



Unlimited Potential
community services

3-Year Education Plan For

**Unlimited Potential Community Services
School Jurisdiction #9272**



Unlimited Potential
Community Services

The 3-Year Education Plan commencing August 25, 2025 for Unlimited Potential Community Services Schools was prepared under the direction of the Board in accordance with its responsibilities under the Private Schools Regulation and the Ministerial Grants Regulation. This document was developed in the context of the provincial government's business and fiscal plans. The Board has used its performance results, to the best of its abilities, to develop the education plan and is committed to implementing the strategies contained within the plan to improve student learning and results.

The Board approved this Three Year Education Plan for 2025-2028 on April 29, 2025.

Created by:

Kelly Milliken
Principal



Darcy Petrovic
CEO



Signed by:

Mr. John Watson

President
Unlimited Potential Community Services Board of Directors



What's In A Name

The name Unlimited Potential Community Services conveys our mission of helping people, whether they are coping with mental health illnesses, abuse, overcoming addictions, developing life skills, or furthering their education or employment.

We foster the potential in each one of our clients/students so that the only way to go is UP!

Our Mission

We empower individuals and families to reach their full potential and enhance community well-being.

Our Values

Integrity

We provide our services with the highest standards of honesty, trust, professionalism, transparency, and ethical behaviour.

Respect

We believe that all persons have an innate worth and value, thus, we consistently maintain respect for the dignity of our clients and our colleagues.

Excellence

As a client centered learning organization we ensure that innovation, evaluation, and revision are integral in our process of continual improvement in everything we do.

Humility

We readily acknowledge and accept that there is always more to be learned.

Relationships

Our genuine care and concern for our clients ensures authenticity and empathy in our interactions, and places an emphasis on consultation and collaboration in our provision of services.



Education Program Profile

Unlimited Potential Community Services educational programs are designated by Alberta Education as an accredited funded private school authority. All of our schools adhere to the mandate and policies of Alberta Education and we follow the Program of Studies Curriculum. Our school year calendar includes 200 operational days and 188 instructional days. Students who attend our schools may come to us from our group homes, treatment homes, or by tuition agreements from a school district. We have worked with the following school boards: Alexander First Nation, Black Gold, Edmonton Catholic and Public, Elk Island Catholic and Public, Evergreen Catholic, Greater St. Albert Catholic, Parkland, St. Albert Public, Sturgeon, Pembina Hills, Northern Gateway and Wetaskiwin Public. We have had private tuition agreements as well. There are four schools: Bright Bank Academy located just outside of Stony Plain, Columbus Academy located in Stony Plain, Phoenix Academy and Thomas More Academy which are located in Edmonton.



We offer a highly structured and supportive special education program that includes supervision throughout the day. Individual Program Plans are developed for all students in consultation with the treatment team (which may include: clinicians, psychologists, house staff, education staff, parent/guardian, psychiatrist, etc.) and we provide the students with the opportunity to acquire skills to prepare them for re-entry to community schools and to be positive and productive contributors to society. The small schools and small class sizes with a 3:1 student to staff ratio provide support to meet the needs of the students.

Many of the students have been diagnosed with severe emotional/behavioural disorders and struggle with finding success in a community school setting. For a variety of reasons many of our children come to our school functioning significantly below grade level. We have worked successfully with students who have learning disabilities, FASD, Autism, Tourette's, Obsessive Compulsive Disorder, Oppositional Defiant Disorder, Conduct Disorder, Generalized Anxiety Disorder, Disruptive Mood Dysregulation Disorder, Reactive Attachment Disorder or Post-Traumatic Stress Disorder. Our staff members have extensive professional

development training and we have a number of specialized programs to address the needs of our student population.

