

**PRIVATE SCHOOL AUTHORITY THREE-YEAR EDUCATION PLANS
PARKLAND SCHOOL 2009 TO 2012**

**ACCOUNTABILITY
STATEMENT**

The Education Plan for Parkland School the three years commencing September 1, 2009 was prepared under the direction of the Parkland Community Living and Supports Society Board of Directors in accordance with the responsibilities under the Private Schools Regulation and the Education Grants Regulation. This Education Plan was developed in the context of the provincial government's business and fiscal plans, including Alberta Education's Business Plan. The Board is committed to achieving the results laid out in this plan.

SIGNED: _____
(Chairman of the Board of Directors of the Parkland
Community Living and Supports Society)

(Principal of Parkland School)

(Chief of Educational Services)

MISSION STATEMENT

Parkland Community Living and Supports Society exists to improve the quality of life of the disabled through individual choice, dignity and rights.

MANDATE

To provide a variety of educational programs for children who have various developmental and physical disabilities and to optimize their human potential.

VISION

Parkland School Program Ends Policies reflect our commitment to the four main components of education offered at the school (see attached ENDS POLICY document).

PRINCIPLES AND/OR BELIEFS

In support of Parkland Community Living and Supports Society mission statement, the following values as they relate to disabled children and adults will serve as a philosophical reference to guide the Board of Directors in their development of all ends policies.

****CITIZENSHIP**: which is based on the principles of individual value and worth, individual rights and freedoms, and equality which recognizes the physical, mental, social and spiritual needs of consumers;*

****CHOICE**: which empowers individuals to make real choices about real options in life, including where they live and what they do;*

****SUPPORT**: which implies that every individual, regardless of their disability, is entitled to receive those technical, personal and financial supports which are necessary to live as independently as possible within the community; and*

****EQUALITY OF OPPORTUNITY**: which ensures that disabled individuals have equal access to those aspects of life which are often taken for granted including, whenever possible, employment, their own homes, social interaction and friendship, and access to generic community services;*

****SPECIAL EMPHASIS**: at Parkland School is prioritized learning in academics, life skills and eventual vocational/leisure pursuit abilities*

PROFILE

Parkland School serves the specific educational needs of students with severe disabilities in the Central Alberta region. Located in Red Deer, the school's enrollment fluctuates between forty and fifty-five students and utilizes the Alberta Education curriculum "Programming for Students with Special Needs". Prioritized programming is provided in math, language arts, liberating technology, reading, snack, life skills, sensory integration, physical education, music, health and pre-vocational skills.

ISSUES AND TRENDS ISSUES INCLUDE:

*a high turnover in specialized student aide positions due to the current labor crisis and low wages

*the need to create more physical space to accommodate more programs and students

TRENDS ARE:

*Central Alberta REACH team no longer able to serve our students due to an overload in their system. Parents/guardians must access Pediatric Rehabilitation Red Deer or PDD for OT, PT, vision, hearing and communication therapy – school personnel will be available to attend appointments and deliver therapy at school as required

*the use of music therapist for all students

*the use of a communication specialist to enhance and expand the individual student communication systems (new AISI project through Alberta Education)

*the use of a sensory integration therapist to provide consultations for many students dealing with sensory integration issues (SHIP initiative)

*serving more NWT students with high behavioral needs and medical issues

*serving more multi-dependent disabled students with high medical needs/issues

*increased staffing due to high needs students requiring 1-1 assistance

LOCAL GOALS

see attached Program Ends Policies for accomplishment of mission and vision over the long term

SEE NEXT PAGE

SEE NEXT PAGE

2009 May Accountability and Pillar Overall Summary

Goal	Measure Category	Measure Category Evaluation	Measure	Parkland Community Living and			Alberta			Measure Evaluation		
				Current Result	Prev Year Result	Prev 3 yr Average	Current Result	Prev Year Result	Prev 3 Yr Average	Achievement	Improvement	Overall
Goal 1: High Quality Learning Opportunities for All	Safe and Caring Schools	n/a	Safe and Caring	93.0	n/a	n/a	86.9	85.1	84.6	Very High	n/a	n/a
	Student Learning Opportunities	n/a	Program of Studies	75.9	n/a	n/a	80.3	79.4	78.7	Intermediate	n/a	n/a
			Education Quality	75.1	n/a	n/a	89.3	88.2	87.8	Very Low	n/a	n/a
			Drop Out Rate	*	*	n/a	4.8	5.0	4.9	*	*	*
			High School Completion Rate (3 yr)	n/a	n/a	n/a	70.7	71.0	70.6	n/a	n/a	n/a
Goal 2: Excellence in Learner Outcomes	Student Learning Achievement (Grades K-9)	n/a	PAT: Acceptable	n/a	n/a	n/a	75.8	75.9	76.7	n/a	n/a	n/a
			PAT: Excellence	n/a	n/a	n/a	19.6	19.4	19.3	n/a	n/a	n/a
	Student Learning Achievement (Grades 10-12)	n/a	Diploma: Acceptable	n/a	n/a	n/a	85.0	85.4	85.2	n/a	n/a	n/a
			Diploma: Excellence	n/a	n/a	n/a	22.3	23.3	23.1	n/a	n/a	n/a
			Diploma Exam Participation Rate (4+ Exams)	n/a	n/a	n/a	53.0	53.6	53.6	n/a	n/a	n/a
			Rutherford Scholarship Eligibility Rate (Revised)	n/a	n/a	n/a	57.3	56.8	55.8	n/a	n/a	n/a
	Preparation for Lifelong Learning, World of Work, Citizenship	n/a	Transition Rate (6 yr)	n/a	n/a	n/a	60.7	60.3	59.1	n/a	n/a	n/a
			Work Preparation	72.2	n/a	n/a	79.6	80.1	78.1	Low	n/a	n/a
			Citizenship	82.0	n/a	n/a	80.3	77.9	77.1	Very High	n/a	n/a
Goal 4: Highly Responsive and Responsible Jurisdiction (Ministry)	Parental Involvement	n/a	Parental Involvement	82.4	n/a	n/a	80.1	78.2	77.9	Very High	n/a	n/a
	Continuous Improvement	n/a	School Improvement	90.0	n/a	n/a	79.4	77.0	76.7	Very High	n/a	n/a

