT

Outcome:

E2 Academy will provide safe, individualized, evidence-informed, and neuroaffirming programming that supports student growth, achievement, engagement, well-being, and self-advocacy for twice-exceptional learners.

Curriculum Development and Delivery

E2 Academy is committed to providing individualized, strength-based programming that supports the diverse learning profiles of twice-exceptional students. Programming continues to focus on balancing academic challenge, flexibility, student engagement, and appropriate supports while maintaining high expectations for all learners.

Our strategic objectives over the next three years include:

- Continue implementation of individualized, strength-based, and student-centred instructional practices.
- Conduct literacy and numeracy screening and assessment to support individualized programming, intervention planning, and instructional decision-making.
- Utilize accommodations, assistive technology, and Universal Design for Learning (UDL) to support equitable access to learning and flexible demonstrations of learning.
- Continue development of literacy, numeracy, executive functioning, regulation, and self-advocacy skills through individualized supports and interventions.
- Maintain high academic expectations while supporting asynchronous development and diverse learning profiles.
- Continue implementation of project-based, inquiry-based, experiential, and interest-based learning opportunities where appropriate.
- Continue development of diploma preparation, academic support systems, and library resources to support student learning and independence.

Student Leadership and Voice

Student voice and self-advocacy continue to be foundational components of E2 Academy's educational philosophy. Students are encouraged to participate in collaborative planning

processes, identify their strengths and interests, and contribute meaningfully to the school community.

Our strategic objectives over the next three years include:

- Continue development of Student Council initiatives and student leadership opportunities.
- Support student agency and self-advocacy through collaborative planning and individualized programming.
- Continue development of student leadership opportunities through classroom collaboration, school initiatives, community involvement, and service opportunities.
- Increase opportunities for student feedback and participation in school improvement discussions.

Work Experience and Transition Planning

E2 Academy recognizes the importance of supporting students as they prepare for life beyond high school. Work experience opportunities, transition planning, and career exploration continue to expand through collaboration with families, agencies, and community partners.

Our strategic objectives over the next three years include:

- Provide opportunities for high school students to earn credits through Work Experience 15-25-35 in alignment with Alberta Education requirements.
- Continue supporting transition planning, career exploration, and work experience opportunities in collaboration with students, families, and external agencies.
- Continue partnerships with community organizations and support agencies to expand work experience and career exploration opportunities for students.
- Continue supporting families in accessing external supports, services, and transition planning resources through collaboration with the Director of Student Supports (DSS), multidisciplinary teams, and community agencies.

Student Supports and Interventions

E2 Academy continues to support students through multidisciplinary collaboration, individualized planning, neuroaffirming practices, and relationship-based approaches. Student supports are designed to address academic, behavioural, communication, emotional, and regulation needs while supporting student strengths and overall well-being.

Our strategic objectives over the next three years include:

- Continue collaboration with multidisciplinary professionals and external agencies to support student success.
- Continue individualized planning through IPPs and Collaborative & Proactive Solutions (CPS) processes.
- Continue supporting student regulation, engagement, communication, and well-being through neuroaffirming and trauma-informed practices.
- Continue providing professional learning and mentorship to staff related to regulation, executive functioning, communication, Dyspraxia/Developmental Coordination Disorder (DCD), Pathological Demand Avoidance (PDA), and twice-exceptional learning profiles.
- Continue evaluating supports and interventions to ensure students have access to appropriate academic, behavioural, emotional, and communication supports.

Measures

Alberta Education Measures

- Literacy and Numeracy Assessments
- Provincial Achievement Tests (PATs)
- Diploma Exams
- Alberta Education Assurance Measures Survey

Local Measures

- School Feedback Surveys
- Literacy and Numeracy Screening and Assessment Data
- Student Engagement Tracking
- IPP Goal Progress
- Attendance and Behavioural Data
- Work Experience Participation Data
- Graduation and Transition Data

Results Analysis and Key Insights

Based on Spring 2026 Assurance Measures Survey

Please note that due to the relatively small population at E2 Academy, survey results may fluctuate from year to year. Increased parent response rates during the 2025-2026 reporting period contributed to a more representative reflection of stakeholder perspectives.