In addition to the core curriculum subjects, we offer a number of option courses. Some of the programs that have been offered include: Off-Campus Education (Work Experience), Outdoor Education, Psychology, Art, CTS (Career and Technology Studies), Agricultural Studies, Workplace Safety, Indigenous Studies, Military Studies, Science Fiction & Fantasy, World Geography, Food Studies, Outdoor Education and Recreation Leadership. We also have a physical education program that includes: basketball, volleyball, floor hockey, indoor & outdoor soccer, skittles, hiking, tchoukball, pickleball, football, badminton, tennis, skiing, snowshoeing, skating/hockey, rock climbing, etc. It should be noted that there is a focus on life skills and social skills within all program areas. To supplement our programming, we look for opportunities for our students to have shared experiences. This can take place on a field trip, community volunteering, or whole school activities such as our Welcome Back BBQ, games/events based on holidays/celebrations or our monthly interactive bulletin board where the whole school has an ongoing activity they are working on for the month.



Indigenous culture and ways of knowing are very important to us at Unlimited Potential Community Services and we provide opportunities for teaching and learning throughout the year. Our Indigenous Services provide all new staff with Traditional Indigenous Resolutions Training and ongoing yearly Indigenous Studies. As part of our Sanctuary Model we have added an Eighth Commitment which is as follows: The Commitment to Steward an Embodied Cultural Connection through authenticity and practice; to Nurture the “Spirit First” approach and to honor a respectful understanding of Indigenous Peoples ways of knowing, doing and being. We also have a number of Indigenous staff to help build bridges between cultures.

With the support of our Director of Indigenous Resources and Cultural Advisors, staff and students have the opportunity to learn many teachings throughout the year. Our Cultural Advisor visits our classrooms at Columbus Academy, Phoenix Academy and Thomas More Academy once a month to provide teaching and learning opportunities. For our youngest students, at Bright Bank Academy, our Cultural Advisor visits once per week.

Each year events are planned to recognize and understand the significance of Orange Shirt Day, Missing and Murdered Indigenous Woman and Girls as well as a celebration of National Indigenous Day which we recognize with cultural events throughout the week. Throughout the year, we are fortunate to be part of cultural ceremonies. At Bright Bank Academy, we raised Tipis in the spring. Our students also have the opportunity to participate in sweat lodge ceremonies and to create their own ribbon shirts/skirts. We continued to expand our Cree language vocabulary through buttons in all our schools to help students learn new words in Cree. This has been fun for students and staff to learn new words together. We continue to add Indigenous Art, Cree language signs and resources in our schools as we recognize the importance of our students seeing their culture reflected in their environment.



Trauma-Informed Practice- Sanctuary Model

UP Community Services is committed to implementing The Sanctuary Model into our Organization which is a trauma informed, trauma responsive approach to care.

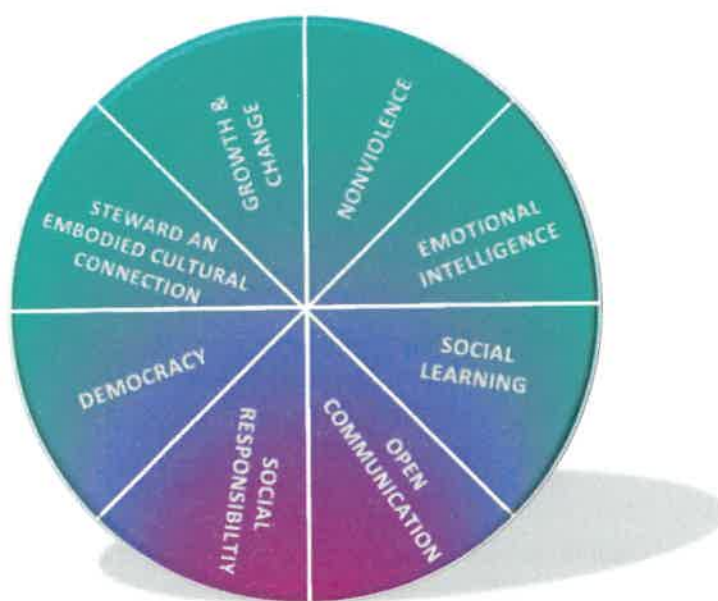
The Sanctuary Model is an evidence-supported intervention (Rivard, Bloom, McCorkle, & Abramovitz, 2005) and the only organizational and clinical intervention recognized as a Promising Practice by the National Child Traumatic Stress Network (National Child Traumatic Stress Network, 2008). At its core, the model promotes safety and recovery from adversity through the creation of a trauma informed community within an organization.