Notes:

- 1) Student Learning Achievement: PAT Values reported are weighted averages of PAT Acceptable and PAT Excellence results. Courses included: ELA (Grades 3, 6, 9), Math (Grades 3, 6, 9), Social Studies (Grades 6, 9), Science (Grades 6 only), French Language Arts (Grades 6, 9), Français (Grades 6, 9).
- 2) Student Learning Achievement: Diploma Exam Values reported are averages of Diploma Acceptable and Diploma Excellence results, weighted by the number of students enrolled in each course.
- 3) Overall evaluations can only be calculated if both improvement and achievement evaluations are available.
- 4) Data values have been suppressed where the number of students is less than 6. Suppression is marked with an asterisk (*).
- 5) The subsequent pages include the current results, previous 3-year average and evaluations for each performance measure. If jurisdictions desire not to present this information for each performance measure in the subsequent pages, please include a reference to this overall summary page for each performance measure.

Goal One: High Quality Learning Opportunities for All
Outcome: School provides a safe and caring environment.

Performance Measure	Current Result	Previous 3-yr Avg.	May 2009 Evaluation			Targets		
			Achievement	Improvement	Overall	2009/2010	2010/2011	2011/2012
Overall teacher, parent and student agreement that students are safe at school, learning the importance of caring for others, learning respect for others, and are treated fairly at school.	93.0	n/a	Very High	n/a	n/a			

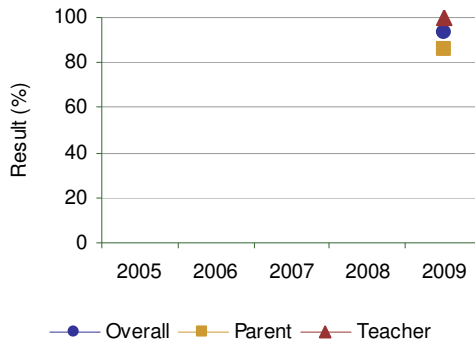
Strategies

- Ensure all students are treated fairly by students and staff at school
- Focus on student conduct and behavior to ensure a safe and secure environment where learning is optimal
- Suspension and expulsion policies are in place
- Continue to provide a high staff/student ratio to ensure safety for all students
- Maintain all school buses in excellent working order and require Class 4 licensing for all drivers
- Provide staff riders on buses to assist students with safety and comfort on bus rides

Measure History

Overall teacher, parent and student agreement that students are safe at school, learning the importance of caring for others, learning respect for others, and are treated fairly at school.

	2005		2006		2007		2008		2009	
	N	%	N	%	N	%	N	%	N	%
Overall	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	17	93.0
Parent	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	10	86.0
Teacher	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	7	100.0



Note: Data values have been suppressed where the number of respondents is less than 6. Suppression is marked with an asterisk (*).

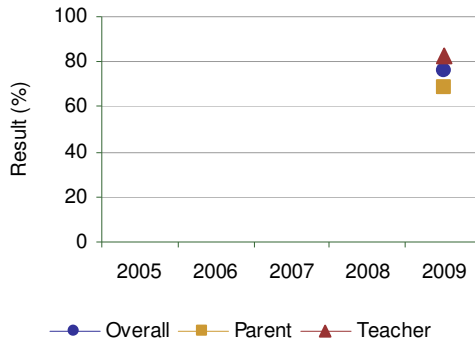
Outcome: The education system meets the needs of all K-12 students, society and the economy.

Performance Measures	Current Result	Previous 3-yr Avg.	May 2009 Evaluation			Targets		
			Achievement	Improvement	Overall	2009/2010	2010/2011	2011/2012
Overall teacher, parent and student satisfaction with the opportunity for students to receive a broad program of studies, including fine arts, career, technology, and health and physical education.	75.9	n/a	Intermediate	n/a	n/a			
Overall teacher, parent and student satisfaction with the overall quality of basic education.	75.1	n/a	Very Low	n/a	n/a			
Strategies								
<ul style="list-style-type: none"> ➤ Ensure that parents are satisfied with the variety of programming, challenge, quality of education, access to technology and school overall by responding to any concerns identified on the bi-annual parent surveys ➤ Continue to use the results of the Accountability Pillar Overall Survey and school parent surveys to systematically identify areas for improvement, change and growth when indicated ➤ Continue to use Alberta Education reviews/evaluations to improve, strengthen or change areas of concern where noted and applicable ➤ Continue to teach and utilize sign language ➤ Continue to provide thirty minutes of exercise each day as per Alberta Education regulations plus physical education classes ➤ Ensure that school work is interesting, challenging and that learner expectations are clear 								

Measure History

Overall teacher, parent and student satisfaction with the opportunity for students to receive a broad program of studies, including fine arts, career, technology, and health and physical education.

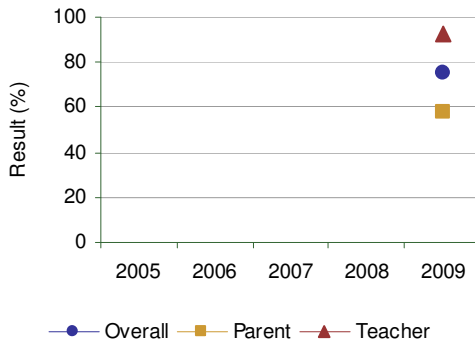
	2005		2006		2007		2008		2009	
	N	%	N	%	N	%	N	%	N	%
Overall	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	17	75.9
Parent	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	10	68.8
Teacher	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	7	83.0



Note: Data values have been suppressed where the number of respondents is less than 6. Suppression is marked with an asterisk (*).