Strengths

Individualized programming, multidisciplinary supports, and neuroaffirming practices continue to support student success and well-being. Student learning engagement increased during the 2025-2026 reporting period, while students continued to report strong feelings of belonging and safety within the school environment. Student leadership, self-advocacy, and work experience opportunities also continued to expand throughout the school community.

Staff continue to strengthen instructional practices related to twice-exceptional learners, neurodivergent pedagogy, regulation, executive functioning, and flexible learning approaches. Continued development of library services, interest-based learning opportunities, and individualized supports has also positively contributed to student engagement and independent learning.

Areas for Growth

Student engagement, academic challenge, and flexible demonstrations of learning continue to be areas requiring ongoing focus and development. Literacy and numeracy intervention practices will continue to be strengthened through screening, progress monitoring, and individualized intervention planning.

Continued work is also needed to support regulation, peer relationships, active citizenship, communication skills, and social-emotional development. Additional opportunities are needed to expand broad programming options, including fine arts, health, career exploration, and experiential learning opportunities.

As E2 Academy continues to grow, balancing individualized programming with expanding high school course opportunities and operational sustainability will remain an ongoing priority. Transition planning and family collaboration will continue to require coordination with external agencies and multidisciplinary supports.

TEACHING AND LEADERSHIP

Outcome:

E2 Academy will create a culture of continuous learning, collaboration, and improvement where staff build the capacity to effectively support twice-exceptional learners through professional learning, reflective practice, and leadership opportunities.

Professional Development: Twice-Exceptional Learners

E2 Academy continues to prioritize professional learning opportunities focused on supporting the complex and diverse learning profiles of twice-exceptional students.

Our strategic objectives over the next three years include:

- Continue professional learning opportunities related to twice-exceptional learners, neurodivergent pedagogy, executive functioning, Dyspraxia/Developmental Coordination Disorder (DCD), Pathological Demand Avoidance (PDA), regulation, communication, trauma-informed practice, and strength-based educational approaches.
- Continue collaboration with multidisciplinary professionals and external agencies to support staff learning and student programming.
- Continue supporting staff attendance at professional learning opportunities through AISCA and other relevant conferences and organizations.
- Continue dedicating regular staff meeting time to professional learning, collaboration, and school improvement discussions.
- Continue building staff capacity related to literacy and numeracy intervention, accommodations, Universal Design for Learning (UDL), and flexible demonstrations of learning.
- Continue evaluating instructional and collaborative practices to ensure they best support students and staff.
- Continue encouraging staff leadership opportunities internally and externally.

Staff Relationship Building

E2 Academy recognizes the importance of positive staff relationships and collaboration in creating a supportive and sustainable school environment.

Our strategic objectives over the next three years include:

- Continue providing opportunities for staff collaboration, mentorship, and relationship-building.
- Continue supporting staff wellness and sustainable professional practices.
- Continue fostering collaborative problem-solving and reflective practice within the school environment.
- Continue strengthening onboarding and support processes for new staff members.

Measures

Alberta Education Measures

- Assurance Measures Survey

Local Measures

- School Feedback Surveys
- Professional Development Tracking
- Internal Reviews
- Staff Feedback and Reflection

Results Analysis and Key Insights Based on Spring 2026 Assurance Measures Survey

Please note that due to the relatively small population at E2 Academy, some survey results may fluctuate significantly year to year, and some parent data may be suppressed.

Strengths

Teachers continue to report positive experiences with professional learning and ongoing staff development opportunities. Staff demonstrate strong collaboration, flexibility, and commitment to supporting twice-exceptional learners through individualized, relationship-based, and neuroaffirming approaches. Professional learning related to neurodivergent learners, regulation, executive functioning, communication, trauma-informed practice, and strength-based educational approaches continues to strengthen staff capacity and instructional practice across the school environment.

Areas for Growth

Continued focus on professional learning specifically tailored to the evolving needs of twice-exceptional learners and neurodivergent students remains a priority. E2 Academy will continue refining professional learning opportunities to ensure they remain practical, sustainable, and responsive to both student and staff needs. Ongoing evaluation of instructional practices, collaborative structures, onboarding processes, and operational systems will continue to support staff capacity, organizational sustainability, and student success. The Education Quality measure remains an area for focused attention, and E2 Academy will continue strengthening instructional consistency, assessment practices, professional learning, and collaborative planning to support high-quality teaching across programs.