We are using the Sanctuary model which is rooted in attachment theory and focuses on changing behavior by understanding adversity, trauma and violence. The Sanctuary Model is built on four pillars (1) Trauma Theory (2) The Sanctuary Commitments (3) S.E.L.F (Safety, Emotions, Loss and Future) and (4) the Sanctuary toolkit.

Each pillar provides an area of understanding and addresses complex behaviors to create positive changes in our environments, reducing violent behaviors, increasing the level of safety while building healthy attachments, relationships and social cohesion.

The Sanctuary Model places emphasis on the need to understand the impact of psychological trauma on attitudes, emotional states, cognitive functioning, social adjustment and behaviours. The Model integrates this understanding into the standard operating procedures of the treatment setting.

The model is based on a set of values called **The Eight Sanctuary Commitments:**



Stakeholder Engagement

UPCS Schools has a deep appreciation for all our stakeholders and the value their feedback brings to the development, improvement and success of our school program. These are the stakeholders we had the opportunity to engage with this year.

Students

Relationship building is at the forefront of our school program. We strive to create a school environment where students feel part of a community. As part of the community, student voices need to be heard. When students enroll in our program, they are active participants in our intake process. They meet with school administration to let us hear from them what brings them to our program, to set goals for their time with us all the while allowing us to understand what their areas of strength are and what strategies have worked for them in the past.

Students are encouraged to be part of decisions made about their school programming. They contribute to their IPP development and sign off on their goals. Students who are in our group care programs, complete quarterly surveys regarding their care and school programming as well as attend case conferences and success in school meetings. All of our students are encouraged to participate in the Alberta Education yearly survey as well as school developed surveys. Daily, school staff are available to talk with students if they have questions or concerns about their school programming. Our education teams hold Community Circle meetings with our students each morning to gain an understanding of how they are feeling, what their goals are for the day and who they could go to for support should they need it. This allows us to support students in reaching goals that they have set for themselves.

Parents and Guardians

Parental involvement is always encouraged and the lines of communication are kept open. Parents/guardians often get daily reports either in written or verbal form, and communication is comprehensive and constructive. Meetings are welcomed as home and school work together to provide the optimal learning opportunity for each student. The parents and teachers recognize the need for good communication and working together in support of the students' education and their learning needs. With the small class sizes and consistent staff working with the students each day, parents have one key contact at the school to find out how their child is doing. This also means one staff can address all areas of success or concern with the parents. A focus on healthy strong relationships with the parents/guardians and the school result in student's reaching their potential in school. When students see the home and school working together as a team to support them, it leads to increased engagement and success.

Columbus Academy, Phoenix Academy and Thomas More Academy have Parent Community Associations. Our Parent Community Associations help guide the direction of our school programs. We encourage all parents to take part and get involved. Our many thanks to those parents who volunteer to support us. We have a virtual option to join our meetings which has increase involvement.

Staff and administration will reach out individually to our parents/guardians to encourage them to provide their feedback for the Alberta Education survey as well as school developed surveys. This information assists us in goal setting.

Staff Members

Our diverse team of education staff bring vital ideas and feedback that contribute positively to our school program. Feedback and conversations are had on a regular basis through staff meetings and daily classroom team check-ins. Our education staff also complete quarterly surveys that are created by our Quality Assurance Department. Our teachers are all encouraged to participate in the Alberta Education yearly survey. We also held a staff engagement session on January 29th, 2025 to look at our current program goals, discuss new strategies to support these goal as well as to see if new goals are needed. Part of this is also ensuring that staff members have the resources and professional development needed to support them in working towards our school goals.

Collaborative Support Teams (can include Children and Family Services, FSCD, Paraprofessionals, Mental Health Professionals, sending school divisions)

Our school staff are included in service team meetings for many of our students that have multiple agency involvement. These are an excellent opportunity to receive input on our school programming and to work collaboratively to ensure that our students are supported and have their needs met.

All students who are in the care of the government have a Success in School plan. These plans are made in collaboration with and signed off by Children and Family Services.