Overall teacher, parent and student satisfaction with the overall quality of basic education.

	2005		2006		2007		2008		2009	
	N	%	N	%	N	%	N	%	N	%
Overall	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	17	75.1
Parent	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	10	57.6
Teacher	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	7	92.5



Note: Data values have been suppressed where the number of respondents is less than 6. Suppression is marked with an asterisk (*).

Outcome: Children and youth at risk have their needs addressed through timely and effective programs and supports.

Performance Measure	Current Result	Previous 3-yr Avg.	May 2009 Evaluation			Targets (see note)		
			Achievement	Improvement	Overall	2009/2010	2010/2011	2011/2012
LOCAL: Percentage of parents satisfied with the accessibility, effectiveness and efficiency of programs and services for students in their community (supports from consultants in music, sensory, communication therapy and DTHR)	NOV/08 AAER RESULT (SCHOOL SURVEY) 87%	89%	*	*	*	88%	89%	90%
Strategies								
<ul style="list-style-type: none"> ➤ Implement the new three year AISI project utilizing a communications specialist from Michener Center in Red Deer to come to the school once per month throughout the school term to work with staff and students in all classrooms to review/modify/enhance personal communication systems ➤ Continue to supply parents with information on health research, immunizations and equipment to improve ways of meeting the high medical needs of students ➤ Continue to enforce the no-tolerance sickness policy to protect the medically fragile students and prepare for eventual pandemic situations/issues ➤ Continue to target any students needing the services of specialists and assist the parents to utilize Pediatric Rehabilitation or PDD in Red Deer to provide the services needed ➤ Contact Central Alberta REACH team if parents are unable to utilize Peds Rehab or PDD ➤ Utilize Central Alberta SHIP funds to provide sensory integration consultations for all students ➤ Utilize AISI project funds to provide communication consultations for all students in need ➤ Continue to provide music therapy for all students (prior AISI project) 								

Outcome: Children and youth at risk have their needs addressed through effective programs and supports.

Performance Measure	Current Result	Previous 3-yr Avg.	May 2009 Evaluation			Targets (see note)		
			Achievement	Improvement	Overall	2009/2010	2010/2011	2011/2012
LOCAL: Number of students being served by the music therapist	NOV/08 AAER RESULT (SCHOOL INFORMATION) 18 17 n/a	n/a	*	*	*	20	40	41
LOCAL: Number of students being served by sensory integration physiotherapist funded by Central Alberta SHIP funds through AB ED)						18	19	20
LOCAL: Number of students being served by communications specialist (new AISI project)						17	26	27
						n/a		
Strategies								
SEE ABOVE STRATEGIES								

Outcome: Students complete programs so that they are ready to attend post-secondary institutions and/or contribute as members of society and to the economy if able.

Performance Measure	Current Result	Previous 3-yr Avg.	May 2009 Evaluation			Targets		
			Achievement	Improvement	Overall	2009/2010	2010/2011	2011/2012
High school completion rate of students within three years of entering Grade 10.	n/a	n/a	n/a	n/a	n/a			
Strategies								
N/A AT PARKLAND SCHOOL – ALL STUDENTS STAY IN SCHOOL UNTIL FUNDING CEASES SEE GOAL 2 FOR ANNUAL ASSESSMENT AND IPP ACHEIVEMENT RATE BY STUDENTS								

Local Outcome: Parents have the opportunity to choose a school program for their child after touring the school and being advised to contact their school jurisdiction to view their programs – parents are encouraged to make an informed choice

Performance Measure	Current Result	Previous 3-yr Avg.	May 2009 Evaluation			Targets		
			Achievement	Improvement	Overall	2009/2010	2010/2011	2011/2012
LOCAL: Number of tours given within the school term	NOV/08 AAER RESULT (SCHOOL INFORMATION)	9	n/a	n/a	n/a	10	11	12
LOCAL: Number of students enrolled	13 7	6				4	5	6
Strategies								
<ul style="list-style-type: none"> ➤ Continue to ensure that Parkland School exists as a choice for those students who need an alternative educational setting ➤ Maintain and update the school website (www.parklandschool.org) to provide parents with information on the school ➤ Develop school brochures for those unable to access the website information ➤ Continue to work closely with school jurisdictions (public, separate, rural), Northwest Territories, Nunavut, First Nations and Social Services to accommodate students referred by them to Parkland School 								

Local Outcome: Students use computer technology to enhance basic life and leisure skills

Performance Measure	Current Result	Previous 3-yr Avg.	May 2009 Evaluation			Targets		
			Achievement	Improvement	Overall	2009/2010	2010/2011	2011/2012
LOCAL: Number of students in the Augmentative Communications computer program	NOV/08 AAER RESULT (SCHOOL INFORMATION)	25	n/a	n/a	n/a	25	26	27
LOCAL: Number of students in the Challenge computer program	INFORMATION/SURVEY)	27				25	26	27
LOCAL: Percentage of parents satisfied with students access to liberating technology programs	21 31 86%	89%				88%	89%	90%
Strategies								
<ul style="list-style-type: none"> ➤ Continue to access improved computer hardware through Alberta Computers for Schools to enable usage of new software programs ➤ Continue to search out new software programs to facilitate increased learning in liberating technology programs ➤ Continue to offer students experience with cause and effect, communication, academic skills and leisure pursuits through computer technology to improve their learning and life skills ➤ Continue and expand the use of “Teachtown” software to offer students with autism a computerized ABA learning experience ➤ Utilize/modify/expand the use of many communication devises (technical talkers, Boardmaker picture schedules/strips, single switch communicators, communication dictionaries, symbol shelf applications) to enhance the students’ ability to communicate their wants and needs (new AISI project) 								