GOVERNANCE

Outcome:

E2 Academy will demonstrate reflective practice and continuous improvement through engaged, transparent, and effective governance, operational planning, and organizational accountability.

E2 Academy is committed to strengthening governance structures, operational systems, fiscal accountability, and organizational sustainability through ongoing review, planning, and continuous improvement processes.

Policy and Governance Development

- Continue systematic review and revision of school policies, procedures, and bylaws to ensure clarity, consistency, accessibility, and alignment with Alberta Education requirements and current legislation.
- Continue development of policies and procedures related to governance, operations, health and safety, student supports, privacy, and organizational accountability.
- Continue implementation and monitoring of recommendations arising from internal and external review processes.
- Continue strengthening governance processes through Board engagement, reflective practice, and ongoing review of organizational priorities.

Operational Systems and Organizational Sustainability

- Continue reviewing and refining operational systems to improve efficiency, communication, consistency, and organizational sustainability.
- Continue development of onboarding and orientation processes for new staff, contractors, and multidisciplinary professionals entering the school environment.
- Continue strengthening internal systems related to documentation, communication, confidentiality, and student support coordination.
- Continue evaluating staffing structures and operational practices to ensure they best support student needs and long-term organizational sustainability.

Financial Accountability and Stewardship

- Continue reviewing financial procedures and internal controls to ensure compliance with provincial requirements and sound fiscal stewardship.
- Continue strengthening budgeting, financial planning, and operational accountability processes.
- Continue monitoring organizational sustainability and long-term operational planning in alignment with school growth and student support needs.

Neuroinclusive and Accessible Practices

- Continue reviewing student, parent, and staff-facing materials through a neuroinclusive and accessibility-focused lens.
- Continue strengthening communication practices and organizational structures to support clarity, transparency, and accessibility for families, staff, and community partners.

Measures

Alberta Education Measures

- Assurance Measures Survey
- Education Act

Local Measures

- School Feedback Surveys
- Internal Reviews
- Policy and Procedure Reviews
- Board Review and Planning Processes

Results Analysis and Key Insights Based on Internal Review and Spring 2026 Assurance Measures Survey

Please note that due to the relatively small population at E2 Academy, survey results may fluctuate from year to year. Increased parent response rates during the 2025-2026 reporting period contributed to a more representative reflection of stakeholder perspectives.

Strengths

Student agency opportunities, work experience programming, and physical education opportunities continue to be identified as organizational strengths. Governance review processes, Board engagement, and ongoing policy development continue to support organizational reflection, accountability, and continuous improvement.

Areas for Growth

Continued focus is needed on operational sustainability, financial planning, and long-term organizational planning. E2 Academy will continue reviewing policies, procedures, governance documentation, onboarding systems, communication practices, and operational structures to support organizational sustainability, legislative alignment, and continued school growth.

FACILITIES

Outcome:

E2 Academy will continue developing efficient, flexible, neuroinclusive, and sensory-responsive learning environments that support the unique needs of students, staff, families, and community partners.

Additional Resource Centre (ARC)

E2 Academy continues to utilize the Additional Resource Centre (ARC) to support flexible programming, student learning, regulation needs, and community engagement opportunities.

Our strategic objectives over the next three years include:

- Continue utilizing the ARC to support classroom programming, small-group instruction, library and resource access, meetings, and student support spaces.
- Continue utilizing the ARC space for Social Emotional Learning (SEL) day camps and student programming opportunities during school breaks.
- Continue evaluating use of the ARC to support evolving student enrollment, programming, and operational needs.
- Continue exploring opportunities for appropriate community use and partnerships that align with school values and operational priorities.

Library and Learning Resources

E2 Academy continues to develop library and learning resource spaces that support student engagement, literacy development, staff professional learning, and independent inquiry.

Our strategic objectives over the next three years include:

- Continue development and organization of the school library and learning resource areas.
- Continue implementation and refinement of library catalogue and resource management systems.
- Continue expanding access to literacy, research, and educational resources for students and staff.
- Continue evaluating library space needs based on student enrollment, programming, and operational requirements.

Space Assessment and Learning Environments

E2 Academy recognizes the importance of intentionally designed learning environments that support regulation, accessibility, flexibility, and individualized student needs.