Every year, for each student in our schools, we hold a year end meeting. This brings together the student, their parent/guardian, our education staff and the sending school division. These meetings allow for all of us to celebrate the successes the student has experienced over the school year, to make decision regarding their education for the following school year and to set goals where all voices can be heard and contribute. These meetings, held in May and June of 2024, contributed to program planning for the 2024-2025 school year.

Alberta Education

Our Field Services Consultant provides us with the opportunity to receive feedback and guidance on our school program. The support and partnership with Alberta Education is a valuable resource for our programs.

Indigenous Elders

We are incredibly grateful that as part of our organization, we have an Indigenous Resource Department. Not only do they work with our students, but they offer support, guidance and feedback to our school program. Regular meetings between school administration and our Elder were held to discuss cultural teachings and how we can support our students in connecting with their culture.

Quality Assurance Department

Our organization has a Quality Assurance Department that gathers information on a quarterly basis through surveys. They engage school staff members and students to look at areas such as academic growth, professional development needs, governance, and wellbeing. Survey results help guide the leadership team in goal setting. This department also supports with OH&S. They conduct quarterly inspections of our school sites and meet with members of our education team to collect feedback. We appreciate their support and feedback in keeping our school environments safe.

AISCA

As a member of AISCA, we receive up-to-date information, have access to resources and networking opportunities as well as participate in professional development and engagement sessions. Through our membership and participation, we gain feedback and learn from others' perspectives. Through AISCA, we were able to access further support services for some of our students this year. The continuation of SLP and OT services were greatly appreciated by our students, staff and parents/guardians. This also allowed for collaboration and incorporation of feedback on support strategies to be implemented into our classroom environments.

ALIGN

As members of ALIGN, we gain perspective on challenges facing children and families all across Alberta. We gain insight and input from other support agencies to give us a more well-rounded perspective on needs of our students and their families.

Senior Leadership Team

Our Jurisdiction Principal sits as part of the Senior Leadership team of our overall organization. By attending weekly meetings, we collaborate to work towards meeting all of the various program areas needs and to offer support to each other.

Board of Directors

Under the direction of the board, for school specific policies, the principal and the CEO work together to create and review policies, keeping in mind the Education Act, Ministerial Orders, Teacher Quality Standards, Leadership Quality Standards as well as other resources made available by Alberta Education. The Board of Directors reviews and signs off on our education plans including the yearly calendar, Annual Operating Plan, the Annual Education Results Report, the Education Plan, Locally Developed course offerings and the yearly budget.

Assurance Framework for 2025-2026

Our goals and priorities stay the same; however, that doesn't mean we are not moving forward! We have a strong plan and system in place that is helping our students find success. We continue to add new strategies and measures, while staying committed to our core priorities. Given the our ever changing school population, we know that these are the key areas of focus for our program. Often when students have achieved success in these following three areas, they are ready to move on from our program and we start again with a new group.

Priority	Safe and Caring Schools
Outcome	To maintain a school environment where all students experience a sense of belonging and feel supported.
Domain(s)	Student Growth and Achievement, Learning Supports and Teaching and Leading
Context/ Rationale/ Data Analysis	<ul style="list-style-type: none"> ➤ We believe it is important for everyone to be safe from physical and emotional harm. When evaluating how students learn through a trauma-informed lens, it shows that students learn best when they feel safe and supported. This is why relationship building is one of our core values. ➤ During engagement sessions with education staff, when we reflected on the key factors that have allowed our students to find success over the years, the focus on relationship building and creating a sense of community was at the forefront. ➤ Results Analysis: 75% of students who responded to our June 2024 survey indicated that they feel safe in the school. For our percentage of students, parents and teachers in agreement that students are safe at school, are learning the importance of caring for others, are learning respect for others and are treated fairly at school, we increased our results from 84.4% in 2022 to 88.5% in 2024. *This shows the strategies in place are starting to have an impact. We continue to be well above the provincial average in the percentage of parents, teachers and students who agree that students have access to the appropriate supports and services at school. This goal will continue to be a focus for us as it aligns with our values and beliefs as a school jurisdiction. It is key that our students feel safe and supported in order for them to find success.
Strategies	<ul style="list-style-type: none"> ➤ All staff members will be trained in the Sanctuary model of Trauma-informed care. Yearly trauma-informed studies will be completed following initial training. ➤ Each school day will begin with a Community Circle which includes identifying feelings, goal setting and knowing who to ask for help when needed. ➤ School staff members will greet students at the door upon student arrival at school. ➤ All school staff will complete yearly training in Indigenous Teachings and Diversity Training. ➤ A team teaching model will be used in all classrooms so that students have multiple adults they can develop a positive relationship with. This also allows students to stay with one teaching team throughout the day so that trust and understanding can be built. ➤ Implementation of a Social Emotional Learning Program for Grades 1-9 ➤ Increase stakeholder feedback so that we get a well-rounded perspective on ways to improve the support of our students. ➤ Increase opportunities for whole school activities/experiences. ➤ Engage our Indigenous Resource Department in finding ways for Indigenous culture to be represented in our educational program and physical spaces. ➤ Budget considerations for interactive bulletin board, whole school events, recreation programming and professional development on specific diagnoses.