Goal Two: Excellence in Student Learning Outcomes

Local Outcome: Students demonstrate high standards (achieve provincial learning standards set out in “Programming for Students with Special Needs” curriculum) by completing goals on their Individual Program Plans (IPP)

Performance Measure	Current Result	Previous 3-yr Avg.	May 2009 Evaluation			Targets		
			Achievement	Improvement	Overall	2009/2010	2010/2011	2011/2012
LOCAL: Percentage of students completing or improving skills identified on their Individual Program Plans (IPP)	NOV/08 AAER RESULT (SCHOOL INFORMATION) 93%	87%	n/a	n/a	n/a	90%	91%	92%
Strategies								
<ul style="list-style-type: none"> ➤ Goals on the IPP are completed/maintained/altered or deleted in January and May depending upon results from monthly criterion tests, anecdotal notes and annual assessments ➤ Continue to survey parents twice per year to determine appropriate goals ➤ Ensure that parents are part of the IPP process by attending the three mandatory parent teacher interviews per year ➤ Continue to utilize the new format for IPPs that includes fewer but more appropriate (measurable and observable) long term goals, year-end summaries, more specific current level of performance statements and transition plans (re: Alberta Education Standards Review May/06) 								

Local Outcome: Students demonstrate high standards (achieve provincial learning standards set out in “Programming for Students with Special Needs” curriculum) by showing progress on their annual assessments

Performance Measure	Current Result	Previous 3-yr Avg.	May 2009 Evaluation			Targets		
			Achievement	Improvement	Overall	2009/2010	2010/2011	2011/2012
LOCAL: Percentage of students completing or improving skills identified on their Individual Program Plans (IPP) LOCAL: Percentage of students showing advancement in skill development on their annual assessments (Brigance Inventory of Early Development, Brigance Inventory of Basic Skills, Brigance Inventory of Life Skills, Carolina Infant and Toddler Assessment, Carolina Pre-Schoolers Assessment)	NOV/08 AAER RESULT (SCHOOL INFORMATION) 78%	73%	n/a	n/a	n/a	76%	77%	78%
Strategies								
<ul style="list-style-type: none"> ➤ Provide a new edition of Carolina Infant and Toddler and Carolina Pre-Schoolers assessment for regular school program students ➤ Continue to provide a four month period to complete the annual student assessments to ensure fair and honest results in all areas ➤ Continue with old edition of Carolina Infant and Toddler and Carolina Pre-Schoolers assessment for students in wheelchairs (more suitable goals) ➤ Provide the healthiest environment possible through our no-tolerance sickness policy, to increase the percentage of students able to attend more regularly and demonstrate advancement in their overall skill development 								

Local Outcome: Students are well prepared for lifelong learning by providing them with access to the education they need to prepare them for entry into adult placements for the disabled in the community

Performance Measure	Current Result	Previous 3-yr Avg.	May 2009 Evaluation			Targets		
			Achievement	Improvement	Overall	2009/2010	2010/2011	2011/2012
LOCAL: Number of students graduating each year LOCAL: Number of students applying for placement in the Transitional Vocational Program (TVP) program at Red Deer College or Cosmos Enterprises	NOV/08 AAER RESULT (SCHOOL INFORMATION) 3 2 3 1	3 2	n/a	n/a	n/a	4 1	4 2	4 2
Strategies <ul style="list-style-type: none"> ➤ Continue to offer an intensive life skills program to the students to enable them to be as independent as possible in the future ➤ Continue to work with parents/guardians to tour/apply for placements in the TVP college program or Cosmos ➤ Complete all transition paperwork on the graduates as part of their final IPP 								

Outcome: Students are well prepared for lifelong learning [No Data for High School to Post-Secondary Transition Rate]
Outcome: Students are well prepared for employment.

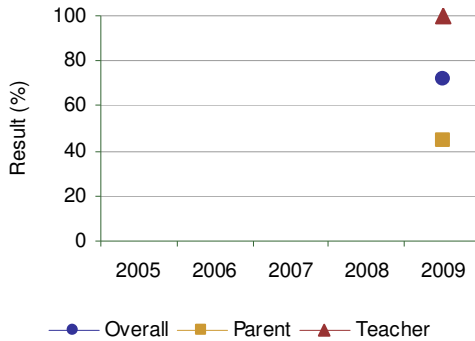
Performance Measure	Current Result	Previous 3-yr Avg.	May 2009 Evaluation			Targets		
			Achievement	Improvement	Overall	2009/2010	2010/2011	2011/2012
Overall teacher and parent agreement that students are taught attitudes and behaviors that will make them successful at work when they finish school.	72.2	n/a	Low	n/a	n/a			

- Strategies**
- Continue to implement in-school pre-vocational classes as a forerunner to community work placements
 - Increase number of students participating in community work placements (as appropriate)
 - Further expansion or changes in community settings/businesses used for work training environments (as suitable for specific student needs)
 - Provide support for graduates to tour and/or attend pre-placement sessions at the college or Cosmos during their last year at school

Measure History

Overall teacher and parent agreement that students are taught attitudes and behaviors that will make them successful at work when they finish school.

	2005		2006		2007		2008		2009	
	N	%	N	%	N	%	N	%	N	%
Overall	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	16	72.2
Parent	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	9	44.4
Teacher	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	7	100.0



Note: Data values have been suppressed where the number of respondents is less than 6. Suppression is marked with an asterisk (*).