Our strategic objectives over the next three years include:

- Continue evaluating classroom layouts, breakout spaces, sensory considerations, lighting, storage, and workspace configurations to support diverse student needs.
- Continue implementing neuroinclusive and sensory-responsive design practices where operationally and financially feasible.
- Continue evaluating space allocation and staffing needs based on enrollment, student profiles, and programming requirements.
- Continue exploring opportunities to improve access to flexible learning, collaborative, and regulation-supportive spaces throughout the school environment.

Technology and Infrastructure

E2 Academy continues to strengthen technology systems, data security, communication systems, and learning management infrastructure to support school operations and student programming.

Our strategic objectives over the next three years include:

- Continue maintaining secure in-house server systems and data management practices.
- Continue evaluating technology systems and infrastructure to support operational efficiency, communication, and instructional programming.
- Continue development and implementation of Learning Management System (Gibbon) features to improve stakeholder communication and access to student information where appropriate.
- Continue strengthening organizational systems related to privacy, security, and digital accessibility.

Measures

Alberta Education Measures

- Assurance Measures Survey

Local Measures

- School Feedback Surveys
- Internal Reviews
- Facility and Space Reviews

Results Analysis and Key Insights Based on Spring 2026 Assurance Measures Survey and Internal Review

Please note that due to the small population at E2 Academy, survey results may fluctuate from year to year. Increased parent response rates during the 2025-2026 reporting period contributed to a more representative reflection of stakeholder perspectives.

Strengths

Significant progress has been made in the continued development of library and learning resource spaces to support student learning and staff professional development. The ARC continues to provide flexible space for classroom programming, student supports, library access, and SEL programming opportunities during school breaks. Additional breakout spaces have also been developed within the ARC to better support regulation, individualized instruction, and small-group learning opportunities. Ongoing improvements to technology systems and organizational infrastructure continue to support communication, accessibility, and school operations.

Areas for Growth

Continued work is needed to improve access to library resources and flexible learning environments for students and staff. Space limitations continue to present challenges in fully supporting the diverse and evolving needs of students, staff, and programming. As student enrollment and programming needs continue to evolve, E2 Academy is beginning to outgrow portions of its current facilities. Exploration of future facility expansion and long-term location planning will continue to support operational sustainability and the development of neuroinclusive learning environments that meet the diverse needs of students and staff. Continued evaluation of classroom configurations, sensory-responsive spaces, storage, and operational infrastructure will remain an ongoing priority as the school continues to grow.

ENGAGEMENT
Outcome: E2 Academy will continue strengthening stakeholder engagement, communication, and collaboration while creating meaningful opportunities for students, families, staff, and community partners to contribute to school growth and continuous improvement.

Family and Community Engagement

E2 Academy recognizes the importance of strong partnerships between families, staff, students, and community organizations in supporting student success and school development.

Our strategic objectives over the next three years include:

- Continue strengthening opportunities for parent and family engagement through ongoing communication, feedback opportunities, school events, and governance involvement.
- Continue utilizing the Board of Directors, which includes parent representation reflective of the school community, as an important source of stakeholder feedback and organizational planning.

- Continue exploring informal engagement opportunities such as Coffee & Conversation discussions, family events, and community-building initiatives.
- Continue strengthening partnerships with community organizations, external agencies, and multidisciplinary professionals to support students and families.
- Continue supporting community engagement initiatives that promote awareness and understanding of neurodiversity and twice-exceptionality.

Communication and Feedback Processes

E2 Academy recognizes the importance of clear, transparent, and accessible communication practices to support collaboration and stakeholder engagement.

Our strategic objectives over the next three years include:

- Continue classroom and school-wide communication practices, including weekly updates, newsletters, and ongoing direct communication with families.
- Continue developing and refining stakeholder feedback processes to support school improvement and organizational planning.
- Continue utilizing school-based surveys, internal reviews, and stakeholder feedback opportunities to complement Alberta Education Assurance Measures data.
- Continue reviewing communication practices and materials through a neuroinclusive and accessibility-focused lens.
- Continue strengthening opportunities for student, family, staff, and community voice within school planning and improvement processes.
- Continue supporting staff development related to effective, collaborative, and neuroaffirming communication practices with students, families, staff, and community partners.

Measures

Alberta Education Measures

- Assurance Measures Survey

Local Measures

- School Feedback Surveys
- Internal Reviews
- Stakeholder Feedback Opportunities

Results Analysis and Key Insights Based on Spring 2026 Assurance Measures Survey and Internal Review

Please note that due to the relatively small population at E2 Academy, some survey results may fluctuate significantly year to year, and some parent data may be suppressed.