Local Measures	<ul style="list-style-type: none"> ➤ Student, parent and staff surveys ➤ Increase in students being able to identify an adult in the school they feel safe to go to for support (data collected through student survey) ➤ Classroom observations regarding students feeling comfortable sharing during the Community Circle.
Provincial Measures	<ul style="list-style-type: none"> ➤ Growth in the percentage of students, parents and teachers in agreement that students are safe at school, are learning the importance of caring for others, are learning respect for others and are treated fairly at school. As measured by the Alberta Education survey.

Assurance Framework for 2025-2026

Priority	To Increase Students' Literacy Skills
Outcome	Increase in students' grade based reading level
Domain(s)	Student Growth and Achievement, Learning Supports and Teaching and Leading
Context/ Rationale/ Data Analysis	<ul style="list-style-type: none"> ➤ During engagement sessions with education staff, literacy was identified as the area in greatest need of support for our students. ➤ During IPP collaborative planning (parents/guardians, students and education team) for the 2023/2024 school year, IPP goals related to literacy skills were created for 80% of our students. ➤ Results Analysis: Based on the K-3 literacy screenings, students entering our program are in need of additional literacy supports. In September 2024, 100% of students screened required additional support and in January 2025, 85% of students screened required additional support. ➤ Results Analysis: Survey results from 2024 Alberta Education survey, indicated that 90.6% of parents, students and teachers indicating satisfaction with the overall quality of education. 100% of our Bright Bank Academy students who participated in reading intervention programming increased their grade based reading level. <p>*These results indicate that we are on the right track with this goal and there is a real benefit to our students in continuing to focus on reading. Given this, we are looking to continue incorporating further intervention strategies (Precision Reading, Jolly Phonics, R2R), daily pull out program for our younger students and assessment strategies (R2R, Wechsler).</p>
Strategies	<ul style="list-style-type: none"> ➤ All education staff have received training in the Precision Reading Program. ➤ The school will continue to update our library with high interest reading material for our students. ➤ DEAR (Drop Everything and Read) time where all staff and students participate. ➤ School wide reading games/activities. ➤ Utilize the Jolly Phonics program for our students with pre-K to Grade 1 reading levels. ➤ Pull-out intervention for our elementary students identified as needing additional literacy support during screenings. ➤ Precision Reading programming for our Junior High and High School students requiring reading intervention. ➤ Staff will read aloud books and articles of interest to their class to develop interest, vocabulary and comprehension skills. ➤ Student feedback on the types of reading material they would like to see in the school library.

	<ul style="list-style-type: none"> ➤ In consultation with our Director of Indigenous Resources, the school library will increase the amount of books that are written by Indigenous authors. ➤ Use part of the classroom complexity grant to have a staff member focus on improving literacy supports. ➤ Multi class/school novel study, with opportunity for share experiences. ➤ Reader' Theatre with combined classrooms. ➤ Subscription to Raz Kids and Monthly News ➤ Professional Development: Right To Read training for teachers, Precision Reading review and Literacy Essentials Certificate for Educational Assistants. ➤ Budgeting considerations for Professional Development (R2R), further Jolly Phonics resources, subscriptions and to purchase new books for the schools' library.
Local Measures	<ul style="list-style-type: none"> ➤ Increase in students' grade based reading level on standardized tests (Wechsler Fundamental Skills test or equivalent assessment tool) ➤ Classroom observation and documentation that students are engaging in reading activities. ➤ IPP goal achievement on literacy related goals. ➤ Students' self-evaluations on improved reading skill and enjoyment of reading
Provincial Measures	<ul style="list-style-type: none"> ➤ Growth in the percentage of parents indicating satisfaction with the overall quality of education as measured by the Alberta Education survey. ➤ Improvement on our K-5 Literacy Screening Results.