Performance Measure	Current Result	Previous 3-yr Avg.	May 2009 Evaluation			Targets		
			Achievement	Improvement	Overall	2009/2010	2010/2011	2011/2012
LOCAL: Percentage of Advanced classroom students involved in pre-vocational program at the school LOCAL: Percentage of Advanced classroom students involved in the pre-vocational community program	NOV/08 AAER RESULT (SCHOOL INFORMATION) 100% 67%	100% 73%	n/a	n/a	n/a	100% 70%	100% 71%	100% 72%
Strategies <ul style="list-style-type: none"> ➤ Continue to implement in-school pre-vocational classes as a forerunner to community work placements ➤ Provide in-school work placements for the students unable to access community training sites due to medical restrictions, behavior issues or unsuitability ➤ Increase number of students participating in community work placements (as appropriate) ➤ Further expansion or changes in community settings/businesses used for work training environments (as suitable for specific student needs) 								

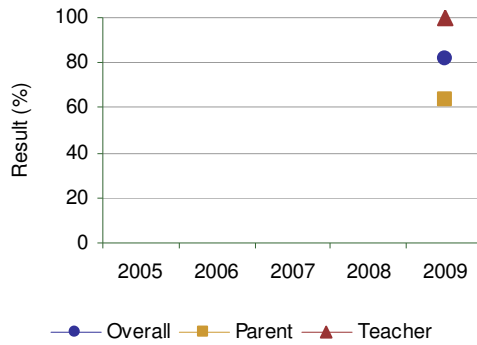
Outcome: Students model the characteristics of active citizenship.

Performance Measure	Current Result	Previous 3-yr Avg.	May 2009 Evaluation			Targets		
			Achievement	Improvement	Overall	2009/2010	2010/2011	2011/2012
Overall teacher, parent and student agreement that students model the characteristics of active citizenship.	82.0	n/a	Very High	n/a	n/a			
Strategies <ul style="list-style-type: none"> ➤ Continue to ensure that all students receive instruction in the Life Skills section of the “Programming for Students with Special Needs” curriculum ➤ Utilize the community for shopping programs and leisure pursuits to teach the students good citizenship skills in a realistic environment ➤ Encourage students to respect and help each other and always try their best ➤ Assist students to know and follow school rules ➤ Assist the students in being involved in activities that help the community (picking up garbage in the Spring, physical fitness challenge day, Terry Fox run etc) 								

Measure History

Overall teacher, parent and student agreement that students model the characteristics of active citizenship.

	2005		2006		2007		2008		2009	
	N	%	N	%	N	%	N	%	N	%
Overall	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	17	82.0
Parent	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	10	64.0
Teacher	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	7	100.0



Note: Data values have been suppressed where the number of respondents is less than 6. Suppression is marked with an asterisk (*).

Goal Three: Success for First Nation, Métis and Inuit (FNMI) Students

Outcome: FNMI students are well prepared for citizenship, the workplace and post-secondary education and training.

Performance Measures [results required to be reported in 2010]
<ul style="list-style-type: none"> High school to post-secondary transition rate of self-identified FNMI students within six years of entering Grade 10.
Strategies
N/A AT PARKLAND SCHOOL – ALL STUDENTS STAY IN SCHOOL UNTIL FUNDING CEASES

Outcome: Key outcomes for FNMI students improve.

Performance Measures [results required to be reported in 2010]
<ul style="list-style-type: none"> Overall percentage of self-identified FNMI students who achieved the acceptable standard and overall percentage who achieved the standard of excellence on provincial achievement tests.
<ul style="list-style-type: none"> Overall percentage of self-identified FNMI students who achieved the acceptable standard and overall percentage who achieve the standard of excellence on diploma examinations.
<ul style="list-style-type: none"> Annual dropout rate of self-identified FNMI students aged 14-18.
<ul style="list-style-type: none"> High school completion rate of self-identified FNMI students (three-year rate).
<ul style="list-style-type: none"> Percentages of self-identified FNMI students writing four or more diploma exams within three years of entering Grade 10.
<ul style="list-style-type: none"> Percentages of self-identified Grade 12 FNMI students eligible for a Rutherford Scholarship.
Strategies
N/A – ALL PARKLAND SCHOOL STUDENTS ARE SEVERELY DISABLED AND DO NOT WRITE PROVINCIAL ACHIEVEMENT TESTS OR RECEIVE SCHOLARSHIPS – THEY GRADUATE WHEN THEIR FUNDING CEASES (ALBERTA EDUCATION/NORTHWEST TERRITORIES/NUNAVET/SOCIAL SERVICES)

Local Outcome: Support the infusion of aboriginal perspectives

Performance Measure	Current Result	Previous 3-yr Avg.	May 2009 Evaluation			Targets		
			Achievement	Improvement	Overall	2009/2010	2010/2011	2011/2012
n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Strategies								
<ul style="list-style-type: none"> Continue to supply as many events/educational supplies/information to the FNMI students as possible <ul style="list-style-type: none"> *books on aboriginal/Inuit cultures *drumming demonstrations *aboriginal dance troupe demonstrations *music CD's *cultural food preparation in Snack class *aboriginal day celebration in June (advanced classroom) *cultural videos *visits from Elders *gather information from social workers on accessible/appropriate resources 								

Goal Four: Highly Responsive and Responsible Jurisdiction

Outcome: The private school authority demonstrates effective working relationships.

Performance Measure	Current Result	Previous 3-yr Avg.	May 2009 Evaluation			Targets		
			Achievement	Improvement	Overall	2009/2010	2010/2011	2011/2012
Overall teacher and parent satisfaction with parental involvement in decisions about their child's education.	82.4	n/a	Very High	n/a	n/a			

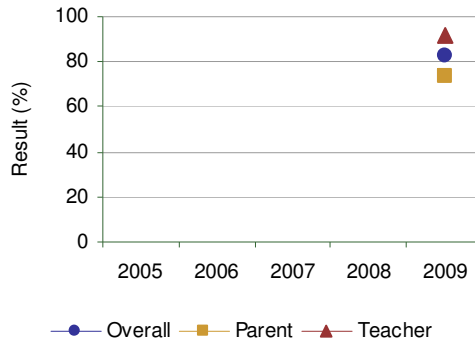
Strategies

- Encourage more parents/caregivers to fill out the Alberta Education and school based surveys
- Continue to insist upon attendance by parents/caregivers in three parent-teacher interviews per year to review annual formal assessment results, develop and approve Individual Program Plans and update same IPP with progress indicators
- Encourage parents/caregivers to utilize home-school communication books regularly
- Encourage parents/caregivers to contact the CES/teachers with any questions or concerns
- Encourage parents/caregivers to utilize the website www.parklandschool.org to access all updated reports/calendars and information about the school

Measure History

Overall teacher and parent satisfaction with parental involvement in decisions about their child's education.