Strengths

Citizenship, student agency, parent involvement, and stakeholder collaboration continue to be identified as areas of strength within the school community. Ongoing communication practices, including classroom updates, newsletters, meetings, and direct collaboration with families, continue to support strong relationships between home and school. Increased parent participation within the 2025-2026 Assurance Measures Survey contributed to a more representative understanding of stakeholder perspectives across the school community. Community partnerships and engagement opportunities also continue to strengthen awareness and support for twice-exceptional learners and neurodiversity.

Areas for Growth

E2 Academy will continue strengthening and refining stakeholder feedback processes to support long-term organizational planning and continuous improvement. Student engagement remains an area requiring ongoing reflection and support. School-based surveys and internal feedback opportunities will continue to complement Alberta Education Assurance Measures data and support a broader understanding of stakeholder experiences and perspectives.

FIRST NATIONS, MÉTIS, AND INUIT STUDENT SUCCESS
Outcome: E2 Academy will continue building meaningful relationships, strengthening staff capacity, and supporting equitable, inclusive, and culturally responsive learning environments for First Nations, Métis, and Inuit students.

E2 Academy recognizes that First Nations, Métis, and Inuit students have experienced systemic barriers and education gaps as a result of historical and ongoing colonial policies, racism, underrepresentation, and inequitable access to culturally responsive educational supports. As a small specialized school, E2 Academy will monitor student success through individualized planning, family collaboration, local measures, and available provincial data, while continuing to strengthen culturally responsive practices and supports for self-identified First Nations, Métis, and Inuit students.

Our strategic objectives over the next three years include:

- Continue strengthening relationships and partnerships with Indigenous organizations, community members, and support agencies.
- Continue supporting equitable access to individualized programming, multidisciplinary supports, and student services for First Nations, Métis, and Inuit students.
- Continue building staff capacity and foundational understanding related to Indigenous histories, perspectives, cultures, ways of knowing, and reconciliation.
- Continue supporting staff in meeting applicable Teaching Quality Standard (TQS) and Leadership Quality Standard (LQS) competencies related to Indigenous education.
- Continue exploring opportunities to incorporate Indigenous perspectives, resources, and ways of knowing across learning experiences and school programming where appropriate.
- Continue utilizing collaborative student support processes, counselling supports, and multidisciplinary services to support student success and well-being.
- Continue strengthening community engagement and collaboration through partnerships and relationship-building opportunities with Indigenous organizations and supports, including the Canadian Native Friendship Centre.
- Continue supporting implementation of the Truth and Reconciliation Commission of Canada's Calls to Action 62 and 63 concerning curriculum, educator professional learning, Indigenous knowledge and teaching methods, residential schools, treaties, Indigenous rights, and ongoing commitments to Indigenous education.
- Use individualized planning, family collaboration, attendance and engagement information, IPP progress, course completion, and transition-planning information to identify and respond to barriers affecting the educational success of self-identified First Nations, Métis, and Inuit students.

Measures

Alberta Education Measures

- Alberta Education and Childcare Assurance Measures, where results are available and can be reported without identifying individual students.

Local Measures

- Participation in Indigenous-focused staff professional learning.
- Annual review of learning resources and programming for authentic Indigenous perspectives and culturally responsive practices.
- Indigenous community partnerships, consultations, and learning opportunities established or maintained.
- Internal monitoring of attendance, engagement, IPP progress, course completion, and transition planning for self-identified First Nations, Métis, and Inuit students.

- Voluntary student and family feedback collected through culturally safe and respectful engagement opportunities.
- Actions taken in response to identified barriers documented through the annual planning and review process.

Due to E2 Academy's small student population, First Nations, Métis, and Inuit student results may not always be publicly reportable without risking identification. E2 Academy will protect student privacy while monitoring individual progress internally. Public reporting will focus on school-wide implementation measures and aggregate results where appropriate.

Results Analysis and Key Insights Based on Spring 2026 Assurance Measures Survey and Internal Review

Please note that due to the small population at E2 Academy, survey results may fluctuate from year to year. Increased parent response rates during the 2025-2026 reporting period contributed to a more representative reflection of stakeholder perspectives.