Assurance Framework for 2025-2026

Priority	Social Emotional Wellbeing
Outcome	Increase in students using self-regulation strategies
Domain(s)	Student Growth and Achievement, Learning Supports and Teaching and Leading
Context/ Rationale/ Data Analysis	<ul style="list-style-type: none"> ➤ The use of self-regulation strategies is a key component to three of our eight Sanctuary Commitments: Nonviolence, Emotional Intelligence and Social Learning. ➤ Based on staff feedback and reviewing intake data (collected from information provided by our students and parents/guardians), we see a great need for our students to increase their self-regulation strategies. ➤ Upon reviewing Critical Incident Reports, over the last year, a frequent recommendation is for students to increase their use of self-regulation strategies. ➤ Results Analysis: Our June 2024 Parent/Guardian survey indicated that 74% of parents/guardians who had a response to this question agreed or strongly agreed that their child had learned some self-regulation strategies that they are able to use when they are feeling frustrated or overwhelmed at home. This is a 19% increase from 2023. For our percentage of students, parents and teachers who are satisfied that students model the characteristics of active citizenship, we saw a more significant increase this year from 70.4%-77.9% <p>*This highlights that we are on the right track with strategies in place to support this goal. We want to continue to build our students confidence and self-concept through helping them use their self-regulation skills to navigate the world around them.</p>

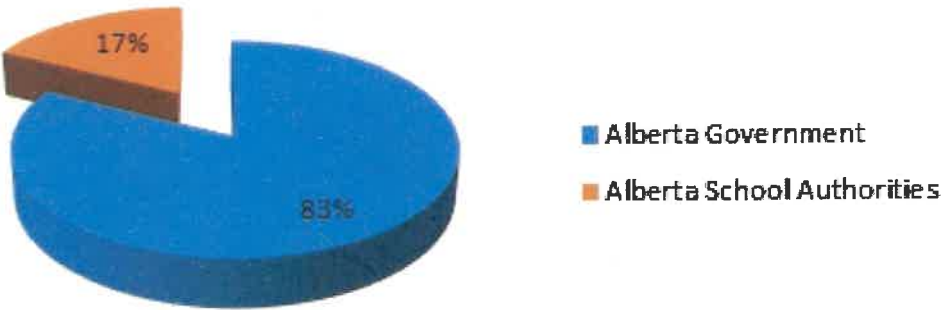
Strategies	<ul style="list-style-type: none"> ➤ School staff will work with each student to develop a personalized Take 5 (list of 5 self-regulation strategies). ➤ School staff will work on developing non-verbal cues for students in order to support them in implementing their Take 5 strategies. ➤ Sharing of examples when a staff or student has used one of their Take 5 strategies successfully. ➤ School staff will role model appropriate self-regulation techniques. ➤ Regular communication between home and school to share what is working. ➤ Teaching Team participation in communication and meetings with our students' entire support team. ➤ Increase access to support services (SLP, Behaviour Consultant, Psychologist). ➤ Implementation of a Social Emotional Learning program for Grades 1-9 ➤ All students will have access to smudging and will be taught the traditional practice by our Indigenous cultural advisor. ➤ Professional development on executive functioning and emotional regulation. ➤ Canine assisted therapy at Bright Bank Academy for bi-weekly visits. ➤ Visuals for breathing exercise on walls at the school. Example Rainbow Breathing ➤ Budgeting for Open Parachute Program (SEL Program) and professional development on emotional regulation.
Local Measures	<ul style="list-style-type: none"> ➤ IPP goal achievement related to behavioral goals. ➤ Student and staff survey results ➤ Parent/guardian feedback on observations of self-regulation techniques being used in the home environment. ➤ Decrease in instances of students becoming dysregulated during the school day. ➤ Observation and documentation of students employing their Take 5 strategies on their own.
Provincial Measures	<ul style="list-style-type: none"> ➤ Growth in the percentage of students, parents and teachers in agreement that students are safe at school, are learning the importance of caring for others, are learning respect for others and are treated fairly at school. As measured by the Alberta Education survey. ➤ Growth in the percentage of students, parents and teachers who are satisfied that students model the characteristics of active citizenship.