	2005		2006		2007		2008		2009	
	N	%	N	%	N	%	N	%	N	%
Overall	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	17	82.4
Parent	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	10	73.5
Teacher	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	7	91.4



Note: Data values have been suppressed where the number of respondents is less than 6. Suppression is marked with an asterisk (*).

Performance Measure	Current Result	Previous 3-yr Avg.	May 2009 Evaluation			Targets		
			Achievement	Improvement	Overall	2009/2010	2010/2011	2011/2012
LOCAL: Percentage of parents satisfied that IPP goals are being clearly communicated as learning expectations for their child LOCAL: Percentage of parents satisfied that school staff are helping their child achieve IPP goals	NOV/08 AAER RESULT (SCHOOL SURVEY) 93% 94%	94% 96%	n/a	n/a	n/a	94% 95%	95% 96%	96% 97%
Strategies SEE ABOVE STRATEGIES								

Local Outcome: Parents and community members as Board members have the opportunity to formulate program ends policies for the school

Performance Measure	Current Result	Previous 3-yr Avg.	May 2009 Evaluation			Targets		
			Achievement	Improvement	Overall	2009/2010	2010/2011	2011/2012
LOCAL: Percentage of parents satisfied with the opportunity to be a board member on the Parkland Community Living and Supports Board of Directors LOCAL: Number of parents on the Board of Directors	NOV/08 AAER RESULT (SCHOOL INFORMATION/ SURVEY) 84% 4	85% 5	n/a	n/a	n/a	85% 4	86% 4	87% 5
Strategies <ul style="list-style-type: none"> ➤ Encourage more parents to become members of the Parkland Community Living and Supports Society and attend annual general meetings for information ➤ Encourage more parents to become board members 								

Local Outcome: Business and community play a meaningful role in pre-vocational skill development, life skills training and recreational enhancement and awareness for the students

Performance Measure	Current Result	Previous 3-yr Avg.	May 2009 Evaluation			Targets		
			Achievement	Improvement	Overall	2009/2010	2010/2011	2011/2012
LOCAL: Number of businesses and community facilities utilized in pre-vocational, life skills and recreational activities LOCAL: Percentage of students utilizing school/work placements and community involvement for their education	NOV/08 AAER RESULT (SCHOOL INFORMATION) 27 100%	27 100%	n/a	n/a	n/a	27 100%	28 100%	29 100%
Strategies <ul style="list-style-type: none"> ➤ Continue to use the community for work experience, life skills and recreational activities ➤ Continue to involve all students in weekly (or more) community outings for their various educational experiences and program needs ➤ Increase the number of businesses and community facilities utilized for this purpose 								

Outcome: The private school authority demonstrates leadership, innovation and continuous improvement.

Performance Measure	Current Result	Previous 3-yr Avg.	May 2009 Evaluation			Targets		
			Achievement	Improvement	Overall	2009/2010	2010/2011	2011/2012
Overall percentage of teachers, parents and students indicating that their school and schools in their jurisdiction have improved or stayed the same in the last three years.	90.0	n/a	Very High	n/a	n/a			
<p>➤ Strategies</p> <p>➤ Continue to provide society members, including parents and school community with timely and meaningful information about education, including student achievements and expenditures. This information includes access to yearly audit statements, program ends policy annual reports, the Three Year Education Plan and the Annual Education Results Report through distribution at the Annual General Meeting or by request at the school office or by utilizing the school website (www.parklandschool.org)</p> <p>➤ Continue to implement annual teacher/aide evaluation process</p> <p>➤ Continue to provide professional development opportunities for teaching staff four or five days per year from various sources (teacher conferences, workshops through the regional consortium and posted flyers, First Aid and CPR, Professional Assault Crisis Training, Abuse Protocol, Medication Administration and Foundations Training Program)</p> <p>➤ Continue to provide new programs and therapists to enrich the school curriculum</p> <p>➤ Continue to purchase new materials appropriate for the students</p> <p>➤ Continue to renovate and maintain school property</p>								

Measure History										
Overall percentage of teachers, parents and students indicating that their school and schools in their jurisdiction have improved or stayed the same in the last three years.										
	2005		2006		2007		2008		2009	
	N	%	N	%	N	%	N	%	N	%
Overall	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	17	90.0
Parent	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	10	80.0
Teacher	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	7	100.0

Legend: ● Overall ■ Parent ▲ Teacher

Note: Data values have been suppressed where the number of respondents is less than 6. Suppression is marked with an asterisk (*).