Strengths

E2 Academy continues to prioritize relationship-based, individualized, and inclusive approaches that support the diverse needs of students and families. Approximately 22% of E2 Academy staff identify as First Nations, Métis, or Inuit, contributing valuable perspectives, lived experiences, and representation within the school community. Staff continue to participate in professional learning opportunities related to inclusive practice, cultural awareness, neurodiversity, and student support. Community partnerships and collaborative support systems continue to strengthen access to services and supports for students and families.

Areas for Growth

Continued work is needed to strengthen staff confidence and capacity related to Indigenous perspectives, histories, cultures, and culturally responsive educational practices. E2 Academy will continue exploring opportunities to strengthen Indigenous community partnerships, learning opportunities, and meaningful engagement with First Nations, Métis, and Inuit perspectives across the school environment.

IMPLEMENTATION PLAN

The key strategies in the 2026-2029 Three Year Education Plan are informed by E2 Academy's January 2026 Strategic Planning Session, the 2024-2025 AERR, internal reviews, Alberta Education requirements, and ongoing feedback from students, families, staff, Board members, and community partners.

The process for monitoring progress and adjusting this Three-Year Education Plan includes:

Implementation of this Education Plan will require continued allocation of staff time, professional learning opportunities, multidisciplinary collaboration, instructional resources, technology systems, and operational planning supports. Professional learning will continue to focus on twice-exceptional learners, neurodivergent pedagogy, literacy and numeracy intervention, regulation, executive functioning, Indigenous education, assessment practices, and strength-based instructional approaches. Progress will be monitored through Alberta Education Assurance Measures, local school feedback surveys, literacy and numeracy screening, IPP progress, internal reviews, Board review processes, and ongoing analysis of student, staff, family, and community feedback.

Monitoring and Review Cycle

September 2026	- Conduct literacy and numeracy screening and baseline assessments for all students to support individualized programming, intervention planning, and instructional decision-making. - Review and analyze data collection from the 2025-2026 Alberta Education Assurance Measures Survey and local measures.
November 2026	- Review school-based survey results, stakeholder feedback, internal reviews, and operational priorities to identify areas requiring adjustment or additional support.
January 2027	- Review and analyze Provincial Achievement Test (PAT) and Diploma Exam results where available, along with literacy and numeracy assessment data, to support instructional planning and student supports.
February 2027	- Conduct annual strategic and operational review discussions with administration and the Board of Directors to review progress toward Education Plan priorities and organizational goals.

March 2027	- Administer and review school-wide surveys and local measures to gather additional stakeholder feedback and identify emerging priorities.
May 2027	- Analyze results from provincial and local measures, internal reviews, and stakeholder feedback to identify key insights and inform adjustments to strategies, priorities, and planning for the following school year.

This review and planning cycle will continue annually throughout the 2026-2029 Education Plan period.

BUDGET HIGHLIGHTS 2026/2027

The 2026/2027 budget reflects E2 Academy's continued focus on student programming, staffing, specialized supports, facility needs, and operational sustainability. The majority of expenditures are directed toward instruction, reflecting the school's commitment to small class sizes, individualized programming, learning supports, and high-quality teaching for twice-exceptional learners. Operations and maintenance costs reflect the ongoing need to maintain flexible, safe, and sensory-responsive learning environments. Budget planning continues to support the priorities identified in this Education Plan, including student engagement, staff professional learning, transition planning, stakeholder communication, governance, and long-term sustainability.

REVENUE SUMMARY	BUDGET	%
Alberta Education and Childcare (excluding Home Education)	\$1,291,669	73%
Alberta Education and Childcare - Home Education	\$0	0%
Instruction fees/Tuition Fees	\$471,300	27%
Non-instructional Fees (O&M, Transportation, Admin Fees)	\$10,000	1%
Other sales and services	\$1,000	0%
Gifts and donations	\$3,000	0%
TOTAL REVENUES	\$1,776,969	100%

EXPENDITURE SUMMARY	BUDGET	%
Instruction – Grades 1 – 12	\$1,251,546	77%
Operations and maintenance	\$245,313	15%
Transportation	\$20,042	1%
Board and System Administration	\$111,600	7%
TOTAL EXPENSES	\$1,628,501	100%
SURPLUS/(DEFICIT) OF REVENUES OVER EXPENSES	\$148,468	