Unlimited Potential Community Services

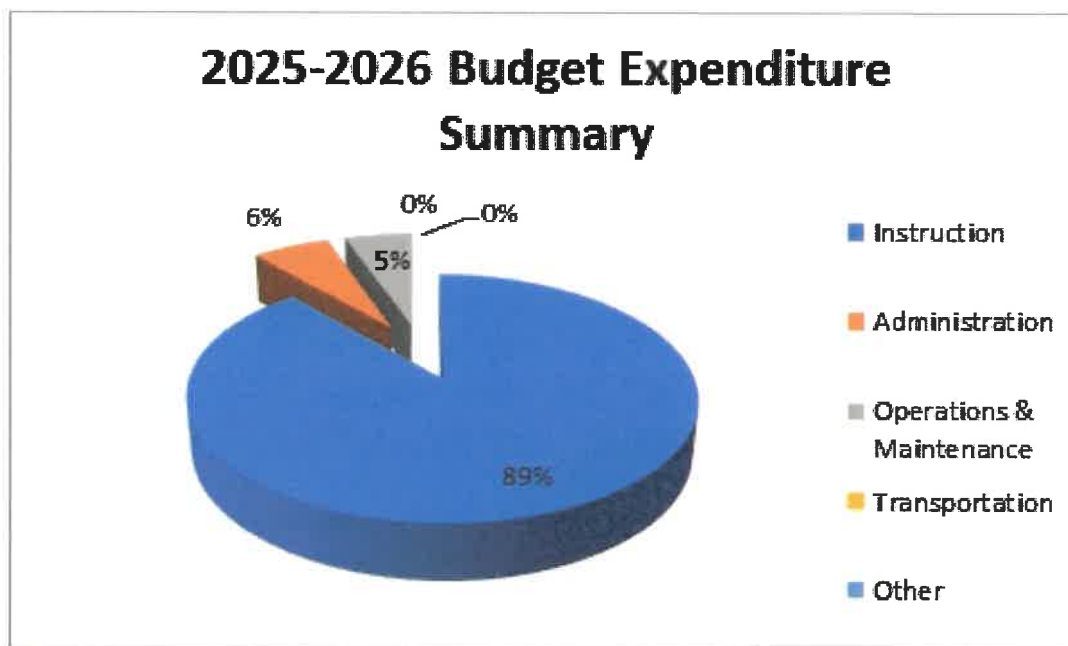
2025/2026 Budget Highlights

Revenue Summary	2025 2026 Budget Amount	Budget Percentage
Alberta Government	2,676,549.00	83%
Alberta School Authorities	561,883.20	17%
	3,238,432.20	100%

2025 2026 Budget Revenue Summary



Expenditure Summary	2025 2026 Budget Amount	Budget Percentage
Instruction	2,872,789.18	89%
Administration	194,881.42	6%
Operations & Maintenance	170,761.60	5%
Transportation	-	0%
Other	-	0%
	3,238,432.20	100%



Timelines and Communication

This 3-Year Education Plan is approved by Unlimited Potential Community Services Board of Directors and is posted on the UPCS website by May 30, 2025.

Whistleblower Protection

A just workplace culture is fundamental to the success of independent schools in Alberta. To ensure UPCS schools maintains high standards of legal, ethical and fiscal behavior, UPCS schools endorses a culture where employees and management work collaboratively to detect and remedy wrongdoing, and employees who come forward to report wrongdoing are protected and appreciated. During the 2024-2025 school year there were no incidents to report or were addressed.