Budget Highlights

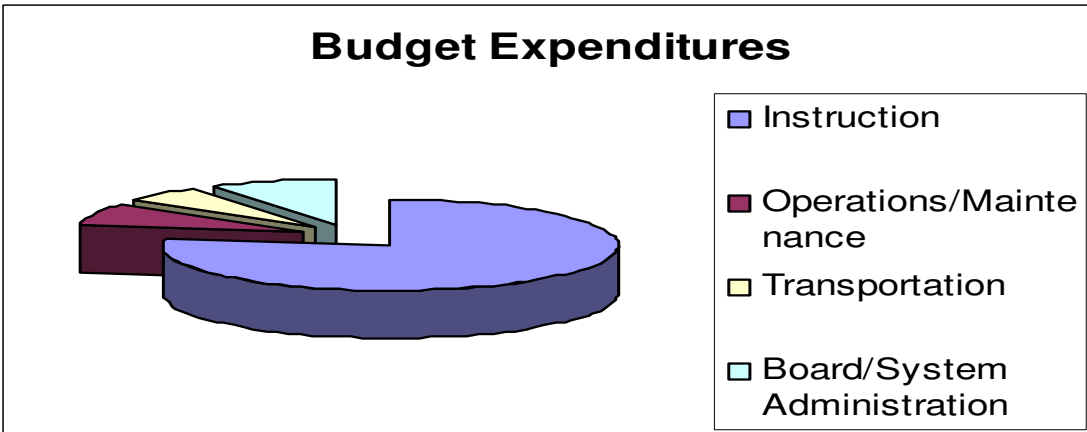
The guiding principles used in financial planning for Parkland School are to be diligent about the use of all funds received for the continuous enhancement of school programs and learning materials, the hiring and retention of quality teachers and non-certified staff, access to experienced therapists for consultations, the acquisition of materials/information/events for the FNMI students, the continual upkeep and inspection of school vehicles and the maintenance and renovations necessary to keep the school current and safe.

The budget is based on the revenue received by the school, Alberta Education and the host school jurisdictions. Each student is deemed by Alberta Education to be eligible and then receives a severe disability grant in the amount of \$16465 per year as well as the basic instruction grant in the amount of \$6805. Most students at Parkland School require 1-1 specialized aide support. As the Alberta Education grants do not cover the entire cost of tuition, transportation and aide support; the remainder of fees are collected from the host school jurisdiction from which the student was originally referred or where the parent still resides.

School budget

The percentage of total budget expenditures anticipated for the 2009/10 term:

- On instruction = \$1,177,528
- On administration = \$114,200
- On transportation = \$86,561
- On operations & maintenance = \$138,740

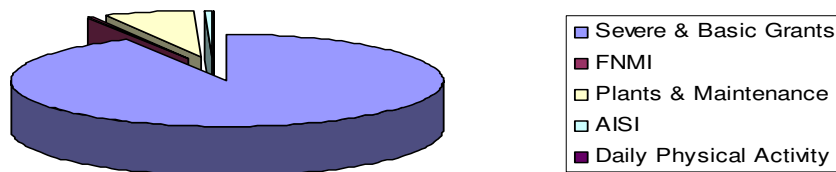


Provincial funding

The amounts of funding received from Alberta Education are anticipated to be:

Severe and base instruction grants = \$744640
FNMI funding = \$2426
Plants and Maintenance = \$54075
AISI = \$4391
Daily Physical Activity = \$777

Anticipated Funding From Alberta Education 2009-2010



Highlights of Facility and Capital Plans

- upgrade sidewalks
- renovate Parkland CLASS building to house wheelchair classrooms, Advanced classroom, specialty rooms (Snoezelen, exercise/music room, computer labs, library) within the next three years
- expand existing classrooms in school to double their size within the next three years
- create an additional sensory integration room with all necessary equipment for daily therapy sessions within the next three years
- purchase and construct an additional swing set with specialized swings for physically disabled students

Anticipated Changes

- Enrolment in the fall may be lower than usual due to the loss of eleven students in 2008/09 (7 graduates, 2 returning to host jurisdictions, 1 moving out of Central Alberta, 1 left school early in graduation year)
- There may be less non-certified staff hired for 2009/10 due to union involvement in wage increases
- Two staff on maternity leave and one of leave of absence are returning in 2009/10
- No changes in certified staff are anticipated
- Programs will continue with the addition of a communications specialist (new AISI project)
- Music therapy will be funded by the school (former AISI project)
- There was a 0% increase in severe funding grants and a 4.8% increase in base instruction grants for 2009/10
- There was a 3% increase in plants and maintenance for 2009/10 – we now receive this funding due to accepting Level 2 funding from Alberta Education in 2008/09
- Annual surpluses/deficits are mainly dependent upon staffing shortages/excesses and rising costs
- Anticipated revenue from Alberta Education for 2009/10 school year based upon budgeted enrolment projections = \$803883

Teachers and teaching staff in-service/professional growth plan

- teaching staff attend a two day conference each term related to teaching strategies/techniques
- all staff are required to re-certify First Aid/CPR, PRO-ACT (Professional Assault Crisis Training) and Medication Administration every three years
- all staff are required to take Abuse Protocol every two years
- all staff are encouraged to take part in relevant seminars and workshops during each school term
- speakers are brought in on Professional Development days to train staff re: behavior management techniques, communication, social skills, life skills, lifting and transferring, sensory integration, aboriginal awareness etc
- all staff are required to complete FOUNDATIONS training course within one year of hiring

Financial Reporting Information

Copies of audit and expenditure information may be accessed
through the Financial Controller at Parkland Community
Living and Supports Society:

Roxanne MacKenzie
Chief Financial Officer
Parkland C.L.A.S.S.
6010 – 45 Avenue
Red Deer, AB
T4N 3M4

Publication and Communication

- THREE YEAR PLAN is available at the school for all society members upon request – a memo is sent out to all parents and posted on the website regarding access to this information through the school office.
- Staff members are provided with a copy.
- The Board of Directors of Parkland C.L.A.S.S. is provided with copies of the plan upon completion.
- The plan is also available on the school's website: www.parklandschool.org.

Subject: **Parkland School – General**

Ref no.: **V:2:1.0**

OVERVIEW

Parkland School mandate is to provide a variety of educational programs for children who have various developmental and physical disabilities.

Parkland School is accredited by Alberta Education and is funded by Government departments and various school Public and Separate School jurisdictions.

Educational programs provided include:

- Multi-Dependent Handicapped (MDH) Program see Ch. V:2:2.0
- Regular School Program see Ch. V:2:3.0
- Augmentative Communication Program see Ch. V:2:4.0
- Challenge Program see Ch. V:2:5.0

POLICY

- 1.0 Parkland School programs shall support and uphold the Agency's Ends Policies, Mission Statement and Values.

- 2.0 Each student shall have educational goals incorporated into the Individual Program Plan (IPP), which is consistent with Alberta Education guidelines.

Date: August 31, 1998

PARKLAND CLASS

POLICY AND PROCEDURES MANUAL

Subject: **Parkland School –
Multi-Dependent Handicapped Program (MDH)**

Ref no.: **V:2:2.0**

1.0 General Description

Parkland School MDH program provides education, life skills training and physical maintenance to multi-dependent handicapped students during the regular school term. The program addresses speech, physical/occupational therapy, communication, hearing, vision, behavior modification, sensory stimulation and medical needs of the students.

2.0 Target Population

Target population includes students who range in age from four (4) to nineteen (19) years. Students are multi-dependent handicapped with developmental disabilities in combination with physical or medically fragile disabling conditions.

3.0 Program Objectives

Program objectives include learning, sharing, choice-making, independent play, cooperative activity and socialization with peers, problem-solving, feeding, toileting and mobility training. Professional consultations are sought and used extensively from REACH (a Calgary-based educational team), the Pediatric Rehabilitation Unit through the DTHR (David Thompson Health Region), and the Red Deer Health Unit.

This support enables students to be as independent as possible while enjoying a variety of situations and experiences that promote growth and socialization through communicated needs, wants and choices, making school life more responsible and fulfilling.

4.0 Values and Principles

Supporting values and principles include:

- Choice of an alternate educational setting that includes appropriate levels of technical and personal support which, in turn, facilitates and optimizes education and enhances future choices and dignity; and
- Citizenship facilitated through community awareness programs, recreational activities, integration with other schools and access to generic community services.

POLICY

- 1.0 Parkland School MDH Program shall support and uphold the Agency's Ends Policies, Mission Statement and Values.

Subject: **Parkland School – Regular School Program**

Ref no.: **V:2:3.0**

1.0 General Description

Parkland School Regular School Program focuses on the basic concepts of education and essential living-skill development. Various classes promote academic, non-academic, personal and physical development. The Regular School Program is delivered both within Parkland School and the community on a regular basis.

2.0 Target Population

Target population generally includes students aged five (5) to nineteen (19) who fall into trainable, dependent or multi-dependent handicapped categories. Upon entry to Parkland School, students require a psychological report from their funding jurisdiction.

3.0 Program Objectives

Program objectives include the development of individual student potential in reading or recognition of survival signs and logos, communication, mathematics, music, language and speech, problem-solving, sign language, basic health and safety, measurement, money management, physical education, fine and gross motor skills, basic living skills, telling time, increased attention span, proper conduct and social skills, self-confidence, increased self-awareness, and good citizenship.

4.0 Values and Principles

Supporting values and principles include:

- Choice of an alternate educational setting that includes appropriate levels of technical and personal support which, in turn, facilitates and optimizes education and enhances future choices and dignity; and
- Equality of Opportunity fostered through practical skill development which enables students to gain greater independence and an inclusive community life.

POLICY

- 1.0 Parkland School Regular School Program shall support and uphold the Agency's Ends Policies, Mission Statement and Values.

Date: August 31, 1998

PARKLAND CLASS

POLICY AND PROCEDURES MANUAL

Subject: **Parkland School –
Augmentative Communication Program**

Ref no.: **V:2:4.0**

1.0 General Description

Parkland School Augmentative Communication Program generally uses computer systems and supports to develop communication skills for non-verbal and multi-dependent students. In addition to the development of alternative communication skills, students also have access to innovative software, hardware and other technological devices to advance their personal living skills. Every student learns at a level, and through a means, which is most appropriate to abilities possessed.

2.0 Target Population

Target population includes multi-dependent students and all other students who are experiencing problems with communication systems in general. All students are aged five (5) to nineteen (19) and attend Parkland School.

3.0 Program Objectives

Program objectives include developing skills and understanding of computer use, cause and effect, visual and auditory attending, compliance to task, making choices, switch management, introtalker training, the use of power mobility aids and the development of a communication system which is appropriate for each student for their use in any environment.

4.0 Values and Principles

Supporting values and principles include:

- Choice of an alternate educational setting that includes appropriate levels of technical and personal support which, in turn, facilitates and optimizes education, and
- Equality of Opportunity fostered through practical skill development in the use of various technological and communication devices which will assist in accessing and participating in the broader community.

POLICY

- 1.0 Parkland School Augmentative Communication Program shall support and uphold the Agency's Ends Policies, Mission Statement and Values.

Date: August 31, 1998

PARKLAND CLASS

POLICY AND PROCEDURES MANUAL

1.0 General Description

The purpose of the Parkland School Challenge Program is to supplement regular academic classes and enhance the students' capabilities in the areas of language arts, reading and mathematics. Computers and software applications maximize the students' learning abilities through increased attentiveness and motivation. Basic literacy and mathematics skills are the focal point of this program.

2.0 Target Population

With the exception of students who are being served through the Augmentative Communication Program, the target population includes all students aged five (5) to nineteen (19) registered in the Regular School Program at Parkland School.

3.0 Program Objectives

Program objectives include optimizing students' vocabulary expansion, practical use of mathematics and reading skills through the use and application of various leading edge software programs. The program also teaches comprehension of whole language concepts, increased eye-hand coordination and computer familiarity.

4.0 Values and Principles

Supporting values and principles include:

- Choice of an alternate educational setting that includes appropriate levels of technical and personal support which, in turn, facilitates and optimizes education, and
- Equality of Opportunity fostered through skill development in the use of computer systems and increased literacy which empowers disabled individuals and increases control over their lives and their environment now, and in the future.

POLICY

- 1.0 Parkland School Challenge Program shall support and uphold the Agency's Ends Policies, Mission Statement and Values.

Date: August 31, 1998